

5055 Santa Teresa Blvd., Gilroy, CA 95020

www.gavilan.edu

(408) 848-4800

Dr. Kathleen A. Rose, Superintendent/President

GAVILAN JOINT COMMUNITY COLLEGE DISTRICT REGULAR MEETING, BOARD OF TRUSTEES Tuesday, October 11, 2016

CLOSED SESSION – 6:00 p.m. OPEN SESSION – 7:00 p.m. 5055 Santa Teresa Boulevard, Gilroy, CA 95020 T.J. Owens Early College Academy, Multi-Purpose Building

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:

1. CONFERENCE WITH LABOR NEGOTIATORS - Closed Session Pursuant to Government Code

Section 54957.6

Agency Negotiator: Dr. Kathleen Rose

Employee Organization: Unrepresented Employees

2. CONFERENCE WITH LABOR NEGOTIATORS - Closed Session Pursuant to Government Code

Section 54957.6

Agency Negotiators: Dr. Kathleen Rose/Ron Hannon

Employee Organization: GCFA

3. CONFERENCE WITH LABOR NEGOTIATORS - Closed Session Pursuant to Government Code

Section 54957.6

Agency Negotiators: Dr. Kathleen Rose/Eric Ramones

Employee Organization: CSEA

4. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

Significant exposure to litigation pursuant to Section 54956.9(b):

One case

5. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION

Significant exposure to litigation pursuant to Section 54956.9(b):

One case: #16-CV-2493-NC

II. OPEN SESSION 7:00 p.m.

Call to Order

Board of Trustees: Tom Breen Laura A. Perry, Esq. Kent Child Walt Glines Mark Dover Lois Locci, Ed.D. Jonathan Brusco Iris Cueto

- 2. Roll Call
- 3. Pledge of Allegiance
- 4. Report of Any Action Taken in Closed Session
- 5. Approval of Agenda
- 6. Consent Agenda
 - (a) Regular Meeting of the Board of Trustees minutes, September 13, 2016 and Board of Trustees Self-Evaluation Committee minutes, September 12, 2016
 - (b) Personnel Actions
 - (c) Warrants and electronic transfers drawn on District Funds
 - (d) Payroll Warrants drawn on District Funds
 - (e) Purchase Order Ratification
 - (f) Ratification of Agreements
 - (g) Monthly Financial Report
- 7. Comments from the Public This is a time for the public to address the Board (a max. of 3 minutes allotted to each speaker)
- 8. Recognitions
 - (a) Gilroy Community Spirit Award Presentations
 - (b) Recognition of the Employees of the Month
- 9. Officers' Reports
 - (a) Vice Presidents
 - (b) College President
 - (c) Academic Senate
 - (d) Professional Support Staff
 - (e) Student Representative
 - (f) Board Member Comments
 - (g) Board President
- 10. Board Committee Reports
- 11. Information/Staff Reports
 - (a) Gilroy Early College Academy (GECA) Update
 - (b) Harvard Experience
 - (c) 2015-2016 Institutional Effectiveness Committee (IEC) Report
 - (d) ACCJC Substantive Change Proposal, Aviation Maintenance Technology Program
 - (e) Review edits to Board Policy and Administrative Procedures 3280, Grants

III. ACTION ITEMS

- 1. Old Business
 - (a) Educational Master Plan
 - (b) Board of Trustees Regular Meeting Schedule Revision
- 2. New Business
 - (a) Curriculum
 - (b) EOPS/CalWORKs/CARE Advisory Committee
 - (c) Career Technical Education Advisory Boards
 - (d) California Early Childhood Mentor Program
 - (e) IBI Group Architecture and Planning Project Assignment Amendment Augmentations
 - (f) Approve Changes to the Current Compensation Package for the District Unrepresented Employees
 - (g) Consider and Accept Bids for the Gavilan College STEM Meadow Restoration Project
 - (h) Consider and Accept Bids for the Gavilan College Gym Roof Replacement

IV. CLOSING ITEMS

- 1. The next regularly scheduled Board meeting is November 8, 2016, Gavilan College, **Dr. TJ Owens Gilroy Early College Academy, Multi-Purpose Building**.
- 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.

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

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

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Dr. Kathleen A. Rose, Superintendent/President

GAVILAN JOINT COMMUNITY COLLEGE DISTRICT REGULAR MEETING, BOARD OF TRUSTEES Tuesday, September 13, 2016

DEDICATION CEREMONY – 4:00 – 5:30 p.m. 13021 Murphy Avenue, San Martin, CA San Martin Airport

CLOSED SESSION – 6:15 p.m. OPEN SESSION – 7:00 p.m. 5055 Santa Teresa Boulevard, Gilroy, CA 95020 North/South Lounge, Student Center Building

MINUTES

I. CLOSED SESSION - CALL TO ORDER 6:15 p.m.

Trustee Mark Dover called the meeting to order at 6:15 p.m.

1. Roll Call

Trustees Present: Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Lois Locci

Absent: Laura Perry

Dr. Kathleen Rose, Superintendent/President Kathleen Moberg, Vice President, Student Services Frederick E. Harris, Vice President, Administrative Services Eric Ramones, Director, Human Resources Ron Hannon, Dean of Kinesiology and Athletics Wade Ellis, Director, Business Services

- 2. Comments from the Public No comments.
- 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

Vice President Mark Dover 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, and Iris Cueto (student trustee)

Dr. Kathleen Rose, Superintendent/President Kathleen Moberg, Vice President, Student Services



Board of Trustees: Tom Breen Laura A. Perry, Esq. Kent Child Walt Glines

Mark Dover Lois Locci, Ed.D. Jonathan Brusco Iris Cueto Frederick E. Harris, Vice President, Administrative Services

Arturo Rosette, Academic Senate

Michele Cortez, Professional Staff

Nancy Bailey, Recorder

Others in Attendance: Wade Ellis, Denise Apuzzo, Randy Brown, Tarianna Perez, Mary McKenna, Rey Morales, Sherrean Carr, Steve Cushing, Hope Jukl, Omar Lopez, Eduardo Cervantes, Joe Jordan, Danielle Davenport, Rachel Perez, Eric Ramones, David Didenti, Ken Wagman, Priscilla Ahmed, Shawn Mulcare, Susan Sweeney, Sherrean Carr, Fran Lozano, Ron Hannon

3. Pledge of Allegiance

The Pledge of Allegiance was led by Walt Glines.

4. Report of any Action Taken in Closed Session

Mark Dover reported that no action was taken in closed session.

5. Approval of Agenda

MSC (W. Glines/J. Brusco) to add Item 11. H. "Substantive Change Proposal, Change of Location: Coyote Valley Site (Draft)".

Vote:

7 Ayes: Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Lois Locci, Walt Glines and Student Trustee Iris Cueto, advisory vote of aye to approve with modification.

0 Noes1 Absent: Laura Perry

6. Consent Agenda

- (a) Regular Meeting of the Board of Trustees minutes, August 9, 2016, Retirement Board minutes, August 9, 2016 and Committee of the Whole, Board Budget Workshop notes August 15, 2016
- (b) Personnel Actions
- (c) Warrants and electronic transfers drawn on District Funds
- (d) Payroll Warrants drawn on District Funds
- (e) Purchase Order Ratification
- (f) Ratification of Agreements
- (g) Measure E Bond Quarterly Financial Status Report as of June 30, 2016
- (h) Santa Clara Treasury Investment Portfolio Status as of June 30, 2016

MSC (K. Child/W. Glines) to include revisions in Personnel Actions (pages 1 of 5 and 2 of 9)

Vote:

7 Ayes: Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Lois Locci, Walt Glines and Student Trustee Iris Cueto, advisory vote of aye to approve with revised pages.

0 Noes

1 Absent: Laura Perry

2. Comments from the Public

<u>Danielle Davenport</u> – stated how impressed she was with the San Martin Aviation facility. She is a member of a wine growers board that have expressed in interested in a vintner program through Gavilan. She has also been asked if Gavilan would have the facilities to host an Additive Manufacturing program.

<u>Ken Wagman</u> – thanked those who attended the STEM summer internship presentation. As president of GCFA, he expressed a challenge they are facing in negotiations. He said the union is presenting options but responses and/or feedback are not forthcoming from the District. He said they are "stuck". Ken Wagman said that health benefit changes are a contentious issue among faculty. He said they remain hopeful and optimistic.

<u>Joe Jordan</u> – a new part time instructor for Gavilan has interest, experience, and ideas about solar energy use. He promoted having car charging stations at Gavilan.

3. Recognitions

(a) Jr. Rams Essay Writing Award
Brendan Tompkins who attends Charter School in Morgan Hill read his essay
about wanting to be a nanotechnology engineer.

(b) Recognition of the Employees of the Month

July, 2016 – Rocio De Reza was nominated for her excellent customer serve to students and being an excellent team player in her department and other departments. Kathleen Moberg said Rocio has a lovely upbeat personality that is appreciated.

August, 2016 – Ana Rocha was nominated for being an exemplary employee. Her welcoming personality is often the first face and voice for students in the noncredit program. Randy Brown said Ana is also a successful Gavilan student.

4. Officers' Reports

(a) Vice Presidents

<u>Fred Harris</u> – provided a handout on the status of Gavilan projects and reviewed them. He said the Coyote Valley project will be completed by January 1; the STEM meadow restoration project by March 2017; Student Center Retrofit by May 2017; and, various athletic and gymnasium projects by 2018. He said funds have been received from the lease revenue bonds. Fred Harris said the Deputy Sheriff will be on campus as of September 26.

Kathleen Moberg – announced that mental health professional Dr. Ramirez started coming to campus one day a week and has already seen several students. He will help identify the services that Gavilan students need in the upcoming semester. She said new student services' staff have been hired as retention specialists and are doing follow up work with students which is a service that couldn't be done before. The students receiving follow up are those that haven't completed their SSSP requirements, who are undecided, who are on academic probation, and are contacting students who are close to completing their degrees. Kathleen Moberg said they are hopeful this will be reflected by an increase in the number of students completing their degrees or certificates. She expressed her appreciation for the work of Admissions and Records and MIS during recent challenges brought on by Banner failures. EOPS has over 400 students this year and has a goal of 500 students by year end. Kathleen Moberg said she has received acknowledgments from transfer students for the help they received from their counselors in completing their transfer.

(b) College President

She thanked everyone for participating in the opening school events and also those who made changes to capture increased enrollment. She said current enrollment figures show an increase of 100 FTES. Kathleen Rose said conversations are taking

place on how to keep students coming and staying at Gavilan. She said the first open forum will take place on Thursday, September 21 during college hour. The dialog will be based on what is on the minds of attendees. She said the first president's newsletter went online and requested submissions for the October newsletter as a student, faculty member, and a department will be spotlighted.

Kathleen Rose said Gavilan does have challenges that can be resolved by working together. She said there is a lot in the future that we can look forward to with "growth" being the goal.

(c) Academic Senate

Arturo Rosette reported that Senate is recalibrating themselves on issues from last spring. They made the strengthening of the equity committee a high priority for this academic year. They are staffing committees with new leadership going forward. Arturo Rosette reported that Leslie Tenney is the chair of the Curriculum Committee and Denise Besson is the chair of the Professional Learning Committee. Also, two new liaison positions have been filled by Leah Halper in mentoring and Susan Turner in professional learning. Arturo Rosette said the senate is looking forward to and supports the efforts involved in updating the Educational Master Plan.

(d) Professional Support Staff

Michele Cortez reported that new CSEA staff members were introduced on Convocation Day. She said negotiations continue with the hope of ratifying their contract in the next few months. She said that all members have turned in their updated job descriptions as they enter the final phase of the classification study which has been in process for two years. CSEA members will meet on September 21.

(e) Student Representative

Iris Cueto said the first day of school was great and thanked students for their participation. She said Club Day is on September 15 and acknowledged Omar Lopez for his work. Iris Cueto noted how important it is to have student involvement. She attended the Student Trustee CCLC Convention and learned a lot.

(f) Board Member Comments

<u>Lois Locci</u> – attended the STEM presentations and met intern Analuisa DelAlba. Lois Locci encouraged her to compose an article for <u>benitolink.com</u>. The article was well received. Lois Locci reported on the LULAC event she attended in August.

Walt Glines – said it was time to start thinking and planning for a bond issue for November 2018. He said the first day of school felt exuberant. He was impressed with the new San Martin Aviation facility and noted that the 3 department faculty members are Gavilan graduates. Walt Glines said he attended Convocation Day along with Kent Child and Lois Locci. He felt a new spirit and acknowledged Dr. Rose. Walt Glines said the new website looks good. He recognized Mimi Arvizu for her upcoming retirement and said she will be hard to replace as she is so knowledgeable. Laura Perry and Walt Glines attended the athlete's welcome back barbeque and he thanked the department. He also acknowledged Facilities Director Jeff Gopp for his work during the recent power outage.

<u>Kent Child</u> – enjoyed convocation day with Dr. Rose's personal introduction. He said the staff response was very positive. He recently spent time with ceramic artists

including a past Gavilan student. He noted that the student artists present all had started their education at community colleges.

<u>Tom Breen</u> – spoke on behalf of the Board of Trustees at the San Martin Aviation facility opening.

<u>Jonathan Brusco</u> – congratulated the employees of the month and the Jr. Ram's essay winner. He was happy to see the fall semester start so well and the increase in enrollment figures. He is thrilled with the positive Gavilan press and said it speaks to Dr. Rose's outreach. Jonathan Brusco said the upcoming building projects are exciting and may lead to expansion of current programs and the creation of new ones. He liked the idea of a plug-in car charging station.

<u>Mark Dover</u> – thanked all the staff on the increase in enrollment. He likes the new website. Mark Dover thanked Fred Harris on the completion of the aviation facility and the progress on the Coyote Valley Site. He congratulated ASGC for their work in kicking-off the fall semester. He congratulated the athletes on their successes this month.

(g) Board President - no report

5. Board Committee Reports

Board Self-Evaluation Ad Hoc Committee - Kent Child will comment under agenda Item 11.C.

6. Information/Staff Reports

(a) Update on STEM Outdoor Projects

Mary McKenna and Rey Morales provided a brief history on the college's arboretum in 1966. To preserve and recognize the landscape they sought out funding and were included in the STEM grant funding for the Environmental Resource Center. Mary McKenna wrote an article in the <u>Pacific Horticulture</u> highlighting Gavilan campus with the photos taken by Jane Edberg. Rey Morales spoke about Native Garden project.

(b) Gavilan College Community Spirit Awards

Dr. Rose noted the correction to the Spirit Award presentation in Morgan Hill on October 6th. She also announced the recipients and provided background on each. The recipients are:

October 6 th at 7:30 a.m.	Morgan Hill Com. & C	ultural Center
GVA Café	Morgan Hill	Business
American Association of University Women		Organization
– Morgan Hill		
Roger Knopf		Individual
October 19th at 6:45 a.m.	Hilton Garden Inn	
Articulate Solutions	Gilroy	Business
Gavilan Community for a Better Downtown		Organization
Alice Sousa		Individual
October 26 th at 7:30 a.m.	Paine's Restaurant	
Paine's Restaurant	San Benito County	Business
Hollister Youth Alliance		Organization
Sandy Gabe		Individual

(c) Board of Trustees Self-Evaluation

Chair Kent Child reported on the September 12 Committee meeting. He said they had a good discussion about the current survey instrument and that it was time to look at reviewing the process in 2017. He said the end product of the self-evaluation process is to set goals for the upcoming year. Kent Child said there was discussion on the aligning the president's goals and the trustees' goals with the strategic plan. The committee agreed to use the current survey instrument for 2016 so that the self-evaluation can take place in November. Trustees should complete the survey by noon on September 29. Kent Child said the committee wanted to emphasize the value of providing comments along with the rating. The committee is also suggesting that new members rotate into the committee in December when assignments are made. A tentative date of October 18 was selected for the self-evaluation special board meeting.

(d) Community Education Fall 2016 Classes

Kathleen Rose thanked Sherrean Carr for her leadership in Contract and Community Education and welcomed Susan Sweeney who will be leading the department this semester. Susan Sweeney highlighted some courses including the continuation of water classes, the phlebotomy classes, and continuation of Work 2 Future program with the City of San Jose. She said they are reconnecting with industry partners and also with CTE.

(e) Educational Master Plan

Kathleen Rose said an updated Educational Master Plan is needed to guide the district in making decisions about growth, development and resource allocation in the next decade. She said dialogue will take place with the board members and at college forums, strategic planning, program planning cycle, and beyond. She said Cambridge West Partnership, a group of professional experts who have recently completed 17 similar Educational Master Plans at community colleges throughout the state, have been identified to assist Gavilan with this journey. Kathleen Rose said the agreement will be on the October agenda for board consideration.

Fred Harris said this is an exciting next chapter for the college and the community too. He said this will be a blueprint for many years to come and added that it is a requirement of Title V, ACCJC, and will aid in the state educational center approval process. Fred Harris said the completion of the Educational Master Plan will be beneficial for future bond proposals. He answered questions about the cost of the contract.

(f) Open Enrollment and Affiliated Health Benefit Information

Eric Ramones said during the open enrollment period, September 12 to October 7, benefited employees have the option to change their benefit plans. In an effort to educate Gavilan employees a benefit fair will be held on September 27 with plan representatives present. He said a consultant will also be available to meet with employees on an appointment basis to examine their plans individually. Eric Ramones said the goal is to help the district reduce costs with employees still maintaining their coverage. He answered questions from the trustees.

(g) Schedule of Information Reports to the Board of Trustees Kathleen Rose provided a list of information reports that are scheduled for the upcoming year.

(h) Substantive Change Proposal, Change of Location: Coyote Valley Site (Draft) Kathleen Rose acknowledged Steve Cushing, President at South Bay Regional Training Academy in attendance. She said the inclusion of this first draft document on the agenda is to provide the board with the opportunity to see the institutional process required by the ACCJC to move the JPA Academy to the Coyote Valley site. The nine college consortium makes this substantive change proposal an unusual process. Kathleen Rose said the change proposal tells the ACCJC that accredited programming will be offered at Gavilan College's Coyote Valley site. She said ACCJC needs information in advance of their subchange committee date of October 27 and they may need to do a site visit. She is currently waiting for ACCJC staff to be available to answer questions regarding this unusual situation. The final proposal will return to the trustees in either October or November. In answering questions from the trustees, Kathleen Rose said the appendices in the draft document will be modified.

III. ACTION ITEMS

- 1. Old Business
 - *(a) Public Hearing and Approval of the Final Budget FY 2016/17
 MSC (K. Child/T. Breen) to open the hearing on the Final Budget FY 2016/17
 Business Director Wade Ellis provided the trustees with changes from the approved Tentative Budget to the Final Budget. He reported that a loss of revenue of \$331,000 along with additional expenses resulted in a \$595,000 deficit. He said that a portion of the fund balance will be used in FY 2016/17. Wade Ellis explained that this is, in part, a result of the FY15/16 one time revenue. He said the stability status, due to low enrollment, was not expected but that staff are working hard to increase enrollment. Other factors include a savings in the vacant Vice President of Instruction position and the salary level of the new president. He said these savings help to offset increases in faculty step and track changes, contracts for the sheriff, security monitoring at the Coyote Valley site, and the health benefit consultant. A match was required for the Fresh Start program along with additional FTES purchased from the JPA.

MSC (K. Child/W. Glines) to close the public hearing.

MSC (J. Brusco/K. Child)

Vote:

7 Ayes: Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Lois Locci, Walt Glines and Student Trustee Iris Cueto, advisory vote of aye to approve

0 Noes

1 Absent: Laura Perry

2. New Business

(a) Expenditure Plan for FY 2016-2017 Proposition 30 Education Protection Act Funds MSC (W. Glines/J. Brusco)

Vote:

7 Ayes: Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Lois Locci, Walt Glines and Student Trustee Iris Cueto, advisory vote of aye to approve 0 Noes

1 Absent: Laura Perry

(b) Quarterly Financial Status Report, CCFS 311Q at June 30, 2016 MSC (W. Glines/L. Locci) Vote: 7 Ayes: Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Lois Locci, Walt Glines and Student Trustee Iris Cueto, advisory vote of aye to approve

0 Noes

1 Absent: Laura Perry

(c) Retiree Health Benefit Trust Contribution

MS (K. Child/J. Brusco)

<u>Discussion and comment</u> - Ken Wagman suggested that an amount lower than the recommended \$500,000 contribution be considered to help offset the budget deficit. He recognized the commitment of the board to fund the Retiree Health Benefit Trust. Wade Ellis added that the \$500,000 payment is from the FY15-16 funding and is the same as an annual payment in the current year just being made a year in advance. He said this is part of a plan to prepare for the future lease revenue bond payment.

Vote:

7 Ayes: Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Lois Locci, Walt Glines and Student Trustee Iris Cueto, advisory vote of aye to approve

0 Noes

1 Absent: Laura Perry

(d) Grant Sub-Agreement with Rancho Santiago Community College District for CTE Unlocked Funding and Technical Assistance Grant

MSC (T. Breen/J. Brusco)

Vote:

7 Ayes: Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Lois Locci, Walt Glines and Student Trustee Iris Cueto, advisory vote of aye to approve 0 Noes

1 Absent: Laura Perry

(e) Bay Area Shared Regional Information and Communications Technology (ICT) Lab Memorandum of Understanding

MSC (K. Child/W. Glines)

Vote:

7 Ayes: Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Lois Locci, Walt Glines and Student Trustee Iris Cueto, advisory vote of aye to approve

0 Noes

1 Absent: Laura Perry

(f) Child Development Training Consortium Agreement

MSC (T. Breen/J. Brusco)

Vote

7 Ayes: Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Lois Locci, Walt Glines and Student Trustee Iris Cueto, advisory vote of aye to approve

0 Noes

1 Absent: Laura Perry

(g) CTE Enhancement Fund Grant

MSC (K. Child/T. Breen)

Vote

7 Ayes: Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Lois Locci, Walt Glines and Student Trustee Iris Cueto, advisory vote of aye to approve 0 Noes

1 Absent: Laura Perry

(h) Miscellaneous Measure E Construction Agreements

MSC (W. Glines/T. Breen)

Vote:

7 Ayes: Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Lois Locci, Walt Glines and Student Trustee Iris Cueto, advisory vote of aye to approve

0 Noes

1 Absent: Laura Perry

(i) Gavilan College Aviation Maintenance Technology Program at San Martin Airport, Change Order #3

MSC (W. Glines/T. Breen)

Vote:

7 Ayes: Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Lois Locci, Walt Glines and Student Trustee Iris Cueto, advisory vote of aye to approve

0 Noes

1 Absent: Laura Perry

(j) Agreements for Demolition of CE500, CJ200, CJ300 and CJ400

MSC (W. Glines/L. Locci)

<u>Discussion</u> – Fred Harris noted that these agreements had been approved in the Consent Item 6(f), Ratification of Agreement's, as a duplication and with an incorrect figure for contract #1. He requested that this item III.2(j) be approved with the correct figure for "1. SGS Recycling Enterprises, Inc." of \$22,841.

Vote:

7 Ayes: Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Lois Locci, Walt Glines and Student Trustee Iris Cueto, advisory vote of aye to approve 0 Noes

1 Absent: Laura Perry

* (k) Resolution #1014: A Resolution in Support of Proposition 51, the Kindergarten through Community College Public Education Facilities Bond Act Of 2016 MSC (W. Glines/K. Child)

Vote:

7 Ayes: Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Lois Locci, Walt Glines and Student Trustee Iris Cueto, advisory vote of aye to approve 0 Noes

1 Absent: Laura Perry

(I) Keenan and Associates Agreement for Health Benefit Consultative Services MSC (T. Breen/J. Brusco)

Vote:

7 Ayes: Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Lois Locci, Walt Glines and Student Trustee Iris Cueto, advisory vote of aye to approve 0 Noes

1 Absent: Laura Perry

(m) Board of Trustees Regular Meeting Schedule Revision

MSC (T. Breen/L. Locci)

Vote:

7 Ayes: Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Lois Locci, Walt Glines and Student Trustee Iris Cueto, advisory vote of aye to approve 0 Noes

1 Absent: Laura Perry

IV. CLOSING ITEMS

- 1. The next regularly scheduled Board meeting is October 11, 2016, Gavilan College, Dr. TJ Owens Gilroy Early College Academy, Multi-Purpose Building.
- 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.

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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.

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

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

5055 Santa Teresa Boulevard, Gilroy, CA 95020

www.gavilan.edu

(408) 848-4800

Dr. Kathleen A. Rose, Superintendent/President

GAVILAN JOINT COMMUNITY COLLEGE DISTRICT Board of Trustees Self Evaluation Subcommittee

Monday, September 12, 2015 5055 Santa Teresa Boulevard, Gilroy, CA 95020 Student Center, North Lounge OPEN SESSION – 6:00 p.m.

Committee Members: Jonathan Brusco, Kent Child, and Walt Glines

MINUTES

- I. CALL TO ORDER 6:02 p.m.
 - 1. Roll Call

The meeting was called to order by Kent Child at 6:02 p.m. In attendance: Kent Child, Jonathan Brusco and Walt Glines Others in attendance: Dr. Lois Locci, Eric Ramones and Nancy Bailey

- 2. Comments from the Public: This is a time for the Public to Address the Committee No public comments.
- Approval of Agenda MSC (W. Glines/J. Brusco)
- Approval of Committee Minutes, September 8, 2015 MSC (W. Glines/J. Brusco)
- 5. Board Self-Evaluation Process

Dr. Locci provided a handout on "Assessing Board Effectiveness" as helpful information on the board self-evaluation process.

The committee reviewed and discussed last year's process which included developing goals for the upcoming year. The need to review the board self-evaluation process including updating the survey language, evaluating the information and making improvements as a result of the evaluation was discussed. The committee discussed the alignment of board and presidential goals and incorporating them into the strategic planning process and also the relationship between the board's evaluation and the CEO's evaluation. It was agreed to continue the conversation with the full board and the college president. The committee will recommend to the board that the self-evaluation process be reviewed and updated in the upcoming year allowing for new committee membership, the involvement of the college president, research, and preparation for next year's self-evaluation in September.

The timeline of the college president's evaluation was discussed with it currently taking place in the spring with completion in May.

The timeline for the process was agreed upon with a special meeting of the Board of Trustees for Self-Evaluation in October.

