



5055 Santa Teresa Blvd., Gilroy, CA 95020

www.gavilan.edu

(408) 848-4800

Dr. Kathleen A. Rose, Superintendent/President

GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
REGULAR MEETING, BOARD OF TRUSTEES
Tuesday, December 12, 2017

Gavilan College Student Center Lounge
5055 Santa Teresa Boulevard
Gilroy, CA 95020

CLOSED SESSION – 6:00 p.m. OPEN SESSION – 7:00 p.m.

AGENDA

I. CALL TO ORDER 6:00 p.m.

1. Roll Call
2. Comments from the Public – This is a time for the public to address the Board
3. Recess to Closed Session (a maximum of 3 minutes will be allotted to each speaker)

CLOSED SESSION 6:00 p.m.

Notice is hereby given that a closed session of the Board will be held under the general provisions listed as follows:

- 1) CONFERENCE WITH LABOR NEGOTIATORS - Closed Session Pursuant to Government Code Section 54957.6
Agency Negotiators: Kathleen Rose and Eric Ramones
Employee Organization: GCFA
- 2) CONFERENCE WITH LABOR NEGOTIATORS - Closed Session Pursuant to Government Code Section 54957.6
Agency Negotiators: Kathleen Rose/Eric Ramones,
Employee Organization: CSEA
- 3) CONFERENCE WITH LABOR NEGOTIATORS – Closed Session Pursuant to Government Code Section 54957.6
Agency Negotiators: Dr. Kathleen Rose
Employee Organization: Unrepresented
- 4) CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION - Significant exposure to litigation pursuant to paragraph (2) of subdivision (d) of Section 54956.9:
One or more claims
- 5) CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION - Significant exposure to litigation pursuant to Section 54956.9(b);
One Case #CV-17-3842-NC
- 6) CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION - Significant exposure to litigation pursuant to Section 54956.9(b);
One Case #CU-17-00131

Board of Trustees: Jonathan Brusco
Laura A. Perry, Esq.

Kent Child
Lois Locci, Ed.D.

Mark Dover
Rachel Perez

Walt Glines
Daniel Chavez



II. OPEN SESSION 7:00 p.m.

1. Call to Order
2. Roll Call
3. Pledge of Allegiance
4. Organizational Meeting
 - (a) Election of Officers (President, Vice President, Clerk)
 - (b) Set Meeting Dates/Location
 - (c) Board Committee Membership
5. Report of Any Action Taken in Closed Session
6. Approval of Agenda
7. Consent Agenda
 - (a) Regular Meeting of the Board of Trustees minutes, November 14, 2017, Special Board Self Evaluation Meeting, November 14, 2017, and Athletic Ad Hoc Committee minutes, November 27, 2017
 - (b) Personnel Actions
 - (c) Warrants and electronic transfers drawn on District Funds
 - (d) Payroll Warrants drawn on District Funds
 - (e) Purchase Order Ratification
 - (f) Ratification of Agreements
 - (g) Budget Adjustments
 - (h) Monthly Financial Report
 - (i) Puente Advisory Committee
8. Comments from the Public - This is a time for the public to address the Board
(a max. of 3 minutes allotted to each speaker)
9. Recognition
 - (a) Recognition of the Employee of the Month
10. Officers' Reports
 - (a) Vice Presidents
 - (b) College President
 - (c) Academic Senate
 - (d) Professional Support Staff
 - (e) Student Representative
 - (f) Board Member Comments
 - (g) Board President
11. Board Committee Reports
12. Information/Staff Reports
 - (a) Guided Pathways Task Force Update
 - (b) Santa Clara County Sheriff Contract Update as of December 12, 2017
 - (c) Gilroy Early College Academy (GECA) Update

III. ACTION ITEMS

1. Old Business
 - (a) Strategic Plan FY 2017 - 2018 Through FY 2021 – 2022
 - (b) Integrated Plan (Basic Skills Initiative /Student Equity/Student Success and Support Program)Integrated plans
2. New Business
 - (a) Curriculum
 - (b) Gymnasium Flooring and Bleachers, Change Order #4
 - (c) Athletic Fields Upgrade Project Change Order #2
 - (d) Amended Classroom Joint Use Agreement at San Benito High School in Hollister

- (e) Guided Pathways Self-Assessment
- (f) FY 2016 – 2017 Foundation Audit Report

IV. CLOSING ITEMS

1. The next regularly scheduled Board meeting is January 9, 2018, **Student Center Lounge**.
2. Adjournment

*Roll Call Vote

GAVILAN COLLEGE MISSION

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

PUBLIC COMMENTS – Individuals wishing to address the Board on a non-agenda item may do so during the Comments from the Public. However, no action may be taken on an item, which is not on the agenda. The public is welcomed to address the Board on particular agenda items and may do so at the time it is presented. Guidelines for Comments from the Public will be as follows:

A maximum of 3 minutes will be allotted to each speaker with a maximum of 20 minutes to a subject area. No disruptive conduct will be permitted at any Gavilan College Board of Trustees meeting.

AGENDA ITEMS – Individuals wishing to have an item appear on the agenda must submit the request in writing to the Superintendent/President two weeks prior to the regularly scheduled meeting. The Board President and Superintendent/President will determine what items will be included in the agendas. Regular meetings are held the second Tuesday of each month.

Items listed under the Consent Agenda are considered to be routine and are acted on by the Board of Trustees as one motion. There is no discussion of these items prior to Board vote unless a member of the Board, staff, or public requests that specific items be discussed and/or removed from the Consent Agenda. It is understood that the Administration recommends approval on all consent items. Each item on the Consent Agenda approved by the Board of Trustees shall be deemed to have been considered in full and adopted as recommended.

In compliance with the Americans with Disabilities Act, if you need special assistance to access the Board meeting room or to otherwise participate at this meeting, including auxiliary aids or services, please contact Nancy Bailey at 408-848-4711. Notification at least 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting.

Members of the public may inspect agenda documents distributed to the Board of Trustees at the President's Office, SC131, during regular working hours, or at <http://www.gavilan.edu/board/agenda.php>

Gavilan Joint Community College District Governing Board Agenda

December 12, 2017

II. 4. Organizational Meeting

- (a) Election of Officers (President, Vice President, Clerk)**
- (b) Set Meeting Dates/Location**
- (c) Board Committee Membership**



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Dr. Kathleen A. Rose, Superintendent/President

**GAVILAN COLLEGE BOARD OF TRUSTEES
MEETING SCHEDULE, 2018**

| | |
|---------------------|---|
| JANUARY 9 | GAVILAN COLLEGE, Student Center, North Lounge |
| *FEBRUARY 13 | GAVILAN COLLEGE, Coyote Valley Site 560 Bailey Ave, San Jose |
| MARCH 13 | GAVILAN COLLEGE, Student Center, North Lounge |
| APRIL 10 | GAVILAN COLLEGE, Student Center, North Lounge |
| *MAY 8 | HOLLISTER, City Hall, 375 Fifth Street |
| JUNE 12 | GAVILAN COLLEGE, Student Center, North Lounge |
| JULY 10 | GAVILAN COLLEGE, Student Center, North Lounge |
| *AUGUST 14 | GAVILAN COLLEGE, Morgan Hill Site, Rooms 10 & 11 |
| SEPTEMBER 11 | GAVILAN COLLEGE, Student Center, North Lounge |
| OCTOBER 9 | GAVILAN COLLEGE, Student Center, North Lounge |
| NOVEMBER 13 | GAVILAN COLLEGE, Student Center, North Lounge |
| DECEMBER 11 | GAVILAN COLLEGE, Student Center, North Lounge |

***Off Site**



Board of Trustees: Jonathan Brusco
Laura A. Perry, Esq.

Kent Child
Lois Locci, Ed.D.

Mark Dover
Rachel Perez

Walt Glines
Daniel Chavez

**BOARD OF TRUSTEES
COMMITTEES OF THE BOARD
2017**

Standing Committees:

BOARD POLICY AND ADMINISTRATIVE PROCEDURE OVERSIGHT COMMITTEE

Kent Child - Chair
Laura Perry
Lois Locci

The Board Policy and Administrative Procedure Oversight Committee consist of three board members, the Superintendent/President of the college, and the three senior vice presidents. The committee meets as necessary to review current policy and update policy in accordance with recommendations from board members, students, faculty, and/or staff, as well as recommendations from the Community College League of California, to ensure Gavilan's policies reflect its current needs while complying with state law.

BUDGET AND INTEGRATED PLANNING COMMITTEE

Kent Child - Chair
Mark Dover
Jonathan Brusco

The Board Budget and Integrated Planning Committee consists of three board members, the Superintendent/President of the college, and the three senior vice presidents. They meet during the annual budget process to discuss and review current budget trends and forecasts. In addition this group will survey the overall integrated planning process of the college and ensure that the budget process is aligned with current district planning.

FACILITIES DEVELOPMENT AND UTILIZATION COMMITTEE

Mark Dover - Chair
Walt Glines
Jonathan Brusco
Student Trustee

Three board members and the student trustee represent the board on the Facilities Development and Utilization Committee. The committee meets with the Superintendent/President, the three senior vice presidents, and other representatives to review, comment, and make recommendations to the full Board on those issues affecting District facilities that are consistent with current and new strategies as outlined in the Districts Strategic Plan.

This committee meets as needed to discuss items to include: 1) status, timelines, and budgets of bond related facility, landscaping, and other site improvements; 2) status, timelines, and budgets of bond related land acquisition agreements and environmental impact reports; 3) status, timelines, and budgets of State funded facility projects, load capacity ratios, and documentation; and 4) facility lease agreements for the main campus and off-site instructional facilities.

INSTITUTIONAL EFFECTIVENESS AND STRATEGIC PLANNING COMMITTEE

Rachel Perez - Chair

Lois Locci

Laura Perry (Board President Position)

This committee consists of three board members, the Superintendent/President of the college, and the three senior vice presidents. The committee meets annually to review the Strategic Plan and to prepare for full board workshops to present professional development and discussion regarding the Strategic Plan.

SCHOOL DISTRICT COLLABORATION COMMITTEE

Jonathan Brusco - Chair

Lois Locci

Rachel Perez

This committee consists of three board members, the Superintendent/President of the college and the three senior vice presidents. The committee meets once per semester to develop and review current outreach and collaboration practices throughout the district and strengthen partnerships. Reports and data will be shared from the relevant grants and appropriate offices on campus that conduct outreach efforts with this committee to assist in gauging effective practices.

Ad Hoc Committees:

ATHLETIC

Mark Dover - Chair

Walt Glines

Laura Perry

The Athletic sub-comm. is a three board member committee charged with ensuring the athletic department is Title IX compliant, recruiting district athletes, and planning for future athletic facilities and programs. The comm. is responsible for maintaining athletic opportunities for the district and meets as needed with the Dean of Athletics, and Superintendent/President.

EVALUATION OF COLLEGE PRESIDENT AD HOC COMMITTEE

Kent Child - Chair

Mark Dover

Laura Perry (Board President Position)

The Evaluation of College President Ad Hoc Committee consists of three board members and the Associate VP of Human Resources and Labor Relations. The committee meets to discuss, review, and develop the evaluation to be used on campus. All board members actively participate in interviewing assigned Gavilan employees who have completed the evaluation form. The committee reviews and comments on the President's goals and objectives, the College Strategic Plan, and Education Master Plan and using the evaluation tool that was approved by the Board, an evaluation is completed utilizing the Board's evaluation comments and Gavilan employees' comments. A separate meeting is held with the President to review the evaluation, and the Board's recommendations and comments are submitted.

BOARD SELF EVALUATION AD HOC COMMITTEE

Jonathan Brusco - Chair
Walt Glines
Lois Locci

The Board Self Evaluation Ad Hoc Committee consists of three board members and the Superintendent/President of the college. Utilizing the evaluation instrument and the year's annual Board Goals, all board members review goals, reflect on issues, concerns, efforts and actions in filling out the evaluation form.

The Board Self-Evaluation Ad Hoc Committee reviews the composite evaluation and the current Board Goals, and prepares a draft of potential goals for the next cycle. This information is shared with the full board at a special scheduled meeting each year.

Other:

RETIREMENT BOARD REVIEW COMMITTEE

Lois Locci (Clerk of the Board Position)
Kathleen Rose, Superintendent/President - Chair
Frederick E. Harris, Vice President of Administrative Services

The Board of Trustees established the Gavilan Joint Community College District Retirement Board for the purpose of assisting the District in its participation in the programs and activities provided for by way of the JPA Agreement. (Resolution No. 879)

The duties of the Retirement Board shall be to review the District's investment portfolio as established by way of the JPA Agreement and make recommendations to the District's Board and to the Designated Member as to the form and format of such investments on an annual basis including any deletions, additions or modifications to such investments as provided for by way of the investment allocation model established by the JPA and as provided for in the JPA Agreement. The Retirement Board shall meet annually and shall provide regular written reports of its activities and recommendations to the District's Board.

CONSENT

**Gavilan Joint Community College District
Governing Board Agenda**

December 12, 2017

Consent Agenda Item No. II.7 (a) Office of the President
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Regular Meeting of the Board of Trustees minutes, November 14, 2017,
Special Board Self Evaluation Meeting, November 14, 2017, and Athletic
Ad Hoc Committee minutes, November 27, 2017

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:

That the Board of Trustees review and approve the regular meeting of the Board of Trustees minutes, November 14, 2017, Special Board Self Evaluation Meeting, November 14, 2017, and Athletic Ad Hoc Committee minutes, November 27, 2017.

Background:

Budgetary Implications:

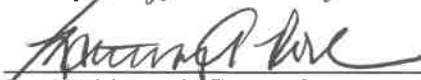
None.

Follow Up/Outcome:

Post approved minutes on the Gavilan College website.

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

Prepared By: 
Nancy Bailey, Executive Assistant

Agenda Approval: 
Dr. Kathleen A. Rose, Superintendent/President



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Dr. Kathleen A. Rose, Superintendent/President

GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
REGULAR MEETING, BOARD OF TRUSTEES
Tuesday, November 14, 2017

Gavilan College, Student Center, North Lounge
5055 Santa Teresa Blvd, Gilroy, CA 95023

MINUTES

I. CLOSED SESSION - CALL TO ORDER 6:00 p.m.

Trustee Laura Perry called the meeting to order at 6:02 p.m.

1. Roll Call

Trustees Present: Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Laura Perry, Rachel Perez, and Lois Locci

Dr. Kathleen Rose, Superintendent/President
Kathleen Moberg, Vice President, Student Services
Dr. Michele Bresso, Vice President of Academic Affairs
Fred Harris, Vice President of Administrative Services
Wade Ellis, Associate Vice President of Business & Security Services
Dr. Eric Ramones, Associate Vice President of Human Resources & Labor Relations
Nancy Bailey, Executive Assistant to the President

2. Comments from the Public
None

3. Recess to Closed Session
The Board recessed to closed session at 6:04 p.m.

II. OPEN SESSION 7:00 p.m.

1. Call to Order

President Laura Perry called the meeting to order at 7:00 p.m.

2. Roll Call

Trustees Present: Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Rachel Perez, Laura Perry, Lois Locci, and Daniel Chavez (student trustee)

Kathleen Rose, Superintendent/President
Kathleen Moberg, Vice President, Student Services
Michele Bresso, Vice President, Academic Affairs
Fred Harris Vice President of Administrative Services
Nikki Dequin, President, Academic Senate
Jessica Fromm, Professional Support Staff Representative
Nancy Bailey, Executive Assistant to the President (Recorder)

Board of Trustees: Tom Breen
Laura A. Perry, Esq.

Kent Child
Walt Glines

Mark Dover
Lois Locci, Ed.D.

Jonathan Brusco
Daniel Chavez



Others in Attendance: Jillian Wilson, Sherrean Carr, Bobbi Jo Palmer, Wade Ellis, Jan Bernstein Chargin, Fran Lozano, Peter Wruck, Susan Sweeney, Eric, Ramones, Nolan Golden, Megan Wong, Carlos Barros, Lisa Rivoallon, Phil Williams, Ken Wagman, Annette Gutierrez, Eduardo Cervantes, Jen Penkethman, Jane Maringer-Cantu, Debbie Christensen, Celia Marquez, John Lawton Haehl, Cherise Mantia, Leslie Tenney

3. Pledge of Allegiance

The Pledge of Allegiance was led by Daniel Chavez.

4. Report of any Action Taken in Closed Session

Laura Perry reported out action taken in closed session:

Item #4 CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION – Significant exposure to litigation pursuant to paragraph (2) of subdivision (d) of Section 54956.9” One or more claims

The Board voted unanimously in closed session to approve a settlement agreement and release regarding employee #G00283845.

Vote: 7 Ayes: Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Rachel Perez, Laura Perry, Lois Locci, to approve. 0 Noes

Item #7 CONFERENCE WITH REAL PROPERTY NEGOTIATORS – Closed Pursuant to Government Code Section 54956.8

The Board voted (unanimously) in closed session to approve the following amendments with regard to the acquisition of a conservation easement encumbering Mariposa Peak Ranch:

(1) First Amendment to Conservation Easement Purchase Agreement between the District and Fairview Corners LLC, on the one hand, and Mariposa Peak, LLC, on the other hand.

(2) Fourth Amendment to Purchase and Sale Agreement and Joint Escrow Instructions for Hollister Campus Acquisition between the District and Fairview.

Vote: 7 Ayes: Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Rachel Perez, Laura Perry, Lois Locci, to approve. 0 Noes

5. Approval of Agenda

MS and Amended MSC (W. Glines/J. Brusco) to approve the agenda as amended.

Trustee Dover requested that Action Item III.1(o), Ratification of GCFA Tentative Agreement, be moved forward on the agenda before Action Item III.1(a), Curriculum.

Vote:

7 Ayes: Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Rachel Perez, Laura Perry, Lois Locci, (Daniel Chavez – student trustee) to approve.

0 Noes

6. Consent Agenda

(a) Regular Meeting of the Board of Trustees minutes, October 10, 2017

(b) Personnel Actions

(c) Warrants and electronic transfers drawn on District Funds

(d) Payroll Warrants drawn on District Funds

(e) Purchase Order Ratification

- (f) Ratification of Agreements
- (g) Budget Adjustments
- (h) Monthly Financial Report
- (i) Retiree Health Benefit Trust Investment Portfolio Status as of September 30, 2017
MSC (W. Glines/M. Dover) to approve

Vote:

7 Ayes: Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Rachel Perez, Laura Perry, Lois Locci, (Daniel Chavez – student trustee) to approve.

0 Noes

7. Comments from the Public

Jillian Wilson –the advisor for the Student Veteran’s Club thanked everyone who attended the “Changing of Colors” ceremony held on November 9. She acknowledged the facilities and grounds crew, Bobbi Jo Palmer, Wade Ellis, VFW Post 9242, Ray Lopez, Dr. Rose, GCFA, ASGC, and Dewitt Stuckey.

Nolan Golden – Provided a handout and spoke about the difficulties the Inter Club Council is having in holding meetings, recruitment and retention of club members, and availability of faculty advisors due to the conflict of scheduled classes during college hour. He reported that approximately 516 students are currently enrolled in classes during college hour and that puts student life at Gavilan College at risk. Nolan Golden requested support from the board of trustees.

Trustee Glines requested this topic be placed on a future board of trustee meeting agenda.

Megan Wong – a part time Gavilan instructor described her typical working day. She read support letters from other faculty about faculty working conditions at Gavilan College. Kyle Hull wrote about equity gaps for both students and faculty and the need for the district to value all. Ben Pang wrote about the treatment of faculty and how that may affect students wanting to go into the teaching profession. An anonymous writer wrote that Gavilan faculty are exemplary and are not asking for much. Monica Herzi wrote about her activities in the English department and professional development. She felt it was inappropriate to ask professionals to work pro bono and wrote about her commitment to her students. Christine Salvin wrote about the difficulties of having so few full time faculty in the English department and the revolving door of adjunct faculty and the training and mentoring required for incoming adjunct.

Carla Barros – read letters related to faculty working conditions from Glenda Mora, Bea Lawn, Donna Cowan, and Sera Hirasuna. Glenda Mora wrote about her work load and the difficulty in attending meetings when teaching at two colleges. Bea Lawn wrote that she values inclusiveness in the classroom and shared governance. She believes in parity with her adjunct faculty peers. Donna Cowan wrote that adjunct faculty make up the majority of faculty at Gavilan College and expressed gratitude for their dedication to student learning and well-being. She said Gavilan needs to invest in their most valuable asset – their instructors. Sera Hirasuna wrote that she works as adjunct faculty and is invested in the treatment of adjuncts at Gavilan. She wrote about her family’s situation and the work load required in evaluating student work.

Lisa Rivoallon – read an anonymous letter that said it was a pleasure to work at Gavilan with the great ESL program, instructors, and co-workers. The writer said there are no office hours to assist students and prep time is not paid.

Phil Williams – said that as CTE adjunct faculty he spends time doing outreach for the program and has been elected the business department co-chairperson. He said regardless of what organization you are running, the employees are the most important resource.

Ken Wagman – said Gavilan College has a group of dedicated and committed faculty that support students. He encouraged the board members to visit them at work.

8. Recognition

(a) Recognition of the Employees of the Month

October, 2017 – Susie Chris, Senior Program Services Specialist for Admissions and Records Department was described by her supervisor, Candice Whitney, as cool under pressure, patient, and incredibly resourceful. Susie Chris took on the project of implementing new software to print diplomas on campus and did an excellent job.

9. Officers' Reports

(a) Vice Presidents

Michele Bresso – introduced Dr. John Lawton Haehl and students in character from the upcoming play, “Aesop’s Fables”. The play will be presented on November 18.

Kathleen Moberg – gave an overview of recent student service activities. They included Transfer Day, Veteran’s Changing of the Color, Foster Youth Connect event, and beginning on-line orientation for Kickstart. She said Alice Dufresne-Reyes will present a webinar supporting mental health initiatives.

Fred Harris – reported that progress is good on phase 2 of the solar project. However, he said there will be a delay in getting the power connected due to PG&E’s scheduling commitment. Fred Harris said the pool covers will be installed soon. He said the Facilities Master Plan Committee has been meeting and plan to bring a first reading to the board in February 2018. Lastly, he said the new GUSD signage will be installed.

(b) College President

Kathleen Rose – talked about the positive student leadership at Gavilan. She attended a “Leadership Jam” and experienced their leadership in action. She thanked the leadership of Leslie Tenney and Ryan Shook. She invited all to stop by her office and view her painting of the college’s duck pond. The painting was completed by Susan Peterson, administrative assistant in the President’s office. Kathleen Rose provided examples of Gavilan College’s caring community.

(c) Academic Senate

Nikki Dequin reported that the women’s volleyball team was playing for a championship and that men’s basketball will have a home game on November 15. Nikki Dequin noted the great work of faculty in guided pathways, shared governance and faculty handbooks, teacher preparation, and development of a pathway in child development and institutional learning outcomes.

(d) Professional Support Staff

Jessica Fromm reported that CSEA is holding a poinsettia plant sale. The chapter is donating \$99 to the CSEA emergency assistance fund for fire victims. She said the next meeting is scheduled for November 21.

(e) Student Representative

Daniel Chavez – reported that very few classes being taught during college hours have the required waiver. ASGC will be attending the General Assembly Conference and will vote on upcoming resolutions. He attended the Gavilan/DeAnza football game. Along with Dr. Rose and 4 other students, Daniel attended the Silicon Valley Leadership Group Annual Luncheon and will also be accompanying President Rose and trustee Perez to a forum and luncheon at Cabrillo College to meet Janet Napolitano.

(f) Board Member Reports

Lois Locci – participated in Anzar High School's student exhibitions. She attended the San Benito County Spirit Award event and said it was very successful.

Kent Child – also attended the San Benito Spirit Award ceremony and said the local recipients were honored by the award. He added that Dr. Rose spoke eloquently and passionately at the event. Kent Child also attended an aviation advisory committee. He said the program is expanding and offers students great job opportunities after completion.

Jonathan Brusco – attended the Computer Using Educators Conference where emerging technology trends for educators are presented. He congratulated the spirit award winners. He is happy with the solar project. Jonathan Brusco thanked the vice presidents, administration, staff, and faculty for their work.

Rachel Perez – attended Dr. Rose's coffee and conversation in San Martin. She attended the 30th anniversary celebration for LULAC in Hollister. Some Gavilan College staff and trustees purchased a table for the event so the college was well represented at the celebration. Rachel Perez attended the San Benito County spirit award event. She said the Changing of the Colors assembly was very moving. She acknowledged her many family members who served and gave back to their country. Rachel Perez will be attending the CCLC Conference in November.

Walt Glines – attended the Changing of Color ceremony and noted the participation of VFW Post 9242 of Hollister, Gavilan student veterans, and speaker Charles Weston. Walt Glines recognized all Gavilan staff and students for attending the ceremony. He will also be attending the CCLC conference.

Mark Dover – thanked the faculty for providing public comment. He stated he was pleased with the progress on the solar project. Mark Dover congratulated the men's basketball team on their successes and also ASGC for their leadership.

(g) Board President

Laura Perry – attended the LULAC celebration and felt Gavilan College had a good presence there. She thanked everyone for their work on the veteran's assembly.

10. Board Committee Reports

Board Self Evaluation Committee – Jonathan Brusco reported that a special meeting was held to discuss the Board's Self Evaluation results. The survey results provided a self-assessment of how they are doing as a board; what's working and what needs improvement.

11. Information/Staff Reports

(a) 2017 Student Success Scorecard

Dean of Research, Planning, and Institutional Effectiveness, Peter Wruck presented the Chancellor's Office California Community College 2017 Student Success Scorecard information which follows a six year trend. Peter Wruck said the college's demographics are similar with peer institutions. He reviewed the criteria for a student to be reported in the data and highlighted some of the data results. In answering a question about the difference in transfer level achievement rates between Math and English, Peter Wruck said Math is much lower in year 1 for several reasons. He said students tend to wait to take their Math course and also more test into remedial Math than remedial English. In answering a question about whether there is an impact of teaching methods used in K-12 in Math, Peter Wruck said it may be too earlier as these statistic go back 6 years. He reported that Gavilan students do well in "Persistence" with an overall score of 74.3% and are trending upward in getting "30 units."

He said the report allows our student outcomes to be compared to other institutions within the system. He concluded by saying there are new initiatives to streamline the process for students to get out of remediation more quickly. Peter Wruck said that CTE completion has increased 10%. When asked what he felt would have the most impact on the scorecard data, Peter Wruck said Guided Pathways. When asked what the biggest challenge is to the district, he said it was the statewide challenge of remediation. He said the district is beginning a lot of initiatives that will eventually have an impact.

(b) Fall 2017 Student Services Update

Vice President Kathleen Moberg provided a review of expanded services that the college has implemented over the last 3 years. She said in those 3 years the district has been asked to implement new initiatives such as SSSP, Equity, Basic Skills, Guided Pathways, Scorecard and Multiple Measures to show the college is succeeding in student learning. Kathleen Moberg said the new mandates required new staffing, integration and collaboration with instruction, technology purchases, and data to validate success. She said specific populations were targeted such as new college students. Mandated services for the new student include assessment, orientation, education plans, increase in degree awards, and follow up of "At Risk" students. They developed ways to track the "At Risk" student and provide intervention, outreach, and outcomes. Some services required new staffing in counseling and Professional Support Staff. These positions are funded through the new initiatives. She described the integration and collaboration that is taking place within the college departments and outside agencies. Kathleen Moberg said new technology has allowed for streamlining services, adding new services, and collecting data. Expanded services include mental health counseling, Food Pantry, Foster Youth and Dreamers support, and High School Partners. She identified the data that is currently being collected to assess the expanded services. Kathleen Moberg concluded by commending the student services' professionals for implementing the initiatives within the required mandated timeline.

Kathleen Moberg answered a question about the stability of the funding used to hire staff to perform the required services. She responded that it is a concern as the state has already made some reductions and the college may not be able to sustain the services. Kathleen Moberg serves as the President-Elect for the California Chief Student Officers and will voice this concern at the Chancellor's Office level. She said it is not sustainable for a small college although it is essential for success.

Kathleen Moberg was asked questions about student housing and international students.

(c) Integrated Plan (Basic Skills Initiative /Student Equity/Student Success and Support Program)

Eduardo Cervantes, Coordinator of TRIO/MESA presented the Integrated Plan. He said this is requirement of the Chancellor's Office and will be placed on the December agenda for approval consideration. He said many of the items that Kathleen Moberg reviewed are included in this plan. Eduardo Cervantes identified the five (5) goals common to each mandate. They are multiple measures, acceleration, guided pathways, cross discipline counselor resources, and professional learning.

(d) Draft Strategic Plan FY 2017 - 2018 Through FY 2021 – 2022

Kathleen Rose presented the work of the college's Strategic Planning Committee. She said this is a traditional five (5) year plan. It will be placed on the December agenda for approval

consideration. She said the next step is to assess the plan to determine how the college is doing in funding and reaching the goals. The committee will meet to prepare a three (3) plan aligned with the Educational Master Plan and also the upcoming Facilities Master Plan. Kathleen Rose said in discussions it was determined that a three (3) plan will be more operational for the district.

- (e) Election of Board of Trustee Officers at December 12, 2017 Meeting
Laura Perry asked trustees to start thinking about new officers that will be elected at the December 12, 2017 meeting and take office at the January 9, 2018.

III. ACTION ITEMS

1. New Business

ACTION ITEM III.1 (O) MOVED FORWARD ON AGENDA

(o) Ratification of GCFA Tentative Agreement

MSC (/M. Dover/W. Glines) to approve pending a positive vote from GCFA on Wednesday, 15, 2017.

Discussion: Ken Wagman thanked the board on behalf of the faculty for their willingness to take this vote pending GCFA approval.

Vote:

7 Ayes: Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Rachel Perez, Laura Perry, Lois Locci, (Daniel Chavez – student trustee) to approve.

0 Noes

(a) Curriculum

MSC (K. Child/W. Glines) to approve

Vote:

7 Ayes: Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Rachel Perez, Laura Perry, Lois Locci, (Daniel Chavez – student trustee) to approve.

0 Noes

(b) BoardDocs Pro Software Contract

MSC (J. Brusco/W. Glines) to approve

Vote:

7 Ayes: Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Rachel Perez, Laura Perry, Lois Locci, (Daniel Chavez – student trustee) to approve.

0 Noes

(c) GECA MOU Renewal

MSC (L. Lois/W. Glines) to approve

Vote:

7 Ayes: Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Rachel Perez, Laura Perry, Lois Locci, (Daniel Chavez – student trustee) to approve.

0 Noes

- * (d) Resolution #1032 Authorizing the Issuance of Gavilan Joint Community College District (Santa Clara and San Benito Counties, California) 2015 General Obligation Refunding Bonds
MSC (D. Chavez/L. Locci) to approve

Discussion: Kathleen Rose thanked both Fred Harris and Wade Ellis for their work on refunding/refinancing 2004 General Obligation Bonds. She said it's a large savings to the taxpayers in our district. Fred Harris said the interest rate for the \$27,115,000 (Series A and D) being refinanced is reduced from 5.69% to 3% resulting in \$7 million dollars of interest savings. This is the 2nd refunding of the 2004 general obligation bond; Series C was refinanced in 2015. He said proper financial management of the Measure E bond funds has resulted in total interest savings to the taxpayers of \$10.5 million.

Roll Call Vote:

7 Ayes: Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Rachel Perez, Laura Perry, Lois Locci, (Daniel Chavez – student trustee) to approve.

0 Noes

- (e) Mariposa Peak Ranch: Mitigation Consultant Fees for Fairview Corners
MSC (W. Glines/M. Dover) to approve

Vote:

7 Ayes: Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Rachel Perez, Laura Perry, Lois Locci, (Daniel Chavez – student trustee) to approve.

0 Noes

- (f) Gymnasium Flooring and Bleachers, Change Order #3
MSC (W. Glines/M. Dover) to approve

Vote:

7 Ayes: Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Rachel Perez, Laura Perry, Lois Locci, (Daniel Chavez – student trustee) to approve.

0 Noes

- (g) Gavilan Swimming Pool Renovation, Change Order #4
MSC (W. Glines/M. Dover) to approve

Vote:

7 Ayes: Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Rachel Perez, Laura Perry, Lois Locci, (Daniel Chavez – student trustee) to approve.

0 Noes

- (h) Notice of Completion for the Coyote Valley Educational Center, Off Site Improvements
MSC (W. Glines/J. Brusco) to approve

Vote:

7 Ayes: Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Rachel Perez, Laura Perry, Lois Locci, (Daniel Chavez – student trustee) to approve.

