



FINAL BUDGET

FISCAL YEAR 2014 - 2015
JULY 1, 2014 THROUGH JUNE 30, 2015

GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
5055 SANTA TERESA BOULEVARD
GILROY, CA 95020
WWW.GAVILAN.EDU

FINAL BUDGET

**FISCAL YEAR 2014 - 2015
JULY 1, 2014 THROUGH JUNE 30, 2015**

**Gavilan Joint Community College District
5055 Santa Teresa Boulevard
Gilroy, CA 95020**

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FY 14/15

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EXECUTIVE SUMMARY - FINAL BUDGET FY 14/15

September 9, 2014

INTRODUCTION

The district relies on its mission statement to guide the fiscal planning process. The district'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 to prepare students for success in a dynamic and multicultural world."

The Board of Trustees, administrators, faculty, managers and professional support staff of Gavilan College identify primary values and goals through a Strategic Plan update process. The product of this process is the five-year Strategic Plan. The Strategic Plan lists specific objectives intended to enhance the achievement of the district's mission. The Strategic Plan is updated annually. The Educational Master Plan, Facilities Master Plan and the Technology Plan, and department unit plans provide the goals from which the district derives its multi-year Strategic Plan. This plan in turn forms the budget guidelines.

The district continues its effort to integrate the Strategic Plan in all its planning activities. The fiscal standards of the budget building process set an operations baseline to maintain acceptable operational funding while still allowing pursuit of the Strategic Plan goals. Resources are allocated to priority activities identified through the strategic planning process. Any requests for products, services or personnel requests that a department feels are key to their continued success must be supported by one of the current fiscal year's strategic plans or goals, ensuring the individual department needs are in line with the institution's goals. Primary priority is given to identifying the level of necessary ongoing expenditures to sustain the district's current level of operational services. Based on funding availability, subsequent priority is given to selecting improvements to enhance the college's services for students.

Consistently allocating financial resources to strategic plan initiatives has resulted in a more focused learning and working environment at Gavilan College. Capitalizing on past successes, Gavilan College continues to support its service communities and increase access to the district through educational sites in Hollister and Morgan Hill. The schedules of classes at all sites are coordinated so that students are able to further their goals by access to a wide range of courses at both sites.

In the last several years, California's weak economic climate has resulted in a significant reduction of funding to all community colleges. As a result of the district's conservative fiscal planning and its Board's commitment to keeping unrestricted reserves at a minimum of 5%, the district has been able to successfully weather the state budget crisis.

In response to state budget issues, Gavilan has repositioned itself to a smaller but adequately supported college. This approach has moved the on-going revenue closer to the

amount of on-going costs but there remains an imbalance of approximately \$700,000 that requires that either revenue be increased or expenditures be reduced. Any combination of revenue increases and expenditure reductions that yields a net savings of \$700,000 is needed for the college to maintain a balanced budget. This offers Gavilan the opportunity to manage program growth efficiently as additional resources are available in the future.

In FY11/12 California implemented a workload reduction process that decreased Gavilan's funded FTES by 414, resulting in a significant decrease in its apportionment base. The college was facing an additional workload reduction and corresponding base apportionment reduction in FY12/13 but the passage of Proposition 30 in November 2012 temporarily halted any further decrease in funding. Proposition 30 has stabilized college funding. The intent is that by the time the sales tax expires in four years and the income tax increase expires in seven years, the economy will have improved to the point it can sustain the current and future fiscal needs of the elementary, secondary and community college educational systems.

Gavilan College has also sought alternative funding, specifically through federal grants. In the past five years, the district has been awarded a \$3.8 million STEM grant, a \$1.2 million Title V grant, a second \$2.4 million STEM grant and a second \$3.75 million Title V grant. These grants have also taken some pressure off the general fund by paying for permanent salaries that otherwise would have required the use of unrestricted funding sources. For the FY14/15 academic year, student demand will be more closely aligned with funding provided by the state.

BUDGET HIGHLIGHTS

UNRESTRICTED GENERAL FUND REVENUE

In FY 12/13, the passage of Proposition 30 enabled the district to avoid further workload reductions and provided a modest restoration of some of the previously reduced FTES. For FY14/15 it is projected that the college will be eligible for a 0.85% inflation and 2.75% growth increase. In spite of a projected increase, the Final Budget shows a deficit as projected expenditures are greater than projected revenues. Although the district has adequate reserves to deal with the deficit in the short term, it is the district's intent to eliminate the deficit and have a balanced budget over the course of FY14/15.

For this Final budget revenues available for appropriation, including local, non-state revenue in FY 14/15 are estimated as follows:

State Revenue including local property taxes & fees	\$ 27,954,402
Less property taxes	(13,075,000)
Less Enrollment fees	(1,700,000)
Part-time Faculty	127,312
Enrollment Fee Waiver Admin	60,468
Lottery	765,000
Actual State Revenue	<hr style="width: 100%; border: 0.5px solid black;"/> 14,132,182

Local Property Taxes	13,075,000
Enrollment Fees	1,700,000
Interest Income	40,000
Non-Resident Tuition	170,000
Other Local Revenue	521,643
Total	\$ 29,638,825
<hr/>	
Transfer Requirements (In)	-
Transfer Requirements (Out)	(1,747,625)
<hr/>	
Net Revenue Available for Appropriation	\$ 27,891,200

UNRESTRICTED GENERAL FUND EXPENDITURES

STRATEGIC PLANNING AND BUDGET DEVELOPMENT

Resources necessary to implement the Strategic Plan and the Educational Master Plan are aligned using the college's internal Strategic Planning Committee and the Budget Committee.

SALARIES AND BENEFITS-80% OF GENERAL FUND EXPENDITURES

Gavilan College is in the process of negotiating an agreement with the Gavilan College Faculty Association (GCFA) and has completed negotiations with California School Employees Association (CSEA). The Final Budget contains a proposed 2% salary increase, and an estimated increase for health benefits (a half year at 8%) as well as all applicable track/step increases.

TELECOMMUNICATIONS

Gavilan College continues to enhance its telecommunications system with an increase in the bandwidth of our connection to the Internet. Work is in progress to increase our capacity by 200%. Wireless continues to expand as needed and is now available in all areas on campus and at the off-sites. The college's online portal, in use by faculty, staff, and students is also being upgraded. An electronic assessment testing system, Accuplacer, was installed this year, and students are able to make testing appointments online. Our orientation classes were also upgraded to allow online orientation. We have completed the CCCApply on-line application module and integrated this with the Banner system. Grant funding has also provided the college with an enterprise-wide reporting system, Argos, and work continues to create reports to enable data-on-demand and provide data for research. Student email using Google's gmail was implemented in spring, 2014 and will become the primary method of Gavilan contact with students in the future. These programs enhance Gavilan College's efforts to bring more technology to the classroom.

LONG TERM OUTLOOK

The communities of Gilroy, Hollister, and Morgan Hill are expected to expand rapidly as a result of new construction already underway or planned over the next five years. Using data from the California Labor Market Information Department (CLMID), projections forecast that Gavilan's district service area total population will reach 189,070 by the year 2018. Projected growth for Morgan Hill in the year 2017 is estimated to reach 52,872. Growth in Gilroy is projected to reach 70,809 by the year 2017. The economic downturn clearly

affected service area population and student growth, as more residents became college students and as a result FY09/10 was Gavilan's highest year of enrollment. In San Benito County and southern Santa Clara County, proposed foreclosures and unemployment rates have decreased since the highs of FY08/09. For example, in San Benito County in February 2014, unemployment (not seasonally adjusted) was 12.8% and in Gilroy the rate was 9.3% (CLMID). While San Benito County's rate is still higher than the statewide average for February (9.7%), it reflects a trend of improvement that has likely affected college enrollment. As the economic status of the service area slowly recovers, we typically experience lower enrollment as students return to work. For the next five years the college is expecting to balance out the lost enrollment resulting from students returning to the workforce with the increase in the local population resulting from expanded residential construction.

CONCLUSION

During FY 13/14 the state experienced a large surplus caused by the improving economy. The state is considering the reasons for the surplus and there is the expectation that a state reserve will absorb much of the surplus. Community colleges have lost a considerable amount of instructional capacity as a result of permanent reductions in base workload imposed in FY 09/10 and FY 11/12. The miniscule allocation of growth dollars in FY 13/14 allowed Gavilan College to earn back 98 FTES out of the 620 FTES lost in FY 09/10 and FY 11/12. In the FY 14-15 year the college can restore up to 200 FTES lost in FY 11/12.

During the past five years Gavilan College was able to maintain its existing workforce, provide a 2% salary increase in FY 10/11, and until FY 11/12 was able to retain its ending fund balance intact as well as retaining full funding for the retired employee health benefit obligation which is \$5 million.

Through the Strategic Plan, Gavilan College has positioned itself to expand and take advantage of the additional growth opportunities in the future. Revenue available for program enhancements will be used to provide quality education to the communities served by the district. As a cautionary note, over the long term we recognize that Gavilan College will need to be diligent in its efforts to achieve and maintain the ever-increasing level of FTES required to generate additional revenues.

GENERAL INFORMATION ABOUT GAVILAN COLLEGE

Gavilan College was originally established in 1919 as San Benito County Junior College. It operated under this title until 1963, when a new community college district was formed that included both San Benito and southern Santa Clara Counties. Successful passage of a local bond in 1966 provided the needed funds to construct the present campus at Santa Teresa Boulevard and Castro Valley Road in Gilroy, California. In the fall of 2009, Gavilan College celebrated its 90th year of operation as a community college.

Gavilan College is one of 112 California Community Colleges that are organized into 72 districts which are political subdivisions authorized by the Constitution of the State of California. A seven-member board of trustees governs the Gavilan Joint Community College District. The voters of the communities served by the district elect board members to office. The Board of Trustees is responsible for the overall direction and control of the district so that it best meets the needs of the community it serves.

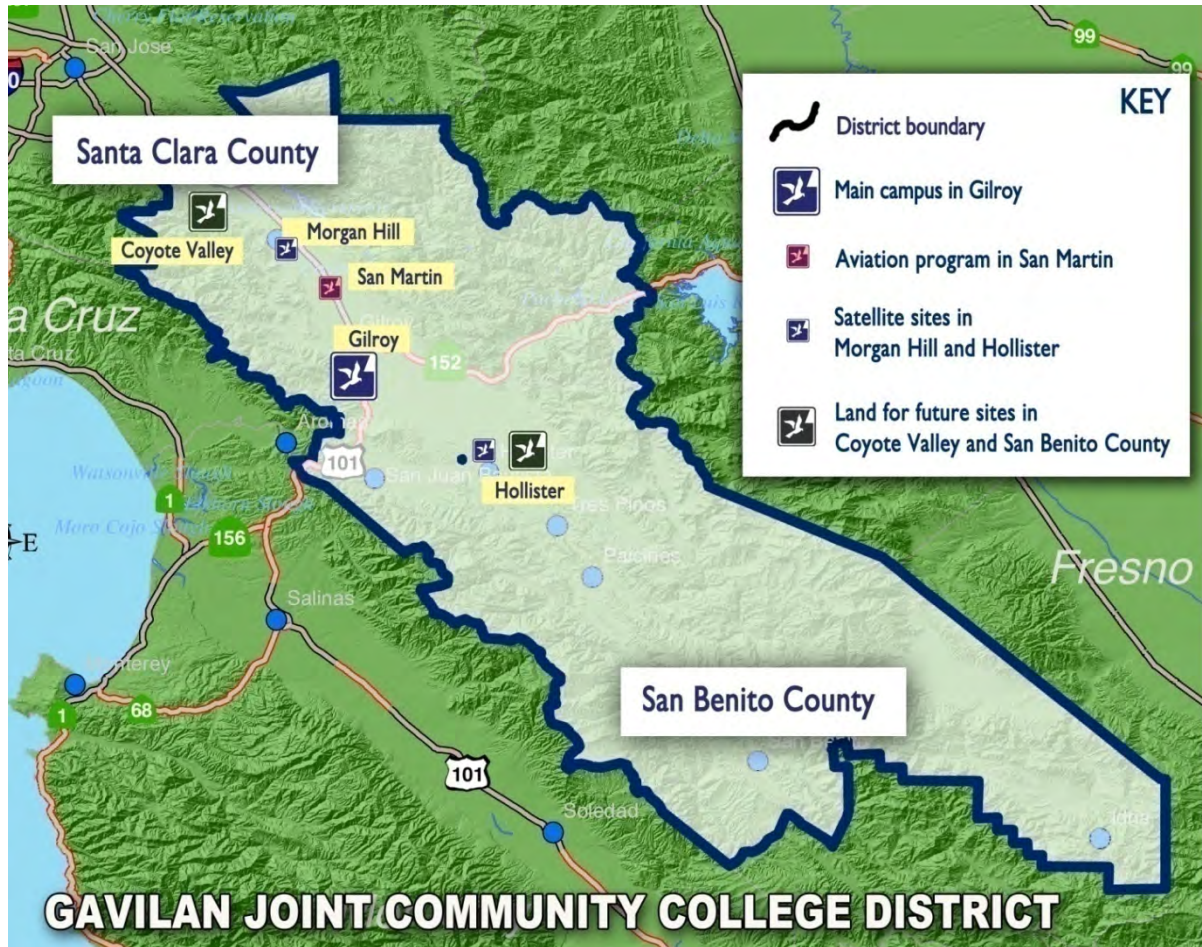
The district operates instructional sites in Hollister and Morgan Hill to augment their course offerings at the main (Gilroy) campus. Gavilan College is a comprehensive public community college offering a wide range of services, including programs of continuing study in liberal arts, pre-professional, business, vocational and technical fields. Courses are offered in the day, evening and on weekends. In FY 13/14, Gavilan College served an estimated 9,081 students. Gavilan College employs 206 full time permanent employees and approximately 225 part time faculty employees each semester.

The main campus in Gilroy rests against the foothills that form the western boundary of the Santa Clara Valley. The district is 35 miles south of San Jose, 80 miles south of San Francisco, and 40 miles northeast of the Monterey Coast. The main campus was initially master-planned to accommodate an enrollment of 5,000 students and rests on a 150-acre site that has been carefully planned to take advantage of the beautiful, natural and tranquil setting.

Gavilan College offers a lower division college program that prepares students for transfer to a four-year college or university. The college also offers a variety of technical, occupational and pre-professional courses of study that lead to employment. As of May 2014, students can choose among 70 associate degree programs and 58 certificate and career programs, with one new degree pending Chancellor's Office approval.

SERVICE AREAS OF GAVILAN COLLEGE

Gavilan Joint Community College District serves residents of the Gilroy Unified, Morgan Hill Unified, Aromas-San Juan Unified, and San Benito Joint Union High School Districts. The 2013 total service area population is approximately 177,445 (US Census Data). The district is comprised of approximately 2,700 square miles in southern Santa Clara County and a large portion of San Benito County (see map).



Provided by Public Information Office

Information about each service area is presented below. Data were obtained from a U.S. Department of the Census and Census/GIS, California Department of Finance, California Labor Market Information Department, RAND, ABAG, and the City of San Jose population studies.

San Benito County is located at the southern end of Santa Clara Valley between the Gavilan and Diablo Mountain Ranges. San Benito County is a 1,396 square mile section bordered by Fresno, Merced, Monterey, and Santa Clara Counties. San Benito County's population which had been increasing steadily has now slowed. Using data from the U. S. Census Bureau, the population of the County was 60,536 in 2013.

San Benito has a varied economic base that is dominated by government, retail trade, and manufacturing industries. Historically, San Benito is largely an agricultural county with the industry currently employing 16.4 percent of the total workforce. The area typically has higher unemployment and lower income as compared to other parts of the Gavilan College service area.

Gilroy is located in southern Santa Clara County and is comprised of 9,376 acres of land located 30 miles south of San Jose and 15 miles northwest of Hollister. Gilroy developed from a rural, agricultural community to a community composed of agriculture, manufacturing, and service industries, along with a large number of commuters to Silicon Valley. Gilroy's population was estimated at 55,821 for 2013.

Growth in Gilroy has centered on high tech software and support industries as well as a number of manufacturing and production industries. Gilroy's industrial base includes food processing, sophisticated food processing, high tech software and semiconductors, wood, paper and metal fabrication and wine production. Gilroy is known as the "Garlic Capital of the World" because it processes garlic and plays host to over 125,000 visitors at the annual Gilroy Garlic Festival.

Morgan Hill is located at the southern end of Santa Clara Valley and is 13 miles north of the College. Morgan Hill is 10 miles south of San Jose and 70 miles south of San Francisco. The City limits of Morgan Hill covers approximately 12 square miles. Morgan Hill's desirable location has made the City one of the fastest growing communities in Santa Clara County. Morgan Hill's population was estimated at 44,000 for 2013.

Morgan Hill's work force includes a large number of highly technical and scientific residents, many commuting to the Silicon Valley to work. It is home to two of the ten largest business parks in Silicon Valley. Primary employers in Morgan Hill are manufacturers of electronics products and sports equipment and service providers specializing in precision machining and software duplication. Morgan Hill is also the home of a number of mushroom farms and wineries.

Coyote Valley Development is an area north of Morgan Hill and South of Bernal Road in San Jose. Coyote Valley resides within the Gavilan College service area. An application to obtain state support for the college's site on Bailey Avenue has been submitted for consideration by the State Chancellor's office.

MISSION OF GAVILAN COLLEGE AS DEFINED BY THE BOARD OF TRUSTEES

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

ACCREDITATION

Gavilan College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

PROGRAMS AND SERVICES

Gavilan College offers an associate of arts degree and an associate of science degree. Transfer agreements exist between the University of California and California State systems. These agreements allow students to complete the first two years of a four-year college program at Gavilan. Certificate and career programs are also offered to provide instruction in the skills and knowledge needed to enter a skilled or semi-professional occupation.

ORGANIZATION AND PERFORMANCE OF GAVILAN COLLEGE

The district operates under the direction of the Superintendent/President. The district is organized into three primary divisions: Administrative Services, Instructional Services, and

Student Services. **Exhibit 1** is an organizational chart illustrating the management structure as of September 1, 2014.

Administrative Services is responsible for the administrative support of the district. Administrative Services includes: equal opportunity and grievance officer, risk management, facility construction and maintenance, labor relations, health and safety, fiscal services, payroll, technical support and internal/external contract management. Departments include: Facilities' Services, Management Information Systems (MIS), Security & Support Services and Business Services. The Human Resource Department is currently reporting to the Superintendent/President.

Instructional Services is responsible for the educational program of the district. Curriculum, the schedule of classes, program review and development of new educational programs and services to meeting the needs of the community are the broad responsibilities of the division. Each full-time faculty member receives a teaching load assignment of 14-16 lecture equivalent hours per semester. This teaching load is consistent with other California community colleges. The number of students per class varies widely between basic skills, transfer and vocational courses.

Student Services is responsible for assisting students in entering college and completing a course of study. Special support programs to assist students in being successful as college students are under the operating control of the Student Services division. Student Services include: Admissions and Records, Financial Aid, Counseling, Disability Resource Center, Extended Opportunity Program and Services, Health Services, Career Transfer Center, and the Hollister and Morgan Hill off sites.

TOTAL RESOURCES AVAILABLE TO OPERATE GAVILAN COLLEGE

To support the operations of Gavilan College, financial resources from a number of different origins are used. Many of the resources provided to operate district programs and functions specify the nature of expenditures that may be made with those resources. The district actively pursues special sources of funds that provide services that enhance the general operations of the district. Revenues received and expenditures made from special sources are separated from the district's general operating fund to allow better accountability for the disposition of those funds. To fully understand the operations of Gavilan College, it is necessary to consider all resources applied to provide services.

The funds used to account for the services and the projected cost of expenditures for FY 2014/15 are as follows:

Schedule of Resources Available to Operate Gavilan College
Final Budget Fiscal Year 2014-15

Unrestricted General Fund	\$ 28,053,086	45.87%
Instructional Equipment	-	0.00%
Parking Fund	164,620	0.27%
Restricted General Fund	8,805,497	14.40%
Child Development Center Fund	338,322	0.55%
Capital Projects Fund	5,807,760	9.50%
Measure E Debt Service Fund	5,292,579	8.65%
Measure E Construction Fund	3,816,000	6.24%
Long Term Debt Fund	1,000	0.00%
Associated Student Body Fund	65,185	0.11%
Financial Aid Fund	8,682,454	14.20%
Student Center Fund	<u>130,354</u>	<u>0.21%</u>
Total Expenditures	<u><u>\$ 61,156,857</u></u>	<u><u>100.00%</u></u>

BUDGET DEVELOPMENT AT GAVILAN COLLEGE

INTRODUCTION

Gavilan College is subject to the provisions of the *California Code of Regulations* and other laws that regulate the operations of public agencies. The *California Code of Regulations* requires that the governing board of a public agency adopt a tentative budget on or before July 1 and a final budget no later than September 15 of each year.

This Final Budget is prepared to comply with the *California Code of Regulations* and is used by the governing board and district administration in planning for the operations of the district for the fiscal year period July 1, 2014 through June 30, 2015. This budget uses assumptions to develop revenue and expenditure projections. The assumptions are based upon information from the Chancellor's Office, California Community Colleges and judgments made by district staff as to the financial implications of anticipated district operations.

The Board of Trustees provides budget guidance to the Superintendent/President who in turn formulates goals and objectives for the operating divisions. The board communicates its goals and objectives to the Superintendent/President. The Strategic Plan and the Educational Master Plan are used to implement actions necessary to accomplish the board's goals and the goals identified during the annual planning process at the college. The Board of Trustees adopts a **Budget Calendar (Attachment A)** each year. **Budget Guidelines (Attachment B)** are also adopted annually and are used to provide specific directions regarding the allocation of resources to ensure objectives of the Strategic Plan are achieved. The **Status of Previous Budget Guidelines (Attachment C)** reports on the effectiveness of the resources allocated in previous years.

In addition to the governing board's actions, the district's internal participatory governance process operates concurrently to inform all members of the district constituencies about resources expected and allocations of resources consistent with the Strategic Plan goals and the Board's Budget Guidelines. The College Budget Committee is provided full information about the district's operations and financial position.

IMPACT OF THE STRATEGIC PLAN

The Board of Trustees, faculty, managers and professional support staff of Gavilan College have outlined primary values through a strategic planning update process. The product of this process is the updated five-year Strategic Plan that identifies objectives for fiscal years 2014/15 - 2018/19. The Board of Trustees strategic planning values and objectives for calendar year 2014 are included in **Attachment B** of this report.

