

Recommendation 5: Integrate Equity Plans with Institutional Planning
STAFF EQUITY

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2013-2016

Solano Community College District

Equal Employment Opportunity

(EEO)

Staff Equity Plan

Solano Community College
4000 Suisun Valley Road
Fairfield, California 94534
707-864-7000

Approved by:
Equity and Inclusion Advisory Council (E.I.A.C.) 9-5-13
Shared Governance Council 9-11-13
Academic Senate 9-16-13
Adopted by: Solano Community College Governing Board 9-18-13

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Purpose of Solano Community College District Equal Employment Opportunity Plan (EEO Plan)

The SCC EEO Plan addresses the requirements of Education Code Section 87106 (b) for compliance with the Board of Governors' regulations on equal employment opportunity hiring and applicable state and federal nondiscrimination statutes, and for guidance in improving the equality of opportunity. "Equal employment opportunity" means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories listed in Section 53004 (a) of Title 5. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas, and one that is welcoming to all individuals.

In 2007, The California Community College Chancellor's Office issued directives for each CCC District to comply with Title 5 law for equal employment opportunity. The SCC EEO Plan conforms to the CCCCCO directives and includes the SCC EEO Plan for compliance.

The primary objectives of SCC's Equal Employment Opportunity Plan are to:

- Address the minimum legal requirements pursuant to Section 53003 of Title 5.
- Provide SCC with guidance that will assist in its goal of achieving a diverse workforce.
- Assist in the development of materials to train faculty and staff on the components of the Equal Employment Opportunity Plan requirements.
- Provide objectives, outcomes, and a timeline to implement the EEO Plan.

SOLANO COMMUNITY COLLEGE DISTRICT COMMITMENT TO DIVERSITY

BP 4037: The District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates.

REFERENCES/

AUTHORITY: California Education Code, Section 87100 et seq.
California Administrative Code, Title 5, Section 5300, et. Seq

Solano Community College District

Adoption of District Equal Employment Opportunity Plan

1. Introduction

Statement from SCC Superintendent-President:

The Solano Community College District's Equal Employment Opportunity Plan (EEO Plan) was adopted by the SCC Governing Board on September 18, 2013. The *Plan* reflects the District's commitment to Equal Employment Opportunity. It is the District's belief that taking steps to ensure equal employment opportunity and to create an academic environment which is welcoming to all will foster diversity, promote educational excellence, and provide a quality student learning experience.

The EEO Plan's immediate focus is to foster equal employment opportunity in its recruitment and hiring policies and practices to enrich the diversity of SCC. The *Plan* contains an analysis of the demographic makeup of the District's workforce population and the requirements for a complaint procedure for noncompliance with Title 5 provisions relating to equal employment opportunity programs. The *Plan* relies on consultation with the College's established Equity and Inclusion Advisory Council (E.I.A.C.), to include specific goals and activities to promote equity as a central interest of our Institutional Planning and to enhance the College's educational presence in our community.

The District endeavors to hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the diverse student body it serves and pursues methods to support equal employment opportunity and procedures for dissemination of the Plan.

Solano Community College has maintained its commitment to equal employment opportunity and diversity practices since its inception and embraces equal employment opportunity and diversity as part of the District's core values.

Jowel Laguerre, Ph.D.
Superintendent/President
Solano Community College

2. Definitions

Solano Community College uses the following Title 5 definitions that govern the EEO Plan: (Title 5, section 53001):

- a) *Adverse Impact*: a statistical measure (such as those outlined in the EEO Commission's *Uniform Guidelines on Employee Selection Procedures*) that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group defined in terms of ethnic group identification, gender, or disability. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.
- b) *Business Necessity*: those circumstances which justify an exception to the requirements of section 53021(b) (1) because compliance with that section would result in substantial additional financial cost to the district or pose a significant threat to human life or safety. Business necessity requires greater financial cost than mere business convenience. Business necessity does not exist where there is an alternative that will serve business needs equally well.
- c) *Diversity*: a condition of broad inclusion in an employment environment that offers equality and respect for all persons. A diverse educational community recognizes the educational benefits that flow from employee populations that are varied by race, gender, disability status, belief, age, national origin, cultural background, life experience, and other enriching characteristics.
- d) *Equal Employment Opportunity*: all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels and in all job categories listed in section 53004(a). Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination by Title 5, section 53000 et seq.
- e) *Equal Employment Opportunity Plan*: a written document in which a District's workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.
- f) *Equal Employment Opportunity Programs*: the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of section 53006.

- g) (1) *Ethnic Minorities*: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/African-Americans, and Hispanics/Latinos.
- (2) *Ethnic Group Identification*: means an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to section 53004. These groups may be more specifically defined by the Chancellor consistent with state and federal law.
- h) *Goals for Persons with Disabilities*: the District will strive to attract and hire additional qualified persons with a disability in order to achieve the level of projected representation for that group by a target date established by taking into account the expected turnover in the workforce and the availability of persons with disabilities who are qualified to perform a particular job. Goals are not "quotas" or rigid proportions.
- i) *In-house or Promotional Only Hiring*: means that only existing District employees are allowed to apply for a position.
- j) *Monitored Group*: those groups identified in section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a). These groups are men, women, American Indians or Alaskan natives, Asian or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.
- k) *Person with a Disability*: any person who (1) has a physical or mental impairment as defined in Government Code, Section 12926 which limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment.
- l) *Projected Representation*: the percentage of persons from a monitored group determined by the Chancellor to be available and qualified to perform the work in question.
- m) *Reasonable Accommodation*: the efforts made on the part of the District to remove artificial or real barriers, which prevent or limit the employment and upward mobility of persons with disabilities. "Reasonable accommodations" may include the items designated in section 53025.
- n) *Screening or Selection Procedures*: any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.

- o) *Significantly Underrepresented Group*: any monitored group for which the percentage of persons from that group employed by the district in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.
- p) *Target Date*: a point in time by which the District plans to meet an established goal for persons with disabilities and thereby achieve projected representation in a particular job category.
- q) *Timetable*: a set of specific annual hiring objectives that will lead to meeting a goal for persons with a disability by a projected target date.

3. Policy Statement

The Solano Community College District is committed to a continuing good faith effort to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the District on the basis of age, ancestry, color, gender, gender identity, gender expression, genetic information, marital status, medical condition, national origin, physical or mental disability, pregnancy, race or ethnicity, religion, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. In addition to the aforementioned legally protected characteristics, the District has an interest in nondiscrimination based on additional factors such as accent, citizenship status. Economic status and ethnic group identification, even though students or employees could not make a legal claim of discrimination based on these factors. The District will strive to achieve a workforce that is welcoming to men, women, persons with disabilities and individuals from all ethnic and other groups to ensure the District provides an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy, and free expression of ideas. An Equal Employment Opportunity Plan is maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

4. Delegation of Responsibility, Authority and Compliance

It is the goal of Solano Community College that all employees promote and support equal employment opportunity. The general responsibilities for the prompt and effective implementation of the EEO *Plan* are set forth below.

a) Governing Board

The SCC Governing Board is ultimately responsible for proper implementation of the District's EEO *Plan* at all levels of the District's operation, and for ensuring equal employment opportunity as described in the *Plan*.

b) Superintendent-President

The SCC Governing Board has delegated to the Superintendent-President the authority for ongoing implementation of the *Plan* and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The Superintendent-President shall advise the Governing Board regarding statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on implementation of the *Plan*. The Superintendent-President shall include in the evaluation of the performance of all administrators who report directly to him those actions taken in support of the *Plan*.

c) Equal Employment Opportunity Officer

The District has designated the Human Resources Manager as its Equal Employment Opportunity Officer who is responsible for the day-to-day implementation of the EEO Plan. If there occurs a new equal employment opportunity officer before this *Plan* is next revised, the District will notify employees and applicants for employment of the new designee. The EEO Officer is responsible for administering, implementing and monitoring the EEO Plan and for assuring compliance with the requirements of Title 5, sections 53000 et seq., The EEO Officer is also responsible for receiving complaints described in Plan Component 6, and for ensuring that applicant pools and selection procedures are properly monitored.

d) Equal Employment Opportunity Advisory Committee

SCC has established an Equity and Inclusion Advisory Council (E.I.A.C.) to act as an advisory body to the EEO Officer and the District as a whole with the purpose of promoting understanding and support of the EEO Plan goals. The E.I.A.C. assists in the development and implementation of the EEO Plan in compliance with state and federal regulations and guidelines, monitors equal employment opportunity progress, and provides suggestions for *Plan* revisions as appropriate.

e) *Agents of the District*

Any organization or individual, whether or not an employee of the District, who acts on behalf of the SCC Governing Board with regard to the recruitment and screening of personnel, is an agent of the District and is subject to all the requirements of this *Plan* and will be expected to uphold its provisions.

f) *Good Faith Effort*

The District shall make a continuous good faith effort to comply with all the requirements of its *Plan*.

5. SCC Equity and Inclusion Advisory Council (E.I.A.C.)

As stated the District has established an Equity and Inclusion Advisory Council (E.I.A.C.) to assist the District in implementing its EEO Plan. Accordingly, the Committee assists in promoting an understanding and support of equal employment opportunity, non discrimination, retention, and diversity.

The EEO Officer shall train the advisory Committee on equal employment compliance and the *Plan* itself. The committee shall consist of a diverse membership whenever possible. SCC's Equity and Inclusion Advisory Committee (E.I.A.C.) is composed of one representative from: Academic Senate, CSEA, Local 39, Administrative Leadership Group (ALG), Student government, Ethnic Minority Coalition, Veterans, and Disabled Student Services. The EEO Officer will chair the Committee. The Equal Employment Opportunity Advisory Committee shall hold a minimum of four (4) meetings per fiscal year, with additional meetings, if needed, to review EEO and diversity efforts, programs, policies, and progress. When appropriate the E.I.A.C. shall make recommendations to the EEO Officer, Superintendent-President, and the Governing Board.

6. Complaints

Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Section 53026). The District has established a formal process permitting any person to file a complaint alleging that EEO regulations have been violated. Any person who believes that these EEO regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain to the best of the complainant's ability the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Complaints involving the current hiring processes must be filed as soon as possible after the occurrence of the alleged violation and not later than (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the 60 day limitation. (See SCC Board Policies: http://www.solano.edu/district_policies/series4000_hr.php)

Complaints alleging violations of the *Plan* that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing. As directed by the Chancellor's office, the decision of the District in complaints pursuant to section 53026 is final. (See *California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints* at:

http://extranet.cccco.edu/Portals/1/Legal/Guidelines/Min_Cond_Complaints.pdf

The District may return without action any complaints that are inadequate because they do not state a clear violation of the EEO regulations. All returned complaints must include a District statement of the reason for returning the complaint without action.

The non-current hiring complaint shall be filed with the EEO Officer. If the complaint involves the EEO Officer, the complaint will be filed with the Superintendent-President. A written determination of all accepted written complaints will be issued to the complainant within (90) days of the filing of the complaint. If this is not practical, a written notification will be provided to the complainant as to the reasons for the extension and estimated date of resolution. The EEO Officer will forward copies of all written complaints to the Chancellor's Office upon receipt.

In the event that a complaint filed under Section 53026 alleges unlawful discrimination, it will be processed according to the requirements of Section 59300 et. seq.

- *Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.)* The district has adopted procedures for complaints alleging unlawful discrimination or harassment. The Director of Human Resources is responsible for receiving such complaints and for coordinating their investigation. The District has in place discrimination and sexual harassment complaint procedures (See SCC Board Policies: http://www.solano.edu/district_policies/series4000_hr.php).

7. Notification to District Employees

The commitment of the Governing Board and the Superintendent-President to equal employment opportunity is emphasized through the broad dissemination of its EEO Plan. The EEO policy statement is printed in the College catalogs and Class schedules. The EEO Plan and subsequent revisions will be distributed to the SCC Governing Board, Superintendent-President, various administrators, the Academic Senate, Union representatives, and members of the E.I.A.C. The EEO *Plan* is available on the District's website, and when appropriate, may be distributed by e-mail. The Human Resources Department provides all new employees with a copy of the EEO Plan. Each year the District will inform all employees of the EEO Plan's availability, including a written summary of the provisions of the EEO Plan. The annual notice will emphasize the importance of the employee's participation in and responsibility for the Plan's implementation

and efficacy. Copies of the *Plan* are available in the College Library, the SCC Web, the Office of the Chief Executive Officer, the Office of Human Resources, and all Department and School Offices.

8. Training for Screening/Selection Committees

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening/selection of personnel shall receive appropriate training on the requirements of the Title 5 regulations on equal employment opportunity (section 53000 et. seq.); the requirements of federal and state nondiscrimination laws; the requirements of the District's Equal Employment Opportunity Plan; the District's policies on nondiscrimination, recruitment, and hiring; principles of diversity and cultural proficiency (successful teaching and other interactions with both students and colleagues from a variety of cultures); the value of a diverse workforce; and recognizing bias. Persons serving in the above capacities will be required to receive training within the 12 months prior to service. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees. The SCC Human Resources Officer is responsible for providing the required training. Any individual, acting on behalf of the District with regard to recruitment and screening of employees is subject to the EEO requirements of Title 5 and the District's EEO Plan. This provision includes any individuals who are not employees of the District but are acting on behalf of the District.

9. Annual Written Notice to Community Organizations

The EEO Officer and/or the Superintendent-President provides annual written notice to appropriate community-based and professional organizations concerning the EEO Plan. The notice will include a summary of the EEO Plan, inform these organizations how they may obtain a copy, and shall solicit their assistance in identifying diverse, qualified candidates. The notice shall also include the addresses where the District advertises its job openings and contact information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources, especially for underrepresented populations. A list of organizations, which will receive this notice, is attached to this Plan (See Appendix A below) This list will be revised annually.

Appendix A
OFFICE OF THE SUPERINTENDENT-PRESIDENT



September 30, 2013

Jowel C. Laguerre, Ph.D.
Superintendent-President

Governing Board

Monica Brown

Sarah E. Chapman

Denis Honeychurch, J.D.

Pam Keith

Michael A. Martin

Rosemary Thurston

A. Marie Young

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4000 Suisun Valley Road
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(707) 864-7000

*Vacaville Center and Aeronautics
Program - Nut Tree Airport*
2001 North Village Parkway
Vacaville, CA 95688
(707) 863-7872

Vallejo Center
545 Columbus Parkway
Vallejo, CA 94591
(707) 642-8188

Travis University Center
530 Hickam Avenue Bldg. 249
Travis AFB, CA 94535
(707) 863-7878

www.solano.edu

Dear Community and Business Partners:

I am pleased to share with you Solano Community College's 2013-2016 Equal Employment Opportunity Staff Equity Plan (EEO Plan). This EEO Plan reflects the District's commitment to Equal Employment Opportunity. The College has maintained its commitment to diversity practices since its inception and continues to embrace equal employment opportunities as part of the District's core values. Solano Community College prides itself in valuing diversity, equal opportunity, and inclusion.

The College's immediate focus is to foster equal employment opportunity in its recruitment and hiring policies and practices to enrich the diversity of SCC. The EEO Plan relies on consultation with the College's established Equity and Inclusion Advisory Council (EIAC) and helps us to focus on planning issues pertaining to matters such as promoting diversity, enrollment recruitment, staff/faculty recruitment--matters that help us to shape our priorities and enhance Solano Community College's educational presence in our community.

I invite you to access this document online and to provide me with comments. If there is a way for our organizations to work together in fulfilling mutual goals, please let me know. We can accomplish our equity goals and mission with your input and feedback, and we depend on your suggestions to improve what we do.

Thank you for your support of Solano Community College. The EEO Plan may be obtained from the following address: www.solano.edu/hr.

I look forward to receiving your ideas and comments on how best to achieve our goals.

Sincerely,

Jowel C. Laguerre, Ph.D.
SUPERINTENDENT-PRESIDENT

(707) 864-7112 • (707) 646-2085 FAX • email: jowel.laguerre@solano.edu

Transforming students' lives!

Appendix A

Solano Community College

Community and Business Affiliates 2013

Solano County Office of Education						
Solano County Office of Education	Jay Speck	Superintendent	5100 Business Center Drive		Fairfield	CA 94534
Solano County Office of Education	Janet Harden	Assistant Superintendent	5100 Business Center Drive		Fairfield	CA 94534
College/University Contact						
Brandman University	schnars@brandman.edu	Susan J. Schnars	Manager for Community & Corporate Relations	4820 Business Center Dr., Ste. 100	Fairfield	CA 94534
University of California, Berkeley	studentaffairs@berkeley.edu	Dr. Harry Le Grande	Vice Chancellor, Div. of Student Affairs	130 California Hall	Berkeley	CA 94720-1504
Contra Costa College	dnoldon@contracosta.edu	Dr. Denise Noldon	President of Contra Costa College	2600 Mission Bell Drive	San Pablo	CA 94806
Napa Valley College	RKraft@napavalley.edu	Dr. Ronald Kraft	Superintendent/President	2277 Napa-Vallejo Highway	Napa	CA 94558
Sonoma State University	mark.merickel@sonoma.edu	Mark Merickel, Ph.D.	Professor and Dean, School of Extended Education	1801 East Cotati Avenue	Rohnert Park	CA 94928-3609
The California Maritime Academy	president@csum.edu	Thomas A. Cropper	President	200 Maritime Academy Drive	Vallejo	CA 94590
California State Assembly						
Mariko Yamada - District 4	Tom Bartee	District Director - Assembly District 4	4381 Broadway Street, Ste 108		American Canyon	CA 94503
Jim Frazier - District 11	Jennifer Barton	District Director - District 11	1261 Travis Blvd., Ste. 110		Fairfield	CA 94533
Susan Bonilla - District 14	Susan Bonilla	Assembly Member - District 14	2151 Salvio Street, Suite 395		Concord	CA 94520
California State Senate						
Noreen Evans - District 2 (Vallejo)	Ed Sheffield	District Director - District 2	Senator Noreen Evans	50 D Street, Suite 120-A	Santa Rosa	CA 95404
Lois Wolk - District 5 (Solano)	Caitlin O'Halloran	District Director - District 3	555 Mason Street, Ste. 275		Vacaville	CA 95688
US Senate						
Barbara Boxer	Brandon Ida	Field Representative - Senator Barbara Boxer	501 I Street, Suite 7-600		Sacramento	CA 95814
Diane Feinstein	Jessica Hartzell	Field Representative - Senator Dianne Feinstein	Office of U.S. Senator Dianne Feinstein	One Post St., Suite 2450	San Francisco	CA 94104
US Congress						
John Garamendi-District 3	Brandon Minto	Deputy District Director - District 10	609 Jefferson St		Fairfield	CA 94533
Travis Air Force Base						
Travis Air Force Base	Colonel Matthew Burger	Commander, 349th AMW	349th Air Mobility Wing	520 Waldron St Bldg 228	Travis AFB	CA 94535
Travis Air Force Base	Colonel Corey J. Martin	Base Colonel	60 AMW/CC	400 Brennan Circle	Travis AFB	CA 94535-5000
Rotaries						
Fairfield Suisun Rotary	Jeff Baggett	President	P.O.Box 477		Fairfield	CA 94533
Vallejo Rotary	Shane McAfee	President	P.O.Box 4026		Vallejo	CA 94590
Chamber of Commerce						
Benicia Chamber of Commerce	Slc4benicia@aol.com	Stephanie Christiansen	President & CEO	601 First Street, Suite 100	Benicia	CA 94510-3211
Black Chamber of Commerce, Vallejo	prestige.solutions@ymail.com	Peggy Cohen-Thompson	President	1748 Tuolumne St., #38	Vallejo	CA 94589
Dixon Chamber of Commerce	info@dixonchamber.org	Cher Besneatte	President	220 N. Jefferson St. PO Box 159	Dixon	CA 95620
Dixon Chamber of Commerce	info@dixonchamber.org	Carol Pruet	Chief Administrator	220 N. Jefferson St. PO Box 159	Dixon	CA 95620
Fairfield-Suisun Chamber of Commerce	debi@ffsc-chamber.com	Debi Tavey	President	1111 Webster Street	Fairfield	CA 94533
Filipino Chamber of Commerce	kprieto@c21mm.com	Karla Prieto	President			
Hispanic Chamber of Commerce	arsrealty@aol.com	Herme Sunga	President			
Rio Vista Chamber of Commerce	karen.smith@riovista.org	Karen Smith	Executive Director	6 North Front Street	Rio Vista	CA 94571
Vallejo Chamber of Commerce	rich@vallejochamber.com	Rich Curtola	President and CEO	427 York Street	Vallejo	CA 94590
Vacaville Chamber of Commerce	mark@vacavillechamber.com	Mark Creffield	President / CEO	300 Main St, Suite A	Vacaville	CA 95688
Winters Chamber of Commerce	director@winterschamber.com	Michael Sebastian	Executive Director	11 Main Street	Winters	CA 95694

Appendix A
Solano Community College
Community and Business Affiliates 2013

Business Affiliates							
AT&T	Rhuenette Alums	AT&T Area Director – External Affairs	40 Executive Court		Napa	CA	94558
Solano County	Amy Jenkins	Legislative, Intergovernmental & Public Affairs Officer	675 Texas Street, Suite 6500		Fairfield	CA	94533-6342
Solano Economic Development Corporation	Sandy Person	President	360 Campus Lane, Suite 102		Fairfield	CA	94534
Sutter Solano Medical Center	Terry Glubka	CEO	300 Hospital Drive		Vallejo	CA	94589
B & L Properties	Debra Yarbrough Russo & Anthony Russo	Owner	4630 Westamerica Drive, Suite A		Fairfield	CA	94534
Kaiser Permanente	Dilenna Harris	Public Affairs Manager	Napa-Solano Public Affairs	MOB A Office 3337, 1 Quality Drive	Vacaville	CA	95866
Kitchell CEM	Russ Fox	President/CEO	2750 Gateway Oaks Drive, Suite 300		Sacramento	CA	95833
NorthBay Healthcare	Gary J. Passama	President/CEO	4500 Business Center Dr.		Fairfield	CA	94534
Pacific Gas & Electric Company	Amit Pal	Government Relations	725 Missouri Street		Fairfield	CA	94533
Momentum Autogroup	Rahim Hassanally	President	2575 Auto Mall Parkway		Fairfield	CA	94533
Valero Refining Company	Sue Fisher Jones	Public Affairs Manager	3400 East Second Street		Benicia	CA	94510
Waste Connections Inc.	Jim Dunbar, P.E.	District Manager	3675 Potrero Hills Lane		Suisun	CA	94585
Yin McDonalds	C.C. Yin	Owner	185 Butcher Road		Vacaville	CA	95687
Advocates for the Arts	Zach Powell	President of the Board of Directors	1808 Gillespie Dr		Fairfield	CA	94534
Special Affiliates of the College							
President's Circle Donor	Morland Mac McManigal	President's Circle Donor			Fairfield	CA	94534
President's Circle Donor	Brett Johnson	President, NorthBay Healthcare Foundation	4500 Business Center Dr.		Fairfield	CA	94534
President's Circle Donor	Stephen Murphy	Attorney at Law (President's Circle Donor)	622 Jackson Street		Fairfield	CA	94533
Honorary Degree Recipients							
2011 Honorary Degree Recipient	Jesse Branch	2011 Honorary Degree Recipient			Fairfield	CA	94533
2011 Honorary Degree Recipient	Billy Yarbrough	Posthumously - 2011 Honorary Degree Recipient					
2011 Honorary Degree Recipient	Louise Wilbourn Yarbrough	2011 Honorary Degree Recipient	C/O Debra Yarbrough Russo	4630 Westamerica Drive, Suite A	Fairfield	CA	94534
2011 Honorary Degree Recipient	C.C. Yin	2011 Honorary Degree Recipient	185 Butcher Road		Vacaville	CA	95687
2012 Honorary Degree Recipient	Regina Yin	2012 Honorary Degree Recipient	185 Butcher Road		Vacaville	CA	95687
2012 Honorary Degree Recipient	Herman Goelitz Rowland, Sr.	2012 Honorary Degree Recipient	Jelly Belly Candy Company	One Jelly Belly Lane	Fairfield	CA	94533-6741
2013 Honorary Degree Recipients	Lt. Colonel James C. Warren	2013 Honorary Degree Recipient			Vacaville	CA	95687
2013 Honorary Degree Recipients	Mrs. Xanthia Warren	2013 Honorary Degree Recipient			Vacaville	CA	95687
2013 Honorary Degree Recipients	Morland Mac McManigal	2013 Honorary Degree Recipient			Fairfield	CA	94534
2013 Honorary Degree Recipients	Peggy A. Cohen-Thompson	2013 Honorary Degree Recipient	1748 Tuolumne St. #38		Vallejo	CA	94589

10. Analysis of District Workforce and Applicant Pool

The Human Resources Department will annually survey the District's workforce composition and shall monitor applicant pools for employment on an ongoing basis to evaluate the District's progress in implementing the EEO *Plan*, to provide data needed for the reports required by this *Plan*, and to determine whether any monitored group is underrepresented. Monitored groups are men, women, American Indians or Alaskan Natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

For purposes of the survey and report, each applicant or employee will be afforded the opportunity to voluntarily identify her or his gender, ethnic group identification and, if applicable, her or his disability. Persons may designate as many ethnicities as they identify with, but shall be counted in only one ethnic group for reporting purposes. This information will be kept confidential and will be separated from the applications that are forwarded to the screening/selection committee and hiring administrator(s). At least every three years the *Plan* will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, gender, and disability composition of existing staff and of those who have applied for employment in each of the following identified job categories:

- 1) Executive/Administrative/Managerial
- 2) Full-time Faculty
- 3) Professional Non-faculty
- 4) Secretarial/Clerical
- 5) Technical and Paraprofessional
- 6) Skilled Crafts
- 7) Service and Maintenance

The analysis of the District's current workforce and most recent applicant pools are reported in the following tables and charts (See Appendix B-D).

Appendix B
Solano Community College
All Hires: Applicant Pool for 2012-2013

The following table identifies job applicants by job classification and monitored groups for the year 2012-2013 (gender and ethnicity) The data coincides with the implementation of the district's NEOGOV applicant tracking system (NEOGO is an online human capital management system for the public sector & higher education) for job applicants and models the CCCC descriptors.

During the 2012-2013 year a total of eighty-nine applicants were completed. There were seven (7) Executive/Administrative, sixteen (16) Full-time Faculty, ten (10) Clerical/Secretarial, two (2) Professional/Non-Faculty, three (3) Service/Maintenance, and three (3) Technical/Paraprofessional positions and (48) Part-time faculty hires, for whom applications are accepted throughout the year.) The total number of applicants for the 89 recruitments was 1,092.

Applicants for Secretarial/Clerical groups are predominantly female, while males dominate the Skilled Crafts and Service and Maintenance classifications. The female to male ratio in the Professional/Non-Faculty group is approximately equal.

The ethnic group diversity the information presented will serve as a baseline this year when tracking applicants. The monitored ethnic groups represent 38% of all applications that were received in 2012-2013. The district will continue in its efforts to recruit applicants in the all ethnic areas, especially the monitored ethnic groups.

The gender break down for the applicants is 52% female and 48% male.

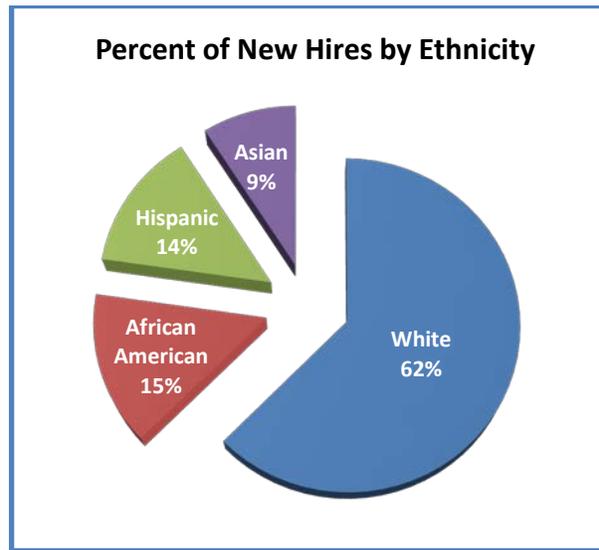
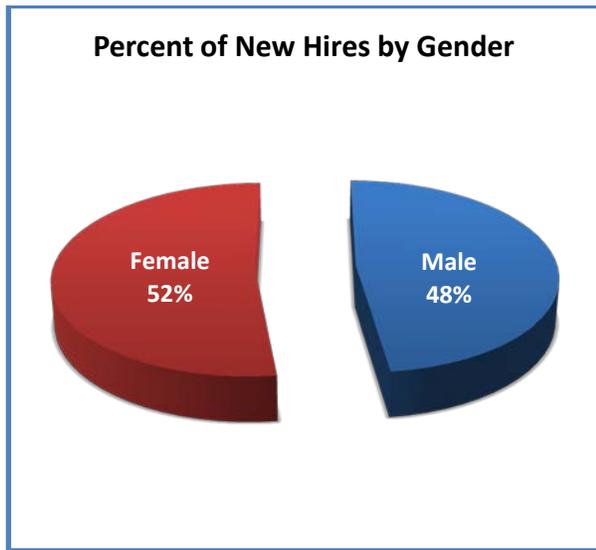
The district will continue its analysis of the ethnicity and gender. At this time, we had no identified disabilities, but will continue to monitor that group and additional groups monitored of those who have applied for employment in each of the following CCCC MIS identified job categories:

- Executive/Administrative
- Professional/Non-Faculty
- Faculty Full-Time
- Faculty Part-Time
- Clerical/Secretarial
- Service Maintenance/Paraprofessional

The district's workforce analysis and applicant pool for 2012-2013 are identified in the table and charts listed below (C2b).

**Appendix B-1
Solano Community College
All Hires: Applicant Pool for 2012-2013**

Workforce Type	Total	Male	Female	African American	Asian	Hispanic	White
Clerical/Secretarial	10	0	10	1	1	3	5
Exec/Admin	7	5	2	1	3	1	2
Faculty-Full Time	16	4	12	1	2	1	12
Faculty-Part Time	48	29	19	8	1	5	34
Professional/Non-faculty	2	1	1	0	0	1	1
Service/Maintenance	3	3	0	2	0	1	0
Technical/Paraprofessional	3	1	2	0	1	0	2



The data is based on SCC’s NEOGOV data and conforms to the CCCCCO’s MIS format, to include the Employee Demographic data elements, i.e., “Workforce Type, “gender” and “ethnicity.”

California Community College Full-time Faculty Obligation Number (FON) Compliance

Education Code section 87102 requires each district’s *Plan* to address how the district will make progress in achieving the ratio of full-time to part-time faculty hiring as required by Education Code section 87482.6, while still ensuring equal employment opportunity.

Solano Community College Full-time Faculty Obligation Number (FON) Historical Trend				
Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
54.31%	54.33%	57.20%	66.61%	63.49%

The Fall 2013 FON report will be issued in November.

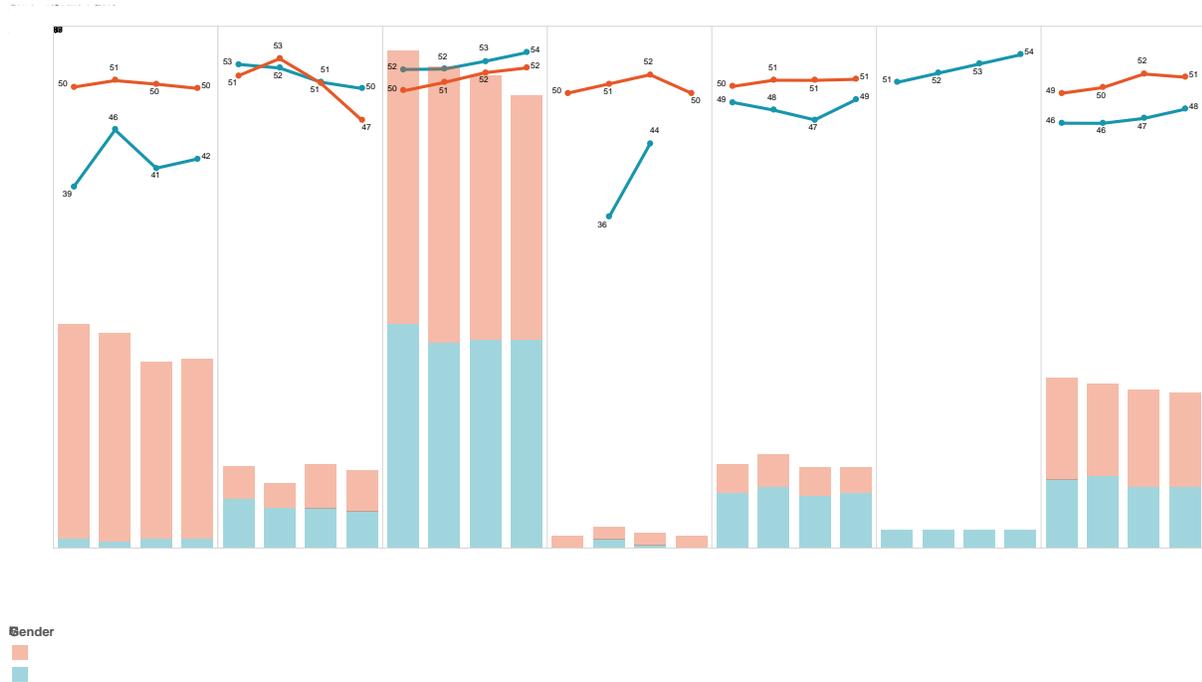
Appendix C
Solano Community College EEO Workforce Dataset Analysis
(CCCCO-MIS Data: Fall 2009 to Fall 2012)

Percentage (%) and number (n) Employees by Classification and Gender for Fall 2009—Fall 2012

23	67.65%	18	72.00%	9	81.82%	1	20.00%
11	32.35%	7	28.00%	2	18.18%	4	80.00%
34	100.00%	25	100.00%	11	100.00%	5	100.00%
188	48.33%	150	48.23%	125	49.21%	122	49.39%
201	51.67%	161	51.77%	129	50.79%	125	50.61%
389	100.00%	311	100.00%	254	100.00%	247	100.00%
65	51.59%	71	54.62%	76	53.90%	78	55.32%
61	48.41%	59	45.38%	65	46.10%	63	44.68%
126	100.00%	130	100.00%	141	100.00%	141	100.00%
69	95.83%	67	97.10%	57	95.00%	58	95.08%
3	4.17%	2	2.90%	3	5.00%	3	4.92%
72	100.00%	69	100.00%	60	100.00%	61	100.00%
5	33.33%	4	40.00%	10	55.56%	9	56.25%
10	66.67%	6	60.00%	8	44.44%	7	43.75%
15	100.00%	10	100.00%	18	100.00%	16	100.00%
4	100.00%	4	57.14%	4	80.00%	4	100.00%
		3	42.86%	1	20.00%		
4	100.00%	7	100.00%	5	100.00%	4	100.00%
9	33.33%	10	33.33%	9	34.62%	8	30.77%
18	66.67%	20	66.67%	17	65.38%	18	69.23%
27	100.00%	30	100.00%	26	100.00%	26	100.00%
6	100.00%	6	100.00%	6	100.00%	6	100.00%
6	100.00%	6	100.00%	6	100.00%	6	100.00%
33	60.00%	30	56.60%	31	60.78%	30	60.00%
22	40.00%	23	43.40%	20	39.22%	20	40.00%
55	100.00%	53	100.00%	51	100.00%	50	100.00%
5	45.45%	4	36.36%	3	37.50%	4	44.44%
6	54.55%	7	63.64%	5	62.50%	5	55.56%
11	100.00%	11	100.00%	8	100.00%	9	100.00%

Appendix C-1 Solano Community College EEO Workforce Dataset Analysis (CCCCO-MIS Data: Fall 2009 to Fall 2012)

Average Age and n Full Time Employees by Classification and Gender for Fall 2009—Fall 2012



Appendix C-2
Solano Community College EEO Workforce Dataset Analysis
(CCCCO-MIS Data: Fall 2009 to Fall 2012)

Percentage (%) and number (n) Employees by Classification and Age Group for Fall 2009—Fall 2012

1.39%	1	1.45%	1				
12.50%	9	10.14%	7	13.33%	8	13.11%	8
12.50%	9	11.59%	8	13.33%	8	14.75%	9
44.44%	32	43.48%	30	40.00%	24	40.98%	25
29.17%	21	33.33%	23	33.33%	20	31.15%	19
100.00%	72	100.00%	69	100.00%	60	100.00%	61
3.85%	1			3.85%	1	4.00%	1
15.38%	4	14.29%	3	19.23%	5	36.00%	9
46.15%	12	52.38%	11	50.00%	13	28.00%	7
34.62%	9	33.33%	7	26.92%	7	32.00%	8
100.00%	26	100.00%	21	100.00%	26	100.00%	25
7.50%	12	6.45%	10	5.26%	8	4.11%	6
25.62%	41	23.23%	36	21.05%	32	20.55%	30
27.50%	44	31.61%	49	30.92%	47	29.45%	43
39.38%	63	38.71%	60	42.76%	65	45.89%	67
100.00%	160	100.00%	155	100.00%	152	100.00%	146
		28.57%	2				
25.00%	1	28.57%	2	40.00%	2	50.00%	2
50.00%	2	28.57%	2	40.00%	2	25.00%	1
25.00%	1	14.29%	1	20.00%	1	25.00%	1
100.00%	4	100.00%	7	100.00%	5	100.00%	4
		3.33%	1	3.85%	1	3.85%	1
3.70%	1	3.33%	1	3.85%	1	3.85%	1
25.93%	7	26.67%	8	23.08%	6	26.92%	7
40.74%	11	36.67%	11	46.15%	12	42.31%	11
29.63%	8	30.00%	9	23.08%	6	23.08%	6
100.00%	27	100.00%	30	100.00%	26	100.00%	26
33.33%	2	33.33%	2	33.33%	2	16.67%	1
16.67%	1	16.67%	1	16.67%	1	33.33%	2
50.00%	3	50.00%	3	50.00%	3	50.00%	3
100.00%	6	100.00%	6	100.00%	6	100.00%	6
16.36%	9	18.87%	10	13.73%	7	16.00%	8
18.18%	10	16.98%	9	11.76%	6	12.00%	6
32.73%	18	32.08%	17	41.18%	21	40.00%	20
32.73%	18	32.08%	17	33.33%	17	32.00%	16
100.00%	55	100.00%	53	100.00%	51	100.00%	50

