REVISED 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 3 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

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

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, February 9, 2016 and Board Facilities Development and
       Utilization Committee Minutes, February 9, 2016
   (b) Personnel Actions
   (c) Warrants and electronic Transfers Drawn on District Funds
   (d) Payroll Warrants drawn on District Funds
   (e) Ratification of Agreements
   (f) Monthly Financial Report
   (g) Budget Adjustments
   (h) Santa Clara County Treasury Investment Portfolio Status as of December 31, 2015
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 Employees of the Month
    (b) Gavilan College Student Equity 2014-2015 Year-end Expenditures Report
    (c) Update on the California Work Opportunity and Responsibility to Kids (CalWORKS)
    (d) Update on the Extended Opportunity Program and Services (EOPS)
    (e) San Benito County Education Center Site Development
    (f) Update on the timeline, committee formation and trustee participation in the presidential
        search process

III. ACTION ITEMS
1. Old Business
   (a) Sabbatical Leave Requests
   (b) Accreditation Midterm Report

2. New Business
   (a) Curriculum
   (b) Water Hydration Stations
   (c) Agreement with GCFA
   (d) GCFA/District Contract Proposal (“Sunshine”)
   (e) Ratification of CSEA Tentative Agreement
   (f) Approval of an agreement with Live Oak Associates, Inc. to prepare a CEQA Categorical
       Exemption for Gavilan College Athletic Fields Renovations Project
   (g) Approval of an agreement with Consolidated Engineering Laboratories for the Coyote
       Valley Educational Center, Increment #1
   (h) Approval of an agreement with Live Oak Associates, Inc. to prepare an Incidental Take
       Permit and related analyses required for the buildout of Coyote Valley Phase II
(i) Agreement with Cornerstone Earth Group for required geotechnical engineering investigation and testing services for the Gavilan College Student Center Seismic Upgrade Project

(j) IBI Group Architecture and Planning Project Assignment Amendments

IV. CLOSING ITEMS
1. The next regularly scheduled Board meeting is April 12, 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 3 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
SUBJECT: Regular Board Meeting Minutes, February 9, 2016 and Board Facilities Utilization and Development Committee Minutes, February 9, 2016

Proposal:
That the Board approve the Regular Board Meeting Minutes, February 9, 2016 and Board Facilities Utilization and Development Committee Minutes, February 9, 2016.

Background:

Budgetary Implications:

Follow Up/Outcome:

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

Prepared By: Nancy Bailey, Executive Assistant

Agenda Approval: [Signature]

Dr. Steven M. Kinsella, Superintendent/President
I. CLOSED SESSION - CALL TO ORDER 6:00 p.m.
Trustee Laura Perry called the meeting to order at 6:15 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
No comments.

(c) Recess to Closed Session
The Board recessed to closed session at 6:17 p.m.

II. OPEN SESSION 7:00 p.m.
1. Call to Order
Laura Perry called the meeting to order at 7:00 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. Kathleen Rose, Executive Vice President, Instructional Services
Kathleen Moberg, Vice President, Student Services
Frederick E. Harris, Vice President, Administrative Services
Diana Seelie, Professional Staff
Nancy Bailey, Recorder
Others in Attendance: Kathy Campbell, Sherrean Carr, Shawn Mulcare, Wade Ellis, Anne Ratto, Fran Lopez, Fran Lozano, Jan Bernstein-Chargin, Ron Hannon, Susan Sweeney, Eric Ramones, Aurelio Zuniga, Randy Brown, Dana Young, César Flores, Keith Snow

3. Pledge of Allegiance
The Pledge of Allegiance was led by Tom Breen.

4. Report of any Action Taken in Closed Session
No reportable action taken in closed session.
5. Approval of Agenda
Laura Perry made a request to revise the agenda by moving Business Item III.2(b) Faculty Contracts – Tenure Recommendation after Item 7. Comments from Public and remove Item III.2(c) Agreement with GCFA.
Amended MSC (T. Breen/M. Dover) to revise the agenda.
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

6. Consent Agenda
(a) Regular Board Meeting Minutes, January 12, 2016 and Ad Hoc Educational Site Committee Minutes, January 26, 2016
(b) Personnel Actions
(c) Warrants and Electronic Transfers Drawn on District Funds
(d) Payroll Warrants Drawn on District Funds
(e) Ratification of Agreements
(f) Monthly Financial Report
(g) FY 2015-16 Mid-Year Financial Report
(h) Measure E Bond Quarterly Financial Status Report as of December 31, 2015
(i) Retiree Health Benefit Trust Investment Portfolio Status as of December 31, 2015
MSC (W. Glines/J. Brusco) to approve the consent agenda
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. Comments from the Public
Hollister resident, Aurelio Zuniga, spoke on what he considers the misuse of Measure E Bond funds by Gavilan College. He said that Gavilan College was expending Measure E Bond funds on a project not identified on the project list and approved by the voters. He cited the project as the South Bay Police Academy at Coyote Valley. He said Gavilan violated Prop 30 and felt that information was not provided to the district's auditors. Aurelio Zuniga said the actions of the Board and Dr. Kinsella need to be investigated.

Keith Snow from Hollister agreed with Mr. Zuniga's comments and added that the kids are our future. He said the Board should get feedback before making their decisions and that the residents have questions that the Board should answer. He suggested that the Board interact more with the people. Keith Snow said he voted for the bond because he thinks it's a good college.

Ken Wagman, Gavilan math instructor and coordinator of Science Alive, reported on the Science Alive event which took place on February 6th with 315 middle school students in attendance. He said informational parent workshops were held. Science Alive has been held for 15 years. Ken Wagman added that he is the current Gavilan College Faculty Association (GCFA) president this year and looks forward to working with the board.

Public Information Officer Jan Bernstein Chargin announced that May 21st will be the date of Dr. Kinsella's retirement celebration.

Business Item III.2(b) Faculty Contracts – Tenure Recommendation
Kathleen Rose reviewed Dr. Doug Achterman's educational career and his many contributions to Gavilan College as the Head Librarian. She said that in his four years at the college he has participated on Learning Council, is a Department Chair, is on Academic Senate, has been on 2 accreditation teams, helped to design the Learning Commons, and many others. Kathleen Rose said the library, under Doug Achterman's leadership has gone through a transformation and is always a busy place. She said it is with honor that the Department of Instruction and the Gavilan College faculty recommend Doug Achterman to the Board of Trustees for tenure.

The trustees offered their thanks and congratulations to Dr. Achterman.

MSC (M. Dover/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

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

Kathleen Moberg – reported on a trip to Lassen College where she served on an Institutional Effectiveness Partnership Initiative (IEPI) team to review their student success and governance issues. She said it was a good experience and provided her an opportunity to see what other colleges are doing and what their challenges are. She also mentioned that the requirements for eligibility for the Board of Governors (BOG) fee waivers changed. Students who have 2 semesters of unsatisfactory progress will no longer be eligible for a BOG. Gavilan is reaching out to those students who are in jeopardy of losing their BOG for the fall semester.

Fred Harris – said there is an initiative on the November ballot for a $9 billion education bond for K-14. He said legislative leaders are also working on a smaller $3 billion bond for the June ballot which may not include community colleges.

(b) College President
No report.

(c) Academic Senate
Kathy Campbell spoke on behalf of Academic Senate. She identified the ongoing discussion items occurring at Academic Senate. They are thoroughly evaluating the academic structure and processes with the goal of streamlining and increasing efficiencies, reviewing board policies and procedures, reviewing the administrative process for grant applications, discussing college hour and the administration reorganization proposal. She said they are discussing the formation of an integrated entity at Academic Senate to lead and help shape policy in basic skills, noncredit, acceleration, equity and student success.

(d) Professional Support Staff
Diana Seelie reported that the executive board will be attending a 2-day leadership training seminar on February 27-28.

(e) Student Representative
Adrian Lopez reported that he attended a collaboration retreat in January lead by Kathleen Rose and Kathleen Moberg. He said faculty, staff, and student discussed ways to improve
and collaborate effectively. He said it is important to know that the staff are working with students and for students. He attended a Learning Commons training. He reported that ASGC awarded 35 student textbook scholarships. During College Hour they teamed up with Learning Council to have a welcome event. Adrian Lopez said ASGC is working on obtaining 3 more hydration stations with the locations being the library, athletics, and Morgan Hill. He reported that Club Day is on February 11th to promote and support student life.

(f) Board Member Comments
Kent Child - reported on the Legislative Conference he attended in January. He said “student completion” was the main focus with “student access” being another topic emphasized. He said a factor is addressing students who are not prepared and require remediation upon arrival. Kent Child said the third focus was on “affordability”. He cited a study which indicated that community colleges are educating 2/3 of higher education students and getting only 8% of the financial aid. He said because of the high cost of education and high cost of living in this area, more money is needed for students to live on while they are going to school. He said working while attending school can impinge on a student’s ability to succeed. Kent Child said that for every $1 of state money spent on a student the return is $11.39 on that investment. He said another major issue facing students in the state are mental health issues which affect the student’s ability to concentrate and be successful.
Mark Dover - no report.
Jonathan Brusco - attended the offsite committee meeting in Hollister. He said he was excited to see a lot of community members who provided input and feedback on the future of Gavilan in San Benito County. He said good information was shared.
Tom Breen - attended a Chamber of Commerce dinner which included a poetry reading competition. He also attended the Board’s Facilities Committee meeting which he hoped would help the citizen’s in Hollister.
Walt Glines - no report.
Lois Locci - also attended the offsite committee meeting in Hollister and noted the collective disappointment expressed by attendees. She has begun reviewing Measure E documents over the past 10 years in a way for her to understand and address the collective disappointment which she felt was based in part on myth and in part on fact.

(g) Board President
Laura Perry - no report.

9. Board Committee Reports
Board Facilities Development and Utilization Committee - Mark Dover said they received a detailed facility project funding report. He said all facility projects were moving forward including Coyote Valley Phase I, San Martin Aviation project, and the athletic renovations. Mark Dover said the only project that is experiencing delays is the pool renovation which will not be ready for the fall semester. He would like the board to support a request to administration to find a solution so that the pool will be ready in the fall.

Mark Dover reported that Hollister City Manager Bill Avera, spoke to the committee about an “Exclusive Negotiating Agreement” between the City of Hollister and TTI Developers. The intent of the MOU is for construction of a building of about 20,000 sq. feet that would be available for classrooms. The location is the city’s agency property known as the paper mill Leatherback site. The committee recommended that the MOU come to the full board for discussion.
Kent Child said the Briggs building location was considered temporary space 20 years ago. He said the classroom space is not adequate and not serving the students who would like to get a broader range of courses. He said that Gavilan has not yet come up with a workable solution. Kent Child said we need to discuss what is feasible. He said residents envisioned a full service campus being built on the Fairview property in a short amount of time while the Board’s vision was to purchase the property and gradually build out. He reported on a faction of residents who are angry and he said we cannot ignore that.

Kent Child said we should explore the proposed MOU and respond to the city in a timely manner. He said Gavilan needs to communicate the response in a clear, transparent, and effective manner so that the public is well informed. He said students may be better served to find a transitional center.

Tom Breen said the plan presented by the City sounds good in that it doesn't require capital and the district only pays rent. He said all other plans presented required capital from the college. Tom Breen said it will be years before the Fairview build out is ready for use.

Mark Dover would like to hear from Hollister students on this topic. His concern is that this plan means we can expand general education courses but that might delay students having physical education facilities and CTE work development labs that require more space.

Adrian Lopez had many questions that he would like to pose to students on this topic. He would like to know what students want and what they are thinking.

Walt Glines reminded everyone that when the Leatherback site was discussed before, the faculty were against the site. He said the site is along the railroad track and a concrete plant. He said we have a responsibility to check back with staff. He wondered if it met current instructional needs. He said we need to know the financial requirement before we agree to proceed.

**Presidential Search Ad Hoc Subcommittee** — Kent Child outlined the process for the screening and interviewing of candidates. The board is requesting that each constituent group provide 4 names of which 2 will be selected to participate in the paper screening portion of the process including selecting candidates for the first round of interviews. One of the 2 members will also participate on the first round interview panel. Final interviews will be conducted by the full Board of Trustees. The Board will select how many board members will sit on the search committee. Constituent nominees should be forwarded to Human Resources by February 19. The committee member appointments will take place at the March 8 Board of Trustees meeting. Kent Child said the position is open now and closes on March 25. Committee members will undergo training with the district's consultant on March 18.

The interview committee will be joined by 3 community members representing the district's geographical areas. The community members will be selected by the board members from those communities.

Kent Child said this is serious important work and will be a time commitment.

10. Information/Staff Reports
   (a) Board of Trustees Professional Development Plan, Administrative Procedure 2740
Walt Glines encouraged board member mentorship and suggested that board members be included as trainers. Kent Child said this is a follow up on an accreditation finding. Lois Locci suggested a session on the general rules on building offsite locations and a second session on college finance. Walt Glines would like to see a budget building course and suggested it be a regional training through the Community College League of California.

(b) Academic Senate Resolution on Noncredit Instruction
Kathy Campbell, ESL instructor and member of the Academic Senate Noncredit Committee, gave an update on the multiple instruction issues being addressed in the credit and noncredit programs including program and curriculum development, marketing, assessment, orientation and enrollment management. In an endeavor to redesign and align the noncredit and credit programs, the committee developed a set of recommendations which were approved by the Academic Senate. Kathy Campbell asked that administration and the Board of Trustees continue to support faculty and staff in these recommendations. She reported that progress has been made especially in the ESL program. She acknowledged the staff and faculty who have helped make the positive changes and said ESL enrollment has already improved.

(c) Accreditation Midterm Report
Kathleen Rose said the second draft of the Midterm Report distributed to board members is the most current version and indicated that it is a “living” document. She said the report is on track for the March deadline and will include the appendices. When asked about the report progress and the gathering of data, Kathleen Rose said collecting meaningful information has been challenging without an institutional researcher.

(d) Sabbatical Leave Requests
Dr. Rose reported that the Faculty Staff Development Committee reviewed the applications submitted and one application was forwarded to the Board. Final approval is given by the Board at the second reading. The application submitted was for fall 2016 from Bea Lawn with a proposal to further her training to be eligible to teach in an additional Faculty Service Area; Spanish.

(e) Student Success and Support Program Credit 2014-15 Year-end Expenditure Report
Kathleen Moberg stated this report showed how the money was spent. In responding to a question about evaluating the success of the funding, Kathleen Moberg said the money spent has been on intake and front end service changes that are specific to the student in hopes of a higher level of completion. The results will be seen next year.

I. ACTION ITEMS
   1. Old Business
      (a) 2016 Board Goals
          MSC (T. Breen/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

   2. New Business
      (a) Faculty Contracts (for continued tenure)
          MSC (T. Breen/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

(b) Faculty Contracts - Tenure Recommendation
Moved forward on the agenda.

(c) Agreement with GCFA
Removed from agenda.

(d) Compensation for Unrepresented Employees
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

(e) Quarterly Financial Status Report, CCFS 311Q at December 31, 2015
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

(f) Approval of an agreement with Storm Water Inspection and Maintenance Services, Inc. to provide QSP (Qualified Storm Water Pollution Prevention Plan Practitioner) services at the San Martin Airport Aviation Maintenance Technology Project
MSC (J. Brusco/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

(g) Agreement with Cornerstone Earth Group for a geotechnical evaluation of the Gavilan College pool hillside
MS(W. Glines/J. Brusco)

Discussion: Mark Dover said it is important to complete this job in a timely manner to allow for pool renovation completion by fall 2016. Fred Harris said this work is needed to determine if the hillside has been adversely affected by the water leakage. The results will determine whether additional work is needed with additional related costs.
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) Gilbane Building Company Project Assignment Amendments
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) Approve an Agreement with the City of San Jose for construction of water transmission lines plus sanitary sewer & storm drainage connections serving the Coyote Valley Educational Center site. Also approve Resolution No. 1003 to authorize execution and delivery of a Quitclaim Deed to San Jose for the water extraction rights at the site
MSC (T. Breen/M. Dover)
Roll 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

(j) Approve a Conservation Easement Purchase Agreement with Mariposa Peak, LLC, as Mitigation for the Coyote Valley Educational Center Project
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

(k) Sale of Surplus Personal Property
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

IV. CLOSING ITEMS
1. The next regularly scheduled Board meeting is March 8, 2016 Gilroy Campus, North/South Lounge.
2. Adjournment
   The meeting was adjourned by consensus at 9:03 p.m.
MINUTES

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

   Roll Call
   Committee Members: Mark Dover, Jonathan Brusco, Walt Glines, Adrian Lopez

   Resources: Fred Harris, Ron Hannon, Jeff Gopp and Nancy Bailey (recorder)

   Mary Paxton (City of Hollister), Jan Bernstein Chargin, David DiDenti, Eric Ramones, Kathleen Rose, Kathleen Moberg, Kent Child, Lois Locci, Sherrean Carr, Bill Avera (City of Hollister), Steve White (IBI), Donna Martin (Gilbane),

2. Approve Minutes, December 8, 2015
   MSC (W. Glines/ A. Lopez) 3 ayes, 0 nays and aye from A. Lopez (student trustee) to approve minutes with 1 correction to the cost for lighting the ball fields from $400,000 to $350,000.

3. Comments from the Public:
   None

4. Status on current projects
   Fred Harris provided a handout, "Update to Project Status Report" which he said included soft costs in addition to other costs to show more accurate estimated project costs. The report indicated funding shortfalls on several projects for a total shortfall on all projects of -$10,980,699. Fred Harris said this report will continue to be updated. He reviewed the status of the projects on the list.

   Coyote Valley Educational Center Project – Fill dirt is being imported and an agreement with the City of San Jose has been drafted for board approval related to underground utilities. Fred Harris said the next step would be the placement of the five modular units. Completion and occupancy is still slated for November 2016.

   Fire Alarm Replacement Project – Fred Harris said this project is being completed using State Scheduled Maintenance funds. A change order will be required for an additional $6,000.
*Child Development Center (CDC) Renovation* – Fred Harris said this project has been completed with a $50,000 savings. A modular unit vacated as a result of the office space created in the CDC will be moved to the San Martin Aviation site.

*Water Tank Distribution Project* – Fred Harris said a remaining task on the project is for PG&E to hook up the electrical at the well site. This has been delayed due to weather.

*Student Center Seismic Upgrade* – A total project cost of $578,608 has been estimated for this project with work being completed during the summer months.

*Demolitions* – This project will be bid out using the newly adopted CUPPCA which allows for alternative bidding processes.

*Gymnasium and Sports Fields Projects* – Fred Harris discussed the various renovation projects within this category and noted that the various add alternates are listed with estimated costs. He added that the cost of the add alternates were not included in the project deficit figure of -$8,511,793.

*Pool Renovation* – Fred Harris said the project is delayed as a geotechnical study is needed to assess the integrity of the hillside where the pool water pipe leakage has occurred. Trustees expressed concern for the delay and how it will impact the fall semester classes.

In responding to questions, Fred Harris and Donna Martin of Gilbane clarified what could be included as soft costs. Soft costs can include construction management fees, testing, DSA oversight, permit fees, biologist study, project inspector and mitigation costs. Walt Glines said these cost should have been included in the original project numbers provided and Mark Dover said a detailed breakdown of the costs would be helpful in understanding the budget changes. Fred Harris will provide the detail.

5. Coyote Valley Educational Center sign
A sample temporary construction sign illustration was provided for review. Adrian Lopez suggested adding an estimated completion date.

6. Leatherback Property MOU with City of Hollister and TTI Developers
Fred Harris welcomed Bill Avera, Hollister’s City Manager, who spoke on the “Exclusive Negotiating Agreement” between the City of Hollister and TTI Developers. Bill Avera reviewed the history of Gavilan’s partnership with the City of Hollister dating back to the original lease of the Briggs building for classroom space 20 years ago. He said a goal of the City is to continue to work with Gavilan to offer more classes in Hollister. Bill Avera said that one of the city’s agency properties is the paper mill Leatherback site which has been demolished and remediated. Conversations have taken place for several years regarding this property and Gavilan’s presence there. Bill Avera said the city has entered into an exclusive negotiation agreement with a private developer for construction of a building of about 20,000 sq. feet that would be available for classrooms. He said Gavilan administrators have been upfront that Gavilan needs to stay at the same price point that they currently paying for leasing the Briggs building.

In responding to a question, Fred Harris said the question is, “Can TTI Developers build a building and recoup their costs at the rental rate of $1.30?” He said the commitment may be up to 15 years. He said a financial study will be conducted at a later date to see if it’s viable. Walt Glines suggested that the financial study be done
before signing the MOU because Gavilan can't go forward at a higher rental rate. Bill Avera said both the City and TTI have invested funds already and they are looking for a commitment and assurance that Gavilan wants this project to move forward.

Kent Child was asked whether the intention was to keep the Briggs building location in addition to a new site. Kent Child provided a history on the Briggs building and attempts made by Gavilan College to increase classroom space in Hollister. He said it is ideal to have a site with instruction and services under one roof. He said we are a long ways from that ideal situation.

Kathleen Rose stated that consideration for a new location should include the need for appropriate workforce training and development facilities. She said the Chancellor's Office is providing funding for workforce development and to be competitive for the funds, Gavilan needs to have a facility that can accommodate the required equipment and technology. Kathleen Rose said new areas for instruction in workforce development are being reviewed based on demographic data.

The committee recommended that the Leatherback Property MOU with City of Hollister and TTI Developers be placed on the agenda for a regular Board of Trustees meeting as information.

7. Workforce Related Facilities Opportunities
   a. Ridgemark Golf and Country Club – Kathleen Rose reported that a group will be taking a field trip to Ridgemark to see what could be offered utilizing their facilities; kitchen, tennis courts, conference room. A consideration is to pilot programs through community education to see if the student population is interested in the selected classes.
   b. Leal Vineyards – Sherrean Carr provided information on a meeting with a Leal Vineyard representative. Leal Vineyard is interested in establishing a relationship with Gavilan College. They have an internship in hospitality. Other topics include a winetasting class or a culinary class through Gavilan's community education program. Sherrean will continue to work with a specialist available to Gavilan through the Career Technical Education (CTE) Bay Region Leadership Group to discuss curriculum development in these areas.
   c. Gilroy Gardens – Kathleen Moberg toured Gilroy Gardens. She said Gilroy Gardens is also interested in hospitality management and they offer internships. She said students can come in at entry level and move around the different areas of the park to learn additional skills and increase their responsibility level. Also, aviation students can learn to maintain park rides and gain transferrable skills. Internships would be a possibility in that area. Other programs were mentioned in addition to partnering with the college.

II. CLOSING ITEMS
   1. Adjournment
      The meeting was adjourned by consensus at 6:08 p.m.
Gavilan Joint Community College District
Governing Board Agenda

March 8, 2016

Consent Agenda Item No.  6. (b)

Human Resources

Information/Staff Reports No.

Discussion Item No.

Old Business Agenda Item No.

New Business Agenda Item No.

SUBJECT: Personnel Actions

☐ Resolution: BE IT RESOLVED,

☐ Information Only

☒ Action Item

Proposal:
That the Board of Trustees approve personnel actions the District is entering into during the period of February 9, 2016 thru March 8, 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

C:\WorkGroups/HR/BoardAgenda/03-08-16
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

Patricia Claros
Office Assistant
Community Development and Grants Management
March 9, 2015

II. SHORT TERM AND SHORT TERM PEAK/TEMPORARY APPOINTMENTS

Ryan Shook
Instructional Program Specialist
Liberal Arts and Sciences
February 11, 2016 to June 1, 2016

Sohaila Faqiryan
Program Services Specialist
MESA
February 8, 2016 to June 30, 2016

III. PROFESSIONAL EXPERTS

Chris Cruz
Content Expert/Curriculum Development
Career Technical Education
November 1, 2015 to June 30, 2016

Christopher Spence
Assistant Beach Volleyball Coach
Kinesiology and Athletics
January 15, 2016 to April 30, 2016

Herb Spenner
Community Education Instructor
Contract and Community Education
February 23, 2016 to March 29, 2016

James Jimenez
Assistant Softball Coach
Kinesiology and Athletics
February 1, 2016 to April 30, 2016

Jason Dupler
Assistant Beach Volleyball Coach
Kinesiology and Athletics
January 15, 2016 to April 30, 2016

Ramon Rodriguez
Assistant Beach Volleyball Coach
Kinesiology and Athletics
January 15, 2016 to April 30, 2016
Samantha Parraz
Assistant Softball Coach
Kinesiology and Athletics
February 1, 2016 to April 30, 2016

IV. SUBSTITUTE AND/OR INTERSESSION APPOINTMENTS

Suzanne Bulle
Reprographics Operator
Business Services
February 25, 2016 to June 30, 2016

V. REQUESTS FOR LEAVE

NONE

VI. PERMISSION TO ENROLL/STAFF DEVELOPMENT

Rebecca Northon
CA Athletic Trainers’ Association/6th Annual State Meeting

VII. PERMISSION TO ENROLL/PROFESSIONAL GROWTH

Conception Phillips
ACCT 120 – Computerized Accounting
Gilbert Horta
MUS 9A – Guitar
Janet Krulee
APE 38 – Adapted PE
HIST 2 - US History
ANTH 1 – Introduction to Physical Anthropology
Rosalinda Mendoza
ENG 1C – Critical Reason/Writing
MATH 400 – Elementary Arithmetic
AH 11 – Nutrition

VIII. APPLICATION FOR AWARD/STAFF DEVELOPMENT

NONE

IX. APPLICATION FOR AWARD/PROFESSIONAL GROWTH

NONE

X. ADDITIONAL DUTY/STIPEND

NONE

XI. VOLUNTEERS

Austen Ledesma
Volunteer Worker
Kinesiology and Athletics
February 1, 2016 to May 27, 2016
Austin Luigard
Volunteer Worker
Kinesiology and Athletics
February 1, 2016 to May 27, 2016

Erick Zepeda
Volunteer Worker
Kinesiology and Athletics
February 1, 2016 to May 27, 2016

Eugene Carlisle
Volunteer Worker
Kinesiology and Athletics
February 1, 2016 to May 27, 2016

Heidi Oliphant
Volunteer Worker
Kinesiology and Athletics
February 1, 2016 to May 27, 2016

Jaclynne Giulianelli
Volunteer Worker
Kinesiology and Athletics
February 1, 2016 to May 27, 2016

Jalyn Brooks
Volunteer Worker
Kinesiology and Athletics
February 1, 2016 to May 27, 2016

Lorey Hunter
Volunteer Worker
Tutoring Center
February 8, 2016 to May 31, 2016

Mariza Rodriguez
Volunteer Worker
Kinesiology and Athletics
February 1, 2016 to May 27, 2016

Orlando Velasquez
Volunteer Worker
Kinesiology and Athletics
February 1, 2016 to May 27, 2016

Robert Guerrero
Volunteer Worker
Kinesiology and Athletics
February 1, 2016 to May 27, 2016

Xavier Navarro
Volunteer Worker
Kinesiology and Athletics
February 1, 2016 to May 27, 2016

XII. RESIGNATIONS AND RETIREMENTS

NONE
XIII. REQUEST FOR CATASTROPHIC LEAVE CREDITS

NONE

RECOMMENDATION: The Administration recommends approval of the above Classified & Unclassified Personnel Actions.
B. Faculty Personnel Actions – March 8, 2016

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

I. APPOINTMENTS

NONE

II. FACULTY OVERLOAD/ADDITIONAL DUTY/STIPENDS

Alexandre Stoykov  
Computer Science Information Systems Instructor Overload  
Career Technical Education  
February 1, 2016 to May 27, 2016

Alice Dufresne-Reyes  
Allied Health Overload  
Career Technical Education  
February 1, 2016 to May 27, 2016

Ellen Venable  
Computer Science Information Systems Instructor Overload  
Career Technical Education  
February 1, 2016 to May 27, 2016

Gilbert Ramirez  
Cosmetology Instructor Overload  
Career Technical Education  
February 1, 2016 to May 27, 2016

Herbert Spenner  
Aviation Maintenance Technology Overload  
Career Technical Education  
February 1, 2016 to May 27, 2016

Julian Kearns  
Economics Instructor Overload  
Career Technical Education  
February 1, 2016 to May 27, 2016

Patricia Henrickson  
Child Development Overload  
Career Technical Education  
February 1, 2016 to May 27, 2016

Susan Turner  
Allied Health Overload  
Career Technical Education  
February 1, 2016 to May 27, 2016

Susan Turner  
Staff Development Chair  
Career Technical Education  
February 1, 2016 to May 27, 2016
### III. PART-TIME FACULTY (CREDIT & NON-CREDIT) ASSIGNMENTS/STIPENDS

<table>
<thead>
<tr>
<th>Name</th>
<th>Assignment Description</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alejandrina Tirado</td>
<td>South Bay Regional Public Safety Consortium Volunteer Instructor</td>
<td>March 9, 2016</td>
<td></td>
</tr>
<tr>
<td>Chris Ordaz</td>
<td>Real Estate Instructor</td>
<td>February 1, 2016</td>
<td>June 30, 2016</td>
</tr>
<tr>
<td>Christine Dixon</td>
<td>Allied Health Instructor</td>
<td>February 16, 2016</td>
<td>May 27, 2016</td>
</tr>
<tr>
<td>Diana Gonzalez</td>
<td>STEM/MESA Counselor</td>
<td>February 16, 2016</td>
<td>June 30, 2016</td>
</tr>
<tr>
<td>Dulce Maria Gastelum</td>
<td>Cosmetology Instructor</td>
<td>February 1, 2016</td>
<td>June 30, 2016</td>
</tr>
<tr>
<td>Kimberly England</td>
<td>Non-Credit Instructor Community Development and Grants Management</td>
<td>February 1, 2016</td>
<td>June 31, 2016</td>
</tr>
<tr>
<td>Kimberly Montague</td>
<td>Allied Health Instructor</td>
<td>February 1, 2016</td>
<td>May 27, 2016</td>
</tr>
<tr>
<td>Megan Wong</td>
<td>Learning Commons Coordinator</td>
<td>January 28, 2016</td>
<td>June 1, 2016</td>
</tr>
<tr>
<td>Phillip Williams</td>
<td>Digital Media Instructor</td>
<td>February 1, 2016</td>
<td>June 30, 2016</td>
</tr>
</tbody>
</table>
Ricardo Jimenez
Non-Credit Instructor
Community Development and Grants Management
February 1, 2016 to June 30, 2016

Simone Reyes
Basic Skills Counselor
Liberal Arts and Sciences
January 29, 2016 to May 31, 2016

Timothy Mosher
Student Learning Outcomes Assessment
Liberal Arts and Sciences
December 1, 2015 to December 31, 2015

IV. SUBSTITUTE AND/OR INTERSESSION APPOINTMENTS
NONE

V. REASSIGNMENTS
NONE

VI. RESIGNATIONS AND RETIREMENTS

Steven Smith
Administration of Justice Instructor
Career Technical Education
Date of Hire: August 17, 2001
Date of Resignation: November 1, 2015

Travis Flippen
Aviation Maintenance Technology Instructor
Career Technical Education
Date of Hire: January 10, 1996
Date of Resignation: June 7, 2016

VII. REQUEST FOR LEAVE
NONE

VIII. REQUEST FOR CATASTROPHIC LEAVE CREDITS
NONE

IX. NEW FSA ASSIGNMENT
NONE

RECOMMENDATION: The Administration recommends approval of the above Faculty Personnel Actions.
C. Management/Confidential Personnel Actions – March 8, 2016

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

I. APPOINTMENTS/CONTRACT RATIFICATION AND EXTENSIONS
   NONE

II. ADDITIONAL DUTY/STIPEND
    NONE

III. SUBSTITUTE AND/OR INTERSESSION APPOINTMENTS
    NONE

IV. REQUEST FOR LEAVE
    NONE

V. PERMISSION TO ENROLL/PROFESSIONAL GROWTH
    NONE

VI. APPLICATION FOR AWARD/PROFESSIONAL GROWTH
    NONE

VII. RESIGNATIONS AND RETIREMENTS
    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

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:
That the Board of Trustees ratify warrants and electronic transfers drawn on district funds for the period of February 1, 2016 – February 29, 2016.

