STANDARD III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and instructional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Standard III. A. Human Resources

Standard III.A.1

> The institution assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence for Standard II.A.1

The District maintains accurate job descriptions and annually evaluates employees' performance. The District conducted a position classification study in 2017 to ensure that job descriptions matched the work completed by employees. In addition, a compensation study of the organization was conducted (III.A-1 Classification Study results and III.A-2 Salary Schedule).

- ● Policies and Procedures

The hiring of new faculty and staff is governed by: Title 5 regulations, The California Education Code, District Board policies, and the California Community Colleges Chancellor's Office's most recent standards (III.A-3 Ed Code 70901.2; III.A-4 Ed Code 70902(b)(7)&(d); III.A-5 Ed Code 87100 et seq; III.A-6 Ed Code 87458; III.A-7 Title 5 Section 53000; and III.A-8 Academic Senate for CCC Handbook). Additionally, board approved policies and procedures related to employment are posted in chapters 3 and 7 of the Gavilan College Board Policies and Procedures webpage (III.A-9). They are as follows:

FIGURE XXX - Human Resources Policies and Procedures

General	AP 7110 Delegation of Authority, Human Resources BP 7120 Recruitment and Hiring AP 7120 Recruitment and Hiring AP 7125 Verification of Eligibility for Employment
Faculty	BP 7210 Academic Employees AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalences AP 7212 Temporary Faculty AP 7215 Academic Employees: Probationary Contract Faculty
Classified	BP 7230 Classified Employees BP 7240 Confidential Employees AP 7240 Confidential Employees

Administrative	BP 7250 Educational Administrators BP 7260 Classified Supervisors and Managers
Equal Employment Opportunity	BP 3420 Equal Employment Opportunity AP 3420 Equal Employment Opportunity

➤ Faculty: Part-Time and Full-Time

Faculty job requirements are specified by the Academic Senate for California Community Colleges in the Minimum Qualifications for Faculty and Administration in California Community Colleges (III.A-8). These minimum standards and qualifications must be met and verified by each candidate's college coursework and transcripts or the candidate must successfully complete the college's equivalency process. In addition to the mandated minimum qualifications, faculty job announcements contain "desirable qualities" that are specific to the academic discipline and the direction of the department (III.A-10, Full Time Physics/ Engineer Job Announcement). The Academic Senate, through a collaborative process, may add other requirements in order to meet the institution's programmatic needs.

A complete listing of the educational backgrounds of full-time faculty is located in the Gavilan College 2017-2019 Catalog (III.A-11, 2017-19 College Catalog, pp 254-257). Part-time faculty must meet the minimum standards and qualifications established for the discipline they are hired to teach. Prior to being hired, faculty candidates must verify their degrees by providing sealed official transcripts from their accredited institutions. Degrees from institutions outside the United States must be verified by a certified verification and equivalency agency.

The faculty hiring procedures were developed in collaboration with the Academic Senate to ensure that the highest caliber of faculty are attracted to the College and subsequently hired (III.A-12 Full Time Faculty hiring procedures). Faculty screening committees can have up to five faculty members in addition to an administrator, representatives from the classified staff, and the student body. The chair of a faculty screening committee must be the faculty department chair in which the vacancy exists. Typically, the screening committee recommends three finalists to the superintendent/president. The final recommendation for hire is made by president and presented to the Board of Trustees for final approval.

Full-time faculty are hired by using the current Full-time Faculty Two Year Hiring Plan (III.A-13). This plan was created in collaboration with all the faculty department chairs and administration. The plan takes into account the current needs of the College and is examined and amended annually by the administration and department chairs, based upon retirements and other programmatic concerns of the College (III.A-14).

The Human Resources Department (HRD) verifies that applicants meet minimum qualifications. The screening committee then determines the process to be used to identify the best-qualified

candidate. The hiring procedures are outlined in the Full-Time Faculty Hiring Procedures (III.A-12, Full Time Faculty Hiring Procedures). Once a candidate has successfully completed all phases of screening, the HRD conducts a reference check to validate qualifications and past performance in the field (III.A-15).

Faculty are required to meet the minimum qualifications outline for the position. Individuals that do not meet the degree requirement may submit an application along with appropriate documentation to be reviewed by the Equivalency Committee. Degrees held by full-time faculty are published in the Gavilan College catalog for review (III.A-11,2017-19 College Catalog, pp 254-257). Most Gavilan College faculty members hold master's degrees.

➤ Part-time Faculty

Part-time faculty are selected for hire by the Dean of the particular discipline with the assistance of the Department Chair and the Human Resources Department (HRD). There is a written procedure for the recruitment process which includes the responsibilities of each party (III.A-16, part time faculty hiring procedure). The HRD advertises for the open positions prior to each academic semester and the deans and department chairs screen applications and interview candidates. The selection is made by the dean and department chair and the candidate is placed at the appropriate salary range based on qualifications. Candidates for both full-time and part-time faculty positions must possess minimum qualifications required by the state for the particular classification or establish equivalency to be considered for a position at Gavilan College. The HRD verifies that applicants meet minimum qualifications. The screening committee then determines the process to be used to identify the best-qualified candidate.

➤ Management

All administrators possess undergraduate and graduate degrees. Administrators are also members of professional organizations that provide on-going development and networking opportunities. Gavilan College has 23 administrators/managers and eight confidential employees.

The recruiting and hiring process/procedures are outlined in the Administrative Recruiting and Hiring Procedures (III.A-17 Administrative Recruiting and Hiring Procedures). When hiring administrators, the screening committee consists of representatives from administration, faculty, classified staff, the student body, as well as a community representative. When hiring at the executive level Vice President and Superintendent/ President, members of the Board of Trustees also serve as committee members.

➤ Classified

Hiring procedures for classified personnel follow the same process as hiring for supervisors and confidential staff. Representatives from each constituent group participate as members of a screening committee. Each committee includes the supervisor of the current opening, and representatives from administration, management, faculty, classified employees, and the associated student body. The College hiring procedures for permanent employee types were

reviewed and recommended through the College's shared governance process. The Board of Trustees adopted the procedures ([III.A-18, Classified, Supervisory & Confidential Recruitment and Hiring Procedures](#)).

> ➤ **Relation to institutional mission and goals**

The District's mission informs the educational master plan, which informs the hiring plans, and ultimately informs job descriptions and hiring procedures. The mission statement is: "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." ([III.A-19, About Gavilan Website](#))

There are safeguards in place to assure that hiring procedures are consistently applied. Screening committees formed for the purpose of screening participate in an orientation to review the actual hiring procedures, rules of engagement, importance of confidentiality, proper methods for evaluating applications, interview questions, etc. ([III.A-20 Classified Recruitment Orientation](#), and [III.A-21 Faculty Recruitment Orientation](#)). Questions are developed and agreed upon by the committee. In order to maintain fairness and consistency, the same questions are used to interview each applicant. In addition, the Associate Vice President of Human Resources and Labor Relations acts as the Equal Employment Officer to ensure District compliance with the laws, regulations, and policies that prohibit discrimination. For example, every interview includes a diversity question ([III.A-22 Recent Diversity Hiring Question](#)).

Analysis and Evaluation Standard III.A.1

Gavilan College meets Standard III.A.1. The District's hiring processes for academic managers and faculty follow the criteria for qualifications based on the Minimum Qualifications for Faculty and Administrators in California Community Colleges. Job descriptions reflect the District's mission and accurately state position duties and responsibilities. These steps have ensured that the institution hires qualified personnel. Most of Gavilan College's faculty members hold master's or doctoral degrees. Professional development activities continue to be offered to support and strengthen employee skills and integrate them into the institution.

Standard III.A.I Evidence

Standard III.A.2

> Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.

Evidence for Standard III.A.2

Each Gavilan College faculty member must meet the minimum qualifications outlined by the Academic Senate for California Community Colleges in the Minimum Qualifications for Faculty and Administration in California Community Colleges standards that are routinely updated and published by the California Community Colleges Chancellor's Office (III.A-8) This information is clearly stated on the Human Resources website under Employment Opportunities for Full-Time Instructors (III.A-23) and Part-Time and Substitute (III.A-24).

Alternatively, faculty members must possess the appropriate credentials or meet equivalency standards as set by Board policy (AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies) and in accordance with statute in the California Education Code (III.A-25). These requirements also apply to temporary credit/non-credit faculty. The appropriate professional and academic work for vocational instructional assignments must be completed to meet minimum qualifications.

Applicants that do not possess the exact required degree listed in the job announcement, are reviewed by the equivalency committee (III.A-26). The equivalency committee is composed of an administrator, an academic counselor, and three faculty members (III.A-27).

The District's mission informs the educational master plan, which informs the hiring plans, and ultimately informs job descriptions and hiring process. Faculty candidates are thoroughly reviewed by the College's screening committees. Using agreed upon criteria, the screening committee evaluates each candidate's experience and education (III.A-12 and III.A-28). The most qualified candidates are then interviewed to allow the screening committee to access each candidate's strengths as an instructor. Candidates may be required to present a teaching demonstration. Interviews also allow the screening committee to gain a deeper understanding of each candidate's commitment to diversity and knowledge in specific disciplines.

Most Gavilan College faculty members hold master's or doctorate degrees. A list of educational backgrounds for all academic administrators and full-faculty are listed in the Gavilan College catalog (III.A-11).

Job announcements articulate faculty roles, responsibilities, and essential functions, which include developing and reviewing curriculum and assessment of learning (III.A-29 and III.A-24).

Analysis and Evaluation for Standard III.A.2

Gavilan College meets Standard III.A.2. As of fall 2017, the College employed 83 full-time faculty members and 225 adjunct faculty members (100.5 Full Time Equivalent). Most of the full-time faculty members hold graduate degrees. All faculty members have demonstrated that they possess the required degrees, credentials, experience, skills, scholarly activities and can contribute to the College's values and mission.

Standard III.A.3

> Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence for Standard III.A.3

The District's mission informs the educational master plan, which informs the hiring plans, and ultimately informs job descriptions and hiring process. The administrative positions are reviewed by Cabinet before they are posted.

Using approved job descriptions, job announcements are created. Job announcements clearly indicate minimum qualifications, including knowledge, abilities, skills, education and experience. Depending on the particular needs of the College, desirable qualifications are created in order to help the College achieve its goals, priorities, as well as, to improve departmental and program effectiveness.

The Human Resources Department personnel use the stated minimum qualifications on the job announcement to screen applications. After the initial screening, the applications that met the minimum qualifications are then carefully reviewed by a screening committee of other administrators, faculty, staff, and students. The screening committee individually reviews each candidate's credentials, education, experience, multi-cultural sensitivity, and desirable qualifications (III.A-28). To ensure that the most qualified candidate is hired for the position, the screening committee develops specific interview questions designed to determine a candidate's skills and ability to perform the required duties of the position.

The College catalog lists the degrees held by academic administrators (III.A-11). In addition to their educational backgrounds, administrators receive on-going training by attending conferences and participating in professional organizations.

Analysis and Evaluation for Standard III.A.3

Gavilan College meets Standard III.A.3.

Standard III.A.4

> Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence for Standard III.A.4

Gavilan College adheres to Title 5 §53406, which requires that all degrees and units used to satisfy minimum qualifications must be from United States accredited institutions (III.A-30). This information is clearly stated on the Human Resources website under Employment Opportunities for Administrative (III.A-31), Full-Time Instructors (III.A-23), and Part-Time and Substitute (III.A-24).

Unofficial transcripts that indicate the required degree has been conferred, displays coursework taken, and states final grades, are accepted with the application materials. However, official transcripts are required upon formal employment offer.

The Human Resources Department stores unofficial/official transcripts and equivalency evaluations in the respective employee's personnel file. As can be seen in the Gavilan College catalog, all academic administrators and full-time faculty employees meet the minimum qualifications (III.A-11).

In order to determine the accreditation of an institution, the institution is researched through the proper accrediting agencies. Degrees from institutions outside the United States must be verified by a certified verification and equivalency agency.

Analysis and Evaluation for Standard III.A.4

Gavilan College meets Standard III.A.4. The Human Resources Department verifies that degrees from qualified personnel were received from a United States accredited institution, or from an equivalent foreign institution. It is required that faculty and management applicants submit educational transcripts and other related qualification documents, such as certificates and licenses.

Standard III.A.5

> The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence for Standard III.A.5

Gavilan College has distinct evaluation processes for faculty, administrative, classified and confidential staff, all of which follow regular and systematic procedures and timelines as outlined in board policies and collective bargaining agreements (III.A-32 and III.A-33). Evaluations document successes and encourage improvement in the performance of duties.

> ➤ **Faculty: Full-time and Part-time**

Faculty members are evaluated in accordance with the process outlined in the Gavilan College Faculty Association (GCFA) contract, Article 19 (III.A-33). The evaluation of all faculty members involve four parts: self-evaluation, peer evaluation, administrative evaluation, and student evaluation (III.A-34, III.A-35, III.A-36, III.A-37, III.A.-38, and III.A-33). Full-time non-tenured faculty are evaluated at least once a year for the first four years until they receive tenure. Full-time tenured faculty members are evaluated every three years as cited in Ed Code 87663(a). (III.A-39). Part-time faculty are evaluated their first semester, followed by two more times in the next 5 semesters, and at least one time every six semesters thereafter. The first semester classroom observation is done solely by the supervising administrator and, if the part-time faculty member chooses, there is a peer evaluator also involved. In addition, there are student evaluations and a self-evaluation. All following evaluations in later semesters are done by students, self-evaluation, a peer, if the part-time faculty member chooses, and a Trained Faculty Observer (TFO). If the TFO deems further classroom visits are necessary, the supervising administrator will do a follow-up class visit. In either case, the supervising administrator and the faculty member meet to sign off on the final evaluation document (III.A-33, III.A-34, III.A-35, III.A-36, III.A-37, and III.A-38).

> ➤ **Self-Evaluation by Faculty**

All faculty complete the appropriate Self-Evaluation Form (III.A-34). Faculty members are expected to provide evidence of professional competence and teaching effectiveness. The general criteria that is used in the self-evaluation is outlined in the GCFA contract (III.A-33).

➤ Peer Evaluation of Faculty

Peer observers conduct class visits or visit the main work setting for non-instructional faculty and provide a copy of the appropriate Observation Form to the faculty member (III.A-35).

➤ Administrative Evaluation of Faculty

For full-time faculty, the administrative member of the evaluation team will make one or more class visits and/or observation(s) appropriate to the faculty role which will be reviewed with the faculty member in a timely manner (III.A-36 and III.A-37). Any area of serious concern should be reviewed with the faculty member as soon as they are identified. With part-time faculty, the administrator will make a visit if deemed necessary by the TFO or may make one if the administrator has any concerns.

➤ Student Evaluation of Faculty

Student evaluations provide all faculty with feedback to improve instruction or work duties. All faculty will review with the students the purpose of the evaluation form (III.A-38), the questions and the value of personal written comments. Once the faculty member has explained the process and answered any questions, he or she will leave the classroom. To ensure confidentiality, a student is assigned to distribute, collect and deliver the forms to the Office of Academic Affairs or the offsite manager.

If areas of deficiency are identified for any faculty member, the supervisor will review the areas with the faculty member. If required, the faculty member and the supervisor will collaboratively develop a remediation plan that outlines specific performance improvement objectives, timelines, and subsequent classroom observations. In these cases, a follow-up evaluation is scheduled and the employee's progress is again evaluated against the set goals and objectives identified in the work improvement plan. The remediation and timeline procedures are outlined in the GCFA contract (III.A-33).

➤ Management Employees

Administrators are evaluated annually. An extensive performance evaluation process (III.A-40) that critiques performance in key leadership areas. The process for evaluating administrators is initiated by the president and conducted according to his/her direction.

Goals and Objectives are developed in collaboration with the supervisor and employee. The HRD monitors the compliance of annual performance evaluations.

Additionally, to ensure effectiveness of personnel and to encourage improvement, managers receive training in personnel areas before doing evaluations.

> ➢ **Classified Employees**

The current evaluation form is undergoing revision (CSEA and HR) and the new form may show a substantial change from the current one. A separate probationary evaluation form is also being proposed. (D.Stone)

As of Spring 2018, classified employees are evaluated by their manager once per year as set forth in the CSEA contract (III.A-32). Probationary unit members are evaluated at least once during their probationary period. The manager completes an employee evaluation form which includes rating the knowledge and quality of work performance (III.A-41). The evaluation form measures the effectiveness of the duties performed, as well as the level of understanding employees have of their job duties.

Employees who exhibit deficiencies in performance during the evaluation process are placed on Performance Improvement Plans (III.A-42). The goal is to remediate employees to a satisfactory level which meets the performance standards of the District. This includes specific targets and deadlines which allows the employee ample time to demonstrate progressive improvement.

Continued unsatisfactory job performance may lead to disciplinary measures. The CSEA contract outlines the process for implementing disciplinary actions and describes conduct that is subject to remediation. Throughout the process, employees are given opportunities to rectify their performance, behavior, and informed of timelines to clarify expectations.

> ➢ **Confidential Employees**

Confidential employee evaluations follow the Classified Employee evaluation procedures that are outlined in the CSEA contract.

> ➢ **Documentation**

All employees are provided with a copy of the final written evaluation by their evaluator. The HRD is the office of record for employee performance evaluations. The final evaluation is maintained in the employee's personnel record.

Analysis and Evaluation for Standard III.A.5

Gavilan College meets Standard III.A.5. All faculty, administrators, classified and confidential staff are systematically evaluated at stated intervals using written criteria established in the GCFA and CSEA contracts, as well as board policies. The District uses formal and consistent processes, forms and schedules to conduct personnel evaluations. All evaluated personnel must meet performance standards related to their job duties and responsibilities. If personnel do not meet the standards, a formal improvement plan is agreed upon to take place within a set amount of time. All evaluation processes are documented and maintained in each employee's personnel record.

Standard III.A.6

> The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Evidence for Standard III.A.6

According to the collective bargaining agreement, full-time and part-time faculty are evaluated at regular intervals (III.A-32). The assessment of learning outcomes and a reflection on how well they are being met is incorporated into various aspects of this regular process.

When faculty are evaluated, each student in the class is offered the opportunity to complete an evaluation form (III.A-38). On this form is a section on assignments, projects, and activities, in which students are asked whether the assignments, projects, and activities are related to the student learning outcomes.

After student evaluations are processed and given to the faculty member, faculty complete a self-evaluation form (III.A-34) prior to their post-evaluation meeting with the area dean. This asks, in part:

> *"What is your analysis of the Student Evaluations?*
>
> *What did you learn from the student evaluations that will influence your teaching in the future?"*

The combination of the student form and the self-evaluation form allows faculty to see whether or not students are making the connection between the learning outcomes (LO) in the class and how assignments are tied to them. Faculty are asked to reflect on how explicitly and directly teaching is directed by the outcomes and are expected to assess how those outcomes are being used in class; they are asked to plan and discuss how they intend to make adjustments as needed.

Another part of the self-evaluation form asks:

> *"How have you participated in the assessment of student learning outcomes at the course level?*
>
> *At the program level?*
>
> *How have you incorporated this feedback towards the improvement of your courses and/or program?"*

Here, faculty are asked to reflect on their work with colleagues to assess course and program outcomes. The explicit question regarding the incorporation of the feedback to improvement in

teaching requires faculty to discuss how they are using the LO assessment to make actual changes to their teaching and their departments.

In addition to the evaluation process, departments are expected to assess and update SLOs for each class regularly, at least every five years. As part of the collective bargaining agreement, a 20% faculty release position was negotiated: one faculty member is appointed to be a Faculty Liaison with an Emphasis in SLO/PLO and Instructional Improvement (III.A-43). The duties of this position include, in part, working with departments to promote best practices with SLO/PLO assessment as well as taking a leadership role in institutional improvement efforts.

Because the College believes in the importance of SLO/PLO assessment and improvement in teaching and learning, the faculty collective bargaining unit negotiated pay for SLO/PLO work (III.A-44, Sections 25.3.6, 25.3.7, 26.1.2) performed by both full and part-time faculty.

Analysis and Evaluation for Standard III.A.6

The College meets the standard. The evaluation process for faculty includes consideration for how the assessment of learning outcomes is used to improve teaching and learning. The College additionally invests in a faculty liaison position to help departments make meaningful choices related to student and program learning outcomes in regards to institutional improvement. By compensating faculty for SLO/PLO work completed, the College shows its dedication to honoring faculty time in making the SLO/PLO assessment process meaningful.

Standard III.A.7

> The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purpose.

Evidence for Standard III.A.7

The California Community Colleges Chancellor's Office (CCCCO) assigns every community college a Faculty Obligation Number (FON). The CCCCO produces an annual report that states if colleges have complied with the FON. The table below contains Gavilan College data from the Fall 2017 report (III.A-45). In fall 2017, Gavilan College has an obligation of 72.5 full-time faculty. The college employed 83 full-time faculty, exceeding the obligation by 10.5. Furthermore, Gavilan College employed 100.5 FTE part-time faculty (225 part-time faculty members, III.A-46). As a result, the College employed a total of 183.5 FTE faculty. Full-time faculty make up 45.2% of the total number of faculty employed at Gavilan College (III.A-45).

Gavilan Joint Community College District Fall 2017 Faculty Obligation Number Compliance – CCCCO	
Full-Time Faculty Obligation	72.5
Full-Time Faculty Actual	83
Difference	+10.5
Part-Time Faculty Actual	100.5 FTE
Total Faculty Actual	183.5
Full-time Faculty Percentage	45.2%

The District adheres to the Gavilan College Strategic Plan and Operating Budget Standards to determine appropriate staffing levels for each program and service.