The Strategic Plan states broad values that allow the administration to define implementation activities. The Strategic Planning Committee continues to review new initiatives and provides direction to the administration in identifying programs and activities that it feels will support strategic plan strategies. The budget process is used to allocate

available resources in a manner that will ensure funds required to implement action plans are provided.

As part of the strategic plan update process, the Educational Master Plan was assessed for completion of activities. In fall 2012 the Plan was updated. It consists of the program plans developed by the departments, programs and services at the district along with the activities that support the Strategic Plan objectives. Program plans are updated each year for budget development, every four years when reviewed by the Institutional Effectiveness Committee and every four years for accreditation. This process meets accreditation standards that require integrated planning. The Educational Master Plan focuses on the instructional and student services programs of the district and the support services and facilities that will be necessary to provide the instruction and student service programs. The Educational Master Plan produced a series of program changes as well as standards of support necessary to effectively provide the highest quality programs that the district is capable of delivering. Both the Board of Trustee's Budget Committee and the College Budget Committee review the budget to ensure that the allocation of resources is consistent with program changes identified in the Strategic Plan and the supporting Facilities, Technology and Human Resource staffing plans.

FISCAL STANDARDS

Gavilan College follows standards that impact revenues and expenditures. The Strategic Plan identifies the long-term direction and goals of the district while these fiscal standards set an operations baseline that is applied to maintain acceptable operating standards in pursuit of Strategic Plan goals.

OPERATING BUDGET STANDARDS

Total Salaries and Benefits - Total salary and benefit costs should not exceed 80% of total expenditures. This level is consistent with other California community colleges. Within this expenditure level is the flexibility to increase or decrease actual expenditures because about 15% of budgeted expenditures are paid to part time faculty members who work on an assignment by assignment basis. Permanent additions to staff levels will be made under the following conditions:

- 1) Increases in full time faculty personnel required by increased state funding
- 2) Additional staff that will result in an increase in FTES revenue
- 3) Inability to obtain part time faculty within an academic discipline
- 4) Workload demands resulting from growth and increased volume of work
- 5) Enhancements to support services necessary to support growth in instructional programs, student retention efforts or increased technology

Salary Rates - The Board of Trustees follows a practice of retaining a salary structure that is equal to the median range of other like agencies. For faculty members, the comparison is made against California community colleges. Classified employees are compared to local public agencies within the district's service area. Administrative employees are compared to California community colleges. The comparison entity bases for Gavilan College positions have been established in recognition of the target recruitment area that is used to hire employees. For example, the recruitment area for new faculty members is the State of

California at a minimum and usually nationwide. To effectively compete for new faculty members, Gavilan College acknowledges that the salaries should be at the median range of all California community colleges. The college is ranked between the 22nd and 26th place using a faculty union salary assessment distributed annually across the state.

New Positions:

Faculty - A full time faculty requirement is established for each college based on prior year credit enrollment. Increases in full time faculty members are required when a college receives credit growth revenue. Gavilan College complies with the state requirement for employing the required minimum number of faculty. The district follows a process to evaluate the need for additional full time faculty members in order to meet instructional demands.

Classified - Classified employee positions are evaluated on a year-to-year basis to determine where additional employees are needed to support student success, the instructional program or to enhance the working and learning environment. Support staffing levels are also considered when evaluating changes to instructional programs and student services.

Maintenance - An allocation of ½ to 1% of the unrestricted general fund revenues in excess of permanent staff costs and services agreements will be made each year, if possible, to preserve and enhance the district's investment in its facilities. These expenditures will be used to address recurring and on-going maintenance needs. The district has made a considerable number of renovations and improvements since March 2004 through the use of Measure E facility improvement bonds.

REVENUE STANDARDS

Gavilan College actively pursues state funded growth revenue. Growth revenue is viewed as an essential element in obtaining the resources necessary to meet the Strategic Plan goals of providing increasing community access to the district's educational services and in bringing high technology into the classroom.

Categorical revenue provided by state and local agencies for specific support purposes is pursued by the district when these services are consistent with the objectives of the Strategic Plan.

RESERVE STANDARD

General Fund Designated for Economic Uncertainties - The district will budget for a General Fund Designated for Economic Uncertainties of no less than \$1.2 Million. The target is 10% of the Unrestricted General Fund up to a maximum of \$1.5 Million. This is considered an acceptable level because of the relatively small size of the district's budget. It is to be used for unanticipated and adverse changes in expenditures or revenues.

Debt Service Reserve - The district has begun to build a reserve to fund the liability for retiree health benefits. Each year, if possible, funds will be allocated to increase this reserve.

Investments - Cash not required for ongoing operations will be invested with the Santa Clara County or a local agency investment fund.

DEBT AND CAPITAL LEASE OBLIGATIONS STANDARDS

Long term debt and capital lease obligations will not exceed 5% of total unrestricted general fund revenue. Long term debt will only be issued to obtain capital equipment or facilities for which state funds are unavailable or insufficient to meet the cost of these projects. Prior to financing any project, an assessment will be made to define how it assists in meeting the goals of the Strategic Plan.

Long term debt will not be used to pay for operating fund deficits.

Capital lease obligations will only be incurred for capital purchases in excess of \$25,000 and will have a lease term of no longer than five years.

Certificate of Participation issues will not exceed 10 years.

ACCOUNTING, AUDITING AND FINANCIAL REPORTING STANDARDS

Independent audits will be performed each year as required by law.

Annual financial reports will be produced in accordance with Generally Accepted Accounting Principles (GAAP) as defined by the Governmental Accounting Standards Board and, the *California Community College's Budget and Accounting Manual*.

An internal control structure will be in place to ensure reasonable accuracy of accounting information, to safeguard assets from loss and to ensure operating policies and procedures are being followed.

CAPITAL BUDGET STANDARDS

A Five-Year Capital Construction Plan will be prepared each year. The Plan will be developed based on facility needs identified in the Educational Master Plan.

A construction management firm will be used as a project manager whenever there is new construction work in excess of \$750,000 for the district.

Every ten years a Facility Master Plan will be revised.

BUDGET COMMITTEE

The district formed a college budget committee to allow constituency groups affected by decisions to be consulted collegially and have the opportunity to comment on proposed actions. The College Budget Committee assists in providing open access to the budget development process for all constituency groups. The committee consists of representatives of the Associated Student Body, faculty, classified, supervisor/confidential and administrative employees. The committee members receive detailed information about revenue assumptions, expenditure patterns and information about the various financial risks associated with the operation of the district. The committee meets during the year to review current information about the district's operations and to discuss actual performance in relation to the budget.

BUDGET ADJUSTMENTS

The Board of Trustees approves a tentative budget no later than June 30 of each fiscal year. A final budget is approved no later than September 15 of each fiscal year. The budget includes a number of assumptions about State of California revenue and expenditures related to the operation of the district.

The Board of Trustees establishes the allocation amounts for expenditures based on projected revenues. Funds are allocated in a manner that is consistent with the Budget Guidelines.

The budget is used to control or limit the expenditure of funds by major expenditure codes defined by the *California Community College's Budget and Accounting Manual*. The board must approve any expenditure in excess of the amount authorized by the Board of Trustees. Adjustments to the budget are submitted to the board for approval on an as needed basis. The budget is then adjusted to reflect the adjustments approved by the board.

LONG TERM CONCERNS

REVENUES

In FY 11/12, the state budget included provisions that reduce workload (FTES) measures to the amount of state funding available. The FY11/12 workload reduction decreased state funding to Gavilan by \$1.8 million. Due to the passage of Proposition 30 in FY12/13, workload remained the same with an opportunity for a small amount of growth. The FY 14/15 Final Budget assumes 2.75% in growth and 0.85% cost of living adjustment funding with no further base revenue reduction.

The increase in the population of the district's service area should affect Gavilan College's growth rate in future fiscal years. These revenues are contingent on state revenues being allocated for this purpose.

OFF-SITE DEVELOPMENT:

The district continues to research options to expand services at both off-sites in order gain educational center status.

FINANCIAL PLAN - ALL FUNDS UTILIZED BY GAVILAN COLLEGE

INTRODUCTION

The State Chancellor's Office provides funding to the community colleges using criteria established by the Board of Governors of California Community Colleges. The Governor appoints members to the Board of Governors. The board is responsible for establishing, among other things, the budget and accounting structure for the California Community Colleges.

Consistency and comparability in recording of transactions is achieved through a systematic classification scheme prescribed by the *California Community College's Budget and Accounting Manual*. The board of governors in accordance with *California Education Code* Section 70901 is responsible for defining, establishing and maintaining the budget and accounting structure and procedures for the California Community Colleges. *California Education Code* Section 84030 requires each community college to follow the procedures prescribed by the board of governors.

GAVILAN COLLEGE USES FUND ACCOUNTING TO REPORT ITS ACTIVITIES

Fund accounting is used when a governmental agency receives revenues from various sources. A single fund is established to report and account for sources and uses of revenues available for or restricted to the same purpose. Each fund is considered a separate reporting entity. An understanding of a governmental agency requires the reader of financial statements to consider all funds established to operate the various programs or services offered by that agency. This budget includes revenue and expenditure projections for all of the funds used to provide programs and services.

Gavilan College uses modified accrual accounting consistent with government accounting standards and *California Community College's Budget and Accounting Manual*. Revenues are classified primarily by source and secondarily by purpose. Expenditures are classified by activity and by object. Activity relates to the purpose of the expenditure such as instructional activities. The object classification relates to the product or service obtained such as academic salaries and instructional supplies.

The diverse nature of public operations and the complexity of legal requirements prevent governmental agencies from maintaining financial transactions and balances in a single accounting entity. A single accounting entity is used in private business accounting and use of fund accounting sets governmental agencies aside from private industry because of this reporting structure. For the public readers of this budget document an explanation of governmental fund accounting is important in understanding Gavilan College's proposed use of public funds.

**PROVIDED FUNDS ARE GROUPED BY THE MAJOR SERVICE
OR GROUP OF SERVICE**

Gavilan College uses two fund groups to report its operations. The groups are the Governmental Funds Group and the Fiduciary Funds Group.

This budget provides information about the district's sources of revenues and details the anticipated revenues by major category. Due to the requirements of fund accounting, this report follows a format that provides information by fund. The majority of the report focuses on the Unrestricted General Fund because it is the primary fund of the district.

GOVERNMENTAL FUNDS GROUP

Resources used or available for use in conducting a district's educational objectives are included in the Governmental Funds Group. Gavilan College has established the following funds that are within the group of governmental funds:

General Fund – Unrestricted - Used to account for resources available for the general purpose of the district's operations and support of its educational program.

General Fund – Restricted - Used to account for resources available for the operation and support of the educational programs of the district that are specifically restricted by laws, regulations, donors, or other outside agencies as to their expenditures. **The majority of these funds must be expended within the fiscal year. Unexpended funds are returned to the funding agency.** The primary difference between restricted funds and unrestricted funds is the fact that externally imposed restrictions will not allow use of funds for any purpose other than that specified. In contrast, unrestricted funds may be used for any legal purpose deemed necessary. **Exhibit 5** shows the restricted general fund program accounts Gavilan College uses.

Special Revenue Funds - Used to account for the proceeds of specific revenue resources whose expenditures are legally restricted. These funds are not directly related to the educational program of the district but provide a service to students. Gavilan College has two special revenue funds: the **Parking Fund** and the **Child Development Center Fund**.

Capital Projects Fund, Other - Used to account for financial resources used for the acquisition or construction of capital outlay projects such as buildings, sites, site improvements, library books and equipment. Gavilan College uses this fund primarily each year for scheduled maintenance projects funded in part by the state as well as for new building construction.

Capital Projects Funds, Bond – Used to account for financial resources secured through voter approved general obligation bonds and the associated expenditures.

Debt Service Fund - Used to account for the accumulation of funds for payment of long-term debt obligations. Gavilan College's long term debts are obligations of the general fund. Funds are transferred from the General Fund to the Debt Service Fund for accounting and payment purposes.

FIDUCIARY FUNDS GROUP

The Fiduciary Funds Group is used to account for assets held by the district in a trustee or agency capacity. Gavilan College accounts for the disbursement of federally funded PELL Grants and serves as fiscal agent for that purpose. The Financial Aid Fund is an agency fund. Gavilan College also utilizes two trust funds: Associated Student Body and the Student Center Fund. A trust fund is one where a district recognizes revenues and expenditures related to trust activities and does exercise some discretion in the expenditure of those funds. The agency and trust funds used are:

- Financial Aid Fund
- Associated Student Body Fund
- Student Center Fund

BUDGET PRESENTATION

Exhibit 2, pages 1 - 6 is a consolidated summary of the budgets for all funds used by Gavilan College.

FINANCIAL PLAN - GENERAL FUND

INTRODUCTION

This Final Budget incorporates revenue and expenditure projections reported in the accounting structure format described in the *California Community College's Budget and Accounting Manual*. The budget uses revenue assumptions from the State of California Budget as projected by the State Chancellor's Office. Expenditure projections are made by the district in consideration of the Board of Trustees approved budget guidelines and known expenditure obligations for employee salaries and benefits, long term debt obligations and retiree health benefits. Expenditure amounts presented are expected to be reasonably accurate projections of expenditures for the fiscal year. There are no identified contingencies that could affect the expenditure projections shown in this budget. Adequate reserves are maintained to allow the district to absorb unanticipated adverse financial actions.

STATE REVENUES

PROPOSITION 98 REQUIREMENT

Proposition 98 requires that a specified amount of State of California revenues be provided to public education institutions. Proposition 98 funds are shared between the kindergarten through high school system (K-12) and the community college system. These two public education systems are collectively referred to as K-14 and receive the specified Proposition 98 funding on a shared basis. The allocation of Proposition 98 funds is determined by the Legislature.

PROPOSITION 30 REQUIREMENT

Proposition 30 temporarily increases the state sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers. 89% is allocated to K-12 and 11% to community colleges. These temporary taxes will maintain and restore funding to the K-14 educational systems. Proposition 30 funds are only allowed for use on instructional and student support services.

STANDARDS FOR FUNDING

A new approach to community college funding was implemented effective July 1, 2006 as a result of SB 361.

This approach provides for the distribution of funds to community colleges that is simpler. Each district receives a "base allocation" based on the number of colleges and centers in the district. In addition to this "base allocation", each district receives an equalized rate for its full-time equivalent students (FTES).

Other than the base allocation, credit and non-credit FTES, are the primary factors that determine the amount of revenue a college will receive. Variations in FTES impact the amount of state apportionment revenue received.

Community colleges are allocated a maximum state apportionment revenue amount. The revenue is provided to the colleges through a combination of student tuition fees, local county property taxes and state apportionment revenue. Local property tax estimates provided by local county auditors are subtracted from the maximum state apportionment revenue. Enrollment fees expected to be collected from students are also subtracted from the maximum state apportionment revenue. The State Chancellor's Office pays the college the difference between the maximum state revenue and the amount paid to the college in the form of local property taxes and enrollment fees. However, if the state does not have resources to make up this difference or "backfill", districts must make up the difference themselves.

Article XIII-B of the *California Constitution* and Chapter 1205 of the Statutes of 1980 require that each community college calculate its appropriations limit for each fiscal year. This limit referred to as the GANN limit allows public agencies to receive a maximum amount of funds from taxes. If revenue projections are expected to exceed the GANN limit, the voters must approve the amount in excess of the limit.

SPECIAL PROGRAM REVENUE

Section 56070 of Subchapter 1 of Chapter 7 of Division 6 of Title 5 of the *California Code of Regulations* requires that colleges calculate the amount of FTES revenue earned from credit and noncredit special classes. The revenue generated from these special classes is then subtracted from the costs incurred to provide the program services. At Gavilan College, the Disability Resource Center (DRC) program generates the type of revenue subject to the Title 5 regulation. The revenue attributed to DRC is estimated at \$1,134,408.

LOCAL REVENUES

Like other community colleges, the largest amount of revenue received by Gavilan College is from state appropriations. Colleges are authorized to receive funds from sources other than state appropriations. At Gavilan College those other revenues are primarily:

- **Other State Revenue** – This is state revenue other than base revenue. For example, Gavilan receives additional revenue for part-time faculty compensation and office hours in the amount of \$127,300.
- **Lottery Revenue** - This is revenue received from The Lottery Commission and is based on each public education institution's Average Daily Attendance (ADA). Total revenue from the lottery for budget purposes is projected at \$765,000.
- **Interest Income** - This is revenue received from funds on deposit in the County Treasury and also includes interest income from Tax Revenue Anticipation Note investment proceeds. The projected revenue from interest income is \$40,000.
- **Non-Resident Tuition** - This is revenue received from non-resident students who pay the out-of-state student tuition rate. The State of California does not provide apportionment revenue for these students. These students are charged the non-resident tuition rate of \$192 per unit. The projected revenue is \$170,000.

- **Mandated Cost Reimbursement** - Although defined as revenue, mandated cost reimbursements are based on actual expenditures for state mandated activities. Gavilan College receives reimbursement for costs associated with holding open public meetings and for costs associated with the collective bargaining process. This budget does not include a reimbursement projection.
- **Other Local Revenue** - This is revenue received for cosmetology services, use of college facilities, and for indirect costs. Indirect costs are the fees the general fund is able to charge to various grants and other programs for such services as board of trustees, institutional administration, business, human resources, facilities, and security. Other local revenue is projected at \$521,643.

EXPENDITURES

Gavilan College has maintained an ending fund balance of approximately 10% in the past three fiscal years. This level of ending fund balance, even with funding decreases, was considered a prudent reserve and accordingly appropriations for expenditures were set close to a level equal to estimated revenue. The Final Budget ending fund balance is 9.26% of expenditures and transfers out and is above the required minimum reserve set at 5%. The district's ending fund balance should not drop below the 5% level.

The general fund expenditures are summarized into the program areas of instruction, instructional support, student support, administrative support, executive administration, and community support. Expenditure allocations are made using the following criteria:

1. Fixed costs receive the first priority. Fixed costs include salaries and benefits for permanent employees, adjunct faculty salaries, lease payments, and unrestricted general fund allocations required to obtain restricted specially funded program funds.
2. Expenditures necessary to provide adequate instructional and student support services
3. Expenditures necessary to implement a course of action within the scope of the strategic plan objectives for the fiscal year
4. Expenditures that enhance the Educational Master Plan
5. Expenditures that reduce long term debt
6. Any residual funds are retained and designated in the ending fund balance

Utilizing the guidelines listed above along with the Budget Guidelines adopted by the Board of Trustees, and fiscal policies used by Gavilan College, the allocations by program for the FY 13/14 and the FY 14/15 Final Budget is as follows:

Instructional Program Funding Department	Current Budget FY 13/14		Final Budget FY 14/15	
	Amount	Percent	Amount	Percent
Allied Health	\$ 946,344	3.45%	1,132,486	4.04%
Athletics	1,113,583	4.06%	1,155,175	4.12%
Business	579,375	2.11%	593,513	2.12%
NonCredit	581,031	2.12%	614,652	2.19%
Computer Sciences	783,539	2.86%	781,759	2.79%
English	1,589,773	5.80%	1,775,011	6.33%
English-Second Language	541,637	1.98%	527,353	1.88%
Fine Arts	1,796,624	6.55%	1,919,760	6.84%
Guidance	41,106	0.15%	41,205	0.15%
Mathematics	952,241	3.47%	985,251	3.51%
Natural Sciences	598,041	2.18%	717,417	2.56%
Physical Education	258,000	0.94%	262,207	0.93%
Police Academy	1,256,402	4.58%	1,211,212	4.32%
Santa Clara County Sheriff Office	188,306	0.69%	190,000	0.68%
Social Sciences	891,328	3.25%	888,022	3.17%
Vocational/Technical	999,074	3.64%	1,082,725	3.86%
Part-Time Faculty, Instructional Subs Adj	483,679	1.76%	(150,000)	-0.53%
Total Instructional Programs	\$ 13,600,083	49.60%	\$ 13,727,748	49.47%
Administrative and Support Services				
Executive Administration Services				
Communication Office	258,980	0.94%	260,763	0.93%
Governing Board	315,556	1.15%	265,100	0.94%
President's Office	585,145	2.13%	639,467	2.28%
Travel, Conference, Equipment	11,805	0.04%	20,712	0.07%
Total	\$ 1,171,486	4.27%	\$ 1,186,042	4.23%
Instructional Support				
Academic Administration	455,312	1.66%	505,339	1.80%
Dean, Liberal Arts	362,697	1.32%	374,054	1.33%
Dean, Technical & Public Services	299,515	1.09%	313,487	1.12%
Computer Place	278,845	1.02%	280,372	1.00%
Distant Education	164,426	0.60%	167,754	0.60%
Faculty Senate	121,472	0.44%	170,909	0.61%
Hollister Satellite	355,859	1.30%	370,149	1.32%
Library	651,989	2.38%	675,544	2.41%
Media Services	119,394	0.44%	171,359	0.61%
Morgan Hill Satellite	479,139	1.75%	492,545	1.76%
Television Services	23,852	0.09%	17,999	0.06%
Television Channel 18	7,802	0.03%	1,100	0.00%
Tutoring	50,238	0.18%	47,320	0.17%
Total	\$ 3,370,540	12.29%	\$ 3,587,931	12.79%

SALARIES AND EMPLOYEE EXPENDITURES

As an educational institution the primary expenditure for Gavilan College is salaries and employee related expenditures. Through definitions described in the *California Education Code*, employees are grouped into three different categories. The categories are academic, classified and administrative. The distinction of employee categories is important in defining classroom instruction costs, support and administrative management costs. Each community college is required to expend at least 50% of its budget on classroom instruction costs as defined by *California Educational Code* Section 84362. Gavilan College expects to expend at least 50% of its expenditures in this area during FY 14/15.

ACADEMIC EMPLOYEE EXPENDITURES

Academic employees are employees in positions for which minimum qualifications have been established by the board of governors pursuant to *California Education Code* Section 87356.

The Gavilan College Faculty Association (GCFA) represents academic employees. GCFA is affiliated with the California Teachers Association. GCFA negotiates its salary and benefits through a collective bargaining process which is currently in process. Currently, the FY 13/14 salary schedule provides compensation that ranges from \$52,270 to \$109,169 per academic year, depending on education and experience.

Full time faculty members teach approximately 60% of all courses offered at Gavilan College. Adjunct or part -time faculty members teach the remaining courses. Adjunct faculty members are hired to teach specific courses on a semester basis. Gavilan College employs on the average 225 adjunct faculty during each of the spring and fall semesters.

Using the FY 13/14 salary schedule, lecture adjunct faculty members earn between \$57.33 and \$81.75 per hour.