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

Warrants:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Warrant Numbers</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/1/16 – 2/29/16</td>
<td>18030375 – 18031574</td>
<td>$2,447,238.79</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

Proposal:
Ratification of payroll warrants drawn on district funds for the month of February 2016.

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

<table>
<thead>
<tr>
<th>Payroll Period</th>
<th>Pay Date</th>
<th>Total Salaries/Wages</th>
</tr>
</thead>
<tbody>
<tr>
<td>February Supplemental 1</td>
<td>February 10, 2016</td>
<td>$209,749.04</td>
</tr>
<tr>
<td>February Regular (EOM)</td>
<td>February 29, 2016</td>
<td>$1,720,096.65</td>
</tr>
<tr>
<td>TOTAL</td>
<td>(547 Pay Warrants Issued)</td>
<td>$1,929,845.69</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
March 8, 2016

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

SUBJECT: Ratification of Agreements

☐ Resolution: BE IT RESOLVED,

☐ Information Only

☒ Action Item

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

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

Budgetary Implications:
The contracts are funded by appropriations included in the Budget for FY 2015-2016.

Follow Up/Outcome:
No further action is required.

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

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

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
<table>
<thead>
<tr>
<th>Agreement Number</th>
<th>Amount</th>
<th>Vendor</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME001177</td>
<td>$2,810.00</td>
<td>Visions Management International Corp</td>
<td>CDC Relocation Project</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Date of Service: January 2016</td>
</tr>
<tr>
<td>CONT9989</td>
<td>$3,120.00</td>
<td>Public Parking Associates</td>
<td>Service Agreement on 4 Parking Meters</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Period of Service: 11/11/15 - 6/30/18</td>
</tr>
<tr>
<td>CONT9990</td>
<td>$23,450.00</td>
<td>El Pajaro Community Development Corp</td>
<td>Vocational ESL Curricula Development &amp; Training</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Gavilan Regional Adult &amp; Career Education Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Period of Service: 3/9/16 - 6/30/16</td>
</tr>
</tbody>
</table>
Gavilan Joint Community College District
Governing Board Agenda

March 8, 2016

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

SUBJECT: Monthly Financial Report

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

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

Background:
The attached Monthly Financial Report compares the FY 2015/16 Revised Budget as of February 29, 2016 to actual revenue and expenditures as of February 29, 2016.

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
<table>
<thead>
<tr>
<th>Fund / Fund Description</th>
<th>Beginning Fund Balance 7/1/2015</th>
<th>Revised Budget Revenue</th>
<th>Ending Fund Balance 6/30/16 Revenue</th>
<th>Year to Date Actual Expense Encumbrance</th>
<th>% Actual to Budget Expense</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Fund</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 General -Unrestricted</td>
<td>$2,833,708</td>
<td>$34,243,986</td>
<td>$15,054,246</td>
<td>$6,574,496</td>
<td>44.0%</td>
</tr>
<tr>
<td>1000 - Certificated Salaries</td>
<td>$12,204,795</td>
<td></td>
<td>$6,574,496</td>
<td>$0</td>
<td>53.9%</td>
</tr>
<tr>
<td>2000 - Classified Salaries</td>
<td>$5,608,951</td>
<td></td>
<td>$3,230,451</td>
<td>$0</td>
<td>57.0%</td>
</tr>
<tr>
<td>3000 - Burdens &amp; Benefits</td>
<td>$6,458,764</td>
<td></td>
<td>$3,479,713</td>
<td>$0</td>
<td>53.9%</td>
</tr>
<tr>
<td>4000 - Books &amp; Supplies</td>
<td>$545,338</td>
<td></td>
<td>$263,883</td>
<td>$127,479</td>
<td>71.8%</td>
</tr>
<tr>
<td>5000 - Other Operating Expenses</td>
<td>$6,101,182</td>
<td></td>
<td>$3,705,519</td>
<td>$1,450,024</td>
<td>84.5%</td>
</tr>
<tr>
<td>6000 - Capital Outlay</td>
<td>$560,937</td>
<td></td>
<td>$101,996</td>
<td>$52,381</td>
<td>27.5%</td>
</tr>
<tr>
<td>7000 - Other</td>
<td>$1,625,988</td>
<td></td>
<td>$743,845</td>
<td>$0</td>
<td>45.7%</td>
</tr>
<tr>
<td><strong>Total General-Unrestricted</strong></td>
<td>$2,833,775</td>
<td>$48,700,182</td>
<td>$3,971,806</td>
<td>$1,629,884</td>
<td>44.0%</td>
</tr>
<tr>
<td>24 Instructional Equipment</td>
<td>$67</td>
<td>$155,600</td>
<td>$155,600</td>
<td>$155,600</td>
<td>100.0%</td>
</tr>
<tr>
<td>26 Parking</td>
<td>$0</td>
<td>$140,396</td>
<td>$140,396</td>
<td>$105,522</td>
<td>70.8%</td>
</tr>
<tr>
<td>27 General - Restricted</td>
<td>$0</td>
<td>$14,160,200</td>
<td>$14,160,200</td>
<td>$9,540</td>
<td>82.0%</td>
</tr>
<tr>
<td><strong>Total General Fund</strong></td>
<td>$2,833,775</td>
<td>$53,762,138</td>
<td>$47,562,151</td>
<td>$3,971,806</td>
<td>43.5%</td>
</tr>
<tr>
<td>21 Measure E - Debt Service</td>
<td>$3,935,864</td>
<td>$6,072,004</td>
<td>$6,072,004</td>
<td>$158,489</td>
<td>2.6%</td>
</tr>
<tr>
<td>34 Capital Project</td>
<td>$65,891</td>
<td>$2,240,391</td>
<td>$2,240,391</td>
<td>$1,564,713</td>
<td>69.8%</td>
</tr>
<tr>
<td>60 Measure E</td>
<td>$23,010,578</td>
<td>$100,000</td>
<td>$22,767,546</td>
<td>$1,319,854</td>
<td>243.4%</td>
</tr>
<tr>
<td>72 Child Development</td>
<td>$0</td>
<td>$0</td>
<td>$500</td>
<td>$315,000</td>
<td>-</td>
</tr>
<tr>
<td>52 Long Term Debt</td>
<td>$5,447,176</td>
<td>$315,000</td>
<td>($372,892)</td>
<td>$250</td>
<td>118.4%</td>
</tr>
<tr>
<td><strong>Fiduciary Funds</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>47 Associated Student Body</td>
<td>$463,814</td>
<td>$95,007</td>
<td>$251,151</td>
<td>$307,670</td>
<td>128.1%</td>
</tr>
<tr>
<td>48 Financial Aid</td>
<td>$0</td>
<td>$6,494,210</td>
<td>$6,494,210</td>
<td>$4,437,559</td>
<td>68.3%</td>
</tr>
<tr>
<td>66 Student Center Fund</td>
<td>$0</td>
<td>$128,808</td>
<td>$128,808</td>
<td>$84,974</td>
<td>50.4%</td>
</tr>
<tr>
<td><strong>Total Fiduciary Funds</strong></td>
<td>$463,814</td>
<td>$6,718,025</td>
<td>$6,874,169</td>
<td>$4,624,220</td>
<td>68.8%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>$35,747,098</td>
<td>$64,145,602</td>
<td>$85,516,761</td>
<td>$10,303,344</td>
<td>42.8%</td>
</tr>
</tbody>
</table>

Instructors salaries are paid August through May (10 months)

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

Fund 34 Capital Project = State Funded Projects
Gavilan Joint Community College District
Governing Board Agenda

March 8, 2016

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

SUBJECT: 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 Account</th>
<th>Program #</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>110510</td>
<td>1310</td>
<td>(9,995)</td>
</tr>
<tr>
<td>120310</td>
<td>4510</td>
<td>(289)</td>
</tr>
<tr>
<td>640610</td>
<td>6400</td>
<td>(1,191)</td>
</tr>
<tr>
<td>610310</td>
<td>5630</td>
<td>(696)</td>
</tr>
</tbody>
</table>

**Total:** (12,072)

### INCREASE

<table>
<thead>
<tr>
<th>Organization Account</th>
<th>Program #</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>110610</td>
<td>1310</td>
<td>9,996</td>
</tr>
<tr>
<td>120110</td>
<td>4510</td>
<td>289</td>
</tr>
<tr>
<td>640610</td>
<td>4510</td>
<td>1,191</td>
</tr>
<tr>
<td>610310</td>
<td>4310</td>
<td>506</td>
</tr>
</tbody>
</table>

**Budget Entry:** BU1627

### Fund 270

### DECREASE

<table>
<thead>
<tr>
<th>Organization Account</th>
<th>Program #</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>642627</td>
<td>6400</td>
<td>(2,498)</td>
</tr>
<tr>
<td>642627</td>
<td>2110</td>
<td>(500)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(2,000)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(2,400)</td>
</tr>
</tbody>
</table>

**Total:** (199,439)

### INCREASE

<table>
<thead>
<tr>
<th>Organization Account</th>
<th>Program #</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>642627</td>
<td>5823</td>
<td>2,498</td>
</tr>
<tr>
<td>642627</td>
<td>5230</td>
<td>500</td>
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<td></td>
<td>5260</td>
<td>2,000</td>
</tr>
<tr>
<td></td>
<td>5812</td>
<td>2,400</td>
</tr>
</tbody>
</table>

**Budget Entry:** BU1628

---

**Final (Adopted) Estimated Beginning Fund Balance at 7/1/15:** $0.00

**Change to Actual Fund Balance at 7/1/15:** $0.00

**Actual Beginning Balance at 7/1/15:** $0.00

**Final (Adopted) Budget Net Change in Fund Balance:** $158,997

---

**March 2016 Meeting - Budget Adj (To Board).xlsx**

Page 1 of 3
Actual Beginning Balance at 7/1/15 $0.00

Final (Adopted) Budget Net Change in Fund Balance

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

Current decrease in budgeted expenditures increases Fund Balance $199,439.00
Current increase in budgeted expenditures decreases Fund Balance ($199,439.00)

Revised Net Change in Ending Fund Balance $0.00
Estimated Ending Fund Balance 6/30/16 for General Fund 270 $0.00

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>Federal College Workstudy</td>
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</tr>
<tr>
<td>TRIO July - August</td>
<td>501627</td>
<td>8121</td>
</tr>
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</tr>
<tr>
<td><strong>Total Fund 270:</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Final (Adopted) Estimated Beginning Fund Balance at 7/1/15</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Change to Actual Fund Balance at 7/1/15</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Actual Beginning Balance at 7/1/15</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Final (Adopted) Budget Net Change in Fund Balance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Budget adjustments from current year's previous months to increase (decrease) net change to fund balance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Current decrease in budgeted expenditures increases Fund Balance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Current increase in budgeted expenditures decreases Fund Balance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Revised Net Change in Ending Fund Balance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Estimated Ending Fund Balance 6/30/16 for General Fund 270</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fund 470

<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>931947</td>
<td>8894</td>
</tr>
<tr>
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<tr>
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</tbody>
</table>

March 2016 Meeting - Budget Adj [To Board].xlsx
2/29/2016
Page 2 of 3
<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/31/15</td>
<td>Final (Adopted) Estimated Beginning Fund Balance</td>
<td>$59,788</td>
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<tr>
<td>3/31/15</td>
<td>Change to Actual Fund Balance</td>
<td>$404,026</td>
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<tr>
<td>3/31/15</td>
<td>Actual Beginning Balance at 7/1/15</td>
<td>$463,814</td>
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<tr>
<td>3/31/15</td>
<td>Final (Adopted) Budget Net Change in Fund Balance</td>
<td>($85,233)</td>
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<td>3/31/15</td>
<td>Budget adjustments from current year's previous months to increase (decrease)</td>
<td>($90,911)</td>
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<td>3/31/15</td>
<td>Current increase in budgeted revenue increases Fund Balance</td>
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<td>($168)</td>
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<tr>
<td>3/31/15</td>
<td>Revised Net Change in Ending Fund Balance</td>
<td>($156,144)</td>
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<tr>
<td>3/31/15</td>
<td>Estimated Ending Fund Balance 6/30/16 for General Fund 470</td>
<td>$307,670</td>
</tr>
</tbody>
</table>
SUBJECT: Santa Clara County Treasury Investment Portfolio Status as of December 31, 2015

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

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

Budgetary Implications:
For information purposes only.

Follow Up/Outcome:
None needed.

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

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

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
Quarterly Investment Review Table of Contents

Quarterly Investment Report
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Holdings Report: Palo Alto Unified 26
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Holdings Report: San Jose-Evergreen 28
Transaction Activity Report 30

Board of Supervisors: Mike Wasserman, Cindy Chaver, Dave Currie, Jim Yeager, S. Joseph Sinclian
County Executive: Jeffrey V. Smith
Santa Clara County Commingled Pool and Segregated Investments

December 31, 2015

<table>
<thead>
<tr>
<th>Fund</th>
<th>Cost Value**</th>
<th>Market Value</th>
<th>Variance</th>
<th>% Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commingled Investment Pool</td>
<td>$6,543,388,499</td>
<td>$6,533,597,201</td>
<td>-$9,791,298</td>
<td>-0.15%</td>
</tr>
<tr>
<td>Worker’s Compensation</td>
<td>$27,370,385</td>
<td>$27,477,238</td>
<td>$106,854</td>
<td>0.39%</td>
</tr>
<tr>
<td>Mountain View-Los Altos</td>
<td>$2,020,484</td>
<td>$2,020,573</td>
<td>$89</td>
<td>0.00%</td>
</tr>
<tr>
<td>Palo Alto Unified</td>
<td>$602,065</td>
<td>$602,238</td>
<td>$173</td>
<td>0.03%</td>
</tr>
<tr>
<td>Park Charter Fund</td>
<td>$11,370,756</td>
<td>$11,357,886</td>
<td>-$12,870</td>
<td>-0.11%</td>
</tr>
<tr>
<td>San Jose-Evergreen</td>
<td>$19,826,407</td>
<td>$19,864,449</td>
<td>$38,042</td>
<td>0.19%</td>
</tr>
<tr>
<td>Medical Malpractice Insurance Fund (1)</td>
<td>$12,852,294</td>
<td>$12,851,387</td>
<td>-$907</td>
<td>-0.01%</td>
</tr>
<tr>
<td>Total</td>
<td>$6,617,430,890</td>
<td>$6,607,770,973</td>
<td>-$5,659,917</td>
<td>-0.15%</td>
</tr>
</tbody>
</table>

(1) Managed by Chandler Asset Management, Inc.

Summary of Yields* for Select Santa Clara County Investment Funds

<table>
<thead>
<tr>
<th>Fund</th>
<th>2015</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Oct 31</td>
<td>Nov 30</td>
</tr>
<tr>
<td>Commingled Investment Pool</td>
<td>0.77%</td>
<td>0.77%</td>
</tr>
<tr>
<td>Worker’s Compensation</td>
<td>1.21%</td>
<td>1.21%</td>
</tr>
<tr>
<td>Weighted Yield</td>
<td>0.78%</td>
<td>0.77%</td>
</tr>
</tbody>
</table>

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

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

**Cost Value is the amortized book value of the securities as of the date of this report.
The Federal Reserve Bank, on December 16, 2015 raised its benchmark interest rate for the first time in almost a decade. Nearly a month later, domestic and global bond yields are lower than before the Federal Reserve Bank enacted its historical decision. Turmoil in financial markets and the subsequent easing of monetary policy in Japan and the Eurozone depressed bond yields. A severe sell-off in equity markets around the world instigated a flight from risky assets to safe havens like U.S. Treasury bonds causing yields to tumble and increasing bond prices. Concern has centered on slowing global economic growth and on China, the world’s second largest economy which generated some 40 percent of total world growth in 2015. The Standard & Poor’s 500 stock index is down approximately 7.6 percent since the December meeting in which Reserve Bank policy makers adjusted interest rates.

U.S. economic news have been mixed. The labor market continue as a source of strength. With nearly 70 percent of economic activity is attributable to consumer spending, employment is a key indicator of economic health. The Labor market roared forward in December when employers added 292,000 jobs to non-farm payrolls. That brought the new jobs total to 2.65 million for 2015.

Real estate markets exhibited solid growth. Sales of existing single-family homes increased 16.1 percent in December which amounted to an annual rate of 4.82 million. Purchases of multifamily properties, including condominiums and townhouses increased 4.9 percent. The median price of an existing U.S. home is $224,000. This price reflects a 7.6 percent increase between December 2014 and December 2015.

In contrast to labor markets and real estate, growth of gross domestic product (GDP) slowed. The Commerce Department reported that GDP which represents the total dollar value of goods and services produced in the U.S. rose at a meager 0.7 percent annualized rate in the three months ending in December. GDP had increased 2 percent in the prior quarter. Economists conclude growth slowed because the higher value of the dollar made U.S. exports less competitive. Exports also faced slower global demand. Falling oil prices caused drilling firms to retrench and significantly reduce production. GDP expanded 2.4 percent in 2015 for a second straight year.

Our portfolio strategy continues to focus on: (1) acquisition of high quality issuers; (2) identifying and selecting bonds with attractive valuations; (3) appropriately sizing the liquidity portion of the portfolio to ensure adequate cash for near term obligations; and (4) ensuring that monies targeted for longer term investments are deployed in instruments with favorable risk adjusted yields. Broker-dealers have generally down-sized the amount of securities carried in inventories in response to risk-curbing rules crafted after the 2008 financial crisis, including Basel III and the 2010 Dodd-Frank Act. With more efficient software, we have been addressing this issue by scanning a larger scope of inventory listings to find attractive bonds. Our portfolio structuring does not engage in interest rate anticipation strategies.
Yield and Weighted Average Maturity
The yield of the Commingled Pool is 0.72% and the weighted average life is 402 days.

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

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

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

The market values of securities were taken from pricing services provided by the Bank of New York Mellon, Bloomberg Analytics, dealer quotes, and an independent pricing service.
INFORMATION
SUBJECT: Recognition of the Employees of the Month

□ Resolution: BE IT RESOLVED,

☒ Information Only

□ Action Item

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

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

Employee of the Month, January 2016 – Denise Apuzzo
Denise Apuzzo has worked for Gavilan College for last nine years in variety of roles, from Public Information Office to STEM, before moving to Financial Aid and Outreach/Recruitment. In 2012, Denise was promoted to Program Services Specialist, administering critical aid programs like Cal Grants, Federal Work Study, Scholarships, and most recently new Full-Time Student Success Grants.

Recently, Denise accepted a work out-of-class assignment as Outreach/Recruitment Senior Program Specialist, developing an integrated outreach calendar, coordinating Cash for College events, campus tours, application workshops, and oversight of student Rambassadors in ASGC Computer Lab to name a few.

In Financial Aid Department, Denise expanded her leadership role in technical areas with training, testing, development and implementation of much anticipated online scholarship management system, Academic Works. Denise’s project management with Academic Works resulted in successful go-live in February 2016.

Denise embodies true spirit of student services, going above and beyond to assist students and families from the application process, tracking and awarding.
training Peer Mentors and Rambassadors, to training high school officials on FAFSA and Dream Applications, Denise is known for her resourcefulness and follow-through, and is highly valued as Gavilan employee.

**Employee of the Month, February 2016 – Kyle Billups**

This nominee is humble enough to have pointed out to the rest of the DCC that he's been recognized before and the honor really should go to someone else. Kyle Billups (aka Mr. Banner) always comes to the rescue for our many Information Technology issues. He's a wonderful colleague who cares deeply about the quality of his work, a highly respected IT expert who diligently works behind the scenes. He regularly goes out of his way to resolve Banner issues (oftentimes with little advance notice) and is quick to put out many fires across campus.

The district is currently going through the banner HR/Payroll implementation process and Kyle is coordinating this effort as one of the main MIS contacts. He is working long hours gathering data from the current HR/Payroll system, comparing it to the banner system, helping configure tables, coordinating the banner consultant schedule and trainings and guiding the HR and Payroll departments along the way. He goes above and beyond for any requests the departments have. You would never know just how extremely busy he is because he is always in a good mood and willing to help. He is making the implementation process manageable by offering his guidance, expertise, help and most of all his sense of humor and positive attitude.

Kyle is one of many people who make Gavilan the special place it is. He deserves some kind of award just for putting up with everyone asking him for stuff all the time (and maybe honorary awards to his wife and kids).

**Budgetary Implications:**
None

**Follow Up/Outcome:**
1. The Human Resources Director will contact the employee and let them know that he/she was selected as the EMPLOYEE OF THE MONTH.
2. The Human Resources Director will send an announcement campus-wide.
3. The employee will be recognized by his/her department supervisor.
4. The employee will be recognized in the Campus Newsletter by the PIO.
5. The employee will be recognized at the district’s annual Employee Recognition Banquet held in May.
6. The employee’s name will be placed on the wall plaque located in the North/South Lounge.
7. The employee will receive a desktop award with his/her name engraved.

Recommended By: Dr. Steven M. Kinsella, Superintendent/President
Prepared By: Eric Ramones, Human Resources Director

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

Date: March 8, 2016

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

SUBJECT: Gavilan College Student Equity 2014-15 Year-end Expenditures Report

☐ Resolution
☒ Information Only
☐ Action Item

Proposal:
That the Board of Trustees review and comment as appropriate on the final Student Equity 2014-2015 Year-end Expenditures Report

Background:
The Student Equity Year-end Expenditures Report was submitted to the Chancellor’s Office on Friday, February 19, 2016 quantifying the allocation of funds for the Student Equity plan.

Budgetary Implications:
For 2014-15 year-end, the Student Equity allocation was $263,549. The report indicates all funds were used appropriately.

Follow Up/Outcome:
No follow up of the 2014-15 Student Equity Expenditures Report is required.

Recommended By: Kathleen Moberg
Vice President, Student Services

Prepared By: Grace Cardinalli, Executive Assistant, Student Services

Agenda Approval: Kathleen Moberg, Vice President of Student Services

Agenda Approval: Steven M. Kinsella, President/Superintendent
Email the entire report as an Excel file (not a PDF) and a PDF copy of the signature page to:
studentequity@cccco.edu

Be sure to include the name of the college in the subject line of the email.
Multi-college districts that use any portion of the Student Equity allocation to conduct equity-related activities at the district must include district-related expenditures in one or more of their college's Year-End Expenditures Report(s).

Submit the Year-End Expenditures Report no later than Friday, February 19, 2016.
Email the entire report as an Excel file (not a PDF) and a PDF copy of the signature page to: studentequity@cccco.edu

For assistance in completing this report, please contact:
Barbara Mcisaac Kwoka - bkwoka@cccco.edu - 916-323-0799 or
Debra Sheldon - dsheldon@cccco.edu - 916-322-2818

This workbook contains 5 protected spreadsheets in the following order:
1. Cover Page
2. Do First
3. Part I: Student Equity Funding
4. Part II: Student Equity Expenditures
5. Part III: Summary

Basic instructions:
You may enter data in spreadsheets 2-5. Use the tab key to move around in each spreadsheet. At the bottom of some of the spreadsheets (or the back of the page if printed) are specific entry instructions for certain cells or other instructions. You will be able to enter whole numbers only (no cents).

If you need additional rows to complete your data entry in Part I or Part II, you can unlock the spreadsheet by entering the password (budget1415), and add additional rows. However, care must be taken to insert rows in a way to ensure that the formulas in the totals and subtotals are correct and intact. Be sure to lock the sheet when finished with same password. If you need additional assistance, please contact Barbara Mcisaac Kwoka as listed above.

Yellow highlighted cells allow you to enter a value, either by selecting from a drop down list or typing in the cell.
Blue colored cells indicate a pre-populated cell and cannot be modified.
Gray colored cells indicate a formula and cannot be modified.