Each program is reviewed every three to six years by the Institutional Effectiveness Committee (IEC) to determine program needs and effectiveness. Program review affects all parts of the college community including instruction, student services and administration. Each of these divisions conducts a program review in order to ensure the allocation of resources is made appropriately to meet the needs of the district.

Increases in the number of full-time faculty members may be required when the District receives growth or equalization revenue. Gavilan College complies with the state requirement that an increase be calculated to determine the number of new faculty hires that are to be hired as a result of achieving growth revenue. The District also evaluates the need for additional full-time faculty members in order to meet instructional demands that are difficult to satisfy because of a shortage of part-time faculty members and/or program regulations.

The District follows a two-year full-time Faculty Hiring Plan, which was created in collaboration with all the faculty department chairs and administration (III.A-13 and III.A-14). The plan takes into account the current needs of Gavilan College and is examined and amended annually based upon retirements and other programmatic concerns of the college.

Furthermore, the Human Resources Department keeps part-time faculty applications on file for various disciplines. This allows the College access to a pool qualified and interested part-time faculty candidates at any time as an available resource (AP 7212 Temporary Faculty) (III.A-47).

Permanent additions to staffing levels are made with the following considerations:
- Increased state funding which permits/requires adding full-time faculty personnel.

- Additional staff leads to an increase in revenue from FTES.

- Inability to obtain part-time faculty within an academic discipline.

- Workload demands resulting from growth and increased volume of work.

- Need to enhance support services to address additional demands for instructional programs, student retention efforts or increased technology.

- Ability to pay.

- Adherence to 2-year faculty hiring plan.

- Compliance with the "50 percent" rule

- Fulfillment of Strategic Plan initiatives   (III.A-48)

Analysis and Evaluation for Standard III.A.7

Gavilan College meets standard III.A.7. The College meets the CCCCO Faculty Obligation Number. Therefore, a sufficient number of full-time and part-time faculty are employed to teach educational programs, fulfill other faculty obligations, and achieve its mission.

Standard III.A.8

> An institution with part time and adjunct faculty has employment policies and practices, which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence for Standard III.A.8

Gavilan College's employment policies and practices concerning part-time faculty can be found in the GCFA contract, as well as in Board policies (III.A-49 and III.A-50).

> ➢ **Orientation**

At the beginning of every semester, an orientation is provided for all new and continuing part-time faculty. The orientation covers essential issues such as health and safety, counseling, resources, mentoring opportunities, and review of various departments (i.e. Accessible Education Center, Teaching and Learning Center, Academic Senate). (III.A-51 and III.A-52) If necessary, each division/department will host its own orientations for part-time faculty.

> ➢ **Oversight**

Department chairs, division deans and managers provide oversight for part-time faculty and ensure that part-faculty understand and abide by College and department policies and procedures. Additionally, full-time faculty members are available resources to new part-time faculty. The formal mentoring program includes a Faculty Development Liaison who has 20% reassigned time to arrange for mentors and support for both part-time faculty and full-time faculty members (III.A-53). In the GCFA contract also provides the managerial oversight provisions. It includes the right to "direct the work of its employees, determine the method, means and services to be provided" and "the right to hire, assign, evaluate, promote, terminate and discipline employees" (III.A-49).

> ➢ **Evaluation**

The GCFA contract governs part-time faculty evaluations (III.A-49). Part-time faculty members are evaluated once during their first semester, two more times the next five semesters and then one time every six years. Evaluations include student evaluations, self-evaluation, and classroom observation by assigned manager or full-time faculty member, as described in Standard III.A.5 above.

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

If concerns are raised, the supervising administrator and part-time faculty member meet to discuss concerns and create a remediation plan.

The trained faculty observer (TFO) and administrator each schedule a post-observation meeting with the person under evaluation. The TFO presents and discusses the results of the observation and overall classroom performance as certified on the cover sheet (III.A-54). An administrative evaluation summary, prepared by the supervising administrator, will be included as part of the final evaluation package after the TFO has met with the evaluatee. The final evaluation packet will include the cover sheet, classroom observation, self-evaluation, student evaluation summaries, and the administrative summaries, will become part of the evaluatee's permanent personnel file.

> ### Professional Development

Part-time faculty members are required to complete a proportional flex day requirement based upon teaching load. Part-time faculty are required to submit a Flexible Calendar Activities Agreement to the area dean by the last day of each semester (III.A-55).

At the beginning of every fall semester, Gavilan College hosts a Convocation, where professional development sessions are offered in the afternoon (III.A-56). Additionally, before the Spring semester, the college hosts a professional learning day and offers various professional development sessions (III.A-57).

The GCFA contract states that each part-time faculty member is eligible, after teaching at Gavilan for four consecutive fall or spring semesters, to use funds each fall and spring semester for professional travel and conference. (III.A.8-49).

> ### Integration into the life of the Institution

Gavilan College encourages part-time faculty to attend professional development sessions/workshops, department meetings and join committees. The College welcomes input and compensates part-time faculty to assess student learning outcomes (SLOs). Additionally, part-time faculty members are compensated by the college to participate in the union negotiation process as well as assist with the planning and implementation of Guided Pathways. The Academic Senate includes a specific seat that is compensated by the District to be the part-time faculty senate representatives (III.A-58). Other part-time faculty may choose to serve as compensated officers or department representatives.

Analysis and Evaluation for Standard III.A.8

Gavilan College meets Standard III.A.8. The GCFA contract and board policies and procedures govern orientation, oversight, evaluation and professional development of part-time faculty. The College understands the importance and value of its part-time faculty members and therefore

encourages and compensates part-time faculty to become involved in department meeting, governance and committees.

Standard III.A.9

> The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

Evidence for Standard III.A.9

Through the integrated planning system, programs are continuously reviewed (III.A-59). Through the program review process, departments identify staffing level needs and submit requests through to the budget process, which is based on the strategic plan and mission of the college. The budget committee evaluates the requests and will submit recommendations to Cabinet. After Cabinet members have thoroughly reviewed the recommendations, they will put forth recommendations for new hires to the Board as an action item. The Board makes the ultimate decision.

Per Board Policy 7110 Delegation of Authority, Human Resources, grants the Superintendent/President of the College to authorize employment, update job responsibilities, and perform other personnel actions provided that all federal and state laws and regulations and board policies and administrative procedures have been followed subject to confirmation by the Board (III.A-60).

In 2017, the District conducted a classification and compensation study (III.A-1). As a result, various positions throughout the District were reclassified to better meet the needs of the College and improve efficiency. Job descriptions were updated to more accurately reflect the jobs employees are performing (III.A-61).

The Administrative Services Division is composed of Information Systems Department, Business Services and Security Department, and Facilities Services Department. The division is adequately staffed to support the College's needs, mission and purpose (III.A-62). The Administrative Services Division employees each possess the appropriate preparation and experience to support the District's needs.

In 2016, Information Systems Department had one programmer. By 2018, the department expanded to three programmers and one senior programmer. This allowed the department to meet the demands of new technological initiatives and projects campus-wide. Furthermore, in order to remain competitive and recruit qualified candidates, the Information Systems Department members received a 10% salary increase.

In addition, to better serve the District, the classification and compensation study also resulted in reclassifications in the Human Resources Department. Before the reclassification, there were three Human Resources Technicians. After the reclassification, one Human Resources Analyst position was added (III.A-63).

In an effort to ensure that staff members are familiar with best practices in their respective and/or new career fields, Gavilan College encourages staff members to actively participate in professional development. The Staff Development Program and the Professional Growth Program are outlined in the CSEA contract (III.A-64). Through the Staff Development Program, employees are eligible for a one-time reimbursement for completion of approved coursework. Through the Professional Growth Program employees are eligible for salary increases based on the completion of fifteen units of approved coursework.

In addition to the Staff Development and Professional Growth Programs, the Professional Development Committee organizes a Spring Break Professional Development Day for classified staff each year (III.A-65, III.A-66, and III.A-67). During these events, employees receive training, learn about union/contract benefits that are available to them, and interact with one another.

Employees also receive in-person training specific to their responsibilities. All management receive National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS) training. Furthermore, the Facilities Services employees attend safety trainings including but not limited to: Hearing Protection, Protecting Yourself from Blood-borne Pathogens, Preventing Slips/Trips/Falls, Dealing with Work Stress, Emergency Eye Wash & Shower Stations, Back Safety for Material Handlers, Heat Illnesses and Prevention Training, Forklift Certification, Biting Insect, and Distracted Driving (III.A-68).

Analysis and Evaluation for Standard III.A.9

Gavilan College meets Standard III.A.9.

Standard III.A.10

The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

Evidence for Standard III.A.10

Through the integrated planning system, programs are continuously reviewed (III.A-59). For new administrative hires, the Cabinet will make recommendations and send them to the Board as an action item. The Board makes the ultimate decision regarding new positions.

Gavilan College makes decisions about hiring and filling vacant positions by reviewing and analyzing data. For example, in 2017, Gavilan College conducted a classification and compensation study by comparing positions and their classifications to other community colleges. In an effort to increase effectiveness and efficiency, the college used the results of the study to reclassify various positions throughout the District (III.A-1).

After the classification study was conducted and reviewed, three management positions were reclassified to administrative positions. In August 2017, the Superintendent/President implemented a reorganization of Cabinet. This reorganization included the reclassification of the Director of Human Resources to the Associate Vice President of Human Resources and Labor Relations. It also included the reclassification of the Director of Business Services to the Associate Vice President of Business and Security Services. Furthermore, in October 2017, the Director of Institutional Research was reclassified to the Dean of Research, Planning, and Institutional Effectiveness. As of fall 2017, Gavilan College has 23 administrators/managers (III.A-69).

To ensure that administrators are qualified with the appropriate experience and preparation to effectively and efficiently support the divisions and carry out the mission and values, Gavilan College diligently follows recruitment and hiring processes described in Standard III.A.2 and Standard III.A.5.

Job announcements for administrative positions are developed from approved job descriptions and include minimum qualifications and desired knowledge, abilities, skills. The job announcements are then reviewed by Cabinet members in an effort to integrate the position into the college cultural goals. The screening committee refers to the job announcement when reviewing candidates, drafting interview questions, and selecting qualified management employees. The applicants that are selected for management positions are required to submit official transcripts that verify they possess the required degrees and reference checks are conducted to confirm the candidate's work experience. Lastly, the Board makes the ultimate decision regarding new hires.

All administrators hold undergraduate and graduate degrees. The College catalog lists the degrees held by academic administrators. Most academic administrators hold doctorate degrees or master's degrees (III.A-11). In the event that there is a vacant administrative position, the College attempts to fill the position with interim employees in order to maintain continuity of services.

Analysis and Evaluation for Standard III.A.10

Gavilan College meets standard III.A.10. Gavilan College has a sufficient number of administrators to support the effective and efficient delivery of programs and services to meet the College's mission and goals. All administrators were selected through recruitment and hiring processes outlined in the College's policies and procedures to ensure they meet the minimum qualifications and had the appropriate background and experience. All administrators hold the required degrees.

Standard III.A.11

> The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence for Standard III.A.11

Personnel policies are included in the Board Policies and Procedures, updated online by the Office of the Superintendent/President after Board of Trustees' approval. The Board Policies and Procedures are revised as needed periodically to conform to Community College League of California templates as state regulations change. General personnel policies and procedures are adopted by the Board of Trustees and available on the District's intranet website for review and information (III.A-70). Additionally, the College is currently working to implement BoardDocs, which will allow user friendly public access to updated policies and procedures. Procedures that are specific to classified and faculty employees are found in the specific contracts for that bargaining unit Jan and Fran, do we need this citation as these are spread out throughout both contracts? Ken (III.A-71 and III.A-49).

Board Policies and Administrative Procedures provide information regarding expected conduct and outline the procedures for employees. They also provide information regarding resolution in cases where employees do not feel the policies and procedures are fair and/or feel they have not been administered appropriately. This includes the following policies and procedures:

- BP/AP 3410 Nondiscrimination

- BP/AP 3430 Prohibition of Harassment

- AP 3435 Discrimination and Harassment Complaint Procedures

Personnel policies and procedures are generally driven by a combination of changes/ amendments to the Education Code, state and federal law, and the Fair Labor and Standards Act. When mandated changes occur, the District works with legal counsel to develop appropriate policies and procedures. New policies and procedures are discussed with the college's constituent groups prior to implementation. If a change/amendment requires specific training for employees, the Human Resources Department (HRD) coordinates training and workshops at various levels.

For example, AB 1825 requires employers to provide sexual harassment and discrimination training for all managers and supervisors every two years. To make sure there is compliance, the HRD coordinates and monitors attendance of this training. Throughout the school year, the Director of Human Resources conducts sexual harassment training for tutors and other staff as needed.

The District has developed extensive written policies and procedures to ensure fairness in all phases of the employment process (III.A-12, III.A-18, and III.A-17). These hiring procedures

were developed in collaboration with all of the College's constituent groups: classified staff, faculty, administrators, managers/supervisors, and student body representatives. Hiring procedures are developed in collaboration with the College's shared governance structure.

Every job announcement and job application contains language indicative of the District's commitment to non-discrimination (III.A-72).

All new employees receive and are required to sign the following policies and procedures:

- Oath of Affirmation of Allegiance (III.A-73)

- Drug-Free Workplace Policy (III.A-74)

- Confidentiality Agreement (III.A.11-75)

- Sexual Harassment Policy (including Alleged Discrimination/Harassment Complaint form) (III.A-76)

The Human Resources Department assists administrators and managers with implementing new personnel policies as necessary. If specific assistance is needed with implementation, the HR department works with the particular department to ensure training is completed so there is a clear understanding of what changes may need to be addressed.

If employees are failing to meet expectations outlined in the policies and procedures, then they may be subject to the consequences outlined in the following discipline and dismissal procedures:

- BP 7360 Discipline and Dismissal – Academic Employees (III.A-77)

- BP/AP 7365 Discipline and Dismissal – Classified Employees (III.A-78)

 In addition, if employees perceive that they have not been treated fairly, they may refer to the grievance procedures in the GCFA and CSEA contracts (III.A-71 and III.A-49). The collective bargaining agreements for each union are posted on the Human Resources webpage.

Gavilan College aims to resolve disputes, complaints and grievances at the lowest level possible, for example, at the supervisory level or in meetings with management and union representatives.

Analysis and Evaluation for Standard III.A.11

Gavilan College meets Standard III.A.11. The Board Policies and Administrative Procedures that relate to personnel are published online for immediate review. The policies and procedures are fair and equitable, and are regularly updated to ensure compliance with state regulations. Gavilan College makes an effort to resolve disputes, complaints, and grievances at the lowest level possible.

Standard III.A.12

> Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence for Standard III.A.12

Gavilan College has woven throughout its institutional documentation a sense of equity and the encouragement of unique expression. A key component of Gavilan College's mission is to cultivate learning and personal growth in students of all backgrounds and abilities through innovative practices in both traditional and emerging learning environments. The mission of the College is only one place where diversity is supported and facilitated. Additionally, the College's values statement includes, "A college environment and social climate characterized by inclusiveness and mutual respect for all students, staff and community…" (III.A-19).

In 2011, the Gavilan College Board of Trustees adopted the Gavilan College Principles of Community, a set of ideals that all Gavilan employees strive to maintain. In 2018, the principles were reviewed and revised. The principles include the following statement regarding diversity:

> "Gavilan College aspires to be diverse – we embrace and celebrate diversity in all its forms (the heritage, achievements, uniqueness, and contributions of all our members) and seek to uphold an inclusive, open and enlightened community." (III.A-19).

The Gavilan College 2017-2019 catalog includes the following non-discrimination statement:

> "The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities." (III.A-79).

Students can find the same statements, as well as procedures for reporting discrimination in the Student Handbook which is available to all students and can be found in the Student Center, on the Gavilan website and throughout campus (III.A-80)

The Board of Trustees has adopted policies and procedures related to academic and staffing diversity and equal opportunity to support the college's educational programs and employment practices. They are as follows:

- BP/AP 3410 Nondiscrimination (III.A-81; III.A-82)

- BP/AP 3420 Equal Employment Opportunity (III.A-83; III.A-84)

- BP 7100 Commitment to Diversity (III.A-85)

- BP/AP 7120 Recruitment and Hiring (III.A-86; III.A-87)

The Human Resources Department (HRD) ensures all newly hired employees are aware that Gavilan College is an equal opportunity employer by including an Equal Employment Opportunity (EEO) letter/statement and an affirmative action applicant survey on both the faculty and classified application forms (III.A-88 and III.A-89). In addition to this statement, the classified employment application states that Gavilan College is an equal opportunity/affirmative action/Title IX/Employer of Disabled, committed to hiring diverse staff. It encourages all qualified individuals from diverse backgrounds to apply. All job announcements for open positions also include a non-discrimination statement (III.A-10).

Recruitment and hiring procedures require that members of the screening committee are given training on EEO and Title 5 regulations (III.A-20 and III.A-21). Additionally, the screening committee training covers the importance of a diverse workforce, bias awareness, and interview guidelines. Screening committees develop interview questions and are required to ask a diversity question to access the candidate's commitment to and experience working with diverse backgrounds.

In order to attract diverse candidates, the Human Resources Department allocates fund to pay for job postings to be placed with online diversity advertising sources such as:

- AsiansInHigherEd.com

- BlacksInHigherEd.com

- HispanicsInHigherEd.com

- LGBTInHigherEd.com

- NativeAmericansInHigherEd.com

- WomenAndHigherEd.com

- VeteransInHigherEd.com

To ensure that information related to EEO, diversity, and inclusion is current, the Associate Vice President of Human Resources and Labor Relations belongs to the following professional associations:

- International Public Management Association for Human Resources

- Statewide Association of Community Colleges (Joint Powers Authority) – Human Resources Advisory Committee

- Northern California Community Colleges (Joint Powers Authority), Board Member

- President/Chairperson – Bay Area Chief Human Resources Officers (Bay 10)

- Association of California Community Colleges Administrators (ACCCA)

In addition, the college runs a separate Spring Break Professional Development Day for classified staff each year (III.A-65, III.A-66, and III.A-67) . During these events, employees receive training, learn about diversity practices, and interact with one another. Assessing Its Equity and Diversity Record

The Human Resources Department provides annual employment and ethnicity data to the CCCCO to be publish in the annual Faculty and Staff Demographics report (III.A-90). In addition, the Gavilan College Research, Planning, and Institutional Effectiveness (RPIE) provides demographic data on employees Fact Book webpage (III.A-91).

Student Equity Plan aims to assist identified diverse groups achieve educational goals (III.A-92). Additionally, strategy 4 of the Gavilan Joint Community College District Strategic Plan 2015 – 2020, aims to recruit and develop staff to foster success for the College's diverse students in their attainment of educational and/or career goals (III.A-48).

In 2016, Gavilan College developed an Equal Employment Opportunity Plan, through the work of the Shared Governance Equal Opportunity Committee, which was approved by the Board of Trustees. The plan illustrates the Districts commitment to attract, hire, and retain staff who are sensitive to, and knowledgeable of the needs of the continually changing student body. The College is currently in the process of revising the Equal Employment Opportunity Plan to submit to the Chancellor's Office (III.A-93, will upload file once the updated/final draft is complete).

Analysis and Evaluation for Standard III.A.12

Gavilan College meets standard III.A.12. Gavilan College's mission, values, and principles of community demonstrate that the College believes in and is committed to diversity. Board policies and administrative procedures regarding EEO in recruitment and hiring processes, nondiscrimination, and prevention of harassment. The policies and procedures are published on the website and are available to employees and students in various methods. To secure funding, Gavilan College complies with federal and state regulations, including tracking and reporting employment diversity. Additionally, Gavilan College has integrated equity and diversity into its Student Equity Plan and Strategic Plan.

Standard III.A.13

The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence for Standard III.A.13

Gavilan College provides a solid framework for ethical behavior mandated for all of its employees. The Board of Trustees has demonstrated its commitment to developing and implementing several policies to guide administrators with facilitating programs and policies that ensure ethical behavior is fostered in its employees.

The District has written policies established by the Board of Trustees that provide codes of conduct applicable to all employees and students. These items are published in the Board Policies and Procedures on the District's website (III.A-70), in the College catalog (III.A-94), and included in all hiring packets. Employees have access to all board-approved policies and they are given copies of certain policies and procedures during the new hire orientation that includes: Prohibition of Sexual Harassment and Hate Crimes, Drug Free Policy, and Injury and Illness Prevention procedures. To comply with State mandates, management staff completes Sexual Harassment and Discrimination Training every two years.

Board Policy 2715 (III.A-95) is the Code of Ethics/Standards of Practice for the Board of Trustees, and Board Policy 2710 (III.A-96) is the Conflict of Interest policy for the district. Administrative Procedure 2710 (III.A-97) describes the Conflict of Interest procedures for all district personnel. Additionally, Board Policy and Administrative Procedure 3050 Institutional Code of Ethics (III.A-98; III.A-99), states that employees are expected to be committed to honesty, professionalism, and fairness. It states that Gavilan College aspires to be diverse, open, purposeful, and just.

