



FINAL BUDGET

**FISCAL YEAR 2011 -2012
JULY 1, 2011 THROUGH JUNE 30, 2012**

Gavilan Joint Community College District
5055 Santa Teresa Boulevard
Gilroy, CA 95020
www.gavilan.edu

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JULY 1, 2011 THROUGH JUNE 30, 2012**

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

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JULY 1, 2011 – JUNE 30, 2012

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FY 11/12

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EXECUTIVE SUMMARY - FINAL BUDGET FY 11/12

September 13, 2011

INTRODUCTION

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 2011/12 – 2015/16. The Board of Trustees approved the Strategic Plan at the July 2011 Board of Trustees meeting. The District continues in its efforts of integrating all planning efforts to include the Strategic Plan. Resources are allocated to the priority activities identified through the strategic planning process.

Consistent allocation of financial resources to strategic plan initiatives has resulted in improved learning and working environments at Gavilan College. Capitalizing on past successes, Gavilan College continues to focus on supporting its service communities and increased access to the District through educational sites in Hollister and Morgan Hill. The schedules of classes at all sites are arranged so that students are able to further their goals by access to a wide range of courses at the sites.

In response to current and possible continued state budget issues, Gavilan has repositioned itself to a smaller but adequately supported program. This matches program costs with available resources. This also offers Gavilan the opportunity to manage program growth efficiently as additional resources are available.

Gavilan College has been concentrating on achieving maximum Full Time Equivalent Students (FTES) to obtain and stabilize growth revenue funds. In FY 06/07, FY 07/08, FY 08/09, FY 09/10, and FY 10/11 there has been substantial growth. It appears that in this academic year (11/12), student demand continues to increase. A number of other districts are “capping” the number of sections to equal state funding. Gavilan, however, is increasing the Fall 2011 semester in order to accommodate continued growth and funding potential. This highlights the District’s need to maximize growth to the level of funding and also enhance non-state sources of revenue.

Several institutional initiatives have been developed to maximize FTES, become the “College of Choice”, and capture the estimated 31% of students residing in Gavilan’s service area but leaving to attend surrounding community colleges. These initiatives have included implementing web registration, increasing full time faculty, conversion to a compressed, sixteen week semester schedule, development of the Early College project, High Step program and Transfer Institute.

With the passage of Gavilan’s \$108 million Measure E General Obligation Bond in March 2004, the Board of Trustees has taken a number of steps in the implementation of Measure E. For example, the Board of Trustees has:

- Acquired property in Coyote Valley to ensure a site for full a community college campus.

- Acquired property in Hollister to ensure a site for a full college community campus in San Benito County.
- Approved a two-volume Facilities Master Plan, dated February 14, 2006, that defines the scope, budget, and schedule of each of the Measure E construction type projects. The first of these completed projects included: Infrastructure and Parking Lot Upgrades, Interim Housing/Swing Space, the Modernization of the Science Building Complex, and portions of the old Occupational Education Building. Projects completed as of January 2010, include the Humanities, Art, and Music Buildings and the Facilities and Security Building. The Business and Cosmetology Buildings were completed during the summer of 2010 and the Social Science Building was completed in the summer of 2011.
- In addition to those project shown above that were fully paid by the Measure E Bond, the college also has earmarked matching funds for state approved projects. These projects include the Physical Education Modernization project, the Library/TV Studio and a new Administrative/Student Services Building. The major concern for these projects is the amount set aside for the district match. Due to inflation, the amount required as a district match will continue to grow. This problem will require more detailed analysis before staff will be able to make recommendations to the board.
- Approved the new Enterprise Resource Plan (ERP) or management information system and made allocations of more than \$1 million in new computers using Measure E funds.

BUDGET HIGHLIGHTS

UNRESTRICTED GENERAL FUND REVENUE

Funding from the State of California was determined by an allocation methodology referred to as Program Based Funding. With the passage of SB361 (Scott), community college funding rates are now permanently equalized so that almost every district is funded at the same rate.

In FY 11/12, the state budget included provisions that reduce workload (FTES) measures to the amount of state funding available. The reduction for Gavilan is estimated to be \$1,448,000. Gavilan College's FY 10/11 base revenue of \$27,269,091 will decrease to \$25,821,091 for FY 11/12. The FY 11/12 Final Budget is based on zero growth revenue, zero Cost of Living Allowance (COLA), and the \$1,448,000 reduction.

The FY 11/12 Final Budget shows a deficit budget as projected expenditures are more than projected revenues. A deficit is a concern due to the uncertainty of the state budget and growth. Although the District has adequate reserves to deal in the short term with a deficit, it is the District's intent to eliminate the deficit.

For this Final Budget revenues available for appropriation, including local, non-state revenue in FY 11/12 are estimated as follows:

State Revenue including local property taxes & fees	\$ 25,821,091
Less property taxes	(14,030,000)
Less Enrollment fees	(1,250,000)
Part-time Faculty	126,500
Enrollment Fee Waiver Admin	25,000
Lottery	745,000
Actual State Revenue	<u>11,437,591</u>
Local Property Taxes	14,030,000
Enrollment Fees	1,250,000
Interest Income	20,000
Non-Resident Tuition	100,000
Other Local Revenue	630,530
Total	<u>27,468,121</u>
Transfer Requirements (In)	1,448,000
Transfer Requirements (Out)	<u>(2,125,922)</u>
Net Revenue Available for Appropriation	<u>\$ 26,790,199</u>

UNRESTRICTED GENERAL FUND EXPENDITURES

STRATEGIC PLANNING AND BUDGET DEVELOPMENT

Discretionary funds are allocated to obtain the resources necessary to implement the Strategic Plan and the Educational Master Plan.

SALARIES AND BENEFITS - 83% OF GENERAL FUND EXPENDITURES

Gavilan College is in the process of negotiating multiple year agreements with the Gavilan College Faculty Association (GCFA) and has completed negotiations with the California School Employees Association (CSEA). The Final Budget contains a 2% salary increase. In the past, multiple year agreements have helped provide increases that will allow Gavilan College to remain a competitive employer by providing a salary equal to the statewide median while controlling the increase in its largest category of expenditure.

TELECOMMUNICATIONS

Gavilan College has continued to enhance its telecommunications system through high speed Internet access to the instructional sites. Funds had been set aside and work is now complete in providing on-line enrollment access to students. The process of upgrading the existing HP3000 main frame for the short term and implementing an "integrated system" for the long term is nearing completion. The HP3000 is now only used to reference archival data. The integrated system conversion started with course and schedule processing, followed by registration and now includes financial applications, Financial Aid, Degree Works and Extender optical imaging for an electronic student record data base. These modules are completely operational, but do require additional ongoing support funding. Grant funding has enabled the development of new computer laboratories for math and ESL, smart classrooms and a staff resource center. An electronic student appointment

system is in full use. Students are able to make appointments to meet counselors electronically and student data collected will allow counseling, Disability Resource Center (DRC), Extended Opportunities Programs and Services (EOPS), and CalWORKS to track appointment patterns of students. These programs enhance Gavilan College's efforts to bring high technology to the classroom; a primary initiative identified through the strategic planning process and the Educational Master Plan.

LONG TERM OUTLOOK

Due to the economic downturn, the communities of Gilroy, Hollister, and Morgan Hill are experiencing a slower population growth. 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, a 6% increase. Projected growth for Morgan Hill in the year 2017 is estimated to reach 52,872. Growth in the City of Gilroy is projected to reach 70,809 by the year 2017. These projections will change as more 2010 U.S. Census data becomes available. The current economic downturn will clearly affect economic, population, and student growth. In San Benito County, proposed foreclosures and unemployment rates have dramatically increased. For example, in San Benito County in March 2011, unemployment (not seasonally adjusted) was 17.5% (CLMID). As more service area residents endeavor to retrain to increase employment prospects, student enrollment is likely to increase beyond current capacity limits.

CONCLUSION

The current economic conditions in California are resulting in a great deal of uncertainty. Almost all additional financial resources to community colleges will be based on the state budget process. For the moment, FY 11/12 provides Gavilan College with enough resources to stabilize the budget and to make improvements in achieving the goals of the Strategic Plan and the Educational Master Plan. Through its 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.

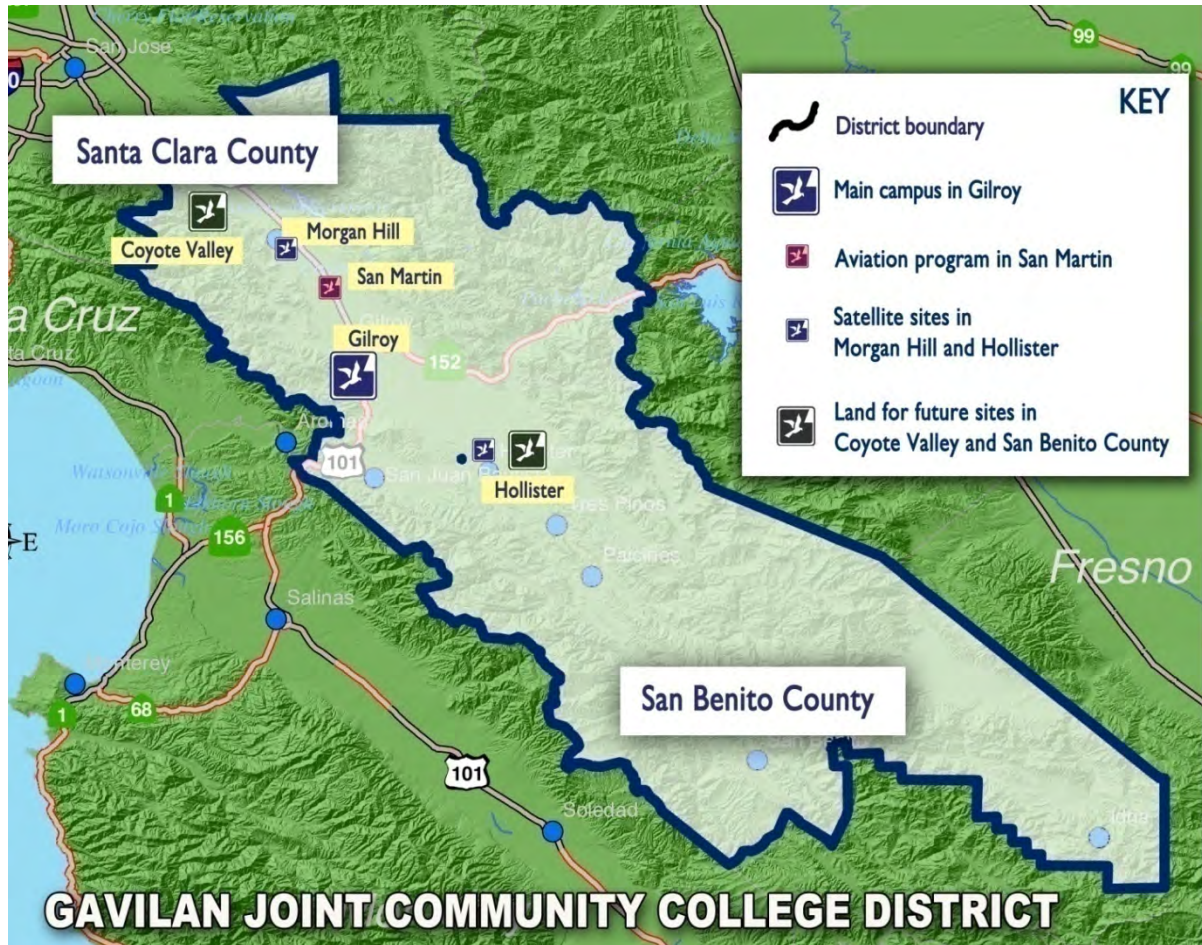
Gavilan College is one of 112 California Community Colleges that are organized into 72 districts which are political subdivisions authorized by the Constitution of the State of California. A seven-member board of trustees governs the Gavilan Joint Community College District. The voters of the communities 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 curricular offerings at the main (Gilroy) campus. These two sites are an integral part of the District's effort to enhance student access to a college education. Gavilan College is a 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 10/11, Gavilan College served an estimated 20,027 students. Gavilan College employs 223 full time equivalent permanent employees and approximately 210 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.

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 Community College League of California (CCLC) provided 2010 total population of approximately 171,807. The District is comprised of approximately 2,700 square miles in southern Santa Clara County and all 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 55,269 in 2010.

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 52,027 for 2010.

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 40,246 for 2010.

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. For 2008, the area's population was estimated to be 309 (CLMID). As outlined in the Coyote Valley Specific Plan, the population in this area could reach 80,000. Although currently on hold, this expansion would justify establishment of another campus. Because Coyote Valley resides within the Gavilan College service area, it is Gavilan College's responsibility to serve this area.

MISSION OF GAVILAN COLLEGE AS DEFINED BY THE BOARD OF TRUSTEES

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

ACCREDITATION

Gavilan College is accredited by the Accrediting Commission for Community and Junior Colleges and the Western Association of Schools and Colleges. The District's current accreditation is valid until 2012.

PRINCIPLES OF COMMUNITY

At their December 14, 2010 meeting, the Board of Trustees adopted the "Gavilan College Principles of Community". The Principles were developed by a shared task force to produce a code of ethics for the college in accordance with our accreditation standards. The adopted Principles of Community follow:

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

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

Gavilan College aspires to be:

- *Diverse*
We embrace and celebrate diversity in all its forms (the heritage, achievements, uniqueness, and contributions of all our members) and seek to uphold an inclusive, open and enlightened community.
- *Open*
We believe free exchange of ideas requires mutual respect, trust and consideration for our differences.
- *Purposeful*
We are a community that maintains a shared commitment to service to society and advancement of knowledge through innovative teaching and learning.
- *Just*
We are committed to respect for individual dignity and equitable access to resources, recognition and security.

These Principles of Community, reflected in Board Policy 2715, guide the institution's actions. They provide guidelines to follow and are to be considered a living document. Adherence to the Principles of Community is the professional responsibility of all staff. Behavior that is in conflict with the principles may be subject to peer review. Ultimately, Gavilan College is dedicated to fulfilling its mission with compassion, caring and understanding, while respecting all individuals.

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. To promote lifelong learning short-term, not for credit classes are offered through the Community and Contract Education program. Those courses typically include instruction in computer training, business, finance, children summer programs, physical exercise and recreation.

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 effective July 1, 2011.

Administrative Services is responsible for the administrative support of the District. Administrative Services' includes: equal opportunity and grievance officer, risk management, facility construction, faculty and classified negotiations, health and safety, and internal/external contract management. Departments include: Business Services, Human Resources, Facilities' Services, Management Information Systems (MIS), and Security & Support Services.

Instructional Services is responsible for the educational program and grant writing 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. However, the overall efficiency of course scheduling and loading needs to improve in order to decrease costs without reducing the benefit to students. Full-growth funding and achievement of maximum enrollments will allow the Dto increase its ability to enhance programs and serve students.

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 2011/12 are as follows:

**Schedule of Resources Available to Operate Gavilan College
Final Budget FY 2011-12**

Unrestricted General Fund	\$ 28,541,947	55.62%
Instructional Equipment	-	0.00%
Parking Fund	157,247	0.31%
Restricted General Fund	6,841,665	13.33%
Child Development Center Fund	713,791	1.39%
Capital Projects Fund	125,000	0.24%
Measure E Debt Service Fund	4,134,350	8.06%
Measure E Construction Fund	1,000,000	1.95%
Long Term Debt Fund	1,000	0.00%
Associated Student Body Fund	38,325	0.07%
Financial Aid Fund	9,636,761	18.78%
Student Center Fund	126,320	0.25%
	<hr/>	<hr/>
Total Expenditures	<u><u>\$ 51,316,406</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, 2011 through June 30, 2012. 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 through the Strategic Plan and the Educational Master Plan. The Board of Trustees generally adopts a **Budget Calendar (Attachment A)**. **Budget Guidelines (Attachment B)** are also adopted and are used to provide more 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 mandated by AB 1725 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 has been established to meet the AB 1725 requirement. 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 2011/12 - 2015/16. The Board of Trustees strategic planning values and objectives for calendar year 2011 are included as **Attachment B** to 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 values. 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 has been assessed for completion of activities and a new plan is in the process of being developed. The updated Educational Master Plan will consist of the program plans developed by the departments, programs and services at the District along with the activities that support the Strategic Plan objectives. These program plans will be updated each year for budget development, every four years when reviewed by the Institutional Effectiveness Committee and every four years for accreditation. This will satisfy the accreditation requirement to integrate planning efforts. 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 through the Educational Master Plan process and the supporting Facilities, Technology and 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 12.05% 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, recruitment 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.

New Positions:

Faculty - A full time faculty requirement is established for each college based on prior year base revenues. Increases in full time faculty members are required when a college receives growth revenue or equalization revenue. Gavilan College complies with the state requirement that an increase be calculated to determine the number of new faculty hires that are to be hired as a result of achieving growth revenue.

The District is once again in the process of evaluating the need for additional full time faculty members in order to meet instructional demands that are difficult to satisfy because of a shortage of part time faculty members and/or program regulations. The faculty and administration will develop a five-year full time faculty hiring plan. The fully implemented plan would increase the full time to part time ratio to 65%. A level of 65% appears to be a reasonable goal assuming that class sizes average 22 or more across the campus.

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.

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.

Each year the District will allocate \$25,000 to the capital projects funds to establish a fund to obtain the service of professionals to develop capital projects.

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 consistent with the requirements of AB1725 that require a participatory governance process be in place to allow constituency groups affected by decisions to be consulted collegially and have the opportunity to comment on the proposed actions. To assist it in providing open access to the budget development process to all constituency groups, the Superintendent/President formed the College Budget Committee. The committee consists of representatives of the Associated Student Body, faculty, classified, 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 FY 11/12 Final Budget assumes a zero COLA, zero in growth funding, and a base revenue reduction of \$1,448,000.

The significant 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.

EXPENDITURES

Due to the use of Measure E Bond funds, expenditures related to technology have increased over the last five years especially in the areas of new computers and an Enterprise Resource Planning (ERP) computer system. Approximately 5 years ago, Gavilan College completed installation of a data network and a telecommunications connection with the California State University System. The installation of the data network, and

teleconferencing equipment has established the backbone of the structure that can assist in substantial use of technology to provide instruction and student instructional support. The costs associated with maintaining this additional technology and upgrading it as necessary are significant.

New computer laboratories have been developed for the mathematics and ESL disciplines and several smart classrooms have been equipped with advanced instructional technologies. Additional personnel and equipment provide resources necessary to upgrade, operate and maintain the MIS system and to support the 1000 plus computers at the District. The Plan is updated on a regular basis with the last update completed on June 14, 2011.