To print entire workbook, go to the File menu, select Print, and Entire Workbook. Select double-sided.
### Part I: Student Equity Funding

| Total 2014-15 Student Equity Allocation | $ 263,549 |
| Did your college receive or return funds through the Reallocated Funds (mid-year report) process? If yes, how much? (show returned funds as a negative) | $ - |

Total Student Equity Funds Available for Expenditures $ 263,549

Total 2014-15 Student Equity Expenditures (Part II: Student Equity Expenditures) $ 263,549

Balance 2014-15 Student Equity Allocation: $ -

---

**Specific Entry Instructions**

**E10** Enter your college's 2014-15 Student Equity Allocation. Due to legislative requirements, the CCCCO only calculates allocations by district. The district determines the amount allocated to each college. Colleges in multi-college districts will need to obtain their college allocation from the district office.

**E12** If you received Reallocated Funds in 2014-15 or returned funds in your Mid-Year Report, please enter the amount here. If you returned funds, please enter the amount as a negative number.

**E14** This cell will populate with the funds available for expenditure in the Student Equity program.

**E18** This cell will populate once the Part II: Student Equity Expenditures section has been completed.

**E21** This cell is the sum of: "Total 2014-15 Student Equity Allocation" minus "Total 2014-15 Student Equity Expenditures (Part II: Student Equity Expenditures)."

- 0 If all of the 2014-15 Student Equity Allocation funds have been accounted for on this report, then the balance should be zero.
- + If the balance is positive, then the final expenditures do not fully expend the allocation. The college needs to review the actual expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.
- - If the balance is negative, then final expenditures exceed the allocation available and the college needs to review the actual expenditures and make necessary adjustments. The Year-End Expenditures Report cannot be submitted if balance is negative.
### Student Equity

**Part III: Student Equity Expenditures**

Report expenditures of the college's Student Equity activities by object codes as defined by the California Community Colleges Budget and Accounting Manual (BCAM). Although they appear in the CCC BACM, not all expenditure categories are eligible student equity expenditures. Eligible and ineligible expenditures for Student Equity funds are listed below. The activity(ies) and the dollar amounts are reported under the categories: Outreach, Student Services & Categoricals, Research and Evaluation, Student Equity Coordination and Planning, etc., as described in the Student Equity Expenditure Guidelines. Refer to the instructions below for more information.

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Classification</th>
<th># of FTE(s)</th>
<th>Activity</th>
<th>Outreach</th>
<th>Student Services &amp; Categoricals</th>
<th>Research and Evaluation</th>
<th>Student Equity Coordination and Planning</th>
<th>Student Equity Administration</th>
<th>Professional Development</th>
<th>Instructional Support</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>Academic Staff: Position (3)</td>
<td></td>
<td>0.69</td>
<td>$</td>
<td>$18,112</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$18,112</td>
</tr>
<tr>
<td></td>
<td><strong>Subtotal</strong></td>
<td></td>
<td></td>
<td>$</td>
<td>$18,112</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$18,112</td>
</tr>
<tr>
<td>2000</td>
<td>Classified and Other Professional Staff: Position (4)</td>
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<td>$31,655</td>
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<td>Employee Benefits</td>
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<td><strong>Subtotal</strong></td>
</tr>
<tr>
<td>4000</td>
<td>Supplies &amp; Materials</td>
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<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td><strong>Subtotal</strong></td>
</tr>
<tr>
<td>5000</td>
<td>Other Operating Expenses and Services</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Subtotal</strong></td>
</tr>
</tbody>
</table>

**Notes:**
- Activity(ies) and dollar amounts are reported under the categories: Outreach, Student Services & Categoricals, Research and Evaluation, Student Equity Coordination and Planning, etc., as described in the Student Equity Expenditure Guidelines.
- Refer to the instructions below for more information.

**Date Printed:** 2/10/2016
<table>
<thead>
<tr>
<th>Object Code</th>
<th>Classification</th>
<th>Activity</th>
<th>Outreach</th>
<th>Student Services &amp; Counseling</th>
<th>Research and Evaluation</th>
<th>Student Equity &amp; Planning</th>
<th>Educational Development</th>
<th>Institutional Support</th>
<th>Direct Student Support</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>5810</td>
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<td>$</td>
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<table>
<thead>
<tr>
<th>Object Code</th>
<th>Classification</th>
<th>Activity</th>
<th>Outreach</th>
<th>Student Services &amp; Counseling</th>
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<th>Student Equity &amp; Planning</th>
<th>Educational Development</th>
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<tbody>
<tr>
<td>5820</td>
<td>5821</td>
<td>$</td>
<td>$15,362</td>
<td>$</td>
<td>$</td>
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<td>$30,724</td>
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<td><strong>Subtotal</strong></td>
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<td>$15,362</td>
<td>$</td>
<td>$</td>
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<td>$</td>
<td>$</td>
<td>$15,362</td>
<td>$30,724</td>
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</table>

**Grand Total:** $50,910 $110,026 $23,181 $ $11,167 $69,292 $15,413

Total expenditures cannot exceed the 2014-15 Student Equity Allocation $76,539
### Part III: Summary

<table>
<thead>
<tr>
<th>Description</th>
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<tbody>
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<td>Total 2014-15 Student Equity Allocation</td>
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<tr>
<td>Did your college receive or return funds through the Reallocated Funds (mid-year report) process? If yes, how much? (show returned funds as a negative)</td>
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<tr>
<td>Total Student Equity Funds Available for Expenditures</td>
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<tr>
<td>Total 2014-15 Student Equity Expenditures (Part II: Student Equity Expenditures)</td>
<td>$263,549</td>
</tr>
<tr>
<td>Balance 2014-15 Student Equity Allocation</td>
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### Certification

The undersigned certify that the Student Equity allocation was expended in accordance with the provisions outlined in title 5, sections 51020-25 and in accordance with the objectives and activities identified in the college's Student Equity Plan per Ed. Code, sections 78220, 78221 & 78216, and title 5, sections 54220 and 51026, and with the Student Equity Expenditure Guidelines.

#### College Student Equity Coordinator

<table>
<thead>
<tr>
<th>Name</th>
<th>Email Address</th>
<th>Phone Number</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Eduardo Cervantes</td>
<td><a href="mailto:eduardo.cervantes@gavilan.edu">eduardo.cervantes@gavilan.edu</a></td>
<td></td>
<td>1/2/16</td>
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</table>

#### Student Equity Supervising Administrator or CSSO

<table>
<thead>
<tr>
<th>Name</th>
<th>Email Address</th>
<th>Phone Number</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathleen Moberg</td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>

#### District Business Manager

<table>
<thead>
<tr>
<th>Name</th>
<th>Email Address</th>
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<tbody>
<tr>
<td>Wade Ellis</td>
<td><a href="mailto:wade.ellis@gavilan.edu">wade.ellis@gavilan.edu</a></td>
<td></td>
<td>2/16/16</td>
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#### College President

<table>
<thead>
<tr>
<th>Name</th>
<th>Email Address</th>
<th>Phone Number</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Steven Kusel</td>
<td></td>
<td></td>
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</tbody>
</table>

#### District Chancellor

<table>
<thead>
<tr>
<th>Name</th>
<th>Email Address</th>
<th>Phone Number</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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2014-15 Student Equity Year-End Expenditures Report (1/14/16)

Date Printed
2/18/2016
SUBJECT: Update on the California Work Opportunity and Responsibility to Kids (CalWORKs)

Proposal: That California Work Opportunity and Responsibility to Kids (CalWORKs) provide a 2015/2016 update to the Board.

Background: California Work Opportunity and Responsibility to Kids (CalWORKs) is California's plan for parents on public assistance. Gavilan College is a partner in this program, which assists CalWORKs parents at the community college while they prepare for employment. The college provides education, employment training, work-study and support including books, childcare and transportation assistance. The goal of the program is for students to increase their wage earning power and to become economically self-sufficient

Budgetary Implications: None

Follow Up/Outcome: None

Recommended By: Kathleen Moberg, Vice President, Student Services

Prepared By: Susan L. Sweeney, Coordinator CalWORKs

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

CalWORKs is a state public assistance program that provides cash aid and supportive services to eligible needy California families in order for the adult caretakers to become self-sufficient through education and employment. The average recipient is a single mother with two children who receives approximately $670 per month in cash aid, in addition to food stamps and Medi-Cal benefits. These families are 200% below the federal poverty level.

Funding

CalWORKs is categorically funded through State allocation (Prop 98), TANF, Santa Clara and San Benito County contracts. Since our last board report in 2013, we have developed and negotiated a second contract with Santa Clara County (SCC). This $100,000 contract is strictly for subsidizing student employment. In addition, we are happy to report after 6 years of negotiations we are in our second year of a contract with Santa Benito County (SBC). This is a $50,000 contract which includes funding for both Gavilan College Staff and subsidizing SBC student employment. In 2013 our total budget $460,622, as of 2015/16 our total budget is: $824,160.07, just over 50% more than two years ago.

Progress

The effects of new state legislation (SB1041) regarding limitations to time on aid have significantly affected our program numbers. Program growth was mentioned in our previous program review: “CalWORKs has experienced four significant changes over the last three years. First, is the significant growth the program has experienced over the last three years. In 05-06, we served 159 unduplicated student count, 06-07, 207 unduplicated student count, 07-08, 254 unduplicated student count”. CalWORKs grew to serve 330 students in 11/12”. As you can see in the chart below we and our region 4 colleges are experiencing rapid decline in program numbers.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>2012-13 Student Headcount</th>
<th>2013-14 Student Headcount</th>
<th>% Change (Student Headcount Between 2013-14 and 2012-13)</th>
<th>2014-15 Student Headcount</th>
<th>Percentage Change (Student Headcount Between 2014-15 and 2013-14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chabot</td>
<td>249</td>
<td>191</td>
<td>-23.9%</td>
<td>181</td>
<td>-5.2%</td>
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<tr>
<td>Las Positas</td>
<td>58</td>
<td>65</td>
<td>+12.0%</td>
<td>56</td>
<td>-16.3%</td>
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<tr>
<td>Cabrillo</td>
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<td>192</td>
<td>+21.2%</td>
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<td>-20.3%</td>
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<td>De Anza</td>
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<td>-26.8%</td>
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<td>Gavilan</td>
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<td>206</td>
<td>-20.7%</td>
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<td>-10.68%</td>
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<tr>
<td>Hartnell</td>
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<td>+16.1%</td>
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<td>SJC</td>
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<td>113</td>
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<td>Mission</td>
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<td>-33.8%</td>
<td>94</td>
<td>+17.5%</td>
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<tr>
<td>West Valley</td>
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<td>43</td>
<td>-39.4%</td>
<td>36</td>
<td>+62.8%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1,858</strong></td>
<td><strong>1,531</strong></td>
<td></td>
<td><strong>1,426</strong></td>
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</table>
Gavilan College CalWORKs is currently developing a new program to continue to work with the timed out CalWORKs and CalFresh population, called Fresh Success (see attached description) or visit www.foundationccc.org/FreshSuccess. This will allow us to continue to serve the CalWORKs students once they time out of the current state program, as well as other populations identified in Gavilan’s Equity plan. Example of services include: Books, transportation, matriculation services, job readiness and more. We are one of two state pilots along with Consumes River College EOPS Program to implement the Fresh Success Program. Gavilan College has given $30,000 from Equity and $120,000 from General Funds to “seed” this program. The federal government will reimburse 80 cents for each dollar spent on eligible services. This allows a total annual budget of $270,000. We are on track to launch April 2016.

Legislation

Gavilan College CalWORKs staff has worked on the state level in Sacramento with our legal Advocates, California Department of Social Service (CDSS), California Welfare Directors Association (CWDA), and the California Community College CalWORKs Association, and have seen an increase of county referrals as of Spring 16 semester. In addition, a new bill has been introduced which should also support referrals to the colleges:

**AB-2058 CalWORKs Educational Opportunity and Attainment Program**

Introduced by Assembly Member Chad Mayes (R) representing the 42nd district, encompassing parts of Riverside and San Bernardino counties.

“This bill would create the CalWORKs Educational Opportunity and Attainment Program to provide CalWORKs recipients with an education bonus, in an unspecified amount, each month after the attainment of a high school diploma or its equivalent, an associate’s degree, or a bachelor’s degree, if the diploma or degree was earned while the recipient was receiving CalWORKs assistance.”


Subsidized Employment

As mentioned previously we have various funding sources to subsidized employment. Traditional CalWORKs subsidized employment is known as the 75/25 program. This is where the employer and college share the cost of a student employee. However, due to the two county contracts, Gavilan College CalWORKs is able to fund 100% of a student’s hourly rate. This provides endless opportunities for students to work on and off campus while also increasing the number of students Gavilan College CalWORKs is able to place. Student placements are career focused and offer wages ranging from $10.50-$16.00 an hour. Further, the program has been able to attract several profit and non-profit agencies that have turned a subsidized employee into a permanent employee. Some examples include: Gavilan College, Youth Alliance, Mission Bell, CalSOAP, and Gina Lopez Insurance.

**CalWORKs Subsidized Employment**

<table>
<thead>
<tr>
<th></th>
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<tr>
<td>Subsidized Employment</td>
<td>4</td>
<td>17</td>
<td>6</td>
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<tr>
<td>SCC County Contract</td>
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<td>10</td>
</tr>
<tr>
<td>SBC County Contract</td>
<td>14</td>
<td>0</td>
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</tr>
<tr>
<td>Total Student Employed</td>
<td>54</td>
<td>32</td>
<td>16</td>
</tr>
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</table>
Recognition

Santa Clara County Client Achievement
Santa Clara County Employment Services Agency acknowledges CalWORKs clients annually. Each year Gavilan College recommends at least one student. In 2014, Miriam Molina, a Gavilan College CalWORKs student and subsidized employee received one of the ten Client Achievement Awards recognized by the SCC Board of Supervisors. In 2015, Raymond Gutierrez, Rosemary Sanchez, and Alicia Monreal-Howard all of whom are Gavilan College students received recognition for their commitment, dedication and effort to reaching self-sufficiency.

Portraits of Student Success
California Community College CalWORKs Association received submissions from all of the Community College CalWORKs Programs in California. Students share their story and how CalWORKs has assisted them in reaching their personal, academic and career goals. Moreover, current Community College CalWORKs students compete for a Region and Statewide Scholarship. In 2014 Gavilan College CalWORKs student Virginia Garcia won the Statewide and Region IV Scholarship. She received an RN from Gavilan and is currently employed working full time as a manager in a medical facility and is self-sufficient. In 2015 we had the honor of having Armando Gonzalez, Litricia Garcia and Miriam Molina acknowledged in the Portraits of Success Publication. Each of these students worked through the subsidized employment program, they all transferred to CSUMB with a focus in social work. Additionally, Armando and Miriam were both hired as permanent employees and are now self-sufficient.

Additional Programs

SMAA
The Gavilan College CalWORKs Coordinator is the Coordinator for the School Based Medi-Cal Administrative Activities Program (MAA/SMAA). SMAA formally known as MAA is a federal funded program which reimburses Medi-Cal services provided on campus. $57,803.30 in revenue was received in 2015, of which 50% went into General Fund and 50% went to participating programs: CalWORKs, Kinesiology, School Nurse, EOPS, and CARE. The program expanded in 15/16 to include: Financial Aide and Hollister Briggs Site.

Gavilan College Food Pantry
The CalWORKs Coordinator is currently coordinating the development of Gavilan’ s Food Pantry through Second Harvest Food Bank and St. Joseph’s with ASGC as partner. Gavilan College has graciously provided space for this program. The Food Pantry will serve the Gavilan College Community with nonperishable foods and will be slated to open mid April 2016.
SUBJECT: Update on the Extended Opportunity Program and Services (EOPS)

Resolution: BE IT RESOLVED,

Information Only

Proposal: That Extended Opportunity Program and Services (EOPS) provide a 2015/2016 update to the Board.

Background: Extended Opportunity Programs and Services (EOPS) provides support services to economically and educationally disadvantaged students that lead to graduation and transfer. In 2015 EOPS funding was restored which increased the numbers of students served and program services. Assistance for Foster Youth students has expanded with a designated part-time counselor.

Budgetary Implications: None

Follow Up/Outcome: None

Recommended By: Kathleen Moberg, Vice President, Student Services

Prepared By: Anne J. Ratto, Associate Dean, EOPS/CalWORKs

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
EOPS empowers low-income first generation students to succeed academically by providing “over and above” support services that lead to graduation and transfer.

The program provides:

- Orientation
- Textbook Vouchers/Supplies
- Progress Monitoring
- University Visits
- Priority Registration
- Incentive Grants
- Graduation and Transfer Assistance
- Leadership Opportunities through the EOPS Club

Cooperative Agencies Resources for Education, (CARE) assists single parents receiving cash assistance with school supplies, transportation, meal cards and grants.

In 2015/2016, EOPS funding was restored which has allowed the program to expand to 455-500 students, provided $300 book vouchers, reinstated $200 incentive grants, funded overload counseling and increased foster youth outreach.

EOPS has taken the lead in serving one of our most disadvantaged student populations on campus, foster youth. Through collaborative outreach efforts with Santa Clara and San Benito County Offices of Education and Departments of Social Services, we are currently serving 55 former foster youth. Support on campus is coordinated with Financial Aid for scholarship opportunities and Admissions and Records for dependency documentation.

In fall 2015, a part-time EOPS/foster youth support counselor funded by Student Equity was hired to provide more intensive outreach and support services. 155 students who designated foster youth status on the Gavilan or FAFSA applications were contacted to invite them to meet with the foster youth counselor and enroll in EOPS. In addition, we have an MOU with Silicon Valley Children’s Fund to provide weekly coaching and community referral services for foster youth. This spring we are planning a focus group to obtain input on student needs and to develop ways to meet those requests. We hope to expand the part-time counselor to full-time in the near future.
SUBJECT: San Benito County Education Center Site Development

Resolution: BE IT RESOLVED,

Information Only

Proposal:
That the Board of Trustees receive information about phasing options available to it in the development of educational facilities in San Benito County.

Background:
San Benito Junior College was established in 1919. In the early 1960's Gavilan Joint Community College District was established to succeed San Benito Junior College by expanding its service territory from San Benito County to include a portion of Santa Clara County that extended north to Bernal Road in San Jose. The main campus was built in the geographic center of the district's service area in Gilroy.

In 2006, the college purchased land in Coyote Valley for use as a permanent fixed site where students would receive instruction through Gavilan College. The site is 55 acres with Phase 1 currently under construction. Phase 2 of Coyote Valley development is years in the future. The immediate focus of effort now shifts to San Benito while Coyote Valley continues its development path. Existing enrollment will allow Gavilan to apply for state construction funding at the Coyote Valley site. The population of Morgan Hill was approximately 42,000 residents in 2013. San Jose's population is just shy of 1 million residents. The Coyote Valley site is strategically located to serve two of Gavilan's highest population areas.

In 2008, the College purchased land in San Benito County for use as a permanent site where students would receive instruction through Gavilan College. The site is 80 acres and untouchable until habitat clearances are received. Habitat clearance approval is expected to be received in 2016. Once habitat clearance is in hand, the college will be able to build subject to available funding.

State construction funding in 2016 for Educational Centers requires colleges establish their own educational sites and build enrollment to demonstrate demand for a state supported facility exists. State funding requires 500 Full Time Equivalent Enrollment be generated at a location before it will be considered for state construction funds. Receipt of annual state operating support of $1 million a year is available to the college when enrollment reaches 1,000 Full Time
Equivalent Students (FTES) at any site. Coyote Valley will reach the state construction funding eligibility threshold on the day it opens.

In 2015, Gavilan College generated about 250 FTES at the Briggs building in San Benito County. The college has widely announced its need and interest in adding facilities in San Benito County where courses could be offered. Those facilities are sought to accommodate additional enrollment in San Benito County as the population continues to expand. That is a future need and not one that exists as of the writing of this agenda item in March 2016. Enrollment has actually softened in San Benito County as the economy continues to entice students out of the classroom and into the workplace.

Over time the economy will again soften and the college needs to be prepared to accommodate that demand when it returns. Enrollment in San Benito County peaked at 350 FTES in the heart of the Great Recession.

Additional Factors to Consider:
The City of Hollister has been gracious in its assistance in helping the college find an additional site to expand course offerings. Staff's current best estimate is that the college will need facilities in place close to 2018/2019 should another softening in the workforce suddenly spike demand for Gavilan courses. The City of Hollister currently controls a site commonly referred to as Leatherback. It has entered into an exclusive negotiating agreement with a local developer to construct a facility on the city's property. The cost of capital for the city project has not been identified to the college and as a result the conversations are not progressing. The cost of capital is typically factored in the cost of the rent and repaid over the course of the lease.

A second city and county initiative being discussed is a TEL Center where the city and county would provide library and technology access to residents. Gavilan is being encouraged to participate in the planning of that effort as it is discussed.

In each of the two existing community conversations Gavilan is sought as a partner. The Leatherback site would use rent dollars to offset project costs. The rent amount has not been determined. The college currently pays $1.30 a sq. ft. and has indicated that is the most the college would offer as rent to expand course offerings. The college receives no separate funding to pay for rent and that cost has to be paid out of the same funds used to provide educational offerings and services.

Staging Options Available:
The college owns land at Fairview Corners. It will be ready for use as soon as the habitat clearances are obtained. Once habitat is cleared the 80 acre site can be used to build transitional or temporary space that can be the initial footprint of the new Gavilan site. The building can be as large or as small as available capital allows. The college has the ability to borrow funds at municipal agency interest rates and has access to capital when it can afford to repay the cost. A few options to consider include:

1. On college land, consider use of a developer to construct a building and lease it back to the college as a lease back. The college pays for the cost of construction through the lease back and owns the property at the end of the lease. The building would be the property leased in this situation as it would be placed on college land.

2. On college land, borrow sufficient funds to construction 25,000 sq. ft. of space. The college has the financial strength and independent legal ability to borrow funds on its own and does not need third party financing. The college borrows using favored tax treatment municipal bonds that offer lower interest rates than those available in the commercial market.
3. Offer the city and county the opportunity to partner with Gavilan College when the college builds its library. The facility will be on the college campus and will be open to the public but the college is focused on the academic and research needs of faculty and students who will attend the college. A community library has different needs but there is no reason why there needs to be two separate public libraries unless that works best for the community.

4. Other public service facilities can be offered in partnership with Gavilan College. The natural alignment is along education and higher education although other community public benefit services may be available through Gavilan's site once opened in San Benito County.

Budgetary implications:
None

Follow Up/Outcome:
None

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

March 8, 2016

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

SUBJECT: Update on the timeline, committee formation and trustee participation in the presidential search process

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal: 
That the Board of Trustees receive a presidential search update and review the timeline. Determine which trustees will represent the Board on the Screening Committee and first-round Interview Committee. Discuss community representation on the Interview Committee.

Background: 
A projected timeline is attached.

Budgetary Implications: 
None

Follow Up/Outcome: 
None

Recommended By: Kent Child, Chairman, Board’s Presidential Search Ad Hoc Committee

Prepared By: Kent Child, Chairman, Board’s Presidential Search Ad Hoc Committee

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/ President
## Gavilan Community College District
### Superintendent/President Search

<table>
<thead>
<tr>
<th>Completion Date(s)</th>
<th>Items</th>
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</thead>
<tbody>
<tr>
<td>3/04/2016</td>
<td>Recommendations for constituent group representation due.</td>
</tr>
<tr>
<td>3/08/2016</td>
<td>Board discusses Board Representatives and Community Representatives.</td>
</tr>
<tr>
<td>3/09/2016</td>
<td>Board Ad Hoc Search Committee meets with HR Director, and the Consultants. <strong>Time:</strong> 6:00 p.m.</td>
</tr>
<tr>
<td>3/18/2016</td>
<td>Meeting of committee to review timeline. Training of Superintendent/President Screening Committee. <strong>Orientation Time:</strong> 9:00 a.m. – 12:00 p.m.</td>
</tr>
<tr>
<td>3/25/2016</td>
<td>Closing date of position. (open for 8 or more weeks)</td>
</tr>
<tr>
<td>3/28 - 4/01/2016</td>
<td>Consultant and District conduct preliminary screening of applications for minimum requirements.</td>
</tr>
<tr>
<td>03/30 – 04/14/2016</td>
<td>District Screening Committee screens applications.</td>
</tr>
<tr>
<td></td>
<td>Consultant will supply sample screening and interview documents.</td>
</tr>
<tr>
<td>4/15/2016</td>
<td>District Screening Committee selects candidates for first interview. <strong>Meeting Time:</strong> 9:00 a.m. – 12:00 p.m.</td>
</tr>
<tr>
<td></td>
<td>Consultant participates in meeting.</td>
</tr>
<tr>
<td></td>
<td>Consultant starts first round of reference checks.</td>
</tr>
<tr>
<td>4/ ??/2016, TBD</td>
<td>Interview Committee training by consultants</td>
</tr>
<tr>
<td>4/29 - 4/30/2016</td>
<td>Interview Committee conducts first round of interviews. <strong>Interview Time:</strong> 8:00 a.m. – 5:00 p.m.</td>
</tr>
<tr>
<td>4/30/2016</td>
<td>Interview Committee recommends three to five unranked candidates to full Board at regular Board meeting.</td>
</tr>
<tr>
<td>5/2/ - 5/13/2016</td>
<td>Consultant conducts extensive reference checks on all finalists.</td>
</tr>
<tr>
<td>5/16//2016</td>
<td>Board conducts final interviews and site visits for each finalist.</td>
</tr>
<tr>
<td>5/30/2016</td>
<td>Board enters into contract negotiations with successful candidate.</td>
</tr>
<tr>
<td></td>
<td>Consultant will offer assistance in developing a contract.</td>
</tr>
<tr>
<td>6/14/2016</td>
<td>Candidate approved by full Board with contract ratification.</td>
</tr>
</tbody>
</table>
ACTION ITEMS
OLD BUSINESS
Sabbatical Leave Requests

Proposal:
That the Board of Trustees review and approve the sabbatical leave request.

Background:
The Faculty Staff Development Committee met to review the qualified sabbatical leave requests. The submitted requests were ranked as follows:

1) Bea Lawn – Fall 2016

Budgetary Implications:
Position(s) will be backfilled by additional part-time faculty.

Follow Up/Outcome:
Deans will hire appropriate part-time faculty to backfill the vacancies left by the full-time faculty on sabbatical.

Recommended By: Dr. Steven M. Kinsella

Prepared By: Kathleen Rose, Vice President of Instructional Services

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
I. Name: Beatriz (Bea) C. Lawn  
Date: November 16, 2015

II. Gavilan College Date of Employment: August 1997

III. Have you had a previous sabbatical leave? No  
If yes, what year was it taken?  
What were the objectives of the leave?

IV. Proposed dates of this Sabbatical Leave: August - December 2016

V. Sabbatical Proposal: Provide a brief overview of your proposed project.

I propose to be a full-time student and take at least three upper-division courses in the Spanish undergraduate program at San Jose State University with the goal of updating and upgrading my teaching skills in Spanish through a semester of immersion in Spanish linguistics and literature. I will use the update and upgrade of Spanish language skills to enhance my teaching of Spanish at Gavilan College. Using additional sheets, attach a statement describing in detail (1) the project’s goals; (2) specific objectives; (3) activities intended to meet the objectives and the locations of the activities; (4) the anticipated outcomes; and (5) the benefits of the project to students, to you as an instructor, to your department, and/or to other departments and disciplines.

VI. Departmental Review: Departmental approval is not required; however, applications must be reviewed by the applicant’s department and signed by the department chair.

Department’s comments regarding the project’s benefits:
This sabbatical activity will improve Bea’s Spanish teaching skills, so she can be a more effective Spanish teacher at Gavilan College. By being qualified to teach Spanish and ESL, Bea will have more teaching options as ESL goes through a time of change and transition.

[Signature]
Department Chair Signature
Date: 11/19/15

VII. [Signature]
Applicant’s Signature
Brief Overview of My Proposed Project:

I propose to be a full-time student and take at least three upper-division courses in the Spanish undergraduate program at San Jose State University with the goal of updating and upgrading my teaching skills in Spanish through a semester of immersion in Spanish linguistics and literature. I will use the update and upgrade of Spanish language skills to enhance my teaching of Spanish at Gavilan College.