Adjournment at 7:00 p.m. MSC (J. Brusco/W. Glines)



Board of Trustees:

Walt Glines, Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Lois Locci, Ed.D., Laura A. Perry, Esq., Iris Cueto-Student Trustee

Consent Agenda Ite Information/Staff Re Discussion Item No Old Business Agend New Business Ager	eports No. da Item No.	Human Reso	urces
SUBJECT: Person	nel Actions		
Resolution:	BE IT RESOLVED,		
Information (Only		
X Action Item			
	rustees approve personi mber 13, 2016 thru Octo	nel actions the District is enterin ber 11, 2016.	g into during
have been prepared		ll personnel actions. The attach sting Board policies and laws re College system.	
Budgetary Implica Funds to pay for sa budget for FY 2016	laries and benefits of the	assignments are included in th	e final
		he approved personnel actions when due.	and issue
Recommended By:	Eric Ramones, Human I	Resources Director	
Prepared By:	Eric Ramones, Human	Resources Director	
Agenda Approval:	Dr. Kathleen Rose, Sup	AL perintendent/President	

A. Classified and Unclassified Personnel Actions – October 11, 2016

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

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

Kelly Vanni Instructional Program Specialist

Disability Resource Center

October 12, 2016

Rosita Anzualda Reprographics Operator Extension of Out of Class

Assignment

Business Services

July 20, 2016 to December 31, 2016

Ryan Shook Program Services Specialist – Student Life

Student Services October 12, 2016

II. SHORT TERM AND SHORT TERM PEAK/TEMPORARY APPOINTMENTS

Mayra Rojas Program Services Specialist

MESA

September 7, 2016 to December 31, 2016

III. PROFESSIONAL EXPERTS

Bart Nielson Assistant Football Coach

Kinesiology and Athletics

August 15, 2016 to November 30, 2016

Cherise Mantia House Manager

Liberal Arts and Sciences

September 1, 2016 to December 15, 2016

Elizabeth Falvey Production Assistant

Liberal Arts and Sciences

September 1, 2016 to November 30, 2016

Maurice Mann Assistant Football Coach

Kinesiology and Athletics

August 15, 2016 to November 30, 2016

IV. SUBSTITUTE AND/OR INTERSESSION APPOINTMENTS

Carlos Galarza

Custodian

Facilities Services

September 12, 2016 to December 31, 2016

David Farmer

Warehouse Technician

Business Services

August 1, 2016 to December 31, 2016

Joanie Benevento

Facility Use Scheduler

Business Services

July 1, 2016 to December 31, 2016

Joanie Benevento

Reprographics Operator

Business Services

July 1, 2016 to December 31, 2016

Joanie Benevento

Warehouse Technician

Business Services

August 1, 2016 to December 31, 2016

Priscilla De Anda

Instructional Program Specialist

Disability Resource Center

October 12, 2016

Sarah Stone

Instructional Program Specialist

Disability Resource Center

October 12, 2016

V. REQUESTS FOR LEAVE

Eva Daley

Instructional Program Specialist

Leave of Absence

Career Technical Education

August 1, 2016 to November 1, 2016

VI. PERMISSION TO ENROLL/STAFF DEVELOPMENT

Connie Phillips CCIA – Community College Internal Auditors Conference

October 5, 2016 to October 7, 2016

Laurel Blakely CCIA – Community College Internal Auditors Conference

October 5, 2016 to October 7, 2016

VII. PERMISSION TO ENROLL/PROFESSIONAL GROWTH

Diane Christianson

MATH 402 - Prealgebra

VIII. APPLICATION FOR AWARD/STAFF DEVELOPMENT

NONE

IX. APPLICATION FOR AWARD/PROFESSIONAL GROWTH

NONE

X. ADDITIONAL DUTY/STIPEND

NONE

XI. VOLUNTEERS

Deborah Bigelow

Volunteer Worker

Library

September 13, 2016 to December 15, 2016

Pooja Amin

Volunteer Worker

Kinesiology and Athletics

August 29, 2016 to June 30, 2017

Ron Hunt

Volunteer Worker

Community Development and Grants Management

September 30, 2016 to June 1, 2017

Rose of Shannon Rice

Volunteer Worker

Liberal Arts and Sciences

August 29, 2016 to December 16, 2016

XII. RESIGNATIONS AND RETIREMENTS

Raymond Franco

Custodian

Facilities Services

Date of Hire: July 29, 1975

Date of Retirement: November 1, 2016

XIII. REQUEST FOR CATASTROPHIC LEAVE CREDITS

NONE

RECOMMENDATION: The Administration recommends approval of the above Classified & Unclassified Personnel Actions.

B. Faculty Personnel Actions - October 11, 2016

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

I. APPOINTMENTS

Jessica Gatewood

Reduced Workload of 40%

Liberal Arts and Sciences

January 30, 2017 to May 26, 2017

II. FACULTY OVERLOAD/ADDITIONAL DUTY/STIPENDS

Alexandre Stoykov Computer Science Information Systems Instructor Overload

Career Technical Education

August 29, 2016 to December 16, 2016

Alice Dufresne-Reyes Allied Health Instructor Overload

Career Technical Education

August 29, 2016 to December 16, 2016

Arturo Rosette Art Instructor Overload

Liberal Arts and Sciences

August 29, 2016 to December 16, 2016

Blanca Arteaga Counselor Overload

Student Services

August 29, 2016 to December 16, 2016

Christina Salvin English Instructor Overload

Liberal Arts and Sciences

August 29, 2016 to December 16, 2016

Christina Salvin English Department Chair

Liberal Arts and Sciences

August 29, 2016 to May 26, 2017

David Perez Spanish Instructor Overload

Liberal Arts and Sciences

August 29, 2016 to December 16, 2016

Debra Klein Social Science Department Chair

Liberal Arts and Sciences

August 29, 2016 to May 26, 2017

Diane Reid Allied Health Instructor Overload

Career Technical Education

Douglas Achterman Head Librarian

Liberal Arts and Sciences

August 29, 2016 to May 26, 2017

Douglas Achterman Library Department Chair

Liberal Arts and Sciences

August 29, 2016 to May 26, 2017

Elena Dachkova Mathematics Instructor Overload

Liberal Arts and Sciences

August 29, 2016 to December 16, 2016

Ellen Venable Computer Science Information Systems Instructor Overload

Career Technical Education

August 29, 2016 to December 16, 2016

Enrique Luna Social Science Department Chair

Liberal Arts and Sciences

August 29, 2016 to May 26, 2017

Erin Crook Institutional Effectiveness Committee Chair

Liberal Arts and Sciences

August 26, 2016 to May 31, 2017

Erin Crook English Instructor Overload

Liberal Arts and Sciences

August 29, 2016 to December 16, 2016

Gilbert Ramirez Cosmetology Instructor Overload

Career Technical Education

August 29, 2016 to December 16, 2016

Grant Richards English Instructor Overload

Liberal Arts and Sciences

August 29, 2016 to December 16, 2016

Herbert Spenner Aviation Maintenance Instructor Overload

Career Technical Education

August 29, 2016 to December 16, 2016

Jane Edberg Art Instructor Overload

Liberal Arts and Sciences

August 29, 2016 to December 16, 2016

Jason Wolowitz Accounting Instructor Overload

Career Technical Education

Jennifer Nari Mathematics Instructor Overload

Liberal Arts and Sciences

August 29, 2016 to December 16, 2016

Jennifer Nari Natural Sciences Department Chair

Liberal Arts and Sciences

August 29, 2016 to May 26, 2017

Johanna Stewart Counselor Overload

Student Services

August 29, 2016 to December 16, 2016

John Lango Head Strength and Conditioning Coach

Kinesiology and Athletics

January 30, 2016 to May 30, 2017

John Lango Head Strength and Conditioning Coach

Kinesiology and Athletics

August 29, 2016 to December 30, 2016

John Lawton-Haehl Theater Instructor Overload

Liberal Arts and Sciences

August 29, 2016 to December 16, 2016

John Lawton-Haehl Drama Advisor

Liberal Arts and Sciences

August 29, 2016 to May 26, 2017

Julian Kearns Economics Instructor Overload

Career Technical Education

August 29, 2016 to December 16, 2016

Ken Wagman Mathematics Instructor Overload

Liberal Arts and Sciences

August 29, 2016 to December 16, 2016

Ken Wagman Natural Sciences Department Chair

Liberal Arts and Sciences

August 29, 2016 to May 26, 2017

Kimberly Smith English Instructor Overload

Liberal Arts and Sciences

August 29, 2016 to December 16, 2016

Maria Amirkhanian Music Instructor Overload

Liberal Arts and Sciences

Marla Butler Mathematics Instructor Overload

Liberal Arts and Sciences

August 29, 2016 to December 16, 2016

Nicole Cisneros English as a Second Language Department Chair

Liberal Arts and Sciences

August 29, 2016 to May 26, 2017

Pat Henrickson Child Development Instructor Overload

Career Technical Education

August 29, 2016 to December 16, 2016

Patrick Yuh Biology Instructor Overload

Liberal Arts and Sciences

August 29, 2016 to December 16, 2016

Paul Agaliotis Aviation Maintenance Instructor Overload

Career Technical Education

August 29, 2016 to December 16, 2016

Rey Morales Biology Instructor Overload

Liberal Arts and Sciences

August 29, 2016 to December 16, 2016

Rose Rivera-Sharboneau Counselor Overload

Student Services

August 29, 2016 to December 16, 2016

Sabrina Lawrence Curriculum Development

Community Development and Grants Management

August 25, 2016 to September 30, 2016

Sabrina Lawrence Digital Media Instructor Overload

Career Technical Education

August 29, 2016 to December 16, 2016

Scott Sandler English Department Chair

Liberal Arts and Sciences

August 29, 2016 to May 26, 2017

Sejal Dharia Mathematics Instructor Overload

Liberal Arts and Sciences

August 29, 2016 to December 16, 2016

Susan Turner Allied Health Instructor Overload

Career Technical Education

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

Andrea Lopez Allied Health Instructor

Career Technical Education

August 29, 2016 to December 16, 2016

Brenda Glimpse Business Instructor

Career Technical Education

August 29, 2016 to October 14, 2016

Christina Borello Allied Health Instructor

Career Technical Education

August 16, 2016 to December 16, 2016

Dewitt Stuckey Counselor

Disability Resource Center

August 15, 2016 to May 26, 2017

Don Kim Mathematics Instructor

Liberal Arts and Sciences

August 26, 2016 to December 24, 2016

Elizabeth Porcella Non-Credit Instructor

Community Development and Grants Management

June 1, 2016 to June 30, 2017

Emmanuel Horca Business Instructor

Career Technical Education

August 29, 2016 to December 16, 2016

Eric Lopez Kinesiology Instructor

Kinesiology and Athletics

August 31, 2016 to June 30, 2017

Evelyn Sachau Non-Credit Instructor

Community Development and Grants Management

August 29, 2016 to December 16, 2017

Gabriel Muro Astronomy Instructor

Liberal Arts and Sciences

August 24, 2016 to December 23, 2016

Jairus Cabuena Allied Health Instructor

Career Technical Education

August 29, 2016 to December 16, 2016

Jane Rekedal Fine Arts Department Chair

Liberal Arts and Sciences

August 29, 2016 to May 26, 2017

Kendall Sooter Communications Instructor

Liberal Arts and Sciences

August 24, 2016 to December 23, 2016

Martha Johanson Counselor

Disability Resource Center

August 15, 2016 to May 26, 2017

Mary Latta Child Development Instructor

Career Technical Education

September 12, 2016 to December 16, 2016

Melody Padilla Allied Health Instructor

Career Technical Education

August 29, 2016 to December 16, 2016

Meredith Hurley Acceleration Trainer

Liberal Arts and Sciences

January 1, 2017 to January 27, 2017

Pascale Drozek Part-Time Instructor

South Bay Regional Public Safety Consortium

June 18, 2016

Susan Alonzo Department Meetings

Career Technical Education

August 26, 2016

Susan Alonzo Student Workshop Training

Career Technical Education

September 11, 2016 to May 30, 2017

Teresa Avila Cosmetology Instructor

Career Technical Education

August 29, 2016 to December 16, 2016

Tiffany Palsgrove Acceleration Trainer

Liberal Arts and Sciences

January 1, 2017 to January 27, 2017

Tina Arneja Allied Health Instructor

Career Technical Education

August 29, 2016 to December 16, 2016

IV. SUBSTITUTE AND/OR INTERSESSION APPOINTMENTS

Eric Lopez Kinesiology Instructor

Kinesiology and Athletics

August 29, 2016 to May 30, 2017

George Hinn Psychology Instructor

Liberal Arts and Sciences

September 19, 2016 to September 29, 2016

Sylvia Rodriquez Cosmetology Instructor

Career Technical Education

August 26, 2016 to May 26, 2017

Tim Han Curriculum Coaching Trainee

Liberal Arts and Sciences

August 29, 2016 to December 16, 2016

V. REASSIGNMENTS

NONE

VI. RESIGNATIONS AND RETIREMENTS

NONE

VII. REQUEST FOR LEAVE

NONE

VIII. REQUEST FOR CATASTROPHIC LEAVE CREDITS

NONE

IX. NEW FSA ASSIGNMENT

NONE

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

C. Management/Confidentials Personnel Actions - October 11, 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.

D. Administration Personnel Actions -October 11, 2016

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.

Consent Agenda Item No. Information/Staff Reports No. Discussion Item No. Old Business Agenda Item No. New Business Agenda Item No.		Administrative Services		
SUBJECT: Warrants and elec	tronic transfers drawn on Dist	rict Funds		
Resolution: BE IT RES	OLVED,			
Information Only				
X Action Item				
Proposal: That the Board of Trustees ratify warrants and electronic transfers drawn on district funds for the period of September 1, 2016 – September 30, 2016. Background: In accordance with Education Code Section 85266.5 the Board of Trustees will review for ratification of warrants issued.				
Warrants: Dates	Warrant Numbers	Amount		
9/1/16 – 9/30/16	18038042 - 18039770	\$3,953,232.84		
Electronic Transfers:				
Dates	Description	Amount		
None to report				
The complete warrant and electronic transfer list is available for review in the President's Office.				
Budgetary Implications: Expenditures are included in the	ne budget for FY 2016-2017.			
Follow Up/Outcome: No further action is required.				
Recommended By: Frederick	E. Harris, Vice President of A	dministrative Services		
Prepared By: Wada W. Files CR). Elle CAA A Director Rusiness Services	-		
Arran.	Wade W. Ellis, CPA – Director, Business Services			
Agenua Appiovai.	A. Rose, Superintendent/President			

Consent Agenda Item No. Information/Staff Reports No. Discussion Item No. Old Business Agenda Item No. New Business Agenda Item No.	6 (d)	Administrative Services		
SUBJECT: Payroll Warrants dr	awn on District Funds			
Resolution: BE IT RESO	LVED,			
Information Only				
X Action Item				
Proposal: Ratification of payroll warrants d	rawn on district funds for th	e month of September 2016.		
Background: In accordance with Education Code Section 85241and 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 September 2015:				
- · · · · · · · · · · · · · · · · · · ·	ounty Office of Education fo	or our district during the month of		
September 2015:		Total Salaries/Wages		
- · · · · · · · · · · · · · · · · · · ·	Pay Date September 9, 2016			
September 2015: Payroll Period	Pay Date	Total Salaries/Wages		
September 2015: Payroll Period September Supplemental 1	Pay Date September 9, 2016	Total Salaries/Wages \$ 308,206.70		
September 2015: Payroll Period September Supplemental 1 September Regular (EOM)	Pay Date September 9, 2016 September 30, 2016 (631 Pay Warrants Issued)	Total Salaries/Wages \$ 308,206.70 \$ 1,807,619.87		
Payroll Period September Supplemental 1 September Regular (EOM) TOTAL Budgetary Implications:	Pay Date September 9, 2016 September 30, 2016 (631 Pay Warrants Issued)	Total Salaries/Wages \$ 308,206.70 \$ 1,807,619.87		
Payroll Period September Supplemental 1 September Regular (EOM) TOTAL Budgetary Implications: Expenditures are included in the	Pay Date September 9, 2016 September 30, 2016 (631 Pay Warrants Issued) Budget for FY 2016/17.	Total Salaries/Wages \$ 308,206.70 \$ 1,807,619.87 \$ 2,115,826.57		
Payroll Period September Supplemental 1 September Regular (EOM) TOTAL Budgetary Implications: Expenditures are included in the Follow Up/Outcome: No further action is required.	Pay Date September 9, 2016 September 30, 2016 (631 Pay Warrants Issued) Budget for FY 2016/17.	Total Salaries/Wages \$ 308,206.70 \$ 1,807,619.87 \$ 2,115,826.57		

Consent Agenda Item No. 6 (e) Information/Staff Reports No. Discussion Item No. Old Business Agenda Item No. New Business Agenda Item No.	Administrative Services
Resolution: BE IT RESOLVED,	
Information Only	
X Action Item	
Proposal: That the Board of Trustees approve the attached September orders for FY 2016-17.	er 2016 list of purchase
Background: During the fiscal year purchase orders are used to acquire District. California Code of Regulations title 5 §Sec. 816557 Trustees to ratify District purchases orders issued.	
Budgetary Implications: Purchase Orders are needed to accommodate expenditure departments' budgets to appropriate general fund and cate	
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. Kathleen A. Rose, Superintendent/Presiden	<u></u>

<u>Purchase Order</u>	Transaction Date	<u>Vendor Name</u>	Amount
P0006742	9/1/2016	Mercury News	\$ 348.15
P0006744	9/2/2016	Gawf, John	219.15
P0006745	9/2/2016	Trujillo, Richard	130.50
P0006747	9/2/2016	Riso, Karen	38.07
OP17244	9/2/2016	Monterey Bay Office Products Inc	45.00
OP17249	9/2/2016	YBP Library Services	5,002.50
OP17250	9/2/2016	Design Factory Graphics	180.00
OP17251	9/2/2016	Palace Art & Office Supply	1,000.00
OP17252	9/2/2016	Vigeant, Noella	2,500.00
OP17253	9/2/2016	Eodice, Pat	966.00
OP17254	9/2/2016	Griffiths, Jann	700.00
OP17255	9/2/2016	Wesco Graphics Inc	10,000.00
OP17256	9/2/2016	Williams, Ronald	1,500.00
OP17257	9/2/2016	Preferred Discounts LLC	1,500.00
OP17259	9/2/2016	New SV Media Inc	2,478.00
P0006760	9/2/2016	Palace Art & Office Supply	463.29
P0006743	9/2/2016	AcademicWorks Inc	6,947.26
P0006748	9/2/2016	Solano Community College District	250.00
P0006750	9/2/2016	Mapleton Communications LLC	1,500.00
P0006751	9/2/2016	San Benito County Fair	120.00
P0006752	9/2/2016	Hollister Downtown Association	200.00
P0006753	9/2/2016	Turning Technologies LLC	324.08
P0006754	9/2/2016	Los Angeles Community College District	450.00
P0006755	9/2/2016	Community College League Of CA	50.00
P0006756	9/2/2016	City Of Gilroy	1,950.00
P0006757	9/2/2016	NCIAC	75.00
P0006758	9/2/2016	Williams, Rynell	300.00
OP17247	9/2/2016	San Benito High School District	7,112.00
AOP17020	9/2/2016	Sport Supply Group Inc	250.00
OP17261	9/2/2016	Palace Art & Office Supply	2,000.00
OP17262	9/2/2016	Greenwaste Recovery Inc	3,500.00
OP17263	9/2/2016	Vanderford, Lawrance	5,000.00
OP17264	9/2/2016	Follett Higher Education Group	27,500.00
P0006746	9/2/2016	Hawk Photography	258.75
OP17258	9/2/2016	Morgan Hill Unified School District	153,194.76
AOP17019	9/2/2016	Abbott's Pro Power	1,100.00
OP17248	9/2/2016	Midwest Library Service	1,087.50
P0006761	9/2/2016	Allied Electronics Inc	232.39
P0006759	9/2/2016	AQLighting	584.09
P0006749	9/7/2016	Dell Marketing	1,812.67
P0006762	9/8/2016	Dell Marketing	1,960.02
P0006763	9/8/2016	Statacorp LP	1,938.34
P0006764	9/8/2016	Auspen LLC	126.74
P0006765	9/8/2016	ADInstruments Inc	276.21

P0006766	9/8/2016	Gawf, John	192.09
OP17268	9/8/2016	Palace Art & Office Supply	100.00
P0006767	9/8/2016	CCCBCA	115.00
P0006768	9/8/2016	Academic Senate For CA Community Colleges	1,583.07
P0006769	9/8/2016	HSACCC	150.00
OP17269	9/8/2016	Design Factory Graphics	200.00
OP17270	9/8/2016	Design Factory Graphics	130.00
OP17271	9/8/2016	Design Factory Graphics	130.00
OP17272	9/8/2016	Palace Art & Office Supply	500.00
P0006774	9/8/2016	Follett Higher Education Group	410.53
	9/8/2016	-	266.45
P0006775		Design Factory Graphics	2,000.00
P0006777	9/8/2016	Neal, Veronica	•
P0006778	9/8/2016	Design Factory Graphics	53.29
CON10028	9/8/2016	T & H Pools Inc	5,000.00
CON10029	9/8/2016	Brown, David	64,968.00
CON10030	9/8/2016	Cold Craft Inc	64,920.00
CON10031	9/8/2016	Central Coast Sign Language Interpreters	35,000.00
CON10032	9/8/2016	Higher Ed Profiles	40,000.00
ME001214	9/8/2016	American Technologies Inc	9,848.00
ME001216	9/8/2016	Live Oak Associates Inc	3,200.00
P0006770	9/8/2016	Dell Marketing	37,044.33
OP17267	9/8/2016	Palace Art & Office Supply	1,000.00
P0006771	9/8/2016	Centurion Holdings I LLC	1,296.00
P0006772	9/8/2016	Dell Marketing	351.66
P0006773	9/8/2016	CDW Government Inc	163.84
P0006776	9/8/2016	Grainger Industrial Supply Co	1,156.67
P0006779	9/8/2016	Dell Marketing	1,986.59
P0006780	9/9/2016	Dell Marketing	32,407.55
ME001217	9/12/2016	Security Code 3	8,000.00
P0006781	9/12/2016	Grainger Industrial Supply Co	129.80
CON10033	9/12/2016	Brown, Keith	18,980.00
CON10034	9/12/2016	Gilbane Building Company	15,913.00
ME001218	9/12/2016	Grainger Industrial Supply Co	707.69
ME001219	9/12/2016	Visions Management International Corporation	5,450.00
P0006782	9/13/2016	Computerland Of Silicon Valley	32,558.00
P0006783	9/13/2016	Keenan & Associates	350.00
OP17273	9/22/2016	Access Communications Inc	10,000.00
	9/22/2016	Dannis Woliver Kelley	2,314.00
P0006785			2,000.00
OP17274	9/22/2016	Killroy Pest Control Inc	300.00
OP17275	9/22/2016	Palace Art & Office Supply	
OP17276	9/22/2016	Coast Counties Glass Inc	2,000.00
P0006789	9/22/2016	Arroyo Plumbing and Drain Inc.	750.00
P0006793	9/22/2016	Evisions Inc	8,820.00
P0006784	9/22/2016	Quality Assurance Travel	1,000.00
P0006786	9/22/2016	Dell Marketing	804.11
P0006787	9/22/2016	Dell Marketing	147.34
P0006788	9/22/2016	Community College Facility Coalition	866.00

P0006790	9/22/2016	Ernie's Plumbing & Repair Service Inc	1,080.00
P0006791	9/22/2016	Grainger Industrial Supply Co	2,559.41
P0006792	9/22/2016	Grainger Industrial Supply Co	1,888.92
P0006794	9/28/2016	Dell Marketing	52,971.56
P0006795	9/28/2016	CDW Government Inc	99,395.59
P0006796	9/28/2016	WRD Consulting Group LLC	12,054.72
P0006797	9/28/2016	SVM LP	7,530.00
P0006798	9/29/2016	County Of Santa Clara	1,445.00
P0006799	9/29/2016	A Festive Affair	545.00
			\$ 841,903.68
			<u> </u>

Consent Agenda Item No. Information/Staff Reports No. Discussion Item No. Old Business Agenda Item No. New Business Agenda Item No	6 (f)	Administrative Services
SUBJECT: Ratification of Agree	ements	
Resolution: BE IT RESO	DLVED,	
Information Only		
X Action Item		
Proposal: That the Board of Trustees ratif Code. Attachment A is a list of a		entered into pursuant to the Education be ratified.
		e Board of Trustees to delegate authority to ratification by the Board within 60 days
Budgetary Implications: The contracts are funded by ap	propriations ir	ncluded in the Budget for FY 2016-2017.
Follow Up/Outcome: No further action is required.		
Recommended By: Frederick E	. Harris, Vice	President of Administrative Services
Prepared By: Wade W. Ellis, CPA	Elle, UN	ness Services
Agenda Approval:	Rose Superin	tendent/President

Meeting Date: October 11, 2016

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Number	Amount	·Vendor	Description
CON10036	TBD	City of San Jose	Gavilan College to Service Clients for the City
	Income Contract		of San Jose WORK2FUTURE Training Agreement
			Period of Service: 7/1/16 - 6/30/17
CON10037	\$50,000.00	County of San Benito	Gavilan College CalWORKs Program to Provide
	Income Contract	•	Support Services for TANF Recipients
			Period of Service: 7/1/16 - 6/30/17
CON10038	\$ 8,885.44	Access Communications Inc	Installation and Testing of New and Existing Data
			and Voice Cables for Temporary Office Space
			in the MP Building
			Period of Service: 10/3/16 - 12/31/16

Gavilan Joint Community College District Governing Board Agenda

October 11, 2016

Consent Agenda Item No. Information/Staff Reports No. Discussion Item No. Old Business Agenda Item No. New Business Agenda Item No.		Administrative Services
SUBJECT: Monthly Financial F	Report	
Resolution: BE IT RESO	DLVED,	
Information Only		
X Action Item		
Proposal: That the Board of Trustees con	sider the FY 2015/16 Monthly	r Financial Report
Background: The attached Monthly Financial September 30, 2016 to actual r	•	•
Follow Up/Outcome: The Administration will continue adjustments as necessary for c		dget and will submit budget
Recommended By: Frederick I	Ξ. Harris, Vice President of Aα	dministrative Services
Prepared By: Wade W. Ellis, CPA -	- Director, Business Services	
Agenda Approval: Dr. Kathleen A	A. Rose, Superintendent/President	

GAVILAN JOINT COMMUNITY COLLEGE DISTRICT

Monthly Financial Report Summary of All Funds Fiscal Year 2016-2017 September 30, 2016

Fund :	Fund Description	Beginning Fund Balance 7/1/2016	Revised E Revenue	Budgets Expense	Ending Fund Balance 6/30/2017	Revenue	Year to Date Actu Expense	al Encumbrance	% Actual t	
Gener	al Fund									
10	General -Unrestricted	\$4,333,229	\$33,717,201			\$639,321			1.9%	
	1000 - Certificated Salaries			\$11,747,135			\$1,196,099	\$0		10.2%
	2000 - Classified Salaries			\$6,280,631			\$928,290	\$0		14.8%
	3000 - Burdens & Benefits	•		\$7,096,537			\$984,094	\$0		13.9%
	4000 - Books & Supplies			\$496,547			\$93,736	\$206,056		60.4%
	5000 - Other Operating Expenses			\$6,369,232			\$1,638,995	\$2,260,314		61.2%
	6000 - Capital Outlay			\$691,399			\$15,786	\$40,101		8.1%
	7000 - Other			\$1,630,981			\$0	\$0		0.0%
Total :	General-Unrestricted	\$4,333,229	\$33,717,201	\$34,312,462	\$3,737,968	\$639,321	\$4,857,001	\$2,506,472	1.9%	21.5%
24	Instructional Equipment	\$67	\$107,000	\$107,000	\$67	\$55,814	\$71	\$6,019	52.2%	5.7%
26	Parking	\$0	\$119,909	\$119,909	\$0	\$44,559	\$14,932	\$3,285	37.2%	15.2%
27	General - Restricted	\$0	\$14,749,696	\$14,749,696	\$0	\$2,145,865	\$1,715,992	\$2,105,878	14.5%	25.9%
Total	General Fund	\$4,333,296	\$48,693,806	\$49,289,067	\$3,738,035	\$2,885,559	\$6,587,996	\$4,621,654	5.9%	22.7%
21	Measure E - Debt Service	\$3,935,864	\$6,230,637	\$6,060,769	\$4,105,732	\$0	\$0	\$0	0.0%	0.0%
34	Capital Project	\$55,891	\$7,923,679	\$7,979,569	\$1	\$1,016,782	\$20,479	\$761,875	12.8%	9.8%
60	Measure E	\$23,010,578	\$22,525	\$365,557	\$22,667,546	\$22,526	\$2,067,006	\$4,715,342	100.0%	1855.3%
61	Risk Management	\$0	\$200,000	\$200,000	\$0	\$0	\$0	\$0	0.0%	0.0%
72	Child Development	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
92	Long Term Debt	\$5,447,176	\$315,000	\$500	\$5,761,676	\$38,204	\$0	\$0	12.1%	0.0%
Fiduc	iary Funds									
47	Associated Student Body	\$463,814	\$121,500	\$429,170	\$156,144	\$36,820	\$17,057	\$13,159	30.3%	7.0%
48	Financial Aid	\$0	\$6,494,210	\$6,494,210	\$0	\$922,118	\$1,143,194	\$0	14.2%	17.6%
66	Student Center Fund	\$0	\$117,390	\$117,390	\$0	\$0	\$3,577	\$10,450	0.0%	11.9%
Total	Fiduciary Funds	\$463,814	\$6,733,100	\$7,040,770	\$156,144	\$958,938	\$1,163,827	\$23,609	14.2%	
	Totals	\$37,246,619	\$70,118,747	\$70,736,232	\$36,429,134	\$4,922,010	\$9,839,309	\$10,122,480	7.0%	28.29

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

Does not include end of the month payroll

RECOGNITION

Gavilan Joint Community College District Governing Board Agenda

October 11, 2016

Consent Agenda Item No. Recognition 8 (a) Information/Staff Reports No. Discussion Item No. Old Business Agenda Item No. New Business Agenda Item No.
SUBJECT: Gilroy Community Spirit Award Presentations
Resolution: BE IT RESOLVED,
X Information Only
Action Item
Proposal: That the Board of Trustees honor the Gilroy Gavilan College Community Spirit Awards recipients at the October board meeting.
Awards will be presented to the following recipients: Individual Honoree – Alice Sousa Organization Honoree – Gilroy Community for a Better Downtown Business Honoree – Articulate Solutions
Background: Each year, Gavilan College recognizes individuals, organizations, and businesses that provide service and contribute in a positive way to the community.
Budgetary Implications:
Follow Up/Outcome:
Prepared By: Dr. Kathleen A. Rose, Superintendent/President Maucy Bailey, Executive Assistant to President
Agenda Approval: Dr. Kathleen A. Rose, Superintendent/President

Gavilan Joint Community College District Governing Board Agenda

October 11, 2016

Consent Agenda Item No. Information/Staff Reports No. 8 (b) Discussion Item No. Old Business Agenda Item No. New Business Agenda Item No.	Office of the President
SUBJECT: Recognition of the Employees of the Month	
Resolution: BE IT RESOLVED,	
X Information Only	
Action Item	

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

Background:

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

Employee of the Month, September 2016 - Nikki Dequin

Nikki has been an integral part of the Kinesiology and Athletics Department in many capacities. As the Department Chair, she plays a leading role in the development of the Kinesiology curriculum and core course planning for the major. She has streamlined the course map for the Kinesiology courses in order to help students plan their pathway for AA degree and/or transfer to the four year setting. She also created a new Certificate of Achievement for students pursuing a Personal Training Certificate. As the head coach of the Gavilan Rams Intercollegiate Softball team, Nikki serves as an instructor on the athletic fields, as well as a Kinesiology instructor in the classroom, teaching academic coursework. In addition, she serves as co-chair of the Department Chairs Committee, she is a member of the Equivalency Committee, and helped to create the revised faculty hiring plan.