Other Board policies and procedures applicable to all employees include (III.A.13-1):

- BP 7310 Nepotism (III.A-100)

- BP/AP 3430 Prohibition of Harassment (III.A-101, III.A-102)

- BP/AP 3540 Sexual and Other Assaults on Campus (III.A-103, III.A-104)

- BP/AP 3410 Nondiscrimination (III.A-81, III.A-82)

- BP 3435 Discrimination and Harassment Complaint Procedures (III.A-105)

- BP/AP 3550 Drug and Alcohol Free Environment and Drug Prevention Program (III.A-106, III.A-107)

- BP/AP 3560 Alcoholic Beverages (III.A-108, III.A-109)

There are many other Board Policies and Procedures that encompass professional ethical behavior expectations:

- Principles of Community (III.A-99)

- Oath of Affirmation of Allegiance (III.A-98)

- Drug Free Policy (III.A-74)

- Gift Acceptance Policy (BP 3820 Gifts) (III.A-110)

- Computer Use Policy (AP 3720 Computer and Network Use) (III.A-111)

- Political Activity (BP 7370 Political Activity) (III.A.112)

- Personal Use of Resources (AP 7371 Personal Use of Public Resources) (III.A.113)

The combination of the aforementioned policies all contribute to the district assurance and support for a high standard of ethics.

> **Discipline**

For faculty/academic personnel, Board Policy 7360 Discipline and Dismissals (III.1-77)– Academic Employees governs how these employees are disciplined. It states that the Board shall determine the nature of the penalties if an employee is to be penalized for one or more of the grounds set forth in Education Code section 87732 (III.A.114).

For classified personnel belonging to the California School Employees Association (CSEA), professional ethics and performance standards are outlined in BP 7365 Discipline and Dismissal – Classified Employees and in the CSEA contract (III.A-115).

Any known or reported ethical violation of a policy is reviewed and/or investigated by the Human Resources Department. The results of the review/investigation determine the appropriate action to be taken where a violation has occurred, including recommending to the President corrective actions and discipline up to and including termination of employment.

Analysis and Evaluation for Standard III.A.13

Gavilan College meets Standard III.A.13. A code of ethics is laid out in board policies and the CSEA contract language with specific disciplinary consequences for violations. Some policies pertain to all employees, while others pertain to specific groups. Upon hire, all new employees are provided with this information and all Board policies and procedures are posted on the Gavilan College Board Policies and Procedures webpage.

Standard III.A.14

> The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence for Standard III.A.14

There are numerous programs available at Gavilan College to enable and encourage members of the support staff, faculty, and administration to remain current in their respective fields of expertise.

> ➤ **Classified Employees**

Classified Professionals are encouraged to enroll in Gavilan College credit courses, which may be available to them free of charge through an Enrollment Fee Waiver Program. The eligibility criterion for Enrollment Fee Waiver Program is outlined in the CSEA contract (III.A.116).

Additionally, the Staff Development and Professional Growth Programs, which are summarized below and outlined in greater detail in the CSEA contract, are available to classified professionals (III.A.116). The Professional Growth Committee is a group of CSEA Unit Members who approve or deny all staff development and professional growth requests. The Committee shall consist of not more than five (5) classified professionals that are appointed by CSEA.

- **Staff Development Program**: provides a one-time reimbursement for completion of approved coursework.

- **Professional Growth Program**: provides salary increases based on the completion of fifteen units of approved coursework.

- **Professional Growth Leave**: After five years of service in the District, classified professionals may apply for Professional Growth Leave and may be eligible to receive 50 percent of their full salary for one year. An eligible employee may apply through the Professional Growth Committee for a leave to complete interrupted studies, learn by observing methods used in industry or other educational institutions, or get a substantial start on a goal of better education. The application in writing must present a detailed description of the proposed activities to the District. Applications that are accepted are recommended to the Board of Trustees by the President. During the leave the employee may be entitled to the benefits of a classified professional (however only 50 percent of service time can be credited by the Public Employee's Retirement System) (III.A.116).

In addition to the Staff Development and Professional Growth Programs, the Professional Development Committee, which is a shared governance committee, organizes a Spring Break Professional Development Day for classified professionals each year (III.A-65, III.A-66, and III.A-67). During these events, employees receive training, learn about union/contract benefits that are available to them, and interact with one another.

> ➢ **Faculty**

Currently, there are seven flex days for full time faculty; five are designated as "contract flex" days and two as "mandatory flex" days. These two mandated days offer professional development sessions and also opportunities to work as a department on SLOs and PLOs. (III.A-57, III.A-56, III.A-117, and III.A-118). Part-time faculty members have a proportional flex day requirement based upon teaching load. For the flexible contract days, faculty members may attend planned campus activities or may contract to do individual activities. Faculty members may also remain current by using district funds to attend appropriate workshops/conferences. Each full-time faculty member has $400.00 each academic year for professional travel and conference. Unused funds can be rolled over to the next year and accumulated for a two-year period. A portion of no less than $50.00 may carry over to a second consecutive year (III.A-119).

After a part-time faculty member has taught four consecutive fall and/or spring semesters at Gavilan, the part-time faculty member is eligible, to use $100 a semester for professional development and conferences. If part-time faculty members choose to accumulate this allotment for a two-year period, a portion of no more than $200.00 and no less than $50.00 may carry over to a second consecutive year (IIII.A-119).

For full-time and part-time faculty members, there are several types of professional growth opportunities available including sabbaticals, conferences, workshops and Professional Development Plans per approval by the Faculty Professional Learning Committee. Full-time faculty members who are granted sabbatical leave may apply for a year-long (60 percent pay) or semester-long (100 percent pay) leave. They may receive track advancement or career increment credit for completion of individually chosen coursework and/or special projects in their assigned areas or in other areas that contribute to the improvement of teaching. The Faculty Professional Learning Committee approves courses and projects used for track advancement (III.A-120).

Full-time faculty members who submit an individual Professional Development Plan that specifically supports the College Strategic Plan can receive up to $250.00 in addition to the $400 per year. The individual Professional Development Plan must be submitted to the Department Chair and/or the Vice President of Academic Affairs (III.A.119).

Focused Inquiry Groups (FIGs) and Faculty Learning Communities (FLCs) have been established to gather faculty together to read and discuss current research and to brainstorm, pilot, and assess projects in classrooms across disciplines.

FIGs are initiatives led by faculty, staff, students, and/or administrators to pilot innovative projects, putting into practical use new teaching and learning experiences and then meeting to evaluate their success. In 2015-16, the following FIGs operated - Information and Resource, Communication, Instructional Improvement, Early Alert/Early Connect, Academic Support Services, Habits of Mind, and Professional Learning. In 2016-17, Information and Resource, Communication, Academic Support Services, and Habits of Mind continued to operate and Guided Pathways was added. (III.A.121) In 2017-18, a Homelessness FIG was added. (Jan, do you have any more evidence on what this FIG accomplished?)

An FLC is a small group of interdisciplinary faculty engaging in an active, collaborative, year-long program with a specific set of curriculum to enhance teaching and learning with frequent seminars and activities that provide learning, development, the scholarship of teaching and learning, and community building. Each topic-based learning community designs a curriculum to address a special campus or divisional teaching and learning need, issue, or opportunity. These FLCs offer membership to and provide opportunities for learning across all faculty ranks.

The Teaching and Learning Center (TLC) provides a broad array of resources and trainings. Tutorials are offered to enhance proficiency with programs such as iLearn, Moodle, Gradebook, Canvas, and Excel. The TLC also offers trainings such as "The Librarian is IN: Faculty Consultations for Library Resources," and Gavilan Online Teacher Training (GOTT). Off-campus trainings are available through @One website. Self-paced lessons are provided as well. The Staff Development Committee will give participants credit for participating in online courses and trainings. One unit can be counted toward track advancement, a half unit can be counted toward career increment, and 24 hours of flex time can be earned.

The TLC is open five days per week for drop-in training for staff and faculty. It provides a flexible, innovative, and cost effective way to introduce administrative and instructional technology to all Gavilan employees, both part and full time. It is also available for part-time instructors who do not have an office, as well as other Gavilan employees wishing to use the technology available in the TLC. The TLC provides a flexible space for staff to collaborate. Grant funding has helped equip the TLC with the latest innovative technologies and adequate space.

The TLC also maintains a webpage (III.A.122) with online help pages for staff and faculty, online modules for instructors to practice the various programs and technological materials at their own pace, as well as regular facilitated training sessions, both group and individual. The Teaching and Learning Center maintains a webpage calendar with scheduled trainings plus email links and telephone numbers to TLC support staff. The TLC site also maintains communication forms for requesting online course shells, troubleshooting help, training, or requesting an EduStream account.

> ➢ **Administrators**

For administrators, there are individual travel/conference funds available for workshops and conferences. Administrators can also attend on campus flex activities. Additionally, they go on a retreat annually to address current needs of their division and participate in regional meetings as required to stay current on regulations and trends.

The District is also a member of the Bay Area Community College Districts Consortium providing additional opportunities for employees to participate in a broad range of professional development trainings and workshops (III.A.123). As part of the Basic Skills initiative, faculty and staff attend free workshops organized through the California Community Colleges Success Network (3CSN).

Additionally, Gavilan College administrators attend various trainings and professional association conferences, including but not limited to (III.A.124):

- Association of Chief Human Resources Officers (ACHRO)

- Community College Internal Auditors (CCIA)

- Association of Chief Business Officials (ACBO)

    - ACBO Training Institute II

- Disaster Cost Recovery Training

Analysis and Evaluation for Standard III.A.14

Gavilan College meets Standard III.A.14.

Standard III.A.15

> The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her records in accordance with law.

Evidence for Standard III.A.15

Confidential employee personnel files are securely stored in a lockable file located in the Human Resources Department (HRD), which is secured with an alarm system. In addition, the following records are securely stored in the keyed areas in the HRD: recruitment records and files for employees that have been inactive for the past three years.

Medical, Workers' Compensation files and I-9 Forms are kept separately to protect private, sensitive information of employees. The HRD has adequate space for storage of current personnel documents. This extensive file organization process keeps personnel records secure whenever human resources personnel need to access them. Employees who wish to review their files can call and make an appointment with a staff member from the HRD.

Four board approved administrative procedures (AP) govern how Gavilan College secures and maintains personnel records. AP 3300 Public Records states the procedures regarding requests to access public records. AP 3300 also lists records that are exempt from public disclosure (III.A-125). AP 3310 Records Retention and Destruction provides procedures for how records (physical or electronic) are legally retained or stored (III.A-126). AP 6520 Security for District Property states that locking software for computers will secure district property, including electronic records (III.A-127). AP 7145 Personnel Files grants employees the right to review their personnel record at the Human Resources Department. The employee may request copies of their personnel records (III.A.128). The four administrative procedures meet federal and state requirements. Using the Community College League of California (CCLC) recommended language, the administrative procedures are regularly updated.

Provisions contained in the Board Policies and Procedures, the Gavilan College Faculty Association (GCFA) contract, and the California School Employees Association (CSEA) contract limit access to employee files (III.A-129 and III.A-71). The GCFA contract gives specific instructions on what to include in personnel files. It provides employees the right to inspect their files upon request, provided that the request is made at a time when the employee is not actually required to render services to the district. The CSEA contract provides that a CSEA representative, field staff, or local chapter officer shall have access to a unit member's personnel file providing that there is signed authorization from the unit member. The authorization is required to be specific as to the date of the authorization and the actual date of the review.

Gavilan College adheres to employee contracts, the Privacy Act of 1974, and Health Insurance Portability and Accountability Act regulations when maintaining records.

Analysis and Evaluation for Standard III.A.15

Gavilan College meets Standard III.A.15. Board approved administrative procedures, which incorporate current state and federal laws, govern how Gavilan College secures and maintains confidential employee personnel records. The administrative procedures also grant employees access to their personnel records.

Standard III.A Evidence

III.A-1   Classification & Compensation Report 2017

III.A-2   Human Resources Department Salary Schedules

III.A-3   California Education Code Section 70901.2

III.A-4   California Education Code Section 70902(b)(7) & (d)

III.A-5   California Education Code Section 87100 et seq.

III.A-6   California Education Code Section 87458

III.A-7   Title 5, Section 53000 et seq.

III.A-8   Academic Senate for California Community Colleges–Minimum Qualifications for Faculty and Administration in California Community Colleges

III.A-9   Policies and Procedures

III.A-10   Full-Time Faculty Physics and Engineer Job Announcement

III.A-11   College Catalog 2017-2019, pp. 254-257

III.A-12   Full-Time Faculty Hiring Procedures

III.A-13   Full-Time Faculty Hiring Plan 2018-2019

III.A-14   Full-Time Faculty Priority Process

III.A-15   Reference Check Template

III.A-16   Part-Time Faculty Hiring Process

III.A-17   Administrative Recruiting and Hiring Procedures

III.A-18   Classified, Supervisory & Confidential Recruitment and Hiring Procedures

III.A-90	CCCCO Faculty and staff Demographics
III.A-91	[GavData Fact Book](#) (Need Copy)
III.A-92	Student Equity Plan
III.A-93	Gavilan College Equal Employment Opportunity Plan
III.A-94	2017 - 2019 College Catalog, pages 8-12
III.A-95	BP 2715 Code of Ethics/Standards of Practice for the Board of Trustees (need to Split)
III.A-96	BP 2710 Conflict of Interest
III.A-97	AP 2710, Conflict of Interest
III.A-98	BP 3050, Code of Ethics
III.A-99	AP 3050, Code of Ethics
III.A-100	BP 7310, Nepotism
III.A-101	BP 3430 Prohibition of Harassment
III.A-102	AP 3430 Prohibition of Harassment
III.A-103	BP 3540 Sexual and Other Assaults on Campus
III.A-104	AP 3540 Sexual and Other Assaults on Campus
III.A-105	BP 3435 Discrimination and Harassment Complaint Procedures
III.A-106	BP 3550 Drug and Alcohol Free Environment and Drug Prevention Program
III.A-107	AP 3550 Drug and Alcohol Free Environment and Drug Prevention Program
III.A-108	BP 3560 Alcoholic Beverages
III.A-109	AP 3560 Alcoholic Beverages
III.A-110	BP 3820 Gifts
III.A-111	AP 3720 Computer and Network Use
III.A-112	BP 7370 Political Activity
III.A-113	AP 7371 Personal Use of Public Resources

III.B. Physical Resources

Standard III.B.1

> The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence for Standard III.B.1

Gavilan Joint Community College District (GJCCD) facilities are constructed to meet or exceed Division of the State Architect (DSA) standards including the federal Americans with Disabilities

Act (ADA) which assures access, fire/life safety, and structural/seismic safety. Additional building improvements or modifications are completed using applicable codes, standards for accessibility, and coordination/approval with appropriate jurisdictional authorities.

Buildings are designed and built with sufficient capacity to support our programs and class schedules. The College provides computers and other instructional equipment and the infrastructure to support them, including data and audio-visual wiring for projectors and control systems.

Specific examples outlined below are shown to demonstrate that in addition to being sufficient, Gavilan's physical resources are accessible and offer safety and security while contributing to a healthful learning and working environment.

➢ Facilities Self-Inspections

 The College's Facilities Department performs inspections at each campus along with our insurance carrier and Statewide Association of Community College (III.B-1). The director of the department or the designee identifies and creates work orders to address conditions such as defective ladders, proper labeling of equipment, heavy items stored on top of cabinets, or receptacles requiring proper covers (III.B-2). On an ongoing basis, if students or staff members experience safety issues, access issues, or physical issues electronic work orders are created and assigned to Facilities staff to remedy.

➢ Shared Governance Committees

The College places great value on maintaining a safe working and learning environment for all members of the College community, as well as accessibility, as some of the examples above show. The Board of Trustees directs the College's facilities and security departments to implement policies on facilities, health, and safety issues that arise. The Facilities and Grounds Committee (III.B-3, III.B-4) , and The Health and Safety Committee (III.B.1-5, III.B-6) meet monthly to discuss safety issues and remedies for all campuses. Membership includes two classified members, two faculty members, one administrator appointee, one ASGC appointee, the Associate Vice President of Business Services, and the Vice President of Student Services on both committees, with the addition of the campus Sheriff's Deputy on the Health and Safety committee.

➢ Exterior Lighting

The College asked a consultant engineering firm to inspect exterior lighting at the campus. Based on their recommendations, the College replaced all exterior lighting fixtures with LED lights, which have a longer lifespan and provide greater visibility (III.B-7).

➢ HazMat Disposal

The College maintains permits from the Certified Unified Program Agency of the County of Santa Clara as part of the Hazardous Materials and Hazardous Wastes Regulatory Program (III.B-8, III.B-9). Gavilan is updating hazardous materials business plans annually. Semi-

annually, the college hires a vendor to safely collect, remove, and properly dispose of hazardous materials, including expended paint, light fixtures, chemicals and universal waste. The JPA representative handles disposal of their medical waste in coordination with Allied Health Sciences and the Facilities Departments. The Santa Clara County Environmental Health Services Department conducts regular inspections of this waste.

> ### SWACC Inspections

Every other year, the College's insurer, Keenan and Associates, conducts inspections of most buildings and grounds as part of the Statewide Association of Community Colleges (SWACC) program that addresses liability exposures unique to community colleges. Their concerns are primarily safety and risk-related such as trip hazards, proper chemical storage, staff training, preventive maintenance of and safety guards for equipment, anchored shelving, wiring and power safety, proper clearances for electrical panels, and housekeeping. Keenan reports and prioritizes deficiencies for the College to remedy and requests status updates. The current SWACC report was issued in May 2016 (III.B-1). In an effort to maintain healthy environments and safe facilities, Facilities implements remedies to identified deficiencies through in-house repairs, contracting out, or assigning to another department (III.B-2).

> ### Santa Clara County Department of Environmental Health Inspections

The Santa Clara County Department of Environmental Health conducts biannual inspections of the College's pool facility and the cafeteria on the campus (III.B-8). The Environmental Health Services Department's issues permits for the facilities. (III.B.-9)

> ### Elevator Inspections

The college contracts an outside vendor for the inspections, maintenance, and permitting of its 2 elevators. The College has a maintenance service contract with a specialized elevator service company whose proprietary products provide the best service and price. The Facility is notified by the contractor for keeping permits current. Facilities contact the State of California Department of Industrial Relations Division of Occupational Safety and Health Elevator, Ride, and Tramway Unit prior to the expiration of the permit and request that they perform an inspection. After the inspection, the state lists any needed repairs via a Preliminary Order (III.B.10). These are immediately forwarded to the respective elevator maintenance vendor and scheduled for repair (III.B-10).

> ### Fire Department and Fire Alarm and Sprinkler

The Office of the State Fire Marshal Cal Fire inspects the Gavilan Campus for safety deficiencies and works cooperatively with the College in remediation. Likewise, the San Jose Fire Department conducts regular inspections for the Coyote Valley Campus. Ensuring the College's fire alarm system, Ansul system and fire extinguisher programs are maintained. The College contracts with an outside vendor to perform all the required testing and any needed repairs throughout the year (III.B-11).

> ➢ **Fire Extinguishers**

Maintenance crews, security officers, and other staff members are trained and attend an annual refresher training course (III.B-12, III.B-13, III.B-14, III.B-15). Custodians inspect the fire extinguishers monthly for deficiencies. If the extinguisher clears inspection then the tag is signed and the unit remains in use. If the extinguisher is deficient, it is removed from service and replaced by a refurbished one (III.B-16, III.B-17).

> ➢ **Safe Drinking Water**

The College has two deep water well systems that provide water for drinking, irrigation, and cleaning for the entire campus. The College works with the California State Water Resources Control Board – Drinking Water Division. Gavilan follows the state mandated sampling requirements for over 100 organic, inorganic, bacteria, lead, and copper contaminants (III.B-18). Sampling is required at various intervals throughout the year and are conducted by a consultant with both Water Treatment Operator (WTO) certification and a Water Distribution Operator (WDO) certification.

From 2013 to 2015 the college installed two new water 669,000 gallon tanks, drilled a new deep water well system, and replaced over 2 miles of pipe separating the fire system and irrigation system from the domestic water system. This work increases the volume of water for the fire system. Backflow prevention devices (BPD) (III.B-19) are used to protect potable water supplies from contamination or pollution ensuring safe drinking and washing water for building users. The College owns 25 BPDs on the main campus and two at the Coyote Valley site. California State Water Resources Control Board – Drinking Water Division requires the College to test the main campus BPD's annually while the City of San Jose Water District requires the same for the coyote Valley site. Qualified vendors perform this annual testing and necessary repairs (III.B-20).

> ➢ **Facilities Personnel Training and Best Practices**

Appropriate training is essential for Facilities staff safety and efficiency and regular training for safe work practices and use of equipment includes reviewing the Injury Illness Prevention Program (IIPP). Other sessions include Fire Extinguisher Training, Confined Space Training, Lock-Out Tag-Out, Electrical Safety, Fork-lift Training, First Aid/CPR/AED, Hearing Protection, and Blood-Borne Pathogen Programs (III.B-21).

> ➢ **Security**

The College's security protocols are outlined in numerous Board policies (BP) and administrative procedures (AP) including: BP/AP 3500 Campus Safety (III.B-22, III.B-23), BP/AP 3501 Campus Security and Access (III.B-24, III.B-25), BP/AP 3505 Emergency Response Plan (III.B-26, III.B-27), BP/AP 3510 Workplace Violence Plan (III.B-28, III.B-29), BP/AP 3515 Reporting of Crimes (III.B-30. III.b-31), BP/AP 3520 Local Law Enforcement (III.B-32, III.B-33), BP/AP 3530 Weapons on Campus (III.B-34, III.B-35), BP/AP 3540 Sexual and Other Assaults on Campus (III.B-36, III.B-37), BP/AP 3560 Alcoholic Beverages (III.B-28, III.B-39).