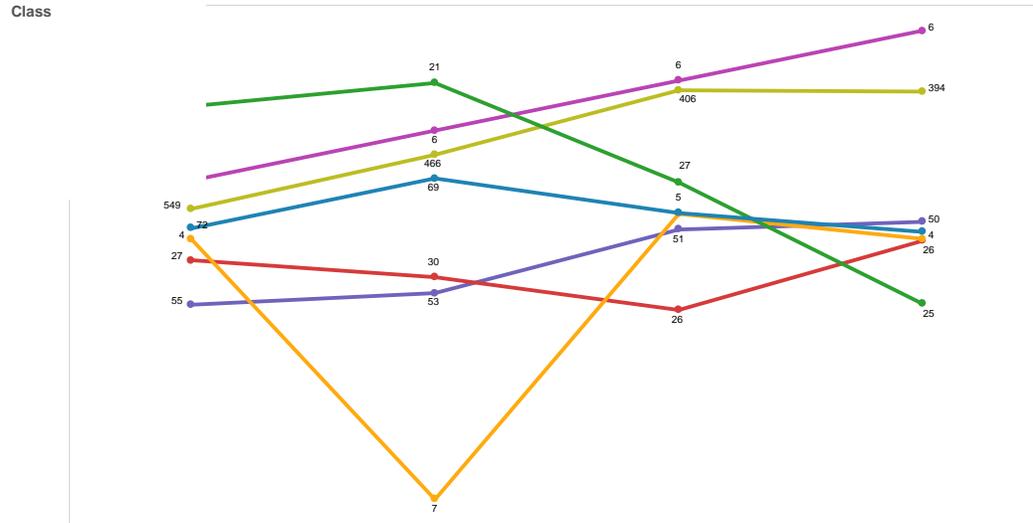
Appendix C-3 Solano Community College EEO Workforce Dataset Analysis (CCCCO-MIS Data: Fall 2009 to Fall 2012)

Percentage (%) and number (n) Employees by Classification and Ethnicity for Fall 2009—Fall 2012

1.39%	1	1.45%	1	1.67%	1	1.64%	1
15.28%	11	15.94%	11	15.00%	9	13.11%	8
12.50%	9	10.14%	7	15.00%	9	18.03%	11
1.39%	1	1.45%	1	1.67%	1		
8.33%	6	8.70%	6	11.67%	7	13.11%	8
1.39%	1	2.90%	2	1.67%	1		
59.72%	43	59.42%	41	53.33%	32	54.10%	33
100.00%	72	100.00%	69	100.00%	60	100.00%	61
7.69%	2	4.76%	1	15.38%	4	16.00%	4
7.69%	2	19.05%	4	23.08%	6	24.00%	6
3.85%	1					4.00%	1
3.85%	1	9.52%	2	3.85%	1	12.00%	3
				3.85%	1		
76.92%	20	66.67%	14	53.85%	14	44.00%	11
100.00%	26	100.00%	21	100.00%	26	100.00%	25
0.36%	2	0.43%	2	0.25%	1	0.51%	2
6.38%	35	6.44%	30	7.14%	29	5.85%	23
6.56%	36	7.08%	33	7.14%	29	8.40%	33
0.18%	1	0.43%	2	0.25%	1	0.25%	1
7.10%	39	7.51%	35	7.88%	32	9.41%	37
1.82%	10	0.43%	2	0.49%	2	0.76%	3
77.60%	426	77.68%	362	76.85%	312	74.81%	294
100.00%	549	100.00%	466	100.00%	406	100.00%	393
		14.29%	1				
		14.29%	1			25.00%	1
		14.29%	1	20.00%	1		
25.00%	1	14.29%	1	20.00%	1		
75.00%	3	42.86%	3	60.00%	3	75.00%	3
100.00%	4	100.00%	7	100.00%	5	100.00%	4
18.52%	5	16.67%	5	15.38%	4	15.38%	4
11.11%	3	10.00%	3	11.54%	3	15.38%	4
11.11%	3	10.00%	3	7.69%	2	7.69%	2
11.11%	3	13.33%	4	15.38%	4	15.38%	4
3.70%	1	3.33%	1	3.85%	1		
44.44%	12	46.67%	14	46.15%	12	46.15%	12
100.00%	27	100.00%	30	100.00%	26	100.00%	26
16.67%	1	16.67%	1	16.67%	1	16.67%	1
16.67%	1	16.67%	1	16.67%	1	16.67%	1
66.67%	4	66.67%	4	66.67%	4	66.67%	4
100.00%	6	100.00%	6	100.00%	6	100.00%	6
16.36%	9	16.98%	9	13.73%	7	14.00%	7
9.09%	5	13.21%	7	13.73%	7	14.00%	7
7.27%	4	7.55%	4	7.84%	4	8.00%	4
1.82%	1	1.89%	1	1.96%	1		
65.45%	36	60.38%	32	62.75%	32	64.00%	32
100.00%	55	100.00%	53	100.00%	51	100.00%	50

Appendix C-4 Solano Community College EEO Workforce Dataset Analysis (CCCCO-MIS Data: Fall 2009 to Fall 2012)

Average Age (axis) and Number (label) by Classification Fall 2009—Fall 2012



Appendix D: Solano Community College NEOGOV Applicant Pool Dataset Fall 2012 to Fall (9-11-13) 2013

Position Type	FT/PT	Position Description	Applicant Gender				Applicant Ethnicity						Hired Gender			Hired Ethnicity						
			Female	Male	Unknown	Total	Native American	Asian	African American	Hispanic	White	Unknown	Total	Female	Male	Unknown	Native American	Asian	African American	Hispanic	White	Unknown
Adm/ALG	FT	Chief Technology Officer	4	44	1	49	0	7	3	4	33	2	49		1							1
Adm/ALG	FT	Dean, School of Liberal Arts	13	17	0	30	0	4	3	2	20	1	30		1							1
Adm/ALG	FT	Dean, School of Mathematics and Sciences	4	27	2	33	0	8	3	2	18	2	33		1			1				
Adm/ALG	FT	Dean, School of Social and Behavioral Sciences	12	11	24	47	1	3	2	3	12	26	47		1					1		
Adm/ALG	FT	Executive Bonds Manager	0	6	3	9	0	1	0	0	4	4	9		1			1				
Adm/ALG	FT	Human Resources Generalist	24	8	2	34	1	4	6	5	12	6	34		1			1				
Adm/ALG	FT	Interim Dean, School of Health Sciences - #M13-65	4	4	0	8	0	1	2	1	2	2	8		1			1				
Faculty	FT	Computer Programming Instructor	2	5	0	7	0	2	1	0	4	0	7		1			1				
Faculty	FT	Computer Science Instructor #F13-52	2	12	1	15	0	4	1	1	8	1	15		1			1				
Faculty	FT	EOPS Counselor	30	5	2	37	0	6	17	3	9	2	37		1					1		
Faculty	FT	Anthropology Instructor - #F13-72	34	20	4	58	2	2	1	8	40	5	58		1							1
Faculty	FT	Biology - Physiology Instructor #F13-76	34	19	0	38	0	10	0	4	40	0	38		1							1
Faculty	FT	Biology Instructor (non-majors) #F13-77	34	22	1	56	0	9	0	7	35	5	56		1							1
Faculty	FT	Nursing Instructor #1373	10	2	2	14	0	1	2	0	35	4	14		1							1
Faculty	FT	Automotive Technology Instructor	0	8	0	8	0	1	0	1	35	0	8			1						1
Faculty	FT	Graphic Design Instructor	6	3	0	9	0	0	0	0	35	0	9		1							1
Faculty	FT	Math Instructor - #F13-69	6	63	1	84	0	27	4	5	35	5	84		1							1
Faculty	FT	Nursing Skills Lab Instructor	6	4	0	23	1	4	4	0	35	2	23		1							1
Faculty	FT	Political Science Instructor	8	11	0	19	0	0	7	3	9	0	19			1						1
Faculty	FT	Theater Arts (Technical) Instructor	0	11	0	1	0	0	0	0	1	0	1			1						1
Faculty	FT	Theatre Arts (Acting/Directing) Instructor	12	11	0	26	0	1	0	1	22	2	26			1						1
Faculty	FT-Temp	Nursing Instructor-Medical-Surgical (Temporary-F13-15)	8	1	0	9	0	5	0	0	3	1	9		1							1
Faculty	FT-Temp	History Instructor-Temporary	10	12	1	23	0	1	1	3	15	3	23		1							1
Faculty	PT	Accounting Instructor, Part-Time #F 13-38	12	11	0	23	1	3	6	0	12	1	23		2							2
Faculty	PT	Anthropology Instructor, Part-Time	0	1	0	1	0	0	0	0	1	0	1			1						1
Faculty	PT	Art History Instructor, Part-Time #F 13-30	16	8	0	24	0	2	2	6	14	0	24			1						1
Faculty	PT	Chemistry Instructor, Part-Time Pool	2	8	0	10	1	2	2	1	2	2	10			2			1			1
Faculty	PT	Cinema Instructor, Part-Time Pool	4	7	1	12	0	1	2	0	6	3	12		1	1						2
Faculty	PT	Cosmetology Instructor, Part-Time Pool	7	1	0	8	0	0	3	2	3	0	8		1							1
Faculty	PT	Counseling Instructor, Part-Time Pool	54	14	2	70	1	6	25	5	27	6	70		1			1				1
Faculty	PT	Early Childhood Education Instructor, Part-Time Pool	8	0	0	8	0	0	1	2	5	0	8		3				1	1	1	1
Faculty	PT	English Instructor, Part-Time Pool	24	7	2	33	0	1	3	2	24	3	33			1						1
Faculty	PT	Fire Technology Instructor, Part-Time #F13-24	4	19	0	23	0	3	2	3	14	1	23			3			1	1	2	2
Faculty	PT	Geology Instructor, Part-Time #F13-56	2	2	0	4	0	0	1	0	3	0	4		1				1			
Faculty	PT	History Instructor, Part-Time Pool	26	30	2	58	1	5	6	3	37	6	58		1	1						2
Faculty	PT	Interior Design Instructor, Part-Time - #F 13-31	8	0	0	8	0	0	0	0	7	1	8		1							1
Faculty	PT	Journalism Instructor, Part-Time - #F 13-28	16	6	0	22	0	1	4	1	15	1	22		1							1
Faculty	PT	MATH Instructor, Part-Time Pool	12	21	0	33	1	8	3	1	19	1	33		3	6			1	1	7	7
Faculty	PT	Music Instructor, Part-Time Pool	7	7	1	15	1	0	1	3	9	1	15			1						1
Faculty	PT	Nursing Clinical Instructor, Part-Time Pool #F12-03	26	3	0	29	0	5	4	0	17	3	29		1			1				
Faculty	PT	Philosophy Instructor, Part-Time Pool	5	14	2	21	0	1	2	2	14	2	21			2						2
Faculty	PT	Photography Instructor, Part-Time Pool	1	3	0	4	0	0	0	1	3	0	4		1	2						3
Faculty	PT	Political Science Instructor, Part-Time	11	13	0	24	1	1	6	2	13	1	24			1				1		
Faculty	PT	Sociology Instructor, Part-Time #F 13-46	20	17	3	40	0	2	15	3	14	6	40		1							1
Faculty	PT	Spanish Instructor, Part-Time Pool	16	8	0	24	0	0	0	19	4	1	24		1	2			1	2		
Faculty	PT	Waste/Water Instructor, Part-Time	0	12	0	12	0	2	1	0	7	2	12			5			1			4
Staff	FT	Accounting Specialist II (Accounts Payable)	23	4	1	28	1	4	3	3	15	2	28		1				1			
Staff	FT	Administrative Assistant III- Health Sciences	52	3	2	57	0	11	11	5	27	3	57		1							1
Staff	FT	Admissions & Records Analyst	43	12	0	55	0	13	11	7	23	1	55		1							1
Staff	FT	Aeronautics Lab Technician Pool	1	2	0	3	0	0	0	0	3	0	3			1						1
Staff	FT	Athletic Sport On-Site Administrator #C13-41	5	7	1	13	1	0	8	0	4	0	13		1							1
Staff	FT	Courier	17	8	3	28	0	1	5	7	12	3	28			1				1		
Staff	FT	Custodian	3	23	0	26	1	1	10	4	9	1	26			2			2			
Staff	FT	Financial Aid Systems Analyst	0	0	9	9	0	0	0	0	0	9	9		1					1		
Staff	FT	Information Analyst - #C13-62	1	11	0	12	0	0	2	2	6	2	12			1				1		
Staff	FT	Scheduling Specialist	31	8	3	42	1	5	5	9	19	3	42		2				1			1
Staff	FT	Student Services Assistant 1 - #C13-47	54	11	3	68	1	14	19	8	22	4	68		1					1		
Staff	FT	Student Services Customer Serv. Rep. - #C13-59	87	26	1	114	2	13	26	17	52	4	114		3					1	2	
Staff	PT	Science Lab Technician (50% Time)	12	4	0	16	0	9	0	1	6	0	16		1				1			
Staff	PT	Theater Technician Part Time #C13-22	1	2	1	4	0	0	0	0	3	1	4		1							1
Total			874	659	81	1618	19	215	246	172	933	147	1618	46	43	0	0	8	13	12	56	0

11. Analysis of Degrees of Underrepresentation

Although the Chancellor’s Office no longer provides data for diversity comparison purposes in job categories, the District will record diversity data with an end to accomplish greater diversity and equity in the workplace.

Applicant Comparisons to Solano County Bachelors Degree or Higher Populations												
Applicants	Applicant Gender				Applicant Ethnicity							
	Female	Male	Unkown	Total	Native American	Asian	African American	Hispanic	White	Hawaiian / PI	Unkown	Total
Faculty	1.1%	-6.3%	5.0%	0.0%	0.7%	-10.0%	3.3%	2.3%	14.4%	0.0%	1.4%	0.0%
Non-Faculty	4.1%	-12.3%	8.2%	0.0%	0.9%	-8.0%	7.1%	4.2%	-9.1%	0.0%	4.9%	0.0%
Total	1.1%	-6.3%	5.0%	0.0%	0.8%	-9.2%	4.9%	3.1%	4.5%	0.0%	2.9%	0.0%
New Hires												
	New Hires Gender				New Hires Ethnicity							
	Female	Male	Unkown	Total	Native American	Asian	African American	Hispanic	White	Hawaiian / PI	Unkown	Total
Faculty	-4.5%	4.5%	0.0%	0.0%	-0.4%	-17.8%	3.8%	1.9%	18.7%	0.0%	-6.2%	0.0%
Non-Faculty	7.0%	-7.0%	0.0%	0.0%	-0.4%	-2.4%	5.7%	16.5%	-13.2%	0.0%	-6.2%	0.0%
Total	2.5%	-2.5%	0.0%	0.0%	-0.8%	-20.2%	9.4%	18.3%	5.5%	0.0%	-12.3%	0.0%
F12 Employees												
	F12 Employees Gender				F12 Employees Ethnicity							
	Female	Male	Unkown	Total	Native American	Asian	African American	Hispanic	White	Hawaiian / PI	Unkown	Total
Faculty	1.1%	-1.1%	0.0%	0.0%	-0.4%	-18.3%	-2.8%	2.8%	24.9%	0.0%	-6.2%	0.0%
Non-Faculty	12.7%	-12.7%	0.0%	0.0%	0.2%	-9.1%	7.1%	4.1%	2.0%	1.7%	-6.2%	0.0%
Total	7.4%	-7.4%	0.0%	0.0%	-0.1%	-13.3%	2.6%	3.5%	12.5%	0.9%	-6.2%	0.0%

The table above (Comparisons to Solano County Bachelor’s Degree or Higher Populations) shows the percentage difference between applicant, new hire, and employee populations as compared to the county census population. The most extreme percentages of underrepresentation are depicted in red, and of overrepresentation, in green.

Areas of overrepresentation generally include white faculty applications, white faculty new hires, Hispanic non-faculty new hires, African-American new hires, white faculty employees, and female non-faculty employees.

Conversely, areas of underrepresentation generally include Asian (faculty and non faculty) applications, male applications (particularly non faculty), white non faculty applications, Asian faculty hires, Asian faculty employees (and to a lesser extent, non faculty), and male non faculty employees.

12. Methods to Address Underrepresentation

SCC's Human Resources is focusing on specific efforts in the hiring process to continue to promote equity and diversity in the SCC workplace.

The EEO provisions below are applicable to all full-time and part-time hiring, including any hiring meant to address the ratio of full-time to part-time faculty that may be required by Education Code section 87482. 6. ¹

1) Recruitment:

It is the policy of the District to aggressively pursue a program of recruitment that is inclusive and open to all individuals. Efforts are undertaken on a regular basis to develop and contact new recruitment sources with the aim to increase diversity in candidate pools. Diverse pools shall include, but not be limited to, men, women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. The E.I.A.C. is encouraged to utilize and notify the District of additional recruitment options that may enable the District to obtain a diverse pool of applicants. The District's recruitment and hiring procedures will include the following provisions:

- a) For any job category where continuing underrepresentation exists, the District will, at a minimum, apply the recruitment procedures set forth in Title 5 Section 53021 to conduct full and open recruitment for all new openings and will not invoke the provisions for in-house interim appointments, or the exception under 53021 (c) (7) for engaging an administrator through a professional services contract, unless the Superintendent-President or his designee first notifies the Governing Board and the E.I.A.C. in writing of the compelling reason to deliberately restrict the persons who may be considered for a vacancy in a job category where underrepresentation persists.

All recruitment announcements will state that the district is an "Equal Employment Opportunity Employer."

- b) Recruitment for all open positions shall include, but not be limited to, placement of job announcements in the following instruments:
 - General circulation newspapers, general circulation publications, and general market radio and television stations, including electronic media
 - Local and regional community newspapers and other publications that provide information in languages other than English, and are available to low income communities

¹ Education Code section 87102 requires each district's *Plan* to address how the district will make progress in achieving the ratio of full-time to part-time faculty hiring as required by Education Code section 87482.6, while still ensuring equal employment opportunity.

- Recruitment booths at job fairs or conferences oriented to both the general market and the economically disadvantaged as well as to those events drawing significant participation by groups found to be underrepresented in the District’s workforce.
- Every two years or when employment data indicates a necessity, the District shall consider hosting an open-house for persons interested in employment with the District. Efforts will be made to attract diverse groups of individuals to the open house.

2) Job Announcements

The District’s Recruitment and Hiring Procedures section on “Job Announcements” will include the following provisions:

Job announcements will state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance. For all positions, job requirements will include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students. Job specifications, including any “required,” “desired,” or “preferred” qualifications beyond the state minimum qualifications which the District wishes to utilize, will be reviewed by the EEO Officer before the position is announced, to ensure conformity with equal employment regulations and state and federal nondiscrimination laws.² All job announcements shall state that the District is an “Equal Employment Employer.”

3) Review of Initial and Qualified Applicant Pools³

Initial applicant pools will be reviewed for projected representation of monitored groups. Once the initial pool is approved, the pool will be screened for minimum qualifications, resulting in a qualified applicant pool. The qualified applicant pool will be reviewed so that no monitored group is adversely impacted. Once the qualified applicant pool is approved, the pool may be forwarded to the screening/selection committee. The District’s Recruitment and Hiring Procedures will include the following provisions:

- a) The application for employment will afford each applicant an opportunity to voluntarily identify his or her gender, ethnic group and, if applicable, his or her disability. This information will be kept confidential and used only in research, validation, monitoring, and evaluation of the effectiveness of the District’s equal employment opportunity program, or any other purpose specifically authorized by any applicable statute or regulation.

² See generally title 5, section 53022

³ See title 5, section 53023 for general authority for this section.

b) Initial Applicant Pool:

- After the application deadline has passed, the composition of the initial applicant pool will be analyzed to ensure that any failure to obtain projected representation for any monitored group is not due to discriminatory recruitment procedures. If necessary, the application deadline will be extended and additional recruitment will be conducted that eliminates discriminatory recruitment procedures and ensures that recruitment efforts provide a full and fair opportunity for a wide diversity of potential applicants.
- When recruitment efforts have offered an opportunity for participation to a wide diversity of potential applicants or further recruitment efforts would be futile, applications will be screened to determine which candidates satisfy job specifications set forth in the job announcement. Before the selection process continues, the composition of the qualified applicant pool will be analyzed to ensure that no monitored group is adversely impacted.
- If adverse impact is found to exist, the Human Resources Manager or designee shall take effective steps to address the adverse impact before the selection process continues.

Such steps may include, but are not limited to:

- a.) Extend the deadline and undertake inclusive outreach efforts to ensure a diverse applicant pool that provides equal opportunity to all qualified applicants seeking employment with the District.
- b.) Include all applicants who were screened out on the basis of any locally established qualifications beyond the state minimum qualifications which have not been specifically demonstrated to be job-related and consistent with business necessity through a process meeting the requirements of federal law.
 1. If adverse impact persists after taking steps required as outlined in this component of the *Plan*, the selection process may proceed only if:
 2. The job announcement does not require qualifications beyond the statewide minimum qualifications, or
 3. Locally established qualifications beyond state minimum qualifications, if any, are demonstrated to be job-related and consistent with business necessity through a process meeting the requirements of federal law and suitable alternative selection procedures to reduce the adverse impact were unavailable.
 4. Once the qualified applicant pool is approved, the pool will be forwarded to the Interview Committee for paper screening, interviews, and final recommendations for hiring considerations.
 5. The District will not advertise or utilize in future hiring processes for the same position or a substantially similar position any locally established qualifications beyond state minimum qualifications that the District was unable to verify under *Step 2* above unless such qualifications are verified in advance of commencing any such future hiring process.

4) Screening/Selection Committee Procedures

The District seeks to employ qualified persons with a broad range of backgrounds and abilities who have the knowledge and experience to work effectively in a diverse environment. The selection process is based on merit and will extend to all candidates a fair, impartial examination of qualifications based on job related criteria. The District's recruitment and Hiring Procedures will include the following provisions:

- (a) All screening or selection techniques, including the procedure for developing interview questions, and the selection process as a whole, will be:
 - Designed to ensure that, for all positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students based solely on job-related criteria;
 - Based solely on job-related criteria
 - Designed to avoid an adverse impact, and monitored by means consistent with this section to detect and address adverse impact which does occur for any monitored group
- (b) When possible, every effort will be made, within the limits allowed by federal and state law, to ensure selection/screening committees include a diverse membership, which will bring a variety of perspectives to the assessment of applicant qualifications. Selection/screening committees will be encouraged to include members from monitored groups.
- (c) The equal employment opportunity officer should approve the makeup of selection/screening committees. If the EEO officer does not approve a selection/screening committee for lack of diversity, he or she should take necessary steps to remedy the lack of diversity.
- (d) Before a person can serve on a selection/screening committee, he or she must receive Equal Employment Opportunity training.
- (e) Interviews must include at least one question which assesses the candidate's understanding of, and commitment to, equal employment opportunity and his or her level of cultural sensitivity. Reference checks must include at least one question addressing the matter of diverse cultural understanding.
- (f) All screening materials must be approved for compliance with EEO principles. ⁴

⁴ Subsections a) (2), c), e) and f) are not required by title 5 and are offered here as recommended practices.

- (g) Monitoring for adverse impact
 - (1) After the selection/screening committee has conducted the paper screening and prior to contacting any of the applicants for interviews, the applicant pool is approved and cleared for adverse impact. Interviews cannot be scheduled until the applicant has been approved and cleared for adverse impact.
 - (2) Finalists cannot be forwarded for hiring consideration until the applicant pool has been approved and cleared for adverse impact.
- (h) If monitoring for adverse impact reveals that any selection technique or procedure has adversely impacted any monitored group, the Superintendent-President or his/her designee may do the following:
 - (1) Suspend the selection process and take timely and effective steps to remedy the problem before the selection process resumes.
 - (2) When appropriate, assist the screening committee by discussing the overall composition of the applicant pool and the screening criteria or procedures, which have produced an adverse impact, provided that confidential information about individual candidates is not disclosed.
 - (3) Where necessary, the position may be reopened at any time and a new selection process initiated in a way designed to avoid adverse impact.
- (i) The District will not designate or set aside particular positions to be filled by members of any group defined in terms of ethnic group identification, race, color, ancestry, national origin, age, sex, religion, sexual orientation, marital status, disability, or medical condition, or engage in any other practice, which would result in discriminatory or preferential treatment prohibited by state or federal law. The District will not apply the *Plan* in a rigid manner that has the purpose or effect of so discriminating.
- (j) The Governing Board or its designee shall make all hiring decisions based upon careful review of the candidate(s) recommended through the screening/interview committee. This includes the right to reject all candidates and to order further review, or to reopen the position where necessary to achieve the objectives of the EEO Plan or to ensure equal employment opportunity.
- (k) The District will review the pattern of its hiring decisions over time, and if it determines that those patterns do not meet the objectives of the *Plan*, the District will construct new methods to meet the *Plan* objectives, or if necessary, to modify the *Plan* itself to ensure equal employment opportunity.

13. Additional Steps to Remedy Significant Underrepresentation

If the District determines that a particular monitored group is significantly underrepresented with respect to one or more job categories, the District will take additional steps consistent with Section 53006. At a minimum, the District will:

1. Review the District's recruitment procedures and identify and implement any additional measures which might reasonably be expected to attract candidates from the significantly underrepresented group;
2. Determine whether the group is still significantly underrepresented in the category or categories in question after the measures have been in place a reasonable period of time; and;
3. If a reasonable period of time passes and significant under representation persists for a particular group in the job category in question, the District will:
 - a. Review established "required," "desired," or "preferred" qualifications being used to screen applicants for positions in the job category to determine if it is job-related and consistent with business necessity through a process meeting the requirements of federal law.
 - b. Discontinue the use of District established qualification that is not found to satisfy the requirements set forth in the previous paragraph and continue using qualification standards meeting the requirements only where no alternative qualification standard is reasonably available or the pursuit of some means that could be expected to have a less exclusionary effect.

14. Other Measures Necessary to Further Equal Employment Opportunity

The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce.

To that end, in addition to the aforementioned steps to address underrepresentation and/or significant under representation, the District sponsors cultural events and speakers on issues dealing with diversity, and explore how to infuse diversity into the classroom and curriculum. The District will also promote diversity, to include:

- Invite guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees alike.
- Highlight the District's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications.

- Review and revise College publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.
- Conduct campus “climate” surveys to identify hidden equity barriers.
- Continue to offer diversity workshops and EEP training at all instructional improvement days (flex day).
- Establish a more visible “Equal Employment Opportunity and Diversity” online presence to include innovative attention to diversity
- Promote various cultural events on campus.
- Participate in community organizations
- Promote sabbaticals that will assist the District in achieving its equal employment and diversity objectives.

15. Persons with Disabilities: Accommodations and Goals for Hiring

1) Reasonable Accommodations

Applicants and employees with disabilities⁵ shall receive reasonable accommodations consistent with the requirements of Government Code, sections 11135 et seq. and 12940(m); section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act. Such accommodations may include, but are not limited to, job site modifications, job restructuring, part-time work schedules, flexible scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aides such as readers, interpreters, and note takers.

The ADA coordinator is responsible for handling requests for accommodations from current employees. The Office of Human Resources is responsible for handling requests from applicants seeking such accommodations during the application process. Requests can be made on the “Request for Reasonable Accommodations” form

2) Procedures When Underrepresentation is found

When persons with disabilities are found to be significantly underrepresented, measures required in this EEO Plan will be implemented.

⁵ See the definition of “person with a disability” in the definitions section of the *Plan*. A more detailed definition of physical and mental disability is found in Government Code, section 12926. California has a broader definition of disability than the ADA. California also requires accommodations to be made under circumstances where accommodations might not be necessary under federal law.

16. Graduate Assumption Program of Loans for Education

The District will encourage community college students to become qualified for, and seek employment as, community college employees. The District shall research and inform students about programs that may assist them to complete their graduate studies and become community college employees. The District will post informational flyers on the campuses concerning such programs, and make information available in locations available to students. Efforts will be made to inform graduate students in local colleges and universities about the benefits of employment at a community college.

Currently, the District has a memorandum of understanding (MOU) with California State University (CSU) Sacramento for SCC Counseling Internships. In February 2013, the District also acquired an MOU for assigning CSU Sacramento internships to the School of Liberal Arts and SCC intends to initiate these internships in Spring 2014. Additionally, the Superintendent-President has initiated his own internship program that began in Fall 2013.

17. Solano Community College District Equal Employment Opportunity Plan and Guidelines Summary:

Solano Community College is an *Equal Opportunity Employer* and encourages applications from all groups. The District utilizes nondiscriminatory employment practices and promotes workforce diversity. The achievements and accomplishments within the District are reflective of a talented, productive, and diverse staff that is committed to the District's Mission, Vision statement, Strategic Goals, and Core Values.

The principal asset of our workforce is predicated on sound Equal Employment Opportunity (EEO) practices and principles.

Valuing the diversity and creativity of the District's workforce is a core asset that is supported by organizational policies, procedures and training. Those attributes are achieved through effectively implementing EEO processes that promotes greater awareness, understanding, respect, and inclusion for all members of the SCC workforce.

EEO continues to be a management priority and is the key element in workforce planning. This priority is realized by ensuring that management systems and practices function in a manner that guarantees equal access to all.

SEE APPENDIX E BELOW FOR DETAILED SCC LOCAL PLANS

Appendix E
Solano Community College
Equal Employment Opportunity
Staff Equity Plan – EEO Local Plans 2013-2016

OBJECTIVES		RESPONSIBILITY FOR ACHIEVING OBJECTIVES	ACTIVITIES	EXPECTED OUTCOMES AND EVALUATION	TIMELINE AND TARGET DATE COMPLETION
1	1. Continue to comply with Title 5 and other formal EEO mandates.	H.R. Manager and Superintendent-President	Compliance 1. Review Title 5 and other mandates annually 2. Attend Compliance workshops, conferences, if needed 3. Check with CCCCCO for updates	SCC will remain in compliance with Title 5 and EEO mandates.	Compliance regulations will be reviewed annually (June)
2	Assess HR Staffing needs and recommend a plan for implementing Human Resources reorganization.	Superintendent-President	Superintendent-President will review all HR Staffing and will recommend a plan to address staffing needs and to clarify job duties and responsibilities.	Improve overall effectiveness and efficiency for HR staffing. Clarification of HR staff job duties and responsibilities.	Superintendent-President to review and implement plan for HR reorganization in Fall 2013.
3	Design and implement a plan to provide Clery Act Reporting on the SCC Web.	H.R. Manager and SCC Police Chief	SCC Police Chief will create an explanation of the Clery Act and post SCC's Crime Log on SCC's Web. HR Manager and staff will note crimes pertaining to discrimination and hold SCC forums addressing discrimination issues, as needed.	SCC will be more aware of SCC crimes pertaining to unlawful discrimination and will engage in specific activities, such as College forums, to address discrimination issues.	HR Manager and Police Chief to establish plan to notify SCC of Clery Act (October 2013 baseline), to establish procedures for regularly posting summary of SCC crime log, and to host forums as needed.
4	Create a series of SCC surveys to elicit specific ideas from faculty, staff, and students on increasing diversity in areas such as hiring, student enrollment, and in the workplace.	H. R. Manager and staff, along with Dean of Institutional Research, Planning, and Effectiveness, SCC Communications Editor, E.I.A.C	Examine surveys from other Colleges (the E.I.A.C. initiated this project in 2012) Initial target goals are: enrollment recruitment and expanded outreach. Design and disseminate surveys and monitor EEO goals.	HR Manager and E.I.A.C. will compile and disseminate survey results and revise EEO Plan as needed.	HR Manager and E.I.A.C. will design an initial survey in October 2013, and disseminate survey results in November or December of 2013. EEO Plan will be revised every two years and/or as needed by July 2015. Subsequent surveys will address EEO goals and recommend changes to the Plan.
5	Continue to refine faculty hiring policies in collaboration with the Academic Senate and SCFA, to include an analysis of EEO requirements.	H.R. Manager, Academic Senate President, and SCFA President	In Fall 2012, the Academic Senate and H.R. manager initiated a review and analysis of current faculty hiring policies and procedures. Work is scheduled to continue and a timeline for project completion is to be established.	SCC will engage in the review and analysis of all faculty hiring policies and procedures to ensure that all hiring practices conform to Title 5 mandates and the EEO Plan.	Academic Senate, SCFA, and HR will establish a plan to revise all faculty hiring policies. All faculty hiring policies will be reviewed by the end of the 2014-2015 academic year.
6	Continue to expand the use of the SCC Applicant Tracking system (Neo Gov.) Design and implement a plan for training and systematic data reporting.	H.R. Manager and Staff	In Spring 2013, SCC obtained applicant-tracking data tool (Neo Gov) for all new hires and baseline data was extracted. Analysis of the initial data sets is ongoing. HR staff will design a plan to utilize the system effectively and to revise EEO plan as needed	The potential of the Neo Gov system will be reviewed regularly to provide pertinent information regarding the goals of the EEO Plan.	In Fall 2013, the initial Neo Gov data sets will be extracted and analyzed. Subsequent data will be extracted and analyzed semester by semester: Spring 2014 through Spring 2016. Neo Gov training (Fall 2013) and plan for ongoing utilization will be established.

Appendix E
Solano Community College
Equal Employment Opportunity
Staff Equity Plan – EEO Local Plans 2013-2016

OBJECTIVES		RESPONSIBILITY FOR ACHIEVING OBJECTIVES	ACTIVITIES	EXPECTED OUTCOMES AND EVALUATION	TIMELINE AND TARGET DATE COMPLETION
7	Review and analyze existing administrative hiring policies and procedures. Design a plan to revise policies and procedures, to include an analysis of EEO requirements.	Superintendent-President	Superintendent-President to review existing policies and procedures and determine necessity for revisions.	SCC will engage in an analysis of administrative hiring policies and procedures to ensure that all hiring policies and procedures conform to Title 5 mandates and the EEO Plan.	Superintendent-President will establish a 2014-2015 plan to review and revise administrator hiring policies and procedures.
8	Sponsor SCC Diversity Activities, such as Cinco de Mayo, Martin Luther King Day, and Pow-Wow.	Equity Inclusion and Advisory Council (E.I.A.C.) and SCC Marketing and Outreach Manager, ASSC Student Development Director, ASC Coordinator	SCC hosts a variety of diverse activities, such as the Ethnic Studies Speakers series, Veterans events, Cinco de Mayo, Foreign Language night. Promotion of such events should encourage appreciation of diversity and educational enhancement..	SCC will bring greater attention to the complex, diverse population at our College and in our community and will recommend events and activities to support the goals of the EEO Plan.	Fall 2013 – Spring 2016 emphasis on widely publicizing diversity events. E.I.A.C. will collaborate with ASC Coordinator, Marketing and Outreach Manager, and ASSC Advisor.
9	Continue to utilize and evaluate the Non Faculty Priority Process for hiring.	HR Manager, Dean of Institutional Research, Planning, and Effectiveness	Continue to utilize and refine Non-faculty staffing process. Establish evaluation process of plan.	Improved non-faculty hiring and recruitment in accord with the EEO Plan.	Staff requests are to be reviewed (annually): March and analysis to be completed (annually) June to include fiscal recommendations. Evaluation plan to be designed (Spring 2014)
10	Expand Community Outreach efforts to increase diversity.	Superintendent-President and SCC Marketing and Outreach Manager	Continue to expand the list of community organizations and business partners to encourage feedback on EEO planning and to work on issues of diversity for SCC and the community.	Improved partnerships with community organizations and businesses. Increased enrollment and expansion of SCC diversity outreach. Solicit suggestions from the community to support goals of SCC's EEO Plan.	September 2013 letter will be sent to community organizations and businesses. A subsequent list of organizations and businesses will be distributed annually (August) and correspondence will be reviewed.
11	Continue Ed Code Compliance Training (e.g., EEO and Sexual Harassment)	HR Manager and staff	SCC will sponsor EEO and Sexual Harassment Workshops for all employees and include plan for evaluation.	SCC HR staff will continue to educate and train SCC employees on critical EEO mandates. HR will establish a plan to evaluate training.	Workshops to be offered each semester: Fall 2013 – Spring 2016. Consultant to be hired, if needed. Evaluation of workshops Spring 2014, Spring 2015, and Spring 2016. Refine workshops as needed.

SOLANO

COMMUNITY COLLEGE

EDUCATIONAL MASTER PLAN

EDUCATIONAL MASTER PLAN

JULY 2014



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Chapter 1: Introduction

This Educational Master Plan complements planning activities that have occurred over the past several years, and highlights new proposals aimed at guiding the Solano Community College District through the year 2025. The Plan is being developed during a time of rapid change in social demography and State budget allocations. Since the last Educational Master Plan update in 2007, local population and growth in the regional and State economies have slowed, and community colleges have faced increasingly steep budget cuts. At the same time, the State has called upon California's community colleges to refocus their efforts towards strengthening basic skills, transfer opportunities, and career and technical education. Despite these challenges, we hold firm to our commitment to our students and our mission. This Plan reaffirms our mission statement as a strong basis for planning and decision making.

Mission

Solano Community College's mission is to **educate a culturally and academically diverse student population**, drawn from our local communities and beyond. We are committed to helping our students achieve their educational, professional and personal goals centered in **basic skills education, workforce development and training, and transfer-level education**. The College accomplishes this three-fold mission through its dedicated teaching, innovative programs, broad curricula, and services that are responsive to the complex needs of all students.

The Students We Serve and Our Commitment to Equity

A critical aspect of fulfilling our mission hinges on understanding the multifaceted needs of the students we serve. The Solano Community College District serves 9,702 students (as of Fall 2013) across its campus and centers at Fairfield, Vacaville, Vallejo, and Travis Air force Base, and in surrounding communities including Winters, Dixon, Benicia, and Suisun City. The College is home to an incredibly diverse, talented and hard working student body. Many of our students are low income, and many balance multiple jobs along with educational commitments and family life. A significant number of our students are learning English as a second language, are recent immigrants, have limited academic skills, or may be the first in their family to go to college. At the same time, we also serve students who are prepared for university or already hold university degrees, have held successful careers, and are seeking job training for new career paths. With Travis Air Force Base located within miles of the main campus in Fairfield, we also serve a significant number of military members, veterans and their families. Our challenge is to engage this diverse student body, meet their wide-ranging needs, offer a broad curriculum, and support robust student life.

Diversity and equity are integral to Solano Community College's (SCC's) identity. We are committed to ensuring that initiatives are in place to provide teaching and learning environments that are inclusive and welcoming to all students, regardless of ethnicity, culture, nationality, language, gender, sexual orientation, disability, or religion. This

commitment is emphasized through SCC's overarching mission and values, and through the strategies presented in this Educational Master Plan. The strategies outlined in the Plan seek to increase diversity and equity, improve student access to programs and services, close performance gaps, and improve the overall success of all students.

Vision and Core Values

Solano Community College maintains high standards of excellence for basic skills education, transfer and career programs, and support for different learning styles and innovative teaching approaches. The following vision and core values guide SCC's policies, procedures, and daily practices.

VISION

Solano Community College will be a recognized leader in educational excellence—transforming students' lives.

CORE VALUES

- **Integrity**—Adhering firmly to a code of ethical values in thought and behavior.
- **Critical thinking**—Relying on intellectually disciplined, logically sound processes involving data-driven decision making.
- **Mutual respect**—Valuing the intrinsic worth of each person in an atmosphere of collegiality.
- **Collaboration**—Working together across areas of responsibility and interest to achieve common goals and objectives.
- **Innovation**—Seeking and practicing effective, pioneering processes and procedures.
- **Accountability**—Assuming individual and collective responsibility for achieving the highest level of performance.
- **Student well-being**—Considering and addressing the impact on students of any and all actions or inactions.

