AGENDA

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 – Closed Session Pursuant to Government Code Section 54957

CONFERENCE WITH LABOR NEGOTIATORS – Closed Session Pursuant to Government Code Section 54957.6
   Agency Negotiator(s):  Dr. Steven Kinsella/Ron Hannon
   Employee Organization:  GCFA

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

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

CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION
   Significant exposure to litigation pursuant to Section 54956.9(b):
   One case

II. OPEN SESSION 7:00 p.m.
   1. Call to Order
2. Roll Call
3. Pledge of Allegiance
4. Report of Any Action Taken in Closed Session
5. Approval of Agenda
6. Consent Agenda
   (a) Regular Board Meeting Minutes, December 8, 2015 and Board Facilities Development and Utilization Committee, December 8, 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
7. Comments from the Public - This is a time for the public to address the Board.
8. Officers’ Reports (A maximum of 5 minutes will be allotted to each speaker)
   (a) Vice Presidents
   (b) College President
   (c) Academic Senate
   (d) Professional Support Staff
   (e) Student Representative
   (f) Board Member Comments
   (g) Board President
9. Board Committee Reports
10. Information/Staff Reports
    (a) Recognition of the Employee of the Month
    (b) Accreditation Midterm Report
    (c) Distance Education Substantive Change
    (d) Community Education Winter/Spring 2016 Classes

III. ACTION ITEMS
1. Old Business
   (a) Updates to Board Policies
   (b) 2016 Board Goals
2. New Business
   (a) Naming the Board Representative for the County Committee
   (b) FY 2016-2017 Non-Resident Tuition and Capital Outlay Fee
   (c) Aviation Maintenance Technology Project at the South County Airport in San Martin, Deductive Change Order #1
   (d) Accept the Bid to construct the Gavilan College Aviation Maintenance Technology Project at the South County Airport in San Martin
   (e) Approve an agreement with Arch Pac, Inc. to provide architectural design services to renovate the swimming pools at the Gilroy campus of Gavilan College
   **(f) Resolution No. 1001 Election to Become Subject to the Uniform Public Construction Cost Accounting Act Procedures, and Resolution No. 1002 Enacting Informal Bidding Procedures under the Uniform Public Construction Cost Accounting Act
   (g) Memorandum of Understanding with the South Bay Regional Public Safety Training Consortium
   (h) Approval of Contract for Vision Literacy
   (i) FY 2014-2015 Annual District Audit Report
   (j) FY 2014-2015 Measure E General Obligation Bond Audit Reports
   (k) FY 2014-2015 Foundation Audit Report

IV. CLOSING ITEMS
1. The next regularly scheduled Board meeting is February 9, 2016 Gavilan College, Student Center, 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
CONSENT
Gavilan Joint Community College District
Governing Board Agenda

January 12, 2016

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

SUBJECT: Regular Board Meeting Minutes, December 8, 2015 and Board Facilities Development and Utilization Subcommittee, December 8, 2015

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

Proposal:
That the Board approve the Regular Board Meeting Minutes, December 8, 2015 and Board Facilities Development and Utilization Subcommittee, December 8, 2015

Background:

Budgetary Implications:

Follow Up/Outcome:

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

Prepared By: Nancy Bailey, Executive Assistant
Susan Peterson, Executive Assistant

Agenda Approval: 

Dr. Steven M. Kinsella, Superintendent/President
I. CLOSED SESSION - CALL TO ORDER 6:00 p.m.
Trustee Walt Glines called the meeting to order at 6:02 p.m.

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

(b) Comments from the Public
Colette Marie McLaughlin - said she was released from employment with Gavilan College and received a letter of reprimand for unprofessional conduct. She said she was shocked to receive it and said she had not been contacted about the investigation or any type of remediation to resolve a problem. She said she felt the reprimand letter was the result of a complaint letter she wrote to the National Advisory Committee on Institutional Quality and Integrity that is investigating the ACCJC. She said she has observed unprofessional behavior by the president of the college and holds the board accountable.

(c) Recess to Closed Session
Walt Glines identified the closed session items to be discussed. The Board recessed to closed session at 6:19 p.m.

II. OPEN SESSION 7:00 p.m.
1. Call to Order
Walt Glines called the meeting to order at 7:02 p.m.

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

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

Board of Trustees: Tom Breen, Jonathan Brusco, Mark Dover, Kent Child, Walt Glines, Lois Locci, Laura A. Perry, Ed.D., Laura Perry, Esq., Lucy Olivares, Professional Staff, Adrian Lopez, Student Trustee
Others in Attendance: Shawn Mulcare, Wade Ellis, Eduardo Cervantes, Sherrean Carr, and Fran Lopez, Anne Ratto, Fran Lozano, Kathy Campbell, Mary Ann Sanidad, Debbie Klein, Randy Brown, Nicole Cisneros, David Didenti, Blanca Arteaga, and Priscilla Ahmed

3. Pledge of Allegiance
   The Pledge of Allegiance was led by Jonathan Brusco.

   Student Trustee Adrian Lopez requested a moment of silence in memory of Gavilan and GECA student Alex Armlin.

4. Organizational Meeting
   Organizational Meeting
   (a) Election of Officers (President, Vice President, Clerk)
      MSC (T. Breen/K. Child) to nominate Laura Perry for Board President
      Vote:
      7 Ayes: Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Lois Locci, Laura Perry, Walt Glines and Student Trustee Adrian Lopez, advisory vote of aye, to approve
      0 Noes

      MSC (K. Child/T. Breen) to nominate Mark Dover for Board Vice President
      Vote:
      7 Ayes: Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Lois Locci, Laura Perry, Walt Glines and Student Trustee Adrian Lopez, advisory vote of aye, to approve
      0 Noes

      MSC (K. Child/M. Dover) to nominate Lois Locci for Clerk of the Board
      Vote:
      7 Ayes: Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Lois Locci, Laura Perry, Walt Glines and Student Trustee Adrian Lopez, advisory vote of aye, to approve
      0 Noes

      The gavel was passed to incoming president Laura Perry.

   (b) Set Meeting Dates/Locations
      MSC (K. Child/L. Locci)
      Vote:
      7 Ayes: Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Lois Locci, Laura Perry, Walt Glines and Student Trustee Adrian Lopez, advisory vote of aye, to approve
      0 Noes

   (c) Board Committee Membership
      Athletic: Mark Dover, Tom Breen, Walt Glines
      Board Policy: Kent Child, Laura Perry, and Lois Locci
      Budget: Kent Child, Mark Dover, Jonathan Brusco
      Community Education: Mark Dover, Tom Breen, Laura Perry, and student trustee
      Facilities Development and Utilization: Mark Dover, Walt Glines, Jonathan Brusco, and student trustee
      Evaluation of College President: Kent Child, Mark Dover, and Laura Perry
      Strategic Planning Steering: Tom Breen, Lois Locci, and Laura Perry
      Board Self-Evaluation Committee: Kent Child, Jonathan Brusco, Walt Glines
      Off Site Educational Centers: Kent Child, Lois Locci, and Jonathan Brusco
      Retirement Board: Lois Locci (Clerk of the Board), Steven Kinsella, Frederick E. Harris
      (Vice President of Administrative Services)
The Board Policy Committee will review the Ad Hoc Committee list.

MSC (K. Child/T. Breen)

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

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

6. Approval of Agenda
MSC (T. Breen/L. Locci)

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

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

MSC (K. Child/T. Breen) to approve the consent agenda with a correction noted on Item II.7.(e), Ratification of Agreements. The term for Kone, Inc. is corrected to: 7/1/2015 – 6/30/2020.

**Vote:**
7 Ayes: Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Lois Locci, Laura Perry, Walt Glines and Student Trustee Adrian Lopez, advisory vote of aye, to approve as corrected.
0 Noes

8. Comments from the Public
None.

9. Officers’ Reports
   (a) Vice Presidents

   Kathleen Rose – reported that next week is final exam week. A winter intersession with 21 days of instruction will be held with 30 courses being offered. She said 41 new courses were developed during the fall semester. CurricUNET will be implemented this spring which will automate the curriculum development process for faculty.
Kathleen Moberg - acknowledged the work of the Student Equity Plan report writers. She said the TRIO year-end report had been filed with 100% of their goals reached. Kathleen Moberg attended the EAB Navigate Conference in Washington D.C. She said it holds a lot of potential for students. They are hopeful for a soft launch in March.

Fred Harris - reported that Santa Clara County Board of Supervisors approved the Gavilan College lease at the San Martin airport site. He will be meeting with three administrators of the California Department of Fish and Wildlife to discuss mitigation for Phase 2 of the Coyote Valley project.

(b) College President – Dr. Steve Kinsella reported on the “Winds of Change” forum. He said that Kent Child and Walt Glines both attended and that Kent Child provided an overview of the presidential search process. Walt Glines added some additional comments. Steve Kinsella will be in Washington D.C. next week on behalf of the ACCJC. He added that state and local resources look good for the next few years for Gavilan.

(c) Academic Senate
Bea Lawn reported that Academic Senate discussed recommendations from the noncredit committee which will be presented to the board in February. They also continue to discuss college hour and ways to strengthen it. Bea Lawn said Academic Senate is considering the reorganization proposal of the instructional division. She is ending her 3 year tenure as Academic Senate President. She reviewed the challenges of fulfilling AB1725 and noted that communication and participation are hindered easily and she reviewed some of the obstacles. Bea Lawn invited trustees to come to Academic Senate meetings. She reported the election results for 2016. The new officers are: Dr. Arturo Rosette (President), Dr. Blanca Arteaga (Vice President), and Sabrina Lawrence (Secretary).

(d) Professional Support Staff
Lucy Olivares said CSEA will hold elections for new officers next week. They are still in negotiations and waiting for the results of the classification study.

(e) Student Representative
Adrian Lopez reported that 2 ASGC members attended the Fall General Assembly. He said the donated canned food was distributed. He participated in the Hollister “Lights on Parade” by riding on the Gavilan float. He continues to do ASGC recruitment.

(f) Board Member Comments
Kent Child – reported that Rolf Bruckner died. Rolf wanted to place a “friendship” bench on campus. Kent Child commented on the groundbreaking in Coyote Valley as a “beautiful site”. He also acknowledged the talented staff retiring; Lynda Kerr, Ana Garcia, Terry Newman, and Silva Ramirez. Kent Child thanked Judy Rodriguez and Gavilan students for participating in the Lights on Parade.
Mark Dover – no report.
Jonathan Brusco – thanked Walt Glines for his service as board president. He commented on the college preparation involved in the Coyote Valley Groundbreaking and looks forward to future site development there.
Walt Glines – said the Coyote Valley Groundbreaking was a memorable event. He said he and Kent Child attended the Winds of Change forum. Walt Glines acknowledged the college staff who attended the forum for making an effort to learn about the changes and to be part of the planning. He said staff will be asked to provide input on the desired qualities of a new president.
Lois Locci – thanked Walt Glines for mentoring her through her first year as a trustee.
Tom Breen – wished everyone “Merry Christmas”.

(g) Board President
Laura Perry – thanked Walt Glines and acknowledged his work as president especially getting them through the redistricting changes. She thanked Gavilan staff and President Kinsella for the idea of acquiring the land for the Coyote Valley site. She noted that Morgan Hill residents attended the groundbreaking. She said she looks forward to having a groundbreaking in San Benito County in the future. Laura Perry expressed her sadness for Terry Newman’s retirement and wished her well.

10. Board Committee Reports
Facilities Development and Utilization Subcommittee – Tom Breen reported that the Subcommittee received a report on ongoing projects and details on the planning of the PE facilities renovation including the swimming pool repairs. Mark Dover added that additional funding may be needed to complete the project list.

11. Information/Staff Reports
(a) Recognition of the Employees of the Month
Wade Ellis introduced Senior Accountant Laurel Blakley as the October Employee of the Month. He said Laurel has institutional knowledge and is a great resource to the district. She is an integral part of the Business Services’ team and is valuable in the implementation of the Banner Systems.

Fred Harris commented on Ericson Estamo and Diana Seelie who received the November Employee of the Month award. Ericson and Diana are both Computer Hardware/Software Technicians. They provide outstanding service and support to the district with a high level of customer service.

(b) Contract and Community Education 2014-2015 Annual Report
Dr. Kathleen Rose introduced Terry Newman, Director of Contract and Community Education to answer any questions about the report. In answering Lois Locci’s question regarding the variation of indirect costs over the years, Terry Newman said that some grants will absorb some of those expenses including salaries. Lois Locci acknowledged the work required to generate the revenue to “earn” such a budget. Mark Dover said thank you to Terry Newman for stabilizing community education during a difficult period.

(c) Noncredit Committee Update
Dr. Rose introduced the Academic Senate Noncredit Committee which has been engaged in discussions this fall semester. She noted that there is great growth, partnership, and collaboration potential in this area.

Debbie Klein spoke as the committee co-chair and said the committee members represented faculty and administrators from the Gavilan Consortium, ESL, English, Math, Social Science, DRC, and CalWORKs. She said funding legislation AB86 and AB104 restructured adult and continuing education and increased funding of certain noncredit courses. She said there are 2 key questions that were discussed: 1) what is the role of our existing credit program; and, 2) how do we build bridges between ESL credit and ESL noncredit programs. The committee’s goal is to facilitate the interaction of faculty from credit and noncredit programs with regard to program development, instruction, and curriculum.
The committee identified and is researching how to combine the excitement of new pathways for students with the strength of our credit program's success for an academic pathway; and, how to build bridges between the credit and noncredit programs. Part of their research includes discussing and designing curriculum ideas and examining both Gavilan student success data and data from other community colleges.

The committee submitted recommendations to Academic Senate which were unanimously approved and will be forwarded to the Board of Trustee in February.

(d) Noncredit/Gavilan Regional Adult and Career Education Services (ACES)

Dr. Randy Brown acknowledged the staff and noncredit faculty for their commitment to the program and for adapting to change. He also acknowledged President Kinsella and the Board of Trustees for their vision in establishing the noncredit program years ago along with Rachel Perez for laying the foundation. Randy Brown reviewed how noncredit classes are different from credit program classes. He identified the allowable courses that Gavilan offers which includes ESL, High School Equivalency Preparation, Career Preparation, and Library Support classes. Noncredit currently offers courses at 16 sites in the district's area. Randy said AB86/104 had restored adult education funding. There is an opportunity for an increase in apportionment along with greater curriculum scrutiny and assessment accountability. He reviewed the work accomplished thus far; some of which included increased counseling support, greater curriculum consistency, improved marketing, and common final exams.

Mary Ann Sanidad identified the consortium members: Morgan Hill Adult School, Gilroy Unified, San Benito High School District, San Juan-Aromas and Gavilan College. The consortium’s task is to create seamless pathways both academic and career by articulating and aligning all of the members’ programs. They want to accelerate students’ progress toward their next goal. They need to provide professional development to their faculty and utilize existing structures in the region. Mary Ann identified some of the consortium’s accomplishments including the completion of a three-year plan and annual budget along with governance policies. An allocation of $750,000 was received from the state.

Randy Brown and Mary Ann Sanidad answered questions.

(e) Associated Students of Gavilan College (ASGC) Semester End Report

David Didenti, Priscilla Ahmed, Adrian Lopez, and Dr. Blanca Arteaga provided a report that summarized ASGC’s accomplishments during Spring and Fall 2015. David Didenti reviewed ASGC representation on state and local committees, college hour events and activities, revised documentation, and goals for spring 2016. Blanca Arteaga noted that ASGC is in need of new membership in spite of ongoing recruitment efforts. Bea Lawn said faculty are supportive of ASGC and share many of the same goals.

(f) Board Policies and Administrative Procedures

Steve Kinsella presented revisions to Board Policies and Administrative Procedures. The Board Policy revisions will be presented to the Board at the January 12 meeting for approval. Kent Child will forward some minor changes for AP 2510. Administrative procedures will be posted and implemented.

(g) Board Policy 2350, Speakers
Steve Kinsella presented BP 2350, Speakers, as a recommendation from the Board Policy Committee. The maximum minutes per topic for a speaker changed from five to three minutes.

(h) Draft Board Goals
Kent Child presented the 2016 board goals for review. He said they were drafted from trustee input received during the Board Self-Evaluation.

I. ACTION ITEMS
1. Old Business
   (a) ASGC By Laws
      MSC (T. Breen/J. Brusco)
      Discussion: Thank you to David Didenti for his work on the by-laws.

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

2. New Business
   (a) Curriculum
      MSC (K. Child/M. Dover)
      Vote:
      7 Ayes: Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Lois Locci, Laura Perry, Walt Glines and Student Trustee Adrian Lopez, advisory vote of aye, to approve
      0 Noes

   (b) Student Equity Plan
      MSC (J. Brusco/W. Glines)
      Discussion: Kent Child commended the staff for the comprehensive detailed report.

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

   (c) Change in Retiree Health Benefits Vesting and Entitlement for Classified and Academic Administrators
      MSC (T. Breen/A. Lopez)
      Vote:
      5 Ayes: Tom Breen, Jonathan Brusco, Kent Child, Lois Locci, Laura Perry, and Student Trustee Adrian Lopez, advisory vote of aye, to approve
      2 Noes: Mark Dover and Walt Glines

   (d) Second Amendment to the Donation Agreement and Joint Escrow Instructions for Coyote Valley Campus Acquisition
      MSC (T. Breen/W. Glines)
      Vote:
      7 Ayes: Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Lois Locci, Laura Perry, Walt Glines and Student Trustee Adrian Lopez, advisory vote of aye, to approve
      0 Noes
(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
MSC (W. Glines/L. Locci)
Discussion: Fred Harris reported a recent change. He said the County will help process the paperwork which reduces the cost of the agreement by about $2,000.

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

(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
MSC (W. Glines/K. Child)
Vote:
7 Ayes: Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Lois Locci, Laura Perry, Walt Glines and Student Trustee Adrian Lopez, advisory vote of aye, to approve
0 Noes

(g) Approve an agreement with K&D Landscaping, Inc. for construction work for the Gavilan College Water Storage Tank, Distribution, & Well Improvements Project
MSC (W. Glines/T. Breen)
Vote:
7 Ayes: Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Lois Locci, Laura Perry, Walt Glines and Student Trustee Adrian Lopez, advisory vote of aye, to approve
0 Noes

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

(i) Measure E Bond Program Budget Alignment
MSC (W. Glines/J. Brusco)
Vote:
7 Ayes: Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Lois Locci, Laura Perry, Walt Glines and Student Trustee Adrian Lopez, advisory vote of aye, to approve
0 Noes

MSC (T. Breen/A. Lopez)
Vote:
7 Ayes: Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Lois Locci, Laura Perry, Walt Glines and Student Trustee Adrian Lopez, advisory vote of aye, to approve
0 Noes
(k) MOU with South Bay Regional Public Safety Training Consortium
Item pulled from agenda.