> ➤ **Emergency Response Plans and Guidelines**

Administrative Services Department is responsible for emergency response plans and procedures which are located in all classrooms, hallways, and meeting spaces. These plans include the emergency operations plan, emergency response procedures, and other emergency or hazard response plans or procedures per the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) guidelines. The Emergency Guidelines Handbook is a quick reference for campus staff. This handbook includes information about campus emergency response centers, evacuation areas, emergency phone numbers for campus police and first responders, as well as suggestions for dealing with suspicious or disruptive people. Information about fire, earthquake, other environmental threats, and utility blackouts is also included (III.B-40).

The Campus Security Department's Emergency Preparedness Web page includes a video reenactment on how to be prepared for an active shooter on campus and provides tips on ways to stay safe and get help should an active shooter situation occur (III.B-41).

> ➤ **Gav Alert and Emergency Operations Command Center**

Gav Alert is a mass emergency notification system that enables security and select Gavilan Management to broadcast emergency messages to students, faculty, and staff via voice, text, and email (III.B-42). The Emergency Operations Command Center consists of ten managers trained to implement strategic functions in the case of emergencies such as weather events that affect the campus grounds and facilities, seismic events, active shooter, or other emergencies. A secure, centrally located space at the Gilroy Campus serves as a reliable hub to conduct business during an emergency. Planning and communication with local agencies strengthen the effectiveness of the effort. The group convened on November 3, 2015 (III.B-43), met again in fall 2016, and will participate in training two to three times per year.

> ➤ **Healthful Learning and Working Environment**

All recent facilities projects were constructed with healthful learning and working environments in mind. Security fencing was installed around projects, care was taken to perform potentially hazardous tasks during hours when the campus was closed.

Gavilan has and enforces policies on drugs, alcohol, and smoking. These include BP/AP 3550 Drug and Alcohol-Free Environment and Drug Prevention Program (III.B44, III.B-45) and BP/AP 3570 Smoke-Free Learning and Working Environment (III.B-46, III.B-47)

Analysis and Evaluation for Standard III.B 1

The College meets the standard. The Gavilan Joint Community College District has sufficient physical resources wherever it provides services. Facilities are constructed and maintained to provide accessibility to all and a safe environment by conducting ongoing inspections and remedying any deficiencies, and providing a variety of safety trainings for maintenance and

operations staff. Security is enhanced by clear emergency protocols and training opportunities, installing uniform locking systems, and improving exterior lighting. The College has created a healthful learning and working environment by removal of asbestos materials, hazardous waste materials, and universal waste materials. Gavilan College has implemented an Injury Illness Prevention Program and enforces policies regarding a smoke, drug, and alcohol free campus.

Standard III.B.2

The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence for Standard III.B.2

Over the last decade, Gavilan's physical resources have improved immensely, due to the financial support of the community through a 2004 bond measure and the College's staff and leadership.

> **Current Facilities**

Gavilan Joint Community College District (GJCCD) has five campuses; the main campus in Gilroy, Coyote Valley in San Jose, Morgan Hill, the Briggs campus in Hollister and the Aviation Technology Program at the San Martin Airport. The Gilroy Campus has 43 facilities on 131 acres 275,783 Gross Square Feet (GSF) of building space, most constructed prior to 1977. The Hollister Site has 1 facility 8,984 GSF of building space, constructed prior to 1986; tenant improvements performed in 1996 and leased through the City of Hollister. Morgan Hill Site has one facility which is 10,600 GSF of building space constructed in 1995 and leased through the City of Morgan Hill. San Martin Aviation Program consists of 5 buildings which are a total of 8,056 GSF of building space constructed in 2016 and leased through the County of Santa Clara Roads and Airports Department. Coyote Valley Site has 5 buildings on 15 acres and has 28,800 GSF of building space constructed in 2016.

In 2004, district voters passed a $108 million bond to rebuild or replace Gavilan's aging buildings and 12 years later, bond modernization has been completed with the following major changes: the Gilroy Campus modernized eleven buildings and built two new facilities(III.B-48), the Coyote Valley Campus was added (III.B-49), and the Aviation Technology Complex at the San Martin Airport (III.B-50) .

> **Facilities Planning**

In fall 2017, HPI Architecture conducted a facilities condition assessment. The report categorized needed repairs by system and placed them into various sections including Building Conditions. The report also provided options for financing and recommendations for short-term projects until major funding could be secured (III.B-51).

In September 2017, the college consultants began the process of creating a new district wide Facilities Master Plan (FMP) involving all four of the College's sites. Under the guidance of the Vice President of Administrative Services, the consultants based the study on the EMP and conducted discussions with students, faculty, governance groups and committees, local

community groups, and surrounding agencies. Also, they surveyed students and staff to find out how they currently use facilities and to identify needed public, private, group, and individual learning spaces (III.B-52).

As part of this Facilities Master Plan process, current design, material, and process standards were identified. The various District trades staff has been involved in discussions as to how they currently work and what changes might be suggested to make their work more efficient. Statistical information includes current and forecasted space needs utilizing past, current, and projected.

> **Facilities Renovations**

Numerous renovations have already occurred on the Gilroy campus from 2007 to 2017 as part of the 2004 bond. The modernized buildings include:

- Multi-Purpose Building

- Art Building

- Humanities Building

- Music Building

- Math Building

- Life Science Building

- Physical Science Building

- Cosmetology Building

- Business Building

- Social Science Building

- Security/Facilities Building

Other projects funded by the bond were the San Martin Airport Facility, the Coyote Valley Facility, and purchasing land in Hollister for future buildings to expand services to the growing community.

In 2016-2017, the College's Student Center at the Gilroy Campus was renovated to seismically upgrade the building to meet the current standards.

Student Services was moved to a prominent location in the Student Center at the Main Campus and made more visible by creating an open floor plan with spacious service windows. Students can easily identify the space and the layout streamlines the admission process to help reduce

queues during peak times. All workstations and counters meet ADA requirements providing accessibility for both students and staff.

> ### Equipment Replacement

Requests for new or replacement instructional equipment happen in a formal program review process. Departments make requests to the Budget Committee which ranks the requests based on justifications made regarding the Educational Master Plan and department-based program plans. The subcommittees submit recommendations to the Budget Committee, which scores the requests (III.B-53) and submits them to the superintendent/president who makes the final determination regarding funding.

New technology, as well as upgrades, have been substantial and are ongoing. For example, with the completion of the last bond project, all classrooms are now equipped with a computer and a projector. Many classrooms also have document cameras.

> ### Maintenance

In addition to Information Technology, Audio/Visual and Facilities are departments that are responsible for maintaining physical resources at Gavilan. The Audio/Visual Department maintains all of the audio/visual equipment and services to classes at all campuses and provides technology training for faculty, students, administrators, staff, and for other college-related activities.

The facilities department does preventive maintenance and emergency repairs to structures, utilities, mechanical and electrical systems. The work order system consists of an email system (III.B-2) that deals with day-to-day emergencies and also automates preventive maintenance assignments for all equipment, such as routine emergency power generator inspections, mixing valves, hazardous waste inspections, boiler inspections, and HVAC equipment filter replacements (III.B-54). Preventative Maintenance is performed by both internal maintenance personnel and outside contractors.

> ### New Features and Upgrades

In alignment with Gavilan's commitment to social and environmental responsibility, the college has embarked on several energy efficiency projects to create a smaller carbon footprint while reducing liabilities for budgetary purposes. These projects include a partnership with Sunpower to lower peak demand billing costs by installing solar photovoltaic fixed-tilt carport Systems on the Gilroy Campus. Also, the pool boiler was replaced with an energy efficient heat exchanger which operates from the building boiler system and the main pool pump was replaced with an upgraded pump and a Variable Frequency Drive for the motor. The swimming pool, which was leaking an estimated 20,000 gallons of water daily, was replaced and new pool covers purchased to reduce the amount of natural gas used to heat the water. The college has also replaced a majority of the lighting on campus with Light Emitting Diode (LED) lamps. Areas replaced with LED lighting are:

- Parking Lot lighting (all including carports).(III.B-55)

- Wall Pack Exterior Lighting (various buildings).III.B-56

- Walkway Lights (all exterior).III.B-57

- Gymnasium Lights (all). III.B-58

- Theater (house light tubes).

- Music Building MU 101 (tubes and canned lighting)

Analysis and Evaluation for Standard III.B.2

The completion of Gavilan's facilities bond project list resulted in major upgrades and replacements of its facilities and instructional equipment. The district voters' authorization, in 2018, of a second bond will allow remaining work at all campuses to be completed. The new Facilities Master Plan is based on extensive facilities assessment and a wide range of input from internal and external constituencies. Facilities and instructional equipment prioritization align with Gavilan's mission and programs and services as well as upgrades and changes that reflect its commitment to social and environmental responsibility.

Standard III.B.3

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence for Standard III.B.3

Gavilan College uses multiple planning components to assure the feasibility and effectiveness of physical resources in supporting institutional programs and services. The Educational Master Plan and the Facilities Master Plan guide the feasibility and effectiveness of the College's physical resources in supporting institutional programs and services. The Facilities and Grounds (III.B-3) and the Curriculum Committees (III.B-59), Student Learning Outcomes (SLOs) (III.B-60) and the Board of Trustees' Facilities and Utilization committee (III.B-61) provide additional guidance. Reviewing space utilization in conjunction with course scheduling throughout each academic year optimizes current need. The Facilities Master Plan (III.B-52)and the annual update of the Five-Year Capital Outlay Plan (III.B-62) identify projects in relation to existing lecture, laboratory, and office space in relation to capacity workload measures. The Five-Year Scheduled Maintenance Plan (III.B-63) is annually updated to evaluate the institutions facilities and equipment. The Space Inventory Report (III.B-64), updated annually, monitors the institutions utilization and defines how effectively space is used.

Equipment is assessed on a regular basis through both institutional and departmental processes. The institution reallocates resources as necessary to meet changing instructional and operational needs as evidenced in the Strategic Plan and Program Plans as well as in Institutional Effectiveness Committee (IEC Facilities Report III.B-65) reviews. Each department completes and IEC review every three to six years. The institution also participates in the statewide Association of Community Colleges annual liability assessments.

The institution contracted with HPI Architecture to evaluate the condition of mechanical units including HVAC data/building management systems (III.B-66). In addition, they completed an educational asset inventory on all campuses and identified scheduled maintenance projects for the next ten years.

The College stakeholders, through a participatory process, annually update the Five-Year Strategic Plan (III.B-67). Physical resource planning is integral in accomplishing many of the strategic goals, including those involving College locations at the main Gilroy Campus and locations in Morgan Hill, Hollister, San Martin Airport, and Coyote Valley. The Facilities Master Plan (FMP) identifies the future needs and potential areas of growth for the district. The FMP is driven by the mission statement and integrated with the College's other planning documents such as the, Educational Master Plan, Strategic Plan , and the Technology Master Plan. The selection projects for the current Facilities Master Plan (FMP) were based upon data collected

from community surveys and forums, a campus-wide evaluation of existing facilities, and projected data regarding program and enrollment growth. (III.B-52).

Through the Institutional Effectiveness Committee (IEC) program review process, each program and department conducts a self-study that includes an assessment of facility and equipment needs for that area. This process generates recommendations for facilities and equipment improvement and development. Program reviews describe how each department views the future of its program and help identify facility and equipment needs (III.B-68).

Guided by the Facilities Master Plan and the Five-Year Scheduled Maintenance Report, the District plans and implements scheduled maintenance projects for the repair and renovation of existing facilities as well as the new construction and modernization. The Scheduled Maintenance Five Year Plan 2015-2020 (III.B-63) helps determine what an item and/or project will cost and when it should be replaced and/or repaired.

Analysis and Evaluation for Standard III.B.3

In order to assure the ability of its physical resources to support programs and services, the college plans and evaluates its facilities, physical resources, and equipment on a regular basis through facilities master plan updates, annual five-year capital outlay plan updates, annual five-year scheduled maintenance, and annual program reviews. In addition, the college has contracted with third parties for extensive facilities reviews that provide detailed information for planning and improvement purposes.

Standard III.B.4

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence for Standard III.B.4

In spring 2017, Gavilan Joint Community College (GJCC) completed a facilities condition assessment (III.B-69) to allow the College to align its new bond expenditures and Facilities Master Plan requests with the planning of facilities.

In Fall 2017, a Facilities Master Plan was started that involved all functional areas of the District. Utilizing the demographic and programmatic needs data from the recently completed Educational Master Plan, a review of the existing inventory of buildings was performed that resulted in recommendations for the renovation of existing or construction of new facilities to meet these current and projected instructional needs. All constituent groups and operational areas of the district participated in the development of the Facilities Master Plan to ensure that the college is aligning projects with the program plans and user groups, but also make sure stakeholders are integrated into the planning process from inception of a project to its completion.

These studies and evaluations directed by the College contain a Total Cost of Ownership (TCO) component in the analysis that helps to define options available to the overall plan. TCO is a formula the College uses to evaluate choices based on total lifetime costs associated with a decision. It includes total cost of acquisition and operational costs, including maintenance and energy. It is based on the estimated total lifetime of the equipment of system or on a set period of years sometimes exceeding the lifetime of a particular component, and if so the cost also includes replacement costs.

Gavilan Joint Community College District

Total Cost of Ownership Calculations for Future Projects using 2016 - 2017 data

	$	GSF	$Per GSF
Utilities	553,402	300,579 $	1.84
Maintenance	761,568	300,579 $	2.53
Custodial	567,980	300,579 $	1.89
Total	**1,882,950**	**$**	**6.26**
		Maintenable SQ.FT	
Grounds	507,548	3,740,497 $	0.14
Total yearly cost		**$**	**6.40**

Project Name	New GSF	Existing GSF	Net GSF	Project Cost w/o Equipments & Prog. Mgmt	Operating Yearly Cost $ 6.40	Capital Renewal Cost 0.015	First Cost 75 Years	Total Cost of Ownership
Student Services	43,106	-	43,106 $	30,496,358 $	275,878 $	457,445 $	406,618 $	1,139,942
Library/LRC/Student Center	69,923	38,803	31,120 $	41,924,913 $	199,168 $	628,874 $	558,999 $	1,387,041
STEM	16,000	-	16,000 $	12,445,153 $	102,400 $	186,677 $	165,935 $	455,013
Visual & Performing Arts Complex	53,020	17,569	35,451 $	38,515,324 $	226,886 $	577,730 $	513,538 $	1,318,154
Career/Tech Ed.	14,586	-	14,586 $	11,419,126 $	93,350 $	171,287 $	152,255 $	416,892
Kinesiology & Field Improvements	15,123	-	15,123 $	8,771,776 $	96,787 $	131,577 $	116,957 $	345,321
San Benito - Multidisciplinary Building	36,619	-	36,619 $	24,843,599 $	234,362 $	372,654 $	331,248 $	938,264
Total	**248,377**	**56,372**	**192,005 $**	**168,416,249 $**	**1,228,832 $**	**2,526,244 $**	**2,245,550 $**	**6,000,626**

Notes
1. The Operating Cost/Year = $6.40x GSF using Gavilan College Data. APPA data was $8.67, and was not used.
2. Capital Renewal = $0.015 x CRV with 1.5% of current replacement value per year as an established standard
3. First Cost is amortized over anticipated life of facility estimated as 75 years
4. These calculations do not factor in inflation adjustments

Long range capital projects at Gavilan College originate in discussion with staff and community and are then outlined and incrementally achieved through the college planning process. Gavilan College has a number of long-range capital projects that are based on its educational planning to support its mission. Long-range capital planning is basic to the college's Strategic Plan (III.B-67) and Educational Master Plan (IIII.B-70), Facilities Master Plan (III.B-52), Five-Year Construction Plan (III.B-71), and Technology Master Plan (III.B-72).

The main campus was initially planned to accommodate an enrollment of 5,000 students and now serves about 5,200 FTE with a headcount of 15,500. While the 2004 bond funded much needed modernization projects, the college continues to plan for modernizing the remaining facilities and building new ones.

The program review process allows the Facilities Development and Facilities Master Plan Committees to evaluate individual program needs in conjunction with data generated from the District's management information system such as program and student data from Banner and user input. The committee uses an integrated approach in the reviewing of pertinent data related to any facilities project on the college campus. Also, this integration allows for a life cycle approach to identifying data associated with a building.

Analysis and Evaluation for Standard III.B.4

Gavilan's long- range capital planning is integrated into its Integrated Planning Model and supports its educational master plan. All constituents, including the Gavilan Trustees, the Facilities department, and the Facilities Utilization Committee, are involved from the beginning of planning a new Facilities Master Plan. Gavilan completed all facilities improvements that were slated in its 2004 Bond and district voters approved a new bond that will enable the college to build and renovate additional facilities.

III.B Evidence

III.B-1	SWACC Property and Liability Inspection, June 2016
III.B-2	Work Order Tasks
III.B-3	Facilities and Grounds Committee Agenda
III.B-4	Facilities and Grounds Committee Minutes
III.B-5	Health and Safety Committee Agenda
III.B-6	Health and Safety Committee Minutes
III.B-7	Light Replacement Map
III.B-8	Environmental Health Permit
III.B-9	Environmental Health Permit, Medical Waste
III.B-10	Preliminary Elevator Order
III.B-11	Local Fire Department, Fire alarm and Sprinkler testing
III.B-12	Training Sign up sheet
III.B-13	Training Photo
III.B-14	Training Photo
III.B-15	Training Photo
III.B-16	Extinguisher Tag Front
III.B-17	Extinguisher Tag Back
III.B-18	Water Board Monitoring Results

Standard III.C.1

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence for Standard III.C.1

Gavilan Joint Community College District (GJCCD) has made significant efforts to provide appropriate and adequate technology resources to support the institution's management and operational functions, academic programs, teaching and learning, and support services. A plethora of new technologies and enhancements have been implemented to streamline operational processes, deliver instructional content efficiently, and provide support to student services effectively.

> ## Identification of Technology Needs

GJCCD identifies technology needs through inputs from multiple sources to ensure technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the District's academic and operational functions. Given below is a list of committees, surveys, and documents from which inputs are gathered:

- District Technology Committee

- Technology Master Plan 2014-2019

- Annual Program Plans and Budget Requests

- Institutional Effectiveness Committee (IEC) Program Review

- Distance Education Committee

- Other participatory governance committees, sub-committees, or task forces

- IT Help Tickets/Requests

- Student, Faculty, and Student Surveys

- Third-Party Contractor

The District Technology Committee (DTC) is a participatory governance committee comprised of representatives from the college's constituent groups (i.e., Student, Faculty, Professional Support, Director/Confidential, Administration) and Divisions (i.e., Instructional Services, Students Services, Administrative Services). (III.C-1). In order to enhance the operation of technology on campus effectively, decisions regarding technology services, support, facilities, hardware, and software are prioritized through the DTC. The DTC analyzes and finalizes decisions regarding the technology needs and the stated initiatives in the Technology Master Plan (III.C-2).

The DTC creates an annual task force to update the Technology Master Plan (TMP). The TMP is a "living" document which identifies and develops initiatives that will best support the overall strategies of the College. It is integrated with the Gavilan College Mission Statement (III.C-3), Strategic Plan (III.C-4), 2017 Educational Master Plan (III.C-5), and the Facilities Master Plan (III.C-6).

The task force collects technology needs from several sources and completes a prioritization list of initiatives from the entire College community. (III.C-7). In addition to being listed in the TMP as a priority, budget requests are included in each department's or division's program plans. Once the technology needs are identified and prioritized, annual program plans and budget requests are initiated for major technology projects (III.C-8). For example, the Content Management System (CMS) was identified as a technology need and became a TMP initiative in 2014. (III.C-9). The DTC evaluated several CMS products, and provided a recommendation for Cascade CMS. (III.C-10). The Informational Technology (IT) department submitted a program plan and budget request for FY 2014-15, which was ranked high by the Budget Committee (III.C-11). In 2015, GJCCD purchased the Cascade CMS, and we were able to go-live by Fall 2016.

All departments and programs participate in the annual program plan and budget cycle, in which resources are requested to support institutional strategies/goals, Institutional Effectiveness Committee (IEC) recommendations, or Student/Program Learning Outcome assessment results. In addition to the annual program plan and budget cycle, all departments and programs go through a comprehensive program IEC review/self-study every three to six years. The DTC evaluates program plans, budget requests, and IEC self-studies to identity any new technology needs.

GJCCD also identifies technology needs through other participatory governance committees, sub-committees, task forces, and divisional/department areas. Since 2015, the following technologies were identified and implemented: Canvas Learning Management System (Distance Education Committee), Cascade CMS (WebHeads Sub-committee), CurriQunet Curriculum Management Systems (Curriculum Committee), GradGuru/ Go2Orientation/Cranium Café/EAB Navigate (Student Success Task Force), AcademicWorks/CampusLogic (Financial Aid), CI Solution for Student ID cards (Associated Students of Gavilan College) and Board Docs (District Technology Committee; UA Task Force) (III.C-12; III.C-13, III.C-14).

GJCCD has a support help desk for faculty and staff as well as a helpline for students which is currently staffed by the Admissions and Records Department. Technology and training needs are identified from these support requests. Help-line personnel gather technology needs and forward the information to Information Technology (IT) department. Requests are either fulfilled by IT or forwarded to the DTC for collaborative discussion. Many needs are effectively met through help desk requests.