Use of adjunct faculty is an extremely important resource that is used to increase course offerings and to manage enrollment. Because adjunct faculty members are hired as needed, Gavilan College retains a great deal of control over expenditures for adjunct faculty and is able to balance enrollment requirements with available funding.

CLASSIFIED EMPLOYEE EXPENDITURES

Classified employees provide professional, technical, and clerical support services that support classroom instruction and maintain the district. A classified employee is an employee defined by *California Education Code* Section 88001 as an employee in a position that has a designated title, a regular minimum number of assigned hours per day, days per week, and months per year, a specific statement of the duties required to be performed by the employees in each position, and has a regular monthly salary defined by a salary range for each position. A classified employee that has served in and successfully completed a probationary period is considered a permanent classified employee.

The classified workforce provides support services to the district's administrative operations and instructional programs. Samples of the job description titles in the classified work force are office assistant, instructional program specialist, accountant, admissions and student records technician, and library technician.

Classified employees can earn between \$23,630 and \$80,259 on a twelve-month assignment. Classified employees are placed on a salary range that is determined through the classification process. Any employee hired into a classified position will be paid on one of the steps within the salary range for the position. Unlike academic employees, once hired and placed on the salary schedule, classified employees move one step per year until they reach Step 5. Movement from one salary range to another salary range is possible if the employee changes jobs or the position they currently serve in is reclassified to another salary range.

An employee may be placed anywhere between Step 1 and 5 of a salary range depending on previous relevant experience. Once placed on the salary schedule, assuming satisfactory performance, the employee will advance one step per year on the first day of the anniversary month of hire. Gavilan College also provides employees with longevity increases that provide for a \$50 per month increase after nine years of service; \$150 per month increases after 14 years of service and \$350 per month after 19 years of service.

CONFIDENTIAL AND SUPERVISORY EMPLOYEES

Confidential/Supervisory employees are not represented by a bargaining unit and are either responsible for the management of specific support functions or serve in positions where confidentiality related to negotiations is required.

ADMINISTRATIVE EMPLOYEES

Administrative employees are those employees responsible for managing the operations of the district and provide direction and leadership to all functions of the district.

Exhibit 6 provides a complete detail by FTE of all permanent employees paid out of the Unrestricted General Fund. The exhibit compares prior year staffing levels for FY 12/13 and FY 13/14 to budgeted levels for FY 14/15.

BOARD OF TRUSTEES

Members of the Board of Trustees receive a monthly stipend of \$265 dependent upon attendance at all board meetings scheduled for the month. The members of the Board of Trustees are the governing body of Gavilan Joint Community College district. Public meetings of the board are held monthly and at other times as needed to provide direction to the administration and to review and approve as appropriate district operating transactions that require the expenditure of funds.

PAYROLL COSTS, EMPLOYEE HEALTH BENEFITS, AND RETIREMENT

Gavilan College pays for a number of payroll related expenditures in addition to the health benefit allowances provided to each category of employee. These expenditures are collectively referred to as employee burdens. The cost of the expenditure is identified as a percentage of the employees' gross wages. The employee burdens are described below and represent only the portion of cost paid by Gavilan College.

- **8.25% State Teachers Retirement System** - Applies to all academic employees who meet (STRS) membership requirements prescribed by STRS. This applies to all full time and some part time academic employees and certificated administrators.
- **11.417% Public Employees Retirement System** – Applies to all classified employees who meet (PERS) membership requirements prescribed by PERS. This applies to all full time classified employees and some part time classified employees.

- **6.20% Federal Insurance Contribution** - Applied to all gross wages of employees (FICA) who are not members of STRS.
- **1.45% Medicare Insurance** - Applied to all gross wages of every employee hired after 1986.
- **2.0% Worker's Compensation** - Applied to all gross wages of every employee.
- **1.50% Retiree Health Benefit Liability Fund** – Applied to all gross wages of every employee.
- **.5% Unemployment Insurance** - Applied to all gross wages of every employee.
- **1.00% Deferred Compensation Plan** - Applied as an “up to” match for participating employees.
- **Health Benefits** - Gavilan College offers a health benefit program that provides medical, dental, and vision insurance for the employee and the employee's dependents. Employees also receive a \$50,000 term life insurance policy. The cost for health benefits ranges from \$8,860 to \$29,496 per employee.

RETIREE HEALTH BENEFIT OBLIGATIONS

Gavilan College provides lifetime health benefits to classified employees who were employed prior to July 1, 1980 and are 55 years of age or older at the time of retirement. To qualify for lifetime benefits, an employee must have ten consecutive years immediately preceding retirement, served the district in an assignment of half time or more and worked ten or more months per year. Employees hired after July 1, 1986 will receive post retirement benefits only until the employee reaches age 65 or elects to take Medi-Care or Medi-Cal whichever occurs first.

Academic and administrative employees who retire after July 1, 1980 and who have served the district full-time for ten or more consecutive years immediately prior to retirement will receive paid health benefits until age 65, or earlier if the retired employee accepts Medi-Care.

INTRAFUND/INTERFUND TRANSFERS

Funding guidelines of the State of California, for some programs, requires that a college receiving program funds provide an unrestricted general fund contribution to pay program expenditures. The unrestricted general fund transfers funds to the restricted general fund and other funds to pay for matching fund contributions, debt service, and capital outlay projects. The amounts vary by program and are unique to each program.

Exhibit 4 provides a breakout of intrafund/interfund transfers.

ENDING FUND BALANCE

For FY 14/15, Gavilan College's Final Budget provides for a projected ending fund balance at June 30, 2015 of \$2,758,131. The \$2,758,131 is classified as designated for economic uncertainties representing 9.26% of total expenditures and transfers out. The beginning fund balance is estimated to be \$2,920,017 and the ending fund balance is estimated to be 9.26%% of expenditures and transfer out.

FINANCIAL BUDGET PRESENTATIONS- UNRESTRICTED GENERAL FUND

Exhibits 2 (page 1) and Exhibit 3 provide additional details about Unrestricted General Fund expenditures.

RISK MANAGEMENT AND INSURANCE

JOINT POWERS AUTHORITIES ARE USED TO STABILIZE EXPENDITURES AND MANAGE BUSINESS RISK

A JPA is an organization formed by governmental entities, including community colleges for the purpose of providing services that each individual entity has the ability to provide. By combining services the JPA has the ability to provide services on a more economical basis or on a basis that provides less risk of loss to each participating governmental entity. The combining of similar services provides more flexibility in offering services and in many cases, due to the expense of providing the various services provides the colleges the only opportunity to continue to offer some services. Gavilan College is a member of 4 JPA's: 2 for liability transfer, 1 for a health benefit trust, and 1 for academic services.

NORTHERN CALIFORNIA COMMUNITY COLLEGE POOL (NCCCP)

The NCCCP is a JPA that was formed for the purpose of combining the workers' compensation claims. The NCCCP JPA provides coverage for all workers' compensation claims filed at each of the participating college districts. The JPA administers all claims and works directly with the injured employee and the member college district. The JPA administrator is required to comply with all State of California laws that govern workers' compensation and works closely with each member district to ensure compliance with the law.

A Board of Directors governs the NCCCP JPA. Participating community college districts include Cabrillo, Gavilan, Monterey Peninsula, San Jose-Evergreen, and West Valley Mission. The Board of Directors approves claim payments, settlements and the contribution rates to be levied against each district. Since all workers' compensation injuries are related to workplace safety, the JPA hired a safety officer who is responsible for ensuring each district has an ongoing safety program and for providing technical expertise in hazard mitigation. As a condition of membership in the JPA each college district has agreed to maintain a safety program.

Gavilan College is assessed a contribution amount that for FY 14/15 is estimated to be \$450,000. The contribution is determined by the dollar amount of total payroll and the district's claims history and can rise or fall each year depending on the claims made during the year. The contribution for workers' compensation administration is included in this budget as a statutory employee cost.

BAY AREA COMMUNITY COLLEGES, JPA

The Bay Area Community College JPA provides coverage for a wide variety of liability claims including general liability, discrimination, wrongful termination, and property damage. Coverage for claims is defined by a Memorandum of Coverage that is approved by the Bay Area Community College JPA and may change as claim events at the colleges' change. In accordance with the Memorandum of Coverage, a claim made against Gavilan College is first reviewed by the district's Board of Trustees and if denied is forwarded to the JPA for defense as appropriate.

A Board of Directors governs the Bay Area Community College JPA. Participating community college districts include Allan Hancock, Contra Costa, Gavilan, Hartnell, Monterey Peninsula, Ohlone, San Jose-Evergreen, San Luis Obispo County, and West Valley Mission. The Board of Directors approves claim payments, settlements and contribution rates.

Gavilan College's contribution for coverage provided by the Bay Area Community College JPA for FY 14/15 is estimated to be \$210,000. The contribution is based on a number of items such as the membership of the JPA as well as individual college factors.

THE SOUTH BAY REGIONAL PUBLIC SAFETY CONSORTIUM

The South Bay Regional Public Safety Consortium is a JPA formed by eleven colleges for the purpose of providing public safety training. This JPA provides an academic service that generates FTES, which is then reported by each member college district on its attendance reports. The FTES reported results in the colleges receiving state apportionment revenue. The apportionment revenue to be received by Gavilan College is included in the state computational revenue amount shown in this report.

The South Bay Regional Public Safety Consortium is reimbursed for instructional costs based on the FTES provided to each college district. Colleges identify their desired participation level for each year. The contribution to the JPA is based on each college's cost of education. In FY 14/15 Gavilan College is providing an estimated \$1,180,052 to the JPA and will in turn receive 470 credit FTES.

RETIREE HEALTH BENEFIT PROGRAM, JPA

Governmental entities in the United States, comply with provisions of pronouncements issued by the Governmental Accounting Standards Board (GASB). One pronouncement, GASB45, required agencies to begin recording past and projected costs related to past employees. GASB requires agencies to record and report the status of retiree health benefit costs for current and retired employees and progress made on funding this obligation.

To meet this requirement Gavilan and a number of other California community college districts have joined together as members of the Retiree Health Benefit Program, JPA.

The JPA provides the actuarial services required to properly calculate each district's annual post-employment benefit cost and accumulated liability every three years as required. It also created a trust arrangement for accumulating irrevocable benefit funds and operates a pooled investment program for accumulated benefit funds. By the end of FY 14/15, Gavilan College projects its funds invested and on deposit to be \$5.5 million. The total liability is \$10 million.

FINANCIAL PLAN – RESTRICTED GENERAL FUND

Restricted general fund programs are established for the purpose of providing specialized services funded by either revenues collected from program participants or from revenues provided by a state or local agency. As the name implies restricted funds may only be used to pay for the costs of providing specific services. This section provides a description of a number of the restricted general fund programs that Gavilan College expects to use in FY 14/15.

Federal, state and local agencies frequently require that a college receiving special funding provide general fund dollars to the program. This “match” varies by funding agency and may be in the form of a cash contribution to pay for specific expenditures or it may be an “in-kind” contribution that is made through allocation of existing college resources such as use of a facility, use of equipment, utilities, or personnel.

The restricted fund programs offered by Gavilan College are used to enhance the educational program of the district and to provide valuable services to the community. A number of these programs are described below with financial information appearing in **Exhibit 5**.

ADULT EDUCATION CONSORTIUM PROGRAM (AB 86)

The 2013-14 State Budget appropriated \$25 million to the California Community College Chancellors Office (CCCCO) to allocate funding for two-year planning and implementation grants. The funds will be provided to eligible consortia for the purpose of developing regional plans for adult education. Assembly Bill 86 (AB86), authored by the Assembly Committee on Budgets (Chapter 48, Statutes of 2013), outlines expectations for consortium development as well as planning and implementation requirements to establish the Adult Education Consortium Program. The intent of AB 86 is to better position California—via these consortia—for incremental investments starting with the 2015-16 fiscal year to expand and improve the provision of adult education. The CCCC and California Department of Education (CDE) are working in partnership to implement the requirements outlined in AB 86.

CALIFORNIA WORK AND RESPONSIBILITY TO KIDS (CALWORKS)

CalWORKs serves students who receive public assistance to become self-sufficient through the provision of education, employment and supportive services. The support services that CalWORKs provides include academic, personal and career counseling, textbooks, employment preparation, job placement and serves as a liaison with county departments of social services.

COMMUNITY SERVICES AND CONTRACT EDUCATION

Community and Contract Education provide a variety of offerings that are of general interest and benefit to members of the community and businesses within the district. The department continues to offer new programs that will provide opportunities for community members to participate in recreational, personal enrichment and professional improvement courses.

COOPERATIVE AGENCIES RESOURCES FOR EDUCATION (CARE)

CARE is designed to assist single parents who attend, or would like to attend Gavilan College. CARE provides a variety of services including assistance in completing college

admissions, financial aid applications, counseling and class registration. To be eligible for CARE a student must be at least 18 years of age, head of household, single parent/grandparent receiving cash assistance from the Department of Social Services.

DISABILITY RESOURCE CENTER (DRC)

DRC offers support services and instruction to students with disabilities pursuant to *California Education Code* Sections 67310-12 and 84850. Support services provided in the DRC program must be in accordance with Title 5 regulations applicable to expenditures of funds:

- (a) Not duplicate services or instruction which are otherwise available to all students
- (b) Be directly related to the educational limitations of the students to be served
- (c) Be directly related to the students' participation in the educational process
- (d) Promote the maximum independence and integration of students with disabilities
- (e) Support equal access and participation in pursuit of educational goals and activities consistent with the mission of community colleges

The DRC base funding is determined using a weighted count formula by type of disability added to the Special Rate FTES revenue that is generated from students qualified to be served by the DRC. Regulations applicable to DRC require that each college calculate the amount of Special Rate FTES revenue generated from students in the DRC program and subtract that amount of revenue from DRC's total expenditures to determine the amount of direct excess costs incurred as a result of providing specialized services. The direct excess cost amount may be reimbursed to the district by the state. The actual amount received from the state depends on the amount allocated to the district.

EXTENDED OPPORTUNITIES PROGRAMS AND SERVICES (EOPS)

EOPS is a state funded program established for the purpose of providing educational access to low-income students facing social, economic, and educational disadvantages. To be eligible for services students must demonstrate a financial and educational need according to program guidelines. To remain eligible for services a student must attend college on a full time basis and maintain an average of "C" or better. The EOPS program provides the following services:

- (a) **Outreach** - provides campus tours, special orientations, and recruitment at high school events.
- (b) **Admissions** - assists in determining a student's eligibility for EOPS services and offers advice on admissions, provides pre-priority registration, and assists students in applying for financial aid.
- (c) **Retention** - assists students with class selection and scheduling, academic, career, and personal counseling, student success workshops, referral to campus and community services, student advocacy, academic progress reports, and provides grants to purchase books.

- (d) **Transfer** - assists students with transferring to a university by providing tours, assistance in the completion of application forms, assessment of transfer requirements and application for fee waivers.

An EOPS program is available to all California community colleges. Funding for the program is determined by the State Chancellor's Office using a complicated formula that considers a base funding level and the number of students served. The college pays for the cost of the EOPS Associate Dean from the unrestricted general funds as mandated by the State Chancellor's Office.

FACULTY AND STAFF DIVERSITY

The purpose of these funds is to enable the California Community Colleges to address its goal of hiring a work force that reflects proportionately the adult population of the state. Funds provided are to be used for:

- (a) The costs of publishing, distributing and reporting affirmative action success rates as provided in *California Education Code* Section 87102
- (b) The cost of preparing and updating equal opportunity plans
- (c) Providing for outreach and recruitment of underrepresented groups, for incentives to hire underrepresented groups, for in-service training and for other related staff diversity

HEALTH SERVICES

Effective with the fall semester of 2013, health fees are charged to students at the rate of \$19 per semester and \$16 for summer session.

In accordance with *California Education Code* Section 76355, expenditures are restricted to payment of the cost of health supervision and services, including direct or indirect medical and hospitalization services, or the operation of a student health center. Health services fees cannot be used to pay expenditures of athletic trainers' salaries, athletic insurance, medical supplies for athletes, or any other expenditure related to providing medical services specifically to athletes.

INSTRUCTIONAL EQUIPMENT AND LIBRARY MATERIALS

This is a state grant authorized for equipment purchased for instructional and/or library/learning resource center activities involving presentations and/or hands-on experience to enhance student learning and skills development. It includes the purchase of library materials such as books, periodicals, related ordering, processing, cataloging or binding costs or services, reference databases, cataloging and/or security systems, maps, documents, microforms, computer software, or prerecorded audio-visual resources for the benefit of student learning.

The allocation of these funds takes place at the department chair meeting facilitated by district administrators. The process includes the basic following formula:

Total amount of the current year grant
Add any prior year carryover
Less amount allocated to library (approximately \$65,000)
Equals amount for general instructional equipment needs

The district received \$109,000 in FY 13/14 but is not receiving funds for this purpose in FY14/15.

STUDENT SERVICES SUPPORT PROGRAM (MATRICULATION)

Previously named Matriculation program was replaced with Student Success and Support Program. Funding for Student Success and Support Program (SSSP) is targeted to fully implement core services: orientation, assessment, counseling, advising and other education planning services needed to assist a student in making an informed decision about his or her education goal and course of study and to develop an education plan; and follow up for at-risk students. In accordance with SB 1456, the formula to allocate funds for the program including the following elements:

The number of students to receive services at each college.

The number of students who received orientation; assessment; counseling, advising and other educational planning services; and follow up for at-risk students.

SSSP funds may only be used for core services. Insofar as community college district is able to fully implement in-person or technology mediated strategies for delivery of orientation, assessment, and education planning services, the Board of Governors may identify other support services that can be funded. SB 1456 requires districts to contribute matching funds for SSSP. Title 5 Section 55518 requires that each dollar of state credit SSSP funding be matched by three dollars of other district resources devoted to the SSSP, consistent with match formerly required for categorical Matriculation funds.

MATHEMATICS, ENGINEERING, AND SCIENCE ACHIEVEMENT (MESA)

Gavilan College's Mathematics, Engineering, Science Achievement (MESA) Community College Program provides science, technology, engineering and math (STEM) academic development to educationally disadvantaged undergraduate community college students so they will excel academically and transfer to four-year institutions in calculus-based majors.

The MESA program's strengths lie within the holistic MESA model in which the multiple program components work in combination to ensure academic achievement. The MESA program not only provides a set of services but also a culture and community geared toward student success in STEM disciplines.

The Gavilan College general fund shares in paying for the cost of the MESA Director as mandated by the State Chancellor's Office.

NONCREDIT PROGRAM

The goal of the Noncredit Program, often referred to as adult education, is to provide educational opportunities that assist individuals with skills that are critical to their ability to become and or remain independent and contribute to the economy. They can earn a high school diploma or GED, increase literacy skills, learn English, learn to read and write, gain American citizenship, become an effective parent, or learn a specific job skill.

STAFF DEVELOPMENT

Staff development funds are provided by the State Chancellor's Office for the purpose of providing professional level training to the faculty, staff and administration of the district.

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM)

Gavilan College in partnership with San Jose State University is the recipient of a 5-year STEM grant funded by the Department of Education. These grant monies are being used to fund the two major goals of the STEM project which are to increase the number of Hispanic and other low income students attaining degrees in the fields of science, technology, engineering and mathematics and to increase rigorous and engaging STEM curricula which will sustain student persistence. The Natural Sciences department is currently engaged in several activities to accomplish these goals which include: streamlining STEM Pathways through collaboration with STEM-capable partners; increasing STEM support; strengthening STEM curriculum; and developing new and innovative learning spaces. The grant is also funding additional services for students such as a dedicated STEM advisor, tutoring and Supplemental Instruction and paid student internships.

TITLE V GAVILAN COLLEGE COLLABORATIVE GRANT WITH HARTNELL AND CSUMB

The goal for the Gavilan, Hartnell and CSU Monterey Bay joint Title V 2012-2017 project is to increase the number of Hispanic students who start in the community college level of Nursing, CSIS and Digital Media and successfully transfer to and graduate from CSUMB. Pathway Teams in each of the three CTE Pathways: Nursing, Computer Science, and Digital Media, will re-configure and streamline the required curricula to align skills with specified outcomes, reduce redundancies among requirements, and accelerate potential program completion. The Teams will complete the curriculum re-design, reviewing longitudinal data, making necessary adjustments, and post new pathway routes on partner websites.

TITLE V DEVELOPING HISPANIC SERVING INSTITUTIONS PROGRAM

The Gavilan Title V 2010-2015 project is focused on the success of basic skill/first year students. The project goals are to utilize best practices to improve student success and retention rates, improve the entry systems, and to provide access to technology.

TRIO

TRIO, Student Support Services is a five-year federal grant, funded through the Department of Education. Gavilan's program provides students with a "sense of place" while on campus, and offers academic and support services in a caring environment that seeks to ensure their successful completion of an associate degree and/or transfer to a four-year university from Gavilan College. The program serves approximately 160 first generation, low-income and/or disabled college students.

VOCATIONAL AND TECHNICAL EDUCATION ACT (VTEA)

VTEA is funded under provisions of the Carl D. Perkins Act of 1990. This federally funded program is administered by the State of California and requires that participating colleges use these funds to enhance and augment vocational training programs that meet certain eligibility criteria. Gavilan College expects to use these funds to enhance its Allied Health, Business Technology, Aviation, Cosmetology, Child Development and Computer Graphics and Design programs.

FINANCIAL BUDGET PRESENTATION – RESTRICTED GENERAL FUND

Exhibit 5 is a budget for the Restricted General Fund.

Exhibit 7 provides a complete detail by FTE of all permanent employees paid out of the Restricted General Fund. The exhibit compares FY 12/13 and FY 13/14 staffing to the FY 14/15 staffing plan.

FINANCIAL PLAN – ALL OTHER FUNDS

SPECIAL REVENUE FUNDS

Special revenue funds are to account for revenues whose expenditures are not legally restricted. The special revenues collected are used to pay for the cost of providing services that are not necessarily part of the educational program of the district but enhance the district's ability to serve its students. Gavilan College utilizes two special revenue funds; the Parking Fund and the Child Development Fund.

Parking Fund - As authorized by *California Education Code* Section 76360, Gavilan College charges students a parking fee. The fee ranges from \$20 per semester for evening or summer only parking to \$40 per semester for a daytime parking permit. A daily permit is also available at a cost of \$1.00. The parking fees are used to pay the salaries and related costs of security personnel and to pay for repairs for the parking lots and roadways.