(l) Selection of Professional Personnel Leasing, Inc. to conduct executive search services for a new Superintendent/President
MSC (T. Breen/W. Glines)
Vote:
7 Ayes: Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Lois Locci, Laura Perry, Walt Glines and Student Trustee Adrian Lopez, advisory vote of aye, to approve with an additional charge of $3,000 for travel expenses.
0 Noes

(m) Gilroy Unified School District Purchase of Portable Buildings 4 & 5
MSC (W. Glines/T. Breen)
Vote:
7 Ayes: Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Lois Locci, Laura Perry, Walt Glines and Student Trustee Adrian Lopez, advisory vote of aye, to approve
0 Noes

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

IV. CLOSING ITEMS
1. The next regularly scheduled Board meeting is January 12, 2016 Gilroy Campus, North/South Lounge.
2. Adjournment
   The meeting was adjourned by consensus at 8:53 p.m.
Committee Members:  Tom Breen, Mark Dover, Walt Glines, and Adrian Lopez

Committee Resources:  Steve Kinsella and Fred Harris

Other Attendees:  Katherine Rose, Jeff Gopp, Ron Hannon, Jonathan Brusco, Steve Sowa (IBI), Derek McKee (Verde Design), Wade Ellis, Breene Kerr (Visualize Solar)

1. Call Meeting to Order:  The meeting was called to order by Tom Breen at 5:02 p.m.

2. Approve Minutes:  Minutes from the October 13, 2015 meeting were approved.  MSC (Glines/Dover)

3. Comments from the Public:  No comments.

4. Status on current projects:  Fred Harris provided an overview on the status of eight (8) projects including:

   Coyote Valley Educational Center Project:  Ground breaking ceremony took place on Friday, December 4, 2015. Total project cost estimate is $21,651,046, which exceeds the $11,493,889 Measure E funds budgeted. Teichert Construction is moving forward with Increment I site work to be completed next spring. Another aspect of Increment I is bringing in dirt to the site. The District is in the process of purchasing dirt from an Apple construction site.

   Walt Glines asked if we will use general funds for furniture and equipment and the answer was no. Steve Kinsella added that the JPA will be bringing some of their furniture and equipment, but $300,000 of the cost will come from us.

   Fred Harris added that Increment II buildings & canopies plans have been submitted to DSA. Expected DSA approval in March 2016 and construction start dated of April 2016.

   Fred Harris reported that the City of San Jose Public Works Department wants to charge the District now $235,000 for their connection costs as if the total buildout of the site was occurring now, rather than charge for each phase of the project. Staff is attempting to get reconsideration of these charges.

   Fire Alarm Replacement Project – Library, Student Center, and Theater:  The fire alarm project will be substantially completed on January 22, 2016. The completed project connects the library, student center and theater to the campus central fire alarm system.

   San Martin Aviation Program: The Santa Clara Board of Supervisors approved the lease effective January 1, 2016. There also was an issue with the bids. Fred Harris explained that three bidders
submitted bids, but two were late. The lone successful submission was from Seward L. Schreder Construction, who is willing to value engineer their bid closer to the budget level. The bid will be brought to the January Board.

**Child Development Center Renovations:** Substantial completion date is December 18, 2015. The project costs are within the budget.

**Water Tank:** PG&E needs to finish connecting the power at the new pump. A housekeeping pad needs to be poured. Final water shut down and PG&E connecting power during the holiday break.

**STEM Riparian Habitat Classroom Project:** The STEM group has decided not to move ahead with this project now. Project is currently completing the DSA backcheck, which will stay current and can be extended up to 4 years.

**Student Center Seismic Update:** Anticipate submitting for DSA approval December 16, 2015. Also anticipate construction to start in June 2016. The Student Center needs cross bracing on the east side of the building. The roof needs to be secured to the beams throughout the Student Center, kitchen, bookstore, admissions and records, counseling center and the President's suite of offices. The structure is safe for current occupancy, but needs to be brought up to code.

**Demo of CJ500:** $40,000 budgeted for this project; will bring this to the Board in February for approval.

Review latest plans and cost estimates on the Track & Field, Baseball, Softball, and Volleyball proposed construction/renovations: Derek McKee from Verde Design and Steve Sowa from IBI redesigned A and B alternatives to address the Committee's concerns from their October 13, 2015 meeting. Plan A total cost estimate is now $6,893,705, and Plan B total cost estimate is now $6,555,028. Steve Kinsella stated that financing over the budgeted scope of $6.5 million is also an option.

Mark Dover spoke about the need to fully renovate the athletics facilities. Our District's facilities are falling behind compared to other districts. He contends that athletic facilities attract students here, keeps them here, and they in turn become alumni. Athletic facilities should foster institutional pride, but the current out of date facilities do not do that. Athletic student recruitment is difficult when students' high school facilities are better than ours. The campus was built fifty years ago; and the athletics facilities have not been updated.

Discussion turned to the bid alternates. Walt Glines questioned if any of the bid alternates are new. The answer was NO; and the end zone (O-zone) was an alternate last draft, but now it is part of both Plans A and B.

Ron Hannon questioned the softball upgrades of the dugout fencing, back stop and ADA access and pavement if they were originally included in Plans A and B, and are they now bid alternates? The answer was YES.

Walt Glines asked if the weight room and showers are included in the renovation, and the answer was NO. The showers would open up the whole building to DSA upgrades; and the
weight room original discussion was to move it temporarily to one of the portables, but the portables are moving to San Martin Airport for the Aviation Program. The next bond measure could be used to renovate the showers.

Mark Dover asked that the building by the ballfields should have more frontage/curb appeal; and the dugouts should be widened to facilitate a changing room. Mark Dover also requested that the softball baseball fields be plumbed with electrical for later additions of lighting and permanent seating.

Jonathan Brusco asked about the cost for lighting the ballfields, which be $400,000. The Football lighting conduit infrastructure cost estimate is $75,000.

The Committee decided to move forward with Plan B as presented and with additional financing.

Aquatics Retrofit Design Alternates: Fred Harris informed the Committee that the deep pool is leaking 20,000 gallons of water per day. The County Health Safety Department code no longer allows one filtration system for two pools.

- Alternate A: Preserve and upgrade the current two pools.
- Alternate B: Create a canal between the two pools that joins them into one pool to allow for continued use of the current filtration system.
- Alternate C: Create a bulkhead that is removable to allow for configuring the two pools into one as needed while also using the existing filtration system.
- Alternate D: Create a bulkhead that is permanent to demarcation of the one pool into two using the existing filtration system.

Walt Glines asked why we need two pools. Breene Kerr from Visualize Solar explained that currently the shallow pool is used for hydro therapy, and the other for aquatic instruction. Filling in the deeper pool and keeping the shallow pool would not realize any substantial cost savings.

Walt Glines questioned how critical the pool is to adaptive PE. Ron Hannon answered that the Adaptive PE generates substantial FTES.

The Committee decided to move forward with Alternative B to also accommodate future water polo use. The estimated cost is $1.2 million, which will include fixing the pool deck and piping, stabilizing the hillside, partially filling in the deep pool, and DSA approval.

5. Adjournment: The Committee was adjourned at 6:07 p.m.
Gavilan Joint Community College District
Governing Board Agenda

January 12, 2016

Consent Agenda Item No. II.6(b)

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 December 8, 2015 thru January 12, 2016.

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
A. Classified and Unclassified Personnel Actions – January 12, 2016

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

Denise Apuzzo
Senior Program Services Specialist
Out of Class Pay
Student Services
January 1, 2016 to June 1, 2016

Laurel Blakely
Senior Accountant
Out of Class Pay
Business Services
January 1, 2016 to June 30, 2016

Luciana Fuentes
Program Services Specialist
Career Technical Education
January 13, 2016

Rosalinda Mendoza
Admissions and Student Records Technician
Student Services
January 13, 2016

Sarah Marie Hoeft
Mobility Aide
Disability Resource Center
January 13, 2016

II. SHORT TERM AND SHORT TERM PEAK/TEMPORARY APPOINTMENTS

NONE

III. PROFESSIONAL EXPERTS

Adrian Andrade
Contract Education Instructor
Community and Contract Education
January 19, 2016 to June 30, 2016

IV. SUBSTITUTE AND/OR INTERSESSION APPOINTMENTS

Rita Salvatier
Custodian
Facilities Services
December 7, 2015
V. REQUESTS FOR LEAVE
NONE

VI. PERMISSION TO ENROLL/STAFF DEVELOPMENT
NONE

VII. PERMISSION TO ENROLL/PROFESSIONAL GROWTH

Alyssa Gonzales
CHAD 150 – Development Communication Competence
CHAD 151 – Development of Literacy in a Diverse Society
ENVS 158 – Environmental Education
GEOL 103 – Earth Systems
HUM 100W – Writing in Humanities
AMS 169 – American Dream

Eva Daley
ECON 1 – Principles of Macroeconomics

Jillian Wilson
5410 – Adult Reading Materials

Juan Zamora
CSIS 179 – Intro to Information Security
CSIS 181 – PC Hardware

Mayra Cortez
ENG 1A – Composition

Norma Najar
ENG 250 – Practical Writing

Rachel Becerra
CD 3 – Child Growth and Development

VIII. APPLICATION FOR AWARD/STAFF DEVELOPMENT
NONE

IX. APPLICATION FOR AWARD/PROFESSIONAL GROWTH
Juan Esteban Talavera
CHAD 67, GEOL 103, MATH 12, BIBL 5333 and BIBL 5553

X. ADDITIONAL DUTY/STIPEND
NONE

XI. VOLUNTEERS
NONE
XII. RESIGNATIONS AND RETIREMENTS
NONE

XIII. REQUEST FOR CATASTROPHIC LEAVE CREDITS
NONE

RECOMMENDATION: The Administration recommends approval of the above Classified & Unclassified Personnel Actions.
B. Faculty Personnel Actions – January 12, 2016

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

I. APPOINTMENTS

Carla Velarde-Barros  General Counselor
                      Student Services
                      January 1, 2016

Shelly Smith         Administration of Justice Instructor
                      Career Technical Education
                      January 29, 2016

Alex Stoykov         Computer Science and Information Systems Instructor
                      Career Technical Education
                      January 29, 2016

II. FACULTY OVERLOAD/ADDITIONAL DUTY/STIPENDS

Nikki Dequin         Department Chair
                      Kinesiology and Athletics
                      August 31, 2015 to May 28, 2016

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

Adriana Garcia       Counselor
                      Community Development and Grants Management
                      December 21, 2015 to January 29, 2016

Deborah Gustlin      Art Curriculum Development
                      Liberal Arts and Sciences
                      August 28, 2015 to December 18, 2015

Jan Janes            Journalism Curriculum Development
                      Liberal Arts and Sciences
                      August 28, 2015 to December 18, 2015

Lynn Bowles Hasbany  Student Learning Outcome
                      Community Development and Grants Management
                      November 9, 2015 to December 15, 2015

Marcela Serrano      Counselor
                      Community Development and Grants Management
                      December 21, 2015 to January 29, 2016
IV. SUBSTITUTE AND/OR INTERSESSION APPOINTMENTS

Megan Wong  English Instructor  
Liberal Arts and Sciences  
November 23, 2015 to December 22, 2015

V. REASSIGNMENTS

NONE

VI. RESIGNATIONS AND RETIREMENTS

NONE

VII. REQUEST FOR LEAVE

NONE

VIII. REQUEST FOR CATASTROPHIC LEAVE CREDITS

NONE

IX. NEW FSA ASSIGNMENT

NONE

RECOMMENDATION: The Administration recommends approval of the above Faculty Personnel Actions.

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
    Wade Ellis
    Director of Business Services
    Business Services
    December 1, 2015 to June 30, 2016

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
     NONE

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
   NONE

III. BOARD MEMBER APPROVED ABSENCE
    NONE

IV. BOARD MEMBER RESIGNATION
    NONE

V. RESIGNATIONS AND RETIREMENTS
    NONE

RECOMMENDATION: The Administration recommends approval of the above Administrative Personnel Actions.
SUBJECT: Warrants and electronic transfers drawn on District Funds

Proposal:
That the Board of Trustees ratify warrants and electronic transfers drawn on district funds for the period of December 1 – December 18, 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>
</tr>
</thead>
<tbody>
<tr>
<td>12/1/15 – 12/18/15</td>
<td>18028067 - 18028711</td>
<td>$2,078,239.27</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>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Budgetary Implications:
Expenditures are included in the budget for 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 December 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 December 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>December 10, 2015</td>
<td>$ 399,148.99</td>
</tr>
<tr>
<td>November Regular (EOM)</td>
<td>December 18, 2015</td>
<td>$ 1,776,578.94</td>
</tr>
<tr>
<td>TOTAL</td>
<td>(671 Pay Warrants Issued)</td>
<td>$ 2,175,727.93</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
Consent Agenda Item No.  II.6(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
Meeting Date: January 12, 2015

<table>
<thead>
<tr>
<th>Agreement Number</th>
<th>Amount</th>
<th>Vendor</th>
<th>Description</th>
</tr>
</thead>
</table>
| CONT9976         | $5,000.00| Link-Systems International Inc | 208.3 Hours of Online Tutoring Services  
|                  |          |                                | Period of Service: 2/1/16 - 5/27/16                                                                |
| ME001168         | $367,600.00| Ellucian Company LP            | Banner Consulting for Student, Human Resources, Document Management, Operational Data Store for Human Resources, Finance Consulting, and Project Management  
|                  |          |                                | Period of Service: 10/1/15 - 3/1/17                                                                |
| ME001169         | $41,400.00| Ellucian Company LP            | Banner Consulting for Finance, Document Manager Consulting, and Project Management  
|                  |          |                                | Period of Service: 4/1/15 - 7/31/15                                                               |
Consent Agenda Item No.  II.6(f)   Administrative Services
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

**SUBJECT:** Budget Adjustments

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

**Proposal:**
That the Board of Trustees approve the attached budget adjustments for FY 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

### DECREASE

<table>
<thead>
<tr>
<th>Organization #</th>
<th>Account Code</th>
<th>Program #</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>100910</td>
<td>6400</td>
<td>(216.00)</td>
<td></td>
</tr>
<tr>
<td>983510</td>
<td>4310</td>
<td>(400)</td>
<td></td>
</tr>
<tr>
<td>983510</td>
<td>5425</td>
<td>(100)</td>
<td></td>
</tr>
<tr>
<td>721910</td>
<td>6400</td>
<td>(147,700)</td>
<td></td>
</tr>
<tr>
<td>100910</td>
<td>4310</td>
<td>(120)</td>
<td></td>
</tr>
<tr>
<td>100210</td>
<td>4310</td>
<td>(13)</td>
<td></td>
</tr>
<tr>
<td>983510</td>
<td>5630</td>
<td>(750)</td>
<td></td>
</tr>
<tr>
<td>983610</td>
<td>5230</td>
<td>(125)</td>
<td></td>
</tr>
<tr>
<td>984210</td>
<td>5240</td>
<td>(325)</td>
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</tr>
<tr>
<td>984210</td>
<td>4310</td>
<td>(20)</td>
<td></td>
</tr>
<tr>
<td>984610</td>
<td>4310</td>
<td>(521)</td>
<td></td>
</tr>
<tr>
<td>984610</td>
<td>5130</td>
<td>(63)</td>
<td></td>
</tr>
<tr>
<td>984610</td>
<td>5613</td>
<td>(748)</td>
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</table>

**Total (151,231)**

### INCREASE

<table>
<thead>
<tr>
<th>Organization #</th>
<th>Account Code</th>
<th>Program #</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>100910</td>
<td>4310</td>
<td>4310</td>
<td>1,624.00</td>
</tr>
<tr>
<td>983510</td>
<td>5630</td>
<td>5630</td>
<td>(980.00)</td>
</tr>
<tr>
<td>984010</td>
<td>8877</td>
<td>8877</td>
<td>1,050.00</td>
</tr>
</tbody>
</table>

**Total Fund 10: 2,674.00**

---

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

**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**

| 2,633,708 |

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

| 97,945 |

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

| 5,301 |

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

| (9,699) |

**Revised Net Change in Ending Fund Balance**

| (166,231) |

**Estimated Ending Fund Balance 6/30/16 for General Fund 100**

| 2,921,954 |

---

### INCOME - Increase/(Decrease)

<table>
<thead>
<tr>
<th>Organization #</th>
<th>Account Code</th>
<th>Program #</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>101110</td>
<td>8877</td>
<td>101110</td>
<td>1,624.00</td>
</tr>
</tbody>
</table>

**Total Fund 10: 1,050.00**

---

**Final (Adopted) Estimated Beginning Fund Balance at 7/1/15**

| $2,674,711.00 |

**Change to Actual Fund Balance at 7/1/15**

| $158,997.00 |

**Actual Beginning Balance at 7/1/15**

| $2,833,708.00 |
Final (Adopted) Budget Net Change in Fund Balance

Budget adjustments from current year's previous months to increase (decrease) net change to fund balance ($9,699.00)

Current increase in budgeted revenue increases Fund Balance $2,674.00

Current increase in budgeted expenditures decreases Fund Balance ($1,050.00)

Revised Net Change in Ending Fund Balance ($8,075.00)

Estimated Ending Fund Balance 6/30/16 for General Fund 100 $2,923,578.00

---

**Fund 270**

<table>
<thead>
<tr>
<th>DECREASE</th>
<th>INCREASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Account</td>
</tr>
<tr>
<td>#</td>
<td>Code</td>
</tr>
<tr>
<td>Title V - Gavilan Year 1</td>
<td>Nursing Nova</td>
</tr>
<tr>
<td>501827</td>
<td>5210</td>
</tr>
<tr>
<td>VTEA Aviation</td>
<td></td>
</tr>
<tr>
<td>748127</td>
<td>6400</td>
</tr>
<tr>
<td></td>
<td>4510</td>
</tr>
<tr>
<td></td>
<td>4510</td>
</tr>
<tr>
<td></td>
<td>3100</td>
</tr>
<tr>
<td>BFAP</td>
<td></td>
</tr>
<tr>
<td>642827</td>
<td>2210</td>
</tr>
<tr>
<td></td>
<td>3100</td>
</tr>
<tr>
<td>EOPS</td>
<td></td>
</tr>
<tr>
<td>640727</td>
<td>7520</td>
</tr>
<tr>
<td></td>
<td>4210</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fund 270:</td>
<td></td>
</tr>
</tbody>
</table>