Surveys of faculty, staff, and students are administered throughout the year to evaluate the technology needs of the District. These include online surveys, computer center surveys,

distance education surveys, administrative services surveys, and off-site surveys. Overall, the surveys indicate a satisfactory level in regards to current technology. (III.C-15). According to the 2018 Accreditation employee survey, 57% of employees agreed or strongly agreed that the Gavilan's technology support is sufficient to meet the mission of the institution and 76% of employees have a satisfactory or excellent experience with their desktops computers or laptops (III.C-16, III.C-17). According to the 2018 Accreditation student survey, 91% of students agreed to strongly agreed that Gavilan supports student learning through services such as computer labs (III.C-18).

In 2015, GJCCD contracted with an outside consultant to complete an Information Technology (IT) infrastructure needs assessment encompassing the following areas: Data Center Core Computing, Disaster Recovery and Business Continuity Planning, Infrastructure Support Staffing and Support Tools, Access-to-Computing-Systems and Technology Refresh Planning. This report provides cost estimates for the recommended improvements to deficiencies found in the District's IT infrastructure (III.C-19).

> ## Appropriate and Adequate Facilities for Management and Operational Functions, and Teaching and Learning

As previously stated, GJCCD contracted with an outside consultant to complete Information Technology (IT) infrastructure needs assessment. One recommendation was for GJCCD to virtualize its data center. Virtualization reduces the number of physical servers thereby reducing staff support effort, ongoing system maintenance costs, and power consumption (III.C-20). Virtualization provides a greater ability to centrally manage the computing needs of the college and more quickly recover from hardware failures or other disasters. A key advantage of virtualization is the ability to easily package and transport applications systems computing environments to alternate disaster recovery processing locations.

According to the 2018 Accreditation Survey, 37.08% of employees and 55.81% of students responded that WiFi reliability was excellent to satisfactory. (III.C-17, III.C-21). Another recommendation from the IT infrastructure needs assessment was to upgrade its Core Data and Edge Network to increase the performance and reduce response times required by end system users. (III.C-20). In addition, it was recommended that GJCCD upgrade the Campus Fiber Optics Backbone and Cabling that were not covered by Measure E, a facilities improvement bond passed in 2004. The campus fiber optics backbone is the high-speed data communications freeway that connects the campus buildings' wired and wireless networks to the data center core computing environment, and the Internet. As network payloads and applications increase, higher performance is required. Higher backbone speeds are the key to providing higher performance and response times demanded by multimedia applications, streaming video, and online interactive application systems.

After reviewing the IT infrastructure needs assessment, DTC recommended that GJCCD virtualize its data center, upgrade its core data and edge network, and upgrade the campus fiber optics backbone and cabling not covered by Measure E (III.C-22). The IT department submitted a program plan with a budget request, which was rated high by the Budget Committee as a

priority to purchase. (III.C-8). In January 2017, the District purchased equipment for the network infrastructure from various funding sources.

The TMP and the Minimum Technology Standards for Classrooms and laboratories, a component of the Technology Master Plan, serve as guides for College technology implementation (III.C-23). Through Measure E, GJCCD was able to retrofit all classrooms using the media-enhanced technology to create "smart" classrooms. A smart classroom includes a computer teaching station with broadband Internet connectivity integrated with a VCR/DVD player supporting closed-captioning, audio and video controls, and LCD projector, and stereo speakers. Smart classrooms have become a standard feature in all renovated buildings. In addition, Measure E provided a mobile cart for the presentation screen used in instructor training sessions. Once the Measure E funding had been exhausted, many classrooms were renovated from the Media Services budget, Stem Grant, or Title V monies. Many classrooms still need to be updated either through wiring or new projectors, see Appendix D in the Technology Master Plan (III.C-24).

> ➢ **Appropriate and adequate hardware to support the institution's management and operational functions, academic programs, teaching and learning, and support services.**

Besides the Gavilan campus, Gavilan's IT department provides support for all programs and services at all four offsites (Morgan Hill, Hollister, Coyote Valley and San Martin). Technical needs are addressed through site surveys (III.C-15). The TMP addresses prioritization, standards for hardware, software, the internet, and network management, and outlines a 5-year Desktop Computer Replacement Plan. According to the 2018 Accreditation Employee survey (Q45), 43% of employees agree to strongly agree that the college replaces and maintains technological equipment on a predetermined basis to ensure that all program needs are met (III.C-25). IT replaces outdated desktops in accordance to its Desktop Computer Replacement Plan as funds are available (III.C-26). IT reviews annual Program Plans to identify additional hardware not included in the Computer Replacement Plan. In recent years, computer replacement has been funded either through Measure E bond or through grants. Based on the IT infrastructure needs assessment, it is recommended that GJCCD lease desktop computers (similar to the Data Center) to avoid large unplanned expenditures as IT equipment reaches end-of-life (III.C-20). We are currently evaluating alternative procurement options for our desktop computers such as leasing or virtual desktop infrastructure. According to the initiatives from the TMP, the Smart Classrooms on campus and at the off-site locations need to be updated to ensure that there is appropriate and adequate hardware in the teaching and learning environments (III.C-27). The Appendix D of the TMP lists the Smart Classroom Prioritization list as a guideline for planning (III.C-24).

In 2017, GJCCD began its Centralized Printing Project to help reduce printing costs, increase efficiencies, and improve its carbon footprint. An assessment report was completed and recommendations were suggested on centralized printing by Monterey Bay (III.C-28). After researching a wide range of print solutions, the college chose Konica Minolta multifunction printers/copiers (MFP) to replace out-of-support copiers and costly desktop printers. In addition,

GJCCD is using Papercut software to allocate printer services to departments efficiently, provide cost reports for departmental chargebacks, and enable users to print to any MFP copier/printer from any device (III.C-29).

> ➤ **Appropriate and Adequate technology services to support the institution's management and operational functions.**

The Information Technology (IT) Department coordinates the delivery of professional services to various departments and deploys technologies that benefit the entire GJCCD. IT has improved its technical support and is working to address technical issues. Gavilan has hired many contractors to configure Banner modules (e.g., Human Resources, Finance, Payroll, Student, Financial Aid) and digital document archiving (e.g., Banner Document Management System). Additional resources were focused on improving the workflow in Human Resources, Payroll, and Finance. Other engagements involved network security evaluation and redesign.

In 2016, IT collaborated with the Business Department on implementing online requisitions. Prior to the online requisition project, GJCCD personnel submitted paper requisitions and quotes for approval. Once approved, the Purchasing Agent would manually input data from the paper requisitions into the Banner system. The entire process of requisition creation, approvals, input into Banner, and budget verification would take 2-4 weeks to generate a purchase order (III.C-30). The online requisition system enabled users to create requisitions online, verify availability of budget up front, and send to the appropriate staff for approvals. Once approved, the requisition is routed to the Purchasing Agent electronically. This allows the Purchasing Agent to review requisitions and generate a Purchase Order immediately. The online requisition system reduced the requisition process from 2-4 weeks to 1 week (III.C-31).

Another technology project supporting the institution's management and operations functions is the Human Resources (HR) / Payroll implementation. IT collaborated with both HR and Payroll departments on implementing an in-house Payroll system. Prior to 2017, GJCCD contracted with Santa Clara County Office of Education (SCCOE) for payroll services. HR and Payroll staff would log into the SCCOE system to input data enabling SCCOE to process the GJCCD payroll and submit the STRS/PERS retirement data. Starting November 2015, GJCCD contracted with Ellucian to help implement the HR/Payroll module in its Banner ERP system. An Ellucian consultant worked with HR, Payroll, and IT staff for 14 months on strategic planning, helped with configurations, provided ongoing training, and tested parallel payrolls and documentations (III.C-32). GJCCD went live with its in-house Payroll system in January 2017.

> ➤ **Appropriate and Adequate software for academic programs, teaching and learning, and support services.**

In Fall 2016, the District implemented its new content management system called Cascade Server by Hannon Hill. The District worked with a local web design contractor to develop a responsive design framework ensuring easy navigation from tablets and smartphones. The overall design is cleaner and more user-friendly and allows for quick updates and stronger branding of the institution. In addition, the new website has been designed to improve student access to information regarding matriculation, registration, financial aid eligibility, and available

programs and services (III.C-33). Gavilan continues to strive toward ADA Section 508 compliance by utilizing the following Chancellor's Office software programs such as: Compliance Sheriff and Equidox. For instance, results from the Compliance Sheriff reports are discussed monthly at the Universal Access Task Force meetings (III.C-34). During the summer of 2018, the Chancellor's Office will be replacing Compliance Sheriff with a new software program, and Gavilan will implement the new program the following semester.

In Summer 2017, the District migrated from Moodle to Canvas for its learning management system. Canvas is currently used for all online courses as well as for face-to-face courses as a means to communicate with students and provide additional support. Canvas has been adopted by the California Community Colleges Chancellor's Office Online Education Initiative (OEI). In addition, the College subscribes to Turnitin, which allows teachers to check for plagiarism. Canvas and Turnitin have been widely used by faculty across disciplines for both distance education and face-to-face courses (III.C-35).

In Fall 2017, the District implemented CurriQunet Meta, a cloud-based curriculum management system. It interfaces with the Chancellor's Office Curriculum Inventory for management information system purposes, improves the efficiency of curriculum workflow processes, and allows for better access to the course outline inventory by the GJCCD and general public (III.C-36).

The District is a member of the Education Advisory Board (EAB) Student Success Collaborative. EAB is a collection of community colleges, including six in California, committed to redesigning registration and decision-making processes to increase student goal attainment. In alignment with its mission of student success and innovation, Gavilan College implemented the EAB Navigate technology platform. EAB Navigate includes a personalized onboarding path, a smart program matcher, customized degree plans, best-fit student schedules, and term-to-term nudging and registration to prompt students to complete each step in the enrollment process (III.C-37). Despite its dynamic features, the EAB Navigate software was not being fully utilized by students. After research by the Student Services division and IT, the District is planning to discontinue the use of the EAB Navigate software due to its low utilization (III.C-38).

The college is replacing EAB Navigate with several cost-effective technologies such as Cranium Cafe and Go2Orientation.

Since 2010, the student support services areas developed online tools for students and counselors. Gavilan continues to utilize DegreeWorks, a comprehensive academic advising, transfer articulation, and degree audit solution. The primary use of DegreeWorks is that it assists students and counselors in creating an educational plan. It can be viewed, or edited online, instead of a paper copy (III.C-39). Another software solution offered by student support services is Go2Orientation. Go2Oriention is a web-based software platform that is customizable, supports video and audio files, and interfaces with the student information system when a student has successfully completed the module(s) (III.C-40). Counselors customized this online orientation with modules that could be reviewed by students as needed.

The District consolidated most software acquisitions and procurements into yearly subscription packages for cost saving measures such as: Dell (III.C-41), Microsoft (III.C-42) and Adobe (III.C-43), and they are now readily available to the District's employees (III.C-44).

Analysis and Evaluation for Standard III.C.1

The District evaluates the effectiveness of technology using various methods, such as survey results from students, staff, faculty and input to the District Technology Committee (DTC). Also, the DTC is also involved in identifying the technology needs of the main campus and the four offsite locations. According to the 2018 Accreditation Survey, 37% of employees and 56% of students responded that Wi-Fi reliability was excellent to satisfactory (III.C-17, III.C-45). In addition, the IT Needs Assessment recommended that the District upgrade its core and wire/wireless network. To increase the Wi-Fi reliability, GJCCD purchased new Ruckus Wi-Fi Access Points to replace its out-of-support Xirrus WiFi Access Points. IT completed the first phase of the upgrade by deploying all Ruckus Wi-Fi Access Points. IT is implementing the final phase of deploying the centralized Ruckus Cloud Wi-Fi portal system. Once deployed, students, faculty and staff will be able to access secure, faster, and reliable Wi-Fi access.

When the Technology Master Plan is updated, input regarding the technology needs and completed initiatives is requested from the entire college community (III.C-1). The TMP creates a prioritization list that the College can utilize when making strategic technology and resource allocation decisions (III.C-1). The TMP initiatives are organized by the following priorities: 1) Safety, 2) Security, 3) Compliance, 4) Cost Savings, 5) Education, and 6) Operations. Status is assigned to each initiative for tracking progress, and budget is one of the options. If funding is necessary to complete the initiative, a program plan and budget request is completed. Funding is not always available to address these initiatives, such as: the 5-year Computer Replacement Plan, so research and analysis to find other funding supports for IT is imperative.

Standard III.C.2

The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence for Standard III.C.2

Gavilan College continuously plans for, updates, and replaces technology to ensure its technological infrastructure has the quality and capacity to adequately supports its mission. In the message from the 2017 Educational Master Plan (EMP), Dr. Kathleen Rose, Gavilan's Superintendent/President, stated that this plan "is a comprehensive review to determine how our curriculum, campus, and infrastructure will meet the current and future needs of our students" (III.C-2). Just as the EMP is a blueprint to inform the other college's plans, the 2014-2019 Technology Master Plan (TMP) guides Gavilan's technological development through the shared governance decision-making process (III.C-2). The TMP is integrated with the initiatives from the college's various documents and plans such as: the Mission, Strategic Plan, Educational Master Plan, and the Facilities Master Plan (III.C-2). The purpose of the TMP is to prioritize initiatives developed in this process and identify and clarify the technology resources needed to successfully implement these initiatives (III.C-2). The TMP initiatives are developed within the following areas: Institutional Services, Administrative Services, Instructional Services, and Student Services. Gavilan's technology needs are identified through the District Technology Committee (DTC), individual program plans and budget requests (III.C-8), and program reviews (III.C-46) through the Institutional Effectiveness Committee (IEC). The DTC forms a task force to review and update the Technology Master Plan (III.C-2). Technology issues are discussed at the District Technology Committee meetings and then committee members disseminate information and receive input from their respective constituent groups. Once decisions are made, recommendations from the committee are forwarded to the President's Council for final determinations. The committee publicizes the technology-related decisions by posting the Technology Master Plan and the District Technology Committee meeting minutes on their website (III.C-1).

Management, support, and procurement of technology is the responsibility of the Information Technology (IT) Department that is centralized at the District's main campus in Gilroy. In addition, the IT Department supports the off-site locations in San Martin, Hollister, Morgan Hill and Coyote Valley. The Director of IT leads this department, which coordinates technology planning, prioritization and budgeting with others in the College leadership, including Deans, Vice Presidents, and various managers. In regards to staffing the IT Department, the 2014-2019 Technology Master Plan follows the guidelines listed in the Chancellor's Office Statewide Technology II Plan (III.C-2). Within this plan, the Gartner Group and the Telecommunications and Technology Advisory Committee (TTAC) determined the appropriate Total Cost of Ownership (TCO) model for the community college environment (III.C-47). Gavilan uses this model as a guide for developing a baseline minimum requirement for Information Technology.

According to this model, Gavilan's IT Department has a technical support staffing shortfall of approximately 20 technical support positions (III.C-47).

The broad mission of the IT Department is to provide Gavilan students, faculty, and staff with technological equipment and services that enable learning and growth within a diverse community. Services include device and software support, web development, programming, training, and seeking out and procuring up-to-date technology for the campus. The IT department also gathers and reports campus-wide data for the Community College Chancellor's Office (III.C-5). Since the TMP does not delineate funding strategies, these are developed through collaborative discussion among the relevant parties. (III.C-2). The IT Department and the managers work together to identify strategies to fulfill the proposed initiatives. The Director of Information Technology (IT), VP of Administrative Services and Facilities/Maintenance Director work together to develop timelines for classroom renovations and handle immediate issues that come up when equipment fails.

Technology needs are identified in several ways: surveys and focus groups, annual program reviews, specific user group feedback, District Technology Committee meetings, comparison to industry standards, and assessments by the Information Technology (IT) Department Director and consultants. Surveys of faculty, staff and students are administered throughout the year to evaluate the technology needs of the District. These include online surveys, computer center surveys, distance education surveys, and administrative services surveys. For example, in 2015 when the college was researching the need to update the Gavilan website, media preference surveys were administered, and sections of the website to be modified were identified. These surveys addressed the website appearance, content, navigation and functionality of the website from a user perspective (III.C-48). These surveys were used by the particular DTC subcommittee (the "Webheads") and were instrumental in planning and implementing the newly designed website. This subcommittee has representatives from all college constituents, and they have been meeting regularly since 2012 (III.C-49).

One task force that reports directly to the District Technology Committee is the Universal Access (formerly Section 508) task force. This task force was reconvened in October, 2015 and is co-chaired by the High Tech Center (HTC) instructor from the Accessible Education Center (AEC) and the Section 508/ADA Coordinator. The charge of the Universal Access (UA) task force is to develop a campus-wide implementation plan that enforces our current ADA Section 508 policy and administrative procedures. The group's ultimate goal is to embrace a fully accessible and culturally sensitive campus. The four distinct areas of access challenges include: procurement, web-enhanced instruction, campus web sites and alternate media formats. The task force has researched several other colleges' procurement processes, best practices and case studies, added language to our vendor contracts, and attended several accessibility workshops. They have disseminated a survey on electronic and information technology (EIT) to the college (III.C-50), and they have developed a Roadmap to Compliance checklist (III.C-51). The Gavilan Web Developer runs Compliance Sheriff reports on the Gavilan website to check for web accessibility and reports to the committee monthly (III.C-52). The HTC instructor and a few of Gavilan staff have been trained on Equidox, a software program that creates accessible PDFs. In addition, the HTC instructor is collaborating with the Teaching and

Learning Center (TLC) faculty in developing training resources in order to assist faculty in creating accessible course materials. The IT Director and the HTC instructor also evaluate Voluntary Product Accessibility Templates (VPATs) and demo the products using assistive computer technologies before the EIT product is purchased to ensure ADA Section 508 compliance (III.C-53). After evaluating the results from the Universal Access survey, it was found that a majority of the answers pointed to the "Not sure" category, so the UA task force deemed it necessary to focus their efforts on awareness and education (III.C-50). They are currently in the process of developing an Accessibility Plan for the college, and they are in the initial planning stages of utilizing the Institutional Information and Communication Technology Accessibility Guidance checklist (III.C-54) recommended by the Accessibility Center of the California Community Colleges (III.C-55). The Universal Access task force members have collaborated with the Webheads Subcommittee members to develop an Accessibility link (III.C-56) on the footer of Gavilan home page, so individuals can report an issue regarding web accessibility. In addition, they have developed a Web Accessibility Complaint Process, which was recommended by the District Tech Committee in April 2018, and it is currently circulating around the various committees for shared governance approval before it goes to the Board. The draft was listed on the Academic Senate's May 1, 2018 agenda as an informational item (III.C-57).

Currently, Gavilan has approximately 1700 computer stations on campus and at the off-site locations at San Martin, Morgan Hill, Hollister, and Coyote Valley. The Chancellor's Office has stated in its Technology II Plan that a computer has an expected useful life of 3 years. Gavilan's TMP states that computers in classrooms should be replaced every three years in order to keep pace with the level of instruction/proficiency demanded by industry and education (III.C-2). Many instructional or student services programs purchase their own laptops, and some programs have utilized grants to fund these laptops. Even though the funding sources may vary, the IT Department must support these laptops so Gavilan developed a Desktop Computer Replacement Plan (III.C-26) for the implementation of new computers in the classrooms, laptops and faculty/staff computers (III.C-26).

Technology accommodates the College's commitment to classroom-based and online modalities of student learning. As part of the College's annual resource allocation process, academic departments can submit annual program reviews to request instructional equipment or software. These requests go to the Budget Committee for vetting and ranking, and their recommendations are forwarded to the President's Council. Departments report back the following year on the status of funded requests and how they have impacted their instructional programs (III.C-8). Deans and lead faculty are consulted, so computer labs and computer classrooms meet the needs of the specific department. The VP of Student Services consults with student services staff and also faculty to ensure that student learning support needs are met through the necessary technologies. For example, the Nursing Lab, Math Lab, Digital Media Lab, and the Business Skills Center have speciality software that is utilized specifically for instructional courses.

Analysis and Evaluation for Standard III.C.2

The College meets Standard III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services. Technology resources are identified through the shared governance decision-making process, and they are detailed in the 2014-2019 Technology Master Plan (III.C-2). The TMP is integrated with the initiatives from the college's various documents such as: the Mission, Strategic Plan, Educational Master Plan, and the Facilities Master Plan. The District Technology Committee is an institutional governing committee that advises the President's Council on technology issues affecting the District. Many report to the DTC on technology related issues such as the Webheads subcommittee and the Universal Access task force. The mission of the IT department is to provide Gavilan students, faculty, and staff with technological equipment and services that enable Gavilan to support its mission, operations, programs, and services. Because technical support is such a critical area for the college, the deficit of technical support positions has to be addressed as funding becomes available. The EMP suggests that Gavilan move towards a virtual infrastructure in order to reduce costs and save space. This includes a virtualization of all backend servers, and a college-wide implementation of a Virtual Desktop Infrastructure (VDI), which will allow students to access College resources and services from their own devices (III.C-5). In addition, the EMP states that Gavilan should continue to utilize various technological methods to increase student success by streamlining assessment, educational planning, and counseling. These methods include Accuplacer, DegreeWorks, SARS, and the Gavilan Early Alert Referral System (GEARS) (III.C-5).

The Gavilan College Technology Master Plan prioritizes computer needs, and it states that computer classroom labs should be updated first and maintained current as funding permits. Once the labs are properly equipped, money can be spent on other areas such as faculty/staff computers. As part of the plan, it is suggested that the computers in the labs be recycled for use as faculty/staff computers, if possible (III.C-26).