Educational Master Plan Purpose

This Educational Master Plan will inform critical decision making to enable SCC to fulfill its mission and achieve the goal of increasing access, equity, and success for all students. The Plan is grounded in a comprehensive review of current data, and robust District-wide input from faculty, staff, students, and community members (see Chapter 2: Planning Process and Methods).

OVERARCHING PURPOSE

The Educational Master Plan establishes a framework to guide educational program development through the year 2025. This Plan works in conjunction with the Solano Community College Strategic Plan, Facility Master Plan, and Technology Plan to strategically carve out a preferred future for SCC's unique student body. Together these long-range plans aim to: respond to evolving instructional and student support program needs; address facility and site planning needs; and meet the demands of today's technology driven workplace.

SPECIFIC PURPOSE

Specifically, the Educational Master Plan details key initiatives to advance academic programs, educational innovations, and student support services. The challenges, goals, and strategies presented in the Plan will shape the type of programs that SCC will offer in the future, and provide the foundation and rationale for long-range facilities and technology planning. The Plan's findings will also inform District-wide resource allocation and staffing priorities to most strategically realize SCC's full potential and meet mission objectives.

Related Planning Efforts and Documents

Following are a number of related planning efforts and documents that provide further support for SCC's core initiatives. The Educational Master Plan supports proposals outlined in these plans and processes, and details specific programmatic strategies to further advance the District's mission. Physical improvements recommended in the Facility Master Plan will stem from the research and findings presented in this Educational Master Plan.

- Student Equity Plan, 2013
- Integrated Planning Process, 2013
- Solano Community College Strategic Plan, 2010
- Technology Plan, 2014
- Facility Master Plan (update underway)

Plan Overview and Organization

The Educational Master Plan (EMP) is organized into the following chapters.

- 1. Introduction**—Presents SCC’s mission, commitment to equity, vision, and values that will guide the District’s programmatic and educational policy approach; describes the Plan’s background and purpose; and outlines the organization of the document.
- 2. Planning Process and Methods**—Describes planning methods and data sources, and provides a summary of the robust community and District-wide involvement process that informed development of the EMP.
- 3. Organizational Focus**—Reviews the context that shapes SCC’s priorities for the future; identifies core initiatives to support SCC’s mission; and describes the academic organization and shared governance structure that guide decision making and resource allocation.
- 4. The Communities We Serve**—Describes population, demographic and enrollment trends, and key student characteristics; and identifies challenges and opportunities related to fulfilling SCC’s mission.
- 5. Goals and Strategies**—Presents goals and strategies to improve student access, equity and success, and advance SCC’s core initiatives: basic skills education; general education and transfer curriculum; and workforce development and training.
- 6. Direction for Student Services**—Describes the programs, partnerships, and activities that comprise the Student Services Program; and identifies strategic actions aimed at fulfilling SCC’s mission.
- 7. Direction for Academic Programs**—Identifies program-specific strategic actions to advance EMP goals and achieve SSC’s broader mission.
- 8. Direction for Technology**—Presents technology focus areas and strategic actions to support increased demand for access to resources, information, and materials.
- 9. Envisioning the Future**—Identifies some potentially transformative opportunities for enhancing programs, fostering collaboration between disciplines, and connecting the college to the community.

Chapter 2: Planning Process and Methods

Beginning in summer 2011, Solano Community College (SCC) engaged in a comprehensive and interactive planning process to update the Educational Master Plan (EMP). The Superintendent/President's Cabinet guided the process with integral involvement from the deans, counseling staff, and representatives of the Academic Senate. The Superintendent/President's Cabinet provided oversight for Plan content and methodology. Students, faculty, staff, and administrators, as well as community and business leaders, provided valuable input and feedback during the process.

This chapter **explains the methods and sources of information**, including data collected from a variety of authorities, **the outreach process, and technical steps** in developing the EMP.

Methods and Data Sources

The planning team used the following variety of methods and information sources to develop the EMP.

- Analysis of **population and demographic data** gathered from the US Census, California Department of Finance, Association of Bay Area Governments (ABAG), and the Sacramento Area Council of Governments (SACOG).
- Review of current **student enrollment trends** from the California Community College Chancellor's Office (CCCCO), California Postsecondary Education Commission, and SCC's Office of Research and Planning.
- Assessment of **local secondary enrollment trends and projections** from the California Department of Education and the California Department of Finance.
- Review of **local economic and business environment data** from the California Employment Development Department (EDD), Caltrans Office of Transportation Economics, US Bureau of Labor Statistics, and reports and information gathered from Solano County, local cities, and outside researchers.
- Evaluation of **certificate and degree programs** offered by the top competitive educational providers in the region, as presented in current course catalogues. Research included a comparison with the programs currently offered by SCC.
- Review of **existing Solano Community College District plans, reports, and data** elements.

- Evaluation of **current program needs and projected trends** through use of a questionnaire completed by faculty, academic staff, and school deans.
- **Qualitative information gathered through a comprehensive series of forums** and meetings conducted with community and business leaders, faculty, staff, and students.

This document presents a selection of important facts about SCC and the service area (see Chapter 4: The Communities We Serve) with the understanding that almost as soon as the document is finished, new information may be available which will render the data published out-of-date. In order to best address this limitation, the focus is on defining key opportunities and challenges, and providing tools to quickly seek out the current, most relevant data. A complete list of source material is provided in the Plan's bibliography. This "living" bibliography is intended as a starting point for building an even more extensive toolbox of links to internal and external data that will inform ongoing decision making.

Planning Process

In the summer of 2011, SCC initiated an update to the institution's EMP. The planning process was launched with College leadership in May 2011 to discuss successes and challenges for SCC since the last EMP process. As the project team developed summary materials about the planning environment, two parallel efforts included a broad range of community voices, as well as targeted conversations with an interdisciplinary faculty and staff team.

SOLANO COMMUNITY COLLEGE FACULTY, STAFF, AND STUDENT INPUT

Faculty and staff members were invited to attend all of the community forums, but particularly those held at the Fairfield campus, Vacaville, and Vallejo centers. The forums provided an important opportunity for faculty and staff to share insight on key strengths, issues, and planning opportunities for SCC.

To ensure a broad and comprehensive engagement with the faculty, a series of three interdisciplinary faculty strategic conversations (IFSC) were held during fall and winter 2011/12 to provide input, direction, and content for the Plan. These meetings included representatives of faculty, including deans, counseling staff, and the Academic Senate. The IFSC forums focused on the following key tasks.

- Review and discussion of current internal and external trends and the Plan's Environmental Scan Report.
- Brainstorming emerging opportunities and challenges facing SCC.
- Identification and refinement of critical EMP goals and strategies.

COMMUNITY INPUT

As a part of the update process, seven community forums were conducted to gather ideas and information from SCC's service area, which includes Solano County and the City of Winters. These forums were held in each of the population centers served by SCC. Over 200 community members, faculty, staff, and students participated in the forums. A number of key themes and unique ideas emerged from the discussions, many of which are reflected in the updated document.

ENVIRONMENTAL SCAN

In the fall of 2011, the consultant team developed an Environmental Scan Report to update and analyze internal and external conditions impacting SCC and the service area, as well as the provision of programs and services. The Scan assessed a range of key data.

- Population and demographics
- High school performance, enrollment, and projections
- SCC enrollment and student success
- Competing educational providers in the region
- Employment and workforce trends, locally, regionally, and nationally

The results of the Scan began to reveal a future direction for the County, which in turn provided a lens through which to review and evaluate existing SCC programs and services. The internal and external data was updated during the process to ensure that decisions reflected current internal and external data.

EDUCATIONAL PROGRAM REVIEW

The basis for the Plan is a strong understanding of the current needs and projected trends for each of SCC's programs. Faculty members and school deans provided their expertise and knowledge to update the EMP through a program assessment questionnaire. The deans and faculty of each program were provided a set of enrollment and performance data. Along with this information, they were given opportunities to identify strategies specific to their respective programs and update a description of the role of the program including any factors influencing its success. The data collected through the questionnaire process highlights program-specific needs that inform the broad directions for SCC. The program directions were reviewed again by faculty leadership and the administration following the refinement of the EMP Goals and Strategies to align program level guidance with the EMP.

PLAN REVIEW

A preliminary review draft of the EMP was released for feedback at the end of the 2013 school year, focusing on the EMP Goals and Strategies. At this time the draft was presented to the Board of Trustees, the Academic Senate, and the Shared Governance Committee. This preliminary content was also utilized in a series of faculty visioning sessions, to help the Arts and Kinesiology faculty refocus efforts in the face of difficult budget decisions. Additional visioning sessions elaborated on the position of student services within the EMP document. During this time, the completion of the Student Equity Plan and the implementation of the Student Success Act initiated a revision of the EMP to bring the topics of access, equity, and success to the forefront of the discussion.

The resulting EMP document builds on the work completed with the community and faculty, presented through the lens of SCC's mission, vision and values, and the core initiatives of providing access, equity, and success to SCC students. The EMP will be formally reviewed by the Board of Trustees before adoption as the official guidance for educational programs at SCC.

Chapter 3: Organizational Focus

In light of today's challenging educational planning environment, Solano Community College (SCC) looks to the future with resilience and a stronger, renewed focus on its mission and efforts to achieve educational equity. Solano Community College must support a more targeted set of priorities and devote its attention to three core initiatives: basic skills education; general education and transfer curriculum; and workforce development/career technical training. Organizational structure and shared governance are critical components of this refocusing effort, guiding decision making and resource allocation in a way that best supports SCC's overarching mission.

This chapter reviews the context that shapes SCC's priorities for the future; identifies core initiatives stemming from SCC's mission; and describes SCC's academic organization and shared governance structure.

Organizational History

Solano Community College was founded in 1945 as part of the Vallejo Unified School District. In 1965, Solano County voters approved the development of a community college district, and two years later approved a bond to build SCC's main Fairfield campus. Expansion of SCC continued with a 2002 voter-approved bond, which funded construction of two permanent centers in Vacaville and Vallejo. At that time, Solano County voters approved Bond Measure G, which provided \$124.5 million in bond funding to support the development of new facilities. The two permanent sites for the Vallejo and Vacaville Centers, whose locations were chosen based on projected population growth, opened in 2007 and 2010 respectively, and have since increased access to SCC for students and community members.

Today, Solano Community College provides a comprehensive range of educational offerings, from Associates degrees and certificates to transfer preparation, workforce training and lifelong learning. Through a partnership with Sonoma State University, these offerings were recently expanded to include a Bachelor of Arts degree in Liberal Studies.

Current Planning Environment

As SCC plans for the future, many significant factors impact the environment within which the College operates. The global economic recession, the national credit and housing collapse, and the ongoing State financial crisis, including continued cutbacks in support for community colleges and educational institutions state-wide—all have implications for how SCC will meet the needs of its students. At the same time, recent State legislative mandates (including the following) seek to raise the caliber of academic and support programs in ways that will require enhancements and extensions of student services.

- **Student Success Act, SB 1456 (2012)**—A California Board of Governors-adopted, mandated initiative to significantly increase student completion rates for certificates, degrees, and transfer, while ensuring preservation of access and equity for all students. System-wide recommendations focus on: helping students identify educational goals early in their entry into college; developing an educational plan to reach their goals in the areas of basic skills attainment, transfer, and career technical education; and providing students with improved support and institutional structures to help them succeed.
- **Student Transfer Achievement Reform Act, SB 1440 (2010)**—Legislation requiring the California Community Colleges and California State Universities to collaborate on the creation of Associate in Arts Degree (AA) and Associate in Science Degree (AS) transfer programs. The legislation requires that community colleges grant associate degrees for transfer (ADT) to students who have met specific general education and major requirements for the degree. Students with the ADT are eligible for transfer with junior standing into the California State University (CSU) system, and are guaranteed admission into the CSU system with priority consideration when applying to a program similar to the student’s community college major.
- **Accountability, Equity, and the Student Success Scorecard**—A Board of Governors-established performance measurement and reporting system on student success rates intended to increase accountability regarding transfer, degree and certificate attainment, and issues of student equity. Scorecard data, which is reported by ethnicity, gender and age, offers information about how well colleges are doing in basic skills instruction, job training programs, retention, graduation and completion rates, as well as providing an indication as to how successful colleges are in closing the achievement gap.
- **Accreditation Standards**—An ongoing, systematic focus on outcomes and continuous quality improvements to foster greater student success.

In addition to these legislative imperatives, a continued lack of adequate funding has resulted in a refocusing of efforts by the state-wide community college system. Recognizing the impact of necessary cuts to the State budget for community college base funding, the California Legislature has called upon all colleges to: narrow their scope of offerings; streamline courses and programs to eliminate redundancies and facilitate students’ timely progress toward goals; and reduce or eliminate courses and programs that do not directly support students in their endeavors to achieve basic skills, workforce training, or transfer goals.

Core Mission Initiatives

Solano Community College is facing today's challenges by focusing efforts around three core initiatives stemming from its mission: basic skills/developmental education; workforce development and career technical training; and general education/transfer curriculum. In supporting this targeted set of priorities, SCC must adjust program offerings and support services, and ultimately, facilities and operations.

Legislative imperatives, along with current demographic information about SCC's students and community, reassert the importance of SCC's overarching goal to provide all students with equal opportunity to pursue and succeed in their academic endeavors—whether in strengthening basic skills, completing general education requirements for transfer to a four-year university, or building technical career skills.

Many of SCC's practices are already aligned to achieve these aspirations. Upward trending economic conditions, projected job growth and workforce training opportunities also lend themselves to success in these endeavors. Other areas, such as SCC's programs and services, will require enhancements and/or extensions in order to increase student completion rates.

Following are descriptions of the three core mission initiatives that will steer the future of SCC's educational program development, support services, technology, and facility planning.

BASIC SKILLS/DEVELOPMENTAL EDUCATION

Student success and attainment of educational and career goals must be supported by the development of a strong foundation of core skills. Solano Community College programs and support services are provided to prepare students for success in college-level work and the workforce. Students enrolling at SCC have a range of preparation levels, and key to meeting all SCC mission areas is ensuring that students have access to the resources and tools to develop proficiencies in English, reading, and math. Support is provided both inside and outside of the individual classes in which students are enrolled.

WORKFORCE DEVELOPMENT AND CAREER TECHNICAL TRAINING

Linked to the aspiration to create an educated and skilled workforce, the vocational component of SCC's mission emphasizes development of skills geared toward specific employment occupations. The educational experience includes meeting credential standards; developing skills to attain a specific position, further a current career or build the foundation to embark on a new career; and attaining a certificate or an Associate degree.

GENERAL EDUCATION/TRANSFER

Core to the mission of SCC, academic programs provide students with a solid foundation to transfer successfully to a four-year institution and develop skills to gain employment. Academic programs work in conjunction with other SCC programs including occupational, developmental, and continuing education.

Organizational Structure and Governance

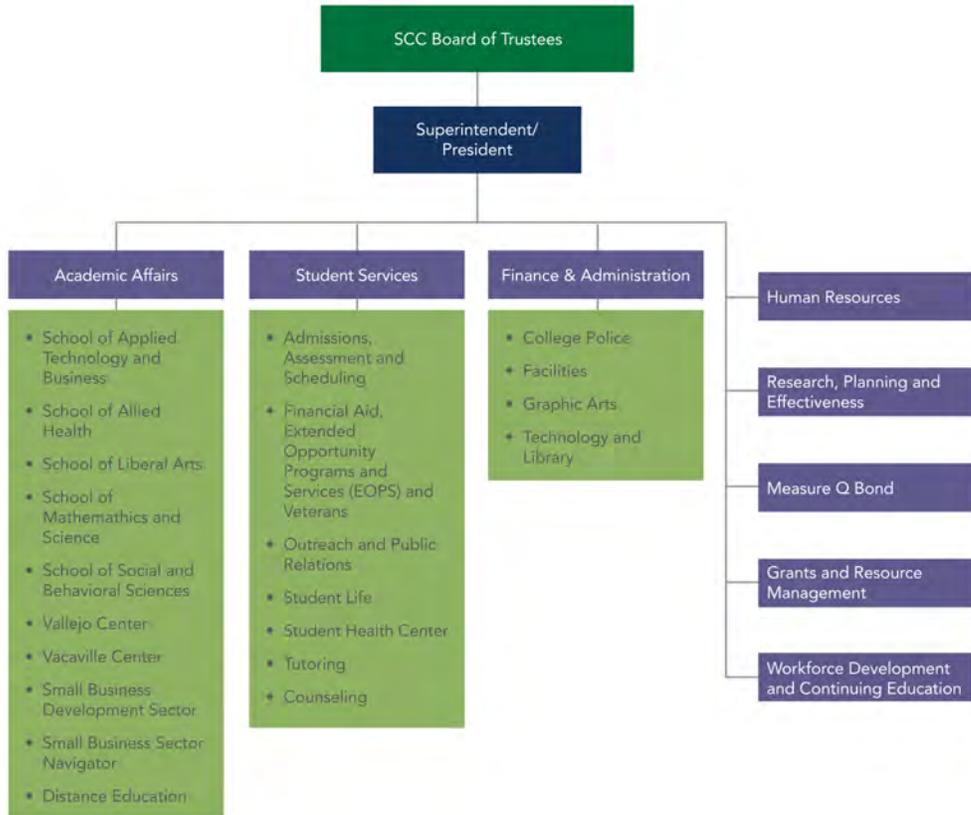
Solano Community College’s organizational structure is critical to the success of its core mission initiatives. The interconnected and interdependent services and programs provided by Academic Affairs (led by a vice president), Student Services (lead by a dean), Finance and Administration (led by a vice president) and Technology Services and Support (led by a director) provide an environment conducive to meeting students’ academic and career goals.

Additionally, the Human Resources Department, Solano College Educational Foundation, and Community Services all provide important services to ensure a strong workforce, secure additional funding sources, and provide a strong public presence in the community.

ACADEMIC ORGANIZATION

In 2011, SCC reorganized its academic programs from seven divisions into four main schools, falling under the organizational area of Academic and Student Affairs. This reorganization allowed SCC to streamline senior leadership and break down some organizational barriers between programs with similar purposes. Solano Community College’s current organizational structure is illustrated below (see Figure 3-1).

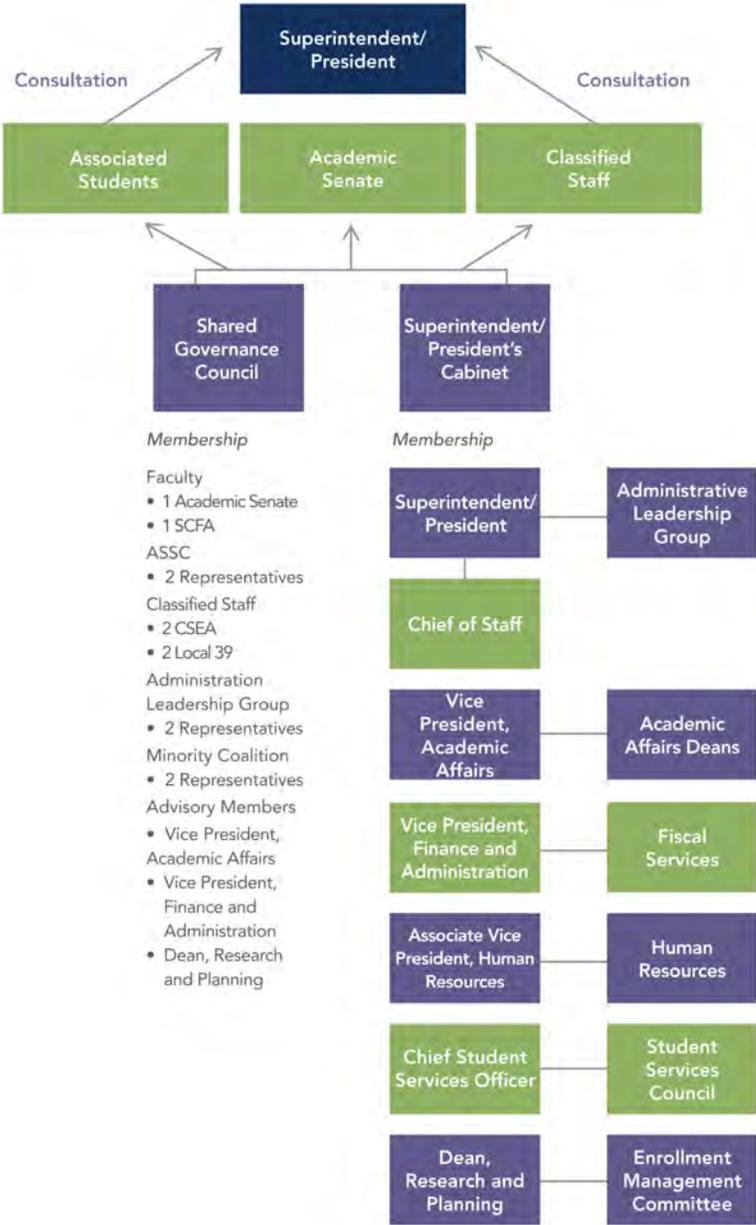
Figure 3-1 SCC Organization



SHARED GOVERNANCE

Shared Governance is defined in SCC policies as the “collaborative participation of appropriate members of the College in planning for the future and in developing policies, procedures and recommendations under which the College is governed and administered.” This includes the Academic Senate, Associated Students of Solano College (ASSC), staff, faculty and District Administrators, as well as others (see Figure 3-2).

Figure 3-2 SCC Shared Governance Structure



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Chapter 4: The Communities We Serve

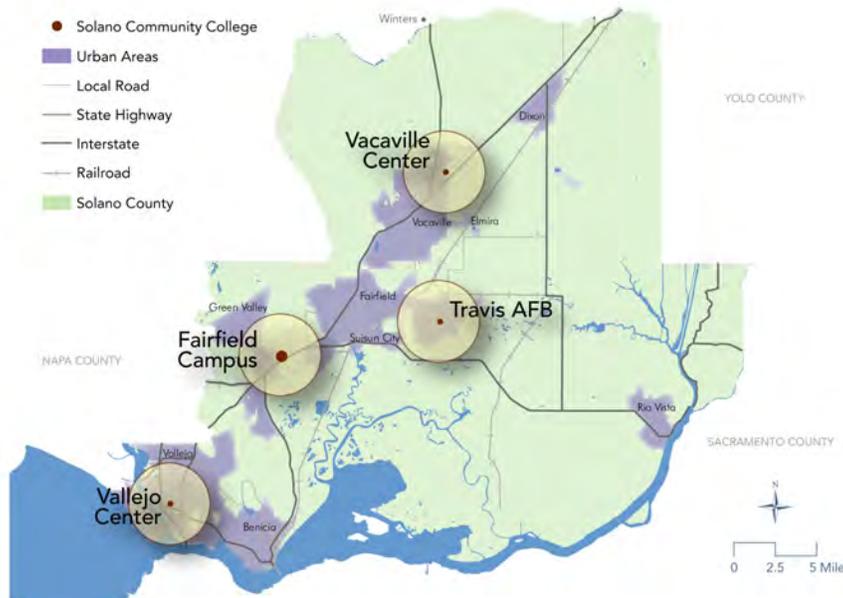
The commitment to excellence made by Solano Community College (SCC) is set within the context of a service area in transition. The community is growing out of the recession in new and evolving markets and SCC is emerging with renewed community support. At the same time SCC faces the challenge of providing successful outcomes across the broad student population.

This chapter **describes the service area’s residents and students, and identifies the opportunities and challenges faced by SCC in achieving the vision and providing access, equity, and success.**

About the Service Area and Students

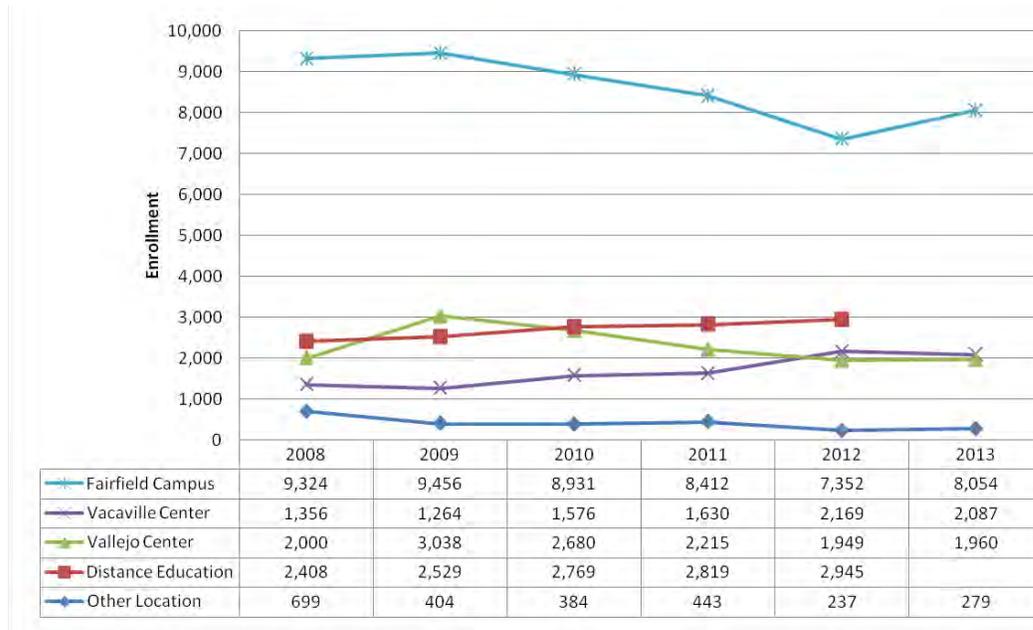
The Solano Community College District includes four centers of education including the main Fairfield campus, and Vacaville, Vallejo, and Travis Air Force Base locations. The District’s service area accounts for approximately 95 percent of the total population in Solano County, and includes Winters in neighboring Yolo County. The service area is bordered by Napa County to the northwest, Yolo County to the northeast, Contra Costa County to the south, and Sacramento County to the east (see Figure 4-1).

Figure 4-1: SCCD Service Area



Solano Community College is focused on the main campus at Fairfield, with centers expanding the reach of SCC in both directions along the Interstate 80 corridor. Online education further adds convenience and broadens access. Enrollment reflects this focus, with the vast majority of SCC students attending classes at Fairfield. Headcounts at Vacaville and Vallejo are at approximately 2,000 students each (see Figure 4-2).

Figure 4-2: SCC Headcount by Location (Fall 2008- Fall 2013)



Source: Solano Community College Banner Data, 2013

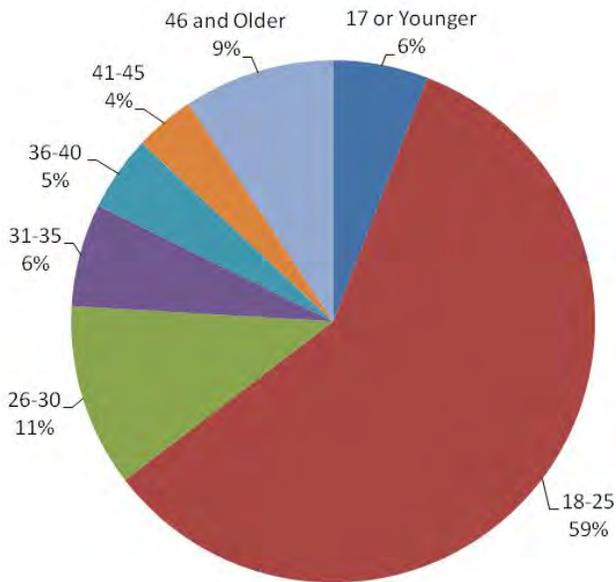
Overall, the service area communities are projected to grow in the coming years, with the total service area population projected to increase by over 80,000 by 2035 (see Table 4-1). While Solano County residents are currently heavily clustered in the working years age segment (25-64), the population projections show rapid growth in retirees. The current enrollment (see Figure 4-3) is primarily in the traditional college age group (18-25). This key age group is projected to grow on pace with the population. However, the rapid growth of younger retirees opens opportunities at SCC for additional students and adjunct faculty members.

Table 4-1: Projected Population Growth for Solano Community College District Service Area (2010 – 2035)

City	2010	2015	2020	2025	2030	2035	2010-2035	2010-2035
							% change	# change
Benicia	26,997	29,000	29,300	29,600	29,800	30,100	11.5%	3,103
Dixon	18,351	19,400	20,600	21,800	22,700	23,900	30.24%	5,549
Fairfield	105,321	115,800	118,900	121,900	124,300	127,000	20.58%	21,679
Suisun City	28,111	30,200	31,200	32,300	33,300	34,300	22.02%	6,189
Vacaville	92,428	102,600	105,000	107,300	109,400	111,100	20.20%	18,672
Vallejo	115,942	127,400	130,900	133,600	136,400	138,900	19.80%	22,958
Winters	6,624	7,771	8,918	10,066	11,213	12,360	86.59%	5,736
Service Area Cities Total	393,774	432,171	444,818	456,566	467,113	477,660	21.30%	83,886

2010 Populations: California Department of Finance "Census 2010 Redistricting Data Summary File" 3/8/2011
 2015-2035 projections (except Winters): Association of Bay Area Governments "Projections 2009"
 Projections Winters: Sacramento Area Council of Governments statistics based on 2008 projections and Yolo County Comprehensive Economic Development Strategy, Draft, 2010.

Figure 4-3: SCC Enrollment by Age (Fall 2013)

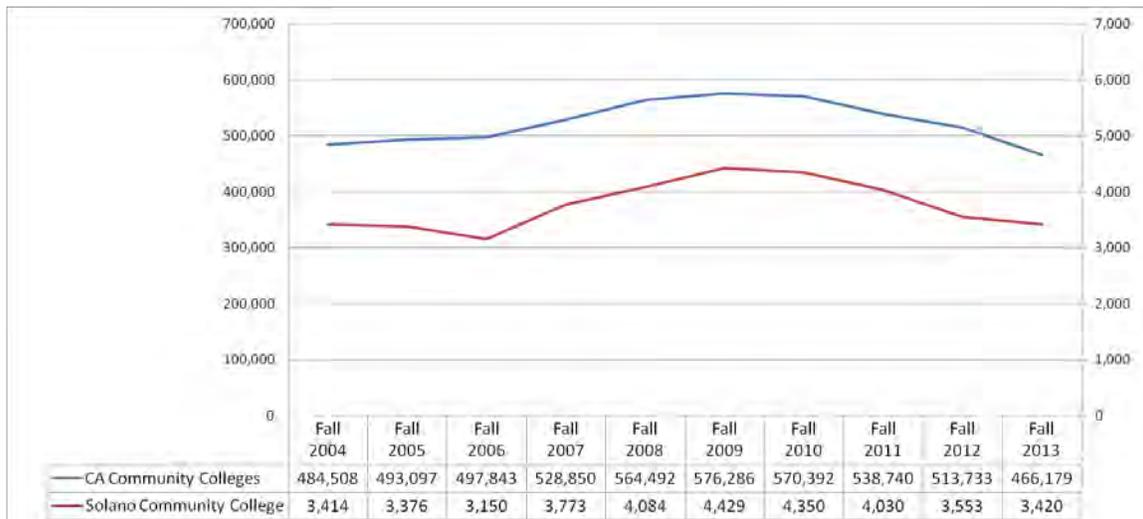


Source: Solano Community College Banner Data, 2013

In order to keep pace with the basic needs of the service area communities, the growth of Solano Community College (SCC) should be targeted to generally match the population growth. The uneven growth rates will also impact how SCC provides programs and services. Increase in demand will be greatest in the existing population centers of Vallejo, Fairfield and Vacaville, but rapidly growing Winters and Dixon represent a more difficult need to meet.

The expansion of enrollment at SCC will be constrained, regardless of demand, by the level of funding provided by the State. Enrollment demand will also be shaped by major economic cycles. Over the past ten years, the pattern of full-time equivalent students at SCC has mirrored that of the California total showing the increase and decline as workforce retraining occurred during the great recession (see Figure 4-4). Overall, the demand for growth at SCC will be approximately 1% per year but the actual increase in student hours and enrollment is anticipated to continue to be flat.

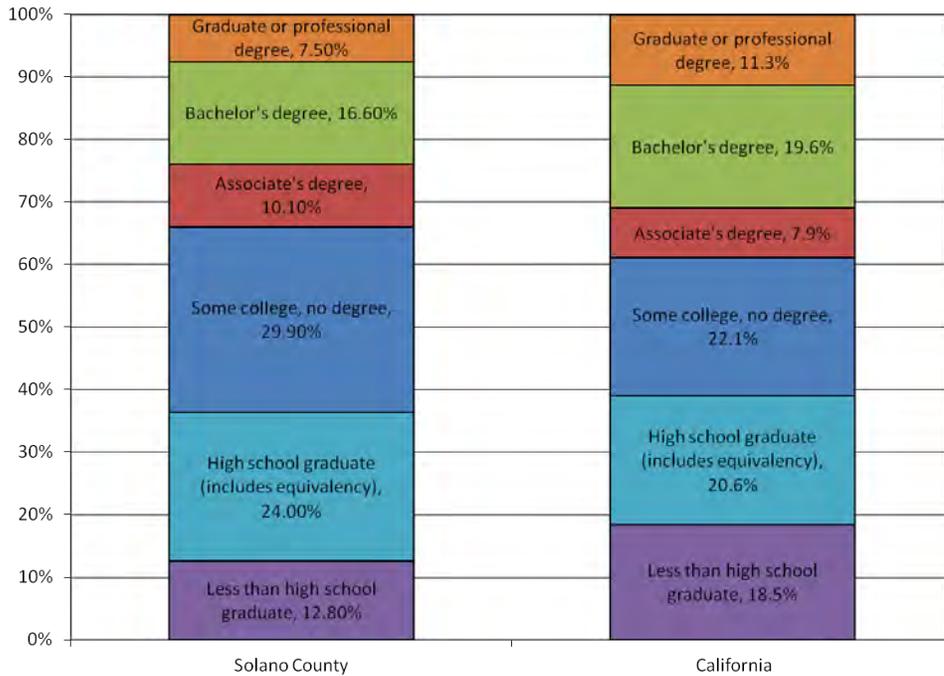
Figure 4-4: Full-Time Equivalent Students (FTES) Trend SCC and California Community College Total (2004-2013)



Source: California Community Colleges Chancellor's Office Data Mart <http://datamart.cccco.edu/>, 2013

The educational attainment of Solano County (used as a proxy for the service area) shows a large proportion of residents with no degree and a relatively small proportion of residents with advanced degrees. Many of Solano County's residents have stopped short of a degree, with only a high school diploma or some college course work. Compared to the state-wide figures Solano County has 5% fewer residents who have earned a degree of any kind, and significantly fewer who hold bachelor's and graduate degrees (see Figure 4-5). Solano Community College has important roles to play in advancing both basic education and bridging students to advanced degrees.

Figure 4-5: Educational Attainment: Solano County, California



Source: 2012 American Community Survey 1-year estimates, US Census Bureau

Fulfilling Our Mission: Opportunities

Community colleges play an important role in preparing students for employment through skill development, attainment of a degree, transfer preparation, and continued learning opportunities. Understanding the current and projected economic and business climates provides an important context in which to plan programs and understand the types of workers that will be needed in the future economy. Serving our communities will require fully leveraging the strengths and the opportunities presented by the development of the local economy.

ECONOMIC AND BUSINESS CLIMATE

Employment growth as well as affordable and readily available housing will drive growth, attracting residents from nearby counties. The greatest housing growth is expected within Vallejo, Fairfield, and Vacaville.¹ Between 2010 and 2050, the Solano County job growth rate is forecast to average two percent each year, compared to a 1.6 annual average growth rate for California overall.² With the unemployment rate decreasing steadily from 7.6

¹ Association of Bay Area Governments (ABAG). San Francisco Bay Area Population, Household and Job Forecasts: Projections and Priorities 2009.

² California Department of Transportation (CDOT). Long-Term Socio-Economic Forecasts by County. Solano County Economic Forecast. 2010.

percent in 2013 toward 5.5 percent by 2035, both Fairfield and Benicia are anticipated to become employment centers, employing more than just local residents.

The Association of Bay Area Governments and the California Employment Development Department project that health and educational service industries and government will continue to contribute the greatest number of jobs to Solano County's economy into the future. Industries such as professional and business services, construction, and leisure/hospitality are expected to grow rapidly, adding large numbers of jobs in the area (see Table 4-2).

Table 4-2: Industry Employment Projections for Solano County (2010-2020)

Industry Title	Annual Average Employment		Employment Change	
	2010	2020	Jobs	Percent
Education Services, Health Care and Social Assistance	18,300	24,100	5,800	32%
Leisure and Hospitality	13,100	16,300	3,200	24%
Professional and Business Services	8,800	11,500	2,700	31%
Retail Trade	16,500	19,200	2,700	16%
Construction	7,400	10,000	2,600	35%
Government	24,800	26,100	1,300	5%
Transportation, Warehousing and Utilities	5,100	6,100	1,000	20%
Manufacturing	8,900	9,900	1,000	11%
Self Employment	9,900	10,700	800	8%
Wholesale Trade	4,100	4,700	600	15%
Financial Activities	5,200	5,800	600	12%
Private Household Workers	2,000	2,300	300	15%
Mining and Logging	200	300	100	50%
Total Farm Employment	1,400	1,400	0	0%
Information	1,300	1,200	-100	-8%

Source: California Employment Development Department. 2010-2020 Industry Employment Projections. Vallejo-Fairfield Metropolitan Statistical Area. April 10, 2013.

The 2009 Solano Economic Development Corporation report, "Solano County's Energy Cluster," describes the emergence of a diverse local energy industry and its potential to generate economic momentum in Solano County. According to the report, clean energy occupations require an associate's degree more frequently than do carbon-based energy occupations. Carbon-based energy remains the largest sector of the county's energy industry cluster, but experienced only two years of annual growth between 1995 and 2007. In comparison, clean energy is a much smaller sector but is fast-growing.

Employment in life sciences has become more highly concentrated in Solano County relative to other parts of the San Francisco Bay Area. Core industries of the county's life science cluster include biotechnology, pharmaceuticals, medical devices, and scientific research and development. Biomedical engineering is the fastest growing occupation in the country.³ However, the current number of jobs in this occupation is low, and the total number of jobs nation-wide is expected to increase by only 11,600.

Across the country and spanning all occupations, the number of jobs requiring an Associate degree is growing faster than occupations with other education and training requirements.⁴ Half of the fastest growing occupations in the US are related to health care. Within the health care field, demand has grown for physician/medical assistants, medical aides, and dental hygienists. Registered nurses and home health aides are estimated to create the largest numbers of new jobs in the country.

As jobs and vocations require more problem solving skills and interaction with technology, adult workers may need to seek additional education. To meet this need, SCC will be preparing the next generation of workers while simultaneously training and retraining current workers.

INSTITUTIONAL CAPACITY

The leadership and areas of expertise of Solano Community College faculty and staff provide a strong foundation for positive change. The following positions and programs currently in place are dedicated to addressing the challenges SCC faces. As the primary post-secondary education option in Solano County, this existing capacity represents tremendous opportunity.