Retiree health benefits and retirement incentive costs will increase slightly in the next three to five year period. Gavilan College provides lifetime health benefits to a limited number of current classified employees employed prior to 1986. Classified and certificated employees hired after 1986 receive health benefits until age 65. Increases are expected for the next three to five year period as more qualifying employees retire. By the end of FY 11/12, it is projected that the District will have accumulated in excess of 5.5 million dollars to the long term debt fund in order to provide resources to pay for retiree health benefit obligations in the future. The District is a member of a retiree health benefit program along with a number of other California community colleges. 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 future retiree health benefit obligations.

FINANCIAL PLAN - ALL FUNDS UTILIZED BY GAVILAN COLLEGE

INTRODUCTION

The State Chancellor's Office provides funding to the community colleges using criteria established by a board of governors. The Governor appoints members of the board of governors. The board of governors 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, some with restrictions and some without restrictions. 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.

STANDARDS FOR FUNDING

California Community Colleges were, prior to FY 06/07, funded based on an allocation method called "Program Based Funding". With the passage of SB 361 (Scott), a new approach to community college funding was implemented effective July 1, 2006.

This new approach provides for the distribution of funds to community colleges that is both simpler and more equitable. 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).

In FY 10/11 for example, Gavilan's base allocation is made up of the following two (2) components:

1. Single college district with less than 10,000 FTES = \$3,321,545 (\$3,177,600 x 4.53% 07/08 COLA x 0% 08/09 COLA x 0% 09/10 COLA x 0% 10/11 COLA).
2. Rural campus designation = \$553,591 (\$529,600 x 4.53% 07/08 COLA x 0% 08/09 COLA x 0% 09/10 COLA x 0% 10/11 COLA).

In addition to the base allocation above, Gavilan, along with most other community colleges receives the following:

1. Credit FTES = \$4,565 (4,367 x 4.53% 07/08 COLA x 0% 08/09 COLA x 0% 09/10 COLA x 0% 10/11 COLA)
2. Noncredit FTES = \$2,745 (2,626 x 4.53% 07/08 COLA x 0% 08/09 COLA x 0% 09/10 COLA x 0% 10/11 COLA)

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 have a significant impact on the amount of state apportionment revenue that will be received.

Community colleges are allocated a maximum state apportionment revenue amount by the Chancellor's Office. The revenue is provided to the colleges through a combination of 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.

About 46% of Gavilan College's total apportionment revenue is received through state payments with the remaining portions being received in the form of local county property taxes and student enrollment fees.

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 \$126,500.
- **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 \$745,000.
- **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 \$20,000.
- **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 \$198 per unit. The projected revenue is \$100,000.
- **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 \$630,530.

EXPENDITURES

Gavilan College has maintained an ending fund balance that has decreased from about 11.28% to 10.60% for the past three fiscal years. This level of ending fund balance, even with the 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 6.93% of expenditures and transfers out. 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 10/11 and the FY 11/12 Final Budget is as follows:

Instructional Program Funding Department	Current Budget FY 10/11		Final Budget FY 11/12	
	Amount	Percent	Amount	Percent
Allied Health	\$ 884,745	3.25%	907,197	3.18%
Athletics	904,727	3.33%	1,004,336	3.52%
Business	437,459	1.61%	566,910	1.99%
NonCredit	582,874	2.14%	667,545	2.34%
Computer Sciences	830,939	3.06%	818,740	2.87%
English	1,405,337	5.17%	1,697,898	5.95%
English-Second Language	672,480	2.47%	517,307	1.81%
Fine Arts	1,794,158	6.60%	1,823,178	6.39%
Guidance	37,387	0.14%	38,830	0.14%
Mathematics	654,511	2.41%	1,045,362	3.66%
Natural Sciences	757,109	2.78%	770,889	2.70%
Physical Education	314,148	1.16%	334,338	1.17%
Police Academy	1,271,634	4.68%	1,264,579	4.43%
Santa Clara County Sheriff Office	238,583	0.88%	188,308	0.66%
Social Sciences	933,328	3.43%	907,308	3.18%
Vocational/Technical	1,183,244	4.35%	1,236,079	4.33%
COLA, MDVL, Burdens	-	0.00%	(0)	0.00%
Total Instructional Programs	\$ 12,902,661	47.45%	\$ 13,788,804	48.31%
Administrative and Support Services				
Executive Administration				
Services				
Communication Office	275,173	1.01%	319,049	1.12%
Cultural Activities	-	0.00%	-	0.00%
Governing Board	255,095	0.94%	237,679	0.83%
President's Office	463,987	1.71%	482,592	1.69%
Travel, Conference, Equipment	17,353	0.06%	12,209	0.04%

Total	\$ 1,011,608	3.72%	\$ 1,051,529	3.68%
Instructional Support				
Academic Administration	590,142	2.17%	591,851	2.07%
Dean, Liberal Arts	353,125	1.30%	361,185	1.27%
Dean, Technical & Public Services	291,423	1.07%	307,236	1.08%
Computer Place	252,970	0.93%	267,127	0.94%
Distant Education	138,043	0.51%	127,889	0.45%
Faculty Senate	101,815	0.37%	153,565	0.54%
Hollister Satellite	370,772	1.36%	384,776	1.35%
Library	700,642	2.58%	599,522	2.10%
Media Services	138,985	0.51%	143,479	0.50%
Morgan Hill Satellite	452,385	1.66%	459,888	1.61%
Television Services	5,000	0.02%	10,000	0.04%
Television Channel 18	25,744	0.09%	28,015	0.10%
Tutoring	46,201	0.17%	46,200	0.16%
Total	\$ 3,467,247	12.75%	\$ 3,480,734	12.20%
Student Support Services				
Admissions and Records	578,399	2.13%	660,608	2.31%
Career Center	58,591	0.22%	27,222	0.10%
Counseling	757,215	2.78%	708,992	2.48%
Enrollment Management	208,640	0.77%	207,336	0.73%
Financial Aid Office	308,234	1.13%	396,048	1.39%
Graduation	15,055	0.06%	15,519	0.05%
Institutional Researcher	88,636	0.33%	92,611	0.32%
Scholarship Award Ceremony	600	0.00%	1,689	0.01%
Student Services	103,892	0.38%	102,816	0.36%
Cafeteria	-	0.00%	-	0.00%
Work Study	10,329	0.04%	10,367	0.04%
Total	\$ 2,129,591	7.83%	\$ 2,223,208	7.79%
Administrative Services				
Business Services	1,367,493	5.03%	1,467,160	5.14%
Classified Staff Development	2,500	0.01%	2,500	0.01%
Custodial	520,066	1.91%	514,597	1.80%
Facility Usage	118,247	0.43%	121,639	0.43%
Grounds	419,346	1.54%	434,609	1.52%
Health/Safety	83,486	0.31%	81,654	0.29%
Insurance	197,374	0.73%	208,600	0.73%
Maintenance	685,107	2.52%	594,821	2.08%
Management Information Systems	1,305,721	4.80%	1,548,951	5.43%
Personnel	414,526	1.52%	418,784	1.47%
Security	264,729	0.97%	243,961	0.85%

Campus Services	106,165	0.39%	110,880	0.39%
Utilities	1,066,861	3.92%	960,739	3.37%
Warehouse	296,705	1.09%	310,425	1.09%
Energy Assess/Property				
Devel/Puente	188,668	0.69%	375,000	1.31%
Aviation Move	70,000	0.26%	-	0.00%
Retiree Health Benefits	572,000	2.10%	603,349.29	2.11%
COLA, Benefits, OT, Substitutes	-	0.00%	-	0.00%
Total	\$ 7,678,994	28.24%	\$ 7,997,671	28.02%
Total All Support Services	\$ 14,287,440	52.55%	\$ 14,753,143	51.69%
Total All Expenditures	\$ 27,190,101	100.00%	\$ 28,541,946	100.00%

SALARIES AND EMPLOYEE EXPENDITURES

As an educational institution whose products are instruction and support services, 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 11/12.

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 10/11 salary schedule provides compensation that ranges from \$50,010 to \$105,852 per academic year, depending on education and experience.

Academic employees are compensated based upon their educational qualifications and experience. Currency in subject matter taught in the classroom is an important factor to Gavilan College. To recognize this factor and to provide an incentive for faculty to maintain currency in their chosen professional disciplines, Gavilan College and GCFA have agreed to advance employees on the salary schedule based on each employee's completion of a combination of professional education course work and course work from a regionally accredited post secondary education institution.

Employees are placed on a "Track" that has a maximum of 19 steps plus "longevity" steps for Track II, III, IV, and V. One step advance is allowed for each academic year and provides a salary increase of roughly \$2,175 per annum. In addition to step advances, employees

may also change track through achievement of identified academic milestones. For example, to qualify for Track III, an employee generally needs to have completed a master's degree plus 15 semester units of credit beyond the master's degree. To move to Track IV the employee would have to complete an additional 15 semester units of credit bringing the total course work to a level of a master's degree plus 30 semester units. A change in track provides a salary increase of roughly \$3,600 per annum.

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 between 200 and 210 adjunct faculty during each of the spring and fall semesters.

Currently, based on the FY 10/11 salary schedule, lecture adjunct faculty members can earn between \$53.84 and \$77.84 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.

Currently, in FY 11/12, classified employees can earn between \$29,565 and \$78,685 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 FY 09/10 and FY 10/11 staffing to the FY 11/12 staffing plan.

BOARD OF TRUSTEES

Members of the Board of Trustees receive a monthly stipend of \$252 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.
- **10.92% 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.
- **2.5% 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.
- **2.0% 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 visions 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 \$3,114 to \$24,301 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 must have 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 11/12, Gavilan College's Final Budget provides for a projected ending fund balance at June 30, 2012 of \$2,125,635. The \$2,125,635 is classified as designated for economic uncertainties representing 6.93% of total expenditures and transfers 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 three JPA's: two for liability transfer, and one 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 from West Valley Mission Community College District, San Jose-Evergreen Community College District and Gavilan Joint Community College District. 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 comprised of the chief business officer of each college district governs the NCCCP JPA. 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 two safety officers who are 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 11/12 is estimated to be \$509,364. 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 comprised of the chief business officer of each college district governs the Bay Area Community College JPA. There are nine colleges in the Bay Area Community College JPA. The Board of Directors approves claim payments, settlements and the contribution rates to be levied against each district.

Gavilan College's contribution for coverage provided by the Bay Area Community College JPA for FY 11/12 is \$184,885.

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 an administration of justice program that includes police and fire academies program that trains a large number of candidates for employment. This JPA provides an academic service that generates FTES, which is then reported by each member college district on its attendance accounting 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 11/12 Gavilan College is providing an estimated \$1,163,808 to the JPA and will in turn receive an estimated 470 FTES plus 25 FTES as an offset for providing the JPA with facilities.

RETIREE HEALTH BENEFIT PROGRAM, JPA

Public employers in the United States, including California community college districts, now face a new fiscal challenge. The Governmental Accounting Standards Board (GASB) has issued new accounting standards that require community college districts to either fully fund retiree health benefit costs for current and retired employees or acknowledge, in their annual financial statements, their unfunded liability.

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 will provide the actuarial services required to properly calculate each district's annual post-employment benefit cost and accumulated liability every two years as required. It will also create a trust arrangement for accumulating irrevocable benefit funds and operate a pooled investment program for accumulated benefit funds. By the end of FY 11/12, Gavilan College projects having in excess of \$5.5 million in this pooled investment program with an estimated obligation of \$5,300,000 at this point in time.

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 11/12.

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**.

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 occupational programs for CalWORKs students are linked to the demands of the local labor market and can assist students with a career track that will lead to a family supporting income. 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.

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. Grants and educationally related expenses (such as childcare, transportation, textbooks and supplies) may be awarded as a means of strengthening retention. 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. The student must have at least one child less than 14 years of age and be eligible for EOPS. Gavilan College incurs no additional unrestricted general fund costs to provide services under the CARE program.

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 offered by all California community colleges. Funding is determined by the State Chancellor's Office using a complicated formula that considers a base funding level and the number of students served by each college. The Gavilan College general fund pays for the cost of the EOPS Associate Dean as mandated by the State Chancellor's Office.

FACULTY AND STAFF DIVERSITY

The purpose of these funds is to enable the California community Colleges system 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

Currently, fees are charged to students at the rate of \$15 per semester for the cost of providing health services to students. Effective with the spring session of 2012, the fee will be \$17 per semester, \$14 for summer session, and \$14 for each intersession of at least four weeks.

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:

<p>Total amount of the current year grant Add any prior year carryover Less amount allocated to library (approximately \$60,000) Equals amount for general instructional equipment needs</p>

MATRICULATION

Matriculation funds are provided to Gavilan College pursuant to the Seymour-Campbell Matriculation Act of 1986. The intent of the Legislature when approving the Act was to:

- (a) Ensure equal education opportunity for all Californians

- (b) Ensure that students receive the educational services necessary to optimize their opportunities for success
- (c) Provide students with the information to establish realistic educational goals, and ensure that the matriculation process does not exclude students from receiving appropriate educational services at community colleges

California Education Code Section 78212 defines matriculation and identifies the services that are to be provided when a college receives funding for matriculation. Matriculation is defined as a process that brings a college and a student who enrolls for credit into an agreement for the purpose of realizing the student's educational objectives. Matriculation services to be provided include all of the following:

- (a) Processing of the application for admission
- (b) Orientation and pre-orientation services to provide students with information concerning campus procedures, academic expectations, and financial assistance
- (c) Assessment and counseling upon enrollment
- (d) Post-enrollment evaluation of each student's progress and required advertisement or counseling for students who are enrolled in remedial courses, who have not declared an educational objective as required, or who are on academic probation, as defined by standards adopted by the Board of Governors of the California Community Colleges and community college districts

The District is not required to provide a cash or in-kind match for these services but does maintain a Student Services division that maintains a staff of trained counselors and other professionals that assist in meeting the matriculation service requirements defined above.

MATHEMATICS, ENGINEERING, AND SCIENCE ACHIEVEMENT (MESA)

The MESA (Mathematics, Engineering, and Science Achievement Program) is dedicated to the academic excellence and personal support to students majoring in a math or science-based field (computer science, biology, all engineering, etc.), and who plan to transfer to a university.

The MESA program is a rigorous academic support program with various components that help build an academically based peer community to provide mutual students support and motivation, further fostering a community of learners/scholars. There is an academic and economic disadvantage criteria, both of which must be met to qualify as a MESA student.

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.

There are nine authorized categories for state-supported noncredit education are set forth in the *California Education Code*, 84757, as: Parenting, Elementary and Secondary Basic

Skills, English as a Second Language (ESL), Immigrants, Adults with Disabilities, Short-term Vocational, Older Adults, Home Economics, Health and Safety.

The Noncredit Program also provides Noncredit Matriculation services made possible through new legislation passed in 1997-98 (AB 1542, AB 107) and revisions in budget language that extended the provision of matriculation services to students enrolled in designated noncredit classes, courses and programs. Under this new legislation (AB 1542, Section 16, 72620.5) was added to the Education Code to read: "Commencing with 1997-98 fiscal year, community college districts to the extent that funding is provided in the annual Budget Act, may provide counseling and matriculation services for students enrolled in credit courses and students enrolled in noncredit courses, according to a welfare-to-work plan as provided in section 11325.1 of the Welfare and Institutions Code."

AB 107, Item 7b reads, "Of the amount appropriated in Schedule (f), \$10,000,000 shall be allocated to community college districts on a one-to-one matching fund basis to provide matriculation services to include, but not be limited to, orientation, assessment, and counseling for students enrolled in designated noncredit classes and programs who may benefit most, as determined by the Chancellor of the California Community Colleges pursuant to Sections 78216 to 78218, inclusive, of the Education Code."

The intent of the legislation is to allow community colleges to provide matriculation services for students enrolled in designated courses in the following Noncredit Categories: Elementary and Secondary Basic Skills, English as a Second Language, Disabled/Adults with Disabilities, Citizenship/Immigrant, Parenting and Short-Term Vocational courses. Students enrolled in these categories of courses will be able to use these curricula and support services to move into the workforce through skill acquisition or job placement services.

REGIONAL OCCUPATION PROGRAM (ROP)

ROP is a program funded by the Santa Clara County Office of Education to provide career technical training on a countywide basis using Gavilan College and other institutions to provide educational services to students. The orientations of these programs vary as the vocational needs of the county change. In FY 11/12 Gavilan College expects to provide educational services for the following career technical programs:

Business Office Technology	Clinical Medical Assistant	Computer Graphics Applications
Home Health Aide	Nursing Assistant	

Gavilan College is not required to provide a cash or in-kind match in order to receive funding under this program.

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. As defined in *California Education Code* Section 87153, these funds may be used for the following purposes:

- (a) Improvement of teaching
- (b) Maintenance of current academic and technical knowledge and skills

- (c) In-service training for vocational education and employment preparation programs
- (d) Retraining to meet institutional needs
- (e) Intersegmental exchange programs
- (f) Development of innovations in instructional and administrative techniques and program effectiveness
- (g) Computer and technological proficiency programs
- (h) Course and training implementing affirmative action and upward mobility programs
- (i) Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges, including but not limited to programs designed to develop self-esteem

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM)

Gavilan College in partnership with San Jose State University is the recipient of a 2-year STEM grant funded by the Department of Education. These grant monies are being used to fund the two majors 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 develop model transfer and articulation agreements between 2-year Hispanic-serving institutions and 4-year institutions in such fields. The Natural Sciences department is currently engaged in several activities to accomplish these goals including the redesign of curriculum, purchase of new laboratory equipment and computers, and the establishment of a Supplemental Instruction tutoring program. The grant is also funding additional services for students such as a dedicated STEM advisor and paid student internships.

TJ OWENS GILROY EARLY COLLEGE ACADEMY

The TJ Owens Gilroy Early College Academy (GECA), originally funded from the Bill and Melinda Gates Foundation through the Foundation for California Community Colleges, is a partnership between Gavilan College and the Gilroy Unified School District. The program houses a high school on the Gavilan College Campus and supports early access to college through a linked high school diploma and college degree attainment program for grades 9-12.

TRIO

TRIO is a five-year, federal grant funded through the Department of Education. Gavilan's program provides counseling, academic support and social and extracurricular activities as ways to increase a sense of belonging (in college) and increase long-term retention and graduation. The program serves 160 low income, first generation 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, Industrial Technology and Drafting 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 09/10 and FY 10/11 staffing to the FY 11/12 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 only parking to \$40 per semester for a daytime parking permit. A daily permit is also available at a cost of \$.75. 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 Colleges receives a nominal amount for administrative services.

Gavilan College also participates in a federally funded work-study program. As a participant, Gavilan College is required to provide a cash match of 25% of the total amount paid to students who are employed under 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. **Exhibit 8** is a copy of the Governing Board Agenda item cover sheet and the Facilities Master Plan revisions. 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.