Standard III.C.3

> The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence for Standard III.C.3

Gavilan Joint Community College District (GJCCD) assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety and security. The District has one main campus in Gilroy and four off-sites locations in San Martin (Aviation), Hollister, Morgan Hill, and Coyote Valley. Its centralized data center is located at the main campus, but offers the same level of access, safety, and security across all sites through a seamless network integration. All critical

applications are centralized but distributed as well. A complete information technology infrastructure assessment was performed in 2016 by an outside consultant that covered:

- Data Center Core Computing

- Disaster Recovery and Business Continuity Planning

- Access-to-Computing Systems

- Infrastructure Support Staffing and Support Tools

- Technology Refresh Planning

This report provided cost estimates for the recommended improvements to deficiencies found in Gavilan's Information Technology (IT) infrastructure. An IT refresh plan was proposed as part of the annual budget process to provide for a systematic approach to upgrading equipment over time in a planned manner. Planned refresh cycles allow the college to pay-as-you-go avoiding large unplanned expenditures as IT equipment reaches end-of-life (III.C-20).

> ➤ **Reliable Access**

Access permissions to IT core equipment and datacenter were also reviewed in the network security assessment. Physical access was limited to only network and server technicians. Network permission is controlled with Active Directory (AD) permission levels based on the Principle of Least Privilege (PoLP) and the Need-To-Know security fundamental principles. The access levels of IT technicians are routinely reviewed and adjusted. In event of power failure, the IT core equipment and datacenter is protected by both UPS unit and backup generator. According to the Technology Master Plan's network management standards, Gavilan has made significant progress or the status is in-progress in establishing equipment redundancy to eliminate single points of failure in order to maintain service levels including 24/7 network availability and UPS battery backup protection for the data center (III.C-58).

In order to assure reliable access of core applications, the College opted to make most services available on the Web, sometimes leveraging cloud-based applications. For instance, a new mobile-friendly student portal, a new self-password reset module, online parking permit purchase, and many faculty applications are all available on the MyGav Portal (III.C-59).

In order to provide reliable access to the College's information resources and respond to increased mobile device usage, a new responsive-design website was created. It adapts to all screen sizes thereby offering more user-friendly navigation to mobile device users, which are primarily students. The content management system (CMS) platform permits easier content editing. It also uses cascading style sheets (CSS) to enforce the College branding and its look and feel (III.C-60). The content management system (CMS) platform secures sensitive information through unified authentication (LDAP).

➢ **Safety and Security**

The Technology Master Plan (TMP) establishes many specific items to be pursued over the five-year period. Two such items include: 1) preparing a disaster recovery strategy, including backup capability and recovery hardware and software, and 2) implement various improvements in the monitoring, evaluation, and maintenance of all network and server hardware and infrastructure (III.C-5). The District aims to ensure that all network management standards are accurate, up-to-date, and accessible for instruction, student services, and administrative services both on campus and at the off-site locations (III.C-61). The standards encompass the following areas: usability, reliability, performance, and security (III.C-2). The following network updates have been completed to ensure stability to the network:

- Purchased adequate bandwidth to support instruction for both on-campus & off-campus sites due to discussion with the Chancellor's Office need to update our DS-3 CENIC.

- Increased the speed of the network backbone since the minimum standard for any new or renovated buildings should be at least 10GB per second.

- Standardized network hardware including switches.

- Ensured that we have Quality of Service enabled equipment that will let campus needs determine service levels.

- Established remote centralized management by testing and monitoring all our networking equipment efficient tech support. Automatic alerts are sent to network managers.

- Provided secure, remote access for Gavilan employees to work from remote locations.

- Provided a system-wide notification of changes in system operations and maintenance schedules.

- Incorporated anti-virus software and malware protection for the network and desktop stations (III.C-61).

- According to the TMP's network management standards, Gavilan has made significant progress or the status is in-progress in the following areas:

- Provide a secured environment to ensure integrity and privacy to comply with government standards to include physical connectivity to the network.

- Plan for a network that includes the capability for new technology services and/or infrastructure. For example, this may include video and voice over IP, i.e. convergence.

- Establish the capability of supporting network intrusion, detection, prevention and logging, to include network access accounting (III.C-61).

In 2017, GJCCD implemented an enterprise security service called Cisco Umbrella. This security service provides enhanced protections from adware, malware, malicious websites,

phishing attacks, Botnets, and Ransomware. Any device on the District's network will be redirected to a warning page if a suspected/affect site is trying to be accessed. As of ==Some month ending in ber or gust 2018, xxx== malicious web sites have been blocked by Cisco Umbrella (III.C-58).

Analysis and Evaluation Standard III.C.3

Through institutional planning, financial resources have been allocated to implement and maintain the technology resources necessary for its courses, programs and services. Gavilan offers the same level of access, safety, and security across all sites through a seamless network integration. All critical applications are centralized and distributed. Even though Gavilan has made significant progress toward reliability, safety and security of its infrastructure, not all updates have been completed since funding is not always available.

Gavilan's 2017 Educational Master Plan states that, "the growing ubiquity of technology in education requires that more thought, resources, and funding be directed toward the Gavilan IT department to keep it from falling behind the technology of its competitor colleges." Important technologies that the department has supported and continues to support include moving towards virtual infrastructure in order to reduce costs and save space, creating a refresh plan, and establishing a backup recovery plan. As Gavilan moves toward a virtualization of all backend servers and a college-wide implementation of a Virtual Desktop Infrastructure (VDI), it will allow students to access College resources and services from their own devices (III.C-5). Many efforts have been made toward developing these goals and will continue to do so when fiscal resources are designated for these purposes.

Standard III.C.4

> The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence for Standard III.C.4

Gavilan Joint Community College District (GJCCD) continues to offer quality training for faculty, staff, students, and administrators in the use of technology. Technology training and support is provided for instructional programs, student services, and business services. Gavilan's training needs are assessed by periodic surveys (III.C-62). In addition, Gavilan's support needs are determined by the types of email requests sent to the tech help address (help@gavilan.edu). Calls to the TLC help desk are also evaluated periodically to determine the staff's technology training needs (III.C-63).

> ➢ **Trainings and support for faculty, staff, and administrators**

A Professional Development Day committee creates the agendas and organizes the Professional Development Day and Convocation Day workshops each semester for all employees. Following the day's activities, evaluations are disseminated to all participants. From these evaluations, needs are assessed and new trainings are developed for faculty and staff every year. The Faculty Professional Learning Committee is a standing committee of the Academic Senate and its purpose is to review and approve faculty professional growth activities. They review and approve the flex contracts, co-curricular, and individual professional development plans. Technology trainings that include flex credit are initiated by the instructors and coordinated between the Vice President of Academic Affairs and the Teaching and Learning Center (TLC). Convocation and Professional Learning Day workshops are included in flex contracts and these trainings are frequently focused on technology (III.C-64).

The TLC is a centralized place on campus where a variety of training opportunities and equipment are provided for all faculty and staff (III.C-65). The TLC organizes and implements ongoing trainings for both faculty and staff. Currently, the TLC is staffed by the Distance Education Coordinator and a part-time faculty member. The TLC's program plan calls for the addition of a full time instructional Technologist position, per State Guidelines (III.C-66). The Title V Grant is paying for a part time Instructional Technologist which will end in 2020.

The equipment in the TLC includes: 7 lab PC computers, 2 Macs, one document scanner, a color printer, a copy machine, and a Macintosh with a large monitor for presentations and web conferencing. The lab is open to all staff and faculty on a drop-in basis. However, employees can reserve the computer lab or the presentation area for specific trainings or monthly committee meetings. A list of ongoing trainings is provided on the TLC website (III.C-67) and flex credit options are available. Training and support needs are assessed through individual faculty requests and survey results (III.C-68). The current Title V grant funds faculty opportunities for technology trainings and focuses on online teaching. Announcements and

information are disseminated regularly by the TLC staff on workshops, courses, webinars and conferences from sources such as: Online Education Initiative Consortium, @One, and the Accessibility Center (III.C-69).

The TLC also provides equipment and training for faculty who teach distance education courses (3C.4.9:). When the college transitioned from Moodle to the Canvas Learning Management system, the TLC provided several workshops on "Getting to Know Canvas" (III.C-70). The TLC also designed a Canvas Help website to instruct faculty on the topics of: Getting Started, Adding Course Content, Using Outcomes, FAQs, etc. (III.C-71). Individual appointments for assistance or training are available throughout the semester and drop-ins are welcome. Examples of ongoing trainings include the latest Microsoft Office software, podcasting, video creation, YouTube captioning, anti-plagiarism software (TurnItIn), Adobe Creative Suites software, Google docs, etc. Sign-in sheets for these various trainings are maintained in the TLC (III.C-72). The TLC also maintains a website that provides links to many informational resources and tutorials such as: Distance Education Best Practices, Classroom Resources, 3C Media, Kognito, California Acceleration Project, and SLO/PLO resources (III.C-73). The Media services staff provide continuous support and training on how to utilize the existing equipment and the new technologies in the classroom. In addition, they assist in video and sound production and setting up the assisted listening devices (ALD) in the classrooms and theater.

With the conversion to the content management system (CMS), Hannon Hill, the TLC staff and the Webmaster have been instrumental in streamlining the transition. The webmaster provides continuous weekly trainings on the software in the TLC and the training also includes web accessibility guidelines (III.C-74). Resources on how to create accessible web pages and course materials are also provided to faculty. Each department/program has a representative who is trained, and responsible for maintaining their department or service website. The Web Developer and the SLO faculty liaison collaborate to ensure that the SLO Reporting Website is up-to-date and operational (III.C-75). The SLO faculty liaison also provides training to faculty on how to assess their student learning outcomes and how to upload their results to the website.

Whenever a new software program or service is purchased, trainings are provided by the vendor or the contracted service as part of implementation stage. When CurriQunet was purchased, Gavilan's IT and Curriculum Specialist collaborated on implementing the program. Once the program went live, the Curriculum Specialist and Curriculum Chair provided several trainings for the Curriculum committee members on how to use the program, so that faculty could provide ongoing training for other faculty (III.C-76). Gavilan's IT department, Curriculum Specialist, and Curriculum Chair continue to support the users of CurriQunet.

Extensive training was provided to faculty and staff during the implementation of Ellucian's Banner, the Enterprise Resource Program (ERP) for the College. The IT department offers introductory Banner training when requested by new users. Detailed module training is provided to employees by their respective departments. For example, the Business Office offers training on the self-service finance module bi-annually to individual budget managers who require or request training. With the addition of the Ellucian's Banner HR Payroll module and the FLAC online contract module, trainings are continually provided for the staff using the technology

(III.C-77). The implementation of Banner required changes to some of the College's business processes.

When new software systems or upgrades are implemented, trainings are provided for faculty and staff. Some examples include: My DegreeWorks, SARS Anywhere, Banner Self-Service, 25Live, GEARS and Argos/Hyperion (III.C-77).

> ➤ **Training and Support for Students**

Through the implementation of Banner and student email, students now have increased access to information regarding their student account, registration, financial aid, degree progress, and course information. An additional feature of Banner is that it is available 24/7 for students and faculty access. Informational and training websites and tutorials are available for students to learn how to access the myGav portal, Self-Service Banner, mobile apps, and use their Gavilan email (III.C-78).

Gavilan provides students with many free tools to help them stay organized and have instant access to grades, schedules, and other campus resources. For example, Grad Guru sends electronic notifications regarding important deadlines, and EAB Navigate takes the guesswork out of education requirements from registration to graduation. There are mobile apps, emergency alert systems, interactive online programs, and free online tutoring available for Gavilan students (III.C-79).

Gavilan provides quality training opportunities for students in many different areas. In addition to the computer application courses, technology training for students is provided in the Computer Center, Library, High Tech Center, Learning Skills lab, Business Skills Center, Tutoring Center, Writing Center, Learning Commons, Math Lab, Digital Media/CSIS Lab, and off campus labs, on a drop-in basis or as requested by the student. For example, once the students are trained in the assistive computer technologies in the High Tech Center, the software is available in various student labs on campus and at the off-site locations (III.C-80). According to the 2018 Accreditation Student Survey, of the 64% of the students responding to the question about assistive technologies, 57% rated the assistive technologies satisfactory to excellent (III.C-21). According to the 2018 Accreditation Student Survey, 83% of students agreed that the District provides adequate information and training about various technologies including myGav Portal, iLearn, and computer labs (III.C-81).

The new student orientation for Gavilan students is a two-part process. The first part of the new student program requires a completion of the Online Kick Start session (III.C-82). The second part of the new student program is the completion of the New College Student Seminar or First Year College course called Guidance 210 in which students can take either as a face-to-face or as an online course. This course includes a section on navigating and using online resources (III.C-83).

When students are enrolled in online courses, they are provided with many opportunities for training and support. Gavilan offers an in-person or an online orientation workshop for the use of Canvas each semester. Students can attend orientations in the library each semester for

additional assistance and information, and the trainings and resources are listed on the Distance Education website (III.C-84). An online non-credit student orientation course (LIB 732: Introduction to Online Gavilan) is available for all students enrolled in online courses (III.C-85). Students may choose to complete the course as needed. Another non-credit course that was developed for student training is Guidance 700: Online Basic Academic Skills (III.C-86). This online course is designed for entry-level students who want to improve their basic academic skills or prepare for the GED or HiSET test through the use of appropriate software. Additional online non-credit courses are available to assist students with online research and avoiding plagiarism. The online non-credit information competency tutorials that are offered with the Nursing program include: Library 740: Information Competency for Nursing Assistants, Library 741: Information Competency for the Life Cycle, and Library 742: Information Competency for Nutrition (III.C-87).

Analysis and Evaluation Standard III.C.4

The College meets Standard III.C.4. Faculty, staff, students, and administrators are provided with sufficient technology training and support. Online instructions, tutorials, one-to-one instruction, and small group sessions are provided weekly by the TLC faculty and Webmaster.

Workshops, in the Teaching and Learning Center are readily available to all faculty and staff who want to utilize various delivery modes and teaching methodologies within Canvas. Technology trainings are provided to assist employees when new software is implemented and business processes have evolved. Technology training and support needs are assessed through individual faculty requests and surveys, and workshops are continuously developed based on those results. Each semester, Professional Learning Day activities are evaluated and new workshops are developed to meet the needs of all faculty and staff. Students have many opportunities to select courses offered in a variety of delivery formats. If they choose online, appropriate instruction and support is available to guide a student to be successful. Gavilan also provides our students with many free technology tools to assist them in staying organized and giving them instant access to grades, schedules, and other campus resources.

According to the 2018 Accreditation employee survey, only 59% of employees agree to strongly agree that the District provides sufficient training in the use of technology both hardware and software, to effectively carry out their work responsibilities (III.C-88). Even though many trainings are conducted when new technologies are introduced, it appears that a significant number of employees feel they are not receiving sufficient training. These results may be due to various reasons such as scheduling conflicts and part time faculty availability. To address these training needs, the District will continue to survey employees on their specific training needs and create a variety of professional growth opportunities accommodating multiple schedules.

Standard III.C.5

The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence for Standard III.C.5

Gavilan College has policies and procedures that guide the appropriate use of technology throughout the teaching and learning process. Decision-making policies for technology resources are detailed in the 2014-2019 Technology Master Plan (III.C-2) and are integrated into the College planning and shared governance processes. Gavilan's Board of Trustees is responsible for setting policy for the District. There are several Board Policies and Administrative Procedures that specifically address appropriate use of technology resources. In addition to the Board policies and procedures, many standards were developed and listed within Appendix E of the Technology Master Plan (TMP), such as: Hardware, Software, Web and Network Management Standards (III.C-89). Many of these standards are discussed at the District Technology Committee meetings, and then committee members disseminate information and receive input from their respective constituent groups. Once decisions are made, recommendations from the committee are forwarded to the President's Council for final determinations. The committee publicizes the technology-related decisions by posting the TMP and the District Technology Committee meeting minutes. The Distance Education Committee has also developed best practices and processes regarding the appropriate use of technology resources to meet the needs of the faculty responsible for distance education. These guidelines are best described in the following documents: the Distance Education Master Plan (III.C-90) and the Distance Education: Best Practices (III.C-91).

> **Board Policies and Administrative Procedures**

Gavilan's Board Policy (BP 3720) Computer and Network Use states that the employees, trustees and students who use the College's computers and networks and the information they contain, and related resources have a responsibility not to abuse those resources and to respect the rights of others. It also states that users must also respect software copyrights and licenses, respect the integrity of computer-based information resources, refrain from seeking to gain unauthorized access, and respect the rights of other computer users (III.C-92).

The associated Administrative Procedure (AP 3720) outlines in more detail the following areas: Conditions of Use, Legal Process, Copyrights and Licenses, Illegal Distribution of Copyrighted Materials, Integrity of Information Resources, Unauthorized Access, Usage, Nondiscrimination, Disclosure, Dissemination, and User Acknowledgement (III.C-93). This procedure states that the District's computers and network systems are for instructional and work related purposes only. Regarding unauthorized access, users must protect their password or they may be subject to both civil and criminal liability. Regarding copyrights and licenses, it emphasizes that computer users must respect copyrights and licenses to software and other online information, specifically prohibiting plagiarism of computer information. It says that plagiarism is prohibited in the same way that plagiarism of any other protected work is prohibited (III.C-93). All new

employees have to sign a Computer and Network Usage Agreement, located in AP 3720, acknowledging that they have read the BP and AP procedures (III.C-93). Furthermore, IT is implementing a "pop-up" dialog box stating that these rules will be abided by when utilizing the District's computers and network systems.

Gavilan's Board Policy (BP 6340) provides access to District programs and services to individuals with disabilities to the fullest reasonable extent possible, as guaranteed by Section 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The District is authorized to proceed with a contract that best serves the college constituencies by several related Administrative Procedures (III.C-94). One such example is Gavilan's Administrative Procedures (AP 6365) Contracts - Accessibility of Information Technology. This AP mandates that a contract for the purchase, development, procurement, maintenance or use of any electronic or information technology must contain a provision that the vendor complies with the requirements of Section 508 of the Rehabilitation Act of 1973 and its related regulations (III.C-95).

Gavilan College's Board Policy (III.C-96) and Administrative Procedures (AP 6520) Security for District Property both state that procedures and processes will be followed to ensure sufficient security of all equipment, including locking software for computers (III.C-97).

> ➤ **Standards for Hardware, Software, Web, and Network Management**

Initially when the Gavilan District established its TMP, it was recommended that standards be developed for hardware, software, web, and network management. The Hardware Standards document describes the procedures for hardware purchases specifically for Macintosh computers, laptop computers, and handheld wireless devices. It is also reiterated that the vendor must ensure that their product meets the ADA Section 508 standards in Appendix E-1 Hardware Standards of the TMP (III.C-98). The Software Standards section, Appendix E-2, defines the procedures for software purchases for both individual and computer lab purchases. This standard emphasizes the importance of purchasing software that will be compatible with Gavilan's existing hardware, software and network also ensuring that the product complies with the ADA Section 508 standards (III.C-99). The Web Standards, Appendix E-3, section emphasizes the importance of ensuring all official pages on the District website are accurate, up-to-date, and accessible according to ADA Section 508 (III.C-100). The Network Management Standards, Appendix E-4, strive to ensure that all network management standards are accurate, up-to-date and accessible for instruction, student services, and administrative services both on campus and off-campus (III.C-61). The main focus areas for this standard include: usability, reliability, performance and security (III.C-23).

Analysis and Evaluation Standard III.C.5

The College meets the Standard III.C.5. The 2014-2019 Gavilan College District Technology Master Plan effectively documents decision-making policies and procedures for technology resources. Several Board Policies and Administrative Procedures specifically address the appropriate use of technology resources in our teaching and learning processes. The Distance

Education Master Plan and the Distance Education Best Practices document serve as guidelines for faculty who teach online. The institution further demonstrates the appropriate use of technology through its Hardware, Software, Web, and Network Management standards outlined in the Technology Master Plan.

Evidence for Standard III.C

III.C-1   District Technology Committee Website

III.C-2   2014-2019 Technology Master Plan

III.C-3   Mission Statement

III.C-4   Gavilan Strategic Plan 2017-2022

III.C-5   2017 Educational Master Plan

III.C-6   Facilities Master Plan

III.C-7   DTC emails/minutes

III.C-8   IT Program Plan/Budget Requests

III.C-9   TMP Initiatives-CMS

III.C-10   Webheads Committee minutes

III.C-11   MIS Program Plan, AY 2014-15

III.C-12   DTC / UA /DE meeting minutes

III.C-13   Booklet

III.C-14   Participatory Governance Committee Packet

III.C-15   Hollister / Morgan Hill /Distance Education Site Surveys

III.C-16   2018 Accreditation Employee Survey - Q43

III.C-17   2018 Accreditation Employee Survey - Q46

III.C-18   2018 Accreditation Student Survey - Q32

III.C-19   Infrastructure Cost Sheet-Final LWA

III.C-20   IT Needs Assessment Final-LWA

III.C-21   2018 Accreditation Student Survey - Q45

III.C-22   District Technology Committee minutes

STANDARD III.D Financial Resources

Standard III.D.1.

> Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

Evidence for Standard III.D 1

The Board of Trustees is dedicated to sustaining the fiscal resources to support and improve student learning programs and services at the college in coordination with the Educational Master Plan (EMP) (III.D.1-1) while ensuring the ongoing fiscal stability of the District. The College's ongoing fiscal stability is essential for effective operations that support the College's mission and is confirmed by Board Policy (BP) 6200 Budget Preparation (III.D.1-2), BP 6300 Fiscal Management (III.D.1-3), AP 6305 Reserves (III.D.1-4), and BP 6320 Investments (III.D.1-5).