With her already demanding schedule of student learning and campus involvement, Nikki continues to be deeply involved in her community. She is an active member of the Garlic Festival Board (Chair of the Advisory Committee). She also served as the Chair of Tickets for the Garlic Festival. Continuing her advocacy for the sport she loves, Nikki runs numerous softball campus and clinics benefitting children of our service area, as well as the coaches that teach these kids. This past year, Nikki also organized a

department wide service project during Christmas time with Rebecca's Children Home in Gilroy.

We are very proud of Nikki Dequin in the Kinesiology and Athletics Department. She is definitely deserving of recognition for all the time, effort, and passion with which she pursues her career, and the dedication she commits to the college and her community.

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. Kathleen Rose, Superintendent/President

Prepared By:

Eric Ramones, Human Resources Director

Agenda Approval:

Dr. Kathleen Rose, Superintendent/President

INFORMATION

Gavilan Joint Community College District Governing Board Agenda

October 11, 2016

Consent Agenda Ite Information/Staff Re Discussion Item No Old Business Agen New Business Age	eports No.). da Item No.	11.a	Instruction Office				
SUBJECT: Gilroy	Early College	Academy (GECA) Update					
Resolution: BE IT RESOLVED,							
X Information Only							
Action Item							
Proposal: Provide an update to the Board of Trustees on the successes and focus areas for the Dr. TJ Owens Gilroy Early College Academy for 2016-17 school year.							
Background: The Dr. TJ Owens Gilroy Early College Academy (GECA) is an educational partnership between Gilroy Unified School District and Gavilan College, as an Early College High School that was envisioned and initially funded through the Bill and Melinda Gates Foundation.							
Budgetary Implicati	Budgetary Implications: None						
Follow Up/Outcome	:: Future updat	tes to be presented as necessa	ary.				
Recommended By:	Kathleen Mok	berg, Vice President of Studen	t Services				
Prepared By: Sonia Flores, Principal, Gilroy Early College Academy							
Agenda Approval:	hour	A. Rose, Superintendent/ Pres					



Gavilan Board of Trustees Informational Presentation

October 11, 2016



Introduction

Sonia Flores

- 2014-Present: Principal
- 2013-14: Grade 9 Teacher at GECA
- 2012-13: BTSA Mentor for Gilroy Unified School District
- · 2009-2012: Grade 9, 11 and 12 Teacher at GECA

GECA
Measuring Up to the Early College Design
Mission
Vision
Outcomes
Direction
Partnership



Mission

Early College High Schools

- Reinventing High Schools for Postsecondary Success:
- Combining high school and college in a rigorous, supportive environment that enables struggling students to graduate with college credit and the tools for postsecondary success.

Dr. TJ Owens Gilroy **Early College Academy**

• Dr. TJ Owens Early College Students will reach their highest personal and academic potential by becoming responsible citizens within their community.

		E	ح	AT	
and the same of the same	17:-	l	NAME OF THE OWNER.		

Early College High Schools

- · Expose all students to college coursework,
- · Prepare students for college and careers,
- · Reduce time and cost toward postsecondary degrees, and
- Build a college-going culture for all students in the school.

Vision

Dr. TJ Owens Gilroy **Early College Academy**

- · Be Someone
- · Go Somewhere
- Seek Excellence

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Vision: Be Someone

Early College High Schools

- · Predominantly help
 - · Students traditionally underrepresented in higher education
 - · low-income youth,
 - · first-generation college goers, and
 - · Language Other Than **English Students**

Dr. TJ Owens Gilroy Early College Academy

	Grade 9	Grade 10	Grade 11	Grade 12	Total
2010-2011	69	55	64	51	239
2011-2012	49	66	52	63	230
2012-2013	57	50	61	43	211
2013-2014	85	51	41	53	230
2014-2015	81	72	48	38	239
2015-2016	80	67	65	43	255
2016-2017	84	74	60	56	274



Vision: Be Someone

Early College High Schools

Dr. TJ Owens Gilroy Early College Academy

- Predominantly help
 - Students traditionally underrepresented in higher education
 - · low-income youth,
 - first-generation college goers, and
 - Language Other Than English Students

	2012- 13	2014 14	2014- 15	2015- 16	2016 17
Gilroy Resident	56%	46%	51%	55%	52%
Interdistrict Transfers	44%	54%	49%	45%	48%



Early College High Schools

Schools

- Predominantly help
 Students traditionally
 - Students traditionally underrepresented in higher education
 - · low-income youth,
 - first-generation college goers, and
 - Language Other Than English Students

Dr. TJ Owens Gilroy Early College Academy

Ethnicity	13	14	15	16	17
Hispanic	56%	37%	37%	46%	47%
Asian	10%	5%	24.5%	23%	27%
Caucasian	25%	36%	35.5%	28%	23%
Native American	0	5%	0	0	0.5%
Other	7%	16%	0	0	0.5%
African-	2%	1%	3%	3%	2%

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Vision: Be Someone

Early College High Schools

· Predominantly help

- Students traditionally underrepresented in higher education
- · low-income youth,
- first-generation college goers, and
- Language Other Than English Students

лпес	лe
Dr. TJ	Owens Gilroy
Early	College Academy

Eligibility	2012-	2014-	2014-	2015-	2016-
	13	14	15	16	17
Students eligible for Free/ Reduced	33%	34%	35%	31%	35%



Vision: Be Someone

Early College High Schools

- Predominantly help
 - Students traditionally underrepresented in higher education
 - · low-income youth,
 - first-generation college goers, and
 - Language Other Than English Students

Dr.	TJ	Owens	Gilroy
Ear	·lγ	College	Academy

	2012- 13	2014- 14	2014- 15	2015-	2016- 17
First in Family to Attend College (Self- Reported)	24%	43%	41%	49%	47%



Early College High Schools

- · Predominantly help
 - Students traditionally underrepresented in higher education
 - · low-income youth,
 - first-generation college goers, and
 - Language Other Than English Students

JIIIE	one	
Dr. T.	J Owens	Gilroy
Early	College	Academy

Designation	13	14	15	16	17
English Learner	5	4	.1	3	2
Reclassified English Proficient	48	52	62	74	93
Fluent English Proficient	21	29	34	38	29
Total	74	85	97	115	124

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Vision: Go Somewhere

Early College High Schools

 Enable all students to simultaneously earn a high school diploma and one to two years of transferable college credit, tuition free.

Dr. TJ Owens Gilroy Early College Academy

 40 College Units required to graduate

	Grads	% with AA/AS
2010-2011	50	22%
2011-2012	57	21%
2012-2013	38	32%
2013-2014	52	19%
2014-2015	38	26%
2015-2016	41	58%



Vision: Seek Excellence

Early College High Schools

- · Support all students particularly struggling learners-to meet and exceed college-and career-ready standards.
- · Replaces remediation with acceleration for these students.

Dr. TJ Owens Gilroy

Dr. TJ Owens Gilroy
Early College Academy
Grodoson Repairments:
17 tam equivalent to English
18 tam et English
18

Total of 100 credits (130 of which are atteined through college course runk)

Students must have 60 Community Service Hours

Students must complete Senior Copytions Project which includes a research pager, persentation, portfolio and manufactures in the students retented has all others.

Outcomes					
	National Early College Statistics (sets For the Future)	Gilroy Early College Academy Statistics (Silva Gass of 2011)			
Early College graduation rate	90% (vs. 70% rational, traditional rate)	98%			
Graduates earning some college credit while in high school	94%	100%			
Percent of graduates who immediately enroll in college	71%	100% continue with college education 79% immediately enroll in four year university			
Percent of Early College graduates earning an AA or postsecondary certificate along with high school diploma	. 30%	24%			
College credits earned by Early College graduates	Average of 38	Minimum of 40 Maximum of 60			

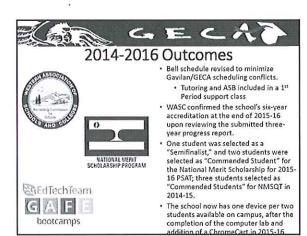


- US News national ranking of #113 and state ranking of #15.
- Newsweek ranking of #155 and "Beating the Odds" ranking of #62.
- 11th Grade Results on CAASPP:
 - 95% students met or exceeded standards in ELA;
 - · 70% students met or exceeded standards in Mathematics
- · 100% of students who applied were accepted to a four-year university. (80% attending)

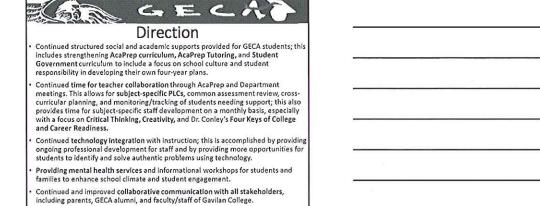


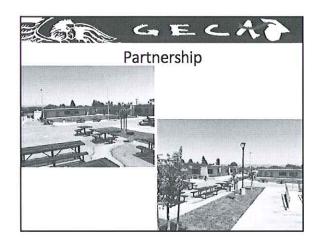
















Gavilan Joint Community College District Governing Board Agenda

October 11, 2016

Consent Agenda Item No. Information/Staff Reports No. 11 (b) Discussion Item No. Old Business Agenda Item No. New Business Agenda Item No.	Instruction Office	
SUBJECT: Harvard Experience		
Resolution: BE IT RESOLVED,		
X Information Only		
Action Item		
Proposal: Provide an update to the Board of Trustees on the H	arvard Institute experience.	
Background:	·	
Ron Hannon attended the Institute for Management and Leader through July 1.	ship in Education June 19	
Kathleen Moberg attended the Institute for Educational Manage 29.	ment from July 17 through July	
Institute participants had a certain level of administrative experience and years of experience, and the curriculum, using the Case Study method, focused on a variety of topics, such as: Reframing Organizations, Effective Communication, Change, Leadership, Collaborative and Difficult Relationships, Budget Analysis, Assessment, Governance, and Purpose.		
Budgetary Implications: None		
Follow Up/Outcome: None		
Recommended By: Kathleen Moberg, Vice President of Stude	ent Services	
Prepared By: Kathleen Moberg, Vice President of Stude	ent Services	
Agenda Approval: Dr. Kathleen A. Rose, Superintendent/ Pr	 esident	

Gavilan Joint Community College District Governing Board Agenda

October 11, 2016

Consent Agenda Item No. Information/Staff Reports No. 11 ((c) Discussion Item No. Old Business Agenda Item No. New Business Agenda Item No.	Instruction Office
SUBJECT: 2015-2016 Institutional Effectiveness Committee	e (IEC) Report
Resolution: BE IT RESOLVED,	
x Information Only	
Action Item	
Proposal: That the Board of Trustees review and comment as appropiEC Annual Report.	oriate on the 2015-2016
Background: The IEC reviewed eight programs during the 2015-16 acad Records, Assessment, Associated Students of Gavilan Col Development and Grants Management, Computer Place a Education, Library, and the Office of Student Services.	llege, Community
Budgetary Implications: Program Plans will be tied into the annual budget developr	ment process:
Follow Up/Outcome: Programs will present follow up information to the IEC until been completed.	I recommendations have
Prepared By: Erin Crook, IEC Committee Chair	
Recommended By: Dr. Kathleen Rose, Superintendent/Pr	resident
Agenda Approval: Dr. Kathleen A. Rose, Superintendent	/President

INSTITUTIONAL EFFECTIVENESS COMMITTEE (IEC) ANNUAL REPORT 2015-2016

Committee:

Randy Brown, Eduardo Cervantes, Erin Crook, Mari Garcia, Connie Phillips, Kathleen Rose, Susan Sweeney

Programs Reviewed

- Admissions and Records
- Assessment
- Associated Students of Gavilan College
- Community Development and Grants Management
- Computer Place and Tutoring Center
- Distance Education
- Library
- Vice President of Student Services

Status Updates

- CalWORKS
- EOPS
- Financial Aid
- Hollister Site
- Morgan Hill Site
- PUENTE

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INSTITUTIONAL EFFECTIVENESS COMMITTEE Annual Report 2015-2016

Introduction

Overview

The Institutional Effectiveness Committee (IEC) reviewed the following programs during the 2015-2016 academic year: Admissions and Records, Assessment, Associated Students of Gavilan College, Community Development and Grants Management, Computer Place and Tutoring Center, Distance Education, Library and Vice President of Student Services.

The IEC Annual Report includes two sections:

- 1. Programs undergoing review this year
 - a. IEC Executive Summary, submitted by the IEC, summarizing the program's main goals and the committee's recommendations.
 - b. Self-Study Summary, submitted by each program as part of their self-study report
- 2. Status updates on programs in the middle of their four-year cycle.

Process

Programs to be reviewed were notified at the beginning of fall 2015 semester and were provided an orientation in September of 2015. The orientation introduced the programs to their IEC support team and explained the process, including a tour of the website and self-study forms. Two committee members were assigned to each program under review and assumed a support function, supporting and communicating with the program representatives throughout the process. Program representatives were counseled on how best to complete the self study, which included a discussion of the goals of Program Review, advice on how to collaborate with other members of the program and other programs on campus, and information about what was new this year, such as the new self-study form for Instructional Services, which takes into account the new Institutional Effectiveness Partnership.

The program reps worked on the self study throughout the fall semester, with the goal of getting a first draft to the committee by the deadline, early February of 2016. Committee members read each submission for review and provided comments and suggestions for revision. The suggestions were forwarded to the programs under review, who then worked to revise the self-study. After the revisions were submitted, the committee voted on the final versions, developed the Executive summaries, and generated and finalized the Annual Report.

The complete text of each self-study report as presented to the committee may be found on the IEC website, pending Board of Trustees approval.

IEC Evaluation of the Process for 2015-2016

The most notable change to the process this cycle was the introduction of the Institutional Effectiveness Partnership Initiative (IEPI). The Chancellor's Office, with the help of Santa Clarita CC, administers the initiative. Gavilan was asked to develop framework indicators designed to measure the success of recent programs and resources dedicated to student success. The self-study report form was amended to solicit information relevant to the goals of this initiative, further integrating the program review process and strategic planning process. The

committee will continue to focus on the program review process as an integral part of Gavilan's overall vision for student success.

Additionally, during this past cycle, the committee was able to adequately evaluate and suggest revision strategies for reports submitted in a timely manner. This year saw most of the first drafts of the self-study submitted on time, or shortly after the deadline, which is a welcome change from years past. There were a couple of exceptions to this achievement, which means the committee still has some work to do to impress upon the authors of the self-studies the importance of the deadlines. In many cases, though the committee advised otherwise, the reports were authored by a single person instead of by the whole program. A contributing factor to this trend is the fact that some of the programs are overseen by a single individual who has the oversight responsibility for the entire area. Others submitted single-author self-studies because they are the only people in their departments, and have no one to help. The committee agreed that in the future, it will be important to remind Deans and Department Chairs to identify and offer help and guidance to those that are forced to write the entire report by themselves, particularly if they are part timers.

This year, the committee eliminated the face-to-face meetings with program reps, which in the past were used to offer feedback and to develop strategies for revision. This part of the process had proved cumbersome, time consuming, and in many cases counter-productive, as the reps reported feeling some trepidation at the notion of being asked to speak to the entire committee. Instead, the support teams met with their reps 1-1 to answer any questions and to discuss the revision strategies. The support teams were much more flexible with their schedules, and could meet with the reps in their own areas, thereby making the revision process less stressful and more individualized for the reps. This new practice resulted in improved adherence to the due dates; revisions were submitted by the majority of the programs well before the deadlines, though there were a few who required multiple visits with the support team, resulting in revisions that were submitted late, and that were not as polished as the reports submitted on time.

The committee saw marked improvements not only in the timing of the submissions, but also in the quality. This improvement can be attributed to several factors. First, the earlier submissions allowed for more time and attention to detail. Equally important were the changes to the self-study form implemented in the last two to three years. The questions were streamlined and the language clarified, and some of the content was rendered into a format that allowed for the authors to simply plug data into an existing format, rather than having to recreate that format on their own. These changes resulted in reports that are more uniform and easier for the authors to complete on their own, thereby eliminating the need for multiple meetings with their support teams.

Turnover in committee membership continued to be among the major challenges faced by the committee during this cycle. This problem is particularly pronounced in faculty participation, which is now below the recommended guidelines by two people. Solicitations to individual faculty members proved unsuccessful, as did appeals to the Deans. It was noted during committee discussions that the Senate president, who is responsible for appointing faculty to shared governance committees, would be the next logical person to aid in identifying potential new members. It was also agreed that it might be necessary to appoint part time faculty to the committee at some point in order to keep the faculty representation compliant with committee

bylaws. The committee was joined by a new representative for classified employees, and by our new Director of Institutional Research. We are grateful for their participation and look forward to working with them!

Other goals for the next cycle include: maintaining a more up-to-date website with the latest minutes, setting guidelines for the definition of a "program", identifying areas of the campus that have fallen between the cracks of the IEC process, or that could potentially be linked with, or even absorbed into, existing programs for the scope of program review, and adjusting the rotation so that related programs can undergo the review process in the same time frame, thereby eliminating the need for certain department chairs and supervisors to undergo the process more than once every few years. The committee also plans to develop protocol for indentifying and implementing strategies to address programs that may be at risk, or that are falling short of standards of success identified in the Strategic Plan and the new Institutional Effectiveness Partnership Initiative. This last objective is a new enterprise for this committee, long talked about but never addressed due to more pressing and immediate concerns about the efficacy of the existing process. It is encouraging that the committee finds itself able to make some progress on this long term goal.

At the first meeting of the next cycle, in September of 2016, these and other suggestions for improving the process will be discussed. Meanwhile, the IEC continues to encourage the campus community to read the findings from all reports as they relate to the strategic planning process, as well as in preparation for future program reviews and overall college improvement.

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IEC PROGRAM REVIEW

Executive Summary: Admissions and Records

Major Program Goals:

- 1. Upgrade to the latest version of Banner.
- 2. Hire 2 additional staff
- 3. Implement and customize new software/mobile apps to support communication with students/instructors.
- 4. Identify ways to streamline intake process with high school students.
- 5. Explore with the faculty options for creating a more efficient attendance tracking and grading process.

Concerns/Trends:

- 1. Limited staffing and new employees
- 2. SSSP initiatives require new processes and increase work for Admissions & Records
- 3. Front Counter not ADA Compliant
- 4. Priority Registration has increased from 3 levels to 5.

Plans for Addressing Concerns:

- 1. New employees are being cross trained
- 2. Hire 2 additional staff members to help distribute the work

IEC Recommendations:

- 1. Hire FT Banner Tec Support staff for Admissions and Records
- 2. Continue cross training even after new staff is hired, as well as when new upgrades and changes emerge.
- 3. Continue pursuing making A& R front counter ADA compliant. Obtain appropriate layouts by ADA specialist. Continue working through shared governance: HSFG

Self-Study Summary: Admissions and Records

The Office of Admissions and Records compiles and maintains academic enrollment records for the College. We strive to provide accurate, responsive and respectful support services to faculty, staff and students. We are committed to the development of staff, the equitable application of policies, uncomplicated and reasonable procedures and the use of current technology to enhance students' success wherever possible. The Admissions and Records Office serves the Gavilan College community by providing three distinct areas of service: Admission of eligible applicants. • Registration services • Collection and maintenance of official academic and graduation records for all time. Learning to use the services of the Admissions & Records Office is an integral part of a Gavilan student's education. Our goal is to provide an experience that exemplifies the respectful treatment expected of them as students and to offer the information and access to technology that enables them to act on their own behalf. Policies must be widely and clearly communicated and consistently administered in the spirit of their intent. Flexibility, guided by a commitment to institutional integrity, is an important value of this program. This office strives to provide leadership in the development and implementation of electronic processes, which support and integrate services delivered to students, staff and faculty. A&R supports technology that provides access to data used for research, decision-making and state reporting.

Significant accomplishments include the following:

- Implementation of an online parking permit order process. Students have a single sign-on with their myGav login, and order parking permits which are mailed to the address they designate. This eliminates the need for students to stand in line to purchase a permit. If they receive BOG funds, or are part of CARE or other group, any discounts are immediately reflected during the order process.
- Implementation of an online transcript ordering service. Students, and former students, are able to login and request official transcripts to be mailed to schools, employers or themselves. If the school/employer accepts electronic transcripts, that option is available, and the transcript is sent immediately. Mailed transcripts are shipped within 24 hours (often within a few hours) and email notices are sent to the students to notify them where the transcript is in the process. This reduced the turnaround time for transcript fulfillment from 7 to 10 days to hours. It also gives students the flexibility to manage their transcript orders regardless of where they are currently located.
- Implementation of an online admission application system. This occurred in two phases. The first phase was the conversion from paper to online applications. At the time, the technology was limited, and communication with students was a manual process. The download process was developed in-house and required several steps before the student data was downloaded into the Banner system. Despite these limitations, the turnaround time to process applications was decreased by nearly 50%. Formerly 7 to 10 business days (longer during peak times) we were able to process transcripts within 5 business days.

The second phase occurred last Spring and we went live in June 2015. The new Open CCCApply product was developed by the Technology Center of the Chancellor's office. This product was more efficient and complied with new regulations about collecting data regarding foster youth and veterans. A consultant was hired to develop the interface to enable specific email messages to be sent to each admitted student, indicating their status (e.g. resident, non resident, AB 540 eligible), noted their Gavilan ID number, and gave instructions on how to log in to the myGav portal. Special messages to students in a pending status due to incomplete application data or conflicting information from previous applications are also sent out.

- Currently working on project to implement eTranscriptCA, a Chancellor's Office
 initiative which will expand our current electronic transcript submission to more
 colleges, and will enable us to accept electronic transcripts and, if all goes well,
 download transfer information into our transcripts.
- First Census Rosters are now created in a PDF format and sent to instructors via Gavilan email. This was implemented for Spring 2016, and eliminated the need to print out hundreds of first census rosters and place in faculty mailboxes on campus, or mail to their homes. This is not an automated process yet, and was done with assistance from MIS. We hope to streamline this process and remove the dependency on MIS in the future.

Admissions & Records has a profound impact on student success at Gavilan College. We are the first contact with students via phone, email and in person. Our ability to create easy to follow steps, provide clear, friendly instructions and assistance both in person, online, and through email make a significant difference in the speed with which students are admitted and registered for classes. We know that many of our incoming students are vulnerable and have little or no experience with the matriculation process, and our goal is to provide kind, friendly, sensitive connections with all students we encounter.

The staff in Admissions & Records has undergone extensive changes over the last year. The Senior Program Services Specialist retired and an A&R staff person filled that position. Other staff were promoted and moved to different departments and the Student Financial Services position was moved to the Business Office. Currently, 4 out of the 5 staff members are new and learning their own jobs and being cross trained. This has resulted in added responsibilities for the Senior Program Services Specialist and the Director to perform additional tasks and maintain the same level of attention and responsiveness to students, faculty and staff while training staff on policies, processes and tasks. It is expected that by next Fall all staff will be fully trained.

Earlier in this report the trends were discussed. Additional initiatives from the Chancellor's Office (Online Education Initiative, eTranscriptCA, Common Assessment, updates to Open CCCApply that will track students statewide using their CCID etc.) as well as SSSP and BOG Fee Waiver projects, policies and processes created to intervene with students at the first sign of academic difficulty will all shape and impact the work done in Admissions & Records. The development of the Coyote Creek site and a planned increase in the FTES from our partnership

with South Bay Regional Public Safety Training will require guidance and active participation from our office as well.

Goals previously identified above include a) streamlining record keeping for faculty, b) implementation of alternate methods of communicating with students via mobile apps and other products (currently in the test phase with a planned "Go Live" date in June 2016), c) improved admission and registration processes for concurrently enrolled high school students and developed collaboration with high school counselors, d) implementation of Banner 10 (the newest version of Banner) which will enhance the student experience and e) additional staffing to support current and new initiatives and maintain the same level of quality and attention to detail as required by the rules and regulations of Title V Ed Code and to continue to provide excellent customer service to students, faculty and staff.

NOTE: Attachments include a spreadsheet that shows all the transcripts that were submitted online since March 2015 and shows the date/time the order was placed, and the date/time the order was processed, and a spreadsheet that shows the Open CCCApply applications that were submitted starting last June and the number of seconds/minutes it took to process them. According to the data provided by MIS, the average amount of time for processing was 16 minutes!

Executive Summary: Assessment

Major Program Goals:

- 1. Implementation of the Common Assessment as designated by the California Community College Chancellor's Office.
- 2. Collaborate with Counseling and other groups to assist with the Student Success Initiative as it pertains to the Assessment component.

Concerns/Trends:

- 1. Lack of sufficient computers to be able to administer the assessment tests, specifically during the registration periods between mid-May and August.
- 2. SSSP initiative mandate of testing all new to college students requires having to increase number of test times.

Plans for Addressing Concerns:

1. Request a permanent part time staff person in 2016-2017 program plan (SSSP funding).

IEC Recommendations:

- 1. Due to only 66% students indicating that they found the testing location easily, evaluate signage placement as well as increase signage visibility.
- 2. With the help of Health, Safety, Facility, Grounds Committee and the VPSS, evaluate relocation or expansion of Assessment Office to allow more computers and assessment opportunities.
- 3. Request a permanent part time staff person in 2016-2017 program plan (SSSP funding).

Self-Study Summary: Assessment

Over the last three years the Assessment Department has undergone extensive changes—with use of a new online Assessment tool (Accuplacer) and enhanced services to students including online test registration, automated emails, and a robust test schedule that provides tests during the day, evenings and weekends in Morgan Hill and Hollister as well as the main campus. While new technology and automated systems are in use, there is still an emphasis on personalized attention and excellent customer service to both students, faculty, and staff. The "high tech/high touch" is a winning combination. The need for test facilities that can accommodate more students per test session will continue to be explored and will require collaboration with the departments who use the computer labs on campus. The future holds a new test tool implementation, an added emphasis on pre-test preparation tools and strategies, and continuation of the wide and varied test offerings. Obtaining a test facility that would enable a minimum of twenty to twenty five students per test session would be more efficient for the one full time staff person and enable more students to test at peak times. We will continue to need alternate staffing (currently temporary substitute staff) for evenings and weekends. Having the consistency of a permanent part-time employee would be optimal.