0 Noes

- (i) Quarterly Financial Status Report, CCFS 311 Q at June 30, 2017
MSC (W. Glines/J. Brusco) to approve

Vote:

7 Ayes: Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Rachel Perez, Laura Perry, Lois Locci, (Daniel Chavez – student trustee) to approve.

0 Noes

- (j) **REVISED** Annual Financial and Budget Report, CCFS 311
MSC (W. Glines/J. Brusco) to approve

Vote:

7 Ayes: Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Rachel Perez, Laura Perry, Lois Locci, (Daniel Chavez – student trustee) to approve.

0 Noes

- (k) Quarterly Financial Status Report, CCFS 311 Q at September 30, 2017
MSC (W. Glines/M. Dover) to approve

Vote:

7 Ayes: Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Rachel Perez, Laura Perry, Lois Locci, (Daniel Chavez – student trustee) to approve.

0 Noes

- (l) Agreement between the Child Development Training Consortium and Gavilan College for the 2017-2018 school. Agreement #17-18-2838
MSC (W. Glines/M. Dover) to approve

Vote:

7 Ayes: Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Rachel Perez, Laura Perry, Lois Locci, (Daniel Chavez – student trustee) to approve.

0 Noes

- (m) Agreement between CA Early Childhood Mentor Program and Gavilan College for the 2017-2018 school year. Agreement #CN170146
MSC (K. Child/J. Brusco) to approve

Vote:

7 Ayes: Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Rachel Perez, Laura Perry, Lois Locci, (Daniel Chavez – student trustee) to approve.

0 Noes

- (n) Budget Planning Calendar
MSC (K. Child/J. Brusco) to approve

Vote:

7 Ayes: Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Rachel Perez, Laura Perry, Lois Locci, (Daniel Chavez – student trustee) to approve.

0 Noes

- (o) **Ratification of GCFA Tentative Agreement – Moved Forward Before Action Item III.1**
(a) Curriculum

- (p) PG&E Interconnect Agreement for Solar PV Carport Project
MSC (W. Glines/J. Brusco) to approve

Vote:

7 Ayes: Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Rachel Perez, Laura Perry, Lois Locci, (Daniel Chavez – student trustee) to approve.
0 Noes

IV. CLOSING ITEMS

1. The next regularly scheduled Board meeting is December 12, 2017, **Student Center Lounge**.
2. Adjournment – The meeting was adjourned at 9:15 p.m.



5055 Santa Teresa Blvd., Gilroy, CA 95020

www.gavilan.edu

(408) 848-4800

Dr. Kathleen A. Rose, Superintendent/President

GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
SPECIAL MEETING OF THE BOARD OF TRUSTEES
BOARD SELF EVALUATION

November 14, 2017 at 5:00 p.m.

5055 Santa Teresa Blvd., Gilroy, CA 95020
Student Center, North Lounge

MINUTES

I. CALL TO ORDER 5:02 p.m.

1. Roll Call

Trustees Present: Jonathan Brusco, Kent Child, Mark Dover, Walt Glines (late arrival), Lois Locci, Rachel Perez and Laura Perry

Dr. Kathleen Rose, Superintendent/President
Nancy Bailey, Recorder

2. Approval of Minutes, November 29, 2016

MSC (L. Locci/J. Brusco) 6 ayes, 0 nays to approve, 1 absent

3. Comments from the Public

No Comments.

II. DISCUSSION ITEMS

1. Board Self Evaluation and Goals

Committee Chair Jonathan Brusco led the discussion. Trustees discussed the self-evaluation survey results.

- The board is mindful of and continuously reviews the college's mission as it guides their decision making.
- It was suggested that the mission statement itself does not need an annual review. (W. Glines arrived)
- Question on how best the board can discuss special items and their potential impact. A suggestion was made to contact the Superintendent/President to get additional information prior to a board decision or request the item be placed on an upcoming agenda.
- Sharing between board members on special topics can be done through a workshop, if needed. Conference or workshop information can also be shared through an oral or written report to the board.
- There was discussion related to setting parameters and goals while staying out of the governance overseen by the Superintendent/President.
- All were united in supporting the Superintendent/President.
- The board desires to review the CEO evaluation process along with the associated timeline.
- The board's work to enhance the public image is a work in progress.
- The board does a good job in understanding the budget approval process. The Board Budget Workshops are helpful.



Board of Trustees: Jonathan Brusco
Laura A. Perry, Esq.

Kent Child
Lois Locci, Ed.D.

Mark Dover
Rachel Perez

Walt Glines
Daniel Chavez

- Updates on the goals of the Strategic Plan are important along with the Plan's connection with the Educational Master Plan.
- The board asks good questions when items have financial impact to the district.
- The board should continue to attend conferences to receive legislative information. The CCLC provides legislative updates. The Superintendent/President can provide legislative information in her updates to the board.
- Although negotiations have been challenging for the district, it is important that the trustees understand their role. A refresher of IBB method of bargaining was suggested for negotiating parties.
- It was suggested to solicit feedback and suggestions from trustees after completing the district planned orientation. The CCLC trustee workshop is very effective for new members.
- The election process for the board's officers was discussed and included comments on it being an open process, suggested a prerequisite for some board experience before serving as president, and reviewing processes used by other groups. The upcoming officer election is an information item on the November 14 regular meeting agenda.
- A discussion took place on how best to get feedback from faculty, students, staff, and communities.
- The board had general consensus that a solution is needed to better serve the students in San Benito County.

The trustees agreed to discuss the four remaining survey questions at their January Strategic Planning Workshop on January 23. Those questions asked trustees to identify college accomplishments, concerns, suggestions going forward, and suggested goals for the calendar year 2018.

III. CLOSING ITEMS

1. Adjournment

The meeting was adjourned by consensus at 5:54 p.m.



GAVILAN COLLEGE

5055 Santa Teresa Blvd., Gilroy, CA 95020

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(408) 848-4800

Dr. Kathleen A. Rose, Superintendent/President

GAVILAN JOINT COMMUNITY COLLEGE DISTRICT AD HOC COMMITTEE (ATHLETICS) TO THE BOARD OF TRUSTEES

Committee Members: Mark Dover, Walt Glines, and Laura Perry

November 27, 2017, 5:00 – 6:00 p.m.
North Lounge, Student Center
5055 Santa Teresa Boulevard, Gilroy, CA 95020

MINUTES

I. OPEN SESSION - CALL TO ORDER 5:00 p.m.

1. Trustee Mark Dover called the meeting to order at 5:02 p.m.
2. Roll Call

Trustees Present: Mark Dover, Walt Glines, Laura Perry,

Dr. Kathleen Rose, Superintendent/President
Fred Harris, Vice President of Administrative Services
Ron Hannon, Dean of Kinesiology & Athletics
Jeff Gopp, Director of Facilities' Services
Nancy Bailey, Executive Assistant to the President

Darlene Del Carmen, Casey Michaelis, Michael Reyes, EJ Navarro, Steve Sowa, Michele Bresso, Kathleen Moberg, Daniel Sawyer, Ryan Shook, Rebecca Northon

3. Comments from the Public
None
4. Approval of Minutes, April 24, 2017
MSC (W. Glines/L. Perry) to approve

II. DISCUSSION ITEM

1. CCCAA Sanction Letter and Investigation

Kathleen Rose reviewed with the Committee that a CCCAA Self Report was completed in August 2017 in response to a complaint received by the district regarding student athlete housing. After conducting one internal and two external investigations, the college determined that CCCAA bylaw violations did occur in the football program. A CCCAA Sanction Letter was received on September 14, 2017 putting the college's athletic program on probation for three (3) years. Dr. Rose offered to discuss the investigation with the trustees and she and Ron Hannon would answer any questions they might have. She said legal counsel was consulted during the investigations. She said a subsequent plan is in place for ongoing communication and continuous improvement with the intercollegiate program in addition to process review. Kathleen Rose said open forums have taken place on campus on the topic with faculty and staff.

Board of Trustees: Jonathan Brusco
Laura A. Perry, Esq.

Kent Child
Lois Locci, Ed.D.

Mark Dover
Rachel Perez

Walt Glines
Daniel Chavez



Ron responded to a question regarding the sanction and replied that the sanction applies to all 8 athletic sports' programs. He said the 2 year "ban for post-season play" is an individual sanction to the football program. Kathleen Rose added that the college will be monitoring practices, policies, and procedures for the entire athletic program. Ron Hannon said the district did not receive any sanctions related to recruiting.

Kathleen Rose responded to a question about Dale Murray's independent investigation. She said he investigated all or any violations of policy in accordance with the CCCAA bylaws.

Ron Hannon said the district made a decision to provide transportation home to the student athletes deemed ineligible. This was an additional sanction of a third year of probation that the institution accepted as a moral obligation in supporting these students. Ron Hannon added that moral decision-making, such as Gavilan's self-report, is a topic being discussed throughout the state. He said discussion on recruitment is a hot topic. Kathleen Rose said she has an interest in serving on the CCCAA board so that she can be involved in reviewing CCCAA policies and procedures. Gavilan College is now a case study.

A question was asked whether Gavilan coaches and athletes know what is expected of them. Kathleen Rose said we need to insure we are training our assistant coaches and "onboarding" our student athletes correctly. She said modifications are being talked about and added that faculty and academic senate are involved in improving the processes. Kathleen Rose wants a Gavilan College education to be a priority for these students. She said it will be an ongoing process of improvement.

Mark Dover thanked both Kathleen Rose and Ron Hannon for listening to everyone's opinions on this subject. He said he knows the integrity that Ron Hannon brings to his position.

2. Update on Student Services for Student Athletes

Kathleen Rose introduced Darlene Del Carmen the full-time athletic counselor. She said the institution is doing more to provide "wrap around" student services to the student athletes and added that we can do better.

Michele Bresso provided a spreadsheet, "Student Athletes, Fall 2017, AY16-17, AY15-16". She said it indicates a consistent number of athletes per semester with average units per student representing a commitment to their education. There was a discussion about computing the number of units and related state revenue figure from that enrollment to determine the amount brought in by athletes to the college.

Kathleen Moberg provided an overview of the steps in onboarding a student including the aspect of residency. She said enrollment help cards are available. When asked about identifying homeless students, Kathleen Moberg said there is no mechanism to do that and no direction from state or funding. She said the on campus Food Pantry, local services and resources are available.

Darlene Del Carmen said looking at the overall historical aspect of incoming students, 99% have received support and are informed of campus services. She described the services that are routinely provided to each student athlete. She said although the recent incident was a painful lesson, it was an anomaly. Darlene Del Carmen said overall Gavilan is doing a good job in orientating students and consistently monitoring their class schedules, attendance, and academic progress. She meets individually with each student athlete to keep them on track with their educational goals and plans and receives progress reports three times a semester for each

student. Darlene Del Carmen meets with over 200 students. Ron Hannon added that Darlene Del Carmen is a wonderful resource to the students.

When asked what is being done differently as a result of the sanction Ron Hannon said the biggest piece is communication with coaches in addition to increased communication with faculty and other college departments including student services and academic senate. The recruiting process should be based on what we can offer at Gavilan College with no promises. He said conversations are taking place on how we can make intercollegiate athletes an integral part of the institution. Kathleen Rose added that the mechanics of student services is in place and that we need to do better with recruiting and placing students.

Walt Glines felt the response to the reported incident of other faculty members signaled interest in the success of student athletes.

3. Update on Fields Project

Fred Harris introduced Jeff Gopp, Steve Sowa from IBI Architect, Casey Michaelis, Michael Reyes, and EJ Navarro from Gilbane. He provided a handout, "Athletic Field Project – Completion Breakdown Overview" which included a timeline. He said the completion date of the project has been amended due to PGE's work schedule. Currently, there is a verbal arrangement that PGE will start in mid-February. He said the volleyball field will be completed with a temporary fence at the end of December. He said due to regulations only practice sessions can take place on the fields with temporary fencing. It is possible permanent fences for all three fields could be installed in early January. This will impact the scheduling of home games. Fred Harris said the general contractor has offered to provide a temporary generator until PGE completes their work.

Mark Dover asked about the amount of contingency remaining as the project nears completion. He said he is interested in providing lights for the baseball field. Fred Harris responded that there is some contingency remaining but would like to get to project completion before making the funds available for another project.

Walt Glines asked about any impact on playing games on campus. Ron Hannon said scheduling changes can be made until permanent fencing is installed and a temporary power source available. Jeff Gopp mentioned there is concern for the security of equipment at night.

4. Open Discussion on Intercollegiate Athletics at Gavilan College

Kathleen Rose provided her perspective on the sports program at Gavilan College. She said Gavilan has the potential to be the destination for athletics and academics. Kathleen Rose asked the trustees what they would like. She reported that she approved a 20 hour a week sports media position that will work in the Public Information Office.

Darlene Del Carmen said she and Ryan Shook created an ASGC connection with the VP of Athletics with leaders from each team forming a leadership team to bridge the gap with other students. She said student athletes are leaders. Kathleen Rose said we need to support the student athlete leaders. She wants to demonstrate that the college values athletics by including coverage for the athletic trainer. Kathleen Rose suggested paying assistant coaches differently with different requirements including standardized training. She suggested that discussion and analysis take place on where to put our resources within the athletic program.

Mark Dover gave an example of customer service provided to visiting teams at Sequoia College by students working under the umbrella of the athletic trainer in a learning environment. He said

the practice of bringing the campus to sports and athletic program brings success. He also suggested looking into a different model for hiring and paying coaches.

The direction of building the program needs to be reviewed along with the allocation of resources including the support services that are needed to be successful. Ron Hannon stated that the season for a sport is a factor in resource planning.

Walt Glines asked for a review of the open forum that was held with staff on the topic of the August football incident and ineligible student athletes. Kathleen Rose said some faculty were upset about the news article that quoted two of the student athletes. Members of the athletic department, Ron Hannon, and Kathleen Rose answered questions and provided staff with accurate information and action taken by the district. Kathleen Rose said she wants to continue to have discussions about other delicate topics.

Mark Dover suggested that more information on student athletes be presented to the public to remind them of the successes our students are having.

In answering a question, Ron Hannon said he goes over the eligibility form with the student athletes and discusses every point with them. He said student understanding of the contents of the form is critical.

III. CLOSING ITEMS

The meeting was adjourned by consensus at 7:07 p.m.

**Gavilan Joint Community College District
Governing Board Agenda**

December 12, 2017

Consent Agenda Item No. 11.7(b) **Human Resources**
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Personnel Actions

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

Proposal:

That the Board of Trustees approve personnel actions the District is entering into during the period of November 14, 2017 thru December 12, 2017.

Background:

Board of Trustees approval is required for all personnel actions. The attached items have been prepared in accordance with existing Board policies and laws related to employees within the California Community College system.

Budgetary Implications:

Funds to pay for salaries and benefits of the assignments are included in the final budget for FY 2017-2018.

Follow Up/Outcome:

Human Resources will notify employees of the approved personnel actions and issue authorization to allow processing of payroll when due.

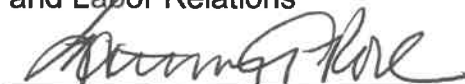
Recommended By: Dr. Eric Ramones, Associate Vice President, Human Resources and Labor Relations.

Prepared By:



Dr. Eric Ramones, Associate Vice President, Human Resources and Labor Relations

Agenda Approval:



Dr. Kathleen Rose, Superintendent/President

A. Classified and Unclassified Personnel Actions – December 12, 2017

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

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

| | |
|------------------|---|
| Kristina Tedesco | Office Assistant Student Services December 18, 2017 |
| Lisa Scott | Departmental Assistant Office of Academic Affairs December 13, 2107 |
| Nicole Ramirez | Office Assistant Administrative Services January 2, 2018 |
| Randall Radcliff | Instructional Program Specialist – Learning Commons Community Development / Grants Management January 8, 2018 |

II. SHORT TERM AND SHORT TERM PEAK/TEMPORARY APPOINTMENTS

NONE

III. PROFESSIONAL EXPERTS

| | |
|------------------|--|
| Brian Burton | Assistant Basketball Coach Kinesiology and Athletics November 1, 2017 to February 28, 2018 |
| Diego Figueroa | AEW Biology Liberal Arts and Sciences September 6, 2017 to August 15, 2018 |
| Heather Stewart | Assistant Basketball Coach Kinesiology and Athletics November 1, 2017 to February 25, 2018 |
| Patricia Stewart | Community Education Instructor Community Education November 2, 2017 to June 30, 2018 |
| Robert Otis | Assistant Basketball Coach |

IV. SUBSTITUTE AND/OR INTERSESSION APPOINTMENTS

Rosangela Navarro Office Assistant
Student Services
November 11, 2017 to July 26, 2018

V. REQUESTS FOR LEAVE

NONE

VI. PERMISSION TO ENROLL/STAFF DEVELOPMENT

NONE

VII. PERMISSION TO ENROLL/PROFESSIONAL GROWTH

NONE

VIII. APPLICATION FOR AWARD/STAFF DEVELOPMENT

NONE

IX. APPLICATION FOR AWARD/PROFESSIONAL GROWTH

NONE

X. ADDITIONAL DUTY/STIPEND

NONE

XI. VOLUNTEERS

Heriberto Soto Volunteer Worker
Kinesiology and Athletics
September 29, 2017

Timothy Von Urff Volunteer Worker
Kinesiology and Athletics
October 1, 2017 to June 30, 2018

XII. RESIGNATIONS AND RETIREMENTS

Sarah Marie Hoeft Mobility Aide
Student Services
November 2, 2017

XIII. REQUEST FOR CATASTROPHIC LEAVE CREDITS

NONE

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

B. Faculty Personnel Actions – December 12, 2017

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

I. APPOINTMENTS

NONE

II. FACULTY OVERLOAD/ADDITIONAL DUTY/STIPENDS

| | |
|---------------------|---|
| Arturo Rosette | Department Chair – Fine Arts Liberal Arts and Sciences August 28, 2017 to May 25, 2018 |
| Carlton Oler | Department Chair – Social Science Liberal Arts and Sciences August 28, 2017 to May 25, 2018 |
| Christina Salvin | Department Chair – English Liberal Arts and Sciences August 28, 2017 to May 25, 2018 |
| Claire Boss | Curriculum Development Community Development Grants Management October 23, 2017 to May 25, 2018 |
| Claire Boss | Guided Pathways Development Team Member Office of Academic Affairs November 3, 2017 to May 25, 2018 |
| Darlene DelCarmen | Guided Pathways Development Team Member Office of Academic Affairs November 3, 2017 to May 25, 2018 |
| Douglas Achterman | Department Chair – Library Library and Information Technology August 28, 2017 to May 25, 2018 |
| Douglas Achterman | Head Librarian August 28, 2017 to May 25, 2017 Library and Information Technology |
| Erin Crook | Faculty Overload Liberal Arts and Sciences August 28, 2017 to December 16, 2017 |
| Jane Maringer-Cantu | Department Chair – Accessible Education Center Student Services |

| | |
|---------------------|---|
| | August 28, 2017 to May 25, 2018 |
| Jane Maringer-Cantu | Non-credit Instructor Office of Academic Affairs June 1, 2017 to June 30, 2018 |
| Jennifer Nari | Curriculum Development Community Development Grants Management October 23, 2017 to May 25, 2018 |
| Jennifer Nari | Department Chair – Natural Sciences Liberal Arts and Sciences August 28, 2017 to May 25, 2018 |
| Jessica Hooper | Faculty Overload Liberal Arts and Sciences August 28, 2017 to December 16, 2017 |
| Johanna Stewart | Department Chair – Counseling Counseling January 29, 2018 to May 25, 2018 |
| John Haehl-Lawton | Drama Advisor Liberal Arts and Sciences August 28, 2017 to May 25, 2018 |
| Karen Warren | Curriculum Development Community Development Grants Management October 23, 2017 to May 25, 2018 |
| Kenneth Wagman | Department Chair – Natural Sciences Liberal Arts and Sciences August 28, 2017 to May 25, 2018 |
| Kimberly Montague | Board of Vocational Nursing Report Career Technical Education October 6, 2017 to October 31, 2017 |
| Leslie Tenney | Guided Pathways Development Team Member Office of Academic Affairs November 3, 2017 to May 25, 2018 |
| Linda Stubblefield | Board of Vocational Nursing Report Career Technical Education October 6, 2017 to October 31, 2017 |
| Laura Enrique | Curriculum Development Community Development Grants Management October 23, 2017 to May 25, 2018 |

| | |
|------------------------|--|
| Marc Turtezky | Department Chair – Social Science Liberal Arts and Sciences August 28, 2017 to May 25, 2018 |
| Nicole Cisneros | Department Chair – English Second Language Liberal Arts and Sciences August 28, 2017 to May 25, 2018 |
| Patricia Henrickson | Guided Pathways Development Team Member Office of Academic Affairs November 3, 2017 to May 25, 2018 |
| Nikki Dequin | Curriculum Development Community Development Grants Management October 23, 2017 to May 25, 2018 |
| Nikki Dequin | Department Chair – Kinesiology and Athletics Kinesiology and Athletics August 28, 2017 to May 25, 2018 |
| Nikki Dequin | Guided Pathways Development Team Member Office of Academic Affairs November 3, 2017 to May 25, 2018 |
| Rey Morales | Curriculum Development Community Development Grants Management October 23, 2017 to May 25, 2018 |
| Rosa Rivera-Sharboneau | Department Chair – Counseling Counseling August 28, 2017 to December 16, 2017 |
| Scott Sandler | Department Chair – English Liberal Arts and Sciences August 28, 2017 to May 25, 2018 |
| Susan Turner | Board of Vocational Nursing Report Career Technical Education October 6, 2017 to October 31, 2017 |
| Susan Turner | Substitute Allied Health Director Career Technical Education November 6, 2017 |

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

| | |
|----------|--|
| Ali Arid | At Large Faculty Senate Representative |
|----------|--|

| | |
|-------------------|--|
| | Liberal Arts and Sciences August 28, 2017 to December 16, 2017 |
| Andrew Delunas | Faculty Senate Representative Office of Academic Affairs August 29, 2017 to December 16, 2017 |
| Aniko Millan | South Bay Regional Public Safety Consortium Volunteer Instructor December 13, 2017 |
| Brian Lewis | South Bay Regional Public Safety Consortium Volunteer Instructor December 13, 2017 |
| Casey Estorga | Political Science Instructor Liberal Arts and Sciences January 29, 2018 to May 25, 2018 |
| Cherise Mantia | Guided Pathways Task Force Co-Chair Office of Academic Affairs November 20, 2017 to January 26, 2018 |
| Cherise Mantia | Faculty Senate Representative Office of Academic Affairs January 30, 2017 to May 26, 2017 |
| David Petersen | South Bay Regional Public Safety Consortium Volunteer Instructor December 13, 2017 |
| Douglas Bell | South Bay Regional Public Safety Consortium Volunteer Instructor December 13, 2017 |
| Elise Peeren | Instructor Office of Academic Affairs September 29, 2017 to June 30, 2018 |
| Elise Peeren | Student Learning Outcomes Office of Academic Affairs November 1, 2017 to June 30, 2018 |
| Erin Hogan | South Bay Regional Public Safety Consortium Volunteer Instructor December 13, 2017 |
| Fatemeh Yarahmadi | Accelerated Math Workshop Participant Office of Academic Affairs |

December 18, 2017 to January 10, 2018

| | |
|---------------------|---|
| Gordon Sievert | South Bay Regional Public Safety Consortium Volunteer Instructor December 13, 2017 |
| James Frawley | South Bay Regional Public Safety Consortium Volunteer Instructor December 13, 2017 |
| Janet Janes | Writer / Photographer Office of the President July 1, 2017 to June 30, 2018 |
| Jeffrey Rickel | South Bay Regional Public Safety Training Consortium Instructor South Bay Regional November 20, 2017 |
| Kathryn Chao | South Bay Regional Public Safety Training Consortium Instructor South Bay Regional November 21, 2017 |
| Kenneth Anderson | South Bay Regional Public Safety Consortium Volunteer Instructor December 13, 2017 |
| Kenneth Brown | South Bay Regional Public Safety Consortium Volunteer Instructor December 13, 2017 |
| Manuel Lopez | South Bay Regional Public Safety Consortium Volunteer Instructor December 13, 2017 |
| Matthew Queen | South Bay Regional Public Safety Consortium Volunteer Instructor December 13, 2017 |
| Melissa Llanes | Assistant Basketball Coach Kinesiology and Athletics November 1, 2017 to February 25, 2018 |
| Michael Barney Siri | South Bay Regional Public Safety Consortium Volunteer Instructor December 13, 2017 |
| Michael McMillan | South Bay Regional Public Safety Consortium |

| | |
|------------------------|---|
| | Volunteer Instructor December 13, 2017 |
| Neil Edward Schneider | South Bay Regional Public Safety Consortium Volunteer Instructor December 13, 2017 |
| Steven Nguyen | South Bay Regional Public Safety Training Consortium Instructor South Bay Regional June 18, 2016 |
| Roger Milligan | South Bay Regional Public Safety Consortium Volunteer Instructor December 13, 2017 |
| Ryan Wallace | South Bay Regional Public Safety Consortium Volunteer Instructor December 13, 2017 |
| Susan Dodd | Curriculum Updates/Modifications Career Technical Education November 22, 2017 to May 30, 2018 |
| Susan Dodd | Institutional Effectiveness Committee Report Career Technical Education June 1, 2017 to April 30, 2018 |
| Thomas Patrick Higgins | South Bay Regional Public Safety Consortium Volunteer Instructor December 13, 2017 |
| Troy Cardin | South Bay Regional Public Safety Training Consortium Instructor South Bay Regional November 20, 2017 |
| Wayne Farquhar | South Bay Regional Public Safety Consortium Volunteer Instructor December 13, 2017 |
| William Glasgo | South Bay Regional Public Safety Consortium Volunteer Instructor December 13, 2017 |

IV. SUBSTITUTE AND/OR INTERSESSION APPOINTMENTS

| | |
|------------------|---|
| Bret Barker | Allied Health Instructor Substitute Career Technical Education November 11, 2017 to December 31, 2017 |
| Fania Kagan | Math Instructor Substitute Liberal Arts and Sciences October 19, 2017 |
| Gardenia Angeles | Allied Health Instructor Substitute Career Technical Education September 28, 2017 |
| Irina Polyakova | Math Instructor Substitute Liberal Arts and Sciences October 24, 2017 |
| Joanne Howell | Reference Librarian Substitute Office of Academic Affairs November 13, 2017 |
| Lynn Lockhart | Math Instructor Substitute Liberal Arts and Sciences October 23, 2017 to November 2, 2017 |
| Mandy Lopez | Allied Health Instructor Substitute Career Technical Education October 10, 2017 |
| Robin McGinnis | Art Instructor Substitute Liberal Arts and Sciences August 28, 2017 to December 30, 2017 |
| Samuel Sotelo | Fine Arts Instructor Substitute Liberal Arts and Sciences November 7, 2017 to November 16, 2017 |
| Samuel Sotelo | Fine Arts Instructor Substitute Liberal Arts and Sciences November 20, 2017 to November 22, 2017 |
| Sera Hirasuna | English Instructor Substitute Liberal Arts and Sciences November 6, 2017 |

V. REASSIGNMENTS

NONE

VI. RESIGNATIONS AND RETIREMENTS

NONE

VII. REQUEST FOR LEAVE

NONE

VIII. REQUEST FOR CATASTROPHIC LEAVE CREDITS

NONE

IX. NEW FSA ASSIGNMENT

NONE

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

C. Management/Confidentials Personnel Actions – December 12, 2017

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

I. APPOINTMENTS/CONTRACT RATIFICATION AND EXTENSIONS

NONE

II. ADDITIONAL DUTY/STIPEND

NONE

III. SUBSTITUTE AND/OR INTERSESSION APPOINTMENTS

NONE

IV. REQUEST FOR LEAVE

NONE

V. PERMISSION TO ENROLL/PROFESSIONAL GROWTH

NONE

VI. APPLICATION FOR AWARD/PROFESSIONAL GROWTH

NONE

VII. RESIGNATIONS AND RETIREMENTS

NONE

RECOMMENDATION: The Administration recommends approval of the above Management/Confidential Personnel Actions.

D. Administration Personnel Actions – December 12, 2017

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

I. APPOINTMENTS

NONE

II. ADDITIONAL DUTY/STIPENDS

NONE

III. BOARD MEMBER APPROVED ABSENCE

NONE

IV. BOARD MEMBER RESIGNATION

NONE

V. RESIGNATIONS AND RETIREMENTS

NONE

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

Gavilan Joint Community College District Governing Board Agenda

November 12, 2017

Consent Agenda Item No. II.7(c) Administrative Services
 Information/Staff Reports No.
 Discussion Item No.
 Old Business Agenda Item No.
 New Business Agenda Item No.

SUBJECT: Warrants and electronic transfers drawn on District Funds

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:

That the Board of Trustees ratify warrants and electronic transfers drawn on district funds for the period of November 1, 2017 – November 30, 2017.

Background:

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

Warrants:

| Dates | Warrant Numbers | Amount |
|--------------------|---------------------|----------------|
| 11/1/17 – 11/30/17 | 18055498 - 18056128 | \$3,300,287.60 |

Electronic Transfers:

| Dates | Description | Amount |
|----------------|-------------|--------|
| None to report | | |

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

Budgetary Implications:

Expenditures are included in the budgets for FY 2017-2018.

Follow Up/Outcome:

No further action is required.

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

Prepared By: Wade W. Ellis, CPA
 Wade W. Ellis, CPA – Associate Vice President, Business Services & Security

Agenda Approval: Dr. Kathleen A. Rose
 Dr. Kathleen A. Rose, Superintendent/President

Gavilan Joint Community College District Governing Board Agenda

December 12, 2017

Consent Agenda Item No. II.7(d)
 Information/Staff Reports No.
 Discussion Item No.
 Old Business Agenda Item No.
 New Business Agenda Item No.

Administrative Services

SUBJECT: Payroll Warrants drawn on District Funds

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

Proposal:

Ratification of payroll warrants drawn on district funds for the month of November 2017.

Background:

The Board of Trustees has directed the district to issue payroll warrants from district funds for the payment of salaries and wages for district employees. The following payrolls were processed by the district during the month of November 2017:

| Payroll Period | Pay Date | Total Salaries/Wages |
|-------------------------|------------------------------------|------------------------|
| November Supplemental 1 | November 09, 2017 | \$ 301,990.07 |
| November Supplemental 2 | November 17, 2017 | \$ 10,380.29 |
| November Regular (EOM) | November 30, 2017 | \$ 2,275,811.53 |
| TOTAL | <i>(721 Pay Warrants Issued)</i> | \$ 2,588,181.89 |

Budgetary Implications:

Expenditures are included in the Budget for FY 2017/18.

Follow Up/Outcome:

No further action is required.

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

Prepared By: Wade W. Ellis, CPA
 Wade W. Ellis, CPA – Associate Vice President, Business Services & Security

Agenda Approval: [Signature]
 Dr. Kathleen A. Rose, Superintendent/President

**Gavilan Joint Community College District
Governing Board Agenda**

December 12, 2017

Consent Agenda Item No. II.7(e)
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

Administrative Services

SUBJECT: Purchase Order Ratification

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:

That the Board of Trustees approve the attached November 2017 list of purchase orders for FY 2017-18.

Background:

During the fiscal year purchase orders are used to acquire goods and services for the District. California Code of Regulations title 5 §Sec. 81655 requires the Board of Trustees to ratify District purchases orders issued.

Budgetary Implications:

Purchase Orders are needed to accommodate expenditure needs of various departments' budgets to appropriate general fund and categorical programs.

Follow Up/Outcome:

No further action is required.