Child Development Fund – The Child Development Fund is the fund designated to account for all revenues for, or from the operation of, child care and development services, including student fees for child development services, Costs incurred in the operation and maintenance of the child care and development services are paid from this fund.

FIDUCIARY FUNDS GROUP

Fiduciary funds account for the revenues and expenditures, and assets held by the district in a trustee or agency capacity. Gavilan College utilizes two trust funds; Student Center Fund and Associated Student Body Fund and one agency fund; Financial Aid. A trust fund differs from an agency fund in that the district has some discretion in the expenditure of trust funds and does not have discretion in the expenditure of agency funds.

Associated Student Body (ASB) - The ASB fund is designed to account for moneys held in trust by the district for the ASB. Students pay membership fees to the ASB and receive special discounts on parking and entry to a variety of special events over the course of the academic year. Funds collected may be expended upon approval of three persons: an employee of the district designated by the governing board, the certificated employee who is the designated advisor, and a representative of the student body organization.

Student Center Fund - Gavilan College established a student center fund for the purpose of constructing a student center. The budget for the Student Center Fund includes all revenues derived from the Student Center and all anticipated expenditures related to the maintenance and improvement of the facility.

Student Center fees are charged at the rate of \$1 per credit hour of instruction up to \$10 per student per year. *California Education Code* Section 76375 limits collection of student fees to \$10 per fiscal year.

Rental fee income is derived from lease payments for space currently used as a bookstore and a cafeteria that is located in the Student Center building. Expenditures charged to the

Student Center Fund include capital improvements, cost of custodial and maintenance services, and accounting and administration fees.

Financial Aid Fund - Financial aid is provided to students through a Federal Pell Grant. Gavilan College administers the program and serves as a fiscal agent for the federal government. Gavilan College makes disbursements based upon the Federal Pell Grant program requirements and then obtains reimbursement for the grants made. Revenues collected and expenditures made are reflected in the budget. As fiscal agent, Gavilan College receives a nominal amount for administrative services.

Gavilan College also participates in a federally funded work-study program. The Financial Aid department administers the federal work study program and identifies employment sites and eligible students for the program.

In addition to the Pell Grant and work-study programs, Gavilan College provides a number of financial aid services to its students. The cost for other unrestricted program services is included in the Unrestricted General Fund.

CAPITAL PROJECTS FUND

The Capital Projects Fund is used primarily to account for the expenditure of funds provided by the state for new construction projects and to complete scheduled maintenance projects.

Each year the district prepares a Five-Year Capital Construction Plan for submission to the Chancellor's Office, California Community Colleges. Projects are identified in consideration of existing lecture, laboratory and office space in relation to capacity workload measures defined by the state. Anticipated changes in programs assist in determining what additional facilities will be considered. To evaluate each college's individual need in relation to all other colleges, the state uses a criterion that prioritizes the allocation of construction funds. Projects that provide additional lecture and laboratory space receive a higher priority than other projects like administrative or student support buildings. In order for the district to receive funding it must demonstrate high utilization of existing facilities.

The Five-Year Capital Construction Plan is used for planning purposes in identifying new facility needs of the district. Funding for any project in the Plan must be requested through a separate request. Development of a funding request requires a detailed description of the project and a detailed cost projection. The cost of preparing a funding request is between \$50,000 and \$75,000.

In November 2003, the Board of Trustees approved a revision to the district's Facilities Master Plan. With the passage of Gavilan's \$108 million Measure E General Obligation Bond in March, 2004, the Board of Trustees asked that a new Facilities Master Plan be developed to guide the design and construction efforts of the Measure E Bond Program. To this end a series of planning meetings were held with campus committees and stakeholders to develop criteria for the Plan. A Draft Master Plan document was submitted for review and comment in a series of five (5) public forums. In addition, copies were distributed to all public libraries within the district's service area and the document was made available on-line, for collecting interactive feedback from students, staff, and the community. Additional meetings were held with each building user-group to develop final recommendations. From the data

collected a final set of prioritized recommendations were developed to define scope, budget, and schedule for each of the proposed projects.

On February 14, 2006, the Board of Trustees approved a two-volume Facilities Master Plan, dated February 14, 2006, including appendices, which is the plan for the facilities portion of the Measure E Bond Program. The Plan reflects the framework for design and construction of the various projects. It is to serve as the guideline for decision-making, capital-outlay expenditures, and educational facilities design.

In October 2012, the Facilities Master Plan was updated to show the projects completed and status of open projects. This document is available for review only.

PROPOSITION 39, ENERGY SAVINGS PROJECTS

Proposition 39 funds are available to colleges to support energy reduction projects such as replacement of high energy use lighting, replacing motors and drives or other projects approved by the Energy Commission and the Community College Chancellor's office. The funding is based on FTES and is scheduled to be available for five years beginning with 2013-2014.

DEBT SERVICE FUND

LONG TERM DEBT

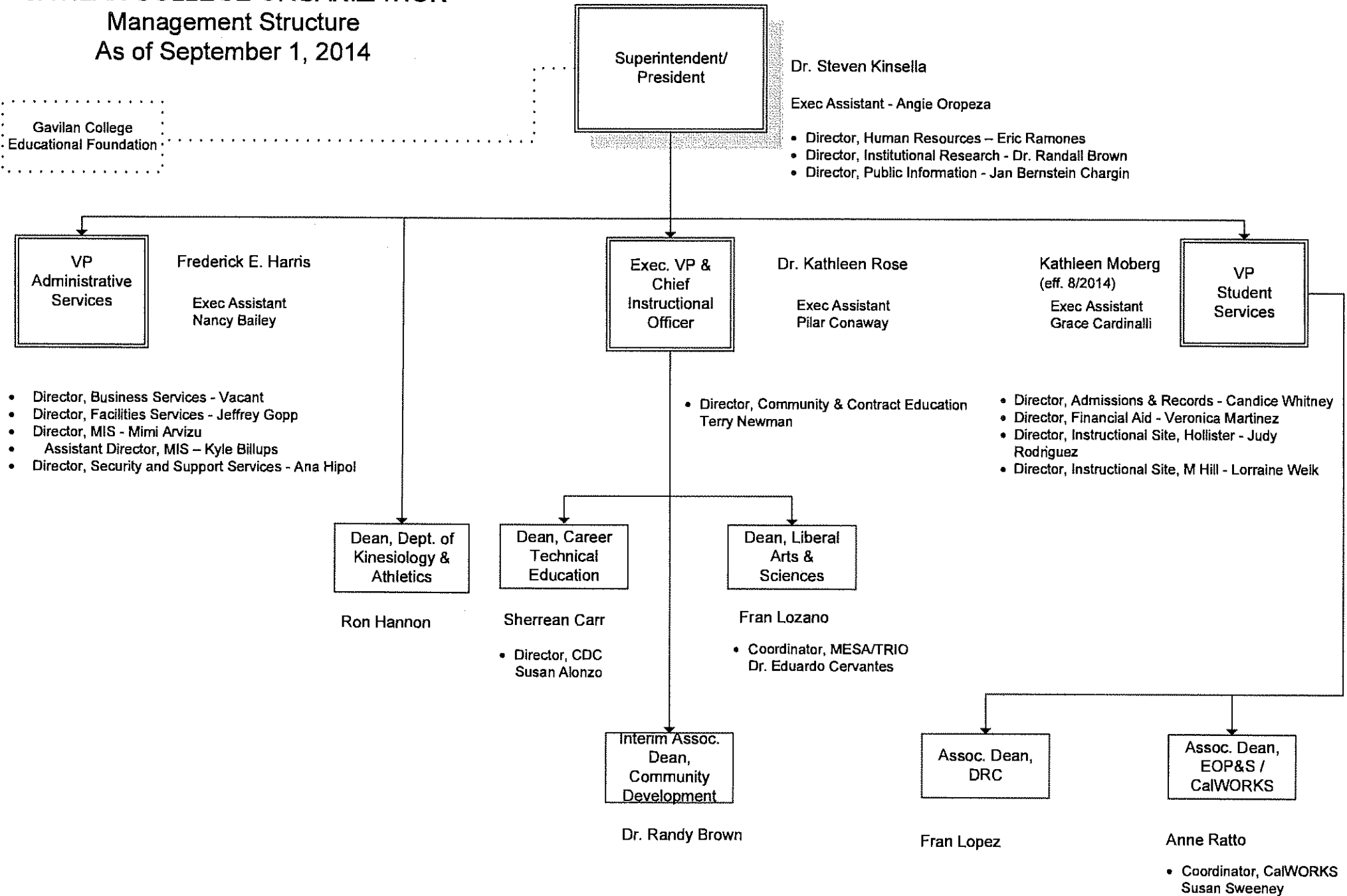
The current long term debt that exists is the obligation for existing retiree health benefits. It is estimated that this obligation is \$5,300,000 for retired former employees who are eligible for post retirement benefits. The district is a member of a Retiree Health Benefit program along with a number of other California community colleges. By the end of FY 14/15, the district projects having accumulated \$6 million in this fund in order to provide resources to pay for retiree health benefit obligations in the future. Although the district continues to pay for the immediate year costs of retiree health benefits by allocating current year budget funds, the Final Budget includes a 1.50% charge on all payroll expenditures to fund existing retiree health benefit obligations.

GAVILAN COLLEGE ORGANIZATION

Management Structure

As of September 1, 2014

Gavilan College
Educational Foundation



Consolidated Summary All Funds
Final Budget FY 2014-15

	B	C	D	E	F	G	H	I	J	K	L	M	N
2		Unrestricted General Fund 10				Instructional Equipment/TTIP Fund 24				Parking Fund Fund 26			
3			Current	Final			Current	Final			Current	Final	
4		Actual	Budget	Budget		Actual	Budget	Budget		Actual	Budget	Budget	
5		FY12/13	FY13/14	FY14/15		FY12/13	FY13/14	FY14/15		FY12/13	FY13/14	FY14/15	
6	Revenue Description												
7	Federal Revenue	\$ -											
8	State Revenue	9,822,623	13,007,669	\$ 14,132,182			\$ 109,713						
9	Local Revenue	19,621,874	15,541,448	15,506,643						\$ 139,298	\$ 120,000	\$ 120,000	
10	Total Revenue	\$ 29,444,496	\$ 28,549,117	\$ 29,638,825		\$ -	\$ 109,713	\$ -		\$ 139,298	\$ 120,000	\$ 120,000	
11													
12	Expenditures:												
13	1000: Academic Salaries	\$ 10,657,460	\$ 10,525,913	\$ 10,850,917									
14	2000: Non-Instructional Salaries	5,347,929	5,321,721	5,536,203						\$ 95,788	\$ 96,349	\$ 96,349	
15	3000: Employee Benefits	5,926,920	5,769,676	6,016,772						46,350	48,771	48,771	
16	4000: Books and Supplies	506,743	489,659	505,497			\$ 109,713			2,531	2,500	2,500	
17	5000: Services and Other Operating Expenses	5,076,058	5,097,279	5,028,428						24,831	17,000	17,000	
18	6000: Capital Outlay	311,994	212,574	115,269			12,499						
19	7000: Financial Aid/Scholarships/Debt Svc												
20	Total Expenditures	\$ 27,827,105	\$ 27,416,822	\$ 28,053,086		\$ -	\$ 122,212	\$ -		\$ 169,500	\$ 164,620	\$ 164,620	
21													
22	Excess of Revenues Over Expenditures												
23	Prior to Intra/Interfund Transfers	\$ 1,617,392	\$ 1,132,295	\$ 1,585,739		\$ -	\$ (12,499)	\$ -		\$ (30,203)	\$ (44,620)	\$ (44,620)	
24													
25	Intra/Interfund Transfers Out	\$ 1,811,056	\$ 1,768,192	\$ 1,747,625		\$ -		\$ -					
26													
27	Intra/Interfund Transfers In		\$ 618,000							\$ 22,618	\$ 44,620	\$ 44,620	
28													
29	Net Change in Ending Fund Balance	\$ (193,664)	\$ (17,897)	\$ (161,886)		\$ -	\$ (12,499)	\$ -		\$ (7,584)	\$ -	\$ -	
30													
31	Beginning Fund Balance	\$ 3,131,578	\$ 2,937,914	\$ 2,920,017		\$ 12,499	\$ 12,499	\$ 0		\$ 7,584	\$ 0	\$ 0	
32													
33	Ending Fund Balance	\$ 2,937,914	\$ 2,920,017	\$ 2,758,131		\$ 12,499	\$ 0	\$ 0		\$ 0	\$ 0	\$ 0	
34		9.91%	10.01%	9.26%									

Consolidated Summary All Funds
Final Budget FY 2014-15

	B	O	P	Q	R	S	T	U	V	W	X
2		Categorical Restricted Fund 27				Total General Fund			Child Development Center Fund 72		
3			Current	Final			Current	Final		Current	Final
4		Actual	Budget	Budget		Actual	Budget	Budget	Actual	Budget	Budget
5		FY12/13	FY13/14	FY14/15		FY12/13	FY13/14	FY14/15	FY12/13	FY13/14	FY14/15
6	Revenue Description										
7	Federal Revenue	\$ 3,094,791	\$ 5,165,288	\$ 3,915,933		\$ 3,094,791	\$ 5,165,288	\$ 3,915,933	\$ 15,710	\$ 13,077	\$ 13,077
8	State Revenue	2,564,783	3,211,698	2,904,101		12,387,405	16,329,080	17,036,283	107,863	172,141	172,141
9	Local Revenue	984,140	890,009	519,269		20,745,311	16,551,457	16,145,912	82,974	4,572	4,572
10	Total Revenue	\$ 6,643,714	\$ 9,266,995	\$ 7,339,303		\$ 36,227,508	\$ 38,045,825	\$ 37,098,128	\$ 206,546	\$ 189,790	\$ 189,790
11											
12	Expenditures:										
13	1000: Academic Salaries	\$ 2,525,014	\$ 3,053,342	\$ 2,545,763		\$ 13,182,473	\$ 13,579,255	\$ 13,396,680			
14	2000: Non-Instructional Salaries	2,138,188	2,120,252	1,940,926		7,581,905	7,538,322	7,573,478	\$ 223,594	\$ 210,594	\$ 208,757
15	3000: Employee Benefits	1,502,868	1,665,726	1,493,663		7,476,138	7,484,173	7,559,206	111,096	109,566	111,188
16	4000: Books and Supplies	194,827	1,132,466	250,587		704,101	1,734,338	758,584	10,630	3,300	3,300
17	5000: Services and Other Operating Expenses	1,105,251	1,745,901	1,412,963		6,206,140	6,860,180	6,458,391	8,371	15,077	15,077
18	6000: Capital Outlay	317,379	525,530	719,055		629,373	750,603	834,324			
19	7000: Financial Aid/Scholarships/Debt Svc	418,361	511,896	442,540		418,361	511,896	442,540			
20	Total Expenditures	\$ 8,201,887	\$ 10,755,113	\$ 8,805,497		\$ 36,198,492	\$ 38,458,767	\$ 37,023,203	\$ 353,691	\$ 338,537	\$ 338,322
21											
22	Excess of Revenues Over Expenditures										
23	Prior to Intra/Interfund Transfers	\$ (1,558,173)	\$ (1,488,118)	\$ (1,466,194)		\$ 29,016	\$ (412,942)	\$ 74,925	\$ (147,145)	\$ (148,747)	\$ (148,532)
24											
25	Intra/Interfund Transfers Out	14,895	\$ -			\$ 1,825,951	\$ 1,768,192	\$ 1,747,625	\$ -		
26											
27	Intra/Interfund Transfers In	1,573,068	1,488,118	1,466,194		\$ 1,595,686	\$ 2,150,738	\$ 1,510,814	\$ 147,145	\$ 148,747	\$ 148,532
28											
29	Net Change in Ending Fund Balance	\$ -	\$ -	\$ -		\$ (201,249)	\$ (30,396)	\$ (161,886)	\$ -	\$ -	\$ -
30											
31	Beginning Fund Balance	-	\$ -	\$ -		\$ 3,151,662	\$ 2,950,413	\$ 2,920,017	\$ -	\$ -	\$ -
32											
33	Ending Fund Balance	\$ -	\$ -	\$ -		\$ 2,950,413	\$ 2,920,017	\$ 2,758,131	\$ -	\$ -	\$ -
34											

Consolidated Summary All Funds
Final Budget FY 2014-15

	B	Y	Z	AA	AJ	AK	AL	AM
2		Capital Projects Fund 34				Measure E Construction Fund 60		
3			Current	Final		Current	Final	
4		Actual	Budget	Budget		Actual	Budget	Budget
5		FY12/13	FY13/14	FY14/15		FY12/13	FY13/14	FY14/15
6	Revenue Description							
7	Federal Revenue							
8	State Revenue	\$ 491,609	\$ 109,705	\$ 5,807,760				
9	Local Revenue	182	500,000			\$ 160,450	-	
10	Total Revenue	\$ 491,791	\$ 609,705	\$ 5,807,760		\$ 160,450	\$ -	\$ -
11								
12	Expenditures:							
13	1000: Academic Salaries							
14	2000: Non-Instructional Salaries							
15	3000: Employee Benefits							
16	4000: Books and Supplies							
17	5000: Services and Other Operating Expenses	491,609	609,705	5,807,760		834,328	3,623,203	2,835,000
18	6000: Capital Outlay					89,933		981,000
19	7000: Financial Aid/Scholarships/Debt Svc							
20	Total Expenditures	\$ 491,609	\$ 609,705	\$ 5,807,760		\$ 924,262	\$ 3,623,203	\$ 3,816,000
21								
22	Excess of Revenues Over Expenditures							
23	Prior to Intra/Interfund Transfers	\$ 182	\$ -	\$ -		\$ (763,812)	\$ (3,623,203)	\$ (3,816,000)
24								
25	Intra/Interfund Transfers Out							
26								
27	Intra/Interfund Transfers In							
28								
29	Net Change in Ending Fund Balance	\$ 182	\$ -	\$ -		\$ (763,812)	\$ (3,623,203)	\$ (3,816,000)
30								
31	Beginning Fund Balance	\$ 54,749	\$ 54,930	\$ 54,930		\$ 28,292,483	\$ 27,528,671	\$ 23,905,468
32								
33	Ending Fund Balance	\$ 54,930	\$ 54,930	\$ 54,930		\$ 27,528,671	\$ 23,905,468	\$ 20,089,468
34								

Consolidated Summary All Funds
Final Budget FY 2014-15

	B	AN	AO	AP	AQ	AR	AS	AT	AU	AV	AW
		Measure E Debt Service Fund 21			Long Term Debt Fund 92				Associated Student Body Fund 47		
		Actual	Current	Final	Actual	Current	Final		Actual	Current	Final
		Budget	Budget	Budget	Budget	Budget	Budget		Budget	Budget	Budget
		FY12/13	FY13/14	FY14/15	FY12/13	FY13/14	FY14/15		FY12/13	FY13/14	FY14/15
2	Revenue Description										
3	Federal Revenue										
4	State Revenue	\$ 43,516	\$ 20,000	\$ 20,000							
5	Local Revenue	5,744,817	\$ 5,196,569	\$ 5,272,579	1,288,499	800,000	800,000	\$ 184,714	\$ 126,515	\$ 47,980	
6	Total Revenue	\$ 5,788,333	\$ 5,216,569	\$ 5,292,579	\$ 1,288,499	\$ 800,000	\$ 800,000	\$ 184,714	\$ 126,515	\$ 47,980	
7	Expenditures:										
8	1000: Academic Salaries										
9	2000: Non-Instructional Salaries										
10	3000: Employee Benefits										
11	4000: Books and Supplies							\$ 73,777	\$ 93,065	\$ 29,825	
12	5000: Services and Other Operating Expenses	5,120	550	1,210	\$ 1,795,773	1,000	1,000	39,306	106,057	19,560	
13	6000: Capital Outlay							15,129	24,706	9,000	
14	7000: Financial Aid/Scholarships/Debt Svc	\$ 5,915,453	\$ 5,216,019	\$ 5,291,369				22,676	6,300	6,800	
15	Total Expenditures	\$ 5,920,573	\$ 5,216,569	\$ 5,292,579	\$ 1,795,773	\$ 1,000	\$ 1,000	\$ 150,888	\$ 230,128	\$ 65,185	
16	Excess of Revenues Over Expenditures										
17	Prior to Intra/Interfund Transfers	\$ (132,240)	\$ -	\$ 0	\$ (507,274)	\$ 799,000	\$ 799,000	\$ 33,827	\$ (103,613)	\$ (17,205)	
18	Intra/Interfund Transfers Out	\$ -				\$ 618,000					
19	Intra/Interfund Transfers In	\$ -	\$ -	\$ -	\$ -						
20	Net Change in Ending Fund Balance	\$ (132,240)	\$ -	\$ 0	\$ (507,274)	\$ 181,000	\$ 799,000	\$ 33,827	\$ (103,613)	\$ (17,205)	
21	Beginning Fund Balance	\$ 3,488,536	\$ 3,356,295	\$ 3,356,295	\$ 5,806,809	\$ 5,299,535	\$ 5,480,535	\$ 388,455	\$ 422,282	\$ 318,669	
22	Ending Fund Balance	\$ 3,356,295	\$ 3,356,295	\$ 3,356,295	\$ 5,299,535	\$ 5,480,535	\$ 6,279,535	\$ 422,282	\$ 318,669	\$ 301,464	