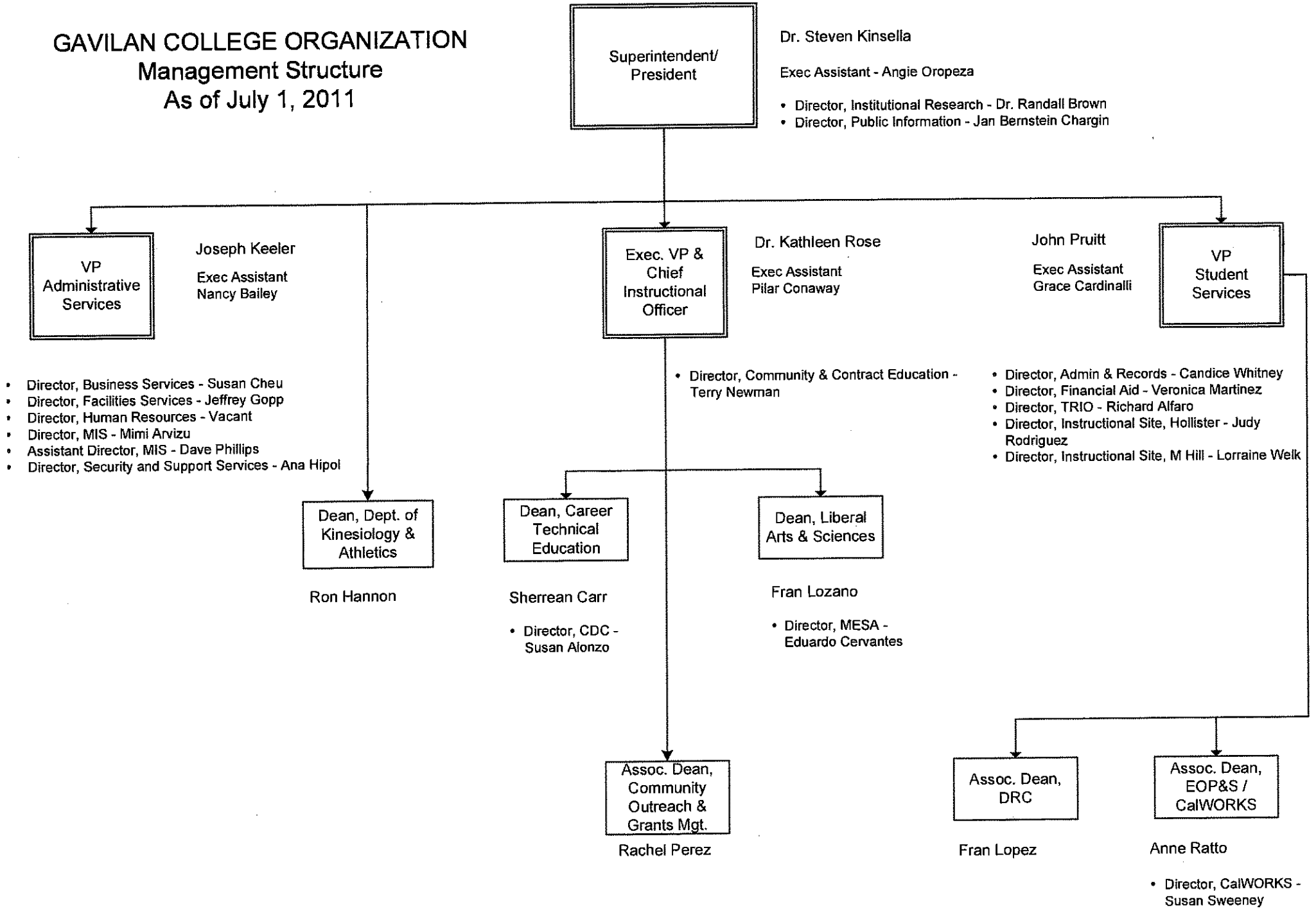
On February 14, 2006, the Board of Trustees approved a two-volume Facilities Master Plan, dated February 14, 2006, including appendices, which is the plan for the facilities portion of the Measure E Bond Program. The Plan represents an on-going, fluid document that will be updated and amended to reflect new or changed conditions that influence the ultimate facilities delivery over the next eight (8) years. The Plan reflects the latest consensus thinking of the District, its stakeholders and its consultants as the framework for design and construction of the various projects that translate "vision" into affordable reality. It is to serve as the guideline for decision-making, capital-outlay expenditures, and educational facilities design.

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 at this point in time. 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 11/12, the District projects having accumulated in excess of \$5.5 million to this program in order to provide resources to pay for the existing 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 future retiree health benefit obligations.

GAVILAN COLLEGE ORGANIZATION Management Structure As of July 1, 2011



Consolidated Summary All Funds
Final Budget FY 2011-12

A	B	C	D	E	F	G	H	I	J	K	L	M	
1		Unrestricted General Fund 10				Instructional Equipment/TTIP Fund 24					Parking Fund Fund 26		
2			Current	Final			Current	Final			Current	Final	
3			Budget	Budget			Budget	Budget			Budget	Budget	
4		Actual				Actual				Actual			
5		FY09/10	FY10/11	FY11/12		FY09/10	FY10/11	FY11/12		FY09/10	FY10/11	FY11/12	
6	Revenue Description												
7	Federal Revenue	\$ 202,780	\$ 23,000										
8	State Revenue	12,867,793	12,966,400	\$ 11,437,591									
9	Local Revenue	16,071,291	16,099,226	16,030,530						\$ 153,017	\$ 157,247	\$ 157,247	
10	Total Revenue	\$ 29,141,864	\$ 29,088,626	\$ 27,468,121		\$ -	\$ -	\$ -		\$ 153,017	\$ 157,247	\$ 157,247	
11													
12	Expenditures:												
13	1000: Academic Salaries	\$ 10,533,545	\$ 10,290,064	\$ 10,719,274									
14	2000: Non-Instructional Salaries	5,019,782	5,077,462	5,262,200						\$ 86,142	\$ 85,909	\$ 86,509	
15	3000: Employee Benefits	4,878,858	5,395,052	6,048,810						38,725	37,887	42,054	
16	4000: Books and Supplies	523,566	471,309	552,094	108,861					983	1,500	1,500	
17	5000: Services and Other Operating Expenses	5,347,245	5,734,151	5,710,056	1,132					9,329	23,800	21,800	
18	6000: Capital Outlay	229,316	222,063	249,513	12,468					1,795	8,151	5,384	
19	7000: Financial Aid/Scholarships/Debt Svc												
20	Total Expenditures	\$ 26,532,312	\$ 27,190,101	\$ 28,541,947		\$ 122,462	\$ -	\$ -		\$ 136,974	\$ 157,247	\$ 157,247	
21													
22	Excess of Revenues Over Expenditures												
23	Prior to Intra/Interfund Transfers	\$ 2,609,552	\$ 1,898,525	\$ (1,073,826)		\$ (122,462)	\$ -	\$ -		\$ 16,042	\$ -	\$ -	
24													
25	Intra/Interfund Transfers Out	\$ 2,061,528	\$ 1,996,049	\$ 2,125,922		\$ -		\$ -					
26													
27	Intra/Interfund Transfers In			\$ 1,448,000								\$ -	
28													
29	Net Change in Ending Fund Balance	\$ 548,024	\$ (97,524)	\$ (1,751,748)		\$ (122,462)	\$ -	\$ -		\$ 16,042	\$ -	\$ -	
30													
31	Projected Variance in Actual vs. Budget		\$ 750,000										
32													
33	Beginning Fund Balance	\$ 2,675,883	\$ 3,224,907	\$ 3,877,383		\$ 141,877	\$ 19,415	\$ 19,415		\$ 72,653	\$ 88,695	\$ 88,695	
34													
35	Ending Fund Balance	\$ 3,224,907	\$ 3,877,383	\$ 2,125,635		\$ 19,415	\$ 19,415	\$ 19,415		\$ 88,695	\$ 88,695	\$ 88,695	
36													
37												6.93%	

Consolidated Summary All Funds
Final Budget FY 2011-12

	B	N	O	P	Q	R	S	T	U	V	W
1											
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		FY09/10	FY10/11	FY11/12	FY09/10	FY10/11	FY11/12	FY09/10	FY10/11	FY11/12	
6	Revenue Description										
7	Federal Revenue	\$ 3,471,634	\$ 3,369,886	\$ 1,447,541	\$ 3,674,414	\$ 3,392,886	\$ 1,447,541	\$ 35,418	\$ 28,980	\$ 22,150	
8	State Revenue	2,431,968	3,055,404	2,501,584	15,299,761	16,021,804	13,939,175	247,396	284,025	56,914	
9	Local Revenue	1,183,931	1,076,264	1,257,319	17,408,239	17,332,737	17,445,096	255,344	238,002	330,346	
10	Total Revenue	\$ 7,087,533	\$ 7,501,554	\$ 5,206,444	\$ 36,382,414	\$ 36,747,427	\$ 32,831,812	\$ 538,158	\$ 551,007	\$ 409,410	
11											
12	Expenditures:										
13	1000: Academic Salaries	\$ 2,486,804	\$ 2,601,013	\$ 1,945,156	\$ 13,020,349	\$ 12,891,077	\$ 12,664,430				
14	2000: Non-Instructional Salaries	2,329,505	2,541,745	1,850,189	7,435,429	7,705,116	7,198,898	\$ 535,816	\$ 553,263	\$ 462,633	
15	3000: Employee Benefits	1,339,197	1,533,334	1,304,570	6,256,780	6,966,273	7,395,434	234,302	246,537	223,960	
16	4000: Books and Supplies	280,019	321,597	260,649	913,429	794,406	814,243	24,720	19,308	22,900	
17	5000: Services and Other Operating Expenses	1,297,397	1,316,713	874,446	6,655,104	7,074,664	6,606,302	8,062	7,890	4,298	
18	6000: Capital Outlay	584,991	326,229	234,653	828,570	556,443	489,550	651			
19	7000: Financial Aid/Scholarships/Debt Svc	455,741	488,098	372,002	455,741	488,098	372,002				
20	Total Expenditures	\$ 8,773,654	\$ 9,128,729	\$ 6,841,665	\$ 35,565,402	\$ 36,476,077	\$ 35,540,859	\$ 803,551	\$ 826,998	\$ 713,791	
21											
22	Excess of Revenues Over Expenditures										
23	Prior to Intra/Interfund Transfers	\$ (1,686,121)	\$ (1,627,175)	\$ (1,635,221)	\$ 817,012	\$ 271,350	\$ (2,709,047)	\$ (265,393)	\$ (275,991)	\$ (304,381)	
24											
25	Intra/Interfund Transfers Out	5,141			\$ 2,066,669	\$ 1,996,049	\$ 2,125,922	\$ -			
26											
27	Intra/Interfund Transfers In	1,691,262	1,627,175	1,635,221	\$ 1,691,262	\$ 1,627,175	\$ 3,083,221	\$ 265,393	\$ 275,991	\$ 304,381	
28											
29	Net Change in Ending Fund Balance	\$ -	\$ -	\$ -	\$ 441,605	\$ (97,524)	\$ (1,751,748)	\$ -	\$ -	\$ -	
30											
31	Projected Variance in Actual vs. Budget				\$ -	\$ 750,000	\$ -				
32											
33	Beginning Fund Balance	-	\$ -	\$ -	\$ 2,891,413	\$ 3,333,018	\$ 3,985,494	\$ -	\$ -	\$ -	
34											
35	Ending Fund Balance	\$ -	\$ -	\$ -	\$ 3,333,018	\$ 3,985,494	\$ 2,233,746	\$ -	\$ -	\$ -	

Consolidated Summary All Funds
Final Budget FY 2011-12

	B	X	Y	Z	AE	AF	AG	AH	AI	AJ	AK	AL
1												
2		Capital Projects Fund 34			Property Development Fund 43			Measure E Construction Fund 60				
3			Current	Final							Current	Final
4		Actual	Budget	Budget						Actual	Budget	Budget
5		FY09/10	FY10/11	FY11/12						FY09/10	FY10/11	FY11/12
6	Revenue Description											
7	Federal Revenue											
8	State Revenue	\$ 131,112	\$ 100,000	\$ 25,000								
9	Local Revenue	(166)				(200)				\$ 290,395		28,000,000
10	Total Revenue	\$ 130,946	\$ 100,000	\$ 25,000		\$ (200)	\$ -	\$ -		\$ 290,395	\$ -	\$ 28,000,000
11												
12	Expenditures:											
13	1000: Academic Salaries									\$ 42,724		
14	2000: Non-Instructional Salaries									19,104		
15	3000: Employee Benefits											
16	4000: Books and Supplies											
17	5000: Services and Other Operating Expenses	192,445	163,876	125,000		28,248	-			5,008,876	5,919,629	1,000,000
18	6000: Capital Outlay		68,876							279,652	86,914	
19	7000: Financial Aid/Scholarships/Debt Svc											
20	Total Expenditures	\$ 192,445	\$ 232,752	\$ 125,000		\$ 28,248	\$ -	\$ -		\$ 5,350,356	\$ 6,006,543	\$ 1,000,000
21												
22	Excess of Revenues Over Expenditures											
23	Prior to Intra/Interfund Transfers	\$ (61,499)	\$ (132,752)	\$ (100,000)		\$ (28,448)	\$ -	\$ -		\$ (5,059,961)	\$ (6,006,543)	\$ 27,000,000
24												
25	Intra/Interfund Transfers Out											
26												
27	Intra/Interfund Transfers In			\$ 100,000		28,448	-					
28												
29	Net Change in Ending Fund Balance	\$ (61,499)	\$ (132,752)	\$ -		\$ -	\$ -	\$ -		\$ (5,059,961)	\$ (6,006,543)	\$ 27,000,000
30												
31	Projected Variance in Actual vs. Budget											
32												
33	Beginning Fund Balance	\$ 194,251	\$ 132,752	\$ (0)		\$ -	\$ -	\$ -		\$ 11,066,504	\$ 6,006,543	\$ 0
34												
35	Ending Fund Balance	\$ 132,752	\$ (0)	\$ (0)		\$ -	\$ -	\$ -		\$ 6,006,543	\$ 0	\$ 27,000,000

Consolidated Summary All Funds
Final Budget FY 2011-12

	B	AM	AN	AO	AP	AQ	AR	AS	AT	AU	AV
1											
2		Measure E Debt Service Fund 21			Long Term Debt Fund 92			Associated Student Body Fund 47			
3		Actual	Current	Final	Actual	Current	Final	Actual	Current	Final	
4		FY09/10	Budget	Budget	FY09/10	FY10/11	Budget	FY09/10	Budget	Budget	
5			FY10/11	FY11/12			FY11/12		FY10/11	FY11/12	
6	Revenue Description										
7	Federal Revenue										
8	State Revenue	\$ 30,404	\$ 18,000	\$ 20,000	\$ (7,094)						
9	Local Revenue	3,970,859	\$ 3,616,000	\$ 4,500,000	542,462	462,000	500,000	\$ 103,635	\$ 81,725	\$ 31,830	
10	Total Revenue	\$ 4,001,263	\$ 3,634,000	\$ 4,520,000	\$ 535,368	\$ 462,000	\$ 500,000	\$ 103,635	\$ 81,725	\$ 31,830	
11											
12	Expenditures:										
13	1000: Academic Salaries										
14	2000: Non-Instructional Salaries										
15	3000: Employee Benefits										
16	4000: Books and Supplies							\$ 33,340	\$ 117,046	\$ 3,825	
17	5000: Services and Other Operating Expenses	550	550	550	\$ 520	1,000	1,000	51,872	28,258	24,750	
18	6000: Capital Outlay							8,372	4,294	3,500	
19	7000: Financial Aid/Scholarships/Debt Svc	\$ 3,905,716	\$ 4,027,454	\$ 4,133,800				10,550	6,250	6,250	
20	Total Expenditures	\$ 3,906,266	\$ 4,028,004	\$ 4,134,350	\$ 520	\$ 1,000	\$ 1,000	\$ 104,135	\$ 155,848	\$ 38,325	
21											
22	Excess of Revenues Over Expenditures										
23	Prior to Intra/Interfund Transfers	\$ 94,998	\$ (394,004)	\$ 385,650	\$ 534,848	\$ 461,000	\$ 499,000	\$ (499)	\$ (74,123)	\$ (6,495)	
24											
25	Intra/interfund Transfers Out	\$ -					\$ 1,448,000				
26											
27	Intra/Interfund Transfers In	\$ -	\$ -	\$ -	\$ -						
28											
29	Net Change in Ending Fund Balance	\$ 94,998	\$ (394,004)	\$ 385,650	\$ 534,848	\$ 461,000	\$ (949,000)	\$ (499)	\$ (74,123)	\$ (6,495)	
30											
31	Projected Variance in Actual vs. Budget										
32											
33	Beginning Fund Balance	\$ 2,158,161	\$ 2,253,159	\$ 1,859,155	\$ 4,880,589	\$ 5,415,437	\$ 5,876,437	\$ 241,604	\$ 241,105	\$ 166,982	
34											
35	Ending Fund Balance	\$ 2,253,159	\$ 1,859,155	\$ 2,244,805	\$ 5,415,437	\$ 5,876,437	\$ 4,927,437	\$ 241,105	\$ 166,982	\$ 160,487	

Consolidated Summary All Funds
Final Budget FY 2011-12

	B	AW	AX	AY	AZ	BA	BB	BC	BD	BE	BF	BG	BH
		Financial Aid Fund 48			Student Center Fund 66			Total Fiduciary Fund					
		Actual	Current	Final	Actual	Current	Final	Actual	Current	Final			
		FY09/10	FY10/11	FY11/12	FY09/10	FY10/11	FY11/12	FY09/10	FY10/11	FY11/12			
6	Revenue Description												
7	Federal Revenue	\$ 5,314,365	\$ 9,636,761	\$ 9,636,761				5,314,365	9,636,761	9,636,761			
8	State Revenue							-	-	-			
9	Local Revenue				\$ 40,337	\$ 40,000	\$ 40,000	143,972	121,725	71,830			
10	Total Revenue	\$ 5,314,365	\$ 9,636,761	\$ 9,636,761	\$ 40,337	\$ 40,000	\$ 40,000	\$ 5,458,337	\$ 9,758,486	\$ 9,708,591			
11													
12	Expenditures:												
13	1000: Academic Salaries												
14	2000: Non-Instructional Salaries				\$ 50,604	\$ 48,602	\$ 48,603	\$ 50,604	\$ 48,602	\$ 48,603			
15	3000: Employee Benefits				19,498	20,381	21,817	19,498	20,381	21,817			
16	4000: Books and Supplies							33,340	117,046	3,825			
17	5000: Services and Other Operating Expenses	\$ 7,945	\$ 8,000	\$ 8,000	51,800	58,900	55,900	111,617	95,158	88,650			
18	6000: Capital Outlay					5,000		8,372	9,294	3,500			
19	7000: Financial Aid/Scholarships/Debt Svc	5,306,420	\$ 9,628,761	\$ 9,628,761				5,316,970	9,635,011	9,635,011			
20	Total Expenditures	\$ 5,314,365	\$ 9,636,761	\$ 9,636,761	\$ 121,902	\$ 132,883	\$ 126,320	\$ 5,540,402	\$ 9,925,492	\$ 9,801,406			
21													
22	Excess of Revenues Over Expenditures												
23	Prior to Intra/Interfund Transfers	\$ -	\$ -	\$ -	\$ (81,565)	\$ (92,883)	\$ (86,320)	\$ (82,064)	\$ (167,006)	\$ (92,815)			
24													
25	Intra/Interfund Transfers Out							-	-	-			
26													
27	Intra/Interfund Transfers In				81,665	92,883	86,320	81,565	92,883	86,320			
28													
29	Net Change in Ending Fund Balance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (499)	\$ (74,123)	\$ (6,495)			
30													
31	Projected Variance in Actual vs. Budget												
32													
33	Beginning Fund Balance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 241,604	\$ 241,105	\$ 166,982			
34													
35	Ending Fund Balance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 241,105	\$ 166,982	\$ 160,487			