I am presently assigned to English as a Second Language (ESL) and have been teaching in that discipline since I first came to Gavilan College as a part-time ESL instructor in 1994 and as a full-time ESL instructor in 1997. During this time, I have participated and led efforts to structure the ESL credit program we have today, and I have gained valuable experience with curriculum design, assessment, mentoring, leadership, and teaching in all the different levels and areas of instruction in ESL.

The ESL Department is undergoing a serious restructuring as it complies with administrative directives to transition all or part of its credit program to noncredit instruction—it is unclear at the moment what the ultimate decision will be. The process of transitioning calls for many curricular changes, new objectives, and movement of staff. In this context, I began teaching Spanish in Fall 2015 in addition to my regular academic load in ESL. In order to be a more effective instructor of Spanish and adapt my teaching strategies accordingly, I seek immersion into Spanish linguistics and literature through a semester of full-time study.

1) Goals of the Project:

My goal for this sabbatical leave is to use a semester to fully immerse myself in Spanish linguistics and literature by taking at least three upper-division courses in the Spanish undergraduate program at San Jose State University. Having sought advice and direction from the Graduate Advisor of the master’s degree program in Spanish at San Jose State University, I know which courses will give me simultaneous exposure to Spanish linguistics and literature while at the same time providing me with a full-time student academic load. The three courses described below (under “Activities”) will refresh my knowledge, provide me with extensive information on Spanish linguistics, give me the opportunity to do literary analysis with works of literature in Spanish, and enhance my overall effectiveness as a Spanish instructor at Gavilan College. This upgrade of skills in Spanish will also prepare me to collaborate more fully with the Spanish faculty and the Spanish Program as they do what all of us faculty in a program do: review, revise, adjust, and enhance what we offer to meet the needs of students and instructional requirements as well as deliver relevant, substantive content.
2) **Specific Objectives of the Project:**

The specific objectives of the sabbatical leave project are the following:

a) To get intensive coursework in Spanish linguistics and literature in order to refine my familiarity with Spanish structures and Spanish literature in order to enhance my teaching of Spanish at Gavilan College.

b) To have a full-time academic load through enrollment in those courses so that I can be fully immersed in Spanish in every way: through listening, speaking, reading, writing, and studying of Spanish in its linguistic and literary analysis dimensions.

c) To be a student in rigorous upper-division courses in the Spanish undergraduate program at San Jose State University. The courses are taught in Spanish to undergraduate and graduate students at the highest level of undergraduate preparation;

d) To have a full-time academic load to satisfy Gavilan College sabbatical leave requirements that the activities done for the sabbatical be equivalent to enrollment as a full-time college student.

3) **Activities Intended to Meet the Objectives of the Proposal and Location of Activities:**

The sole location of all activities is San Jose State University (SJSU) at its campus on One Washington Square in San Jose. I have already met with the Graduate Advisor for the Spanish Master’s Degree Program, and I have been advised as to the courses that I would benefit from given my academic background and qualifications.

a) I have been admitted to SJSU, which will enable me to enroll in three of these four courses for Fall 2016: SPAN 110, Morphology and Syntax; SPAN 170, Spanish Translation; SPAN 140A, Spanish American Literature from Pre-Columbian to 19th Century; and SPAN 105, Phonology (taught only in Spring semesters).

b) I have been advised that the Spanish program at SJSU reserves the right to make changes to the courses it plans to offer from semester to semester pending internal decisions of the program or SJSU. I am prepared to enroll in alternative courses to maintain full-time status through enrollment in three courses that would give me the exposure to the linguistics and literature of Spanish that I seek.

c) I will commute to San Jose from my home in Hollister and comply with all academic requirements of the courses I enroll in as the full-time student I will be.
4) **Anticipated Outcomes of the Project:**

These are the outcomes I anticipate for the proposed sabbatical leave:

a) To immerse myself into the world of Spanish linguistics, literature, and culture through a concentrated study of courses and a full-time academic load;

b) To acquire more familiarity with the most salient aspects of Spanish linguistics and renew my reading and literary analysis of Spanish literature, all of which will make me a more effective instructor of Spanish at Gavilan College;

c) To gain an instructional focus in Spanish linguistics given that my instructional repertoire revolves around teaching English as a Second Language; Spanish has its unique linguistic characteristics in phonology, morphology, and syntax and its own literary development;

d) To bolster and enhance my self-confidence in the teaching of Spanish. As an ESL instructor for so many years, my methodology and teaching strategies are naturally based on the teaching of English; each language possesses its own unique patterns, constructs, and pairings with the culture from which it derived;

e) To allow me to gain a wider instructional perspective in the teaching of Spanish in the areas of curriculum, instruction, assessment, and others;

f) To enable me to collaborate more fully in all instructional areas with the Spanish faculty as they review, adjust, and enhance their curriculum to meet student needs and institutional requirements.

5) **Benefits of the Proposed Project:**

The proposed project has benefits to different recipients:

a) It benefits students in the Spanish Program at Gavilan College to have an instructor who is keenly aware of the unique and most salient syntactical, morphological, and phonological structures and cultural foundations of the Spanish language. Such an instructor has versatility with the different basic patterns and literary approaches of Spanish and its culture and can give students the necessary background to understand and compare the linguistic patterns they are learning. An instructor with this kind of familiarity can easily connect the language structures to the cultural underpinnings of Spanish and provide a fuller picture of the context in which Spanish literary works of different genres developed—the historical and social movements and events in which the literature is encased.
b) It benefits me directly to enhance my analysis of the Spanish language, its literature, and its cultural background. This semester-rich experience in Spanish will give me familiarity with its structures, patterns, and literature and make me more confident in my ability to develop specific teaching approaches to the teaching of Spanish. I have this familiarity in the teaching of English to speakers of other languages, ESL, and though the methodology of teaching language is really one, each language has its own uniqueness and its own specific strategies. Immersion into Spanish linguistics will allow me to more easily compare the different syntactical, morphological, phonological, and literary patterns of Spanish and English in order to teach Spanish more effectively.

c) It benefits the Spanish Program because its faculty, the Fine Arts Department, and the supervising dean can more confidently count on a Spanish instructor that can deliver the high caliber of teaching expected in the Spanish Program. All of them can expect to have an instructor better able to collaborate with the Spanish faculty as needed.

d) It benefits the ESL Department at this time of transition in the program as it considers how best to assign its faculty to fewer classes.

e) It benefits the institution as a whole because my refreshed preparation in Spanish linguistics, Spanish literature, and Spanish teaching skills gives it the flexibility to assign me to the Spanish discipline.

Final Comments:

I have never applied for a sabbatical leave because there was always too much activity with the ESL Program and many demands on my time from the program and my teaching —activities required constant collaboration with my ESL colleagues and a continual foot in the classroom. Now I feel that I have a proposal worthy of consideration because it is something that I can do alone, does not impact the ESL department adversely, enhances my effectiveness as a full-time instructor who can teach ESL and Spanish, and refreshes my skills in the teaching of Spanish, giving me the confidence to assume new teaching responsibilities in Spanish. The sabbatical leave will allow me to immerse myself in Spanish and gain a much-needed infusion of Spanish linguistics and literature after many years of single-minded focus on ESL teaching. This intensive professional development opportunity will certainly enrich and expand my Spanish-teaching skills.

I will comply with my flex requirement outside of this proposal.
Gavilan Joint Community College District
Governing Board Agenda

March 8, 2016

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

SUBJECT: Accreditation Midterm Report

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

Proposal:
That the Board of Trustees approve the final draft of the 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.

In the interest of reducing paper, a hard copy of the March 2016 Accreditation Midterm Report is attached for Board members only. The final Midterm Report can be viewed at the following link: http://www.gavilan.edu/accreditation/.

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

Agenda Approval:  
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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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 an on-going theme in this report.

The two improvement recommendations from the March 2014 Follow Up Report, which were addressed in the second March 2105 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 midterm 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 contributed to this required Midterm Report to the Accrediting Commission included:

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

This midterm report is submitted per the requirements of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

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 follow up report 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)¹
• Engagement in the assessment of general education student learning outcomes (II.A.3)²

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

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

Notes: ¹The 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; ²there 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 in addition to the planning agendas identified as by the college as the comprehensive self study was written in 2012 and reviewed by the visiting team in 2013. The following narrative was provided in the reports submitted in 2014 and 2015, with additional information to show current activity to date.

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).
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- 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.

Commission Action Letter of 2014
Additional Issues to Address 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.

Following are the corrective activities as discussed in Follow-Up Reports in 2014 and 2015:
Specific actions taken to address Recommendation 1:

Following the Commission Action letter of 2013 and described in 2014 Follow-Up Report:

Specific actions taken to address recommendations on Standard II.A.1.c:
- Conducted Professional Development activity in which faculty reviewed SLO data and are using it to drive instructional improvements through the institutional planning process (M001).
- Instructional Deans increased their communication with faculty on SLO assessment and its link to the integrated planning system (M002).
- Mandated division meetings as part of the 2013-2014 Gavilan College Faculty Association contract (M003).
- Modified the IEC Program Review Forms to include a prompt connecting SLO assessment to the Program Plan (M004).
- Developed an improved website with sorted lists of program plan budget requests and the Budget Committee rankings (M005).
- Released new data tool (Argos®) that is used by faculty to discuss instructional improvement (M006).
- Suspended all courses that had not been updated as scheduled, pending update approvals, including SLO's, though the curriculum committee (M007).
- Developed and established SLO evaluation rubric as a part of the curriculum review process (M008).
- Established Learning Council Instructional Improvement FIG for purposes of guiding SLO policies and procedures (M009).
- Hired instructional improvement faculty support positions including SLO liaison (M010).
- Increased SLO assessment at the course and program level (M011).
- Received ACCJC Degree Qualifications grant which supported SLO improvements (M012).
- Articulated courses through the C-ID process and programs through the TMC process, which included SLO review and modification (M013).

Specific actions taken to address recommendations on Standard II.A.2.a:
- Faculty led and facilitated the Professional Development instructional improvement activity conducted in order to have faculty practice reviewing SLO data and using it to drive instructional improvements (M014).
- Provided 20% reassigned time for three instructional improvement faculty liaison positions including one for SLO/ PLO activities (M015).
- Developed and established SLO evaluation rubric as a part of the curriculum review process (M008).
- Established of Learning Council Instructional Improvement FIG for purposes of guiding SLO policies and procedures (M009).
- Added a peer evaluation component to faculty evaluation process, which increased faculty involvement in instructional improvement (M016).
Specific actions taken to address Standard II.A.2.b:

- Curriculum committee developed a rubric to evaluate SLOs at the course and program levels (MO08).
- Provided release time for a faculty member to serve as SLO coordinator (MO10).
- Faculty increased involvement in peer evaluation process (MO16).
- SLO work illustrated increased involvement and meaningfulness:
  - ART 12B instructor used SLO assessment results to inform instructional improvement (MO17).
  - Child Development department aligned course content, SLOs, and program outcomes were modified and aligned with the California Teacher Competencies (MO18).

Specific actions taken to address Standard I.B.5:

- Added CCCCO Scorecard link on home page (MO19).
- Published updated Gainful Employment data in the course catalog and online (MO20).
- Established Learning Improvement Focused Inquiry Group (MO09).
- Implemented new data tool for faculty to discuss instructional improvement (MO21).

Specific actions taken to address Standard II.A.3:

- Conducted General Education (GE) SLO assessment with input from a broad range of instructional faculty (MO22).
- Held GE SLO summit to process the results and plan future re-assessments (MO23).

Specific actions taken to address Standard II.C.2:

- Library used assessment data to develop program plan for Fall 2013 (MO24).
- New instructional dean supporting the library will provide greater guidance on institutional processes (MO25).

Following the Commission Action Letter of 2014 and described in 2015 Follow-up report:

- Ongoing outcome work on Professional Development Day (MO14).
- Discussion of Student Learning Outcomes at department meetings (MO26).
- Student Learning Outcomes Committee, a subcommittee of the academic senate, has focused on actions for improvement (MO27).
- Development of SLO active link on the Gavilan College home page that allows students to look up SLOs by course (MO28).
- Faculty Liaison for Instructional Improvement meets with individual faculty and provides reports to the Academic Senate and other campus governance committees (MO29).
- Faculty Liaison for Instructional Improvement attends department meetings and leads discussions on the integration of outcomes into instructional practice (MO30).
- SLO/PLOs are a required component of the plans currently underway with the AB86 planning group, which includes collaborative partners from area K-12 districts in addition to Gavilan College credit and non-credit faculty (MO31).
Discussion:
Gavilan College has developed and substantially implemented an effective, systematic, and comprehensive institutional strategy closely integrating student learning outcomes with all planning and decision-making efforts and resource allocations.

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 (M011). 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. Each program is updated on a regular cycle, which necessitates a review at least once every three to five years. This curriculum process has been improved by the development and implementation of a SLO identification rubric (M008). This rubric has provided a more detailed guide for evaluating the appropriateness of proposed course and program SLOs.

CHART 1: Student Learning Outcomes Assessment Cycle
Chart 1 illustrates the Student Learning Outcome (SLO) assessment cycle now in use.

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 (M032). The 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) and is now called The Instructional Improvement Focused Inquiry Group (M033).
Chart 2 shows the connection between the SLO Assessment Cycle and the program review, planning, and budgeting processes. SLO assessment results inform the annual planning cycle, which drives the annual budget cycle to fund operations.

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 member, has developed a collaborative, clear and rigorous process that is integral to the college’s planning and allocation system. The IEC has included as members at least three faculty members per review year. Each instructional and non-instructional program is reviewed on three to five year cycle. At this review, programs conduct 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 (M034). Program review recommendations, as well as SLO data, contribute to the rankings of program planning resource requests in the budget process. The program review processes can result in recommendations to the program for improved completion, quality, and usage of SLO assessment.
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 (M035). Each program defines the objectives it plans to accomplish each year and the activities that will be carried out to achieve these objectives.

If an activity has an associated cost, a corresponding budget request is included (M036). Each program plan and corresponding budget request is reviewed and ranked by the respective deans and vice president, 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 (M037). The budget committee uses the ranking scores to determine its recommendations for funding allocations. One concern, however, is that funding constraints often limit the ability to implement improvements to on-going activities. For example, budget constraints limit the number of class sections that can be offered, which could impact PLOs. The college will continue to prioritize PLO/SLO concerns in the budgeting process.

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.

**Improvement since 2013**

Since the 2013 Self-Study, Gavilan College has taken numerous actions to address and improve the assessment of Student Learning Outcomes (SLOs), with the College reporting substantial improvements to the comprehensiveness and integration of SLO assessments. The College has engaged in a philosophical shift from the reporting mechanics of SLOs and Program Learning Outcomes (PLOs) to an emphasis on instructional improvement at the course, program, and college level. This shift has driven engagement with, and increased breadth and depth of SLO work and improved integration with planning and resource allocation.

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 (M004).

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 associated Budget Committee ranking. Departments can now easily access initial program plan requests, linked to the funding priority list for all campus areas (M005).
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 faculty liaison in the review of assessment quality. These discussions will continue to promote greater involvement by the curriculum committee in SLO assessment and improvement (M038).

Alongside the developments in curriculum review, release time has been provided for a faculty member to serve as the SLO coordinator (M010).

**General Education Summit**

In Fall 2013, a cross-disciplinary task force established by the faculty senate submitted a program review update addressing progress on their previous IEC recommendations. The program review update laid out a plan for conducting a general education (GE) summit to further assess and discuss the GE program student learning outcomes (M039). 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.) 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 (M040). 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 (M041).

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 (M041). 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 (M042). This in-depth assessment will be a part of preparation for the cyclical program review of the GE program.

**Role of Faculty**

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, professional development day activities and departmental follow-up work have been planned and implemented by faculty representatives including the faculty senate chair (M014). There are faculty members assigned to positions in mentoring and SLO assessment, with the mission of enhancing instructional quality (M010). These positions strengthen the capacity of faculty to lead and perform instructional improvements overall. The faculty mentorship program provides guidance to new full- and part-time faculty, while the professional development position has centralized and strengthened the training options for faculty. The faculty SLO liaison, who began in Fall 2013, initiated work to improve the SLO system, and has provided individual support sessions for faculty. The faculty liaison has offered training sessions and helped to revise the curriculum review process to improve the timing and quality of SLO assessment.

The faculty has 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-semester and post-semester meeting between the evaluator and the faculty member under evaluation 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.

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 (M033). The group now serves as the college advisory committee for SLO policies and procedures and works with the SLO faculty liaison.

Faculty leadership in instructional improvement has encouraged in-depth and meaningful analysis of students’ progress on learning outcomes (M013). For example, English faculty met to discuss the assessment for a newly offered accelerated remedial English course. The concern was that students were not succeeding at the expected levels for key outcomes. As a result, the instructors agreed to administer a common assessment and created an exam and grading rubric together. From this experience, instructors were better able to tease out how and where students were getting stuck and to generate new best practices for student learning of these outcomes. 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 (M043). 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 Executive Vice President of Instruction (EVPI) and the governing board for final approval (M044). 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 (M007). This practice has now been institutionalized.

Other examples of increased engagement are evident at the academic and student services division level. Division meetings have been used to highlight SLO course level assessment. For example, the Language Arts and Sciences division had a lot of activity at the beginning of the semester as departments reviewed those classes without SLO assessment and located department members who were engaged in teaching those courses. Faculty were reminded that courses that are not updated through the curriculum committee to include updated SLOs would be suspended until that work was done. As most of these instructors were part time, full time faculty members were asked to team up with them to provide guidance in the Gavilan College assessment processes as practiced in the individual departments. These collaborations gave the assessors a context and techniques for assessment.

In the Student Services division, faculty have been involved in on-going discussions to reflect on how SLOs can be used to assess SSSP and Equity challenges. This on-going work will include addressing what types of data are needed, including the resources that student services would
need to address new initiative requirements. For example, in the CalWORKs program, a focus at their recent retreat was the review of last year's SLO/PLO assessment results (M045). The group also reflected on the accuracy of the assessment techniques in measuring stated PLOs. They determined that one of their stated outcomes really couldn't be measured. As a result together they wrote goals for the CalWORKs program and then drafted new outcomes to help measure the goals. Later in the semester the CalWORKs Director met individually with other student services staff to review the "final" PLO (M046).

Faculty in the non-credit instructional areas have also been actively engaged in SLO work (M031, M047). As a part of the development of the AB86 service area plan, instructors from Gavilan College credit and non-credit, along with K-12 adult education partners, have been meeting together to discuss curriculum, assessment, and matriculation alignment. An important part of this work has been discussing how each area establishes, communicates, assesses, and utilizes SLOs (M031). These discussions have prompted course SLO modifications and more training for non-credit faculty. Since non-credit classes do not have grades, and therefore do not necessarily have the same structure or activities as are found in credit classes, faculty have discussed different approaches to assessing student SLO achievement. To continue this work, the non-credit ESL assessment specialist has completed training to enhance the effectiveness of noncredit ESL assessment (M048).

**Emphasis on Instructional Improvement**

At the time of the 2013 self-study some of the Gavilan College faculty had not been fully engaged in the process. To strengthen engagement with the 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 (M033). 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.

Since Fall 2013, at the mandatory Professional Development Day that starts each semester, faculty have participated in a structured exercise to build awareness and skill in the use of SLO assessments for instructional improvement (M049). As a part of the day's agenda, all faculty, broken into small groups, review SLO and other data from the prior semester to reflect upon what was working in their courses and what improvements can be made at the course, program, and institutional levels to strengthen student learning (M050). These discussions often result in specific ideas for improvement, which are then incorporated into departmental program plans. 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 (M051). These Professional Development Day (PDD) faculty discussions
stressed the link between assessment data and discussion of SLO’s in the development of improvement plans (M052).

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 (M053). 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 (M054).

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 faculty liaison has provided training and assistance to faculty members working on SLO assessment. For example, the faculty liaison has met with the curriculum committee to initiate the work of aligning the curriculum revision process with SLO assessment (M055).

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 (M012). 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 (M056).

The college has had over 136 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.

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 (M013). 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.

Through the curriculum process, faculty proposing courses or course modifications are prompted to align each course, if appropriate, with the college’s GE student learning outcomes. As stated earlier, this is a continuous process and is driven by the instructional improvement discussions occurring at the department level.

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 (M057). 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.

Communication of 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 (M003). 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 (M058). 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 (M059).

An emphasis was placed on conducting regular meetings to provide increased opportunities for dialogue (M002). 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) (M060).
Beginning in Fall 2015, the instructional deans are asked to review the annual ACCJC report and then respond to a number of questions for the subsequent fall and spring semesters as the division and department meetings were under development. Questions included the following:

- How many courses were assessed in the 14/15 academic year?
- How many programs were assessed in the 14/15 academic year?
- What courses/programs have not gone through a complete assessment cycle?
- What courses/programs are targeted for assessment during the 15/16 academic year?
- What strategies will you use to continue this work in your division/department?
- How can the faculty liaison help your efforts?
- Each instructional Dean then provided a report at the end of the semester with a summary report and an action plan for the following semester (M061).

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 (M006). 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 (M062). 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.

In the larger picture, the instructional deans have been continuously working with department chairs in discussing how assessment work mirrors standard instructional practice and how these efforts can be made more meaningful. Chairs are increasingly turning to this data as they make curriculum and program decisions, by referring to the SLO reporting site on the intranet. Ongoing dialogue at Dean's Council, Administrative Council and the Learning Council Instructional Improvement FIG (Focused Inquiry Group) about the outcomes keeps this data at the forefront and is helping it to become accepted practice with faculty (M063, M064).

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 (M065). The Office of Institutional Research (OIR) regularly produces evaluation reports on particular interventions (M066). 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 (M067). The Director also presents regular reports to the Board of Trustees and the community overall on a regular basis (M068).

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 (M019). 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 (M020).
The Learning Council serves as a forum for discussing data to inform dialogue and interventions (M069). In Fall 2013, as in previous terms, the Director of Institutional Research facilitated discussions of assessment data that led to suggestions for improvement (M070). 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 (M071). 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 (M072).

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 (M073). 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 (M074). 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 (M075).

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. The 2015 results show a need for continued improvement. Only 46.66 percent of respondents reported using data “much” or “very much” for decision-making, a reduction from the prior year (M076).

Learning Commons

The Learning Commons was established in 2015 as a dedicated location with study rooms, drop-in tutoring, computers and printing, workshops, supplemental instruction, and professional learning opportunities (M077). It has become a place where faculty find support to address gaps in student learning with effective interventions. Faculty from a range of disciplines have discussed SLO results with Learning Commons faculty, discussed a range of approaches to increasing student learning in target areas, planned interventions, developed learning aids such as graphic organizers, and scaffolded student learning with activities designed to address the problem areas. The preliminary results show that these methods hold great promise for expanded efforts and outreach to more faculty next semester.

A collaboration between a history professor and Learning Commons faculty and staff provides a specific example of this process. The history professor reported that History 1 students had difficulties synthesizing and analyzing concepts from scholarly articles, a key learning outcome.
for the course. Students demonstrated proficiency in summarizing one author’s ideas, but a significant percentage were unable to compare or respond to a range of sources effectively. Learning Commons faculty and staff shared with the faculty member a range of learning tools and activities that might be employed to help “scaffold” student learning:

- Creating a model student essay with specific teacher comments illustrating where the student had met the learning goals.
- Developing a graphic organizer that would break down the components of the task and allow students to practice the discrete elements of identifying key concepts and drawing comparisons between them, while developing their own responses to the ideas.
- Using active learning groups in the Learning Commons to provide students with opportunities to discuss their summaries of the scholarly articles, ask clarifying questions, compare notes, and use large whiteboards to start synthesizing key ideas, drawing connections between them, and responding. Tutoring staff were trained to circulate among the groups to facilitate these steps when needed, and students within the groups began to use the steps independently. Using these group notes, students were able to write short essays synthesizing and analyzing a central theme in the articles.
- Our goal was to have students practicing skills in a supportive setting, using processes and tools they would be able to use in study groups or independently to complete the assignments and meet the course learning outcomes. Next semester we will develop assessment instruments to measure the effectiveness of our interventions (M078).

Learning Commons and disciplinary faculty are excited about the potential of such collaboration to “move the needle” in closing gaps in student learning. In addition to the success with the History 1 class, we experienced similar results with our collaboration with several English classes using research and developing infographics to synthesize and represent their learning. Library faculty worked with English instructors to help students develop research skills and then build on them with the ability to extract key ideas, synthesize, and represent concepts using infographics.

Efforts are underway to share these collaborative opportunities more widely. A retreat planned in January 2016 shared this research and infographics process with Basic Skills faculty in math and English, along with library and Learning Commons tutoring staff who help facilitate the activities (M079). A break-out session was also held during the spring 2016 professional development day (M080) to introduce more faculty and staff to the Learning Commons and ways to use academic support to improve student learning outcomes.

SLO Committee

The SLO Committee, a subcommittee of the Academic Senate with membership drawn from the faculty, including the Professional Development Faculty Liaison, met monthly as a committee (M081). The Faculty Liaison then meets with individual faculty members as needed (M082).

Currently, The Academic Senate is under new leadership and the status of the SLO Committee is under review. The current projects under discussion and/or development are:
1) Developing a more user-friendly web presence: The committee devoted a substantial amount of time to the discussion and consideration of faculty needs for support of their SLO/PLO assessment work, and planned the development of a website to serve as a hub for communication and information exchange (M083). The website will include five sections:

1. ongoing faculty dialogue about assessment;
2. best practices or guiding principles document(s);
3. relevant/interesting articles;
4. spotlight/personal profiles regarding faculty experiences (video interviews);
5. part-time issues and concerns with the SLO assessment process.

The site will be developed in conjunction with the College MIS department, and then curated by faculty. The goal is to create an engaging site with an interactive dialogue feature (M082). This work has been on-going with the help of the new Director of Institutional Research. This site is now accessible through the College’s intranet and has been launched as of Fall 2015.

2) Encouraging faculty dialogue and engagement with SLOs. Encouraging engagement will be an ongoing discussion item for the foreseeable future (M082). This work continues in department meetings and the mandated division meetings led by the area Deans.

3) Addressing SLOs in the faculty contract: With the growing importance of SLO assessment data in resource allocation decisions and instructional improvement efforts, the committee has discussed whether, and in what way, this should be addressed contractually by the district and the GCFA (M082).

4) Review of assessment reporting tool: the committee investigated a tool to replace the one currently in use that was developed in-house. They found that while it had a more “slick” and attractive appearance, it had less functionality, and was therefore not recommended (M082). This work will be on-going with the new Director of Institutional Research.

5) Providing individual support to faculty members: These have been numerous, on issues ranging from comprehensive SLO assessment guidance, to specific assessment techniques, to help with data analysis. Two specific instances are:

A. Cosmetology 201: The Liaison guided faculty in their successful efforts to assess Cosmetology 201 providing comprehensive guidance. One faculty member was directed to the official SLOs for her course and offered support in determining assessment techniques for those SLOs, as well as instruction on changing the SLOs for her course if needed (M082).

B. Disability Resources - Provided guidance on data analysis. “(The instructor) came to me for advice because she was not happy with the results of her SLO assessment. Her assessments were based on surveys from students, where students were asked to classify how much they learned about their disability and the accommodations they need to be successful in classes. The students were asked to check a box stating how
much they feel they learned. A “success” in reaching the outcome was based on a student selecting “some” or more, and a “failure” to reach the outcome was determined if the student selected “A little” or less. Under this methodology, (the instructor) determined that performance was getting slightly worse over time. I asked some questions, and pointed out that since the terms “some” and “a little” are subjective, and the students had not been educated about how to distinguish between the two, that the change she observed in the data could just be what statistician’s call “random noise”. Since the terms “some” and “a little” can be interpreted to mean the same thing, and since these values are totally subjective anyway, it would be more meaningful to define success in meeting the outcome to be any response indicating “a little” or more, and with this new definition, to review how that data have changed over time. Based on these adjustments, although there was some fluctuation in the data which could have been totally random, there was no indication of the problem she came to me with” (M082). The shift from completing the SLO/PLO assessment and reporting in a “mechanical” way to a more inclusive and meaning-centered way is an on-going process at Gavilan. Through the development of a searchable SLO webpage, with a direct link off the college homepage, students can now search for classes based upon their desired learning outcomes. Time will continue to be spent on instructional improvements efforts at the individual, departmental, and institutional level to ensure that engagement increases and deep dialogue occurs (M028, M084).
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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)

Commission Action Letter of 2014
Additional Issues to Address 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."