Executive Summary: Associated Students of Gavilan College

Major Program Goals:

- 1. Lead by example by creating and maintaining an environment in which integrity, character, courage, and scholarship are of the utmost importance
- 2. Inform students of campus and community resources, and their rights and responsibilities as students of Gavilan College
- 3. Strive to meet the educational, multicultural, and socioeconomic needs of students
- 4. Make fair, ethical, and informed decisions at the college, district, and state levels
- 5. Recommend and appoint students to participatory governance and hiring committees
- 6. Voice the recommendations and concerns brought forth to the ASGC Senate.
- 7. Coordinate multiple student activities on campus during college hour
- 8. Award scholarships to qualified students

Concerns/Trends:

- 1. Transient student population results in difficulties with recruitment and retention.
- 2. Limited hours that the current advisor can devote to ASGC
- 3. Lack of a dedicated Student Life Coordinator
- 4. Less participation in shared governance committees
- 5. Fewer students meeting the requirements to qualify for textbook scholarship.
- 6. Decrease in sales of ASGC cards

Plans for Addressing Concerns:

- 1. Recruit and train new student leaders and members for ASGC, by increasing visibility
- 2. Advocate for institutionalized Student Life Coordinator, housed in the Student Success Center, who will act as a full time advisor for ASGC.
- 3. Continue revising and evaluating criteria for scholarships to maximize student awards.

IEC Recommendations

- 1. Develop strategy to recruit and retain students on an on-going basis
- 2. Continue revising and evaluating criteria for scholarships, and make current scholarship opportunities and guidelines more visible to general student population.
- 3. Explore strategies for implementing a full-time advisor for ASGC
- 4. Develop strategies for communicating with student body with the purpose of identifying issues, concerns and interests of the student body as a whole.
- 5. Continue to represent student concerns and interests by sponsoring events and activities on campus, by creating and advocating for policies and procedures endorsed by students, and by participating in shared governance committees
- 6. Develop strategies for increasing ASGC card sales.
- 7. Continue to identify and take advantage of opportunities for current ASGC members to receive leadership training

Self Study Summary: Associated Students of Gavilan College

The mission of the Associated Students of Gavilan College (ASGC) formerly known as the Associated Student Body (ASB) states: "The Associated Students of Gavilan College (ASGC) is dedicated to valiantly advocating for our diverse student population. We shall lead by example by creating and maintaining an environment in which integrity, character, courage, and scholarship are of the utmost importance. We shall inform students of campus and community resources, and their rights and responsibilities as students of Gavilan College. We consist of exemplary, academic, and diplomatic leaders who take initiative and strive to meet the educational, multicultural, and socioeconomic needs of our fellow students. We make fair, ethical, and informed decisions at the college, district, and state levels."

The ASGC is the official student leadership organization on campus and provides the majority of student input and recommendations on critical campus issues. Through weekly senate meetings, elected ASGC student leaders plan, implement, and evaluate college activities and services. They also recommend and appoint students to participatory governance and hiring committees and facilitate many of the campus' student events and activities.

The ASGC provides services and activities that meet the educational, political, cultural, and social needs of the Gavilan College student body. The ASGC:

- (a.) Represents students' voice on campus committees and the Board of Trustees. On behalf of the Gavilan College student body, the ASGC voices the recommendations and concerns brought forth to the ASGC Senate.
- (b.) Offers an ASGC card which serves as a photo identification and proof of enrollment. Students can purchase their card at the time of enrollment for \$6. Each card is loaded with \$1 which students can use to print on campus using the goprint system. With their ASGC card, students can also benefit from: (a) student discounts at stores and restaurants through the Student Savings Club and GeoPerks; (b) computer hardware and software discounts through College Buys; (c) discounts at the movie theater and the Gavilan College Cosmetology Department; (d) free admission to all Gavilan College athletic events and (e) free scantrons and/or green books.
- (c.) Coordinates multiple student activities on campus during college hour (TR 12:50pm-1:50pm). All events are fully sponsored by the ASGC and completely free to the entire student body. Example of student activities and events include: (a) Welcome Evens where students learn about student services and are provided with a school supply packet upon completing a student passport; (b) Club Day where students learn about and have the opportunity to join campus clubs; (c) March in March where students march to the state capitol for advocacy and change; (d) Autism Awareness; (e) Cinco de Mayo; (f) El Grito (Mexican Independence Day); (g) Black History month; (h) Halloween; (i) Finals week stress busters; (j) staff appreciation, and (k) graduation.
- (d.) Offers a \$200 Textbook Scholarship. The scholarship is posted on the ASGC website prior to the start of each semester and is awarded on a lottery basis. Completed applications are accepted during the first three days of each semester. Textbook scholarship youchers must be submitted to the bookstore by the second Friday of the

semester.

(e.) The ASGC annually awards scholarships to incoming students, current students and transferring students. The scholarships are awarded through the Financial Aid Office each spring semester.

Significant accomplishments since the last review period

- a. Implementation and continued support of College Hour. College Hour began operating in the Spring semester 2014 in its Tuesday and Thursday instructional slot from 12:50pm-1:50pm. In order to promote college hour, all ASGC related activities (see p.8) are scheduled at that time.
- b. Bought new patio furniture for the area outside of the Student Center.
- c. Collaborated with Health Services to make Gavilan College a smoke-free campus.
- d. Water hydration station was installed in the Gilroy campus Student Center
- e. Students have worked on various projects for the health and safety of students on campus (having picnic tables painted, bushes trimmed, bridge fixed for ease of students in wheel chair; pushed to have vending machine room open on weekends)
- f. Collaboration with MESA for student barbecues.
- g. Student voice projects which involve surveying students' opinions about various topics and about their needs have occurred over the years.

Objectives completed in 2014/2015:

- a. There was ASGC representation on two state Student Senate committees, four Region IV committees and nine Gavilan College committees/councils.
- b. Organized 14 student events and activities during college hour and held eight Inter Club Council (ICC) meetings.
- c. Revised the ASGC bylaws, ICC bylaws, created two new policies (pool table and helium use), and updated 15 frequently utilized documents.
- d. Attended three leadership conferences.
- e. Held elections electronically for the first time.
- f. Changed organization name from Associated Student Body (ASB) to Associated Students of Gavilan College (ASGC)
- g. Remodeled ASGC offices
- h. Supported the development of ASGC Computer Lab that is open to all students
- i. Posted ASGC Signage and recruitment posters
- j. Conducted classroom recruitment in 11 classrooms, posted flyers on campus, and bought promotional items to increase student participation in student government.

Impact on supporting and improving student achievement and student learning outcomes:

Numerous studies show that when students connect to the college in some way, they tend to stay in school. The ASGC strives to connect with students by providing activities and events appealing to the students as previously mentioned above. As stated in the mission statement, the ASGC is dedicated to the representation of the Gavilan College student body with a collective voice in participatory governance. Students have chosen to attend Gavilan College and many proactively bring issues and concerns to the ASGC in the

interest of improving the educational experience and environment. The ASGC and ICC continue to provide a "Club Day" each semester for students interested in connecting with a club on campus. The ASGC also honors cultural diversity with various days of celebration such as "El Grito" Mexican Independence Day, Black History Month, Multicultural Week, just to name a few on their calendar. Many students participate in the preparation and celebration of the social and cultural activities. Additionally, the ASGC calendar of events is developed with consideration to requests from students. The ASGC noted an increase in students inquiring about student involvement opportunities and the Inter Club Council reported an increase in membership for some clubs. These activities directly support strategy #6 and #7 on the strategic plan as they relate to fostering a culture of engagement and college life.

Resource and staffing changes since the last review and their effect on the program

Historically, the college has assigned Counseling faculty as the ASGC advisor with a 40% load to manage the responsibilities. As ASGC Advisor, the duties included student leadership and development, and organizing student activities and events. Every IEC report submitted from ASGC, had the recommendation to split leadership and student development from student activities and events. The opportunity to pilot splitting the faculty assignment became available in 2009. The position was restructured to a 20% faculty load as ASGC Advisor with the duty of providing student leadership and development. The remaining duties (events and activities) were reassigned to non-faculty personnel for four terms. Based on feedback from students, ASGC faculty advisor, Student Activities/Events Coordinator, Counseling Department, and Office of the Vice President of Student Services, the pilot was successful. Therefore there was a permanent reduction of the ASGC Advisor Counseling faculty reassignment from 40% load to a 20% load which increased the counseling load by 20%. With the 20% reassignment (7 hours per week), the ASGC advisor's primary role is student leadership development while the student Activities/Events Coordinator organized events, activities, clubs, and the budget. The Activities/Events Coordinator position, however, has been vacant for 3.5 years. Therefore, all ASGC-related matters (leadership development, events, activities, clubs, budget, supervision) have fallen completely on the ASGC Advisor and the ASGC Senate. Over the last five years, there has not been consistent support for student life on campus nor for the replacement of the student life position which negates the GCFA negotiations from April 2011. The ASGC is in dire need of support. ASGC Senate members (currently only have eight members) and seven hours of the ASGC Advisor is not enough to have a strong student life on campus. Although the ASGC Senate volunteers their time to represent the student voice, their primary responsibility is to be students first in order to be able to graduate and transfer. Many things often go unaddressed because there is no system in place to train, oversee, and manage ASGC in general. Gavilan College cannot fulfill a campus culture of engagement and student life without intuitional support and additional assistance in the form of a student life coordinator as ASGC previously had.

Trends affecting the program

- a. The strength of the program is based on student dedication, creativity, and commitment, equally energized by institutional support for the ASGC.
- b. The ASGC has experienced difficulty with recruitment efforts. Community college

- students are transient and many have various responsibilities (school, work, family, etc.) that prevent them from becoming involved in student government and shared governance.
- c. The ASGC has also had a transition in advisors. The current advisor has been in the position for one and a half years and all ASGC-related matters are handled by her in the seven hours she is allotted. Out of the 7 hours, she spends 4 hours meeting with ASGC leaders on Thursdays leaving only three hours for leadership development and other necessary duties (e.g., assisting students with coordination of events, completing reimbursement forms for campus clubs, ordering supplies, etc.).
- d. ASGC leaders are also often unsupervised given that the ASGC advisor is only physically present in the ASGC area on Thursdays. A lack of supervision coupled with minimal support for the ASGC Advisor and ASGC Senate hampers student activities, student engagement, and student life.
- e. There has continued to be a need for a full time position of a Student Life Coordinator and a full time advisor that may or may not be a faculty member that can be housed in the Student Center to support the needs of our increasing student population.
- f. Funding has remained steady.
- g. Participatory governance representation and student events and activities have continued to occur but minimally. This has been due to the low number of students actively participating in the ASGC.
- h. Textbook scholarships and other student scholarships have continued to be offered, but a lower number of students have met the textbook scholarship requirements over the last year.

Goals and objectives

- a. Remodel Student Center
- b. Provide students the ability to fax documents and print posters
- c. Install two additional hydration systems at the Gilroy campus
- d. Continue providing college hour events and activities
- e. Plan AB 540 Summit
- f. Continue attending General Assembly and Student Leadership Conferences
- g. Continue ASGC recruitment to increase the number of Senate members
- h. Continue student representation in Region IV and Gavilan College participatory governance committees
- i. Continue offering student scholarships
- j. Support the institutionalization of a full time Student Life Coordinator for the ASGC, with an office in the Student Center
- k. Increase visibility on campus and off sites by using available communication channels more efficiently and increasing the use of media and technology

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Executive Summary: Community Development and Grants Management

Major Program Goals

- 1. Expand access to Gavilan College by increasing opportunities for under-served students to access instructional programming.
- 2. Improve the academic, training, life skills, and professional success of students participating in the adult education and noncredit program areas.
- 3. Provide instructional and student support that addresses the issues facing noncredit students in a way that works with the life circumstances and culture of students.
- 4. Provide staff and administrator support with high levels of professionalism and customer service.
- 5. Develop partnership within the community to provide further access and educational opportunities for our students and further the role and image of the college

Concerns/Trends

- 1. Development and maintenance of data systems:
- 2. Decrease in immigration and changing demographics.
- 3. Student progression and barriers to successful transition
- 4. Reporting for SSSP and AEBG outcomes and funding distribution.
- 5. Marketing to increase enrollment.
- 6. Instructor turnover and lower pay scale of noncredit instructors.
- 7. Continuance of funding
- 8. Lack of full time anchoring in counseling and instructional areas. Added instructional support and Title V area

Plans for Addressing Concerns

- 1. Increase the efficiency of non-credit student enrollment and assessment.
- 2. Increase the number of noncredit students transitioning into credit programs
- 3. Increase learning and support opportunities to service area residents, particularly underserved students
- 4. Increase the consistency and quality of non-credit instruction.

IEC Recommendations

- 1. Hire full time non-credit counselor
- 2. Identify new community-based partners.
- 3. Assess, and amend as needed, GRACES three year plan
- 4. Assess "enhanced" NC classes as they are implemented.
- 5. Evaluate and improve advertising efforts to increase enrollment
- 6. Collaborate with credit instruction and student support services to identify ways to support transition of students

Self Study Summary: Community Development and Grants Management

The Community Development and Grants Management program is the organizational home of four different areas: Noncredit Instruction, Adult Education Consortium and Block Grant, Instructional Support Programs (Tutoring and Computer Centers) and the new Title V which includes the learning commons, acceleration, and civic engagement. The current submission primarily reviews the Noncredit and Adult Education instructional areas. The Noncredit program serves approximately 4100 non-Library-support-class enrollments per year and covers five primary areas of instruction: ESL and Citizenship, High School Equivalency Preparation, Adult Basic Skills/Basic Skills Support, and Job Preparation and Training. Classes are currently all open access and free to all students. Most classes are located, in 16 community locations that are accessible particularly for under-represented students. Since the last review period, there have been a series of developments that have increased enrollment and enhanced student success and support. For example, the credit and noncredit ESL programs have worked together to jointly recruit, assess, and plan schedules. The noncredit area has improved the course and curriculum consistency and has developed a robust assessment process. CDGM has also dramatically increased its support services with the systematic and comprehensive orientation and assessment and placement. Counseling support hours have also been increased and an educational planning system has been piloted. CDGM has also developed new partnerships and sites including PA Walsh in Morgan Hill, Glenview in Gilroy, Dual Language Academy in Hollister, and San Juan School in San Juan Bautista. Additional resources have become available since the last review. The amount of the Student Success Support Plan allocation for the noncredit area has doubled over the past three fiscal years. This increase has allowed CDGM to develop and provide more systematic and comprehensive support services. CDGM has led the development and implementation of the Gavilan Regional Adult Career and Education Services consortium and the resulting new partnerships and initiatives. The establishment of the consortium has allowed the college to access the Adult Education Block Grant monies. These monies are funding additional educational opportunities throughout our service area, the development of new courses and programs, and additional support for student transitions. For example, a three-day curriculum planning institute was conducted which brought together representatives from partner agencies to map out the direction for joint curriculum development. There are some important trends affecting the program they include: managing new monies and initiatives, no full time faculty in noncredit area, the need to develop and comprehensively provide student support services, need to develop MIS systems for tracking and reporting on the provision of student support services, and implementation of a student progress indicator system. It also is a ongoing challenge to hire and retain qualified and effective noncredit instructors, particularly when these instructors can often make more teaching at another college or even on the credit side of our own college. Students, particularly noncredit students, face academic and life issues that prevent them from progressing. Since student progression is an outcome for several sources of funding, determining effective ways to support students in working through obstacles to progress remains a challenge. As detailed in the body

of this submission, immigration, especially from Mexico, is decreasing annually as has the number of agricultural businesses that have traditionally drawn immigrants to our service area. Recruiting and retaining students particularly in the ESL program will increasingly affect the division. 20 Another trend facing Community Development and Grants Management is the addition of other areas of responsibility assigned to the Associate Dean. These areas include Instructional Support, Adult Education Block Grant, and the Title V grant, which includes effort in the areas of civic engagement, acceleration, distance education, and directed learning activities and learning commons. During this dynamic time, additional areas of responsibility invariable take time and energy to properly manage. As the noncredit program develops, staff and administrators will likely struggle to thoughtfully and effectively manage new and existing efforts.

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Executive Summary: Computer Place and Tutoring Center

Major Program Goals

Computer Place

- 1. Provide workstations that are more conducive to quiet work
- 2. Expand hours and services to accommodate evening and off-site students
- 3. Provide the most current and beneficial software and hardware for students.
- 4. Advertise to increase usage of services

Tutoring Center

- 1. Expand hours and services to accommodate evening and off-site students
- 2. Recruit more student tutors in specific disciplines

Concerns/Trends

Computer Place

- 1. Steadily falling usage of the Computer Place
- 2. Lack of quiet workspaces due to noise from Tutoring Center and foot traffic to the DRC
- 3. Limited hours, resulting in limited opportunities for evening and off-site students to use the services at the Computer Place
- 4. Need for continuous upgrading of software and hardware, purchase of new software and hardware

Tutoring Center

- 1. Lack of qualified tutors in specific disciplines
- 2. Limited hours, resulting in limited opportunities for evening and off-site students to use services at the Tutoring Center

Plans for Addressing Concerns

Computer Place

- 1. Make Computer Place more visible and accessible by informing faculty and staff, posting flyers and hours of operation and location.
- 2. Move Computer Place to quieter area
- 3. Expand hours to offer services to evening students, develop satellite Computer Lab for off-sites
- 4. Continue updating software as needed

Tutoring Center

- 1. Expand services on main campus and off-sites, including longer hours and more tutors in specific disciplines
- 2. Recruit and train more tutors in specific disciplines as needed.

IEC Recommendations

Computer Place

- 1. Develop a more comprehensive strategy for advertising and educating people about the services at the Computer Center
- 2. Experiment with ways to make the physical space more accessible to students wanting quiet workspaces i.e. partitions, cubicles, etc.
- 3. Continue providing the latest versions of software for student usage, including a plan for providing faster wifi.
- 4. Develop system for tracking which programs students use most, and collaborate with students and faculty to determine what other software would be beneficial
- 5. Collaborate with faculty to develop more comprehensive needs assessment tool, including hours of operation, types of software needed, opportunities for training students (and perhaps faculty and staff) in the usage of the software.
- 6. Develop a more comprehensive tool for evaluating the effectiveness of the services offered
- 7. Update Learning Outcomes and Program Plans to reflect current goals and objectives
- 8. Use collected data to provide explicit support for goals and objectives

Tutoring Center

- 1. Develop a system for evaluating effectiveness of Gavilan Tutorial Partnership, develop strategy to expand if data indicate it is an effective program
- 2. Develop a system for evaluating effectiveness of Guidance 28; update curriculum as needed
- 3. Develop a system for evaluating NetTutor's effectiveness
- 4. Develop a strategy for advertising and educating people about the services available at the Tutoring Center
- 5. With the Learning Commons coordinator and appropriate administrators, explore ways to integrate the Tutoring Center with Learning Commons student support services.
- 6. Develop a strategy for recruiting and training more tutors in specific disciplines, so that more walk-in students can be served.
- 7. Update Learning Outcomes and Program Plan to reflect current goals and objectives
- 8. Use collected data to provide explicit support for goals and objectives

Self Study Summary: Computer Place and Tutoring Center

The Computer Lab

Gavilan enrolled students have access to computers, software, internet access, and printing services providing students support that aids in research, writing, learning, software usage knowledge, and software usage support. Since our last review the Computer Place updated its tracking software giving more detailed analytics on student usage, time, student visits, and software usage. We also upgraded our PC's from Windows XP to Windows 7. Additionally, we updated all of our MS Office software to align with industry standards in the workforce. Netlab was installed to monitor and maintain the Labs network. Lastly Photoshop was upgraded and installed to support our digital media students.

The Tutoring Center

Provides students additional academic tutoring resources to further aid in students reaching their academic goals offering one-on-one tutoring for most courses which offers a collaborative working relationship between the tutors, tutees, and staff. For our Tutoring Center we expanded our tutoring hours from 20 to 32 tutoring hours a week. We adopted online tutoring first through Smarthinking and later to Net-tutor. We have requested hiring additional staff member to accommodate the increase in hours, which is still in the approval process. Lastly we have proposed expanding tutoring hours and subjects to our satellite facilities in Hollister and Morgan Hill sites. In prior surveys, 97% of student survey respondents indicated that tutoring did improve their success with their course/s and 93% reported that aided in their understanding of the course content.

Since our last review the Computer Place was moved to Lib 116 location against our area staff, academic senate, and associated student body recommendations and the space was given to a new program, the Learning Commons. The Computer Lab went from 50 PC's to 31 PC's. This move directly impacted the Computer place which is now located in a heavy traffic area and counterproductive to a quite learning environment. Our surveys indicate that our relocation directly impacted our program with a large drop in student usage from our previous years. Many recommendations were proposed by myself and others to lessen the impact on the resources and functionality that the Computer Place offers to the entire student population. Students have complained about the noise and activity in the area and find the new location to be very disruptive and distracting.

Our plans for the future is to continue to grow and expand the Computer Place and Tutoring center to accommodate the growing student population and current student technical resource needs. Budget and upgrade our student computer systems. Expand our hours of operation to offer tutoring after hours, offsite, and a fulltime staff for front desk scheduling of tutors. Most critical would be relocating the Computer Place and Tutoring

back to a more quite and closed space area that includes central air conditioning and more space as we had before. Student were surveyed at the new location showing more than 90% felt the new area was noisy, and distracting and impacted their studies.

Executive Summary: Distance Education

Major Program Goals

- 1. Continue to encourage faculty and departments to utilize forms of distance education to enhance their curriculum and course offerings
- 2. Support education training and professional development needs of faculty and staff
- 3. Support technical needs of students for distance education
- 4. Expand alternative delivery formats to meet the needs of our population (2-way synchronous video conferencing)
- 5. Provide more technical support for faculty/staff and students, when courses are in session and in-between semester (semester set-up/closure) support for faculty and staff
- 6. Provide training faculty in the area of online learning and distance education delivery methods to support OEI approved course standards rubric
- 7. Create a plan for the campus vision of distance education
- 8. Revise Best Practices document, the DE Faculty Handbook and the DE Master Plan as to keep current and relevant as needed.
- 9. Encourage and train communications, math and science instructors to utilize asynchronous education models to teach general ed courses in their discipline so that the college can offer a complete A.A./A.S. degree online.

Concerns/Trends

- 1. Most schools switching over to Canvas at the recommendation of the CCCCO.
- 2. Limited hours and personnel for tech support and training for faculty and students
- 3. Lack of a dedicated Instructional Technician
- 4. Budget is inconsistent from year to year
- 5. Campus lacks a comprehensive vision for growing and managing Distance Ed program
- 6. Decreasing student usage of existing orientations and online support
- 7. Need for development of fully online AA/AS degree

Plans for Addressing Concerns

- 1. Implement new state-recommended course management system Canvas.
- 2. Train faculty in new system, and help faculty become trainers and mentors for other faculty wishing to develop online curriculum on Canvas.
- 3. Develop updated faculty survey, gauge effectiveness of DE program components, and to identify faculty and student needs, and potential improvements.
- 4. Secure grant money to fund Instructional Technician to provide training and tech support
- 5. Adopt online student support tools, including tutoring, collaboration tools, counseling, eportfolios, online student readiness tutorials
- 6. Implement FreshDesk, the help desk software, to provide support for faculty

IEC Recommendations

- 1. In collaboration with representatives from stake-holding constituencies, develop long-term Distance Ed vision for the entire college, based on researched best practices.
- 2. Work with Tech Committee to revise budget, potentially locating the expense of the Canvas contract in the Tech committee's budget.

- 3. Develop updated faculty survey to gauge effectiveness of current DE program components, and to identify faculty needs and potential improvements.
- 4. Continue conducting student surveys to gauge effectiveness of DE program components, and to identify student needs and potential improvements.
- 5. Work with grant administrators to explore the possibility of funding Instructional Technician to ensure training opportunities for faculty, and continuous tech support for faculty and students.
- 6. Implement and develop strategy for evaluating effectiveness of online student and faculty support tools, including tutoring, collaboration tools, counseling, e-portfolios, online student readiness tutorials and FreshDesk help desk.
- 7. Develop strategy for determining effectiveness of current orientations for students, both online and in person, including Library 732
- 8. Work with communications, math and science instructors to develop a plan for addressing gaps in the offerings for a fully online degree

Self Summary: Distance Education

The Distance Education Program operates under the umbrella of the Library Department, which reports directly to the office of the Executive Vice President of Instruction. The Program is responsible for securing and servicing the technology that hosts our DE program, as well as guidance, training, and support needed for the instructional program to deliver curriculum, asynchronously or synchronously, in an online environment, videoconferencing environment or other distance learning format for Gavilan Community College. This includes supporting the technical needs of distance learners and instructors at all three campuses (Gilroy, Hollister and Morgan Hill) as well as any other geographical location that our students and faculty may be accessing our online environment from. It also includes training to teach synchronous or asynchronously using a variety of technologies and resources, orientations to online learning for students, and supplementing the Teaching and Learning Center for faculty and staff in matters regarding distance education pedagogy and technology. In addition, the Program is expected to maintain best practices guidelines and policies, plan and report data to local governance as well as state, and ensure compliance with accreditation requirements. The Distance Education Program maintains excellent working partnerships with other instructional and student service departments on campus, as well as other local colleges and universities, including CSU campuses, San Jose State and Monterey Bay, and Monterey Peninsula College and Hartnell College. Currently, the program is staffed with one full time Distance Education Coordinator, one part-time Distance Education Trainer, and one Work Study Student.

¹ Not synchronous; occurring at different times.

² In a synchronous manner; an action as carried out with synchrony; in phase or at the same time, at the same frequency.

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Executive Summary: Library

Major Program Goals

- 1. Increase student success in information competency.
- 2. Build and maintain robust collection of reserve materials for student use.
- 3. Improve physical space to provide for more collaborative work spaces, gathering places, and independent study and research.
- 4. Improve technology infrastructure throughout the library.
- 5. Continue to evaluate and acquire library materials to support student learning,
- 6. Support efforts and goals of Learning Commons

Concerns/Trends

- 1. Needs for more collaborative work spaces.
- 2. Needs to modernize the library space and technology.
- 3. Students' migration to personal digital devices.
- 4. Potential for system-wide conversion to Integrated Library System, which could provide tremendous cost savings if it does occur.
- 5. Need to impact awareness and action upon information literacy goals.

Plans for Addressing Concerns

- 1. Continue to advocate for improvement in library technology and facility infrastructure.
- 2. Continue to develop partnerships with instructional programs to integrate digital literacy into courses.
- 3. Develop and distribute information literacy materials.
- 4. Develop resources that are compatible with personal digital devices.

IEC Recommendations

- 1. Secure funding to make facility improvements, including installation of AC upstairs, replacing old furniture, and expanding access to quiet work space.
- 2. Improve technology infrastructure of the library to improve student access to online and course materials, and increase compatibility with personal digital devices.
- 3. Collaborate with faculty to develop and implement strategy for incorporating information literacy into instruction and instructional support.
- 4. Collaborate with Learning Commons staff and faculty to identify ways Library can support their efforts, including development of a research assistant training module for SI instructors

Self Study Summary: Library

The mission of the Gavilan College Library is to provide a safe, respectful and welcoming environment in which the educational community and its work are supported via the delivery of traditional and emerging academic research tools and methods, and where students are encouraged to explore, discover, investigate and develop research skills for personal, professional and life-long learning. The primary function of the Gavilan Library is to support the information needs of the college community. This support includes physical and virtual access to information and technology tools; spaces in which students can gather and work independently, together, or with the assistance of librarians; development of professional learning experiences for faculty to assist in creation of curriculum that builds information literacy skills; and direct instruction to students in the building of those information literacy skills.