Consolidated Summary All Funds
Final Budget FY 2011-12

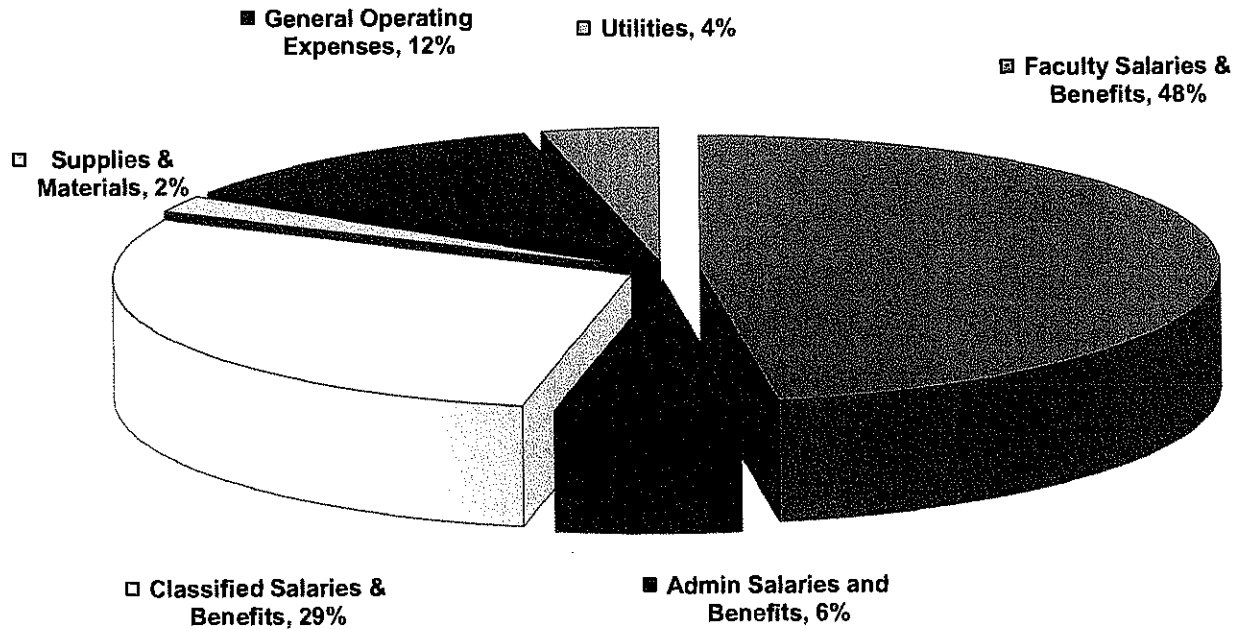
	B	BI	BJ	BK
1	Total All Funds for Memorandum Only			
2			Current	Final
3			Budget	Budget
4		Actual	FY10/11	FY11/12
5		FY09/10		
6	Revenue Description			
7	Federal Revenue	\$ 9,024,197	\$ 13,058,627	\$ 11,106,452
8	State Revenue	15,701,579	16,423,829	14,041,089
9	Local Revenue	22,610,905	21,770,464	50,847,272
10	Total Revenue	\$ 47,336,681	\$ 51,252,920	\$ 75,994,813
11				
12	Expenditures:			
13	1000: Academic Salaries	\$ 13,020,349	\$ 12,891,077	\$ 12,664,430
14	2000: Non-Instructional Salaries	8,064,572	8,306,981	7,710,134
15	3000: Employee Benefits	6,529,684	7,233,191	7,641,211
16	4000: Books and Supplies	971,489	930,760	840,968
17	5000: Services and Other Operating Expenses	12,005,424	13,262,767	7,825,800
18	6000: Capital Outlay	1,117,245	721,527	493,050
19	7000: Financial Aid/Scholarships/Debt Svc	9,678,427	14,150,563	14,140,813
20	Total Expenditures	\$ 51,387,190	\$ 57,496,866	\$ 51,316,406
21				
22	Excess of Revenues Over Expenditures			
23	Prior to Intra/Interfund Transfers	\$ (4,050,508)	\$ (6,243,946)	\$ 24,678,407
24				
25	Intra/Interfund Transfers Out	\$ 2,066,669	\$ 1,996,049	\$ 3,573,922
26				
27	Intra/Interfund Transfers In	\$ 2,066,668	\$ 1,996,049	\$ 3,573,922
28				
29	Net Change in Ending Fund Balance	\$ (4,050,510)	\$ (6,243,946)	\$ 24,678,407
30				
31	Projected Variance in Actual vs. Budget	\$ -	\$ 750,000	\$ -
32				
33	Beginning Fund Balance	\$ 21,432,522	\$ 17,382,012	\$ 11,888,066
34				
35	Ending Fund Balance	\$ 17,382,012	\$ 11,888,066	\$ 36,566,473

General Fund Expenditures by Object Code
Final Budget 2011-12

	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
5	1110	Instructors	\$ 4,828,274	\$ 4,828,274					
6	1111	Curriculum Department Chair	20,980	20,980					
7	1112	Instructor Stipends	183,851	183,851					
8	1190	Substitute Instructors	24,000	24,000					
9	1220	Project Director/Certificated	56,102	56,102					
10	1240	Vice-President/ Dean	924,734		924,734				
11	1250	Librarians		-					
12	1260	Superintendent/President	246,090		246,090				
13	1270	Counselors	385,748	385,748					
14	1310	Adjunct Faculty	3,833,281	3,833,281					
15	1311	Adjunct -Admin of Justice	90,000	90,000					
16	1312	Adjunct Faculty-Stipends	26,004	26,004					
17	1340	Board of Trustees	24,192		24,192				
18	1910	Faculty Senate/President	76,017	76,017					
19	2110	Instructional Aide	348,329			348,329			
20	2210	Non-instructional Salaries	3,417,219			3,417,219			
21	2211	Classified Overtime	90,120			90,120			
22	2212	Additional Hours-Classified	24,700			24,700			
23	2220	Project Director/Classified	1,149,502			1,149,502			
24	2305	Assistant Coaches	47,970			47,970			
25	2310	Hourly Non-Instructional Salaries	71,800			71,800			
26	2315	Hourly Institutional Work Study	80,200			80,200			
27	2390	Substitute Non-Instruct'l Salaries	32,360			32,360			
28	3100	STRS,PERS,Medicare,Wks Comp	2,998,739	1,483,661	236,785	1,278,293			
29	3400	Dental, Medical, Vision, Life, 457	2,452,978	941,920	208,939	1,302,119			
30	3400	Retiree-Health Benefits	597,100	226,400		370,700			
31	4200	Books	1,262				1,262		
32	4310	Instructional Supplies	260,194				260,194		
33	4510	Office Supplies	112,452				112,452		
34	4530	Grounds & Maintenance Supplies	30,602				30,602		
35	4540	Custodial Supplies	70,651				70,651		
36	4550	Fuel/Oil	24,019				24,019		
37	4570	Meeting Expenses	14,867				14,867		
38	4711	Clothing/Uniforms	38,047				38,047		
39	5100	Contracted Instructed Services	2,762				2,762		
40	5130	Athletic Services	25,450				25,450		
41	5140	Instructional- Police Academy/CTC	1,417,396	1,417,396					
42	5140	Consultants/Instructional	185					185	
43	5150	Printing	55,203					55,203	
44	5155	Postage	81,172					81,172	
45	5210	Faculty Travel	15,927					15,927	
46	5220	Board Travel	5,000					5,000	
47	5230	Administration Travel	5,893					5,893	
48	5240	Team/Student Field Trip	3,100					3,100	
49	5250	Mileage	16,278					16,278	
50	5260	Classified Travel	8,520					8,520	
52	5300	Memberships/Subscriptions	48,223					48,223	
53	5420	All Other Insurance	193,700					193,700	
54	5425	Licenses\Permits\Fees	49,885					49,885	
55	5430	Team Accident Insurance	45,000					45,000	
56	5510	Gas	164,890						164,890
57	5511	Electric	581,715						581,715
58	5520	Water	50,018						50,018
59	5530	Utilities-Telephone	135,313						135,313
60	5540	Sewer	76,676						76,676
61	5545	Trash Collection	25,705						25,705
62	5550	Laundry/Dry Cleaning	854					854	
63	5610	Rent & Leases	460,858					460,858	
64	5630	Repairs/Maintenance	262,067					262,067	
65	5636	Software Support/Maintenance	414,560					414,560	
66	5638	Hazardous Waste	21,222					21,222	
67	5810	Legal Services	50,000					50,000	
68	5812	Auditing/Election Services	71,500					71,500	
69	5823	Advertising	79,934					79,934	

General Fund Expenditures by Object Code
Final Budget 2011-12

	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
70	5825	Administrative/Collection Fees	39,257					39,257	
71	5831	Contracted Services/Noninstruc	1,151,399					1,151,399	
72	5834	Fingerprinting/TB Test	25,009					25,009	
73	5840	Accreditation	15,000					15,000	
74	5841	Consultants/Non Instructional	65,075					65,075	
75	5843	Awards/Recognition Dinner	6,422					6,422	
76	5846	Charge Card Fees	38,882					38,882	
77	6310	Library Books	69,199					69,199	
78	6400	Software & Equipment \$500-\$5,000	180,314					180,314	
79									
80		Total	\$ 28,541,947	\$ 13,593,634	\$ 1,640,740	\$ 8,213,312	\$ 580,306	\$ 3,479,638	\$ 1,034,317
82	Percentage of Total Expenditures (rounded)		100%	48%	6%	29%	2%	12%	4%



Schedule of Intrafund and Interfund Transfers
Final Budget FY 2011-12

Intrafund Transfers to Restricted General Fund (see note 1)		
Community Services Classes	\$ 75,000	
Disability Resource Center (DRC)	1,134,408	
Extended Opportunities Programs and Services (EOPS)	157,372	
MESA Grant	92,034	
Matriculation Backfill	171,107	
Federal Work Study Program (FWSP)	1,800	
Science Alive	3,500	
	1,635,221	1,635,221
 Interfund Transfers		
Development of Hollister/Morgan Hill Ed Centers	100,000	
Student Center	86,320	
Contribution to CDC	304,381	
	490,701	490,701
 Total General Fund Intrafund/Interfund Transfers		 \$ 2,125,922

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 2011-12

	A	B	C	D	E	F	G	H	I
1			----- Community Education -----						Equal
2		Object	Community	Contract	College4Youth	Water Assoc	Green Job	STAR	Employment
3		Code	Svcs Classes	Education		Degree	Workforce Inst		Opportunity
4	Revenues								
5	Federal								
6	State					292,905			\$ 4,715
7	Local		\$ 154,000	\$ 75,000	\$ 25,000		\$ 25,000	\$ 60,000	
8	Total		\$ 154,000	\$ 75,000	\$ 25,000	\$ 292,905	\$ 25,000	\$ 60,000	\$ 4,715
9									
10	Expenditures								
11	Certificated Salaries	1000				16,500		4,000	
12	Classified Salaries	2000	69,192	27,977	18,125	117,066	13,520	36,000	
13	Employee Benefits	3000	24,580	8,794	7,093	42,255	3,380	3,537	
14	Instructional & Office Supplies, Meetings	4310	1,200	950		500	6,000	6,900	
15	Contracted Services/ Speakers	5100	37,635	83,635	10,000	14,000			
16	Printing & Postage	5150	26,400	150		2,500		600	
17	Travel, Mileage	5210	150	100		3,500			
18	Memberships/Subscriptions, Insurance	5300	60	60				2,238	
19	Rent & Leases, Repairs, Software, Utilities	5610	6,800					800	
20	Indirect cost	5710			2,000	9,984		3,580	
21	Advertising, Admin Fees, Contracted Svcs	5800	1,000	225	2,874	8,000	2,100	2,345	4,715
22	Building Remodeling, Furniture, Equipment	6400				78,600			
23	Student Financial Aid, Books, Supplies	7510							
24	Unrestricted Reserve, Other Outgo	7390							
25	Totals		\$ 167,017	\$ 121,891	\$ 40,092	\$ 292,905	\$ 25,000	\$ 60,000	\$ 4,715
26									
27									
28	Net Charge to General Fund		\$ 13,017	\$ 46,891	\$ 15,092	\$ -	\$ -	\$ -	\$ -

Restricted General Fund
Final Budget FY 2011-12

	A	J	K	L	M	N	O	P	Q
1		---- DRC ----		----- EOPS -----					
2		Programs	Workability	CalWorks	CARE	EOPS	GAIN	TANF	Region 4
3							TANF-CDC		
4	Revenues								
5	Federal		\$ 208,450						
6	State	\$ 452,241		\$ 167,000	\$ 115,314	\$ 357,015		\$ 84,275	\$ 10,000
7	Local						\$ 143,014		
8	Total	\$ 452,241	\$ 208,450	\$ 167,000	\$ 115,314	\$ 357,015	\$ 143,014	\$ 84,275	\$ 10,000
9									
10	Expenditures								
11	Certificated Salaries	720,497	83,615	49,806		184,482		46,487	
12	Classified Salaries	382,283	37,941	53,694	27,397	115,632	91,429	7,187	
13	Employee Benefits	413,455	37,230	53,505	17,587	142,711	49,647	21,176	
14	Instructional & Office Supplies, Meetings	3,900	43,664		830	18,298		4,300	1,500
15	Contracted Services/ Speakers	55,009							
16	Printing & Postage	175	2,000			244			
17	Travel, Mileage	3,280	2,000		500	2,044		4,585	8,500
18	Memberships/Subscriptions, Insurance	50				400			
19	Rent & Leases, Repairs, Software, Utilities	7,000				576		540	
20	Indirect cost								
21	Advertising, Admin Fees, Contracted Svcs		2,000	9,995	2,000		1,938		
22	Building Remodeling, Furniture, Equipment	1,000							
23	Student Financial Aid, Books, Supplies				67,000	50,000			
24	Unrestricted Reserve, Other Outgo								
25	Totals	1,586,649	\$ 208,450	\$ 167,000	\$ 115,314	\$ 514,387	\$ 143,014	\$ 84,275	\$ 10,000
26									
27									
28	Net Charge to General Fund	\$ 1,134,408	\$ -	\$ -	\$ -	\$ 157,372	\$ -	\$ -	\$ -

Restricted General Fund
Final Budget FY 2011-12

	A	R	S	T	U	V	W	X
1		---- Financial Aid ----		----- Grants -----		Health	Matriculation	
2		FWSP	BFAP	MESA	TRIO	Fee	Credit &	ROP
3		Cal Grant				Services	Non Credit	
4	Revenues							
5	Federal	\$ 91,587			\$ 255,504			
6	State	205,868	\$ 213,309	\$ 50,500			\$ 228,997	
7	Local					\$ 143,705		\$ 308,000
8	Total	\$ 297,455	\$ 213,309	\$ 50,500	\$ 255,504	\$ 143,705	\$ 228,997	\$ 308,000
9								
10	Expenditures							
11	Certificated Salaries			20,195	46,380	71,992	74,646	201,815
12	Classified Salaries	87,227	127,310	80,452	84,953		206,258	35,746
13	Employee Benefits	1,800	58,769	27,812	48,831	26,700	98,555	49,257
14	Instructional & Office Supplies, Meetings			6,979	10,840		4,299	7,332
15	Contracted Services/ Speakers				200			6,000
16	Printing & Postage				200		585	
17	Travel, Mileage		13,630	2,262	10,000		1,381	2,150
18	Memberships/Subscriptions, Insurance			345	3,500	45,013	2,386	200
19	Rent & Leases, Repairs, Software, Utilities				600		11,994	2,500
20	Indirect cost			1,945				
21	Advertising, Admin Fees, Contracted Svcs	4,360		2,544				3,000
22	Building Remodeling, Furniture, Equipment		13,600		8,000			
23	Student Financial Aid, Books, Supplies	205,868			42,000			
24	Unrestricted Reserve, Other Outgo							
25	Totals	\$ 299,255	\$ 213,309	\$142,534	\$ 255,504	\$ 143,705	\$ 400,104	\$ 308,000
26								
27								
28	Net Charge to General Fund	\$ 1,800	\$ -	\$ 92,034	\$ -	\$ -	\$ 171,107	\$ -

Restricted General Fund
Final Budget FY 2011-12

	A	Y	Z	AA	AB	AC	AD	AE	AF
1									
2		SB70-CTE	Science	Carpenters	UCSC	Title V	Title V	Tech	Basic
3		Comm Collab	Alive	Training	Access	Hartnell	Gavilan	Prep	Skills
4	Revenues								
5	Federal						\$ 650,000	\$ 69,000	
6	State	22,000		\$ 175,445					122,000
7	Local		\$ 3,000		8,014	304,836			
8	Total	\$ 22,000	\$ 3,000	\$ 175,445	\$ 8,014	\$ 304,836	\$ 650,000	\$ 69,000	\$ 122,000
9									
10	Expenditures								
11	Certificated Salaries	4,000			1,135	98,693	198,287	7,500	98,685
12	Classified Salaries	6,500		64,520	6,321	80,002	38,327	17,565	
13	Employee Benefits	1,330		25,412	296	34,012	76,872	7,622	13,737
14	Instructional & Office Supplies, Meetings	3,670	5,442			63,129	26,514	8,850	1,160
15	Contracted Services/ Speakers		708	64,460			50,000		
16	Printing & Postage		350						123
17	Travel, Mileage	6,500				9,000	20,000	10,000	5,277
18	Memberships/Subscriptions, Insurance								
19	Rent & Leases, Repairs, Software, Utilities								
20	Indirect cost			21,053	262			2,654	
21	Advertising, Admin Fees, Contracted Svcs						180,000	14,809	
22	Building Remodeling, Furniture, Equipment					20,000	60,000		3,018
23	Student Financial Aid, Books, Supplies								
24	Unrestricted Reserve, Other Outgo								
25	Totals	\$ 22,000	\$ 6,500	\$ 175,445	\$ 8,014	\$ 304,836	\$ 650,000	\$ 69,000	\$ 122,000
26									
27									
28	Net Charge to General Fund	\$ -	\$ 3,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Restricted General Fund
Final Budget FY 2011-12