NOTE: We'll need to rewrite this whole section with 2017-18 results and it shows a reserve of 3.21%, below the chancellor's minimum. Wade or Fred will have to do this as the numbers keep changing before the audit. Ken

Gavilan Joint Community College District (Gavilan) passed an Adopted Budget for Fiscal Year 2016-2017 for the Unrestricted General Fund with available resources of $32.7 million (III.D.1-6). The initial budget showed a deficit of less than a million dollars, but later in February 2017, the budget was adjusted to end up with a $380,000 surplus for fiscal year 2016-17 (III.D.1-7, Mid-year unrestricted general fund review) which increased the reserves to over $4,600,000 or 13.73%, well over the recommended 5% minimum (Need evidence using final 2016-17 results). (NOTE: We'll need to rewrite this whole section with 2017-18 results and it shows a reserve of 3.21%, below the chancellor's minimum)This fund is used to account for the basic operations of the college, which includes Administration, Instruction, and Student Services. The college budget had sufficient revenues to maintain current programs and to support necessary improvements where needed. The largest expense of the District, representing 83% of the Unrestricted General Fund budget is for salaries and benefits (III.D.1-8).

The District under AP 6300 Fiscal Management (III.D.1-9) is responsible for the stewardship of all available resources by providing an organizational structure that incorporates clear delineation of fiscal responsibilities and staff accountability. The safeguarding of Districts assets is maintained by sustaining effective internal controls. Gavilan College funds are invested by Santa Clara County Treasurer in compliance with the county's investment policy (III.D.1-10) as specified by AP 6320 Investments (III.D.1-11).

Analysis and Evaluation for Standard III.D.1

The College meets the Standard. Gavilan's financial procedures are outlined in Board policies and administrative procedures and the financial management is transparent and follows generally accepted accounting and internal control practices. The College plans for both short-term and long-term financial solvency. Its resources are sufficient to support and maintain student learning programs and student services. Resources are allocated based on the needs of maintaining programs and student services as outlined in the educational master plan and the five year strategic plan.

EVIDENCE LIST
III.D.1-1   Educational Master Plan

Standard III.D.2.

> The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence for Standard III.D.2

Gavilan College's finances are managed with integrity in a manner that ensures financial stability to Gavilan. The College's mission (III.D.2-1) provides the basis for the fiscal planning, from the Educational Master Plan (EMP) (III.D.2-2), Facilities Master Plan (III.D.2-3), Technology Plan (III.D.2-4), and the Five-Year Full Time Faculty Hiring Plan (III.D.2-5) for setting the long-term goals, which are fulfilled through the Five-Year Strategic Plan (III.D.2-6) and strategic plan to program plans produced by departments.

The budget building process uses the following general guidelines for prioritizing budget requests: First priority is identification of the level of ongoing expenditures necessary to sustain Gavilan's current operational services. Second priority is funding improvements to enhance the College mission; the Gavilan College budget committee and President's Council establish these funding needs through a process of departmental review, program plan and budget requests, and then ranking according to a rubric. All funding requests must directly support a goal listed in the Strategic Plan. This process integrates financial planning with institutional planning, considers EMP and strategic plan goals, and program plan review results and additional requests, and provides essential input into the ongoing budgeting process. The annual budget guidelines, Exhibit 3, page 2 of the Adopted 2016-17 budget, list the current year's objectives for instructional and other institutional enhancement (III.D.2-7).

The budget planning calendar (III.D.2-8) approved by the Board of Trustees sets up a timeline for the budget process. The Board of Trustees' policy regarding budget development (III.D.2-9) is as follows: Each year, the president of the College presents a budget to the Board of Trustees, prepared in accordance with Title 5 of the California Code of Regulations and the California Community Colleges Budget and Accounting Manual. The schedule for presentation and review of budget proposals complies with state law and regulations and provides adequate time for study by the Board of Trustees. Budget projections address long-term goals and commitments and budget planning supports institutional goals and is linked to other institutional planning efforts such as the EMP and the Five-Year Strategic Plan.

The Budget Committee makes the final recommendations in preparation of the tentative budget to the superintendent/president. The vice president of administrative services will then report out the ranking results on the program plan requests and the Business Services sends out award letters to department chairs. The department chairs submit online purchasing requisitions for processing.

To ensure that the budget process follows a set structure, policies and procedures were put in place by the Board of Trustees. Board Policies such as AP 6200 Budget Preparation (III.D.2-10), BP 6200 Budget Preparation (III.D.2-11) and Fiscal Management (III.D.2-12) were developed to safeguard sound financial practices and financial stability of Gavilan short and long term. Responsibility and accountability for fiscal management are clearly delineated and must support the college's mission and educational plans.

Dissemination of financial information occurs throughout the year to the entire institution and community in a timely manner. Gavilan's tentative budget goes to the Board for approval in June (III.D.2-13) and the adoption of the final budget in September (III.D.2-14) (III.D.2-15). The Associate Vice President of Business Services and Security also provides two budget presentations in June and September to the public and Board of Trustees on the budget documents (III.D.2-16). The College annually releases and posts the independent audit report online and takes it to the Board of Trustees for approval (III.D.2-17). The audit and the State Chancellor's Office annual financial report (CCFS 311) (III.D.2-18) are public. documents and are filed with State, Federal, and other organizations as required or requested. Gavilan also reports out quarterly on financial status on the chancellor's quarterly report 311q (III.D.2-19) for board approval. All budget and financial reports are posted on Gavilan's web site under Budget Information (III.D.2-20).

Gavilan provides all budget managers with an online budget tool that allows them to review and maintain budgets in real time, so that they can see account balances, year to date expenditures, and unused encumbrances. This access allows managers and staff to manage their budgets and provide information to management on financial status as a whole.

Analysis and Evaluation for Standard III.D.3

The College meets the Standard. Financial planning at Gavilan College is based on the College's mission, the EMP, and strategic plan goals and is part of a formally established comprehensive budget process that involves administrators, faculty, staff and the Board of Trustees. Board policies and procedures require such integration and outline sound financial practices that promote financial stability. Financial planning is open and transparent to the entire college and local community. Information is disseminated via Web postings, presentations, and is shared through participatory governance.

EVIDENCE LIST
III.D.2-1   Gavilan College Mission Statement
III.D.2-2   Educational Master Plan
III.D.2-3   Facilities Master Plan
III.D.2-4   Technology Plan
III.D.2-5   Full Time Faculty Hiring Plan
III.D.2-6   Five Year Strategic Plan
III.D.2-7   Adopted Budget Fiscal Year 2016-2017, page 11,

Standard III.D.3.

> The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence for Standard III.D.3

The Budget Committee, as described in Standard III.D.2, is the College's shared governance standing committee (III.D.3-1) and is charged with integrating the financial resources with the instructional master plan and program plan reviews (III.D.3-2) to accomplish the College's strategic goals and mission. This committee has bylaws that clearly establish the charge, role, and contribution to the shared governance process. The membership appointments come from all College constituencies including faculty, classified staff, students, and administration. The budget committee reviews the planning and the budget assumptions developed by the Administrative Services Division and revenue and expenditure projections developed by Business Services. The committee sends budget recommendations to the President's Council and the council sends it to the superintendent/president for board consideration (III.D.3-3). The Business Services department takes the original assumptions and develops a tentative budget to be approved at the June Board of Trustees meeting so the District can operate from the

beginning of July until the final budget is adopted at the September Board of Trustees meeting (III.D.3-4, III.D.3-5).

Analysis and Evaluation for Standard III.D.3

The College meets the Standard. The budget process is consistent with the annual planning process and the tentative budget is made available to all constituencies so that all have the opportunity for active participation and feedback into budget development and financial planning. As needed, the budgeting process is updated to reflect the current budget development.

EVIDENCE LIST

III.D.3-1   Participating in Shared Governance Handbook (revised)

III.D.3-2   Program Plan process on web

III.D.3-3   See III.D.2-9, BP 6200 Budget Preparation

III.D.3-4   Budget Presentations for FY 2016-2017 (Repeated from III.D.2-16)

III.D.3-5   Program Plan Ranking Spreadsheet

Standard III.D.4

> Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence for Standard III.D.4

Business Services develops a Budget Calendar (III.D.2-8 NOTE: Also put it in at III.D.4-1 and remove the III.D.2-8) providing a step by step plan of action for the process. The Business Services typically develops budget assumptions in coordination with the Vice President of Administrative Services with input from the superintendent/president's Cabinet and the Board of Trustees. These budget assumptions are presented to the budget committee for review and agreement. (III.D.4-1).

NOTE: The following need to be replaced with 2017-18 evidence. The tentative budget (III.D.4-2) and final adopted budget and periodic updates (III.D.4-3 and III.D.4-4) are developed based on the Business Services information provided by the Santa Clara & San Benito County Treasurer Departments to determine anticipated property tax revenues during the year. The Board of Trustees' policy on fund balance reserve level (III.D.4-5) as well as revenue forecasts and fixed costs (such as permanent and part-time staff & faculty salaries, benefits, and utilities) are integrated into the development of budget projections that are provided to the budget committee for analysis and comment and at the same time the institutional planning priorities

are ranked in order of priority with these assumptions (III.D.4-6). The Business Services department then distributes schedules online to respective budget managers with these budget assumptions for review and adjustment. Budget managers are responsible for developing their department budgets and meeting with the Associate Vice President of Business Services and Security to review each of their budgets.

Gavilan College continues to pursue the development of new financial resources to help augment budget resources. The college has had great success in obtaining Title V and STEM grants over the last several years to add resources for educational purposes (III.D.4-7 & III.D.4-8). In 2017, the College hired a Coordinator of the Gavilan Educational Foundation and Alumni Relations to design, develop, and execute a comprehensive development strategy for the Gavilan College Education Foundation to support the college mission and goals, which includes seeking grants and endowments from individual donors, private foundations and leveraging bond funds through a capital campaign drive (III.D.4-9). The College placed a facilities bond measure on the ballot in November 2018, seeking resources for improving, building and expanding educational facilities to meet the strategic goals and mission of the college.

Analysis and Evaluation for Standard III.D.4

The budget development process builds an accurate representation of available resources that is based on the identification of significant budget assumptions, including fixed costs, forecasted expenditures, Board mandated reserve, and projected revenue. Gavilan has been awarded additional financial resources that support College's mission and strategic goals. The annual planning and budget process has enhanced the College's ability to contemplate planning needs and integrate the results into the budget development process.

EVIDENCE LIST

III.D.4-1   Budget Presentations for FY 2016-2017 - Same as III.D.2.16
III.D.4-2   Tentative Budget for FY2016-2017 - Same as III.D.2.13
III.D.4-3   Adopted Budget for FY2016-2017 (Repeat of III.D.1.6)
III.D.4-4   Mid-Year Unrestricted General Fund Review February 16, 2017 (Repeat of III.D.1-7)
The above need to be 2017-18 information
III.D.4-5   AP 6305 Reserves
III.D.4-6   Budget Meeting Minutes,

III.D.4-7 Title V Grant Award Letter

III.D.4-8 STEM Grant Award Letter

III.D.4-9 Gavilan Educational Foundation Bylaws (9-4-18: Currently being revised by Board)

Standard III.D.5.

> To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence for Standard III.D.5

Board Policy (BP) 6300 Fiscal Management (III.D.5-1) requires that the Superintendent/President establish procedures to ensure that the College's fiscal management is in accordance with the principles contained in Title 5, section 58311 (III.D.5-2) and that adequate internal controls exist and that fiscal objectives, procedures, and constraints are communicated to the College community and Board of Trustees. Responsibility and accountability for fiscal management are clearly delineated and the books and records of the College are maintained pursuant to the California Community Colleges Budget and Accounting Manual (III.D.5-3). Quarterly financial statements are provided to the Board of Trustees (III.D.5-4). The Business Services department also has budget workshops for administrators, staff, and faculty and, at special Board retreats, time is set aside and dedicated to reviewing concerns that have a fiscal impact on the College (III.D.5-5).

All budget managers have online access to the College's financial management system called Banner. Budget managers have the ability to view their annual budgets as well as see the year-to-date actual spending. The Business Services staff meets with budget managers as requested to review their expenditures and assist in answering questions to help with their understanding of their budgets and the budget process.

There is a formal evaluation of the College's financial management through the annual audit conducted by an independent certified public accounting firm (III.D.5-6). The examination of financial records, statements, and audits for compliance is in accordance with generally accepted auditing standards and current Governmental Accounting Standards Board (GASB) requirements as specified in Statements on Auditing Standards published by the American Institute of Certified Public Accountants; Office of Management and Budget Circular A-128 and A-133; Government Auditing Standards issued by the Comptroller General of the United States; Standards for Audit of Governmental Organizations Programs, Activities, and Functions; and the standards specified in the California Community Colleges Contracted College Audit Manual. The audit report includes an opinion of the independent certified public accountant on the financial statements, as well as comments and recommendations about the internal control systems and compliance with state and federal mandates. The annual audit provides the Board of Trustees with substantiation that processes and practices are thorough and comprehensive.

The College periodically evaluates its financial management practices, in addition to the formal audits, to determine whether changes might strengthen ongoing internal controls. As an

example, the College recently separated the cashiering function from Admission and Records Office and moved all the cashiering functions to the Business Services to improve internal controls by adding separation of duties (III.D.5-7).

Analysis and Evaluation for Standard III.D.5

Past financial management practices demonstrate a consistent pattern of prudent fiscal management and appropriate accounting processes using generally accepted accounting standards. Financial information is disseminated to the Board of Trustees and campus constituents. Managers can access their budgets and expenditures at any time for review and can request assistance from the Business Services office to support their understanding when needed. Audits are the formal means of evaluation, but internal evaluations are used to increase financial controls, such as separating admissions and records office from the cashiering function.

EVIDENCE LIST

III.D.5-1   See III.D.1-6, BP 6300 Fiscal Management

III.D.5-2   Title 5, section 58311

III.D.5-3   California Community Colleges Budget and Accounting Manual

III.D.5-4   Quarterly Financial Status Report CCFS-311Q, Fiscal Year 2016-2017, Q4

(Repeat of III.D.2.19)

III.D.5-5   2016-2017 Budget Workshop Presentation on Budget Web page

III.D.5-6   Audited Financial Statements June 30, 2017 (repeat of III.D.2.17)

III.D.5-7   Employee Description Cashier, Classification Study 2017

Standard III.D.6

Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence for Standard III.D.6

The Board of Trustees also reviews and approves the Colleges tentative budget in June (III.D.6-4) and final adopted budget in September (III.D.6-5). To ensure accuracy, budget drafts are closely aligned with revenue estimates provided by the Santa Clara and San Benito Treasurers. Gavilan routinely submits a revised budget at the end of December (III.D.6-6) or mid-year to align the changes in budget assumptions and/or update revenue or expenditure projections.

The budget is developed using budget assumptions that evolve from the financial and institutional planning processes and those assumptions are included in the budget document for transparency and credibility purposes (III.D.6-7). All budgets and quarterly and annual financial reports submitted to the California Community Colleges Chancellor's Office, as well as audited financial statements, can be found on the Budget website (III.D.6-8) in the interest of transparency.

Supporting student learning programs and services is primary to achieving the College's mission and it's this mission that drives institutional planning and resource allocation. The ongoing financial resources of the College are allocated to academic programs and student support services to implement strategic planning goals that enhance these programs and services.

Analysis and Evaluation for Standard III.D.6

Financial documents are accurate and credible, as evidenced by audits, which have resulted in an unqualified or unmodified opinion in all years. Financial documents are made readily available to campus constituents, the Board of Trustees, and the public for transparency and credibility. All quarterly budgets, annual financial reports, and audited financial statements are submitted to the Chancellor's Office and can also be found on the Budgets website.

Resources are appropriately allocated to support student learning programs and services, as discussed in the College's budget committee meetings and in alignment with the Colleges mission and strategic plans.

EVIDENCE LIST

Standard III.D.7

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence for Standard III.D.7.

Gavilan engages an independent certified public accounting firm to perform annual audits of the College's financial statements, which includes all College funds.

When the College receives audit findings, they are discussed throughout the College community. The superintendent/president's Cabinet and the Business Services office work with deans and other appropriate departments to prepare a comprehensive response. All responses are reviewed by the superintendent/president's Cabinet and with the Board of Trustees and then included in the audit report and a correction plan is put in place immediately. If a correction is not made in a timely manner, that department must report to the superintendent/president's Cabinet why such improvements were not made in a timely manner.

The external auditors typically present the annual audit to the Board of Trustees on or before the December 31 statutory deadline. The final audit for FY 2016-2017 was reviewed and accepted by the Board of Trustees at the January 9, 2018 board meeting (III.D.7-1). The College has received positive unqualified/unmodified audits on its financial statements for a number of years (III.D.7-2, III.D.7-3, III.D.7-4, III.D.7-5, III.D.7-6, III.D.7-7, III.D.7-8, III.D.7-9, III.D.7-10, III.D.7-11, III.D.7-12, III.D.7-13, and III.D.7-14).

Analysis and Evaluation for Standard III.D.7

The College meets the Standard. The College responds and makes timely comprehensive corrections to external audit findings. Audits are comprehensive; they include all funds and findings, and corrections are communicated to the superintendent/president's Cabinet and then presented to the Board of Trustees for acceptance and recorded in College record.

EVIDENCE LIST

III.D.7-1	Board Meeting Agenda Item January 9, 2018
III.D.7-2	Audited Financial Statements June 30, 2014
III.D.7-3	Audit Correspondence for Fiscal Year 2014, pages 4-6
III.D.7-4	Audited Financial Statements June 30, 2015 (Repeat of III.D.6.1)
III.D.7-5	Audit Correspondence for Fiscal Year 2015, pages 6-8

III.D.7-6   Audited Financial Statements June 30, 2016 (repeat III.D.6-2)

III.D.7-7   Audit Correspondence for Fiscal Year 2016, pages 6-8

III.D.7-8   Audited Financial Statements June 30, 2017 (See III.D.2-17)

III.D.7-9   Audit Correspondence for Fiscal Year 2017, Page 6-8

III.D.7-10   Annual Financial (Fiscal Year 2012-2013) and Budget (Fiscal Year
2013-2014) Report, CCFS-311

III.D.7-11   Annual Financial (Fiscal Year 2013-2014) and Budget (Fiscal Year 2014-2015) Report, CCFS-311

III.D.7-12   Annual Financial (Fiscal Year 2014-2015) and Budget (Fiscal Year 2015-2016) Report, CCFS-311

III.D.7-13   Annual Financial (Fiscal Year 2015-2016) and Budget (Fiscal Year 2016-2017) Report, CCFS-311 (repeat III.D.2.18)

III.D.7-14   Annual Financial (Fiscal Year 2016-2017) and Budget (Fiscal Year 2018-2019) Report, CCFS-311 (repeat III.D.2.18)

Standard III.D.8.

> The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence for Standard III.D.8

An independent certified public accountant performs the annual audit of all financial records of the College. The auditors express an opinion on the financial statements and the adequacy of the accounting procedures and internal controls. The most recent audit report had unqualified/ unmodified opinions on the College's financial statements and they stated the financial statements present fairly, in all material respects, the respective financial position of the business-type activities and its aggregate remaining fund information of the Gavilan Joint Community College District, as of June 30, 2017, and the respective changes in financial position (III.D.8-1 and III.D.8-2). They also stated they did not identify any deficiencies in internal control that they consider to be a material weakness.

When the Business Office internally reviewed the processes around collection of cash, there was a determination that stronger internal controls were needed. As a result, the Business Office took over the collection of all cash and credit card charges and removed this function from all departments and divisions. The Business Office now has their staff at all activities where cash and credit cards are collected for the College and the Foundation. Receipts are issued, money and credit cards are balanced, and deposits into the bank are made in a timely manner.

Analysis and Evaluation for Standard III.D.8

The College engages an independent public accounting firm annually to perform an audit of its financial statements and controls.

EVIDENCE LIST

III.D.8-1   Audited Financial Statements June 30, 2017 (repeat of III.D.2-17)

III.D.8-2   Audit Correspondence for Fiscal Year 2017 (repeat of III.D.2-17, page 6-8)

Standard III.D.9.

The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence for Standard III.D.9

Note: Needs to be rewritten based on current information

Through careful planning and fiscal management, the College has maintained a healthy fund balance and reserve. The Board of Trustees did not feel that compliance with the California Community Colleges Chancellor's Office requirement to maintain a minimum reserve equal to 5 percent of the general fund was adequate and increased that minimum to a required 10 percent (III.D.9-1). The College has maintained more than the Board of Trustees minimum 10 percent reserve level (III.D.9-2, III.D.9-3, and III.D.9-4).

Gavilan relies primarily on property taxes for the largest portion of the Chancellor's Office total computational revenue funding. Property taxes, enrollment fees, Educational Protection Act funding and apportionment revenues are distributed by the county to the college. The year ended June 30, 2017, the college for the first time in the history of the college exceeded the limit of revenue allowed by the Chancellor's Office from all revenue sources. This was caused by Education Revenue Augmentation Fund (ERAF) property taxes delivered unexpectedly at the end of June and so the College was required to return apportionment received from the Chancellor's Office. The College worked out an arrangement with the Chancellor' Office for the return of these funds over seven years. However, this uncertainty surrounding the unknown receipt of ERAF dollars continues to cause the College challenges in cash flow and revenue projections. These property tax dollars are received for the most part on the last few days of the fiscal year.