**Fund 270**

<table>
<thead>
<tr>
<th>INCOME - Increase/(Decrease)</th>
<th>EXPENSE - Increase/(Decrease)</th>
<th>Budget Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Account</td>
<td>Program</td>
</tr>
<tr>
<td>#</td>
<td>Code</td>
<td>#</td>
</tr>
<tr>
<td>SSSP Non-Credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>630627</td>
<td>8617</td>
<td>(90,088)</td>
</tr>
<tr>
<td>630627</td>
<td>8528</td>
<td>102,979</td>
</tr>
</tbody>
</table>

January 2015 Meeting - Budget Adj (To Board).xlsx
12/19/2016

Page 2 of 4
**681127 AB104 Adult Education**

<table>
<thead>
<tr>
<th>Budget Code</th>
<th>Description</th>
<th>1110</th>
<th>1260</th>
<th>1310</th>
<th>2110</th>
<th>3100</th>
<th>4310</th>
<th>4330</th>
<th>5710</th>
<th>5831</th>
<th>6400</th>
</tr>
</thead>
<tbody>
<tr>
<td>507527</td>
<td>Total Fund 270:</td>
<td>629,661</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8690</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>78,287</td>
<td>Estimated Ending Fund Balance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>507527</td>
<td>Revised Net Change in Ending Fund Balance</td>
<td>629,661</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Final (Adopted) Estimated Beginning Fund Balance at 7/1/15**: 629,661
- **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**: 629,661
- **Current increase in budgeted expenditures decreases Fund Balance**: -629,661
- **Estimated Ending Fund Balance 6/30/16 for General Fund 270**: 0
SUBJECT: Monthly Financial Report

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 December 31, 2015 to actual revenue and expenditures as of December 18, 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**

**December 18, 2015**

<table>
<thead>
<tr>
<th>Fund / Fund Description</th>
<th>Beginning Fund Balance 7/1/2015</th>
<th>Revised Budgets Revenue</th>
<th>Revised Budgets Expense</th>
<th>Ending Fund Balance 6/30/2016</th>
<th>Year to Date Actual Revenue</th>
<th>Year to Date Actual Expense</th>
<th>Encumbrance</th>
<th>% Actual to Budget Revenue</th>
<th>% Actual to Budget Expense</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 General -Unrestricted</td>
<td>$2,833,708</td>
<td>$33,851,059</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$5,946,713</td>
<td>17.6%</td>
<td></td>
</tr>
<tr>
<td>1000 - Certificated Salaries</td>
<td>$12,550,944</td>
<td></td>
<td>$4,666,197</td>
<td>$2,327,218</td>
<td>$37.2%</td>
<td>39.7%</td>
<td>35.2%</td>
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<td>2000 - Classified Salaries</td>
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<td>$2,473,018</td>
<td>$186,276</td>
<td>64.5%</td>
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<tr>
<td>3000 - Burdens &amp; Benefits</td>
<td>$7,024,077</td>
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<td>$2,794,986</td>
<td>$1,965,071</td>
<td>82.6%</td>
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<td>4000 - Books &amp; Supplies</td>
<td>$543,551</td>
<td></td>
<td>$164,172</td>
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<td>20.9%</td>
<td></td>
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<tr>
<td>5000 - Other Operating Expenses</td>
<td>$5,763,574</td>
<td></td>
<td>$965,007</td>
<td>$5,300</td>
<td>29.8%</td>
<td>31.8%</td>
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<tr>
<td>6000 - Capital Outlay</td>
<td>$337,540</td>
<td></td>
<td>$65,076</td>
<td>$37,009</td>
<td>29.8%</td>
<td>31.8%</td>
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<tr>
<td>7000 - Other</td>
<td>$1,860,271</td>
<td></td>
<td>$345,789</td>
<td>$0</td>
<td>20.9%</td>
<td></td>
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<tr>
<td><strong>Total General-Unrestricted</strong></td>
<td><strong>$2,833,708</strong></td>
<td><strong>$33,851,059</strong></td>
<td><strong>$33,761,189</strong></td>
<td><strong>$2,923,678</strong></td>
<td><strong>$5,946,713</strong></td>
<td><strong>$2,166,251</strong></td>
<td></td>
<td><strong>17.6%</strong></td>
<td><strong>44.6%</strong></td>
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<td>24 Instructional Equipment</td>
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<td>$155,600</td>
<td>$67</td>
<td>100.0%</td>
<td>36.7%</td>
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<td>26 Parking</td>
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<td>$166,741</td>
<td>$166,741</td>
<td>$0</td>
<td>54.9%</td>
<td>57.8%</td>
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<tr>
<td>27 General - Restricted</td>
<td>$0</td>
<td>$14,045,938</td>
<td>$14,045,938</td>
<td>$0</td>
<td>23.8%</td>
<td>13.1%</td>
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</tr>
<tr>
<td><strong>Total General Fund</strong></td>
<td><strong>$2,833,775</strong></td>
<td><strong>$48,219,338</strong></td>
<td><strong>$48,129,468</strong></td>
<td><strong>$2,923,645</strong></td>
<td><strong>$10,378,644</strong></td>
<td><strong>$2,829,092</strong></td>
<td></td>
<td><strong>21.5%</strong></td>
<td><strong>40.8%</strong></td>
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<td>21 Measure E - Debt Service</td>
<td>$3,935,864</td>
<td>$6,072,004</td>
<td>$6,072,004</td>
<td>$3,935,864</td>
<td>$2,254</td>
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<tr>
<td>34 Capital Project</td>
<td>$55,891</td>
<td>$2,240,391</td>
<td>$2,240,391</td>
<td>$55,891</td>
<td>$998,405</td>
<td>70.9%</td>
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<tr>
<td>60 Measure E</td>
<td>$23,010,578</td>
<td>$100,000</td>
<td>$100,000</td>
<td>$343,032</td>
<td>$169,585</td>
<td>169.9%</td>
<td></td>
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<tr>
<td>72 Child Development</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
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<tr>
<td>92 Long Term Debt</td>
<td>$5,447,175</td>
<td>$315,000</td>
<td>$500</td>
<td>$5,761,675</td>
<td>($25,043)</td>
<td>$125</td>
<td></td>
<td>-8.0%</td>
<td>25.0%</td>
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<tr>
<td><strong>Fiduciary Funds</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>47 Associated Student Body</td>
<td>$463,814</td>
<td>$94,839</td>
<td>$250,983</td>
<td>$307,670</td>
<td>$112,525</td>
<td>28.8%</td>
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<td>48 Financial Aid</td>
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<td>$6,494,210</td>
<td>$6,494,210</td>
<td>$0</td>
<td>$3,004,256</td>
<td>45.3%</td>
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<tr>
<td>66 Student Center Fund</td>
<td>$0</td>
<td>$128,808</td>
<td>$128,808</td>
<td>$0</td>
<td>$43,362</td>
<td>47.3%</td>
<td></td>
<td></td>
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<tr>
<td><strong>Total Fiduciary Funds</strong></td>
<td><strong>$463,814</strong></td>
<td><strong>$6,774,857</strong></td>
<td><strong>$6,874,001</strong></td>
<td><strong>$307,670</strong></td>
<td><strong>$3,160,542</strong></td>
<td><strong>30,643</strong></td>
<td></td>
<td><strong>47.0%</strong></td>
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<tr>
<td><strong>Totals</strong></td>
<td><strong>$35,747,098</strong></td>
<td><strong>$63,564,590</strong></td>
<td><strong>$69,083,910</strong></td>
<td><strong>$13,327,779</strong></td>
<td><strong>$14,854,661</strong></td>
<td><strong>$17,210,618</strong></td>
<td></td>
<td><strong>23.1%</strong></td>
<td><strong>44.3%</strong></td>
</tr>
</tbody>
</table>

Instructors salaries are paid August through May (10 months)

Some obligations, such as rent and contracted services, have been encumbered for the entire fiscal year

Fund 34 Capital Project = State Funded Projects
SUBJECT: Recognition of the Employee of the Month

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, December 2015 – Eric Dietze
Eric Dietze’s is a Senior Computer Hardware/Software Technician, a position he knows and does so well. Eric is that staff person you can always depend on. He is all over campus, doing his best to keep our various computer applications/software running as they should. SARS Anywhere, is one recent example of many tasks, on how he goes above and beyond. He arranged and facilitated the training for staff, helped us all set it up, troubleshoot, and he’s the go-to person when you have ANY questions/issues. AND, if you’re a SARS Anywhere user, you know there are issues. He happily and so patiently comes to your rescue, and if he can’t solve the problem himself, he’ll make sure to go that extra mile, even if it means he’s on the phone with the “help” assistance so they can both figure it out. As I said, this is just one example, but he’s the one under the radar. Let’s not forget about our MIS Department as a whole, they know how to hire a winning “dream team”. At times, we hesitate to call, as there are many calls. But, Eric has told us time and again, “that’s what I’m here for”. We are proud to nominate our colleague for his dedication, support and especially his expertise; it’s because of staff people like Eric, which makes Gavilan a better place.

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
SUBJECT: Accreditation Midterm Report

Resolution: BE IT RESOLVED,
Information Only
Action Item

Proposal:
That the Board review and comment as appropriate on the draft Accreditation Midterm Report.

Background:
The Midterm Report is due in the third year following the evaluation team visit. The College is expected to provide narrative information and analysis regarding the progress made on addressing:
- All the recommendations of the evaluation team.
- The areas identified in the planning agenda of the self study.
- Updates on substantive change approvals or pending proposals.

Budgetary Implications:
None.

Follow Up/Outcome:
The final report will be mailed to the ACCJC by March 15, 2016.

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

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

Agenda Approval: [Signature]
Dr. Steven M. Kinsella, Superintendent/President
MIDTERM REPORT

Submitted to
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Submitted by
Gavilan Joint Community College District
5055 Santa Teresa Blvd.
Gilroy, California 95020

March 15, 2016
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Attachments
Statement of Report Preparation

Gavilan College’s Midterm Report of March 2016 responds to the recommendations of the Accreditation team following their visit in 2013, as required by the Accrediting Commission for Community and Junior Colleges. The focus of the Midterm Report is to demonstrate an ongoing, systematic, and cyclical process that includes evaluation, planning, resource allocation, implementation and re-evaluation. In addition, the report describes the College’s progress in addressing the two recommendations that were narrated in the two follow-up reports submitted in March 2014 and March 2015. The continuous improvement philosophy forms the foundation by which the college approaches all academic and administrative tasks, and is a on-going theme in this report.

The two improvement recommendations from the March 2014 Follow Up Report, which were addressed in the second March 2015 Focus on Improvement Report included:

For Recommendation 1:
"the remaining issue is to have more participants engaged in the assessment and improvement of learning processes that already exist. More and deeper campus-wide involvement in the process would increase its effectiveness and ensure its sustainability."

For Recommendation 2:
"the Commission notes that Gavilan College evaluates the success of its distance education students and the topic is widely discussed by faculty in several venues. Distance education is intentionally included in the overall College assessment process. Learning support services for distance education students have also been reviewed, and, in some cases, changes have been made. In order to increase effectiveness, the College should include the results of assessment information into the planning, decision-making, and resource allocation process."

For this report, a writing group was formed to review the supporting documents to date and review the planning agenda items for update. The writing team members were responsible for working with the campus stakeholders to receive and edit information for each planning agenda. As a result of dialogue with the writing group, a permanent accreditation oversight committee was formed. This committee will meet regularly beginning in Spring 2016 to review standards, chart campus activity, and ensure that all new initiatives meet accreditation requirements. This committee will build on the previous campus-wide work which includes board meetings and workshops, shared governance committees and department meetings, web postings, blogs and emails— which demonstrate an understanding of the accreditation standards as well as the continuous improvement approach adopted for planning, evaluation and program review. Building on the Self Study and Progress Report of 2013, this process included virtual editing through Google Docs. The first draft of the Midterm Report was presented to the Board of Trustees at its January 2016 meeting, with a second draft reviewed at the February 2016 meeting.

The final version of the Midterm Report was submitted to the Board of Trustees for approval on March 8, 2016.
Accreditation Writing Team members who contributing to this required Midterm Report to the Accrediting Commission included:

Dr. Randy Brown
Pilar Conaway
Jan Bernstein-Chargin
Wade Ellis
Dr. Kathleen Rose
Herb Spener
Sabrina Lawrence
Diane Stone
Priscilla de Anda
Review of the Midterm Report

This midterm report is submitted per the requirements of the Accrediting Commission.

This midterm report has been reviewed with broad participation of the campus community. We believe that it accurately reflects our responses to date to the recommendations of the 2013 Accreditation Visiting Team.

Laura Perry, Esq.
President, Board of Trustees

Steven M. Kinsella, D.B.A.
Superintendent/President

Kathleen Rose, Ed.D.
Executive Vice President and Chief Instructional Officer

Arturo Rosette, Ed.D.
President, Academic Senate

Denise Apuzzo
President, CSEA

Adrian Lopez
Student Trustee
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Introduction

The March 2013 accreditation team visit at Gavilan College resulted in reaffirmation of accreditation with a requirement that the college complete a progress report in 2014 and in 2015. The team acknowledged the strength of the college with commendations in a number of areas including

1. "...collaboration between the math and English faculty, the institutional research office, and others in the creation and use of cohort-tracking systems that identify gaps in success and improve student learning."
2. "...commitment to student support and to addressing emerging student needs. In particular, the level of efficiency and willingness to face the fiscal and staffing challenges, while delivering meaningful services to students, is noteworthy. Evidence for this commendation includes the recent adoption of a college hour, a mandatory student-orientation course, the efficacy of the RAMbassador Program, the establishment of the Welcome Center, support services for student veterans, and commitment to student leadership development."
3. "...taking strong steps toward financial stability by ensuring that its liability for current retirees is fully funded and continues to contribute 1.5 percent of current salaries to its irrevocable trust for the cost of future retirees."
4. "...a collegial and collaborative college culture that is inclusive and values the perspectives of all constituencies. Of note is the new Learning Council that promotes institution-wide dialogue, innovation, and problem solving for the campus."
5. "...dedicated, enthusiastic, and highly effective Board of Trustees, who are actively informed, engaged, and involved in institutional policies and District-wide leadership."

The team also made two Recommendations. These were addressed in follow-up reports in 2014 and 2015.

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

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

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

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

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

**Response to the Recommendations of the Commission**

This Midterm Report addresses the two major recommendations requested by the Accrediting Commission after the March 2013 accreditation visit. Following are the corrective activities as discussed in midterm reports in 2014 and 2015:

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

• A more effective approach to assessing student learning outcomes at the course, program, and institutional levels on a regular, continuous and sustainable basis. This process must include outcome statements that clearly define learning expectations for students, define effective criteria for evaluating performance levels of students, utilize an effective means of documenting results, and the documentation of a robust dialogue that informs improvement of practices to promote and enhance student learning. (II.A.1.c).
An approach that recognizes the central role of its faculty for establishing quality and improving instructional courses and programs. (II.A.2.a).

- Reliance on faculty expertise to identify competency levels and measurable student learning outcomes for courses, certificates, and programs, including general and vocational education and degrees. (II.A.2.b).

- Use of documented assessment results to communicate matters of quality assurance to appropriate constituencies. (I.B.4).

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

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

Response:
SLO ASSESSMENT: In response to the Evaluation Report and recommendations, in 2014 the College reported substantial improvements to the comprehensiveness and integration of Student Learning Outcome (SLO) assessments.

The college has Student Learning Outcomes (SLOs) for all courses, programs, and non-instructional departments. These SLOs are assessed, and the results used to inform changes to courses, programs, and institutional planning. SLO assessments are linked to the program review, planning, budgeting and curriculum review processes.

The SLO assessment reporting website tracks each course and program’s SLOs, assessment method, assessment results, and how the results are used (R1.33). The site has recorded a
dramatic increase in the proportion of courses and programs regularly assessing outcomes since the Spring 2013 visit. (EXAMPLE) All non-instructional programs have been regularly assessing and reporting upon their assessments.

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

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

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

The Learning Council (LC), a subcommittee of the Academic Senate, has also led initiatives to improve student learning. The LC was established to provide a forum for representatives from all college constituency groups to engage in dialogue and encourage innovation. At the LC, Focused Inquiry Groups (FIGS) develop to address significant issues at the college. In Fall 2013, faculty from multiple disciplines developed a FIG on Learning Improvement. Part of the work of this Learning Improvement FIG has been modeling the use of data and information to improve student learning. The FIG has developed a series of data presentations and active workshops to train all stakeholder groups in the use of new data tools available to inform improvement discussions. The first workshop was held in Fall 2013 (R1.28). The group now serves as the college advisory committee for SLO policies and procedures and works with the SLO faculty liaison.
FACULTY ROLE IN SLO ASSESSMENT:
Faculty leadership in instructional improvement has encouraged in-depth and meaningful analysis of students' progress on learning outcomes. For example, English faculty met to discuss the assessment for a newly offered accelerated remedial English course. The common assessment found that students were not succeeding at the expected levels for several outcomes. As a result, the instructors agreed upon some important pedagogical changes: for instance, they created the exam and a grading rubric together, and will now provide students practice and strategies for answering all parts of their prompt (R1.37). The instructors noted the benefit of meeting in person to discuss assessment results and potential improvements. According to the lead instructor, one of the most important developments from the assessment was a commitment to conducting regular meetings, which are now taking place.

For instructional programs, the development of SLOs is integral to the development of the course curriculum and pedagogy. The Curriculum Committee reviews submissions for new programs and courses and updates to existing (R1.23). Course outlines are developed by faculty and reviewed by faculty representatives on the curriculum committee. The course outline details SLOs, weekly objectives, and the instructional methodology that will be used to help students achieve the outcomes and objectives. Each proposed course outline is reviewed and discussed among faculty within the discipline and department. Following discussion, feedback, and adjustments, the department chair then approves the curriculum and forwards it to the area instructional dean. If approved by the dean, the course outline is considered by the curriculum committee, and if approved, is forwarded to the EVPI and the governing board for final approval (R1.24). Each course outline is reviewed and updated at least once every three years. When the course outline is updated, the SLOs for the course are reviewed and assessed. In order to ensure that ALL courses are current with SLO assessment, the EVPI notified faculty in December 2013 that any courses that had not been updated as required would be suspended in the online class schedule and would need to be updated during Spring 2014 in order to be offered in Fall 2014 (EVIDENCE – Kathleen’s email).

As noted in the Team Evaluation Report, at the time of the self-study some of the Gavilan College faculty had not been fully engaged in the process. To strengthen the existing strong integrated planning and SLO systems, the significance and meaning of this work needed further emphasis. This insight led to a philosophical shift towards an emphasis on instructional improvement at the course, program, and college level. A group that included the faculty senate chair, chair of the curriculum committee, Executive Vice President of Instruction, the Director of Institutional Research and other faculty members met to discuss how to increase faculty participation by making SLO work more meaningful and integrated (R1.01). They developed a plan to encourage and support SLO work and began a series of events to include all faculty in the SLO improvement process.