Administrative Capacity

Administrative oversight at Solano Community College is executed by a management team that ensures the integrity of all college operations, as well as compliance with all laws, regulations, and mandates. The administrative staff are fully qualified and meet or exceed minimum qualifications required for their positions. The Superintendent-President is supported by a Vice President of Academic Affairs, a Vice President of Finance and Administration, a Dean of Research, Planning and Institutional Effectiveness, and an Associate Vice President of Human Resources. In addition, SCC has a Chief Technology Officer, School Deans, Center Deans, a Dean of Counseling, a Dean of Student Services, Associate Deans, Directors and/or Managers, a Chief of Police, one Public Relations Officer, and Confidential Employees who comprise SCC's Administrative Leadership Group (see Chapter 3, Figure 3-1: SCC Organization).

³ Ibid

⁴ US Department of Labor Bureau of Labor Statistics. Occupational Outlook Handbook, 2010-11 Edition.

Faculty

Solano Community College employs 150 full-time faculty and approximately 253 adjunct faculty. Full-time faculty teach approximately 62% percent of the College's credit hours. All faculty possess the minimum qualifications of their teaching positions as set forth by the California Community Colleges Chancellor's Office. Further, a number of faculty possess advanced degrees, multiple degrees and/or certifications, have researched and published in their fields of study and maintain collaborative relationships with four-year colleges and universities, as well as industry partners. Important faculty roles involve developing, reviewing and revising curriculum and programs, and assessing the effectiveness of outcomes related to programs, the institution, and student learning.

Special Areas of Expertise

Solano Community College benefits from faculty with the following special areas of expertise.

- **Basic Skills Faculty Coordinators**—Solano Community College supports and ensures the development, expansion, and assessment of basic skills curriculum through the ongoing funding of faculty coordinators with training and experience in developmental education. The Basic Skills Coordinator oversees the development, implementation, and updating of the basic skills plans and program budgets, and ensures that State-required reports are filed. An additional Basic Skills Coordinator for Mathematics works with the Math faculty, the Dean of Math Science, and staff to promote and implement innovative approaches to teaching developmental math. Likewise, a Basic Skills English Coordinator works with the English and Reading faculty, staff and Dean of Liberal Arts to foster, implement, and assess new approaches to teaching developmental literacy skills.
- **English as a Second Language faculty assets and lab**—Solano Community College employs two full-time faculty and several part-time faculty with specific training in English as a Second Language (ESL) to develop, implement and assess ESL curriculum and innovative approaches to the teaching of second language learners. The ESL Department operates an ESL Lab in building 100 (Library) to provide listening comprehension and pronunciation practice for second language learners.
- **Distance Education Coordinator**—Solano Community College recognizes the opportunities and the challenges in providing distance education options. The Distance Education Coordinator works with faculty across SCC to develop high-quality online and hybrid courses and share best practices.

Student Services

Solano Community College's three campuses (Fairfield, Vacaville, and Vallejo) provide a comprehensive array of student services to assist students in meeting their educational goals. These services reflect SCC's mission and values, and support the overall achievement of student learning. Student services are widely publicized via orientation and in the College Catalog, College Class Schedule, College website, and other official SCC publications. Among the most critical student services are: assessment and placement, the development and updating of educational plans, counseling, disability services, Veterans Affairs, as well as information about special programs such as Math Engineering and Science Achievement (MESA), Puente, Umoja, CalWORKS, Extended Opportunity Programs and Services (EOPS), Cooperative Agency Resources for Education (CARE), and Occupational Work Experience.

Informational and Learning Resources

Solano Community College is committed to providing informational and learning resources for all students. Primary resources include: the Library at the main campus, which includes a repository of books, periodicals, and electronic databases; and recently expanded Library Services at the Vacaville and Vallejo Centers. Other resources include the Tutoring Center, the Math Activities Lab, the Reading and Writing Labs, Science Labs, Student Computer Labs, the Mathematics, Engineering and Science Achievement (MESA) Center, Financial Aid Center, Transfer Center, the Academic Success Center, and Online Student Services.

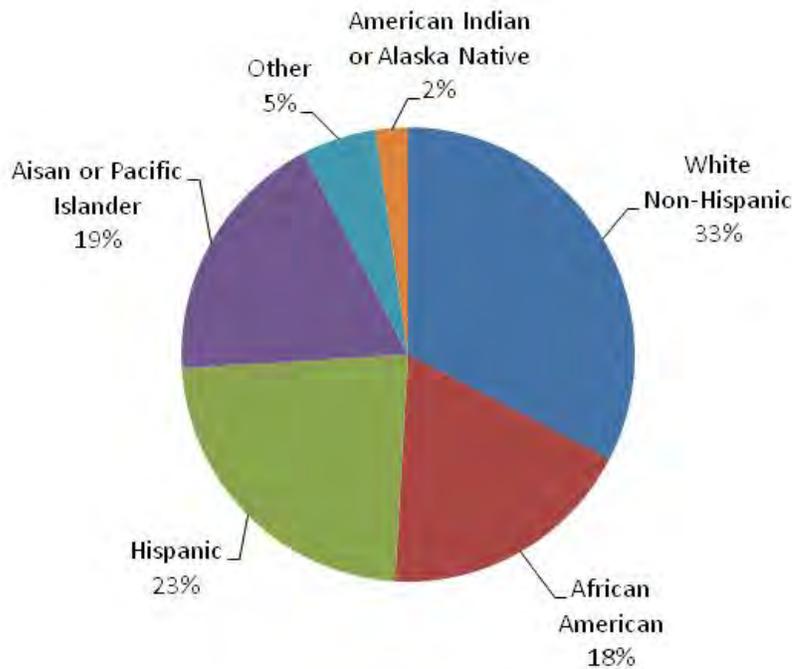
Fulfilling Our Mission: Challenges

In order to truly serve the communities of SCC and fully realize the opportunities before us, the institution must overcome substantial challenges. Chief among these is ensuring that the success of SCC students is not constrained by gender, age, or ethnicity. Additional challenges include increasing successful outcomes for all students, from advancing through developmental education to college-level course work, to earning a degree or transferring to other institutions.

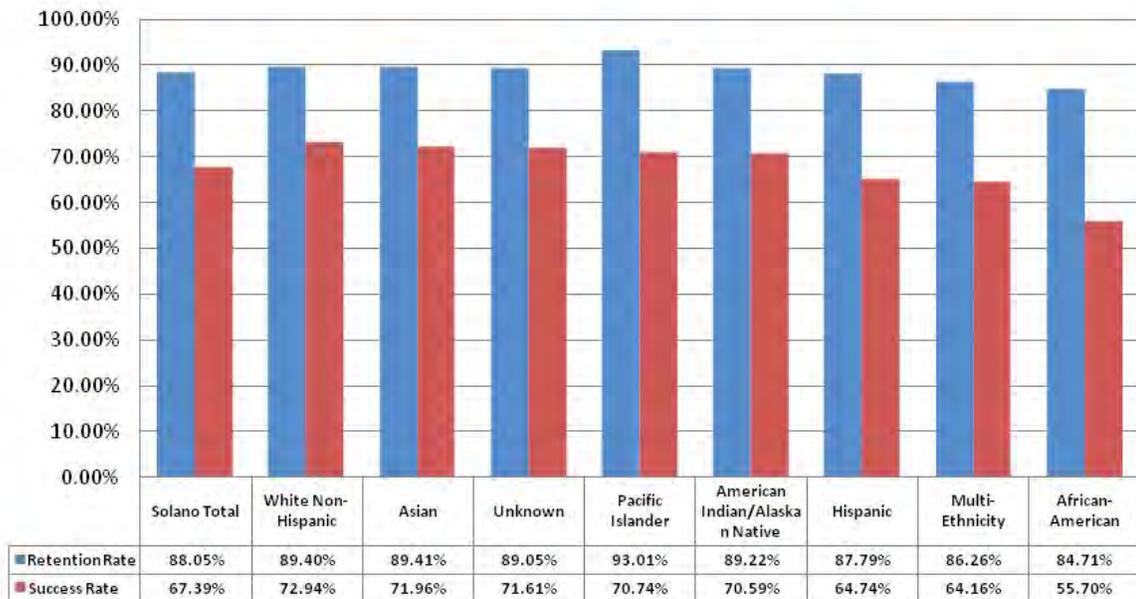
ACHIEVEMENT GAPS

The current ethnic mix of SCC reflects the diversity of Solano County and is, if anything, more diverse than Solano County as a whole (see Figure 4-6). However, this diversity is not as well represented in reports of completed degrees, progress from developmental education to college-level work, or year-to-year persistence in higher education. The State of California has focused attention on achievement gaps, which can be seen in performance measures at colleges across the State and across the country. Solano Community College is rising to the challenge of closing these gaps.

Figure 4-6: SCC Enrollment by Ethnicity (Fall 2013)



Source: Solano Community College Banner Data, 2013

Figure 4-7: Retention and Success by Ethnicity (Fall 2012)

Source: Solano Community College Banner Data, 2013

At the course level, both student retention (the percentage of students who start a course and complete it) and success (achieving a passing grade) show varying outcomes by ethnicity (see Figure 4-7). This is one example of a pervasive pattern that can be seen in nearly every measure of student success. Closing these achievement gaps is the highest impact improvement that can be made at SCC. Elevating the outcomes of these substantial populations will do more for the college-wide measures of success and the individual student success than any other interventions. The Student Success Scorecard represents a series of data points, all disaggregated by gender, age, and ethnicity.

DEVELOPMENTAL EDUCATION PROGRESS

The achievement gaps do not appear solely within the community college setting; gaps can be measured at primary and secondary levels of education as well. These gaps in achievement impact preparedness of students entering SCC. The influx of underprepared students makes the ability to move students through the developmental education courses critical.

For the purposes of the Student Success Scorecard, a prepared student takes all college-level course work in the first term. Approximately one third of SCC students are counted as prepared by this measure. Success in advancing from developmental classes in math and English as well as English as a Second Language is tracked by the percentage of students who started below transfer level and then later completed a college-level course in the same topic.

Math has been a particular challenge for advancing students beyond developmental education. While it appears that progress is being made in advancing ESL students, the rates

of success in both Math and English have been fairly stable over the most recent 6-year cohorts (see Table 4-3).

Table 4-3: Developmental Course Advancement

Discipline	Cohort Beginning				
	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Math	15.6%	17.1%	15.3%	14.7%	16.7%
English	46.0%	46.1%	44.7%	44.0%	45.7%
English as a Second Language	14.7%	14.2%	11.2%	21.6%	19.6%

Student Success Scorecard data, <http://scorecard.cccco.edu>, 2013

COMPLETION AND TRANSFER

Completion is a key measure of SCC success. While “completion” can mean many things related to accomplishing life goals, for the purposes of the Student Success Scorecard completion is defined as degree and/or transfer-seeking students who completed a degree or certificate, or transfer within a six-year timeframe. The completion data is updated annually for the next 6-year cohort and each cohort is broken down for gender, age, and ethnicity to illuminate any achievement gaps (see Table 4-4). The full data is available at the California Community Colleges website with a number of additional breakdowns (see Bibliography). Looking at the completion rate for the entire cohort, the range from the highest to the lowest, around the 47.9% cohort completion rate indicate the achievement gaps. The most obvious gaps in completion are for students 50+ years old and for African American and Pacific Islander students.

Table 4-4: Six-Year Completion Rate (2006/07 Cohort)

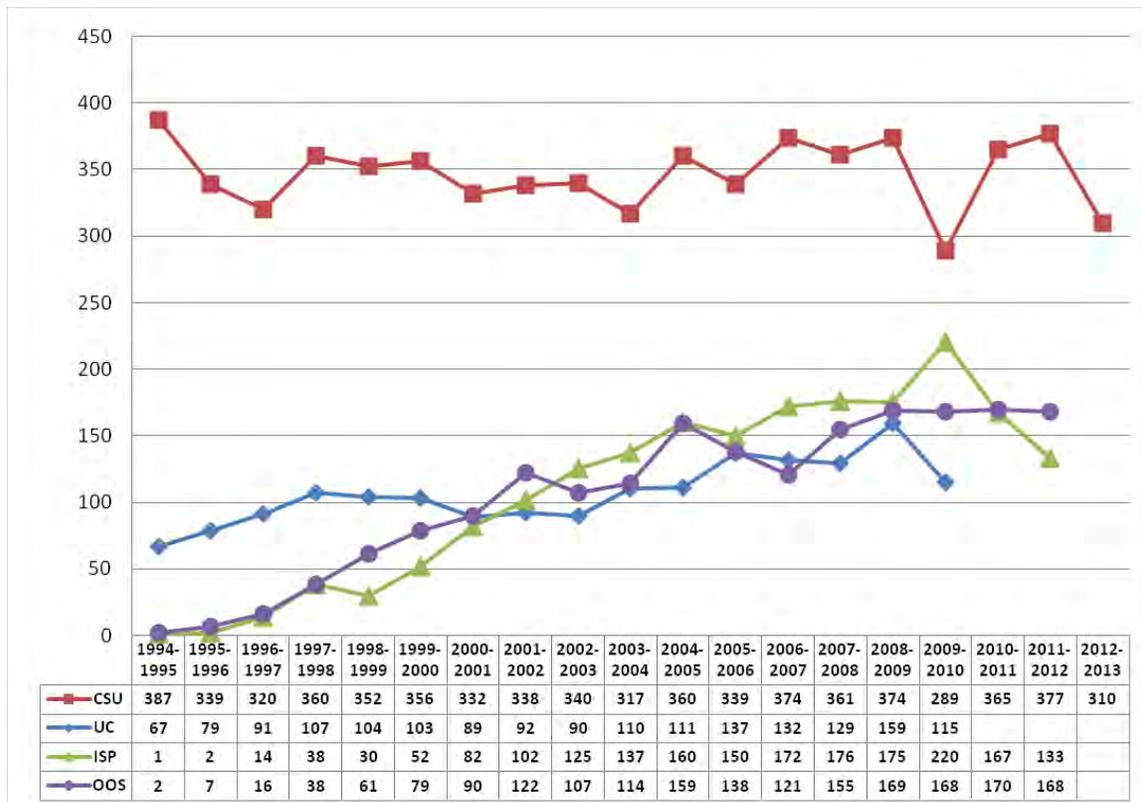
Cohort Completion Rate	47.9%
Gender	
Female	48.2%
Male	47.4%
Age	
< 20 years old	49.8%
20 to 24 years old	39.8%
25 to 49 years old	36.4%
50+ years old	29.4%
Ethnicity	
African American	39.7%
American Indian/Alaskan Native	55.6%
Asian	62.5%
Filipino	49.8%
Hispanic	42.9%
Pacific Islander	36.4%
White	50.0%

Student Success Scorecard data, <http://scorecard.cccco.edu>, 2013

One portion of overall student completion includes the students who transfer on from SCC to other higher-education institutions. The total number is included in the completion rates but the specific destinations are also tracked (see Figure 4-8).

Transfers to out-of-state (OOS) and in-state private (ISP), along with students moving to the UC system have trended upwards. Transfers to the CSU system have been relatively flat, but considerably higher in number with a few down years, notably 2009-10 and 2012-13. The recent peaks and declines could be a readjustment related to the recession and uncertainties around State funding at SCC, UC and CSU schools.

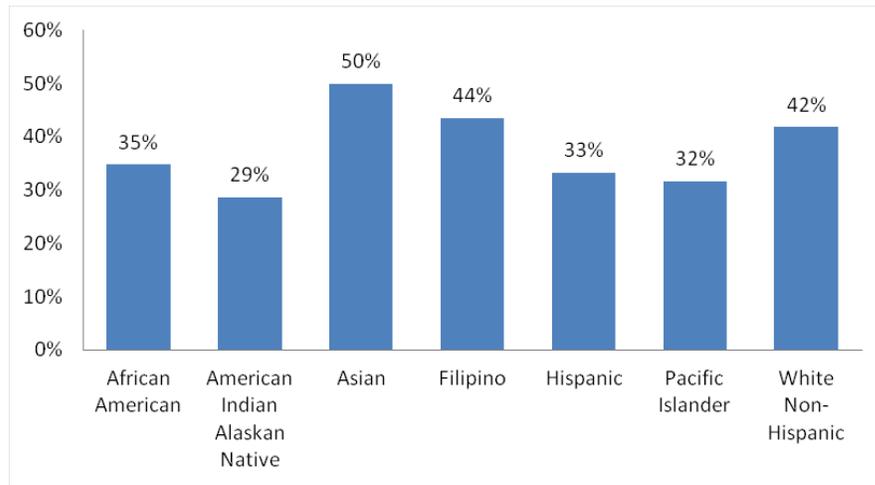
Figure 4-8: Transfers to CSU, UC, Private In-State Universities and Out-of-State Universities



Source: Solano Community College Data, 2013

Again, when focusing on transfer students, the gap between the highest and lowest rates by ethnicity is an important topic. The nearly twenty percentage-point difference between Asian student transfer rates and American Indian/Alaskan Native is one of the more extreme gaps in this cohort year (see Figure 4-9). Overall, Pacific Islander, Hispanic and African American students are not transferring on from SCC at the rate of White Non-Hispanic, Filipino or Asian students.

Figure 4-9: Six-Year Cohort Transfer Rate by Ethnicity (Cohort Year 2006-07)



Source: California Community Colleges Chancellor's Office Data Mart <http://datamart.cccco.edu/>, 2013

Chapter 5: Goals and Strategies

A series of goals and strategies are foundational elements of this Educational Master Plan (EMP). The *goals* reflect high-level desired results, and the *strategies* describe programmatic and policy-level changes to help fulfill each goal.

This chapter **outlines the educational master plan framework for decision-making**, and **identifies specific EMP goals and strategies** proposed to advance Solano Community College's (SCC's) core initiatives.

Educational Master Plan Framework

The EMP goals and related strategies are grounded in SCC's mission, vision and values, as well as in SCC's four broad Strategic Plan goals. Together, these components form an educational master plan "framework" that guides all SCC plans and actions (see Figure 5-1). District administrators, faculty, staff, and students will use the framework as a basis for prioritizing investments and shaping future programs, staffing, facilities, and technology.

FOUNDATION FOR GOALS AND STRATEGIES

In addition to drawing from SCC's Strategic Plan, the EMP goals and strategies reflect SCC's commitment to core initiatives including basic skills education, general education and transfer curriculum, and workforce development training. They also build on priorities outlined in the Student Equity Plan, such as expanded student access, equity, and success. Further, the EMP goals and strategies represent vital input from District administrators, faculty, staff, students, and community members who participated in strategic discussion to determine a direction for the future that will best meet the diverse needs of the students and communities served by the College.

EDUCATIONAL MASTER PLAN GOALS

The following EMP goals establish the basis for SCC's educational program development. These goals will be reflected in each academic program and student service area's three-year plan, from which funding priorities are selected. For each goal, a series of key strategies has been identified to direct action as the Plan is implemented over time. Many of the proposed strategies help achieve multiple goals. The EMP goals are introduced below and detailed along with related strategies on the following pages.

Goal A: Develop workforce-ready career and technical graduates

Goal B: Improve basic skills of all students

Goal C: Align program offerings for transfer achievement

Goal D: Reduce achievement gaps in all programs

Goal E: Strengthen program development through research and assessment

Goal F: Improve access to courses, programs, and services that contribute to student success

Goal G: Strengthen community partnerships

Goal H: Connect students to the college community

Goal I: Build alternative funding and revenue sources

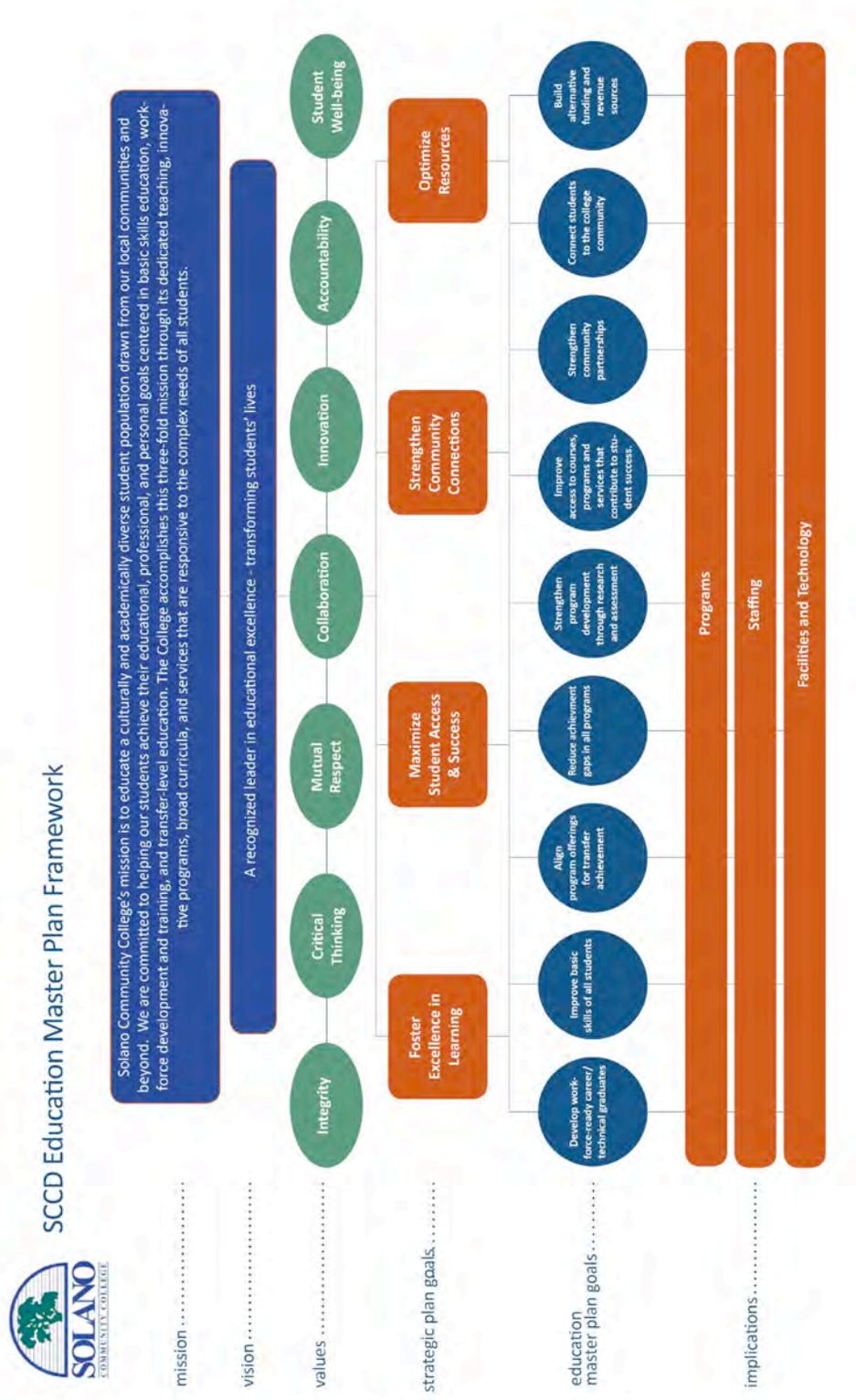


Figure 5-1 Educational Master Plan Framework

Educational Master Plan Goals and Strategies

GOAL A: DEVELOP WORKFORCE-READY CAREER AND TECHNICAL GRADUATES

- A.1 Strengthen existing workforce programs, such as (but not limited to) all career-technical, business, nursing, and early childhood development programs; develop, modify, and regularly evaluate curriculum and programs that foster workforce ready and entrepreneurial graduates, and those programs that focus on service area and regional clusters, industries, and occupations that exhibit strong potential.
- A.2 Establish and maintain active program advisory committees composed predominantly of leaders from aligned industry and occupational clusters.
- A.3 Integrate contextualized developmental education and soft skills into Career Technical Education (CTE) curriculum and programs to enhance student success.
- A.4 Work with service area high schools to coordinate CTE standards and programs to provide clear pathways for student advancement.
- A.5 Recruit and support highly skilled faculty for CTE education based upon program and workforce development priorities.
- A.6 Promote programs and partnerships with businesses, industries, and government agencies who can build CTE capacity and improve CTE delivery.
- A.7 Develop mechanisms to systematically track student employment and success of graduates.
- A.8 Develop career ESL programs focused on workplace technical terms and processes.
- A.9 Establish Associate of Science Transfer (AS-T) or Associate of Arts Transfer (AA-T) degree programs aligned with transfer model curriculum to provide CTE students with multiple career pathways, gainful employment and, baccalaureate degrees.
- A.10 Provide continuing education opportunities where such training is most likely to advance individual careers and strengthen the regional workforce.
- A.11 Incorporate relevant national certifications into curriculum to ensure employability of career and technical graduates.

Core Initiatives Addressed:

- ✓ Basic skills education
- ✓ General education and transfer curriculum
- ✓ Workforce development and training
- ✓ Access, equity, and success

- A.12 Address the training needs of returning post-9/11 veterans and facilitate their entry into the workforce by collaborating with veteran's groups and Travis Air Force Base to certify veteran's in their job skills area and encourage enrollment in related job skills training programs before they are discharged.
- A.13 Assist military personnel and wounded warriors to make the transition to a civilian career and life through a variety of forums and programs including mentoring, support, and job skills training with a focus on career technical education.

GOAL B: IMPROVE BASIC SKILLS OF ALL STUDENTS

- B.1 Enhance language, math, and communication skills by integrating basic skills across all programs and curriculum.
- B.2 Increase opportunities for students' access to research-based innovative learning modalities that lead to greater student retention and success (e.g., fast track, scaffolded and modularized instruction, learning communities, supplemental instruction, contextualized learning, and embedded tutoring).
- B.3 Regularly evaluate and refine assessment and placement practices and tools to target basic skills interventions that will better determine appropriate placement and enable students to move more effectively toward transfer- and degree/certificate-level courses.
- B.4 Implement, assess, and make appropriate revisions to the First Year Experience program to provide students with channels that build skills and provide critical support services for all need levels.
- B.5 Apply culturally responsive teaching theories and practices to all aspects of basic skills instructional programs and services.
- B.6 Actively recruit faculty and staff who value and excel in teaching basic skills.
- B.7 Provide professional development opportunities for existing faculty who value and excel in teaching basic skills.
- B.8 Work with K-12 colleagues to align and coordinate basic skills curriculum and programs.
- B.9 Institute systematic means to share and adopt best practices from both internal and external sources.

Core Initiatives Addressed:

- ✓ Basic skills education
- ✓ Access, equity, and success

GOAL C: ALIGN PROGRAM OFFERINGS FOR TRANSFER ACHIEVEMENT

- C.1 Support efficient progress through transfer series by ensuring adequate capacity in core courses on all campuses.
- C.2 Align curriculum with that of feeder high schools.
- C.3 Align and coordinate curriculum with college and university programs; develop and support innovative transfer routes, such as Transfer Model Curriculum.
- C.4 Expand institutional partnerships with four-year colleges and universities to create additional four-year degree options located at SCC campuses.
- C.5 Create and provide students with model pathways to guide them to program completion.
- C.6 Develop and support innovative interdisciplinary approaches to teaching that foster critical thinking skills and an integrative understanding of multiple disciplines.
- C.7 Provide rigorous AA degree programs that transfer to four-year institutions.
- C.8 Offer bachelor's degree programs that serve the unique needs of our students (e.g., nursing and aerospace engineering).

Core Initiatives Addressed:

- ✓ General education and transfer curriculum
- ✓ Access, equity, and success

GOAL D: REDUCE ACHIEVEMENT GAPS IN ALL PROGRAMS

- D.1 Regularly report progress on closing identified achievement gaps by disaggregating success, retention, persistence and other critical metrics by demographics such as ethnicity and gender.
- D.2 Adapt SCC curriculum to increase relevance to current achievement gap demographics and address the diverse needs of different populations.
- D.3 Hire and retain faculty and staff that reflect student demographics.
- D.4 Create staff development opportunities that are flexible and varied, and that address the knowledge and skills needed to teach diverse student populations.

Core Initiatives Addressed:

- ✓ Basic skills education
- ✓ Access, equity, and success

GOAL E: STRENGTHEN PROGRAM DEVELOPMENT THROUGH RESEARCH AND ASSESSMENT

- E.1 Regularly assess programs in terms of student retention and success; modify curriculum offerings in accordance with assessment results.
- E.2 Develop consistent standards for program assessment as well as institutional set standards for student achievement.
- E.3 Link resource allocations to solutions that address SCC goals and strategies.
- E.4 Provide support for faculty redesign of curriculum and innovations in instruction.
- E.5 Strategically schedule courses to better serve students' needs and more efficiently utilize resources and facilities.

Core Initiatives Addressed:

- ✓ Basic skills education
- ✓ General education and transfer curriculum
- ✓ Access, equity, and success

GOAL F: IMPROVE ACCESS TO COURSES, PROGRAMS, AND SERVICES THAT CONTRIBUTE TO STUDENT SUCCESS

- F.1 Restructure the way student services, including mandatory Student Success and Support Program (SSSP) services, are delivered in order to provide stronger support for students entering college to identify and meet their goals.
- F.2 Annually measure and report on disproportionate impact on student groups at SCC in order to assess progress in implementing the SCC Student Equity Plan and any necessary revisions to the Plan.
- F.3 Coordinate AB 1456 and Student Success Initiative activities with the development and implementation of the Student Equity Plan.

Core Initiatives Addressed:

- ✓ Basic skills education
- ✓ General education and transfer curriculum
- ✓ Workforce development and training
- ✓ Access, equity, and success

- F.4 Implement a regular system of evaluating assessment and placement practices and tools to target basic skills interventions that will better determine appropriate placement and enable students to progress more effectively toward transfer- and degree/certificate-level courses.
- F.5 Develop incentives for student behaviors that are associated with eventual student success. For example, prioritize registration for students who have completed assessment and orientation, declare a course of study or major, and maintain an education plan for transfer.
- F.6 Provide support for retention programs such as Umoja, First Year Experience, Foster Youth Success Initiative, and Puente programs.
- F.7 Plan and implement Student Success and Support Program activities that promote the transfer mission and lead to improved transfer rates.
- F.8 Refine and implement the process for identifying “at risk” students for academic and progress probation, and referral to appropriate interventions and services.
- F.9 Expand hours and mix of available student services and resources using technology and supplemental resources.
- F.10 Advocate for, coordinate, and advertise public transit alternatives.
- F.11 Increase counseling support at all stages (orientation to graduation) in order to make services more accessible, increase awareness about degree/certificate completion and transfer opportunities, and ensure integration with academic courses and programs.
- F.12 Provide information critical to student success and access in easy-to-reach, easily accessible online and culturally appropriate formats (e.g., financial aid awareness, child care options, Veterans Affairs, counseling, assessment, and placement).
- F.13 Centralize support services and programs on all campuses to make critical services more accessible to students.
- F.14 Provide students in distance education courses with access and support services commensurate with those available to face-to-face students (e.g., tutoring, counseling, and financial aid).
- F.15 Build pathways for students from high school to college through middle colleges programs located at multiple SCC sites.

GOAL G: STRENGTHEN COMMUNITY PARTNERSHIPS

- G.1 Engage in county-wide and local economic development planning, and integrate economic development goals into educational program planning.
- G.2 Advertise and market SCC to strengthen local awareness of its location and offerings.
- G.3 Utilize students in academic and co-curricular programs as ambassadors to the community.
- G.4 Host conferences and community events on campus and at centers to increase use and community awareness of facilities.
- G.5 Explore joint-use agreements and coordinated marketing to maximize efficient use of facilities and programming resources for sports, recreation, fitness, and physical education.
- G.6 Engage four-year institutions to offer bachelor's degree programs on SCC sites.

Core Initiatives Addressed:

- ✓ General education and transfer curriculum
- ✓ Workforce development and training
- ✓ Access, equity, and success

GOAL H: CONNECT STUDENTS TO THE COLLEGE COMMUNITY

- H.1 Create opportunities in both physical and web-based settings for students to gather, work together, and collaborate.
- H.2 Encourage and create cultures exchanges to broaden campus diversity and strengthen cultural competencies and understandings among different campus groups.
- H.3 Expand events held on campuses to accommodate the variety of student schedules.
- H.4 Create professional development opportunities for campus employees that focus on how to develop and foster welcoming, positive, and supportive experiences for students.
- H.5 Strengthen connections between students using learning communities and peer learning opportunities.
- H.6 Set facilities operations policies that support student life, reflect hours and patterns of facilities use, and maximize use of facilities.
- H.7 Provide resources and services that reflect the educational, financial, and social needs of SCC students.

Core Initiatives Addressed:

- ✓ Access, equity, and success

GOAL I. BUILD ALTERNATIVE FUNDING AND REVENUE SOURCES

- I.1 Create a professional, corporate, and government training center to facilitate contract education and innovative fee-based education programs.
- I.2 Evaluate ways to leverage land holdings by considering land development opportunities and partnerships with government and businesses.
- I.3 Develop targeted promotions to attract additional international students.
- I.4 Establish and deepen partnerships with businesses, other education providers, and municipalities to leverage strengths and increase possible funding sources.
- I.5 Enhance the foundation’s growth and maintenance with additional staffing, resources, and promotions.
- I.6 Build an active alumni association for future fundraising.
- I.7 Pursue Federal, State, and private grant funds to support institutional priorities.

Core Initiatives Addressed:

- ✓ Basic skills education
- ✓ General education and transfer curriculum
- ✓ Workforce development and training
- ✓ Access, equity, and success

Chapter 6: Direction for Student Services

Solano Community College's (SCC's) mission emphasizes success for every student in intellectual development and competence, and achievement of both personal and professional goals. A critical aspect of making broad student success a reality relies on providing support services that are responsive to the complex needs of all students.

This chapter **describes the essential programs, partnerships, and activities already in place to support student success** at SCC, and **identifies actions and plans for the future** to further close performance gaps, break down enrollment barriers, and ensure that all students have equal opportunities to succeed academically.

Advancing the Student Success Agenda

Matriculation is a process that enhances student access to college, and promotes and sustains the efforts of students to be successful in their educational endeavors. The primary facets of the matriculation process involve: admissions, orientation, assessment and testing, counseling, and student follow-up. The intent of these services is to increase the likelihood that students will complete their courses, persist to the next academic term, and achieve their educational objectives. Strengthening and deepening students' connections to these services is particularly vital at SCC where decisive steps are needed to reduce or eliminate achievement disparities.

Solano Community College strives to increase the overall success of its culturally and educationally diverse student body. To that end, and in accordance with the Student Success Act of 2012 (SB 1456) and corresponding Title 5 regulatory amendments, SCC is refocusing its core matriculation services (now referred to as the Student Success and Support Program) so that more students may benefit from these offerings earlier in their educational experience. Given that services such as admissions and orientation are often first points of contact for entering students, the Student Success and Support Program plays a critical role in monitoring and ensuring that the necessary support is provided to students in a way that will maximize equity and success.

Solano Community College is committed to advancing the "student success agenda" outlined in SB 1456 through a range of endeavors including the following.

- Restructuring delivery of student support services to strengthen the assistance and support students receive as soon as they arrive at SSC.
- Helping students identify educational goals and develop educational plans early in their entry into college through focused information sessions, assessment, orientation, and counseling.
- Increasing outreach to target groups.

- Enhancing orientation and counseling efforts to new and continuing students.
- Increasing support for innovative programs and services that focus on achieving student equity, and continuing to research and evaluate student equity data.
- Developing incentives for successful student behaviors or behaviors associated with eventual student success.
- Continuing to evaluate student programs and services to improve effectiveness and efficiency in meeting the educational needs of SCC students and the community.

These endeavors work together with the Educational Master Plan (EMP) goals and strategies to accomplish SCC's mission. In particular, the future direction for student services outlined in this chapter focuses on achieving **EMP Goal F: Improve student access to courses, programs, and services that contribute to student success**. Strategies related to this overarching goal are detailed in Chapter 5: Goals and Strategies.

Fulfilling Our Mission: Direction for Student Services

There are a variety of Student Services programs, partnerships, and activities in place at SCC aimed at helping students identify and reach their educational goals, particularly in the areas of basic skills attainment, transfer, and career technical education. Resources range from orientation, counseling, and tutoring programs to information, outreach, and support services designed for targeted groups.

STUDENT SERVICES

- Academic Success Center
- Admissions and Records
- Assessment Center
- CalWORKs
- Career Center
- Children's Program
- Counseling and Guidance Program
- Disability Services Program
- Extended Opportunity Programs and Services, and Cooperative Resources for Education
- Financial Aid Office
- Foster Youth Success Initiative/Youth Empowerment Success Strategies Independent Living Program
- Library
- Mathematics, Engineering and Science Achievement Program
- Outreach and Public Relations Program/ Solano International Education Program
- Puente Program
- Student Development/Life and Student Health Services
- Transfer Center
- Tutoring Center
- Umoja Program Scholars
- Veterans Affairs

Following are descriptions of the programs, partnerships, and activities that comprise Student Services (listed alphabetically), along with strategic actions intended to advance the EMP goals and help achieve SSC's mission.

ACADEMIC SUCCESS CENTER

The Academic Success Center (ASC) is dedicated to encouraging and facilitating academic success for students through a variety of research-based support services, and furthering professional success for faculty by providing innovative and effective development opportunities to improve instructional practices.

Services for students include: help with navigating the bureaucracy (e.g., matriculation, registration, enrollment processes), which is now even more critical given SB 1456; tutoring (in person, embedded, online); supplemental instruction; and academic success workshops. Success workshop topics include: study skills; exam and quiz preparation; research and preparing academic papers; financial aid and money management; job opportunities and internships; transfer; information on campus and community resources; succeeding in online classes; and workplace skills and opportunities.

Strategic Actions

- Improve accessibility of “one-stop-shop” services, and ensure equitable services at all campuses and online.
- Gather and analyze data (e.g., extensive student surveys, quantitative and qualitative measurements).
- Offer and plan workshops, particularly targeting critical times such as exam preparation for midterms and finals, assistance with research papers, among others; continually assess ASC workshops and services.
- Engage the faculty in critical dialogue and activities regarding teaching, learning, student access, equity, and success.
- Make presence, purpose, and activities known.
- Plan for contextualized learning for Career and Technical Education (CTE) courses.

ADMISSIONS AND RECORDS

The Office of Admissions and Records (OAR) maintains timely and accurate records of the academic progress and accomplishments of SCC students, while ensuring the privacy, integrity, and security of those records. The OAR strives to provide excellent customer service to students, faculty members, administrators, alumni, and the general public in the areas of admission, registration, record keeping, enrollment management, data analysis, and institutional planning.

Strategic Actions

- Provide enhanced services to students, including Board policy/procedures updates, how-to steps, Early Assessment Program (EAP), wait listing, co-requisite processing, equitable services at the Centers, online petition intake, and student password reset. *Target: Fall 2014*
- Implement staff training that promotes professional development while supporting the mission of the College and ensuring student-friendly processes to include the following topics: Faculty Handbook, Emergency Procedures, Drop Surveys, Applicant Statistics, and Transfer Ready Students. *Target: Spring 2014*
- In order to increase student retention and persistence as well as degree and certificate completion (SEP):
 - Complete Degree Works implementation and conduct comprehensive degree audits for students. *Target: Fall 2015*
 - Establish Student Success and Support Program (3SP) requirements for non-exempt students. *Target: Spring 2014*
 - Establish policies for priority registration and for appeal of loss of priority. *Target: Spring 2014*
 - Develop declaration of a course of study or major requirement for Freshmen students (SEP). *Target: Spring 2014*
- Promote full-time attendance and degree/certificate completion or transfer students, particularly African-American, Hispanic, Filipino, White, and male students. *Target: Fall 2014*
- Sustain Community Outreach in order to increase access to programs and services:
 - Expand partnerships with high school districts and other agencies to deliver required Student Success and Support Program (assessment, orientation, education plans, and follow up) as well as deliver courses to provide alternate educational pathways for students.