Consolidated Summary All Funds
Final Budget FY 2014-15

	B	AX	AY	AZ	BA	BB	BC	BD	BE	BF	BG	BH
2		Financial Aid Fund 48				Student Center Fund 66				Total Fiduciary Fund		
3			Current	Final			Current	Final			Current	Final
4		Actual	Budget	Budget		Actual	Budget	Budget		Actual	Budget	Budget
5		FY12/13	FY13/14	FY14/15		FY12/13	FY13/14	FY14/15		FY12/13	FY13/14	FY14/15
6	Revenue Description											
7	Federal Revenue	\$ 7,025,663	\$ 7,373,927	\$ 8,682,454						7,025,663	7,373,927	8,682,454
8	State Revenue									-	-	-
9	Local Revenue					\$ 41,302	\$ 42,075	\$ 42,075		226,016	168,590	90,055
10	Total Revenue	\$ 7,025,663	\$ 7,373,927	\$ 8,682,454		\$ 41,302	\$ 42,075	\$ 42,075		\$ 7,251,679	\$ 7,542,517	\$ 8,772,509
11												
12	Expenditures:											
13	1000: Academic Salaries											
14	2000: Non-Instructional Salaries					\$ 52,692	\$ 51,963	\$ 52,960		\$ 52,692	\$ 51,963	\$ 52,960
15	3000: Employee Benefits					23,754	24,919	25,494		23,754	24,919	25,494
16	4000: Books and Supplies									73,777	93,065	29,825
17	5000: Services and Other Operating Expenses	\$ 11,735	\$ 8,000	\$ 8,000		47,975	51,900	51,900		99,016	165,957	79,460
18	6000: Capital Outlay									15,129	24,706	9,000
19	7000: Financial Aid/Scholarships/Debt Svc	7,013,928	\$ 7,365,927	\$ 8,674,454						7,036,604	7,372,227	8,681,254
20	Total Expenditures	\$ 7,025,663	\$ 7,373,927	\$ 8,682,454		\$ 124,422	\$ 128,782	\$ 130,354		\$ 7,300,972	\$ 7,732,837	\$ 8,877,993
21												
22	Excess of Revenues Over Expenditures											
23	Prior to Intra/Interfund Transfers	\$ -	\$ -	\$ -		\$ (83,120)	\$ (86,707)	\$ (88,279)		\$ (49,293)	\$ (190,320)	\$ (105,484)
24												
25	Intra/Interfund Transfers Out									-	-	-
26												
27	Intra/Interfund Transfers In					83,120	86,707	88,279		83,120	86,707	88,279
28												
29	Net Change in Ending Fund Balance	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -		\$ 33,827	\$ (103,613)	\$ (17,205)
30												
31	Beginning Fund Balance	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -		\$ 388,455	\$ 422,282	\$ 318,669
32												
33	Ending Fund Balance	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -		\$ 422,282	\$ 318,669	\$ 301,464
34												

Consolidated Summary All Funds
Final Budget FY 2014-15

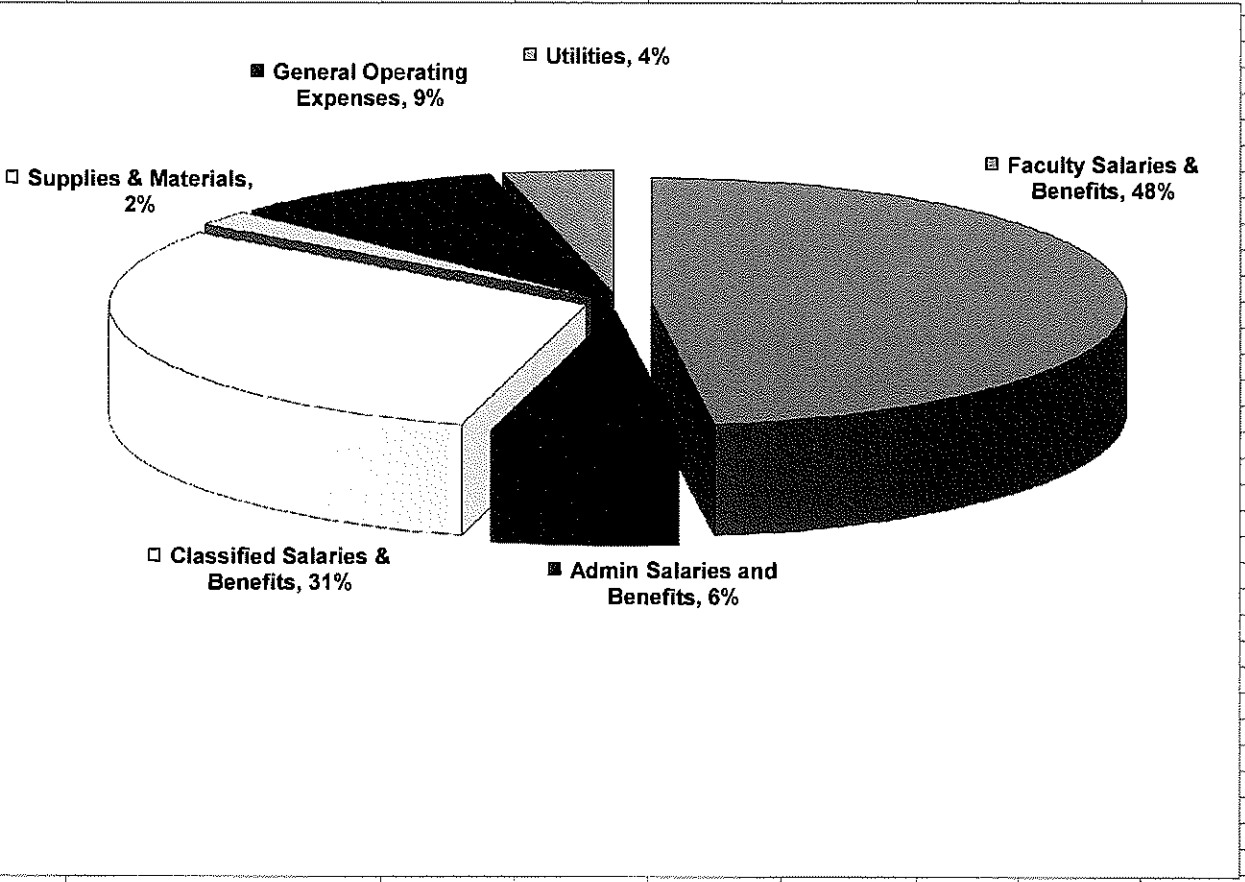
	B	BI	BJ	BK	BL
2	Total All Funds for Memorandum Only				
3			Current	Final	
4		Actual	Budget	Budget	
5		FY12/13	FY13/14	FY14/15	
6	Revenue Description				
7	Federal Revenue	\$ 10,136,164	\$ 12,552,292	\$ 12,611,464	
8	State Revenue	13,030,394	16,630,926	23,036,184	
9	Local Revenue	28,248,248	23,221,188	22,313,118	
10	Total Revenue	\$ 51,414,806	\$ 52,404,406	\$ 57,960,766	
11					
12	Expenditures:				
13	1000: Academic Salaries	\$ 13,182,473	\$ 13,579,255	\$ 13,396,680	
14	2000: Non-Instructional Salaries	7,858,192	7,800,879	7,835,195	
15	3000: Employee Benefits	7,610,988	7,618,658	7,695,888	
16	4000: Books and Supplies	788,508	1,830,703	791,709	
17	5000: Services and Other Operating Expenses	9,440,357	11,275,672	15,197,898	
18	6000: Capital Outlay	734,435	775,309	1,824,324	
19	7000: Financial Aid/Scholarships/Debt Svc	13,370,418	13,100,142	14,415,163	
20	Total Expenditures	\$ 52,985,371	\$ 55,980,618	\$ 61,156,857	
21					
22	Excess of Revenues Over Expenditures				
23	Prior to Intra/Interfund Transfers	\$ (1,570,566)	\$ (3,576,212)	\$ (3,196,091)	
24					
25	Intra/Interfund Transfers Out	\$ 1,825,951	\$ 2,386,192	\$ 1,747,625	
26					
27	Intra/Interfund Transfers In	\$ 1,825,951	\$ 2,386,192	\$ 1,747,625	
28					
29	Net Change in Ending Fund Balance	\$ (1,570,566)	\$ (3,576,212)	\$ (3,196,091)	
30					
31	Beginning Fund Balance	\$ 41,182,693	\$ 39,612,127	\$ 36,035,915	
32					
33	Ending Fund Balance	\$ 39,612,127	\$ 36,035,915	\$ 32,839,824	
34					

General Fund Expenditures by Object Code
Final Budget 2014-15

	A	B	C	D	E	F	G	H	I
1									
2									
3	Account			Faculty	Admin	Classified		General	
4	Number	Description	Amount	Salaries & Benefits	Salaries & Benefits	Salaries & Benefits	Supplies Materials	Operating Expenses	Utilities
5	1110	Instructors	4,620,524	\$ 4,620,524					
6	1111	Curriculum Department Chair	21,181	21,181					
7	1112	Instructor Stipends	209,899	209,899					
8	1190	Substitute Instructors	24,960	24,960					
9	1220	Project Director/Certificated	84,998	84,998					
10	1240	Vice-President/ Dean	972,075		972,075				
11	1250	Librarians	181,648	181,648					
12	1260	Superintendent/President	299,030		299,030				
13	1270	Counselors	415,745	415,745					
14	1310	Adjunct Faculty	3,832,993	3,832,993					
15	1311	Adjunct -Admin of Justice	50,000	50,000					
16	1312	Adjunct Faculty-Stipends	27,044	27,044					
17	1340	Board of Trustees	24,192		24,192				
18	1910	Faculty Senate/President	86,628	86,628					
19	2110	Instructional Aide	384,379			384,379			
20	2210	Non-instructional Salaries	3,622,799			3,622,799			
21	2211	Classified Overtime	96,247			96,247			
22	2212	Additional Hours-Classified	23,088			23,088			
23	2220	Project Director/Classified	1,170,599			1,170,599			
24	2305	Assistant Coaches	60,104			60,104			
25	2310	Hourly Non-Instructional Salaries	74,996			74,996			
26	2315	Hourly Institutional Work Study	83,408			83,408			
27	2390	Substitute Non-Instruct'l Salaries	20,581			20,581			
28	3100	STRS,PERS,Medicare,Wks Comp	2,980,620	1,458,796	243,181	1,278,643			
29	3400	Dental, Medical, Vision, Life, 457	2,548,154	826,604	240,113	1,481,437			
30	3400	Retiree-Health Benefits	488,000	166,500		321,500			
31	4200	Books	841				841		
32	4310	Instructional Supplies	271,139				271,139		
33	4510	Office Supplies	98,706				98,706		
34	4530	Grounds & Maintenance Supplies	390				390		
35	4540	Custodial Supplies	60,000				60,000		
36	4550	Fuel/Oil	25,795				25,795		
37	4570	Meeting Expenses	16,516				16,516		
38	4711	Clothing/Uniforms	32,110				32,110		
39	5100	Contracted Instructed Services	2,050				2,050		
40	5130	Athletic Services	30,525				30,525		
41	5140	Instructional- Police Academy/CTO	1,429,413	1,429,413					
42	5140	Consultants/Instructional	0					-	
43	5150	Printing	34,725					34,725	
44	5155	Postage	52,678					52,678	
45	5210	Faculty Travel	19,628					19,628	
46	5220	Board Travel	6,395					6,395	
47	5230	Administration Travel	18,051					18,051	
48	5240	Team/Student Field Trip	3,600					3,600	
49	5250	Mileage	18,550					18,550	
50	5260	Classified Travel	16,041					16,041	
51	5300	Memberships/Subscriptions	53,937					53,937	
52	5420	All Other Insurance	194,605					194,605	
53	5425	Licenses\Permits\Fees	39,318					39,318	
54	5430	Team Accident Insurance	45,000					45,000	
55	5510	Gas	164,608						164,608
56	5511	Electric	582,600						582,600
57	5520	Water	58,606						58,606
58	5530	Utilities-Telephone	139,806						139,806
59	5540	Sewer	84,832						84,832
60	5545	Trash Collection	24,749						24,749
61	5550	Laundry/Dry Cleaning	896					896	
62	5610	Rent & Leases	467,341					467,341	
63	5630	Repairs/Maintenance	262,304					262,304	
64	5636	Software Support/Maintenance	347,221					347,221	
65	5638	Hazardous Waste	15,458					15,458	
66	5810	Legal Services	42,000					42,000	
67	5812	Auditing/Election Services	161,000					161,000	

General Fund Expenditures by Object Code
Final Budget 2014-15

	A	B	C	D	E	F	G	H	I
1									
2				Faculty	Admin	Classified		General	
3	Account			Salaries &	Salaries &	Salaries &	Supplies	Operating	
4	Number	Description	Amount	Benefits	Benefits	Benefits	Materials	Expenses	Utilities
68	5823	Advertising	56,065					56,065	
69	5825	Administrative/Collection Fees	25,250					25,250	
70	5831	Contracted Services/Noninstruc	555,080					555,080	
71	5834	Fingerprinting/TB Test	5,655					5,655	
72	5840	Accreditation	20,000					20,000	
73	5841	Consultants/Non Instructional	0					-	
74	5843	Awards/Recognition Dinner	4,441					4,441	
75	5846	Charge Card Fees	46,000					46,000	
76	6100	Site & Site Improvements	0					-	
77	6200	Building	0					-	
78	6310	Library Books	8,238					8,238	
79	6400	Software & Equipment \$500-\$5,000	107,031					107,031	
80									
81		Total	28,053,086	13,436,933	1,778,591	8,617,781	538,072	2,626,508	1,055,201
83	Percentage of Total Expenditures (rounded)		100%	48%	6%	31%	2%	9%	4%



Schedule of Intrafund and Interfund Transfers
Final Budget Fiscal Year 2014-15

Intrafund Transfers to Restricted General Fund (see note 1)

Community Services Classes	\$ 100,000	
Disability Resource Center (DRC)	1,134,408	
Extended Opportunities Programs and Services (EOPS)	169,126	
MESA Grant	56,704	
Matriculation Backfill		
Federal Work Study Program (FWSP)	2,181	
Science Alive	3,775	
Parking Fund	44,620	
Total Intrafund Transfers	1,510,814	1,510,814

Interfund Transfers to Other Funds

Student Center	88,279	
Contribution to CDC	148,532	
Total Interfund Transfers	236,811	236,811

Total General Fund Intrafund/Interfund Transfers to Other Funds \$ 1,747,625

Note 1 Transfers to DRC, EOPS, FSWP, and MESA are required to meet funding agency requirements for a General Fund cash match.

Restricted General Fund
Final Budget FY 2014-15

	A	B	C	D	E	F	G	H	I
2			-- Community Education --		Equal	----	DRC ----	----	EOPS ----
3		Object	Community	Contract	Employment	Programs	Workability	CalWorks	CARE
4		Code	Svcs Classes	Education	Opportunity			San Benito/Santa Clara	
5	Revenues								
6	Federal						\$ 230,950		
7	State				\$ 4,785	\$ 527,736		\$ 355,487	\$ 109,549
8	Local		\$ 120,000	\$ 77,000					
9	Total		\$ 120,000	\$ 77,000	\$ 4,785	\$ 527,736	\$ 230,950	\$ 355,487	\$ 109,549
10									
11	Expenditures								
12	Certificated Salaries	1000				815,726	109,325	69,831	
13	Classified Salaries	2000	103,683	15,393		405,221	46,625	117,312	29,298
14	Employee Benefits	3000	52,121	12,543		363,403	60,000	65,538	20,887
15	Instructional & Office Supplies, Meetings	4310	1,450	650		8,100	7,000	12,881	200
16	Contracted Services/ Speakers	5100	27,081	40,919		40,000			
17	Printing & Postage	5150	27,000			570	1,000		
18	Travel, Mileage	5210	365	195		5,300	2,000	2,904	1,700
19	Memberships/Subscriptions, Insurance	5300	300	300		500			
20	Rent & Leases, Repairs, Software, Utilities	5610	7,000	7,000		9,324			
21	Indirect cost	5710							
22	Advertising, Admin Fees, Contracted Svcs	5800	1,000		4,785			84,021	
23	Building Remodeling, Furniture, Equipment	6400				14,000	5,000	3,000	
24	Student Financial Aid, Books, Supplies	7510							57,464
25	Unrestricted Reserve, Other Outgo	7390							
26	Totals		\$ 220,000	\$ 77,000	\$ 4,785	1,662,144	\$ 230,950	\$ 355,487	\$ 109,549
27									
28									
29	Net Charge to General Fund		\$ 100,000	\$ -	\$ -	\$ 1,134,408	\$ -	\$ -	\$ -
30									

Restricted General Fund
Final Budget FY 2014-15

	A	B	J	K	L	M	N	O	P	Q
			---- EOPS ----				---- Financial Aid ----		---- Grant ----	
		Object	EOPS	GAIN	TANF	Region 4	FWSP	BFAP	MESA	TRIO
		Code				Lifeline	Cal Grant			
5	Revenues									
6	Federal						\$ 91,587			\$ 262,444
7	State		\$ 418,430		\$ 47,267	\$ 19,000	306,000	\$ 218,948	\$ 50,500	
8	Local			\$ 173,255						
9	Total		\$ 418,430	\$ 173,255	\$ 47,267	\$ 19,000	\$ 397,587	\$ 218,948	\$ 50,500	\$ 262,444
10										
11	Expenditures									
12	Certificated Salaries	1000	205,942		21,279				17,800	129,416
13	Classified Salaries	2000	139,095	109,246			87,226	157,678	57,141	50,743
14	Employee Benefits	3000	169,568	64,009	12,132		2,181	61,270	17,749	34,785
15	Instructional & Office Supplies, Meetings	4310	30,325		13,856	7,800			9,389	7,000
16	Contracted Services/ Speakers	5100	500							200
17	Printing & Postage	5150	150							500
18	Travel, Mileage	5210	3,500			8,000			2,000	4,200
19	Memberships/Subscriptions, Insurance	5300	-							
20	Rent & Leases, Repairs, Software, Utilities	5610	400						1,183	600
21	Indirect cost	5710							1,942	
22	Advertising, Admin Fees, Contracted Svcs	5800	4,000			200	4,361			
23	Building Remodeling, Furniture, Equipment	6400				3,000				
24	Student Financial Aid, Books, Supplies	7510	34,076				306,000			35,000
25	Unrestricted Reserve, Other Outgo	7390								
26	Totals		\$ 587,556	\$ 173,255	\$ 47,267	\$ 19,000	\$ 399,768	\$ 218,948	\$ 107,204	\$ 262,444
27										
28										
29	Net Charge to General Fund		\$ 169,126	\$ -	\$ -	\$ -	\$ 2,181	\$ -	\$ 56,704	\$ -
30										

Restricted General Fund
Final Budget FY 2014-15

	A	B	R	S	T	U	V	W	X
2			Health	SSSP					
3		Object	Fee	Credit &	CDTC	SB70-CTE	Science	Carpenters	UCSC
4		Code	Services	Non Credit		Comm Collab	Alive	Training	Access
5	Revenues								
6	Federal								
7	State			\$ 600,642		19,576		\$ 134,643	
8	Local		\$ 130,000		\$ 10,000		\$ 2,500		6,514
9	Total		\$ 130,000	\$ 600,642	\$ 10,000	\$ 19,576	\$ 2,500	\$ 134,643	\$ 6,514
10									
11	Expenditures								
12	Certificated Salaries	1000	78,813	301,218				250	
13	Classified Salaries	2000		162,052		6,401		34,634	6,114
14	Employee Benefits	3000	23,949	110,704		925		14,729	200
15	Instructional & Office Supplies, Meetings	4310	2,950	7,788			3,325		
16	Contracted Services/ Speakers	5100					1,000	71,350	
17	Printing & Postage	5150	400	200			1,200		
18	Travel, Mileage	5210	650	3,050		8,750			
19	Memberships/Subscriptions, Insurance	5300	22,038	1,200					
20	Rent & Leases, Repairs, Software, Utilities	5610	550	13,680					
21	Indirect cost	5710						13,680	200
22	Advertising, Admin Fees, Contracted Svcs	5800				3,500	750		
23	Building Remodeling, Furniture, Equipment	6400	650	750					
24	Student Financial Aid, Books, Supplies	7510			10,000				
25	Unrestricted Reserve, Other Outgo	7390							
26	Totals		\$ 130,000	\$ 600,642	\$ 10,000	\$ 19,576	\$ 6,275	\$ 134,643	\$ 6,514
27									
28									
29	Net Charge to General Fund		\$ -	\$ -	\$ -	\$ -	\$ 3,775	\$ -	\$ -
30									

Restricted General Fund
Final Budget FY 2014-15

	A	B	Y	Z	AA	AB	AC	AD	AE
2									
3		Object	STEM II	Title V	Title V	CTE	Basic	VTEA	
4		Code		Gavilan	CTE	Transitions	Skills		Total
5	Revenues								
6	Federal		\$ 1,708,377	\$ 650,000	\$ 775,000	\$ 44,025		\$ 153,550	\$ 3,915,933
7	State						91,538		2,904,101
8	Local								519,269
9	Total		\$ 1,708,377	\$ 650,000	\$ 775,000	\$ 44,025	\$ 91,538	\$ 153,550	\$ 7,339,303
10									
11	Expenditures								
12	Certificated Salaries	1000	300,365	293,496	147,900	4,402	36,000	14,000	2,545,763
13	Classified Salaries	2000	147,318	82,500	112,436	14,732	41,405	14,673	1,940,926
14	Employee Benefits	3000	148,082	115,000	116,008	9,001	8,133	10,746	1,493,663
15	Instructional & Office Supplies, Meetings	4310	16,503	10,500	77,398	4,420	500	28,552	250,587
16	Contracted Services/ Speakers	5100	99,025	65,000	300,694				645,769
17	Printing & Postage	5150	5,000						36,020
18	Travel, Mileage	5210	9,000	8,000	12,000	9,777	5,500	16,450	103,341
19	Memberships/Subscriptions, Insurance	5300							24,338
20	Rent & Leases, Repairs, Software, Utilities	5610							39,737
21	Indirect cost	5710				1,693		7,382	24,897
22	Advertising, Admin Fees, Contracted Svcs	5800	426,393					9,851	538,861
23	Building Remodeling, Furniture, Equipment	6400	556,691	75,504	8,564			51,896	719,055
24	Student Financial Aid, Books, Supplies	7510							442,540
25	Unrestricted Reserve, Other Outgo	7390							-
26	Totals		\$ 1,708,377	\$ 650,000	\$ 775,000	\$ 44,025	\$ 91,538	\$ 153,550	\$ 8,805,497
27									
28									-
29	Net Charge to General Fund		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,466,194
30									