The simple snapshot to show the library program's successes comes from its usage statistics. In the past three years, nearly all standard indicators show increases. The biggest growth has come from the use of online resources. Overall, database usage has increased by nearly 30%, while ebook use has grown by 76%. The number of unique computer users has grown by 25% over that three year span, and in the last three semesters, the number of reserve textbooks checked out by students has more than doubled.

These increases in usage are attributable to several library initiatives:

- a) The introduction and widespread use of Library Research Guides, which are web supports for specific courses, built in collaboration with classroom instructors to support the information and learning needs of that instructor's students. Over the past two years, over 30,000 visits to these sights were recorded. Some research guides get over 1,000 visits per semester.
- b) The purchase and development of a "discovery" tool that searches across most of our databases and physical resources in a single search. Significant development of this tool by library faculty has resulted in students and faculty finding more high quality sources.
- c) The development of a simple, clean new library homepage.
- d) The development, piloting, and implementation of the new LIB200 course, which supports English 1A learners in the research component of that class.
- e) Increased instructional interactions with students in library research orientations—with a 50% increase in such orientations and workshops over the last three years.
- f) Increased attention to the physical space of the library, with regular promotional and program planning. These include
 - a. a California Humanities traveling exhibit entitled "War Comes Home"
 - b. a companion exhibit of war photography from a former Gavilan student and veteran who has had his work published in *National Geographic*

- c. Ongoing library displays around themes such as Women's History, African-American, and Hispanic History months, Poetry Month, and Banned Books—Week.
- d. Fuel Up for Finals, which provides coffee, juice and snacks for students during their finals, and additional activities during Finals weeks that are designed to help students take a quick break from their studies to relax and recharge. In the past year, the library program has developed partnerships with other groups on campus—most notably ASGC and the Cosmetology department—to sponsor these activities.

Most measures of the library's impact on student achievement are indirect. Increased usage of library resources and space indicates students are using the resources to succeed in their classes. The high volume of usage of our Research Guides suggests that our online presence has become more targeted and relevant to students in their courses.

Staffing has increased to fill instructional positions for the LIB200 course. Six sections are being planned for Fall 2016 after a substantial revision of the course, which will occur with instructional design support as part of a cohort of instructors creating high quality online courses, This redesign effort will be funded through the new Title V grant. In addition, 10-15 hours a week of part-time faculty has been added to work the reference desk, enabling the head librarian to spend more time managing the program and planning and developing ongoing initiatives.

One major trends affecting the library program are the unrelenting move toward both digital resources and online learning. California community college library programs have demonstrated the power of economies of scale and the potential for equitable access in the state-wide purchase of a set of online databases; the potential for a state-wide purchase of an Integrated Library System (ILS) could save the library program money and provide access to greater sharing of materials across libraries. Finally, there is a steady move on the part of students to work and study in groups; providing the space, equipment, and infrastructure to make this happen is the library's response to this trend.

Key goals for the library program include

Increase student success in information competency.

Support institutional commitment to the teaching and learning of information competency across the curriculum.

Build a robust core collection of textbook reserve materials and secure an ongoing funding stream to maintain it.

Continue to improve the physical space to provide a) more collaborative work spaces supported by both technology and staffing; b) a college community gathering space consistent with the philosophy of the library as a "third place"; c) quiet spaces for independent study and research.

Improve technology infrastructure throughout library building.

Continue to evaluate and acquire library materials to better support (1) student learning objectives and (2) academic success through selecting materials judged (1) appropriate (2) relevant and (3) allowing ease of access.

Executive Summary: Vice President of Student Services

Major Program Goals

- 1. Promote innovation and data driven culture.
- 2. Build links between Student Services and Instruction
- 3. Focus on long term planning, including creation and assessment of new procedures, policies and program plans incorporating SSSP and Student Equity concerns
- 4. Decrease probation, increase certificates/degrees (Erin page 11 of self study)
- 5. Break down silos
- 6. Better means of communication with students who don't check email
- 7. Develop intrusive interventions for students falling between the cracks

Concerns/Trends

- 1. Increase in funding and corresponding mandates.
- 2. Student mental health and basic needs as obstacles affecting academic success.
- 3. Need for institutional research support.
- 4. Need for administrative support for new initiatives and ongoing operations.
- 5. Lack of space for new staff.
- 6. Student engagement needs. .

Plans for Addressing Concerns

- 1. Hire two administrative positions, Dean of Student Success and Enrollment Services and Dean of Equity and Instructional Support.
- 2. Hire a Student Life Coordinator
- 3. Focus Student Support Service staff and programming on data and outcomes.
- 4. Forge connections with other college areas.

IEC Recommendations

- 1. With input from the campus community, examine and recommend the optimum Student Support administrative structure for the college,
- Develop teams to research, develop, and implement tool and processes to improve faculty grading, student communication, high school student enrollment, and cohort identification and monitoring

Self Study Summary: Vice President of Student Services Programs and Services:

California community colleges have undergone the worst recession in their history as well as unprecedented changes in mission, compliance, and outcomes. However, with these challenges also came record funding for new initiatives. This has been both a blessing and a challenge to Gavilan's student services departments, which include all access, "onboarding," registration/records, special support programs, counseling, advisement, and career/transfer services. The new initiatives have also placed greater weight on accountability and student outcomes, the way we provide services and their effectiveness, and whether we succeed at retaining at risk students sufficient to their completing their educational goals. This also portends changes in funding which will be closely tied to outcomes versus headcount/seatcount.

As the previous Program Review outlined, Gavilan student services were understaffed and in many respects this is just now changing, but not in every sphere. There continues to be a dearth of managers, especially at the dean level to share the responsibility of overseeing the division. New funding is now directly tied to core service provision and/or student outcomes, so what is funded and which departments benefit has changed. So far, new funding on the Instructional side has not been as forthcoming for Credit programs, so the essential linkages between SSSP, Equity, Basic Skills, etc. still need to be imagined, forged, and supported institutionally before their effectiveness can be evaluated.

The division is committed to maintaining existing core services; restoring those that have been lost; and enhancing integration and collaboration across areas to build efficiencies that result in higher student outcomes and satisfaction.

Accomplishments:

Major accomplishments were listed in detail above, but most significant for summary purposes are meeting SSSP and Equity guidelines; creating a campus-wide dialogue for increasing student success/completion and integrating program strategies; identifying additional staff and hiring them; and working toward a goal of improving our data analysis, student outcome measurements, and providing students with tools to be more self-directed and informed.

Supporting Student Outcomes:

As mentioned above, the Office of Student Services oversees all core and required "matriculation" services, which are an integral part of new success initiatives. SSSP guidelines required the division to focus on new students in particular, create clearer, information-packed pathways, and target at risk students with more intentional interventions. We will be following up with at risk students, using data to identify students close to meeting their educational goals and awarding degree/certificates, etc.

Division staff is integral to leading discussions and seeking improvements in integrated planning, institutional outcomes, data analysis, and Scorecard and IEPI goals. Student Services faculty and staff have always supported student outcomes; otherwise, we wouldn't be in these jobs.

Staffing Changes:

Although increased staffing was a program plan objective prior to the recession, the division had additional staff reductions over the last several years. This lack of critical staff has been most felt in MIS, Counseling, and additional support areas such as student retention, Institutional Research, and Career/Transfer services. SSSP and Equity funding has made it possible to identify new or restored positions, but the lack of HR staff to quickly process requests and our inability to attract new staff has complicated the hiring process. The lack of consistent and proficient Institutional Research and IT staff has also had an impact on department efficiencies and more streamlined services. We hope that in the next couple of years, we will see sufficient improvements in staffing that directly relate to improved student outcomes.

Trends:

New initiatives and funding; salary competition with other colleges leading to reduced hiring pools; new data reporting and accountability from State and Federal regulators; focus on outcomes versus access; new funding for Student Services without similar support for Instruction, leading to fewer innovations in curriculum, programs, or increased faculty and resources for additional course offerings in impacted areas.

Goals and Objectives:

These are clearly outlined above in detail; however in regard to the IEPI goals, the division should work to identify students who have or are near degree or certificate completion to help meet the new targets. Division goals and objectives are also defined by those in the SSSP and Equity reports and the reports and regulations in the categorical programs.

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IEC STATUS UPDATE

Academic Year: 2015-2016

Name of Program:

Cal/WORKs

Date of last review:

2013-2014

Recommendation:

Work with MIS and the Office of Institutional Research to collect data evaluating the effect of new state regulations on the program.

Progress:

The effects of new state legislation 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.

Program Name	2012-13 Student Headcount	2013-14 Student Headcount	% Change (Student Headcount Between 2013- 14 and 2012- 13)	2014-15 Student Headcount	Percentage Change (Student Headcount Between 2014-15 and 2013-14)
Chabot	249	· 191	-23.29%	181	-5,24%
Las Positas	58	65	12,07%	56	-13.85%
Cabrillo	158	192	21,52%	153	-20.31%
De Anza	177	128	-27.68%	131	2,34%

Foothill	50	48	-4.00%	42	-12,50%
Gavilan	260	206	-20.77%	184	-10.68%
Hartnell	174	156.	-10,34%	143	-8.33%
MPC	103	86	-16.50%	76	-11.63%
Ohlone	87	66	-24.14%	75	13.64%
Evergreen	179	130	-27.37%	127	-2.31%
SJC	131	113	-13,74%	128	13.27%
Mission	161	107	-33.54%	94	-12.15%
West					
Valley	71	43	-39,44%	36	-16.28%
	1,858	1,531		1,426	
L.					

We are currently developing a new program to continue to work with this population called Fresh Success (see attached description) or visit www.foundationccc.org/FreshSuccess. This will allow us 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. We are one of two state pilots along with Cosumnes River College EOPs Program. Gavilan has given \$30,000 from equity and \$120,000 general funds to "seed" this program. The federal government will reimburse .80 for each dollar spent on eligible services. This allows a total annual budget of \$270,000.

Recommendation:

Continue to provide CalWORKs representation on SSSP committees and in shared governance committees.

Progress:

The CalWORKs Counselor represents our program at the Counseling meetings, this has improved our communication. The CalWORKs Coordinator is an active member of Student Services, Budget Committee, Department Chairs, Equity, President's Council, IEC, Learning Council, Deans Council and Admin Council. In addition, the CalWORKs Coordinator and Program Specialist work on various task force/committees at the statewide level.

Recommendation:

In conjunction with the off-site supervisors and other stakeholders on campus, develop a plan (and include in program plan) for increasing intake, counseling and support services in Hollister and Morgan Hill.

Progress:

The CalWORKs program provided services in Morgan Hill for one semester. However, due to a lack of student participation we ended this service. We tried several approaches and marketing strategies to increase participation without success. We sent emails, mailed post cards, even sorted appointments by city. In addition, we tried sending counselors and then a program specialist. On the other hand, we continue to provide CalWORKs services in Hollister every Thursday during the spring and fall semesters with increasing student participation. We also secured equity funding to have a counselor during the summer to serve students identified by our equity report as experiencing inequities. This was very successful.

Academic Year: 2015-2016 Name of Program: EOPS

Date of last review: 2013-2014

Recommendation:

Continue to focus on strategies for improving student success, and student achievement of educational goals, i.e. transfer and graduation and/or other ed plan goals.

Progress:

EOPS provides "over and above" support services to low-income first generation students. All EOPS students participate in orientation, abbreviated and comprehensive educational planning, priority registration, transfer planning, funding for textbooks, academic progress monitoring, university visits and leadership opportunities through the EOPS Club. Students on academic probation are required to attend a workshop to assist them with resources and information on how to improve their status. In 2013-14, EOPS served 418 students, including 28 foster youth. In 2014-15, 424 students were served, including 42 foster youth and for 2015-16, we plan to serve 500 students and increase the number of foster youth to 60 with the assistance of a new part-time EOPS/Foster Youth Counselor.

The graduation and transfer rates for EOPS students were as follows: 2013/14, 64 students graduated and 15 transferred. In 2014/15, 68 graduated 18 transferred.

Recommendation:

Work with MIS and the Office of Institutional Research to collect data related to new regulations.

Progress:

EOPS is fully integrated with SSSP regulations to collect the data required for the college to receive funding. As the data collection from SSSP is still being tabulated, the college has not completed the final results regarding orientation, ed plans, and follow-up services. However, the EOPS Counselor provides all of these services. Regarding Student Equity, EOPS and other categorical programs provided 32 workshops with 275 students attending in 2014-2015. EOPS provided two orientations and completed comprehensive education plans for 98% of 424 EOPS students. The Foster Youth Committee made up of representatives from A/R, Financial Aid and EOPS met to discuss definitions of foster youth and services for which they qualify. An MOU was created with Silicon Valley

Children's Fund to provide coaching services for foster youth once a week on campus. A total of 89 students from the categorical programs attended five campus visits and reported on a survey that the visits were helpful in learning about transfer options. In 2015/16 we plan to expand to 6 university visits.

Recommendation:

Continue to provide EOPS representation on SSSP and student equity committees.

Progress:

EOPS/CalWORKs Associate Dean co-led and co-wrote Student Equity Plan for 2014-2015. She continues to be an active member of the Student Equity Committee and the SSSP Committee. EOPS serves the most disadvantaged equity populations who underperform in terms of success indicators according to the CCCCO data mart; Hispanic, low-income, and foster youth students. In 2014-15, EOPS received Student Equity funding for transportation, books, summer counseling, and buses for university visits. For 2015-2016, Student Equity is currently funding a part-time foster youth counselor.

Recommendation:

Address security concerns by installing alarm system or other security enhancements

Progress:

Security concerns have been addressed by changing the locks in the entire Library and adding safes. No further security issues have occurred.

Recommendation:

Continue to plan for increased enrollment to ensure that EOPS is ready when the funding is in place, including adding a part-time counselor to serve the off-sites.

Progress:

EOPS funding has been restored in 2015-2016. We are expanding to serve 500 students, provide a \$300 book voucher, a \$200 grant for students in good standing and a \$25 voucher for student supplies. A part-time EOPS/Foster Youth Counselor was hired in August 2015 to serve foster youth and additional EOPS students. In fall 2015 the EOPS/Foster Youth Counselor provided outreach to 128 foster youth who self-identified on the CCC apply ARGOS report. We offered EOPS Counseling in Hollister in the summer of 2015 which was very successful. EOPS and CalWORKs Counselors served 107 students according to the SARS report demonstrating the need for counseling. EOPS has applied for a second full-time EOPS Counselor through Student Equity to increase services to 200 low-income students and to provide regular counseling services in Hollister and Morgan Hill.

Recommendation:

Collaborate with mental health services task force to establish program for mental health counseling services

Progress:

The EOPS/CalWORKs Associate Dean continues to participate on the Mental Health Committee. The College purchased Maxient to quantify incidents on campus. The program will be developed over 2015-2016 in anticipation that the college may provide mental health counseling in the future. Staff participated in a Trauma workshop in spring 2014. The presenter will offer a workshop in spring 2016 staff development day. Staff will participate in Active Shooter training on October 23, 2015. Health Services continues to provide Kognito online training for staff and students and the Student Health 101 magazine.



IEC-STATUS UPDATE

Academic Year: 2015-2016 Name of Program: Financial Aid

Date of last review: 2013-2014

Recommendation:

Continue to actively participate in discussions associated with new SB 1456 policies and procedures.

Progress:

In Summer 2015, the Financial Aid department launched an awareness campaign to inform students of academic progress requirements effective Fall 2016, for BOG Fee Waiver program. More than 12,000 current and former students (who attended within the last three years), were notified with detailed email describing academic progress requirements. Publications like the 2015-17 College catalog, pages 29-30, included section outlining academic standards, loss of fee waiver notifications, regaining eligibility and appeals process.

Beginning Fall 2015, individual student notifications for academic probation 2, progress probation 2, and dismissal statuses included language regarding potential BOG loss for Fall 2016.

For Spring 2016 plans include:

- <u>Staff awareness campaign</u>: with presentations anticipated for Student Services Council, Outreach/Recruitment group, Counseling Department, Peer Mentors/Rambassadors, and instructional division, as well as Professional Development Day.
- Formation of BOG Loss Appeals Committee: The SSSP Committee will be asked to recommend structure and membership of the BOG Loss Appeals Committee. Committee representation from categorical programs is desired. A suggestion to combine Enrollment Priorities Committee and BOG Loss Appeals Committee will also be considered. The Enrolment Priorities Committee includes admissions and records director, A&R technician, counseling department chair, and financial aid director.
- <u>Data Analysis</u>: Reports and data for number of potentially affected students will be requested of MIS contracted help. Follow-up efforts will be discussed with counseling department and VPSS.

Recommendation:

Hire additional staffing to address student service access, particularly for veterans and off sites

Progress:

With the help of SSSP dollars, Welcome Center services have expanded from Gilroy campus to Morgan Hill and Hollister sites, geared at assisting students with FAFSA and Dream Application process. Training by the Financial Aid representatives to Peer Mentors have proven successful, with regular communication and coordination between Welcome Center, Financial Aid, Counseling and sites. Enhanced coordination efforts with Outreach/Recruitment Rambassadors have also proven successful, with FAFSA and Dream Application services expanding to Student Success Center, and most recently, to the Associated Students Gavilan College (ASGC) computer lab.

Financial aid staff participate in monthly combined meetings with Admissions and Records, Counseling, Welcome Center, Outreach/Recruitment and Site Directors to strengthen communication, collaboration among student services departments.

Recommendation:

Continue to examine and develop strategies to reduce likelihood of student loan default

Progress

On September 28, 2015, the Department of Education distributed fiscal year 2012 cohort default rates to postsecondary institutions. The ratio used to calculate the default rate is as follows:

Cohort Fiscal Year	Year Published	Borrowers in Numerator Borrowers in Denominator	3-Year Time Period (Numerator) 1-Year Time Period (Denominator)	
2012 2015		Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014	10/01/2011 to 09/30/2014 10/01/2011 to 09/30/2012	
		Borrowers who entered repayment in 2012		

Gavilan College's Cohort Default Rate FY 2012.

Cohort Fiscal Year	Year Published	<u>Borrowers in Numerator</u> Borrowers in Denominator	Gavilan's Cohort Default Rate Calculated as:
2012	2015	Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014	59 ÷ 211 = 27.9%
		Borrowers who entered repayment in 2012	

College Efforts

The Financial Aid Office has continued loan processing, with an added component of individual review for each written request, by two staff members. The Financial aid director reviews each request and signs off on approval, reduction or denial of each loan. Loan denials are made when academic progress is lacking, high loan indebtedness, and lack of educational related expenses.

Delinquency Management

In March 2015, the College contracted with Ed Financial Services to provide default prevention service to Gavilan borrowers who have withdrawn or graduated. Ed Financial Services has access to Gavilan borrower data to conduct delinquency management which includes:

- Multiple live agent campaigns.
- Monthly email and mail contacts
- Skip tracking with follow up calls and letters
- Facilitate three-way calls with borrower and services for right party contact
- Other contract or tracking means to resolve delinquency

Loan rehabilitation services: Live agent campaigns, letters and emails are deployed to contact borrowers and secure appropriate payment arrangements for account rehabilitation. Accounts are monitored to ensure that borrowers remain on track to rehabilitate the loan and remove the default prior to the conclusion of the cohort calculation period.

Budgetary Implications:

Expense for Ed Financial Services is paid out of categorical program at cost of \$6,000 annually.



Academic Year:

2015-2016

Name of Program:

Hollister Site

Date of last review:

2013-2014

Recommendation:

Identify technological needs and request equipment as needed through the program plan and budget request process.

Progress:

Due to previous funding constraints 2 out of 6 classrooms are still in need of becoming "smart classrooms". Currently awaiting new quotes on equipment costs so that an order request can be forwarded to the Instructional Equipment budget.

Recommendation:

Work with department chairs, VP of Student Services and VP of Academics to ensure an appropriate breadth of course offerings and greater representation on schedule planning committee.

Progress:

This is an on-going process due to course needs in Hollister are ever changing depending on student population needs. For example, Fall '15 semester showed a need for Math 400, the course was added and enrollment is at capacity. Site Director will continue to work with department chairs, VP of Student Services and VP of Academics to ensure an appropriate breadth of course offerings.

Recommendation:

Continue to work with Student Support Services to increase service availability at the Hollister site.

Progress:

Based on survey administered in the Fall '14 semester and data collected for the Student Learning Outcomes, Financial Aid Services was one of the top requested Student Services. In October 2014 a Program Services Specialist was hired for Hollister site with training in Financial Aid to fulfill the need in that area. Based on the same survey, more than 75% of students have used at least 2 of the 9 services. Providing students with information regarding the services that the Hollister offsite offers helps to keep them aware of such services. In addition the Bookstore extended services for Fall '15 and DRC is planning on providing services at the Hollister site to begin in Spring 2016.



IEC STATUS-UPDATE

Academic Year: 2015-2016

Name of Program:

Morgan Hill Site

Date of last review:

2013-2014

Recommendation:

Identify technological needs and request equipment as needed through the program plan and budget request process.

Progress:

All the classrooms are now equipped with projectors connected to computer stations, which allow instructors to have power point presentations, connect to the internet, play videos, etc. We have also requested a document camera (or cameras) for the site.

Recommendation:

Work with department chairs, VP of Student Services and VP of Academics to ensure an appropriate breadth of course offerings and greater representation on schedule planning committee.

Progress:

The site director met with the VP of Student Services, VP of Academics and Deans back in May, 2015. The brief meeting focused on discussing courses with the most demand and courses community members and/or current students express interest in such as child care in Spanish (offered in the past) and computer classes (basic level such as Microsoft word, etc).

Recommendation:

Participate in the planning of Coyote Valley Education Center, currently under development

Progress:

At this point, the site director has been informed of the new project and possible future support in areas related to student services.

Recommendation:

Continue to work with Student Support Services to increase service availability at the Morgan Hill site.

Progress:

This Fall 2015 the Welcome Center started operating in Morgan Hill. Along this new service, the site continues to offer counseling and tutoring. Also, a librarian comes twice a week and the front desk assists with A&R and financial aid services.

IEC STATUS UPDATE

Academic Year: 2015-2016 Name of Program: PUENTE

Date of last review: 2013-2014

Recommendation:

Develop a program plan to lay out objective and monitor any improvements.

Objective:

• Generate more parental involvement.

Progress:

We created a Parent Pan Dulce Meet and Greet with program coordinators, phase three students, and mentors and offered this event for four consecutive years, beginning in 2013.

This well-attended event, has maintained student retention at strong levels, helped clarify communication between students and parents regarding the program, and provided a warm family-like welcome for new Puentistas.

Recommendation:

Examine the prospect of expanding the program to double the students who can participate in this model approach.

Progress:

The plan was discussed informally with Kathleen Moberg, and more formally at an English Department meeting and with Fran Lozano.

Challenges to meeting this goal, include: shortage of faculty able to devote the necessary time to the program; a necessity for current staff to take a break; changes in administrative systems has weakened communication.

In order to expand, institutional support must be strong. It is unclear if that support currently exists.

The Puente State Office did offer to assist with expansion for 2016 – 17 using equity funding. Unfortunately we have a shortage of faculty to support this effort. Gavilan needs to reconfigure our Counseling and English faculty. We need a 50% counselor and 20% English instructor with Administration support and a clerical person to work for both Puente sections. We are hopeful it may occur for 17-18.

Recommendation:

Begin discussions with Management Information Systems and Admissions and Records staff to decrease the likelihood that non-Puente student will enroll in the Puente English 250 courses

Progress:

VP of Student Services established a code that in order to enroll in the program the Puente Counselor must meet with the student. Thus, this recommendation has been realized. However, creating pass/no pass classes has meant additional challenges for program enrollment, including financial aid

Recommendation:

With the new Vice President of Student Services, discuss staffing options for increasing the administrative and clerical support for the program

Progress:

Currently using a work study person for some clerical activities. Counselor still has to do confidential clerical work to support the program. Our UC and Gavilan memo of understanding is that there is a 10 hour clerical employee to support the program.

October 11, 2016

Consent Agenda Item No. Information/Staff Reports No. 11 (d) Discussion Item No. Old Business Agenda Item No. New Business Agenda Item No.
SUBJECT: ACCJC Substantive Change Proposal, Aviation Maintenance Technology Program
Resolution: BE IT RESOLVED,
X Information Only
Action Item
Proposal: Approve the ACCJC Substantive Change Proposal for the change of location of the Aviation Maintenance Technology Program from the main Gavilan campus to the San Martin Airport.
Background: The U.S. Department of Education regulations require that accrediting agencies have adequate policies and procedures to ensure that any substantive changes to an institution, its educational mission, or programs do not adversely affect the capacity of the institution to continue to meet Eligibility Requirements, Accreditation Standards and Commission policies. There are several conditions which require substantive change approval in order to comply with new Higher Education Opportunity Act regulations. A change in the location or geographic area served is one of those conditions which require a substantive change proposal.
Budgetary Implications: None
Follow Up/Outcome: The Aviation Maintenance Technology program is awaiting approval from ACCJC.
Recommended By: Sherrean Carr, Dean of Career Technical Education
Prepared By: Sherrean Carr, Dean of Career Technical Education
Agenda Approval: Activity Multiple Rose Superintendent/President

Substantive Change Proposal

Change of Location: San Martin Airport - Aviation Program

September 26, 2016

Gavilan Community College District 5055 Santa Teresa Blvd. Gilroy, CA 95020

Prepared by:
Sherrean Carr,
Dean of Career Technical Education, Gavilan College

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A. Overview of Substantive Change

A.1. A concise description of the proposed change

Gavilan College is requesting approval to relocate their Aviation Maintenance Technology Program from the main campus (5055 Santa Teresa Boulevard Gilroy, CA 95020) into a newly constructed hangar and renovated classrooms at the San Martin Airport (13021 Murphy Avenue San Martin, CA 95046) which is 11 miles from its current site.

This change in location will eliminate the space constraints impacting the program during the past six years and allow for program expansion, such as adding drone technology to the curriculum. In addition, San Martin's Airport is central to a great deal of aviation activity, as one of three Santa Clara County general aviation airports.

A.2. Relationship to the Gavilan College Mission

Gavilan College's mission statement is as follows:

"Gavilan College cultivates learning and personal growth in students of all backgrounds and abilities through innovative practices in both traditional and emerging learning environments; transfer pathways, career and technical education, developmental education, and support services prepare students for success in a dynamic and multicultural world."

This program meets the mission of Gavilan College by supporting services that prepare students for technical and public service careers. The College's mission statement is evaluated and revised by the Board of Trustees on a regular basis and was last reviewed and approved on January 12, 2016.

Strategy #3 of the College's Strategic Plan is to: "Improve and expand existing facilities to enhance the learning environment." (Appendix A College Strategic Plan 2014 – 2017) It is in this context that Gavilan College has developed the site at the San Martin Airport for the Aviation Program.

A.3. Rationale for Proposed Change

Since 2010 the Aviation Maintenance Technology program has divided time between classrooms in the renovated Multipurpose Building on the main campus and performing lab work at San Martin Airport hangars. This has not been an ideal instructional setting, teaching in the classroom on the main campus and then having to pack up on campus and transport students to the San Martin Airport for their lab activities. Space constraints have limited enrollment to 25-30. The move to the airport creates space for the class size to expand to 50 and provides a larger population pool from which to recruit. Being situated at the San Martin Airport will allow students access to aviation businesses throughout Santa Clara and San Benito counties.

Last year the FAA announced changes to the aviation maintenance certification, with an increased emphasis on electronics and turbine engines. The new facilitates at the San Martin

Airport will offer an improved aviation maintenance program which will be more attractive to students.

Plans for program expansion include: outreach to retired pilots who want to learn the maintenance aspects of aviation and adding courses in drone technology which will lead to a certificate. The first of three courses planned for this certificate, Introduction to Unmanned Aircraft Systems has already gone to the College's Curriculum Committee for review.