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

Prepared By: Wade W. Ellis, CPA
Wade W. Ellis, CPA – Associate Vice President, Business Services & Security

Agenda Approval: Kathleen A. Rose
Dr. Kathleen A. Rose, Superintendent/President

| | | | |
|----------|------------|----------------------------------|---------------|
| P0008102 | 11/20/2017 | CollegeSource Inc | \$ 6,157.00 |
| P0008103 | 11/20/2017 | Gawf, John | \$ 484.90 |
| P0008104 | 11/20/2017 | The Print Shop | \$ 59.95 |
| P0008105 | 11/20/2017 | Trujillo, Richard | \$ 452.35 |
| P0008106 | 11/20/2017 | Crooks, Alleen | \$ 752.10 |
| P0008100 | 11/20/2017 | The Print Shop | \$ 59.93 |
| P0008107 | 11/21/2017 | Richard McMahon | \$ 117.72 |
| OP18241 | 11/21/2017 | Amazon.Com Corporate Credit | \$ 1,000.00 |
| P0008108 | 11/22/2017 | Morgan Hill Chamber Of Commerce | \$ 80.00 |
| P0008110 | 11/22/2017 | Ksbw | \$ 1,250.00 |
| P0008111 | 11/22/2017 | The Print Shop | \$ 110.00 |
| P0008109 | 11/22/2017 | AECO Systems Inc | \$ 512.54 |
| OP18242 | 11/27/2017 | Palace Art & Office Supply | \$ 3,100.00 |
| OP18243 | 11/27/2017 | Palace Art & Office Supply | \$ 2,128.00 |
| P0008114 | 11/27/2017 | Turning Technologies LLC | \$ 1,343.36 |
| P0008115 | 11/27/2017 | Trophies Plaques and More | \$ 46.97 |
| P0008112 | 11/27/2017 | AECO Systems Inc | \$ 500.00 |
| P0008113 | 11/27/2017 | Palace Art & Office Supply | \$ 741.15 |
| P0008116 | 11/28/2017 | Dell Marketing | \$ 1,208.73 |
| ASB18011 | 11/28/2017 | Gilroy Elks Lodge No 1567 | \$ 6,785.25 |
| P0008117 | 11/28/2017 | B & H Photo-Video | \$ 223.45 |
| P0008118 | 11/28/2017 | Amazon Business | \$ 250.65 |
| P0008119 | 11/28/2017 | Acosta, Jesse | \$ 90.00 |
| P0008120 | 11/28/2017 | Sharrock, Wende | \$ 90.00 |
| P0008121 | 11/28/2017 | AAUW Inc | \$ 175.00 |
| P0008122 | 11/28/2017 | The Print Shop | \$ 59.05 |
| OP18244 | 11/29/2017 | EBSCO Industries Inc | \$ 5,000.00 |
| OP18245 | 11/29/2017 | Midwest Library Service | \$ 9,175.00 |
| P0008124 | 11/30/2017 | SVM LP | \$ 21,000.00 |
| P0008125 | 11/30/2017 | Morgan Hill Chamber Of Commerce | \$ 315.00 |
| P0008126 | 11/30/2017 | Bohannon, Kimberley | \$ 3,000.00 |
| P0008127 | 11/30/2017 | Santa Clara County Sheriffs Dept | \$ 218,008.42 |
| P0008129 | 11/30/2017 | SJECCD Foundation | \$ 500.00 |
| P0008130 | 11/30/2017 | Moore Medical LLC | \$ 1,679.11 |
| | | | \$ 366,737.31 |

Purchase Orders - November 2017

| | | | |
|----------|------------|--|--------------|
| P0008059 | 11/1/2017 | School Datebooks Inc | \$ 1,622.32 |
| P0008062 | 11/1/2017 | Island Advertising | \$ 1,595.46 |
| P0008061 | 11/1/2017 | Cengage Learning Inc | \$ 2,095.00 |
| P0008060 | 11/1/2017 | Card Integrators Corporation | \$ 811.55 |
| P0008063 | 11/2/2017 | Asp, Susan | \$ 198.38 |
| P0008064 | 11/2/2017 | CCCWBCA | \$ 200.00 |
| P0008065 | 11/2/2017 | Community College League Of CA | \$ 4,855.20 |
| P0008066 | 11/2/2017 | Community College League Of CA | \$ 4,770.17 |
| P0008067 | 11/2/2017 | Cybrarian Corporation | \$ 495.00 |
| P0008068 | 11/3/2017 | Agile Sports Technologies Inc | \$ 993.00 |
| P0008069 | 11/3/2017 | Richard McMahon | \$ 597.59 |
| P0008070 | 11/6/2017 | Casey Printing | \$ 2,667.02 |
| P0008071 | 11/6/2017 | Facilitron Inc | \$ 5,309.93 |
| P0008073 | 11/6/2017 | Fisher Scientific | \$ 412.02 |
| P0008075 | 11/6/2017 | The Print Shop | \$ 119.90 |
| P0008076 | 11/6/2017 | Amazon Business | \$ 31.92 |
| P0008077 | 11/6/2017 | Escobar, Edward | \$ 90.00 |
| P0008078 | 11/6/2017 | Curtis, Tracy | \$ 90.00 |
| OP18234 | 11/6/2017 | Gilroy Unified School District-CalSOAP | \$ 6,000.00 |
| P0008072 | 11/6/2017 | Facilitron Inc | \$ 12,071.36 |
| P0008074 | 11/6/2017 | Richard McMahon | \$ 444.18 |
| OP18235 | 11/6/2017 | Blick Art Materials | \$ 1,200.00 |
| ASB18009 | 11/7/2017 | Gilroy Golf Course Inc | \$ 1,315.00 |
| P0008079 | 11/7/2017 | Sew What Inc | \$ 7,564.55 |
| P0008080 | 11/8/2017 | Cresco Equipment Rental | \$ 3,625.00 |
| P0008081 | 11/9/2017 | Sport & Cycle | \$ 718.99 |
| P0008082 | 11/9/2017 | Sport & Cycle | \$ 945.67 |
| P0008083 | 11/9/2017 | Burkett, Brian | \$ 40.00 |
| P0008084 | 11/9/2017 | Palace Art & Office Supply | \$ 108.78 |
| P0008085 | 11/9/2017 | The RP Group | \$ 525.00 |
| OP18236 | 11/13/2017 | Gilroy Unified School District | \$ 834.60 |
| P0008089 | 11/15/2017 | Carrasco, John | \$ 90.00 |
| P0008090 | 11/15/2017 | Lesondak, Christina | \$ 90.00 |
| P0008087 | 11/15/2017 | Ewing Irrigation Products Inc | \$ 117.39 |
| P0008088 | 11/15/2017 | Emedco | \$ 1,164.79 |
| OP18237 | 11/15/2017 | Blick Art Materials | \$ 100.00 |
| P0008091 | 11/15/2017 | Palace Art & Office Supply | \$ 423.20 |
| P0008092 | 11/16/2017 | The Print Shop | \$ 118.21 |
| ASB18010 | 11/16/2017 | Panos, Jeffrey | \$ 58.00 |
| OP18238 | 11/16/2017 | COMMUNITY EDUCATION | \$ 10,000.00 |
| P0008093 | 11/16/2017 | Santa Clara Valley Transportation Authority | \$ 750.00 |
| P0008094 | 11/16/2017 | County of San Benito | \$ 900.00 |
| P0008095 | 11/17/2017 | Foundation for California Community Colleges | \$ 205.99 |
| P0008096 | 11/17/2017 | Richard McMahon | \$ 1,438.80 |
| P0008097 | 11/17/2017 | Monterey Peninsula College | \$ 500.00 |
| P0008098 | 11/20/2017 | Amazon Business | \$ 146.43 |
| OP18239 | 11/20/2017 | Palace Art & Office Supply | \$ 150.00 |
| OP18240 | 11/20/2017 | Pajaro Valley Unified School District | \$ 603.42 |
| P0008099 | 11/20/2017 | Richard McMahon | \$ 1,014.16 |
| P0008101 | 11/20/2017 | Sport & Cycle | \$ 63.70 |

Gavilan Joint Community College District Governing Board Agenda

December 12, 2017

Consent Agenda Item No. II.7(f) Administrative Services
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Ratification of Agreements

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

Proposal:

That the Board of Trustees ratify agreements entered into pursuant to the Education Code. Attachment A is a list of agreements to be ratified for November 1 to November 30, 2017.

Background:

Education Code Section 81656 authorizes the Board of Trustees to delegate authority to enter into contracts up to \$88,300 subject to ratification by the Board within 60 days of issuance of agreement.

Budgetary Implications:

The contracts are funded by appropriations included in the Budget for FY 2017-2018.

Follow Up/Outcome:

No further action is required.

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

Prepared By: Wade W. Ellis, CPA
Wade W. Ellis, CPA – Associate Vice President, Business Services & Security

Agenda Approval: Kathleen A. Rose
Dr. Kathleen A. Rose, Superintendent/President

Board Agenda Ratification of Contracts
Meeting Date: December 12, 2017

| Agreement Number | Amount | Vendor | Description |
|------------------|---------------|-----------------------------|---|
| CON10213 | \$ 1,160.00 | San Jose Charters | Women's Volleyball Transportation to and from Delta College on 11/22/17 |
| CON10216 | \$ 12,000.00 | First Capitol Consulting | Patient Protection & Affordable Care Act Counseling 11/16/17 - 12/31/18 |
| CON10217 | \$ 2,000.00 | Edfinancial Holdings | Default Prevention Services for Student Borrowers 12/11/17 - 12/31/17 |
| CON10218 | \$ 2,453.00 | Casey Printing | "Report to the Community" Printing with Envelopes 11/27/17 12/31/17 |
| CON10219 | \$ 100,000.00 | St Louise Regional Hospital | Fidelity Simulation Doll for Clinical & Healthcare critical skills training 10/30/17 - 10/31/18 |
| CON10220 | no fee | Puente Project | The Regents of the Univ of CA & Gavilan District collaborate to provide a program for educationally disadvantaged students 7/1/17 - 6/30/20 |
| CON0110A | \$ 12,000.00 | Higher Ed Profiles | Revised Contract / Existing Contract already approved Revising Period of Service New Period of Service: 6/1/17 - 6/30/18 |
| CON10221 | no fee | CVS Health, Inc | Community Education Pharmacy Technician Instruction 12/13/17 - 12/13/18 |
| CON10222 | \$ 23,870.16 | Calstate Construction, Inc | Install river rock, railroad ties and drain slot in pool and bleacher area 8/15/17 - 9/23/17 |

**Gavilan Joint Community College District
Governing Board Agenda**

December 12, 2017

Consent Agenda Item No. II.7(g) Administrative Services
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Budget Adjustments

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

Proposal:

That the Board of Trustees approve the attached budget adjustments for FY 2017-18.

Background:

During the fiscal year various budget adjustments are needed to align revenues and expenditures. California Code of Regulations title 5 §58307 requires the Board of Trustees approve all changes in the budget.

Budgetary Implications:

Changes to the Final Budget are needed to accommodate expenditure needs of various departments and to appropriate revenue for the general fund and categorical programs.

Follow Up/Outcome:

No further action is required.

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

Prepared By: Wade W. Ellis, CPA
Wade W. Ellis, CPA – Associate Vice President, Business Services & Security

Agenda Approval: Kathleen A. Rose
Dr. Kathleen A. Rose, Superintendent/President

Fund 100

| DECREASE | | | | INCREASE | | | | Budget |
|--|--------------|-----------|------------------|----------------|------------------|-----------|--------------------|--------|
| Organization # | Account Code | Program # | Amount | Organization # | Account Code | Program # | Amount | Entry |
| <i>Budget changes within the same fund to accommodate expenditure & revenue needs of various departments</i> | | | | | | | | |
| 660210 | 5300 | | (1,200.00) | 660210 | 4510 | | 1,200.00 | |
| 942010 | 4310 | | (400.00) | 940110 | 5630 | | 400.00 | BU1818 |
| | | | <u>(\$1,600)</u> | | | | <u>\$1,600</u> | |
| Final (Adopted) Estimated Beginning Fund Balance at 7/1/17 | | | | | | | \$4,353,229 | |
| Change to Actual Fund Balance at 7/1/17 | | | | | \$0 | | | |
| Actual Beginning Balance at 7/1/17 | | | | | | | \$4,353,229 | |
| Final (Adopted) Budget Net Change in Fund Balance | | | | | | | \$0 | |
| Budget adjustments from current year's previous months to increase (decrease) net change to fund balance | | | | | (\$6,550) | | | |
| Current decrease in budgeted expenditures increases Fund Balance | | | | | \$1,600 | | | |
| Current increase in budgeted expenditures decreases Fund Balance | | | | | <u>(\$1,600)</u> | | | |
| Revised Net Change in Ending Fund Balance | | | | | | | <u>(\$6,550)</u> | |
| Estimated Ending Fund Balance 6/30/18 for General Fund 100 | | | | | | | <u>\$4,346,679</u> | |

Fund 100

| INCOME - Increase/(Decrease) | | | | EXPENSE - Increase/(Decrease) | | | | Budget |
|--|--------------|-----------|----------------|-------------------------------|--------------|-----------|--------------------|--------|
| Organization # | Account Code | Program # | Amount | Organization # | Account Code | Program # | Amount | Entry |
| <i>Budget changes within the same fund to accommodate expenditure & revenue needs of various departments</i> | | | | | | | | |
| 984010 | 8877 | | (230.00) | 984010 | 4317 | | (230.00) | BU1818 |
| Total Fund 10: | | | <u>(\$230)</u> | | | | <u>(\$230)</u> | |
| Final (Adopted) Estimated Beginning Fund Balance at 7/1/17 | | | | | | | \$4,353,229 | |
| Change to Actual Fund Balance at 7/1/17 | | | | | \$0 | | | |
| Actual Beginning Balance at 7/1/17 | | | | | | | \$4,353,229 | |
| Final (Adopted) Budget Net Change in Fund Balance | | | | | | | \$0 | |
| Budget adjustments from current year's previous months to increase (decrease) net change to fund balance | | | | | (\$6,550) | | | |
| Current increase in budgeted revenue increases Fund Balance | | | | | (\$230) | | | |
| Current increase in budgeted expenditures decreases Fund Balance | | | | | <u>\$230</u> | | | |
| Revised Net Change in Ending Fund Balance | | | | | | | <u>(\$6,550)</u> | |
| Estimated Ending Fund Balance 6/30/18 for General Fund 100 | | | | | | | <u>\$4,346,679</u> | |

Fund 270

| DECREASE | | | | INCREASE | | | | Budget |
|--|--------------|-----------|-------------|----------------|--------------|-----------|-----------|--------|
| Organization # | Account Code | Program # | Amount | Organization # | Account Code | Program # | Amount | Entry |
| <i>Budget changes within the same fund to accommodate expenditure & revenue needs of various departments</i> | | | | | | | | |
| 642027 | 7520 | \$ | (20,000.00) | 642027 | 7610 | \$ | 20,000.00 | BU1817 |
| 642027 | 5140 | | (4,000.00) | 642027 | 7610 | | 6,480.00 | BU1819 |
| 642027 | 4510 | | (1,000.00) | 641427 | 4510 | \$ | 3,925.00 | |
| 642027 | 5823 | | (1,480.00) | 641427 | 7510 | \$ | 614.00 | |
| 641427 | 1270 | \$ | (2,375.00) | 641427 | 7610 | \$ | 21,000.00 | |
| 641427 | 4570 | | (973.00) | | | | | |

| | | | | | | | | |
|------------------------|------|----|-------------------|--------|------|----|-----------------|--------|
| 641427 | 5140 | | (1,000.00) | | | | | |
| 641427 | 5230 | | (500.00) | | | | | |
| 641427 | 5250 | \$ | (1,000.00) | | | | | |
| 641427 | 5823 | | (1,000.00) | | | | | |
| 641427 | 7520 | | (18,691.00) | | | | | |
| 642027 | 4510 | \$ | (650.00) | | | | | BU1821 |
| 642027 | 7510 | | (5,520.00) | 642027 | 7610 | \$ | 6,170.00 | BU1822 |
| 640727 | 7510 | | (10,016.00) | 640727 | 7610 | \$ | 10,016.00 | BU1823 |
| Total Fund 270: | | | <u>(\$68,205)</u> | | | | <u>\$68,205</u> | |

| | | |
|--|-------------------|------------|
| Final (Adopted) Estimated Beginning Fund Balance at 7/1/17 | | \$0 |
| Change to Actual Fund Balance at 7/1/17 | \$0 | |
| Actual Beginning Balance at 7/1/17 | | \$0 |
| Final (Adopted) Budget Net Change in Fund Balance | | |
| Budget adjustments from current year's previous months to increase (decrease) net change to fund balance | | |
| Current decrease in budgeted expenditures increases Fund Balance | \$68,205 | |
| Current increase in budgeted expenditures decreases Fund Balance | <u>(\$68,205)</u> | |
| Revised Net Change in Ending Fund Balance | | <u>\$0</u> |
| Estimated Ending Fund Balance 6/30/18 for General Fund 270 | | <u>\$0</u> |

| Fund 270 | | | EXPENSE - Increase/(Decrease) | | | | | Budget |
|--|--------------|-----------|-------------------------------|----------------|--------------|-----------|---------------------|--------|
| INCOME - Increase/(Decrease) | | | | | | | | Entry |
| Organization # | Account Code | Program # | Amount | Organization # | Account Code | Program # | Amount | |
| <i>Budget changes within the same fund to accommodate expenditure & revenue needs of various departments</i> | | | | | | | | |
| 502027 | 8646 | \$ | 4,289.00 | 502027 | 1410 | | 6,049.00 | |
| | | | | 502027 | 2315 | \$ | 1,070.00 | |
| | | | | 502027 | 2430 | | 2,116.00 | |
| | | | | 502027 | 3114 | | 873.00 | |
| | | | | 502027 | 3324 | | 88.00 | |
| | | | | 502027 | 3514 | \$ | 3.00 | |
| | | | | 502027 | 3610 | | 1.00 | |
| | | | | 502027 | 3612 | | (989.00) | |
| | | | | 502027 | 3614 | | 3.00 | |
| | | | | 502027 | 4200 | \$ | (9,694.00) | |
| | | | | 502027 | 4710 | | (196.00) | |
| | | | | 502027 | 4711 | | 2,821.00 | |
| | | | | 502027 | 5110 | | 92.00 | |
| | | | | 502027 | 5150 | \$ | 177.00 | |
| | | | | 502027 | 5230 | | 1,268.00 | |
| | | | | 502027 | 5240 | | 934.00 | |
| | | | | 502027 | 5710 | | (327.00) | BU1824 |
| 651027 | 8895 | \$ | 100,000.00 | 651027 | 6400 | \$ | 100,000.00 | BU1825 |
| 770127 | 8122 | | (59,217.00) | 770127 | 5831 | | (59,217.00) | BU1826 |
| Total Fund 270 | | | <u>\$ 45,072.00</u> | | | | <u>\$ 45,072.00</u> | |

| | | |
|--|-------------------|------------|
| Final (Adopted) Estimated Beginning Fund Balance at 7/1/17 | | \$0 |
| Change to Actual Fund Balance at 7/1/17 | \$0 | |
| Actual Beginning Balance at 7/1/17 | | \$0 |
| Final (Adopted) Budget Net Change in Fund Balance | | \$0 |
| Budget adjustments from current year's previous months to increase (decrease) net change to fund balance | | \$0 |
| Current increase in budgeted revenue increases Fund Balance | \$45,072 | |
| Current increase in budgeted expenditures decreases Fund Balance | <u>(\$45,072)</u> | |
| Revised Net Change in Ending Fund Balance | | <u>\$0</u> |
| Estimated Ending Fund Balance 6/30/18 for Restricted General Fund 270 | | <u>\$0</u> |

Fund 470

| INCOME - Increase/(Decrease) | | | EXPENSE - Increase/(Decrease) | | | | Budget |
|--|------|-----------|-------------------------------|----------------|--------------|-----------|------------------|
| Account | | | | | | | Entry |
| Organization # | Code | Program # | Amount | Organization # | Account Code | Program # | Amount |
| <i>Budget changes within the same fund to accommodate expenditure & revenue needs of various departments</i> | | | | | | | |
| 931947 | 8894 | \$ | 4,120.00 | 931447 | 4710 | | \$500.00 |
| 931447 | 8894 | \$ | 1,480.00 | 931447 | 4712 | | \$464.00 |
| 931747 | 8894 | \$ | 100.00 | 931447 | 5425 | | \$75.00 |
| 930647 | 8894 | \$ | 5,101.00 | 931447 | 5831 | | \$3,081.00 |
| | | | | 931447 | 4712 | | \$1,480.00 |
| | | | | 930547 | 5831 | | (\$300.00) |
| | | | | 930547 | 4711 | | \$300.00 |
| | | | | 931747 | 5831 | | \$100.00 |
| | | | | 930647 | 4711 | | \$3,000.00 |
| | | | | 930647 | 5264 | | \$804.00 |
| | | | | 930647 | 5831 | | \$861.00 |
| | | | | 930647 | 6400 | | \$436.00 |
| | | | | 930647 | 5831 | | (\$882.00) |
| | | | | 931947 | 5831 | | (\$3,268.00) |
| | | | | 932547 | 5831 | | (\$1.00) |
| | | | | 933047 | 5831 | | (\$400.00) |
| | | | | 931747 | 5831 | | (\$101.00) |
| | | | | 930547 | 5831 | | \$12.00 |
| | | | | 935547 | 5831 | | \$200.00 |
| | | | | 933547 | 5831 | | \$200.00 |
| | | | | 950247 | 5831 | | \$300.00 |
| | | | | | | | BU1816 |
| | | | | | | | BU1820 |
| Total Fund 470 | | | <u>\$10,801</u> | | | | <u>\$6,881</u> |
| Final (Adopted) Estimated Beginning Fund Balance at 7/1/17 | | | | | | | \$111,298 |
| Change to Actual Fund Balance at 7/1/17 | | | | | \$594,433 | | |
| Actual Beginning Balance at 7/1/17 | | | | | | | \$483,135 |
| Final (Adopted) Budget Net Change in Fund Balance | | | | | \$0 | | (\$69,851) |
| Budget adjustments from current year's previous months to increase (decrease) net change to fund balance | | | | | \$0 | | |
| Current increase in budgeted revenue increases Fund Balance | | | | | \$10,801 | | |
| Current increase in budgeted expenditures decreases Fund Balance | | | | | (\$6,881) | | |
| Revised Net Change in Ending Fund Balance | | | | | | | <u>\$3,920</u> |
| Estimated Ending Fund Balance 6/30/18 for General Fund 470 | | | | | | | <u>\$417,204</u> |

**Gavilan Joint Community College District
Governing Board Agenda**

December 12, 2017

Consent Agenda Item No. II.7(h)
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

Administrative Services

SUBJECT: Monthly Financial Report

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

Proposal:

That the Board of Trustees consider the FY 2017/18 Monthly Financial Report

Background:

The attached Monthly Financial Report compares the FY 2017/18 Revised Budget as of November 30, 2017 to actual revenue and expenditures as of November 30, 2017.

Follow Up/Outcome:

The Administration will continue to review the FY 2017/18 budget and will submit budget adjustments as necessary for consideration by the Board.

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

Prepared By: Wade W. Ellis CPA
Wade W. Ellis, CPA – Associate Vice President, Business Services & Security

Agenda Approval: Kathleen A. Rose
Dr. Kathleen A. Rose, Superintendent/President

GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
Monthly Financial Report
Summary of All Funds
Fiscal Year 2017-2018
11/30/2017

| Fund | Fund Description | Beginning Fund Balance 7/1/2017 | Revised Budgets | | Ending Fund Balance 6/30/2018 | Year to Date Actual | | | % Actual to Budget | |
|-----------------------------------|---------------------------------|---------------------------------------|---------------------|---------------------|-------------------------------------|---------------------|---------------------|---------------------|--------------------|--------------|
| | | | Revenue | Expense | | Revenue | Expense | Encumbrance | Revenue | Expense |
| General Fund | | | | | | | | | | |
| 10 | General -Unrestricted | \$4,353,229 | \$34,441,360 | | | \$1,571,027 | | | 4.6% | |
| | 1000 - Certificated Salaries | | | \$11,424,882 | | | \$4,877,527 | \$0 | | 42.7% |
| | 2000 - Classified Salaries | | | \$6,548,895 | | | \$2,244,426 | \$0 | | 34.3% |
| | 3000 - Burdens & Benefits | | | \$6,680,920 | | | \$2,521,173 | \$0 | | 37.7% |
| | 4000 - Books & Supplies | | | \$555,530 | | | \$155,021 | \$199,395 | | 63.8% |
| | 5000 - Other Operating Expenses | | | \$6,983,271 | | | \$2,528,519 | \$2,741,142 | | 75.5% |
| | 6000 - Capital Outlay | | | \$806,616 | | | \$171,225 | \$145,995 | | 39.3% |
| | 7000 - Other | | | \$1,447,796 | | | \$361,400 | \$0 | | 25.0% |
| Total General-Unrestricted | | \$4,353,229 | \$34,441,360 | \$34,447,910 | \$4,346,679 | \$1,571,027 | \$12,859,292 | \$3,086,531 | 4.6% | 46.3% |
| 24 | Instructional Equipment | \$0 | \$0 | \$0 | \$0 | \$100,550 | \$28,975 | \$0 | - | - |
| 26 | Parking | \$0 | \$140,669 | \$140,669 | \$0 | \$59,211 | \$25,810 | \$1,541 | 42.1% | 19.4% |
| 27 | General - Restricted | \$0 | \$15,839,783 | \$15,839,783 | \$0 | \$4,707,518 | \$4,627,694 | \$1,591,308 | 29.7% | 39.3% |
| Total General Fund | | \$4,353,229 | \$50,421,812 | \$50,428,362 | \$4,346,679 | \$6,438,306 | \$17,541,771 | \$4,679,381 | 12.8% | 44.1% |
| 21 | Measure E - Debt Service | \$4,466,968 | \$6,230,637 | \$6,060,769 | \$4,636,836 | \$116,026 | \$0 | \$0 | 1.9% | 0.0% |
| 34 | Capital Project | \$90,030 | \$8,625,693 | \$8,625,693 | \$90,030 | \$2,017,815 | \$1,246,759 | \$758,814 | 23.4% | 23.3% |
| 60 | Measure E | \$5,981,826 | \$24,832 | \$5,553,065 | \$453,593 | \$38,170 | \$2,680,197 | \$7,256,852 | 153.7% | 178.9% |
| 61 | Risk Management | \$0 | \$293,963 | \$293,963 | \$0 | \$72,840 | \$32,088 | \$26,903 | 24.8% | 20.1% |
| 72 | Child Development | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - |
| 92 | Long Term Debt | \$7,978,481 | \$315,000 | \$500 | \$8,292,981 | \$103,579 | \$0 | \$0 | 32.9% | 0.0% |
| Fiduciary Funds | | | | | | | | | | |
| 47 | Associated Student Body | \$483,135 | \$179,873 | \$245,804 | \$417,204 | \$44,887 | \$155,735 | \$7,822 | 25.0% | 66.5% |
| 48 | Financial Aid | \$0 | \$6,494,210 | \$6,494,210 | \$0 | \$2,786,974 | \$2,813,516 | \$0 | 42.9% | 43.3% |
| 66 | Student Center Fund | \$0 | \$135,841 | \$135,841 | \$0 | \$21,730 | \$17,309 | \$0 | 16.0% | 12.7% |
| Total Fiduciary Funds | | \$483,135 | \$6,809,924 | \$6,875,855 | \$417,204 | \$2,853,591 | \$2,986,560 | \$7,822 | 41.9% | 43.5% |
| Totals | | \$23,353,670 | \$72,721,861 | \$77,838,207 | \$18,237,324 | \$11,640,328 | \$24,487,375 | \$12,729,771 | 16.0% | 47.8% |

Instructors salaries are paid August through May (10 months)
Some obligations, such as rent and contracted services, have been encumbered for the entire fiscal year
Fund 34 Capital Project = State Funded Projects

Gavilan Joint Community College District Governing Board Agenda

December 12, 2017

Consent Agenda Item No. II.7(i) Puente Program
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Puente Advisory Committee

- Resolution: BE IT RESOLVED,
 Information Only
 Action Item

Proposal:

Puente Advisory Committee be approved by the Board of Trustees

Background:

The Puente Advisory Committee includes representation from the college personnel, and community, public, non-profit, or business sectors. The purpose of the Advisory Board is to assist the Puente Program with maintaining the program, recruiting and training mentors, and to develop student/mentor sponsored activities.

Budgetary Implications:

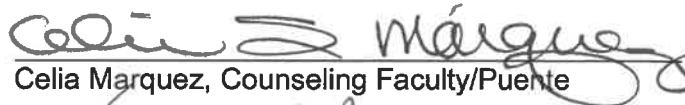
None

Follow Up/Outcome:

The Puente Advisory Committee shall meet once a month for the spring semester.

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

Prepared By:


Celia Marquez, Counseling Faculty/Puente

Agenda Approval:


Dr. Kathleen A. Rose, Superintendent/President

**Puente Advisory Committee
Gavilan College
2017 - 2018**

Fabian Morales, Counselor
San Mateo Union High School District
506 N. Delaware St.
San Mateo CA 94401

Jennifer Ortiz, In Home Care Provider/Tutor
Gilroy CA 95020

Leticia Palacios, TRIO Counselor
Gavilan College
5055 Santa Teresa Blvd.
Gilroy, CA 95020

Rocio De Reza, Financial Aid Specialist
Gavilan College
5055 Santa Teresa Bld.
Gilroy CA

Alvaro Celayo
City of San Jose
Dept of Parks & Recreation
San Jose CA

Raul Vega, Financial Analyst
1640 Dovetail Way
Gilroy, CA 95020

RECOGNITION

Gavilan Joint Community College District Governing Board Agenda

December 12, 2017

Consent Agenda Item No.

Information/Staff Reports No. II.9(a)

Discussion Item No.

Old Business Agenda Item No.

New Business Agenda Item No.

Office of the President

SUBJECT: Recognition of the Employees of the Month

Resolution: BE IT RESOLVED,

Information Only

Action Item

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

Background:

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

Employee of the Month, November 2017 – Noemi Naranjo

Noemi Naranjo is the Marketing and Public Relations Specialist in the Public Information Office. She has been at Gavilan College for 10 years, and recently became a full-time employee. (She is also a Gavilan College success story, having started here and then transferred to SJSU for her BA.)

In her new and enlarged role, Noemi has hit the ground running! In addition to producing beautiful and eye-catching graphics to promote college programs and events, she is now designing ads for online and display, the cover of the college catalog, and has taken over and redesigned the Community Education catalog -- now with a Career Education focus and including content from CTE and noncredit programs. She works really well with all departments on campus, and is a strong member of any team she is on.

Budgetary Implications:

None

Follow Up/Outcome:

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

Recommended By: Dr. Kathleen Rose, Superintendent/President

Prepared By:



Dr. Eric Ramones, Associate Vice President, Human Resources
and Labor Relations

Agenda Approval:



Dr. Kathleen Rose, Superintendent/President

INFORMATION

Gavilan Joint Community College District Governing Board Agenda

December 12, 2017

Consent Agenda Item No.

Academic Affairs

Information/Staff Reports No. II.12 (a)

Discussion Item No.

Old Business Agenda Item No.

New Business Agenda Item No.

SUBJECT: Guided Pathways Task Force Update

Resolution:

Information Only:

Action Item:

Proposal:

Provide a Guided Pathways Task Force Update, including overview of state pathways funding process

Background:

In September 2017 Gavilan's Academic Senate formed a Guided Pathways Task Force with broad campus representation to oversee the completion of the state requirements for applying for funding to plan a campus-wide guided pathways framework.

Budgetary Implications:

To be determined based on future planning.

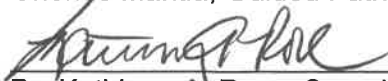
Follow Up/Outcome:

The Task Force has formed work groups to focus on campus engagement, professional development day, and the creation of a work plan. The Task Force will continue meet bimonthly in the spring semester and report to the Senate and other shared governance bodies.

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

Prepared By: Dr. Randy Brown, Community Education & Grants Management
Cherise Mantia, Guided Pathways Task Force Co-Chair

Agenda Approval:



Dr. Kathleen A. Rose, Superintendent/President

**Gavilan Joint Community College District
Governing Board Agenda**

December 12, 2017

Consent Agenda Item No. Administrative Services
Information/Staff Reports No. II.12 (b)
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Santa Clara County Sheriff Contract Update as of December 12, 2017

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

Proposal:

That the Board of Trustees review the Santa Clara County Sheriff Contract activity report.

Background:

The District is almost half way through the second year of the contract with the Santa Clara County Sheriff's Office to provide on campus sheriff services. This information is given to the Board to update on the types of situations that the District had the sheriff handle and to provide a general safety update to the Board.

Budgetary Implications:

For information purposes only.

Follow Up/Outcome:

None.

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

Prepared By: Wade W. Ellis, CPA – Associate Vice President, Business Services & Security

Agenda Approval: 

Dr. Kathleen A. Rose, Superintendent/President

**Gavilan Joint Community College District
Governing Board Agenda**

December 12, 2017

Consent Agenda Item No.