**Personnel
Unrestricted General Fund**

INSTRUCTIONAL PROGRAMS - ALL FACULTY - UNRESTRICTED			
	Actual	Actual	Budget
	FY 12/13	FY 13/14	FY 14/15
LIFE SCIENCES - UNRESTRICTED			
Biology	1.00	1.00	2.00
Zoology	0.00	0.00	0.00
Anatomy	0.00	0.00	0.00
Microbiology	1.00	1.00	1.00
Ecology	0.00	0.00	0.00
TOTAL	2.00	2.00	3.00
NATURAL SCIENCES - UNRESTRICTED			
Physical Science	0.00	0.00	0.00
Physics	1.00	1.00	1.00
Chemistry	1.00	1.00	1.00
TOTAL	2.00	2.00	2.00
SOCIAL SCIENCES - UNRESTRICTED			
Anthropology	1.00	1.00	1.00
Psychology	1.00	1.00	1.00
History	2.00	2.00	2.00
Sociology	2.00	2.00	1.00
Political Science	1.00	1.00	1.00
Admin of Justice	1.00	1.00	1.00
Child Development	2.00	1.00	1.00
TOTAL	10.00	9.00	8.00
ENGLISH - UNRESTRICTED			
English	6.40	5.40	6.40
English Comp	0.60	0.60	0.60
Humanities	0.00	0.00	0.00
Remedial English	0.60	0.60	0.60
Comparative Literature	0.00	0.00	0.00
Remedial Reading	0.00	0.00	0.00
Reading and Writing	0.00	0.00	0.00
TOTAL	7.60	6.60	7.60
ESL - UNRESTRICTED			
ESL	3.30	3.30	3.30
TOTAL	3.30	3.30	3.30
FINE ARTS - UNRESTRICTED			
Speech Debate	0.00	0.00	0.00
Speech Communication	2.00	2.00	2.00
Journalism	0.00	0.00	0.00
Art	1.00	1.00	1.00
Studio Art	1.00	1.00	1.00
Music/Music Theory	1.00	1.00	2.00
Dramatic Arts	0.00	0.00	0.00
Spanish	2.00	2.00	2.00
Philosophy	1.00	0.00	0.00
Theatre	1.00	1.00	1.00
TOTAL	9.00	8.00	9.00
MATHEMATICS - UNRESTRICTED			
Math	3.70	3.70	3.70
TOTAL	3.70	3.70	3.70
TOTAL FACULTY - UNRESTRICTED	35.60	32.60	33.60

CLASSIFIED PERSONNEL - UNRESTRICTED			
	Actual	Actual	Budget
	FY 12/13	FY 13/14	FY 14/15
INSTRUCTIONAL PROGRAMS - UNRESTRICTED			
Business Building Tech	1.00	1.00	1.00
Athletics	1.50	1.50	1.50
Aviation Tech	0.625	0.625	0.625
Dramatic Arts	1.00	1.00	1.00
Chemistry	0.88	0.88	0.88
Biotechnology	0.50	0.50	0.50
Cosmetology	0.50	0.50	0.50
ESL	0.50	0.50	0.50
Health Education	2.00	2.00	2.00
Curriculum	1.00	1.00	1.00
Academic Admin	2.38	2.38	2.38
Learning Center	0.75	0.75	0.75
Library	4.00	4.00	4.00
Media Services	1.90	2.30	2.30
Tutoring	0.00	0.00	0.00
Computer Place	1.00	1.00	1.00
ESL Tutoring	0.75	0.75	0.75
Math Tutoring	0.50	0.50	0.50
Writing Center	0.50	0.50	0.50
TOTAL	21.28	21.68	21.68
STUDENT SUPPORT SERVICES - UNRESTRICTED			
Admissions & Records	5.00	5.00	5.00
Off Site Services	2.00	2.00	2.00
Financial Aid	1.50	1.50	1.50
Transfer Center	0.25	0.25	0.25
Enrollment Management	1.00	1.00	1.00
Student Assessment	1.00	1.00	1.00
Public Information Office	0.80	0.80	0.80
Community Development and Grants Mgmt	0.95	0.95	0.95
TOTAL	12.50	12.50	12.50
ADMINISTRATIVE SUPPORT - UNRESTRICTED			
Custodial	6.875	7.750	7.750
Maintenance	1.90	1.90	1.90
Grounds	4.00	4.00	4.00
Business Services	7.00	6.875	6.875
Management Info Systems	5.00	6.00	6.00
Reprographics	1.00	1.00	1.00
Switchboard/Eve Sec/Mail room	0.50	0.50	0.50
Receiving	1.00	1.00	1.00
Security	2.85	3.65	3.65
Community Development and Grants Mgt	1.00	1.00	1.00
Facilities Use Scheduler	1.00	1.00	1.00
TOTAL	32.13	34.68	34.68
TOTAL CLASSIFIED - UNRESTRICTED	65.91	68.86	68.86

**Personnel
Unrestricted General Fund**

INSTRUCTIONAL PROGRAMS - ALL FACULTY - UNRESTRICTED			
	Actual	Actual	Budget
	FY 12/13	FY 13/14	FY 14/15
BUSINESS - UNRESTRICTED			
Accounting	1.00	1.00	1.00
Business Mgmt	0.00	0.00	0.00
Business Off Tech	0.00	0.00	0.00
Economics	1.00	1.00	1.00
Data Processing	0.00	0.00	0.00
TOTAL	2.00	2.00	2.00
COMPUTER SCIENCES - UNRESTRICTED			
CSIS/Digital Media	3.00	3.00	3.00
TOTAL	3.00	3.00	3.00
ALLIED HEALTH - UNRESTRICTED			
Health Education	0.30	0.30	0.20
Registered Nursing	1.30	1.30	1.30
Licensed Voc Nurse	2.00	2.00	2.00
Health Admin	0.50	0.50	0.50
TOTAL	4.10	4.10	4.00
VOCATIONAL/TECHNICAL - UNRESTRICTED			
Vocational Technical	4.00	4.00	4.00
Library	2.80	2.80	2.80
Curriculum	0.20	0.20	0.20
Staff Dev	0.20	0.20	0.20
Kinesiology	4.60	4.60	3.80
Faculty Senate	0.40	0.40	0.40
Counseling	5.00	5.00	4.00
Health/Safety	0.30	0.30	0.30
Special Project	0.00	0.00	0.00
TOTAL	17.50	17.50	15.70
TOTAL FACULTY UNRESTRICTED	64.20	61.20	61.30

NON-FACULTY PERSONNEL - UNRESTRICTED			
	Actual	Actual	Budget
	FY 12/13	FY 13/14	FY 14/15
CONFIDENTIAL/SUPERVISORY - UNRESTRICTED			
President/Board of Trustees	2.00	2.00	2.00
Instructional Programs	2.00	2.00	2.00
Student Support	5.15	5.15	5.15
Administrative Services	9.50	9.50	9.50
TOTAL	18.65	18.65	18.65
ADMINISTRATION - UNRESTRICTED			
President/Board of Trustees	1.00	1.00	1.00
Instructional Programs	3.85	3.85	3.85
Student Support	1.70	1.70	1.70
Administrative Services	1.00	1.00	1.00
TOTAL	7.55	7.55	7.55
TOTAL NON FACULTY UNRESTRICTED	92.11	95.06	95.06
GRAND TOTAL UNRESTRICTED FUND	156.31	156.26	156.36

**Personnel
Restricted General Fund**

	Actual FY 12/13	Actual FY13/14	Budget FY14/15
INSTRUCTIONAL PROGRAMS - ALL FACULTY - RESTRICTED			
Administration of Justice	0.00	0.00	0.00
Child Development Center	0.00	0.00	0.00
Disability Resource Center (DRC)	8.00	8.00	8.00
Extended Opportunities Programs & Services	2.00	2.00	2.00
Health Services	0.70	0.70	0.70
Matriculation	0.00	0.00	0.00
Regional Occupational Program (ROP)	1.00	1.00	0.00
STEM Grant	0.00	1.00	3.10
Title V - CTE	0.00	0.00	1.00
Title V - Gavilan	2.20	2.20	2.40
TOTAL	13.90	14.90	17.20
CLASSIFIED PERSONNEL - RESTRICTED			
Biotechnology	0.00	0.00	0.00
Child Development Center	9.38	9.38	3.00
Carpentry	1.00	1.00	1.00
Community Education	2.00	2.00	2.00
Community Development and Grants Management	0.05	0.05	0.05
Disabilities Resource Center	11.50	11.50	9.35
Extended Opportunities Programs & Services	5.00	4.00	4.00
Financial Aid	2.50	2.50	2.50
Matriculation	2.00	2.00	2.00
MESA	0.00	0.00	0.00
Parking Fund	0.75	0.75	0.75
Regional Occupational Program (ROP)/VATEA	1.00	1.00	1.00
STEM	1.00	1.00	1.00
Student Center Fund	1.10	1.10	1.10
Title V	1.00	1.00	1.50
TRIO Grant	0.50	0.50	0.00
TOTAL	38.78	37.78	29.25
CONFIDENTIAL/SUPERVISORY PERSONNEL - RESTRICTED			
CalWORKS	1.00	1.00	1.00
Child Development Center	1.00	1.00	1.00
Community and Contract Education	1.00	1.00	0.00
Matriculation	0.30	0.30	0.30
MESA Director	1.00	1.00	1.00
Parking Fund	0.50	0.50	0.00
TRIO Director	1.00	1.00	0.00
TRIO Institutional Research	0.05	0.05	0.05
TOTAL	5.85	5.85	3.35
ADMINISTRATION - RESTRICTED			
Title V Hartnell	0.15	0.15	0.00
Disability Resource Center	1.00	1.00	1.00
Extended Opportunities Programs & Services	1.00	1.00	1.00
Special Projects	0.00	0.00	0.00
HSIAC	0.00	0.00	0.00
Title V CTE	0.00	0.00	0.65
Basic Skills	0.00	0.00	0.00
Matriculation	0.30	0.30	0.30
Small Business Development Center	0.00	0.00	0.00
TOTAL	2.45	2.45	2.95
GRAND TOTAL - RESTRICTED FUND	60.98	60.98	52.75

GLOSSARY

Administrators/Supervisors	Those employees responsible for managing the operations of the college and provide direction and leadership to all functions of the college.
Base Revenue	State apportionment revenue from the prior fiscal year plus increases for growth revenue, cost of living allowances and program improvement funds.
COLA	Cost of Living Allowance - a percentage increase applied to State of California apportionment revenue to offset expenditure increases in salaries and benefits, supplies and materials, and purchased services.
CSEA	California State Employees Association - The representative organization for all classified employees other than those who serve as confidential or supervisory employees.
Certificated Employee	An academic employee for which minimum qualifications have been established by the board of governors pursuant to <i>California Education Code</i> Section 87356. Prior to 1990 an academic employee was required to meet minimum qualifications established for each academic discipline and upon completion, was issued a <i>certificate</i> .
Classified Employee	Classified employees provide professional, technical, and clerical support services that support classroom instruction and maintain the college. A classified employee is an employee defined by <i>California Education Code</i> Section 88001 as an employee in a position that has a designated title, a regular minimum number of assigned hours per day, days per week, and months per year, a specific statement of duties required to be performed by the employees in each position, and has a regular monthly salary defined by a salary range for each position.
Confidential Employee	These employees are not represented by a bargaining unit and are either responsible for the management of specific support functions or serve in positions where confidentiality regarding negotiations is required.
FTES	Full Time Equivalent Student
GCFA	Gavilan College Faculty Association
JPA	Joint Powers Authorities - an organization formed by governmental entities, including community colleges for the purpose of providing services that each individual entity has the ability to provide.

**Gavilan Joint Community College District
Budget Planning Calendar for FY 2014 - 2015**

Approved by the Board of Trustees on January 14, 2014

Deadline Date	Event	Responsible Party
January 2014		
January 13	Cabinet complete review/ranking of program plans	Cabinet
January 14	Approval of budget calendar	Board of Trustees
January 14	Approval of financial audit	Board of Trustees
January 14	Completion of Board of Trustee goals	President / Board of Trustees
January 14	Distribute FY 2014-2015 position control file (Group 1 and 2), all positions, all departments, all funds for permanent and non-permanent staff to Cabinet for review.	Director Human Resources
January 17	State budget workshop-Sacramento	Cabinet, Director Business Services
January 21	Distribute FY 2014-2015 budget line item detail for other expenditures (4/5/6's) for all departments/all funds to Cabinet for review	Vice President of Administrative Services and Director Business Services
January 23	Program plan and budgets requests loaded into database	Webmaster
February 2014		
February	Mid-year review of budget to actual expenditures, all funds for FY 2013-2014	Vice President of Administrative Services and Director Business Services
February	Development of Strategic Plan (Budget Guidelines)	President
February 10	Begin assessing the Status of FY 2013-2014 Budget Guidelines (Strategic Plan) and Board goals	Cabinet/President
February	Begin prioritization process of program plans with budget requests	College Budget Committee
February 18	Reconciliation of position control file, (Group 1 and 2), all positions, all departments, all funds due to Director of Human Resources	Cabinet
February 18	Budget line item detail for other expenditures (4/5/6's) for all departments/all funds to the VP of Administrative Services	Cabinet

<u>Deadline Date</u>	<u>Event</u>	<u>Responsible Party</u>
March 2014		
March 4	FY 2014-2015 position control file, (Group 1 and 2) projections (Version #1) due to Director, Business Services	Director Human Resources
March 12	Approval of FY 2014-2015 Budget Guidelines (Strategic Plan)	President's Council
March 12	Submit prioritized program plans with budget requests to President's Council	College Budget Committee
March 17	Revenue and expenditures calculations; general fund only (Exhibit 2, Version #1) due to Cabinet	Director Business Services Director, Human Resources
March 24	Final deadline for changes to the Tentative Budget document due to VP of Administrative Services	Cabinet
March 26	Review revenue and expenditure calculations with Board and College Budget Committees	Director Business Services
March 26	Program plans with budget requests recommendation to President	President's Council
April 2014		
April	Cost out summer/fall class schedule	Vice President of Instructional Services, Vice President of Student Services, and Deans
April 8	FY 2014-2015 Strategic Plan to Board of Trustees	President
April 14	Revenue and expenditures calculation; all funds (Exhibit 2, Version #2) due to Cabinet	Director Business Services and Director Human Resources
April 14	Final status of prior year Budget Guidelines to VP of Administrative Services	President
April 17	Board and College Budget Committee review of Tentative Budget document	Director, Human Resources
April 25	Final revenue and expenditures calculation; all funds (Exhibit 2, Version #3) due to VP Administrative Services	Director Business Services and Director Human Resources
May 2014		
May	Governor's May revise with district review	Cabinet
May 14	Complete Tentative Budget to printer	Vice President of Administrative Services
June 2014		
June 10	Tentative Budget adopted by Board of Trustees	Board of Trustees

<u>Deadline Date</u>	<u>Event</u>	<u>Responsible Party</u>
July 2014		
July	State budget workshop	Cabinet and Director Business Services
July 7	Revise Tentative Budget for Final Budget	Director Business Services and Director Human Resources
July 14	Final deadline for the addition of new positions (Group 1 and 2) to the Final Budget. Freeze position file for Final Budget document due to VP of Administrative Services	Cabinet
July 21	Changes in budget line item detail for other expenditures (4/5/6's) department budgets, all funds due to VP of Administrative Services	Cabinet
July	Preliminary financial and compliance audit	Vice President of Administrative Services, Director Business Services, various program managers, VPs, and Deans
August 2014		
August 5	Board Budget Committees review of Final Budget (College Committee does not meet in the summer)	Director Business Services
August 14	Categorical year-end close, FY 2013-2014	Director, Business Services
August 15	Complete Final Budget to printer	Vice President of Administrative Services
August 29	All funds year-end close, FY 2013-2014	Director, Business Services
September 2014		
September	Review Final Budget with College Budget Committee	Director Business Services
September	Database available for input of FY 2015-16 program plans with or without budget requests.	Staff
September 9	Approve Final Budget FY 2014-15	Board of Trustees
October 2014		
October	Final financial and compliance audit	Vice President of Administrative Services, Director Business Services, various program managers, VPs, and Deans

<u>Deadline Date</u>	<u>Event</u>	<u>Responsible Party</u>
November 2014		
November 3	Input of program plans and budget requests completed.	Staff
November 13	Board and College Budget Committees development of FY 2014-15 budget calendar	Director Business Services
November	Cost out intersession/spring class schedule	Vice President of Instructional Services, Vice President of Student Services, and Deans
December 2014		
December 1	Complete review/rank of program plans with budget requests	Managers, Supervisors, and Deans
December	Complete 90% of adjunct salary assignments	Deans
January 2015		
January 12	Cabinet complete review/ranking of program plans with budget requests.	Cabinet
January 13	Approval of budget calendar	Board of Trustees
January 13	Approval of financial audit	Board of Trustees
January 14	Completion of Board of Trustees goals	President / Board of Trustees
January	State budget workshop, Sacramento	Cabinet
January	Distribute FY 2015-2016 position control file (Group 1 and 2), all positions, all departments, all funds for permanent and non-permanent staff to Cabinet for review.	Director Human Resources
January	Program plan and budgets requests loaded into database	Webmaster
January	Distribute FY 2015-2016 budget line item detail for other expenditures (4/5/6's) for all departments/all funds to Cabinet for review	Vice President of Administrative Services and Director Business Services

GAVILAN JOINT COMMUNITY COLLEGE DISTRICT

Budget Guidelines

FY 2014 - 2015

This budget guideline document is designed to identify the funding priorities for FY 2014-2015 as established through the Strategic Plan and Board Goals. These budget guidelines are derived from several planning documents. The planning documents include the college's strategic plan and the annual goals established by the Board of Trustees. Other priorities in need of resource allocations are also included although they may not specifically fall under one major strategy or board priority. In developing the budget, resources will be allocated to the extent that funds are available.

This document will also be used to report on the effectiveness of the resources allocated within the fiscal year on activities made possible through resource allocations. An assessment section will be added under each goal that summarizes whether the college received the benefits it was expecting when allocating these resources. Refer to **Attachment C** for an evaluation of the effectiveness of resource allocations in the prior year.

In developing the Tentative Budget the first priority is to allocate sufficient resources to maintain those functions that support the mission of the college so that high quality instructional services can be offered to students. A number of permanent fixed costs exist throughout the college. The budget reflects those commitments and contractual obligations.

The Strategic Plan Fiscal Years 2014/15 – 2018/19 was updated and approved by the Board of Trustees at their March 11, 2014 meeting. The Plan is identified below in Section 1. The Board of Trustees goals for the calendar year 2014 are identified in Section 2.

Gavilan College Mission Statement: The mission of the Gavilan Joint Community College District was revised and adopted in BP 1200 District 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 to prepare students for success in a dynamic and multicultural world.

The mission is evaluated and revised on a regular basis.

Section 1 – Strategies from Strategic Plan Fiscal Years 2014/15 – 2018/19

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

Goal #1 Create an institutional approach to offer and integrate student outreach activities, recruitment, assessment, orientation, counseling, retention and follow-up efforts, with particular attention to educationally under-represented student populations.

- Goal #2** Strengthen career programs through a cohesive organizational approach such as creating an Occupational Career Program Institute.
- Goal #3** Increase course and program offerings as funding allows with a particular emphasis on Transfer Model Curriculum (AA/AS-Ts).
- Goal #4** Support programs that bridge pre-collegiate credit/non-credit courses and other learning support options intended to prepare students for entry into basic skills, transfer, and career technical programs.
- Goal #5** Evaluate alternate delivery of courses and services such as online, hybrid, and High Step.
- Goal #6** Use data to plan a complete general education transfer pattern of courses and appropriate basic skills and career technical courses at the Hollister and Morgan Hill facilities, and the Gavilan campus in the evenings and weekends.
- Goal #7** Work with local school districts to establish an adult education consortium in accordance with AB 86.

Strategy #2 *Improve student services and enhance curriculum and programs in order to help students meet their educational, career, and personal goals.*

- Goal #1** Increase the student success completion and transfer rates.
- Goal #2** Complete student learning outcome assessment for continuous improvement of all courses and programs.
- Goal #3** Support professional development for faculty in order to improve quality of teaching and curriculum for basic skills, career technical, and transfer courses.
- Goal #4** Support professional development for staff to improve services that support student success.
- Goal #5** Provide appropriate technology and support for teaching, student success, and administrative services.
- Goal #6** Implement plans that enhance student engagement by strengthening collaborative partnerships with our communities.
- Goal #7** Create communication methodology to increase the awareness of student well-being services such as mental health.

Strategy #3 *Improve and expand existing facilities to enhance the learning environment*

- Goal #1** Expand facilities in the north and southeast portions of the district that will allow the expansion towards educational center size (20,000 square feet).
- Goal #2** Improve existing classroom facility space to optimize instructional success.
- Goal #3** Integrate cost effective green practices for facilities, landscaping, and college systems into all campus improvements. Landscaping changes should include conversion of grass lawns to more sustainable and less water-consuming California native landscaping.
- Goal #4** Establish permanent facility for South Bay Public Safety Consortium.

Strategy #4 *Recruit and develop staff to foster success for our diverse students in their attainment of educational goals.*

- Goal #1** Determine optimal staffing levels for all departments to meet student needs and create a staffing plan.
- Goal #2** As budget permits, continue to implement the five-year full-time faculty hiring plan to ensure that 60% to 62% of credit courses are taught by full-time faculty. In completion of this goal the following carry-over practices and commitments will be honored:
 - a. Retirements will be replaced by hiring a full-time faculty member for the position and academic department vacated by the retirement as appropriate.
 - b. Develop second five-year hiring plan.
 - c. Create a culture that promotes a commitment to Gavilan's history to a personalized model that best serves students.
- Goal #3** Maintain competitive salary and benefit packages to ensure the attraction and retention of the best qualified employees.
- Goal #4** Create a Staff Development Plan for all employees.
- Goal #5** Promote a safe and healthy work environment.
- Goal #6** Create institutional standards for customer service, for providing services to students and staff, with regular assessment. Research and share "best practices" across campus.
- Goal #7** Develop a model Equal Opportunity Employment Plan to encourage equitable access to employment opportunities.

Strategy #5 *Update the Educational Master Plan to include development of multi-college expansion by coordinating all instructional programs, student and administrative support services, organizational structure and staff, and site development through linkage with Strategy #3.*

- Goal #1** Develop a faculty, staff, and community-driven plan for the expansion of educational programs and related educational specifications (i.e. specific facility needs) for campus expansion.
- Goal #2** Create a class schedule to accommodate the needs of San Benito County students in newly obtained facilities with the objectives of reaching 500 FTEs and of maintaining adequate enrollments at main Gavilan campus.
- Goal #3** Develop a proposed administrative structure and staffing plan to best support the expansion of facilities in San Benito County and Morgan Hill, through linkage to Strategy #4.
- Goal #4** Develop a process to coordinate courses, programs, and services among all campuses as the college expands.

Strategy #6 *Develop a rolling five-year fiscal stability plan.*

- Goal #1** Publicize opportunities and impacts of grant-funded programs in addition to the

fiscal impact at the end of the grant cycle.

- Goal #2** Increase the college's budget ranking and allocation process' transparency and its linkages to articulated needs and the interated planning system.

Strategy #7 *Improve communication, coordination, collaboration, and participation to foster a campus culture of engagement and excellence.*

- Goal #1** Improve communication process to increase awareness about planning activities, resource allocations, and significant factors

- Goal #2** Create opportunities to improve integration and collaboration at every level, with emphasis on student success, e.g., a college hour, staff development opportunities.