ASSESSMENT CENTER

The Assessment Center administers the College's computer-based English Reading Comprehension, English Sentence Skills, Math, and/or ESL Assessment tests to determine a student's knowledge in reading, writing, and math. Assessment results are used by counselors to place students in the appropriate college courses that best meet their skills level.

Strategic Actions

- Implement assessment procedures that are clearly communicated to students regarding assessment, test preparation, how test results impact course placement, and re-test options. *Target: Fall 2014*
- Validate math and English assessment tests used for course placement in order to eliminate cultural/linguistic bias, using California Community Colleges Chancellor's Office (CCCCO) guidelines. *Target: Fall 2014*

CALWORKS

The CalWORKs Program provides assistance and information to foster effective support, workforce training, and job search activities for eligible students seeking to transition from welfare to long-term self-sufficiency. Funded through a Solano County grant, the program prepares students for entry level and career opportunities, including educational plan development that meets CalWORKs and Solano County Health and Social Services Department guidelines. Students are provided with assistance in accessing childcare, financial aid, counseling, transportation, and work-readiness skills.

Strategic Actions

- Revive and organize the SCC CalWORKs student club in order to provide a supportive environment for students to meet, communicate, advocate, and discuss pertinent issues related to the CalWORKs student population. *Target: Spring 2015*
- Highlight CalWORKs student success stories by developing a book project featuring student achievements that can be provided to County welfare-to-work staff so that they can follow the progress of their clients. *Target: Fall 2015*
- Work with IT and Counseling Department to implement an electronic Student Education Plan (SEP) CalWORKs tracking system that assists in the case management of CalWORKs students while providing up-to-date SEP information to ensure students are taking approved and verified CalWORKs courses. *Target: Fall 2015*
- Replace CalWORKs paper filing system with an electronic system which improves document security and eliminates the need for additional space to store excessive paper files. *Target: Spring 2016*

CAREER CENTER

The Career Center provides one-stop services to students seeking career and employment information. Services include career exploration and skills assessment, labor market information, and free employment assistance for students and alumni. Students can access computerized career information systems, online resume posting and job search, and current listings of employment opportunities.

Strategic Actions

- Obtain Certification on MBTI and Strong's Test Administration and Evaluation.
Target: Fall 2014
- Improve and expand Career Exploration webpage. *Target: Spring 2014*

CHILDREN'S PROGRAM

The Children's Program's mission is to: inspire curiosity and a joy of learning through comprehensive early education opportunities offered in engaging, developmentally appropriate environments; provide positive workforce development skill-building opportunities to college students through exposure to best practices delivered in high-quality learning environments; and develop respectful partnerships with parents in support of their role as their child's primary teacher.

The Children's Programs are designed to serve young children from ages one to kindergarten entry. The classrooms are staffed by child development specialists and student interns. By offering employment opportunities and practicum student placement to over 50 students each semester, the program serves as the largest college student placement site on campus. The program's central role in workforce development enables us to support the development of a competent and stable early childhood education workforce.

Over 130 children of SCC students and staff are enrolled in the program each semester. Both subsidized and non-subsidized childcare options are offered, with the majority of the enrollment spaces going to the lowest income college students.

Research shows that high-quality early childhood education produces long-term educational, social, and economic benefits with the largest benefits for children occurring when teachers are professionally prepared. Children served in higher quality programs result in high rates of early academic success, fewer behavior problems, and increased language and literacy skill.

Strategic Actions

- Increase financial stability through increased childcare capacity and community partnerships.
- Improve programming to include family support services and services for child mental wellness.
- Develop and implement a coaching and mentoring system to support consistent delivery of high-caliber teaching practices.

COUNSELING AND GUIDANCE PROGRAM

The Counseling and Guidance Program provides academic, career, and personal counseling services and instruction to students. The units that comprise the program are: Counseling Center, Disability Services Program, Career Center, and Transfer Center. In addition, the Counseling Program administers specialized programs (including the Puente Program) and is involved outreach activities designed to assist students in achieving their educational goals. These activities include orientation and educational planning workshops at the Vacaville and Vallejo Centers, Travis Air Force Base, and high schools in Solano County.

Strategic Actions

- Develop and deliver counseling, advising, or other education planning services to assist all non-exempt students in identifying an educational goal, a course of study, and the courses, services, and programs to achieve these endeavors. *Target: Fall 2014*
- Develop online access to Student Education Plans. *Target: Fall 2014*
- Evaluate and refine Student Education Planning services. *Target: Spring 2015*

DISABILITY SERVICES PROGRAM

The Disability Services Program (DSP) offers support services to meet the individualized needs of students with disabilities. The DSP counselors meet with students to determine eligibility for services, as well as to arrange for academic accommodations such as readers, note takers, and specialized equipment. The program empowers students with disabilities for success by providing services to minimize the limiting effects of disabilities, thereby creating a “level playing field” in the classroom. As the population grows in Solano County, the program is charged with efficiently delivering more services to more students with disabilities.

Strategic Actions

- Seek a SCC Strategic Proposal and other funding to update alternate media and Assistive Computer Technology software and hardware.
- Develop a system for electronically scheduling DSP appointments (i.e., ESARS).
- Assess the need to offer DSP courses that link to existing Career Technical Education and basic skills courses.
- Assess the need to hire an additional DSP counselor.
- Assess the need to hire a full-time Learning Disability Specialist to serve students who need to be LD tested (e.g., veterans and others).
- Assess the need to hire a DSP instructional assistant for DSP and Learning Skills classes.

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES, AND COOPERATIVE AGENCIES RESOURCES FOR EDUCATION

The Extended Opportunity Programs and Services (EOPS) is a student support program designed to increase success rates of students affected by language, social, and economic barriers. As a college success program, EOPS provides opportunities in higher education for students with academic potential who historically may not have attended college. Support services include academic and career counseling, EOPS orientation (EOPS 101), financial or textbook assistance, EOPS Library, tutoring, and workshops.

The primary goal of the EOPS Program is to encourage the enrollment, retention and transfer of students, and to assist students in achieving their educational objectives and goals including but not limited to obtaining job skills, occupational certificates, or associate degrees, and transferring to four-year institutions. EOPS provides “over, above, and beyond” support services to eligible EOPS students.

The Cooperative Agency Resources for Education (CARE) Program is designed to serve EOPS students who are currently receiving CalWORKS or TANF assistance. CARE is a unique educational program geared toward the welfare recipient who desires job-relevant education to break the dependency cycle. It is also linked to existing educational welfare and job training programs. CARE provides additional funds for support services to CARE eligible students. Support services provided to eligible CARE students include EOPS support services and financial assistance from the CARE Program, books and supplies, childcare, and transportation.

Strategic Actions

- Increase retention and persistence rates of continuing EOPS and CARE students.
- Establish Textbooks on Reserve Collection for EOPS students in EOPS Study Lounge.
- Improve EOPS and CARE data collection. *Target: Spring 2014*
- Improve EOPS and CARE Program marketing in order to increase admission of new Hispanic and African American male EOPS students. *Target: Spring 2014*

FINANCIAL AID OFFICE

The Financial Aid Office administers programs funded by the Federal and State governments and scholarship donations that afford access and educational opportunities to students. The College participates in the following State programs: Board of Governors Fee Waivers, CAL Grants, Chafee Grants, and EOPS Grants. Federal programs in which the College participates include Pell Grants, Supplemental Educational Opportunity Grants, Federal Work-Study, and loans. In addition, the Financial Aid Office conducts extensive outreach at local high schools and in the community.

Strategic Actions

- Develop and implement Default Prevention Plan to address high Cohort Default Rate percentages of SCC students who are delinquent and/or in default on Federal student loans. *Target: Spring 2014*
- Hire a Financial Aid Supervisor (ALG position) and additional staff in order to increase administrative capacity to serve more students and collect and evaluate data on FA/EOPS /CARE, and veterans student needs. *Target: Spring 2015*
- Plan and implement CCC Apply BOGG which would allow students to apply online for BOGG. *Target: Fall 2014*
- Plan and implement Financial Aid Orientations. *Target: Spring 2015*
- Present SAP 101 (Student Academic Progress) workshops to Student Success and Support Program staff and faculty in order to increase awareness of SAP policy for student financial aid recipients. *Target: Fall 2014*
- Implement BANNER Applications to strengthen and streamline Banner functionality and FA efficiencies. *Target: Fall 2014*
- Develop and implement a marketing plan, including materials and communications, for Financial Aid and EOPS/CARE Programs. *Target: Spring 2015*
- Review and update Financial Aid Policy and Procedures Manual. *Target: Spring 2014*

FOSTER YOUTH SUCCESS INITIATIVE/YOUTH EMPOWERMENT SUCCESS STRATEGIES INDEPENDENT LIVING PROGRAM

The Foster Youth Success Initiative (FYSI) and Youth Empowerment Success Strategies Independent Living Program (YESS-ILP) creates a bridge between high school and college for foster youth in Solano County. The program provides foster youth with counseling, workshops, activities, and support necessary to maximize their college options and outcomes.

Strategic Actions

- Establish two counselor offices (one for Counselor/Coordinator and one for community representatives, namely representatives from Child Welfare, First Place for Youth, Solano County Office of Education, and Foster a Dream, and a part-time counselor).
- Establish a receptionist office, including two student worker stations. Student workers will check in students for their appointments, schedule appointments, and provide a point of contact for students as they seek services.

- Establish shared space to accommodate 30 students for workshops, study groups, and guest presentations. Space should be equipped with: computers, printer, smart screen, book shelves for a lending library, and locked storage; a food pantry with refrigerator and microwave; and a Dress to Impress Clothes Closet. This would provide an environment for students to congregate and hold study groups, club meetings, and workshops. The FYSI & YESS-ILP Program has served over 150 students in the past two years. In 2013-14, the Transitions program will serve over 40 high school seniors from local feeder schools preparing them to transfer to SCC next year. Program numbers and success dictate that the FYSI & YESS-ILP Program should establish a dedicated program space similar to other campus support service programs.

LIBRARY

The Solano College Library is the central access point for searching and retrieving information for instruction and learning. It combines traditional print and non-print library materials with electronic access to holdings in library collections and databases. Professional library faculty and staff provide students with support and training using current research tools and electronic resources. Library services were expanded at the Vacaville and Vallejo Centers in fall 2012.

Strategic Actions

- Provide a library environment at the Centers that attracts and supports students from a diverse community to increase success via access to information.
- Support and expand library services to address the current and future educational needs of students and SCC.
- Increase access to textbook reserves and websites. *Target: Fall 2014*
- Increase access to collection, books, and databases. *Target: Spring 2016*
- Expand circulation desk service.

MATHEMATICS, ENGINEERING AND SCIENCE ACHIEVEMENT PROGRAM

The Mathematics, Engineering and Science Achievement (MESA) Program provides strong academic assistance to economically disadvantaged students majoring in the areas of mathematics, science, technology, medicine, and engineering.

Strategic Actions

- Reinstate MESA grant funding and support for program. *Target: Fall 2015*
- Reinstate full-time MESA Director position. *Target: Fall 2014*

OUTREACH AND PUBLIC RELATIONS/SOLANO INTERNATIONAL EDUCATION PROGRAMS

The Outreach and Public Relations Program introduces prospective students and their families to academic, student services, and student life at SCC.

The Solano International Education Program offers one-stop, comprehensive services to students studying abroad in the United States including recruitment, admissions, housing, orientation, advising, and activities.

Strategic Actions

- Increase visibility of SCC within the county, including regular and consistent participation in outreach events at feeder schools and community events as well as at adult school, high school, and continuation schools.
- Assess the need to establish an outreach and recruitment department or team to more effectively conduct orientations, presentations, tabling, booths, campus tours, etc.
- Use technology to develop a prospective student and recruitment data collection system that targets and communicates with prospective students, and tracks outreach events and tour data for planning.
- Increase international student enrollment.
- Explore the feasibility of building and operating student housing for international and other students.

PUENTE PROGRAM

Founded in 1981 at Chabot Community College, Puente (Spanish for "bridge") is a national award-winning program, located on 78 community college campuses and 32 high schools in California. The program has helped thousands of students reach their dreams of college success. The goal of the Puente Program is to increase the number of Mexican American and Latino students who transfer to four-year colleges and universities. The SCC Puente Program provides students with English instruction, counseling, and mentoring.

Strategic Actions

- Develop and implement Counseling 068: University Transfer Success Class. *Target: Spring 2015*
- Establish Puente Mentoring Component. *Target: Fall 2014*
- Support hiring of clerical support for Puente per MOU. *Target: Fall 2014*
- Host Puente Motivational Conference to provide transfer and motivational information to Puente students. *Target: Fall 2014*

STUDENT DEVELOPMENT/LIFE AND STUDENT HEALTH SERVICES

The Student Development (soon to be called “Student Life”) Office provides leadership development opportunities through extracurricular student activities including participation in Associated Students of Solano College (ASSC) student government and over twenty student clubs and organizations. Student activities include involvement with the Excellent in Achievement Award Ceremony, the Civil Rights Tour, Martin Luther King, Jr. “Living the Dream” Annual Celebration, Cinco de Mayo, Asian Pacific Islander History Month, Black History Month, Women’s History Month, and collaborative activities with various student success programs. Student Life also oversees the Student Health Center, which provides a public nurse-run health services program to students.

Strategic Actions

- Increase student involvement and engagement on campus including student involvement in Associated Students of Solano College (ASSC) student government, clubs, and participation in campus events.
- Begin an intramural sports program on campus and provide incentives for students to attend sporting events, thereby increasing student involvement and engagement.
- Plan and make improvements to the Student Center (Building 1400) where students congregate, including improving student seating areas and displaying student art (e.g., mural in the cafeteria).
- Assess need and develop a plan to provide mental health services to students.

TRANSFER CENTER

The Transfer Center allows students to research information about the University of California and California State University as well as campuses and programs through the four-year systems inside and outside California. The Center also hosts the annual College and Universities Day and the Historically Black College and Universities Day; meets with university representatives; provides transfer admissions agreement (TAA) programs; and coordinates field trips to four-year colleges and universities.

Strategic Actions

- Rehire Articulation-Transfer Center (TC) Specialist. *Target: Spring 2014*
- Develop Frequently Asked Questions (FAQs) for transfer students and post on website. *Target: Fall 2014*
- Co-present Transfer/Articulation Workshops to SCC Faculty during Flex Cal. *Target: Fall 2014*
- Update Transfer Center (TC) website by more providing more detailed transfer information. *Target: Fall 2014*

TUTORING CENTER

The Tutoring Center provides peer tutoring free of charge in various subjects. Peer tutoring is open to all SCC enrolled students. Sessions for individual and small group tutoring are one hour each, by appointment, and ongoing for the duration of the semester. Drop-in tutoring is available for mathematics and English at the Vacaville and Vallejo Centers.

Strategic Actions

- Upgrade outdated equipment: computers, copier and printer. Add one iMac.
Target: Fall 2014
- Expand resource library to current textbook editions used by instructors.
Target: Fall 2014
- Convert tutor training to hybrid or online format to increase availability.
Target: Fall 2015

UMOJA PROGRAM SCHOLARS

The Umoja Program Scholars (UPS) Program provides a variety of success strategies geared toward first-year African American students to enhance learning potential and ensure a successful transition into college.

Strategic Actions

- Enhance Umoja Learning Community curriculum by establishing cohorts for 2nd year Umoja students for math and GE courses, thus providing continuity across the curriculum. *Target: Spring 2015*
- Support successful course completion by providing ongoing and follow-up support to students in more courses, and by providing Summer and Winter Bridge support.
- Conduct early recruitment to maximize Summer Bridge enrollment by early identification of high school students and other community members, as well as to increase community awareness of college and programs offered. *Target: Spring 2016*
- Identify and train mentors for all Umoja students to increase individualized academic and personal support. Mentors should be recruited from the faculty, career success, and college communities. *Target: Spring 2016*
- Increase support for students by: utilizing Social Work interns to follow up and support students; providing training to students interested in becoming peer mentors and student peer advisors; and providing ongoing staff and faculty training. *Target: Spring 2016*
- Assess and make recommendations to institutionalize the program and provide ongoing office staff support. *Target: Fall 2016*

VETERANS AFFAIRS

The Veterans Affairs Center (VAC) serves the needs of qualified veterans, reservists, and dependents of veterans. Students receive counseling services and assistance with filing for educational benefits and accessing educational and community resources. The Center acts as a liaison between the Veterans Administration and students.

Strategic Actions

- Conduct faculty and staff training to learn more about student veterans.
- Provide access to veterans' services to deployed or out-of-area veteran students, increasing the Veterans Affairs Center to better communicate counseling information and develop Active Duty education plans, by providing SKYPE Education Plan appointments. *Target: Spring 2015*
- Reinstate Veterans Certification Specialist position that was eliminated when the College downsized the VAC staff in order to address additional responsibilities required by the US Veterans Administration and to allow 2,400+ veteran students to be better served. *Target: Fall 2014*
- Establish a Veterans Resource Center (VRC), designed to ease the reintegration process of veteran students and offer one-stop enrollment and veterans benefits processing. The Center should provide a safe place for veteran students to study, use college learning resources, and be part of a support system that contributes to academic success and ensure positive transition into the workforce. *Target: Fall 2015*

Chapter 7: Direction for Academic Programs

Solano Community College (SCC) aspires to become a recognized leader in educational excellence and play a transformative role in students' lives. In working toward realizing this vision, SCC couples robust student support services with comprehensive academic course offerings, and strives to maintain high standards of excellence for both transfer and career programs. An integral part of this trajectory also involves integrating support for basic skills education across the disciplines, and making a concerted effort to achieve educational equity across diverse student groups.

This chapter **describes the future direction for SCC's academic programs** that emerged as a result of in-depth interdisciplinary collaboration. A series of specific actions, organized by departmental program/discipline, are proposed to most effectively align academic program offerings with SCC's mission and core initiatives: improving basic skills, developing workforce-ready career and technical graduates, and supporting transfer achievement. Motivation to proactively foster access, equity, and success also provide important grounds for changes to academic programs.

Academic Program Assessment

An essential element of the Educational Master Plan (EMP) is the evaluation and assessment of existing programs and the exploration of new programs. Along with the Environmental Scan, an interdisciplinary program assessment provided an understanding of the strengths, opportunities, and needs for current programs, and helped set the foundation for developing new program areas. The assessment involved collaboration among SCC's four schools (Career Technical Education and Business, Human Performance and Development, School of Liberal Arts, and School of Sciences), as well as faculty and staff representing basic skills, counseling, and special services. Through discussions and questionnaires, participants indicated potential program projections and opportunities, pedagogical shifts, existing strengths and challenges, and program-specific strategies. The resulting program-specific direction is outlined in the tables on the following pages. Strategic actions are focused on adjusting program offerings to improve access and equity, and to most effectively support basic skills, workforce-ready career and technical graduates, and transfer achievement.

Fulfilling Our Mission: Direction for Academic Programs

Academic programs are introduced below and detailed with strategic actions in the tables on the following pages (programs are listed alphabetically). In the tables, a rationale is provided for each action, highlighting specifically how the particular action supports SCC's mission and goals. Related EMP goals and strategies are also identified for each action.

PROGRAMS/DISCIPLINES

- Accounting
- Aeronautics
- Anthropology
- Art: 2-D Studio Art, Graphic Arts, 3-D Studio Art, and Art History
- Astronomy
- Automotive Technology/Automotive Repair
- Biology
- Biotechnology
- Business
- Chemistry
- Child Development and Family Studies
- Criminal Justice
- Communications
- Computer Science/Information Technology
- Cosmetology
- Distance Education
- Drafting
- Economics
- Emergency Medical Technician
- Engineering
- English
- English as a Second Language
- Ethnic Studies
- Film and Television
- Fire Technology
- Foreign Languages
- Geography
- Geology
- History
- Horticulture and Plant Science
- Humanities
- Human Services
- Interior Design
- Journalism
- Kinesiology/Athletics
- Learning Communities
- Maintenance Technician/Mechatronics
- Management
- Mathematics
- Music
- Nursing
- Nutrition
- Occupational Education
- Office Technology
- Philosophy
- Photography
- Physics
- Political Science/International Relations
- Psychology
- Reading
- Real Estate
- Social Sciences
- Sociology
- Sports Medicine/Fitness Science
- Theater
- Water and Wastewater Technology
- Welding

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Accounting	Promote the department's certificates and AA degree and transfer opportunities.	Improve student access to courses.	C.7., F.11.
	Inform new and continuing accounting students of the advantages of pursuing accounting as a career by earning a bachelor's degree in accounting.	Improve student access and increase transfer rate.	C.3.
	Assist the Tutoring Center in finding and training accounting tutors.	Improve student success.	B.2.
	Increase the number of Accounting certificates and degrees awarded to students by 5% per year starting with the base year of 2012-13 for the next three years.	Increase student access and success.	A.1., C.7.
	Invite at least two accounting firms to sit on our Business Department Advisory Committee starting in 2014.	Enhance the discipline's relationship with the local accounting community to increase student access to internships and/or employment and to maintain industry validation of the program	A.2., A.6.
	Assess student success in online courses and modify offerings, curriculum and support services (e.g., embedded tutoring, supplemental instruction) in ways that will likely improve student access and success.	Increase student access and success, as online is the only way some of our students can attend.	E.1., F.14.
Aeronautics	Expand outreach to share career opportunities in the aeronautics field.	Increase student access, as improving employment opportunities in the Aeronautics field suggest that marketing the program to high school and middle school students to promote job prospects in the aeronautics field	A.1., A.4., F.15.
	Continue to provide hands-on, real-world learning opportunities for students through curriculum review and revision.	Improve student success and connects students to the real world training opportunities.	A.1., A.10.
	Revise program curriculum to incorporate technological advancements.	Maintain and improve the quality of the instructional program and improve student success.	A.1.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Work with colleagues in English, Reading, ESL and Math to embed and contextualize skills in Aeronautics curriculum.	Improve student retention, persistence and success. Improve student workforce skills.	A.3., A.8.
	Update technology for classroom and faculty use.	Strengthen support for students and develop and use technology applications to better guide students in educational processes.	E.3.
Anthropology	Explore potential to provide hybrid and online courses.	Increase enrollment by reaching students through Distance Education.	C.1.
	Expand curriculum (i.e. bring back Archaeology; develop/offer comp. religion, primatology, etc.).	Increase enrollment by keeping Anthropology students on campus, and attract others with interesting courses (#2 curriculum priority).	C.7.
	Create laboratory course curriculum and lab materials/lab space.	Add a tangible dimension to ANTH 001: Phys. Anthropology, offer another science lab course, prepare students for transfer (#1 curriculum priority).	C.7.
Art (2-D Studio Art, Graphic Arts, 3-D Studio Art, Art History	Develop curriculum and strategies for delivery that emphasize visual literacy and provide students opportunities to develop critical thinking, writing skills and cultural literacy, particularly through Foundations courses (Art 006, 007, 008).	Prepare students for job placement and for transfer to four-year institutions. Our main focus is to build critical thinking skills to make our students competitive in the job market and prepared for the rigors of further education at UC, CSU, or other institutions of higher learning.	A.1., C.7.
	In order to prepare our students for successful transfer to four-year institutions as well as to be competitive in the job market—course families will be developed throughout the curriculum. The art disciplines are vital for re-entry students, seeking to gain traditional and technological skills related to visual literacy and creative problem solving.	Support efficient progress through transfer series by ensuring adequate capacity in core art courses.	A.1.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Emphasize reading and writing across disciplines, focusing on clarity, cohesive argument, higher-level creative problem-solving and critical thinking. All art courses require reading relevant to the discipline; students must analyze and apply concepts from readings to their visual and written work.	Enhance language and communication skills by integrating basic skills across all artistic disciplines. Apply culturally-responsive teaching theories and practices to all aspects of language, analytical and program-solving skills.	B.1.
	Collaborate with local high school instructors and articulate programs to create a cohesive instructional matrix bridging secondary and community college art education. Emphasize Foundations courses (Art 006, 007, 008) as an essential component for bridging secondary and community college art education.	Improve student access and increase enrollments. Collaboration is necessary within the SCC college community (e.g. counseling, administration, faculty) to develop links with high schools to increase enrollment, ensure retention, and increase student success.	C.2., F.1.
	Collaborate with campus publicity and outreach agencies to promote awareness of free access to SCC classes for high school students.	Advertise and market SCC to strengthen local awareness of the college's location and offerings.	G.2.
	Continue to work with local partners to enhance students' educational experience and training (internships, production work, exhibiting, etc.). This includes working with the CTE program to secure funds, and assess use of funds, for CTE art programs, internships, etc.	Improve student success and increase access to employment opportunities. Strengthen existing workforce programs by regularly developing and evaluating and modifying curriculum and programs that foster work-force readiness and entrepreneurial graduates, and focusing on regional arts/graphics industries and occupations that exhibit strong potential.	A.6, A.10.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Continue to ensure alignment between our program majors/course offerings and state standards and requirements. This includes creating AA-T degrees in Studio Arts and Art History. Existing degrees (3-D and 2-D) have been modified to align with new TMC requirements. Continue to emphasize Foundations courses (Art 006, 007, 008) as integral to all programs.	<p>Work with Articulation Officer to complete TMCs has revealed areas in which courses that should articulate to four-year schools have not been properly articulated.</p> <p>Changes to non-TMC degrees were made so that students achieving these degrees would qualify for the TMC degree as well, clarifying requirements for students and easing their pursuit of AA/AA-T degree.</p> <p>Foundations courses are required for the AA-T degree, modeled on the TMC for Studio Arts.</p>	C.3., C.7.
	Focus on student professional development (portfolios, presentations, studio development, private commissions, commercial assignments and exhibition strategies, etc.). Professional development is also emphasized through visiting artist lectures and workshops, as well as studio visits.	Students need to be exposed to professional art avenues in order to plan their future careers in the arts. Those with specific training in professionalism in the arts will be more successful, both in transferring to four-year institutions and as art professionals.	A.1.
	Professional development is emphasized through a regular offering of professional development course suite (Art 76A, 76B, 77A, 77B). Professional development is also emphasized through portfolio reviews as a capstone assessment in most art studio classes.	Improve student access to instructional programs.	E.1., E.5.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	<p>Develop a CTE certificate program in Professional Practices for the Artist.</p>	<p>Increase students' opportunities for workforce preparedness.</p> <p>Enhance student professional success and develop relationships with local businesses to allow opportunities for students to have relevant internships.</p> <p>Increase student success in transfer to four-year institutions, and support students who intend to ultimately gain MFA and MA degrees in art.</p> <p>Enhance student success in the competitive world of professional art.</p> <p>Ensure industry validation and CTE compliance. Incorporate relevant national certifications into curriculum to ensure employability of career and technical graduates.</p> <p>Provide continuing education opportunities where such training is most likely to advance individual careers and strengthen the regional workforce.</p>	<p>A.1., A.6., C.3., A.2., A.11.</p>

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	<p>Explore potential for a CTE certificate in Printmaking.</p>	<p>Increase students' opportunities for workforce preparedness. Enhance student professional success and develop relationships with local businesses to allow opportunities for students to have relevant internships.</p> <p>Enhance student success in the competitive world of professional art.</p> <p>Ensure industry validation and CTE compliance. Incorporate relevant national certifications into curriculum to ensure employability of career and technical graduates.</p> <p>Provide continuing education opportunities where such training is most likely to advance individual careers and strengthen the regional workforce.</p>	<p>A.1., A.2., A.10.</p>
	<p>Establish Advisory Groups that meet regularly to ensure industry-standard compliance and satisfy CTE/curriculum requirements</p> <p>Planned revision of Graphic Arts degree and development of certificate program to focus on CTE component</p>	<p>Ensure industry validation and CTE compliance of the Graphic Arts program. Incorporate relevant national certifications into curriculum to ensure employability of career and technical graduates. Provide continuing education opportunities where such training is most likely to advance individual careers and strengthen the regional workforce.</p>	<p>A.2.</p>