Instruction Office

Information/Staff Reports No. II.12(c)

Discussion Item No.

Old Business Agenda Item No.

New Business Agenda Item No.

SUBJECT: Gilroy Early College Academy (GECA) Update

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:

Provide an update to the Board of Trustees on the successes and focus areas for the Dr. TJ Owens Gilroy Early College Academy for 2017-18 school year.

Background:

The Dr. TJ Owens Gilroy Early College Academy (GECA) is an educational partnership between Gilroy Unified School District and Gavilan College, as an Early College High School that was envisioned and initially funded through the Bill and Melinda Gates Foundation.

Budgetary Implications: None

Follow Up/Outcome: Future updates to be presented as necessary.

Recommended By: Kathleen Moberg, Vice President of Student Services

Prepared By:

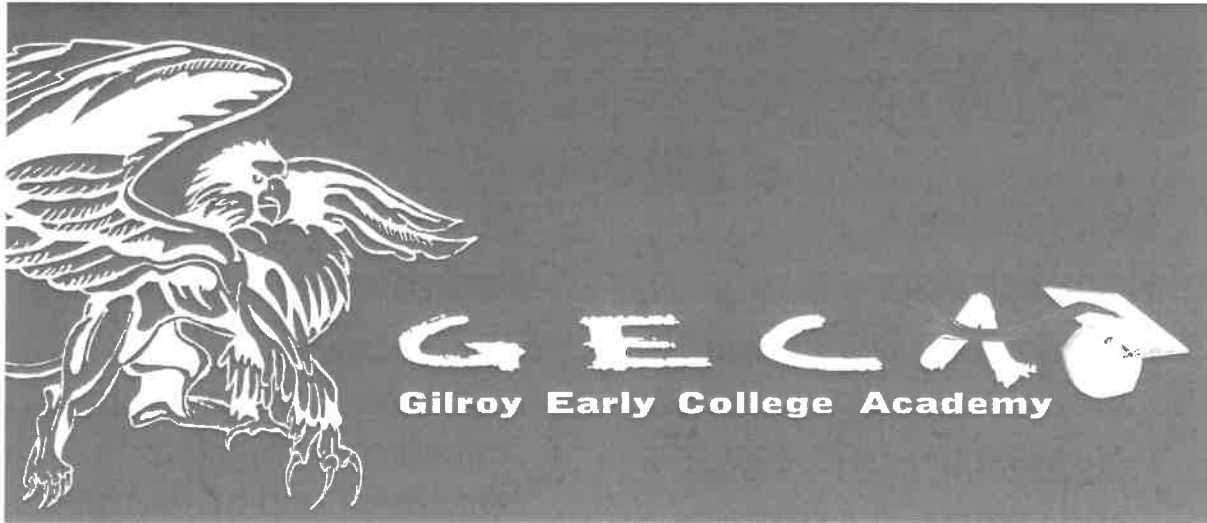


Sonia Flores, Principal, Gilroy Early College Academy

Agenda Approval:

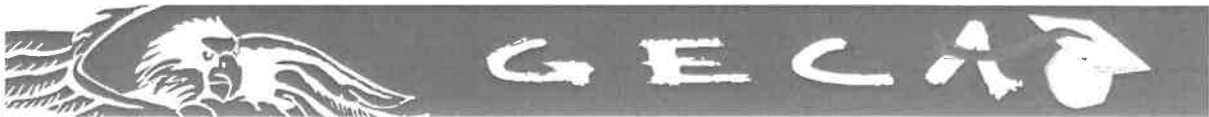


Dr. Kathleen A. Rose, Superintendent/ President



Gavilan Board of Trustees Informational Presentation

December 12, 2017



Measuring Up to the Early College Design

Mission

Vision

Outcomes

Direction

Partnership



Mission

Early College High Schools

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

Dr. TJ Owens Gilroy Early College Academy

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



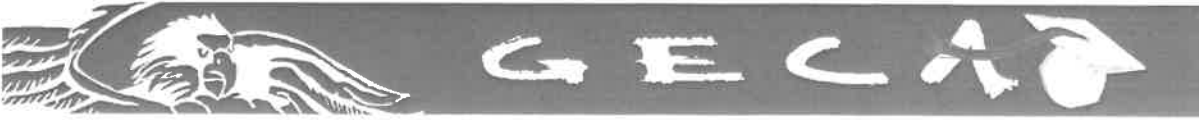
Vision

Early College High Schools

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

Dr. TJ Owens Gilroy Early College Academy

- Be Someone
- Go Somewhere
- Seek Excellence



Vision: Be Someone

**Early College
High Schools**

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

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

| | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Total |
|------------------|---------|----------|----------|----------|------------|
| <i>2010-2011</i> | 69 | 55 | 64 | 51 | 239 |
| <i>2011-2012</i> | 49 | 66 | 52 | 63 | 230 |
| <i>2012-2013</i> | 57 | 50 | 61 | 43 | 211 |
| <i>2013-2014</i> | 85 | 51 | 41 | 53 | 230 |
| <i>2014-2015</i> | 81 | 72 | 48 | 38 | 239 |
| <i>2015-2016</i> | 80 | 67 | 65 | 43 | 255 |
| <i>2016-2017</i> | 84 | 74 | 60 | 56 | 274 |
| <i>2017-2018</i> | 84 | 79 | 67 | 60 | 290 |



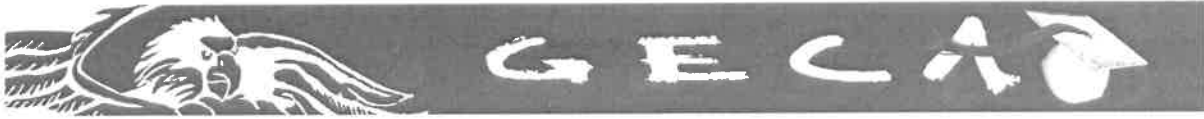
Vision: Be Someone

**Early College
High Schools**

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

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

| | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|--------------------------------|-----------|-----------|-----------|-----------|-----------|
| <i>Gilroy Resident</i> | 56% | 44% | 56% | 58% | 57% |
| <i>Interdistrict Transfers</i> | 44% | 46% | 44% | 42% | 43% |



Vision: Be Someone

**Early College
High Schools**

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

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

| Ethnicity | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------------------------|---------|---------|---------|---------|---------|---------|
| <i>Hispanic</i> | 56% | 37% | 37% | 46% | 47% | 46% |
| <i>Asian</i> | 10% | 5% | 24.5% | 23% | 27% | 23% |
| <i>Caucasian</i> | 25% | 36% | 35.5% | 28% | 23% | 25% |
| <i>Native American</i> | 0 | 5% | 0 | 0 | 0.5% | 0% |
| <i>Other</i> | 7% | 16% | 0 | 0 | 0.5% | 3.5% |
| <i>African-American</i> | 2% | 1% | 3% | 3% | 2% | 2% |



Vision: Be Someone

**Early College
High Schools**

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

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

| Eligibility | 2012-13 | 2014-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|---|---------|---------|---------|---------|---------|---------|
| <i>Students eligible for Free/Reduced Lunch</i> | 33% | 34% | 35% | 31% | 35% | 39% |



Vision: Be Someone

**Early College
High Schools**

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

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

| | 2012-13 | 2014-14 | 2014-15 | 2015-16 | 2016-17 |
|---|---------|---------|---------|---------|---------|
| First in Family to Attend College (Self-Reported) | 24% | 43% | 41% | 49% | 47% |



Vision: Be Someone

**Early College
High Schools**

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

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

| ELL Designation | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|---------------------------------|-----------------|-------------------|------------------|--------------------|------------------|
| English Learner | 4 (2%) | 1 (0.5%) | 3 (1%) | 2 (1%) | 0 (0%) |
| Reclassified English Proficient | 52 (23%) | 62 (26%) | 74 (30%) | 93 (34%) | 104 (36%) |
| Fluent English Proficient | 29 (13%) | 34 (14%) | 38 (15%) | 29 (10.5%) | 26 (9%) |
| Total | 85 (38%) | 97 (40.5%) | 115 (46%) | 124 (45.5%) | 130 (45%) |



Vision: Go Somewhere

Early College High Schools

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

Dr. TJ Owens Gilroy Early College Academy

- 40 College Units required to graduate

| | Grads | % with AA/AS |
|-----------|-------|--------------|
| 2010-2011 | 50 | 22% |
| 2011-2012 | 57 | 21% |
| 2012-2013 | 38 | 32% |
| 2013-2014 | 52 | 19% |
| 2014-2015 | 38 | 26% |
| 2015-2016 | 41 | 58% |
| 2016-2017 | 50 | 68% |



Vision: Seek Excellence

Early College High Schools

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

Dr. TJ Owens Gilroy Early College Academy

Graduation Requirements:

- 4 Years equivalent for English
 - English 9 Honors, English 10 Honors
 - AP English Language & Composition
 - Must include 1 year of college English
- 4 Years equivalent for Math
 - Algebra 1 Honors/Integrated Math 1+
 - Geometry Honors/Integrated Math 2+
 - Algebra 2 Honors/Integrated Math 3+
 - Must include 1 year of college level Math
- 1 Year Honors Biological Science
- 1 Year Honors Chemistry (beginning with Class of 2019)
- 1 Year College Level Physical Science
- 3 Years Social Science
 - AP World History
 - AP US History
 - AP Government/AP Economics
- 2 Years Physical Education
- 1 Year College Level Fine Art
- 1 Year College Level Foreign Language

Total of 300 credits
(133 of which are attained through college coursework)

Students must complete 80 Community Service Hours

Students must complete Senior Capstone Project, which includes a research paper, presentation, portfolio, and mentorship in the student's selected area of interest



Outcomes

| | National Early College Statistics <i>(Jobs For the Future)</i> | Gilroy Early College Academy Statistics <i>(Since Class of 2011)</i> |
|--|---|--|
| Early College graduation rate | 90% <i>(vs. 70% national, traditional rate)</i> | 97% |
| Graduates earning some college credit while in high school | 94% | 100% |
| Percent of graduates who immediately enroll in college | 71% | 100% continue with college education 79% immediately enroll in four-year university |
| Percent of Early College graduates earning an AA or postsecondary certificate along with high school diploma | 30% | 37% |
| College credits earned by Early College graduates | Average of 38 | Minimum of 40 Maximum of 60 |



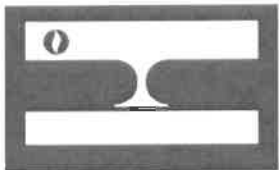
2016-17 Outcomes

- *US News* national ranking of #186 and state ranking of #28.
- *Newsweek* ranking of #155 and "Beating the Odds" ranking of #62.
- 11th Grade Results on CAASPP:
 - 98% students met or exceeded standards in ELA (Growth in students exceeding);
 - 95% students met or exceeded standards in Mathematics (Growth in students exceeding)
- 100% of students in Class of 2018 eligible for College English; 97% for College English
- 100% of students who applied were accepted to a four-year university. (88% attending vs. 80% in 2016)
- 68% of Class of 2017 completed AA
- School-wide field trips with PTSA





2016-17 Outcomes



NATIONAL MERIT SCHOLARSHIP PROGRAM



| | | |
|---|-----------------------|---|
| A | HISTORY | 2 |
| B | ENGLISH | 4 |
| C | MATH | 3 |
| D | LAB SCIENCE | 2 |
| E | FOREIGN LANGUAGE | 2 |
| F | FINE ARTS | 1 |
| G | COLLEGE PREP ELECTIVE | 1 |



bootcamps

- Continued growth on AP Exam Pass Rate (66% vs. 63% in 2016) and on Number of AP Exams Taken (+3).
- Four students recognized for National Merit Recognition based on 2016 PSAT.
- The school now has one device per student available on campus, after the completion of the computer lab and addition of 3 ChromeCarts in 2016-17.
- Improved overall retention for the school year from 91% to 94%, and retention between grade levels is improving.
- Continued, improved collaboration with Gavilan for student placement in college classes
- Hosted first GECA Alumni Night to begin process of establishing Alumni Association.



Outcomes: Alumni





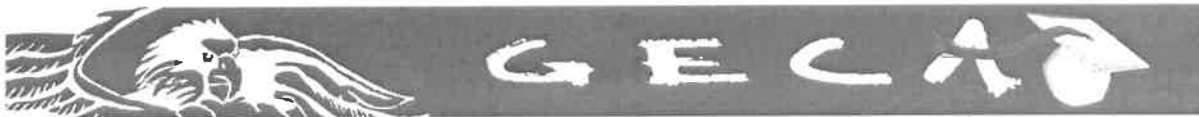
Direction: Challenges

- Roughly 36% of eleventh grade students reported **mental and/or physical health needs** in the Healthy Kids Survey given in Spring 2016.
- Four of eleven teachers at GECA are new to the school, and three will require **support and mentorship as new teachers**
- BrightBytes data revealed a need to reinforce **digital citizenship**, as well as a need to incorporate opportunities for students to demonstrate **critical thinking skills and creativity through technology use**.

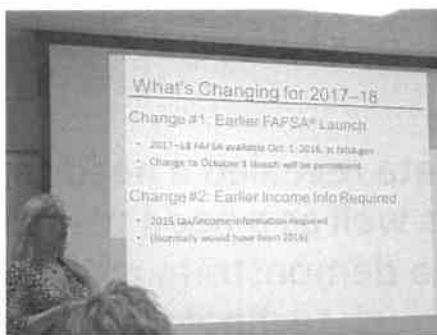


Direction: Next Steps

- Continued structured social and academic supports provided for GECA students; this includes strengthening **AcaPrep 9-12, AcaPrep Tutors, and Student Government** curricula to include a focus on time management, digital citizenship, school culture, stress relief, and student responsibility in developing their own four-year plans, career exploration, as well as built-in academic interventions and supports. (LCAP GOALS 1, 2 and 3)
- Continued **time for teacher collaboration** through AcaPrep and Department meetings. This allows for **subject-specific PLCs**, new teacher training with an emphasis on **instructional leadership**, cross-curricular planning, and monitoring/tracking of students needing support; this also provides time for subject-specific staff development on a monthly basis, especially with a focus on **Critical Thinking, Creativity, and Dr. Conley's Four Keys of College and Career Readiness**. (LCAP GOALS 1 and 2)
- Continued **technology integration** with instruction; this is accomplished by providing ongoing professional development for staff and by providing more opportunities for students to demonstrate **critical thinking skills and creativity through technology use**. (LCAP GOALS 1 and 2)
- **Continue providing mental health services** and informational workshops for students and families to enhance school climate and student engagement. (LCAP GOAL 3)
- **Partnering with PTSA** to improve parent participation and involvement, especially by planning **GECA-specific workshops** for parents to be presented at PTSA meetings and by continuing joint events between the school and PTSA. (LCAP GOAL 3)



Partnership



Partnership





GECA

Thank You



OLD BUSINESS

**Gavilan Joint Community College District
Governing Board Agenda**

December 12, 2017

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

Office of the President

SUBJECT: Strategic Plan FY 2017-2018 Through FY 2021-2022

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

Proposal:

That the Board of Trustees review and comment on the final Strategic Plan for Fiscal Years 2018-2019 through 2021-2022.

Background:

The strategic plan is reviewed and revised as appropriate to reflect changes that appear in department program plans submitted in conjunction with program reviews or annual department updates. Strategies are followed several years to ensure that there is adequate concentration of effort on achieving strategic initiatives.

The attached final document includes suggestions made by the Strategic Planning Committee and initial review by the Academic Senate and President's Council. Work will now begin on responding to the objectives and formulating the next strategic plan.

Budgetary Implications:

None

Follow Up/Outcome:

The strategic plan assists in establishing priorities for funding as the tentative and final budgets are prepared.

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

Prepared By: 
Dr. Kathleen A. Rose, Superintendent/President

Agenda Approval: 
Dr. Kathleen A. Rose, Superintendent/President

GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
Strategic Plan FY 2017 – 2018 through 2021 - 2022

STRATEGY #1

Optimize enrollment, course offerings, and services to reflect the findings of the 2017 Educational Master Plan (EMP).

- Goal #1 Create an institutional approach to offer and integrate student outreach activities, recruitment, assessment, orientation, counseling, retention and follow-up efforts, with particular attention to educationally under-represented student populations as reflected in the demographic information of the EMP.
- Goal #2 Strengthen career programs by participating in regional career technical education collaboratives and initiatives from the Chancellor's Office.
- Goal #3 Assess course and program offerings with a strategic emphasis on Transfer Model Curriculum (AA/AS-Ts) and Guided Pathways.
- Goal #4 Support programs that bridge pre-collegiate credit/non-credit courses and other learning support options intended to prepare students for entry into basic skills, transfer, and career technical programs.
- Goal #5 Evaluate alternate delivery of courses and services such as online, hybrid, and dual and concurrent enrollment. Develop comprehensive distance education plan based on data from EMP.
- Goal #6 Use data to plan a complete general education transfer pattern of courses and appropriate basic skills and career technical courses at the Hollister, Coyote Valley and Morgan Hill facilities, and the Gilroy campus in the afternoons, evenings and weekends.

STRATEGY #2

Increase student completion and meet institutional goals, improve student services and enhance curriculum and programs.

- Goal #1 Increase student, institutional and programmatic outcomes as defined by Institutional Effectiveness, Equity, and other college benchmarks.
- Goal #2 Assess Service Area and Student Learning results to inform program plans, make program improvements, and determine resource allocation.
- Goal #3 Develop professional development activities for faculty and staff to improve teaching, curriculum, and service delivery across campus.
- Goal #4 Evaluate gaps in student outcomes and identify and implement programs and services to increase student achievement.

STRATEGY #3

Provide students with expanded and upgraded facilities that support the campus and community needs as defined by the Facilities Master Plan.

- Goal #1 Complete new Facilities Master Plan to develop Fairview Corners, expand Coyote Valley Center, replace failing infrastructure and provide for new/upgraded educational & support facilities at the Gilroy main campus.
- Goal #2 Develop a campaign to successfully pass a district wide General Obligation Bond in November 2018.
- Goal #3 Complete facility projects currently in progress which includes final Measure E General Obligation Bond projects.
- Goal #4 Complete all accreditation substantive change requirements for San Martin and Coyote Valley sites.

STRATEGY #4

Recruit and develop employees to foster success for our diverse students.

- Goal #1 Maintain a competitive compensation package to ensure the attraction and retention of quality employees.
- Goal #2 Assess professional development needs for employees and provide training opportunities.
- Goal #3 Revise the College's Equal Opportunity Employment Plan and include initiatives that promote diversity and provide educational benefits to students.

STRATEGY #5

Foster a college culture of engagement and excellence through integrated planning, improved communication, coordination, collaboration, and participation.

- Goal #1 Improve internal communication through the creation of a district internal communication plan.
- Goal #2 Improve communication to external constituents of the college to promote the value Gavilan College brings to residents of Santa Clara and San Benito Counties.
- Goal #3 Improve integration of instruction, student services, and college operations to build collaboration at every level and meet student achievement objectives.
- Goal #4 Foster a culture of cross-disciplinary discussions with special attention to the inclusion of students, classified staff and part-time faculty.
- Goal #5 Integrate planning and activities across the master, strategic, and operational levels.
- Goal #6 Build an environment that supports participation of all constituent groups in participatory governance.

STRATEGY #6

Commitment to the practice of continuous quality improvement in accordance with accreditation standards.

- Goal #1 Through structured planning, engage college constituents in reflection, research and evaluation in the writing of the college's pre-accreditation visit Institutional Self- Evaluation Report (ISER).
- Goal #2 Informed by the ISER, plan to focus on one to two projects for the required Quality Focus Essay (QFE) with evidence and assessment.
- Goal #3 Create a formal continuous quality improvement process.

**Gavilan Joint Community College District
Governing Board Agenda**

December 12, 2017

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

Student Services

III.1(b)

SUBJECT: Integrated Plan (Basic Skills Initiative/Student Equity/Student Success and Support Program) Integrated plans

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal: That the Board of Trustees review and approve the attached Integrated Plan for Basic Skills Initiative (B.S.I.), Student Equity and Student Success, and Support Program (S.S.S.P.).

Background:

The integrated BSI/Student Equity/SSSP program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations.

Budgetary Implications:

Each initiative maintains its own approved budget.

Follow Up/Outcome:

The Integrated Plan will be presented to Board of Trustees for approval December 2017.

Recommended By: Dr. Eduardo Cervantes, Coordinator TRIO/MESA

Prepared By: 
Dr. Eduardo Cervantes, Coordinator TRIO/MESA

Agenda Approval: 
Dr. Kathleen A. Rose, Superintendent/President

Please note. As instructed by the Chancellor's Office, this summary will be posted on a Gavilan Webpage open to the public. The webpage link will be placed in the Integrated Plan.

Integrated Plan (SSP,BSI,Equity) Executive Summary

Gavilan College continues to promote integrated planning and program coordination at the institutional level. Basic Skills, Student Equity, and SSSP continue to have separate requirements. However, efforts to take an institutional approach to the alignment of the three programs will be guided by the following five goals. 1. Multiple Measures 2. Acceleration 3. Guided Pathways 4. Cross Discipline Counselor Resources, and 5. Professional Learning.

These goals will be guided by mechanisms that will help to advance the integration of matriculation, instruction and student support to accomplish student success goals. A BSI, Student Equity and SSSP crosswalk will outline activities leading to the integrated goals and serve as a planning document. The college will use IEPI indicators and goals as a common outcome. Guided Pathways will be implemented, in an integrated effort between student services and instruction. Lastly, communication will be sustained by providing cabinet reports, senate reports and the development of an integrated planning website.

Student Equity Plans

Gavilan College has recreated its disproportionate impact study in an effort to provide accurate data. The initial data set analyzed in 2015 was completed by a temporary institutional research analyst and not verified by the short-term director of Institutional Research at that time. The baseline data used in our previous report was flawed. Gavilan College's Director of Institutional Research discovered that the baseline data was not replicable. Consequently, the college has begun with new baseline data. Gavilan College's Chief Student Services Officer/ Vice President of Student Services received permission from the Chancellor's Office and Mia Keely for Gavilan College to complete a new analysis that was reflective of appropriate baselines and research methodologies. The following chart shows the results of the new disproportionate impact study and new data goals.

| Indicators | | Disproportionate Impact Student Category, 2010-2011 | | | | | | | Goals |
|-------------------|----------------------------------|---|--------------|------------------|--------------|------|------------|---------|-------|
| | | Baseline College wide Average (Mean) Hazard | New Students | | | | | | |
| | | | Gender | Ethnicity | Foster Youth | DSPS | Low Income | Veteran | |
| Access | | NA | | Asian White | | | | | .5% |
| Course completion | Retention / Success, All Courses | 85%; 65% | | African Americas | Foster Youth | DSPS | | | 1.5% |
| | Remedial English Success | 54% | | African Americas | Foster Youth | DSPS | | | 1.3% |
| | Remedial | 82% | Males | | | | | | .8% |

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|-----------------------------------|-------------------------------|----------------|-------|---|--------------|------|--|----------|-------------|
| | ESL Success | | | | | | | | |
| | Remedial Math Success | 52% | | African Americans | Foster Youth | | | Veterans | .9% |
| Degree and Certificate Completion | Associate Degree | 12% | Males | African Americans, Asians, Native Americans | Foster Youth | | | | 40 students |
| | Certificate | 9% | Males | African Americans, Asians, Native Americans | Foster Youth | | | | 63 students |
| Transfer Outcomes | Transfer Velocity (Six Years) | 32% | | | no data | DSPS | | no data | 1% |
| | Transfer Volume | ≈ 350 annually | | African Americans, Native Americans | no data | DSPS | | no data | 41 students |

The new disproportionate analysis unveiled new groups that were experiencing disproportionate outcomes such as African Americans, Asians, and Native Americans. During the fall 2017 semester, areas receiving funding will be charged with creating additional activities to address these groups. However, some groups were already being addressed. The following chart outlines the activities, purpose, impacted areas and funding allocations for the 2017-2018 academic years. The activities and associated funding allocations will be further discussed at future equity meetings. Additional proposals will be vetted through the approval process if funding or priorities change. For example, as Guided Pathways efforts take focus, Equity funding may have to be reviewed and reassigned. Funded areas will need to continue to report back to the committee using the approved mechanisms.

| Activity | Purpose | Area Impacted | Funding Allocation |
|---|---|--|--------------------|
| Foster Youth / Undocumented Students Counselor. | To Provide dedicated support to Foster Youth and Undocumented Students. | Course Completion, Basic Skills Completion, Degree and Certificate Completion. | \$44,000. |
| Veterans / DRC Counselor. | To provide Veterans and AEC students with dedicated counseling support. | Course Success, Basic Skills Course Success. | \$54,991 |

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| Counselor Release time for Campus Culture work. | To work on further developing a culture of equity framework. | ALL | \$24,278 |
| Basic Skills Program Specialist. | To provide student support, intervention and success programing for Basic Skills Students. | Basic Skills Course Completion. | \$68,659 |
| MESA/TRIO Program Specialist. | To provide support to the MESA and TRIO Programs and allow for the program to serve additional students above the number required by the programs grants. | Degree and Certificate Completion, Transfer Velocity And Volume, Course Success Rates, Access. | \$20,537.00 |
| Career and Transfer Center Program Specialist / Career and Transfer Center Programing. | To coordinate programing for the college's transfer and career center, coordinate university rep visits, provide visits to four year universities, and oversee lab for career and interests exploration. | Transfer | \$ 86,921 (Staffing), \$4,740(Operating Budget) |
| In reach/ Student Activities Program Specialist and Associated Programing | To Provide student life coordination, liaison with civic engagement, service learning, student government and welcome center student ambassador Program. | Degree and Certificate Completion. | \$79, 761 (Staff) \$3,625.00 (Operating Budget) |
| Tutoring/Peer Mentor Support. | Additional tutoring/peer mentor support is currently under development in collaboration with the Athletics Department, MESA/TRIO Program and others to provide additional completion rates for African American Students. | Course Completion, Basic Skills Course Completion. | \$13,464 |
| Professional Development, Training, and Conferences with an equity focus | To provide professional development opportunities and trainings related to student equity, creating a campus culture that is student equity focused. | All | \$30,746 |
| Mental Health Support Services | To provide on campus Mental Health Services/ counseling to students. Services are contracted with Discovery Counseling Services. | All | \$21,000 |
| Fresh Success Program Subsidy. | To provide a subsidy to continue the Fresh Success. Fresh Success serves students receiving or is eligible tor Calfresh/SNAP benefits. Being expanded to Hollister site. | Course Completion, Basic Skills Course Completion | \$30,000 |
| Innovative Educators | Provides faculty and staff online tutorials for working with students, meeting student needs, and being aware of regulatory and other compliance issues. | All | \$17,000 |
| HACU Membership | Gavilan College will continue to be a member of the Hispanic Association of | All/Institutional | |

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| | Colleges and Universities. HACU will add to an institutional macro level action that will affirm its commitment to the Latino community, addressing student inequities, and working with Gavilan College's Latino Advisory Board. | | \$5,000 |
| Health 101 | Monthly student-centered health and wellness magazine that also provides six pages of campus-specific content. | All | \$4,500 |
| Nettutor | Provides Online tutoring to students who cannot access on campus tutoring. | Course Completion, Basic Skills Course Completion. | \$7,000 |
| Maxient: | Early Alert/Behavior Intervention team and plan using the Maxient software to identify students in need more quickly. This includes academic, psychosocial, and basic needs such as transportation, hunger, etc. | All | \$6,000 |

Accomplishments

Increasing the Retention of First Time Students

An important goal from the 2015-2016 plans that intersect SSSP, student equity and BSI was to increase the retention of first time students. Several activities have been implemented in each area to address the goal. Follow up services were implemented with students not completing enrollment steps, undecided or students that had a change of major. Student Equity provided additional counseling and resources to support and expand categorical programs and identified disproportionality impacted student populations such as foster youth and veterans. Furthermore, programs were developed for athletes - the majority being students of color. The basic skills initiative provided boot camps for skills/concept matters and provided accelerated courses along with counseling support.

Equity Funded Accomplishments

Equity funding has been instrumental in several areas. Gavilan College is a federally designated Hispanic Serving Institution. Unlike many other community colleges, Gavilan College lacked in basic services and programing that many community colleges provided to their students. It was crucial that Gavilan College's students and mostly Latino population be afforded the same opportunities as other community colleges. For example, Gavilan College did not have a Transfer and Career Center, office of Student Activities, and mental health services. In response, equity has helped to establish a Transfer and Career Center to help guide students and provide transfer activities. These activities include career and transfer fairs, university visits and hosting representatives from universities. A new program specialist for student activities has begun to help create a student-centered culture on campus with organizing and supporting student organizations, providing student life activities that are essential in helping create a sense of belonging for students on campus, and working with our Service Learning and Civic Engagement faculty. Gavilan College also now contracts with a Mental Health organization to provide on campus mental health services as an earlier grant identified mental health services as a crucial campus need.

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Along with these key efforts, Foster Youth, Undocumented Students, and Veterans, and basic skills now have designated counselors. Equity efforts have also helped to seed a new program called Fresh Success, serving students that are eligible to receive CALFresh/SNAP benefits. Basic Skills MESA and TRIO student services have expanded with the addition of a program specialist to serve a greater number of students for both programs.

Institutional efforts have also been supported by student equity. Equity partially funded the Educational Master Plan as it relates to equity groups. The plan identified the educational needs of our distinct district regions and the projected labor market needs of our area. Hispanic Association of Colleges and Universities (HACU) membership was also supported and supported the college's restoration of the community Latino Advisory Board. Professional development around equity issues has been provided, which include retreats on understanding equity and trainings for faculty such as plenary sessions, and teaching and learning institutes.

Contact

Kathleen Moberg, Vice President of Student Services

Phone:

Email: kmoberg@gavilan.edu



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part I – Deadlines and Important Information

- Submission deadline: **December 15, 2017**
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.

PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, Instructional and Student Services administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.

Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

*Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle.***

1. Assess your college’s previous program efforts:
 - a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

In the following tables the goals and progress to achieving the goals are outlined for SSSP, BSI, and Student Equity

| BSI Goals and Progress | |
|--|--|
| Goal | Progress |
| <p>BSI Goals</p> <ol style="list-style-type: none"> 1. Enhance student success pedagogies by focusing on acceleration, mathematics, reading competencies, and a college-wide culture of learning. 2. Strengthen support systems by increasing student-to-peer and student-to-staff engagement. 3. Increase efforts to support resources at satellite campuses and distance education. 4. Support integration of classroom instruction, academic support, and student support systems. | <ol style="list-style-type: none"> 1. The College has been successful in focusing on success pedagogies - acceleration, mathematics, reading competencies, and a college-wide culture of learning. A comprehensive English acceleration program will be introduced in Spring 2018, and Math is adding accelerated courses each year including offerings at the new Coyote Valley site and a second support position for Math Lab work. Boot Camps are part of the accelerated efforts. English staff have participated in Reading Apprenticeship training, and the initiative has expanded to natural Sciences, with a cohort of instructors attending the STEM RA conference this Spring. The adoption of One Book for academic year 2017-2018 will offer multiple access points for various disciplines in college-wide learning. 2. Student-to-peer and student-to-staff engagement is one goal of the BSSOT grant that is being met through the peer mentoring program involving students and staff. 3. Some counseling, library, and tutoring support is offered at the off sites and online, but more robust programs are needed. The new Math Lab support position is designed specifically for off-site work, and |



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

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| | <p>the implementation of Cranium Café will provide virtual services at all locations.</p> <p>4.) The Basic Skills Committee created a one page resources document that provides service information; it is also on the Academic Services website. Embedded services, such as counseling and tutoring, are key methods that link instruction and support services. The Learning Commons Passport, where students record services they have utilized, is a valued method for linking support services to instruction. The development of the Animo Program for Basic Skills students will ensure counseling, referrals, and peer support; adding a smaller “honors” program with interventions and requirements will be discussed. The pre-semester workshop for Basic Skills instructional and support staff will further link the three areas of service.</p> |
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2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

| Credit SSSP Goals and Progress | |
|---|--|
| Goal | Progress |
| <p>Credit SSSP: To increase student access and success through delivery of core services: Orientation, Assessment, Counseling/Ed Plan services, and Follow-up for at-risk students. Target students include new matriculating students, students needing Ed Plan, undecided students, probation students, basic skills students, at-risk students.</p> | <p>1. Orientation: KickStart curriculum and First Year Seminar Course</p> <ul style="list-style-type: none"> ● Revised enrollment steps brochure used in recruitment. ● Increased on-site KickStart (pre-orientation) sessions at area high schools and collaborated with high school staff to improve student participation and to meet student needs. ● KickStart online curriculum improved to be more user friendly and engaging. This version will be replaced by go2Orientation in 17-18. ● Collaborated with high school counselors to provide more seamless enrollment expectations and services ● Special session for high school IEP students ● Super Saturday pre-enrollment services for high school seniors ● In person, off site and online counseling sessions ● Student Checklist/Enrollment Steps <ul style="list-style-type: none"> ○ student portal tool with status of enrolment steps <p>2. Placement and Assessment:</p> <ul style="list-style-type: none"> ● Placement tests were offered at the high schools during the spring recruitment cycle and on campus through the year. ● Multiple Measures pilot was conducted in spring 2016 and 2017. Results were reviewed and results were in keeping with RP Group findings. ● Additional Multiple Measures implementation for math and English is planned for spring 2018. ● A self-reporting tool (similar to that at Sierra College) is being implemented for spring 2018 recruitment to enhance Multiple Measures data collection. ● Data from CCCApply self-reporting may also be used for placement in the future. <p>3. Counseling, Advising, and Other Education Planning</p> |



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

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| | <p>Services</p> <ul style="list-style-type: none">● Student portal tracks completion of SEP● Piloting EAB Navigate to facilitate student informed decisions during the “onboarding” process.● Improved outreach and follow up to increase student participation in orientation and to help students develop a comprehensive ed plan.● The comprehensive ed plan is accessible to the student 24/7 via the student portal.● Regular student reports are generated to identify target populations and provide timely and prescriptive services.● Retention specialist followed up with new students missing enrollment steps.● Students without comprehensive ed plans are notified and referred to counselor.● Services offered off site and online. Cranium Cafe implementation planned for spring 2018.● Students have dedicated counselors to create continuity and relationship building. <p>Follow Up for at-Risk Students:</p> <ul style="list-style-type: none">● Improved student notification times to within one week of grades being posted.● Offered informational workshops for A1/P1 students offered beginning January 2017.● Student Checklist available through the student portal designed to provide real-time, visual update of completed SSSP components.● Launched GradGuru mobile app Fall 2016 to provide students with “nudges” via text messages of important academic deadlines● Followed up with Undecided students and referred to counseling, CTE and Career/Transfer for review of major goals.● Referred Undecided students to Career Center for interests inventory and career exploration. |
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2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

| Noncredit SSSP | |
|--|---|
| Goal | Progress |
| <p>Orientations Develop and implement a system of providing orientations to students who are taking Noncredit classes while incarcerated.</p> <p>Educational Planning Increase the number of students who complete educational planning and develop and implement a system of educational planning for incarcerated students.</p> <p>Assessment and placement Incorporate data requirements associated with the Adult Education Block Grant with existing data collection system.</p> <p>Follow up services Provide follow up services to more community-based Noncredit students.</p> | <p>1. Orientations A system of pre-term orientations have been developed which combine enrollment, assessment, placement, and registration. These orientations happen in the morning and evening at locations across Gavilan College service area. For open-enrollment students who come after the start of the term, the part-time Assessment Specialist individually provides a basic orientation to new students.</p> <p>2. Educational Planning A full-time counselor was hired and in Spring 17, she conducted 250 educational plans primarily targeting Non-credit ESL students. This number reflects approximately 25% of the total ESL Noncredit population. She will continue to reach both new and continuing students with educational planning services.</p> <p>3. Assessment and Placement ESL and Adult Basic Education Assessments have been conducted in accordance with Adult Education Block Grant requirements using CASAS. A part time assessment specialist conducts these assessment pre-term and during the term as new students enter open enrollment courses. He regularly visits over 20 community-based locations.</p> <p>4. Follow-up services The Noncredit Counselor provides follow-up services across Noncredit courses. She has a regular rotation so that she is able to get to all of the various sites and courses.</p> |
| Student Equity | |
| Goals | Progress |
| <p>I. Improve Completion Rates for the following groups</p> <ol style="list-style-type: none"> 1. Foster Youth 2. Low Income Students 3. Latino Students | <p>1. Foster Youth Counselor An EOPS/Foster Youth part time counselor was hired in 2015-16 and in 2016-2017 a full time EOPS/Equity Counselor was hired with costs split between Equity and E.O.P.S. The objective was increasing Foster Youth participation in E.O.P.S and providing supportive services to Foster Youth who are not eligible for E.O.P.S. Since hiring a full time counselor, services have been extended</p> |



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

II. Improve the ESL & Basic Skills Completion Rates for the following groups.

1. Latino
2. Low Income
3. Foster Youth
4. Students with disabilities

III. Raise the number of degrees and certificates awarded to

1. Foster Youth
2. Male Students
3. Latinos

IV. Raise transfer rates for the following groups.

1. Latinos
2. Students with disabilities
3. Veterans.

IV.

to undocumented AB540 students. 50% of all Foster youth enrolled at Gavilan in fall 2016 were still enrolled in spring 2017. Currently, tracking mechanisms for AB 540 students are in development. Increasing students served through EOPS and the Equity counselor was an outcome, and continues to be a focus.

2. Student Vouchers

The Fresh Success program serves students receiving or eligible to receive CalFresh /SNAP benefits. Specifically, Equity funds were allocated for textbook vouchers and transportation during the 2016-2017 academic year for students in the program. Measuring only students who received book vouchers from equity funds: 40 students received book vouchers from Equity funds. Of those, 16 students (40%) received books for basic skill level math and English courses. Six (37.5%) students withdrew from their classes, nine (56.25%) students passed their basic skill level course and one (6.25%) student failed his/her basic skill level course. 100% of Fresh Success students were enrolled in at least one CTE, ESL, CWE, GED, Basic Skills course and/or have a declared CTE major. Eighty percent of Fresh Success students served in summer and fall 2016 demonstrated satisfactory progress by reviewing progress reports with the Fresh Success counselor and maintaining a 2.0 GPA. 65% of Fresh Success students who were enrolled in fall 2016 remained eligible for the program in spring 2017.

3. Learning Commons Specialist

Funds were used for a half-time Instructional Program Specialist in the Learning Commons. The specialist developed training and provided coaching for peer tutors, collaborated with faculty to develop and schedule tutoring during evening hours, and developed online academic support materials. Funds were used to strengthen academic and affective support for students by collaborating with faculty to develop interventions and activities and to increase access to these activities in support of target groups, including male students, English language learners, and low-income students. This



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

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| | <p>position is being funded through Title V in 17-18.</p> <p>4. Fresh Success Implemented the Fresh Success Support Center (Cal Fresh). This program serves students receiving or eligible to receive CalFresh /SNAP benefits. doesn't make sense to me – punctuation? Services to eligible students may include: Textbook vouchers, up to \$100/month in transportation assistance, up to \$250 in legal and utility assistance, Academic counseling, Parking Permits, Emergency housing assistance, Job readiness assistance, and Student support workshops. Minimum eligibility requirements include: Living in Santa Clara County, receiving or are eligible to receive CalFresh benefits, enrolled or planning to enroll at Gavilan College in approved courses, and meet with Fresh Success staff for a full assessment to determine eligibility.</p> <p>5. Basic Skills Retention Specialist. The Basic Skills Retention Specialist was hired November 9, 2016. His work has consisted of mining data to determine where students have gaps in such areas as orientation and education plans, visiting classrooms and meeting with students to direct them to critical services, providing recruitment support for Basic Skills classes and Boot Camps, and offering workshops as dictated by student need. Some funding was also provided by Basic Skills.</p> <p>6. Nettutor (Online tutoring) Nettutor, an online tutoring service, was implemented for Distance and other students. Gavilan College has a large service area and some students are unable to make the commute to the college to receive tutoring. Netutor provided support to those students that could not find appropriate transportation to travel the 20 miles it takes for some students to commute to campus.</p> <p>7. MESA/TRIO Program Specialist.</p> |
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2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

While the new official position was being developed a temporary part-time program specialist was put into place. As a result, both the MESA and TRIO Programs increased the number of students in the program. TRIO now serves an additional 60 students above the number required by the grant and MESA now serves 46 additional students above the minimum required by the grant. In addition, the TRIO graduation rate increased by an estimated 25%.

8. Mental Health Support Services

Gavilan College has a large number of students with documented mental health concerns. The aim of the Gavilan-Discovery Collaborative Counseling Program is the delivery and integration of behavioral health services comprised of: Prevention Services / Mental Health First Aid (Tier I), Early Intervention & Measured Response (Tier II), and identification of students in need of Mental Health Treatment (Tier III). (integration into what?) To that end, Equity funding supported Discovery Counseling Center services (DCC) through various outreach activities to specified faculty groups and committees. Discovery presented professional development sessions on mental health and trauma-informed care to the college community and individual departments. Short-term behavioral health services were offered to referred students by an on-site counselor who scheduled weekly appointments. A female counselor was available to develop therapeutic groups based on identified needs. Students were screened as to which level or levels were the most appropriate for delivery of services. Counselors were also able to refer students in a crisis to the mental health interns. Overall, fewer students have sought service than was anticipated.

9. Student Life- In Reach Student Development

The position of Student Life coordinator was filled in fall 2016 and will be an ongoing position funded through Equity. The objective of the position is to develop a more robust student life environment, liaise with Civic Engagement, Service Learning, ASGC, and other services on campus, and to conduct ongoing assessment of



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

opportunities to engage students more broadly across campus. The number of student clubs increased this year as a result of this new position. The position also works with Civic Engagement and Service Learning faculty on the Instructional side, and is working with student leadership and faculty teaching leadership classes leading to a certificate.

10. Veterans/AECCounselor

On Feb 15, 2017, a full time VRC/AEC Counselor was hired. He is located in the Veteran's Resource Center to serve student veterans in a One-Stop atmosphere, providing counseling and disability accommodation services for veterans. He has been working towards building the counseling program for the VRC and streamlining the VA certification process for the student veterans at Gavilan. The position is paid through Equity and DRC (now Accessible Educational Center).

11. Career/Transfer Coordinator

The restored Gavilan College Career/Transfer Center opened during the Fall 2015 semester. The CTC assists students with information to transfer to the four-year university. The CTC is available to guide and support students through their job search and career exploration. The Career Transfer Center services and resources include: providing direct services via staff, counselors, workshops, classroom visits, email, CTC/Gavilan website, and published material. The facility houses the dedicated Career Transfer Center Specialist, a Student Assistant, 8 computers, workstations, overhead projector and resource materials, and space for university reps and workshops. CTC Specialist refers students to counselors, special programs, or university representatives for transfer or career exploration and planning.

12. University Visits (buses)

Students were provided with university visits to help expose them to institutions in which they could transfer. Many students had never been on a university campus or had traveled outside of the immediate area. For example, students visited universities that included:



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

UC Merced, UC Santa Cruz, San Jose State, Black College Expo, Cal State Monterey Bay, and Cal State East Bay. The visits took place in collaboration with Puente, EOPS, AEC, Veterans, Counseling, TRIO, MESA, Hollister and Morgan Hill sites, and Gavilan Library.

13. Laptop Computer/ Chrome Book Labs

Laptops were purchased and used as part of loan programs for several programs such as EOPS, MESA, and TRIO, and Puente. These laptops assisted low-income mostly Latino students that did not have appropriate technology to complete their course work. Fifteen Dell Laptops replaced outdated laptops in the MESA and TRIO Programs. In addition, 25 Chrome books were dedicated for Foster Youth and undocumented students who lack access to reliable technology. These chrome books are loaned to students for the semester.

14. Educational Master Plan

Equity partially funded the new educational master plan as it included demographic and labor projections relative to our targeted populations, and the need to improve graduation and transfer rates by serving specific service areas. The EMP also identified areas the College can refine programs and services to meet community needs. I don't understand

15. Gavilan College Preview Day Pilot

A preview day was piloted for underrepresented, first generation, low-income, mostly Latino students. A strong emphasis was made on transitioning these students to Gavilan College and enrolling them in various categorical support programs such as E.O.P.S., TRIO, and MESA. 60% of the participants enrolled. It also offered another opportunity for more personal service and time to work with parents, etc.

16. Professional Development

- * ATIXA training for Athletic faculty
- * Maxient training for Behavior Intervention
- * Multiple Measures workshop
- * Understanding Equity Training / Retreat



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

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| | <ul style="list-style-type: none">* Statewide Equity/SSSP Trainings* Academic Senate for California Community Colleges Plenary Session* Teaching and Learning Institute at The Evergreen State College (Equity Agenda Focus) <p>17. Hispanic Association of Colleges and Universities Membership</p> <p>Equity helped to secure the initial membership for Gavilan College to join the Hispanic Association of Colleges and Universities. HACU represents more than 470 colleges and universities committed to Hispanic higher education success in the U.S., Puerto Rico, Latin America, and Spain</p> <p>18. Peer Mentors/Welcome Center</p> <p>SSSP and Equity funds were used to pay for peer mentors in the college's Welcome Center. Peer Mentors helped students with onboarding services and triage, financial aid, and registration, were available at the off site satellite campuses, assisted with high school assessment, application workshops, and pre-orientation functions, were present at high school Educational Forums, as well as Super Saturday.</p> <p>19. School Starter Kits:</p> <p>EOPS received Equity funds to develop School Starter Kits that include essential school supplies. They include a binder, notebook, writing utensils, USB, stapler and information on resources specifically designed with their Foster Youth and/or undocumented student characteristics in mind. Students receive these starter kits at the time they meet the EOPS/Foster Youth Counselor for the first time to ensure they have an educational plan on file and are provided with an overview of the unique services available to them. The goal is to increase awareness of the services and resources available to Foster Youth and undocumented student populations via increased counselor to student contact and increased connectivity to a comprehensive student support program such as EOPS, TRIO, MESA or Fresh Success.</p> |
|--|---|



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

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| | <p>20. The creation of Foster Youth Brochures and Know Your Rights Cards. Several important documents were developed, printed and distributed to students. These included the following: Foster Youth Brochure that includes specific information and resources for Foster Youth; “Know Your Rights” wallet cards to provide information and support to undocumented students</p> <p>21. Professional Learning/Training A 6-hour “AB540 Ally Training” professional learning opportunity was provided to 22 staff and faculty on campus that included a handbook on how to support undocumented students in higher education. This training increased awareness/understanding and developed capacity for how staff and faculty can support undocumented students.</p> <p>22. Gas Cards for Transportation Assistance Gas cards to support Foster Youth and Undocumented students were provided. These are only provided to students after meeting with their Counselor, having an updated Educational Plan and expressing “need” for transportation assistance.</p> |
|--|--|

- b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

SSSP services and connection to categorical and Basic Skills programs are going well. BSI acceleration and follow up will increase completion. Supporting students in their first 30 units who are not served by other programs, and creating milestones and follow up for students in the 30-60 unit range is essential for improving outcomes. The College is developing a Guided Pathways framework. For Noncredit, hiring a full-time counselor to begin to provide comprehensive academic planning support for students was pivotal. Prior to her hire, support was provided but was not systematic or comprehensive.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

- c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

| Goal | Activities in each program that serve the goal listed | | |
|--|---|--|--|
| | SSSP | Student Equity | BSI |
| Increase retention of first time students. | Follow up with students not completing enrollment steps, Undecided, or academic progress or probation status. | Provide additional counseling and resource support for Categorical programs, and cohort students (Foster Youth, Vets, etc.) Develop programs for Athletes who are generally students of color. | Provide boot camps for skills/concept mastery. Provide accelerated courses and counseling support. |



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.

Acceleration in Math (integrated pre-algebra and algebra) has resulted in higher student success and achievement and has changed students' attitudes toward the subject areas in such significant ways that they now use their skills with confidence. Some have discovered aptitudes and are taking higher level courses. English has reworked its entire basis skills to transfer level program to build deeper levels of study at each level, thereby enabling students to place higher and succeed. The Department has created a comprehensive website for acceleration with instructional philosophy, pedagogy, lessons, student support and readings to support the program. Initial work using Multiple Measures is underway.

FUTURE PLANS

Questions 3-8 address the 2017-19 planning cycle.

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:
 - Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
 - Closing achievement gaps for disproportionately impacted groups.
 - Improving success rates in degree attainment, certificate attainment, and transfer.
 - Improved identification of and support for students at-risk for academic or progress probation.
 - Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
 - Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity,



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

and Basic Skills.

Complete the table on the next page. Add rows as needed to list all five goals.

| G o a l | Activities in each program that serve the goal listed | | | Goal Area |
|----------------------------|--|---|--|---|
| | SSSP | Student Equity | BSI | |
| Multiple Measures | Provide MM assessment in collaboration with high schools, assessment and Basic Skills. | Compare placement data for disproportionately impacted populations using MM. | Use multiple measures to place students in accelerated English and Math courses | <i>Access Retention Transfer ESL/Basic Skills Completion Degree & Certificate Completion Other:</i> |
| Acceleration | Provide assessment assistance in collaboration with Basic Skills. | Provide TRIOS Math Acceleration Summer Bridge | Inaugurate comprehensive basic skills to transfer program in English; increase number of accelerated courses in Math | <i>Access Retention Transfer ESL/Basic Skills Completion Degree & Certificate Completion Other:</i> |
| Guided Pathways | Help develop meta majors and counsel students regarding pathway choices. | Increase the use of CTC services, career and interest exploration, leading to better major/program choice and completion. | Pilot guided pathway in STEM | <i>Access Retention Transfer ESL/Basic Skills Completion Degree & Certificate Completion Other:</i> |



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

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|---|--|--|--|---|
| <p>Improved identification of and support for students at-risk</p> | <p>Develop baseline online orientation and develop supplemental cohort-specific modules.</p> <p><i>Provide extended outreach including workshops, tools and resources</i></p> <p>Follow-up with students that have not completed enrollment steps as well as undecided students.</p> | <p>Counselors will cross train in CTE, Vets, FY, etc. by attending conferences outside their areas.</p> <p>Milestone recognition Interventions</p> | <p>Provide whole student basic skills counseling</p> <p>Interventions through Retention Specialist; milestones</p> | <p><i>Access Retention Transfer ESL/Basic Skills Completion Degree & Certificate Completion Other:</i></p> <p><i>Access Retention Transfer ESL/Basic Skills Completion Degree & Certificate Completion Other:</i></p> |
| <p>Professional Learning</p> | <p>Support conference and other training sessions focused on student outcomes.</p> | <p>Created release time for faculty to develop a “Culture of Equity” framework for faculty and staff.</p> | <p>Offer training in acceleration, student support, Reading Apprenticeship, and social/emotional learning</p> | <p><i>Access Retention Transfer ESL/Basic Skills Completion Degree & Certificate Completion Other:</i></p> |

4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)

Gavilan College will provide mechanisms for integration of matriculation, instruction and student support to accomplish student success goals. These efforts will take place in



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

several ways.

1. The college is developing an Integrated Planning crosswalk across funding streams to assess goals, outcome achievement, duplication of funding and opportunities for collaboration. This crosswalk will continue to serve as a planning guide. Resources will be identified with the working groups.
2. Constituencies have the opportunity to participate on the equity committee and be part of an equity funding process and evaluation. The committee consists of voting members from all shared governance constituency groups on campus.
3. Communication will be sustained with Senate reports and the development of an Integrated planning website with links to each initiative's webpage.
4. Each of the initiatives will focus on IEPI indicators and goals as a common college outcome to meet.
5. The college is working on developing Guided Pathways which will be integrated support and instruction.
6. Explore fiscal resources to continue a greater level of integration

Student Equity and Categorical Programs

Student Equity has been inclusive of Categorical Programs. Categorical Programs have two voting representatives on the committee. A categorical program administrator also chairs the Equity Committee. Gavilan College acknowledges that categorical programs such as AEC, EOPS, MESA, and TRIO Student Support Services are some of the original equity oriented college programs and have made a strong commitment to expand on such best practices with the use of Equity funds.

1. A full-time counselor position was hired under the EOPS Department. Equity contributed 50% of the funds so the position could have a focus on Foster Youth. The additional 50% derived from EOPS funding to support EOPS eligible students.
 2. A full time Veteran's counselor was hired as part of the Accessible Education Center (AEC). Half of the funds will be covered by Equity and half by the Accessible Education Center (AEC).
 3. A full time program specialist position was supported for the TRIO and MESA programs. Equity is providing a quarter of the funding for the position
 4. One time funds were allocated to purchase laptop computers for EOPS, Puente, TRIO and MESA.
 5. One time funds were provided to develop a MESA Book Loan Library for high cost STEM textbooks.
 6. One time funds have been used for additional book vouchers, transportation and other needs in categorical programs.
8. If your college has noncredit offerings, describe how you are including these offerings



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

moving students through to their goals, including post-secondary transitions and employment (250 words max)

The college offers Noncredit courses in ESL, immigrant education, high school equivalency preparation, and short term vocational. The Noncredit program has two counselors who conduct educational and career planning for students. One counselor focuses exclusively on Noncredit students who are incarcerated. Counselors support students in pursuing their academic and professional goals.

For students in community-based courses, they are supported in their transition to higher level college courses with special events, tours, and incentives. Instructors, counselors, and peer mentors encourage and inform students about the pathways to further training and education.

For High School Equivalency (HSE) students who instructors determine to be prepared, instructors and counselors provide support in scheduling an HSE examination. Students are also supported with a voucher to help them pay for examination costs.

For one of the short term vocational ESL programs in Small Business development, the college has partnered with a nonprofit that specializes in Entrepreneurial Development. The nonprofit organization is providing business counseling which includes credit and loan assistance. Students also have access to a reduced-cost facility for product development and manufacturing.

Currently, the Noncredit division has limited Short Term Vocational programs. As the college develops more programs, the Noncredit program will partner with the CTE division to provide job experience and placement support for students.

5. Describe your professional development plans to achieve your student success goals. (100 words max)

Professional learning opportunities made available by three funding streams have strengthened faculty partnerships. Creating an environment where faculty and staff are exposed to initiative themes is prerequisite for larger conversations related to programmatic shifts at college. Over last three years the following professional learning opportunities have been made available:

- BSI, SEP, SSSP Conferences
- Campus Fall semester Convocation targeted keynotes
- IEPI conferences
- Retreats
- California Community College Success Network (3CSN) retreats



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

- Guided Pathway Trainings and Workgroups.
- Academic Senate Conference attendance
- ATIXA training

6. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

We will target those students who have not made progress and provide interventions for them. Utilizing our GavData milestone tool, we will initiate a system for recognizing students at important junctures in their academic careers, emphasizing the transitions from first to second semester and first to second year. Early Alert/Connect will be reinstated for Basic Skills students. We will also explore developing Second Year Experience online tools through Innovative Educators and targeted online resources for special populations.

7. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)

Not applicable. Gavilan College is a single college district.

8. Using the document "BSI SE SSSP Integrated Budget Plan 2017-2018" and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.

9. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:

10. What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

you to accomplish your goals for student success and the closing of achievement gaps?

A statewide database, standardized goals for success, and statewide milestones would be of help.

11. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

Point of Contact:

Name Kathleen Moberg

Title Vice President, Student Services

Email Address kmoberg@gavilan.edu

Phone (408)848-4732

Alternate Point of Contact:

Name Peter Wruck, Ph.D.

Title Director, Institutional Research

Email Address pwruck@gavilan.edu

Phone (408)848-4852



**2017-19 Integrated Plan: Basic Skills Initiative, Student
Equity, and Student Success and Support Program**

Part III – Approval and Signature Page

College: GavilanCollege

District: GavilanJointCommunityCollege

Board of Trustees Approval Date: 12/12/2017

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor’s Office.

krose@gavilan.edu

| | | |
|--------------------------------|------|---|
| Chancellor/President | Date | Email Address |
| | | <u>fharris@gavilan.edu</u> |
| Chief Business Officer | Date | Email Address |
| | | <u>mbresso@gavilan.edu</u> |
| Chief Instructional Officer | Date | Email Address |
| | | <u>kmoberg@gavilan.edu</u> |
| Chief Student Services Officer | Date | Email Address |
| | | <u>ndequin@gavilan.edu</u> |
| President, Academic Senate | Date | Email Address |

| |
|-------------------|
| Gavilan Joint CCD |
| Gavilan College |

Planned Expenditures

Report planned expenditures by program allocation and object code as defined by the California Community Colleges (CCC) Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate. Refer to program funding guidelines for more information.

| Object Code | Category | Basic Skills Initiative | Student Equity | Credit SSSP | Credit SSSP - Match | Noncredit SSSP | Noncredit SSSP - Match | |
|-------------|---|-------------------------|----------------|-------------|---------------------|----------------|------------------------|--------------------|
| 1000 | Academic Salaries | \$30,350 | \$83,841 | \$452,924 | \$490,437 | \$7,928 | \$102,155 | |
| 2000 | Classified and Other Nonacademic Salaries | \$37,090 | \$188,468 | \$295,754 | \$563,756 | \$47,516 | | |
| 3000 | Employee Benefits | \$21,046 | \$120,304 | \$346,786 | \$486,418 | \$23,806 | \$55,805 | |
| 4000 | Supplies & Materials | | \$6,600 | \$18,500 | \$18,617 | \$2,340 | | |
| 5000 | Other Operating Expenses and Services | | \$132,029 | \$90,142 | \$93,676 | \$18,200 | | |
| 6000 | Capital Outlay | | \$920 | \$5,000 | | | | |
| 7000 | Other Outgo | \$10,514 | | | | | | |
| | Program Totals | \$99,000 | \$532,162 | \$1,209,106 | \$1,652,904 | \$99,790 | \$157,960 | |
| | | | | | Match | | Match | |
| | | | | | | | | \$1,940,058 |

NEW BUSINESS

**Gavilan Joint Community College District
Governing Board Agenda**

December 12, 2017

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

Office of Academic Affairs

III.2(a)

SUBJECT: Curriculum

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:

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

Background:

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

Budgetary Implications:

None.

Follow Up/Outcome:

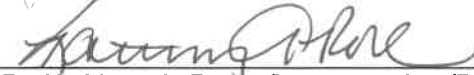
Curriculum modifications are incorporated into the college schedule and catalog.

Recommended By: Dr. Michele M. Bresso, Vice President of Academic Affairs

Prepared By: _____


Dr. Michele M. Bresso, Vice President of Academic Affairs

Agenda Approval: _____


Dr. Kathleen A. Rose, Superintendent/President

**GAVILAN BOARD OF TRUSTEES MEETING
December 12, 2017
Curriculum Summary**

DEACTIVATE COURSES

Deactivate Course

ESL 510B Basic ESL II (Spring 2018), 6 Units, 6 Lec, 0 Lab

Description:

This course is an intensive, integrated-skill program for students who have limited English skills. Through listening, speaking, reading and writing activities, students learn to communicate about every day topics using basic English structures. ADVISORY: ESL assessment recommendation.

Justification:

Course content is currently being offered in a Noncredit format in Lifeskills 2A and 2B, and it will probably continue to be offered in Noncredit only. Missing information added in Units/Hours/Status and Out of Class Assignments.

Deactivate Course

ESL 546 Introduction to Computers for ESL Students (Spring 2018) 1 Unit, 1 Lec, 0 Lab

Description:

Introduction to basic computer hardware functions and terminology; overview of Windows operating environment and word processing for ESL students. ADVISORY: CSIS 122 or other keyboarding experience and eligible for Gavilan College Integrated Skills Level II.

Justification:

Course content has been moved into a Noncredit format in ESL 746 and two shorter course (ESL 706 and 710). This course will not be offered in credit in the future. Missing information was added in Units/Hours/Status and Out of Class Assignments.

Deactivate Course

KIN 83 Karate (Spring 2014), 0.5 - 1 Units, 0 Lec, 1.5 - 3 Lab

Description:

An introduction to the basic skills and techniques of Japanese Karate. Emphasis will be on the fundamentals of martial arts, including safety skills and etiquette, kicking, punching, striking, blocking, and Kata forms. This course has the option of a letter grade or pass/no pass.

Justification:

The department is taking this opportunity to develop a family of courses (beginning, intermediate, advanced) for Karate, per the repeatability guidelines.

NEW COURSE PROPOSAL – SECOND READING

New Course

JLE 209 Explorer Academy (Fall 2018) 2.00 - 3.00 Units, 1.3 – 1.77 Lec, 3.1 – 4.88 Lab

Description

This course is designed to give students basic knowledge of policing, digital safety, gang awareness, vehicle operations, team building, criminal justice system,, crime scene evidence collection, use of force, special operations, crisis negotiations, firearms, and first aid and CPR.

Justification:

This course is used as an introductory class for students interested in law enforcement.

New Course – Second Reading

JLE 215 Tactical Patrol Rifle Instructor's Course (Fall 2018) 1.00 Units, .5 Lec, 1.73 Lab

Description

This course will give students the skills and knowledge necessary to teach a tactical patrol rifle course. Topics include: Safety, gun handling and ballistics, instructor development, communication and presentation skills, adult learning styles, lesson planning, and firing exercises. Prerequisite: JLE 100

Pre-requisite

JLE 100 Basic Police Academy

1. Commission on Police Officer Standards & Training (POST) certified basic law enforcement academy diploma or equivalent as determined by the Dean of Academy Instruction. NOTE: Approval of equivalent training is not a guarantee state regulatory or licensing agencies will also grant equivalency. 2. Prior to beginning this course students must already be familiar with, and be able to demonstrate all of the skills listed below. These will not be taught in the course; rather, they will be the starting point for advanced officer training that builds upon them. These minimum knowledge and skill levels are regarding: Familiarity with use of force, Familiarity with officer safety, Familiarity with firearms, Familiarity with shooting principles in various conditions, Knowledge of ballistics

Justification:

This course is currently being requested by local agencies. POST Course.

New Course – Second Reading

JLE 232 Child Advocacy (Fall 2018) 0.50 Unit, .84 Lec, .94 Lab

Description

This course will provide students with specific skills and knowledge required in order to work effectively with children and families. Topics will include communication techniques, interviewing skills, child well-being, substance abuse, mental illness, domestic violence, and child advocacy. pass/no pass

Justification:

This course is needed by local agencies for recommended POST child advocacy training.

New Course

JLE 233 Field Training Program-SAC (Fall 2018) 0.50 Units, .45 Lec, .89 Lab

Description

This course is designed for students entering the Field Training Program as supervisors and/or managers. It emphasizes techniques for the proper selection, training and supervision of FTO's. It meets the training requirements for effective management of the Field Training Program required by California Commission on Peace Officers Standards and Training (POST). Pass/No Pass.

Pre-requisite

JLE 100 Basic Police Academy

1. Commission on Police Officer Standards & Training (POST) certified basic law enforcement academy diploma or equivalent as determined by the Dean of Academy Instruction. NOTE: Approval of equivalent training is not a guarantee state regulatory or licensing agencies will also grant equivalency. 2. Prior to beginning this course students must already be familiar with, and be able to demonstrate all of the skills listed below. These will not be taught in the course; rather, they will be the starting point for advanced officer training that builds upon them. These minimum knowledge and skill levels are regarding: • Officer safety • Effective verbal communication used in policing • Effective non-verbal communication used in policing

Justification:

Local agencies need this course to comply with POST's FTP standards.

New Course

KIN 83A Karate - Beginning (Spring 2019), 0.50 - 1.00 Units, 1.5 – 3.0 Lab

Description

An introduction to the beginning skills and techniques of Japanese Karate. Emphasis will be on the fundamentals of martial arts, including safety skills and etiquette and the basics of kicking, punching, and blocking, with a focus on Kata forms. This course has the option of a letter grade or pass/no pass. Courses should be taken in sequential order.

Justification:

KIN 83 (Karate) is due for an update based on the 5 year curriculum review cycle. The department is taking this opportunity to develop a family of courses (beginning, intermediate, advanced) for Karate, per the repeatability guidelines.

New Course

KIN 83B Karate - Intermediate (Spring 2019) 0.50 - 1.00 Units, 1.5 – 3.0 Lab

Description

This course covers the intermediate level skills and techniques of Japanese Karate. Emphasis will be on the intermediate level skills of martial arts, including kicking, punching, blocking and stances as well as intermediate level Kata forms. This course has the option of a letter grade or pass/no pass. Courses should be taken in sequential order.

Justification:

KIN 83 (Karate) is due for an update based on the 5 year curriculum review cycle. The department is taking this opportunity to develop a family of courses (beginning, intermediate, advanced) for Karate, per the repeatability guidelines.