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

Program plans are the component of the annual planning and budget cycle through which resources are requested to support specific Strategic Planning Goals, Institutional Effectiveness Committee recommendations, and SLO assessment results (R1.05). Each program defines the objectives it plans to accomplish each year and the activities expected to achieve these objectives. If an activity has an associated cost, a corresponding budget request is included (R1.06). Each program plan and corresponding budget request is reviewed and ranked by the respective deans and VP, and by the college’s budget committee. Rankings are guided by a rubric, which includes a criterion for SLO assessment as a basis for the objective (R1.07). The budget committee uses the ranking scores to determine its recommendations for funding allocations. The Professional Development Day (PDD) faculty discussions stressed the link between assessment data and discussion of SLO’s in the development of improvement plans (R1.08).

Instructional departments used the results of the PDD exercise in creating their annual program plans. For example, Library faculty noted from multiple assessments the high demand for computer/laptop access and substantial increases in use of online database content. In its program plan, the library department requested funding for both laptop replacement and additional funding for databases. It also made database funding a higher priority in its overall budgeting. The analysis of assessment data at the PDD session also informed the annual strategic plan update. The strategic planning committee uses internal and external scans to update the existing five-year plan. In Fall 2013, the written summaries of faculty improvement discussions were used to inform changes to the strategic plan. For example, several groups discussed the need for improvement in student mental health access. Another theme was the need for meaningful cross-disciplinary, data-driven discussions. This input led to strategic plan modifications (R1.11).

A second structured event was held on PDD in Spring 2014. The focus for Spring 2014 was to share and identify strategies for instructional improvement and prioritize strategies that can be scaled across courses and programs with strategies informing Fall 2014 program plan development.

The Academic Senate also championed efforts to improve the quantity and meaningfulness of SLO assessment work, leading a dialogue about SLO assessment and student learning improvement in Fall 2013. The senate has fully voiced support for campus-wide instructional improvement and receives regular updates from the Office of Instruction (R1.27).
Two permanent faculty positions were approved in Spring 2013 to improve the quality of student learning. The positions address faculty mentorship, professional development, and student learning outcomes. The SLO faculty liaison position began in mid-November 2013, following the October ratification of the faculty contract, and has already provided important leadership on the college's SLO work. For example, the faculty liaison has met with the curriculum committee to initiate the work of aligning the curriculum revision process with SLO assessment (R1.30). The faculty liaison has provided training and assistance to faculty members working on SLO assessment.

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

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

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

SLO-informed course modifications have also led to student learning outcomes performance improvements. For example, a History instructor noted that only 30 percent of his students achieved at least 70 percent on an outcomes assessment (R1.38). After participating in some professional development activities about reading apprenticeship and acceleration, the instructor implemented a "jigsaw" reading activity that led to dramatic increases in student performance on SLO assessments. Students also commented on how much more engaging the activity was in comparison to the previous method. The improvements and corresponding SLO assessment contributed to insights for the instructor: reading assignments need better structure and student-centered reading assignments are beneficial.
Course and program curriculum review is a faculty-driven process. New or revised course/program outlines, which include identified student learning outcomes, are developed by faculty in the discipline. The course/program outlines are reviewed at the department level and, if appropriate, are approved by the faculty member who serves as department chair. The outline is forwarded to the relevant instructional dean and then to the curriculum committee for review and approval. A technical review sub-committee reviews curriculum prior to the curriculum being placed on the agenda. The full curriculum committee reviews and approves proposed curriculum. This committee establishes and reviews the standards for all courses and instructional programs at Gavilan College.

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

An emphasis was placed on conducting regular meetings to provide increased opportunities for dialogue (R1.10). Mandatory division meetings are now a part of the Gavilan College Faculty Association contract. Additionally, all departments are now meeting regularly and including instructional improvement as an agenda item at each meeting. Agendas and minutes are forwarded to the Executive Vice-President of Instruction (EVPI) (R1.09).

ENGAGEMENT WITH ASSESSMENT RESULTS:
The program review process has been revised to strengthen the integration of SLO assessment with improvement, planning, and allocation cycles. In Fall 2013, the Institutional Effectiveness Committee (IEC) changed the program review template to reinforce the link between SLO and other assessment data and the development of planning and budget request items (R1.19). Each program is reviewed on 3-5 year cycle. At this review, programs complete a self-study that reflects the progress made since the last review, issues facing the program, and plans for the future. Program representatives present data, including SLO data, to support their proposals and future plans. The IEC reviews each submission and highlights issues or concerns and/or requests for additional information. These issues are then conveyed to the program in writing and discussed in person with the program representative and the supervising administrator. The process culminates in recommendations for the program to implement (R1.20). Program review recommendations, as well as SLO data, contribute to the rankings of program planning resource requests in the budget process.
The college has also implemented technology solutions to strengthen the link between assessment and the development of program plan objectives and corresponding budget requests. The Management Information System (MIS) department has developed a website with sorted lists of program plan budget requests and the Budget Committee ranking. Departments can now easily access initial program plan requests, linked to the funding priority list for all campus areas (R1.21).

The college now uses Argos®, which enables system data to be presented in a useful and user-friendly fashion. A data dashboard allows users to view the enrollment, FTES, success, and retention for courses or disciplines over the past five academic years (R1.31). The data are presented in both table and chart form. Other tools present data on course efficiency, enrollment, costs, and productivity. A dashboard compares distance and non-distance education sections on enrollment, success, and retention (R1.32). These data have prompted distance education instructional improvements. For example, the Distance Education (DE) Coordinator has used this tool to identify instructors with low success or retention rates and has approached them to develop strategies to facilitate student engagement.

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

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

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

The college conducts regular reviews of each instructional and non-instructional program through the work of the Institutional Effectiveness Committee (IEC). The committee, which is led by a veteran faculty person, has developed a collaborative, clear and rigorous process that is integral to the college’s planning and allocation system. Each instructional and non-instructional program is reviewed on 3-5 year cycle. At this review, programs develop a program self-study that reflects the progress made since the last review, issues facing the program, and plans for the future. Program representatives present data, including SLO data, to support their proposals and future plans. The IEC reviews each submission and highlights issues or concerns and/or requests for additional information. These issues are then conveyed to the program in writing and discussed in person with the program representative and the supervising administrator. The process culminates in recommendations for the program to implement (R1.20). Program review recommendations, as well as SLO data, contribute to the rankings of program planning resource requests in the budget process.

The IEC has included as members at least three faculty per review year. The program review processes can result in recommendations to the program for improved completion, quality, and usage of SLO assessment.

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

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

The college uses regular assessment reports to communicate matters of quality assurance. These reports include the College Factbook, Student Profile, Gainful Employment, Student Success, Distance Education, Assessment Distribution, and Student Success Scorecard reports (R1.49). The Office of Institutional Research (OIR) regularly produces evaluation reports on particular interventions (R1.50). These data are shared across campus and through email in the form of research updates and posted on the public OIR website. The Director is a regular visitor
to different constituency group meetings, where he presents data and discusses the meaning of results (R1.51). The Director also presents regular reports to the Board of Trustees and the community overall on a regular basis (R1.52).

The Public Information Officer (PIO) has worked to get more information about the assessment results to the public. For example, the Chancellor’s Office Student Success Scorecard is now presented as a button on the college homepage (R1.53). Additionally, the gainful employment data for each identified program is posted online along with extensive collection of OIR reports. This information is also printed in the course catalog (R1.54).

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

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

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

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

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

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

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

Much of the discussion at the Fall 2013 GE summit focused on potential changes to the assessment process to make it more useful to instructors. Summit participants came up with ideas such as asking instructors to report the proportions of students in their courses that are at different proficiency levels, and noting what assessment method they use to arrive at their ratings. Another suggestion is to notify instructors from areas with lower reported proficiency levels that they will be asked to report assessment results and to discuss the findings in a group at the end of the term. A report summarizing the process and the findings was sent to all faculty and the suggestions are being further refined prior to implementation (R1.70). This in-depth assessment will be repeated on a regular basis and will be a part of preparation for the cyclical program review of the GE program.
Recommendation 2:
In order to assure the quality of its distance education program and to fully meet Standards, the team recommends that the College conduct research and analysis to ensure that learning support services for distance education are of comparable quality to those intended for students who attend the physical campus. (II.A.1.b, II.A.2.d, II.A.6, II.B.1, II.B.3.a)

Response
RESPONSE TO PLANNING AGENDAS
Action, Progress, and Analysis

STANDARD I: Institutional Mission and Effectiveness

PLANNING AGENDA – None.
STANDARD IIA:
Student Learning Programs and Services – Instructional Programs

PLANNING AGENDA 1
- Support programs in assessing program-level SLOs through Fall 2013 with a goal of full compliance by Spring 2014. [II (A)(1)(c)]

ACTION:
The college established a Student Learning Outcome (SLO) Liaison position to directly support SLO assessment including program-level assessment. The liaison position has conducted presentations and individual assistance and facilitated an advisory committee (presentation minutes).

The Executive Vice-President required that department chairs add instructional improvement as a part of their departmental agendas. This requirement has led to increased faculty dialogue about course- and program-level SLO assessment and instructional improvement (Social Science meeting minutes).

Several methods have been instituted to encourage regular completion of program-level SLO assessment. The Institutional Effectiveness Committee, which reviews all campus programs on a cyclical basis. Each instructional and instructional support program is required to present SLO assessment data and the results of the data. The program is also responsible for providing an update as to when the next assessment will be. Lastly, programs that do not have any data receive a recommendation to complete this work. This recommendation is monitored and program must provide a progress update at the two year mark (IEC forms).

SLO findings have been better integrated in budget allocation system. As a part of the program planning system, program complete a program planning form that includes a section for identifying if the objective and corresponding budget requests are supported by SLO data. If the request is supported by data, it is scored higher with the scoring rubric, which is used for budget allocation decision-making (Program Plan form).

Another method used to prompt SLO work was instituted by the curriculum committee. The curriculum committee developed a “suspend” mode to encourage updating course outlines within the five-year mark. If a course outline is more than five years old, programs are given a semester to update the course (which includes updating the SLOs and includes a statement of when the course was assessed or when it will be assessed). After that semester grace period, the course is suspended and cannot be offered until it is updated. This has improved the compliance with the curriculum committee systems including program- and course-level SLOs (Bonnie policy).

PROGRESS AND ANALYSIS:
Due to efforts of staff and faculty and improved integration of SLOs into the planning and allocation processes, the college has made significant progress on its completion of program-level assessment. Since Fall 15, 100% of instructional program have been assessed at least once.
Some departments have used assessment results and dialogue to inform program planning and improvement. For example,

**PLANNING AGENDA 2**
- *Develop a formal process regarding program discontinuance in collaboration with the Academic Senate and the Office of Instruction.*

[II (A)(6)(b)]

**ACTION:**
Gavilan's process outlines a collaborative effort that includes the faculty, Academic Senate, Office of Instruction, President of the College and College Board. The Institutional Effectiveness Committee (IEC) spearheads the process. Over the last couple of years, the IEC has been implementing changes to improve the process.

**PROGRESS AND ANALYSIS:**
Improvements have been made through IEC representatives in the budget and strategic planning committees, as well as have IEC committee members visit Department Chair, Dean and Senate meetings, to better explain the process and the goals. Programs have been introduced to their IEC support team and explained the process, including a tour of the website and self-study forms. Two IEC committee members were assigned to each program under review and assumed a support function, supporting and communicating with the program representatives throughout the process.

The IEC was able to adequately evaluate and suggest revision strategies for reports that came to the committee in a timely manner. However, some reports came to the committee late last year. The reasons for the lateness of submissions include unfamiliarity with changes to the process and misapprehension about the committee’s role. This fall, the IEC is addressing these issues through better orientation of stakeholders and their support staff.

(Sources: IEC 2013-14 & 2014-15 Annual Reports; IEC Orientation 2015-16)
STANDARD IIB:
Student Learning Programs and Services – Instructional Programs

PLANNING AGENDAS 3 and 4
• Gavilan College will pursue development of Educational Centers in Morgan Hill and Hollister
• Develop a long-term budget and staffing plan for Student Services that includes the needs of evening, weekend, and off-campus students.

ACTION:

PROGRESS AND ANALYSIS:

PLANNING AGENDA 5
• Evaluate the effectiveness of CCC Apply and bias and validity of Accuplacer once they have been implemented and are in regular use.

ACTION:
CCC Apply--In June 2015 the college implemented Open CCCApply--a Chancellor's Office/Tech Center approved product for all California Community Colleges. An outside contractor was hired to assist with implementation and to program the input of data from the application to Banner, the ERP for Gavilan College. Included in the scope of the project was an automated email system to contact students upon submission of their application. The effectiveness of the application process has improved dramatically since this implementation. Previously, application processing took between 3 and 8 business days, as it was entirely a manual process. Now, with Open CCCApply, 90% of the applications are processed within an hour of submission. Students are sent an email with their Gavilan ID number and instructions on 1. how to log in to their account, 2. what steps are next needed e.g. Assessment, orientation etc. For students who did not complete the application thoroughly, or who submitted an application previously with conflicting information are sent an email asking them to contact the Admissions & Records office as soon as possible. Upon contact, a staff member is able to work individually with the student to resolve any issues. Accuplacer--Validity studies of Accuplacer are scheduled to begin Fall 2015. The Institutional Researcher, faculty representatives, the Assessment Specialist and others are collaborating on the approach to and rollout of this data collection project.
PLANNING AGENDA 6
• Develop College-wide budget and staffing plans for each of the student learning support services with a particular emphasis on the increase of services to offsite and evening students. [II (C) (1) (a)]

ACTION:

PROGRESS AND ANALYSIS:

PLANNING AGENDA 7
• Develop a long-term budget and staffing plan for Student Services that includes the needs of evening, weekend, and off-campus students.

ACTION:

PROGRESS AND ANALYSIS:

PLANNING AGENDA 8
• Develop Educational Centers in Morgan Hill and Hollister to increase access to instructional and student services

ACTION:
The Hollister and Morgan Hill sites annually update their program plans to reflect the needs of student services and support within their facility based on surveys and student feedback. Both facilities have requested expanded services in the areas of tutoring, bookstore services, counseling, financial aid and library services.
Alternate delivery methods for instruction are also currently being evaluated to provide much needed general ed courses for degrees and transfer to these campuses as well.

PROGRESS AND ANALYSIS:
The institution has contracted with an online tutoring company, SmarThinking to provide 24/7 online tutoring support for students unable to access tutoring service at our main campus or during the hours the Tutoring Center is open. Recently the CCCCO’s Online Education Initiative made available at consortium pricing, an online tutoring service called NetTutor that the campus will be switching to. This will make quality tutoring available to students remotely at non-traditional times.

In Hollister, a student survey suggested a need for increased student services specifically in the area of tutoring, financial aid, counseling, library and bookstore. Bookstore services were increased an additional 3 weeks. A librarian now has a scheduled time slot, once a week, and more books are on reserve. On campus orientations are also conducted by Librarians. Counseling will be increased from 1 to 2 days a week. Finally, there are plans for a Program Services Specialist to be trained to provide FA services on site.

In Morgan Hill, student surveys indicate the need for the same support services. Currently services such as bookstore, counseling and library services are offered. A librarian is on site twice a week (4 hours total). Orientations are also given by librarians on the campus. In counseling, academic and educational planning is available every Wednesday by appointments only. In addition to the online tutoring available, on-campus tutoring is available every Thursday from 3-6PM. Per student feedback a Welcome Center is being planned as well as

With the Coyote Valley campus expected to open in the Fall of 2016, student support services will need to expand to include services to this campus. Planning and funding allocation need to occur at this time. Planning for services should be based on the courses offered and needs of the student population.

In order to meet the College’s strategic planning goal: “STRATEGY #1 Optimize enrollment, course offerings, and services to reflect community needs and growth; Goal #5 Evaluate alternate delivery of courses and services such as online, hybrid, and High Step. Grow distance education program offerings as appropriate”, evaluation of offering instruction to the remote sites, via 2-way interactive video, is currently underway. This method of delivering instruction to the rural areas of the community will allow students to complete their transfer and/or degree pathway, without the hardship of commuting to the Gilroy campus.

Evidence collected includes
- PLO data from both campuses.
- Morgan Hill and Hollister campus websites
- Library website
- Strategic Plan
PLANNING AGENDA 9

- Evaluate funding for ongoing maintenance and upgrades of audiovisual and electronic equipment through the Budget Request Process

ACTION:
Budget funding has been substantially reduced in recent years and alternate funding sources must be located to provide even minimal maintenance for equipment.

PROGRESS AND ANALYSIS:
Media Services traditionally had a budget of $20,000 to support all the maintenance and repair of audio visual equipment on the main campus and at the Hollister and Morgan Hill sites. The budget was reduced over several years following the recession, and for 2014-15 there was no allotted budget but requests were handled on a case by case basis. This year the budget is $4,200 and there is back up money in the Dean's budget for this area as well. This budget allows for some maintenance, including the ongoing bulb replacements for projectors in areas that include the science and Math classrooms, the Allied Health instructional facility, the photography classroom, the Veterans' Center, the Student Center, and the Library. Grants such as Title V and STEM have been helpful in updating smart classroom equipment and computers in labs and program centers, but have not been a regular or substantial funding source.

Three new Program Planning Objectives that will be part of the Budget Request process for 2015-16 have been generated for the Media Services area targeting the following:

**Strategy #3:** Improve and expand existing facilities to enhance the learning environment; **Goal #2:** Use technology to improve existing classroom facility space, optimize academic success and administrative operation.

Each of the three objective lists specific and desired equipment purchases for the main Gavilan campus and the two off-sites at Hollister and Morgan Hill that would support the strategy and goal. Media Services is an area which the entirety of Gavilan depends upon for aid in the instructional areas, special events, and regular meetings held at the sites. Upgrades to and replacement of aging equipment at all three sites is necessary to continue support for all the requesting areas.

PLANNING AGENDA 10

- Explore and assess the need to provide adequate uniform security for all computer labs and smart classrooms.

ACTION:
Various security measures are provided by Campus Security and Gavilan Staff that include physical monitoring of these areas during class room use and after hours, security software installed on computers, and alarm systems. In addition, private security and local law enforcement patrol off-campus sites.