An analysis of the United States Department of Labor, Bureau of Labor Statistics for aircraft mechanics and service technicians' shows: (a) The job outlook remains steady. Nationwide employment projections from 2014-2024: employment 2014 – 119,900; projected employment 2024 – 121,500 which is a 1% increase. While in California the long term occupation projections for that same time frame are: base 13,200; projected 14,900 which is a 12.9% increase. (www.projectionscentral.com/Projections/LongTerm) (b) In May 2015, employment by state showed California has the 2nd highest employment level in this occupation – 13,330. (www.bls.gov/oes/current/oes493011.htm) (c) Nationwide the median annual wage in May 2015 was \$58,370 with an hourly pay of \$28.07. California is one of the top paying states for this occupation. During this same period (May 2015) California's annual mean wage was \$63,000-\$82,000 with an hourly rate of \$30.85. (www.bls.gov/ooh/installation-maintenance-and-repair/aircraft-and-avionics-equipment-mechanics-and-technicians.htm#tab6)

In addition, current labor trends found that Boeing Aircraft Corporation, a major hirer of Gavilan College aviation graduates, show that based on new aircraft sales, indicate that approximately 92,000 technicians will be required in the next 20 years here in the United States. And globally overall there will be a need for 601,000 aviation technicians. (Appendix B Aviation Program Status Update 2012-13)

The College has reported extensively on regional labor market factors and trends as well as taking a snapshot of employment and economic data in the Educational Master Plan report from 2013. (http://www.gavilan.edu/old/master/)

B. A description of the program to be offered if the substantive change involves a new educational program or change in delivery mode

B.1.2.

Not applicable as this substantive change request does not involve a new educational program or change in delivery mode.

C. Description of the Planning Process which led to the request for the change

C.1. The change's relationship to the institution's planning, evaluation, and stated mission.

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

(www.gavilan.edu/strategic plans/Gavilan StrategicPlan 2015 2020.pdf)

The College is requesting approval to relocate their Aviation Maintenance Technology Program from the main campus into a newly constructed hangar and renovated classrooms at the San Martin Airport which could eventually accommodate 50 students. This would double the programs student population. The District is comprised of approximately 2,700 square miles in southern Santa Clara County and most of San Benito County. Currently the District operates a main campus at 5055 Santa Teresa Boulevard in Gilroy and two satellite sites, one in Morgan Hill and one in Hollister.

This move has been a part of the Aviation Department's Strategic Plan for the past 10 years. (https://mail1.gavilan.edu/program_plans/view.php) Each year as a part of the integrated planning process they have included the following program objective: Move to new facilities at the San Martin Airport to serve a larger student population. This request is based on the College's Strategic Plan, Strategy #1: Optimize enrollment, course offerings, and services to reflect community needs and growth. And Strategy #3: Improve and expand facilities to enhance the learning environment. (Appendix A – Gavilan Strategic Play 2014-2017)

This program meets the Mission of Gavilan College by supporting services that prepare students for technical and public service careers. The College's Mission Statement appears in A2.

C.2. The assessment of needs and resources which has taken place.

The Aviation program underwent a complete program review in 2011. (https://maill.gavilan.edu/iec/dept/instr_serv/avi/fyl1/11-B-AVI-SelfStudy.pdf) In that study the need to move to a larger facility, specifically at the San Martin airport was identified and as mentioned above has been a part of their Program Plans ever since. The Institutional Effectiveness Committee (IEC) which oversees program reviews for the College recommended that "Program faculty actively participate in institutional discussions regarding facility planning concerning the aviation program." and "Pending the results from the cost-analysis study regarding the construction of an Aviation campus at the San Martin Airport, work closely with the administration to develop alternative solutions to the current facility situation issues." (https://maill.gavilan.edu/iec/documents/2011_IEC_AnnualReport.pdf) The 2012-13 IEC Status Update of the Aviation Program includes the progress the college had made in developing a facility for the Aviation Program at the San Martin Airport, including the latest report from the Gavilan Joint Community College District Facilities Development and Utilization Committee: (Issued October 9, 2012) STATUS OF REAL PROPERTY LEASE AT SAN MARTIN AIRPORT FOR THE AVIATION PROGRAM.

(https://mail1.gavilan.edu/iec/dept/instr_serv/avi/1213-AVI-Update.pdf)

The aviation advisory committee has been a great advocate for the College's move to the San Martin Airport and concurs that construction of a facility in San Martin would be a boon to the aviation program.

The Aviation program is comprised of 2 full-time faculty members and 1 part-time (.67) lab instructor. It is supported by 1 part-time (.60) professional support staff member. The Dean of Career and Technical Education provides management oversight of the program. College personnel engage in annual Aviation Advisory Committee meetings and monthly program meetings.

All usable aviation equipment and property will be moved to the San Martin Airport site. Lab classes have been utilizing an existing airport hangar at the airport so that equipment will be moved the short distance into the new constructed hangar. Funding for the program will continue through the College's integrated planning process/budget request process.

C.3. The anticipated effect of the proposed change on the institution.

Space constraints on campus have limited enrollment to 25-30. The move to the airport creates space for the class size to expand to 50 and provides a larger population pool from which to recruit. Being situated at the San Martin Airport will allow students access to aviation businesses throughout Santa Clara and San Benito counties.

It is anticipated that this change will increase the enrollment in the Aviation program with a larger student population to draw from. The department is already in the developmental stages of new curriculum and a certificate in drone technology. These facilities will greatly improve the teaching and learning environment for the faculty and students. With the classrooms being right there at the airport, opportunities for students to do internships and learn by first-hand experience is phenomenal.

C.4. A clear statement of the intended benefits that will result from the change.

The primary benefit of the proposed change is to the educational environment. The students and faculty have been occupying cramped quarters for the past 6 years and have had to divide their educational time between the main campus classrooms and completing lab work at the San Martin airport. The instructors and students have been doing an outstanding job under this teaching/learning environment with high success rates for those who complete the program and take the FAA required exam. As mentioned throughout this report, another benefit will be the opportunity for the department to grow, expanding its student population and course offerings.

Placement of the College's Aviation Program at the San Martin Airport creates an opportunity for Gavilan College's program to be a model program, as aviation maintenance programs in many Bay Area schools have closed. San Martin Airport is central to a great deal of aviation activity as one of three Santa Clara County general aviation airports.

C.5. A description of the preparation and planning process for the change.

The following report was taken from the Gavilan Joint Community College District Facilities Development and Utilization Committee. This committee was comprised of several members of the Gavilan College Aviation Users Group, consisting of Gavilan College administrators, aviation faculty and the Architectural firm BFGC-IMI, which Gavilan College hired to do a study and create a plan for designing Aviation Facilities at the San Martin Airport. In the summer of 2010 "the District met with representatives from Santa Clara County to discuss the potential of a 30-year real property lease near the San Martin Airport as a permanent location for the aviation program. Over the next few months the site that was identified as the County's preference was a parcel next to the area currently leased by Santa Clara to the Lion's Club. With the help of District consultants and the County of Santa Clara, the District performed its due diligence and surveyed the site for various infrastructure issues such as power, sewer, water, etc. and reviewed design issues with the County's Fire Marshall. In addition, District consultants met with members of the aviation program to review the design and layout of the buildings for this particular site. With the information received, District consultants met with the aviation program staff and distributed a program summary, draft plans, and a project cost estimate of \$2.6 million. The aviation staff then suggested perhaps there were two other locations to consider nearer to the airport itself and may save money.

The first option was to see if a current business enterprise located at the airport would be willing to lease a portion of their hangar space to the aviation program. The owner was not interested in leasing any hangar space.

The second option was to lease a parcel near the current offices of the San Martin Airport administration. In initial discussions with Santa Clara County, however, this option was turned down because it was not originally part of the current San Martin Airport Master Plan build out. At that point the District decided to put the project temporarily on hold. In August 2012, the District called Santa Clara representatives and indicated that we would be willing to enter negotiations to lease the property next to the Lion's Club but asked that the County reconsider its decision concerning the parcel near the offices of the airport administration. A few weeks later the County responded that they would like to meet with the District and discuss the second option in more detail; which District staff and consultants did in late August 2012. The meeting was very positive and we have concentrated on the new parcel.

Since that meeting, County representatives have provided information that is critical to the District's completion of its due diligence, design, and drawing up lease contracts. We have a meeting scheduled with the Santa Clara County Planning Department to discuss the San Martin Airport Master Plan. District consultants determined in mid-October we would have enough information to meet with the aviation program staff to review design options. With that information, the District intends to forward this information to Santa Clara County officials and move to the next step of this process." (Appendix B IEC Status Update 2012-2013 Aviation Program)

Even before the lease with San Martin Airport was signed, Gavilan's Facilities Director developed plans to relocate three portable buildings from the main campus to the airport. Plans were drawn up to construct a new hangar. By September 2015, the California Division of the State Architect (DSA) approved the project. A job walk-through was scheduled three weeks later

and bidding began. In December 2015 the Board of Supervisors unanimously approved a 20-year lease, with two five-year renewal options. After the lease approval by the county, 20 members of the construction team attended the project kick-off meeting on January 15, 2016. Construction began 10 days later with a mid-July completion date and fall semester move in date. The challenging approval process across Santa Clara County, the DSA and the FAA has been completed.

Collaboration was the key to the success of this new facility. Gavilan College aviation faculty and administrators; the aviation advisory committee; and county committees and commissions, including former District 1 Supervisor Don Gage and his successor Supervisor Mike Wasserman were all instrumental in the process.

May 12, 2015 – Land Lease
August 11, 2015 – Bid for portables
December 8, 2015 – PSE Consultant contract
January 12, 2016 – Accept bid on construction
February 9, 2016 – San Martin water/sewer agreement with San Jose
(http://www.gavilan.edu/administration/board/meetings.php)

D. Evidence that the institution analyzed and provided for adequate human, physical, technology, and financial resources and processes necessary to initiate, maintain, and monitor the change and to assure that the activities undertaken are accomplished with acceptable quality

D.1. Adequate and accessible student support services

The <u>College Orientation</u> is available online and <u>counseling/advising</u> services are available via telephone and the college website. <u>Registration</u> is fully online and does not require a campus visit. <u>Student guidance</u> is available through every step of the enrollment process. All of the information needed to apply, matriculate and enroll is available on the College website: http://www.gavilan.edu/student.html.

In addition, Gavilan College offers other services to students which are easily accessed through their individual links on the College's website, including: <u>financial aid</u> – scholarships, grants, loans, <u>tutoring center</u>, <u>writing center</u>, <u>library</u>, <u>health center services</u>, <u>assessment testing</u> – which identifies academic strengths and areas needing improvement and the <u>bookstore</u>.

Accommodations for students with disabilities are honored at all Gavilan sites. Appointments can be made at the Disability Resource Center for test proctoring, use of assistive technology and other services. Each classroom is designed to accommodate students with disabilities and special accommodation requests are honored as reasonable.

D.2. Sufficient and qualified faculty, management, and support staffing.

Faculty/Administration/Support Staff:

- 2.0 Faculty Load (Full-Time)
- 1 Lab Instructor (Part-Time .67)
- 1 Professional Support Staff (Part-Time .60)

The Aviation Program is organizationally located in the Career Technical Education (CTE) Division at Gavilan College. The Dean of Career Technical Education Ms. Sherrean Carr, MA, provides management oversight of the program. The program continues to receive ongoing oversight and guidance from the Aviation Advisory Committee comprised of leading industry employers, college faculty and program staff.

Faculty teaching in the Aviation Program meets minimum qualification set forth by the Academic Affairs Division of the California Community Colleges Chancellor's Office. Each instructor is qualified by education and experience to deliver instruction according to the curriculum and student learning outcomes that have been developed. Faculty evaluation is conducted on a regular basis in accordance with the standard evaluation procedures set forth by the Office of Instruction according to the Gavilan College Faculty Association Contract. GCFA Contract, Article 28 (www.gavilan.edu/jobs/documents/Gavilan_GCFA_Contract.pdf)

D.3. Professional development for faculty and staff to effect and sustain the change.

Faculty is required to attend two Convocation and Professional Learning Days per calendar year as well as complete academic flex hours which could include staff development and instructional improvement activities. (GCFA Contract, Article 14) In addition, the College provides for travel and conference expenses for professional development. (GCFA Contract, Article 28) (www.gavilan.edu/jobs/documents/Gavilan GCFA Contract.pdf)

Faculty and staff professional development is accessible through Gavilan's Teaching and Learning Center located upstairs in the College Library. Examples include: Gavilan Online Technology Modules – the staff resource center offers several online or face-to-face technology modules that can be used for staff development credits and @One Courses – are offered over a two, four, or six week period in an asynchronous format that uses a discussion board and email as the primary methods of communication.

D.4. Appropriate equipment and facilities

The Aviation Program will be located to the San Martin Airport site. The site contains 3 renovated fully furnished smart classrooms, each 1440 square feet in size and a newly constructed 3,738 square foot hangar for lab activities sufficient to support all required courses. The equipment used at the main site will be moved and utilized at the new location. In addition grant funds were used to purchase additional equipment, including a Piper Arrow III Turbo PA-28R-201T.

In collaboration with aviation faculty and staff, CTE Dean, Ms. Carr will continue to oversee the program at its new location. She will be responsible for coordinating the implementation of program components, the advisory board, curriculum development, faculty training, outreach and

recruitment, coordination with project partners, and acquisition and installation of new project equipment, as needed.

D.5. Sustainable fiscal resources including the initial and long-term amount and sources of funding for the proposed change and an analysis of fiscal impact on the institution's budget.

The hangar construction at the airport was funded with Measure E monies, a bond approved in 2004.

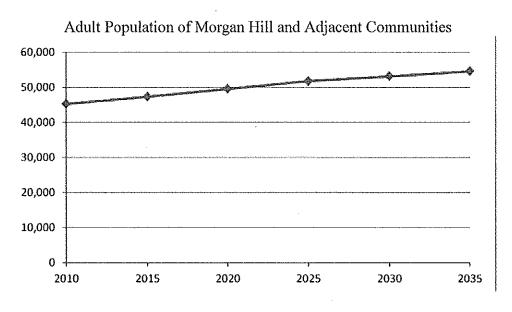
This program is an integrated part of the College's instructional programs and is funded with general funds through the budget process, which is an integrated process including the development of program plans. The institution is committed to sustain funding to all programs as long as they are viable programs.

Gavilan College has an excellent record with work-based learning programs involving multiple partners from education and industry. Funds for ongoing operation will be generated through the regular college budget process, matching support from partners and the generation of additional outside grant funds. Gavilan has ongoing relationship with outside grant writers who will be available to develop proposals to sustain and expand the aviation program, based on needs.

D.6. A comparative analysis of the budget, enrollment, and resources; identify new or reallocated funds.

The proposed change will not have a significant impact on the institutional budget as the instruction has historically supported the AMT program for instruction and facilities. Having the Aviation Program located at the San Martin Airport location avails additional potential funding opportunities because the space is larger allowing for increased enrollment.

According to the Department of Finance the adult population in Morgan Hill and the adjacent area is predicted to increase over the next 25 years (see below)



D.7. A plan for monitoring achievement of the desired outcomes of the proposed change.

The College uses quantitative and qualitative measures as a part of each programs review process. IEC program review is completed for each program on campus every 3-5 years. The Aviation programs last complete program review was in 2010-11

(https://mail1.gavilan.edu/iec/dept.php?dept_id=27) with a follow-up report in 2012-13

(https://mail1.gavilan.edu/program plans/view.php) and in 2015-16

(https://mail1.gavilan.edu/program_plans/view.php.

The Aviation program is scheduled for their next complete review in 2018-19.

The Aviation programs desired goals are to grow their program in student population and in the programs offered, adding new drone curriculum with a certificate of achievement and creating additional opportunities for internships, will be monitored through the regular review process and the integrated planning process which includes the aviation programs yearly program plan.

D.8. Evaluation and assessment of student learning outcomes, achievement, retention, and completion.

The evaluation and assessment of student success, retention and completion will be completed as part of the ongoing registration, tracking, grading and reporting processes at Gavilan College. Specifically, this includes collecting the following data: 1) Student course registrations; 2) Student course retention data; 3) Student enrollments tracked semester to semester (persistence); 4) Grades per course as reported by the faculty; 5) Degrees and certificates awarded; 6) Transfer records. This data is collected on a regular basis for all students in all programs at Gavilan College, as required by the California Community College Chancellor's Office. Evidence of ongoing data collection and reporting on student success, retention, and completion can be seen on the Chancellor's Office web site.

(Available: http://www.cccco.edu/ChancellorsOffice/Divisions/TechResearchInfo/MIS/DataMart and Reports/tabid/282/Default.aspx)

Student Learning Outcomes and Program Learning Outcomes are assessed on a regular basis and supply the data necessary to analyze and provide information to the program for continued improvement. Each course has a 5 year curriculum review cycle which includes reviewing, updating and reporting on student learning outcomes. The program is reviewed as a part of the regular institutional review process (IEC).

E. Evidence that the institution has received all necessary internal or external approvals

E.1. A clear statement of what faculty, administrative, governing board, or regulatory agency approvals are needed, and evidence that they have been obtained.

Approval for the Aviation Programs move from the main campus to the San Martin Airport site was required and granted from the following bodies:

- Gavilan College Academic Senate
- Chief Instructional Officer
- Board of Trustees

E.2. Legal requirements have been met.

County committees and commissions, including the County Fire Marshall, Santa Clara County Planning Department and Santa Clara County Housing, Land Use, Environment and Transportation Committee, collaborated to craft a new, long-term location for the aviation program. December, 2015 unanimous supervisor approval was given.

E.3. Governing board action to approve the change and any budget detail supporting the change.

The Gavilan College Board of Trustees approved the Aviation Programs move to the San Martin Airport site on June 8, 2010. (Appendix C- Board Approval of Move)

F. Evidence that each eligibility requirement (ERs) will be fulfilled specifically related to the change

F.1. All ERs must be addressed, and requirements that are particularly impacted by the change should be addressed in detail.

The Board of Trustees adheres to all eligibility requirements, accreditation standards and policies of the Commission as evidenced in the March 2014 accreditation report (http://www.gavilan.edu/administration/accreditation/2014.php).

The relegation of the Aviation Program to the San Martin Airport is within the mission and

The relocation of the Aviation Program to the San Martin Airport is within the mission and strategic plan of Gavilan College and was undertaken through a collaborative process. It will not affect the eligibility status of Gavilan College.

G. Evidence that each accreditation standard will be fulfilled specifically related to the change and that all relevant commission policies are addressed

Evidence of fulfillment of accreditation standards and commission policies are clearly embedded in this report and in the documents attached.

October 11, 2016

Consent Agenda la Information/Staff F Discussion Item N Old Business Age New Business Age	Reports No. II (e) o. nda Item No.
SUBJECT: Review	w edits to Board Policy and Administrative Procedures 3280, Grants
Resolution:	BE IT RESOLVED,
X Information	Only
Action Item	•
	ew and comment as appropriate regarding the proposed changes to Board rative Procedure 3280, Grants.
Background: Board Policy and governance process	Administrative Procedure 3280, Grants, has gone through the shared
Budgetary Implica	tions:
Follow Up/Outcom The policy will be pr	e: esented to the Board of Trustees for a second reading and action.
Recommended By:	
Prepared By:	Nancy Bailey, Executive Assistant
Agenda Approval:	Dr. Kathleen A. Rose, Superintendent/President

Reviewed with no recommended changes.

BP 3280 Grants

Reference:

Education Code Section 70902

The Board will be informed about all grant applications made and grants received by the District.

The President of the College shall establish procedures to assure timely application and processing of grant applications and funds, and that the grants that are applied for directly support the purposes of the District.

See Administration Procedures #3280

Edits recommended.

AP 3280 Grants

Reference:

Education Code Section 70902

Grants provide additional funds for academic programs, student support services and administrative operations. Grants directly support the purposes of the district as contained in current planning documents such as the Strategic Plan and the Educational Master Plan. The college president must approve Grant opportunities in the early stages of the grant development process. The following guidelines apply:

- All grants must be coordinated with the college grant writer who has primary responsibility for grant development and obtaining required approvals.
- For new grants, the Gavilan College Grant Preliminary Approval Form must be submitted and approved prior to application development.
- For all grants (new and renewal), the final grant application, complete with all letters
 of support and other required documents, must be submitted to the appropriate vice
 president at least two weeks before the due date for review and submittal to the
 college president for approval.
- Because office space, staffing and college match requirements are often issues with grants, particular attention must be made to resolving these issues before obtaining appropriate approvals.

Grant Application:

Grant applications will be sought for projects and programs that are clearly aligned with the college's current Educational Master Plan and Strategic Plan.

For new (and renewing) grants, the Gavilan College Grant Preliminary Approval Form must be submitted to the Academic Senate for review and recommendations and the President's Council for approval prior to application development.

Two versions of the form will be made available. Form A will be for grants that have an application deadline that spans more than three months from original application announcement (RFAs) to final application deadline. Form B will be an expedited version of Form A for grants whose application timeline span from initial RFA date to application deadline is less than three months. If a grant qualifies for Form B, it can initiate application development prior to the approval of Form B by the President's Council.

Grant Preliminary Approval Form

Key issues to be addressed:

- a) impact on space--possible displacement of existing programs and/or staff;
- b) impact on staffing--identify primary positions to be created and/or reassign time allocated to existing staff;
- c) impact on institutional budget-- 50% law, institutional matching contributions, increase/decrease in enrollments, potential for adding to ongoing costs, restricted versus unrestricted funds; requirements for expending.
- d) Impact/connection of the grant to SLOs, Education, Facilities, Technology, Strategic Master Plan (s);
- e) Identified Manager for Grant (beyond administration) if any;

Application activity--Preliminary Approval Form and application development--will be coordinated by District administration in collaboration with all departments and/or programs directly affected or identified in the grant.

The Gavilan College Academic Senate will review and make recommendations to the President's Council on all application proposals.

The President's Council will review and make recommendations to the College President on all application proposals.

All Grant applications pursued (and received) will be available on the Gavilan College intranet for review.

Implementation:

All faculty, classified staff, or administrators employed in grant funded positions will be advised that they are not guaranteed employment beyond the expiration of the grant. Reassigned faculty and staff will return to pre-grant positions at the conclusion of the grant.

The hiring process for all grant-funded positions will follow institutional hiring processes. Where a full hiring process is not feasible (via formation of a hiring committee) hiring and/or allocation of reassigned time will be decided by an ad hoc group comprising a member of administration or designee, immediate supervisor for the position, and two faculty members from the program affected. As needed, leadership and managerial training will be provided for new hires to administrative and managerial positions.

During the implementation of the grant, grant and program administrators will provide frequent updates to affected programs and seek consent from affected programs when grant initiatives

will create significant change to existing curricular or programmatic procedures. Grant and program administrators will also provide regular periodic updates to the campus as a whole.

Evaluation

Grant managers will provide a summary evaluation report to the Academic Senate a minimum of once per year; more often if requested.

Additionally, the Institutional Effectiveness Committee (I.E.C.) will advise programs undergoing review, that they are expected to include in their program review, evaluation and assessment data of effectiveness of grant funding received and any impacts to the program.

Institutionalization

Based on findings by the I.E.C. Program Review Process, recommendations by the Academic Senate and President's Council, a decision will be made regarding the following:

- a) How the grant has/or has not fulfilled its original intent;
- b) Which, if any, of the grants initiatives, i.e. programs, staffing, etc. will be integrated into the institutional (on-going) budget;
- c) Whether the grant should be applied for/renewed (if applicable).

ACTION ITEMS

OLD BUSINESS

October 11, 2016

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

SUBJECT: Educational Master Plan

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	Resolution: BE IT RESOLVED,
	Information Only
Χ	Action Item

Proposal: That the Board of Trustees consider a new Educational Master Plan.

III.1(a)

Background:

An Educational Master Plan (EMP) is a long-range, comprehensive document that will serve as the District's blueprint for the next decade, and is intended to guide institutional and program development. California Code of Regulations, title 5 Section 51008 requires districts to periodically do an Academic Master Plan and a long range master plan for facilities. ACCJC accreditation activities now look for these plans as part of integrated planning.

The priorities established in the EMP will serve to guide district decisions about growth, development and resource allocation, and align with the following five strategic areas of focus: student access; learning and student success; value and support of employees; economic and community development; and fiscal and physical resources. The EMP is the result of an extensive process involving a review of information sources to identify trends and issues. Forums will be held with community members, students and district leadership to identify education and training needs.

The last district EMP was done in 2007. With the completion of Measure E projects, the need to achieve state educational center status for the two new campuses under development, and the prospect of seeking a new general obligation bond, it is imperative that a new comprehensive set of plans for the district be completed.

Staff have reviewed a recent RFP by San Jose – Evergreen CCD with 8 firms participating in which Cambridge West Partnership won both the EMP and Facilities Master Plan (FMP) competitions. Cambridge West has recently completed EMPs for 14 other districts. Proposals have been received from Cambridge West to complete an EMP and FMP for Gavilan JCCD.

Budgetary Implications:

Cambridge West proposed cost to complete a Gavilan JCCD Educational Master Plan is \$143,000 plus up to \$5,000 in reimbursable traveling expenses, to be paid from non-general fund grant funds.

Follow Up/Outcome:

Upon approval by the Board, finalize the EMP agreement from Cambridge West. The plan is anticipated to be completed at the end of the Spring 2017 semester.

Recommended By: Frederi

Frederick E. Harris. Vice President of Administrative Services

Prepared By:

Frederick E. Harris, Vice President of Administrative Services

Agenda Approval:

Dr. Kathleen A. Rose, Superintendent/ President

Frederick E. Havis

October 11, 2016

Consent Agenda Ite Information/Staff Re Discussion Item No Old Business Agen New Business Agen	eports No. da Item No.	III.1(b)	Office of the President
SUBJECT: Board	of Trustees F	Regular Meeting Schedule F	Revision
Resolution:	BE IT RESOL	LVED,	
Information (Only		
x Action Item			
2016 from the Studer	nt Center, Nortl	ne location of the regular Board h Lounge to the <u>Dr. T.J. Ower</u> g on the Gilroy campus.	
Background: The Student Center be meetings at that build		closed starting October, 2016 rescheduled.	for a retrofit project. All
Budgetary Implicati None	ons:		
Follow Up/Outcome The revised date will		as appropriate.	
Recommended By:	Dr. Kathleen	A. Rose, Superintendent/Pres	ident
Prepared By:	Muncy Nancy, E. Ball	LBuling ley, Executive Assistant	· .
Agenda Approval:	Dr. Kathleen	A. Rose, Superintendent/ Pres	sident

REVISED

GAVILAN COLLEGE BOARD OF TRUSTEES MEETING SCHEDULE 2016

JANUARY 12	-	GAVILAN COLLEGE, STUDENT CENTER, NORTH LOUNGE
FEBRUARY 9 -	•	GAVILAN COLLEGE, STUDENT CENTER, NORTH LOUNGE
MARCH 8	-	GAVILAN COLLEGE, STUDENT CENTER, NORTH LOUNGE
APRIL 12	•	GAVILAN COLLEGE, STUDENT CENTER, NORTH LOUNGE
*MAY 10	-	HOLLISTER
JUNE 14	-	GAVILAN COLLEGE, SOCIAL SCIENCE 206
JULY 12		GAVILAN COLLEGE, SOCIAL SCIENCE 206
*AUGUST 9	-	GAVILAN COLLEGE, MORGAN HILL SITE, ROOMS 10 & 11
SEPTEMBER 13		GAVILAN COLLEGE, STUDENT CENTER, NORTH LOUNGE
OCTOBER 11	-	GAVILAN COLLEGE, -DR. T. J. OWENS GILROY EARLY
		COLLEGE ACADEMY, MULTI-PURPOSE BUILDING
NOVEMBER 8		GAVILAN COLLEGE, STUDENT CENTER, NORTH LOUNGE
		DR. T. J. OWENS GILROY EARLY COLLEGE ACADEMY,
		MULTI-PURPOSE BUILDING
DECEMBER 13-		GAVILAN COLLEGE, STUDENT CENTER, NORTH-LOUNGE
		DR. T. J. OWENS GILROY EARLY COLLEGE ACADEMY,
		MULTI-PURPOSE BUILDING

*Off Site

c:\board\mtgdates nb October 11, 2016

October 11, 2016

Consent Agenda Item No. Information/Staff Reports No. Discussion Item No. Old Business Agenda Item No. New Business Agenda Item No.	Instruction Office III.2 (a)
SUBJECT: Curriculum	
Resolution: BE IT RESOLV	ED,
Information Only	
X Action Item	
Proposal: That the Board review and approve as reflected in the attached Curricu	the recommendations of the Curriculum Committee lum Summary.
Background: The Curriculum Summary lists cour Committee.	ses and programs approved by the Curriculum
Budgetary Implications: None.	
Follow Up/Outcome: Curriculum modifications are incorp	porated into the college schedule and catalog.
Recommended By: Dr. Kathleen R	ose, Superintendent/President
Prepared By: Mathleen A. Rose, Su	Www.perintendent/President
Agenda Approval: Mitthean A. Ro	HUL sea Superintendent/President

GAVILAN BOARD OF TRUSTEES MEETING October 11, 2016 CURRICULUM SUMMARY

NEW COURSE PROPOSAL - SECOND READING

- AMT 225 Introduction to Unmanned Aircraft Systems 3 Units, 3 Lec, 0 Lab
 This course introduces students to the foundations of unmanned aerial systems including the history, UAS
 systems, maintenance, payloads, data links, ground support equipment, classes of UAS systems,
 categories, applications, mission planning and control and recovery systems.
- ESL 705 NC Keyboarding Basics for ESL Students 0 Units, 1 Lec, 0 Lab This self-paced course is designed for ESL students who want to familiarize themselves with the alphabetic keyboard by touch and who want to develop their keyboarding speed.
- ESL 706 NC Computer and Internet Basics for ESL Students 0 Units, 1 Lec, 0 Lab This course is for ESL students who have little to no experience with computers and navigating the Internet. This course will introduce students to the parts of a computer, basic desktop tools, browsers, email, security, virus protection, and social media.
- ESL 707 NC Presentation Basics for ESL Students 0 Units, 1 Lec, 0 Lab
 This course introduces ESL students to presentation graphics using Microsoft Office's "Power Point" software to create a computerized presentation (slide show) with text and objects.
- ESL 708 NC Website Design Basics for ESL Students 0 Units, 1 Lec, 0 Lab
 This course provides ESL students with a basic introduction to website design, from planning page
 layouts to publishing a complete site to the web. Students will learn how to use a theme-based website
 builder to create their own personal or business website.
- ESL 709 NC Excel Basics for ESL Students 0 Units, 1 Lec, 0 Lab
 This course provides ESL students with an introduction to the terms, commands, and applications of a spreadsheet program.
- ESL 710 NC Word Processing Basics for ESL Students 0 Units, 1 Lec, 0 Lab
 This course introduces ESL students to the basic word processing skills of creating, saving and printing a document. Students will also learn to cut, copy and paste text, change fonts and styles, and use the spelling, grammar and thesaurus features.
- ESL 711 NC ESL Basics for YOUR Business. 0 Units, 2 Hours per week for 6 weeks
 This course is a beginning noncredit ESL course designed to introduce students to some of the basic
 concepts and vocabualry needed to become an entrepreneur. Students will review beginning ESL
 language structures through reading, writing, speaking, listening, and grammar exercises while exploring
 if entrepreneurship might be for them. Concurrent Noncredit Computer Skills courses such as:
 Keyboarding, Computer/ Internet Basics, Wordprocessing, Presentation Basics, Website Design, and
 Excel may be beneficial.