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Planned revision of Graphic arts degree and development of certificate program to focus on CTE component	<p>Increase students' opportunities for workforce preparedness by insuring industry validation and CTE compliance of the Graphic Arts program. Incorporate relevant national certifications into curriculum to ensure employability of career and technical graduates.</p> <p>Provide continuing education opportunities where such training is most likely to advance individual careers and strengthen the regional workforce.</p>	A.2., A.10., A.11.
	Grow enrollment in Graphic Arts through increased outreach and publicity.	Increase access through effective marketing.	G.2.
	Expand the Graphic Arts program to meet existing and projected increasing demand for courses. Existing demand is evident through full enrollment in new Graphics computer lab. Expanded courses may include information visualization, post- production graphics, digital printmaking, interactive design, web design, new media and animation— courses that would form the foundation for careers in animation, special effects and production design.	Increase student access and improve opportunities for workforce readiness.	A.1.
	Continue to promote cross-discipline/cross-media experience by way of integration and collaboration of such programs as Graphic Arts, Printmaking, Photography, Sculpture and Ceramics and the Arts Foundations Program, Art History, Theater, and Music through the use of traditional and new digital and emerging technologies.	<p>Increase student access and improve enrollment.</p> <p>Increase student access and improve opportunities for workforce readiness. Clarify for students their employment opportunities, and the foundational training they need to be desirable to employers and competitive in the field.</p>	G.2., B.2.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Assess the need for a full-time, multidisciplinary computer lab tech position, to maintain labs in Studio Art department and Photography, and make appropriate recommendations for hiring.	SLO and PLO assessments have indicated a need for student support in graphic art and printmaking lab. Safety and security issues are anticipated, without a dedicated, full-time lab tech.	E.1., E.3.
	Increase multicultural course offerings. For example, creation of Art 003A (Arts of Asia) and Art 003B (Arts of Africa, Oceania, and the Americas) to expand current Art 003 (World Art) offering Regional field trips and targeted course assignments.	Align and coordinate curriculum with college and university programs; support Transfer Model Curriculum, in which C-ID descriptors exist for both Art 003A and Art 003B (but not Art 003). Apply culturally responsive teaching theories and practices to all aspects of basic skills instructional programs and services.	C.1., C.3.
Astronomy	Assess the need for an Astronomy & Physics Instructor and make appropriate recommendations for hiring.	To maintain the quality of the instructional program; a full-time Astronomy-Physics faculty member will be retiring after Spring 2014 semester. The courses he teaches fill out about 75% of the courses in Astronomy. Sufficient part-time replacements would be difficult to find.	C.7., E.3.
	Establishing a Physics transfer degree can enable Astronomy majors in Astrophysics to move on to university level.	Astronomy is closely related to Physics. This will improve and promote transfer opportunities for both disciplines.	C.3.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Automotive Technology/ Automotive Repair	Increase recruiting efforts by working with local high school automotive instructors bring their students to visit the Solano Community College Automotive programs.	Improve student access. Improve workforce preparedness.	A.4.
	Update curriculum to meet current standards incorporating NATEF, I-CAR and ASE certifications.	Improve and maintain program quality through industry validation.	A.1., A.11.
	Work with the high school automotive instructors to promote Math and English classes for auto students.	Improve student access and success.	A.3., A.4
	Work with Basic Skills English and Math Faculty to develop contextualized English and Math classes for the Automotive students	Enhance student success in language, math and communication classes by providing contextualized learning opportunities.	A.3., A.4., A.8.
	Seek additional automotive related grants.	Build alternative funding streams to support program expansion.	I.7.
	Update technology for classroom and faculty use.	Strengthen Support for Entering Students and Develop and use technology applications to better guide students in educational processes.	E.3.
Biology	Continue to support the educational needs of Biology programs including allied health preparation, biology majors' transfer preparation, biotechnology program preparation, and general education biology courses.	Improve student access and increase completion and transfer rates as SCC anticipates increases in the need for general education courses, overall growth in enrollment and FTES, decreases in lower division resources and cut-backs at four-year institutions, and increased educational needs in related programs provides the potential for dramatic program expansion. This expansion of facilities and courses will be offered at the SCC campuses, and in satellite locations.	A.1., C.1., C.7., E.5.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Expand offerings on the Vacaville and Vallejo campuses to meet the education needs of these communities, including the expansion of anatomy and physiology courses on the Vacaville campus, and offering more courses as hybrids and/or online.	To increase student access, maintain and expand joint-use agreements with local entities for field biology.	C.1., C.7., E.5., G.5., H.1.
	Continue to evaluate and expand as appropriate the number of sections of impacted courses to meet demand as appropriate based on facilities availability.	Increase student access.	E.5.
	Update laboratory equipment and techniques to reflect new knowledge and developments in this rapidly progressing field.	Equipment ages over time and is outdated; and new techniques and methods evolve. Maintain program quality.	A.1., C.1., E.4.
	Assess enrollment patterns and determine needs for additional hybrid and/or online offerings.	To the extent possible this increase in offerings will allow for student access to more specialty courses.	C.1., E.4., H.1.
	Assess need for additional full-time Biology professors and make appropriate recommendations.	In consideration of the retirement of currently employed professors we will work towards hiring new full time and adjunct faculty to maintain student access and the quality of the instructional program.	A.1., C.1., C.7., D.3.
	Maintain and expand co-or extracurricular activities often with interdisciplinary faculty for contextual learning, e.g., open labs in anatomy, physiology and human biology.	Improve student success, especially of underrepresented students.	G.3., G.4., H.2., H.3., H.6., H.7.
	Continue hosting high school students to participate in the human anatomy laboratory enrichment demonstration.	To stimulate student interest in science and medicine, and thereby increase enrollments.	G.3., G.4., H.1.
	Continue hosting community-wide events such as Coast and Creek Clean-Up and Earth Day.	To stimulate student interest in Science, increase community visibility, and thereby increase student access.	A.6., G.2., G.3., H.1.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Biotechnology	Expand the capacity of the biotechnology course offerings to meet the explosive growth of the biotechnology industry and related life science fields and the dramatically increased demand for biotechnology technicians.	Increase student access and improve workforce preparedness. Recent dramatic growth in enrollment and FTES, low competition from other educational providers, and current industry expansion in the county and greater Bay Area and Sacramento regions indicate the need for program expansion to meet workforce and economic development needs.	A.1.
	Expand course offerings to meet emerging industry trends and needs (training for stem cell manufacturing, biofuel and biomaterial production, synthetic life, etc.).	Increase student access to emerging areas like synthetic biology, biofuels, stem cell science, and imaging (used in nanotechnology) would lead to career possibilities for program graduates.	A.1.
	Examine the demand for workers and the potential for developing course offerings in imaging (electron microscopy, atomic force microscopy). Develop appropriate curriculum for these courses.	Strengthen existing programs, provide more options for the students and meet industry demand.	A.1., A.11.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Diversify and assess effectiveness of course delivery modes (online courses, short-term specialty courses, accelerated courses or accelerated program).	Providing a short-term program component to "fast track" students who have a degree could increase interest in the program and respond to the need for trained workers. To meet this need the department designed and delivered the Industrial Biotechnology Intensive Summer boot camp (Summer 2013) funded by a U. S. Department of Labor grant. The delivery of short courses could be designed to meet the particular needs of job seekers.	A.1.
	Introduce a Contract Research Organization into the program, which would generate in-house internships and adds an entrepreneurship training component to the biotech program.	The strategy of providing in-house internships and entrepreneurial training using a Contract Research Organization has been used successfully in other parts of the country and would increase the workforce readiness of our students.	G.5.
	Add a basic skills introductory and/or contextualized learning component to the program (modeled on the highly successful Bridge to Biotechnology program).	The introduction of a Bridge to Biotech (basic skills) program would expand the outreach of the program to economically disadvantaged populations within our county.	A.3., B.2.
	Expand workforce training partnerships with local high schools.	Increase students' access and opportunities for workforce preparedness.	A.4., G.1., G.2.
	Increase recruitment strategies for discharged veterans.	Increase students' access and opportunities for workforce preparedness.	F.12.
	Recruit underrepresented groups using a program like CCSF's Bridge to Biotechnology.	Increase students' access and opportunities for workforce preparedness.	A.1., D., H.7.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Outreach to students from fields with comparable prerequisite requirements like nursing or water/wastewater.	Increase students' access and opportunities for workforce preparedness.	A.1.
	Develop new instruction tools like computer simulations.	Maintain and improve quality of instructional program.	A.1.
	Increase the web presence of the program.	Increase student access.	A.1.
	Explore founding a company incubator that could use biotechnology program equipment and facilities, generate some revenue, and use students as interns.	Improve quality of instructional program. Increase students' access and opportunities for workforce preparedness.	A.1., I.
Business	Work with counseling department and area high schools to promote the department's certificates and AA degrees and transfer opportunities.	Improve student access to instructional programs and improve degree completion and transfer rates.	A.4., F.11., G.2.
	Develop the Business AA-T degree.	Improve transfer opportunities for students.	C.3.
	Develop an updated brochure and update the department's website to promote the Degrees and Certificates available through the Business Department.	Increase student access to programs through the marketing of the degrees and certificates available.	G.2.
	Collaborate with OAR, Marketing and Outreach to inform students about degree and certificate eligibility and processes.	Improve access and student completion rates.	G.2.
	Work with campus Marketing and Outreach to give students in marketing and business classes an opportunity to develop a marketing plan for the college that will also meet the class requirement for a marketing plan. Coordinate activities targeted at completion of degree and certificates with the Academic Success Center and the Transfer Center.	Promotes development of workforce-ready graduates.	G.2.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Update technology for classroom and faculty use.	Strengthen Support for Entering Students and Develop and use technology applications to better guide students in educational processes.	E.3.
	Assess student success in online courses and modify offerings, curriculum and support services (e.g., embedded tutoring, supplemental instruction) in ways that will likely improve student access and success.	Increase student success in online courses.	E.1., F.14.
Chemistry	Routinely assess needs for upgraded instructional equipment and submit appropriate requisitions for technical support needed for maintenance of all instruments and student laboratory computers and laboratory printers.	Maintain and improve student access, as the Chemistry program will continue to be foundational for other programs and will support the general education program. Growth in programs that rely on chemistry courses, such as Biology, Computer Science, Physics, Engineering, Nursing, Biotechnology, Pre-Med, Pre-Pharmacy, Pre-Dental, Pre-Veterinary Science, will need to be monitored to ensure that the program can accommodate future demand.	B.9., C.1., C.5., D.2., D.4., E.1., E.3., E.4., F.9., F.10., F.14., F.15., H.6., H.7.
	Routinely assess needs for upgraded instructional equipment and submit appropriate requisitions for purchasing instruments to support the Inorganic and Organic Chemistry programs, e.g., IR, GLC, HPLC, NMR, etc.	Maintain and improve quality of instructional program.	B.9., C.1., C.5., D.4., E.3., E.4., F.15.
	Assess the need for additional full-time faculty and make appropriate recommendations for new hires.	Provide full-time faculty members at each of the centers; ensure appropriate number of faculty for course offerings, and thereby ensure student access to courses and program.	B.2., C.1., C.5., D.4., E.3., E.4., E.5., F.15.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Fully fund and hire full-time laboratory technicians at both centers and a half-time (20 hours/week) laboratory technician to assist the current full-time laboratory technician at the main campus.	Maintain quality of instructional program and ensure safety and comply with OSHA, EPA, and ACS regulations.	B.2., C.1., C.5., E.1., E.3., E.4., E.5., F.15.
	Offer open and reliable access to technology such as computers and all Chemistry software outside of the chemistry laboratories such as the library computers, libraries or study areas at both centers, etc. Install the chemistry tutorial software on the library computers and any computers that allow use by students at the centers.	Increase student success.	B.2., C.1., C.5., E.1., E.3., E.4., E.5., F.15.
	Research, develop, institute and assess an assessment tool to determine what level of chemistry a student is prepared for Chem. 160, Chem. 010 or Chem. 001.	Improve student success, as the prerequisite for Chem 001 is high school chemistry, Chem 010 or Chem 160, and students who come directly from high school and/or those who have not had chemistry in three or more years, are woefully unprepared for the rigors of general college chemistry.	B.3., B.4., C.1., C.5., D.1., E.1., E.2., E.3., F.15.
	Provide regular training in Chemical safety protocols, proper use of equipment and waste management for all technical staff members, including part-time and student assistants.	Improve quality of instructional program; support faculty and staff professional development; ensure safety.	B.7., E.3.
	Collaborate with other departments, such as art laboratories, cosmetology, vocational areas, maintenance, and grounds keeping to assess the need for hiring of a Chemical Hygiene officer.	Improve quality of instructional program; support faculty and staff professional development; ensure safety.	B.7., B.8., D.1., E.1., E.2., E.3., E.4., E.5., H.5.
	Add a general education transferable liberal arts chemistry course for non-majors.	Improve student access and support transfer mission.	B.9., C.3., C.5., D.4., E.3., E.4., E.5., F.6., F.15.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Child Development & Family Studies	Assess need for additional full-time faculty member and make appropriate recommendations for hiring. Continue to develop pool of qualified adjunct faculty.	Maintain quality of instructional program.	C.7., E.3.
	Make necessary curricular assessment updates to fully integrate ECE and HUDV programs into the Department of Child Development and Family Studies.	PLOs for new A.S. & AS-T need to be created and assessed. SLOs need to be updated in the database, and a new curriculum map needs to be established. Some prerequisite changes also need to be made to comply with CI-D indicators.	E.2.
	Support quality teaching by facilitating collaboration among full and part time faculty and Children's Program staff and faculty. Increase professional development to keep "all program" faculty current on the latest industry standards, and create a CDFS faculty resource guide.	PLO assessment showed that some skills in our capstone course CDFS 066 are not being fully developed in the prerequisite courses.	C.7., E.4.
	Increase collaboration among faculty and encourage greater use of the California Preschool Curriculum Frameworks to guide teacher preparation.	Improve the quality of the instructional program.	C.7.
	Update teaching materials and technology to enhance curriculum in three new required courses.	Improve the quality of the instructional program.	C.7.
	Explore more non-traditional schedule offerings (8-week sessions, on-line, and hybrid) to accommodate student needs; make appropriate recommendations for scheduling.	To support non-traditional students who work days and attend classes at night or online, we need to increase our online/hybrid offerings (currently offer 2) and experiment with offering some classes in an 8-week session.	D.2., E.5.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Explore the feasibility of increasing our curriculum, certificate, and degree offerings. Consider creating certificates that align with the California Child Development Permit Matrix, a Family Studies Associate Degree and new coursework that helps teachers maintain currency in the field.	Improve student access. Maintain quality of instructional program.	A.1., A.9., A.10
	Consider ways to recruit and support underrepresented students in our program.	Improve student access. Address issues of diversity.	G.2.
	Explore the viability of aligning with the California Curriculum Alignment Program (CAP) expansion courses (e.g., special needs, infant/toddler, administration). Assess the impact in our program vs. the benefit of having these courses articulate with other colleges.	Align and coordinate curriculum.	C.3.
Criminal Justice	Develop the AA-T in Criminal Justice	Increase students' opportunities to transfer to university and obtain credit for a coursework obtained at SCC.	C.3., C.5., C.7.
	In partnership with Biology, Chemistry and Photography, assess the demand and need for a forensics training certificate; develop curriculum and program as determined appropriate by assessment results.	Increase student access to employment opportunities in the Criminal Justice Field.	A.1.
	Develop a Victimology course and a multicultural law enforcement course within the next 18 months.	Improve the quality of the instructional program, as both of these topics are recent areas of study within the law enforcement field.	A.1.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Assess need for additional full-time faculty member and make appropriate recommendations for hiring. Continue to develop pool of qualified adjunct faculty.	Maintain quality of instructional program.	C.7., E.3.
	Update technology for classroom and faculty use.	Strengthen Support for entering students and develop and use technology applications to better guide students in educational processes.	E.3.
	Assess student success in online courses and modify offerings, curriculum and support services (e.g., embedded tutoring, possibly supplemental instruction) in ways that will likely improve student access and success.	Improve the retention, persistence and success rates for students in online courses while also addressing the achievement gap.	E.1., F.14.
Communications	Provide forums and opportunities for students to practice speech and communication skills.	Increase student success, as the program will continue to support general education requirements and provide an opportunity for all students to develop and strengthen their public speaking skills. Strong skills in speech and public speaking support success in any career/profession and giving students the ability to view their performances “in the moment” and enable them to critically evaluate their own performances and give them additional expertise in evaluating the performances of others.	B.1., C.7.
	Develop more opportunities for community outreach through speaking and sports broadcasting.	Improve student preparedness for workforce opportunities.	A.1., G.4.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Expand course offerings to reflect emerging trends and interests with course offerings including, but not limited to, Group Communication and Intercultural Communication.	Respond to needs of diverse populations and improve student persistence, retention and success, as well as offering an interdisciplinary approach for psychology and sociology majors, among other majors.	C.7.
	Establish a dedicated location for filming and reviewing of student speeches.	Improve quality of the instructional program.	E.3.
Computer Science/ Information Technology	Update software and curriculum in related courses to teach current software and operating systems.	Maintain and improve quality of instructional programs in concert with industry standards.	A.1.
	Assess need for additional full-time faculty member and make appropriate recommendations for hiring. Continue to develop pool of qualified adjunct faculty.	Maintain quality of instructional program.	E.3.
	Assess need for a dedicated on-site technician to support academic computing	Improve on-site support to address academic Computer Science needs by increasing on-site maintenance and support of computer hardware and software in the instructional laboratories and classrooms.	A.1., E.3.
	Regularly assess needs for supplies and additional student worker lab support; make appropriate recommendations and requisitions	Maintain and improve the quality of the instructional program.	E.3.
	Support class and lab computer requirements through the use of high-end, high-performance computers and servers capable of running current class software required for programming, networking, and Web Development Classes.	Maintain and improve quality of instructional program.	A.1., E.3.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Assess the possibility of acquiring hardware and software to support a Computer Forensics Degree and Certificate, which will include currently offered courses and new computer forensics courses to meet industry standards.	Maintain and improve the quality of instructional program. Satisfy industry demand and keep competitive with other educational institutions.	A.1., A.9., C.7.
	Assess demand and need for an industry-approved certificate for Healthcare Information Management/Technology with an emphasis on at least one of the in demand technologies such as EHR, HIT, or HIE. Develop curriculum as supported by assessment results.	Increase students' access and opportunities for workforce preparedness.	A.1., E.3.
	Update software and curriculum in related courses to teach industry standard software and operating systems.	Improve on-site support to address Academic Computer Science needs by increasing on-site maintenance and support of computer hardware and software in the instructional laboratories and classrooms.	A.1.
	Regularly assess needs for supplies and additional student worker lab support and make appropriate recommendations and requisitions.	Maintain and improve the quality of instructional program.	E.3.
	Assess need for developing industry-specific national certifications in Adobe, Microsoft, CISCO and/or Network Security.	Incorporate relevant national certifications into the curriculum to ensure the employability of career and technical graduates.	A.11.
	Assess student success in online courses and modify offerings, curriculum and support services (e.g., embedded tutoring, supplemental instruction) in ways that will likely improve student access and success.	Improve the retention, persistence and success rates for students in online courses while also addressing the achievement gap.	F.14.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Cosmetology	Assess need for additional full-time faculty members to support an evening program and make appropriate recommendations for hiring. Continue to develop pool of qualified adjunct faculty.	Maintain quality of instructional program. Allow students greater access to the instructional program.	E.3.
	Assess need for additional full time support staff including lab technician, lab assistant and make appropriate recommendations for hiring. Continue to develop pool of qualified support staff.	Maintain quality of instructional program.	E.3.
	Assess need for and feasibility of converting day program to full-time and evening program to part-time.	Increase student access and success as well as allow students in the day program to complete in 2 semesters rather than 4 semesters.	A.1.
	Assess need for half-time receptionists to support the front desk and client scheduling and make appropriate recommendations.	Allows for greater consistency of client scheduling and provide support for faculty in running the clinic lab.	E.5.
	Assess need for the development of an Esthetics Program in the evening. Develop appropriate curriculum.	Strengthens existing Cosmetology program by allowing students the opportunity to gain training and enter into employment earlier.	A.1.
Distance Education	Collaborate with Basic Skills Faculty Coordinators to explore possibilities of enhancing our Basic Skill programs with online components. (For examples, see the report, "Distance Learning in Adult Basic Education," Pennsylvania State University; see also Project IDEAL - http://www.projectideal.org/).	Increase student access. Improve student retention, persistence and success.	B.1., B.2., D.2., E.1., F.10.
	Expand and enhance our CTE Distance Education courses through adoption of new technologies and teaching strategies (Lynda.com as a model). See also the report, "Expanding Career Readiness through Online Learning" (Association for Career and Technical Education).	Increase student access. Improve student retention, persistence and success.	A.1., E.1., E.4.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Drafting	Work with articulation specialists, and high school instructors to develop and promote new articulation agreements with area high schools.	Increase students' access and opportunities for workforce preparedness.	A.4.
	Expand offerings at satellite facilities (Vacaville, Vallejo and Online).	Increase students' access and opportunities for workforce preparedness.	A.1., E.54
	Improve promotion of program to new students through the use of the website and working with the Outreach and Marketing department.	Increase students' access and opportunities for workforce preparedness.	G.2.
	Implement an Advanced Level SolidWorks Certification exam (in addition to the Associate Exam).	Incorporate relevant national certifications into the curriculum to ensure employability of career and technical graduates.	A.1., A.11.
	Work with MESA to include more drafting/design integration, as per advisory committee recommendation.	Improve student access, retention and success. Increase workforce preparedness opportunities.	C.6.
	Update technology for classroom and faculty use.	Strengthen support for entering students and develop and use technology applications to better guide students in educational processes.	E.3.
	Assess need for additional full-time Drafting professor and make appropriate recommendations.	Maintain and improve quality of instructional program.	E.3.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Assess student success in online courses and modify offerings, curriculum and support services (e.g., embedded tutoring, supplemental instruction) in ways that will likely improve student access and success.	Improve the retention, persistence and success rates for students in online courses while also addressing the achievement gap.	D.2., F.14.
Economics	Assess need for developing AS-T in Economics.	Align and coordinate curriculum with college and university programs; develop and support innovative transfer routes.	C.7.
	Assess student success in online courses and modify offerings, curriculum and support services (e.g., embedded tutoring, possibly supplemental instruction) in ways that will likely improve student access and success.	Improve the retention, persistence and success rates for students in online courses while also addressing the achievement gap.	F.14.
Emergency Medical Technician	Assess options for expanding the Emergency Medical Technician program and address facilities implications.	<p>Improve student access, retention and success. Increase workforce preparedness opportunities.</p> <p>Although this is a small program with limited enrollment capacity, the program is slated for growth. EMT is also a pathway to other careers in the healthcare professions, such as nursing, respiratory care and paramedics, and fire sciences. Present enrollment is limited due to inadequate laboratory space, which requires a lab ratio of 1:16.</p>	A.1.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Explore opportunities to become a Center for Administering the National Registry Examination for EMTs, EMR and Paramedics.	Increase access for completing the registry examination, a requirement for employment.	A.11.
	Provide tutoring for students.	Increase student success, retention and program completion.	H.7.
	Establish a master list and criteria for replacement of old and outdated equipment.	Increase student success and preparation for employment by exposing them to state-of-the-art equipment.	E.3.
	Provide professional development opportunities for faculty.	Maintain and improve the quality of instructional programs by facilitating faculty ability to keep abreast of changing trends in their field, and thereby improve the quality of teaching and there improve student success.	A.5.
	Develop other certificated options and career pathways: EMR, EMS, and Advanced EMR.	Increase access to programs and opportunities for employment.	A.1.
English (General)	Assess Student Learning Outcomes in a more collaborative fashion to answer specific questions formulated as a result of program level assessments and/or other means of faculty-led assessment (e.g. development of common or model assessment rubrics).	Increase student access and success while working to improve transfer rates.	E.2.
	Continue to refine and assess recommended scheduling pattern in English to accommodate students' needs in basic skills, general transfer, major transfer, and creative writing.	Increase student access and success while working to improve transfer rates.	E.5.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Submit new AA-T degrees for approval in Curriculum, which conform to the TMC and facilitate transfer options for the English majors. Make adjustments as supported by assessment results.	Increase enrollment, retention and transfer rates.	C.7.
	Continue to support and evaluate the newly created drop-in writing lab to provide cross-curriculum support for reading and writing. Make adjustments as supported by assessment results.	Increase student success and address the achievement gap.	B.1.
	Establish a formal relationship with counseling and Tutoring Center in joint effort to enhance student success in courses in English.	Increase student success and address the achievement gap. Improve persistence, retention and increase student success.	B.9., F.12.
	Continue to support Puente and Umoja programs to recruit students for typically lower-enrolled Spring offerings due to natural attrition and an increase in cap size. Continue assessing success of programs and modifying them appropriately.	Increase student success and address the achievement gap.	B.2., F.6.
	Assess need for additional full-time faculty in English and make appropriate recommendations.	The Student Success Act Initiative mandates first-semester enrollment in basic skills courses, which means we will need to significantly increase our basic skills offerings. Further, major-specific courses require various areas of expertise.	E.3.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
English (Composition, Developmental)	Investigate alternate pathways for developmental students such as a 305-level lab (310A) which students could take alone or alongside another basic skills course and improve efficiency in student progress through composition course sequence.	Increase student success and address the achievement gap.	B.2., B.3., B.5.
	Investigate a revised English basic skills assessment to include and/or respond to the results of the current assessment pilot for assessment and English 370 and 380.	Increase student success and address the achievement gap, as many instructors identify poor placement as one impediment to student success in 305, 355, 370 and 380.	B.2., B.3.
	Implement the recommendation of the English Basic Skills committee to offer a greater number of English 360s with an optional lab as support.	Increase student success and address the achievement gap as currently 360s are filling well, and students who pass the class also seem to do better than the “traditional sequence” cohort.	B.2., B.3.
	Continue to pilot and address additional first-Year Experience learning communities in the basic skills sequence.	Increase student success and address the achievement gap.	B.2., B.4., C.6., F.6.
English (Composition, Transfer)	Standardize assessment rubrics and assignments to more effectively align English 1 (College Composition) outcomes with expected competencies of English 2 and English 4. Develop handbook for instruction/best practices in college composition. Align assessment rubrics and classroom assignments to more clearly link outcomes in English 1 to skills required for success in English 4 and 2. Develop handbooks that illustrate successful linkages through sample assignments and assessments.	Maintain and improve quality of instructional program.	B.3.
	Collaboratively assess LR10 co-requisite to English 1 and make appropriate curriculum changes as supported by assessment results.	Improve student access, retention and success and address achievement gap.	E.1.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
English (Literature and Creative Writing)	Solicit readers for the Creative Writing Reading Series to present to the college community and seek additional sources of funding for SVR literary publication.	Provide additional avenues for student success and model ways an English degree prepares students for success in a variety of careers. Connect students to the college community.	G.4., H.4., H.7., I.4.
	Solicit manuscripts, arrange for judging and award the Quinton Duval Award in Creative Writing, an award which brings in creative and professional writers as guest judges of student creative work. This includes the continued support and funding of the SVR, a nationally-recognized literary publication.	Provide additional avenues for student success and model ways an English degree prepares students for success in a variety of careers. Connect students to the college community.	C.3., C.7., G.4.
	Investigate the possibility of a community-oriented writers' conference at SCC, including funding sources and outreach.	This will increase departmental visibility in the community which leads to increased enrollments.	G.4.
	Re-establish and support English Club and Creative Writing Club.	Align and coordinate curriculum with college and university programs to pioneer additional avenues for student success and model ways an English degree prepares students for success in a variety of careers.	H.1., H.7.
	Improve community awareness of the on-campus literary magazine, including increases in local off-campus submissions.	Increase English majors and transfers in English to four-year universities. Additionally, this will increase departmental visibility in the community which leads to increased enrollments.	C.3., G.2., G.4.
	Investigate and make recommendations concerning the creation of a "third-semester" experience for Puente and UMOJA students in studies of multi-ethnic literatures.	Respond to needs of diverse populations and improve student persistence, retention and success. Address achievement gap.	F.6.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Work to increase enrollment and viability of literature courses through advertising. Create department website.	Improve student access. Increase English majors and transfer in English to four-year universities.	G.2.
	Develop and promote English major information, outlining course offerings within a two-year cycle.	Improve student access and completion.	C.5., E.5.
English (Writing Skills Lab)	Develop and support new and/or alternate pathways through English 1 for students who have exhausted repeatability options in pre-college level composition.	Improve student persistence, retention and success. Address achievement gap.	B.2., B.3., D.2., E.1.
	Assess needs for additional lab staff and/or Writing Skills Lab Coordinator position. Make appropriate recommendations.	Improve student persistence, retention and success. Address achievement gap.	E.3.
	Investigate and consider for implementation a revision of English 310.	Investigate and consider for implementation a revision of English 310 to include four .5 unit 310s—310A, 310B, 310C, 310D, where 310A and 310B would serve basic skills English students and 310C and 310D would serve struggling transfer-level English students.	B.3.
	Continue to design and evaluate curriculum for the lab for the 2013-14 academic year.	Improve student access and success.	B.3.
Engineering	Develop an Introduction to Computing in Engineering Course and an Engineering Design Graphics Course	Improve student access and transfer opportunities, as these lower division classes are accepted by many four-year institutions.	C.1., 3, 4, 5
	Outreach to high schools. May need the Center space for some of the engineering labs.	Increase engineering enrollment and improve access.	C.2., 5; G.1., 2, 3

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Modify Engr 001, Introduction to Engineering, to 3 units to cover more hand-on learning and allow freshman design.	Improve student access and transfer opportunities.	C.1., 3, 4, 5
	Create an Associate in Science Degree in Engineering	Improve degree completion and transfer rates by providing students with an additional degree option and access to internships.	C.6., A.7.
	Organize and conduct regular meetings of an Industry Advisory Committee	To use the expertise and connections in the industry to guide our program, provide resources and help students with internships and jobs.	A.2.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
English as a Second Language	Research and develop one or more cohort-model VESL programs (eg. Auto Body, ECE).	<p>Increase student access, as students who have graduated from high school often avoid classes designated as “ESL” due to a perception that they have completed this kind of remediation. Integrated-skills courses that provide ESL support while requiring reading and writing tasks comparable to those in mainstream developmental English courses will offer an appropriate option for students whose English is still developing as they embark in college-level studies.</p> <p>Attract larger numbers of local ESL Students.</p> <p>Prepare English-learner population for better workforce opportunities.</p>	A.3., A.8., B.2., B.5.
	Create integrated / accelerated ESL courses to attract and better serve transfer-goal students and streamline their progress toward transfer-level English.	Improve student access, persistence and success.	B.2., C.5., D.2.
	Market to feeder high schools to encourage and promote continuation of ESL study at the College Level.	Improve student access, persistence and success.	E.3.
	Develop and implement an outreach plan to grow the enrollment of local ESL students and make vocational opportunities available to the English-learner portion of the community.	Improve student access, persistence and success.	A.8., F.12., G.2.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Ethnic Studies	Assess need for additional faculty including full-time faculty and make appropriate recommendations.	To maintain the quality of the instructional program an additional full-time faculty member will improve student access to the complete Ethnic Studies degree program.	C.7., E.3.
	Assess enrollment patterns and adjust curriculum offerings accordingly.	Offering courses that are in demand and meet degree requirements will improve access, completion/success and transfer rates.	E.5.
	Assess need for increase online course offerings and develop online curriculum as warranted by data.	Offering a greater variety of on-line course will improve access for students.	E.3., E.5.
	Assess curriculum and revise courses or develop new courses as needed. Then modify the major to consolidate and offer Ethnic Studies degree without emphasis on specific group.	Focus on a global society will prepare students to compete successfully in multicultural environments. This shift will improve quality of the curriculum, align it with current trends in Ethnic Studies and streamline programs to eliminate redundancy and overlap. This will increase completion rates and facilitate timely transfer to four-year universities.	C.7., E.4.
	Develop and maintain partnerships with community groups/organizations to provide hands-on learning experiences with diverse populations. Explore service learning program for Ethnic Studies courses.	Strengthen community partnerships by while students gain experience that will prepare them with work force skills.	G.3., H.7.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Work with Articulation Officer to ensure articulation of courses with four-year colleges and universities	Facilitate and increase transfer rates.	C.3., C.7.
	Coordinate with Basic Skills faculty to develop, assess and maintain programs that integrate basic skills with transfer level content courses.	Improve student access, persistence and success.	B.1.
Film and Television	Investigate various methods for providing students with additional support and make recommendations for appropriate changes in scheduling patterns that will facilitate program growth and provide more access.	Maintain and improve quality of this instructional program, particularly in regard to strong growth rates, high transfer rate to four-year universities, and skills for employment. Strengthen support for students.	E.1., E.3., E.5.
	Assess need to reinstate Lab Tech as permanent position, and make appropriate recommendations.	Maintain and improve the quality of this instructional program.	E.3.
	Update production equipment for production classes (additional cameras and computers needed for shooting and editing, update computer-projection system in room 0121).	Maintain and improve quality of this instructional program.	E.3.
	Modify courses and create new courses in response to the impending finalization of the TMC (Transfer Model Curriculum) AA-T degree for Film/Television.	Improve transfer rates.	C.3., E.5.
	Expand current course offerings: Final Cut Pro X (currently in draft in CurricuNet), Film Genres class, and Film Directors class.	Maintain and improve diversity of depth and quality of this program.	C.3., A.5.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Continue linking classroom experience with industry trends, standards, and technological changes. Continue working with local partners to enhance student's educational experiences and training (internships, production work, community service media projects, exhibitions in student film festivals).	Increase and sustain workforce preparedness opportunities for students.	A.1., A.6.
	Assess need for full time Faculty and lab tech in Film and/or TV and make appropriate recommendations.	To increase the program's health by having a full-time person be responsible for assessment tasks such as program review and program level outcomes, curriculum development such as the creation of the transfer model curriculum in accordance with SB 1440, and other tasks required of Career Technical Education programs such as holding advisory meetings.	A.1., A.5., A.9., C.3., E.3.
Fire Technology	Assess student success in online courses and modify offerings, curriculum and support services (e.g., embedded tutoring, supplemental instruction) in ways that will likely improve student access and success.	Improve the retention, persistence and success rates for students in online courses while also addressing the achievement gap.	E.1., F.2., F.14.
	Update technology for classroom and faculty use.	Strengthen Support for Entering Students and develop and use technology applications to better guide students in educational processes	E.3.
	Assess curriculum and revise courses or develop new courses as needed.	Improve quality of the curriculum and streamline programs to eliminate redundancy and overlap.	E.1.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Continue linking classroom experience with industry trends, standards, and technological changes. Continue working with local partners to enhance student's educational experiences and training (internships, community service etc.).	Increase and sustain workforce preparedness opportunities for students.	A.1., G.1.
	Assess need for additional full-time Fire Technology professor and make appropriate recommendations.	Maintain and improve quality of instructional program.	E.3.
	Explore the feasibility of developing a Paramedic program.	Increase student access to jobs and provide national certification.	A.1.
Foreign Languages	Target scheduling to meet students' priority times and needs to bolster enrollment.	Improve student access by Strategically schedule courses to better serve student's needs and more efficiently utilize resources and facilities.	E.5., H.3.
	Promote the core courses of the program while developing the online components, and to develop curriculum to meet the needs of heritage students.	Restoring course offerings in German, Japanese, Latin, and Italian to provide more options for access to Foreign Language instruction in response to student request.	G.2., H.7.
	Promote the pursuit of AA degrees and student involvement in related cultural events, and work to develop courses in Spanish translation and interpretation for the professions (medical, legal, community settings).	Increase access and enrollments. Provide workforce skills.	F.12., A.1., A.8.
	Continue to expand language courses at the Centers.	Optimize existing campuses and centers and increase student access.	E.5.
	Continue gradual implementation of online component to Foreign Language classes.	To teach our students the use of technology in the language acquisition process.	E.5.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Continue to promote and fund, when possible, cultural diversity events, such as French Immersion Day, Foreign Language Night, field trips, annual recognition awards, etc.	Utilize students in academic and co-curricular programs as ambassadors to the community. Host events on campus to increase use and community awareness.	G.3, G.4
	Assess viability and develop plans for restoring offerings in German, Japanese, Latin, and Italian.	Maintain quality of instructional program and improve student access by providing more options in response to student request.	E.1.
	Develop plans for the professional development of full-time faculty in ACTFL/OPI training guidelines to ensure proper, uniform, oral proficiency outcomes of our students at similar levels.	Improve quality of instruction by providing professional development opportunities for faculty. SLO's are based on the ACTFL guidelines which necessitates updated training in assessment.	E.3, E.4.
	Promote importance of completing AA degrees in FL with annual recognition ceremony.	To recognize and celebrate student accomplishments. Encourage and create cultural exchanges to broaden campus diversity and strengthen cultural competencies and understanding among different campus groups.	H.2.
	Offer advanced Spanish-language courses for heritage speakers who make up a large percentage of the Solano College population.	Improve student access. Provide continuing education opportunities to strengthen the regional workforce and to foster individual career advancement.	A.10.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Geography	Develop a transferable Geography Degree	Increase transfer opportunities for students. High growth in enrollment and FTES suggests the potential for program expansion.	C.3, C.7.
	Incorporate basic skills while teaching the subject such as Time Management, How to Study, Note Taking, and Comprehension.	Basic Skills development supports high Student Success Rates.	B.1.
	Assess need for hiring full-time Cultural and World Geography/GIS instructor. Make appropriate recommendations.	To improve and maintain student access and the quality of the instructional program, we need a full-time instructor for the new Geography Program Transfer to teach the courses. GIS is academic and vocational. Current trends show a need for skills leading to employment.	C.3., E.3.
Geology	Incorporate new technology into curriculum (GIS, GPS, Google Earth, etc.).	Improve student access opportunities and maintain quality of instructional program. Growth in enrollment and FTES and growing interests in natural and man-made systems suggest the potential for program expansion.	C.3., E.3.
History	Assess need for increase course offerings, online and face to face, and expand course offerings as warranted by data.	Increase student access and improve transfer rates, as continued increases in enrollment could be supported through offering additional online courses and through articulation with four-year colleges and universities.	C.1., C.7.
	Aligning content curriculum with SLOs and PLOs and creating common SLO-based rubrics will ensure students must demonstrate mastery of specific goals and course expectations as designed by the department.	Maintain and improve quality of the instructional program. Improve student success, persistence and retention rates.	C.7., E.2.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	The development of a tutoring or supplemental instruction program will support the increased enrollment of basic skills students in history transfer level courses for online and face-to-face courses.	Address achievement gap and need to improve student retention, persistence and success rates.	B.1., B.2., D.2.
	Assess need for hiring full-time History instructor. Make appropriate recommendations.	Monitor enrollments and student retention and success to drive course development and hire faculty as appropriate.	E.3.
Horticulture & Plant Science	<p>Work more closely with counseling and advertise throughout the county: businesses, high schools, professional organizations; and develop mentoring at all stages (orientation to graduation) to increase student awareness about transfer opportunities and support students as they work toward transfer.</p> <p>Develop plans for a botanical garden and museum/event center, which will connect the college with the community and possibly generate revenue to support the program.</p>	Increase student access, as students across the campus are not aware of the Horticulture and Plant Science Program. Create workforce ready graduates.	A.6., G.2., G.4.
	Develop a community garden and K-12 garden area.	Create more community connections and involvement; provide K-12 students with increased opportunities for early access to the program.	F.15, I.2.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Develop an Adaptive Horticulture farmer's market.	Increase the awareness of the Adaptive Program and provide students a well-rounded, job related experience.	A.3., G.2.
	Develop coordinated curriculum for sustainable agriculture with UC and CSU programs and develop/implement transfer routes.	Increase transfer rates, by developing a curriculum would tie in the largest industry in Solano County with the college and better support the community.	C.3.
	Assess need to hire full time Horticulture and Plant Science instructor. Make appropriate recommendations.	A full time instructor would be able to spend more time marketing the program to the incoming students and to the local high schools. This increase marketing would help to revitalize a program that has shown grown with an adjunct only and could increase enrollment.	C.3.; G.2.
	Establish funding for the continued development of the Horticulture Renovation Project by acquiring grants from a variety of sources.	Recent dedication of building, donated monies, orchard grant, and same kind services have started the ball rolling to develop the proposed Horticulture Renovation Project, further support and obligation of funds would make the Horticulture Program a place to go and see. Strengthen community ties.	I.4., G.4.
	Investigate adding shared curriculum with the Nutrition program to develop cross-disciplinary approaches to teaching students the benefits of growing their own good food.	Maintain and improve quality of the instructional program.	H.5.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Develop new “Rubric” system for Program Learning Outcomes.	Maintain and improve quality of the instructional program. Improve student success, persistence and retention rates. Access PLO’s and develop PLO’s that are in line with sustainable horticulture and agricultural practices.	A.1., A.10., E.2.
Humanities	Develop a plan to recruit potential students by communicating its value as a core course for CSU/UC transfer as well as its marketable value in electronic and paper promotional materials, such as pamphlets, posters and the SCC website.	Improve student access and address the student achievement gap at SCC.	C.7., C.6., F.7., G.2.
	Evaluate Humanities curriculum, program and scheduled course rotations. Make changes as warranted by data.	Improve student access and program quality.	C.3., C.6., C.7., E.5.
	Assess the American Studies courses for future viability as courses under the Humanities/Liberal Studies program. Make appropriate recommendations.	Improve student access and program quality.	C.3., C.6., C.7., E.5.
	Evaluate and make recommendations to the regarding the Liberal Studies program and its future applicability. Modify the curriculum and program(s) as assessments indicate are appropriate and necessary.	Improve the quality of instructional programs, as Liberal Studies is a course of study which includes courses in Humanities and American Studies. However, American Studies courses are not currently offered. The program needs to determine if it should continue, or if it will only continue to offer courses in Humanities (001, 002 and 003).	C.6., C.7.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Human Services	Hire a full time instructor.	To increase student access to the program and maintain quality of the instructional program. As the HS grows having more dedicated faculty to complete program related activities and to bring continuity to the services provided will be essential.	E.3.
	Collaborate with faculty and administration to assess the implications of consolidating the program into one division. Make appropriate recommendations.	Improve the effectiveness of the instructional program.	E.1., C.6.
	Explore, assess and implement various methods and course augments (e.g. web-based interactions, supplemental instruction) that will increase student interaction and individual support.	Improve quality of the instructional program.	A.1., B.2., E.3.
	Increase partnerships with local agencies.	The Human Services program serves to meet community needs for workforce training. Community collaborations afford student internships that may result in employment, and enable training on current initiatives and practice trends.	A.6.
	Develop more specialized offerings and post certificate offerings.	To meet diverse consumer needs the HS program should be able to train Human Service providers on a variety of topics which are not currently offered at SCC, such as a CAADAC program and the creation of a Spanish/English bilingual course.	A.8., A.10.
Interior Design	Establish modified A.S. degree and certificate to meet current standards.	Prepare students for work in the Interior Design field.	A.1., A.9.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Plan budget to ensure proper application of CTE funding.	Assess the need to provide CTE funding for this program.	E.3.
	Continue meeting with advisory group to ensure continued compliance with industry.	Since this profession is constantly changing, continued meetings will ensure industry validation of the program and assessment of current coursework.	A.2.
	Offer classes according to a fixed schedule, to ensure students can obtain the certificate/degree in a timely manner.	Improve student access to courses and timely degree/certificate completion.	E.5.
	Improve promotion of the revised Interior Design degree/certificate both within the college, to high schools, and with local Interior Design community.	Increase student access to instructional programs; increase workforce preparedness.	A.4., A.9.
	Develop outreach and marketing plan to strengthen enrollment and increase number of students graduating with degree/certificate.	Increase student access to instructional programs; increase workforce preparedness.	A.1., G.2.
Journalism	Assess the potential to provide hybrid and online courses, as well as courses at the centers and make appropriate modifications to the curriculum.	Improve student access to instructional programs; increase degree completion and transfer rates.	C.7., F.14.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Assess need for a full-time faculty member or a teaching-qualified classified lab tech to support the administrative needs of the department and make appropriate recommendations.	Improve quality of instructional program. There are only two part-time instructors in the department. The tasks associated with running the student media include but are not limited to handling advertising contracts, accounting, invoicing, deposits, printer contracts and scheduling, working with IT on computer lab maintenance, ordering equipment and supplies, designing ads, maintaining news boxes, maintaining website and email accounts for students. Adjunct instructors have been tasked with writing and updating curriculum, transfer degrees, program reviews, EMPs, and attending advisory committee meetings.	E.3.
	Upgrade publications labs to offer broader technological applications of news gathering.	Improve quality of instructional program to increase student skills and support entry level employment opportunities.	E.3.
	Develop a transfer degree in addition to existing AA degree.	Align and coordinate curriculum with college and university programs.	C.7.
	Continue working to integrate with other programs including photography, graphic arts, English, communications and television to utilize resources that support the programs.	Improve quality of instruction to improve student's employment and internship opportunities. Enhance the discipline's relationship with other disciplines.	C.6.
Kinesiology/ Athletics	Assess feasibility of physical therapy assistant program. Develop appropriate curriculum and program certificate and/or degrees based upon assessment.	Develop workforce-ready graduates.	A.1.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Expand course offerings to include dedicated resources and regularly scheduled sections offered at the Vallejo and Vacaville Centers.	Improve student access to courses.	E.5., F.10.
	Assess feasibility and costs associated with reinstating the Football program; make appropriate recommendations.	Improve student access to courses.	E.3., H.7.
	Assess the need to hire a dedicated Athletics Counselor. Make appropriate recommendations.	Improve student athlete access and success.	F.11.
Learning Communities	Expand the number of First Year Experience learning communities.	Increase student access to modalities that have proven effective in improving retention, persistence and success.	B.1, B.2, B.4, B.7, E.3, F.6, H.5
	Plan for Second Year Experience Learning Communities to provide students with model pathways and continued support through sophomore year.	Increase student access to modalities that have proven effective in improving retention, persistence and success.	B.1, B.2, B.4, B.7, C.5, C.6, D.2, E.1, E.2, E.3, F.6, H.5
	Plan and pilot Career Pathway learning communities for CTE students, which link basic skills, occupational courses, counseling and/or occupational experience courses.	Increase student access to modalities that have proven effective in improving retention, persistence and success, while increasing the number and percentage of workforce ready graduates in career and technical programs. Decrease the time students spend in basic skills courses prior to entry into CTE programs; thus improving retention and completion rates.	A.1, A.3, A.8, B.1, B.2, B.7, D.2, E.1, E.3, E.4, H.5
	Plan for and implement the integration of Math courses and support mechanisms (e.g., supplemental instruction, embedded tutoring) for Umoja students.	Increase student access to modalities that have proven effective in improving retention, persistence and success.	B.1, B.2, B.4, B.7, D.2, E.1, E.3, E.4, F.6

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Investigate the viability of expanding Puente to off campus sites, such as Dixon and Winters, to address the needs of Hispanic students in these service areas. Implement a pilot as warranted by data produced in the investigation.	Students from surrounding communities we serve, many of whom do not have access to reliable transportation, need access to programs that students currently only have at the Main Campus.	B.1, B.2, B.4, B.7, D.2, E.1, E.3, E.4, F.6, H.5
	Coordinate with local high schools to directly recruit students to Learning Communities courses.	Align and coordinate our efforts to partner with K-12 to provide pathways to college that will improve access, retention, persistence and success.	B.8, C.2, E.3, F.5, G.2, H.5
	Assess the need to reinstate a Learning Communities program coordinator and make appropriate recommendation.	Learning Communities are redeveloping and growing in terms of the number of students served and faculty involved. A coordinator may be necessary to focus and organize efforts, reduce redundancies, gather and analyze data and make recommendations for program adjustments that will strengthen the delivery of instruction and related student services.	H.1, H.5, H.7
	Develop technological means by which students in Learning Communities courses can connect, collaborate with and support one another as well as interact with program faculty, staff and counselors.	Improve student access to support services and more effectively connect students with each other and the campus community.	
Management	Assess need for and develop curriculum as needed for a Human Resources Degree and Certificate.	Human Resources is a rapidly growing field with a projected shortage in individuals with HR knowledge and experience. This program could provide students with workforce ready skills and increase transfer opportunities.	A.1., C.7.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Mathematics	Provide adequate fundamental and advanced course offerings to meet the college's mission for Basic Skills, transfer and CTE.	Increase student access to instructional programs, as there is an increased demand for Math 020, 021 due to transfer requirement changes for Biology majors. Due to SB 1456, there will also be possible changes to Basic Skills offerings. The average fill rate for all courses at all locations for the last five years has been 92.14%.	A.1., B.1., C.1., E.5.
	Explore combining basic skills and learning studies classes.	Recommendation 3.4 of the Community Colleges Student Success Task Force: Community colleges will require students to begin addressing basic skills needs in their first year and will provide resources and options for them to attain the competencies needed to succeed in college-level work as part of their education plan.	B.1., B.2., B.4., H.5.
	Prepare for changes resulting from Student Success Task Force (SB 1456) initiative.	Since students will be required to address Basic Skills needs during their first year in college, there is likely to be increased demand for the Basic Skills math courses.	B.3., B.6., B.7., E.1., E.5., F.1., F.2., F.3., F.4.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Develop and implement useful assessment measures.	<p>Recommendation 2.1 of the Community Colleges Student Success Task Force: Strengthen support for entering students by developing and implementing common centralized diagnostic assessments.</p> <p>For many of our basic skills level students, there is often a gap of a year or more since the last math class that they have taken. Most common assessment tools work well if the student has taken math recently. When this is not the case, many other multiple measure ideas will need to be explored and piloted.</p>	B.3., E.2., F.1., F.2., F.3.
	Assess student success in online courses and modify offerings, curriculum and support services (e.g., embedded tutoring, possibly supplemental instruction) in ways that will likely improve student access and success.	Improve student access to courses, as online is the only way some of our students can attend. While we currently offer Math 330, Math 104, and Math 11 online or hybrid, we may want to consider developing other options as well.	B.2, E.4, F.14.
	Update technology for classroom and faculty use.	Recommendation 2.3 of the Student Success Task Force: Develop and use technology applications to better guide students in educational processes.	E.4.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	<p>Expand the mission of the MAC to accommodate the increased use of software, online resources and additional staff.</p>	<p>As part of Service Area Outcomes assessment for the MAC 66.5% of students surveyed provided negative feedbacks regarding the size of the MAC. Planned Actions for the MAC as part of assessment include “the urgent need of more space for the MAC. With the TBA requirements now in place, the number of students served per hour before 1 p.m. often exceeds 80 students especially early in the semester.</p> <p>Students would benefit from additional small group study spaces, similar to the small room in the back of the current MAC.</p> <p>The use of computer programs such as MyMathLab and Minitab has dramatically increased the demand for computers in the lab. The use of additional programs, such as Maple or Maxima, will also require more computers. Long lines develop in the aisles during periods between classes when many students enter and leave. An additional login computer would help alleviate this problem.</p> <p>High demand for courses necessitates additional staff.</p>	<p>B.2., E.3., F.9., H.1</p>