PROGRESS AND ANALYSIS:
All computer lab and smart classroom doors and windows have locks that are secured immediately after class use. Staff supervises computer labs during hours of operation. All campus doors and windows are checked by campus security after hours. Keys are issued by the Facilities Services Department to staff who are allowed access to those areas and alarm codes are issued by the security department to staff members who are designated to receive a code by their Dean. The Director of Security is responsible for deleting codes when an employee leaves his/her employment at the college or when he/she is moved to another department and no longer has a need to access or secure those areas. As areas are updated and moved, the campus security officers receive written directives from their director regarding the current list of high risk areas. Most computer labs are alarmed with intrusion detection devices that are monitored 24 hours a day by a contracted alarm company. The following computer labs are equipped with alarm systems: The Business Skills Center, Digital Media Center, Disability Resource Center (DRC) Hi-Tech Center, the Math computer lab, the Writing Center, the English as a Second Language (ESL) computer lab, and the computer lab located at the Morgan Hill site.

All computer labs are supervised by designated staff during hours of operation and these staff members are required to unlock doors and disarm alarms at the beginning of class usage, and lock doors and set alarms at the end of the day. Campus Security patrols the main campus and checks doors, windows and alarms daily; the Morgan Hill and Hollister sites are patrolled by a combination of campus security officers, private security companies and local law enforcement. Campus Security Officers receive individualized training for security high risk areas when they are hired. All officers follow the same protocol (both private and in-house security) for securing all locations. Local Law enforcement does not secure sites and follow their own SOP (Standard Operating Procedures) for dealing with local businesses and other sites.

My Comment: (Please note: There are no written guidelines (of which Ana is aware) for securing the smart classrooms for the individual/attending staff. I believe a specific checklist for securing the computer labs/areas would be an appropriate addition to the appendix-if such a list were to be generated and distributed to the attending staff.)
STANDARD III A: 
Human Resources

PLANNING AGENDA 11

• Assess whether the Gavilan College record in employment equity and diversity is consistent with the Gavilan College mission.

ACTION:
Equity Committee - seated in Fall 2015. In spring 2016 will be looking at staff equity issues, all to be reflected in Equity plan.

PROGRESS AND ANALYSIS:
The 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.”
STANDARD III B:  
Physical Resources

PLANNING AGENDA 12
• Complete implementation of ALS in step-lecture halls.

ACTION:
Install an ALS, System in step-lecture halls.

PROGRESS AND ANALYSIS:
We have installed an ALS, Sennheiser Tourguide System 2020 in the following rooms: SS210 & 214. PS 105 LS 101 and Music 101.

Per our Technology Master Plan (which can be added as evidence to report):

Technology Master Plan 2013-2015 successful achievement of the following initiative.
• Provided the larger renovated classrooms with the appropriate Assistive Listening Systems (ALS) as required by ADA.

Ongoing initiative in the 2015 – 2015 Technology Master Plan:
• Ensure that classrooms have the appropriate Assistive Listening Systems (ALS) as required by ADA.

Exhibit E-5: Portable and Permanent/Fixed DLP/LCD Projectors and Smart Classroom Standards and Specifications
The following specifications describe minimum requirements for DLP/LCD Projector and Smart Classrooms:

Sound System:
The sound system shall be wired for stereo playback and have enough volume appropriate for the room size. Typical classrooms can use powered speaker systems rated at 100 watts or greater. Larger Lecture Halls/Theater need powered speakers greater than 300 watts or a separate stereo amplifier system greater than 300 watts with separate speakers rated for over 300 watts of continuous power.

Lecture Halls/Theater will have separate Audio Mixer to manage the volume for the Control Panel, Desktop and Laptop Computers, Blu-Ray/DVD/CD Player, Cable TV Tuner, MP3 Player, Wireless Instructor’s Microphones, and Assistive Listening System into a three zone Stereo Audio Amplifier. The three zone Audio Mixer will feed the sum to the classroom’s Stereo Audio Amplifier, Assistive Listening System transmitter, and an output for a future auxiliary video audio feed.

In Lecture Halls/Theater, instructors will have wireless microphones for use with the classroom’s sound system. A three zone Audio Mixer will control each of the instructor’s wireless microphone.

The following products meet minimum standards:
• Powered Speaker System: Cambridge, Extreme 2.1 or current equivalent.
• Minimum Separate Speaker System: JBL MRX512M 12" Speaker
• Three Zone Audio Mixer meeting minimum standards: Behringer Ultrazone ZMX8210
• Separate Audio Amplifier with minimum standards: Crown XLS 1500
• Wireless Instructor’s Microphone standard: Sennheiser EW312/335 G3A ("A" frequency range)

Assistive Listening System (ALS):
Lecture Halls/Theater will have built in independent Assistive Listening System for the Hearing Impaired. Transmitter shall broadcast audio from the instructor and projector sound system (Desktop and Laptop Computers, Blu-Ray/DVD/CD Player, Cable TV Tuner, MP3 Player, Wireless Instructor’s Microphones, Assistive Listening System) to a minimum of 8 individual receivers no less than 70 feet. ALS shall also transmit to no less than six separate channel/frequencies with headphones and inductive neck loops for hearing aid users. Rechargeable battery and charging station shall also be included as well ADA Signage for each classroom. Minimum equipment standard: Sennheiser SR 2020-D -US with EK 2020 Bodypacks

Program Outcome Data (can be submitted with report as evidence):
• Customer Service LO: Students participating in our DRC program will be highly satisfied with our DRC services.
• A DRC Program Retrospective Survey Spring 15, 94% of students were satisfied to very satisfied with the current services.
STANDARD III C:  
Technology Resources

PLANNING AGENDA 13
- Identify sources of funding for computer replacement as specified in the Technology Master Plan and for the offsite backup and disaster recovery plan through the program planning process.

ACTION:

PROGRESS AND ANALYSIS:

PLANNING AGENDA 14
- Define an institutional process to evaluate, plan, and seek grants.

ACTION:
In 2013, the Office of Instruction created the Grants Council, a task force with membership from all major grant efforts on campus and a member of the Business Services Office. The Council has met twice per month during the academic year to share grant projects, plan new activities on campus, and discuss budgetary impacts and challenges. In 2015, the Academic Senate asked that a senator be added to the group so that outcomes from discussions could be shared with the senate. In addition, the CIO presented an overview of the Grants Council and answered questions. The senate then provided their membership with a draft overview document of grant projects on campus, with the intent to better communicate the status of the federal grants and the progress of key grant projects on campus. Communication of grant projects has improved throughout the participatory governance process. Gavilan College was awarded a subsequent Title V in October, 2015 which will focus on the development of the new Learning Commons among other projects.

PROGRESS AND ANALYSIS:
Going forward, the College is currently developing a new group: Gavilan College Collaborative Funding Partners, which will become an integrated planning group that will focus on big ideas, integration, and training through improved communication. A web page is under development, and the group has help two planning retreats with a focus on reviewing progress indicators relative to shared goals, create new pathways, and review common strategic planning.
STANDARD IV A:
Leadership and Governance

PLANNING AGENDA 15

- Improve communication between constituent groups and the President’s Council

ACTION:
The Associated Students of Gavilan College (ASGC) connects with the President’s Council in a way, such that; they are given the opportunity to participate in various committee’s, which allows to them to have their voices heard, be involved in discussions, and to vote.

PROGRESS AND ANALYSIS:
Student governance on campus to seek out more support from the President’s Council. Given the Associated Students of Gavilan College (ASGC), is involved in various committees, they are not receiving the support they are seeking directly from the Council. Improving a stronger foundation of communication would reinstate the representation of shared governance and student leadership here at Gavilan College.

PLANNING AGENDA 16

- Replicate activities that have improved awareness and attitudes about strategic planning: College-wide discussions on student success.

ACTION:

PROGRESS AND ANALYSIS:

PLANNING AGENDA 17

- Continue to send our the Presidents’ Council / Strategic Planning Shared Governance Survey every other year to measure the impact. The results will be used to measure the impact of the activities and to modify them to improve the success.

ACTION:
In Fall 15, the college re-administered the President’s Council/Strategic Planning/Shared Governance survey. The results will be used to reassess the effect of multiple effort to educate the college community on the integrated planning processes. The data will be summarized by the Office of Institutional Research and shared with the college community in Spring 16.

PROGRESS AND ANALYSIS:
The college has completed this planning agenda and will continue to use the self-assessment instrument to monitor the effect of integrated planning educational efforts.

PLANNING AGENDA 18
• The Shared Governance / Integrated Planning presentations (Shared Governance roadshow) will continue as needed to increase understanding and solicit input from all campus groups.

ACTION:

PROGRESS AND ANALYSIS:
STANDARD IV B:
Board and Administrative Organization

PLANNING AGENDA 19
• Create a Board Development program

ACTION:

PROGRESS AND ANALYSIS:
APPENDIX
Supporting Documents

Attachment 1 - Unit Plan Budget Request
Attachment 2 - Budget Request Flow Chart
Attachment 3 - Annual Planning Calendar
Attachment 4 - Strategic Plan
Attachment 5 - Student Services Review Template
Attachment 6 - Instructional Review Template
Attachment 7 - Strategic Planning Committee By-Laws
Attachment 8 - Sample Data
Attachment 9 - Program Review Process
Attachment 10 - Adjunct Faculty Evaluation Process
Attachment 11 - IEC Master Meeting Calendar
Attachment 12 - Program Review Summary Report 2008-2009
Attachment 13 - Fall Online Courses
Attachment 14 - Agenda for Staff Development Day
Attachment 15 - AP 4020
Attachment 16 - ANTH 3 - Sample Course Outline
Attachment 17 - Handouts from Dr. Mary Allen Presentation January 28, 2008
Attachment 18 - Sample Course Level SLO Assessment Plan
Attachment 19 - Handouts from Dr. Mary Allen Presentation April 4, 2008
Attachment 20 - Sample Course Level SLO Assessment Results Report
Attachment 21 - Sample Assessment Rotation Matrix
Attachment 22 - Handouts from Dr. Mary Allen Presentation January 27, 2009
Attachment 23 - General Education Learning Outcomes (2007-2009 Catalog p. 5-6)
Attachment 24 - Curriculum Forms with General Education Learning Outcomes
Attachment 25 - Fall 2008 Optional Training Day Program
Attachment 26 - College Catalog pages 71, 73, 76, 89
Attachment 27 - 2009 – 2011 Catalog Descriptions
Attachment 28 - Summary of Articulation Activities
Attachment 29 - Student Letter
Attachment 30 - Factbook
Attachment 31 - BP 4030
Attachment 32 - Code of Ethics of the Education Profession
Attachment 33 - BP 5500
Attachment 34 - Plagiarism Advisory
Attachment 35 - Staff Resource Center
Attachment 36 - Library User Group Meetings
Attachment 37 - Resolution 907
Attachment 38 - Final Project Proposal #1
Attachment 38 - Final Project Proposal #2
Attachment 39 - Supervisor Evaluation Survey
Attachment 40 - Unit Plan Budget Request Packet
Attachment 41 - Space Utilization Reports
Attachment 42 - Technology Master Plan page 14
Attachment 43 - Banner Training Schedule
Attachment 44 - 2008 IEC Report pp. 21-25
Attachment 45 - Budget Information
Attachment 46 - Sample Monthly Financial Report
SUBJECT: Distance Education Substantive Change

☐ Resolution: BE IT RESOLVED,

☒ Information Only

☐ Action Item

Proposal: That the Board of Trustees review the draft narrative portion of the Substantive Change Proposal to be submitted to the Accreditation Commission for Community and Junior Colleges.

Background: The purpose of submitting the required Substantive Change Proposal to the Accreditation Commission for Community and Junior Colleges is to reflect an over 50% change in the delivery method of 41 previously approved degrees and 38 previously approved certificates.

Budgetary Implications:
Substantive Change Proposal Fees: Review of Proposal $750 (whether approved or denied).

Follow Up/Outcome:
The outcome of this proposal will be to remain in compliance with accreditation standards and to better meet the goals of our strategic plan, in particular strategy #1, Goal #5.

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

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

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

Change in Mode of Delivery: Distance Education

Gavilan Community College District
5055 Santa Teresa Blvd
Gilroy, Ca 95020

Prepared by:
Sabrina Lawrence
Distance Education Coordinator

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Executive Vice President and Chief Instructional Officer

Submitted
November 2015
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A. Overview of Substantive Change

A.1 Description of Proposed Change

Gavilan College is requesting a Substantive Change Review to seek approval to offer 50% or more of 41 Degrees and 35 Certificates through online mode of delivery (Appendix A). Each of the programs noted represents a departure from prior practice in that 50% or more of each program can be offered through Distance Education. The number of degrees noted represents a broad interpretation of substantive change in that the 50% threshold is crossed primarily because general education requirements can be met almost entirely online at Gavilan College; the certificates reflect an increasing number of career, and technical courses approved for online delivery.

Growth in the offerings of online and hybrid courses has been planned to focus primarily on general education requirements so as to have the widest impact on access to education across the District since these courses are applicable to a wide-range of degrees and certificates. Now that these general education requirements may be met largely through online course delivery and success rates are comparable, the College is seeking to offer and promote Distance Education programs rather than courses that simply fulfill some program requirements.

A.2 Relationship to the Gavilan College Mission

The College’s mission statement is as follows:

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.

The mission is evaluated and revised on a regular basis.

Our Purpose Statement

Gavilan College offers a wide range of services, including programs of community education, study in the liberal arts and sciences, and study in the pre-professional, business, vocational, and technical fields. To support student success, we offer services that strengthen and augment the learning environment. Courses and programs of study are offered days, evenings, weekends, and online. All offerings are designed to assist students in meeting their educational and life goals.

The Gavilan Joint Community College District is comprised of 2,700 square miles encompassing southern Santa Clara and most of San Benito County.

In the spring of 1997, instructional sites were added in Hollister and Morgan Hill to augment offerings on the main campus. With the passage of the Measure E facilities bond in 2004, Gavilan College has upgraded the existing campus, and can prepare students of the future with
permanent locations in Coyote Valley and San Benito County. The next few years will see improvements in institutional and classroom technology, expanded online services, improvement in technology infrastructure and improvements in safety, accessibility, and lighting.

Gavilan’s distance learning program addresses mission and purpose statements by serving diverse and remote students whose “access” to higher education is facilitated by the online programs. In an economic environment in which most students work (at least part time and sometimes more than one job) or have family and other demands on their time, flexibility of course scheduling is imperative. Online classes extend access to these students and others who can’t attend on-site courses. What’s more, as Gavilan closes the achievement gap between online courses and those in a face to-face mode, it’s evident that some student learners thrive in an online mode. Providing courses in this delivery modality gives the student body options for completing their educational goals.

A.3 Rationale for Proposed Change

Alternative course delivery methods have been prioritized in the College’s Strategic Plan as follows:

*Strategy #1 Optimize enrollment, course offerings, and services to reflect community needs and growth,*

*Goal #5 Evaluate alternate delivery of courses and services such as online, hybrid, and High Step. Grow distance education program offerings as appropriate.*

Also, The College’s Educational Master Plan\(^1\) has identified that Gavilan College should prepare for increased competition from other community colleges and educational/technical programs within a thirty-minute drive from the campus. There will be competition for dollars as well as for students. Funding issues at the state and national level will continue to impact the number of students Gavilan can serve, as well as the expansion of programs and the development of new programs.

With Silicon Valley continuing to provide some of the best and most interesting opportunities for employment over the coming decade, Gavilan College will need to take advantage of its close proximity to this area. In order to offer better educational opportunities, the District has prioritized its decisions to offer online alternatives in subject areas which lead towards degrees, transfer, and certificate fulfillment and ultimately career pathways in the District’s service area.

Students who are hindered from taking on-campus courses by geography, family/work obligations, and time restrictions now have greater opportunities to complete their educational goals. Enrollment trends in online classes, as well as surveys conducted of our student population, indicate demand for further development of online course offerings (Appendix B).

As the College gains more experience and has dedicated additional resources to online education, confidence remains high that the College can meet student needs and demands while still providing high-quality education. For example, according to the California Community College

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\(^1\) Gavilan College Educational Master Plan 2013 [http://www.gavilan.edu/GC-Educational-Master-Plan.pdf](http://www.gavilan.edu/GC-Educational-Master-Plan.pdf)
Chancellor's Office, the success rate for SP15 Gavilan College online programs is 63%, almost 2% higher than the statewide average of 61%. Although, a five year average of success rates show the College about 1% under the statewide success rate average. (Appendix C). Although the College seeks to improve success rates, performance in comparison to the statewide average indicates the College is already providing quality online education.

Moreover, demand for online courses has remained high for several years indicating that online classes are an important part of Gavilan College's educational programs. The average semester enrollment (excluding summer) over five years is 1,385. In fall 2014, the College was able to teach the most sections ever offered, with the highest enrollment on record. (Appendix B). The College shows an upward trend in enrollments since spring 2011 and expects to increase online enrollments by approximately 8% upon approval of the Substantive Change Proposal. The average number of students per online section is 32 (Appendix B).

Labor market is an important consideration for all career technical education programs and an analysis is part of each program review. The College has reported extensively on regional labor market factors and trends as well as taking a snapshot of employment and economic data in the Educational Master Plan report from 2013.

B. Description of Distance Learning Programs

B.1 Educational Purpose

The programs associated with this proposal are not new. All of them have been reviewed and approved by the Curriculum Committee, Academic Senate, and Board of Trustees. The proposed change solely involves a change in mode of delivery.

B.2 Program Policies, Standards and Requirements

All degree requirements are identical in Distance Education and face-to-face formats. Courses, regardless of their delivery mode, share a common course outline of record, student learning outcomes, and evaluation procedures. That said, the Gavilan College Curriculum Committee separately approves online course delivery to ensure the following criteria are met:

- Regular Effective Contact as governed by Administrative Policy 4105 (Appendix D)
- Appropriate Instructional Methodology
- Multiple Measures are used to assess student learning
- Americans with Disabilities Act compliance

Regarding Accreditation Standards and Commission policies, as stated above, the development, implementation, and evaluation of all courses and programs offered online are the same as those offered through face-to-face courses, and are within the scope of the College's mission. Fiscal and personnel resources are more than adequate to support student learning.
C. Planning Process Leading to Request for Change

Gavilan Community College District maintains an integrated planning process to develop and evaluate programs. All planning efforts are derived from the mission and vision of the College. The Educational Master Plan continuously referred to in this proposal provides the foundation and guiding principles to all other planning efforts, including the Gavilan College Strategic Plan.

C.1 Relationship to Planning, Evaluation and Stated Mission

Planning for online courses is integrated into other campus planning efforts. All online courses are selected in pursuit of the College’s mission and Distance Education is a critical component of the Educational Master Plan. Moreover, Strategic Objective 1 recognizes the importance of evaluating alternative delivery methods of instruction; “Optimize enrollment, course offerings, and services to reflect community needs and growth.” Specifically, Objective 1.5 of the Strategic Plan (2012-2015) calls for growing distance education program offerings as one way to optimize enrollment, course offerings, and services to reflect community needs and growth.