In addition to fiscal prudence, the College has appropriate policies for risk management. Gavilan is covered by a comprehensive insurance plan that includes property, liability, and employee bonding coverage. The College uses a self-insurance approach for the first twenty five thousand dollars supplemented by joint powers authority risk management to meet its insurance needs. Starting on July 1, 2017, property and liability are insured through the Statewide Association of Community Colleges (SWACC) (III.D.9-5). This coverage includes all risk for the full replacement cost on buildings and contents. Property and liability coverage are supplemented by an umbrella policy of $5 million under SWACC. Schools Excess Liability Fund Joint Powers Authority (SELF JPA) covers the College with additional liability coverage (III.D.9-6, page 42).

In Fiscal Year 2016-17, the College set up a Self-Insurance Fund to help cover deductibles not covered by SWACC and small claims not covered by insurance (III.D.9-7, III.D.9-8).

Analysis and Evaluation Standard III.D.9

The College meets the Standard. Gavilan has adequate reserves which consistently exceed the Board of Trustees required level of 10 percent. The College is sufficiently protected against risk through its participation in the pooled efforts of the SWACC. SWACC is well managed and is the largest California Community College Joint Powers Authority for property and liability insurance, and the College is represented on the SWACC Board of Directors. The Board of Trustees require the College to maintain at least 10 percent in general fund reserves.

EVIDENCE LIST

III.D.9-1   AP 6305 Reserves

III.D.9-2   Final Budget Fiscal Year 2016-2017, Revised February 16, 2017 (III.D.1-7)

III.D.9-3   Audited Financial Statements June 30, 2017, (III.D.2-17)

III.D.9-4   Quarterly Financial Status Report CCFS-311Q, Fiscal Year 2016-2017, Q4 (III.D.2-19)

III.D.9-5   Statewide Association of Community Colleges Insurance Plan Summary

III.D.9-6   Audited Financial Statements June 30, 2017, P42 (III.D.2-1)

III.D.9-7   [Resolution by Board to set up Self-Insurance Fund](#)

III.D.9-8   Board Item to Fund Self-Insurance Fund (III.D.9-7)

Standard III.D.10.

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence for Standard III.D.10

The College practices effective oversight and management of all financial resources, including financial aid resources, grants, externally funded programs, and contractual relationships, investments, and other assets. Board policies provide for responsible stewardship over available resources as directed by effective fiscal management direction. The College is guided by Board policies in developing administrative procedures that ensure compliance and sound fiscal management. Board Policy 6300 Fiscal Management (III.D.10-1) requires effective internal controls be implemented to ensure ongoing effective operations and that there is a clear delineation of fiscal responsibility and staff accountability.

Independent auditors and state/federal program auditors identify any compliance deficiencies. An independent certified public accountant performs the annual audit of all financial records of the College. The auditors express an opinion on the financial statements and the adequacy of the accounting procedures and internal control. In the audit report, issued June 30, 2017, the College received an unqualified/unmodified opinion on its financial statements with no material weaknesses (III.D.10-2 and III.D.10-3).

The Financial Aid Department is audited every year by our independent auditors regarding its practices and procedures and there have been no findings or material weaknesses noted, including contractual agreements with outside vendors. Many of the processes are automated through the financial aid module that exists in Banner, our management information system. The issuance of financial aid checks is done through the College Business Services as part of the internal control structure. The drawdown of Federal funds is restricted to management positions in the Business Services that are registered with the Department of Education.

The safeguarding of Districts assets is maintained by sustaining effective internal controls. Gavilan College's funds are invested by Santa Clara County Treasurer in compliance with the county's investment policy (III.D.10-4) as specified by AP 6320 Investments (III.D.10-5).

The College also hired an accountant dedicated to serving departments or divisions that receive grants or categorical funds. This accountant reviews grant and categorical requirements and reviews all purchases to make sure that they are spending dollars as per the guidelines in each agreement. Regular budget monitoring by grant managers and the Business Services safeguards against overspending of grant funds which might cause the College to have unanticipated liabilities.

The Gavilan College Educational Foundation also goes through an audit by independent certified public accountant and has received unqualified/unmodified opinion on its financial statements with no material weaknesses for fiscal year ended June 30, 2017 (III.D.10-6). Since the Foundation is the umbrella organization for all booster clubs or other externally funded organizations which support the athletics teams and other areas of the college, the College ensures effective oversight of these groups, too. It is the opinion of the auditors that the financial statements present fairly, in all material respects, the financial position of the Foundation as of June 30, 2017.

The College plans to bring the accounting for the Foundation into the Business Office in fiscal year 2018–2019. This will allow the College to streamline accounting functions and reduce turnaround times on issuing scholarship checks to students. Also, the College will be able to apply more internal controls over the Foundation operations.

Analysis and Evaluation Standard III.D.10

The College meets the Standard. The College has a history of compliance and sound financial management and oversight practices, as evidenced by independent external audits, audits conducted by external auditing firms, and grantors. The Santa Clara County Investment policy protects the Colleges investment of resources. The College and the Gavilan College Educational Foundation have consistently received unqualified/unmodified opinions on its financial statements. Budget monitoring by grant managers and the Business Services office protects the College from exceeding expenditure limits on grant funds and overspending on contracts with outside vendors.

EVIDENCE LIST

III.D.10-1   BP 6300 Fiscal Management
III.D.10-2   Audited Financial Statements June 30, 2017 (See III.D.2-17)
III.D.10-3   Audit Correspondence for Fiscal Year 2010, pages 6-8 (See III.D.2-17)
III.D.10-4   Santa Clara Investment Policy (See III.D.1-10)
III.D.10-5   BP 6320 Investments
III.D.10-6   Audited Gavilan College Educational Foundation for Fiscal Year June 30, 2017

Standard III.D.11

> The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence for Standard III.D.11

Gavilan is developing a five year budget projection model to assist in managing long-range financial priorities and commitments while still managing short-range financial plans. In accordance with state regulations, the College has maintained in excess of the required reserve of five percent of its expenditures. It is Board policy to maintain at least a ten percent reserve. In addition to this required reserve, the College has consistently had additional reserves available to maintain a stable financial climate. The College developed an administrative procedure for reserve levels to be maintained at ten percent (III.D.11-1).

The Vice President of Administrative Services works with the budget committee to provide members with pertinent information to educate them about short- and long-term financial planning as it relates to the Colleges financial activities, including planning and program review. The Business Services office prepares different scenarios during the budgeting process based on known facts and information that it receives from the Chancellor's Office (III.D.11-2). Cash flow projections are monitored to make sure that the College has the resources ready for payroll of staff and meet contractual commitments (III.D.11-3). The uncertainty surrounding the unknown receipt of Education Augmentation Revenue Fund (ERAF) dollars continues to cause the College challenges in cash flow and revenue projections. These ERAF property tax dollars are received for the most part on the last few days of the fiscal year. The District continues to work with the Chancellor's Office as we operate in ERAF Basic Aid status which causes the College to return apportionment dollars.

The College contributes to its fiscal stability and long-term financial solvency by implementing strategies that result in a balanced operating budget. In 2017, the College hired a Coordinator of the Education Foundation and Alumni Relations to assist with fundraising. She is also responsible for the auxiliary foundation to support the college mission and goals and this includes seeking grants and endowments from individual donors, private foundations, and leveraging bond funds through a capital campaign. In addition, the position calls for the Foundation to further support the development of an alumni network for the college through dedicated outreach and database tracking.

The College clearly identifies and plans for payment of liabilities and future obligations. Gavilan has made remarkable progress on funding the retiree benefit liability, also known as Other Post-Employment Benefits (OPEB) (III.D.11-4).

The most significant debt obligations are associated with the March 2, 2004 General Obligation Bond Measure E that was authorized through an election of registered voters authorizing up to $108,000,000 in bond issues. The bonds were issued for the purpose of renovation, construction of facilities, and the purchase of furniture, fixtures, and equipment. The bond issuance has provided funds for facilities, land, and equipment until they were completely spent in February of 2018. In order to save money for the Santa Clara and San Benito taxpayers who generously funded the bonds, the college has refinanced the debt a number of times, lowering the total amount to be paid by the voters (III.D.11-5, III.D.11-6). Bond obligations will be repaid by property taxes. In 2016, Lease Revenue bonds were issued totaling $7,415,000 for improvements to the College athletic complex and new educational site (III.D.11-7). Also, as a cost savings measure to lower utility bills and as a leader in environmental responsibility, the College issued $6,500,000 in Clean Renewable Energy Bonds (CREB) through the U.S. Department of Energy for solar photovoltaic systems for covered parking lots (III.D.11-8).

Analysis and Evaluation Standard III.D.11

The College meets the Standard. The College plans for and has successfully discharged its past financial obligations and has plans to support future obligations. The College maintains reserves in excess of the amount required and has made tremendous progress in funding its OPEB liability. The College has the financial means necessary to meet future obligations as well as reserves for emergencies.

Consequently, reserves have steadily increased over last several years and other sources of revenue have been developed. The College is committed to developing a five- year budget projection model to manage situations that arise outside of its control and anticipate long-term commitments for financial planning.

EVIDENCE LIST

III.D.11-1   AP 6305 Reserves
III.D.11-2   Budget Presentations for Tentative and Adopted Budgets FY 2016-2017
            (See III.D.2-17)
III.D.11-3   Cash Flow Projections
III.D.11-4   Quarterly Investment Portfolio June 30, 2017
III.D.11-5   Measure E Bond Program Web page
III.D.11-6   Measure E Audited Financial Statements Fiscal Year June 30, 2017
III.D.11-7   Official Statement for 2016 Lease Revenue Bonds
III.D.11-8   Official Statement for 2017 Clean Renewable Energy Bonds

Standard III.D.12

> The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post- Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence for Standard III.D.12

The College provides post-employment healthcare benefits for certain employees. As a result of the new accounting principles, Governmental Accounting Standards Board (GASB) Statement 45, the College contracts for biannual actuarial studies (III.D.12-1). The actuarial amount of any liability associated with this obligation must be reported in the notes of the audited financial statements. As a result, the College reflects an unfunded post employment (actuarial) accrued liability of $1.8 million in note 8 of the June 30, 2017, annual audit report. As of June 30, 2017, the most recent actuarial valuation date, the plan was 80 percent funded (III.D.12-2, page 40). The College made an annual contribution of $523,000 for fiscal year June 30, 2017

The College clearly identifies and plans for payments of liabilities and future obligations. On August 8, 2017, the Board of Trustees approved the additional funding of $500,000 for the retiree benefit liability (III.D.12-3, Item 3.7). The Board took action to pay an amount into the Other Post-Employment Benefits (OPEB) fund, allowing expenditures to be reduced for the unrestricted fund from further obligations for fiscal year 2016-2017.

Analysis and Evaluation for Standard III.D.12

The College meets the Standard. The actuarial plan to determine OPEB liability is prepared as required by appropriate accounting standards and GASB guidance. The College's last study was conducted in 2017, and new studies will be commissioned biannually as required by GASB 43 and 45. The College plans to maintain allocating resources to manage this liability and continue to reduce the unfunded liability.

EVIDENCE LIST

III.D.12-1   Actuarial Study of Retiree Health Liabilities as of June 30, 2017

III.D.12-2   Audited Financial Statements June 30, 2017, p. 40

III.D.12-3   Board Meeting Agenda Item G.7, August 8, 2017

Standard III.D.13.

> On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence for Standard III.D.13

As part of the annual budget development process, Gavilan assesses and allocates resources for the payment of locally incurred debt. Currently, there are three kinds of local debt: Clean Renewable Energy Bonds (CREB) debt, general obligation (GO) bond debt, and lease revenue bond debt. Gavilan has $94,635,000 in outstanding GO bond debt as of June 30, 2017 (III.D.13-1, page 27 - 29). Bond debt service is managed collaboratively by the College, its financial advisors, and the Santa Clara & San Benito Assessor Office's through the levy of local property taxes as approved by voters in support of GO bonds. GO bond repayment schedules were established when bonds were sold. When tax proceeds are collected, they are deposited into a dedicated Debt Service Fund to assure timely and appropriate retirement of the obligation. Because GO bond debt repayment is supported by the College's taxpayers through property taxes, repayment schedules pose no adverse impact on the College's financial stability. The College is appreciative and respects and supports the local taxpayers who funded the bond. Because of this, the College has been diligent in refunding bond issues to save the taxpayers millions of dollars throughout the life of the bond.

In 2016, Gavilan issued lease revenue bonds. As of June 30, 2017, the College has $7.4 million in outstanding lease revenue bonds (III.D.13-2, page 30). The first two years of lease revenue bond payments are made with capitalized interest and provided no cash flow issues for the district through June 30, 2018. If the bond measure put on the November 2018 taxpayer ballot is successful, the lease revenue bonds will be paid off in their entirety. This repayment method would pose no adverse impact on the College's financial stability.

In June 2017, the college issued $6,500,000 in Clean Renewable Energy Bonds (CREB) through the U.S. Department of Energy for solar photovoltaic systems for covered parking lots (III.D.13-3, page 30). The repayment of these bonds, which is built into the Unrestricted General Fund budget as an operational expenditure, will be offset by the energy savings costs (III.D.13-4) and will have no detrimental effect on the budget going forward. When the bonds are paid off in twenty years, budget savings will provide the College with more operating resources.

Analysis and Evaluation Standard III.D.13

The College meets the Standard. During the budget development process which begins in early January and goes to the Board for approval with a Tentative Budget in June and

concludes with the adoption of the final budget in September, resources are set aside to accommodate the payment for service of any local debt.

EVIDENCE LIST

III.D.13-1   Audited Financial Statements June 30, 2017, p. 27 -29

III.D.13-2   See III.D.13-1, Audited Financial Statements June 30, 2017, p. 30

III.D.13-3   See III.D.13-1, Audited Financial Statements June 30, 2017, p. 30

III.D.13-4   2017 Clean Renewable Energy Bonds savings schedule

Standard III.D.14

> All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence for Standard III.D.14

All financial resources, including short- and long-term debt instruments and grants, are subject to the same effective oversight and policies, in addition to the appropriate prescriptive federal and state fiscal and program compliance guidelines, to ensure integrity of use. Effective oversight begins with Board policy (BP), and such policies are in place at Gavilan (III.D.14-1). The Business Services office is responsible for establishing and monitoring the internal control policies that protect the assets of the College (III.D.14-2). An independent certified public accountant performs the annual audit of all financial records, including grants and the Gavilan College Educational Foundation.

As an example, when the Business Office internally reviewed the processes around collection of cash, there was a determination that stronger internal controls were needed. As a result, the Business Office took over the collection of all cash and credit card charges and removed this function from all departments and divisions. The Business Office now has their staff at all activities where cash and credit cards are collected for the College and the Foundation. Receipts are issued, money and credit cards are balanced and deposits into the bank are made in a timely manner.

Oversight and management of financial resources at the institutional level is under the direction of the Vice President of Administrative Services in cooperation with the deans or managers. The auditors express an opinion on the financial statements and the adequacy of internal controls. The most recent audit reports, issued June 30, 2017, had unqualified/ unmodified opinions on the College's financial statements with no material weaknesses (III.D.14-3 and III.D.14-4). The use of bond funds for construction, modernization, and renovation efforts was dictated by Measure E ballot language, approved by the College voters in 2004, and reviewed and accepted quarterly, as required by law, by the Citizens' Bond Oversight Committee (III.D.14-5, III.D.14-6, III.D.14-7, III.D.14-8, III.D.14-9 and III.D.14-10, pp. 69 -).

Grant management is both centralized and decentralized at the College. Workforce grants are centralized and managed by the Dean of Career and Technical Education. Grant managers, as program area experts, are responsible for monitoring expenditures and ensuring that grant funds are expended as intended. The College's Fiscal Business Services Department supports grant managers by co-monitoring expenditures with a dedicated grant accountant who generates reports and assists with state and federal audits. External auditors conduct annual audits of special-funded state programs including Extended Opportunity Programs and Services (EOPS), Student Accessibility Services (SAS), and others for accuracy of financial records and compliance with all local, state, and federal regulations. The external audit includes:

Independent Auditor's Report, Management's Discussion and Analysis, Basic Financial Statements, Required Supplementary Information, Supplementary Information, Independent Auditor's Report on State, Compliance Requirements, Independent Auditor's Report on Internal Controls over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed, Independent Auditor's Report on, Compliance for Each Major Federal, Program and Report on Internal Control over Compliance, Findings and Recommendations. Federal & State grants providers may conduct independent audits to ensure compliance with intent.

The Gavilan College Education Foundation is the umbrella organization for fund-raising efforts. The Foundation received an unqualified audit for 2016-17 (Add evidence).

For the 2016-2017 fiscal year, the College received a unmodified qualified opinion from its external auditors in relation to compliance with applicable state grant requirements (III.D.14-11). Previous years' audits identified findings and recommendations which were sufficiently addressed in the final fiscal year audit report provided by the auditors to the College. These corrective actions were then tested in the subsequent year for accuracies by the auditors.

Analysis and Evaluation Standard III.D.14

The College meets the Standard. Processes, safeguards, and internal controls are in place to ensure that all financial resources of the College, including short- and long-term debt instruments and grants, are used with integrity in a manner consistent with the intended purpose. For the 2016-2017 fiscal year, the College received a qualified opinion from its external auditors in relation to compliance with applicable state grant requirements. Previous years' audits identified findings and recommendations which were sufficiently addressed by the College.

To increase the College's effectiveness, staff has been hired to increase collaborative and supportive relationship with the Gavilan College Educational Foundation to support the fundraising efforts defined by the College's mission, goals, and priorities.

EVIDENCE LIST

III.D.14-1   Policies and Procedures Web page

III.D.14-2   About Business Services Web page

III.D.14-3   See III.D.2-11, Audited Financial Statements June 30, 2017

III.D.14-4   See III.D.7-10, Audit Correspondence for Fiscal Year 2017

III.D.14-5   Citizens' Oversight Committee Web page

Standard III.D.15

The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence for III.D.15

The College regularly monitors and manages student loan default rates through integrated planning efforts involving Financial Aid, Institutional Research, Business Services, and the Board of Trustees as well as third party contractors. Through this integrated planning process, default data (III.D.15-1) are regularly assessed, analyzed, and improved.

In September 2014, the College's FY 2011 default rate of 27.2% was released (III.D.15-2, Item I.2). The FY 2011 rate was presented (III.D.15-3) to the Board of Trustees at October 2014 meeting. As discussed at Board of Trustees meeting, the Office of Institutional Research conducted data analysis of 46 borrowers (III.D.15-4) who defaulted in FY 2011 using defined metrics (III.D.15-5). New collaborations were discussed (III.D.15-6) and established with third party servicers like Ed Financial, LCC for default management services. Local efforts to review data accuracy before the official rate is released have also proven successful in stabilizing a once elevated rate (III.D.15-7, 15-8, 15-9). Over a three year period, the default rate was reduced from 27.3% in FY 2013 to 15.9% in FY 2014, with an expected FY 2015 rate of 13.3%.

Analysis and Evaluation, Standard III.D.15

EVIDENCE LIST

III.D.15-1	Gavilan College Cohort Default Rates
III.D.15-2	Department of Education Notification – Default Rate FY 2011
III.D.15-3	Board of Trustees Agenda Item October 2014
III.D.15-4	Data Analysis for Borrowers who Defaulted FY 2011
III.D.15-5	Metrics for Default Analysis March 2014
III.D.15-6	Default Prevention Discussion October 2014
III.D.15-7	Data Challenge Notification April 10, 2018
III.D.15-8	Memo April 10, 2018
III.D.15-9	Department of Education Notification – Draft Rate FY 2015

Standard III.D.16

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence for Standard III.D.16

All contractual agreements of the College are governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution. Board Policy 6100, Delegation of Authority (III.D.16-1), requires that contracts be approved or ratified by the Board before they constitute an enforceable obligation of the College.

All contracts and agreements are monitored by the Vice President of Administrative Services. The College's legal counsel reviews specialized contracts as necessary to ensure legal compliance. These agreements include personal services, operating leases, lease purchase agreements, instructional programs and services, contract education, and outside facility use; all of which are necessary to support the College's mission and strategic goals. The Board of Trustees adopts a resolution annually that gives signatory authority to specific management team members of the College (III.D.16-2).The College changed its past practice of allowing several individuals to sign contracts to limiting the signers to only three designated individuals by the Board of Trustees to provide more control over contracts.

All contracts and agreements for services contain the appropriate language to meet all state and federal regulations pertaining to the level of goods or services being procured. All grant agreements are reviewed by a dedicated grants accountant.

Purchasing practices are reviewed as part of the annual audit. This includes testing of expenditures for contracts. There have been no exceptions cited for contractual agreements with external agencies (III.D.16-3 andIII.D.16-4).

Analysis and Evaluation, Standard III.D.16

Contracting practices and agreements support the College mission, strategic goals, and priorities and are in compliance with Board policies and administrative procedures. College contract review and signatory processes ensure the integrity of such agreements, as do annual audits. No exceptions have been cited for contractual agreements with external entities.

EVIDENCE LIST

III.D.16-1   BP 6100 Delegation of Authority

III.D.16-2   Board Meeting Agenda Item I.2, June 13, 2017

III.D.16-3   See III.D.2-11, Audited Financial Statements June 30, 2017

III.D.16-4   See III.D.7-10, Audit Correspondence for Fiscal Year 2017