	A	AG	AH	AI
1				
2		Child	VTEA	
3		Consortium		Total
4	Revenues			
5	Federal		\$ 173,000	\$ 1,447,541
6	State			2,501,584
7	Local	7,750		1,257,319
8	Total	\$ 7,750	\$ 173,000	\$ 5,206,444
9				
10	Expenditures			
11	Certificated Salaries	541	15,900	1,945,156
12	Classified Salaries		17,565	1,860,189
13	Employee Benefits	75	8,540	1,304,570
14	Instructional & Office Supplies, Meetings		34,392	260,649
15	Contracted Services/ Speakers			321,647
16	Printing & Postage		7,000	40,327
17	Travel, Mileage			104,859
18	Memberships/Subscriptions, Insurance		850	55,102
19	Rent & Leases, Repairs, Software, Utilities			30,810
20	Indirect cost		8,094	49,572
21	Advertising, Admin Fees, Contracted Svcs		30,224	272,129
22	Building Remodeling, Furniture, Equipment		50,435	234,653
23	Student Financial Aid, Books, Supplies	7,134		372,002
24	Unrestricted Reserve, Other Outgo			-
25	Totals	\$ 7,750	\$ 173,000	\$ 6,841,665
26				
27				-
28	Net Charge to General Fund	\$ -	\$ -	\$ 1,635,221

**Personnel
Unrestricted General Fund**

INSTRUCTIONAL PROGRAMS - ALL FACULTY - UNRESTRICTED

	Actual FY 09/10	Actual FY 10/11	Budget FY 11/12
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LIFE SCIENCES - UNRESTRICTED

Biology	0.60	0.80	1.00
Zoology	0.00	0.00	0.00
Anatomy	0.00	0.00	0.00
Microbiology	0.60	0.80	1.00
Ecology	0.00	0.00	0.00
TOTAL	1.20	1.60	2.00

NATURAL SCIENCES - UNRESTRICTED

Physical Science	0.00	0.00	0.00
Physics	0.60	0.80	1.00
Chemistry	0.60	0.80	1.00
TOTAL	1.20	1.60	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	1.00	1.00	2.00
Political Science	1.00	1.00	1.00
Admin of Justice	1.00	1.00	1.00
Child Development	1.00	1.00	2.00
TOTAL	8.00	8.00	10.00

ENGLISH - UNRESTRICTED

English	5.40	5.40	6.40
English Comp	1.40	0.60	0.60
Humanities	0.60	0.00	0.00
Remedial English	0.00	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	7.40	6.60	7.60

ESL - UNRESTRICTED

ESL	5.00	4.40	3.30
TOTAL	5.00	4.40	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	2.00	1.00	1.00
Dramatic Arts	1.00	1.00	0.00
Spanish	2.00	2.00	2.00
Philosophy	1.00	1.00	1.00
Theatre	1.00	1.00	1.00
TOTAL	11.00	10.00	9.00

MATHEMATICS - UNRESTRICTED

Math	3.40	4.50	3.70
TOTAL	3.40	4.50	3.70

CLASSIFIED PERSONNEL - UNRESTRICTED

	Actual FY 09/10	Actual FY 10/11	Budget FY 11/12
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INSTRUCTIONAL PROGRAMS - UNRESTRICTED

Business Office Tech	1.00	1.00	1.00
Athletics	1.50	1.50	1.50
Aviation Tech	0.63	0.63	0.63
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	0.75	0.50	0.50
Health Education	1.00	2.00	2.00
Curriculum	1.00	1.00	1.00
Academic Admin	2.00	2.38	2.38
Learning Center	0.75	0.75	0.75
Library	4.00	4.00	4.00
Media Services	1.50	1.50	1.50
Tutoring	0.00	0.00	0.00
Computer Place	0.60	1.00	1.00
ESL Tutoring	0.50	0.75	0.75
Math Tutoring	0.50	0.50	0.50
Writing Center	0.50	0.50	0.50
TOTAL	19.10	20.88	20.88

STUDENT SUPPORT SERVICES - UNRESTRICTED

Admissions & Records	5.00	5.00	5.00
Off Site Services	2.00	2.00	2.00
Financial Aid	2.50	1.50	1.50
Transfer Center	1.00	1.00	0.25
Enrollment Management	2.00	1.00	1.00
Student Assessment	1.00	1.00	1.00
Public Information Office	0.60	0.80	0.80
Community Development and Grants Mgmt	1.50	0.95	0.95
TOTAL	15.60	13.25	12.50

ADMINISTRATIVE SUPPORT - UNRESTRICTED

Custodial	6.5	6.50	6.50
Maintenance	1.90	1.90	1.90
Grounds	4.00	4.00	4.00
Business Services	6.00	6.00	6.00
Management Info Systems	5.00	5.00	5.00
Reprographics	1.00	1.00	1.00
Switchboard/Eve Sec/Mail room	0.88	0.50	0.50
Purchasing	1.00	1.00	1.00
Receiving	1.00	1.00	1.00
Security	1.55	2.05	2.05
Community Development and Grants Mgt	1.00	1.00	1.00
Facilities Use Scheduler	1.00	1.00	1.00
TOTAL	30.83	30.95	30.95

TOTAL CLASSIFIED - UNRESTRICTED	65.53	65.08	64.33
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**Personnel
Unrestricted General Fund**

INSTRUCTIONAL PROGRAMS - ALL FACULTY - UNRESTRICTED			
	Actual	Actual	Budget
	FY 09/10	FY 10/11	FY 11/12
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	0.00	0.00	1.00
Data Processing	0.00	0.00	0.00
TOTAL	1.00	1.00	2.00
COMPUTER SCIENCES - UNRESTRICTED			
CSIS/Digital Media	4.00	3.80	3.00
TOTAL	4.00	3.80	3.00
ALLIED HEALTH - UNRESTRICTED			
Health Education	0.20	0.20	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	4.00	4.00	4.00
VOCATIONAL/TECHNICAL - UNRESTRICTED			
Vocational Technical	4.00	4.00	4.00
Library	4.00	3.00	2.80
Curriculum	0.20	0.20	0.20
Staff Dev	0.20	0.20	0.20
Physical Education	4.60	4.60	4.60
Faculty Senate	0.40	0.40	0.40
Counseling	4.35	5.00	5.00
Health/Safety	0.30	0.30	0.30
Special Project	1.00	0.00	0.00
TOTAL	19.05	17.70	17.50
TOTAL FACULTY UNRESTRICTED	65.25	63.20	64.10

NON-FACULTY PERSONNEL - UNRESTRICTED			
	Actual	Actual	Budget
	FY 09/10	FY 10/11	FY 11/12
CONFIDENTIAL/SUPERVISORY - UNRESTRICTED			
President/Board of Trustees	2.00	2.00	2.00
Instructional Programs	2.00	2.00	2.00
Student Support	4.65	4.65	5.15
Business Services/Admin	9.00	9.50	9.50
TOTAL	17.65	18.15	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
Business Services/Admin	1.00	1.00	1.00
TOTAL	7.55	7.55	7.55
TOTAL NON FACULTY UNRESTRICTED	90.73	90.78	90.53
GRAND TOTAL UNRESTRICTED FUND	155.98	153.98	154.63

**Personnel
Restricted General Fund**

	Actual FY 09/10	Actual FY 10/11	Budget FY11/12
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)	9.00	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	1.00
STEM Grant	4.65	2.30	0.00
Title V - Hartnell	0.00	0.20	0.00
Title V - 2010 Grant	N/A	N/A	2.20
TOTAL	17.35	14.20	13.90
CLASSIFIED PERSONNEL - RESTRICTED			
Biotechnology	0.00	0.00	0.00
Child Development Center	11.38	10.38	9.38
Carpentry	1.00	1.00	1.00
Community Education	1.00	1.00	1.00
Contract Education	1.00	1.00	1.00
Community Development and Grants Management	0.10	0.05	0.05
Disabilities Resource Center	14.20	12.12	11.50
Extended Opportunities Programs & Services	4.00	5.00	5.00
Financial Aid	2.50	2.50	2.50
HSIA Grant	0.00	0.00	0.00
HUD Grant	0.00	0.00	0.00
Matriculation	2.00	2.00	2.00
MESA	0.00	0.00	0.00
NWI-Nurses Work Force Initiative	1.00	0.00	0.00
Parking Fund	1.25	0.75	0.75
Regional Occupational Program (ROP)/VATEA	1.00	1.00	1.00
Small Business Development Center	0.00	0.00	0.00
STEM	0.50	0.25	0.25
Student Center Fund	1.10	1.10	1.10
Title V	1.00	1.00	1.00
TRIO Grant	0.00	0.00	0.00
TOTAL	43.03	39.15	37.53
CONFIDENTIAL/SUPERVISORY PERSONNEL - RESTRICTED			
Administration (Capital Projects)	0.00	0.00	0.00
Administration (ERP)	0.50	0.00	0.00
CatWORKS	1.00	1.00	1.00
Child Development Center	1.00	1.00	1.00
Community and Contract Education	1.00	1.00	1.00
Matriculation	0.35	0.30	0.30
MESA Director	1.00	1.00	1.00
Parking Fund	0.50	0.50	0.50
Biotechnology	0.00	0.00	0.00
Title V	0.00	0.00	0.00
TRIO Director	1.00	1.00	1.00
TRIO Institutional Research	0.00	0.05	0.05
TOTAL	6.35	5.85	5.85
ADMINISTRATION - RESTRICTED			
Technical and Public Services	0.15	0.15	0.15
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	0.00	0.00	0.00
Basic Skills	1.00	0.00	0.00
Matriculation	0.30	0.30	0.30
Small Business Development Center	0.00	0.00	0.00
TOTAL	3.45	2.45	2.45
GRAND TOTAL - RESTRICTED FUND	70.18	61.65	59.73

Gavilan Joint Community College District Governing Board Agenda

November 11, 2003

Consent Agenda Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

Administrative Services

SUBJECT: Revise Facility Master Plan Dated January 9, 2001

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:

That the Board approve a revision to the current Facility Master Plan dated January 9, 2001.

Background:

In January 2000, the Board approved the current Educational Master Plan. A primary objective of the Educational Master Plan is, "To provide the foundation for a facilities plan that supports the anticipated courses, programs and services of the college for the next decade and to assure that the plan is flexible enough to accommodate changes in instructional methodology, technology and delivery systems."

On January 9, 2001 the Board approved a Facilities Master Plan. The process included many meetings of the Governing Board Facilities Committee, the Facilities Master Plan Task Force (25 + members), and other interested individuals.

In an effort to update the Facilities Master Plan, in May 2003, the District President's Council approved a list of top ten facility projects based on a survey that solicited input from students and staff. The District consultants reviewed the list in designing a community survey that was taken during June 2003. This information was then reviewed with staff during the District's staff development day.

A community questionnaire was then sent out to district residents to find out what the top priorities were for the District. The District also held three meetings with the volunteer Community Advisory Group.

All this information has been used to refine and develop the attached list of projects as an addendum and revision to the current Facilities Master Plan. The revision includes three critical determinations:

- 1- In tough economic times, community colleges, including Gavilan College, are critically important to re-train people who want to expand their job skills;
- 2- Statewide budget cuts are damaging Gavilan College's ability to provide a high quality education for local students; and
- 3- Because University of California and California State University systems are becoming more expensive, more people rely on community colleges, therefore Gavilan College must be upgraded so it can provide local students with a high quality education they might not otherwise receive.

Budgetary Implications:

None at this time.

Follow Up/Outcome:

Incorporate the approved revisions into an updated Facilities Master Plan dated November 11, 2003.

Recommended By: Dr. Steven M. Kinsella

Prepared By: JOSEPA D KEELER
Joseph D. Keeler, Vice President of Administrative Services

Agenda Approval: Steven M. Kinsella
Superintendent/President

GAVILAN COLLEGE

WORKING DRAFT, Estimated Costs will continue to be refined by Facilities experts.

FACILITY/BOND ISSUES

To improve safety, provide greater access and meet increasing enrollment demands from local students who reside in our District (from Bernal Road in San Jose through South Santa Clara County and San Benito County).

* Maximize Use of Existing Facilities

* Ensure Educational Opportunities for Future Generations

*Include fiscal protections and accountability.

\$	68,404,000
\$	39,596,000
\$	108,000,000

Maximizing Use of Existing Facilities

- I. Improve Safety and Accessibility
- II. Modernize and Renovate Facilities and Infrastructure

I. Improve Safety and Accessibility

Meet state standards for disabled access to campus buildings and classrooms

- Expand doorways, add ramps, and other essential upgrades to make all classrooms accessible to all students.
- Create accessible pathways from parking lots to all classrooms

\$1,000,000
\$1,500,000 \$ 2,500,000

30-year old campus does not meet current legal standards for disabled access

Ensure student and staff safety through essential upgrades and improvements

- Improve safety on campus roadways and create an emergency evacuation route
- Enhance fire safety
- Improve the lighting and security of the Gilroy campus to increase access during the evenings
- Install and repair fire safety equipment including alarms, smoke detectors, sprinklers and fire safety doors

\$2,000,000
\$500,000
\$1,000,000 \$ 3,500,000

Roadways were designed for a smaller student body and less traffic. Pathways were designed for less foot traffic. In event of natural or manmade disaster it would be impossible to evacuate quickly using current configuration. Evening lighting is inadequate to maximum use of facilities.

Increase the number of parking spaces to meet urgent student demands and get cars off of neighborhood streets

\$2,000,000 \$ 2,000,000

Parking is already at capacity on the main campus. It will be impossible to accommodate additional students without heavy negative impacts on surrounding neighborhood unless additional campus parking is created.

II. Upgrade and repair buildings, classrooms and labs

Remodel 30-year old job-training classrooms to provide the lighting, technology and configuration best suited to a modern learning environment. Convert unfilled lecture halls to classrooms that support 30-40 students.

Improve insulation and replace antiquated ventilation, heating, lighting and air conditioning systems to increase energy efficiency and save money on utility bills

Art	\$1,567,000	
Art Lecture	\$2,575,000	
Business Building	\$2,920,000	
CJ500	\$125,000	
Chemistry	\$1,525,000	
Cosmetology	\$1,575,000	
Humanities	\$1,525,000	
TV Studio	\$1,125,000	
Life Science	\$2,185,000	
Occupational Ed	\$2,375,000	
Physical Science	\$1,530,000	
Physical Education	\$4,200,000	
Social Science	\$3,225,000	
Swimming pools	\$1,250,000	
Instructional technological infrastructure	\$3,500,000	\$31,202,000

30-year old instructional facilities are leaving our students behind. Original lecture-hall configuration is inefficient for today's participatory classes. Current facilities are insufficient to prepare graduates for the workplace of the 21st century. Without air conditioning and proper ventilation, facilities are unsafe to use during the afternoons and evenings of hottest months. Computers require air conditioning to function properly.

Repair and Upgrade buildings, the library and technology systems to provide centralized, up-to-date student support services

Expand and improve the outdated library to enhance access for community members, students, and staff for physical and electronic library resources and Community Media Access partnership.	\$7,500,000	
Improve Student Services Center to increase efficiency and access to Student Services, Academic Support, and study centers	\$5,000,000	
Replace obsolete computer system with an integrated student registration, class scheduling and accounting system	\$3,500,000	
Renovate the Maintenance/Receiving/Security Building to create a permanent facility housing all institutional support services.	\$1,202,000	

Facilities do not meet current needs and expectations. Without improvement, Gavilan College will be unable to offer students services comparable to those found at other colleges.

Many institutional services are now housed in \$17,202,000 aging, temporary portable buildings

Improve campus safety by completing basic repairs and upgrades such as replace corroding pipes, and power lines with modern and efficient systems) to meet the needs of a modern learning and working environment.

Upgrade boiler systems	\$1,000,000
Upgrade/expand water supply facilities	\$2,000,000
Upgrade/expand electrical supply facilities	\$5,000,000

Infrastructure was created in the 1960's, before desktop computers, networks and the internet were invented. Current infrastructure cannot meet the demands of technology. Frequent failures of old water supply systems and the WWII surplus boiler are inefficient and expensive. State funding for scheduled maintenance is unrealistic in today's State fiscal crisis. We need a local plan to upgrade our aging facilities

Refinance existing debt to generate needed resources for ongoing facility maintenance

\$4,000,000	\$4,000,000
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Total Needed to Maximize Use of Existing Facilities

\$68,404,000

Expand Local Access to educational opportunities

Create expanded, permanent facilities in Hollister and greater Morgan Hill area. Partner with 4-year universities including San Jose State University and California State University Monterey Bay to create Community-based

Community-based University Centers will make it possible for district residents to earn bachelor's degrees without commuting on congested freeways.

Provide permanent and expanded facility , including a University Center, for San Benito County residents	\$12,775,000
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Expanded, permanent locations serving Morgan Hill and San Benito County will reduce highway congestion, and increase educational opportunities for those communities. Both programs are now housed in leased facilities

Expand the Gilroy campus site to include a University Center	\$18,385,000
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Acquire land for permanent, expanded facility for Morgan Hill and Coyote Valley residents (seek partnerships to complete construction)	\$8,436,000
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The best time for land acquisition is now, while land is still available and affordable. Costs will only continue to rise in the future.

Total Needed to Maximize Use of Existing Facilities

\$39,596,000

Total Amount Needed

\$108,000,000

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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.