To ensure curriculum is consistent with internal and external quality standards and oversight requirements, new and revised programs are reviewed by a wide variety of stakeholders including: department faculty, area deans, Curriculum Committee, Academic Senate, Vice President of Instruction, the College President, and Board of Trustees. As required by Title V regulations, course outlines for each course are approved by the governing board.

Faculty who are proposing or revising courses determine the appropriateness of mode of delivery and fill out an addendum to the course outline of record for all online courses. The addendum requires careful documentation of the reason for offering the course online, methods of instruction that will be used in online courses, methods of student/instructor contact, and methods the instructor will use to make the course accessible (Appendix E). Each course then goes through an approval process that includes Distance Education, the Library, the Curriculum Committee, Academic Senate, and the Board of Trustees.

C.2 Needs and Resource Assessment

Needs assessments of Distance Education are integrated into the College’s planning cycle and are part of the College’s shared governance process. Annually all campus programs (support and instructional) review and update program plans. Competing needs are prioritized and ranked for consideration. Every 3-5 years each program will undergo a program review through our established Institutional Effectiveness Committee. The College has included a needs assessment of distance learning students for all programs at both the program plan stage and the program review process. (Appendix F)

The planning process has allowed Gavilan to increase resources to support online courses by

2 Strategic Plan FY 2015/16 - 2019/20:
stabilizing the hours of a part time distance education trainer. There now is one full time faculty member and one part-time faculty member in the Distance Education Department to support students and faculty. In the most recent College-wide planning cycle, online tutoring was ranked a priority initiative. It has since been funded and a multi-disciplinary tutoring service was immediately implemented.

Upon approval of this change, growth in online enrollments is expected to be moderate (8%) and therefore will not have a significant impact on College resources. Currently the College is conducting assessment reviews of two online services offered by the Online Education Initiative, Canvas, a Learning Management Software; and NetTutor, an online tutoring program for potential implementation. It is anticipated that if the College implements these technologies, it will realize the District cost savings and that these savings will mitigate potential costs associated with growth.

C.3 Anticipated Effect of the Proposed Change on the Institution

It is anticipated that this change will increase access to educational opportunities for residents of the service area that would otherwise be unavailable. As more programs become available, the College expects a moderate increase in online enrollment, especially among service area residents who live a great distance from the main campus. The College also hopes to recapture and stem the future loss of students residing in our service area to other colleges who are currently offering courses in this delivery method.

C.4 Benefits Resulting from Change

The primary benefit of the proposed change is increased access to education. As the District expands online learning opportunities that support specific degree programs, more students will be able to reach their educational goals. It is anticipated that this change will also have a positive impact on retention and completion rates, keeping students at Gavilan versus losing them to neighboring community colleges with more advanced programs.

C.5 Preparation and Planning Process for the Change

Growth in online course offerings was planned to meet general education requirements and as a result of these efforts, 50% or more of degree requirements of an additional 41 degrees and 35 certificates can be met through distance modes of education. Through the Curriculum Committee and academic divisions, faculty was asked to submit the Distance Education Addenda for general education courses. The College also recognized the need for support for instructors and students and created a Distance Education Coordinator faculty position. This position delivers training to instructors and develops support mechanisms for students and faculty.

In the past, the College has offered stipends to faculty who complete the learning management system training and for delivering new courses online and is poised to do so again with the award of a Title V grant this year. The College also implemented a new training course that all faculty are required to go through prior to teaching online. The College now has more than 50 faculty members who are approved to teach online.
In addition with the formation of the Distance Education Committee, a subcommittee of the Academic Senate, several documents have been created for guidance. One is a Distance Education Best Practices document which identifies responsibilities and duties of the institution, faculty, student support services and students themselves in accordance to best practices in distance education (Appendix G). Another resource is a Distance Education Faculty Handbook for guidance and reference for the College’s online instructors (Appendix G).

Distance Education Addenda were reviewed and discussed at the Curriculum Committee. As noted elsewhere, the initial intent was not to offer specific programs of study, but to develop online offerings in a way that would have the largest impact across the District. As a result, more than 200 courses are approved for online delivery and the College’s process made this goal possible (Appendix H). Given that it is now possible to offer 50% or more of several degrees and certificates through Distance Education modes, the College would like to further enhance educational opportunities by promoting specific programs as available partially or fully through Distance Education.

D. Institutional Resources, Process for Change and Quality Assurances

D.1 Student Support Services

The College Orientation is available online and counseling/advising services are available via telephone. Registration is fully online and does not require a campus visit. Student guidance is available through every step of the enrollment process. All of the information needed to apply, matriculate, and enroll is available on the College website. To help students navigate the complexities of financial aid, there are a number of online videos.

In addition, the Distance Education Department offers student resources that teach students how to use the learning management system and how to be a successful online student. Other services available to our distance learning students are easily accessed from our learning management portal or through the individual websites themselves including:

- Online tutoring, offered through our Tutoring Center.
- Writing Center
- The Library provides access to a wide variety of electronic resources including articles, eBooks, streaming videos, and research guides.
- Research help is available through a live chat service, email, and by telephone.

Since 2008, the College has enrolled all online students in an optional Orientation to Online Learning course. The course is intended to help students understand and develop the necessary skills to be successful online and includes the best practices for learning online and an orientation to student support services at Gavilan. Currently, all online students receive a welcome email with a link to the course. Faculty are then encouraged to provide incentives for

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3 http://www.gavilan.edu/student.html
4 http://www.gavilan.edu/disted/
students who complete this online course. The course also provides access to two readiness self-assessments that provides students with feedback based on their responses and additional resources that online students can access (Appendix I).

Tier 1 24/7 technical support service for the learning management system (LMS) is currently handled through its commercial host. All other issues are forwarded to the Distance Education Department via email, phone or in-person. The Department will have a user support portal implemented using a commercial help desk software package by the spring 2016 semester. Prior to the beginning of the semester, a best practice training for faculty will include creating a welcome email with instructions on how to login and links to support services for online students.

Distance Education and Information System staff recently made several modifications to the Gavilan College student portal interface. Students can now login to the portal here: my.gavilan.edu and access all campus systems including our LMS and online tutoring. These changes led to a significant reduction in the number of technical support requests from students.

Accommodations for students with disabilities are honored in online classes. Courses approved for distance education delivery through the Curriculum Committee have a completed statement of accommodation attached. (Appendix E). Appointments can be made at the Disability Resource Center (DRC) for test proctoring, use of assistive technology and other services. The learning management system has been tested for accessibility and instructors are trained on how to handle accommodation requests from students registered with the DRC office. The Distance Education department, in conjunction with the DRC, offers workshops on designing accessible courses and supports faculty who need to make modifications and accommodations in their online courses.

Distance Education students are rarely required to come to campus. In the rare case where a faculty member wishes to conduct an in-person exam, faculty proctor the exam in a classroom on campus. Each classroom is designed to accommodate students with disabilities and special accommodation requests are honored. The College has limited proctoring services outside of the classroom.

D.2 Sufficient and Qualified Faculty, Management, and Support Staffing

Faculty who teach online are required to meet the same subject area qualifications as face-to-face faculty. Additional training for teaching online is required. The Distance Education Coordinator works in collaboration with Instructional Deans and the Office of Instruction to plan online offerings (Appendix J). Currently, the Distance Education Department has one full-time faculty member (Distance Education Coordinator) and one part-time faculty member (Distance Education Trainer) that provide assistance to faculty, staff, and students. They offer one-on-one technical support and courses/workshops.

D.3 Professional Development

All faculty, who teach online, are currently required to complete an online 10 hour training course: Boot Camp: The Basics of Gavilan Online. This course offers many resources specific to
teaching online at Gavilan College, and includes a reference to the Distance Education Faculty Handbook and the Distance Education Best Practices document. If by spring, 2016, an instructor has not completed courses equivalent to the @One training, Introduction to Online Teaching, Accessibility and learning management software training, they will be required to do so prior to being assigned an online course. Gavilan has an in-house version of this course, called the Gavilan Online Teacher Training (GOTT) Academy(Appendix K).

The Introduction to Online Teaching course will cover a wide variety of course design concerns and familiarizes faculty with critical issues such as FERPA, regular effective contact, and accessibility, as well as include training on a new rubric that OEI is currently using to evaluate online courses in the pilot program of the statewide Exchange (Appendix K). This course will be delivered online and will be approximately 40 hours long or 4 weeks. The learning management software training course will be approximately 20 hours or 2 weeks long. With the recent creation of a Faculty Mentor position, a program is in the process to create a pipeline of trained online instructors to work with new online instructors and mentor them for their first year of online teaching.

In addition to these required professional development opportunities, the Distance Education Department offers one-on-one support and workshops. Current workshops in the series include: Accessibility, Lecture Capture, Turnitin, and Moodle Just-in-time training, Moodle Basics, Moodle Advanced (Appendix K). Faculty are encouraged to participate in professional development through the College’s FLEX program for up to 38 hours a year. In addition, faculty have access to a wide range of resources on the Teaching and Learning Center website. These resources are meant to inform faculty about training and offer resources regarding teaching online. These resources include information on the following: best practices, faculty handbook, regulatory concerns, pedagogical strategies, accessibility issues, instructor preparation, technology tools, and more.

D.4 Appropriate Equipment and Facilities

The District contracts with a vendor for off-site hosting of the learning management system to ensure reliable access and keep hardware costs low. The District maintains open computer labs at the main campus, including the Library, the Learning Commons, the Computer Center, the Student Success Center and various labs in instructional spaces. These labs provide students with access to the learning management system as well as other productivity software. For faculty and staff, the Distance Education Department maintains a computer lab equipped with latest technology to demo and check-out, as well as a multimedia studio where they can produce video content for their classes with the assistance of staff.

D.5 Sustainable Fiscal Resources

The Gavilan Community College District has sufficient resources to support the planned moderate growth in online enrollment. 100% of the Distance Education Coordinator’s time is dedicated to online education, training, support and administration. One ½ time faculty member (DE Trainer) administers the learning management system, trains faculty, and troubleshoots challenges as they arise. Aside from staff, the most significant District expense is the learning management system. Current contractual arrangements allow for modest growth in online
enrollment.

D.6 Comparative Analysis of Budget, Enrollment and Resources

The proposed change will not have a significant impact on the institutional budget for the next several years. Moreover, if the College chooses to participate in the technology offered by the statewide Online Education Initiative, it will help mitigate any local fiscal challenges due to moderate growth in online enrollment.

D.7 Plan for Monitoring Achievement of Outcomes

All courses offered are reviewed and approved by the Curriculum Committee to ensure online courses meet the same learning outcomes, have the same rigor, and use appropriate instructional methodology. Institutional Research collects, analyzes, and disseminates data to measure the attainment of student learning outcomes and course success (Appendix N). All of the related programs are on a program review cycle. Success Data is shared with division Deans for the purpose of improving student outcomes.

D.8 Evaluation and Assessment of Student Success, Retention and Completion

Faculty are encouraged to use multiple measures of assessments in each course and are trained in the use of tools that enhance academic integrity such as test banks, timed tests, and plagiarism detection software. Students are required to enter authentication credentials into the learning management system to verify identity for assessments and other course activities. The College has an Authentication Policy referred to in AP4105 (Appendix D). Password resets are handled through the College’s student information system. Communications outside the learning management system are handled through the campus email system. Students are assigned a student email when they apply and it is communicated to the students that all official campus communication will go through this email.

Student success and retention rates are monitored for all courses at Gavilan College. The most recent analysis of the last three years (Fall 2011 to Spring 2014) show average success rates for Gavilan College online courses were 58.5% and retention rates were 73%. They also show a gap in success between online and face-to-face courses. This is not uncommon for online courses (Appendix O). The College and Distance Education Department are working to eliminate this gap. The Research Department shares information with division Deans and the Vice President of Instruction regarding success rates. This information is then used at the division level to develop appropriate interventions. Regarding completion, the development of online programs and participation in the statewide Online Education Initiative are two interrelated strategies the College is pursing to improve completion rates. ⁵

E. Evidence of Internal and External Approvals

The College Strategic Plan and Educational Master Plan both highlight the important role Distance Education plays in the community. These plans were developed and approved through a

⁵ ITV Success Rates over the most recent three years (Fall 2011 through Spring 2014) are 69.76%. Retention Rates during the same period were 87.29%.
collaborative process involving various constituencies including the Board of Trustees. All online courses have the same course outline of record and the same approval process as face-to-face courses. The approval process includes the Curriculum Committee, Academic Senate and the Board of Trustees. In addition, the Distance Education Coordinator makes several reports a year to the Senate detailing information about student retention and success, enrollment, and efforts geared toward enhancing online educational opportunities for online students DE senate reports/agendas. Also, the Board of Trustees approved Board Policy 4105 which states that “The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses.” (Appendix O). The Board also reviewed Administrative Procedure 4105 where regular, effective, and substantive contact is defined (Appendix D).

The Distance Education Coordinator keeps current on relevant legal requirements related to online education by attending the Chancellor’s Office Distance Education Coordinators’ Meetings and reviewing relevant Title 5 requirements. Regarding State Authorization, the College does not currently offer courses in states that require a full authorization application and charge significant fees. Since laws related to state authorization are in flux, the Distance Education Coordinator periodically reviews regulations. Reports are run periodically during registration periods to confirm that no students from ineligible states register for courses.

F. Evidence of Maintenance of Eligibility Requirements

F.1. Authority

Gavilan Community College District’s authority to operate as a degree granting institution is granted by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges. ACCJC is an institutional accreditation body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education.

F.2. Mission

The mission statement is clearly defined and reviewed and revised periodically by College Council. The current mission statement was approved by the Board of Trustees in 2014. The new mission has been disseminated throughout campus, in College publications, and on the College website, and playing a central role in guiding the strategic planning efforts of the College.

F.3. Governing Board

The Gavilan Joint Community College District Board of Trustees consists of seven members that are representatives of the District’s service area. Terms are four years and staggered to ensure continuity. The Board includes a student trustee who serves a one-year term. (Appendix Q).
F.4. Chief Executive Officer

The Superintendent/President of the College is selected by the Governing Board. Dr. Steven M. Kinsella, Superintendent and President of Gavilan Joint Community College District, is the chief executive officer. The president/CEO has served since appointment in January 2003, marking ten years in the role. The president operates with the full-time responsibility to administer Board policies and contribute to community activities that promote the College.

F.5. Administrative Capacity

The administration is sufficient in number and qualifications to support the mission of the College. The Distance Education Coordinator oversees online learning in collaboration with Instructional Deans, all reporting to the Executive Vice President and Chief Instructional Officer, Dr. Kathleen Rose.

F.6. Operational Status

Approximately 5,500 FTE (Full Time Equivalent) students enroll in courses each year. Students primarily enroll in courses that lead to two-year degrees, transfer degrees, or certificates of achievement.

F.7. Degrees

The majority of courses support degree programs as described in the Gavilan College Catalog. Degree and transfer courses are identified in the catalog and listed on the College website.

F.8. Educational Programs

Gavilan Joint Community College District degree programs are aligned with its mission, are based on recognized higher education fields of study, and are of sufficient content and length. All Distance Education courses use the same course outline of record as their face-to-face counterparts and are designed to achieve the same student learning outcomes. Gavilan College offers courses and programs oriented toward transfer and career and technical education (CTE).

F.9. Academic Credit

Academic credit is based on Title 5 Section 55002.5 of the California Administrative Code of Regulations. The Curriculum Committee makes recommendations to the Academic Senate who in turn makes recommendations to the Board of Trustees regarding changes in the curriculum.

F.10. Student Learning and Achievement

Gavilan Joint Community College District identifies and assesses Student Learning Outcomes for
all courses, Student Service programs, degrees and certificates. In an effort to improve effectiveness, the college is on a continuous improvement cycle.

F.11. General Education

General education courses require students to demonstrate competence in English Language, Communication and Critical Thinking; Scientific Inquiry and Quantitative Reasoning; Arts and Humanities; Social Sciences; Life-long Learning and Self-development; and Cultural Diversity. Writing and mathematics and serve as introductions to natural sciences, social and behavioral sciences, humanities, and language and rationality (Title 5, Section 55806). All general education courses go through a review process to ensure that they meet appropriate academic standards and are consistent with statewide practices.

F.12. Academic Freedom

The College's academic freedom standards are defined in Board Policy 4030 (Appendix R). The policy ensures that all students and faculty members are entitled to freedom of expression and that also applies to all Distance Education courses.

F.13. Faculty

The College has 74 full-time faculty and 214 part-time faculty, which all meet the minimum qualifications of the respective disciplines as defined by Gavilan and the California Community College State Chancellor's Office. The names and degrees of full-time faculty are published in the catalog. Faculty are required to complete training prior to teaching online courses.

F.14. Student Services

Gavilan College develops student service programs to meet the educational needs of the students. Programs and services are published in the catalog and promoted widely through the campus website. Distance Education students have reasonable and adequate access to the range of services to support learning. Students can apply to the College, apply for financial aid, register for classes, contact a counselor, go through orientation, and receive help with writing and research online.

F.15. Admissions

Admissions policies are consistent with the College mission and conform to state law. The policies are codified in Board Policies 5005 and 5010 (Appendix S). They are published in the catalog and on the Gavilan College website.

F.16. Information and Learning Resources

The College has appropriate and sufficient information and learning resources to support student
success. The physical resources include more than 100,000 owned books/subscribed ebooks and AV materials; and 50 magazine subscriptions. The Library also subscribes to approximately 40 online databases that provide access to millions of full-text articles. Research and support services are also available online. In addition, the Library maintains an open computer lab, laptops for checkout and group study rooms, and many other learning spaces where students can complete course work.

F.17. Financial Resources

Most College financial resources come from the State of California. Additional funding is obtained from federal, state, and private sources. All funds are carefully tracked and documented. For many years, the College has allocated adequate financial resources to support the immediate and potential growth needs of its Distance Education courses and programs. The College maintains conservative financial management policies and practices that ensure continued fiscal stability for the foreseeable future.

F.18. Financial Accountability

The College is audited annually by certified public accountants. The audit includes expenses and income generated by Distance Education programs.

F.19. Institutional Planning and Evaluation

The District plans are developed based on an established yearly planning cycle. The cycle begins with each division's and administrative area's plan, which is based on individual program plans and reviews; and other input from campus committees. These committees include: Budget Committee, Academic Senate, and Enrollment Management among others. The College Council is responsible for integrating the division and area program plans into a cohesive, integrated strategic planning document. The integrated College plan includes support materials and data used by the divisions and areas in the development of their individual planning documents and recommendations.