Specific actions taken to address Recommendation 2:

Following the Commission Action letter of 2013 and described in 2014 Follow-Up Report:

Specific actions taken to address Standard II.A.1.b
• Academic Senate provided a forum for repeated discussion of the strengths and weaknesses of Distance Education (DE) instruction (M85).
• Developed a DE Master Plan and Best Practices document (M86, M87).
• Developed a student authentication policy and effective contact policy (M87).
• Released a new DE data tool (Argos®) used by faculty to inform instructional improvement (M062).

Specific actions taken to address Standard II.A.2.d
• Distance Education Advisory committee began development of a handbook and internal standards for delivering distance education (M088).
• Office of Institutional Research has begun providing term-based Distance Education data reports (M089).

Specific actions taken to address Standard II.A.6
• Developed written process to ensure every DE student receives their course syllabus (M090).
• Developed a Distance Education Faculty Handbook (M090).

Specific actions taken to address Standards II.B.1 and II.B.3.a:
• Conducted service review examining support services and their availability to distance students (M091).
• Conducted evaluation survey and focus groups with DE students regarding effectiveness and suggested improvements for support services (M091).
• Results of the studies were directly provided to support programs (M092).
• Support programs developed responses to the information collected (M093).
• New procedures for online services embed service evaluation in the service itself (M094).
• Office of Institutional Research has begun providing term-based Distance Education data reports (M089).
• Released a new DE data tool (Argos®) used by faculty to inform instructional improvement (M062).

Following the Commission Action Letter of 2014 and described in 2015 Follow-up report:

• Use of the integrated planning process, including program planning and review process to allocate funding and implement SmarThinking Online Tutoring Services to address need for online tutoring (M095, M096).
• Use of the integrated planning process, including program planning and review process to implement CCCApply to improved Admission and Records Student Learning Outcomes) (M097, M098, M099, M100).
• Use of the integrated planning process, including program planning and review process to allocate funding and implement information competency modules to improve Library Student Learning Outcomes (M101).
• The Institutional Effectiveness Committee has changed procedures for final reports: IEC recommendations, including those for Distance Education, are now presented directly to Academic Senate, Strategic Planning Committee, and Budget Committee as well as to the President's Council and Board of Trustees. A "prompt" regarding distance education is now included in the IEC review form for all instructional departments (M102).

Discussion
Gavilan College has conducted 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. As a result of this investigation, new processes and procedures have been developed, and existing procedures maintained and strengthened.

Distance Education courses are updated according to the institutional procedure that applies to all courses: each course outline is updated every four to five years. At the time of a course update, the department faculty evaluates the effectiveness of the delivery methods used in their courses and makes modifications as necessary. Delivery methods for courses are indirectly evaluated during the instructor evaluation process (M103).

A voluntary survey, "Evaluating Your Online Class" is provided to students taking online classes. This survey addresses technical aspects of each class, specific aspects of the class, and the student's comparison of the online format with face-to-face classes. Students in learning communities also complete satisfaction surveys (M104).

Annually, the accessibility and quality of distance support services is systematically evaluated through the Distance Education report and the student survey. Findings are passed directly to
support programs and their supervisors to promote continuous improvement. In addition, each distance education support service now directly integrates evaluative methods into the service. For example, each student who participates in an online tutoring session is asked to complete a brief survey on the quality of the service (M105).

Deans and department faculty have frequent dialogues about delivery systems and modes of instruction, particularly about the suitability of courses for distance learning. For departments favoring the use of distance education as a delivery method, discussions occur at the Curriculum Committee as part of the approval process. Similar discussions have occurred regarding self-paced computer-assisted instruction in basic mathematics (M106). Whereas these dialogues are department-driven, the dialogues related to learning communities have usually involved faculty from two or more departments before coming to the Curriculum Committee (M106). The Institutional Effectiveness Committee (IEC) also evaluates programs on a 3-5 year cycle, and reviews the integration of distance education into programs where relevant (M107).

The 2013 Self-Study report described Gavilan College’s procedures related to instruction, including Distance Education:

"When non-traditional delivery systems and modes of instruction are proposed for a course, the course outline, created by department faculty and approved by departments and area deans, is sent to the Curriculum Committee for consideration. Faculty members provide a detailed listing of course objectives and content for both new course proposals and proposed modifications to existing courses. The Curriculum Committee considers all aspects of each proposal including the appropriateness of the delivery system and modes of instruction. A link to the California Community Colleges Distance Education Regulations and Guidelines exists on the Curriculum Committee web page to provide guidance to faculty constructing new or revised course outlines (M108). In addition, the Distance Education/Technology committee, comprised of faculty, administrators, and staff, regularly meets to develop and update guidelines and best practices for distance education. The Gavilan College Distance Learning Course Outline Addendum (M109) has been recently updated. Resources for distance education and online teaching are made available to faculty on the Teaching and Learning Resource Center website (M110).

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

"Instructors of Distance Education classes participate in the same activities regarding student learning styles activities as instructors of traditional classes. Students are becoming more aware of their personal learning style through learning style inventories administered by instructors, the Disability Resource Center (DRC), in guidance classes,
workshops and the (at that time) newly created Student Success Center. This knowledge provides them the opportunity to select the delivery format that best fits their learning style.

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

"As courses are developed and updated, the information on the curriculum forms requires the originator to indicate how students are assessed (M111, M112). In order for a course to be approved it must include multiple means of assessment. The departments generally determine the delivery modes. Some departments offer courses in a variety of delivery modes therefore providing the student with the opportunity to select what works best for them. Classes are offered in a variety of delivery modes, including distance education, technologically enhanced instruction, project based service learning, and learning communities. Supplemental instruction and academic excellence workshops support instruction in math, science, and English.

The Course Outline of Record (COR) indicates which teaching methodologies have been selected for a particular class (M113, M114). A review of these indicates that lecture, discussion, demonstration, small groups, guided practice, PowerPoint presentations, video/DVD and computer generated programs are commonly used. When courses are developed and as they are reviewed for updating the appropriate teaching methods are selected (M115).

"Degree and certificate information, including Program Learning Outcomes, is listed in the Gavilan College Catalog for students and prospective students to review. To ensure that this information is accurate, many groups and individuals on campus provide input; including the catalog production team, the enrollment specialist, area deans, and department chairs. The academic deans review the course syllabi to verify that all information is accurate and that they contain the Student Learning Outcomes for that course. All students enrolled in classes receive a copy of the syllabus for each course. Many instructors also post the syllabus online. Student Learning Outcomes are a part of the Course Outline of Record and are reviewed by the Curriculum Committee on a four to five year cycle.

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

The compilation of degrees and certificates in the college catalog is reviewed by the catalog production committee, made up of a cross section of all areas on campus: admissions and records, management information systems, counseling, liberal arts, technical and public services, noncredit, community education, disability resources, curriculum, and enrollment management. A format is agreed upon and used consistently throughout the catalog. Curriculum changes are approved by the Curriculum Committee, the Board of Trustees and the Chancellor's Office prior to being included in the catalog. The curriculum website is updated with the most current versions of the course outlines, which include Student Learning Outcomes for each course (M113, M114). As new and modified certificates and degrees are approved, those changes are included in the online catalog and Degreeworks. The printed catalog is updated every two years.

All courses are reviewed every four to five years. At the beginning of every semester a list of courses that are due to be updated is posted on the curriculum website. Course updates are faculty driven: faculty writes courses which are taken to the curriculum committee for approval. The courses must then be approved by the Gavilan College Board of Trustees. Lastly, the curriculum specialist submits the changes to the Chancellor's Office Curriculum Inventory for approval. Course outlines are kept up-to-date by the curriculum specialist who maintains course information in the Banner database as well as the curriculum website (M115). The College ensures that all sections adhere to the course objectives through the oversight of departmental chairs and deans."

Gavilan College assures that all students and prospective students, including distance learning students, receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline (M116, M117).

Distance Education instructors follow the same procedures as face-to-face instructors in reviewing and verifying syllabi: they follow written requirements for the course syllabus (M118, M119) and use the verification form to ensure that the syllabus is reviewed by the area dean prior to the start of the semester.

**Improvements since 2013:**

A description of the overall development and improvement of Distance Education (DE) processes and procedures was included in the Gavilan College 2014 Accreditation Follow-up report. It describes activities undertaken by the faculty, Distance Education Coordinator and Distance Education Committee to address Recommendation 2 and expand the dialogue about the assessment results, including:
• Development of a DE Master Plan and Best Practices document as well as a student
  authentication policy and effective contact policy (M86, M87).
• Implementation of the Argos® data dashboard to compare the enrollment and success
  rates of DE vs. non-DE course sections (M062).
• Reviewed reports detailing enrollment and success patterns in distance education
  offerings (M089).
• Provided clear and accurate descriptions of SLOs for each online class in the syllabus and
  the course outline of record (M116, M117).
• Creation of the Distance Education Faculty Handbook (M090) with a protocol
  (implemented in fall 2014) ensuring that all students taking an online or hybrid course
  have received a copy of the course syllabus that includes SLOs. The protocol requires
  that the instructor open a portion of their online course to make the syllabus and course
  policies available up to 5 days prior to the beginning of the semester. The protocol then
  describes how to make the syllabus viewing a check-in activity for the course, with the
  instructor pulling a report to make sure all students have completed this check in activity
  (M120, M121, M122, M123, M124).

The Distance Education (DE) coordinator has worked with the DE Advisory Committee to
develop policies and procedures. They have completed a DE Master Plan and Best Practices
document (M086, M087) as well as a student authentication policy and effective contact policy.
These efforts have helped to standardize the quality of DE instruction.

New data tools are now being used to further examine distance education instructional quality. A
recently developed Argos® data dashboard allows a user to select any course or discipline and
compare the enrollment and success rates of DE vs. non-DE course sections (M062). This has
prompted efforts for improvement. For example, the DE coordinator has used this tool to identify
instructors or courses with lower success and retention rates. She then reached out to some of
these instructors to offer guidance regarding best practices in online classroom management and
effective student contact.

To inform discussions on the patterns and effectiveness of distance education (DE), the Office of
Institutional Research has begun providing term-based DE data reports. These reports detail
enrollment and success patterns in distance education offerings. The reports are provided to the
DE Coordinator, are presented to the DE Advisory Committee, and have been shared as a part of
the broader campus dialogue described above (M089).

Over the Summer and Fall 2013, the administrative and student services departments also further
strengthened their processes for assessment and improvement. Both groups reviewed their
current program level SLOs and assessment methods. An initial meeting for both areas,
facilitated by the Institutional Researcher, was followed by individual meetings with program
representatives (M125). Directors and staff met with the Institutional Researcher to update the
assessment methodology. These groups committed to use their findings and other relevant data to
have a broad and documented discussion about the development of their respective program
plans.
The Distance Education Advisory Committee also developed a process to verify that every student has received the course syllabus that includes the SLOs for that course. In Spring and Fall 2013, the Distance Education Advisory Committee conducted a series of discussions on the status and direction of online education. These led to a broader understanding about the issues facing distance education and the development of a handbook and required standard for delivering distance education (M090). The Distance Education Faculty Handbook (www.gavilan.edu/tlc/facultyhandbook2014.pdf) contains, among other information, a protocol which went into effect in fall 2014. The protocol (which starts on page 6 under "important policies") ensures that all students taking an online or hybrid course have received a copy of the course syllabus that includes SLOs for that course. The protocol requires that the instructor open a portion of their online course to make the syllabus and course policies available up to five days prior to the beginning of the semester. The protocol then describes how to make the syllabus viewing a check-in activity for the course, with the instructor pulling a report to make sure all students have completed this check-in activity (M090, M120, M121, M122, M123, M124).

Changes to the organizational structure of the College have been proposed as a possible improvement in addressing issues on student learning and success, including the area of distance education. Prior to summer 2013, the library, tutoring program, distance education, among other programs were supervised by the Dean of Liberal Arts and Sciences. A new administrative position, Dean of Student Success, is being considered in an effort to improve student success by providing supervision and leadership for programs providing direct support for student learning (M025). An interim administrator now oversees several support services and distance education. The interim administrator has helped to lead and coordinate efforts to improve in the accessibility and quality of services provided to distance students.

New data tools are now being used to further examine distance education. (M006). The DE coordinator has used this tool to identify instructors or courses with lower success and retention rates and offered guidance regarding best practices in online classroom management and effective student contact.

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

The DE program, like all instruction and non-instructional programs, undergoes periodic program review. To additionally increase support service program accountability, the Institutional Effectiveness Committee (IEC) now includes DE accessibility and quality prompts on the review template for all support programs (M107). This change ensures that support programs are required to continually review and improve DE support services. The IEC has also updated that committee's procedures to strengthen the link between program review and the resource allocation process. Whereas IEC recommendations had previously been reported to the President's Council, future IEC recommendations, including those for Distance Education, will be presented directly to Academic Senate, Strategic Planning Committee, and College Budget
Committee. During the IEC program review process, assessment information, including SLO assessments, are reviewed and analyzed.

Gavilan College has addressed the outstanding concerns with Recommendation 2 through a focus on improvement that is fully integrated in the planning process, and has resulted in resource allocation to address the needs of students participating in Distance Education. This work has a solid foundation in shared governance, committee dialog, and integrated planning. The College will continue to use faculty engagement strategies to ensure that this work remains a part of the Gavilan College culture and instructional improvement goals.

**Research and Analysis**

Distance education (DE) enrollment has grown steadily at Gavilan College (M091). The number of instructors using some form of distance technology in their instruction has correspondingly increased. This growth prompted additional assessment of the support services available to DE students.

The Gavilan College 2014 Accreditation Follow-up report described in detail the 2013 study that was conducted to better understand the availability and effectiveness of distance support services. It included a Student Support Services review study and online focus groups, which supplemented the online student survey that is administered each term, and led to resource allocations to address the study’s findings.

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

In addition to the service review, the DE student services study also produced findings on the effectiveness of the currently offered distance services and prompted ideas about how to improve services for Gavilan College DE students. Each term, all distance education students are surveyed to assess the quality of their DE educational experience. In Spring 2013, another series of items was added to assess students' experience with support services. An interactive online focus group was conducted with students from a small sample of distance education courses. The combined methods, in general, found that students who participated rated the corresponding support service highly. There were, however, some individual areas identified by students that needed further improvement (M091).

The service review and evaluative data were summarized in a study report and presented to the college's Deans' and Student Services' Councils (M092). Specific service areas, identified in the
study as needing improvement, were contacted directly to convey the results of the study. In several cases, the findings of the study informed the program-planning process and led to specific changes for improvement. For example, the Financial Aid department added a program plan objective targeting improved services to non-in-person students. The activities to achieve this objective included increasing the checking of the financial aid email and hiring a new financial aid tech position whose job focused on off-site and non-in-person service. Now they list multiple FA phone numbers on the DE website, so that students can communicate with someone who's at their desk (M093).

The Student Support Services review study made clear that online students did not have access to the same level of tutoring service as in-person students and prompted an immediate discussion of how to implement these service components in a way which would serve DE and non-DE students equitably (M092).

A small task force of faculty and the DE Coordinator developed a plan for offering off-site online synchronous tutoring. It was decided that CCC Confer®, a web-conferencing technology used by other community colleges, would be an effective tool for offering online tutoring. The college quickly procured needed equipment to facilitate a pilot online tutoring service. The department developed forms and a tutor training process in preparation for the launch of the service (M126). Tutor training was conducted for six tutors in Fall 2013 and the first sessions were offered in Spring 2014. A small group of tutors were trained and several online tutoring sessions took place. The immediate qualitative feedback from both participants and tutors however, was that the experiences were not efficient or helpful to students. The in-house system was found to be too limited in scope and in time availability to be useful. Further research indicated that an online tutoring service from an outside vendor might be a better fit. Concurrently, it was determined that Distance Learning students were not the only ones who would benefit from increased tutoring availability outside the hours of the on-campus tutoring center.

The Student Equity Plan was developed through a two-year shared governance process and submitted to the Chancellor's office of the California Community Colleges (M127). Through the Gavilan College Equity Plan, objectives were developed to better support low-income students' course success. One of the issues that was identified was the limited availability of in-person tutoring, both due to limited hours in the tutoring center, and lack of access for online and off-campus students. The Equity Plan therefore allocated funding for a professional and complete online tutoring service. In Fall 2014, Gavilan College contacted over 20 other colleges to identify which products were in use and how accessible and helpful they were for students. SmarThinking online tutoring service offered by Pearson Education Inc., was selected. In Fall 2014, the contract was developed and online tutoring was implemented in Spring 2015.

Online tutoring is now available for ALL Gavilan College students -- whether in-person, off campus, or online. There is a full complement of metrics available for tracking participation and evaluation of its success (M128). Recently the California Community College Chancellor's Office Online Education Initiative made available at consortium pricing, an online tutoring
service called NetTutor. The college switched from SmarThinking to NetTutor in time for spring semester 2016.
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)(I)(c)]

Specific actions taken to address Planning Agenda 1:
  • The College established a Student Learning Outcome (SLO) Liaison position (M010).
  • The Executive Vice-President required that department chairs add instructional improvement as a part of their departmental agendas (M003).
  • As part of IEC review, each institutional and instructional support program is required to present SLO assessment data and the results of the data (M107, M074).
  • As part of IEC review, programs that do not have any SLO data receive a recommendation to complete this work (M034).
  • Program planning form that includes a section for identifying if the objective and corresponding budget requests are supported by SLO data (M107).
  • Curriculum committee suspension of courses that do not have updated SLOs at their five-year review (M007, M008).
  • Implementation of administrative pre and post-semester SLO and PLO reports on the status of the SLOs and PLOs in each department (M061).
  • A link has been added to the home page which allows the public to search courses according to outcomes (M084).

Discussion:
Gavilan College supports programs in assessing program-level SLOs and achieved the goal of full compliance by Spring 2014. [II (A)(I)(c)] 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 percent of institutional program have been assessed at least once.

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 since 2013.

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.

Several methods have been instituted to encourage regular completion of program-level SLO assessment. The Institutional Effectiveness Committee 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.

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.

The curriculum committee instituted an additional method to prompt SLO work. 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.

Another practice starting in Fall 2015, the Deans were asked to provide a pre and post report on the status of the SLOs and PLOs in each department. This included a review of current data including ARGOS, scorecard and Launchboard data, as well as reviewing current enrollment trends. This will be an on-going request, and is shared with the department chairs and in Deans Council each semester.

There are several communication strategies in place at Gavilan College to share SLO, PLO and ILO information. The first is the database on the SLO link found on the intranet for all campus stakeholders to record and monitor SLO, PLO, and ILO progress. This database has a report feature to measure institutional progress. In addition ARGOS tracking tools are available for tracking and mapping retention, persistence and student success measures. The College is also in the midst of implementing the meta curricuNET system that will further provide assessment outcomes to influence curriculum decisions. For the public, a link has been added to the home page which allows the public to search courses according to outcomes. The faculty are required to keep their outcomes updated with each course modification every 5 years, otherwise the course is suspended and cannot be schedule until this step is complete.

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)]
Specific actions taken to address Planning Agenda 2:
• An Administrative Procedure (AP) has been adopted to provide for Institutional Effectiveness Committee (IEC) review of programs for which there exists a questionable need based upon available assessment data (M129).

Discussion
The College has developed a formal process regarding program discontinuance in collaboration with the Academic Senate and the Office of Instruction. [II (A)(6)(b)]

Over the last couple of years, the IEC has been implementing changes to improve the process of program review which includes a detailed administrative procedure that can potentially lead to program discontinuance. The process outlines a collaborative effort that includes the faculty, Academic Senate, Office of Instruction, college president and Board of Trustees as provided by Board Procedure (BP) 4020: Program, Curriculum and Course Development policy. The Institutional Effectiveness Committee (IEC) spearheads the process.

As part of the IEC program review process, programs for which there exists a questionable need will be referred to the IEC for review. The IEC’s recommendations will then be forwarded to the President’s Council. This review will be conducted in addition to the regular program review cycle.

The IEC will evaluate factors including cost, enrollments trends over the past three years, and a needs assessment. The President’s Council will review the IEC recommendations and the action plan of the program and may elect to conduct an independent review. The President’s Council may choose to refer the program back to the IEC with suggestions for modifications, or to submit the recommendations to the Board of Trustees for final disposition.

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.

Specific actions taken to address Planning Agenda 3:
• Land has been purchased in both Coyote Valley and San Benito County for future Educational Centers (M130)
• Completion of habitat mitigation for Coyote Valley Phase I (M131)
• Groundbreaking for Coyote Valley Phase I (M132)
• Habitat mitigation for San Benito County is in progress (M133, M134)
• Evaluation of presentations from community regarding potential leased and short-term sites for Educational Center in Hollister (M133, M134)
Discussion
Gavilan College is actively pursuing development of Educational Centers in Morgan Hill and Hollister.

The District has purchased land on Bailey Avenue in the Coyote Valley area of South San Jose in the northern service area that will also include Morgan Hill for a new educational center. Land has also been purchased in the Fairview Corners area of Hollister for a new educational center to be established in the southern service area of the District. Phase 1 site work and underground utilities construction started on November 2, 2015, and the groundbreaking ceremony was performed on December 4, 2015 for the Coyote Valley Educational Center Facilities; construction will start in April 2016 with proposed occupancy in November 2016.

Environmental mitigation for the Fairview Corners site should be fully secured later in 2016. Funds to construct facilities on that site will depend on the passage of the next District general obligation facilities bond.

Specific actions taken to address Planning Agenda 4:
- In conjunction with the SSSP report, the college has developed long-range Student Services staffing projections (M135, M136)

Discussion
In conjunction with the SSSP report, the college has developed long-range Student Services staffing projections, which include additional full time counseling faculty and support staff with a focus on student retention, follow up, and completion.

The budget committee analyzes needs for the current year, and also estimates the needs over the next several years, taking projected growth into account. For example, a service now offered part-time may become a full-time service in the future. Data is accumulated and evaluated and worked into the five year budget plan using historical data along with projections from the enrollment management committee. This has been a challenge over the past few years during a time of reduced funding. With the economy now providing more funding for community colleges, the District is able to fund the requested staffing plans from student services.

Current student service requests for services for evening, weekend and off campus students were reviewed by the budget committee in December 2015, and will go through shared governance and will be being incorporated into the 2016-2017 budget. This budget will then be incorporated into the five year budget for future long-term planning purposes.

The Noncredit program is currently expanding evening and weekend services throughout the service area in both English and Spanish. Noncredit SSSP and credit SSSP staff partnered to review needs at the satellite sites. Using SSSP funding, the Student Services division has responded to additional needs by requesting additional positions in counseling, student support/retention, and technology. Equity resources funded online tutoring – first SmarThinking and now NetTutor.
Gavilan College currently offers classes at the Morgan Hill Community and Cultural Center and at the Briggs Building in Hollister. Both sites have adequate budgets for student services staffing. Once the two new educational sites are fully developed and an educational plan is completed, more detailed staffing plans for Student Services can be established and budgeted long-term.

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.

Specific actions taken to address Planning Agenda 5:
- Tracked effectiveness of CCCApply - 90 percent of applications are now processed within one hour vs. three to eight business days previously (M137, M138).
- Two surveys were conducted in the fall 2015 to validate Accuplacer from both the student and instructor perspectives. Results to be reviewed in Spring 2016 (M140, M141).

Discussion
The college has implemented both CCC Apply and Accuplacer. The effectiveness of CCC Apply has been assessed, and the bias and validity of Accuplacer is currently being evaluated.

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 onboarding process for admissions application has improved exponentially with the upgrade to Open CCCApply. Prior onboarding experience was severely truncated by the many day lapse in uploading the application. Additional functionality is being developed to identify students’ interests in special programs and noncognitive barriers to education, such as homelessness.

Previously, application processing took between 3 and 8 business days, as it was entirely a manual process. Now, with Open CCCApply, 90 percent of the applications are processed within an hour of submission. Students are sent an email with their Gavilan ID number and instructions on how to log in to their account, and what steps are next needed such as assessment, orientation, etc. 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.

Validity studies of Accuplacer began in Fall 2015. The Institutional Researcher, faculty representatives, the Assessment Specialist and others collaborated on the approach to and rollout of this data collection project. Two surveys were conducted early in the fall semester to validate the placement from both the student and instructor perspectives. We started with validation of the cut scores for the assessment/placement tests we currently use from the Chancellor’s list of approved instruments. This is consequential validation, one of the quickest and most commonly
used forms of cut score validation, required by the California Community College’s Chancellor’s Office. Results were being collected and will be reviewed by the interim institutional researcher early in 2016 and by the assessment and subject area experts once the information has been collated and analyzed. The college will also be exploring multiple measures using the Long Beach CC model in the future as well as informed self-placement and other best practices.

STANDARD IIC:
Library and Learning Support Services

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 off-site and evening students. [II (C) (1) (a)]

Specific actions taken to address Planning Agenda 6:
- Library and Instructional Support services have been expanded at Morgan Hill and Hollister sites (as detailed in Planning Agenda 8) (M139, M140, M143).
- Additional staffing that bridges Student Services and Instruction is outlined in the Student Equity report, and includes Supplemental Instruction (M141)
- The new Title V grant further expands Instructional Services through the Learning Commons model (M142)

Discussion:
Gavilan has developed college-wide budget and staffing plans for each of the student learning support services with a particular emphasis on the increase of services to off-site and evening students. [II (C) (1) (a)]

The District starts the budgeting process early in December for the budget that will be adopted for the following fiscal year. In December dates are preliminarily setup on the calendar for the budget process all the way through to the acceptance of the final audited financial statements. The Budget Committee reviews the submitted program plans and ranks their importance for the budget year. Concurrently, the three divisions of the college (Academic Services, Student Services, and Administrative Services) tentatively set their staffing plans for discussion and review by all departments of those divisions of the District. This process is very detailed and the process does include all fringe and health and welfare benefits for every individual employed. It is during this phase when there is an assessment made by student services based on the projected curriculum being offered at not only the main campus, but also the off-site locations and for evening students. This process takes several months for the college to vet through the shared governance process. The final staffing plans are incorporated into the tentative budget in March, which is sent to the Board of Trustees for approval in June.

The budget process has been in place for several years at this point and continues to be refined and enhanced for more accuracy. Currently the budget committee has received and reviewed the requested student services staffing plans for the budget year that have been approved and are
being incorporated into the next tentative budget for adoption in June with an emphasis on the off-site locations.

While it is not possible to offer the same staffing levels at the off-site centers as at the main campus, a concentrated effort is made to give each off-site educational center the same student service college experience. The budget committee allocates resources as suggested by student services to the extent that funding is available. This has been easier to do as the economy has provided more funding to the district.

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.

Specific actions taken to address Planning Agenda 7:

• Online services have been expanded since the Student Success and Support Programs (SSSP) initiative was launched (M135).
• Expanded service hours for General Counseling until 8 p.m. through SSSP (M135)
• Increased support services during intersession and summer session, through SSSP (M135)
• In conjunction with the SSSP report, the college has developed long-range Student Services staffing projections (M135, M136).
• Equity resources have been used to fund online tutoring – first SmarThinking and now NetTutor (M141).
• The college developed an online Kick Start (introduction to college workshop), a First Year Seminar course, and purchased StudentLingo (M143).
• The college has purchased the EAB Navigate product (M143).
• TRIO provided evening events to connect parents to the student experience in 2014-2015 and 2015-2016 (M143).

Discussion:
Gavilan College has developed a long-term budget and staffing plan for Student Services that includes the needs of evening, weekend, and off-campus students.

During the recession, although course offerings were reduced across campus and the college did not see an increase in course demand for weekend and evening classes, the college continued efforts to find new ways of providing services to our largely first-generation, low income student body. Online services have been expanded since the Student Success and Support Programs (SSSP) initiative was launched. In addition, general counseling is now available until eight p.m. during the semester, and the on-campus offerings of support services increased during Intersession and Summer with SSSP funding.