- Goal #3** Increase the number of opportunities for cross-disciplinary discussions with special attention to the inclusion of students, classified staff, and part-time faculty.

- Goal #4** Strengthen and augment means for students to communicate among themselves and to the broader campus community on issues of common concern.

- Goal #5** Broaden contacts and communication with local high schools, businesses, and agencies so such contact, collaboration, and feedback is widespread and frequent in all sectors of campus.

Section 2 – Board Goals for Calendar Year 2014 with July 2014 Update

- Goal #1** Finalize administrative reorganization plan, addressing vice president vacancies, long-term stability and effectiveness potential, financial impact and hiring sequence and timing.

Update: The college has filled both of the vacant vice president positions. The focus for the remainder of the calendar year will be used to continue the conversations regarding the dean position that is necessary to provide adequate support to learning support programs of the college. A recommendation on that position is expected to come to the Board for a first reading by the December, 2014.

- Goal #2**
- a. Finalize and initiate Coyote Valley Educational Center/Public Safety Consortum site development.
 - b. Clarify Educational Center options for San Benito locale.
 - c. Review enhancement options for services provided at our off-site locations.

Update: Coyote Valley development activities remain the highest priority for the college as the public safety program has to be relocated from Evergreen College in not more than two years. Coyote Valley is on-hold until habitat clearance is received. An application has been sent to the agency administering the Santa Clara County Habitat Conservation Plan. If this site is not functional in time for the required move, Gavilan College could lose 500 FTES that could cost the college

\$2.4 million annually. Accordingly, the main focus of effort is in this area of the district as failure to accommodate existing public safety training will have severe financial consequences to the district.

San Benito County property continues along its path towards habitat clearance but the timeline for completion is uncertain. Additionally, state funding is necessary for development of the site. Local borrowing is an option but until the state is paying for the enrollment we already generate, adding more service requires reductions in other aspects of the college's educational programming.

Expansion of services in any offsite location, absent new state funding, will depend on reducing services in other areas. While the state's economy is doing quite well, community colleges remain restrained and there is no ability system wide to obtain any funds beyond the limited cost of living allowance provided in the state budget. That rate is 0.85% and does not address the ever increasing costs of operations for goods and professional services that result from routine increases in commodities and services charged by vendors.

Goal #3 Create pathways between high schools and Gavilan with a focus of bringing more college-ready students into the college.

Update: AB 86 is the key vehicle to create firm and institutionalized pathways between colleges and local K-12 districts. The college has made minimal progress in this area and no instructional offerings have been developed to address the remediation issues discussed over the last two years.

Goal #4 Develop policy on staffing plans for faculty, professional support staff, and administrative positions.

Update: The Final and Tentative Budget documents include the financial standards the college uses to maintain stability year-after-year. Those standards provide guidance on how the college approaches full-time faculty, professional support, and administrative personnel. Those standards will be revisited and changes as appropriate will be provided to the Board by the end of the calendar year.

Goal #5 Review Title IX Status Report and provide administrative and professional support staff adjustments if appropriate, to ensure college has data necessary to adequately review information and conclusion in the report.

Update: Professional support staff was increased at the beginning of the calendar year to assist with documentation and information gathering for the areas of Title IX related to the college's athletic programs. Staff members are scheduled for training to learn more about Title IX requirements that exist for not just athletics but for all the college's operations.

Goal #6 Analyze district security policy

Update: No analysis has been conducted related to this goal.

Goal #7 Develop professional development plan for members of the Board to increase awareness of, but not limited to, the following areas:

- a. Accreditation planning, practices, and actions taken to ensure continuous compliance with ACCJC Accreditation Standards.
- b. What members of the Board need to know about California Community College District budgets.
- c. Information sessions on results of program reviews and evaluations of college processes.
- d. Executive training on SEMS (Incident Command Center and Emergency Response Plan).
- e. Analyze information ways and means of communication to community and future students.

Update: Board members have attended training on financial, strategic planning, and governance topics. The college hosted the CCLC's first regional training for trustees. Approximately 45 people attended the college's trainings between the college's first offering in January and the second session in March.

The Board received training on SEMS (Incident Command Center and Emergency Response). All management personnel are trained annually and participate in required exercises that are used to place individuals into defined leadership positions who can gain experience in this training environment.

Additional training will be provided on how to operate a college in compliance with accreditation standards. Information will also be provided on the program reviews completed at the college.

Goal #8 Review Board self-evaluation and goal setting policy.

Update: The self-evaluation process along with the goal setting policy will be forwarded for review along with the current accreditation standards that are effective July 1, 2016. The new accreditation standards were approved by the ACCJC at its June 2014. Review of all Board policies related to governance will be reviewed to determine what changes are appropriate in light of the new standards.

GAVILAN JOINT COMMUNITY COLLEGE DISTRICT

Status of Current Year Budget Guidelines; FY 2013 - 2014

As of Spring 2014

The purpose of this document is to report on the effectiveness of the resources allocated within the 2013-2014 fiscal year on activities made possible through resource allocations. The assessment section under each goal summarizes whether the college received the benefits it was expecting when allocating these resources. Evaluating the effectiveness of resource allocations has occurred in previous years. Additional baseline data and identification of elements to be evaluated will be necessary in order to make definite conclusions about the effectiveness of resource allocations in future planning updates.

Gavilan College Mission Statement: The mission of the Gavilan Joint Community College District was revised and adopted in BP 1200 District Mission:

In an environment that cultivates creativity, stimulates curiosity and emphasizes student learning, Gavilan College serves its community by providing high quality educational and support services that prepare students for transfer, technical and public service careers, life-long learning and participation in a diverse global society.

The mission is evaluated and revised on a regular basis.

Strategies from Strategic Plan Fiscal Years 2013/14 - 2017/18

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

Budget Allocation: \$2,670,500 has been allocated through EOPS, Trio, Matriculation, CalWorks/Care, Basic Skills, DRC, CTE and Community Education.
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S1 Goal #1 Create an institutional approach to offer and integrate student outreach activities, recruitment, assessment, orientation, counseling, retention and follow-up efforts, with particular attention to populations with special needs, such as DRC, ESL, basic skills and re-entry students.

Status: The Assessment Specialist has worked closely with Counseling and Outreach to develop/manage a schedule of tests at the local high schools. She coordinates with Outreach to provide support with online application submission so that the high school students have their applications processed in advance of test dates at their schools. The combined resources of the Assessment Specialist, the Counseling faculty and the Welcome Center have been providing Orientation, admission application support and college student to high school student mentoring at the local high schools.

EOPS and CalWORKs Counselors participated in updating the Gavilan College orientation. This includes revising curriculum for a program specific EOPS and CalWORKs Guidance 210 class and online format.

EOPS participated with Outreach in the Gavilan Traveling days which provides college information to all local high schools and alternative schools (May 1 and 2).

Financial Aid staff and Outreach Coordinator co-sponsored annual Cash for College events at local area high schools. Cash for College events are held to assist seniors with completion of Free Application for Federal Student Aid (FAFSA) and the California Dream Act Application.

Assessment: Student requests for extra time on exams have increased 42%. Space to accommodate this service will continue to be reviewed.

A Guidance 210 class was offered as a pilot only and data is currently being connected.

All senior classes at local high schools received information about EOPS among other student services during presentation on Gavilan College.

Participation in Cash for College events enabled several hundred seniors with successful submission of timely financial aid applications, in time for the March 2nd priority deadline.

S1 Goal #2 Strengthen career programs through a cohesive organizational approach such as creating an Occupational Career Program Institute.

Status: A CTE counselor was hired November 2013 as part of the Gavilan CTE Title V grant. Tasks include developing a pipeline of students from Gavilan to CSUMB in the areas of Nursing, Computer Science and Information Systems and Digital Media. The CTE counselor has begun to meet with students, develop and/or review education plans and discuss career options.

Assessment: Ongoing and will be based on the number of transfers to CSUMB in the areas of Nursing, Computer Science and Information Systems and Digital Media realized at the end of Year 2 in the Title V grant.

S1 Goal #3 Increase options for credit/non-credit and life-long learning courses for other constituencies as indicated in community needs surveys.

Status: The noncredit program serves four of the content areas of Noncredit: Adult Basic Education (Elementary and Secondary Basic Skills), English as a Second Language, and Citizenship for Immigrants. Recent trends and directives from the Chancellor's Office have emphasized that noncredit Adult Basic Education (ABE), Basic Skills and pre-collegiate noncredit offerings support credit instruction and offer academic student support and courses that prepare students to transition into credit for career pathways. Courses in these content areas support the following departments or programs: English,

Psychology, Child Development, ESL, Allied Health, Library Service, CalWORKs, and Distance Education. Noncredit Adult Basic Education program continues to grow as the need for these classes, particularly, for noncredit ESL is reflective in the number of participants. Despite reductions in the number of course offerings in Noncredit Older Adult classes the number of participants held steady.

In the fall 2013, Gavilan College contracted with Gilroy Unified School District to deliver Adult Education Classes for adult learners in the Neighborhood Revitalization Strategy Area. There are a total of 12 classes provided in this program with emphasis on transitional and basic skills areas. Enrollments are steady. In addition, Gavilan is the lead in the Regional Consortium established through AB 86 Adult Education Consortium Planning Grant. Other participating districts are: Aromas/San Juan Bautista, Morgan Hill Unified, Gilroy Unified and San Benito High School District. The task of this grant is to develop a Regional Comprehensive Plan for Adult Learners.

During the academic year 2013 – 2014, a total of approximately 6,000 duplicated students were enrolled in noncredit ABE, ESL, VESL, and Citizenship courses. (This data also includes a small summer session provided mainly for CalWORKs and ESL students. Classes were divided between the three geographical areas of the District.

The following data is available for Spring 2014:

- Number of Students: 6,000
- Number of sections/course offerings: 85

Assessment: The Noncredit program data still confirms that there is a high demand for noncredit programming from the community within the college district. The Noncredit Program continues to collaborate with the feeder high school adult education programs, community based organizations, and elementary school districts as a way to leverage the limited funding that these programs have to continue delivering these needed educational services throughout the college district.

The reorganization of the instructional program to include Noncredit, Community and Contract Education under a division dean mainstreamed the three programs and has encouraged integration and articulation of the three programs with other credit student instructional support programs like the Library, Distance Education, The Computer Place, Tutoring Center and the Student Success Center.

In Fall 2013, a division meeting was held with all the instructional support programs/departments using an outside facilitator who assisted with asset mapping of resources and beginning the vision for the establishment of the new division. Additional facilitation will be necessary this Spring to continue the collaboration and conversation into creating a fully integrated functioning division.

Data will need to be collected this spring to determine whether the collapsing of the 6 levels of Noncredit ESL to 4 levels produced desired results of

transitioning more ESL students into credit and are better prepared when they transition between the two programs. Curriculum for these new Noncredit ESL Life Skills courses included a component for transitioning students into Credit ESL. In addition, a part-time noncredit counselor continues to provide noncredit matriculation services to all the noncredit sites throughout the semester.

This academic year, Gavilan will work with its participating high school districts through AB 86 and develop a Regional Comprehensive Plan for adult learners.

The Title V Grant focuses on Career Pathway development in the areas of Allied Health, Computer Science and Digital Media. One of the activities of the Grant focuses on the transition of noncredit ESL students to credit ESL and to track the data ensuring 10-15 students make the transition each year. Data continues to be tracked towards this effort.

There were a total of 6,000 students enrolled in 85 noncredit sections of ABE (Adult Basic Education Courses), GED, ESL Life Skills, VESL, ESL Citizenship and On-line noncredit courses.

S1 Goal #4 Support programs that bridge pre-collegiate credit/non-credit courses and other learning support options intended to prepare students for entry into basic skills, transfer and career technical programs.

Status: This past year the Noncredit Program became part of a new division for the college under the direction of the Interim Dean of Student Learning and Engagement. This new division included the following student instructional support programs or departments: the Library, The Tutoring Center, The Computer Place, The Student Success Center, and Distance Education. Also configured in this division were two other stand alone programs – Community and Contract Education.

The Noncredit program continued to offer remediation, basic skills and support courses to instructional content areas as a way to promote student success. These Noncredit courses are structured in either on-line or direct instruction formats; whichever facilitates the student needs of the departments or programs. The departments or programs requesting these resources were Allied Health, English, Psychology, Child Development, Library, CalWORKs, and ESL. The statewide trend for noncredit continues to support credit content areas to support student success in basic skills, career/technical programs and transfer functions of the college.

There were a total of 6,000 students, many of them credit students, enrolled in 85 noncredit sections of ABE (Adult Basic Education Courses), GED, ESL Life Skills, VESL, ESL Citizenship and On-line noncredit courses.

The Admissions Office works closely with the Non Credit program to assist students with admission application submission, ESL assessment testing and registration activities. Non credit students submit their paper admission applications to their instructors or the Non Credit office. The applications and registration information are delivered to the Admissions office. Applications are

processed and students are enrolled in non credit classes. Non credit students submit a regular admission application (rather than a special non credit application) and are accepted to Gavilan College rather than to a specific non credit program to enable them to easily navigate between credit and non credit courses as they wish. The Admissions Office also provides assistance to the ESL program by maintaining a sign up list for ESL Assessment testing each semester. ESL Assessment testing is designed specifically for non English speakers who wish to enroll in classes at Gavilan. The centrally located Admissions & Records office with bi-lingual staff provides a point of entry and access to students who are new to college, new to the USA and new to English.

Assessment: The decision to include all areas of instructional student learning support under a division dean appears to have encouraged program and department collaboration, leveraging of resources and the elimination of some duplication of services. It has also encouraged a discussion on how to further synergy between these programs/services that allows for great flexibility that facilitates more student use of these services. More discussion is necessary to fully integrate and articulate programs and services that increases student success.

Research needs to be conducted and the result included to determine whether these noncredit courses are assisting students in successfully completing academic goals and in determining how many are transitioning into credit courses. Currently, the tracking of noncredit students has not been completely formalized.

S1 Goal #5 Evaluate alternate delivery of courses and services such as online, hybrid, and High Step.

Status: Each year a distance education (DE) enrollment report is generated to track DE student enrollment and success. This report is presented to the DE coordinator. In Fall 13, a new data dashboard tool was developed which allows users to view DE and non-DE courses side-by-side in order to compare enrollment, FTES, retention, and success. This tool has been posted to the college's intranet and is available for all to use.

In the distance education area, a series of discussions have taken place to review the current and future status and practice of distance education. These discussions have led to the development of a DE handbook, which provides guidelines on DE instruction.

Other alternate delivery methods and services are evaluated on a regular basis. For example, a detailed evaluation of basic skills acceleration was conducted in Fall 13.

Admissions & Records has implemented an online admission application process, an online transcript request process, electronic transcript delivery option and an online parking permit service. These enhancements have increased efficiency and speed and enable students to conduct business with

the Admissions & Records office anywhere and anytime they have an internet connection. Processes that used to take 8 to 10 business days now take 3 to 5 business days or less. Email confirmations of all services are provided, and with the transcript and online parking permit processes, multiple emails are sent with tracking and delivery information.

Assessment continues to improve an online appointment registration process that enables students to log in and reserve a seat for an assessment test. An email confirmation is sent to the student with instructions and directions to the test site. The Assessment Office website has been updated to include a link to a practice test on the Accuplacer site and Khan Academy, a site with excellent resources for students to refresh their skills prior to the assessment test.

Assessment: Ongoing assessment of DE and other alternative instructional efforts will continue as a part of the instructional improvement and program review processes.

S1 Goal #6 Use data to plan a complete general education transfer pattern of courses and appropriate basic skills and career technical courses at Hollister and Morgan Hill facilities, and the Gavilan campus in the evenings and weekends.

Status: In order to provide more data and information to the schedule planning process, several dashboard tools have been developed. For example, the course demand tool has enrollment, average class size, number of open seats, and denials by course and discipline. The tool also displays course location and start time. This tool and others will provide more information for schedule development on main campus and off sites.

Assessment: On-going assessment of the new ARGOS tools is continuing.

Strategy # 2 *Improve student services and enhance curriculum and programs in order to help students meet their educational, career, and personal goals*

<p>Budget Allocation: \$1,503,035 has been allocated through work study, basic skills, enrollment management, matriculation, non-credit, student success initiative, professional development and instructional equipment.</p>

S2 Goal #1 Increase the student success rate and/or who can transfer within two years.

Status: Student course success rates have risen to 73% for 12/13. This rate is a seven point increase from the 06/07 academic year. A series of efforts funded through both grants and general fund have targeted instructional improvement. For example, early alert and supplemental instruction, both funded by grant funds have contributed to increases in success rates. The transfer rates, however, which are based on long-term cohorts, have not risen accordingly. This indicator may lag since cohorts are over six years old.

Admissions & Records has streamlined the grading process to enable students

to view their grades sooner, and have official transcripts available earlier than ever before. By working closely with MIS to install certain reports and processes on a local computer (rather than in MIS) the grading/rolling to history process has been reduced in half-- from 14-20 days to 7-10 days. This enables students and their counselors to view their final grades much earlier which assist with future planning, and official transcripts can be mailed to 4 year colleges much faster. Many 4 year colleges have very tight deadlines for transcripts, and the increase in efficiency improves the chances for students to apply and be admitted to transferring schools more quickly.

Financial Aid has partnered with General counseling to encourage financial aid students who've earned at least 12 units, to meet with a counselor for development of an Education Plan. Students who've earned 12 units are notified by Financial Aid that an Education Plan is required for their aid package. This new initiative has proven successful, and better prepares students with accurate information during registration cycles.

Assessment: Each term the college produces a student success report which presents both short and long term indicators of success. These data are broken out by year and target groups. For example, the success rates of Hispanic-American students are displayed for the past six academic years.

As of February 2014, more than 1,000 enrolled financial aid students had completed and submitted copies of Education Plans to Financial Aid Department.

S2 Goal #2 Complete student learning outcomes, assessments for continuous improvement of all courses and programs, and of the institution.

Status: Great progress has been made in shifting the discussion from SLO assessment to instructional improvement. Two staff development days provided opportunities to take SLO assessment and instructional improvement strategies and share them across discipline and instructor. Additionally, a new faculty SLO assessment liaison is leading training and outreach efforts. The rates of course and program assessment have risen to 92%.

Assessment: The college maintains a SLO assessment reporting site that provides a repository for each course and program SLO work. The site also provides a report of all courses and programs and when they were last assessed and by whom. On this report is a calculation of the proportion of courses and programs that have been assessed.

S2 Goal #3 Support professional development for faculty in order to improve quality of teaching and curriculum for basic skills, career technical, and transfer courses. Foster and recognize instructional innovation and excellence.

Status: Faculty in Basic Skills have attended 3CSN presentations in such areas Habits of Mind, Acceleration, and Beyond the Classroom. An addition, both off and on campus training has been offered in Reading Across the

Curriculum with fifteen new trainees prepared for Fall 2013. Service Learning training is offered each semester, and through the Teaching and Learning Center ongoing workshops on technology and online instruction are offered. Online instructors complete an in-house course prior to teaching an online class. Presentations on General Education, Classroom Climate, Technology-Enhanced Instruction, Learning Communities and Information Competency were offered at the Liberal Arts and Sciences Division meeting.

The past two professional development days have provided faculty an opportunity to share their assessment and innovative instructional approaches with their colleagues. At these events, faculty were grouped together to discuss how to improve instruction at the course and program level. The college has also committed to implementing college hour, which provide scheduling space for faculty professional development activities. With the hiring of the faculty liaison for professional development, the college has provided a more regular and rich professional development calendar.

Assessment: The number of trained reading instructors has increased by 50%, allowing for a greater range of prepared classroom instructors. Habits of Mind has become a presence at the college through Gavilan electronic media. Instructors are using new technologies on their web-enhanced instructional pages. English and Social Science instructors are using customized Information Competency sites for their courses.

The college will monitor the quantity and quality of professional development opportunities for faculty. The effectiveness of these trainings and workshops will also be assessed through workshop surveys and follow ups.

S2 Goal #4 Improve and maximize student support services to encourage student engagement, with special attention to off-site campuses.

Status: Through Title V, the Student Success Center provides computer access, study rooms, workshops, and counseling services, including Early Alert. STEM and Title V have provided tutors for student athlete cohorts. Basic Skills provides funding for the Welcome Center peer advisors who counsel and guide students in college entry systems. Supplemental instruction in English, Math and Science is supported by Title V and STEM. Tutors, counselors, and library services are provided at the off sites. Workshops on student success are regularly offered by coordinated efforts amongst the categorical programs.

For the past four years, the college has administered a student survey which includes a student connection scale. The college averages for all sub-scale scores have risen for the past four years.

During Spring 2014 semester, the Financial Aid Department partnered with General Counseling and Disability Resource Center to offer a workshop during College Hour on "Veteran Success." The workshop was a success, with 20 student veterans participating. General counseling provided an overview of academic progress statuses and resources, while a Veteran Certifying Official provided information related to certification requirements. Participants received

folders and materials.

Assessment: Students actively utilize the Student Success Center. The athlete cohorts meet there and their coaches report the benefits of consistent and enhanced study time. The Welcome Center has been a boon to the seamless entry of many students into the college. Supplemental instruction has resulted in improved student persistence and success as reported by the institutional researcher. Efforts continue to offer workshop material to all students, especially through the new orientation class, Guidance 210.

The college will continue to annually administer a student survey which includes a school connection scale. The scale asks students to provide self-report data on their belief, commitment, belonging, and power as related to the college context.

To date 237 students have participated in the Student Success Center with 5 workshops left in the semester. All workshops were evaluated by student attendees and rated as “outstanding” or “satisfactory”.

S2 Goal #5 Implement plans identified through the Institutional Effectiveness Committee process and approved through the shared governance procedures to continuously improve instructional, administrative, and student services. Make planning ongoing at every level: standing committees, departments, and divisions.

Status: The updated version of the college’s integrated planning system has been in place for the past four academic years. In each of the past three years the number of submitted program plans has risen. Additionally, data from the Shared Governance and Integrated planning survey suggests a greater proposition of staff and faculty understand the planning processes.

An example of consideration as a result of program review includes the IEC recommendation that the Kinesiology Department secure additional hours for the departmental assistant. This was implemented in FY 2013-2014.

Assessment: The college assesses participation in the shared governance process by the number of program plans submitted by instructional, administrative, and student service areas. Every other year a Shared Governance and Integrated Planning survey is administered to all staff and faculty in order to assess knowledge and belief in these processes.