F.20. Integrity in Communication with the Public

The College’s mission is articulated in the College's catalog, the Educational Master Plan and Strategic Plan. The College catalog, the District schedule of classes and the Distance Education program are available via the Gavilan College website and provide current information on: degrees and curricular offerings, student fees, cost of degree and certificate estimates, financial aid, refund policies, admissions policies, transfer requirements, hours of operation and appropriate contact information. The College also issues press releases and purchases newspaper, online, radio and television advertisements to make the public aware of important dates and special events.

F.21. Integrity in Relations with Accrediting Commission
The College is in good standing with the Accrediting Commission. The College consistently and promptly complies with all Commission requests for information.

G. Accreditation Standards

Gavilan College is a fully accredited institution. Its accreditation was reaffirmed without sanction in July 2013. All courses and Distance Education operations will maintain the same standards as on-campus classes.

**Standard I:** The College mission guides the delivery of Distance Education. Distance Education is critical to helping students meet their educational and career goals. The College mission provides the framework for developing the College’s strategic goals and serves as a reference and guide as new plans are made to support student success. Programs, services, and courses are on a continual review cycle to ensure academic quality and institutional effectiveness. Student Learning Outcomes are defined in all programs and courses and are assessed with frequency. Assessment data is shared with constituent groups to ensure the College maintains a continual improvement cycle. As an example, the College conducted a survey of online students to try to better understand their learning experiences (Appendix T). Although the responses were generally favorable, the College began offering additional online support services (tutoring, resources) and mandatory training for faculty.

**Standard II:** The College continues to offer high-quality courses and programs online. The primary purpose of the College is to support transfer and career development. Online courses adhere to the course outlines of record, are taught at the appropriate depth and rigor, and maintain the same learning outcomes as face-to-face courses. All online courses require approval by the Curriculum Committee and Board of Trustees.

Student services are sufficient to help students meet their educational goals. Most matriculation requirements can be met through a combination of online and telephone services. Guidance through admissions, registration, financial aid, and counseling is available online, email and/or via telephone. The College Orientation has an online option and counseling offers telephone and online appointments. Students have access to online library resources and services. These resources and services are integrated into the online learning management system.

**Standard III:** Faculty hiring and evaluation for online courses follows the same process as face-to-face instructors. All instructors must meet the minimum qualifications in their disciplines and are on an evaluation cycle. Administrators and staff associated with online courses also have a yearly evaluation cycle.

As noted elsewhere in the document, the College invests heavily in online learning. In addition to full-time support staff consisting of one FT faculty as department coordinator and one PT faculty distance education trainer, the College maintains a multimedia studio for faculty use and provides numerous training opportunities. The primary technology used in teaching online
(Moodle) is maintained through a third party, but is frequently updated and the platform is stable.

**Standard IV:** The College has implemented the integrated planning cycle that is documented in the Educational Master Plan (2012). In addition, the College follows a participatory governance model in which faculty, students, staff, and administrators serve on key committees and share in decision-making processes. Institutional committees report findings and recommendations to Instructional Council, Student Services Council, and/or Academic Senate. As appropriate, these recommendations are then reported to College Council and/or the Board of Trustees for final consideration. The Distance Education Committee reports to the Academic Senate and consists of representative members from instructional divisions, Disabled Student Services, Information Technology, and Educational Technology. The Committee meets bi-monthly and publishes their minutes online.
### Appendices

**Appendix A – Degrees and Certificates Related to Proposed Change**

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<tr>
<th>AA</th>
<th>AS</th>
<th>Associate Degree for Transfer</th>
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<td>Art: Studio Arts AA</td>
<td>Business: Economics AS</td>
<td>Anthropology AA-T</td>
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<td>Business: Accounting AA</td>
<td>CGD: Environmental Design AS</td>
<td>Business Administration AS-T</td>
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<td>Business: Genl Office Skill AA</td>
<td>CGD: Tech Desktop Pub Graph AS</td>
<td>CD-Early Childhood Educ AS-T</td>
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<td>Business: Retail Mgmt(WAFC) AA</td>
<td>Computer Sci and Info Syst AS</td>
<td>English AA-T</td>
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<td>Child Development AA</td>
<td>CSIS: Business Computer App AS</td>
<td>Political Science AA-T</td>
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<td>DM: Digital Art Imaging AA</td>
<td>CSIS: Computer Networking AS</td>
<td>Spanish AA-T</td>
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<td>DM: Digital Audio Video AA</td>
<td>CSIS: Program for Internet AS</td>
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<td>DM: Interactiv Media Auth AA</td>
<td>CSIS: Computer Programming AS</td>
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Gavilan Joint Community College District
Governing Board Agenda

January 12, 2016

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

SUBJECT: Community Education Winter/Spring 2016 Classes

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

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

Background:
Attached is the Winter/Spring 2016 Community Education schedule. Classes will be offered January through June 2016

Budgetary Implications: Projected Revenue is approximately $85,000, based on last year’s projections.

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

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

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

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
ACTION ITEMS
OLD BUSINESS
Gavilan Joint Community College District
Governing Board Agenda
January 12, 2016

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: Updates to Board Policies

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

Proposal:
That the Board review and approve the proposed changes to the Board policies as attached.

Background:
The policies have gone through the shared governance process. This is the second reading presented to the Board.

Budgetary Implications:

Follow Up/Outcome:
The policies will be publicized to the college community and posted as appropriate.

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

Prepared By:

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

BP 1200 – District Mission
BP 2010 – Board Membership
BP 2200 – Board Duties and Responsibilities
BP 2350 – Speakers
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
BP 1200  District Mission

Reference:

ACCJC Accreditation Standard I.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

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

Reference:

ACCJC Accreditation Standard IV

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
- Select and appoint the President of the District
- 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
- Approve the expenditure of all funds
- Approve the annual budget
- Appoint, or dismiss employees upon the recommendation of the President of the District
- Fix the rate of compensation for all employees and to review all salary schedules annually
- Pass upon recommendations of the President on site utilization and physical plant development
- Require and consider reports from the President of the District concerning the program and condition of the college
- Consider and pass upon the curricular offerings of the college upon the recommendation of the President of the District
- Consider and pass upon the annual calendar

Approved by the Board of Trustees: _________________________
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 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 the Chair, 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.

Amended by the Board of Trustees:
Approved by the Board of Trustees: June 12, 2001
BP 2410 Board Policies and Administrative Procedures

Reference:

*Education Code Section 70902*

*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 the public through the Office of the President.

Amended by the Board of Trustees: 
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 IV.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

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

References:
Title 5 Sections 53000 et seq.;
ACCJC Accreditation Standards 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

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

Reference:

ACCJC Accreditation Standard 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 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 appropriate training activities necessary to prepare members to fulfill their responsibilities as members of a governing board for a California community college.

Amended by the Board of Trustees:

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

Reference:
ACCJC Accreditation IV.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

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

Approved by the Board of Trustees: __________________
BP 3200 Accreditation

Reference:

ACCJC Accreditation Eligibility Requirement 21 and
ACCJC Accreditation Standards I.C.12 and 13 (formerly IV.B.1.i)
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:
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 ;
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:
Amended by the Board of Trustees: November 10, 2014
Approved by the Board of Trustees: December 11, 2001
BP 3410 Nondiscrimination

References:
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

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
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:
Amended by the Board of Trustees: November 13, 2007
Approved by the Board of Trustees: December 11, 2001
SUBJECT: 2016 Board Goals

Proposal:
That the Board of Trustees approve the Gavilan College Board Goals for 2016.

Background:

Budgetary Implications:

Follow Up/Outcome:
The Board’s approved goals will be incorporated in the strategic plan annual update and serve as a foundation for determining work efforts of the college staff for the upcoming year.

Recommended By: Dr. Steven M. Kinsella, Superintendent/President
Prepared By: Dr. Steven M. Kinsella, Superintendent/President
Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
GAVILAN COLLEGE
BOARD OF TRUSTEES

GOALS FOR 2016

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.
NEW BUSINESS
SUBJECT: Naming the Board Representative for the County Committee

Proposal: That the Board of Trustees name a Board Representative for the County Committee.

Background: Each year the district school boards select a representative from the board to vote in the annual County Committee election that is held each November. The purpose of the representative is to have them sign/vote for the candidate (per education code); however, the board representative is not required to attend the County Committee meetings.

Budgetary Implications: None

Follow Up/Outcome: Submit completed certificate to Santa Clara County Office of Education.

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

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

Agenda Approval: [Signature]
Dr. Steven M. Kinsella, Superintendent/President
SCHOOL DISTRICT
CERTIFICATE
NAMING THE BOARD REPRESENTATIVE
FOR THE COUNTY COMMITTEE ELECTION

The California Education Code requires that the governing board of each school district, at its annual initial meeting, select one of its members to vote in the election for members of the County Committee on School District Organization. The relevant Education Code Section is as follows:

§ 35023. Election of representative for county committee

The governing board of each school district of every kind or class shall annually at its initial meeting select one of its members as its representative who shall have one vote for each member to be elected to the county committee as provided by Article 1 (commencing with Section 4000 of Chapter 1 of Part 3). The secretary or clerk of the district shall furnish the county superintendent with a certificate naming the representative selected by the board.

To comply with the Education Code, please provide the information requested below and return to the address below.

Name of School District

Gavilan Joint Community College District

Name of Board Member Selected to Vote in the County Committee Election

Date of the Board Meeting at Which the Above Board Member was Selected

January 12, 2016

Signature of the Secretary or Clerk of the District

Lois Locci, Ed D

Please return this Certificate to:

Suzanne Carrig
Mail Code 243
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131
Fax: (408) 453-6525 email: suzanne_carrig@sccoe.org

If you have any questions regarding this procedure, please call (408) 453-6869.
SUBJECT: FY 2016-2017 Non-Resident Tuition and Capital Outlay Fee

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:
That the Board of Trustees approve the District to charge the following for FY 2016-17:

I. Nonresident Tuition Fee = $217/unit (#2 below)
II. Capital Outlay Fee = $ 0

Background:
I. Nonresident Tuition Fee – Education Code Section 76140 requires each district governing board to establish the nonresident tuition fee not later than February 1 of each year for the succeeding fiscal year. Each district has the option of using one of the following seven categories:

1. The Statewide average cost of education per unit - $211
2. Gavilan College’s cost of education per unit - $217
3. District basis with 10% or more noncredit FTES – n/a
4. The nonresident tuition cost per unit at colleges that are contiguous to Gavilan College’s service area:
   a. Hartnell $209
   b. San Jose/Evergreen $215
   c. Cabrillo Information not yet available
   d. West Valley $211
   e. Monterey Peninsula Information not yet available
5. No more than the district and no less than the statewide cost - $211-$217
6. Highest years statewide average tuition - $211
7. No more than 12 comparable states’ average tuition - $380
III. Capital Outlay Fee – The calculated Capital Outlay Fee is $6.19 per unit.

Budgetary Implications:
Since the District does not receive State funding for nonresident FTES, the nonresident tuition fee will help offset the cost of education.

Follow Up/Outcome:
Complete and submit the District's election to the California Community Colleges' Chancellor's Office.

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

Prepared By: Wade Ellis, CPA - Director of Business Services

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
Gavilan Joint Community College District
Governing Board Agenda
January 12, 2016

Consent Agenda Item No.  Information/Staff Reports No. Discussion Item No. Old Business Agenda Item No. New Business Agenda Item No.  III.2 (c)

SUBJECT: Aviation Maintenance Technology Project at the South County Airport in San Martin, Deductive Change Order #1

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

Proposal:
That the Board of Trustees authorizes a deductive change order totaling $175,000 to the Gavilan College Aviation Maintenance Technology Project at the South County Airport in San Martin.

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

Aviation Maintenance Technology Project at the South County Airport in San Martin
Seward L. Schreder Construction Inc., deductive CO #1 for (-$175,000).

This deductive change order is the result of the Contractor's value engineering effort to assist the District in keeping the Project construction costs within the District's Project Budget. The Contractor completed value engineering efforts pursuant to Public Contract Code §7107 which permits a Contractor to propose value engineering cost savings for District acceptance. Under Section 7107, the Contractor is entitled to receive 50% of the cost savings realized by District accepted value engineering proposals. The Contractor has agreed to waive its right to the 50% cost savings under Section 7107.

Budgetary Implications:
The efficient use of Measure E and State Bond 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
### Change Order for Project

**CHANGE ORDER #01 - Seward L. Schreder Construction, Inc.**

<table>
<thead>
<tr>
<th>RCCO #</th>
<th>Description</th>
<th>Amount</th>
<th>Additional Days (Calendar)</th>
</tr>
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<tbody>
<tr>
<td>001</td>
<td>Relocated Portables - place portables on base rock pads, Industry standard.</td>
<td>$(100,000.00)</td>
<td>0</td>
</tr>
<tr>
<td>002</td>
<td>Domestic Water Line Trench instead of directional bore.</td>
<td>$(40,000.00)</td>
<td>0</td>
</tr>
<tr>
<td>003</td>
<td>Existing plywood subfloor to remain in place</td>
<td>$(15,000.00)</td>
<td>0</td>
</tr>
<tr>
<td>004</td>
<td>Delete partition walls in Classrooms B and C</td>
<td>$(20,000.00)</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>$(175,000.00)</strong></td>
<td>0</td>
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</table>

- **Contract Amount**: $2,900,800.00
- **Net Change By Previously Authorized Change Orders**: $- 
- **Revised Contract Amount Prior to this Change Order**: $2,900,800.00
- **Change Order #01**: $(175,000.00)
- **New Contract Amount Including this Change Order**: $2,725,800.00

**Contract Start Date**: January 18, 2016
**Contract Substantial Completion Date**: July 29, 2016
**New Contract Substantial Completion Date (By Previously Authorized Change Orders)**: July 29, 2016
**New Contract Substantial Completion Date (Including this Change Order)**: July 29, 2016
SUBJECT: Accept the Bid to construct the Gavilan College Aviation Maintenance Technology Project at the South County Airport in San Martin

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal: That the Board of Trustees accept the bid from Seward L. Schreder Construction Inc., to construct the Gavilan College Aviation Maintenance Technology Project at the South County Airport in San Martin.

Background: The bid for this project closed on October 30, 2015. After 10 firms attended the bid walk on this project, only one (1) contractor successfully participated in the bidding process. The apparent lowest responsible and responsive bidder has been identified as Seward L. Schreder Construction, Inc., in the amount of $2,900,800.

Budgetary Implications: The efficient use of Measure E Funds.

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

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
December 9, 2015

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

Re:  Bid Analysis  
Gavilan College Aviation Program at San Martin South County Airport  
Gavilan Joint Community College District

Dear Frederick:

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

Gilbane reviewed the apparent low bidder’s, Seward L. Schreder Construction, Inc., bid and determined that they submitted a responsive bid and appear to be a responsible bidder. Seward L. Schreder Construction, Inc. confirmed their base bid amount of $2,900,800 and stated they would honor it.

Please refer to our analysis and findings below for more detail.

Bid Analysis  
The following items were considered in our bid analysis:
1. Comparative Pricing
2. Bond Review
3. Company History & Experience
4. Bid Form Review
5. Reference Check
6. Contractor License Check

1. Comparative Pricing (See attached Bid Tabulation Form)
   A. Budget  
   B. Low Responsive Bid  
   C. Average Bid  
   D. High Bid  
   E. Number of Contractors Contacted  
   F. Number of Plan Holders  
   G. Number of Potential Bidders  
   H. Number of Bidders

$2,135,000
$2,900,800
$2,900,800

1798 Technology Drive  •  San Jose, CA  95110  
Fax (408) 660-4402  •  Phone (408) 660-4416
2. Bond Review
   A. Contractor’s Bid Bond
      Seward L. Schreder Construction, Inc. has provided a Bid Bond in the 
      required amount of 10% of their bid amount. The surety is Fidelity and 
      Deposit Company of Maryland. Their address is 1400 American Lane, 
      Tower 1, 18th Floor, Schaumburg, Illinois, 60196. The contact number is 
      (415) 538-7100.

   B. Contractor’s License Bond
      All California contractors are required to file a bond with the State in the 
      amount of $12,500. The bond number is 09172851 and the effective date 
      is 11/20/14 with Fidelity and Deposit Company of Maryland. Their 
      address is 3910 Keswick Road, Baltimore, Maryland, 21211.

3. Company History & Experience
   Seward L. Schreder Construction, Inc. has indicated they have been in the 
   construction business for 17 years. Seward L. Schreder Construction, Inc. is 
   familiar with the area and has constructed multiple projects for Gilroy Unified 
   School District and Gavilan Community College. Seward L. Schreder has 
   completed two projects on campus. One project is the Pond Overlook project and 
   the second project is the recent GECA addition.

4. Bid Form Review
   A. Contractor’s Proposal Form No Exception Taken
   B. Bid Pricing No Exception Taken
   C. Addenda Acknowledgement No Exception Taken
   D. Contractor’s License Information No Exception Taken
   E. Subcontractor’s List No Exception Taken
   F. Non-Collusion Affidavit No Exception Taken
   G. Bid Security No Exception Taken

5. Reference Check
   A. Gilroy Unified School District – The project manager Mike Rice at Gilroy 
      Unified stated Seward L. Schreder Construction, Inc. has performed a 
      couple of projects successfully for them. These projects varied in size. 
      Mike mentioned that they were cooperative and team oriented and had 
      minimal problems with budget or schedule. Mike said Seward L. Schreder 
      Construction, Inc. work quality was great. Mike said he recommends 
      Seward L. Schreder Construction, Inc. for the Gavilan College Aviation 
      Program at San Martin South County Airport Project.
B. Scott Pullen from HMR Architects has worked on multiple projects with Seward L. Schreder Construction, Inc. in the past 15 years. HMR Architects highly recommends Seward L. Schreder Construction, Inc. HMR Architects has recently completed a project with Seward L. Schreder Construction, Inc. on a gym modernization for Sacramento City Unified School District. HMR Architects stated they were very satisfied with Seward L. Schreder Construction, Inc. work. Seward L. Schreder Construction, Inc. kept to the schedule and there quality of work was to their expectation. HMR Architects stated they will definitely use Seward L. Schreder Construction, Inc. again.

6. Contract License Check

A. License Number: 746525
B. License Status: Current and Active
C. License Issued to: Seward L. Schreder Construction, Inc.
D. Expiration Date: 3/31/16
E. County of Incorporation: Butte
F. Claims Against License: No citations or cases on record
G. Type of License(s):
   - A – General Engineering
   - B – General Building
   - HAZ – Hazardous Substance Removal

If you have any questions or concerns, please do not hesitate to contact us.