Student Services works directly with Instructional Services and the curriculum committee to understand the classes that will be offered each semester, both at the main campus and at satellite and off-campus locations. This analysis looks at all types of information including when courses are offered, (such as during a regular semester, an intersession, or during a summer session) and
if they will be offered in the evening or on a weekend. The district plans staffing to meet the needs of those students. The budget committee then evaluates the funding level that is necessary to fulfill the plans.

In conjunction with the SSSP report, the college has developed long-range Student Services staffing projections, which include additional full time counseling faculty and support staff with a focus on student retention, follow up, and completion.

The budget committee analyzes needs for the current year, and also estimates the needs over the next several years, taking projected growth into account. For example, a service now offered part-time may become a full-time service in the future. Data is accumulated and evaluated and worked into the five year budget plan using historical data along with projections from the enrollment management committee. This has been a challenge over the past few years during a time of reduced funding. With the economy now providing more funding for community colleges, the District is able to fund the requested staffing plans from student services.

Current student service requests for services for evening, weekend and off campus students were reviewed by the budget committee in December 2015, and will go through shared governance and will be being incorporated into the 2016-2017 budget. This budget will then be incorporated into the five year budget for future long-term planning purposes.

The Noncredit program is currently expanding evening and weekend services throughout the service area in both English and Spanish. Noncredit SSSP and credit SSSP staff partnered to review needs at the satellite sites. Using SSSP funding, the Student Services division has responded to additional needs by requesting additional positions in counseling, student support/retention, and technology. Equity resources funded online tutoring – first SmarThinking and now NetTutor.

While meeting SSSP mandates, the college also developed online Kick Start (introduction to college workshop), First Year Seminar course, and purchased StudentLingo. Web development work is underway and a consultant will be assisting Student Services in maximizing content management and the user experience. The college has also purchased the EAB Navigate product that will include student career and major exploration, and create student-specific “nudges” and suggestions for improving student retention and success, and ultimately develop more self-informed, self-directed students. The product includes data analysis of the student population, course taking trends and needs based on educational plans, and create an opportunity for the college to develop better course and program projections.

Categorical programs have historically not had sufficient counseling staff to offer evening and weekend services. Providing these services may be required as Student Equity goals are further refined and evaluated and outcomes measured in target populations. In TRIO, for example, providing evening Parent events to connect parents to the student experience was a positive addition to services in 2014-2015 and 2015-2016. Additional staffing to support new initiatives may be required, but it is too early to tell what overall demands may be.
PLANNING AGENDA 8

- Develop Educational Centers in Morgan Hill and Hollister to increase access to instructional and student services

Specific actions taken to address Planning Agenda 8:

- Completion of habitat mitigation for Coyote Valley Phase I (M131)
- Groundbreaking for Coyote Valley Phase I (M132)
- Completion of habitat mitigation for San Benito County (M133, M134)
- Evaluation of presentations from community regarding potential leased and short-term sites for Educational Center in Hollister (M133, M134)

Discussion:

With the Coyote Valley campus expected to open in the Fall of 2016, student support services will need to expand to include services once Gavilan courses are offered. Planning and fund allocation need to occur at this time, as well as determining what sorts of courses would best serve the community - CTE, noncredit, etc. A needs assessment instrument will need to be developed prior to developing a schedule.

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 two-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.

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. In addition, Hollister is also requesting expanded course offerings and switching course schedules to meet the needs of working students. 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.

Welcome Center services – peer mentors assisting with the “onboarding” process – were developed at each site in fall 2015 using SSSP funds. These services include a computer lab where peers can assist students with the FAFSA, admissions application, registration, etc.

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 has been 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 and CalWorks counselors are also available once a week. A new hire in 2015, who had been trained by Financial Aid is now providing financial aid assistance at the Hollister site. The two staff at the site work closely with Financial Aid and Admissions at the main campus to provide essential information for students who may not be able to travel to Gilroy. With Equity funding, a math tutor is also planned for the site in 2016. Supplemental Instruction is offered at the Hollister site as well.

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 was added fall 2015.

PLANNING AGENDA 9

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

Specific actions taken to address Planning Agenda 9:

- Media Services' Program Plan with associated Budget Requests has been submitted for 2015-16 (M144)

Discussion:

Media Services funding is allocated through the annual Budgeting Process. Three new Program Plans with associated Budget Requests have been submitted for 2015-16 in support of

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 requests lists specific and desired equipment purchases for the main Gavilan campus and the two off-sites at Hollister and Morgan Hill. The request will now be evaluated and ranked by the college Budget Committee.

Media Services supports all aspects of Gavilan College with equipment for instruction, special events, and meetings. Upgrades to, and replacement of aging equipment at all three sites is necessary to continue support for all the requesting areas.

Media Services did not submit budget requests for several years, and consequently did not receive additional funding. Several requests have been submitted in the current year in accordance with the college Budget/Planning process. The college is considering reorganization that would place Media Services within the Management Information Systems (MIS) department to provide better alignment for support and oversight.
PLANNING AGENDA 10

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

Specific actions taken to address Planning Agenda 10:
- The District is in current negotiations with Santa Clara County Sheriff’s Office to provide an officer during the academic calendar year (M145, M136).

Discussion:
The District is in current negotiations with Santa Clara County Sheriff’s Office to provide an officer during the academic calendar year for the main campus during the day for a higher level of security and safety.

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

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 Director of Business Services to staff members who are designated to receive a code by their Dean. The Director of Business Services 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, Learning Skills Lab, 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 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 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.
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.

Specific actions taken to address Planning Agenda 11

- In February 2016 the Equity Committee met and discussed staffing as it relates to equity (AGENDA).
- Formation of Equal Employment Opportunity Advisory Committee (M136, M141)

Discussion:
The District Equity Committee was seated in Fall 2015. They created a Student Equity plan that was shared with the President’s Council on November 25, 2015. In their February 2016 meeting, the committee discussed the issue of staff diversity and the best way to move forward with evaluation. The issue will next be discussed at the Learning Council. All input will go to the Equal Employment Advisory Committee for consideration.

STANDARD III B:
Physical Resources

PLANNING AGENDA 12

- Complete implementation of ALS in step-lecture halls.

Specific actions taken to address Planning Agenda 12:

- We have installed an Assistive Listening System (ALS), Sennheiser Tourguide System 2020 in the following rooms: SS210 & 214, PS 105 LS 101 and Music 101 (M146, M155)

Discussion:
The college has installed an ALS System in step-lecture halls.

The District Technology Master Plan of 2013-2015 documents successful achievement of the following initiative:

- Provided the larger renovated classrooms with the appropriate Assistive Listening Systems (ALS) as required by ADA.

As an ongoing initiative, the 2015–2010 Technology Master Plan states:

- Ensure that classrooms have the appropriate Assistive Listening Systems (ALS) as required by ADA.
PLANNING AGENDA 13

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

Specific actions taken to address Planning Agenda 13:
- Computer replacement for the past two years has been funded by Measure E. Infrastructure funds as specified by the Program Planning process and Budget Requests (M147, M148)
- These items will be funded in current and subsequent years from state instructional equipment funds (M147, M148)

Discussion:
A complete information technology infrastructure assessment was performed this past year by an outside consultant that covered:

- Data Center Core Computing
- Disaster Recovery and Business Continuity Planning
- Access-to-Computing-Systems
- Infrastructure Support Staffing and Support Tools
- Technology Refresh Planning

This report provides cost estimates for the recommended improvements to deficiencies found in Gavilan College's Information Technology (IT) infrastructure. An IT refresh plan will be proposed as part of the annual budget process to provide for a systematic approach to upgrading equipment over time in a planned manner. Planned refresh cycles allow the college to pay-as-you-go avoiding large unplanned expenditures as IT equipment reaches end-of-life.

PLANNING AGENDA 14

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

Specific actions taken to address Planning Agenda 14:
- Created the Grants Council in 2013 through the Office of Instruction (M150)
- Current development of Collaborative Funding Partners task group (M149, M079)

Discussion:
Gavilan College has defined, and continues to improve, an institutional process to evaluate, plan, and seek grants. 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.

Going forward, the College is currently developing a new task 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 held two planning retreats with a focus on reviewing progress indicators relative to shared goals, create new pathways, and review common strategic planning. Two retreats have been held to focus the planning on the big ideas generated by the funding opportunities, and to combine the strategic goals to align with the institutional effectiveness student success goals.

STANDARD IV A:
Leadership and Governance

PLANNING AGENDA 15
- Improve communication between constituent groups and the President's Council

Specific actions taken to address Planning Agenda 15:
- In FY 2014 - 2015, additional outreach was done for faculty and managers to encourage participation in Presidents Council and other shared governance groups (M151)

Discussion:
Membership on President's Council includes representatives from the Administration, the Academic Senate, the Classified Staff, the Directors and Confidential Council and the Associated Students. The Council meets twice per month and makes recommendations to the Gavilan College Board of Trustees. Annually, the Council distributes a survey to the college community to assess the extent to which the campus is informed of the discussions that take place during these meetings. The President's Council annually reviews its bylaws and has a discussion about ways to improve communication to the campus community and strengthen the work of the Council. As an example, 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 committees, which allows to them to have their voices heard, be involved in discussions, and to vote.
During the 2014-2015 fiscal year, additional outreach was done to encourage more participation in shared governance, including President’s Council, by the college president.

All campus groups are informed of the work of President’s Council through posted minutes and agendas as provided by the Brown Act. Agendas are also circulated through campus email and direct email to President’s Council representatives, who then pass these on to their constituent groups. Members are advised to bring back agenda items and discussions to their constituent group for further dialogue and to bring back feedback. The college has many opportunities throughout the year to better understand the work of President’s Council by attending the open meetings and contributing to the agenda items through their representative members. Additional “road show” discussions will take place during the spring 2016 semester to further discuss the importance of participative governance and collaborative decision making.

**PLANNING AGENDA 16**
- *Replicate activities that have improved awareness and attitudes about strategic planning: College-wide discussions on student success.*

**Specific actions taken to address Planning Agenda 16:**
- Adoption of BP 4600, Student Success Policy (M152, M153)

**Discussion:**
Discussions on campus regarding student success take place in multiple forums: through town halls, during Professional Development Days, through participative governance committee meetings, in department meetings, and in Deans and Administrative Council meetings. In recent years, the College has also adopted “Road Shows” and as a result of BP 4600 Student Success Policy, keeps student success at the forefront of all college planning activities.

These efforts have become part of the college culture and are a part of the integrated planning process, including program planning, strategic planning, participating governance and professional learning activities.

**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.*

**Specific actions taken to address Planning Agenda 17:**
- Re-administered the President’s Council/Strategic Planning/Shared Governance survey in Fall 2015 (M076)

**Discussion:**
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 efforts 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 2016.

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.

Specific actions taken to address Planning Agenda 18:
- The Road Shows are on-going and have expanded to include retreats, workshops, college hour presentations and departmental discussions (M153, M079, M080)

Discussion:
The next planned “Roadshow” will take place during the spring 2016 semester and will include topics related to collaborative funding planning as integrated with the college continuous improvement process.

STANDARD IV B:
Board and Administrative Organization

PLANNING AGENDA 19

- Create a Board Development program

Specific actions taken to address Planning Agenda 19:
- Administrative Procedure AP2740. (M154).

Discussion:
The Board of Trustees developed an administrative procedure (attached) to guide in its annual professional development program. A board self-evaluation is conducted annual with goals also being set on an annual basis. To complement existing self-reflection activities, the board of trustees will develop a list of conferences and training that its members are encouraged to participate in during the course of the year.

Governing board members are not subject to term limits and it is therefore common to have board members serve the college for multiple four-year terms. Accordingly, it is important to create a plan that meets the needs of experienced members of the board in addition to the newly elected trustees. Formal training is conducted at local, state, and national conferences. Information updates and less structured training and information is provided to the board of trustees during each meeting.
Recent training topics and the dates of the training for the past year are as follows:

- Community College League of California (CCLC) – Effective Trustee Training Program – Monterey Peninsula College, March 2015
- Legislative Conference – January 2015
- Annual Conference – November 2015
- Association of Community College Trustees (ACCT) – National Conference – San Diego, CA - September 2015

Information Briefings during Board of Trustees Meetings included the following topics during the past year:

- Student Success and Support Plan – November 2015
- Student Equity Plan – November 2015
- Contract and Community Education Annual Report – December 2015
- Noncredit/Gavilan Regional Adult and Career Education Services – December 2015
- Board Policies and Administrative Procedures – December 2
- Race to the Top Rating Report – June 2015
- Redistricting – August 2015

Using the self-evaluation, board goals for the upcoming year and awareness of the information available from outside agencies, members of the governing board are able to plan their participation at conferences as appropriate. All members of the board receive training on topics relevant to the issues being considered by the board and the college. The training plans will change each year although the elements of formal conference training and monthly information updates and briefings are the cornerstones of on-going professional development.
## APPENDIX

### Supporting Documents

#### Recommendation 1

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<thead>
<tr>
<th>Document Code</th>
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<td>M001</td>
<td>Professional Development Day Activity Fall 2013</td>
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<td>M002</td>
<td>CTE Business Department Agenda</td>
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<td>CTE Division Minutes</td>
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<td>IEC Program Review Forms (modified)</td>
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M042 GE Outcomes Fall 2013
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M045 CalWORKs Annual Retreat
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M047 ESL 702A Course Level SLO
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M049 Professional Development Day Agenda Fall 2013
M050 Professional Development Day Activities
M051 Professional Development Day Dialogue Summary
M052 Professional Development Day Dialogue Goals
M053 Strategic Plan Modifications
M054 SLO Efforts/Academic Senate
M055 SLO Liaison/Curriculum Meeting
M056 Digital Media Program/SLO Revision
M057 HIST 12/SLO Outcomes
M058 SLO Follow Up Meeting
M059 SLO Course Report Site
M060 FA Department Meeting Agenda
M061 SLO/PLO Department Updates to VP
M062 Argos® Distance and Non-Distance Ed Data
M063 Instructional Fig 9/11/2014
M064 Learning Council Minutes
M065 Institutional Research Downloadable Reports
M066 GEARs Evaluation Study
M067 Institutional Research/Learning Council
M068 Institutional Research/Board of Trustees
M069 Learning Council Forum/Mission
M070 Institutional Research/Student Success Pipeline
M071 College Hour
M072 Learning Fig
M073 IEC Program Review/Athletics
M074 IEC Program Review Orientation
M075 IEC Program Summary/Athletics
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M079 Collaborative Partners Agenda
M080 Professional Development Day Spring 2016
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M083 SLO Website
M084 SLO/Development of Searchable Website
Recommendation 2

M085 DE/Academic Senate
M086 DE Master Plan
M087 DE Best Practices
M088 DE Academic Senate and Board Approvals
M089 DE Update Fall 2013
M090 DE Faculty Handbook
M091 DE Support Service Report
M092 Results Provided To Support Programs
M093 Support Program Response – Financial Aid
M094 Online Tutoring Service Evaluation Survey
M095 Integration of Planning Process/Tutoring Center
M096 Academic Senate/Tutoring Center
M097 Integrated Planning/DRC
M098 Integrated Planning/Counseling
M099 Integrated Planning/Financial Aid
M100 Integrated Planning/Admissions/Records
M101 Integrated Planning/Library
M102 IEC Procedure Change
M103 Instruction Delivery/Instructor Evaluation
M104 DE Online Voluntary Survey
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M109 DE Form D/Curriculum
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M111 Form C/Curriculum
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M113 Course Outlines/ANTH5
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M115 Course Outlines/Curriculum
M116 Course Syllabus/ANTH3 (PT)
M117 Course Syllabus/ANTH3 (FT)
M118 Syllabus Requirements
M119 Syllabus Verification Form
M120 DE Course Syllabus Samples
M121 DE Minutes/Accreditation
M122 DE Course Syllabus/Check-In Activity
M123 Course Outline/CSIS 85
M124 Course Outline/ENG 1A
M125 Institutional Researcher/Individual Meetings
M126 Pilot Tutoring Service/Training
M127 Student Equity Plan
M128 SmartThinking

55
Planning Agendas

M129  AP/BP 4020
M130  Land Purchase Coyote Valley and San Benito County
M131  Habitat Mitigation/Coyote Valley Phase 1
M132  Groundbreaking Coyote Valley
M133  Ad Hoc Education Site Board Committee
M134  Ad Hoc Education Site Board Committee Minutes
M135  Student Success and Support Program Report
M136  President’s Council Minutes
M137  Student Services Meeting Minutes
M138  CCC Apply Processing Time Report
M139  Hollister Campus Survey
M140  Morgan Hill Campus Survey
M141  Student Equity Report
M142  Title V Grant/Learning Commons
M143  IEC Report/Counseling
M144  Media Services Program Plan
M145  Gavilan College/Santa Clara Sheriff MOU
M146  Exhibit E-5 Assistive Listening System
M147  Measure E Budget
M148  Measure E Computer Replacement
M149  Collaborative Partner’s Funding Group
M150  Grants Council
M151  Shared Governance Forum
M152  BP 4600
M153  Deans Council
M154  AP2740
M155  Master Technology Plan
NEW BUSINESS
March 8, 2016

SUBJECT: Curriculum

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

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

Budgetary Implications:
None.

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

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

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

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

Inactivation of exiting course:
GUID 200 Planning for College Success

Modification to existing course:
JLE 201 Vice Investigations
Correction to Prerequisite as requested by the Chancellor’s Office
JLE 301 Dispatch Radio Communication
Correction to Prerequisite as requested by the Chancellor’s Office

NEW COURSE PROPOSAL – SECOND READING

CSIS DM 160 Game Design 3 Units, 3 Lec, 0 Lab
Intended for students who want to explore game design and computational media. Compelling, successful games are created by developers who have absorbed the fundamental principles of good game design. Students will analyze existing games for their educational and entertainment value, and create their own games using freely available software and game development environments. Key concepts such as game math, textures and materials, geometry and topology, lighting, sound, and special effects will be explored. No previous programming experience is necessary.

MATH 412 Math Refresher .5 Units, .5 Lec, 0 Lab
A remedial intensive math course designed to be a refresher for students who wish to review basic math concepts before taking the Assessment Placement test or to prepare prior to retaking the Assessment test. The primary focus is on operations with whole numbers, fractions, decimals and percentages. This is a pass/no pass class. Units earned in this class do not count towards the associate degree and/or certain certificate requirements.

MATH 416 Math for Summer Bridge 1-3 Units, 1-3 Lec, 0 Lab
This class is a remedial mathematics course for students new to Gavilan College that are participating in the Summer Bridge Program or other special cohort. Students enrolled in this class must have taken the math placement exam prior to the first day of class. The purpose of the class is to review and hone basic math skills, acclimate the student to the rigors of college level work, and improve other student skills needed for learning and academic achievement. Upon completion of the course, students will be allowed to retake the placement exam. The primary mathematical focus is on prealgebra topics such as operations with whole numbers, fractions, decimals, percentage and real life problems. Students can also get practice with other topics in Algebra I such as solving linear equations, graphing linear functions, and factoring. This is a pass/no pass course. Units earned in this course do not count toward the associate degree and/or certain certificate requirements.
WTRM 132  Advanced Water Distribution  3 Units, 3 Lec, 0 Lab
This advanced level course prepares students for work in a highly skilled or supervisory position in the
operation of a water distribution system. It prepares the student to take the State of California Water
Distribution Operator exam at D3, D4 and D5 levels. ADVISORY: WTRM 105 Water Distribution 1,
WTRM 108 Water Distribution 2, WTRM 102 Beginning Water/Wastewater Mathematics.

WTRM 133  Water Conservation  3 Units, 3 Lec, 0 Lab
This course provides technical and practical information in water use efficiency, the need for and major
components of comprehensive water conservation programs and the role of the water conservation
coordinator in the public water supply industry. Topics include: customers and their water uses, water
sustainability factors, regulatory agencies and careers/opportunities in the field of water management.
This class will help the student prepare for the AWWA Grade 1 Water Conservation Practitioner
Certification.

WTRM 134  Industrial Wastewater and Stormwater Management  4 Units, 4 Lec, 0 Lab
This course is designed to provide an overview of water/wastewater regulations with an emphasis on
local, state, and federal regulatory standards. The study of the principles of wastewater and stormwater
management including hydrology, water distribution, wastewater collection, stormwater management,
and safe drinking water issues will be covered along with an introduction to the one water management
concept.

MODIFICATIONS TO EXISTING COURSES – FORM C

AMT 100  General Aircraft Technology  9 Units, 7.5 Lec, 5 Lab
Correct Units:
From:     AMT 100  General Aircraft Technology  7.5  7.5  5
To:       AMT 100  General Aircraft Technology  9   7.5  5
Change description:
This course is an FAA Part 147 course designed to prepare the student for their FAA Airframe
and Powerplant (A and P) certificate. The course will provide the student with a thorough
understanding of the use of basic hand tools and measuring devices; basic physics and math;
aircraft materials, processes and hardware, procedures for clean and corrosion control; weight and
balance techniques; and human factors. Both theory and practical application to aircraft systems
are taught.

Approval from a Gavilan College counselor must be obtained before registering for the class.
COREQUISITE: AMT 110, Airframe Maintenance Technology.
ADVISORY: Mathematics 430.

AMT 101  General Aircraft Technology  9 Units, 7.5 Lec, 5 Lab
Correct Units:
From:     AMT 101  General Aircraft Technology  7.5  7.5  5
To:       AMT 101  General Aircraft Technology  9   7.5  5
Change description:
This course is an FAA Part 147 course designed to prepare the student for their FAA Airframe
and Powerplant (A and P) certificate. This course will provide the student with a thorough
understanding of the use of maintenance publications, maintenance forms and records with
emphasis on A and P mechanic privileges and limitations. Basic electricity for aircraft from
Ohm's Law through transistor theory will be taught as well as ground operation and servicing of aircraft. Both theory and practical application to aircraft are taught.

Approval from a Gavilan College counselor must be obtained before registering for the class.

COREQUISITE: AMT 111, Airframe Structures.
ADVISORY: Mathematics 430.

**CHN 1A  Elementary Mandarin** 5 Units, 5 Lec, 0 lab
Reactivate course.
General update: update student learning outcomes and textbook.

**CHN 1B  Elementary Mandarin** 5 Units, 5 Lec, 0 lab
Reactivate course.
General update: update student learning outcomes and textbook.

**CSIS 26  Discrete Structures** 3 Units, 3 Lec, 0 Lab
Change Prerequisite: CSIS 45 or CSIS 46 or CSIS 5 or the equivalent AND MATH 235 or MATH 240 or Math 242 or the equivalent.

**GUID/PSYC/POLS 27  Contemporary Leadership** 3 Units, 3 Lec, 0 Lab
Change hours:
From: 3 Units, 2 Lec, 3 Lab
To: 3 Units, 3 Lec, 0 Lab
Change Description:
This course provides a cross-disciplinary approach to the theory and practice of leadership. It covers the five practices and ten commitments of exemplary leadership, effective communication styles, and topics related to gender, culture, ethics, power, parliamentary procedure, and running effective meetings. The skills students will learn in this course are directly applicable to work, personal, and college environments. This course is also listed as POLS 27 and PSYC 27
Update content, textbook and student learning outcomes.

**JFT 7A  Fire Apparatus Driver/Operator 1A** 1 Unit, .8 Lec, 1.48 Lab
**JFT 7A Prerequisite**
Change description:
This course provides information on fire apparatus preventive maintenance and driving/operating. Topics include routine tests, inspections, and servicing functions, operate, back, maneuver, and turn a fire apparatus in a variety of conditions; and operate all fixed systems and equipment on a fire apparatus. This course fulfills the requirements for a Class C Firefighter Endorsement.
General Update:
Update content, textbook, student learning outcomes, methods of instruction and methods of evaluation.

**JFT 7B  Fire Apparatus Driver/Operator 1B** 1 Unit, .8 Lec, 1.48 Lab
**JFT 7B Prerequisite**
Change title:
From: Driver Operator 1B
To: Fire Apparatus Driver/Operator 1B
Change description:
This course provides information on pumping apparatus preventive maintenance and operations. Topics include routine tests, inspections, and servicing functions; producing hand, master, and foam streams, relay pump operations; and supplying water to fire sprinkler and stand pipe
systems. This course is based on the 2014 edition of NFPA 1002 Standard for Fire Apparatus Driver/Operator Professional Qualifications.

General Update:
Update content, textbook, student learning outcomes, methods of instruction and methods of evaluation.

JFT 35 Fire Fighter Survival .5 Units, .45 Lec, .45 Lab
**JFT 35 Prerequisite**

General Update:
Update textbook, student learning outcomes and assignments.

JFT 206 Auto Extrication .5 Units, .34 Lec, 1.02 Lab
**JFT 206 Prerequisite**

Change Hours:
From: .5 Units, .34 Lec, .57 Lab
To: .5 Units, .34 Lec, 1.02 Lab
Change description:
This course provides the knowledge and skills to prepare a student to extricate victim(s) from a common passenger vehicle in a safe and effective manner in accordance with AHJ policies and procedures.
Update content, textbook, student learning outcomes, methods of instruction.

JFT 215 Fire Officer Supervisor Academy 2 Units, 1.42 Lec, 3.14 Lab
**JFT 215 Prerequisite**

Change hours:
From: 2.0 Units, 1.6 Lec, 2.97 Lab
To: 2.0 Units, 1.42 Lec, 3.14 Lab
Change description:
This 80 hour California Fire Marshal certified course provides students with techniques for becoming an effective Fire Officer Supervisor. Topics will include leadership ethics, team building, employee performance appraisals, report writing, harassment and discrimination policies, and planning and delegation techniques.
Update content, student learning outcomes, assignments and methods of instruction.

JLE 103 Supervisor Course Update 0.5 - 1 Unit, .34-.8 Lec, .57 - 1.48 Lab
**JLE 103 Prerequisite**

Change title and hours:
From: Supervisory Update Course .5 - 1, .3 - .8 Lec, .6 - 1.5 Lab
To: Supervisor Course Update .5 - 1 Units, .34 -.8 Lec, 0.57 - 1.48 Lab
Change description:
Provides law enforcement and correctional supervisors to develop and refine their leadership skills. Students will review how to apply basic leadership knowledge, communication skills, team building, conflict management, legal responsibilities, stress management, workplace diversity, sexual harassment, performance skills, briefing skills, and situational decision-making in order to obtain the highest level of performance and accountability. This course will be updated regularly for currency according to POST and California Corrections Standard Authority.
Change grading to Standard letter grade.

JLE 124 Latent Print .5 Units, .45 Lec, .91 Lab
**JLE 124 Prerequisite**

Change hours:
From: .5-1 Units, .34-.8 Lec, .57-1.48 Lab
To: .5 Units, .45 Lec, .91 Lab
Change description:
Federal, state, and local law enforcement agencies have a continual need to ensure that their employees are properly trained to compare and identify partial latent palm and fingerprint impressions recovered from evidence. Furthermore, the students need to be trained concerning how to present expert testimony in a court of law.

Update content, student learning outcomes, assignments and methods of instruction.

**JLE 152**  
**Skills and Knowledge**  
.5 – 3 Units, .45 – 1.37 Lec, 0 – 5.5 Lab

**JLE 152 Prerequisite**

Change hours:
From: .5-3 Units, 17-2.4 Lec, 34-17.5 Lab
To: .5-3 Units, 45-1.37 Lec, 0-5.50 Lab
General update: update textbook and student learning outcomes.

**JLE 154**  
**Instructor Development**  
.5-1 Units, .45-.8 Lec, .91-1.48 Lab

**JLE 154 Prerequisite**

General update: update student learning outcomes.

**JLE 158**  
**Canine Update**  
.5-4 Units, .22-.45 Lec, 1.14-10.57 Lab

**JLE 158 Prerequisite**

Change hours:
From: .5-4 Units, .17-.34 Lec, 1.77-3.1 Lab
To: .5-4 Units, .22-.45 Lec, 1.14-10.57 Lab
General update: update student learning outcomes.