New Course

KIN 83C Karate - Advanced (Spring 2019) 0.50 - 1.00 Units, 1.5 – 3.0 Lab

Description

This course covers the advanced level skills and techniques of Japanese Karate. Emphasis will be on the advanced level skills of martial arts, including kicking, punching, striking, blocking, and combinations as well as advanced level Kata forms. This course has the option of a letter grade or pass/no pass. Courses should be taken in sequential order.

Justification:

KIN 83 (Karate) is due for an update based on the 5 year curriculum review cycle. The department is taking this opportunity to develop a family of courses (beginning, intermediate, advanced) for Karate, per the repeatability guidelines.

New Course

KIN 122A Beach Volleyball - Beginning (Spring 2019) 0.50 - 1.00 Units, 1.5 – 3.0 Lab

Description

Coeducational activity designed for students wanting to learn the beginning skills of beach volleyball. Includes the basic skills of passing, setting, hitting and serving as well as the rules. This course has the option of a letter grade or pass/no pass. Courses should be taken in sequential order.

Justification:

Outdoor sand volleyball courts are being built on the campus as a part of facility improvements to the Department of Kinesiology and Athletics. This provides an opportunity for the college to offer a new activity class to the general student population. The activity/sport of beach volleyball is rapidly growing, and with the college's new courts the timing is right for this new activity class. Per the repeatability guidelines, we will be developing a family of courses.

New Course

KIN 122B Beach Volleyball - Intermediate (Spring 2019) 0.50 - 1.00 Units, 1.5 – 3.0 Lab

Description

Coeducational activity designed for students wanting to learn the intermediate skills of beach volleyball. This course provides the student with the opportunity to refine and perfect their beach volleyball techniques and to work on transition skills and blocking. It also provides an introduction to the game format for doubles beach volleyball. This course has the option of a letter grade or pass/no pass. Courses should be taken in sequential order.

Justification:

Outdoor sand volleyball courts are being built on the campus as a part of facility improvements to the Department of Kinesiology and Athletics. This provides an opportunity for the college to offer a new activity class to the general student population. The activity/sport of beach

volleyball is rapidly growing, and with the college's new courts the timing is right for this new activity class. Per the repeatability guidelines, we will be developing a family of courses.

New Course

KIN 122C Beach Volleyball - Advanced (Spring 2019) 0.50 - 1.00 Units, 1.5 – 3.0 Lab

Description

Coeducational activity designed for students wanting to learn the advanced skills of beach volleyball. Includes defensive and offensive strategies and game situations for doubles beach volleyball. Conditioning drills specific to playing in the sand as well as nutritional information will be included. This course has the option of a letter grade or pass/no pass. Courses should be taken in sequential order.

Justification:

Outdoor sand volleyball courts are being built on the campus as a part of facility improvements to the Department of Kinesiology and Athletics. This provides an opportunity for the college to offer a new activity class to the general student population. The activity/sport of beach volleyball is rapidly growing, and with the college's new courts the timing is right for this new activity class. Per the repeatability guidelines, we will be developing a family of courses.

MODIFICATION OF EXISTING COURSES

Modify Course

ASTR 1 Introduction to General Astronomy (Spring 2018), 3 Units, 3 Lec, 0 Lab

Description:

An introduction to the realm of astronomy and space science. Topics to be covered include the historical development of astronomy, the physics of gravitation and radiation, the solar system, stellar astronomy, galactic and extragalactic astronomy, and cosmology. ADVISORY: Mathematics 430 and eligible for English 250 and English 260.

Justification:

Textbook update, SLO assessment update, methods of evaluation update.
We would like to offer this course as an online/hybrid course.

Modify Course

BUS 1 Fundamentals of Business (Spring 2018), 3 Units, 3 Lec, 0 Lab

Description:

A survey in business providing a multidisciplinary examination of how culture, society, the economic system, the legal environment, international and political issues, financial institutions, and human behavior interact to affect a business organization's policy and practices within the U.S. and abroad. Demonstrate how these influences impact the primary areas of business including: organizational structure and design, leadership, human resources management, organized labor practices; marketing; organized communication; technology; entrepreneurship; legal, accounting, financial practices; the stock and securities markets; and therefore affect a business's ability to achieve its organizational goals. This course has the

option of a letter grade or pass/no pass. Previously listed as GBUS 1. (C-ID: BUS 110) ADVISORY: Eligible for English 250 and English 260.

Justification:

Non-substantial changes. This course is on the fall semester 5 year curriculum review cycle. Modified and reduced the number of SLOs, updated the textbook, and added additional student performance objectives (which used to be listed as student learning outcomes) to the content.

Modify Course

CD 15 Music and Performing Arts for Children-Foundations and Frameworks (Spring 2018), 1 Units, 1 Lec, 0 Lab

Description:

An introduction to music and the performing arts curriculum within the social, cultural, and developmental context of young children. Provides practical strategies for implementing the curriculum frameworks developed for this domain, including strands of music, drama, and dance. Applicable to required or professional development units for Child Development Permit holders, pre-school, transitional kindergarten, and early-primary teachers. ADVISORY: Eligible for English 250 and English 260.

Justification:

Non-substantial changes. This course is on the fall semester's 5 year curriculum review cycle. Aligning the course with the CAP Transitional Kindergarten information so that Child Development Permit holders, pre-school, transitional kindergarten, and early-primary teachers will be able to take this course to meet professional development unit requirements. This will provide the opportunity to increase course enrollment. Modified the title and course description to include CAP TK language, revised and reduced the number of SLOs, included in the content information about CAP TK CA Foundations and Frameworks requirements, moved some of the old SLOs into the content as student performance objectives for specific topics, and updated the textbook information.

Modify Course

CD 16 Exploring Mathematics with Children-Foundations and Frameworks (Spring 2018), 1 Units, 1 Lec, 0 Lab

Description:

Introduces math experiences for children and presents an organized, sequential approach for developing a math curriculum. Provides strategies for implementing the California Preschool Learning Foundations and Frameworks developed for this domain. Focuses on including the strands of number sense, algebra and functions, measurement, geometry, and mathematical reasoning. Applicable to required or professional development units for Child Development Permit holders, pre-school, transitional kindergarten, and early-primary teachers. ADVISORY: Eligible for English 250 and English 260.

Justification:

Non-substantial changes. This course is on the fall semester's 5 year curriculum review cycle. Aligning the course with the CAP Transitional Kindergarten information so that Child Development Permit holders, pre-school, transitional kindergarten, and early-primary teachers will be able to take this course to meet professional development unit requirements. This will provide the opportunity to increase course enrollment. Modified the title and course description to include CAP TK language, revised and reduced the number of SLOs, moved some of the old SLOs into the content as student performance objectives for specific topics, included in the content information about CAP TK CA Foundations and Frameworks requirements, changed some of the old content language to CAP TK language, and updated the textbook information.

Modify Course

CD 17 Exploring Science with Children-Foundations and Frameworks (Spring 2018), 1 Units, 1 Lec, 0 Lab

Description:

Learn to teach a coordinated science curriculum covering the strands of scientific inquiry, physical, life, and earth science concepts familiar and interesting to children age 2-8. Provides practical strategies for implementing the curriculum frameworks developed for this domain. Applicable to required or professional development units for Child Development Permit holders, pre-school, transitional kindergarten, and early-primary teachers. ADVISORY: Eligible for English 250 or 260.

Justification:

Non-substantial changes. This course is on the fall semester's 5 year curriculum review cycle. Aligning the course with the CAP Transitional Kindergarten information so that Child Development Permit holders, pre-school, transitional kindergarten, and early-primary teachers will be able to take this course to meet professional development unit requirements. This will provide the opportunity to increase course enrollment. Modified the title and course description to include CAP TK language, revised and reduced the number of SLOs, moved some of the old SLOs into the content as student performance objectives for specific topics, included in the content information about CAP TK CA Foundations and Frameworks requirements, changed some of the old content language to match CAP TK used language, and updated the textbook information.

Modify Course

ENGL 756 High School Equivalency/GED Preparation (Spring 2014), 0 Units, 0 Lec, 1 - 8 Lab

Description:

This course is designed to prepare the student to pass the five General Education Development (GED) tests in Writing, Social Studies, Science, Literature and Mathematics. English grammar and usage, reading comprehension, writing, vocabulary and computational skills are emphasized. The course is designed for students who are 18 years of age or older and elect to take the High School Equivalency Examination. This course may be repeated three times.

Justification:

The course title has been changed to reflect that fact that there are now multiple tests that are recognized by the state as high school equivalent exams. The most frequently used exam locally is called the HiSet. Nevertheless, many potential students still only recognize the GED exam, which is why it will remain in the title.

Modify Course

ESL 775 ESL Literacy I (Fall 2018), 0 Units, 1 - 5 Lec, 0 Lab

Description:

This is a pre-ESL survival course that is designed for students with very limited reading/writing skills. The focus is on letter formation, sight-sound recognition and decoding skills. **ADVISORY:** Placement by the CASAS test.

Justification:

We would like to change the 5 contact hours of our two Noncredit Literacy courses into variable hours from 1 to 5, so that the courses could be offered in different settings and time frames. The course time could be more tailored to the needs of students. I have also filled in any other empty spaces required by Curricunet under: Unit/Hours/Status, Methods of Evaluation, and Out of Class Assignments. I updated the content hours, as they added up to less than 90 hours.

Modify Course

ESL 776 ESL Literacy II (Fall 2018), 0 Units, 1 - 5 Lec, 0 Lab

Description:

This is the second part of a pre-ESL survival course that is designed for students with very limited reading/writing skills. The focus is on letter formation, sight-sound recognition and decoding skills. **ADVISORY:** Placement by the CASAS test or by successful completion of ESL 775.

Justification:

We would like to change the 5 contact hours of our two Noncredit Literacy courses into variable hours from 1 to 5, so that the courses could be offered in different settings and time frames. The course time could be more tailored to the needs of students. I have also filled in any other empty spaces required by Curricunet under: Unit/Hours/Status, Methods of Evaluation, and Out of Class Assignments. I updated the content hours to make them add up to 90 hours. Then, I more evenly distributed the hours and added a review unit at the end.

Modify Course

FRNH 1B Elementary French (Fall 2018), 5 Units, 5 Lec, 0 Lab

Description:

Continuation of French 1A with further development of the four skills of understanding, speaking, reading, and writing. Continued emphasis on culture. **PREREQUISITE:** French 1A, or equivalent.

Note: This course is not actually a new course, but it was not in CurricUNET, so it has to be added as a new course to get it into the system.

Justification:

This course is on the 5-year cycle for review. Updated SLOs and textbooks.

Modify Course

JFT 214 Rescue Systems I Basic Rescue Skills (Fall 2018), 1 Units, 0.45 Lec, 1.82 Lab

Description:

This course familiarizes the student with the requirements for the California Urban Search and Rescue (US and R) Basic and Light Operational Levels. Topics include: Team organization, rescue and environmental considerations, use of ropes, knots rigging and pulley systems, descending, rappelling, and belaying tools and techniques, subsurface rescue techniques, use of cribbing, wedges, cutting/ prying hydraulic tools, use of fire service ladders in specialized rescue situations, and day and night simulated rescue exercises. This course was previously listed as JFT 11. Prerequisite: JFT 225

Justification:

This course is required by the State Fire Marshal, and this course is used by local agencies. The California State Fire Marshal has updated textbook and materials 2010, no further textbook updates. Renumbering course from JFT 11 to JFT 214, updated course description, grade option, MOE, SLO and MOE.

Modify Course

JLE 244 Basic Police Academy Modular, Level I (Spring 2018), 13.5 Units, 5.5 Lec, 24.73 Lab

Description:

This course is certified by the Commission on Peace Officer Standards and Training (POST) and meets the content and hour requirements established by POST for Level I Reserve Police Officers. This course combined with Level III and Level II certificates meets the regular basic academy requirements. (544 hours) PREREQUISITE: Successful completion of POST Level I course entry requirements; POST entry reading and writing exam; Academy physical agility test; Medical insurance; Valid California Drivers License; Medical exam clearance by a licensed physician; DOJ clearance per Penal Code 13511.5; BAM III, BAM II

Justification:

This courses lecture hours increased and lab hours decreased. The unit value has increased to 13.5. Aligned Content hours, added assignment and updated text books, updated SLO. Course number has changed from JLE144 to JLE244

Modify Course

JPN 1B Elementary Japanese (Spring 2018), 5 Units, 5 Lec, 0 Lab

Description:

The course continues to build a basic Japanese language skills in speaking, reading, listening and writing. The course also continue to introduce students to Japanese culture and traditions. This course has the option of a letter grade or pass/no pass. PREREQUISITE: Japanese 1A or equivalent.

Justification:

This course is being updated because it is on the five-year curriculum update cycle. Non substantial changes; course description slightly modified, SLOs updated, the textbook updated, course content updated, out of class assignments updated.

Modify Course

KIN 2 Introduction to Kinesiology (Spring 2018), 3 Units, 3 Lec, 0 Lab

Description:

This course is designed to examine the field of kinesiology from a historical, ethical, philosophical, and contemporary viewpoint. The broad spectrum of kinesiology, using the interdisciplinary approach to the study of human movement will be discussed. Sub-disciplines in the field along with career options will be introduced. Previously listed as PE 2. (C-ID: KIN 100)

ADVISORY: Eligible for English 250 and English 260.

Justification:

Non-substantial change. This course is due for an update based on the 5 year curriculum review cycle. Reviewed the content and SLO's and updated the textbook. Taking out the pass/no pass grading option as this is a required course for the KIN major.

Modify Course

KIN 5 Individual and Dual Sports (Spring 2018), 3 Units, 2 Lec, 3 Lab

Description:

Designed for those planning to work with children in the field of physical education or recreation. Activities such as badminton, bowling, golf, tennis, and archery may be covered.

Previously listed as PE 5. ADVISORY: Eligible for English 250 and English 260.

Justification:

Non-substantial change. This course is due for an update based on the 5 year curriculum review cycle. Reviewed the content and revised/consolidated the SLO's. Added a textbook. Taking out the pass/no pass grading option as this is a course for the KIN major.

Modify Course

KIN 39 Fencing (Fall 2014), 0.5 - 1 Units, 0 Lec, 1.5 - 3 Lab

Description:

This course will explore the offensive and defensive fencing skills with a foil. This course has the option of a letter grade or pass/no pass. Previously listed as PE 39.

Justification:

The Department of Kinesiology and Athletics would like to place this course on hold as it has not been offered in several years. This will give them time to see if they can find a qualified instructor to teach the class.

Modify Course

KIN 44A Aerobics - Level 1 (Spring 2018), 0.5 - 1 Units, 0 Lec, 1.5 - 3 Lab

Description:

This course utilizes a variety of activities to improve one's aerobic fitness. Emphasis will be on student's exercising at a moderate exertion level. This course has the option of a letter grade or pass/no pass. Previously listed as KIN 44. Courses should be taken in sequential order.

Justification:

Non-substantial change. This course is due for an update based on the 5 year curriculum review cycle. Reviewed the content and revised/consolidated the SLO's.

Modify Course

KIN 44B Aerobics - Level 2 (Spring 2018), 0.5 - 1 Units, 0 Lec, 1.5 - 3 Lab

Description:

This course utilizes a variety of activities to improve one's aerobic fitness. Emphasis will be on student's exercising at an intermediate exertion level. This course has the option of a letter grade or pass/no pass. Previously listed as KIN 44. Courses should be taken in sequential order.

Justification:

Non-substantial change. This course is due for an update based on the 5 year curriculum review cycle. Reviewed the content and revised/consolidated and reduced the SLO's.

Modify Course

KIN 44C Aerobics - Level 3 (Spring 2018), 0.5 - 1 Units, 0 Lec, 1.5 - 3 Lab

Description:

This course utilizes a variety of activities to improve one's aerobic fitness. Emphasis will be on student's exercising at a high intensity level. This course has the option of a letter grade or pass/no pass. Previously listed as KIN 44. Courses should be taken in sequential order.

Justification:

Non-substantial change. This course is due for an update based on the 5 year curriculum review cycle. Reviewed the content and revised and reduced the SLO's.

Modify Course

KIN 70A Pilates - Level 1 (Spring 2018), 0.5 - 1 Units, 0 Lec, 1.5 - 3 Lab

Description:

This class utilizes the Pilates exercise system focused on improving the total body through a series of controlled movements. Emphasis will be on developing core awareness, physical alignment, and form. This course has the option of a letter grade or pass/no pass. Previously listed as KIN 70. Courses should be taken in sequential order.

Justification:

Non-substantial change. This course is due for an update based on the 5 year curriculum review cycle. Reviewed the content and updated the SLO information.

Modify Course

KIN 70B Pilates - Level 2 (Spring 2018), 0.5 - 1 Units, 0 Lec, 1.5 - 3 Lab

Description:

This class utilizes the Pilates exercise system focused on improving the total body through a series of controlled movements. Emphasis will be on strength, stamina, and flexibility. This course has the option of a letter grade or pass/no pass. Previously listed as KIN 70. Courses should be taken in sequential order.

Justification:

Non-substantial change. This course is due for an update based on the 5 year curriculum review cycle. Reviewed the content and consolidated the SLO's.

Modify Course

KIN 70C Pilates - Level 3 (Spring 2018), 0.5 - 1 Units, 0 Lec, 1.5 - 3 Lab

Description:

This class utilizes the Pilates exercise system focused on improving the total body through a series of controlled movements. Emphasis will be on performing all thirty-four (34) exercises in the complete Pilates mat routine. This course has the option of a letter grade or pass/no pass. Previously listed as KIN 70. Courses should be taken in sequential order.

Justification:

Non-substantial change. This course is due for an update based on the 5 year curriculum review cycle. Reviewed the content and updated the SLO information.

Modify Course

KIN 71A Self-Defense - Level 1 (Spring 2018), 0.5 - 1 Units, 0 Lec, 1.5 - 3 Lab

Description:

This course is an introduction and exploration of self-defense and personal safety. Emphasis on basic physical combative skills such as punches, strikes, blocks, and escape holds. It will also include basic non-combative skills such as risk reduction techniques, body language, positioning tactics, and verbal responses to threats. This course has the option of a letter grade or pass/no pass. Previously listed as KIN 71. Courses should be taken in sequential order.

Justification:

Non-substantial change. This course is due for an update based on the 5 year curriculum review cycle. Reviewed the content and updated the SLO information.

Modify Course

KIN 71B Self-Defense - Level 2 (Spring 2018), 0.5 - 1 Units, 0 Lec, 1.5 - 3 Lab

Description:

This course will focus on increasingly complex self-defense situations such as attacks on the ground, counter tactics to a variety of advance chokes, bear hugs, hair pulls, and headlocks. Emphasis will be placed on distraction and de-escalation techniques as well as clinch and close-range fighting and survival skills. This course has the option of a letter grade or pass/no pass. Previously listed as KIN 71. Courses should be taken in sequential order.

Justification:

Non-substantial change. This course is due for an update based on the 5 year curriculum review cycle. Reviewed the content and consolidated the SLO's.

Modify Course

KIN 71C Self-Defense - Level 3 (Spring 2018), 0.5 - 1 Units, 0 Lec, 1.5 - 3 Lab

Description:

This course will cover more depth into defenses against a variety of advanced attacks including submission holds, throws, and a diverse range of weapons. Includes defensive falling techniques, use of personal weapons, tactics against multiple attackers, and third party protection. Increased focus on mind-body balance, awareness and avoidance capabilities, kicking and striking techniques, and adrenaline and trauma management. This course has the option of a letter grade or pass/no pass. Previously listed as KIN 71. Courses should be taken in sequential order.

Justification:

Non-substantial change. This course is due for an update based on the 5 year curriculum review cycle. Reviewed the content and consolidated the SLO's.

Modify Course

MATH 235 Integrated Algebra (Spring 2018) 10.00 Units, 10 Lec, 0 Lab

Description

This course is a blend of elementary and intermediate algebra courses with a focus on linear equations and inequalities, graphs and functions, systems of equations, polynomials and polynomial functions/equations, factoring, rational expressions and equations, roots, radicals, complex numbers, exponential and logarithmic functions, and problem solving strategies. PREREQUISITE: MATH 402 with a grade of "Pass" or MATH 411 with a grade of "Pass" or assessment test recommendation.

Justification:

Textbook and SLO assessment update.

Modify Course

MATH 240 Algebra II (Spring 2018), 5 Units, 5 Lec, 0 Lab

Description:

This is a second course of algebra and is designed for STEM and other math based majors. It will cover solving systems of equations with matrices, graphs and functions, absolute value equations and inequalities, radical, quadratic, exponential and logarithmic expressions and functions, complex numbers, conic sections, and problem solving strategies. PREREQUISITE: Math 430 with a grade of C or better, or Math 205, Math 205B, or Math 233A with a grade of C or better, or assessment test recommendation.

Justification:

We would like to offer this course as a hybrid/online course. Textbook update, SLO assessment update.

Modify Course, Cross listed with THEA 17A

MCTV 17A Television and Video Workshop (Spring 2018), 3 Units, 2 Lec, 3 Lab

Description:

Introduction to theory, terminology and operation of a multi-camera television studio and control room. Including: production, studio signal flow, directing, camera theory and operation, audio equipment set-up, switcher operation, fundamentals of lighting, graphics, video control and recording and live video production.

Justification:

Updated textbooks, methods of instruction, student learning outcomes.

Modify Course

PHYS 4B Physics for Scientists and Engineers: Electricity and Magnetism (Fall 2018), 4 Units, 3 Lec, 3 Lab

Description:

An introduction to the principles of physics using calculus. Topics include charge, electric fields, Gauss' Law, electric potential, capacitance, current and resistance, circuit analysis, magnetic fields, Ampere's Law, Faraday's Law, and electromagnetic waves. (C-ID: PHYS 210) (C-ID: PHYS 200S: Phys 4A + Phys 4B + Phys 4C) PREREQUISITE: Completion of MATH 1B with a grade of 'C' or better, AND completion of PHYS 4A with a grade of 'C' or better. COREQUISITE: MATH 1C.

Justification:

Textbook update, SLO assessment update, methods of evaluation update. A corequisite of Math 1C has been added to satisfy articulation requirements at transfer institutions. The course is being submitted as part of the 5-year review cycle.

Modify Course, Cross listed with MCTV 17A

THEA 17A Television and Video Workshop (Spring 2018), 3 Units, 2 Lec, 3 Lab

Description:

Introduction to theory, terminology, and operation of a multi-camera television studio and control room. Including: production, studio signal flow, directing, camera theory and operation, audio equipment set-up, switcher operation, fundamentals of lighting, graphics, video control and recording, and live video production.

Justification:

Updated textbooks, methods of instruction, student learning outcomes and content.

Modify Course

WTRM 201 Introduction to Water, Wastewater Technology (Spring 2018), 3 Units, 3 Lec, 0 Lab

Description:

An introduction to the Water and Wastewater Distribution Industry. Topics include industry careers, required certifications, the hydrologic cycle, watersheds, water/wastewater treatment methods, valves and equipment, as well as industry standard math formulas and conversion

factors. This course was previously listed as WTRM 101. ADVISORY: Eligible for Mathematics 430.

Justification:

Non-substantial changes. All WTRM courses are being reviewed in order to consolidate their Student Learning Outcomes into a meaningful and measurable number. This course is reducing them from 8 to 3. In addition, based on the Articulation Officers' research and recommendation, the course number is moving from a 100 level number to a 200 number. The wording for the course description was tweaked, including updating to the correct Math advisory course number. "Cleaned up" the course content, placing the Out of Class Assignments in its respective area.

Modify Course

WTRM 202 Beginning Water, Wastewater, Distribution Math (Spring 2018), 3 Units, 3 Lec, 0 Lab

Description:

This course covers basic math concepts used in the water and wastewater distribution industry. Topics include industry standard formulas, conversion factors, fractions, decimals, percentages, ratios, area and volume. This course was previously listed as WTRM 102. ADVISORY: Eligible for Mathematics 430.

Justification:

Non-substantial changes. All WTRM courses are being reviewed in order to consolidate their Student Learning Outcomes into a meaningful and measurable number. This course is reducing them from 8 to 2. In addition, based on the Articulation Officers' research and recommendation, the course number is moving from a 100 level number to a 200 number. The wording for the course description was tweaked, including updating to the correct Math advisory course number. "Cleaned up" the course content, placing the Out of Class Assignments in its respective area.

Modify Course

WTRM 203 Introduction to Electrical and Instrumentation Processes (Spring 2018), 3 Units, 3 Lec, 0 Lab

Description:

Introduction to basic electrical theory, applications, common uses and real world examples of control systems and instrumentation used in water distribution, water, and wastewater treatment plants including switches, relays, alarms, motors, instrumentation, valve actuators, computers and communications. This course was previously listed as WTRM 103. ADVISORY: WTRM 201 Introduction to Water-Wastewater Technology; WTRM 202 Beginning Water-Wastewater Mathematics.

Justification:

Non-substantial changes. All WTRM courses are being reviewed in order to consolidate their Student Learning Outcomes into a meaningful and measurable number. This course is reducing them from 10 to 2. In addition, based on the Articulation Officers' research and

recommendation, the course number is moving from a 100 level number to a 200 number. The course description ADVISORY information was changed to reflect 200 level courses, instead of 100's. "Cleaned up" the course content, placing the Out of Class Assignments in its respective area.

Modify Course

WTRM 204 Motors and Pumps, Operation and Maintenance (Spring 2018), 3 Units, 3 Lec, 0 Lab

Description:

Theory of pumps and motors, identification of problems encountered, causes of problems, corrective solutions and repair procedures. Implementation of maintenance programs including scheduling and record keeping. This course was previously listed as WTRM 104.

ADVISORY: WTRM 201 Introduction to Water-Wastewater Technology and WTRM 202 Beginning Water-Wastewater Mathematics.

Justification:

Non-substantial changes. All WTRM courses are being reviewed in order to consolidate their Student Learning Outcomes into a meaningful and measurable number. This course is reducing them from 10 to 3. In addition, based on the Articulation Officers' research and recommendation, the course number is moving from a 100 level number to a 200 number. The course description ADVISORY information was changed to reflect 200 level courses, instead of 100's. "Cleaned up" the course content, placing the Out of Class Assignments in their respective area. Moved some of the old SLOs into the content area as student performance objectives.

Modify Course

WTRM 205 Water Distribution 1 (Spring 2018), 3 Units, 3 Lec, 0 Lab

Description:

This is a comprehensive course that teaches basic principles of operation and maintenance of a water distribution system. It covers the sources of water; principles of design; installation, operation and maintenance of pipes, pumps, valves, meters, and other regulated hydraulic units. Operation and maintenance safety considerations are emphasized. This course is designed to prepare the student to take the State of California Water Distribution Operator exam. This course was previously listed as WTRM 105. ADVISORY: WTRM 201 Introduction to Water-Wastewater Technology and WTRM 202 Beginning Water-Wastewater Mathematics.

Justification:

Non-substantial changes. All WTRM courses are being reviewed in order to consolidate their Student Learning Outcomes into a meaningful and measurable number. This course is reducing them from 9 to 3. In addition, based on the Articulation Officers' research and recommendation, the course number is moving from a 100 level number to a 200 number. The course description ADVISORY information was changed to reflect 200 level courses, instead of 100's. "Cleaned up" the course content, placing the Out of Class Assignments in their respective area. Moved some of the old SLOs into the content area as student performance objectives.

Modify Course**WTRM 206 Beginning Water Treatment Plant Operation (Spring 2018), 3 Units, 3 Lec, 0 Lab****Description:**

This is a comprehensive course that teaches basic principles of operation and maintenance of water treatment plant. The course covers sources of water; public health aspects of water supply; physical and bacteriologic standards of water quality; types of water treatment plants, water treatment procedures, operation, storage and distribution. This course is designed to prepare the student to take the State of California Water Treatment Operator exams (T1, T2). This course was previously listed as WTRM 106. ADVISORY: WTRM 201 Introduction to Water/Wastewater Technology; WTRM 202 Beginning Water/Wastewater Mathematics.

Justification:

Non-substantial changes. All WTRM courses are being reviewed in order to consolidate their Student Learning Outcomes into a meaningful and measurable number. This course is reducing them from 8 to 2. In addition, based on the Articulation Officers' research and recommendation, the course number is moving from a 100 level number to a 200 number. The course description ADVISORY information was changed to reflect 200 level courses, instead of 100's. "Cleaned up" the course content, placing the Out of Class Assignments in its respective area.

Modify Course**WTRM 207 Beginning Wastewater Treatment Operations (Spring 2018), 3 Units, 3 Lec, 0 Lab****Description:**

This course covers an introduction to the operations and maintenance of a wastewater treatment facility. Topics include industry careers, certifications, advanced wastewater treatment methods, valves and equipment, as well as industry standard math formulas and conversion factors. This course is designed to prepare the student to take the State of California Operator in Training (OIT) and Wastewater Treatment Operator exams (WW1, WW2). This course was previously listed as WTRM 107. ADVISORY: Eligible for Math 430.

Justification:

Non-substantial changes. All WTRM courses are being reviewed in order to consolidate their Student Learning Outcomes into a meaningful and measurable number. This course is reducing them from 10 to 2. In addition, based on the Articulation Officers' research and recommendation, the course number is moving from a 100 level number to a 200 number. The course description information was changed to reflect the correct Math advisory course number and information about preparing the student to take the State of California operator exams was added . "Cleaned up" the course content, placing the Out of Class Assignments in its respective area.

Modify Course**WTRM 208 Water Distribution 2 (Spring 2018), 3 Units, 3 Lec, 0 Lab****Description:**

Designed as the second part of an integrated sequence of two courses covering water distribution systems. Enables students to gain a more comprehensive understanding of the operation and maintenance of waterworks distribution systems, including advanced calculations, management, safety and emergency response issues. Contemporary issues facing the water and wastewater industry are also explored in depth. This course is part of a series required for eligibility to take the State certification examinations; supports certification examinations for CDPH grade levels D3, D4 and D5. This course was previously listed as WTRM 108. ADVISORY: WTRN 205 Water Distribution 1 and WTRM 202 Beginning Water/Wastewater Mathematics.

Justification:

Non-substantial changes. All WTRM courses are being reviewed in order to consolidate their Student Learning Outcomes into a meaningful and measurable number. This course is reducing them from 10 to 4. In addition, based on the Articulation Officers' research and recommendation, the course number is moving from a 100 level number to a 200 number. The course description ADVISORY information was changed to reflect 200 level courses, instead of 100's. "Cleaned up" the course content, placing the Out of Class Assignments in their respective area. Moved some of the old SLOs into the content area as student performance objectives.

Modify Course

WTRM 209 Advanced Water Treatment Plant Operation (Spring 2018), 3 Units, 3 Lec, 0 Lab

Description:

This course focuses on advanced water quality control and treatment with emphasis on state regulations, EPA regulations, advanced mathematics and water chemistry. The course will include an in-depth study of treatment plant processes and their relation to current water quality regulations. This course will be helpful to those preparing for the CDPH Grade T3, T4 and T5 examinations. This course was previously listed as WTRM 109. ADVISORY: WTRM 202 Beginning Water-Wastewater Mathematics; WTRM 206 Beginning Water Treatment Plant Operation.

Justification:

Non-substantial changes. All WTRM courses are being reviewed in order to consolidate their Student Learning Outcomes into a meaningful and measurable number. This course is reducing them from 8 to 3. In addition, based on the Articulation Officers' research and recommendation, the course number is moving from a 100 level number to a 200 number. The course description ADVISORY information was changed to reflect 200 level courses instead of 100's. "Cleaned up" the course content, placing the Out of Class Assignments in its respective area.

Modify Course

WTRM 211 Advanced Wastewater Treatment Plant Operation (Spring 2018), 3 Units, 3 Lec, 0 Lab

Description:

This course is designed to familiarize students with advanced wastewater treatment systems, including secondary and tertiary treatment, solids handling, disinfection, reclamation of wastewater, as well as laboratory study. The course prepares students for the CSWRB Wastewater Treatment Plant Operator examinations. This course was previously listed as WTRM 111. ADVISORY: WTRM 201 Introduction to Water/Wastewater Technology; WTRM 207 Beginning Wastewater Treatment Operation.

Justification:

Non-substantial changes. All WTRM courses are being reviewed in order to consolidate their Student Learning Outcomes into a meaningful and measurable number. This course is reducing them from 9 to 3. In addition, based on the Articulation Officers' research and recommendation, the course number is moving from a 100 level number to a 200 number. The course description ADVISORY information was changed to reflect 200 level courses, instead of 100's. "Cleaned up" the course content, placing the Out of Class Assignments in its respective area.