- ESL 741 NC Intermediate ESL Listening/Speaking II 0 Units, 4 Lec, 0 Lab
 This course expands listening and speaking skills through extended listening exercises, open-ended
 dialogues, pair and group discussions, oral interviews, and oral reports. Students broaden vocabulary
 while listening to and speaking in both formal and informal, conversational and academic situations.
 Prerequisite: ESL 738, NC Integrated Listening, Speaking II
- ESL 742 NC Intermediate ESL Reading/Vocabulary II 0 Units, 3 Lec, 0 Lab
 This course begins the expansion of reading skills and vocabulary development through the application of different reading strategies to a variety of selections on topics of interest to academically-bound students including selections from literature.

 Prerequisite: ESL 737, NC Integrated Reading, Writing II
- ESL 743 NC Intermediate ESL Grammar Writing II 0 Units, 5 Lec, 0 Lab This course reviews basic tenses learned in previous courses, pronouns, and nouns and expands the grammar overview into modal auxiliaries, gerunds and infinitives, and other intermediate-level grammar structures. Students continue developing sentence and paragraph skills begun in previous courses. Prerequisite: ESL 737, NC Integrated Reading, Writing II
- HTM 102 Sanitation Practices in the Hospitality Industry 3 Units, 3 Lec, 0 Lab
 This course covers the basic concepts of institutional sanitation practices. Topics include food safety procedures and food safety management systems.
- HTM 701 Careers in Hospitality 0 Units, 4 hours total This course provides the student with an overview of the career opportunities in the Hospitality and Tourism industry.
- HTM 702 Excellence in Guest Service 0 Units, 8-9 hours total
 This course focuses on quality customer service in a hospitality business. Includes the benefits of high quality customer service, skills to engage the guest and effective strategies for handling dissatisfied customers. This course will prepare students to take the Certified Guest Service Professional (GSP) exam.

MODIFICATION OF EXISTING COURSES

KIN 85 Concepts/Program Design of Strength/Cardiovascular Fitness 3 Units, 3 Lec, 0 Lab General Update: This course was due for review based on the 5 year review cycle. Reviewed course content. Provided information on the year/semester SLO's were assessed and updated the textbook to the newer edition.

October 11, 2016

Consent Agenda Item No. Information/Staff Reports No. Discussion Item No. Old Business Agenda Item No. New Business Agenda Item No. III, 2	Extended Opportunity Programs and Services California Work and Responsibility to Kids
New Business Agenda Item No. 111,2	(b)
SUBJECT: EOPS/CalWORKs/CARE	Advisory Committee
Resolution: BE IT RESOLVED,	
Information Only	
X Action Item	
Proposal: That the Board of Trustees approve the Committee.	attached EOPS/CalWORKs/CARE Advisory
personnel, local or feeder high schools, EOPS/CalWORKs students as recomme	Committee includes representation from college community or business sectors, and ended by program regulations. The purpose of college in developing and maintaining programs
Budgetary Implications:	
Follow Up/Outcome: The Advisory Coracademic year.	nmittee shall meet at least once during each
Recommended By: Kathleen Moberg, V	ice President of Student Services
Prepared By: Carina Cisneros, Associate	Dean, EOPS/CalWORKs
	D. 1.
Agenda Approval:	perintendent/President

EOPS/CalWORKs/CARE ADVISORY COMMITTEE Gavilan Community College 2016/2017

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October 11, 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: Career Technical Education Advisory Boards
Resolution: BE IT RESOLVED,
Information Only
X Action Item
Proposal: That the Board of Trustee approve the Career Technical Education Advisory Committees.
Background: See Attached
Budgetary Implications: None
Follow Up/Outcome: None
Recommended By: Sherrean Carr, Dean of Career Technical Education
Prepared By: Sherrean Carr, Dean of Career Technical Education
Agenda Approval: Dr. Kathleen Rose, Superintendent/President

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Jose J. Rodriquez	Veolia Water	2690 San Juan Hollister Rd Hollister, CA 95023	Assistant Project Manager	(209) 710-7002 (831) 524-0382	jose.rodriquez2@Veolia.com

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Alicia Juarez	Gavilan College	5055 Santa Teresa Blvd. Gilroy, CA 95020 5055 Santa Teresa Blvd.	Cosmetology Adjunct Instructor Cosmetology Adjunct	(408) 422-3917	ajuarez@gavilan.edu
Nicolette Boyd	Gavilan College	Gilroy, CA 95020	Instructor	(408) 781-4688	nboyd@gavilan.edu
Rose Hernandez	Gavilan College	5055 Santa Teresa Blvd. Gilroy, CA 95020	Substitute Cosmetology Adjunct Instructor	(408) 612-5153	rhernandez@gavilan.edu
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GAVILAN COMMUNITY COLLEGE ADVISORY COMMITTEE 2016-2017, COSMETOLOGY

Contact Name	Company Name	Address	Contact Title	Phone Number	E-Mail Address	
Lupe R. Flores	Lumar 4 Hair	91 San Tomas Way Watsonville, Ca 95076	Stylist	(831) 724-4510 (831) 334-2448	Lumar4hr@yahoo.com	
Tiffany Garrett	Shag Salon	34 5th St. Gilroy, CA 95020	Stylist	(408) 607-9486	Tiff1jj4neil3@yahoo.com	
Cherisse White	Cherisse's Hair Salon	10 E. 1st St. Morgan Hill, CA 95037	Stylist/Owner	(408) 778-6662 (408) 981-4647	cherisse@cherisseshairsalon.com	
Julie Wheeler	Naturals Spa & Salon	13295 Monterey Rd. San Martin, CA 95046	Stylist	(408) 683-2200 (408) 847-5870	Jwheeler1026@hotmail.com	
Michelle Bianucci	Top Knot Salon	125 W. Main St, Morgan Hill, CA 95037	Stylist	(408) 710-3144 (408) 710-6665	Michellebianucci@gmail.com	
Dana Padilla	Top Knot Salon	125 W. Main St, Morgan Hill, CA 95037	Stylist/Owner	(408) 710-3144 (408) 710-6665	danap 95037@hotmail.com	
Kristen Soseman	Hello Gorgeous Salon	8060 Santa Teresa Blvd. Gilroy, CA 95020	Stylist/Owner	(408) 846-0000	hellogorgeousgilroy@hotmail.com	
Dora Fortino	Kutz and Colors	7450 Monterey St. Gilroy, CA 95020	Stylist	(408) 779-8064	Bella140@aol.com	
Ray Sanchez	Hair We Are	45 East San Martin Ave P.O. Box 123 San Martin, CA 95046	Stylist/Owner	(408) 683-4131	hairweare@charter.net	
Sherrean Carr	Gavilan College	5055 Santa Teresa Blvd. Gilroy, CA 95020	Dean, Career Technical Education	(408) 848-4757	<u>scarr@gavilan.edu</u>	
Gilbert Ramirez	Gavilan College	5055 Santa Teresa Blvd. Gilroy, CA 95020	Lead Faculty, Cosmetology Department Cosmetology Instructor	(408) 846-4961	gramirez@gavilan.edu	
Maree Andre	Gavilan College	5055 Santa Teresa Blvd. Gilroy, CA 95020	Cosmetology Adjunct Instructor	(408) 848-4778	mandree@gavilan.edu	
Neena Khanna	Gavilan College	5055 Santa Teresa Blvd. Gilroy, CA 95020	Cosmetology Adjunct Instructor	(408) 848-4778	, nkhanna@gavilan.edu	

GAVILAN COMMUNITY COLLEGE ADVISORY COMMITTEE 2016-2017, ALLIED HEALTH

Contact Name	Company Name	Address	Contact Title	Phone Number	E-Mail Address
Lois Owens RN,MSN,MBA	Hazel Hawkins Hospital	911 Sunset Drive Hollister, CA 95023	V/P Patient Services	(831) 637-5711	No email address on file
Daniel Price, RN, BSN	Hazel Hawkins Hospital	911 Sunset Drive Hollister, CA 95023	Director M/S/OB	(831) 637-5711	No email address on file
Lori Katterhagen RN,BSN	Saint Louise Regional Hospital	1070 Ortega Circle Gilroy, CA 95020		(408) 848-4916	No email address on file
Sherri Hua, RN, BSN	William and Inez Mabie Skilled Nursing Facility	911 Sunset, #A Hollister, CA 95023	Director of Nursing	(831) 635-1110	No email address on file
TBA	Kaiser Gilroy Medical Offices	7520 Arroyo Circle Gilroy, CA 95020	Director, Clinical Services	(408) 848-4627	No email address on file
ТВА	Gavilan College	5055 Santa Teresa Blvd. Gilroy, CA 95020	Nursing Student		No email address on file
Lisa Corpuz, RN	Mabie Northside Skilled Nursing Facility	900 Sunset Drive Hollister, CA 95037	Director of Nursing	(831) 635-1106	No email address on file
Valerie Alves	Pacific Hills Manor	370 Noble Ct Morgan Hill, CA 95037		(408) 779-7346	No email address on file
TBA	Saint Louise Regional Hospital	9400 No Name Uno Gilroy, CA 95020 5055 Santa Teresa Blvd.	Director, Staff Development Dean, Career Technical	(408) 848-2000	No email address on file
Sherrean Carr	Gavilan College	Gilroy, CA 95020 5055 Santa Teresa Blvd.	Education Interim Director of	(408) 848-4757	scarr@gavilan.edu
Debbie Amaro	Gavilan College	Gilroy, CA 95020	Allied Health	(408) 848-4866	damaro@gavilan.edu
Maria Machado	Gavilan College	5055 Santa Teresa Blvd. Gilroy, CA 95020	Clinical Medical Assisting Instructor	(408) 848-4867	mmachado@gavilan.edu
Diane Reid	Gavilan College	5055 Santa Teresa Blvd. Gilroy, CA 95020	Medical Assisting/Clinical Medical Assisting Instructor	(408) 848-4867	dreid@gavilan.edu

Lupe Cortez	Regional Coordinator West Ed/Program for Infant Caregivers		Infant Toddler Specialist	(831 <u>)</u> 707-4624	lcortes@wested.org
Sherrean Carr	Gavilan College	5055 Santa Teresa Blvd Gilroy CA 95020	Dean, Career Technical Education	(408) 848-4757	scarr@gavilan.edu
Pat Henrickson	Gavilan College	5055 Santa Teresa Blvd Gilroy CA 95020	Department Chair, Voc/Tech, Lead Faculty Child Development	(408) 848-4817	phenrickson@gavilan.edu
Marlene Bumgarner	Gavilan College	5055 Santa Teresa Blvd Gilroy CA 95020	Adjunct Faculty	,	mbumgamer@gavilan.edu
Jessica Weiler	Gavilan College	5055 Santa Teresa Blvd Gilroy CA 95020	Adjunct Faculty		jweiler@gavilan.edu
Johanna Stewart	Gavilan College	5055 Santa Teresa Blvd Gilroy CA 95020	Counselor	(408) 846-4972	jstewart@qavilan.edu
Barbara Malaspina	Gavilan College	5055 Santa Teresa Blvd Gilroy CA 95020	Adjunct Faculty		bmalaspina@gavilan.edu
Mary Hoshiko	Gavilan College	5055 Santa Teresa Blvd Gilroy CA 95020	Adjunct Faculty		mhoshiko@gavilan.edu
Karen Sutton	Gavilan College	5055 Santa Teresa Blvd Gilroy CA 95020 5055 Santa Teresa Blvd	Adjunct Faculty		ksutton@gavilan.edu
Louise Pulido	Gavilan College	Gilroy CA 95020	Adjunct Faculty	· · · · · · - · · · · - · · · · · · · ·	lpulido@qavilan.edu
Claire Boss	Gavilan College	5055 Santa Teresa Blvd Gilroy CA 95020	Full Time Faculty		cboss@gavilan.edu
Marianne Sanidad	Gavilan College	5055 Santa Teresa Blvd Gilroy CA 95020	Faculty, ESL		msanidad@gavilan.edu
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GAVILAN COMMUNITY COLLEGE ADVISORY COMMITTEE 2016-2017, CHILD DEVELOPMENT AND EDUCATIONAL STUDIES						
Contact Name	Company Name	Address	Contact Title	Phone Number	E-Mail Address	
Cathy Boetcher	First 5 Commission Co-chair Santa Clara County Local Child Care Planning Council			(408) 930-8306	cathyconsulting@gmail.com	
Vicky Grimmett	San Benito County Family Child Care Association		President		missvickys@att.net	
Kendra Bobsin	San Benito County Local Child Care Planning Council		Consultant	(831) 636-3476	kendraB@GOKIDS.ORG	
Lydia Robinson	CARES Choices for Children/PTRAC	·	Program Manager	(408) 295-0650	ptraclydia@aol.com	
Dinah DeLa Vega	Child Development Inc.			(408) 556-7378	ddelavega@cdicdc.org	
Margarita Caririllo- Gaitan	Head Start	Santa Clara County	Coordinator	(408) 410-0235	margaritacamillo-gaitan@sccoe.	
Kathleen Taylor		GUSD Early Childhood	Administration		Kathleen.taylor@gusd.k12.ca.u	
Lisa Faulkner	First 5	San Benito County	Executive Director	(831) 634-2050	lisa@first5sb.org	
Terry Lindseth	Family Child Care		·	(408) 848-5051	ttlindseth@verizon.net	
Tina Gabel	First Presbyterian CoOp				Tgabel33@gmail.com	
Sheryll Ebbs	WestEd/E3	·		(408) 476-9627	ebbsshervil@gmail.com	
Andrea Nicolette	YMCA		Program Director	(408) 848-4805	anicolette@ymcav.org	
Jenell Crossley	РІТС	· · ·	Regional Lead	(650) 296-6873	jcrossl@wesed.org	
Joy Urtnowski	Meadowlark Preschool		Owner/Director	(831) 801-0033	meadowlarkpreschool@yahoo.c	

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Gavilan Joint Community College District Governing Board Agenda

October 11, 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: California Early C	hildhood Mentor Program					
Resolution: BE IT RESOL	VED,					
Information Only						
X Action Item						
Proposal: Consent to sign Agreement between CA 2016-2017 school year. Agreement #C	Early Childhood Mentor Program and Gavilan College for the N160169.					
for Gavilan Child Development students.	Childhood Mentor Program to provide early childhood mentors. Students taking coursework at Gavilan or who are in their early re able to receive one on one mentoring through this program.					
as mentors. Gavilan faculty connect stu Development course work. Without our of take their student teaching practicum on a mentor site. At the mentor site student After graduation students can receive or	local early childhood teachers and directors are selected to serve dents to the local mentors that are able to support the Child Gavilan Child Development Center Lab, CD 30A/B students can ly with experienced teachers that meet Title V requirements or at s can receive one on one support to complete their practicum. The on one support in their new jobs or when their jobs change. Decome teachers and those that become directors/site					
All of these activities are paid for by the the community involvement between Gachildhood communities.	CA Early Childhood Mentor Program. This program strengthens vilan College and the Gilroy, Hollister, Morgan Hill early					
Budgetary Implications: There is no impact on the general full Follow Up/Outcome: The agreement covers services offer Recommended By:						
Sherrean/Car Prepared By:	rr, Dean of Career Technical Education					
Pat Henrickson, Fac	culty, Child Development and Educational Studies					
	ose, Superintendent/President					



2016 - 2017 Designation of Coordinator

Sign and return the original to our office by AUGUST 26, 2016:
California Early Childhood Mentor Program,
25555 Hesperian Boulevard, Room 404J, Hayward, CA 94545 fpadilla@chabotcollege.edu

This is to certify that:

- 1. The individual named below has been designated to serve as the CECMP Coordinator for the 2016-2017 program period (August 1, 2016 July 31, 2017).
- 2. The Coordinator named below has been informed of his/her designation and has agreed to satisfactorily perform all required activities and submit all required reports in a timely manner.

NAME OF COLLEGE Gavilan College					
Designation of Coordinator					
Coordinator name		College Title			
Pat Henrickson		Child Development Faculty Lead			
E-mail address (primary & secondary)		Cell phone			
phenrickson@gavilan.edu		(831) 633-4726			
Work phone	Home phone		Fax number		
(408) 848-4817	(831) 633-4726		(831) 633-1530		
Mailing address for Coordinator correspondence					
9859 Colonial Place, Salinas, CA 93907					

	Designation of C	o-Coordinator (op	otional)
Coordinator name		College Title	
E-mail address (primary & secondary)		Cell phone	
Work phone	Home phone		Fax number
Mailing address for Coordinator correspondent	ndence		

Please note: No payments to the Coordinator(s) or college will be made until this completed form has been received by the Mentor Program.

This information has been approved by: (Note: This must be signed by someone other than the Coordinator.)

Supervising Administrator's Signature: (electronic or original signature)	Frederick E Harris	
	Frederick E. Harris, Vice Pres of Admin Svcs	
Phone Number: (408) 848-4715		

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

<u>AGREEMENT</u>

CALIFORNIA EARLY CHILDHOOD MENTOR PROGRAM

This Agreement, dated for reference purposes only, <u>August 1, 2016</u>, is entered into by and between: the Chabot-Las Positas Community College District (CLPCCD), hereinafter known as the "District," on behalf of its California Early Childhood Mentor Program, hereinafter known as the "Mentor Program," and <u>Gavillan Joint Community College District</u>, hereinafter known as "Contractor."

This agreement is entered into pursuant to Chabot-Las Positas Community College District Board of Trustees Resolution No. 06-1516.

Αp	propriation	or Grant	Number	CN160169

RECITALS:

Whereas, the Chabot-Las Positas Community College District has applied for and has received a grant from the California State Department of Education (Resolution 06-1516) for the purposes of operating a Mentor Program; and

Whereas, the CLPCCD has received authorization from its Board of Trustees to enter into agreements with California community colleges to provide such services as: coordinating and offering an adult supervision course and seminars for mentors and directors; coordinating and developing mentoring programs; offering honoraria for faculty working with the college mentoring program; providing books and other instructional materials for mentors; and printing and copying mentor materials.

Now, therefore, the parties agree as follows:

- 1. **TERM**: The term of this Agreement shall commence on August 1, 2016 and terminate July 31, 2017 except as otherwise set forth in this agreement.
- 2. <u>SERVICES TO BE RENDERED BY CONTRACTOR</u>: The services to be rendered are incorporated by reference as in attachment A. If any terms of the attachment and this Agreement are in conflict, this Agreement shall prevail.
- 3. <u>PAYMENT</u>: Invoice to be submitted and payment as a stipend to be made by District to Contractor shall be as set forth in Attachment A.
- 4. <u>INDEPENDENT CONTRACTOR</u>: The parties agree that with regard to this Agreement, Contractor is an independent contractor and not an employee of the District.

Any terms in this Agreement or its attachments referring to direction from the District shall be construed as providing for direction as to policy and the result of work only, and not as to the means by which such a result is obtained.

- 5. EXPENSES FOR EQUIPMENT, TOOLS, MATERIALS OR SUPPLIES: Contractor shall supply, at no cost or charge to District, all equipment, tools, materials, and/or supplies to accomplish the services agreed to be performed unless otherwise provided in this agreement; District shall not be liable to Contractor for any expenses paid or incurred by Contractor not provided for in this agreement unless otherwise agreed to in advance in writing.
- 6. <u>ASSIGNMENT</u>: Contractor shall not assign this Agreement nor the consideration payable under this Agreement without the written consent of the District.

Master Agreement - Gavilan College 2016-2017 Page 1

- 7. <u>TERMINATION</u>: District may terminate this Agreement for District's convenience and without cause at any time by giving the other parties written notice of such termination. The notice shall specify the date upon which the termination becomes effective. In the event of such termination, Contractor shall be paid for his/her services that have been performed to the satisfaction of the District under this Agreement, up to the date of termination. Any payment by District shall be conditioned on Contractor providing to the District any and all materials required by District related to the services rendered.
- 8. <u>WRITTEN NOTICE</u>: All notices required or permitted to be given by this Agreement shall be deemed given when personally delivered to the recipient thereof or two (2) days after it has been mailed by certified mail, return receipt requested, postage prepaid, and addressed to the parties.

Any party by a written notice to the other parties may change the address of notice or the names of the persons or parties to receive written notice.

- 9. GOVERNING LAW: This Agreement shall be construed in accordance with and governed by the laws of the State of California. Venue for all litigation relative to the formation, interpretation, and performance of the Agreement shall be in Dublin, California.
- 10. <u>SEVERABILITY</u>: If any term, provision, covenant, or condition of the Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the rest of the Agreement shall remain in full force and effect and in no way shall be affected, impaired, or invalidated.
- 11. <u>NON-WAIVER</u>: The failure of any party to exercise any of its rights under this Agreement for a breach thereof shall not be deemed to be a waiver of such rights or a waiver of any subsequent breach.
- 12. <u>NO AUTHORITY TO BIND DISTRICT</u>: Contractor has no authority to enter into contracts or agreements on behalf of District. This Agreement does not create the relationship of agent, servant, employee, partnership or joint venture with the District.
- 13. <u>AMENDMENTS</u>: No amendment to this Agreement shall be effective unless it is in writing and signed by all parties.
- 14. <u>CONFLICT OF INTEREST</u>: Contractor states that it is familiar with provisions of Section 87100 et seq. of the Government Code and certifies that it does not know of any facts which constitute a violation of said provisions. In the event contractor receives any information subsequent to execution of this Agreement which might constitute a violation of said provisions, Contractor agrees it shall notify District of such information.
- 15. <u>DAMAGES</u>: Contractor shall be responsible for any and all damages resulting in whole or in part from Contractor's acts or omissions.
- 16. <u>INDEMNIFICATION</u>: District agrees to defend and indemnify and hold harmless Contractor, its Board of Trustees, officers, agents, and employees, individually and collectively, from and against all claims, liabilities, obligations and causes of action of whatever kind arising in any manner whatsoever out of or in connection with the acts or omissions of District, its Board of Trustees, officers, agents, and employees.

Contractor agrees to defend and indemnify and hold harmless District, its Board of Trustees, officers, agents, and employees, individually and collectively, from and against all claims, liabilities, obligations and causes of action of whatever kind arising in any manner whatsoever out of or in connection with the acts or omissions of Contractor, its Board of Trustees, officers, agents, and employees.

Contractor's obligations under this section 16 shall survive the termination of this Agreement.

17. COMPLIANCE WITH LAWS AND REGULATIONS: Contractor shall keep informed of all laws and governmental regulations that may affect its obligations. It shall observe and comply with, and shall cause all its agents, employees, consultants, and subcontractors to observe and comply with all said laws and regulations, including obtaining business permits and licenses that may be required to carry out the work to

Master Agreement - Gavilan College 2016-2017 Page 2

be performed under this Agreement, including all applicable provisions for subrecipient monitoring of federal funding awards.

- 18. <u>LIABILITY OF DISTRICT</u>: District's obligations under this Agreement shall be limited to the payment of the compensation as provided for in Section 3 of this Agreement but shall also include activities as provided for in Attachment A. Notwithstanding any other provision of this Agreement, in no event shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits, arising out of or in connection with this Agreement or the services performed in connection with this Agreement.
- 19. NON-DISCRIMINATION CLAUSE: During the performance of this Agreement, District and Contractor shall not unlawfully discriminate, harass or allow harassment against any employee or applicant for employment because of sex, race, color, ancestry, religious creed, national origin, disability (including HIV and AIDS), medical condition (cancer), age, marital status, denial of family and medical care leave and denial of pregnancy disability leave. District and Contractor shall insure that the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment. District and Contractor shall comply with the provisions of the Fair Employment and Housing Act (Government Code Section 12900 et seq.) and the applicable regulations promulgated thereunder (California Code of Regulations, Title 2, Section 7285.0 et seq.). The applicable regulations of the Fair Employment and Housing Commission implementing Government Code Section 12990 (a-f) set forth in Chapter 5 of Division 4 of Title 2 of the California Code of Regulations are incorporated into this contract by reference and made a part hereof as it set forth in full. District and Contractor shall give written notice of their obligations under this clause to labor organizations with which they have a collective bargaining or other agreement.
- 20. <u>BUDGET CONTINGENCY</u>: This Agreement is valid and enforceable only if sufficient funds are made available to the State by the United States Government or the California State Legislature for the Fiscal Year(s) covered by this Agreement for the purpose of this program. In addition, this Agreement is subject to any additional restrictions, limitations, conditions or any statute enacted by the Congress or the State Legislature that may affect the provisions, terms or funding of this Agreement in any manner.
- 21. <u>ENTIRE AGREEMENT/MODIFICATION</u>: This writing sets forth the entire Agreement between the parties, and supersedes all other oral or written provisions. This Agreement may be modified only by a written document executed and approved in the same manner as this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the date specified immediately adjacent to their signatures below.