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**Gavilan Joint Community College District
Budget Planning Calendar for FY 2011 - 2012**

Approved by the Board of Trustees on January 11, 2011

Deadline Date	Event	Responsible Party
January 2011		
January 11	Approval of budget calendar	Board of Trustees
January 11	Completion of Board of Trustee goals	President / Board of Trustees
January 14	State budget workshop-Sacramento	Cabinet
January 17	Distribute FY 2011-2012 position control file (Group 1 and 2), all positions, all departments, all funds for permanent and non-permanent staff to Cabinet for review.	Vice President of Administrative Services Director, Business Services, and Director, Human Resources
January 17	Distribute FY 2011-2012 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 Director, Business Services, and Director, Human Resources
January 21	Complete review/ranking of program plans	Cabinet
January	Program plan and budgets requests loaded into database	Webmaster
February 2011		
February 8	Mid-year review of budget to actual expenditures, all funds for FY 2010-2011	Vice President of Administrative Services Director, Business Services
February	Development of Strategic Plan (Budget Guidelines	President
February 14	Begin assessing the Status of FY 2010-2011 Budget Guidelines (Strategic Plan) and Board goals	Cabinet/President
February 14	Review Group 1 and 2 and 4/5/6's by program with President	Cabinet
February	Begin prioritization process of program plans with budget requests	College Budget Committee
February 22	Reconciliation of position control file, (Group 1 and 2), all positions, all departments, all funds due to VP of Administrative Services	Cabinet
February 22	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 2011		
March 8	FY 2011-2012 position control file, (Group 1 and 2) projections (Version #1) due to Director, Business Services	Director, Human Resources
March 9	Approval of FY 2011-2012 Budget Guidelines (Strategic Plan)	President's Council
March 16	Revenue and expenditures calculations; general fund only (Exhibit 2, Version #1) due to Cabinet	Director, Business Services
March 21	First draft of FY 2011-2012 Tentative Budget to President	Cabinet
March 23	Review revenue and expenditure calculations with Board and College Budget Committees	Vice President of Administrative Services
March 28	Final deadline for changes to the Tentative Budget document due to VP of Administrative Services	Cabinet
April 2011		
April	Cost out summer/fall class schedule	Deans
April 13	Submit prioritized program plans with budget requests to President's Council	College Budget Committee
April 13	FY 2011-2012 Strategic Plan to Board of Trustees	President
April 18	Revenue and expenditures calculation; all funds (Exhibit 2, Version #2) due to Cabinet	Director, Business Services
April 18	Final status of prior year Budget Guidelines to VP of Administrative Services	President
April 20	Board and College Budget Committee review of Tentative Budget document	Vice President of Administrative Services
April 27	Program plans with budget requests recommendation to President	President's Council
April 29	Final revenue and expenditures calculation; all funds (Exhibit 2, Version #3) due to VP Administrative Services	Director, Business Services
May 2011		
May	Governor's May revise with district review	Cabinet
May 18	Complete Tentative Budget to printer	Vice President of Administrative Services
June 2011		
June 14	Tentative Budget adopted by Board of Trustees	Board of Trustees

<u>Deadline Date</u>	<u>Event</u>	<u>Responsible Party</u>
July 2011		
July	State final budget with district review	Cabinet
July 11	Revise Tentative Budget for Final Budget Distribute Group 1 and 2 and 4/5/6's to Cabinet	Director, Business Services and Director, Human Resources
July 18	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 25	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	Procedure and preliminary financial audit	Vice President of Administrative Services Director, Business Services, and Director, Human Resources
August 2011		
August 8	Board Budget Committees review of Final Budget (College Committee does not meet in the summer)	Vice President of Administrative Services
August 15	Categorical year-end close, FY 2010-2011	Director, Business Services
August 19	Complete Final Budget to printer	Vice President of Administrative Services
August 31	All funds year-end close, FY 2010-2011	Director, Business Services
September 2011		
September	Review Final Budget with College Budget Committee	Vice President of Administrative Services
September 13	Approve Final Budget	Board of Trustees
October 2011		
October	Final financial and compliance audit	Vice President of Administrative Services Director, Business Services, various program managers, VPs, and Deans
November 2011		
November	Board and College Budget Committees development of 2012-13 budget calendar	Vice President of Administrative Services
November	Cost out intersession/spring class schedule	Deans
November	Input of program plans and budget requests completed.	Staff

<u>Deadline Date</u>	<u>Event</u>	<u>Responsible Party</u>
December 2011		
December 15	Program plans with budget requests for FY 2012-13 submitted to College Budget Committee for prioritization	Cabinet
December	Complete review/rank of program plans with budget requests	Managers, Supervisors, and Deans
December	Complete 90% of adjunct salary assignments	Deans
January 2012		
January 10	Approval of budget calendar	Board of Trustees
January 10	Approval of financial audit	Board of Trustees
January	State budget workshop, Sacramento	Cabinet
January	Distribute FY 2012-2013 position control file (Group 1 and 2), all positions, all departments, all funds for permanent and non-permanent staff to Cabinet for review.	Vice President of Administrative Services Director, Business Services, and Director, Human Resources
January	Complete review/ranking of program plans	Cabinet
January	Program plan and budgets requests loaded into database	Webmaster
January	Distribute FY 2012-2013 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 Director, Business Services, and Director, Human Resources

GAVILAN JOINT COMMUNITY COLLEGE DISTRICT

Budget Guidelines

FY 2011 - 2012

This budget guideline document is designed to identify the funding priorities for FY 2011-2012 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 Final 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 2011/12 - 2015/16 follows on page 2. The Board of Trustees approved the Plan at their July 12, 2011 meeting.

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.

Section 1 – Strategies from Strategic Plan Fiscal Years 2011/12 – 2015/16

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 populations with special needs, such as DRC, ESL, basic skills, and re-entry students.

- Goal #2** Strengthen career programs through a cohesive organizational approach such as creating an Occupational Career Program Institute.
- Goal #3** Increase options for credit/non-credit and life-long learning courses for other constituencies as indicated in community needs surveys.
- Goal #4** Evaluate 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, telecourses, and High Step.
- Goal #6** Offer 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.

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 rate and/or who can transfer within two years.
- Goal #2** Develop and implement student learning outcomes and assessments for improvement of all courses and programs, and of the institution.
- 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.
- Goal #4** Improve and maximize student support services to encourage student engagement, with special attention to off-site campuses.
- Goal #5** Implement plans identified through the Program Review 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.
- Goal #6** Highlight student performance as a result of Gavilan College education.
- Goal #7** Provide appropriate technology and support for teaching, student success, and administrative services.
- Goal #8** Promote Service Learning, First Year Experience, Global Studies, and other student-centered and/or project-based collaborations with area businesses, non-profits, and educational agencies.

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

- Goal #1** Expand facilities in the northern part of the district by leasing 20,000 sq. ft. or more in Morgan Hill.
- Goal #2** Expand facilities in the southern part of the district by leasing 20,000 sq. ft. or more in Hollister.
- Goal #3** Investigate alternative uses of golf course property at Gilroy campus.
- Goal #4** Continue renovation projects at the Gilroy campus as listed in Measure E.

Augment Measure E funds with state capital construction outlay monies to ensure, to the extent possible, all projects are augmented with state funds.

Goal #5 Develop and communicate master plan schedule for obtaining center status for instructional site in San Benito County and in Coyote Valley.

Goal #6 Integrate cost-effective green practices for facilities, landscaping, and college systems into all campus improvement and expansion efforts.

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 and create staffing plan to meet student needs.

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.
- b. The previous Five-Year Faculty Hiring Plan will be completed before the second plan is implemented.

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

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

Goal #5 Promote a 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.

Strategy #5 *Update 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 in each of the following locations: a. Gilroy—Gavilan main campus b. San Benito County—12 miles south of main campus c. Coyote Valley 18 miles north of main campus.

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.
- Goal #2** Explore alternative funding sources for the college.
- Goal #3** Explore means to ensure open, equitable, and fair distribution of campus funds based upon the Strategic Planning process.

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

- 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.
- 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** Strengthen and augment means for students to communicate among themselves and to the broader campus community on issues of common concern.
- 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.
- Goal #5** Define and promote a college “innovation pathway” that moves from concept to pilot, evaluation, implementation, and institutionalization.

Section 2 – Board Goals for Calendar Year 2011 with Spring 2011 Update

- Goal #1** Conduct appropriate planning and related efforts necessary for preparation for the next accreditation cycle.

Objectives:

- Clarify the Board’s role and responsibilities in the process.
- Review the previous accreditation documents and recommendations.
- Provide directional input as is appropriate if needed.

Status as of Spring 2011: A Member of the Board has been assigned to the Accreditation Task Force to serve as liaison during the college’s development of the self study report. One section of the self study report addresses governance. The Board will have the opportunity to provide input on all aspects of the Self-Study report as it is being developed. The Accreditation Task Force is expected to begin its work in fall 2011.

Informational briefings will be provided to the members of the Board as the Self Study report is being prepared with a more extensive overview of the role of Accreditation Evaluation Team that will be sent to complete the on-campus visit portion of the accreditation review.

Goal #2 As a secondary topic for the Board Retreat, discuss Board dynamics, interaction and effectiveness, with attention to maximizing effectiveness.

Status as of spring 2011: No action has been taken on this goal as of the end of spring 2011.

Goal #3 Continue the search process and planning endeavors necessary to establish an educational Center in San Benito County.

Objectives:

- Clarify purpose, scope of offerings and services of center.
- Analyze probable impacts of new center on rest of district.
- Project educational center budget needs, both start-up and on-going
- Lease 20,000 square foot facility

Status as of spring 2011: College staff have continued to search for a facility that could serve as an appropriate educational center in San Benito County. The shortage of funds caused by the state's fiscal crisis has resulted in changes in the methods used for funding of new facilities. Staff will continue its efforts to obtain access to additional space for instructional purposes.

Goal #4 Maintain District financial viability, flexibility and sustainability.

Status as of spring 2011: The College continues to remain in excellent financial condition.

Goal #5 Revise the Board Self Evaluation Questionnaire and process for self evaluation to be more aware of the three different communities that the Board represents.

Status as of spring 2011: The Board's evaluation occurs around October of each year. A change in the questionnaire and the evaluation process will be considered by the Board at that time.

Goal #6 Involvement in activities at the state and national level.

Objective:

- Develop presentations for state and national conferences on district successes such as involvement in CLASS initiative and budget stability best practices including the Expenditure Reduction Task Force.

Status as of spring 2011: There are several presentations developed by college staff that can be updated to show other colleges the methodologies employed by the Board of Trustees at Gavilan to prepare for a long economic downturn. As conferences are announced by various trustee organizations proposals to offer a presentation on relevant topics can be submitted for consideration. As of the writing of this update none of the organizations have announced either the dates of the conferences or the theme of a conference.

Goal #7 **Prepare instructional capacity to prepare the college's staffing and proficiency to be in a position to meet current and changing economic cycles.**

Status as of spring 2011: The fall 2011 semester schedule of classes has been increased by 2%. The vast majority of community colleges have done just the opposite by significantly reducing course offerings. When large portions of the class schedule are eliminated the college loses the opportunity to keep some adjunct faculty employed. When the economic situation reverses the college then has to locate new faculty to teach the courses. Colleges that increase course offerings create a strategic advantage by retaining the capacity to offer courses thereby being able to earn state revenue that may otherwise be lost. If the state's budget allocations are reduced to a point where courses cannot be maintained at the level currently projected, adjustments can be made in the spring to rebalance the budget.

Goal #8 **Explore options available to have the kind of coaching strength that is necessary for athletic programs.**

Status as of spring 2011: Work on this item is on-going. A change was made in one program that allowed the college to seek a new coach for one of the largest sports programs offered by the college. The change allowed the college to capitalize on the skills of a full time faculty member who was able to provide service in an area that had not benefited from the skills of a full-time coach. Additional enhancements may be made in the future if changes are needed.

Goal #9 **Hire an interim Education Foundation Director.**

Status as of spring 2011: Funding for a .50 management level director have been included in the Tentative Budget for FY 11/12. If funding remains available a .50 position can be hired sometime after the Final Budget is approved.

Goal #10 **Explore additional options for actualizing the golf course property as a financial resource to the district.**

Status as of spring 2011: No new information is available as of the writing of this update.

GAVILAN JOINT COMMUNITY COLLEGE DISTRICT

Status of Current Year Budget Guidelines; FY 2010 - 2011

As of Spring 2011

The purpose of this document is to report on the effectiveness of the resources allocated within the 2010-2011 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 not 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:

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The mission is evaluated and revised on a regular basis.

Section 1 - Strategies from Strategic Plan Fiscal Years 2010/11 - 2014/15

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

S.1 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 as of Spring 2011: Through Title V an Orientation Task Force has been created to decide on an institutional approach or package for orienting students. Title V will also be funding a new assessment instrument. Another Title V effort is the Student Success Center, which will focus comprehensively on the needs of first year students. Last of all, Title V will be supporting the development of learner-centered pedagogies across the disciplines. The board adopted Student Success Policy ensures that the Institution will be looking toward that goal.

Assessment: While the Title V efforts have just begun this spring, the progress thus far suggests that mechanisms will be put in place that will successfully address the issues outlined above.

Status as of Spring 2011: This year the Gavilan Integrated Data System

(GIDS) has been installed on all department chair computers as well as all academic administrators and interested faculty. This system provides live data from Banner to track enrollments, growth areas, retention, and student demographic information. Over the next year, cohort groups will be created to track key instructional areas of non-credit, English, ESL, and Math. This system will allow administration and faculty to make instructional decisions in the future.

Assessment: GIDS will continually be updated and revised to respond to the enrollment needs of the College.

Counseling Status as of Spring 2011: The Counseling Department mandated orientation for all new students. Sessions were provided face-to-face and online – 280 new students completed the requirement (62 students selected to attend the face-to-face orientation option).

The Counseling department obtained grant funding to provide registration assistance to students who indicated the need for assistance.

General Counseling implemented (Fall 2010) a web-based counseling appointment system available 24/7 that allows students to easily schedule counseling appointments. From Fall 2010 to March 14, 2011, 726 students have used the online service.

CalSoap: “traveling” schools Puente/General Counselor was part of the Recruitment Traveling team.

Disability Resource Center (DRC) Status as of Spring 2011: DRC Autism Spectrum Conference was held on campus on October 27, 2010. Over 150 K-12 and community college educators, human services agencies, parents, employers and adults with autism spectrum disorder attended along with Gavilan faculty, staff and administrators. There was standing room only.

DRC developed a special ed outreach plan for local area high schools in Fall 2010.

Presentations have been made at Christopher HS, Gilroy HS, Live Oak and Sobrato HS. Plans in the works for San Benito, Anzar and Alternative HS Ed programs.

A “Transition to College” workshop was offered by DRC’s WorkAbility III program. Thirty students attended from San Benito High School.

Extended Opportunities Programs and Services (EOPS) / CALWorks Status as of Spring 2011: The Foster Youth Committee was initiated to identify foster youth on campus and in the community in order to provide support services for them. A question regarding foster youth status was added to the Gavilan application and foster youth were sent a letter providing information on Student Services. The EOPS/CalWORKs Department organized a Foster Youth orientation on January 26, 2011 to provide information on Gavilan to 15 foster youth and providers. They have also met with social service providers in San Benito and Santa Clara Counties to coordinate information and referrals for foster youth.

EOPS and CalWORKs provide separate orientations each semester which include presentations by DRC, Tutoring and Financial Aid (FA).

EOPS/CalWORKs has representation on both the Learning Counsel (LC) and Orientation Task Force.

Financial Aid Status as of Spring 2011: Financial Aid works with students who have excessive units and the counseling department to assist students with education planning.

Morgan Hill (MH) Status as of Spring 2011: Counseling services have been one day a week at the off-site of Morgan Hill. We have offered drop-in times in the mornings and appointments in the afternoons, evenings. Flyers are posted at the site encouraging students to make appointments for help with academic planning, transfer planning, study skills, etc. We no longer provide counseling from EOPS, DRC due to budget constraints.

The MH site offers tutoring once a week for any subject, any level from 3 – 6 pm.

Non-credit English as a Second Language (ESL) classes are offered 2 mornings and 2 evenings each and a citizenship class is offered one evening each week. Enrollment has increased by 25%. Once students have taken this class for 2 semesters, they are able to transfer to credit classes.

Assessment: Budget constraints have hindered the expansion of student services at the Morgan Hill site. Due to decreases in course offerings, enrollment suffers.

Outreach & Recruitment Status as of Spring 2011:

High Step Program: Gavilan College, in conjunction with Gilroy and Christopher High Schools offer transfer level courses accepted at any university each spring and fall semester at the high school campuses in our service area. The new Christopher High School in Gilroy has been added to our program. New strategies to generate additional enrollment were implemented for this academic year. For example, CD 1/ PSYC 1 was taught at Christopher High School and CD2/ PSYC2 was taught at Gilroy High School (35 students in each class). This next semester, the classes will alternate. The program has greatly increased enrollment with both classes filling to capacity with a wait list of over 50 students.

Another goal for this year is to resume student participation in the San Benito High School High Step class. Discussion has started with the Principal of San Benito High School. We would like to bring back GUID1/PSYC 5 as we had excellent participation in previous semesters.

A new survey has been developed by the Gavilan College Outreach Department that can be scanned. This survey will be given to all sophomore and junior High School students asking them what classes would be of interest to them through the High Step program.

These strategies will enhance the enrollment of the High Step program.

CalSOAP Traveling Show: The Outreach Department in conjunction with the CalSOAP program developed a "traveling road show" highlighting student services at Gavilan College. Representatives from EOPS, DRC, TRIO, Financial Aid, Counseling, Career Center and Outreach traveled to high schools in Hollister, Morgan Hill and Gilroy. Presentations were delivered to

over 100 students. This event is now part of the outreach efforts to enhance our outreach efforts and will be presented annually.

Transfer: Making It Happen: Another very successful outreach effort that creates an institutional approach is our Transfer: Making It Happen. New first time Gavilan students from the CalSOAP program attend a workshop on the Gavilan campus. Over 70 students participate. The students hear from a keynote student speaker, followed by presentations by EOPS, Transfer Institute, Puente, TRIO, Mathematics, Engineering, and Science Achievements (MESA), Financial Aid and the DRC. They listen to a student panel, go on a scavenger hunt, and have lunch.

Bridge Program with Mt. Madonna Continuation High School: Historically, Gavilan College receives an estimated 10 students a year from the Mt. Madonna Continuation High School in Gilroy. Efforts have been made to increase this number. A special "Bridge Program" has been developed by the Gavilan art faculty this semester with the art teacher, principal, and counselor to enroll students in ART 14. These students complete the online portion of the class at their school in the computer lab with their teacher and come to Gavilan on Friday for the in person class component.

The program has successfully started and we look forward to increasing enrollment next semester.

Student Ambassador Program: The Student Ambassador is a work in progress. A plan was developed to enhance the Outreach & Recruitment Services by making the Ambassador program a viable part of Gavilan College to improve the image on campus as well as increase retention. One benefit of this program was to improve student life on campus.

Due to budget restraints and lack of space, the Ambassador program is still struggling. It is one of the main goals of the Outreach Department to have this program stronger in the coming year.

General Outreach Statistics: The Outreach Office has developed a wide network of contacts throughout the Gavilan College service area and beyond including local high schools, social service agencies and community organizations. Each year, outreach efforts include individual and group campus tours, speeches and presentations at local high schools, college fairs and other venues and representation on key committees within the Gilroy Unified School District. The Outreach Office participated in 25 events, serving an estimated 4,000 potential students and community members in our service area.

Internally, the Outreach senior program specialist works closely with the categorical programs (CalWorks, DRC, EOPS, MESA, Puente and TRIO) to increase awareness throughout the community and actively recruits prospective students. The Outreach Office also provides marketing materials and promotional items for offices throughout campus for special events and activities.