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	<p>Regularly assess needs for additional full-time faculty, particularly those with experience in teaching basic skills; make appropriate recommendations.</p>	<p>Typically about 50% of the math sections are taught by adjuncts. Due to the need to increase our Basic Skills offerings because of the Student Success Initiative driven changes, and because there is a large fraction of our lower Basic Skills courses taught by adjunct instructors, it is important that we consider our students' needs and hire instructors with experience and interest in basic skills. Even for courses that are not part of our Basic Skills curriculum, increasing the number of full-time instructors offers more scheduling flexibility so that courses are offered at times that make sense for students.</p>	<p>B.6., B.7., E.3., E.5.</p>
	<p>Assess need for additional MAC staff and student tutors; make appropriate recommendations.</p>	<p>SAO assessments showed that 50.8% of students surveyed indicated that the MAC has inadequate staff for assistance and guidance on math assignments and activities.</p> <p>Increased use of the MAC and decreased staffing, particularly staff knowledgeable in math related software, has resulted in less assistance available to students in the MAC and for hybrid and online offerings.</p> <p>Basic skills students who are more easily frustrated would benefit by additional support from available staff.</p>	<p>B.6., C.1., F.9., F.14.</p>

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Increase support for basic skills by adding supplemental instructors, embedded tutors and a first-year experience component.	<p>First-Year Experience is in its 2nd year with about 50 students—plan to continue to expand. Embedded tutors will be proposed through Basic Skills Initiative funding.</p> <p>Student Success Task Force Recommendation 3.4 provides that Community colleges will require students to begin addressing basic skills needs in their first year and will provide resources and options for them to attain the competencies needed to succeed in college-level work as part of their education plan. These might include courses with embedded contextualized basic skills instruction, special interventions like Math Jam, online and other computer-based laboratory resources, tutoring, supplemental instruction, and intensive basic skills courses.</p>	B.2., B.4.
Maintenance Technician/ Mechatronics	Update technology for classroom and faculty use.	Strengthen Support for Entering Students and develop and use technology applications to better guide students in educational processes.	A.1., E.3.
	Assess curriculum and revise courses or develop new courses as needed.	Improve quality of the curriculum and streamline programs to eliminate redundancy and overlap.	A.1., E.1.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Continue linking classroom experience with industry trends, standards, and technological changes. Continue working with local partners to enhance student's educational experiences and training (internships, community service etc.).	Increase and sustain workforce preparedness opportunities for students.	A.6.
	Assess need replacement of full time faculty position and make appropriate recommendations.	Maintain and improve quality of instructional program.	E.3.
	Explore development of short-term latticed and stackable certificates and develop appropriate curriculum in maintenance technology.	Strengthen existing workforce program and enhance student success and completion rates.	A.1.
	Update technology for classroom and faculty use.	Strengthen Support for Entering Students and develop and use technology applications to better guide students in educational processes.	E.3.
	Continue to provide hands-on, real world learning opportunities for students through curriculum review and revision.	Improve student success and connects students to the real world training opportunities.	A.1.
	Implement national certification exams, such as the NIMS exam.	Incorporate relevant national certifications into the curriculum to ensure employability of career and technical graduates.	A.11.
	Promote by working with Marketing and Outreach Department the Mechatronics degree/certificate both within the college, to high schools, and with local business community.	Increase student access to instructional programs; increase workforce preparedness.	A.4., G.2.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Music	Recruit students from local high schools and develop ensemble-based scholarships to increase enrollment and performance levels as well as community visibility.	The recent discontinuance of the music programs in several local middle and high schools and low competition from other educational providers underscores the importance of the performance ensemble offerings at the college.	A.1., A.4., C.7., G.2., H.7.
	Assess the need to hire a staff accompanist and make appropriate recommendations.	The addition of a staff accompanist would enhance the students' learning experience.	E.3.
	Collaborate with theatre and other performing disciplines to create joint performance opportunities.	Strategic collaboration with community groups enhances the visibility of the college and the program.	C.6., G.2., H.6., H.7.
	Assess the need to hire additional faculty and make appropriate recommendations.	Maintain the quality of the instructional program.	C.7., E.3.
	Develop and refine online and traditional course offerings in order to provide to rigorous AA degree programs that transfer to four-year institutions offerings.	Align and coordinate curriculum with college and university programs; develop and support innovative transfer routes, such as Transfer Model Curriculum.	C.1., C.3., C.7.
	Introduce a pre-professional Orchestra ensemble to the program, with 20 Music scholarship students who will form the core of the SCC Orchestra. This ensemble will be a model for additional scholarship programs for Choral/Vocal and Jazz students. It will also serve as a recruitment tool in performance collaborations in the local community.	Advertise and market SCC to strengthen local awareness of the college's location and offerings. Utilize students in academic and co-curricular programs as ambassadors to the community. Host conferences and community events on campus and at centers to increase use and community awareness of facilities. Provide resources and services that reflect the educational, financial and social needs of the SCC students.	G.2., G.3., G.4., H.7.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Continue to bring professional musicians to work with students and enhance students' artistic and educational experience.	Create and provide students with models and mentors to guide them to program completion.	F.11.
	Continue to offer on-campus performances.	Improve student access to instructional programs by marketing SCC to strengthen local awareness of the college's location and offerings. Utilize students in academic and co-curricular programs as ambassadors to the community. Host conferences and community events on campus and at centers to increase use and community awareness of facilities. Provide resources and services that reflect the educational, financial and social needs of the SCC students.	G.2., G.3., G.4., H.7.
	Develop the Certificate in Recording Arts.	Create a career-technical workforce program that fosters work-force ready and entrepreneurial graduates in Recording Arts. Provide education opportunities where such training is most likely to advance individual careers.	A.1., A.10.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Nursing (Registered)	Establish career pathways and prepare graduates for entry level jobs. Develop and offer approved Certified Nursing Assistant (C.N.A.) Program.	Projected growth in the health professions and the need to address the healthcare demands in the community, and an overall shortage of registered nurses in other areas of the country, provide the rationale for possible expansion of the program offerings at SCC.	A.1.,C.5.
	Develop and offer RN Refresher, and other preparatory courses that prepare individuals for certifications in High Risk OB, Labor and Delivery, Critical Care, ER, OR, ACLS/PALS and Holistic Health.	Expanded offerings would increase access for employment and allow individuals to return to the workforce, many of whom are BSN prepared. Several of the local hospitals are primarily hiring BSNs.	A.10., A.1.
	Develop and offer a Summer Bridge Course for students admitted into the Nursing Program.	Increase student access, success, retention and reduce program attrition. Improve Student Performance on Medication Calculation Examinations.	C.5., E.1.
	Integrate technology and other interactive teaching/learning strategies into the curriculum and provide human-patient simulation experiences with goal of enhancing student performance in the hospital setting.	Increase student success by providing opportunities for students to practice nursing skills in a safe learning environment and increase their confidence level when delivering nursing care. Also, improve student preparation to assume the role of a graduate nurse upon entry into practice.	A.1., A.3.
	Recruit and hire diverse faculty with diverse backgrounds.	Have a positive impact and increase student success, retention and program completion and address the achievement gap.	D.3.
	Prepare conditions and infrastructure to offer a BSN.	Increase employment opportunity for ADN graduates.	A.1., A.10., C.7.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Provide tutoring and other support services to students.	Increase student success, retention and program completion, and increase RN-NCLEX pass rates.	B.2.
	Provide alternative clinical placements to students.	Positive impact on graduate employment opportunities.	A.6.
	Establish and expand partnerships and articulation agreements with four-year public and private educational institutions.	Increase student opportunities for transfer to earn a BSN and thereby increasing employment opportunities.	F.12., C.4.
	Explore opportunities to offer an International Refresher Courses/Program.	Increase employment opportunities for graduates.	A.1., A.10.
	Explore opportunities for admitting students into Nursing Program twice per year.	Address the demand for nursing and increase the number of program graduates. This would also reduce the waitlist.	A.1.
	Create a master equipment list and replace old, outdated equipment.	Improve student success by allowing students to gain hands-on skills with state-of-the-art equipment with the goal of better preparation for employment.	E.3.
	Develop a new Psychiatric Technician Program that would require the development of curriculum other resources such as space, personnel, equipment, etc.	Provide students with an opportunity to pursue high wage jobs that are currently in demand; therefore, addressing the needs of the community.	A.1, A1.0
	Develop a new Dental Hygiene/Dental Assisting Program. This would require curriculum development and other program requirements, hiring new faculty and staff as well as space allocation.	Address community needs for highly qualified dental hygienists and assistants. Program would prepare individuals for employment.	A.1, A.10., C.7.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Develop a New Cardiovascular Program that would require curriculum development, and other resources, such as faculty, staff, equipment and space, etc.	Provide student with opportunities for workforce ready skills and address the needs of local hospitals, one of which has recently approved as a cardiac receiving faculty. To other facilities have been accredited as level II and III Trauma Centers.	A.1., A.10.
	Offer Radiation Therapy Technician program. In addition to developing the curriculum, we would establish a partnership with at least one of the local cancer centers, and utilize their equipment; however, faculty and other personnel, classroom space, etc. would be needed.	As cancer continues to plague our local community, this program would address the need to provide highly qualified radiation technicians.	A.1., A.10.
	Develop a New Mortician and Funeral Director Program, which would require curriculum development and other resources such as classroom and laboratory space, equipment and personnel.	Increase student access to instructional programs, as the closest program is located in Sacramento. There are only two programs in-state. Therefore, offering such a program would address local needs as well regional needs.	A.1., A10.
	Develop a new program for Nuclear Medicine, which would require curriculum development and other resources as previously noted. Offer Nuclear Medicine.	As cancer continues to plague our local community, this would address the need to provide highly qualified radiation technicians.	A.1., A.10.
	Develop A new Radiologic Technician Program. This would require curriculum development and other resources; we would limited the need to purchase equipment through leveraging local hospitals resources.	Increase student access to instructional programs and opportunities for workforce preparedness. There are currently four in the Bay Area. This would address the need to prepare highly qualified radiographers.	A.1., A.10.
	Develop and offer a Massage Therapy Program, which would require curriculum development and other resources previously noted for other new programs. Feasibility studies would also need to be conducted for or all new programs.	Increase student access to instructional programs and opportunities for workforce preparedness.	A.1., A.10.
Nutrition	Develop transfer model curriculum Nutrition degree.	Align program offerings for transfer achievement.	C.3.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Assess feasibility of CTE program in Nutrition.	Develop workforce-ready graduates.	A.1.
	Diversify the course offerings to capitalize on educational and personal interest in nutrition studies.	Improve student access to courses.	E.1.
	Develop curriculum with partner programs such as Nursing, CDFS and Kinesiology.	Align program offerings for transfer achievement.	
	Explore ways to provide hands-on cooking experiences for students: joint use agreement with community kitchens, portable demonstration kitchen, updating Room 1633 kitchen, etc.	Strengthen community partnerships.	C.6., G.1., G.5.
Occupational Education	Continue current scheduling and support Occupational Education program through adequately staffing and budgeting for program as mandated by Title V and the SCC District Plan by hiring permanent clerical/instructional aide.	Increase student access and student success through adequately staffing the OCED office.	E.3.
	Explore feasibility of offering OCED 90/91 during summer session. Make appropriate recommendations.	Increase student access and success by allowing students to continue working in industry-related internships during the summer session.	E.5.
	Investigate Career Connections website to explore possibility of establishing interactive database for internship opportunities.	Increase student access to internships.	F.12.
	Assess need for additional personnel devoted to internship development and make recommendations as appropriate.	Increase student access to internships and workforce ready skills.	E.3.
	Work with faculty campus-wide to explore additional degree/certificates where OCED can be a means of students developing workplace competence.	Increase student access to programs and workforce skills.	E.9.
Office Technology	Develop Medical Office Assistant Certificate in conjunction with Medical Front Office Certificate.	Increase student access to programs leading to entry level jobs in the healthcare industry.	A.1.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Assess demand and need for an industry-approved certificate for Healthcare Information Management/Technology with an emphasis on at least one of the in demand technologies such as EHR, HIT, or HIE. Develop curriculum as supported by assessment results.	Increase students' access and opportunities for workforce preparedness.	A.1., A.6., A.9.
	Assess need for developing industry-specific national certifications in HIT/HIE.	Incorporate relevant national certifications into the curriculum to ensure the employability of career and technical graduates.	A.11.
	Assess need for additional full-time Office Technology professor and make appropriate recommendations.	Maintain and improve quality of instructional program.	E.3.
	Promote by working with Marketing and Outreach Department the degree/certificate both within the college, to high schools, and with local business community.	Increase student access to instructional programs; increase workforce preparedness.	A.4., G.2.
Philosophy	Design new course offerings where relevant to reflect emerging trends (e.g., bioethics).	Improve the quality of the instructional program by introducing emerging fields such as bioethics into the course offerings and satisfy a recognized need within the nursing program.	C.7.
	Assess the need to hire additional faculty with expertise in emerging fields (e.g. bioethics) and make appropriate recommendations.	Improve the quality of the instructional program.	E.3.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	To promote the philosophy program (to include development of written flyers and regular contact with counselors) and make clear what philosophy has to offer students, both academically and vocationally.	Improve student access to instructional programs, as students taking philosophy courses contribute to an enlightened and critical citizenry. Philosophy provides students with portable skills, enabling access to a wide range of majors and professional careers, for example, law schools and medical schools.	F.7., G.2.
Photography	Continue to develop and modify curriculum to reflect industry standards	Provide continuing education opportunities where such training is most likely to advance individual careers and strengthen the regional workforce. Current lab tech provides outside lab time and will be leaving the college. The position is essential and needs to be replaced in a timely manner. The job requirements will be reviewed for expansion from 60% to full time.	A.1., A.5., E.3.
	Seek outside funding sources (e.g., corporate funding or donations, i.e. Nikon, Canon, Adobe) to supplement current District funding.	Maximize and enhance fiscal resources that support instructional programs.	I.4.
	Increase community support via public exhibitions which increases exposure to the business communities and builds awareness of the professional quality of the photographic work at SCC.	Promote programs and partnerships with businesses, industries and government agencies that build CTE capacity and improve CTE delivery.	A.6., G.2.
	Develop mechanisms to systematically track student employment and success of graduates. The photography program tracks transfer and degree students via FB SCC photography Zoom 18-70.	Further align curriculum to provide consistency in developing visual literacy. Work with service area high schools to coordinate CTE standards and programs to provide clear pathways for student advancement.	A.4.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Increase equipment availability via upgrades of existing equipment and the purchase of replacement items. Also, the close maintenance of existing equipment is essential in the ongoing operation of our facilities.	Maintain and improve quality of instructional program. Establish and deepen partnerships with businesses, other education providers and municipalities to leverage strengths and increase possible funding sources.	I.4.
	Assess need to upgrade the lab technician position to full-time to accommodate the growing digital needs within the photography and media combined fields. Make appropriate recommendations for hiring.	Improve and maintain the quality of instructional programs, as the expansion of the Mac labs in 1300 & 1800A and stable staffing is essential to support the needs of students and faculty for CTE growth.	A.1., E.3.
	Make appropriate recommendations for hiring. Assess need for a new full-time instructor teaching multi-media in conjunction with photography, arts, graphics, web design, journalism, etc.	Provide support for faculty redesign of curriculum and innovations in instruction.	E.3., C.6., E.4.
	Provide continuing equipment support and on-going funding to purchase technology equipment and software.	Link resource allocations to solutions that address SCC goals and strategies.	E.3.
	Continue revision and expansion of existing courses to encompass multimedia trends.	Provide support for faculty redesign of curriculum and innovations in instruction.	E.4.
Physics	Continue to provide all courses needed for transfer to CSU and UC programs.	Increase student access, as moderate increased in FTEs, as well as low competition from other educational providers, suggest the potential for program expansion.	C.1., C.3., C.5.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Promote the completion of lower-division transfer courses at SCC.	Improve student access and completion rates, as the possibility exists to continue to increase enrollment and FTEs by encouraging students to complete lower-division Physics courses at SCC.	C.1.
	The AS-T degree for Physics has been submitted, and we are awaiting approval.	Establishment of an AS-T degree in Physics would provide students with additional career pathways and employment opportunities.	A.9., C.7.
Political Science/ International Relations	Assess course offerings and make adjustments to the program accordingly, including consideration of online and Learning Communities Courses	The primary guide for all strategies is implementation and compliance with TMC Transfer Model Curriculum. Increase student access to instructional programs. Improve degree completion and transfer rates.	C.3., C.6., C.7.
	Increase use of technology on course delivery and assessment	Using Technology to improved student success and program assessment/development.	E.3.
	Work with Articulation office to review articulation agreements with four-year colleges and universities and make curricular and program changes needed to maintain agreements. Articulation of any new courses, but also IR-1 must be verified.	Maintain quality of instructional program. Improve transfer rate.	C.7., E.1.
	Develop techniques such as scaffolding for content delivery consistent with and coordinated with Basic Skills needs of students in Political Science courses. PLSC 001 can be seen as a course to utilize basic skills principles.	Improve basic skills of all students and increase success in course and degree completion rates.	B.1., B.2.
	Develop Transfer Model Curriculum and coordinate with Math department faculty and Curriculum Committee to address TMC requirements.	Increase and expedite transfer rates.	C.6., C.7.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Assess enrollment patterns and make recommendations for scheduling.	Increase student access to instructional programs, improve persistence and degree completion rates.	E.5.
Psychology	Assess current curriculum to modify existing courses, develop new courses, and/or new modalities	Increase student access to instructional programs, improve persistence and degree completion rates, and improve transfer rate..	E.1.
	Increase use of technology in course delivery and assessment	Engage students with tools that they are familiar with and motivated to use, in order to improve student persistence and access.	E.1., E.3.
	Articulate courses with four-year colleges, universities, and local high schools.	Increase transfer rates and expedite transfers.	C.7., E.1.
	Work with Basic Skills coordinator to integrate basic skills into psychology courses	Increase persistence and success rates. Address the achievement gap.	B.1.
	Enhance Psychology Club	Provide students with opportunities to connect to the college community, learn about psychology major, career options, and strengthen community partnerships.	H.1., H.7.
	Coordinate with the Human Services Program	Provide applied experiences in the field. Strengthen the Psychology program.	C.6.
	Develop a cohort-based program.	To support ADT psychology majors as they enter SCC to improve retention and persistence rates. Provide mentoring and career counseling.	F.6., F.14.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Reading	Build understanding and support throughout the College for the Reading program. Regularly design and distribute written materials for and/or meet with members of the College community regarding availability of Reading classes and SCC Reading Requirement.	Increase student access to basic skills courses critical to their success (i.e. English 353 and 331) and prepare students to succeed in college level courses. Increase student access to English 62, which is a required course for graduation and transfer to CSU.	B.2., C.1., F.12.
	Work closely with assessment, counseling, and DSP to ensure proper placement for SCC students in Reading classes. Student Success Initiative encourages early placement in basic skills classes.	Increase student retention, persistence and success.	B.3., F.11.
	Extend course availability to include Centers.	Increase student access to basic skills and college level instructional programs. Reading faculty will recommend and evaluate the scheduling of basic skill and transfer level reading classes, the goal being to ensure that Reading classes are taught at all three SCC campuses and serve student needs.	F.9.
	Enlarge English 320 to serve all students (campus wide), i.e., independent instruction in Reading in all disciplines. Restore English 320 to serve all students (campus wide), i.e., independent instruction in Reading in all disciplines by publicizing the existence of the Independent Lab and recruiting students to enroll in the Reading Lab during times when Reading faculty are in the Reading Lab.	Increase student access to basic skills and introductory college-level instruction in Reading, which should assist student persistence, retention, and success.	D.2., E.1., E.5., G.2.
Real Estate	Assess curriculum and revise courses or develop new courses as needed.	Improve quality of the curriculum and streamline programs to eliminate redundancy and overlap.	E.1.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Assess student success in online courses and modify offerings, curriculum and support services (e.g., embedded tutoring, possibly supplemental instruction) in ways that will likely improve student access and success.	Improve the retention, persistence and success rates for students in online courses while also addressing the achievement gap.	F.14.
Social Sciences	Assess need for additional full-time Social Science instructor; make appropriate recommendations for hiring.	The program will continue to be an important part of the general education curriculum. Currently, there is no full-time faculty member for this Division. To improve student access and maintain the quality of the instructional program a full time faculty member in this area is needed to cover a variety of specialized courses improving student access.	C.7., E.3.
	Assess demand for current courses and diversify course offerings as appropriate.	This will impact student access, retention, persistence and success, as well as, transfer and completion rates.	E.1.
	Develop and maintain partnerships with community groups/organizations to provide hands-on learning experiences with diverse populations. Explore service learning program for Ethnic Studies courses.	Strengthen community partnerships by while students gain experience that will prepare them with work force skills.	G.3., H.7.
	Work with Articulation office to review articulation agreements with four-year colleges and universities and make curricular and program changes if needed.	Improve transfer rate.	C.7.
	Incorporate basic skills support systems (tutoring, supplemental instruction, embedded tutors) into Social Sciences courses.	Improve persistence, retention and success rates.	B.1.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Sociology	Incorporate Social Science courses into the Sociology program and explore the possibility of combining Sociology and Social Science programs.	Many of the courses offered as Social Science credits, at most institutions, fall under the Sociology department (i.e. Social Science 22 Race and Ethnicity). This would make it more efficient for students to gain a degree prior to transferring to a four-year institution.	C.7., E.1.
	Assess need to create additional courses and labs in the Sociology program. Make appropriate adjustments to curriculum and program as warranted by assessment results.	Improve the quality of instructional programs.	C.7., E.1.
Sports Medicine/ Fitness Science	Update curriculum as needed by the NATA.	Maintain and improve quality of instructional program and ensure industry validation.	A.11.
	Assess the need for a faculty certified athletic trainer/director position; make appropriate recommendations.	Maintain quality of instructional program.	E.3.
	Assess need for new or replacement instructional equipment/supplies; make appropriate recommendations.	Maintain quality of instructional program.	E.3.
Theater	Develop core theater classes that match California articulation standards.	Improve transfer rates via a re-design of the curriculum that focuses upon core theater competencies emphasizing critical thinking, problem-solving, technical skill building, and career development.	C.7.
	Develop and improve the theater associate degrees and the technical theater certificate. Align and coordinate curriculum with college and university programs as exemplified by the Transfer Model Curriculum.	Provide continuing education opportunities where such training is most likely to advance individual careers and strengthen the regional workforce.	A.1., A.9., C.3.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Continue to hire specialized industry professionals to work with students in order to provide a richer educational experience.	Promote programs and partnerships with businesses, industries, and government agencies that build CTE capacity and improve CTE delivery.	A.6.
	Create an effective marketing strategy, including a more effective outreach strategy with public schools.	Build pathways for students from high schools to college through middle college programs located at multiple SCC sites.	F.15, G.2.
	Encourage cross-disciplinary cooperation with music, dance, communication, English, history, and video production faculty.	Strengthen connections between students using learning communities and peer learning opportunities. Create opportunities in both physical And web-based settings for students to gather, work and collaborate.	C.6., H.1., H.5.
	Work with music, dance, communication, English, history, and video production faculty to maximize the effectiveness of the theater renovation project.	Host conferences and community events on campus and at centers to increase use and community awareness of facilities.	C.6., G.4.
	Restructure support staffing of the costume shop and the box office. Work with administration and representative unions to accurately reflect job descriptions.	Link resource allocations to solutions that address SCC goals and strategies.	E.3.
	Continue to make the theater facility available for community use.	Host conferences and community events on campus and at centers to increase use and community awareness of facilities.	G.4.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Water & Wastewater Technology	Assess need to expand course offerings and plan offerings accordingly. Assess need to additional faculty and make appropriate recommendations.	Recent increases in faculty and expanded course offerings and demand for certificate programs will likely increase FTES and enrollment, which have dramatically increased in this program over the past five academic years. Retirement of many current employees as well as overall population growth will likely increase the need for trained professionals.	A.1., E.1., 2, 3
	Continue to integrate industry standards into program by updating the curriculum and by using industry-required skills as SLOs.	Enhance student employability and workforce readiness.	A.11.
	Develop marketing strategy for current and potential students as well as local industry/employment groups.	Developing a marketing strategy for the program will support increases in student enrollment. Expanded or enhanced partnerships with treatment plants could help students connect to employment options and fill vacant positions.	A.1., 6
	Assess the potential to develop a "fast-track" program (two years or three semesters).	Increase student access to instructional programs.	E.1.
	Support the industry advisory committee for curriculum and equipment review.	Ensure required industry validation of programs.	A.2.
	Assess supply budget needs for program expansion; make appropriate recommendations.	Maintain and improve quality of instructional program.	E.1.
	Work with related programs to ensure students have needed math and science skills.	Improve student persistence, retention, and success. Address the achievement gap.	A.3., B.1, B.2.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Create new courses to address changing trends in the industry.	Maintain and improve quality of instructional program.	A.1.
Welding	Review and revise curriculum to meet industry standards.	Maintain and improve quality of instructional program.	A.1., A.10.
	Assess need for an Instructional Assistant at .5 FTE; make appropriate recommendations for hiring.	Maintain and improve quality of instructional program, assist with decreasing loss and improving student success.	A.1., E.3.
	Develop active community advisory committee.	Develop workforce ready career and technical graduates who meet industry needs and standards.	A.2.
	Become a certified training/testing center and incorporate relevant national AWS certifications into curriculum.	Develop workforce ready career and technical graduates who meet industry needs and standards.	A.11.
	Explore adding fabrication skills with emphasis on green industry technology.	Strengthen existing welding program and increase student access to industry-specific jobs.	A.1.
	Add additional daytime classes to utilize existing facilities.	Increase student access to instructional programs.	E.5.
	Explore the possibility of acquiring Acquire “Plasma Cam” equipment and software.	Developing workforce ready career and technical graduates able to use latest equipment in industry.	A.1., E.3.

Chapter 8: Direction for Technology

Solano Community College (SCC) students and faculty are becoming increasingly technologically savvy, and our society's expectations for high-caliber technology and innovation continue to grow. Solano Community College strives to increase technological access to a full range of educational resources, and prepare students to meet the technologically rigorous demands of today's workplace.

This chapter **outlines technology focus areas and strategies, and anticipated technology projects** planned to support student success and achieve SCC's broader mission.

Background

Technology and Library Services at SCC are now a single operating division. There is a natural affinity between these two service areas with shared purposes related to organizing, storing, managing and delivering information that is content-rich, timely, and accurate. Moving forward, this unified structure will create efficiencies and allow SCC to streamline efforts to support technology communication systems campus-wide.

Education Technology Focus Areas

The overarching endeavor for SCC's education technology over the next decade and beyond is to deliver world-class customer satisfaction (92.5% satisfaction rating) to all of our constituents—students, faculty, staff, and our global community. This will be accomplished by providing an outstanding user experience, ubiquitous access to educational resources, information, and materials through the creative use of technology and communication systems. The following ten education technology focus areas are central to SCC's success in delivering the highest quality user experience and satisfaction, and thereby contributing to world-class education delivery.

- **Ubiquitous access to technology**—Expand access with increasing emphasis on mobile devices and user-friendly online learning resources to facilitate anytime, anyplace, anyhow learning.
- **Bring-Your-Own-Device capability**—Deliver a comprehensive college-wide Bring-Your-Own-Device (BYOD) capability to allow students to use devices that they own and with which they are comfortable/familiar, and to continue their learning anywhere on any Solano Campus.
- **Distance education programs**—Expand and develop distance education courses to capitalize on the value of ubiquitous access and BYOD tactics.

- **Online education resources**—Build a library of online education/program resources and media, instantly available to all students in real time.
- **Virtualization**—Offer greater use of virtualization for servers and student-centric end-user devices; maintain a consistent look and feel across multiple platforms, allowing students and staff to focus on the content not the technology.
- **Online education management**—Increase capability in the area of online education management by students, faculty, and support staff.
- **Financial planning tools**—Provide better access to financial aid and financial planning tools.
- **Digital library capability**—Build greater digital library capability including e-text books, enhanced document scanning, digitization, OCR, and digital document capabilities.
- **Notepad device checkout**—Develop a "notepad device" checkout program to allow students to download multiple e-textbooks onto a single device.
- **Rich library media**—Develop a media and streamed media storage, and management and delivery capabilities within the library system.

Technology Strategies

Reliable technology infrastructure is essential to providing SCC students with the highest quality education. To this end, technology infrastructure should be designed and built to deliver a Service Level Agreement including Four Nines Uptime (99.99% system availability, excluding planned maintenance). This represents less than one hour of unplanned downtime per year. Below are the strategies aimed at supporting the technology focus areas and accomplishing SCC's broader mission.

- Replace existing EOL Server and Communications Infrastructure, upgrade to 10GB college-wide capability to support BYOD and rich media needs including: File Server Upgrades, Consolidation and Virtualization; WiFi; Core Switches; Edge Switches; and Fiber Optics.
- Replace existing End Of Life (EOL) and expand non-EOL storage infrastructure to include next generation storage (including cloud storage) to meet the exponential growth in demand associated with delivering general education technology, and library technology themes and trends.
- Develop a cloud based failover and capacity on-demand capability to ensure "Four Nines" availability of digital education resources.

- Launch SCC WEB 3.0, a more student-centric application that provides enhanced online education delivery, education planning, and financial aid planning.
- Develop a comprehensive staff development capability in the use of information and education technologies, for all IT, Library, Faculty, Adjunct, and support staff.

Anticipated Technology Projects

The following table presents SCC's technology projects anticipated in 2014/2015. Projects are listed along with desired outcomes, best-case scenario schedule targets, and related EMP goals.

PROJECT	DESIRED OUTCOME	TARGET SCHEDULE	RELATED EMP GOALS
Virtual Desktops	Proposed Pilot at Vallejo: Upgrade network 10GB (switches and Wi-Fi) and deploy virtual desktops.	On hold	Goal F Goal G
Phone/PBX Refresh	Replace EOL VOIP phone system (Already EOL; end of Support April 2014): Unified Messaging Call Manager, Call Center and Contact Center, IM, Presence, Voice and Video Capability, Emergency Comms (Informocast). Phone in every classroom.	Start: on completion of Ph 1 Network Upgrade	Goal F
Phase 1 Network Upgrade, Switches, ISE, Wi-Fi	<p>Replace HP switches (EOS) with Next Generation Switches and Wi-Fi support switches per new district standards.</p> <p>Upgrade Clean Access to ISE (Identity Services Engine for BYOD management).</p> <p>Deploy new WiFi. (Current Trapeze EOS).</p> <p>WiFi problem to fix: EOS replace existing systems now; then conduct site survey followed by full upgrade; and prepare for BYOD capability.</p>	Start: Fall 2014	Goal F

PROJECT	DESIRED OUTCOME	TARGET SCHEDULE	RELATED EMP GOALS
Network and Systems Management System	Implement network monitoring and management systems: <ol style="list-style-type: none"> 1. Compellant Enterprise, Manager for SAN (currently in use) 2. Nagios (under evaluation) 3. Airwave/Aruba Networks network monitoring (Ph 1 Network Upgrade) 	Initial data center system monitoring installed	Goal F
Disaster Recovery	Provide cloud based "hot" site disaster recovery capability for critical systems. Outsource planning and implementation (Cloud, SaaS).	Research of vendor and systems in process	Goal F Goal G
Enterprise Systems Virtualization	Complete Banner Virtualization, virtualize all other Enterprise Software Systems.	Complete: Summer 2014	Goal F

Chapter 9: Envisioning the Future

While developing the Educational Master Plan, a number of ideas emerged for transformative changes at Solano Community College (SCC). These concepts have the potential to enhance programs, foster collaboration between disciplines and better connect the college to the community.

This chapter **describes each transformative concept** in terms of its relationship to SCC's mission and the Educational Master Plan (EMP) goals and objectives.

Transformative Opportunities

The transformative concepts are presented below in no particular order, and they are not necessarily mutually exclusive. However, in an environment of limited resources, SCC will have to make decisions about the future direction of the College, and weigh the extent to which the opportunities relate to the mission and surrounding higher education options. The transformative opportunities are grouped into several main categories (not priority ranked):

- A. Explore strong local or emerging markets**
- B. Take advantage of/maximize unique partnerships**
- C. Enhance campus life and embrace new ways of learning**
- D. Forge new interdisciplinary collaborations**

A. EXPLORE STRONG LOCAL OR EMERGING MARKETS

To take advantage of the local economic opportunities, SCC can align efforts with the following local and emerging markets.

A.1 Agricultural and Food Science Center

Concept: Combine a variety of existing specialties to serve the important local and international food production, processing, and distribution industries. By utilizing available land at existing SCC locations in conjunction with specialized learning spaces, this center would support innovation in sustainable food production at all scales, maximizing nutrition and adding value to local goods.



Programmatic Rationale: This center would create interconnections between existing Solano programs such as Horticulture, Nutrition, and Biology to support one of Solano County's most important economic sectors. Trends and opportunities related to this concept include:

- Leveraging the recent attention focused on local and large-scale agriculture for a variety of health, environmental, and economic benefits.
- Aligning with the trend of re-evaluating complete food systems of individual communities, the nation, and the world in order to identify improvements in raw ingredients and processed products, and to improve methods of distribution and delivery.
- Opening doors for enhanced transfer partnerships with UC Davis due to agricultural focus.
- Supporting a major economic driver in Solano County through state-of-the-art programs.
- Integrating multiple disciplines including horticulture, nutrition, biology, and food business, among others.



A.2 Corporate Training and Innovation Center

Concept: Develop a corporate center for contract education. The center would serve Solano County and beyond, providing high-quality contract education programs for adults, and fostering innovation and entrepreneurs of all ages. The center would be designed to be self-sustaining and to ideally generate revenues to support other programs in the District.



Programmatic Rationale: This center would provide a needed service to the community by offering customized programs to employers and businesses in the county. It would fulfill the lifelong learning mission in a different way than previously considered. These not-for-credit programs would be directly tied to the economic demands and needs of the community. Trends and opportunities related to this concept include:



- Addressing the county-wide need for large meeting and convention space.
- Positioning Solano Community College District as a major corporate service provider for meetings, trainings, and educational events.
- Providing continuing education to support ongoing workforce development and training needs.

A.3 Reactivated Adaptive Physical Education Center

Concept: Reactivate existing state-of-the-art adaptive physical education space at the Fairfield campus.

Programmatic Rationale: Expand program offerings in a growing field of adaptive physical education. Trends and opportunities related to this concept include:

- Responding to market demands to increase health and wellness programs.
- Providing opportunities for returning veterans for rehabilitation, as well as training for future careers in the field.



A.4 Reactivated Auto Technology Center

Concept: Reactivate the existing Auto Technology program at the Vallejo campus.

Programmatic Rationale: Offer specialized program offerings in the growing field of “green” automotive technology. Trends and opportunities related to this concept include:

- Responding to market demands to increase the abilities of service technicians to work on hybrid and electric vehicles.
- Providing opportunities for students to work with the latest technological advances on state-of-the-art equipment.



B. LEVERAGE UNIQUE PARTNERSHIPS

Solano Community College can be the go-to educational partner in the service area by exploring and implementing strategic partnerships.

B.1 Aeronautic Education Center

Concept: Create a new educational center in partnership with the Jimmy Doolittle Air and Space Museum at the Nut Tree Airport.

Programmatic Rationale: Expand the aeronautics program to serve new for-profit and non-profit entities locating at the Nut Tree Airport. Trends and opportunities related to this concept include:

- Responding to rapid recent growth in the aeronautics program.
- Potentially relocating the Jimmy Doolittle Air and Space Museum to the Nut Tree Airport.
- Creating new jobs and expanded opportunities for business partnerships through the location of new aviation businesses at the Nut Tree Airport.



B.2 Co-curricular Center at Winters High School

Concept: Develop a classroom and small business incubator space on the Winters High School campus in partnership with the school district and the community. The center should also house incubator space for small businesses, a major source of economic growth and potential contributors to the college community.

Programmatic Rationale: Expand access by offering co-curricular and college classes in the Winters community. Trends and opportunities related to this concept include:

- Increasing access to college level courses, including engineering, for Winters area students.
- Providing creative space to support small business development.



C. ENHANCE CAMPUS LIFE AND EMBRACE NEW WAYS OF LEARNING

Students learn differently than when SCC was first built. There is a higher value and need for small group interactions, group projects, and spaces where students can talk comfortably without being shushed.

C.1 Academic Success Center

Concept: Create a new cluster of services to reshape how students access SCC, get support, and participate in learning, studying, and interacting on campus. The concept expands on the classic idea of a library to allow for more social learning, counselor and mentoring spaces, computer access and resources, and other learning support facilities.



Programmatic Rationale: This concept addresses basic skills, transfer, access, equity, and success head-on. The focus is to create programs and spaces that engage students. Trends and opportunities related to this concept include:

- Responding to the projected increase in basic skills students; aligning with the State and national focus on improving student access, retention, persistence and success requires an increased focus on support services to help students more effectively matriculate, navigate the academic environment, build their skills, and access the wealth of information and resources they need to reach their educational goals.
- Providing technology and access to computers is critical to student success; ensuring the availability of these tools for all students, including those who may not be able to afford them, is vital.



C.2 Collaborative Learning Spaces

Concept: Create small group learning spaces at all SCC locations.

Programmatic Rationale: With more students taking heavier class loads and holding higher expectations for collaborative and group work, campus buildings need to be modified to support on-campus studying and meeting. Trends and opportunities related to this concept include:

- Encouraging interactions among faculty, staff, and students through informal working spaces.
- Retrofitting existing spaces makes efficient use of community investment in buildings.



D. FORGE NEW INTERDISCIPLINARY COLLABORATIONS

Breaking down barriers between traditional disciplines creates new opportunities for innovation among educators and students.