Modify Course

WTRM 212 Applied Hydraulics (Spring 2018), 3 Units, 3 Lec, 0 Lab

Description:

Study of the hydraulics necessary in the operation of water and maintenance plants and systems. Consideration of the types of pumps used in water/wastewater service, their operational characteristics, required maintenance and the problems common to their use. This course was previously listed as WTRM 112. ADVISORY: WTRM 201 Introduction to Water/Wastewater Technology and WTRM 202 Beginning Water/Wastewater Mathematics.

Justification:

Non-substantial changes. All WTRM courses are being reviewed in order to consolidate their Student Learning Outcomes into a meaningful and measurable number. This course is reducing them from 9 to 2. In addition, based on the Articulation Officers' research and recommendation, the course number is moving from a 100 level number to a 200 number. The course description ADVISORY information was changed to reflect 200 level courses, instead of 100's. "Cleaned up" the course content, placing the Out of Class Assignments in their respective area. Moved some of the old SLOs into the content area as student performance objectives.

Modify Course

WTRM 213 Beginning Wastewater Collection (Spring 2018), 3 Units, 3 Lec, 0 Lab

Description:

This course covers the proper installation, inspection, operation, maintenance and repair of wastewater collection systems. It provides the knowledge and skills required to effectively operate and maintain collection systems. This course also provides knowledge as to why collection systems affect treatment facilities and how they have a significant impact on the operation and maintenance costs and effectiveness of these systems. Prepares students for the CWEA Collection System Maintenance Grade 1 examination. This course was previously listed as WTRM 113. ADVISORY: WTRM 201 Introduction to Water-Wastewater Technology; WTRM 202 Beginning Water-Wastewater Mathematics.

Justification:

Non-substantial changes. All WTRM courses are being reviewed in order to consolidate their Student Learning Outcomes into a meaningful and measurable number. This course is reducing them from 9 to 3. In addition, based on the Articulation Officers' research and recommendation, the course number is moving from a 100 level number to a 200 number. The course description ADVISORY information was changed to reflect 200 level courses, instead of 100's and a sentence about preparing students for a specific certification exam was added. "Cleaned up" the course content, placing the Out of Class Assignments in its respective area.

Modify Course

WTRM 214 Laboratory Analysis for Water, Wastewater (Spring 2018), 3 Units, 3 Lec, 0 Lab

Description:

This course is designed to support an understanding and application of water quality laboratory basics in a practical setting. It prepares students to perform chemical, physical and bacteriological examination of water and wastewater. This class will help the student prepare for the CWEA Grade 1 Lab Analyst certification exam. This course was previously listed as WTRM 114. ADVISORY: WTRM 202 Beginning Water/Wastewater Mathematics or Eligible for Mathematics 430.

Justification:

Non-substantial changes. All WTRM courses are being reviewed in order to consolidate their Student Learning Outcomes into a meaningful and measurable number. This course is reducing them from 8 to 4. In addition, based on the Articulation Officers' research and recommendation, the course number is moving from a 100 level number to a 200 number. The wording for the course description was tweaked, including updating to the correct Math advisory course number and adding a sentence about certification information. "Cleaned up" the course content, placing the Out of Class Assignments in their respective area. Moved some of the old SLOs into the content area as student performance objectives.

Modify Course

WTRM 215 Leadership and Supervision in the Water Industry (Spring 2018), 3 Units, 3 Lec, 0 Lab

Description:

Leadership and supervisory aspects of public agencies and investor-owned utilities, including organization, decision-making, coordination, communication and public relations. Personnel supervision, including coaching, training, evaluation, discipline, team building, morale and grievances. Safety programs, as well as encouragement of safe conditions, actions and attitudes is also covered. This course was previously listed as WTRM 115. ADVISORY: WTRM 201 Introduction to Water/Wastewater Technology.

Justification:

Non-substantial changes. All WTRM courses are being reviewed in order to consolidate their Student Learning Outcomes into a meaningful and measurable number. This course is reducing

them from 8 to 3. Moved some of the old SLOs into the content area as student performance objectives.

Modify Course

WTRM 216 Advanced Wastewater Collections (Spring 2018), 3 Units, 3 Lec, 0 Lab

Description:

This course provides an in-depth understanding of the components of wastewater collection systems and includes the design, operation, monitoring, maintenance and repair of lift pump stations as well as equipment maintenance, safety systems, administration and organization principles. Prepares students for the CWEA Collection System Maintenance Grades 2, 3, and 4 examinations. This course was previously listed as WTRM 116. ADVISORY: WTRM 201: Introduction to Water/Wastewater Technology and WTRM 213: Beginning Wastewater Collections.

Justification:

Non-substantial changes. All WTRM courses are being reviewed in order to consolidate their Student Learning Outcomes into a meaningful and measurable number. This course is reducing them from 4 to 3. Moved some of the old SLOs into the content area as student performance objectives. Took out the word "survival" from "safety/survival systems" and added information about certification exams in the course description.

Modify Course

WTRM 217 Water Use Efficiency Practitioner (Spring 2018), 3 Units, 3 Lec, 0 Lab

Description:

This course focuses upon the efficient use and conservation of water in the following contexts: overall supply and demand; utility operations and measures; residential uses and measures; commercial, institutional uses and measures; and landscape uses and measures. This course was previously listed as WTRM 117.

Justification:

Non-substantial changes. All WTRM courses are being reviewed in order to consolidate their Student Learning Outcomes into a meaningful and measurable number. This course is reducing them from 4 to 2. As this course was updated last year based on the 5 year review cycle, all other information is up to date.

Modify Course

WTRM 219 Industrial Wastewater Management and Treatment (Spring 2018), 3 Units, 3 Lec, 0 Lab

Description:

Industrial Wastewater Management and Treatment reviews various industries and their associated wastewater. The course introduces the characteristics of wastewater such as pH, total suspended solids, total dissolved solids, etc., and then reviews basic treatment methods that are used to remove the particular characteristic from the water. By the end of the course, students will be able to design a wastewater treatment plant by developing block flow diagrams which utilize basic treatment methods to achieve the desired wastewater quality. This course

was previously listed as WTRM 119. **ADVISORY:** WTRM 201: Introduction to Water/Wastewater Technology and WTRM 207: Beginning Wastewater Treatment Plant Operation

Justification:

Non-substantial changes. All WTRM courses are being reviewed in order to consolidate their Student Learning Outcomes into a meaningful and measurable number. This course is reducing them from 5 to 3. Moved some of the old SLOs into the content area as student performance objectives. Added "previously listed as" statement in course description and added math content information to the content and out of class assignment sections.

Modify Course

WTRM 220 Pollution Prevention and Storm Water Management (Spring 2018), 3 Units, 3 Lec, 0 Lab

Description:

Pollution Prevention and Storm Water Management reviews methods and regulations to prevent pollutants from reaching the waters of our rivers, streams and aquifers. It reviews methods of reducing pollutants in industrial wastewater, water reuse and water recycling. Additionally, it reviews the methods and regulations for storing hazardous wastes and materials. Lastly, it reviews the general storm water permits for municipalities, industry and construction. At the end of this course, the student will have a fundamental knowledge of how to reduce pollution in our wastewater through effective water and process management, as well as appropriate hazardous materials and waste storage. This course also covers the implementation of methods required by the State's general permits to prevent pollution from entering storm water runoff. This course was previously listed as WTRM 120. **ADVISORY:** WTRM 201: Introduction to Water/Wastewater Technology and WTRM 207: Beginning Wastewater Treatment Plant Operation.

Justification:

Non-substantial changes. All WTRM courses are being reviewed in order to consolidate their Student Learning Outcomes into a meaningful and measurable number. This course is reducing them from 5 to 2. Moved some of the old SLOs into the content area as student performance objectives. Added "previously listed as" statement in course description.

Modify Course

WTRM 221 Mechanical Maintenance (Spring 2018), 3 Units, 3 Lec, 0 Lab

Description:

This course is designed to familiarize students with the basic principles of mechanical equipment design, installation, operation, maintenance, repair, overhaul and replacement. The course emphasizes understanding the value of preventative maintenance techniques such as equipment monitoring, lubrication analysis, machine alignment and scheduled overhaul. **ADVISORY:** WTRM 201: Introduction to Water/Wastewater Technology. This course was previously listed as WTRM 121.

Justification:

Non-substantial changes. All WTRM courses are being reviewed in order to consolidate their Student Learning Outcomes into a meaningful and measurable number. This course is reducing them from 3 to 2. Added "previously listed as" statement in course description.

Modify Course

WTRM 232 Advanced Water Distribution (Spring 2018), 3 Units, 3 Lec, 0 Lab

Description:

This advanced level course prepares students for work in a highly skilled or supervisory position in the operation of a water distribution system. It prepares the student to take the State of California Water Distribution Operator exam at D3, D4, and D5 levels. This course was previously listed as WTRM 132. ADVISORY: WTRM 202 Beginning Water/Wastewater Mathematics, WTRM 205 Water Distribution 1, WTRM 208 Water Distribution 2.

Justification:

Non-substantial changes. All WTRM courses are being reviewed in order to consolidate their Student Learning Outcomes into a meaningful and measurable number. This course is reducing them from 7 to 3. In addition, based on the Articulation Officers' research and recommendation, the course number is moving from a 100 level number to a 200 number. The course description ADVISORY information was changed to reflect 200 level courses, instead of 100's. "Cleaned up" the course content, placing the Out of Class Assignments in its respective area.

Modify Course

WTRM 233 Water Conservation (Fall 2018), 3 Units, 3 Lec, 0 Lab

Description:

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

Justification:

Non-substantial changes. All WTRM courses are being reviewed in order to consolidate their Student Learning Outcomes into a meaningful and measurable number. This course is reducing them from 5 to 3. In addition, based on the Articulation Officers' research and recommendation, the course number is moving from a 100 level number to a 200 number. "Cleaned up" the course content, placing the Out of Class Assignments in their respective area.

Modify Course

WTRM 234 Industrial Wastewater and Stormwater Management (Fall 2017), 4 Units, 4 Lec, 0 Lab

Description:

This course is designed to provide an overview of water/ wastewater regulations with an emphasis on local, state, and federal regulatory standards. The study of the principles of wastewater and stormwater management including hydrology, water distribution, wastewater collection, stormwater management, and safe drinking water issues will be covered along with an introduction to the one water management concept. This course was previously listed as WTRM 134.

Justification:

Non-substantial changes. All WTRM courses are being reviewed in order to consolidate their Student Learning Outcomes into a meaningful and measurable number. This course is reducing them from 9 to 3. In addition, based on the Articulation Officers' research and recommendation, the course number is moving from a 100 level number to a 200 number. "Cleaned up" the course content, placing the Out of Class Assignments in its respective area.

Modify Course

WTRM 235 Pollution Prevention (Spring 2018), 3 Units, 3 Lec, 0 Lab

Description:

Study of the raw materials and chemicals used in industry and the changes that occur as they move through the industrial process. Topics include: regulations, the materials balance concept of inventory, the importance of waste minimization/pollution prevention, and residential waste generation/reduction/prevention. This course has the option of a letter grade or pass/no pass.

Justification:

Non-substantial changes. All WTRM courses are being reviewed in order to consolidate their Student Learning Outcomes into a meaningful and measurable number. This course is reducing them from 7 to 2. Moved some of the old SLOs into the content area as student performance objectives. Cleaned up the content area by moving the out of class assignments into the appropriate section. Updated the textbook.

Modify Course

WTRM 290 Occupational Work Experience/Water/Wastewater Technology (Spring 2018), 1 - 4 Units, 0 Lec, 3.33 - 16.66 Lab

Description:

Occupational work experience for students who have a job related to their major. A training plan is developed cooperatively between the employer, college and student. (P/NP grading) 75 hours per semester paid work = 1 unit. 60 hours non-paid (volunteer) work per semester = 1 unit. Student repetition is allowed per Title 5 Section 55253. Minimum 2.00 GPA REQUIRED: Declared vocational major.

This course was previously listed as WTRM 190.

Justification:

Non-substantial change. Based on the Articulation Officers' research and recommendation, the course number is moving from a 100 level number to a 200 number.

MODIFICATION TO EXISTING PROGRAMS

Modify Program Cosmetology, AS Degree

Justification:

Non substantial change. Taking out wording " men's and women's" in the description for the cosmetology program to make it a more gender neutral statement.

Description

The Cosmetology Department offers a 1600 hour course of instruction in all areas of cosmetology. It fulfills the requirements set forth by the State of California Department of Consumer Affairs, Board of Barbering and Cosmetology. The Western Association of Schools and Colleges also accredits this program. Gavilan College offers the required hours in a four module sequence of classes. Career opportunities include cosmetologist, assistant stylist, manicurist, color specialist, esthetician, platform artist, educator and salon owner/manager. Students completing the certificate of achievement and AS degree will become eligible to become a vocational instructor by completing a supplemental teacher training course. See a Cosmetology instructor or counselor for details.

REQUIREMENTS:

| Course | Units |
|----------------------------------|----------------------|
| COS 200 Beginning Cosmetology | 12.00 |
| COS 201 Intermediate Cosmetology | 12.00 |
| COS 202 Advanced Cosmetology | 12.00 |
| COS 203 Practicum | 2.00 - 12.00 |
| Or COS 207 Contemporary Styling | 4.50 |
| Total | 38 – 48 Units |

Recommended electives:

| | |
|----------------------------|------|
| COS 205 State Board Review | 2.00 |
|----------------------------|------|

**** There are times when a course listed as a requirement for a major or certificate cannot be offered in a reasonable timeframe. Course substitutions and waivers will be considered by the department. Please contact the department chairperson. This information is available from the Office of Instruction at (408) 848-4761.**

General Education Requirements: (35 - 39)

A student may complete the Gavilan College AA/A.S. general education, the CSU-GE Breadth or the IGETC pattern, plus sufficient electives to meet a 60 unit total. See a counselor for details. NOTE: A course may be used to satisfy both general education and major courses. See "Double Counting Rule".

**Modify Program
Cosmetology, Certificate of Achievement**

Justification:

Non substantial change. Taking out wording " men's and women's" in the description for the cosmetology program to make it a more gender neutral statement.

Description

The Cosmetology Department offers a 1600 hour course of instruction in all areas of cosmetology. It fulfills the requirements set forth by the State of California Department of Consumer Affairs, Board of Barbering and Cosmetology. The Western Association of Schools and Colleges also accredits this program. Gavilan College offers the required hours in a four module sequence of classes. Career opportunities include cosmetologist, assistant stylist, manicurist, color specialist, esthetician, platform artist, educator and salon owner/manager. Students completing the certificate of achievement and AS degree will become eligible to become a vocational instructor by completing a supplemental teacher training course. See a Cosmetology instructor or counselor for details.

REQUIREMENTS:

| Course | Units |
|----------------------------------|----------------------|
| COS 200 Beginning Cosmetology | 12.00 |
| COS 201 Intermediate Cosmetology | 12.00 |
| COS 202 Advanced Cosmetology | 12.00 |
| COS 203 Practicum | 2.00 - 12.00 |
| Or COS 207 Contemporary Styling | 4.50 |
| Total | 38 – 48 Units |

Recommended electives:

| | |
|----------------------------|------|
| COS 205 State Board Review | 2.00 |
|----------------------------|------|

**** There are times when a course listed as a requirement for a major or certificate cannot be offered in a reasonable timeframe. Course substitutions and waivers will be considered by the department. Please contact the department chairperson. This information is available from the Office of Instruction at (408) 848-4761.**

Communication Studies, Certificate of Achievement

Description:

The knowledge and skills gained by completing this Certificate of Achievement are designed to promote positive communication and increase problem-solving skills in work and personal environments. Those interested in psychology will also benefit.

Program Learning Outcomes:

Upon successful completion of this program, students will be able to:

1. Identify and demonstrate a range of communication and comprehension skills including: research, writing, outlining, analysis, evaluation, contextualization, teamwork, observation, and cultural competency of theories and issues across a variety of communication contexts.
2. Practice and analyze democratic civic engagement.

Program Requirements:

Choose 4 classes (12 units) from the following list:

Units: (12 Required)

| | | |
|------------|---------------------------------------|---|
| CMUN1A | Introduction to Public Speaking | 3 |
| CMUN2 or | Oral Interpretation | 3 |
| THEA4 | Oral Interpretation | 3 |
| CMUN4 | Intercultural Communication | 3 |
| CMUN5 | Fundamentals of Communication Studies | 3 |
| CMUN8 | Interpersonal Communication | 3 |
| CMUN10 | Small Group Communication | 3 |
| CSIS129 or | Presentation Graphics - MS PowerPoint | 1 |
| CMUN129 | Presentation Graphics - MS PowerPoint | 1 |
| CMUN12 | Business Communication | 3 |
| CMUN6 | Introduction to Conflict Resolution | 3 |

Total: 12

Communication Studies, AA Degree

Description:

Communication is a vital part of today's world, whether a skill used professionally, socially or in your personal life. We welcome you to explore one of the many areas of Communication Studies by taking a class at Gavilan College. The Communication Studies AA degree will provide students with the knowledge and skill about human communication that can be applied to various contexts in life. Whether it be improving on public speaking skills, working with a culturally diverse group or developing skills to better communicate ones wants and needs to family and friends, the curriculum is academically structured to meet your needs based on the specific course that you choose.

Program Learning Outcomes:

Upon successful completion of this program, students will be able to:

1. Apply theory and research findings in communication studies to their

- professional and personal relationships.
- Engage in professional public discourse with application of research, organization, reasoning and oral presentation.

Program Requirements:

Core Courses :

Units: (15 Required)

| | | |
|--------|---------------------------------|---|
| CMUN1A | Introduction to Public Speaking | 3 |
| CMUN4 | Intercultural Communication | 3 |
| CMUN8 | Interpersonal Communication | 3 |
| CMUN10 | Small Group Communication | 3 |
| PSYC10 | Introduction to Psychology | 3 |

ADDITIONAL REQUIREMENTS:

Units: (6 Required)

Choose one from the following:

| | | |
|-----------|---------------------------------------|---|
| CMUN5 | Fundamentals of Communication Studies | 3 |
| JOUR10 or | Mass Media and Society | 3 |
| SOC10 | Mass Media and Society | 3 |
| GUID27 or | Contemporary Leadership | 3 |
| PSYC27 or | Contemporary Leadership | 3 |
| POLS27 | Contemporary Leadership | 3 |
| PHIL4 | Critical Thinking and Writing | 3 |

Choose one from the following:

| | | |
|----------|---------------------------------------|---|
| CMUN6 or | Introduction to Conflict Resolution | 3 |
| POLS6 or | Introduction to Conflict Resolution | 3 |
| PSYC6 | Introduction to Conflict Resolution | 3 |
| ANTH3 | Introduction to Cultural Anthropology | 3 |
| SOC1A | Introduction to Sociology | 3 |
| SOC21 | Marriage and the Family | 3 |
| SOC4 | Sociology of Women and Men | 3 |

Total: 21

General Education requirements:

A student may complete the Gavilan College A.A./A.S. general education, the CSU-GE Breadth or the IGETC pattern, plus sufficient electives to meet a 60 unit total. See pages 50-57 or see a counselor for details.

NOTE: A course may be used to satisfy both general education and major courses. See "Double Counting Rule" on page 47.

Communication Studies, AA-T Degree

Description:

Upon completion of this degree, students will be prepared for pursuing a BA/BS in Communication or Communication Studies.

Program Learning Outcomes:

Upon successful completion of this program, students will be able to:

1. Apply theory and research findings in communication studies to their professional and personal relationships.
2. Engage in professional public discourse with application of research, organization, reasoning and oral presentation.

Program Requirements:

Units: (3 Required)

This degree does not require the core courses:

CMUN1A Introduction to Public Speaking 3

LIST A: Choose two: (6 units)

Units: (6 Required)

CMUN5 Fundamentals of Communication Studies 3

CMUN8 Interpersonal Communication 3

CMUN10 Small Group Communication 3

LIST B: Choose two (including any List A course not used above):

Units: (6 Required)

CMUN2 or Oral Interpretation 3

THEA4 Oral Interpretation 3

CMUN4 Intercultural Communication 3

SOC10 Mass Media and Society 3

LIST C: Choose one (including any List A or B course not used above):

Units: (3 Required)

ANTH3 Introduction to Cultural Anthropology 3

ENGL1B Composition and Literature 3

ENGL1C Critical Reasoning and Writing 3

PSYC10 Introduction to Psychology 3

SOC1A Introduction to Sociology 3

Units Required for the Major: 18

General Education Requirements: CSU GE: 39; IGETC: 37

Total Units for the Degree: 60 Units

Interpersonal Communication, Certificate of Achievement

Description:

The knowledge and skills gained by completing this Certificate of Achievement are designed to promote positive communication and increase problem-solving skills in work and personal environments.

Program Requirements:

Choose eighteen (18) units from the following list:

Units: (18 Required)

| | | | |
|--------|----|---------------------------------------|---|
| POLS6 | or | Introduction to Conflict Resolution | 3 |
| CMUN6 | or | Introduction to Conflict Resolution | 3 |
| PSYC6 | | Introduction to Conflict Resolution | 3 |
| POLS27 | or | Contemporary Leadership | 3 |
| PSYC27 | or | Contemporary Leadership | 3 |
| GUID27 | | Contemporary Leadership | 3 |
| CMUN5 | | Fundamentals of Communication Studies | 3 |
| CMUN8 | | Interpersonal Communication | 3 |
| PSYC10 | | Introduction to Psychology | 3 |
| SOC1A | | Introduction to Sociology | 3 |
| CMUN12 | | Business Communication | 3 |

Total: 18

Studio Art, AA Degree

Description:

The Studio Art Program provides students with a strong studio experience that integrates conceptual and technical artistic skills with personal and creative exploration. We offer exceptional studio art courses in the foundation areas of drawing, painting, design, sculpture and art history. Our additional areas of expertise are in Ceramics, Art Education, Gallery Technology, Murals and Community Art, and Photography. Upon completing the program, students will be prepared to continue a personal, creative journey or transfer to a four-year institution for further study. Transfer students are urged to consult a counselor and Art faculty to learn more about admission requirements to four-year institutions.

Program Learning Outcomes:

Upon successful completion of this program, students will be able to:

1. Analyze and describe the historical and contemporary implications of art in terms of aesthetics, content and meaning.
2. Demonstrate and articulate social, political, and community issues as they relate to art.
3. Students will create artworks using a variety of two and three dimensional art media, tools and equipment applying the elements and principles of design: line, value, shape, form, texture, balance, color theory, harmony, and composition while employing safety standards.

Program Requirements:

Units: (10 Required)

| | | |
|-------|---|---|
| ART2A | Two-Dimensional Design | 3 |
| ART3A | Drawing and Composition | 3 |
| ART79 | Portfolio Development for Studio Art Majors | 1 |
| ART13 | Three-Dimensional Design | 3 |

Art History

Units: (3 Required)

Choose a minimum of 3 units:

| | | |
|----------|---|---|
| ART1A | Art History | 3 |
| ART1B | Art History | 3 |
| ART21 or | Ancient Americas: A History through Art | 3 |
| HIST21 | Ancient Americas: A History through Art | 3 |

Two-Dimensional Art

Units: (6 Required)

Choose a minimum of 6 units:

| | | |
|--------|--|---|
| ART3B | Drawing and Composition | 3 |
| ART14A | Introduction to Murals | 3 |
| ART15A | Beginning Painting: Form and Composition | 3 |
| ART15B | Beginning Painting: Imagination and Expression | 3 |
| ART34A | Life Drawing | 3 |
| ART8A | Introduction to Photography | 3 |

Three-Dimensional Art

Units: (3 Required)

Choose a minimum of 3 units:

| | | |
|--------|------------------------------|---|
| ART7A | Beginning Ceramics | 3 |
| ART10A | Cultural History of Ceramics | 3 |
| ART12A | Sculpture | 3 |

Total: 22 Units

Plus completion of general education requirements

A student may complete the Gavilan College A.A./A.S. general education, the CSU-GE Breadth or the IGETC pattern, plus sufficient electives to meet a 60 unit total.

See a counselor for details.

NOTE: A course may be used to satisfy both general education and major courses. See "Double Counting Rule" .

**Gavilan Joint Community College District
Governing Board Agenda**

December 12, 2017

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

Administrative Services

SUBJECT: Gymnasium Flooring and Bleachers, Change Order #4

- Resolution: BE IT RESOLVED,
 Information Only
 Action Item

Proposal:

That the Board of Trustees authorizes the fourth change order on the Gymnasium Flooring and Bleachers Project. Change Order #4 is a credit of \$7,060.15. Original Agreement to Calstate Construction, Inc. was \$735,777.00. Total Construction Cost including Change Orders #1, #2, #3 & #4 will be \$801,992.75.

Background:

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

Gymnasium Flooring and Bleachers Project

Calstate Construction, Inc, CO #4 is -\$7,060.15. A detailed table is attached for this project.

Budgetary Implications:

The efficient use of Measure E and Lease Revenue Bond Funds.

Follow Up/Outcome:

Upon Board approval, the change order will be issued to the contractor.

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

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

Agenda Approval: Kathleen A. Rose
Dr. Kathleen A. Rose, Superintendent/ President

Change Order for Gymnasium Flooring and Bleachers Project

CHANGE ORDER #04 - Calstate Construction, Inc.

| PCO # | Description | Amount | Additional Days (Calendar) |
|-------|---|----------------------|-------------------------------|
| 14 | Outlet above bleachers: Reason - Owner request, to be used for optional A/V equipment use in Gym. | \$ 544.14 | 0 |
| 15 | Cost for additional Kinesiology signs | \$ 529.49 | 0 |
| | Credit for work not to be performed by contractor. Reference PCO 16: Negated by Contractor | \$ (8,133.78) | 0 |
| | TOTAL | \$ (7,060.15) | 0 |

| | |
|--|----------------------|
| Contract Amount | \$ 735,777.00 |
| Net Change By Previously Authorized Change Orders | \$ 73,275.90 |
| Revised Contract Amount Prior to this Change Order | \$ 809,052.90 |
| Change Order #04 | \$ (7,060.15) |
| New Contract Amount Including this Change Order | \$ 801,992.75 |
| | |
| Available Construction Contingency | \$ 73,577.70 |
| Change Order Grand Total | \$ 66,215.75 |
| Remaining Construction Contingency | \$ 7,361.95 |

| | |
|--|-------------------------|
| Contract Start Date | April 24, 2017 |
| Contract Substantial Completion Date | October 13, 2017 |
| New Contract Substantial Completion Date (By Previously Authorized Change Orders) | October 13, 2017 |
| New Contract Substantial Completion Date (Including this Change Order) | October 13, 2017 |

**Gavilan Joint Community College District
Governing Board Agenda**

December 12, 2017

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

Administrative Services

SUBJECT: Athletic Fields Upgrade Project Change Order #2

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:

That the Board of Trustees authorizes the second change order on the Athletic Fields Upgrades Project. Change Order #2 is a total of \$87,824. Original Agreement to Seward L. Schreder Construction, Inc. was \$9,412,000. Total Construction Cost including Change Order #1 & #2 will be \$7,072,824.

Background:

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

Athletic Fields Upgrade Project
Seward L. Schreder Construction Inc., CO #2 for \$87,824

Budgetary Implications:

The efficient use of Measure E and local lease revenue bond funds.

Follow Up/Outcome:

Upon Board approval, the change order will be issued to the contractor.

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

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

Agenda Approval: Dr. Kathleen A. Rose
Dr. Kathleen A. Rose, Superintendent/ President

Change Order for Athletic Fields Upgrade Project

CHANGE ORDER #02 - Seward L. Schreder Construction, Inc.

| PCO # | Description | Amount | Additional Days (Calendar) |
|-------|---|---------------------|-------------------------------|
| 1R | ADA-compliant walkway at Pool (Concrete work only) | \$ 20,907.00 | 0 |
| | Concrete Masonry Units upcharge for Owners selected colors | \$ 7,317.00 | 0 |
| | Additional vault required by PG&E | \$ 16,860.00 | 0 |
| | ADA-compliant walkway at Pool (Asphalt work only) | \$ 27,157.00 | 0 |
| | Inspect and clear unforeseen drain line conditions | \$ 13,665.00 | 0 |
| | Credit for drinking fountains. (Owner providing new drinking fountains) | \$ (3,495.00) | 0 |
| | Repair existing backflow leak | \$ 5,413.00 | 0 |
| | TOTAL | \$ 87,824.00 | 0 |

| | |
|--|------------------------|
| Contract Amount | \$ 9,412,000.00 |
| Net Change By Previously Authorized Change Orders | \$ (2,427,000.00) |
| Revised Contract Amount Prior to this Change Order | \$ 6,985,000.00 |
| Change Order #02 | \$ 87,824.00 |
| New Contract Amount Including this Change Order | \$ 7,072,824.00 |

| | |
|---|---------------|
| Available Construction Contingency | \$ 698,500.00 |
| Change Order #01 (N/A due to scope reduction) | \$ - |
| Remaining Construction Contingency | \$ 698,500.00 |

| | |
|--|--------------------------|
| Contract Start Date | June 14, 2017 |
| Contract Substantial Completion Date | May 25, 2018 |
| New Contract Substantial Completion Date (By Previously Authorized Change Orders) | December 15, 2017 |
| New Contract Substantial Completion Date (Including this Change Order) | December 15, 2017 |

Gavilan Joint Community College District Governing Board Agenda

December 12 2017

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

Administrative Services

SUBJECT: Amended Classroom Joint Use Agreement at San Benito High School in Hollister

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:

That the Board of Trustees approve an amended agreement for a two-year Joint Use Agreement with possible two 1-year lease extensions for classrooms and restrooms to support Gavilan College classes taught at San Benito High School in Hollister.

Background:

In order to meet the demand for college instruction in San Benito County, access to more lab and other classrooms are needed. Beginning in the Fall 2018 Semester, two lab and one lecture classrooms and restrooms to support and provide educational instruction for STEM classes will be made available to Gavilan College at San Benito High School.

The Board approved a Memorandum of Understanding with San Benito High School District on August 8, 2017 for two lab classrooms. This new, amended agreement allows for more classrooms to be used as demand increases.

Budgetary Implications:

Gavilan College will pay a small per hour per classroom, and the classrooms will be made available between the hours of 4:00 p.m. and 10:00 p.m. Monday through Friday and 8:00 a.m. to 10:00 p.m. on weekends. Gavilan College will be responsible for the cost of San Benito HSD custodial personnel for unlocking, cleaning and locking the Facilities on weekends and non-school days only.

Gavilan College will also provide a part-time lab technician during the Gavilan College classes at the High School.

Follow Up/Outcome:

With Board approval, sign the amended agreement memorializing the expanded use of classrooms at San Benito High School.

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

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

Agenda Approval: Dr. Kathleen Rose
Dr. Kathleen Rose, Superintendent/ President

Gavilan Joint Community College District Governing Board Agenda

December 12, 2017

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

Academic Affairs

SUBJECT: Guided Pathways Self-Assessment

- Resolution:
 Information Only
 Action Item

Proposal:

Guided Pathways Self-Assessment be received and approved by the Board of Trustees

Background:

As part of the state Chancellor's Office Guided Pathways funding process, Gavilan completed a self-assessment of 14 elements related to inquiry, planning, and implementation of core pathways components. There was broad cross-campus participation in the completion of the self-assessment, which was taken through shared governance. Upon approval, the self-assessment will be submitted by the due date of 12/23/17,

Budgetary Implications:

Anticipated funding in April 2018 of approximately \$600,000 over five years for planning guided pathways will be awarded to Gavilan College upon review of the self-assessment document.

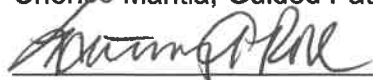
Follow Up/Outcome:

The Guided Pathways Task Force will meet bimonthly in the spring semester to oversee the development of a work plan, with input from all areas of the college, as part of the required submission for state funding (due 3/30/18).