Currently the office consists of one senior program specialist. Due to the rigorous outreach and recruitment schedule, there has been no time for other activities including data collection. Over the last three years, interest survey cards have been handed out at every outreach/recruitment event on and off-

campus. We have received an estimated 400 interest cards this year. The cards are addressed and stamped and attendees are encouraged to fill them out with requests for additional information or to indicate interest in particular program(s) on campus. Information derived from these interest survey cards would be instrumental in identifying and tracking trends, majors, areas of interest and typical questions asked by prospective students. Additional support staff would enable this information to be collected, compiled and shared with other departments on campus.

The Vice President of Students submitted a request for On-Going Funds in 2006 for a part-time Office Assistant. The position was denied.

The Educational Master Plan cites the following as it relates to this position request:

The need to build effective partnerships with area high schools and with business and industry will continue.

The ability to utilize the new ERP to identify and track students through the intake process will be imperative.

Developing effective ways to communicate with students will be a priority.

Additional part-time staff will be needed to fully implement a comprehensive recruitment plan and service the needs of the community.

TRiO Status as of Spring 2011: TRiO staff attended CalSOAP "Traveling Days" in Spring 2010. We visited 5 high schools in our local service areas, and provided high school students with information regarding TRiO program services. TRiO also worked directly with high school counselors and the CalSOAP program to recruit students for our Summer Bridge program. We worked collaboratively with the high school counselors and CalSOAP program to make sure each interested summer bridge student understands the matriculation process. We accepted 35 students into our 2010 Summer Bridge program.

Assessment: Taken as a whole, the Outreach activities have been successful in encouraging students to enroll in Gavilan courses and in completing courses taken. A more thorough analysis of the results of these activities will be completed as more information is gathered.

S.1 Goal #2 Strengthen career programs through a cohesive organizational approach such as creating an Occupational Career Program Institute.

Status as of Spring 2011: The college is submitting a Title V partnership grant with Hartnell College this spring with the hopes of bringing the Occupational Institute to fruition. The Occupational Institute continues to be included in each of the annual department program plans in the Career Technical division. The Career Technical division has developed an outline for the Occupational Institute program that would include counseling, career placement services and industry interface. The plan is to include the following components: early registration, soft skill training, vocational assessment, internships with business and industry, job shadowing, assistance with financial aid, referral to other

campus departments, outreach to high schools and ed plan development using an integrated approach that makes use of existing resources such as the campus career center. Personnel (Counselor) is needed to staff the program and once identified will begin to work with the faculty in the Career Technical Education departments to provide services. The college has recently been awarded an Industry Driven Grant focused on developing a Water and Wastewater Management Program which will include certificate and degree components. This program is currently being developed with a projected implementation date of Fall 2012.

Assessment: The college is committed to developing new career technical training programs for its community and will continue to develop strategies to achieve this goal during the course of the upcoming fiscal year. It is hoped the title V grant will be funded. Once staffing for the Occupational Institute is identified, services can be provided.

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

Status as of Spring 2011: The noncredit program continues to serve two components of noncredit which are the Older Adult – Living Through Learning Program and the Adult Basic Education (ABE) Program for other constituencies. Recent trends and directives from the Chancellor's Office indicate a shift in Noncredit Programming Offerings. Emphasis is being placed on Basic Skills and pre-collegiate noncredit offerings with less emphasis or support for older adult noncredit programs. This was evidenced by a recent directive in April 2010, by the Chancellor's Office, "no state aid or apportionment may be claimed on account of the attendance of students in noncredit classes in dancing or recreational physical education." As a result of this directive, seven popular Tai Chi courses were eliminated for Fall 2011. Despite these directives and recent trends, The Living Through Learning Program continues to be popular and in demand by the older adult population within the district communities. A total of 1,898 older adults were served by the program. The other component of noncredit the 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 because of budget constraints, the number of participants is holding steady. During the academic year 2009 - 10, 5,085 students enrolled in noncredit ABE.

New noncredit course development continued in the area of supporting core instructional programming in pre-collegiate skill development for the following departments or programs: On-line Literacy, Allied Health, CalWORKs, Library and ESL programs. Enrollment in these courses held steady and seemed to support student success and retention in these instructional areas. One new noncredit course, On-line Basic Academic Skills, Guidance 700 was developed and approved as a student and instructional support for the instructional departments/programs.

The following data is available for Spring 2011:

Number of Students: 6,983

Number of sections/course offerings: 148

Location of the ABE sections/courses by city:

Gilroy – 28, Hollister – 30, Morgan Hill – 8

Location of Older Adult facilities by city:

Gilroy – 30, Hollister – 15, Morgan Hill – 14, and San Juan Bta. – 2

On-line Courses: 21

FTES: 225

Assessment: Despite state funding shortfalls and the downsizing of the Noncredit program, data still seems to confirm that there is a high demand for noncredit programming in the community. As budget constraints continue more collaboration has ensued this year with the feeder high school adult education programs, community based organizations and elementary school districts, collaboration throughout the college district to deliver badly needed educational services. During the 2009-10, academic year, the Noncredit Program underwent program review through the Institutional Effectiveness Committee. Recommendations from that committee were: in order to establish an integrated and articulated Noncredit Program it was necessary to formulate a master plan to address the role of noncredit within the institution, deliver consistent matriculation services that would move students from noncredit to credit in a formal manner; and, to track data to support student success. This past year program emphasis was on concentration of noncredit resources on key instructional areas in the following areas: On-line Courses, Allied Health, Library, CalWORKs, and ESL to deliver pre-collegiate and basic skills support courses to the basic skill students in these programs. The statewide trend for noncredit will continue to support credit content areas to support student success in basic skills, career/technical programs and transfer functions of the college.

S1 Goal #4 Evaluate 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 as of Spring 2011: The Office of Institutional Research completed a survey of cohorts of pre-collegiate courses for the CLASS Initiative and it was presented during the spring Professional Development Day. Curriculum revisions have taken place for Math 400 and Math 402. ESL has expanded with the ESL 509A and 509B. Supplemental Instruction and Counseling support has been expanded for students in pre-collegiate Math and English courses. The noncredit courses that have been added are Guidance 700, Online Basic Academic Skills; Library 736, Develop a Topic; Library 737, Avoid plagiarism & MLA/APA format; and English 747, Film and Literacy. The courses that have to do with the improvement of research skills are in place as “companion” courses as of Spring 2010. Plans are underway to create noncredit ESL conversation classes as companion to lecture classes starting in Fall 2011. However, the shortfall of state resources may deny the college the opportunity to obtain research data about student retention.

The student learning outcomes (SLOs) on many of the pre-collegiate courses, both credit and non-credit, have been assessed. This assessment data has been used to modify the curriculum or pedagogy of these courses. Approximately, 57 % of Math, English, and ESL pre-collegiate courses have been assessed.

Additionally, a series of evaluation studies have been conducted to examine the efficacy of different models attempted by the Math and English departments. Since Fall 2009, 10 studies evaluating pre-collegiate courses, interventions, curriculum modifications, or course sequence changes have been conducted. A recent example was an examination of the impact of Math 414 (Summer Bridge) enrollment on student completion of higher level Math courses.

The increase of grant funding (e.g. STEM, Title V) has provided funding to offer additional interventions in the area of pre-collegiate student success. These funding sources consequently require evaluation of the efficacy of these efforts. As a result, additional evaluation studies have been conducted.

Assessment: Curriculum changes provide both course delivery changes and support; the Math changes will require further development. Supplemental Instruction and Counseling support have been shown to be invaluable components in student success and discussions are underway about how to continue with these efforts once grant funding has expired through the development of The Learning Council and participation in the CLASS Initiative.

Clearly, there is more work to be done regarding Student Learning Outcome (SLO) assessment of pre-collegiate courses. The SLO coordinator has been working to support this work. The work that has been done, however, has provided important information on students' achievement of student learning and has suggested modifications to improve pedagogy and curriculum. The number of studies on pre-collegiate courses and interventions has greatly increased in the past two years. This work will likely continue due to the evaluation requirements associated with new funding sources.

One key tool under development will enable faculty and administrators to gain more information about the effectiveness of a particular course. The tool will allow a user to select a course and determine the proportion of students who complete a subsequent target course or even obtain a degree. This will allow for more readily accessible and detailed examinations of pre-collegiate efforts.

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

Status as of Spring 2011: Through STEM and Title V, the college will be able to install a classroom where instructor lectures can be recorded in real time and played back via the Internet or other media so that students can review concepts or, in the case of online instruction, learn the material for the first time.

Assessment: There is insufficient data to properly assess the impact of alternative delivery of classes.

Status as of Spring 2011: As of the Fall 2010 semester, all credit courses on campus had a Moodle shell attached. The shell enables faculty to add course content and other instructional materials for students to refer to throughout the semester. Faculty are encouraged to use this technology in combination with MyGav to fully communicate with students and share key instructional materials. As of Spring 2011, the Distance Education (DE) committee will complete their "Best Practices" document and will develop a comprehensive

enrollment management and growth plan based on data acquired over the past 5 years. As the district expands programming in Hollister, core DE courses in general education will be targeted for inclusion in the overall enrollment management plan. In addition, the DE advisory group will begin work on the 2013 self study with an emphasis on retention and persistence in DE courses. In other areas, High Step courses will continue in area secondary schools with moderate growth projected.

Assessment: The Office of Institutional Research will continue to monitor and analyze the DE courses currently offered at Gavilan as part of the on-going Student Success report that goes to the Board of Trustees each month.

S1 Goal #6 Offer 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.

Status as of Spring 2011: Attention to these areas has resulted in a near full spectrum of transfer courses and a solid offering in Basic Skills. Lab courses need to be added at the sites.

General Education offerings at the offsites have been expanded into the afternoons and into both semesters rather than on a rotational basis between fall and spring. Enrollment monitoring through GIDS continues to provide a comprehensive picture of the efficiency of the offerings, and modifications are made as necessary each semester to address student demand.

Assessment: Assessment is completed through program review, department chair and dean analysis, and routine college reporting.

S1 Goal #7 Prepare an Early Acceptance Program (EAP) to consist of early counseling, assessment and priority registration for graduating high school seniors to make an early connection with students and to encourage early enrollment.

Status as of Spring 2011: Correct "priority registration for graduating high school seniors..." comment from this goal. Gavilan counselors met with local high school counselors.

Admissions & Records (A&R) Status as of Spring 2011: The Assessment Task Force is giving consideration to participating in the EAP program. Currently, EAP test scores are accepted, but this is not formally publicized. The Task Force is evaluating how to implement something more formal with local high schools.

Counseling Status as of Spring 2011: Gavilan counselors met with local high school counselors to discuss articulation, concurrent enrollment, and placement issues. Special outreach was conducted with high schools in effort to prepare high school graduating seniors for the completion of orientation requirements.

Morgan Hill Status as of Spring 2011: Outreach is being conducted at Live Oak, Sobrato, and Central High Schools. Assessment tests are being given at

those locations. They are advised steps to take before meeting with a counselor.

Assessment: There is insufficient data to properly assess the activities conducted.

S1 Goal #8 **Initiate a college-wide dialogue about current and future major and certificate programs, to serve as a starting point for evaluation and development of new programs or emphases.**

Status as of Spring 2011: During the Spring 2011 Professional Development Day, time was allocated for each division to meet and begin a discussion about the degrees and certificates currently offered at Gavilan. On-going discussions will continue with the department chairs throughout the semester. In addition, through SB 1440, two new degrees have been approved through the Curriculum Committee: AA-T in Communication Studies and AA-T in Administration of Justice. This new legislation will require that all courses have new course identifiers and become aligned with a future system-wide articulation network.

Assessment: Assessment of program efficiency will continue through GIDS analysis and department chair discussion.

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

S2 Goal #1 **Increase by 2% the number of students who will graduate with an AA/AS degree and/or who can transfer within two years.**

Counseling Status as of Spring 2011: Implementation of Degree Works (DW) - The new degree audit system was formally introduced to students Fall 2010 although the program was launched Spring 2009. During the Spring 2009, counselors obtained multiple training sessions and used the system with students. Fall 2010 all counselors began creating educational plans exclusively on Degree Works. January 2011 general counselors began to teach students how to use the system to determine graduation status. Counseling has worked with A&R, and FA to establish new practices that utilize Degree Works to monitor and track students for degree completion and attainment. Counseling trained A&R and FA staff on how to use DW. The data collection phase of DW is currently under development.

DRC/EOPS/CALWORKs/TRiO Status as of Spring 2011: EOPS, CalWORKs, TRIO and DRC coordinated 18 student success workshops during the past academic year. A total of 167 students have attended to date with 4 workshops not included in this report. Student evaluations support that these workshops are aiding in their success and course completion. The EOPS/CalWORKs Counselor and CalWORKs Director chair the LC persistence and retention sub-committee.

Morgan Hill Status as of Spring 2011: A counselor assists students with their program, registration, graduation petition.

Assessment: The college continues to work on this strategy and this goal. This

is a long term goal.

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

Status as of Spring 2011: Student Learning Outcomes, Program Learning Outcomes and Institutional Outcomes work is sustained and on-going. All courses have SLOs and a significant amount of work is currently underway to assess programs and use the results to make appropriate modifications to improve instructional integrity and student success. Approximately 25% of programs have been reviewed to date. Data is available through multiple sources to track assessment efforts and insure continuous improvement college-wide. Dialogue occurs at the department, division, and institutional level to implement the outcomes identified and assesses common themes.

Assessment: The goal is to have all programs assessed within the next year, with a focus on implementing outcomes within program plans and program review documents. Several departments (ESL, English, and Math) have begun a second cycle of SLO assessment at the course level, in accordance with the college's three year schedule.

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 as of Spring 2011: Each academic year, the Professional Development Committee organizes the opening flex day agenda. This year, the college has chosen to focus on student success strategies and continuing the work started the previous year to better understand the students we serve, with particular attention to the first year experience. With the help of Title V and the Learning Council, professional development opportunities are continuous, with campus visits, conferences, webinars, and focus groups available throughout the year. In addition, planning is underway to move the faculty and staff support center to the mezzanine in the main library and re-name it the teaching and learning center. Finally, the work of the faculty and staff development committee provides support of faculty flex, co-curricular, and conference activity throughout the year.

The Title V team is actively attending conferences and visiting sites during the Spring 2011 launch semester. Faculty development is built into Service Learning and First Year Experience programs; Title V will begin ongoing Faculty Inquiry Groups for developing Title V initiatives in Fall 2011. In addition, the Learning Council Professional Development sub-committee is creating a "flex menu" to provide selection options for faculty at the start of the academic year. Faculty are encouraged to present instructional strategies at professional conferences, and have been selected to receive awards for instructional innovation (ASCCC award for SLO excellence: Lisa Franklin, 2010).

Assessment: Professional development will continue to be assessed through the annual reporting process and co-curricular reporting at the conclusion of the academic year. The Learning Council's professional development

subcommittee is developing an annual flex calendar to respond to the faculty's request for a diverse number of professional development activities throughout the year. In addition, the curriculum committee participates in on-going training as it relates to SB 1440 and the new Chancellor's Office curriculum inventory.

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

Admissions & Records Status as of Spring 2011: The Assessment Center has implemented an online registration process to enable students to easily sign up for an assessment test on the day and time convenient to them without having to come on campus to sign up.

Counseling Status as of Spring 2011: Counseling Services continue to be offered at off-sites once a week throughout the academic terms. Starting March 2010 through March 2011, 641 students in Hollister; and, 502 students in Morgan Hill utilized the on-site counseling service.

The main campus offers Counseling Services Monday-Thursday from 8:00AM to 8:00PM, and Friday's from 8:00AM to 4:00PM. From March 2010-March 2011, 12,943 students were served by the department.

Assessment: Student comments indicate that the additional services are needed and appreciated. It's too early to assess.

S2 Goal #5 Implement plans identified through the Program Review process and approved through the shared governance procedures to continuously improve instructional, administrative, and student services. Make planning ongoing at every level.

Status as of Spring 2011: The Program Plans have been a valuable step in developing larger department visions and making the planning loop complete. A number of revisions made to the program planning process has resulted in a more comprehensive participation by all campus groups. At the start of the spring semester, each division met to further discuss cross-curricular program planning and shared best practices. The Liberal Arts and Sciences Division set goals during the spring Staff Development Day that have been revisited throughout the semester.

This year the program review process has dramatically improved through the use of technology and a program plan focus group. The process is now directly linked with the program review and budgeting process and includes an area for narratives and updates from each department. In addition, a ranking system was developed at the Dean, VP, and CEO level to assess each program plan as it relates to the strategic plan of the college.

Assessment: Plan implementation is on-going and the annual planning cycle calendar has been firmly established. There is much greater campus participation in developing and updating program plans.

Enrollment Management Status as of Spring 2011: A Program Learning Outcome was developed to better utilize space in the printed class schedule by eliminating ads for classes that have continually met or exceeded their

enrollment caps in previous years. Enrollment Monitor reports were analyzed and it was determined that several classes for which a department chair had requested an ad met this criteria. As a result, eight pages were eliminated from the Spring 2011 class schedule thus saving money.

A SLO was created to improve customer service by facilitating registration with respect to the add card process. Enrollment Monitor reports were analyzed to identify classes that could set more appropriate enrollment caps. Higher caps would reduce the number of students who have to spend time and energy waiting for instructors to sign add cards and meeting with administrators in an effort to add classes. The Vice President of Student Services shared the report with the Deans and asked that they share it with faculty. The Enrollment Management Program Specialist is in the process of analyzing how the information was used. Preliminary results show that some faculty raised their enrollment caps, thus eliminating time unnecessarily spent by staff in administering the add card process. It is the hope that by streamlining this cumbersome process, good will towards the college will increase.

Morgan Hill Status as of Spring 2011: Continued follow-through on SLOs. Through a mandate from the Morgan Hill Fire Department, the site had both labs rewired and have projectors installed in the ceiling. Extension cords were greatly reduced and resulted in safety and improved instructional methods.

The site now has 2 staffers to assist with student services and remain open from 8am to 6pm Mon – Thurs., Friday 8 am to 5 pm.

Assessment: SLO work is on-going. No assessment.

S2 Goal #6 Highlight student performance as a result of a Gavilan College education.

Status as of Spring 2011: Student success information has been published in the Report to the Community. Student and alumni profiles have been published in the Schedule of Classes. Successful alumnus (Michael Trevino) was the keynote speaker at graduation. Alumnus Luis Alejo was named to California Community Colleges Distinguished Alumni of the Year. A press release was sent out highlighting the number of Gavilan College alumni elected to office in November.

Assessment: Many anecdotes and the ARCC data have been shared with the public. Building the Alumni Association would help us to learn and publicize more about our students' long-term success.

S2 Goal #7 Provide appropriate technology and support for teaching, student success, and administrative services.