S2 Goal #6 Provide appropriate technology and support for teaching, student success, and administrative services.

Status: The Technology Master Plan is updated as of Spring 2014 and the technology and distance education committees continue to review requests for equipment and services as appropriate.

Instructional Equipment funding is allowing for updates of student labs and staff

computers according to the MIS timeline. Additional Instructional Equipment funds are supporting the updating of smart classrooms at the off sites. The Argos system is being implemented as a far-reaching data tool.

The following services are now available online to enhance and provide excellent customer service to students: parking permit purchases, transcript requests, registration/payment activities and admission applications. The Admissions & Records website has been updated to include a variety of forms used by students e.g. Request for Incomplete, Independent Study, AB540 form etc. as well as links to key information (online application access, instructions on myGav login etc), hours of operation, and a list of staff, their areas of responsibility and direct phone numbers. While these services are not directly linked to student success in the classroom, they do provide information and a convenient “one stop shopping” for our students throughout their time at Gavilan. Having services available in one place and accessible online eliminates the need for students to spend valuable time “hunting” for the information and tools they need to move forward.

CCCApply, the online application went live in November 2012. This allows students to apply to Gavilan online twenty four hours a day. After applications are processed, students receive an email letting them know how to access their student account, with instructions on how to log in for the first time. The Chancellor’s Office has replaced this project with the new CCCApply project. We will need to move to the new version during Fall 2014.

Conversion to the online transcript ordering system is now complete. Students can order and pay for their transcripts on-line at any time of the day or night. The transcripts can be mailed to the student or directly to their university or college of choice. This has streamlined the transcript process so students can receive their transcripts within a few days. Admissions and Records no longer need to print and mail all requested transcripts, only those requiring special processing.

By Spring 2014, student email will be available for all students who are admitted to the college. As a student is admitted, a Google Gmail account will be created for them using a “@my.gavilan.edu” email address. We have guidelines and Q&A information available for students, along with information on how to get help with email. This project has been included in the program plans and budget requests from several areas.

Our new Argos enterprise reporting system is now available to provide reporting tools to assist in data driven decisions across campus. Argos provides for ad hoc queries and advanced dashboards to effectively provide information from any of our databases, especially Banner and GIDS.

Online assessment testing for incoming students has been implemented to provide streamlined testing and uploading of test results into our Banner system.

Computer replacement of campus workstations to Windows 7 is a priority for the upcoming year as the Windows XP operating system is no longer supported by Microsoft. This implementation is planned starting in 2015 and continuing through 2016. Instructional Equipment and Measure E funds are being used for this project.

A content management system (CMS) to provide a unified look for all college webpages is in the planning stages. This will include replacing our old web server (now 8 years old) with new hardware and designing new templates for our webpages. The CMS is a web-based system enabling instructors and other users to update their own webpages from any location with Internet access. Additionally, it will help enforce the District's web guidelines and comply with Section 508.

The Gavilan Student Success Task Force (SSTF) is developing plans for the implementation of SB 1456 at Gavilan. A significant component of SB 1456 will be data collection, extraction and reporting to meet the Chancellor's Office MIS requirements which will be tied to state funding. Policies and resources for the SB 1456 implementation will be posted on our intranet.

The CurricUNET software is a centralized database that streamlines the creation, review, approval and storage of curriculum. Authorized users can create curriculum from any location, as it is web-based. The workflow component allows for a customized approval process for all curriculum and program documents. This implementation will begin during the summer of 2014 with a planned completion during Fall 2014.

Increased bandwidth to off-sites has been completed. Increased bandwidth to the main campus is in progress and should be completed by summer, 2014.

Assessment: With the assistance of the current federal grants, additional technology has been provided as identified in the grants' objectives. Planning and the infusion of instructional equipment funds are resulting in great improvements in the technology arena. Specifically, over the next year this will include studio classrooms and computer upgrades.

Measure E funds continue to be used to upgrade campus technology.

Each year the college conducts an administrative services survey. A series of questions ask respondents about the quality of hardware, software, and support they receive.

S2 Goal #7 Implement plans that enhance student engagement by strengthening collaborative partnerships with our communities.

Status: Working through the Board's Outreach Ad Hoc Committee the college has reconnected with feeder high schools to encourage broader engagement in conversations and actions that can lead to an increase in the preparedness of students who attend Gavilan and broader community awareness that that college is accessible and affordable. As of April 2014, every feeder high school district is participating with Gavilan College administrators to help develop strategies that can assist in opening access to college for all high school students who are interested in additional education beyond high school.

STEM summer internships and Science Alive have allowed collaborations with science partners; Gavilan STEM staff was recently acknowledged by Canada de Los Osos for partnership work. The MESA program has brought computer literacy to the community through the Connects Program, and the mural classes operate through partnerships with schools. Finally, Service Learning

students work with local agencies in ongoing collaborations that span the semesters.

The Assessment Specialist has made it her mission to reach out to all local high schools both public and private. Her success shows in the increase in numbers of test sessions this year from previous years. For example, San Andreas High School requested 2 test sessions this year, compared to 1 last year, and San Benito High School increased by almost 50% the number of test sessions from previous years. She also added Monte Vista Christian High School (a private high school that Gavilan College hadn't collaborated with in the past) and Odyssey (an alternative high school) to the roster of schools this year for whom test sessions were provided.

EOPS Staff participates monthly with the Youth Services Councils in Gilroy and Hollister to ensure that foster youth transition seamlessly to Gavilan EOPS.

The Scholarships Coordinator in the Financial Aid Department has worked closely with several scholarship donors to secure additional scholarship dollars for Gavilan students, and strengthen collaboration with generous scholarship donors. For FY 14/15, the number of scholarships offered will have increased over FY 13/14, due to efforts of Scholarship Coordinator.

Assessment: The first year of work for the Board's Outreach Ad Hoc Committee was slow but is showing results as of late April 2014. The consolidation of adult education using regional consortia has brought educational institutions together to develop a plan to address the communities needs for adult education and non-credit course offerings.

Community efforts are positive and provide invaluable learning opportunities for students to understand their communities and often to find a career pathway.

An example of this is that Foster youth participated in 2 group orientations and individual orientations. 30 foster youth were served in EOPS in 13/14.

Strategy # 3 *Improve and expand existing facilities to enhance the learning environment*

Budget Allocation: \$169,000 (Measure E) has been allocated through planning and education centers.
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S3 Goal #1 Expand facilities in the northern part of the district by leasing 20,000 sq.ft. or more in Morgan Hill. Expand facilities in the north and southeast portions of the district that will allow the expansion towards educational center size (20,000 square feet).

Status: Coyote Valley site development work is continuing with the on-going hold up being habitat mitigation. Getting governmental entities of state and federal agencies to agree on the same mitigation measures has proven elusive even after five years of effort. Once the habitat permits are received the college will be able to proceed with work to establish a permanent home in Coyote

Valley.

Assessment: Progress is controlled by other entities. There is nothing else the college can do until habitat issues are resolved. The college has done everything within its control and continues to work with consultants and other governmental entities to answer the habitat concerns.

S3 Goal #2 Explore co-existence options between public golf course use and educational programs.

Status: A request for proposals (RFP) was issued to determine if there were parties interested in engaging in a ground lease or some other form of public private arrangement that preserves the golf course as a viable educational asset while also encouraging community use of this public resource.

Assessment: College expenses to maintain the golf course have been reduced slightly as the funds generated by the community use of the golf course have increased to a point where some of the college's costs have been recovered from green fees collected. The RFP was issued to determine if there was a longer term arrangement available that would further reduce the college's costs for maintaining this facility so it can be used as a golf course.

S3 Goal #3 Integrate cost effective green practices for facilities, landscaping, and college systems into all campus improvements.

Status: Gavilan's Facilities Services grounds keeping continues to keep the campus green by xeriscaping, grass-cycling, and use of specialty waste bins to name a few. Gavilan's recycling program includes beverage containers, hazardous waste, paper and mixed recycling to name a few.

Gavilan College continues to reduce all waste sent to landfills per State requirements and monitoring by Cal Recycle.

A new Energy Management System (EMS) was installed in the Health occupations building, Child Development Center, and the Library. This allows facilities greater flexibility to schedule times and set temperatures for the Heating, Ventilation, and Air Conditioning (HVAC) System within the building classrooms and areas. The EMS will save the college money by not operating systems during vacation and shut-down periods.

A new heat exchanger has been installed in place of a high-energy use boiler in the PE area.

The college is in the process of implementing the Landscape Master Plan approved in 2007 to replace grassy areas with native, drought-resistant plants. A timeline to convert grassy areas to native plantings per the Landscape Master Plan is being developed. The severe drought has forced reductions in watering times for existing landscaping. Water usage was reduced in some landscaped areas by 25% starting in February 2014.

The Associated Student Body has financed the installation of a new filtered water hydration station located in the Student Center, for the Gavilan campus

community. The intent of these hydration stations is to reduce plastic and water waste, while also providing campus members with filtered water.

Assessment: Efforts are continuing to identify new ways to integrate cost-effective practices into college programs and processes. No measureable progress has been made at this time in water reduction.

Strategy # 4 *Recruit and develop staff to foster success for our diverse students in their attainment of educational goals.*

Budget Allocation: \$30,000 has been allocated for recruitment and hiring efforts towards meeting this strategy. Costs for staff have not been allocated.

S4 Goal #1 Determine optimal staffing levels for all departments and create staffing plan to meet student needs.

Status: Staffing requests originate from program plans. Faculty full time positions are included in the budget for FY 14/15 along with increases in several professional support staff positions that have been adjusted from part-time to full-time positions. As funds are available additional changes are expected. Four new faculty members, in Counseling, Music, Biology, and English, will be hired year and will provide a much needed instructional resource. In addition, a staffing plan is being developed for the Coyote Valley site.

Assessment: Requests for funding of additional permanent full-time employees are at a high point since the Great Recession forced the college to reduce or eliminate vacant positions. As state revenue begins to increase from the anemic pace of FY 13/14 to one that can sustain the additional on-going increase in costs there will be additional personnel brought on in full-time status. Very little has occurred during the current year (FY 13/14) as the structural deficit at the college required restraint to allow a rebalancing of expenditures and available resources.

S4 Goal #2 As the budget permits, continue to implement the five-year full time faculty hiring plan to ensure that 60% to 62% of credit courses are taught by full-time faculty. In completion of this goal the following carry over practices and commitments will be honored:

- a. Retirements will be replaced by hiring a full-time faculty member for the position and academic department vacated by the retirement.

Status: There are four full-time faculty positions included in the Tentative Budget for FY 14/15. The college has selected a full-time to part-time faculty ratio of 60% as that appears to be a reasonable level that can be sustained given the limited resources available to the college. A methodology developed in 2005 when the college made its first concerted effort to increase the full-time to part-time faculty ratio included an understanding that unless there is an extraordinary reason not to rehire a vacated faculty position, the department

would not have to go through the research needed to justify filling a newly vacated position. The number of retired full-time faculty has increased significantly since 2005 and revenue has declined steadily since 2008 thereby preventing application of this practice.

Assessment: Because there has been so many retirements since the last rehire methodology was used it is now not realistic to assume all retired faculty positions are going to be filled prior to filling other needs. The ratio has been suppressed in recent years by the fact that most of our full-time faculty members filled assignments on grants as federal grants were obtained. As these funds are depleted the ratio will improve as faculty on reassigned time are removed from the ratio's calculations. Regardless of the actual full-time to part-time ratio there is a continued need to increase the number of full-time faculty.

b. Develop second five-year faculty hiring plan.

Status: Interviews have been conducted with members of the Department Chair group to develop a better process for full time faculty selection. Discussion is currently underway to determine whether a second five year hiring plan is the best method to identify long-term instructional needs.

Assessment: Discussions and draft planning is on-going.

c. Create a culture that promotes a commitment to a personalized learning model.

Status: There are a number of activities on campus that support this effort including College Hour, The Learning Council, Student Voices, the acceleration task force, the newly formed student success task force and the enrollment management team.

Assessment: These efforts support a holistic view on student learning and engagement that covers both the instructional and the student services areas.

S4 Goal #3 Maintain competitive salary and benefit packages to ensure the attraction and retention of the best qualified employees.

Status: Salary increases were offered in 2011 (2%) and 2013 (2%).

Assessment: None.

S4 Goal #4 Involve staff in a shared governance process to create a Staff Development Plan with defined learning outcomes for all employees.

Status: Staff Development continues to occur as required for mandatory compliance, through individual employee requests for professional growth, and at pre-planned staff development days. Discussions of training needs and

plans to address these needs occur in various campus forums. A consolidation of training needs is required to formalize a district wide staff development plan with representation from each constituent group. A planning meeting will be scheduled next semester.

Assessment: Staff Development requires additional funding to what is traditionally allocated Within the professional development funds and within individual department budgets. The cost of training continues to be a barrier to a district wide staff development plan. Alternative options of consolidating interdepartmental resources and/or conjoining with other college districts or government agencies should be explored.

S4 Goal #5 Promote a healthy work environment.

Status: Facilities Services provides continual maintenance and support to promote a healthy work environment by responding immediately to campus emergencies and repairing or replacing safety hazards on campus. Emergencies are reported to facilities via telephone call, electronically submitted safety work orders, the Safety/Health Hazard/Physical Barrier Report Form, or reported to the HSF&G committee at its monthly meeting. Safety is the primary goal in all considerations for Facilities Services, all safety work order items are performed prior to any other jobs.

The Smoke-Free, Tobacco-Free Task Force is reconvening to address complaints about smoking on campus, including the designated smoking areas.

Facilities and the JPA Safety Coordinator hold monthly safety trainings to discuss significant safety topics. The topics include subjects such as:

- Asbestos/Lead Awareness
- Back Safety – Proper Lifting Techniques
- Blood Borne Pathogens
- Confined Space Entry
- CPR/AED and First Aid
- Fall Protection
- Fire Extinguisher Training
- Hearing conservation

Several courses involve extended trainings for staff members other than Facilities. For example the Science Lab Technicians, Art Instructor, Theater Technical Coordinator, Aviation Instructors attend the annual Hazardous Waste Generator Training and Globally Harmonized System Training. A campus wide Fire Extinguisher Training Program was presented to the entire campus staff during a recent Staff Development Day. These training sessions keep the college in compliance with the CAL-OSHA General Industry Safety Orders Title 8; Subchapter 7. These trainings also help to keep the college Experience Modification within a manageable range and loss control down.

Assessment: The college is taking appropriate steps to promote a healthy work environment. This is on-going work.

S4 Goal #6 Create institutional standards for customer service, for providing services to students and staff, with regular assessment. Research and share “best practices” across campus.

Status: Administrative Services reviewed the college-wide survey and IEC responses in updating its customer service standards for each office. The office of Administrative Services included Customer Service standards as part of its Program Learning Outcomes.

Assessment: Establishing institutional standards for customer service is difficult due to the varying nature of college departments and division.

S4 Goal #7 Develop a model Equal Opportunity Employment Plan.

Status: EEO plans have been discussed during the Chancellor’s Office Title 5, Equal Employment Opportunity and Diversity Committee meetings. An EEO plan template is currently in progress for community college districts to use statewide. The template will be used to develop a model Equal Opportunity Employment Plan for Gavilan College.

Assessment: Guidelines for EEO plan compliance with the Title 5 regulations were recently revised by the Chancellor’s Office. Community college districts statewide are making revisions to address the newly established guidelines. The Chancellor’s Office EEO and Diversity Committee will provide more guidance as more district plans are reviewed.

Strategy # 5 *Update the Educational Master Plan to include development of multi-college expansion by coordinating all instructional programs, student and administrative support services, organizational structure and staff, and site development through linkage with Strategy #3.*

Budget Allocation: Costs for staff have not been allocated.
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S 5 Goal # 1 Develop a faculty, staff, and community-driven plan for the expansion of educational programs and related educational specifications (i.e. specific facility needs) for campus expansion in each of the following locations:

- a. Gilroy—Gavilan main campus;

Status: Due to the overall district budget picture, enrollment management efforts for the Gilroy campus remain at current levels.

Assessment: None.

- b. San Benito County—12 miles south of main campus; and

Status: Discussions continue regarding appropriate expansion efforts in San Benito County.

Assessment: None.

c. Coyote Valley —18 miles north of main campus.

Status: Current effort is underway to apply for Education Center status for the Coyote Valley development to include moving the South Bay Regional Training Academy and select STEM coursework.

Assessment: None.

S5 Goal # 2 Create a class schedule to accommodate the needs of San Benito County students in newly obtained facilities with the objectives of reaching 500 FTEs and of maintaining adequate enrollments at main Gavilan campus.

Status: The overall scheduling process continues to be analyzed annually to provide opportunity for maximum expansion potential when all other variables are in alignment.

Assessment: None.

S5 Goal # 3 Develop a proposed administrative structure and staffing plan to best support the expansion of facilities in San Benito County and Morgan Hill.

Status: Discussions on administrative structure reorganization are continuing campus wide. Meetings with constituent groups will occur when more data on expected student growth along with the financial resources to sustain the expansion of offsite facilities is identified.

Currently working on the administrative and support staff plan for Coyote Valley site. The South Bay Public Training Consortium, which will be housed at Coyote Valley, has their own staffing requirements and their plan is up-to-date.

The San Benito site is still a few years away before the staffing plan is needed. Staffing plans will be developed when the Needs Assessment required by the Chancellor's office is developed.

Assessment: As the economy continues to improve and state funding becomes available, the staffing levels of the offsite facilities will be evaluated to adequately support growth in student/instructional programs and services.

The staffing plan for Coyote Valley is under development and will be completed by end of July.

S5 Goal #4: Develop a process to coordinate courses, programs, and services among all campuses as the college expands.

Status: The Enrollment Management Team was formed in 2012 with the purpose of reviewing the college's enrollment patterns and overall efficiency in scheduling and course sequencing. This group continues to use tools including GIDS and ARGOS to make improved enrollment management decisions.

At the Coyote Valley site, the South Bay Public Training Consortium, will provide its own services to the academy. The college will operate evening classes and will use the Morgan Hill site template for staffing.

Assessment: Enrollment management analysis is continuous.

Strategy #6 Develop a rolling five-year fiscal stability plan.

Budget Allocation: Costs for staff have not been allocated.
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S6 Goal #1 Publicize opportunities and impacts of grant-funded programs.

Status: Yearly grant staffing opportunities are offered to the college. The grant directors have made presentations to the Academic Senate as part of the campus effort to understand the grant components. Assessment of current grant efforts is a routine part of the Grants Council activities. The Academic Senate is exploring having a representative on the Council.

Assessment: Great strides have been made in communicating grant efforts to the campus but work will continue to be done to ensure that all constituent groups stay up to date with grant efforts.

S6 Goal #2 Explore means to ensure open, equitable, and fair distribution of campus funds based upon the Strategic Planning process.

Status: The budget calendar guides the annual budget development process. This document is approved by the Board in January and defines the timeline for major budget planning goals over the next twelve months. By law the district budget, financial reports and budget calendar are public documents. They are distributed, reviewed and approved at open board meetings, at Board and college Budget Committee meetings and at the President's Council.

Assessment: The district continues to examine its current processes in order to strengthen the link between the allocation of resources and the strategic goals of the college.

Strategy #7 Improve communication, coordination, collaboration, and participation to foster a campus culture of engagement and excellence.

Budget Allocation: \$161,000 has been allocated through Work Study, Basic Skills, Enrollment Management, Matriculation, CTE Pathways and MIS.
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S7 Goal #1 Prioritize and improve dialogue and transparency concerning program, departmental, divisions, college, and district activities and plans, with special attention to the inclusion of students, classified staff, and part-time faculty.

Status: As in previous years, all college initiatives, projects, innovations, and ideas are supported through Gavilan College's shared governance process. There continues to be an increased focus on the use of time during the professional development day to enhance communication efforts and ensure that student success efforts are at the forefront.

Assessment: Surveys of professional development day.

S7 Goal # 2 Create opportunities to improve integration and collaboration at every level, with emphasis on student success, e.g., a college hour, staff development opportunities.

Status: The Learning Council continues to be a hub for these kinds of efforts, having recently been selected for the Chancellor's Office Excellence Award. College hour has begun as of the spring semester, and staff development is provided through the Teaching and Learning Center, the CSEA spring break professional development day, and on-going flex opportunities throughout the academic year.

Assessment: Student voices events as well as periodic surveys from the Office of Institutional Research assess these efforts.

S7 Goal #3 Strengthen and augment means for students to communicate among themselves and to the broader campus community on issues of common concern.

Status: Habits of Mind supported a student voices effort this Spring and gathered data using the Johari Window model to determine what students need to know about. Students on the Learning Council provide invaluable insights into student academic needs.

Assessment: Efforts produce great fruit and make clear that greater opportunities for student input will only enhance campus discussions.

S7 Goal #4 Broaden contacts and communication with local high schools, businesses, and agencies so such contact, collaboration, and feedback is widespread and frequent in all sectors of campus.

Status: STEM summer internships and Science Alive have allowed collaborations with science partners; Gavilan STEM staff was recently acknowledged by Canada de Los Osos for partnership work. The MESA program has brought computer literacy to the community through the Connects Program, and the mural classes operate through partnerships with schools. Finally, Service Learning students work with local agencies in ongoing collaborations that span the semesters.

The Assessment Specialist has made it her mission to reach out to all local high schools both public and private. Her success shows in the increase in numbers of test sessions this year from previous years. For example, San

Andreas High School requested 2 test sessions this year, compared to 1 last year, and San Benito High School increased by almost 50% the number of test sessions from previous years. She also added Monte Vista Christian High School (a private high school that Gavilan College hadn't collaborated with in the past) and Odyssey (an alternative high school) to her roster of schools this year for whom she provided/will provide test sessions during Spring 2014.

EOPS Staff participates monthly with the Youth Services Councils in Gilroy and Hollister to ensure that foster youth transition seamlessly to Gavilan EOPS.

Assessment: The first year of work for the Board's Outreach Ad Hoc Committee was slow but is showing results as of late April 2014. The consolidation of adult education using regional consortia has brought educational institutions together to develop a plan to address the communities needs for adult education and non-credit course offerings.

Community efforts are positive and provide invaluable learning opportunities for students to understand their communities and often to find a career pathway.

An example of this is that Foster youth participated in 2 group orientations and individual orientations. 30 foster youth were served in EOPS in 13/14.

S7 Goal #5 Define and promote a college "innovation pathway" that moves from concept to pilot, evaluation, implementation, and institutionalization.

Status: No action.

Assessment: None.