**JLE 163**  
**Special Threats**  
.5 Units, .45 Lec, .91 Lab

**JLE 163 Prerequisite**

Change hours:
From: 0.5 Units, .7 Lec, .23 Lab
To: 0.5 Units, .45 Lec, .91 Lab
Change description:
This course is designed to give the student a heightened state of awareness, both on and off duty. This class explores the times that we can be most vulnerable, how to avoid deadly confrontations, accidents, and compromising situations while at the same time elevating awareness and maintaining vigilance. The students will be provided with various methods that they may choose to utilize in a variety of situations which will enhance their situational awareness.

Update content, student learning outcomes, assignments and methods of instruction.

**JLE 180**  
**Law Enforcement Seminar**  
.5-2 Units, .57-1.02 Lec, .34-3.54 Lab

**JLE 180 Prerequisite**

Change hours:
From: .5-2 Units, .17-1.6 Lec, .34-2.97 Lab
To: .5-2 Units, .57-1.02 Lec, .34-3.54 Lab
Change description:
This course is designed to provide students that the necessary updates to skills and information required of police officers have been provided and those previously learned skills are maintained and reinforced. This course satisfies requirements form the Commission on Peace Officers Standards and Training (POST). Modules will be combined to compete 16 -80 hours annually.

Update student learning outcomes.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Lectures</th>
<th>Labs</th>
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<td>Harmony/Theory/Musicianship II</td>
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<td>Align with C-ID MUS 130.</td>
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<td>Continuation of Music 3A. Fundamentals of music,</td>
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<td>intermediate harmony, and musicianship</td>
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<td>Introduction to counterpoint. ADVISORY: Must be</td>
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<td>taken in sequence.</td>
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<td>Introduction to Logic</td>
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<td>Align with C-ID descriptor PHIL 110.</td>
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<td>POLS/AJ 5</td>
<td>Introduction to Modern International Terrorism</td>
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<td>POLS/PSYC/CMUN 6</td>
<td>Introduction to Conflict Resolution</td>
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<td>Introduction to Conflict Resolution introduces</td>
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<td>students to non-violent communication skills,</td>
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<td>conflict resolution, and mediation models.</td>
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<td>Integrating non-violence theory and practice,</td>
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<td>students will apply core concepts about the</td>
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<td>causes of conflict; choose, practice, and</td>
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<td>evaluate communication skills in a variety of</td>
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<td>settings on campus and in the community; and</td>
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<td>formulate appropriate conflict resolution</td>
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<td>strategies based on analysis of varying conflict</td>
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<td>situations with sensitivity to ethnicity, class,</td>
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<td>sexuality, and gender influences. They will also</td>
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<td>develop and practice basic co-mediation skills</td>
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<td>in formal and informal settings. This course has</td>
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<td>the option of a letter grade or pass/no pass.</td>
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<td>This course is also listed as POLS 6 and PSYC 6.</td>
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<td>ADVISORY: English 250 and English 260.</td>
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<td>PSCI 2</td>
<td>Introduction to Meteorology</td>
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<td>RE 164</td>
<td>Real Estate Appraisal</td>
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<td>Reactivate course.</td>
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<td>Update content, textbook and student learning</td>
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<td>RE 165</td>
<td>Legal Aspects of Real Estate</td>
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<td>Change Description:</td>
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<td>A study of California real estate law including</td>
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<td>agency and contract law; title, escrow and</td>
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<td>closing; real estate financing; and landlord/</td>
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<td>tenant law. This course meets a requirement for</td>
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<td>the California Broker's License. This course has</td>
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<td>the option of a letter grade or pass/no pass.</td>
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<td>ADVISORY: Real Estate 160.</td>
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<td>RE 166</td>
<td>Property Management</td>
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</table>
RE 167  Real Estate Economics  3 Units, 3 Lee, 0 Lab
Reactivate course.
Change description:
An introduction to the economic factors affecting real estate; business fluctuations and real estate cycles; the mortgage market; commercial, industrial and residential income properties and trends; and rural and special purposes properties and trends. This course may be used for the California Broker's License. This course has the option of a letter grade or pass/no pass. ADVISORY: Real Estate 160.
Update content, textbook and student learning outcomes, methods of instruction and methods of evaluation.

RE 168  Real Estate Escrow  3 Units, 3 Lee, 0 Lab
Reactivate course.
Update content, textbook and student learning outcomes, methods of instruction and methods of evaluation.

DISTANCE EDUCATION – FORM D

CSIS DM 160  Game Design  3 Units, 3 Lee, 0 Lab
Add online and hybrid delivery to increase student access.
SUBJECT: Water Hydration Stations

Proposal:
That the Board of Trustees approve the purchase and installation of two (2) water hydration stations, purchased by the ASGC, on the Gavilan Campus.

Background:
One water hydration station is currently installed in the Student Center. To date the station has saved approximately 268,000 plastic bottles and has provided healthier drinking water to the campus. ASGC would like to add two (2) additional stations on the campus to save further plastic bottles and continue supplying a healthy drinking alternative to sodas, coffee, etc. The costs are approximately $3500 for the stations and $1200 in labor per station. ASGC will cover all purchasing, installation, and future costs.

Budgetary Implications:
None

Follow Up/Outcome:
ASGC will purchase the required filters as needed for continuous operation of the water hydration stations.

Recommended By: ASGC

Prepared By: David DiDenti, MBA
ASGC Region IV Representative/president pro tempore

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
Gavilan Joint Community College District
Governing Board Agenda
March 8, 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: Agreement with GCFA

☐ Resolution: BE IT RESOLVED,

☐ Information Only

X Action Item

Proposal:
That the Board of Trustees approve the Agreement between the District and the Gavilan College Faculty Association (GCFA).

Background:
The District and GCFA Negotiating Teams have concluded negotiations for FY 2015-16. The GCFA membership voted to accept the Agreement with contract language modifications. The more significant changes are as follows:

- Compensation
  - 2% compensation increase to all salary schedules (Full-time, Part-time and Non credit) retroactive to the beginning of the Fall 2015 Term;
  - Lecture Overload: Full-time Lecture Instruction will equal the Highest Step of the Credit Part-Time Salary Schedule;
  - Additional language cleanup on pgs. 84 & 90 as noted in attached TA;
- Article 1: Agreement (Employee Benefits to be reopened and resolved for 2016-17);
- Article 14: College Calendar-Spring Break to begin the first Monday in April of each year;
- Article 16: Appointment of Faculty;
- Article 19: Evaluation of Faculty;
- Article 22: Workload; modification of LEH to certain courses on Appendix F;
- Article 25: Other Duty and Compensation; language cleanup and addition of Study Abroad stipend;
- Article 30: Retiree Benefits; and,
- FY2016-17 Academic Calendar.

Budgetary Implications:
Estimated cost of $192,000 funds was included in the Budget for FY 2015-16 to support these changes.

Follow Up/Outcome:
Upon approval the changes will be implemented. The District and GCFA will start negotiations for the 2017-2018 contract year in February 2016.
Recommended By: Ron Hannon, Dean, Department of Kinesiology & Athletics

Prepared By: Ron Hannon, Dean, Department of Kinesiology & Athletics

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
AND
GAVILAN COLLEGE FACULTY ASSOCIATION (GCFA)
NEGOTIATIONS FOR THE 2015-16 SCHOOL YEAR

Tentative Agreement
January 29, 2016

<table>
<thead>
<tr>
<th>Item</th>
<th>Status</th>
<th>Initialed By</th>
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<tbody>
<tr>
<td>1. Article 1: Agreement</td>
<td>District and GCFA have agreed to TA Draft #5, 1-26-16 ksw.</td>
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<tr>
<td>2. Academic Calendar for Year 2016-2017</td>
<td>District and GCFA have agreed to TA Draft #3, 9-9-2015.</td>
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<tr>
<td>3. Article 14: College Calendar</td>
<td>District and GCFA have agreed to TA Draft #2, 1-14-16.</td>
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<tr>
<td>4. Article 16: Re-appointment of part-time faculty</td>
<td>District and GCFA have agreed to TA Draft #4, 9-9-15.</td>
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<tr>
<td>5. Article 19: Evaluation of Faculty</td>
<td>District and GCFA have agreed to TA Draft #11, 1-27-16 of the contract language. District and GCFA have agreed to TA Draft #2, 11-16-15 of the PT Faculty Evaluation Cover Sheet</td>
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<tr>
<td>Article</td>
<td>Agreement Details</td>
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<tr>
<td>6. Article 22: Workload; Appendix F</td>
<td>District and GCFA have agreed to TA Draft #2, 9-29-15. District and GCFA have agreed to TA Draft #1, 9-29-15, Appendix F.</td>
<td></td>
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<tr>
<td>7. Article 25: Other Duty &amp; Compensation</td>
<td>District and GCFA have agreed to TA Draft #5, 11-18-15.</td>
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<tr>
<td>9. Appendix A: Compensation</td>
<td>District and GCFA have agreed to a 2% salary increase retroactive to the beginning of the Fall 2015 term. All salary schedules will reflect this increase. Language on pgs: 83, 89, 90, 93, 94 to reflect: <em>Lecture Overload: Full-time Faculty Overload Lecture Instruction = Step 5-Highest Step of Credit Part-Time Salary Schedule</em>. On pg. 84, #7 strike “lest” and add “least”. On pg. 90, #4, strike “non-credit”; strike “on-Step 3.” and add “at the highest step.”</td>
<td></td>
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</tbody>
</table>

Dana Young  
Lead Negotiator, GCFA  
2/24/16  

Ron Hannon  
Lead Negotiator  
Gavilan Joint Community College District  
2/24/16
ARTICLE 1

AGREEMENT

1.1 AGREEMENT

The articles and provisions contained herein constitute a bilateral and binding agreement ("Agreement") by and between the Board of Trustees of the Gavilan Joint Community College District ("Board") and the Gavilan College Faculty Association/CTAINEA ("Association'", an employee organization).

1.2 GOVERNMENT CODE

This Agreement is entered into pursuant to Chapter 10.7, Sections 3540-3549 of the Government Code ("Act").

1.3 TERM

The term of this Agreement will be from July 1, 2015 through June 30, 2018 (2015/16 – 2016/17 – 2017/18) subject to the provision of law.

1.4 REOPENERS

(a) 2016/17: Compensation will be reopened. In addition, each party has two (2) non-monetary reopeners. Both parties agree to reopen and resolve Employee benefits (Article 27) for 2016/17.

(b) 2017/18: Compensation will be reopened. In addition, each party has two (2) non-monetary reopeners. Employee benefits cannot be reopened unless mutually agreed to by both parties.
Article 14

COLLEGE CALENDAR

14.2 The agreed upon calendar is attached as Appendix H.

14.2.1 The Association and the District agree that Spring break will be scheduled to begin on the first Monday in April in order to best serve the students of the College and establish consistency in scheduling from year to year.
ARTICLE 16

APPOINTMENT OF FACULTY

16.1 APPOINTMENT OF FULL-TIME FACULTY

16.1.1 Full-time faculty members may be appointed as a contract (probationary), regular (tenured), temporary and other status of employee provided by law.

16.1.2 Provisions for appointment of contract and regular employees are set forth in Education Code 87600-87611 for informational purposes.

16.1.3 This Article shall not be interpreted to take away tenure rights provided regular employees.

16.2 Full-time Unit Members may submit resignations, to be accepted by the President/Superintendent or the Governing Board. A full-time faculty member who submits a written resignation may, up until the time of action by the Board, withdraw the resignation without prejudice.

16.3 Provisions of this Agreement apply to contract or regular employees, within provisions applicable to temporary employees specified as such.

16.4 RE-APPOINTMENT OF PART-TIME FACULTY

16.4.1 The following explains departmental re-appointment method.

16.4.2 Part-time faculty who have taught at Gavilan at least four (4) semesters and whose two (2) most recent evaluations have been positive, as described in Article 19.7, shall have the right of first refusal for assignment to at least one (1) class they have already taught at the college.

16.4.3 Department chairs will receive a re-appointment list of eligible classes and time served for each Part-time faculty at the beginning of each semester.

16.4.4 In assigning classes, departments shall offer at least one (1) class to each faculty member from the re-appointment list that a faculty member qualifies to be on according to Article 16.4.2. If there are more faculty on the list than classes available, classes will be offered strictly on a seniority basis. Seniority is based on hire date and semesters completed. If a faculty member teaches in more than one Faculty Service Area (FSA), each will be dealt with independently according to the provisions of this article.

16.4.5 After the offer of one (1) class to each qualifying member, additional offers for any classes the faculty member is qualified to teach shall be made through the Dean or supervising administrator right of assignment.

16.4.6 In the case of two (2) or more faculty members with an identical hire date and semesters completed in teaching the same class per Article 16.4.1, a one-time drawing of lots in the Office of Human Resources shall determine which employee will be ranked above the other.

16.4.7 Anyone who has been teaching at the college for more than five years or ten semesters must have received two satisfactory evaluations, at least one of which must have been done according
to article 19.7 (began Spring 2012) in order to be granted eligibility to be included on the re-appointment list.

16.4.8. Retiring full time faculty members will automatically be granted four (4) semesters credit to earn basic re-appointment rights and added to the relevant re-appointment list(s) based upon the retirement date and placed according to 16.4.4.

16.4.9. The re-appointment preference of a part-time faculty member should not be terminated if:

1. An assignment is cancelled by the District for any reason.
2. An assignment offered is then withdrawn by the District to fill the load of a full-time faculty member.
3. The faculty member is unable to accept or commence an assignment because of verifiable illness or disability in accordance with current federal law (Family Medical Leave Act) (FMLA), state law (California Family Rights Act) (CFRA) and Board Policy. Leaves for part-time faculty are discussed in detail in Article 10.15.

16.4.10. The re-appointment preference of part-time faculty member shall be terminated and the faculty member removed from any relevant list(s) if the:

1. Faculty member fails to adhere to the initial notification acceptance timeline of 5 business days.
2. Faculty member refuses an assignment; or fails to complete an assignment after it has begun.
3. Faculty member receives a negative evaluation and fails to fulfill terms of an agreed-upon remediation or fulfills the remediation plan and then receives another negative evaluation (as specified in Article 19): the faculty will lose his or her re-appointment preference, but can re-qualify for it by receiving a subsequent positive evaluation.
4. Faculty member leaves the college for reasons other than outlined in 16.4.9 for one semester or more without obtaining prior Dean or supervising administrator approval to remain on the re-appointment list.

16.4.10.1. A part time faculty member who has lost re-appointment preference may later re-qualify according to section 16.4.2.

16.4.11. To allow for processing term evaluations, the re-appointment preference process shall be implemented district-wide based on spring-spring and fall-fall assignments.
ARTICLE 19

EVALUATION OF FACULTY

19.1 EVALUATIONS

Non-tenured full-time faculty shall be evaluated at least once a year for four years following the process outlined in article 19.5.

Tenured faculty shall be evaluated at least once every three (3) academic years (Education Code 87663(a)).

Part-time faculty see Section 19.7.

The purposes of faculty evaluation are:

19.1.1 To measure the effectiveness of faculty performance and to identify those areas needing improvement and provide assistance for improved faculty performance. Any areas of serious concern should be reviewed with the faculty member as soon as they are identified.

19.1.2 To encourage continued growth in teaching and learning, campus and departmental relationships, and participation in the College governance.

19.1.3 Actual observations of work performance for all faculty shall take place between the second (2nd) and the twelfth (12th) week of the semester.

19.1.4 To ensure compliance with District, State, and Federal accreditation policies and standards.

19.1.5 To provide reasonable criteria for granting reappointment and/or permanent and continuing status.

19.2 TENURE REVIEW - FOR NON-TENURED FULL-TIME FACULTY

All non-tenured full-time faculty, will fall under the provisions of this Article. The District agrees to indemnify and hold harmless any faculty member of the Tenure Review Committee acting within the course and scope of employment against any and all claims arising out of any tenure review process conducted under the provisions of this Article.

In addition to the evaluation process described below, a Tenure Review Committee will be formed. This Committee will consider all pertinent contract information (including but not limited to student evaluations, self-evaluations, administrative evaluations, all peer evaluations, committee observations, and past and present student surveys) needed to make a recommendation to the President of the College either to continue or not to continue employment. The process of tenure is one that requires confidentiality.

19.2.1 The Tenure Review Committee shall consist of the Vice President or his/her designee; the supervising Administrator; two (2) faculty members appointed by the Faculty Senate President, one (1) of whom shall serve as the Chair, and the appropriate Department Chair. All faculty appointees will be tenured. Changes in committee membership may be made by the College President or his/her designee due to the following circumstances: changes in assignments, leaves,
retirements, resignations from the committee, changes in Department Chairs, peer evaluator conflicts or mentor conflicts.

19.2.2 A Tenure Review Committee member shall not serve as peer evaluator or mentor of a non-tenured employee while serving on the Tenure Review Committee. If possible, the composition of the Committee will be the same for the second (2nd), and third (3rd) and fourth (4th) year.

19.2.3 The Tenure Review Committee will be formed by September 30 of the first (1st) year of full time employment of the non-tenured faculty. Faculty employed as a first year contract employee who will not complete 75% of the academic year will be a first year contract employee in the following academic year. The evaluation, therefore, will commence at that time. The committee will then begin a thorough review of the employee's performance using the appropriate Observation Forms. Once completed, the committee will meet, review all information and make recommendations to the supervising administrator for inclusion in the evaluation. These may include positive comments and expectations for improvement with realistic timelines. The supervising administrator will then complete the evaluation process including reviewing it with the evaluatee and make the summary evaluation and any response available for review by the tenure review committee. The committee will then vote and make their recommendation to the President. If the committee has serious concerns about the employee's performance, a spring review may be initiated using the process outlined above for the fall semester.

First (1st), second (2nd), and third (3rd), and fourth (4th) year contract faculty will be evaluated at least once each year prior to February 15. Additional administrative evaluations may be completed at the discretion of the Administration.

This will be completed by February 15 of the first (1st) year. If employment is continued, the non-tenured employee will be granted a second (2nd) year contract.

During the Fall Semester of the second (2nd) year, the Tenure Review Committee will complete its review of the non-tenured faculty for a second (2nd) time. This will be completed by February 15 of the second (2nd) year. If employment is continued, the non-tenured employee will be granted a third (3rd) and fourth (4th) year contract.

During the Fall Semester of the third (3rd) year, the Tenure Review Committee will complete its review of the non-tenured faculty for a third (3rd) time. This will be completed by February 15 of the third (3rd) year.

During the Fall Semester of the fourth (4th) year, the Tenure Review Committee will complete its final review of the non-tenured faculty. This will be completed by February 15 of the fourth (4th) year.

19.2.4 The President may or may not recommend renewal to the Board. The President’s report to the Board will include the report of the Tenure Review Committee. If employment is continued, the non-tenured employee will be granted tenure.

19.2.5 If tenure is not granted, then non-renewal proceedings will be followed pursuant to Education Code Section 87610.1.
19.3 FULL-TIME FACULTY EVALUATION TEAM COMPOSITION

19.3.1 Non-tenured Full-Time Faculty - The Evaluation Committee is addressed in Article 19.2.

19.3.2 Tenured Faculty - The Evaluation Committee will consist of four (4) academic persons: one (1) administrator and the following peers: peer evaluator, the President of GCFA and the President of the Faculty Senate.

The administrative member of the Evaluation Committee, who is also responsible for seeing the process through to its conclusion, will be appointed by the Vice President of Instructional Services.

The faculty member being evaluated will select a colleague to carry out the peer evaluation. Where the number of faculty within a discipline is small in number, the peer evaluator may be selected from a discipline outside of the faculty member's area of expertise.

The evaluating peer shall be a member of GCFA. The evaluating peer will make at least one (1) class visitation with a second (2nd) visitation being mandated at the request of the evaluatee. The visitation(s) will be summarized in a written report and the peer will present and discuss the written report with the faculty member being evaluated.

The faculty member has the option of placing this report in his/her personnel file.

19.4 EVALUATION TIME LINE

All full-time Unit Members, not undergoing the tenure process, will be notified on or before the end of the semester prior to the regular evaluation for the need of such an evaluation.

19.4.1 Evaluation of all faculty will be completed by the end of a given semester.

19.4.2 Actual classroom evaluation observation of all faculty Unit Members shall take place between the second (2nd) week and the twelfth (12th) week of the semester.

19.4.3 For all first time evaluates, the college will make clear and timely information about the evaluation process available before the process begins.

19.5 EVALUATION PROCESS

The evaluation of any faculty member is a four-part process that involves a self-evaluation, trained faculty evaluator (for part-timers) and peer (required for full-timers and optional for part-timers) classroom observations, administrative evaluation, and a student evaluation report.

The following are general criteria that will be used in the evaluation:

- Expertise in subject matter or professional field.

- Effectiveness in carrying out duties in instruction, counseling, library, or enabling, as appropriate for the Unit Member's assignment.
Acceptance of professional responsibilities.

Effectiveness of communications with students and staff.

Professional/community activities including, but not limited to, faculty organizations and committees, professional organizations, community activities, advisor to student clubs or organizations.

19.5.1 Self-Evaluation: Professional Competence: all faculty will complete the appropriate Self Evaluation Form. Faculty members are expected to provide evidence of professional competence and teaching effectiveness. The following are general criteria that will be used in the self-evaluation:

- Demonstrates that instructional and non-instructional goals are evaluated for effectiveness.
- Incorporates results of student evaluation into instructional and non-instructional strategies.
- Demonstrates knowledge of current teaching or professional methods, materials, and trends in his/her field.
- Evaluates student learning outcomes to identify strengths and weaknesses and incorporates findings into modifying teaching or non-teaching strategies.
- Applies current and recent advances from the discipline into teaching and/or delivery services.
- Demonstrates continued professional growth.
- Contributes to the institution beyond teaching or delivery of professional services.
- Contributes to the community beyond teaching or delivery of professional services.

The District agrees to indemnify and holds harmless any faculty member against any and all claims arising out of any peer evaluation conducted under the provisions of this Article.

19.5.2 Peer Evaluation for Full-Time Faculty - The peer evaluator will make at least one class visit or visit to the main work setting for non-instructional faculty and provide a copy of the appropriate Observation Form to the faculty member. For their participation, a peer evaluator can accrue three (3) flex or co-curricular hours.

The second step of peer evaluation, which treats faculty participation in governance, will be carried out by the President of the GCFA and the Faculty Senate President. It is the responsibility of the President of GCFA and the President of the Faculty Senate to write a brief summary of activities that indicate participation in shared governance (college committees, screening committees, strategic planning).

The two evaluation reports completed by the GCFA and Faculty Senate President will be reviewed with the faculty member and placed in his/her personnel file.
19.5.3 Administrative Evaluation - The administrative member of the evaluation team will make one or more class visits and/or observation(s) appropriate to the faculty role which will be reviewed with the faculty member in a timely manner.

Any area of serious concern should be reviewed with the faculty member as soon as they are identified.

19.5.4 Student Evaluation - The student evaluation is the 4th component designed to provide all faculty with feedback to improve instruction or work duties.

19.5.4.1 All faculty will review with the students the purpose of the evaluation form, the questions and the value of personal written comments.

19.5.4.2 The faculty will stress that their feedback and comments will remain confidential. The faculty will leave the room before the students begin and all evaluations, including written comments, will be prepared in a printed, anonymous format.

19.5.4.3 After inviting questions and answering them, the faculty will assign a student to distribute the forms. The same student will collect all forms and return them in a sealed envelope to the Office of Instruction or the offsite manager.

19.5.4.4 It is recommended that the evaluations be completed during the last part of class and at least 15 minutes should be allowed.

19.5.4.5 To guarantee validity, the faculty must be sure that the students understand the process before leaving the room. Under no circumstances is the faculty to stay in the room or in the immediate area outside the room. The faculty cannot handle or return the completed forms and the student returning the forms will be required to verify the above with a signature when submitting the forms to the respective administrative office.

19.6 SUMMARY EVALUATION OF ALL FACULTY

The appropriate administrative summary form is used to develop a summary evaluation report and recommendation for continuation of faculty status. This recommendation shall be made solely by the responsible administrator and this report will be reviewed with the faculty member.

The following are general criteria that will be used in the evaluation of all faculty, as appropriate:

Acceptance of professional responsibilities and other faculty obligations.

Assists in maintaining cleanliness and orderliness of the classroom (or work setting) equipment.

Responds promptly to administrative requests and deadlines.

Utilizes a variety of teaching and non-teaching strategies and materials.
Develops and maintains collegial relationships and communicates effectively with members of college.

Applies current and recent advances from the discipline into teaching or primary work role.

Maintains appropriate records and reports.

Demonstrates continued professional growth through flex, co-curricular, and/or related activities.

Demonstrates a commitment to the college by participating in college governance.

The design of forms and questionnaires for faculty evaluation and tenure review will be created by the Staff Development Committee in cooperation with the Administration.

Non-substantive procedural errors shall not invalidate the evaluation or tenure recommendation unless the errors are prejudicial errors.

19.7 PART-TIME FACULTY

Part-time faculty shall be evaluated one (1) time in their first semester teaching at Gavilan, two (2) more times in the next (5) semesters and then minimally one (1) time every six (6) semesters following the process outlined in Article 16.4.2. Additional evaluations can be scheduled at the discretion of the District.

19.7.1 Evaluation team composition - the evaluation team for a part-time faculty member will consist of the supervising administrator and one (1) trained faculty evaluator.

The administrative member of the Evaluation Team, who is also responsible for seeing the process through to its conclusion, will be appointed by the Chief Instructional Officer.

The part-time faculty member being evaluated will be evaluated by the supervising administrator during the first semester of service. Thereafter, the faculty member being evaluated will select a trained faculty evaluator to carry out the evaluation.

The trained faculty evaluator shall be a member of GCFA. The faculty asked to do the observation may decline, at which point another trained faculty member will be chosen, or the administrator on the team may aid in selecting the trained faculty evaluator. Where the number of faculty within a discipline is small in number, the trained faculty evaluator may be selected from a discipline outside of the faculty member's area of expertise.

The PT faculty member being evaluated may select a colleague to carry out a peer evaluation. Where the number of faculty within a discipline is small in number, the peer evaluator may be selected from a discipline outside of the faculty member's area of expertise. The evaluating peer shall be a member of GCFA. The evaluating peer will make at least one (1) class visitation with a second (2nd) visitation being mandated at the request of the evaluatee or visit the main work setting for non-instructional faculty. The visitation(s) will be summarized in a written report and the peer will present and discuss the written report with the faculty member being evaluated. The faculty member has the option of placing this report in his/her personnel file. For their participation, peer evaluators can accrue three (3) flex and/or co-curricular hours.
19.7.1.1 Training for faculty evaluators and administrators will be offered annually within the first month of the fall semester. The district, academic senate, and GCFA representative(s) will co-design and offer the training. Flex and/or co-curricular hours can be awarded at the discretion of the trained faculty evaluator with prior approval from the supervising administrator for this training.

The trained faculty evaluator will be paid $100.00 per completed observation form. In lieu of compensation, three (3) flex and/or co-curricular hours can be awarded at the discretion of the trained faculty evaluator with prior approval of the supervising administrator.

19.7.2 EVALUATION PROCESS FOR PART-TIME FACULTY

For part-time faculty, notice of pending routine evaluation will be within the first two weeks of the semester. Non-routine evaluations may be performed at the discretion of the supervising administrator.

The trained faculty evaluator will make at least one (1) class observation with a second (2nd) observation being mandated at the request of the evaluatee or supervising administrator. If concerns are raised, the supervising administrator and part-time faculty member will meet to discuss the concerns and create a remediation plan.

19.7.2.1 The trained faculty evaluator and administrator will each schedule a post-observation meeting with the evaluatee. The TFE will discuss with the evaluatee the results of the observation and overall classroom performance, as certified on the cover sheet. An administrative evaluation summary, prepared by the supervising administrator, will be included as part of the final evaluation package after the TFE has met with the evaluatee. The final evaluation packet will include the cover sheet, classroom observation, self-evaluation, student evaluation summaries, and the administrative summary, will become part of the evaluatee’s permanent personnel file.

19.7.3 HOLD HARMLESS

The District agrees to indemnify and hold harmless any faculty member against any and all claims arising out of any evaluation conducted under the provisions of this Article.