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

Prepared By: Dr. Randy Brown, Community Education & Grants Management
Cherise Mantia, Guided Pathways Task Force Co-Chair

Agenda Approval:



Dr. Kathleen A. Rose, Superintendent/President

Gavilan College 11-30-17 GUIDED PATHWAYS SELF-ASSESSMENT TOOL

Self-Assessment Outline

| Key Element | | Scale of Adoption | | | |
|--------------------------------|---|-------------------|----------------|-------------|------------|
| | | Pre-Adoption | Early Adoption | In Progress | Full Scale |
| Inquiry | 1. Cross-Functional Inquiry | | X | | |
| | 2. Shared Metrics | | X | | |
| | 3. Integrated Planning | | X | | |
| Design | 4. Inclusive Decision-Making Structures | | X | | |
| | 5. Intersegmental Alignment | | X | | |
| | 6. Guided Major and Career Exploration Opportunities | | X | | |
| | 7. Improved Basic Skills | | X | | |
| | 8. Clear Program Requirements | | X | | |
| Implementation | 9. Proactive and Integrated Academic and Student Supports | | X | | |
| | 10. Integrated Technology Infrastructure | | X | | |
| | 11. Strategic Professional Development | | X | | |
| | 12. Aligned Learning Outcomes | | X | | |
| | 13. Assessing and Documenting Learning | | X | | |
| | 14. Applied Learning Opportunities | | X | | |
| Overall Self-Assessment | | | | | |

Self-Assessment Items

| INQUIRY (1-3) | | | | |
|---|---|--|---|---|
| Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions. | | | | |
| KEY ELEMENT | SCALE OF ADOPTION | | | |
| | Pre-Adoption | Early Adoption | Scaling in Progress | Full Scale |
| <p>1. CROSS-FUNCTIONAL INQUIRY</p> <p>College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.</p> <p>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p> | <p><input type="radio"/> College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.</p> | <p><input checked="" type="radio"/> Inquiry around guided pathways and/or student outcomes is happening in areas of the college (e.g., by department, division, learning community, special project, initiative), but it is in siloes.</p> <p>Some programs have examined local data, agreed that improvement is necessary, and are engaged in actionable research but action is limited to solutions within programs.</p> | <p><input type="radio"/> Inquiry is happening in cross- functional teams that include faculty, staff and administrators.</p> <p>Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s).</p> <p>Guided pathways are consistently a topic of discussion.</p> | <p><input type="radio"/> Inquiry is happening in cross-functional teams that include faculty, staff and administrators.</p> <p>Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings.</p> <p>Research on student success and equity are systematically included and focused on closing the equity gap(s).</p> <p>Guided Pathways are consistently a topic of discussion.</p> |
| Please respond to the following items (500 word maximum per item) | | | | |
| 1. Please briefly explain why you selected this rating. | | | | |

We have created a Senate GP task force with an effort to include a wide range of participants from all areas of the college (students, classified, faculty (full and Pt in various disciplines).

There have been several open events—retreats, keynotes, focused inquiry group meetings--related to guided pathways, with deep discussions but the efforts are not yet comprehensive.

2. Describe one or two accomplishments the college has achieved to date on this key element.

The GavData tool has been an excellent first step in showing the college a picture of our students and their success.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

We need more communication about data tools, professional learning opportunities.

Communication about pathways efforts has not been systematic, and the we face typical challenges associated with change—eg, initiative fatigue.

The college needs to broaden participation in the inquiry process, including students and part time faculty. Scheduling conflicts make it hard to have all participants at the table. Moreover, there are pockets of the campus community that are still not fully informed or have concerns

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

INQUIRY (1-3)

Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

| KEY ELEMENT | SCALE OF ADOPTION | | | |
|---|---|---|--|--|
| | Pre-Adoption | Early Adoption | Scaling in Progress | Full Scale |
| <p>2. SHARED METRICS</p> <p>College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes.</p> <p>Those benchmarks are shared across key initiatives.</p> | <p><input type="radio"/> College is currently not conducting or planning to conduct research on shared metrics that could be used by cross-functional teams to come to consensus on key issues.</p> | <p><input checked="" type="checkbox"/> Key benchmarks and progress on student data are used.</p> <p>Metrics are beginning to be aligned across initiatives.</p> | <p><input type="radio"/> College has defined metrics that are shared across its different initiatives.</p> <p>But, student data are not systematically or regularly tracked to inform progress across initiatives.</p> <p>Data for all metrics are not disaggregated and are not systematically and consistently examined with a focus on promoting equitable outcomes for students.</p> | <p><input type="radio"/> College uses shared metrics across the different initiatives to understand how student success has improved.</p> <p>College regularly revises and revisits college plans in response to those findings.</p> <p>Data for all metrics are disaggregated.</p> <p>Data for all metrics are disaggregated and systematically and consistently examined with a focus on promoting equitable outcomes for students.</p> <p>Campus stakeholders meet regularly to examine progress on benchmarks, discuss strategies for improvement, and revise plans as needed.</p> |

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Progress is tracked and data tools are available, but campus-wide there is limited understanding of our benchmarks and how to use data for program improvement.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Categorical programs and the CTE division track and report outcomes and benchmarks, although the comprehensive sharing of these data is limited.

GavData and tools have been developed and are helpful but not used widely enough by faculty, staff and students.

We have a dean of institutional research and access to reports.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

There is little understanding of how to use data tools and discuss benchmarks in relation to program improvement. Data discussions that do occur are in silos and are not required or directed. We need a direction and shared framework for understanding and using data for program improvement.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

INQUIRY (1-3)

Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

| KEY ELEMENT | SCALE OF ADOPTION | | | |
|--|---|--|--|---|
| | Pre-Adoption | Early Adoption | Scaling in Progress | Full Scale |
| <p>3. INTEGRATED PLANNING</p> <p>College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college’s main planning and resource allocation processes, leveraging existing initiatives and programs such as (but</p> | <p>College is currently not integrating or planning to integrate planning in the next few months.</p> | <p>X Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff.</p> <p>There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes.</p> | <p>O Some conversations have taken place, with all of the key constituency groups at the table.</p> <p>Consensus is building on main issues.</p> <p>Exploration of broad solutions to align different planning processes is still in progress.</p> <p>College governance bodies are routinely and</p> | <p>O College-wide conversations have taken place with all key constituency groups including: Instructional, counseling, and student support faculty and staff, administrators, and students.</p> <p>All stakeholders reach consensus or agree to move forward on main issues and have identified possible broad solutions.</p> |

| | | | | |
|---|--|---|---|---|
| <p>not limited to):</p> <ul style="list-style-type: none"> • Student Success and Support Program (SSSP) • Basic Skills Initiative/Basic Skills Student Outcomes and Transformation Program (BSI/BSSOT) • Equity Planning (Student Equity/SE) • Strong Workforce Program (SWF) | | <p>College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning.</p> | <p>formally apprised of opportunities to engage in integrated planning, and with the help of internal partners (i.e. Classified Senate and Academic Senate) are beginning to routinely inform and engage their constituents around integrated planning.</p> | <p>Research, evidence, student data and a Guided Pathways framework inform ongoing planning. Regular joint planning meetings revisit and revise existing plans and strategize about key overarching strategies across the main college initiatives.</p> |
| | | | | <p>Integrated plans and overarching strategic goals drive program improvement, resource allocation, as well as professional development using a Guided Pathways framework.</p> |
| | | | | <p>College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts.</p> |

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The college is starting to make dialogue about integration more common in various meetings across campus, including how the Equity Committee and other groups can support GP.

GP has been included as a goal in our strategic and integrated plans, but there have been no college-wide discussions about planning, implementation, and resource allocation.

2. Describe one or two accomplishments the college has achieved to date on this key element.

At retreats and events, cross-functional groups have begun to look at crosswalks of initiatives and funding as a beginning step for working on GP pillars.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Initiative fatigue.

Need to increase student involvement. The efforts still don't have everyone at the table.

Campus leadership needs to consistently convey the vision and set the tone, while providing adequate resources and structural support.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

The Guided Pathways Task Force should have representation from the business office and other groups ~~on our Task Force~~.

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

| KEY ELEMENT | SCALE OF ADOPTION | | | |
|-------------|-------------------|----------------|---------------------|------------|
| | Pre-Adoption | Early Adoption | Scaling in Progress | Full Scale |
| | | | | |

| | | | | |
|---|--|---|--|--|
| <p>4. INCLUSIVE DECISION-MAKING STRUCTURES</p> <p>College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.</p> <p>Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input.</p> <p>In addition, this plan strategically engages college governance bodies college-wide.</p> | <p>○ College currently has not organized or is planning to organize cross-functional teams or share governance committees that will inform and guide the Guided Pathways effort.</p> | <p>X Workgroups or teams have been created, but they are <i>not</i> yet inclusive of some key campus constituents: instructional, counseling, and student support faculty and staff, and administrators. The college plans to expand the teams through engaging governance structures and hosting broad, inclusive discussions and forums.</p> | <p>○ Cross-functional workgroups or teams (representing campus constituents) exist but there are no mechanisms yet identified for gathering and infusing college-wide input (including student voice) into the workgroup decision making policies and processes.</p> | <p>○ Cross-functional workgroups or teams who steer the Guided Pathways design process utilize explicit and agreed upon processes for gathering college-wide input (including student voice).</p> <p>Cross-functional teams are in communication and collaboration with college governance bodies.</p> |
|---|--|---|--|--|

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Early GP efforts have provided opportunities for cross-functional teams to learn and begin planning the “four pillars,” including collaborations between counseling and instructional faculty, staff, students, and administration. We are headed in the right direction and need to keep the

momentum, with broader communication and participation across the board, as well as a clear decision-making process and development of work teams. We need cross-campus leadership and a clear planning structure and schedule. Pathways planning to date has not been incorporated into institutional planning and budgeting.

2. Describe one or two accomplishments the college has achieved to date on this key element.

GP is in the early phases of development and a task force has been formed. Some campus education and engagement has occurred. Some support for pathways exploration and planning has been provided by grants, special funding, and Equity.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Programs are still siloed in academic and student services "houses."

Efforts to include students at a significant levels in early GP efforts have been lacking.

The Task Force needs broader and more effective campus communication and engagement.

The Task Force needs to find ways to encourage broader participation and new voices in our planning processes, providing time and financial support for participation in GP work groups.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

We recognize the need to engage students in this work in order to determine what they need in their educational pathways.

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

| KEY ELEMENT | SCALE OF ADOPTION | | | |
|---|---|--|--|--|
| | Pre-Adoption | Early Adoption | Scaling in Progress | Full Scale |
| <p>5. INTERSEGMENTAL ALIGNMENT <i>(Clarify the Path)</i></p> <p>College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.</p> | <p>○ College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.</p> | <p>X Coordination between high school feeder district(s), four-year institutions, and industry partners have been established, but the partnerships are not strong and/or consistent across the college.</p> | <p>Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, and some partnerships are stronger than others, with some pipeline alignment from each partner established.</p> | <p>○ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, with strong partnerships and pipeline alignments across the various partners.</p> |

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

CTE, MESA, and Student Services have strong partnerships in this area, but this is an area for growth for the rest of the campus. The Basic Skills Initiative is also connecting with area high schools. We have strong partnerships with regional 4-year universities and offer campus visits for students.

2. Describe one or two accomplishments the college has achieved to date on this key element.

CTE, Adult Education and Community Education have mapped programs with their industry and K-12 partners, and an outreach plan has been developed. Each CTE program has an advisory group of industry partners, and new programs are being developed based on industry needs. The Transfer Center has events informing students about our 4-year colleges. STEM offers a summer bridge program and internships with

regional partners. Science Alive brings youth from the region to the campus for a day-long event. Student Services has strengthened the onboarding process and provides more enrollment support for entering high school students.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
The college does not systematically provide information to students about campus programs.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

Students report that at the high school level they receive little positive information about opportunities at Gavilan.

| DESIGN (4-8) | | | | |
|--|---|--|---|--|
| Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways. | | | | |
| KEY ELEMENT | SCALE OF ADOPTION | | | |
| | Pre-Adoption | Early Adoption | Scaling in Progress | Full Scale |
| <p>6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES</p> <p><i>(Help Students Choose and Enter a Pathway)</i></p> <p>College has structures in place to scale major and career exploration early on in a student's college experience.</p> | <p>College is currently not implementing or planning to implement structures to scale students' early major and career exploration.</p> | <p>X Discussions are happening about ways to cluster programs of study into broad interest areas.</p> | <p><input type="radio"/> Programs of study have been clustered into broad interest areas (such as meta-majors or interest areas) that share competencies.</p> <p>College has not yet implemented meta-majors/interest areas.</p> <p>College has not yet created</p> | <p><input type="radio"/> Programs of study have been clustered into broad interest areas (meta-majors) that share competencies.</p> <p>Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are designed to help</p> |

| | | | | |
|--|--|--|---|---|
| | | | <p>foundation courses, gateway courses or other scalable mechanisms for major and career exploration.</p> | <p>students choose a major early on.</p> <p>Cross-functional teams including instructional, counseling, and student support faculty and staff from different departments and divisions collaborate on clustering programs. Student input is systematically included into the process.</p> |
|--|--|--|---|---|

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

We are only in early discussions without articulated plans to do this across the board. We lack structure for guided career exploration, but some programs provide career exploration through internships and service learning. Our Career Transfer Center and website offers tools, and career exploration is integrated in orientation. Some majors, especially CTE and Kinesiology, have explicit career information in entry-level courses.

2. Describe one or two accomplishments the college has achieved to date on this key element.

We have begun working at department level on how this area would be addressed within "clusters."
MESA internships and other campus internship programs provide some career exploration.

The Career Transfer Center provides career and transfer events. Some departments, including English, STEM, and CTE bring professionals in the field to speak to students. Student Services offers Eureka, a career-assessment program, and Guidance 1: Career Exploration. Some departments offer introductory courses with career information, especially in KIN and CTE.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Without clear major or program-maps, students may not have access to courses early in their college experience (even within CTE) that provide some career exploration. Many departments/divisions do not have career information embedded in first-year courses for majors nor do they have career information on their websites. We lack a full-time engineering instructor and do not offer Engineering 10, exploration of engineering careers.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

Students report that they would like hands-on experiences to explore careers.

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

| KEY ELEMENT | SCALE OF ADOPTION | | | |
|---|--|---|--|--|
| | Pre-Adoption | Early Adoption | Scaling in Progress | Full Scale |
| <p>7. IMPROVED BASIC SKILLS</p> <p><i>(Help Students Choose and Enter a Pathway; Ensure Students are Learning)</i></p> <p>College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English, including, but not limited to:</p> <ul style="list-style-type: none"> • The use of high school performance for placement (i.e. cumulative GPA, course grades, non-cognitive measures) for placement • Co-requisite remediation or shortening of developmental | <p><input type="radio"/> College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework.</p> | <p><input checked="" type="radio"/> College is currently piloting one or more of the evidence-based strategies listed in the “key element” description to increase access to and success in college and/or transfer-level English and math courses.</p> | <p><input type="radio"/> College has scaled one or more instance of the evidence-based strategies listed under “key element,” but others are still in the pilot stage.</p> | <p><input type="radio"/> College has scaled relevant evidence-based strategies and has attained large improvements in the number of students that pass college and/or transfer-level English and math courses within a year of enrollment regardless of initial placement level.</p> |

| | | | | |
|---|--|--|--|--|
| <p>sequence</p> <ul style="list-style-type: none"> Curricular innovations including creation of math pathways to align with students' field of study. | | | | |
| <p>Please respond to the following items (500 word maximum per item)</p> <p>1. Please briefly explain why you selected this rating. We lack comprehensive planning for integrated academic and student support for basic skills students; however, we provide accelerated math and English courses with some academic and student services support.</p> <p>2. Describe one or two accomplishments the college has achieved to date on this key element. English and math are piloting multiple measures to allow more students to start at transfer level. English and math have been successfully implementing accelerated courses for several years. Rich data is available through Gav Data and GIDS, and we need to scale up use to apply to program improvements. ESL and non-credit pathways have been developed.</p> <p>2. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. Placement issues are still putting some students too low in the developmental ed pipeline, so we need to complete implementation of multiple measures. The college is just beginning to learn about co-requisite models for English and math and will need professional learning. Professional learning for best practices in accelerated math and English needs to be developed and supported across the board. Access to basic skills math and English courses have been limited, including limited sections of accelerated courses, so some students have had to put off taking these critical gateway courses. The college needs to develop a sustainable, integrated model of learning assistance. We need more widespread use of data to address low-levels of student success.</p> <p>3. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above? The college should be using CalPASS as a part of the conversations about student success.</p> | | | | |

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

| KEY ELEMENT | SCALE OF ADOPTION | | | |
|--|---|--|---|---|
| | Pre-Adoption | Early Adoption | Scaling in Progress | Full Scale |
| <p>8. CLEAR PROGRAM REQUIREMENTS</p> <p><i>(Clarify the Path)</i></p> <p>College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course</p> | <p>○ College is currently not providing or planning to provide clear program requirements for students.</p> | <p>✗ Some programs have worked to clarify course sequences, but teams do not represent multiple-disciplines and functions. A few course offerings and schedules are designed to meet student demand.</p> | <p>○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences.</p> <p>Some course offerings and schedules are</p> | <p>○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences.</p> <p>Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences.</p> |

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|--|--|--|---|---|
| <p>schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand.</p> <p>In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).</p> | | <p>Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.</p> | <p>designed to meet student demand and offered at times and in a manner that enable students to complete their programs of study in a timely fashion.</p> | <p>Teams create default program maps and milestones for program completion/transfer, so that students can easily see how close they are to completion.</p> <p>Course offerings and schedules are designed to meet student demand and are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.</p> |
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
Distance Education is not maximized, and we lack predictable schedules. The college is not uniformly backwards-designing to SLOS. However, improvements in student services and some specialized counseling (by area) have provided more information to students about program requirements. The college has begun early discussions on scheduling improvements with department chairs and program-mapping in some areas. Some areas, including STEM and CTE, are developed clear program requirements.
2. Describe one or two accomplishments the college has achieved to date on this key element.
Degree works allows students to see their program plan. Changes have been made in counseling that have improved student access, including specialized counseling in specific departments. CTE has some well-mapped pathways.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
The complexity of scheduling and developing a 2-year plan is a challenge and requires cross-functional teams to provide multiple perspectives. In most cases, students have limited opportunities to develop their educational plans. Students aren't familiar with the catalog and end up

taking courses they aren't do not need or are not interested in. With low enrollment, we face the threat of eliminating courses which we deem appropriate for our students or have been built into their ed plans.

We need to continue with website redesign and include clear program requirements. We need to insure our catalog is accurate and updated regularly.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

The college needs better marketing of flow diagrams and sample pathways for students. Students would like to know which courses are offered spring/fall and over a 2-year timeline.

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

| KEY ELEMENT | SCALE OF ADOPTION | | | |
|--|--|---|---|--|
| | Pre-Adoption | Early Adoption | Scaling in Progress | Full Scale |
| <p>9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS</p> <p><i>(Help Students Stay on the Path)</i></p> <p>College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.</p> | <p>○ College is currently not implementing or planning to implement proactive and integrated student supports.</p> | <p>X The college has begun conversations about increased coordination and collaboration between student support service, instruction, and academic support.</p> <p>Processes and tools are in place to monitor student progress and provide timely support; but are only used by a few staff and/or departments and are not used consistently.</p> <p>There are few and/or irregular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and</p> | <p>○ Collaboration between the instructional and support services occurs in specific programs.</p> <p>Processes and tools are in place to monitor student progress and provide timely support; and are used by most staff and/or departments, but may not be used consistently.</p> <p>There are some structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.</p> | <p>○ The college has been able to scale ways in which proactive supports are provided to most students. The college is able to track in which program each student is, and how far away students are to completion.</p> <p>Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study.</p> <p>There are several regular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.</p> |

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| | | discuss ideas, the challenges students face, and ways to improve coordination and support services. | | |
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Some learning assistance and student service support is provided, but these are not comprehensive or well-integrated across the board.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Academic support services have been collaborating to leverage support for training and marketing. The Learning Commons has been developed as a flexible space for innovation. Other tutoring and student support services are strong. STEM and English have supplemental instruction. The Math Lab and STEM Center are integrated with curriculum.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

More support for students in the academic domain should be provided.
 There isn't enough awareness on campus of the services available to students.
 Students need more incentives to participate in orientation.
 Without integration of learning assistance, faculty in isolation have to seek out support for students.
 Academic and student support services are fragmented, including marketing and outreach for each program, making it difficult to for students and faculty/staff to learn about all the supports available.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

Some academic support is provided but not well-integrated and faculty don't know whether students are receiving support.
 A new California completion grant may promote guided pathways as students who follow educational plans and complete 15 units receive financial incentives.

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

| KEY ELEMENT | SCALE OF ADOPTION | | | |
|---|--|---|--|--|
| | Pre-Adoption | Early Adoption | Scaling in Progress | Full Scale |
| <p>10. INTEGRATED TECHNOLOGY INFRASTRUCTURE</p> <p><i>(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)</i></p> <p>College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways including:</p> <ul style="list-style-type: none"> • Link student demand to scheduling • Ability for students to monitor schedule and progress (e.g., Degree Audit) • System for counselors and faculty to monitor students' progress (e.g., Starfish, early | <p>College currently does not have or plan to build an integrated technology infrastructure.</p> | <p>X The college has in place technology tools to support academic planning and counseling, but these tools are not used consistently and/or do not provide timely planning, support, and tracking capabilities.</p> | <p><input type="radio"/> The college has in place technology tools that enable students, counselors, and faculty to track student progress through a defined pathway and provide some timely planning, support, and tracking capabilities.</p> | <p><input type="radio"/> The college has in place technology tools to support planning, implementation and ongoing assessment of guided pathways, including: academic planning; placement; advising; tracking; completion outcomes: career counseling, including employment and salary information; and transfer and bachelor's degree attainment data.</p> <p>College has the capacity to manage and connect course scheduling with student needs and default schedules. The technology infrastructure supports integrated reporting, auditing, and planning processes.</p> |

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| <p>alert system, etc.)</p> <ul style="list-style-type: none"> • Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other) • Others | | | | |
| <p>Please respond to the following items (500 word maximum per item)</p> <ol style="list-style-type: none"> 1. Please briefly explain why you selected this rating. <p>The college has tools such as SARS and Degree-works providing the infrastructure to plan of schedules and mark student milestones, but these aren't systematically used. Ed plans should be used to project scheduling demands. The college needs more focus on local workforce trends.</p> 2. Describe one or two accomplishments the college has achieved to date on this key element. <p>CTE provides some information on the website and in counseling about employment opportunities and demands. An initial scheduling retreat with department chairs was held to discuss shared scheduling goals.</p> 3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. <p>The big picture is lacking. Technology systems are coming on board with lack of overall planning and communication strategies.</p> 4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above? | | | | |

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

| KEY ELEMENT | SCALE OF ADOPTION | | | |
|---|--|---|--|---|
| | Pre-Adoption | Early Adoption | Scaling in Progress | Full Scale |
| <p>11. STRATEGIC PROFESSIONAL DEVELOPMENT</p> <p><i>(Help Students Stay on the Path; Ensure Students are Learning)</i></p> <p>Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college’s strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.</p> | <p>○ College is currently not offering or planning to offer professional development (PD) opportunities aligned with needs and priorities identified in integrated plans, program review, and other intentional processes.</p> | <p>✕ Professional development is provided to faculty, staff and administrators but the development and offerings of PD is not aligned with the college’s strategic goals identified in an integrated planning process, or there are gaps in systematically identifying and meeting those goals.</p> | <p>○ Some but not all PD opportunities are developed to intentionally support the college’s strategic goals identified as part of an integrated planning process.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> • Using learning outcomes assessment results to support/improve teaching and learning. • Providing updated information across the college to enable faculty and | <p>○ PD opportunities are available for staff, faculty and administrators and are strategically developed to meet the college’s overarching goals, shared across initiatives. Assessment of learning outcomes and other data driven processes are continuously used to identify the areas of greatest need for PD to help the college meet its overarching strategic goals.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> • Using learning outcomes assessment results to support/improve |

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| | | | <p>staff to refer students to academic and non-academic supports and services as necessary.</p> <ul style="list-style-type: none"> • Improvements in those college processes directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. | <p>teaching and learning</p> <ul style="list-style-type: none"> • Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary. • Improvements in those college processes directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. • Continued broad engagement in cross-functional decision-making. • Regular and consistent training on the use of technology to support academic programs and student services. |
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Please respond to the following items (500 word maximum per item)

5. Please briefly explain why you selected this rating.

The college has pockets of strong professional learning, such as our distance education learning cohorts, and we have had an active professional learning focused inquiry group (FIG) and summer institute for guided pathways. However, overall, we lack a systematic, comprehensive, resourced plan for professional learning. In addition, professional learning efforts are fragmented and has not yet been well integrated with pathways planning.

6. Describe one or two accomplishments the college has achieved to date on this key element.

The TLC (teaching and Learning Center) offers support in distance ed, but lacks funding and resources for broader efforts. Conference attendance is supported to some extent.

7. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

We lack opportunities to share what we learned. Many faculty and staff don't find professional development day meaningful or engaging. Part-time faculty are not supported to participate in PL or department meetings. Faculty are already stretched and have little time for professional learning during the semester. We need more focused choices and incentives for participation.

8. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

Professional learning is important. Recommendation: have a centralized and supported center for teaching and learning.

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

| KEY ELEMENT | SCALE OF ADOPTION | | | |
|--|--|--|---|---|
| | Pre-Adoption | Early Adoption | Scaling in Progress | Full Scale |
| <p>12. ALIGNED LEARNING OUTCOMES</p> <p><i>(Ensure Students are Learning)</i></p> <p>Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.</p> | <p>○ College is currently not aligning or planning to align learning outcomes.</p> | <p>✗ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) have been developed, but they are not systematically reviewed to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are not linked with professional development or changes to the course or program content.</p> | <p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are reviewed and revised for some outcomes to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessment are not consistently linked with professional development or changes to the course or program content.</p> | <p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are regularly reviewed and revised to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content.</p> |

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Some areas are systematically assessing their PLOs, but to the colleges needs to make progress for this effort meaningful and comprehensive. CTE and kinesiology are mapping outcomes to career areas, but this isn't happening in liberal arts.

2. Describe one or two accomplishments the college has achieved to date on this key element.

The college is revising its institutional learning outcomes. CTE, kinesiology, and student services have aligned programs with career requirements.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

The college needs to support part-time faculty to develop and assess LOs.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

| KEY ELEMENT | SCALE OF ADOPTION | | | |
|---|---|---|---|--|
| | Pre-Adoption | Early Adoption | Scaling in Progress | Full Scale |
| <p>13. ASSESSING AND DOCUMENTING LEARNING</p> <p><i>(Ensure Students are Learning)</i></p> <p>The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty.</p> <p>Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of</p> | <p><input type="radio"/> College is currently not assessing and documenting or planning to assess and document individual student's learning.</p> | <p><input checked="" type="radio"/> Attainment of learning outcomes are not consistently tracked or made available to students and faculty.</p> <p>Only a few programs examine and use learning outcomes results to improve the effectiveness of instruction.</p> | <p><input type="radio"/> Attainment of learning outcomes tracked or made available to students and faculty for most programs.</p> <p>Most programs examine and use learning outcomes results to improve the effectiveness of instruction.</p> | <p><input type="radio"/> Attainment of learning outcomes tracked or made available to students and faculty for most programs.</p> <p>All programs examine and use learning outcomes results to improve the effectiveness of instruction.</p> |

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| <p>learning outcomes assessment to improve the effectiveness of instruction in their programs.</p> | | | | |
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
SLOs and PLOs are developed, and in some programs and departments are being used to improve teaching and learning. We have hired an SLO coordinator who is helping with this and with the reporting mechanism. Results need to be made more accessible to all campus constituents, including students.
2. Describe one or two accomplishments the college has achieved to date on this key element.
The college is currently updating our ILOs.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
The college needs to more clearly align course and programs to learning outcomes. More professional learning is needed about the cycle of assessment so faculty can assess and use the data for improvements.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

| KEY ELEMENT | SCALE OF ADOPTION | | | |
|--|---|---|--|--|
| | Pre-Adoption | Early Adoption | Scaling in Progress | Full Scale |
| <p>14. APPLIED LEARNING OPPORTUNITIES</p> <p><i>(Ensure Students are Learning)</i></p> <p>Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.</p> | <p><input type="radio"/> College is currently not offering or planning to offer applied learning opportunities.</p> | <p><input checked="" type="radio"/> A small proportion of courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, cooperative education (co-op), clinical placements, service learning, study abroad, etc.</p> | <p><input type="radio"/> Some courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, co-ops, clinical placements, service learning, study abroad, etc. Opportunities have been coordinated strategically within and/or amongst programs.</p> | <p><input type="radio"/> Students across most or all disciplines and degree areas have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, service learning, study abroad, and other active learning activities that program faculty intentionally embed into courses and programs.</p> |
| <p>Please respond to the following items (500 word maximum per item)</p> | | | | |

1. Please briefly explain why you selected this rating.

The college has strong models for applied learning, especially in CTE and Service Learning, but these types of opportunities need to be more comprehensive and made available at strategic points in students' college experience.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Service Learning training is provided to faculty, and there are opportunities to participate in civic engagement activities, such as One Book. Applied learning opportunities available in cooperative work experience, service learning, strong workforce, and internship classes in CTE, KIN, and STEM

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Applied learning opportunities are not systematic or built into program plans. There are few study abroad programs.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

ADDITIONAL QUESTIONS (500 word maximum per item)

1. Based on the Self-Assessment above, what do you think best describes your college's guided pathways work overall?

- Pre-Adoption
- Early Adoption
- Scaling in Progress
- Full Scale

Please briefly explain why you selected this rating:

The campus has engaged in learning about guided pathways principles and engaged in cross-functional discussions of data and best practices. All sectors of the college have been invited to participate in the new GP Task Force and contribute to planning efforts; however, broad participation and integration of GP efforts into institutional planning and budgeting have not yet occurred. The college has begun to identify components of GP already in place, as well as areas for further development, such as program-mapping.

2. What kinds of support would be most helpful to you as your campus begins or continues its work on guided pathways? Are there resources or supports that would most help your college progress on any particular element? Please describe:

Having opportunities to attend regional conferences on pathways planning, best practices, and leadership development would be useful. Developing regional partnerships with other campuses to share resources as well as challenges of doing pathways work could be a good way to leverage support. Some of our questions include: How are colleges using integrated planning to align resources and initiatives to strengthen or develop pathways components? Redesign is a big investment: how are colleges funding this work and providing time for administrators, faculty, and staff to participate in this effort?

3. Comment (optional): Please share any guided pathways practices or processes that were particularly successful for your college.

The noncredit division has developed a well-defined pathway for its ESL students complete with a pathway map. Student and academic support is integrated with instruction. Student transitions have increased.

4. Comment (optional): Are there any questions, comments and/or concerns or additional information that you want to provide that has not been addressed sufficiently in this tool?

Guided Pathways Award Program Self-Assessment Signature Page

In submitting this document to the Chancellor's Office, and by our signatures, we the undersigned certify the information outlined in our Guided Pathways Award Program Self-Assessment was informed by input and agreement among a cross-functional team that spans the constituencies of the college. With submission of this document, we indicate our commitment to adopt a guided pathways framework.

Name of college

Self-Assessment Signatories

| | | |
|---|-----------------------|----------------------|
| _____ Signature, President of the Governing Board | _____ Printed Name | _____ Date signed |
| _____ Signature, Chief Executive Officer/President | _____ Printed Name | _____ Date signed |
| _____ Signature, Academic Senate President | _____ Printed Name | _____ Date signed |
| _____ Signature, Chief Instructional Officer | _____ Printed Name | _____ Date signed |
| _____ Signature, Chief Student Services Officer | _____ Printed Name | _____ Date signed |

Please print, complete and mail this page to:
California Community Colleges Chancellor's Office
Attention: Mia Keeley
1102 Q Street
Sacramento, CA 95811

In lieu of mailing, a scanned copy may be emailed to: COGuidedPathways@cccco.edu

Gavilan Joint Community College District Governing Board Agenda

December 12, 2017

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

Administrative Services

III.2(f)

SUBJECT: FY 2016 - 2017 Foundation Audit Report

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:

That the Board of Trustees accept the FY 2016 - 2017 Foundation Audit Report.

Background:

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

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

It is the opinion of our auditors that the financial statements "present fairly, in all material respects, the financial position of the Foundation as of June 30, 2017, and the change in net assets and its cash flows for the year then ended, in accordance with accounting principles generally accepted in the United States of America".

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

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

Budgetary Implications:

This report satisfies Federal and State reporting requirements

Follow Up/Outcome:

No further action is required.

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

Prepared By: Wade W. Ellis, CPA
Wade W. Ellis, CPA – Associate Vice President, Business Services & Security

Agenda Approval: Kathleen A. Rose
Dr. Kathleen A. Rose, Superintendent/President