Status as of Spring 2011: Through Measure E, all classrooms now have multimedia capability; computer carts make laptops available in a number of non-lab classrooms. Each instructor now has a Moodle shell for each course he or she is teaching. MyGav is used as the intranet portal for shared governance notes, working drafts of documents and discussion board between meetings.

Assessment: Ongoing training and the infusion of new technologies, such as iPods, smart phone applications, and software training is needed to keep staff up to the level of student knowledge and interest. Broader support of Macs would allow more staff to use computers that best support instructional needs. These needs should be processed through revisions to the district Technology Plan.

Status as of Spring 2011: During the past year, the college was awarded a Title V grant to support student success and first year experience. Throughout the life of this grant, monies will be available for technology improvements, software upgrades and instructional materials to directly address retention and persistence goals.

Assessment: The improvements in technology and support for teaching, student success and administrative services will be evaluated through annual program planning and Title V evaluation requirements.

S2 Goal #8 Promote Service Learning, First Year Experience, Global Studies, and other student-centered and/or project-based collaborations with area businesses, non-profits, and educational agencies.

Status as of Spring 2011: The service learning program continues to thrive at Gavilan, with more full and part time faculty participation this year than in previous years. There are more than 20 agencies that regularly offer placement for Gavilan students and the local advisory committee regularly meets throughout the year. Both Dr. Robin Kreider and Leah Halper continue to lead this effort, and recruit faculty from new disciplines to participate. In the area of First Year Experience, data has been collected to show the positive impact of student participation in sequential and supported courses in English and ESL. Through the new Title V a number of support systems are proposed to take the outcomes projected in FYE and expand services throughout the life of the grant.

Assessment: Assessment will be conducted annually of the service learning program and retention reports available through GIDS (Gavilan Integrated Data System).

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

S3 Goal #1 Expand facilities in the northern part of the district by leasing 20,000 sq.ft. or more in Morgan Hill.

Status as of Spring 2011: The district had looked into a number of options to secure space of at least 20,000 sq. ft. in an effort to expand in the Morgan Hill area. With state budget issues, including caps on enrollment, those plans had been temporarily put on hold.

Assessment: Discussions to lease the required space continue. Conditions have now changed to warrant expansion in the Morgan Hill area the district will again review available options.

S3 Goal #2 Expand facilities in the southern part of the district by leasing 20,000 sq.ft. or more in Hollister.

Status as of Spring 2011: The College had looked into a number of options to secure space of at least 25,000 sq. ft. in an effort to expand in the Hollister area. These options included an initial build out of the college's recent purchase of property in San Benito County. After reviewing a number of options the College is now looking to lease the required space in the Hollister area.

Assessment: Discussions to lease the required space continue.

S3 Goal #3 Investigate alternative uses of golf course property at Gilroy campus.

Status as of Spring 2011: A core element that caused the college to seek a plan to develop the golf course property was the college's very successful older adults program. The state Legislature has expressed concern about colleges offering state funded educational programs to this group of lifelong learners. As a consequence of the confusion over the state's view of older adult education, the college has decided to hold off on further action at this time.

In FY 10-11, the district entered into an agreement ending June 30, 2011 for the management of the golf course. A one year extension to June 30, 2012 of this agreement was approved by the board at the April 12, 2011 board meeting.

Discussions for other uses of the golf course property are on-going. The Vision Committee, a subcommittee of Academic Senate, and the Environment Science Task Force have been hard at work looking at the golf course as an environmental studies instructional space. Many faculty outside the discipline have contributed instructional ideas that make use of the space. The Environmental Science program is in the Title V Grant.

Assessment: The district has not been able to formalize an alternative use for the golf course property and as a result failed to increase the utilization and value of that property in support of student learning programs. The college staff will continue their efforts. The board will continue to look at all options, both short and long term, which may include continual use as a golf course.

S3 Goal #4 Continue renovation projects at the Gilroy campus as listed in Measure E. Augment Measure E funds with state capital construction outlay monies to ensure, to the extent possible, all projects are augmented with state funds.

Status as of Spring 2011: At this time, the Cosmetology and Business Building renovation projects are complete. The Social Science Building renovation project is scheduled to be completed in June 2011. Smaller projects are also in process including the San Martin airport project.

The last project fully funded by Measure E is the Social Science project. The state has approved the district moving ahead with a \$6.6 million Water Supply Replacement System using primarily state funding.

The college has also used Measure E funds to apply for state matching funds for three of the Measure E program projects. These projects are the renovation of the Physical Education Complex, the renovation of the Library Complex, and a new Student Center & Administration Building.

Assessment: The district continues to submit and update other capital project applications to the state. The college continues to complete project work within the amount of resources allocated. Recent project bids have come in lower than the budgeted constructions costs. The college has earmarked matching funds for state approved or projects expected to be state approved so that when the projects are finally ready to be constructed the required matching funds will be available. The major concern right now is how inflation will increase making it harder for the college to pay for the increased costs of construction. For example, a matching fund requirement in 2009 of \$5 million will be set aside for a project that is anticipated to be funded in 2013. Should the project costs increase they are expected to do, the college may have a new matching requirement of \$7 million leaving the college short \$2 million at the time the project is actually approved. This problem will require more detailed analysis before staff will be able to make recommendation to the board on how to address this anticipated problem.

S3 Goal #5 Develop and communicate master plan schedule for obtaining center status for instructional site in San Benito County and in Coyote Valley.

Status as of Spring 2011: This item is on hold as site location issues have not been resolved sufficiently to construct a project timeline.

Assessment: Once site has been cleared for development, will work with president to create and communicate project timeline.

S3 Goal #6 Integrate cost-effective green practices for facilities, landscaping, and college systems into all campus improvement and expansion efforts.

Status as of Spring 2011: With the passage of Measure E, the district, as part of its planning efforts, designed various cost effective green practice standards to be incorporated into all campus improvement and expansion efforts, For example, as each building is renovated, it is wired to a central environmental control system which maximizes the efficiency of heat and air conditioning.

Assessment: The college continues to implement cost effective green practice standards as projects are funded.

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

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

Status as of Spring 2011: The five-year faculty hiring plan has been updated for FY 2011-12. The Human Resource Department (HR), working with instruction, student services, administrators and department chairs have agreed to recruit and hire for four full-time faculty positions for the fall semester of 2011. The positions are English, Aviation Maintenance Technology, Economics, and Child Development.

For classified staff, as of Spring 2011, the college is currently filling all permanent classified positions that become vacant and has committed to filling two full-time positions (Financial Aid Technician and Admissions/Student Records Technician) that have been vacant since 2009.

Assessment: On-going.

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 as of Spring 2011: HR is currently working on filling four full-time faculty positions - English, Aviation Maintenance Technology, Economics, and Child Development which were vacated by retirees. Initial interviews are scheduled for May 2 – May 10, with final interview scheduled for May 3 – May 12. The selected candidates will begin working in the Fall 2011 semester.

Discussion has taken place with the Department Chairs regarding the previous five-year hiring plan and re-visiting the criterion for the next five year plan. Work will continue in the fall semester once the next round of faculty hiring is complete.

Assessment: On-going.

- b. **The previous Five-Year Faculty Hiring Plan will be completed before the second plan is implemented**

Status as of Spring 2011: During the spring semester, the department chairs reviewed the previous five year plan and recent retirees. The group agreed on the updated plan that was then reviewed by Cabinet. The group agreed to maintain the goal of the strategic plan and continue to follow the current 5 year plan before the second one is implemented.

Assessment: On-going.

- c. **Every attempt will be made to fill full-time positions in Economics, Child Development and English before the Five-Year Hiring Plan takes effect**

Status as of Spring 2011: The HR Department is working with the Vice President of Instruction, administrators, and department chairs to recruit and hire for four full-time faculty positions for the fall semester of 2011. The positions are English, Aviation Maintenance Technology, Economics, and Child Development.

Assessment: Four new full time faculty will be placed prior to the Fall 2011 semester.

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

Status as of Spring 2011: Gavilan College continues to maintain competitive salaries and benefits despite a major reduction in on-going revenue from the state.

Assessment: On-going.

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

Status as of Spring 2011: In process.

Assessment: Staff, faculty, and administrators are consistently involved in the shared governance process.

S4 Goal #5 Promote a healthy work environment that nurtures personal and professional development.

Counseling Status as of Spring 2011: The Counseling Department requested meetings with FA and A&R at the start of each term to coordinate services. Service hours are coordinated and joint departmental meetings are held (ex: A&R and FA, Morgan Hill and Hollister).

DRC Status as of Spring 2011: DRC staff retreats were held in Summer 2009 and Summer 2010 to develop goals for upcoming academic year and to team build.

DRC monthly staff meetings include 30 minutes of time dedicated to classified staff for personal and professional development. Guest speakers, such as, the classified Professional Growth chair invited to speak to DRC classified staff; leadership qualities promoted through opportunity to lead staff meetings.

EOPS/CALWorks Status as of Spring 2011: The EOPS/CalWORKs Department participated in a staff retreat on the Myers-Briggs personality assessment and discussed working styles to create a harmonious environment. Staff attended the UC, CSU and Transfer conferences, the EOPS virtual conference and technical assistance training and the CalWORKs Annual Training Institute. EOPS Associate Dean attended: Injury and Illness Training presented by Kennan and Associates in Fall 2010. In turn she provided training to EOPS/CARE/CalWORKs Staff at their November 2010 staff meeting.

The Dean's group holds a retreat once per year to set goals and participate in activities designed to develop leadership growth. The Deans are encouraged to

develop annual professional development plans and share materials from conferences with the larger group.

Assessment: In process.

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

Admissions & Records Status as of Spring 2011: To provide the staff of Admissions and Records, Student Accounts, Financial Aid and Counseling with an in-office technical support person/programmer for Banner. This has not been implemented.

Hire a Student Records Technician to provide adequate support to the admission and registration of special student groups, i.e., Non-Credit Program, the South Bay Regional Public Safety & Training, Sheriff's Department, Probation Department, Early College High School students, the Carpenters' Apprentice program and all those who do not register themselves (approximately 5000 per semester) as well as ownership of the CCCApply online application implementation and process. As of March 11, 2011 this position has been approved and we are beginning the process to hire someone.

Since Spring 2010 the departments of A&R, Financial Aid and the sites have been meeting on a monthly basis to discuss topics related to registration, student accounts, Banner etc. This meeting has promoted teamwork and provided an opportunity for more visibility within each of the departments and the role each person holds.

Counseling Status as of Spring 2011: The Counseling Department identified best practices for cohorts of students (Academic Dismissal, Excessive Units, and Veterans). The department worked closely with the Financial Aid Department to identify needs, standards, and develop processes to ensure consistent application of new practices.

The Counseling Department website is updated every term with special attention to the FAQ's and special student populations (Veterans, New Students, Undecided students).

EOPS/CALWorks Status as of Spring 2011: The EOPS program completed a customer service survey in May 2010 which provided student satisfaction information on several items. 88% stated that book service was excellent, 74% stated workshop series was excellent, 93% stated that priority registration was useful, 94% stated that meetings with counselor were useful and 71% found orientation useful.

Morgan Hill Status as of Spring 2011: A Morgan Hill site survey was completed Fall 2010.

Assessment: There is insufficient data available to draw conclusions at this time.

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

Status as of Spring 2011: As of Spring 2011 college alignment with the State Chancellor's Office, California Community Colleges, model Equal Opportunity Employment Plan is on-going. Although no specific training has been developed district-wide, individual departments have participated in workshops to increase awareness and sensitivity to ethnic, racial, physical and lifestyle diversity.

Over the last few years, the college has sponsored several training sessions for administrators, managers and supervisors. Trainings such as Creating and Maintaining Discrimination and Harassment free workplace, Performance Management, and Dealing with the Marginal Employee.

In order to comply with federal and state law, all managers must take a 2-hour workshop on Sexual Harassment every 24 months. Administrators, managers, supervisors and classified employees who hold lead positions participated in this training.

Assessment: District alignment with the State Chancellor's Office, California Community Colleges, model Equal Opportunity Employment Plan is on-going.

Strategy # 5 *Update 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.*

S5 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;**
- b. **San Benito County—12 miles south of main campus; and**
- c. **Coyote Valley —18 miles north of main campus.**

Status as of Spring 2011: The Academic Senate formed a subcommittee the Vision Committee that is currently working on recommendations regarding the educational programs that should be offered at each location.

Assessment: Efforts in this area continue.

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 as of Spring 2011: The department chairs and deans have been asked to provide "big vision" ideas about directions for growth in Hollister. An enrollment analysis is underway using GIDS information and environmental screening elements. Once the decision has been made regarding the new facility, high yield general education classes will be the first consideration. Planning will continue to expand career and technical education offerings, as well as a fully defined pipeline for non-credit to credit ESL courses.

Assessment: Enrollment analysis and GIDS information will aid in the growth planning for Hollister to result in a sustained center status of 500+ FTES.

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, through linkage to Strategy #4.

Status as of Spring 2011: This is on hold until funds are available to expand into San Benito County or Morgan Hill.

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

Status as of Spring 2011: This work is on-going and includes the efforts of the Institutional Effectiveness Committee (IEC), the program planning process, and the GIDS data system. Enrollment management is a key responsibility of administration and is the focus of the Dean's Council. Recommendations from the IEC help to identify patterns in low-enrolled programs and provide the basis of program modifications. The work of the curriculum committee assists in the maintenance and currency of all degrees and certificates and insures that instruction is delivered using the same objectives regardless of location. Another area of attention is distance education. The DE committee is developing a comprehensive enrollment and growth plan to assist in the decisions regarding future course development in this area. Through the Learning Council, and the Academic Senate, discussions regarding programmatic growth continue.

Assessment: No information available at this time.

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

S6 Goal #1 Publicize opportunities and impacts of grant-funded programs.

Status as of Spring 2011: The district accomplishes this goal throughout each year during the development of the Tentative, Final (Adopted), and Mid-year Budgets. The FY10/11 Tentative and Final Budgets, for example, include a section titled "Financial Plan-Restricted General Fund" that documents the main grant-funded programs at the college. Included is a description of the program's primary goals and any financial or non-monetary support that is required from the college. In addition, each program director/coordinator usually publicizes the opportunities presented by each particular program or grant.

Assessment: This is an on-going process. The college continues to make sure that people know about the information in the budget document as well as any individually issued statements.

S6 Goal #2 Explore alternative funding sources for the college.

Status as of Spring 2011: No work completed on this.

S6 Goal #3 Explore means to ensure open, equitable, and fair distribution of campus funds based upon the Strategic Planning process.

Status as of Spring 2011: This year the program review process has dramatically improved through the use of technology and a program plan focus group. The process is now directly linked with the program review and budgeting process and includes an area for narratives and updates from each department. In addition, a ranking system was developed at the Dean, VP, and CEO level to assess each program plan as it relates to the strategic plan of the college.

Assessment: Plan implementation is on-going and the annual planning cycle calendar has been firmly established.

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

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.

DRC Status as of Spring 2011: DRC recruited two students for their Advisory Board.

The DRC High Tech Center offered a workshop for all college faculty for "Online Training on Reading Support Using the Kurzweil 3000" to assist all students with a variety of learning needs.

Morgan Hill Status as of Spring 2011: An annual survey is taken at the beginning of the fall semester at MH.

The district continually enhances shared governance procedures by maintaining open dialogue from various college committees that solicit from and report out to the college community. The District Budget, Technology, and the Health, Safety, Facility & Grounds Committees report out draft minutes of each meeting and include a list of committee members and their contact information within 2 weeks of a meeting.

Assessment: A survey of campus employees is being conducted to determine the effectiveness of these activities.

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.

Counseling Status as of Spring 2011: The Counseling Department faculty attend instructional department meetings to share ideas or problem-solve, and/or have instructional faculty attend counseling department meeting to share new programs or training.

DRC Status as of Spring 2011: The DRC High Tech Center offered a workshop for all college faculty "Online Training on Reading Support Using the Kurzweil 3000" to assist all students with a variety of learning needs.

Enrollment Management Status as of Spring 2011: A SLO was created to improve customer service by facilitating registration with respect to the add

card process. Enrollment Monitor reports were analyzed to identify classes that could set more appropriate enrollment caps. Higher caps would reduce the number of students who have to spend time and energy waiting for instructors to sign add cards and meeting with administrators in an effort to add classes. The Vice President of Student Services shared the report with the Deans and asked that they share it with faculty. The Enrollment Management Program Specialist is in the process of analyzing how the information was used. Preliminary results show that some faculty raised their enrollment caps, thus eliminating time unnecessarily spent by staff in administering the add card process. It is the hope that by streamlining this cumbersome process, good will towards the college will increase.

Assessment: Too early to determine what impact changes have made.

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 as of Spring 2011: Challenges include student engagement, advertisement, and services (to off-sites).

DRC Status as of Spring 2011: DRC recruited two students for their Advisory Board.

Morgan Hill Status as of Spring 2011: Study groups form after the first month of semester before class to work among themselves. There is an open lab at the MH site on Sundays from 4pm – 7pm for all students.

Assessment: No information available at this time.

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 as of Spring 2011:

Continued excellent work from Outreach, EOPS, and Counseling (high school orientation prior to registration).

DRC Status as of Spring 2011: DRC developed a special ed outreach plan to local area high schools in Fall 2010. Presentations have been made at Christopher HS, Gilroy HS, Live Oak and Sobrato HS. Plans are in the works for San Benito, Anzar and Alternative HS Ed programs. A "Transition to College" workshop was offered by DRC's WorkAbility III program. Thirty students attended from San Benito High School.

EOPS/CALWorks Status as of Spring 2011: The CalWORKs Program Specialist provided subsidized employment opportunities to over 110 students on campus and in the community. The EOPS/CARE/CalWORKs Advisory Committee is made up of representation from local high schools, businesses, and community agencies from Gilroy, Morgan Hill and Hollister. The Director of CalWORKs serves as the president for the California Community College CalWORKs Association and regularly meets with the Chancellors Staff,

legislative advocates and representatives from the Department of Social Services.

Hollister Status as of Spring 2011: There is outreach through community involvement including YMCA, HDA, Tobacco Coalition, Jr. Rams Club, Outreach Advisory Board, Community, and Community Corner.

Morgan Hill Status as of Spring 2011: Morgan Hill site continues outreach at community functions in MH including breakfasts, women in business, mixers, United Way, Leadership MH, and Community Solutions.

Assessment: No information available to determine impact of college's efforts.

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

Counseling Status as of Spring 2011: My Degree Works allows students to access their educational plans 24/7. The system provides students with the ability to explore different degree options while at the same time ensuring that they are meeting their general education course requirements. The system is intuitive and students are being instructed by counselors on how to effectively use it. The implementation of the software was funded by STEM. The data collection phase of DW is currently under development and is funded by Title 5.

Hollister Status as of Spring 2011: Jr. Rams Club is a club to plant the seed of college to middle-school students.

Assessment: Too early to assess.