19.7.4 REMEDIATION AND TIMELINE

Any areas of serious concern in the final evaluation report (i.e. cover sheet, trained faculty evaluator observation form, self-evaluation, student evaluation and administrative evaluation) will be reviewed with the faculty member and the supervising administrator as soon as they are identified. When remediation is required, as evidenced in the evaluation report, a remediation plan will be developed by the evaluatee and administrator outlining specific performance improvement objectives, timelines, and subsequent classroom observations.

Part-time faculty whose performance is deemed unsatisfactory upon the first evaluation, may or may not, at the discretion of the supervising administrator, be offered a subsequent course-load assignment and/or a remediation plan for an upcoming semester.
Continuing part-time faculty whose evaluation is deemed unsatisfactory shall work with the supervising administrator to develop a clear remediation plan with specific, reasonable goals, activities and timelines.

Remediation Plan activities may include attending workshops or conferences on academic discipline material or on teaching and learning, observing other faculty members' classes, additional student observations, working with faculty or administrative mentors, and inviting further observations of his/her classes. Individual remediation activities will not be paid for using District funds or any paid time with the exception of flex time.

Administrators may conduct additional, non-routine, evaluations as necessary, particularly to support a faculty member who is implementing a remediation plan.

Remediation timelines shall be limited to one or two semesters and be followed up by re-evaluation in the following semester. Timelines shall include follow-up meetings with the supervising administrator to discuss progress towards stated goals. Written administrative appraisals of its implementation shall become part of the evaluatee's personnel file. If a part-time faculty member receives two consecutive negative evaluations despite remediation, this will be grounds for the District's ceasing to offer assignments to that faculty member.

19.7.5 APPEALS PROCESS

Part time faculty being evaluated shall have access to all materials used to make a given evaluation. They shall have the right to respond to any evaluator's written materials or verbal statements in writing, and to have their responses included in the record of evaluation.
### Section 1: Part-Time Faculty (Evaluatee/Evaluator Info)

**Evaluatee Name:**

**Course Observed:**

**Trained Faculty Evaluator Name:**

**Semester:**

**Class Location:**

**Date Observed:**

---

**I recommend the supervising administrator follow up with additional observation**

- [ ] Yes
- [ ] No

**Attached Forms in Support of Evaluation:**

- [ ] Administrative Evaluation of Faculty
- [ ] Self Evaluation
- [ ] Student Evaluation Report
- [ ] Observation of Faculty*

*As per faculty contract section 19.7, evaluatees who have been observed by trained faculty evaluators may opt to not attach the Observation of Faculty form.

---

### Section 2: Acknowledgements

We acknowledge receipt of forms and completion of evaluation process.

**Printed Name of Evaluatee**

**Signature of Evaluatee**

**Date**

---

**Printed Name of Supervising Administrator**

**Signature of Supervising Administrator**

**Date**
ARTICLE 22

WORKLOAD

22.1 Workload and hours policies shall be maintained consistent with current Contract requirements, except as provided below.

22.2 Full-time faculty shall schedule, post and maintain a minimum of five (5) office hours per week to confer with students, four (4) hours on campus on the instructor’s class days, and one (1) hour to be arranged, with the prior approval of the immediate dean/administrator. Faculty members who teach less than full-time shall hold the proportionate amount of full-time faculty office hours. Online instructors shall post office hours and maintain their online office hours in proportion to their online workload.

All faculty shall take attendance verified against current rosters for at least First and Final Census, minimally, to ensure that students are properly enrolled. All faculty teaching direct contact hours classes should take regular attendance as instructed by their supervising Dean.

22.3 TEACHING LOAD

22.3.1 The normal full-time teaching load shall be mutually determined by the Administration, Department Chairperson and faculty member using fifteen (15) lecture equivalency hours plus or minus one (1) lecture equivalent hour (LEH).

22.3.2 Each course in the College curriculum will carry a load percentage carried to two (2) decimal places. The load percentage for each course is derived through the application of the following formula:

\[
\text{Course Load} = \frac{\text{Course Lecture Hours} + (\text{Lab Equivalency Factor} \times \text{Course Lab Hours})}{\text{Course Load}}
\]

22.3.3 Where:

22.3.3.1 Course lecture and lab hours are established by the District.

22.3.3.2 The lecture equivalency factors of .65, .70, .75 are assigned to each course having laboratory hours, except that coaching lecture equivalency factors range from .40 to .60 as shown in Appendix G. In addition, the lecture equivalency factor for the non-credit instructional lecture/lab rate per hour will be .60.

22.3.4 New courses containing laboratory hours presented to the Curriculum Committee will have laboratory equivalency factor recommended by the Curriculum Committee and Administration and authorized by the Board of Trustees.

22.3.5 The combined weekly teaching hours consisting of lecture and laboratory activities for full-time Unit Members teaching in the Cosmetology, Computer Graphics and Design, and the Administration of Justice programs shall range between fifteen (15) and twenty five (25) hours per week. Specific weekly teaching hours each semester will be determined as a result of consultation between faculty members of the programs involved, the Department Chair, and the Administration using the normal teaching load (14-16 LEH) as a base.
22.3.6 Determinations regarding combinations of courses for full-time faculty falling within the 14-16 LEH will be determined through consultation between faculty members of the programs involved, the Department Chair, and the Administration.

22.4 OVERLOADS AND UNDERLOADS

22.4.1 An overload occurs only when a load is greater than sixteen (16) lecture equivalency hours. An underload occurs only when a load is less than fourteen (14) lecture equivalency hours.

22.4.2 Once an overload or underload has been determined, all adjustment computations will be based on a fifteen (15) LEH base as illustrated below.

A. Full-time faculty member X teaches 18 LEH. Being over 16 LEH, this is an overload.

   Thus, 18 LEH - 15 LEH (base) = 3 LEH

   The District owes full-time faculty member X a 3 LEH adjustment.

B. Full-time faculty member Y teaches 12 LEH. Being under 14 LEH, this is an underload.

   Thus, 15 LEH (base) - 12 LEH = 3 LEH

   Full-time faculty member Y owes the District a 3 LEH adjustment.

22.4.3 Overloads and underloads for full-time faculty will be adjusted no later than two (2) semesters following the semester in which they occurred and in accordance with the provisions of Section 22.3.1 of this Article. Alternatively, by mutual agreement, overload may be compensated per Article XXV.

22.4.4 Special assignments may be given in lieu of teaching units as adjustments for underloads. These will be done in accordance with the provisions of Section 22.3.1 of this Article.

22.4.5 Class cancellations which create overloads or underloads for full-time faculty shall be made only following consultation with the faculty member, Department Chair, and Administration.

22.4.6 A faculty member who has a weekly student contact hour (WSCH) load of over 700, will not:

   - have classes cancelled for low enrollment down to eight (8) students
   - have a teaching underload due to course cancellation if the faculty member's load does not drop below twelve (12) LEH

22.5 Librarian and Counselor workload (see Appendix C).
ARTICLE 25
OTHER DUTY AND COMPENSATION

25.1 ADDITIONAL DUTY (Extra Duty) - The District and the Association agree that the following process will be followed when establishing an extra duty assignment. No faculty member(s) working on a stipend or reassigned basis shall assume supervisory responsibilities for other personnel.

By mutual agreement between the Unit Member and a District Administrator, the member may select to work days and hours beyond the prescribed Appendix H calendar, and/or beyond their regular faculty assignment.

25.1.1 When the District determines the need for an extra duty assignment, GCFA will be notified of the scope of and compensation for the assignment.

25.1.2 It shall be the joint responsibility of the District and the Association to notify faculty of the availability of an assignment and the opportunity to apply. An application time-line will be stipulated.

25.1.3 Interested faculty must apply in writing to the designated supervising administrator within the stipulated time-line.

25.1.4 The supervising administrator shall select a faculty member from the applicants and notify the Association of the selection.

25.1.5 Monetary compensation shall be paid as a stipend and shall be a flat sum amount. Unless otherwise stated, stipends shall be paid in two (2) installments in December and May.

25.1.5.1 Unless already specified in the Contract as a listed dollar amount, the monetary compensation shall be established by the Administration.

Only where appropriate, the dollar amount shall be arrived at in consideration of the approximate hours required for the assignment and at a pay level equal to that designated as the Additional Duly Rate in the Overload Pay Schedule (Appendix A).

GCFA shall be notified of the assigned compensation.

25.2 RELEASE TIME (Alternative Faculty Assignment) - By mutual agreement between the Unit Member and a District Administrator, the member may elect to work days and hours in lieu of their regular faculty assignment, or a portion thereof. Some release time assignments are ongoing in nature and maybe specific to a particular discipline and/or an externally imposed regulation.

25.2.1 Except for Department Chairs determination, selection and notification shall be conducted as delineated above (Sections 25.1.1 through 25.1.4).

25.2.2 The amount of FT load designated for the alternative assignment shall be determined by the Administration in consideration of the approximate hours required, and commensurate with regular faculty load parameters (i.e., lecture/lab ratios, hours of counseling).

The Association and Academic Senate President(s) each will receive forty percent (40%) of release time per term. When necessary, the percent will be rounded off to the nearest whole number.
25.2.3 The District will provide three 0.20% FTE Faculty Development Liaison positions to support instructional improvement efforts to include emphasis on accreditation standards, mentoring and professional development.

25.3 STIPENDS (Established Assignments) - Some extra duty assignments are ongoing in nature and may be specific to a particular discipline and/or externally imposed regulations. The list of specific assignments may be added to, modified, or deleted as mutually agreed by the District and the Association.

25.3.1 Department Chairpersons (See Article 29)

25.3.2 Coaching Pay Schedule

25.3.2.1 Full-time faculty who coach a sport as part of their regular load shall receive, as additional remuneration, a stipend as listed below.

25.3.2.2 Full-time faculty who coach a sport as an overload, and part-time faculty who coach shall receive a stipend as listed below in addition to the appropriate overload/part-time pay.

<table>
<thead>
<tr>
<th>TITLE</th>
<th>STIPEND</th>
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<tbody>
<tr>
<td>A. Head Coach</td>
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</tr>
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<td>(All Sports)</td>
<td></td>
</tr>
<tr>
<td>B. Assistant Coach</td>
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<tr>
<td>(All Sports)</td>
<td></td>
</tr>
</tbody>
</table>

Assistant coaches shall receive a stipend as listed above. In certain cases, without changing the total amount of funds, stipend amounts may be adjusted based on specific job descriptions with corresponding duties and responsibilities.

25.3.2.3 Coaching remuneration will be divided into equal monthly payments, as determined by the number of months in each sport's season.

25.3.2.4 Should a sport be canceled due to low enrollment, no compensation will be given. The resulting underload will be adjusted per Article 22.4.

25.3.2.5 The number and type of sports offered and the number of coaches and assistant coaches is at the discretion of the District.

25.3.3 Designated leads of the following programs with externally imposed regulations requiring frequent, detailed reporting to the external agencies:

<table>
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<tr>
<th>PROGRAM</th>
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<tbody>
<tr>
<td>A. Aviation</td>
<td>$2,735.21</td>
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<td>B. Cosmetology</td>
<td>$2,735.21</td>
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<tr>
<td>C. Department Chair Stipends - For Department</td>
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</table>
Chair Stipends, refer to Article 29.5.

25.3.4 Mutually agreed to assignments which require frequent and consistent time demands and responsibilities in excess of what would be considered reasonable and normal expectations of a faculty member's out-of-class responsibilities and L.E.H. load.

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<tr>
<td>B. Drama Advisor</td>
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<td>C. ASGC Advisor</td>
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<td>D. Head Librarian</td>
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<td>E. Study Abroad Faculty*</td>
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*Study Abroad Faculty stipend is a total of $9,800. If more than one faculty member travels with the class the amount will be divided.

25.3.5 The District will provide $2,229.58 in stipends to each of the GCFA's four (4) designated negotiating team members. The GCFA grievance officer shall receive a $2,229.58 stipend each academic year. Such stipends shall be compensation in lieu of release time for grievance processing and negotiation activities.

25.4 OVERLOAD

By mutual agreement between the Unit Member and the appropriate District Administrator, the Unit Member may instruct additional days and/or hours beyond the prescribed Appendix G calendar.

By mutual agreement this overload may be adjusted per Article 22 or the overload may be compensated per the Overload Pay Schedule (Appendix A).

25.5 MEETINGS

By mutual agreement between the Unit Member and a District Administrator, the member may elect to attend meetings beyond the days prescribed in Appendix G calendar. If compensation is agreed to it shall be paid at the Meeting Rate specified in the Overload Pay Schedule (Appendix A) or as a stipend.
ARTICLE 30

RETIREE BENEFITS

30.1 FRINGE BENEFITS FOR RETIRED EMPLOYEES

Full-time retirees will receive the benefits package available to full-time Unit Members retiring after June 30, 1980, who have served the District full-time for ten (10) or more consecutive years immediately prior to their retirement. Benefits will be provided until age sixty-five (65), or earlier if the full-time Unit Member accepts Medicare benefits.

Full-time retirees will receive the same benefit package as that provided to active full-time employees in the year in which they retire.

Full-time Members who have served the District full-time for ten (10) or more consecutive years immediately prior to their retirement, and who retire after December 31, 2003, may continue on the health benefit plans they have upon retirement until age 65 (or earlier if receiving Medicare benefits). They will pay 100% of all increases in the costs of their health benefits. In addition, those on a higher cost PPO will pay 100% of the difference between the highest cost fully-funded plan and higher cost PPO. The difference will be between the same like plans.

30.2 MEDICARE

Medicare, Full-time Member premiums to be paid by Full-time Member and District premiums to be paid by District, shall be implemented effective December 1, 1991; i.e., premiums shall first be paid commencing with the month of December, 1991.

30.3 Other District policies on retiree benefits will be maintained, including retiree access to health benefits plans in accordance with the California Ed code.

When a Unit Member retires, they will receive the retirement benefits and options in effect in the Contract for the year of their retirement.
## APPENDIX F

### LECTURE EQUIVALENCY HOURS (LEH) ATHLETICS

LEH will be awarded using the following scale per term.

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<td>Men's Basketball</td>
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<td>Women's Basketball</td>
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<td>Tennis</td>
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<td>Golf</td>
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<td>Swimming</td>
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### District Calendar

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<th>September 2016</th>
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<td>S M T W T F S</td>
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### Winter InterSession - 17 days

| January 3 | First Day of Instruction |
| January 5 | First Day of Instruction |
| January 6 | First Day of Classes |
| January 16 | Holiday (Martin Luther King) |

### Spring 2017 - 84 days

| January 12 | Aviation First Day of Instruction |
| January 26 | Part-Time Faculty Orientation (Evening) |
| January 27 | Flex Day (Mandated) |
| January 30 | First Day of Instruction |
| February 13 | First Census |
| February 17, 20 | Holidays (Presidents' Day) |
| April 3-9 | Spring Instructional Break |
| May 22-26 | Final Exams |
| May 26 | Last Day of Semester |
| May 26 | Graduation |
| May 29 | Holiday (Memorial Day) |

### Summer 2017 - 29 days

| June 19 | First Day of Instruction |
| July 4 | Holiday (Independence Day) |
| July 28 | Last Day of Instruction |

### Events

- **Staff Development Day**
- **Instructional Saturday**
- **Faculty Orientation**
- **Instructional Break**
- **Spring Instructional Break**
- **Holiday (Campus Closed)**
- **Christmas/New Year Break (Limited Serv)**
Full-Time Faculty Salary Schedule
FY 2015 - 2016
Effective July 1, 2015

2% COLA over FY 2014 - 2015
Doctoral Stipend Included in TRACK V

<table>
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<tr>
<th>Step</th>
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Initial placement above step 6 requires administrative approval. Doctorate stipend of $3,255 added to each cell in Track IV to determine corresponding cell in Track V.

Revised doctoral stipend amount 2/26/16
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CREDIT PART-TIME FACULTY SALARY SCHEDULE
FY 2015-2016
Effective July 1, 2015
Includes 2% COLA over FY 2014-2015

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NON CREDIT PART-TIME FACULTY SALARY SCHEDULE
FY 2015-2016
Effective July 1, 2015
Includes 2% COLA over FY 2014-2015

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Gavilan Joint Community College District
Governing Board Agenda

March 8, 2016

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

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

Resolution: BE IT RESOLVED,
Information Only
Action Item

Proposal:
That the Board of Trustees accept the jointly developed initial "sunshine" proposal between the District and the Gavilan College Faculty Association (GCFA).

Background:
Attached is a copy of the Public Presentation of Initial Proposal between the District and GCFA.

California Government Code Section 3547 requires that prior to commencing negotiations, all initial proposals be presented at a public meeting. The District and GCFA are ready to start negotiations for FY 2016-17 with the first step in the process being agreement on a jointly developed initial "sunshine" proposal.

Budgetary Implications:
To be determined.

Follow Up/Outcome:
Commence negotiations.

Recommended By: Ron Hannon, Dean, Department of Kinesiology & Athletics

Prepared By: Ron Hannon, Dean, Department of Kinesiology & Athletics

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
AND
GAVILAN COLLEGE FACULTY ASSOCIATION (GCFA)
NEGOTIATIONS FOR THE 2016-17 SCHOOL YEAR

SUNSHINE AGREEMENT
March 2016

Whereas the Gavilan Joint Community College District and the Gavilan College Faculty Association (GCFA) have committed to interest-based bargaining principles in the conduct of their labor negotiations, both parties have jointly developed the following initial proposals for upcoming labor negotiations:

1. Both parties are interested in negotiating a satisfactory compensation package (salary) for the 2016-17 academic year for GCFA unit members, taking into consideration the current State budget and its effects on the College.

2. The Association is interested in negotiating the following:
   a. Article 16: Appointment of Faculty

3. The District is interested in negotiating the following:
   a. Article 29: Department Chairperson
   b. Article 30: Retiree Benefits

4. Both parties, by mutual agreement, are interested in negotiating the following:
   a. Article 27: Employee Benefits
   b. Appendix H: Academic Calendar 2017-18
   c. Article 25: Other Duty and Compensation

Ken Wagman 3/1/16
GCFA President

Ron Hannon 3/2/16
Dean, Kinesiology & Athletics
SUBJECT: Ratification of CSEA Tentative Agreement

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:
That the Board of Trustees take action on the Tentative Agreement between the District and the Classified School Employees Association (CSEA).

Background:
The District and CSEA Negotiating Teams have concluded negotiations for FY 2015-16. CSEA membership voted to accept the Tentative Agreement (attached) on February 24, 2016.

The following items are included in the Tentative Agreement:
- Two percent (2%) salary increase
- Clarification of Campus Security Officer response requirements

Budgetary Implications:
Estimated cost of $105,600 funds was included in the Budget for FY 2015-2016 to support these changes.

Follow Up/Outcome:
Upon approval, staff will implement the changes.

Recommended By: Eric Ramones, Director of Human Resources

Prepared By: Eric Ramones, Director of Human Resources

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

Tentative Agreement 2015-2016
February 5, 2016

Gavilan Community College District ("District") and California School Employees Association, Chapter #270 ("CSEA") agree to the following:

1. The parties agree to modify Article 23, Section 23.1 "Term of Agreement" as follows:

   "This Agreement shall remain in full force and effect from July 1, 2015 up to and including June 30, 2018. Thereafter, it shall continue in effect automatically until ratification of a binding written agreement by the parties which supersedes this Agreement."

The first paragraph of section 23.2 will be changed to, "For 2016-17 Negotiations, the openers shall be two articles of each party’s choosing and Article 8 Compensation and Benefits.” The remaining parts of section 23.2 shall remain the same.

2. The parties agree to a two percent (2%) salary increase effective July 1, 2015 which modifies the existing salary schedule (Appendix A). This is the same increase offered to all employees.

3. The parties agree to modify Article 3.5, changing the title “Job Steward” to “Union Steward.”

4. The parties agree to add Article 10, Section 2.4 “Campus Security employees will be accessible to respond to campus emergency situations any time during their scheduled work shift.”

5. These changes will be effective upon ratification by CSEA Chapter 270 and the Governing Board of Trustees of Gavilan College.

6. This Tentative Agreement concludes negotiations for the 2015-2016 year.

For CSEA:

[Signature]
Diana R. Seelig

[Signature]
Bennis J. Donovan

For District:

[Signature]
Elmor Carter

[Signature]
Donald J. Girard

CSEA Tentative Agreement – 2/5/2016
GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
Classified Employee Monthly Salary Schedule FY 2015-16
2% COLA over FY 2014-15
Effective July 1, 2015
Monthly values based on 40 Hours per week @ 1.0 FTE
Monthly values calculated from annual / 12 months

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**LONGEVITY STEPS**
A maximum of three (3) longevity steps may be accumulated: one at the tenth (10th) year, one at the fifteenth (15th) year, and one at the twentieth (20th) year. Compensation for longevity will be as follows:

- Upon completion of the ninth (9th) year of service with the District, $50.00 per month will added to the employee's existing salary.
- Upon completion of the fourteenth (14th) year of service with the District, $100.00 per month will added to the employee's existing salary for a total longevity step of $150.00
- Upon completion of the nineteenth (19th) year of service with the District, $200.00 per month will added to the employee's existing salary for a total longevity step of $350.00
Consent Agenda Item No. 
Information/Staff Reports No. 
Discussion Item No. 
Old Business Agenda Item No. III.2 (f)

SUBJECT: Approval of an agreement with Live Oak Associates, Inc. to prepare a CEQA Categorical Exemption for Gavilan College Athletic Fields Renovations Project

Proposal: That the Board of Trustees approves this service agreement with Live Oak Associates, Inc. for an amount not to exceed $8,176 to prepare a CEQA Categorical Exemption for the Gavilan Athletic Fields Renovations Project.

Background: The project appears to qualify for a Class 2 Categorical Exemption under the existing CEQA, in that the project will include the replacement or reconstruction of existing structures and facilities of existing sports fields. District wishes to contract with Live Oak Associates, Inc. for the CEQA related services required on this project.

Budgetary Implications: Effective use of Measure E Bond Program Funds.

Follow Up/Outcome: Process agreement after Board approval.

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

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

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
SUBJECT: Approval of an agreement with Consolidated Engineering Laboratories for the Coyote Valley Educational Center, Increment #1

Resolution: BE IT RESOLVED,

Information Only

X Action Item

Proposal:
That the Board of Trustees approves this service agreement with Consolidated Engineering Laboratories for an amount not to exceed $4,674 to review concrete cylinders for compression testing for the concrete site pad on slab grade at the Coyote Valley Educational Center site. This service is suggested by the Civil Engineer of the project to ensure that the proper Testing will be as per American Society for Testing and Materials (ASTM) A615.

Background:
The District entered into an agreement with Consolidated Engineering Laboratories. Their Inspector will be on-site to perform casting of (4 x 8) concrete cylinders for compressing testing at a frequency of five cylinders for every 150 cubic yards placed based on approximately 100,000 square feet of 5 inch slab on grade. The District wishes to contract Consolidated Engineering Laboratories for the services required on this project.

Budgetary Implications:
Effective use of Measure E Bond Program Funds.

Follow Up/Outcome:
Process agreement after Board approval.

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

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

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
 Subjects: Approval of an agreement with Live Oak Associates, Inc. to prepare an Incidental Take Permit and related analyses required for the build out of Coyote Valley Phase II

Proposal:
That the Board of Trustees approves a service agreement with Live Oak Associates, Inc. for an amount not to exceed $27,500 to prepare "take" permits for the buildout of Coyote Valley Phase II from the US Fish and Wildlife Service and from the California Department of Fish and Wildlife (CDFW), and to prepare a PAR (Public Record Analysis) for planning purposes on what the endowments will likely cost for the lands being preserved at Mariposa Peak for this project.

Background:
Phase 1 for the Coyote Valley Educational Center project includes five modular buildings on 55 acres at 560 Bailey Road in Coyote Valley. An Environmental Impact Report was completed in 2008, and the Participating Special Entity Application for inclusion into the Habitat Conservation Plan (HCP) was approved by the Santa Clara Valley Habitat Agency in May 2015.

The District was advised in a letter dated January 14, 2016 from CDFW that instead of receiving further take authorization under the HCP for Coyote Valley Phase II, future development of that site will require a new Incidental Take Permit application to address the habitat mitigation for impacts of Phase II on endangered or protected species, including the Tiger Salamander. By the time of this meeting, the district will have finalized a purchase agreement with Mariposa Peak, LLC for an open space/conservation easement at Mariposa Peak Ranch to satisfy this requirement.

District wishes to contract with Live Oak Associates, Inc. to prepare the required "take" permits, and to prepare a Public Record Analysis for planning purposes on what the endowments will likely cost for the lands being preserved at Mariposa Peak for this project.

Budgetary Implications:
Effective use of Measure E Bond Program Funds.
Follow Up/Outcome:
Process agreement after Board approval.

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

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

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
SUBJECT: Agreement with Cornerstone Earth Group for required geotechnical engineering investigation and testing services for the Gavilan College Student Center Seismic Upgrade Project

Proposal:
That the Board of Trustees approves this service agreement with Cornerstone Earth Group for required geotechnical engineering investigation and testing services for the Gavilan College Student Center Seismic Upgrade Project.

Background:
The Gavilan College Student Center Seismic Upgrade Project will consist of constructing a new seismic X-braced frame and foundation on the eastern wall of the northeastern corner of the existing Student Center building, and further securing the roof to the building. Geotechnical investigation is required before the project is constructed to test soil conditions. District wishes to contract with Cornerstone Earth Group for special services as the GOR for this project.

Agreement for Independent Contractor Services for Gavilan College Student Center Seismic Upgrade Project:
- Service fees for time and materials not to exceed $8,800.

Budgetary Implications:
Efficient use of state Scheduled Maintenance Funds.

Follow Up/Outcome:
Process agreement after Board approval.

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

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

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
SUBJECT: IBI Group Architecture and Planning Project Assignment Amendments

Proposal:
That the Board of Trustees approves IBI Group Architects and Planning Project Assignment Amendment (PAA) for the two (2) projects listed below.

Background:
On July 12, 2011, the Board ratified an On-Going Architectural Services Agreement with BFGC-IBI (now IBI Group) Architecture and Planning. The Architectural Services Agreement stipulates that for each individual district project, a separate PAA will be established.

PAA1 for Gavilan Aviation Relocation to San Martin (South County) Airport: Increase fees by $8,600
On March 10, 2015 the Board approved a PAA with IBI for $229,000 to provide basic services to prepare preliminary plans, working drawings, DSA approval, Bidding and Construction Support services for this project. On January 12, 2016 the board approved the lowest responsible and responsive bid from Seward L. Schreder Construction, Inc. in the amount of $2,900,800, which exceeded the budget for the project. Since other potential bidders were close to that amount, the district accepted the bid, and value engineered the project down to create $155,000 in savings.

As a result of that value engineering, IBI completed the following additional tasks, which resulted in the proposed $8,600 increase in their architectural, civil and electrical engineering fees:

- Delete the permanent concrete foundations for the portable buildings. Revise the concrete walk to accommodate the drop in pad elevation and incorporate a continuous perimeter vent.
- Revise the Grading Plan for shimming the portable buildings off a level aggregate pad and set flush with the top of walk.
- Modify the storm drain system to add drains under the portable buildings.
- Revise the Fire Alarm Riser Diagram and revise calculations for deleted devices.
• Revise plumbing plan for removal of sink in the Computer Area.
• Issue CCD including sketches for DSA approval.
• Results in an increased fee of $8,600 from $229,000 to $237,600.

**PAA2 for 2016 Year 3 Prop 39 Energy Retrofit Projects: $20,000**

- Scope of work includes replacement of two 15+ year old Chillers in the Health Occupations Building and Theater that are non-functional and/or beyond their useful life.
- Basic services include consultation, design, construction documents, and construction administration coordination with District's consultants NAM, equipment vendors.
- Basic service fees $20,000 from Proposition 39 funds.

**Budgetary Implications:**
The efficient use of Measure E Bond Program and state Proposition 39 Energy Efficiency funds.

**Follow Up/Outcome:**
Process the agreements.

**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