"District"	"Contractor"
By: Signature of CLPCCD person authorized to execute agreement	By: Signature
Print Name: Lorenzo Legaspi	Print Name:
Title: Vice Chancellor of Business Services	Title:
Date: August 1, 2016	Address:
	Date:
Recommended By:	
Signature: lunda Dlwenbaum	
Print Name: Linda Olivenbaum	
Title: Director, California Early Childhood Mentor Program	
Address: 25555 Hesperian Blvd.	
Hayward, CA 94545	
Date: August 1, 2016	



Attachment A Gavilan Joint Community College District August 1, 2016 – July 31, 2017

Mission College will take the lead in the Santa Clara County Regional Early Childhood Mentor Program. In addition to Gavilan College and Mission College, the Santa Clara County Regional Early Childhood Mentor Program includes four college(s): De Anza College, Foothill College, San Jose City College and West Valley College. A Regional Program requires individual contracts between each participating College/District and the Chabot-Las Positas Community College District.

- A. Chabot-Las Positas Community College District on behalf of the California Early Childhood Mentor Program shall provide the following resources for implementation of the Contractor's program, subject to the District's approval:
 - Updated materials and assistance to facilitate implementation of the program including a Program Manual, an In-Service Training Resource Guide, reporting forms and one-on-one technical assistance.
 - 2. Travel expenses for the Contractor's Local, Regional and College Coordinators to attend statewide meetings to discuss program elements, the status of implementation and materials. Travel expenses must be within state guidelines and limits as specified in the *Program Manual* and as may reasonably be revised by the District.
 - 3. \$500 for the Contractor's College Coordinator. The Contractor's Coordinator may be paid directly by the Chabot-Las Positas Community College District in the sole discretion of the District. The District reserves the right to withhold and/or reduce the Coordinator payment if responsibilities listed in Section B are not fulfilled in a timely manner.
 - 4. \$150 for printing and copying costs for program implementation or Mentor materials. The Contractor's Coordinator may be reimbursed directly by the Chabot-Las Positas Community College District in the sole discretion of the District, or through their local college.
- B. The signed **Designation of Coordinator form** and this signed **Letter of Agreement** must be submitted to the District no later than **December 1st of each contract year**. The College Coordinator's stipend and any reimbursements due to the college will be withheld until these signed documents are received by the Mentor Program Office at Chabot College.
- C. The lead college agrees to designate a Regional Coordinator. The Regional Coordinator shall be responsible for the following activities:

Selection and Re-Certification

- 1. Promoting the program on campus and in the community.
- Enrolling teachers and providers in the Mentor Teacher/Adult Supervision Course, based on the syllabus provided in the *Program Manual* and as may reasonably be revised by the District. The Contractor as a college agrees to enroll students and to issue credit. The

- Contractor also agrees that it will accrue no ADA when instructional costs are reimbursed. Students pay tuition if they are receiving credit.
- 3. Recruiting qualified child care providers and directors from the community who may be interested in becoming Mentors.
- 4. Modifying and distributing Mentor and Director Mentor applications and establishing appropriate application deadlines as currently described in the *Program Manual* and as may reasonably be revised by the District.
- 5. Assuring compliance with selection criteria for Mentor Teachers and Director Mentors as set forth in Sections D and E below.
- 6. Adhering to the Policy on the Mentor Option in Campus Labs as currently described in the Program Manual and as may reasonably be revised by the District.
- 7. Modifying and distributing Mentor and Director Mentor Re-Certification applications, and establishing appropriate application deadlines as currently described in the *Program Manual* and as may reasonably be revised by the District.
- 8. Appointing a Selection Committee of up to 16 members. The Selection Committee shall include community college instructors, center directors, teachers and other child care practitioners who represent all sectors of the regional child development community (e.g., Head Start, preschool, subsidized, non-profit). The Selection Committee should reflect the diversity of program types, ethnicities and language capacities in the community.
- 9. Training Selection Committee Members in the use of the Harms and Clifford Scales: the Early Childhood Environment Rating Scale-Revised (ECERS-R), the Infant/Toddler Environment Rating Scale-Revised (ITERS-R), the School-Age Care Environment Rating Scale (SACERS), and Family Child Care Environment Rating Scale-Revised (FCCERS-R). Training Selection Committee Members in the use of the Program Administration Scale (PAS) and the Business Administration Scale (BAS).
- 10. Serving as a Selection Committee Member as currently described in the *Program Manual* and as may reasonably be revised by the District. Such service is *optional* for local college or Regional Coordinators but *mandatory* for college Coordinators in a Region.
- 11. Scheduling meetings for the Selection Committee to review Mentor and Director Mentor applications, evaluate applicants' centers or classroom sites, and to make final selections by June 1st of each contract year.
- 12. Notifying all New and Re-Certification applicants to inform them of final decisions as soon as possible after the final Selection Committee meeting.
- 13. Petitioning the District in writing that Mentor pool size be increased in an academic year. In such cases, determination will be made by Mentor Program staff based on current statewide allocations and student placement rates at the local college.
- 14. Maintaining eligibility requirements for Mentor Teachers in accordance with program policy as currently described in the *Program Manual* and as may reasonably be revised by the District.
- 15. Maintaining eligibility requirements for Director Mentors in accordance with program policy as currently described in the *Program Manual* and as may reasonably be revised by the District.

Professional Growth

- 16. Facilitating or arranging for facilitation of a 1-2 unit credit-optional monthly Seminar for Mentors to combine informal discussion of issues they confront in supervising student teachers with further study of supervision issues, leadership and mentoring skills.
- 17. Facilitating or arranging for facilitation of a 1-2 unit credit-optional monthly Seminar or continuing course for directors to study administrative issues, quality improvement strategies, leadership development and mentoring issues.
- 18. Providing Mentor and Director Seminar Instructors with the *Growing Leaders In-Service Training Resource Guide* and other necessary instructional materials as supplied by the District.
- 19. Ensuring that instructors for the Mentor and Director Seminars are regularly evaluated in accordance with college policies.
- 20. Supporting Mentor In-Service Training activities with Mentor materials and other appropriate funding where available.

Placements and Stipend Activities

- 21. Working within the college's administrative procedures to institutionalize the Mentor Program. This includes seeking curriculum committee approval for courses, including program information in the college catalog and course schedule, and establishing load credit for practicum instructors who support placements with Mentors.
- 22. Providing the District with official course outlines for all courses in which students may be placed with Mentors.
- 23. Placing students with Mentors, acting as intermediary between the student and Mentor, and monitoring the Mentors' work. The college agrees to offer the placement with a Mentor as an alternative to the existing practicum course(s).
- 24. Overseeing student placements with Mentors to ensure only one student will be in the Mentor's classroom at a time.
- 25. Approving the following as currently described in the *Program Manual* and as may reasonably be revised by the District:
 - Mentor-protégé contracts for Post-Practicum placements;
 - Mentor-student contracts for Individual Student Mentoring;
 - Hourly Mentoring Record stipends for short-term mentoring services;
 - Hourly Birth to Three/FCCH Mentoring Record stipends for short-term mentoring services for Infant/Toddler and Family Child Care teachers and providers;
 - Director Mentor-protégé director contracts for Director placements;
 - Hourly Director Mentoring Record stipends for short-term mentoring services;
 - Hourly Birth to Three/FCCH Director Mentoring Record stipends for short-term mentoring services for Infant/Toddler directors and Large Family Child Care providers
- 26. Serving, if requested and willing, as a Field Trainer as currently described in the *Program Manual* and as may reasonably be revised by the District.

Payments

27. Maintaining records of all costs and disbursements and reporting these monthly to the District in a timely and accurate manner.

- 28. Submitting authorizations to pay all stipends within 30 days following the end of the placement.
- 29. Submitting all fiscal reporting and requests for reimbursement to the District no later than **June 15th of each contract year**.
- 30. Acknowledging that the Coordinator's payment may be withheld and/or reduced if reporting is not accomplished in a timely manner.
- 31. Applying for and utilizing Additional Funding to Support Instructional Costs for an Adult Supervision Course if appropriate.
- 32. Applying for and utilizing Supplemental Support Funding for Large Area Programs if appropriate.
- 33. Applying for and utilizing Supplemental Support Funding for the Director Mentor Component if appropriate.
- 34. Providing full reporting on the use of any Supplemental Support Funding as currently described in the *Program Manual* and as may reasonably be revised by the District.

Evaluations

- 35. Facilitating program evaluation.
- 36. Requiring completion of Student Evaluation of Mentor Teacher, Director Mentor Contract Self-Evaluation, Director Mentor Contract Evaluation: Protégé, Birth to Three/FCCH Mentoring Record Protégé Evaluation, Birth to Three/FCCH Director Mentoring Record Protégé Evaluation, and Director Seminar Evaluation Forms by program participants.

Agreements and Reports

- 37. Completing and submitting to the District Quarterly Reports as follows:
 - First Quarter: August 1 to October 31, due October 31st of each contract year
 - Second Quarter: November 1 to January 31, due January 31st of each contract year
 - Third Quarter: February 1, to April 30, due April 30th of each contract year
- 38. Completing and submitting to the District all Annual Reporting materials on or before **June 15th of each contract year**.

Mentor Program Meetings

- 39. Attending all required Coordinator meetings and/or being responsible for acquiring and understanding the information and materials presented at these meetings.
- 40. Facilitating the selection of eligible participants for the annual Mentor Institute.

Maintaining Records

- 41. Keeping records on each Mentor's placement history, student evaluations of the Mentor, the Mentor's application and re-certification, and stipend amounts. Keeping comparable records for each Director Mentor.
- 42. Maintaining program data and records in archives for five years.
- C. Contractor will designate a College Coordinator to perform the following functions:
 - 1. Place students with Mentors, act as intermediary between the student and Mentor, and monitor the Mentors' work. The college agrees to offer the placement with a Mentor as an alternative to the existing practicum course(s).

- 2. Collect student evaluations of Mentors and provide the Regional Coordinator—in a timely and accurate manner—with any data necessary for the monthly, quarterly or annual reports.
- 3. Serve on the regional Selection Committee.
- 4. Facilitate the evaluation of the statewide program.
- D. Contractor will designate an instructor who will be responsible for teaching the Mentor Teacher/Adult Supervision Course, a 2-unit course on adult supervision skills for Mentor candidates, based on a course syllabus included in the *Program Manual* and as may be reasonably revised by the District.
- E. Contractor shall insure that Classroom Mentor applicants shall complete the following requirements in order to be considered for selection:
 - A college level Early Childhood training program that included an Early Childhood practicum supervised by a college instructor for credit. Candidates must submit a transcript proving completion of this requirement.
 - 2. The two-unit Mentor Teacher/Adult Supervision Course, as described in Sections B.2 and D in this Attachment.
 - 3. Two years of experience as a classroom teacher or family child care provider.
 - 4. Eligibility for the Master Teacher Level, or higher, of the California Child Development Permit.
 - 5. The Mentor Application (see *Program Manual*) which includes information on the applicant's educational background and experience, a personal statement, a transcript proving completion of the practicum as part of her/his Early Childhood education, a QRIS Tier Rating (where applicable), and the Harms and Clifford rating sheet from her/his self-review. The Application also includes a "supervisor's agreement" to support the candidate's application and participation as a Mentor. As public elementary school teachers have their own mentoring program, they are not eligible to participate in the California Early Childhood Mentor Program.
 - 6. A site review of the center's National Association for the Education of Young Children (NAEYC) accreditation status by members of the Mentor Selection Committee and direct observation of teaching practices, or completion of a site review and self study using the appropriate Harms and Clifford Scale (ECERS-R, ITERS-R, SACERS or FCCERS-R).
- F. Contractor shall ensure that Director Mentor applicants shall complete the following requirements in order to be considered for selection:
 - f. Three years of experience as a director or site supervisor in a child development program (current or prior).
 - Successful completion of a Director Mentor Information Session Webinar and a
 Director Mentor Institute as currently described in the *Program Manual* and as may
 be reasonably revised by the District.
 - 3. The Director Mentor Application (see *Program Manual*) which includes information on the applicant's educational background, experience, statement of program philosophy, selection of items for *Program Administration Scale* (PAS) or *Business*

- Administration Scale (BAS) review, a QRIS Tier Rating (where applicable), and references.
- 4. Completion of a *Program Administration Scale* (PAS) or *Business Administration Scale* (BAS) interview by members of the Mentor Selection Committee. A site review of the applicant's worksite (if applicable).
- G. Contractor agrees to provide the following resources for implementation of the program:
 - 1. Facilities for the Mentor Teacher/Adult Supervision Course, Selection Committee training and meetings, the Mentor Seminar and the Director Seminar as currently described in the *Program Manual* and as may be reasonably revised by the District.
 - 2. Funds for program costs in excess of amounts provided in Section A of this agreement.
- H. Contractor agrees that in cases where active Mentors or Director Mentors from other Regional or Local Mentor Programs wish to apply to this college's program, acceptance and selection will be at the discretion of this college's Selection Committee based on space availability and other selection criteria.
- I. District reserves the right to withdraw the resources listed in Section A for non-performance of activities and requirements listed in Sections B through G. Written notice of such withdrawal—and a procedure and timeline to appeal such a decision—will be provided to Contractor.

Gavilan Joint Community College District Governing Board Agenda

October 11, 2016

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

Administrative Services

SUBJECT: IBI Group Architecture and Planning Proje	ct Assignment Amendment Augmentations

***************************************	Resolution: BE IT RESOLVED,
	Information Only
X	Action Item

Proposal:

That the Board of Trustees approves IBI Group Architects and Planning Project Assignment Amendment (PAA) augmentations 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.

Coyote Valley The Academy Campus PAA: Increase fees by \$16,000

This PAA was originally approved for Eight Hundred and Eighty Thousand Dollars (\$880,000) for design services related to off-site utilities, on-site utilities and site grading, roadways, walkways, paving, modular buildings, and coordination with city and county agencies, environmental consultants, real estate consultants and the Division of the State Architect (DSA). This augmentation for Sixteen Thousand Dollars (\$16,000) is for design services related to furniture, fixtures and equipment selection coordination for the classrooms and administrative areas, and for a perimeter security fence around the facility. This brings the total revised Contract Price for this PAA to Eight Hundred Ninety-Six Thousand Dollars (\$896,000).

Student Center Seismic Upgrade PAA: Increase fees by \$40,000

This PAA was originally approved for Eighty-Five Thousand Dollars (\$85,000) for design services for the voluntary seismic upgrade of the Student Center including path of travel (Restroom, doors, & ramp) upgrade as required by DSA. This augmentation for design services related to the following increased scope of work is Forty Thousand Dollars (\$40,000). This brings the total revised Contract Price for this PAA to One Hundred Twenty-Five Thousand Dollars (\$125,000):

- New accessible counters for the A&R, Info Corner, Financial Aid and Administrative areas
- Required Accessible Signage
- Remove Safe from Financial Aid area and convert mailroom into office (with storage on outside wall)
- Remodel Administrative and Counseling Bathrooms
- · Paint majority of interior walls, doors and frames & replace flooring
- Cover wainscot with laminate panels and aluminum trim in hallways at Financial Aid and Counseling
- Replace ceiling tiles in rooms not renovated by seismic work

Budgetary Implications:

The efficient use of state scheduled maintenance, Measure E and Lease Revenue bond 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. Kathleen Rose, Superintendent/President

Gavilan Joint Community College District Governing Board Agenda

October 11, 2016

Consent Age	enda Item No.	President's Office
Information/	Staff Reports No.	
Discussion I	tem No.	
Old Busines	s Agenda Item No.	
New Busine	ss Agenda Item No.	III.2(f)
SUBJECT:	Approve Changes t Unrepresented Em	o the Current Compensation Package for the District ployees

Proposal:

Information Only

Action Item

That the Board of Trustees approve the changes to the current compensation package for the District Unrepresented Employees (administrators/managers/confidentials).

Background:

The changes to the current compensation package for District Unrepresented Employees are noted below:

Effective January 1, 2017, the maximum annual contribution by the district towards health benefit costs for management and confidential employees will be set at the following levels:

- Employee Only \$11,500
- Employee + One Dependent \$22,000
- Employee + Two or More Dependents \$28,500

Effective January 1, 2017 confidential employees will receive a three percent (3%) ongoing salary increase which modifies the existing confidential salary schedule. This increase is a salary adjustment based on the health benefits maximum district contribution, not a cost of living adjustment (COLA).

Effective January 1, 2017 administrators/management employees will receive a one and one-half percent (1.5%) ongoing salary increase which modifies the existing management salary schedule. This increase is a salary adjustment based on the health benefits maximum district contribution, not a cost of living adjustment (COLA).

Budgetary Implications:

Estimated cost of \$35,330 for Budget FY 2016-2017 to support these changes.

Follow Up/Outcome:

Upon approval, staff will implement the changes.

Recommended By: - Dr. Kathleen Rose, Superintendent/President

Prepared By:

Eric Ramones, Director of Human Resources

Agenda Approval:

Dr. Kathleen Rose, Superintendent/President

Gavilan Joint Community College District Governing Board Agenda

October 11, 2016

1	Consent Agenda Item No. Information/Staff Reports No. Discussion Item No. Old Business Agenda Item No. New Business Agenda Item No.	III.2(g)
;	SUBJECT: Consider and Accep	t Bids for the Gavilan College STEM Meadow Restoration Project.
	Resolution: BE IT RESC	DLVED,
	Information Only	
	X Action Item	
٠	Proposal: That the Board of Trustees cons STEM Meadow Restoration Proj	iders and accepts the bid from contractor for the Gavilan College lect.
1		n September 27, 2016. A total of two (2) contractors participated in ent lowest responsible and responsive bidder has been identified as e amount of \$194,380.
	Attached is a letter providing a b September 30, 2016. The letter	oid analysis from Gilbane, the Construction Manager, dated includes a bid tabulation form.
	Budgetary Implications: The efficient use of STEM grant	funds
	Follow Up/Outcome: Upon Board approval, issue a N	otice-to-Proceed.
	Recommended By: Frederick	E. Harris, Vice President of Administrative Services
	Prepared By: <u>Frederick</u> Frederick E. Harris, V	E. Harris /ice President of Administrative Services
ı	Agenda Approval: Dr. Kathleen F	Rose, Superintendent/ President





PRELIMINARY RESULTS:

	Bid Recording Sheet	Pro	Project: Gavilan Community College			9/30/2016	
Bid Amount Service Landscaping, Inc. Bid Proposal X X Bid Security X X Subcontractors List X X Statement of Qualifications X X Non Collusion Affidavit X X DIR Registration X X Contractor License X X Addendum Acknowledgement X X Bid Total \$194,380.00 \$237,000.00	ITEM:Gavilan Community College			·			
Bid Proposal	Bid Amount		Quality Landscape Service	K & D Landscaping, Inc.			
Subcontractors List X X X Statement of Qualifications X X X Non Collusion Affidavit. X X X DIR Registration X X X Contractor License X X X Addendum Acknowledgement X X X Bid Total \$194,380.00 \$237,000.00 \$237,000.00						·	
Statement of Qualifications						,	
Non Collusion Affidavit. X X X DIR Registration X X X Contractor License X X X Addendum Acknowledgement X X X Bid Total \$194,380.00 \$237,000.00 \$237,000.00							
DIR Registration							
Addendum Acknowledgement X X Bid Total \$194,380.00 \$237,000.00				X			
Bid Total \$194,380.00 \$237,000.00	Contractor License						
Bid Total \$194,380.00 \$237,000.00	Addendum Acknowledgement		X	X			
	Bid Total		\$194,380.00	\$237,000.00			
							<u> </u>

Notes:



September 30, 2016

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

Re: E

Bid Analysis

Gavilan College STEM Meadow Restoration Gavilan Joint Community College District

Dear Frederick:

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

Gilbane reviewed the apparent low bidder's, Quality Landscape Service, Inc. bid and determined that they submitted a responsive bid and appear to be a responsible bidder. Quality Landscape Service, Inc. confirmed their base bid amount of \$194,380 and stated they would honor it.

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

Bid Analysis

The following items were considered in our bid analysis:

- 1. Comparative Pricing
- 2. Bond Review
- 3. Company History & Experience
- 4. Bid Form Review
- 5. Reference Check
- 6. Contractor License Check

1. Comparative Pricing (See attached Bid Tabulation Form)

A.	Budget	\$195,000
B.	Low Responsive Bid	\$194,380
C.	Average Bid	\$215,675
D.	High Bid	\$237,000
E.	Number of Contractors Contacted	20
F.	Number of Plan Holders	13
G.	Number of Potential Bidders	3
Н.	Number of Bidders	2

2. Bond Review

A. Contractor's Bid Bond

Quality Landscape Service, Inc. has provided a Bid Bond in the required amount of 10% of their bid amount. The surety is RLI Surety. Their address is 9025 N. Lindberg Dr., Peoria, IL 61615. The contact number is (800) 645-2402.

B. Contractor's License Bond

All California contractors are required to file a bond with the State in the amount of \$15,000. The bond number is 295361 and the effective date is 1/1/16 with American Contractors Indemnity. Their address is 601 S. Figueroa Street, Suite 1600, Los Angeles, CA 900017

3. Company History & Experience

Quality Landscape Service, Inc. has indicated they have been in the landscaping business for 41 years. Quality Landscape Service, Inc. is familiar with the area and has constructed multiple projects for Monterey Peninsula College, Hollister School District and Gavilan College. Quality Landscape Service, Inc. has completed the Parking Lot C Renovation project for Gavilan College.

4. Bid Form Review

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

5. Reference Check

- A. Gavilan Joint Community College District Jeff Gopp worked with Don Love on the Parking Lot C Improvement. The job went well with no issues or concerns. He would recommend working with Quality Landscape Service, Inc. again.
- B. Tanaka Design Group has worked on multiple projects with Quality Landscape Service, Inc. in the past 5+ years. Tanaka Design Group worked with them at Monterey Peninsula College on a Building Renovation and Parking Lot Expansion project. Tanaka Design Group stated they were very satisfied with their professionalism and responsiveness to all concerns and issues. Tanaka Design Group stated that Quality Landscape Service, Inc. kept to the schedule and their quality of work was to their expectation.

Bid Analysis Gavilan College STEM Meadow Restoration 9/30/16 Page 3

Tanaka Design Group stated they will definitely recommend Quality Landscape Service, Inc. again.

6. Contractor License Check

A. License Number: 352943

B. License Status: Current and Active

C. License Issued to: Quality Landscape Service, Inc.

Corporation

D. Expiration Date: 6/30/18E. County of Incorporation: Watsonville

F. Claims Against License: No citations or cases on record

G. Type of License(s): C-27 Landscape

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

Sincerely,

Donna Martin

Donna Martin Project Manager

Enclosures: Bid Tabulation Form

cc: Steve Sowa, IBI Group

Casey Michaelis, Gilbane Building Company

Gavilan Joint Community College District Governing Board Agenda

October 11, 2016

Consent Agenda Item No. Information/Staff Reports No. Discussion Item No. Old Business Agenda Item No. New Business Agenda Item No. III.(h)	Administrative Services
SUBJECT: Consider and Accept Bids for the Gavilan	College Gym Roof Replacement
Resolution: BE IT RESOLVED,	
Information Only	
X Action Item	
Proposal: That the Board of Trustees considers and accepts the Gym Roof Replacement.	e bid from contractor for the Gavilan College
Background The bid for this project closed on September 27, 201 in the bidding process. The apparent lowest responsi as Seward L. Schreder Construction, Inc. in the amount	ble and responsive bidder has been identified
Attached is a letter providing a bid analysis from Gilba September 30, 2016. The letter includes a bid tabulat	
Budgetary Implications: The efficient use of Measure E Funds	
Follow Up/Outcome: Upon Board approval, issue a Notice-to-Proceed.	
Recommended By: Frederick E. Harris, Vice Pre-	sident of Administrative Services
Prepared By: Frederick E. Harris, Vice President of Administr	- rative Services
Agenda Approval: Dr. Kathleen Rose, Superintendent/ Pres	sident



GAVILAN Z COLLEGE

PRELIMINARY RESULTS:

Bid Recording Sheet	Project: Gavilan C	ommunity College			9/30/2016
ITEM:Gavilan Community College Gym Roof Replacement					
Bid Amount	Seward L. Schreder Constructin, In	Graham Prewett, Inc.	Scudder Roofing Company		
Bid Proposal	×	×	×		
Bid Security	X	X	X		
Subcontractors List	X	X	X		
Statement of Qualifications	X	X	Х		
Non Collusion Affidavit.	×	X	X		
DIR Registration	X	X	×		
Contractor License	X	X	X		
Addendum Acknowledgement	X	X	X		
Bid Total	\$379,000	0.00 \$388,000.00	\$523,100.00		
					1
				<u> </u>	

Notes:



September 30, 2016

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

Re: Bid Analysis

Gavilan College Gym Roof Replacement Gavilan Joint Community College District

Dear Frederick:

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

Gilbane reviewed the apparent low bidder's, Seward L. Schreder Construction, Inc., bid and determined that they submitted a responsive bid and appear to be a responsible bidder. Seward L. Schreder Construction, Inc. confirmed their base bid amount of \$379,000 and stated they would honor it.

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

Bid Analysis

The following items were considered in our bid analysis:

- 1. Comparative Pricing
- 2. Bond Review
- 3. Company History & Experience
- 4. Bid Form Review
- 5. Reference Check
- 6. Contractor License Check

1. Comparative Pricing (See attached Bid Tabulation Form)

A.	Budget	\$425,000
B.	Low Responsive Bid	\$379,000
C.	Average Bid	\$430,033
D.	High Bid	\$523,100
E.	Number of Contractors Contacted	20
F.	Number of Plan Holders .	13
G.	Number of Potential Bidders	6
H.	Number of Bidders	3

2. Bond Review

A. Contractor's Bid Bond

Seward L. Schreder Construction, Inc. has provided a Bid Bond in the required amount of 10% of their bid amount. The surety is Fidelity and Deposit Company of Maryland. Their address is 1400 American Lane, Tower 1, 18th Floor, Schaumburg, Illinois, 60196. The contact number is (415) 538-7100.

B. Contractor's License Bond

All California contractors are required to file a bond with the State in the amount of \$12,500. The bond number is 09172851 and the effective date is 9/22/16 with Fidelity and Deposit Company of Maryland. Their address is 3910 Keswick Road, Baltimore, Maryland, 21211.

3. Company History & Experience

Seward L. Schreder Construction, Inc. has indicated they have been in the construction business for 17 years. Seward L. Schreder Construction, Inc. is familiar with the area and has constructed multiple projects for Gilroy Unified School District and Gavilan College. Seward L. Schreder has completed three projects for Gavilan College - the Pond Overlook project, the GECA Addition and most recently the San Martin Aviation project.

4. Bid Form Review

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

5. Reference Check

- A. Gilroy Unified School District The project manager Mike Rice at Gilroy Unified stated Seward L. Schreder Construction, Inc. has performed a couple of projects successfully for them. These projects varied in size. Mike mentioned that they were cooperative and team oriented and had minimal problems with budget or schedule. Mike said Seward L. Schreder Construction, Inc. work quality was great. Mike said he recommended Seward L. Schreder Construction, Inc. for the Gavilan College Gym Roof Replacement project.
- B. Scott Pullen from HMR Architects has worked on multiple projects with Seward L. Schreder Construction, Inc. in the past 15 years. HMR Architects highly recommends Seward L. Schreder Construction, Inc.

Bid Analysis Gavilan College Gym Roof Replacement 9/30/16 Page 3

HMR Architects has recently completed a project with Seward L. Schreder Construction, Inc. on a gym modernization for Sacramento City Unified School District. HMR Architects stated they were very satisfied with Seward L. Schreder Construction, Inc. work. Seward L. Schreder Construction, Inc. kept to the schedule and there quality of work was to their expectation. HMR Architects stated they will definitely use Seward L. Schreder Construction, Inc. again.

6. Contractor License Check

A. License Number: 746525

B. License Status: Current and ActiveC. License Issued to: Seward L. Schreder

License Issued to: Seward L. Schreder Construction, Inc.

Corporation

D. Expiration Date: 3/31/18
E. County of Incorporation: Butte

F. Claims Against License: No citations or cases on record

G. Type of License(s): A – General Engineering

B – General Building

HAZ - Hazardous Substance

Removal

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

Sincerely,

Donna Martin

Donna Martin Project Manager

Enclosures: Bid Tabulation Form

cc: Steve Sowa, IBI Group

Casey Michaelis, Gilbane Building Company