Sincerely,

Edgar S. Esquivel
Edgar S. Esquivel
Project Engineer

Enclosures: Bid Tabulation Form

cc: Steve Sowa, IBI Group
    Casey Michaelis, Gilbane Building Company
<table>
<thead>
<tr>
<th>Bid Recording Sheet</th>
<th>Project: Gavilan Community College</th>
<th>10/30/2015</th>
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**ITEM:** Gavilan Community College  
Aviation Project at San Martin South County Airport

<table>
<thead>
<tr>
<th>Bid Amount</th>
<th>Seward L. Schreder Construction, Inc.</th>
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<tr>
<td>Bid Proposal</td>
<td>X</td>
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<td>Bid Security</td>
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<tr>
<td>Subcontractors List</td>
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<tr>
<td>Statement of Qualifications</td>
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<td>Non Collusion Affidavit</td>
<td>X</td>
</tr>
<tr>
<td>DIR Registration</td>
<td>X</td>
</tr>
<tr>
<td>Contractor License</td>
<td>X</td>
</tr>
<tr>
<td>Addendum Acknowledgement</td>
<td>X</td>
</tr>
</tbody>
</table>

**Bid Total**  
$2,900,800.00

Notes:
SUBJECT: Approve an agreement with Arch Pac, Inc. to provide architectural design services to renovate the swimming pools at the Gilroy campus of Gavilan College

Proposal:
That the Board of Trustees approves an agreement for $122,000 with Arch Pac, Inc. to provide architectural design services to renovate the two existing pools with "rim-flow" deck level style gutters that connects the two pools water volumes into one at the Gilroy campus of Gavilan College. Total cost of construction is estimated to be $1,226,000.

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 water, but 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 root cause of leaks and other problems associated with the piping, which severely compromises current repair efforts.

Budgetary Implications:
The efficient use of District 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
Gavilan Joint Community College District
Governing Board Agenda

January 12, 2015

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

SUBJECT:  Resolution No. 1001 Election to Become Subject to the Uniform Public Construction Cost Accounting Act Procedures, and Resolution No. 1002 Enacting Informal Bidding Procedures under the Uniform Public Construction Cost Accounting Act

Proposal: That the Board of Trustees adopts two resolutions to elect to become subject to and enact informal bidding procedures under the Uniform Public Construction Cost Accounting Act.

Background: The Uniform Public Construction Cost Accounting Act (UPCCA) was created in 1983 and allows local agencies to perform public works projects under an alternative bidding procedure if the agency elects to follow the cost accounting procedures set forth in the Cost Accounting Policies and Procedures Manual of the California Uniform Construction Cost Accounting Commission (Commission). UPCCA is enacted under Public Contracts Code Sections 22000 through 22045. http://www.sco.ca.gov/Files-ARD-Local/CUCCAC_FAQs.pdf. Currently 41 of the 72 California Community Districts have adopted UPCCA.

Adoption of UPCCA will permit the District to contract for construction, maintenance and repairs utilizing alternative bidding procedures authorized by UPCCA. The following types of projects are subject to UPCCA alternative bidding procedures:

• “Public Projects”
  o Construction, reconstruction, erection, alteration, renovation, improvement, demolition and repair work
• “Maintenance Projects”
  o Routine, recurring and usual work to preserve and protect publicly owned or publicly operated building for intended purposes
  o Painting and re-painting
  o Landscape maintenance, including mowing, watering, trimming, pruning, planting/plant replacement, irrigation and sprinkler system servicing

UPCCA allows for alternative bidding procedures for project values up to $175,000:

• Less than $45,000: negotiated contract
• $45,000 - $175,000: informal bidding
• Greater than $175,000: formal bidding

Without adopting UPCCA, project values requiring formal bidding procedures:

• Public Projects formal bidding process for projects exceeding $15,000, not adjusted for inflation

Resolution: BE IT RESOLVED, that Resolution No. 1001 and Resolution No. 1002 be approved.

X Information Only
X Action Item
- Maintenance formal bidding process for projects exceeding $50,000, plus annual inflation adjustment (this 2015 threshold has been adjusted to $86,000)

Comparison of formal bidding procedures under Public Contract Code 20650 vs. informal bidding procedures under UPCCA:

<table>
<thead>
<tr>
<th>Public Contract Code §20650</th>
<th>UPCCA Informal Bidding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertisement; Notice</td>
<td>Once per week for two week period in newspaper of general circulation</td>
</tr>
<tr>
<td>Minimum Bidding Period</td>
<td>Minimum 2 weeks for completion of advertising requirement; typically expect to add 1 to 2 weeks after completing advertising requirements</td>
</tr>
<tr>
<td>Project Information to Bidders</td>
<td>Complete bid documents</td>
</tr>
<tr>
<td>Award</td>
<td>Board of Trustees action</td>
</tr>
<tr>
<td>Other Requirements</td>
<td>Payment/Performance Bonds Insurance requirements</td>
</tr>
<tr>
<td></td>
<td>Compliance with Labor Code public works requirements (prevailing wage rates, certified payroll records, etc.)</td>
</tr>
</tbody>
</table>

Comparison of other permissible bidding alternatives under UPCCA vs. Public Contract Code §20650 Formal Bidding:

<table>
<thead>
<tr>
<th>Public Contract Code §20650 et seq</th>
<th>UPCCA Informal Bidding</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Bids Received</td>
<td>Re-Bid in accordance with Public Contract Code §20650 requirements</td>
</tr>
<tr>
<td>Emergencies</td>
<td>Unanimous Board action declaring emergency and authorization to contract without bidding COE Supt. approval required after Board action before proceeding to negotiated contract</td>
</tr>
</tbody>
</table>

**Budgetary Implications:**
No cost and no fiscal impact to the District by adopting UPCCA. Fiscal and operational benefits accrue to the District by adopting UPCCA with reduced costs to complete bidding process and expediting completion of construction/maintenance work.
Follow Up/Outcome:
Send a letter to the State Controller notifying her of the Board's adoption of the resolutions to elect to become subject to and enact informal bidding procedures under the UPCCA.

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
RESOLUTION NO. 1001

ELECTION TO BECOME SUBJECT TO THE UNIFORM PUBLIC CONSTRUCTION COST ACCOUNTING PROCEDURES

WHEREAS, Public Contract Code §§22000 et seq., the Uniform Public Construction Cost Accounting Act, ("the Act") establishes such uniform cost accounting standards for public contracts for construction.

WHEREAS, the Commission established under the Act has developed uniform public construction cost accounting procedures for implementation by local public agencies in the performance of or in the contracting for construction of public projects.

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of Gavilan Joint Community College District hereby elects under Public Contract Code §22030 to become subject to the uniform public construction cost accounting procedures set forth in the Act and to the Commission's policies and procedures manual and cost accounting review procedures, as they may each from time to time be amended.

FURTHER RESOLVED, that the President or the President's designee notify the State Controller forthwith of this election.

PASSED AND ADOPTED by the Governing Board of the Gavilan Joint Community College District in Gilroy, California, this 12th day of January 2016, by the following vote:

AYES: ______
NAYS: ______
ABSENT: ______
ABSTENTIONS: ______

IN WITNESS WHEREOF, this instrument has been duly signed and sealed as of the ___ day of ______________, 2016

President of the Board
GAVALAN JOINT COMMUNITY COLLEGE DISTRICT
RESOLUTION NO. 1002

RESOLUTION ENACTING INFORMAL BIDDING PROCEDURES UNDER THE UNIFORM PUBLIC CONSTRUCTION COST ACCOUNTING ACT

WHEREAS, and the District has adopted the uniform public construction cost accounting procedures set forth in the Uniform Public Construction Cost Accounting Act (the "Act") set forth at California Public Contract Code §§22000 et seq.

WHEREAS, pursuant to the Act, if a public entity adopts the uniform public construction cost accounting procedures, such public agency may, in its discretion, adopt and implement the alternative bidding procedures and certain informal bidding procedures as set forth in the Act commencing at California Public Contract Code §§22030 et seq;

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of Gavilan Joint Community College District hereby adopts the following informal bidding procedures under the Act:

INFORMAL BID PROCEDURES
Public projects, as defined in the Act, of One Hundred Seventy-Five Thousand Dollars ($175,000) or less may be let to contract by informal procedures as set forth in §§22032 et seq., of the California Public Contract Code and these Resolutions. The foregoing dollar limit for letting contracts by the informal procedures established herein shall be deemed adjusted without further action of the Board of Trustees if: (i) there are legislative amendments to dollar limits for informal bidding under Public Contract Code §22032; or (ii) there are administrative adjustments of the dollars limits for informal bidding by the California Controller pursuant to Public Contract Code §22020.

LIST OF CONTRACTORS
A list of contractors shall be developed and maintained in accordance with the provisions of §22034 of the California Public Contract Code and criteria promulgated from time to time by the California Uniform Cost Accounting Commission. The list shall set forth the different categories of trade work that each listed contractor is qualified to perform on behalf of the District.

NOTICE INVITING INFORMAL BIDS
Where a public project is to be performed which is subject to the provisions of this policy, a notice inviting formal bids (which shall describe the project in general terms and how to obtain more detailed information about the project, and state the time and place for submission of bids) shall be mailed to all contractors for the category of work to be bid as shown in the list of contractors developed pursuant to these Resolutions. All mailing of notices to the contractors pursuant to the foregoing shall be completed not less than ten (10) calendar days prior to the date that the bids are due. Additional contractors and/or construction trade journals may be notified at the discretion of the Vice President, Administrative Services; provided that:

If there is no list of qualified contractors maintained by the District for the particular category of work to be performed, the notice inviting bids shall be sent to the construction trade journals specified by the Commission and such other contractors and trade journals as the Vice President of Administrative Services may determine; and

If the product or service is proprietary in nature such that it can be obtained only from a certain contractor or contractors, the notice inviting informal bids may be sent exclusively to such contractor or contractors.
AWARD OF INFORMALLY BID CONTRACTS
The District will award contracts bid pursuant to these Informal Bidding Resolutions in accordance with the policies set forth herein:

The Vice-President of Administrative Services for the District is authorized, without further action or authorization of the Governing Board of the Gavilan Joint Community College District to award contracts bid pursuant to the informal bidding procedures adopted by these Resolutions. The foregoing notwithstanding, informally bid contracts awarded by the Vice-President of Administrative Services shall be subject to ratification by the Governing Board.

If the lowest bid submitted by a responsible bidder exceeds $175,000, but does not exceed $187,500, the Board may nevertheless award the contract to such lowest responsible bidder if it determines, by at least 4/5th vote that the cost estimate of the District was reasonable. The foregoing dollar limits shall be deemed adjusted without further action of the Governing Board in the event of: (i) legislative amendments adjusting the foregoing dollar limits; or (ii) there is action by the State Controller under Public Contract Code §22020 adjusting the monetary limits for bidding contracts under the informal bidding procedures.

EFFECTIVE DATE
These Resolutions shall take effect and be in force as of the date of enactment.

PASSED AND ADOPTED by the Governing Board of the Gavilan Joint Community College District in Gilroy, California, this 12th day of January 2016, by the following vote:

AYES: _______

NAYS: _______

ABSENT: _______

ABSTENTIONS: _______

IN WITNESS WHEREOF, this instrument has been duly signed and sealed as of the ___ day of _____________, 2016

______________________
President of the Board
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 payment of its share of the costs of occupancy at the new Coyote Valley Educational Center site which will result in estimated debt service payments of up to $375,000 a year.

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 $10 million in interim financing to complete the construction. As long as the financing is outstanding, it is anticipated that the Academy will share in the costs of the debt service. The purpose of the MOU is to detail those cost sharing terms and occupancy of the facilities to be used for public safety training.

Budgetary Implications: None.

Follow Up/Outcome: Enter into agreement with the South Bay Regional Public Safety Consortium to reflect the terms and conditions of this MOU.

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

January 12, 2016

SUBJECT: Approval of Contract for Vision Literacy

[ ] Resolution: BE IT RESOLVED,

[ ] Information Only

X Action Item

Proposal:
The Gavilan Regional ACES consortium will be subcontracting to provide classes to adult learners in the community. Vision Literacy is one such subcontractor.

Background:
The AEBG/AB 104 grant seeks to eliminate gaps in services within consortium boundaries. One gap in our service area is literacy classes. Vision Literacy will provide such classes at our sites in the community. Additionally, they propose to act as a processing center in downtown Gilroy where there is more foot traffic. They will assess and place students into the various adult education/noncredit classes available in throughout our consortium service area.

Budgetary Implications:
The contract is for $32,445, paid by the AEBG grant.

Follow Up/Outcome:
Upon board approval, Vision Literacy will prepare to serve students in the downtown center and at our off-campus sites for the Spring, 2016 semester.

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

Prepared By: Mary Ann Sanidad

Agenda Approval: Steven M. Kinsella, Superintendent/President
SUBJECT: FY 2014 – 2015 Annual District Audit Report

Proposal:
That the Board of Trustees accept the FY 2014 – 2015 Annual District Audit Report.

Background:
The certified public accounting firm of Gilbert Associates, Inc. has completed the Annual District Audit Report. The report is for board review and acceptance. The financial statements are the responsibility of District's management. The auditor's responsibility is to express opinions on the financial statements based on their audit.

In the interest of reducing paper, hard copies of the Annual District Audit Report and letter are attached for the board members only. The report and letter can be found at www.gavilan.edu under the tab "About Gavilan", "Budget Information". Hard copies are available upon request from the Office of the President.

Independent Auditors' Report
It is the opinion of our auditors that the financial statements "present fairly, in all material respects, the net assets of the business-type activities of Gavilan Joint Community College District as of June 30, 2015, and the results of its operations, changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America".

Findings and Recommendations

1) There were several errors in converting the District's Fund statements to the full-accrual enterprise fund financial statements affecting balances at June 30, 2014 and June 30, 2015.

It is recommended that District management develop a process to ensure conversion entries are prepared in accordance with GAAP, and the full-accrual financial statements are complete and accurate.
2-3) Various errors were noted during testing of actual hours of attendance compliance and for FTES calculations.

It is recommended that the District remind instructors about the required methods to calculate contact hours for courses using actual hours of attendance procedures. It is also recommended that the District perform an internal audit of actual hours of attendance classes to ensure contact hours are properly calculated, and therefore FTES amounts reported are accurate.

It is recommended that the District review the detailed attendance data produced by the attendance system for flags indicating contact hours are not calculated properly, and make corrections as needed to ensure contact hours and FTES are properly calculated and reported. It is also recommended such a review be performed prior to each attendance reporting period.

Additionally, they recommend the District review weekly and daily census courses to ensure the scheduling of such courses meets the requirements for weekly and daily census attendance procedures.

4) The District did not adequately monitor its subrecipients' audit reports to ensure that subrecipient audits reports are completed timely, that the reports were reviewed for audit findings and if applicable, management decisions were issued for subrecipient findings and appropriate correction action was taken.

It is recommended that the District implement procedures to ensure that audit reports for subrecipients are reviewed to ensure compliance with single audit requirements, and to determine whether prompt and appropriate corrective action has been taken for any audit findings related to the Higher Education – Institutional Aid program.

5) Payroll costs were allocated to the program based on budgeted costs and not actual costs. The District did not have a process to perform an after-the-fact determination of actual program costs related to payroll.

It is recommended the District implement a procedure to compare budgeted to actual payroll costs, and record adjustments as necessary for any differences.

Budgetary Implications:
This report satisfies State reporting requirements.

Follow Up/Outcome:
The Audited Financial Statements will be forwarded to the Chancellor's Office.

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
January 12, 2016

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: FY 2014 - 2015 Measure E General Obligation Bond Audit Reports

☐ Resolution: BE IT RESOLVED,

☐ Information Only

☒ Action Item

Proposal:
That the Board of Trustees accept the FY 2014 – 2015 Measure E General Obligation Bond Audit Reports.

Background:
The certified public accounting firm of Gilbert Associates, Inc. has completed the Measure E Audit Reports. The report is for board review and acceptance. The financial statements are the responsibility of the District’s management. The auditor’s responsibility is to express opinions on the financial statements based on their audit.

In the interest of reducing paper, hard copies of the Measure E Audit Reports are attached for board members only. The Measure E Audit Reports can be found at www.gavilan.edu under the tab “About Gavilan”, “Budget Information”. Hard copies are available upon request from the Office of the President.

Measure E Bond Performance and Financial Audit Reports
Gavilan’s Measure E Bond is a Proposition 39 bond. Proposition 39 requires that an annual comprehensive performance audit and financial audit be conducted. The Measure E Bond Audit Reports will be presented to the Citizens’ Bond Oversight Committee at their next meeting.

Performance Audit Report - The auditors’ Performance Review Audit Report did not reveal any items that were paid from the Measure Bond Construction Fund that did not comply with the purpose of the Bonds that were approved on March 2, 2004. It is the opinion of our auditors that Gavilan Joint Community College District “expended Measure E General Obligation Bond funds for the year ended June 30, 2015 only for the specific projects developed by the District’s Governing Board and approved by the voters, in accordance with the requirements of Proposition 39, as specified by Section 1(b)(3)C of Article XIII A of the California Constitution.”

Financial Audit Report - It is the opinion of our auditors that the financial statements “present fairly, in all material respects, the financial position of the Bond Fund of Gavilan Joint Community College District as of June 30, 2015, and the changes in financial position for the year then ended, in accordance with accounting principles generally accepted in the United States of America.”
For both Measure E Audit Reports, there were no management comments or findings representing reportable conditions, material weaknesses, or instances of noncompliance related to the audit.

Representatives from Gilbert Associates, Inc. will review both Measure E Audit Reports with the Board of Trustees.

**Budgetary Implications:**
This report satisfies Federal and State reporting requirements.

**Follow Up/Outcome:**
Review with the Citizens’ Bond Oversight Committee at their next meeting.

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

Proposal:
That the Board of Trustees accept the FY 2014 - 2015 Foundation Audit Report.

Background:
The certified public accounting firm of Gilbert Associates, Inc. has completed the Foundation Audit Report with a separately attached letter to the Foundation Board of Directors. The report is for board review and acceptance. The financial statements are the responsibility of the District's management. The auditor's responsibility is to express opinions on the financial statements based on their audit.

In the interest of reducing paper, hard copies of the Foundation Audit Report and letter are attached for board members only. The report and letter can be found at www.gavilan.edu under the tab "Visitors & Community", "Gavilan Foundation". Hard copies are available upon request from the Office of the President.

It is the opinion of our auditors that the financial statements "present fairly, in all material respects, the financial position of the Foundation as of June 30, 2015, and the change in net assets and its cash flows for the year then ended, in accordance with accounting principles generally accepted in the United States of America".

There were no management comments or findings representing reportable conditions, material weaknesses or instances of noncompliance related to the audit.

Representatives from Gilbert Associates, Inc. will review the Foundation Audit Report with the Board of Trustees.

Budgetary Implications:
This report satisfies Federal and State reporting requirements

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