D.1 Center for Digital Media, Creative, and Performing Arts

Concept: Integrate creative and performing arts with design and digital media programs through shared classroom, specialized, and informal learning spaces.

Programmatic Rationale: Combine the inspiration and content creation of the creative and performing arts with the opportunity to present and transform them through digital media. Trends and opportunities include:

- Collecting arts and digital media spaces around shared space maximizes the opportunity for collaboration.
- Supporting the ongoing creation of new content to record, transform, and present through digital media.
- Utilizing new media to expand creative potential and exposure in performing and creative arts.



D.2 Center for Science, Technology, Engineering and Mathematics (STEM)

Concept: Create a multi-disciplinary center with a strong program identity around STEM disciplines.

Programmatic Rationale: Bolster efforts to attract students to STEM disciplines in line with 21st century economic needs and demands. Trends and opportunities related to this concept include:

- Generating student excitement around state-of-the-art facilities and equipment.
- Strengthening connections between academic studies and real-world STEM applications to increase the relevance of these critical skills. The potential development of a new Bio-Technology program in Vacaville would be located near companies who provide jobs in “Big Pharma.”



D.3 Workforce Development Center

Concept: Develop a state-of-the-art career technical center combining multiple disciplines at SCC. The center would offer the ability to build career-centric programs focused on a “new” approach to manufacturing, engineering, and technology-oriented businesses. This approach will attract those who want to learn technical skills to launch high-paying careers, but are not interested in transfer BA degree programs.

Programmatic Rationale: This concept is focused on reinvigorating SCC’s career technical program. Trends and opportunities related to this concept include:

- Supporting the need for more educated and skilled workers in the US who can help operate, maintain, and innovate in order to sustain and grow the manufactured goods sector.
- Increasing productivity, which is directly related to increase in automated, highly technical manufacturing plants, and technologies that require new skills and relevant training equipment.
- Integrating contextual learning opportunities with traditional career technical education.



Space and Resources for New and Expanding Programs

While absolute growth is constrained, SCC continues to have opportunities to refocus program offerings and improve and upgrade facilities that will enhance teaching and learning in basic skills, career and technical education, and transfer programs. Specific facility implications that originated in the direction described for academic programs and student services in chapters 6 and 7 have been incorporated into the Facilities Master Plan development.

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ALG Subcommittee Minutes

April 28, 2014

Attendees:

- Robin Darcangelo
- Christie Speck
- Jose Ballesteros
- Peter Cammish
- Judy Yu
- Rachel Ancheta

ALG Subcommittee met for the first time this year to review 6 new positions requested by managers for FY2014-2015. The committee reviewed the Educational Master Plan and manager's strategic goals for their respective departments. Each member discussed their concerns and thoughts regarding the priority of each role and the team prioritized the position based upon new regulations, generation of revenue, cost savings and immediate need to the division.

Below are the results of prioritization:

Priority	28-Apr-14		
RANK 1-6	Dept	Responsible Party	Position
1	Financial Aid	Robin Darcangelo	Financial Aid Default (CDR) Outreach Specialist
2	CTE	Deborah Mann	Workforce Training and Grants Management Coordinator
3	CTE	Maire Morinec	Occupational Education Assistant
4	CTE	Maire Morinec	Auto Body and Collision Repair Lab Technician
5	CTE	Maire Morinec	Welding Lab Assistant
6	CTE	Maire Morinec	Automotive Technology Lab Assistant

Position Control Review Minutes

April 30, 2014

Attendees:

- Connie Barron-Griffin
- George Olgin
- Debbie Luttrell-Williams
- Nona Cohen-Bowman
- Rachel Ancheta

Position Control Review Committee met to review the priority list submitted by ALG subcommittee. The committee had several concerns regarding funding, range, how the new position would fit in org structure and what were the recommendations of the subject matter expert to propose the new position. Members placed all positions on hold until further explanation regarding their concerns. In addition, CSEA and Local 39 will evaluate the automotive job descriptions to determine if positions should be CSEA or Local 39. Action: HR to send questions to managers regarding range, org chart and SME.

SUPERINTENDENT-PRESIDENT’S CABINET

AGENDA

Monday, May 5, 2014

Conference Room 202

10:00 – 12:00 Noon

Distribution: Dr. Jowel Laguerre, Dr. Shirley Lewis, Yulian Ligioso, Roger Clague, Nona Cohen-Bowman, Leigh Sata, Diane White, and Judy Spencer

Guests: I/HR Manager Ancheta, Accreditation Coordinator Dr. Dambrosio, Chief Thelen, and Director Calloway

NEW ITEMS

- Planning Agendas for Next Self-Study – Based on last Self-Study - Dambrosio
- Technology Support – Clague
 - SLOs; Accreditation; Faculty innovation
- Customer Service – Lewis
- Compressed Calendar – Ligioso
 - How other colleges are working with one
- Block Scheduling – White
- Smoking Policy – New Chief Introduction (Lt. Eric Thelen) – Thelen/Calloway
- 2015-2016 Faculty Positions – White
- Non-faculty Prioritization – Ancheta/Cohen-Bowman

STANDING ITEMS

- | | |
|-----------------------|---------------------|
| • Personnel | Cohen-Bowman |
| • Negotiations | Ligioso |
| • Bond Update | Sata |

OTHER

ITEMS FOR NEXT SPC MEETING

ANNOUNCEMENTS

ADJOURNMENT

Parking Lot

- Master Calendar – May 12, 2014 - Spencer
- Positive Attendance (Deans) – June 2, 2014 - Cammish
- Criteria and Assessment Rubric and Deadline for Release-time Positions (Advertisement) – White
- Branding – Johnson/Johnston
- Housing Development Near SCC - Sata
- Class Schedule – Web – Clague
- Banner Update - Mid Spring 2014 – Calilan
- Program Discontinuance – White
- Integrated Planning Updates – Quarterly – Cammish
- Enrollment Management – Quarterly - Cammish
- Committee on Committees – Fountain
- LRC Project - White

Position Control Meeting

May 16, 2014

Attendees:

- Debbie Luttrell-Williams (CSEA)
- Connie Barron-Griffin (Local 39)
- George Olgin (CSEA)
- Nona Cohen-Bowman, HR
- Rachel Ancheta, HR

The committee reviewed all new proposed positions and job descriptions. There were discussions regarding which union the positions should be placed in, specifically the Auto Lab and Welding Lab Technician positions. Connie and Debbie discussed working together to develop the job descriptions to ensure accuracy. Connie will research other job descriptions and provide a draft to HR for review.



June 10, 2014

To: Shared Governance
 From: Rachel Ancheta, Interim HR Manager
 Re: HR Recruitment Report

The positions below are from New Non-Faculty Prioritization Process, which was initiated in March-April. These positions were reviewed and approved by ALG subcommittee and Position Control Review committee.

CTE	Maire Morinec	Auto Body and Collision Repair Lab Technician	NEW
CTE	Maire Morinec	Automotive Technology Lab Assistant	NEW
CTE	Maire Morinec	Occupational Education Assistant	NEW
Financial Aid	Robin Darcangelo	Financial Aid Specialist-CDR	NEW
CTE	Maire Morinec	Welding Lab Assistant	NEW

SUPERINTENDENT-PRESIDENT'S CABINET

AGENDA

Monday, June 30, 2014

Conference Room 202

9:30 a.m. – 11:30 a.m.

Present: Dr. Jowel Laguerre, Roger Clague, Nona Cohen-Bowman, Dr. Shirley Lewis, Yulian Ligioso, Leigh Sata, Diane White, and Judy Spencer

Guest: I/Dean Thom Watkins

NEW ITEMS

- AB86 – Watkins
- CDCP – Watkins
- Collecting Apportionment for Tutoring – Lewis
- Bond Budget – Tranche 1 – Sata
- SCC Housing Update – Sata
- Harbor Theater Update – Sata
- Measure Q
 - Spending Plan

STANDING ITEMS

- **Personnel - Cohen-Bowman**
 - **HR Consent Agenda (July 16)**
 - Promotions – Process
 - Transitioning Retirees/Resignees to Adjunct Status
 - ❖ Auto Body and Collision Repair Lab Technician (CTE)
 - ❖ Occupational Education Assistant (CTE)
 - ❖ Welding Lab Assistant (CTE)
- **Negotiations – Ligioso**
- **Bond Update**

OTHER

ANNOUNCEMENTS

ITEMS FOR NEXT SPC MEETING

ADJOURNMENT

Parking Lot

- Final Discussions on Budget Before Adoption – Ligioso - August
- Smoking on Campus Policy and Procedure – Ligioso/Calloway
- Student Success and Support Program -- Lewis
- 2015-2016 Faculty Positions – White
- Accreditation – Dambrosio – August 18
- Moving Program Activities from Strategic Proposals to General Fund – Cammish
- Conversation – All First-Year Experience Type Programs Under One Umbrella – White (August/September)
- President’s Long and Short-Term Goals for Institution

Non Faculty New Position Process FY 2014-2015 Survey Results

Survey Result (1)

1. What have we learned that works good about the current Non Faculty New Position process?

I am not sure anything worked well. It felt like I submitted positions and waited and waited.....

2. What opportunities for improvement do you see?

Improved communication with the manager who submits the position request. When I submitted my requests, it felt like they went into the black hole.

3. What have we learned not to do again in the process?

The process takes too long. If a new job description is required, it should be submitted with the appropriate union approval at the time the position is submitted to the committee. The steps need to be clearly outline as well as the timeline. Additionally, the committee should include the appropriate managers in the discussion.

Survey Result (2)

1. What have we learned that works good about the current Non Faculty New Position process? What we learned is that the committee makes the recommendation and then the VP overrides it. So, why have a committee? The committee was a good way to evaluate and discuss for consideration. The committee consists of a diverse group of members.
2. What opportunities for improvement do you see? The VP of Academics should be on the committee for further collaboration otherwise, why have the committee. The committee should also be mindful of the institutions budget and at the same time look to cut areas that are dead to generate additional funding.
3. What have we learned not to do again in the process? The process should be clearly developed so that we know what to do and how to follow. For me as an example, I was sent to Cabinet prior to even having my position considered. HR should have clear and concise guidelines to follow. I am confident HR staff will be better prepared to follow a procedure that is documented and followed in the future.

EIAC UNADOPTED MINUTES

5-14-14 (ROOM 404; 12 – 1 p.m.)

In attendance: Shemila Johnson, Rachel Ancheta, Annette Dambrosio, Karen McCord, Richard Cross, Peter Cammish

Absent: George Ogin, Jesse Branch, Tasha Smith, Judy Yu, Judy Nash

Guest: Naser Baig, ASSC

The meeting was called to order (Cross/Ancheta) at 12:10 p.m. and Minutes from April were approved.

The discussion centered on revising the EIAC goals and purpose. Dambrosio had made some suggestions to eliminate redundant language and to simplify the EIAC purpose document. The group suggested additional changes and Dambrosio offered to include the additional changes to the document and resend to everyone by June 5. McCord suggested that the document be sent out one more time only and that if there were no objections, EIAC should adopt the changes so that the revised version could be published and the Web updated.

Discussion centered on the need to bring more awareness to the EIAC. McCord commented that EIAC was more visible when the College had a Diversity Officer. Ancheta pointed out that having HR more involved in E.I.A.C. should help.

A concern that prevails is the need for HR to do additional training for hiring. Last year, SCC employed a consultant for Sexual Harassment workshops, but the consultant was very expensive. The group emphasized the need for HR to do more training that is directly related to hiring issues and that at a minimum, all Hiring Committee Chairs must undergo training.

The group also discussed the necessity for the various hiring committees to write their respective job descriptions and some complaints were voiced regarding HR's "template diversity language." Ancheta agreed that committees should submit their own language and HR's function was only to review the diversity language to ensure that job descriptions and interview questions addressed diversity and equity where appropriate. The group advised that the diversity language on the SCC application needs revision and volunteered to help with that project (EIAC will tackle question 1 at their next meeting).

Ancheta pointed out the recruitment is a big issue and that all SCC recruiters need formal training. Also it is important that SCC advertise in the right publications, such as the Chronicle of Higher Education, Multicultural Issues in Higher Education,

Dambrosio announced that the Academic Senate and SGC is now discussing the issue of awarding Veterans credit for Military service. As requested at the last meeting, Ancheta created a generic flyer to distribute regarding jobs available at SCC. She also pointed out that NEO GOV is now being reevaluated to ensure that EEO reporting is more complete.

Discussion continued on data that is being collected regarding our hiring applicant pools. Cammish inquired: Do you want our application pool to be reflective of our County? The state? The Bay area? McCord observed that SCC faculty do not reflect the diversity in Solano county, for example.

The group suggested that our demographics should extend beyond the population of Solano County and that we need to examine the educational attainment of County residents (some groups might be large, but also without degrees to apply for teaching jobs). The group discussed that personal outreach is also helpful and wants to do more community outreach.

Dambrosio reminded EIAC that they would be participating in Fall Flex Cal (one hour session to elicit ideas from the entire College).

The group voiced their interest in continuing to be involved in the EEO Plan revision and to continue our work to plan fall semester projects. If we are going to sponsor workshops, for example, we should plan them. The group suggested a July 9 meeting from 11:30 –1:00 p.m.

The group adjourned at 12:58 p.m.

FALL 2014 STAFF DEVELOPMENT FLEX CAL ACTIVITIES

UPDATED 7/31/14

Friday, August 8 (*optional day*)
Monday, August 11 (*optional day*)
Tuesday, August 12 (*required day*)



Images by Mary Weidig

Courtesy of SCC Photography Dept.

Solano Community College

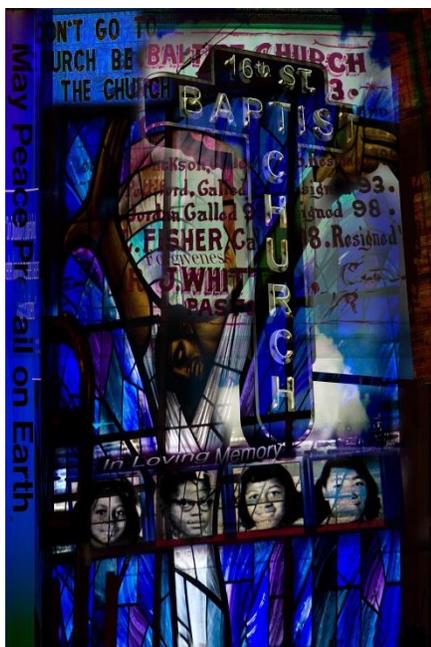
Human Resources Department
360 Campus Lane
Fairfield, CA 94534-3197
(707) 864-7137
<http://www.solano.edu>

Workshops are first-come, first-served!

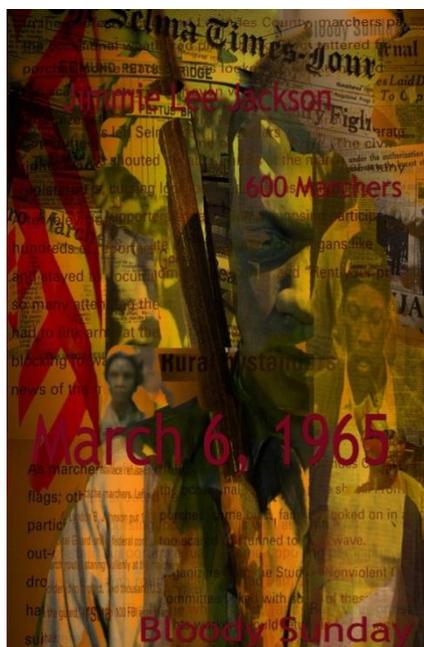
Faculty Participation - Full-time faculty are required to attend four campus in-service days and contract for the remaining six days in either optional workshops or individually planned activities. Adjunct faculty may participate in on- and off-campus in-service activities with approval of immediate supervisor for the number of hours equal to their weekly assigned hours for the semester and will be reimbursed for their participation at their hourly rate of pay.

Staff Participation - Classified and management staff are strongly encouraged to attend flex workshops and staff development activities. Released time should be arranged with their immediate supervisor.

Small Group/Individual Projects/Student Info Tables - Prior approval from the Dean is necessary for this option. Faculty may use up to six optional flex cal hours per day on optional days to work on curricular activities.



Images by Sheila Williams



Courtesy
of SCC Photography Dept.

**FRIDAY,
AUGUST 8, 2014
(Optional Day—6 hours)**

8:00 a.m. – 10:00 a.m. (2 hours optional flex credit) **Building 800 Room 804**

Assessment Committee meeting - Organizational meeting to develop plans for 2014-15.

10:00 a.m. – 4:00 p.m. (6 hours optional flex credit) **Board Room, 1st Floor 360 Campus Lane**

New Employee Orientation, Human Resources

ALL NEW FACULTY SHOULD ATTEND, SENIORITY DRAW WILL TAKE PLACE DURING THIS ORIENTATION.

1:00 p.m. – 3:00 p.m. (2 hours optional flex credit) **Building 300, Room 308**

School of Math and Science New Faculty Orientation, John Yu, School of Math and Science Dean

1:00 p.m. – 3:00 p.m. (2 hours optional flex credit) **Building 400, Room 414**

Supplemental Instruction (SI) Information and Planning Meeting, Diane White, IVP Academic Affairs and Charles Spillner, ASC Coordinator

I think we should also discuss the continued use (or not) of embedded tutors, the pros/cons of employing our own current students, and compare and contrast the two programs.

This will be an informational and planning meeting for the redevelopment of SI at SCC. This derives from a strategic proposal to support the First Year Experience (FYE) Learning Community with SI but the discussion will include supporting other Learning Communities and cohorts at SCC. Implementation of SI for FYE Spring semester will be discussed also.

**MONDAY,
AUGUST 11, 2014
(Optional Day—6 hours)**

9:00 a.m. – 12:00 p.m. (3 hours optional flex credit), **Building 1400, Room 1421**
Academic Senate meeting, Michael Wyly, Academic Senate President

9:00 a.m. – 12:00 p.m. (3 hour optional flex credit) **Building 1500, Room 1530/Capacity 40**
Math Basic Skills Workshop, Math Faculty

Kheck Sengmany will present a workshop to share her experiences at the AMATYC conference last fall. Results of the summer review and drop-in faculty advising service will be shared and the committee will discuss future plans to attempt to properly place students. The common SLO assessment problems that were developed last fall will be revisited and revised. Finally, the group will discuss plans and create goals for the coming semester.

10:00 a.m. – 12:00 p.m. (2 hours optional flex credit) **Building 400, Room 443 Capacity 36**

Book Discussion: “David and Goliath: Underdogs, Misfits, and the Art of Battling Giants” by Malcolm Gladwell, facilitated by James DeKloe, Biology and Biotech Professor

In *David and Goliath*, Malcolm Gladwell challenges how we think about obstacles and disadvantages, offering a new interpretation of what it means to be discriminated against, or cope with a disability, or lose a parent, or attend a mediocre school, or suffer from any number of other apparent setbacks.

10:00 a.m. – 12:00 p.m. (2 hours optional flex credit) **Building 700, Room 705/Capacity 55**

Improving Students' Writing in Science Courses, Josh Scott, English Professor, Michelle Smith, Biology Professor and Brad Paschal, Biology Professor

Although we all agree that close reading and effective writing skills are essential to success across the curriculum, many instructors feel that, with all of the other tasks and goals of the semester, they don't have the time to hold students to--and help students achieve--certain reading and writing standards. To this end, the English and biology departments have begun collaborating in order to help science students, in particular, engage in meaningful reading and writing tasks. This workshop will focus on at least some of the following tasks: writing and developing papers which compare/contrast and/or argue a point, interpretation of graphs and designing and analyzing studies. Please bring a specific task or assignment you would like to revise or improve—the goal of this workshop is for you to leave with something specific that is useful for your class this semester!

12:00 p.m. – 1:30 p.m. **Building 1400, Room 1401, (Faculty Staff Lounge)**

CSEA luncheon, RVSP to Debbie Luttrell-Williams @ ext. 4477 or Debbie.Luttrell-Williams@solano.edu

12:00 p.m. – 1:30 p.m. **Building 1400, Cafeteria**

SCFA Luncheon and Meeting, James DeKloe, SCFA President

1:30 p.m. – 4:30 p.m. (3 hours optional flex credit), **Building 1400, Room 1421**

Academic Administrators and Academic Senate Meeting, Michael Wyly, Academic Senate President

1:30 p.m. – 3:30 p.m. (2 hr. optional flex) **Building 400, Room 443/Capacity 36**

CalSTRS Retirement Workshop, Charlene Bode, Benefits Counselor.

Client outreach and guidance.

1:30 p.m. – 3:30 p.m. **Building 400 Room 445/Capacity 42**

Understanding your CalPERS Rights & Rewards, Danny Brown, Division Chief, CalPERS

If you are part of CalPERS you need to know how the system works, what benefits are available while you are employed and how to protect your retirement funds if you leave your current employment. You will learn what information CalPERS uses to calculate your retirement and how to find out if your contributions are correct so you will receive the maximum monthly retirement to which you are entitled. You will also learn what your beneficiary will receive if you are deceased before or after retirement. Your Social Security coordination with CalPERS will also be discussed. This fast paced seminar is packed with important information for employees of all ages. Booklets will be distributed and questions will be answered.

1:30 p.m. – 3:30 p.m. (2 hour optional flex credit) **Building 1500, Room 1530/Capacity 40**

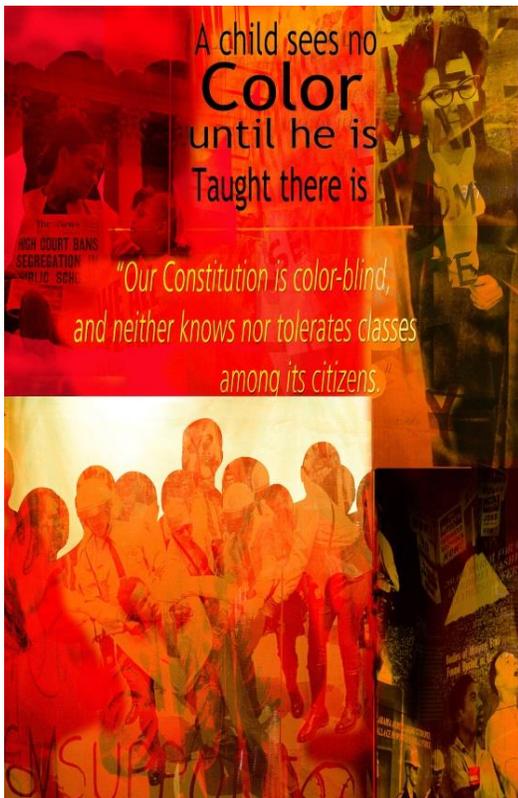
Embedded Tutor Orientation & Training, Genele Rhoads, Math Professor

Math instructors and embedded tutors will meet to discuss expectations of the student tutors. There will be opportunities to assess the math basic skills embedded tutor program that began last semester, share practices that were especially effective with the entire group, and collaborate in smaller groups to address course specific issues. There will also be time for instructors to work individually with their embedded tutors and plan for the coming semester.

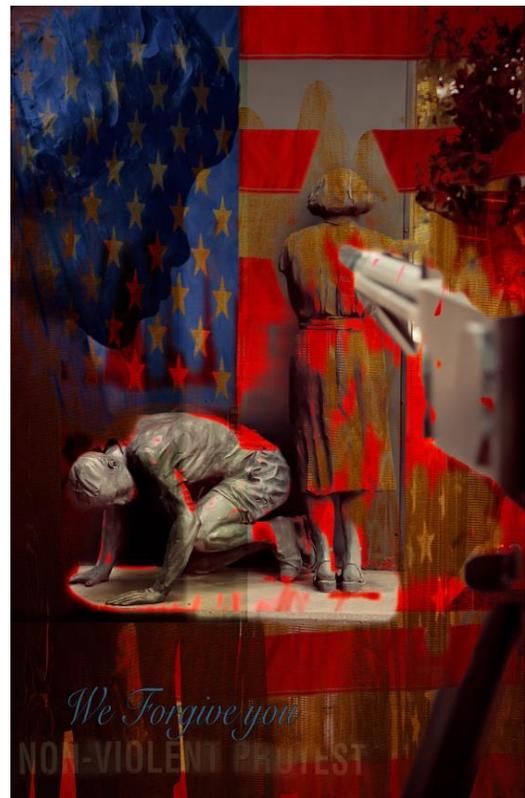
1:30 p.m. – 3:30 p.m. (2 hour optional flex credit), Building 500, Room 505 (*Limited to 42 participants*)

Curriculum & CurricUNET Training for Faculty, Curtiss Brown, Kinesiology Professor

CurricUwhat? Come learn about course development and the curriculum approval process, find out how the Committee works and what it's looking for when your course is on the agenda, and get specific information on navigating CurricUNET



Images by Sheila Williams



Courtesy of SCC Photography Dept.

10:00 a.m. – 12:00 p.m. **Building 100, Room 103/Capacity 32** (2 hour optional flex credit)

Canvas Training Workshop Priority seating will be given to faculty planning to teach in Canvas in Fall semester 2014. **RSVP to Dale Crandall-Bear, DE Coordinator** at Dale.Crandall-Bear@solano.edu by Friday, Aug 8 at 4:00 pm.

1:00 p.m. – 3:00 p.m. **Building 800, Room 812/Capacity 55** (2 hour optional flex credit)

New Smart Classroom Training, Dale Crandall-Bear, Distance Education Coordinator

This will primarily be for the faculty who will be using the rooms in Fall 2014, but could be open to any other interested faculty. **RSVP to Dale Crandall-Bear, DE Coordinator** at Dale.Crandall-Bear@solano.edu by Friday, Aug 8 at 4:00 pm.

3:30 p.m. – 5:30 p.m. **Building 300 Room 308 /Capacity 85**

Adjunct Healthcare Issues and the Affordable Care Act, Sponsored by the Adjunct Support Center and CTA, Mark DeWeerd, CTA.

Anyone interested is welcome.

ADJUNCT SUPPORT CENTER-Adjunct Faculty Forum and Support Center Kickoff

6:00 p.m. – 8:00 p.m. (2 hours optional flex credit) **Building 100, Library Rotunda**

Adjunct Faculty Forum, Master of Ceremonies, Nick Perrone, Adjunct History Professor

TUESDAY, AUGUST 12, 2014
(Required Day—6 hours)

8:00 a.m. – 8:50 a.m. (1 hour optional flex credit) **Building 1400, Cafeteria**

Lite Breakfast, Sponsored by S/P office

Breakfast will include Presidential awards and recognize 10, 15, 20 yrs. of service for employees.

(3 hours required flex credit 9:00 a.m. – 12:00 p.m.)

These activities are in Building 1200, Theater

9:00 a.m. – 9:10 a.m.

Welcome, Janene Whitesell, Speech Professor

9:10 a.m. – 9:45 a.m.

State of the College, Dr. Jowel Laguerre, Superintendent-President

9:45 a.m. – 10:20 a.m.

Distinguished Faculty Presentations – Introductions by Michael Wyly, Academic Senate President

10:20 a.m. – 10:40 a.m.

Assessment Update – Gene Thomas, Assessment Coordinator

10:40 a.m. – 11:00 a.m.

Safety Committee Report – The committee will update all faculty and staff on two current workplace issues: 1. Helping Students in Need and 2. Dealing with Disruptive Behaviors. These policies procedures have been in development for 2 years. Handouts will be distributed.

11:00 a.m. – 12:00 p.m.

Student Success Discussion-PART II “Conversations We ARE Finally Having”

Student Support and Services Panel discussion? Referring students for help. COUNSELING (Barbara P) How do you refer students. SARS alert. Student Equity issue has to do with the barriers. Evening hours for services are not available.

12:00 p.m. – 1:00 p.m., **Building 1400, Cafeteria**

All College Lite Lunch, Sponsored by S/P office

12:00 p.m. – 2:00 p.m., **Building 1700, Room 1738**

CCCAA Compliance, Presenter: Dale Murray, Commissioner of Coast Conference

Commissioner Murray will present on the California Community College Athletic Association (CCCAA)

Constitution and Bylaws. All coaching staff are encouraged to attend. Completion of R-Series Forms will take place during this workshop.

(3 hours required flex credit 1:00 p.m. – 4:00 p.m.)

1:00 p.m. – 2:00 p.m. **Building 800, Room 802 /Capacity 62**

2014-15 Budget, Yulian Ligioso, Vice President, Finance and Administration

1:00 p.m. – 2:00 p.m. **Building 800, Room 812/Capacity 55**

Demonstration of our new Smart Classroom, Dale Crandell-Bear, Distance Education Coordinator.

This will be an introductory orientation to the smart classrooms funded by the Instructional Equipment money.

1:00 p.m. – 2:00 p.m. **Building 500, Room 506/Capacity 46**
Perkins Funds – Who, What, Where, When, Why. Maire Morinec, Dean of the School of CTE and Business

1:00 p.m. – 2:00 p.m. **Building 800, Room 804/Capacity 55**
Creative Approaches to Be Fully Engaged in Staff Equity
Meet with members of the Equity, Inclusion, and Advisory Committee (EIAC) and exchange ideas pertaining to diversity, inclusion, and equity! Come one and all and engage in informal dialogue on how we might continue to improve staff equity at SCC.

1:00 p.m. – 2:00 p.m. **Building 700, Room 713/Capacity 55**
Accreditation: 2014 Midterm Report Update, Annette Dambrosio, Accreditation Coordinator
All are welcome to a dialogue pertaining to the 2014 Midterm Report (draft).

1:00 p.m. – 2:00 p.m. **Building 700, Room 705/Capacity 55**
Program Review Workshop: It's Writing Time! Amy Obegi, Child Development and Family Studies Professor;
Peter Cammish, Dean Research and Planning; Pei-Lin Van't Hul, Lead Research Analyst
Programs that are currently undergoing program review (Schools of Social and Behavioral Sciences, ½ of Math and Sciences, School of Health Sciences and Counseling) are invited to attend a program review workshop to support the writing process. Samples will be provided, writing benchmarks will be discussed, and questions will be answered. Peter Cammish and Pei-Lin Van't Hul from Research and Planning will also be available to answer questions regarding data.

2:00 p.m. – 4:00 p.m. **811 Classroom / Capacity 55**
Equity and Diversity Workshop SPECIAL SESSION for Maintenance Staff, Karen McCord,
Dr. McCord will lead this two hour workshop which will serve as ongoing training and professional development for all SCC.

2:00 p.m. – 4:00 p.m. See room assignments below:

School and Departmental Discussions.

Deans and faculty to address these items:

- SLO/PLO assessments work (discussions; presentations on assessments and changes faculty have made as a result of assessments)
- Updates on Project Database for Implementation of Educational Master Plan Goals (by department)
- FTES Targets and Scheduling discussions
- Program Review (for a few Schools)
- Curriculum Review
- The Achievement Gap and the SCC Student Equity Plan

Career Technical Education & Business, **Building 500, Room 505**

Counseling/DSP&S/Special Services, **Building 400, Room 445**

Liberal Arts, **Building, 1300, Room 1301**

Math/Science, **Building 300, Room 308**

Social and Behavioral Sciences **Building 700, Room 703**

School of Health Sciences Room **Building 800, Room 807b**

ADD INNOVATIVE EDUCATORS WEBINARS

**FALL 2014
STAFF DEVELOPMENT
FLEX CAL ACTIVITIES**

UPDATED 6/12/14

Tuesday, August 12 (*required day*)

Tuesday, August 12 (*required day*)

10:40 a.m. - 12:00 p.m. **Building 1200, Theater**

Student Success and Support Panel Presentation

10:40 - 11:15 Update on SSSP Plan and progress

11:15 - 11:30 SARS Alert demonstration

11:30 - 11:40 Academic Success Center

11:40 - 11:50 Safety Committee

11:50 - 12:00 Questions

1:00 p.m. - 2:00 p.m. **Building 800, Room 804/Capacity 55**

Creative Approaches to Be Fully Engaged in Staff Equity

Meet with members of the Equity, Inclusion, and Advisory Committee (EIAC) and exchange ideas pertaining to diversity, inclusion, and equity! Come one and all and engage in informal dialogue on how we might continue to improve staff equity at SCC.

2:00 p.m. - 4:00 p.m. **811 Classroom / Capacity 55**

Equity and Diversity Workshop SPECIAL SESSION for Maintenance Staff, Karen McCord,

Dr. McCord will lead this two hour workshop which will serve as ongoing training and professional development for all SCC.

Welcome Nurse Pires

Joanne Pires, public health nurse, joined the SCC Student Health Center staff on January 21, replacing long-time SHC Nurse Noel Robinson who now serves as Nursing Supervisor at the Solano County Health Department. Nurse Pires received her B.S. degree in Nursing from Cal State Sacramento in 2013. Prior to coming to SCC, Nurse Pires worked at Sutter Outpatient Asthma and Allergy in Davis, as well as at Sutter General Hospital in Sacramento and Sutter Davis Hospital in Davis. Nurse Pires aims to provide individualized and compassionate care that promotes and supports our students' health and wellness.

EIAC Survey Synopsis

Toward the end of Fall semester 2013, the Equity Inclusion and Advisory Council (EIAC) designed a simple survey and sent it to all registered students at SCC. They asked if students "agreed," "disagreed," or "neither agreed nor disagreed" to a series of seven questions. Approximately 400 students responded to the survey and I am including a brief synopsis of the results:

1. SCC provides information (online, print, etc.) that lists types of services available to students. (83% agreed)
2. Solano Community College has programs that meet my needs regarding diversity. (64% agreed and 31% neither agreed nor disagreed)
3. I believe that Solano Community College is sensitive to the needs and concerns of a diverse student population. (57% agreed and 35% neither agreed nor disagreed)
4. Solano Community College provides classes and programs that address diversity issues. (60% agreed and 31% neither agreed nor disagreed)
5. Solano Community College schedules classes at times and on days and evenings that are convenient for me. (65% agreed and 20% neither agreed nor disagreed)
6. Student Support Services, such as tutoring and counseling, are easily accessible to students. (62% agreed and 24% neither agreed nor disagreed)
7. Faculty members are available during office hours and/or other times to meet with students. (73% agreed and 22% neither agreed nor disagreed).

Students included a variety of comments, to include commendations of some of our lab programs and special programs such as Puente and MESA. On the other hand, comments included areas where SCC might examine ways to better serve students, such as extending more evening services and seeking more opportunities for students to be involved in college life.

The EIAC survey is valuable in that it indicates that students feel that SCC is generally supportive of students' educational needs. We must also be mindful of the fact that every contact we make with students is important. Recently Amanda Greene, SCC Counselor, told me of a student she ran into who was upset, overwhelmed, and didn't know who to talk to. Counselor Greene's intervention made a difference to this student and the student reported later that she told her husband and kids that "she knows she can do it here at Solano" because of the support she has been given by her counselor and others. It is this consistent, quality attention given to all students that is needed to enhance our image in our community.

Jowel C. Laguerre, Ph.D.
Superintendent-President



March 11, 2014

Dear Equity2014 Attendee,

In three days, we gather in Oakland to discuss an ever-changing California and how we are doing our part as community college leaders to ensure that there is an "all-in" opportunity for our state's residents to participate in a growing California economy.

Here are a couple of additional resource documents in addition to those I sent last Friday (included at the bottom of this message):

- [Examining the Status of Men in Color in California Community Colleges: Recommendation for State Policymakers](#) (Harris and Wood, 2014)
- [Bridging the Higher Education Divide](#) (The Century Foundation)
- [Population change by county through 2060](#) (CCLeague using Department of Finance data)

We will seek to primarily use online resources to minimize the amount of paper distributed, and will have wifi available for attendees to access documents and other information. The Twitter hashtag we will be using is #Equity2014, and we hope that you will actively share your thoughts on Twitter about the event.

Below you will find the latest agenda. We have structured a program that will provide you with the latest information on the funding, policy, legal and data landscapes related to our [Vision 2020 for Student Success](#) triad of goals of success, access, and equity. We join in these goals with the Board of Governors' [Student Success Task Force report](#) and [AACC's 21st Century Initiative report](#).

This will not simply be a passive listening experience. We encourage your questions of the presenters. After lunch, will be turning to you for college and regional dialogues about what you are doing (or should be doing), and how state policy and funding can better assist you in delivering on the triad of goals. We will then ask for you to report out on your dialogues to inspire others and provide us guidance of how we can better support your work with students.

For those of you staying overnight at the Oakland Marriott City Center (or in the area), we will be hosting a reception from 5:00 p.m. - 7:00 p.m. in the Grand Ballroom ABC on Thursday, March 13.

Equity2014

*a conversation sponsored by the
Community College League of California's Commission on the Future*

March 14, 2014
Oakland Marriott City Center
[Map](#)

9 a.m. - 3 pm.

Junior Ballroom

9-9:35 Welcome, Purpose, and Charge

- Jose Ortiz, Chancellor, Peralta CCD
- Rob Bonta, Assemblymember, 18th Assembly District
- Helen Benjamin, Chancellor, Contra Costa Community College District
- Scott Lay, President/CEO, Community College League of California
- Brice Harris, Chancellor, California Community Colleges

9:35 - 10:20: The Scorecard and Beyond - using state data as a springboard for understanding and improving student equity

- Alice Van Ommeren, Dean, Research, Analysis and Accountability, California Community Colleges
- Response Panel, League's Commission on the Future
- Audience Participation

10:20 - 10:30 Break

10:30 - 11:15: Student Equity Plans: Re-envisioning and addressing equity in 2014

- Linda Michalowski, Vice Chancellor of Student Services, California Community Colleges
- Debbie DiThomas, Superintendent/President, Barstow College
- Response Panel, League's Commission on the Future
- Audience Participation

11:15 - 11:40: The Campus Climate: Recruiting and Retaining a 21st Century California Workforce

- Thuy Thi Nguyen, General Counsel, Peralta CCD
- Nitasha Sawhney, partner, Garcia, Hernandez, Sawhney & Bermudez

11:40 - 12:15: An external perspective

- Estela Bensimon, USC Center for Urban Education
- Ruben Lizardo, PolicyLink
- Jessie Ryan, Campaign for College Opportunity

12:15 - 1:15 Lunch

Keynote by Manuel Pastor, Director, Center on Environmental and Regional Equity, University of Southern California

1:15 - 2:15: Facilitated discussions by colleges/regions

2:15 - 3:00 Reports out and next steps

Next Steps

The League's Commission on the Future will be meeting immediately following Equity2014 to identify concrete policy and finance recommendations that the commission may recommend to the League's CEO and trustee policy boards for consideration. So, bring your ideas and make your voices heard!

Resources

In addition to the student success reports listed above, the following recent reports and resources might assist you in preparation for Equity2014:

- [Governor's Proposed Budget: Higher Education](#) (Governor's Office, 2014)
- [The 2014-15 Budget: Analysis of the Higher Education Budget](#) (Legislative Analyst's Office, 2014)
 - Student equity plans:
 - History via the [student equity fact sheet](#) (California Community Colleges Chancellor's Office, 2014)
 - [Revised Student Equity Plan template](#) (California Community Colleges Chancellor's Office, 2013)

- [Student Equity: From Dialog and Access to Action](#) (Academic Senate for California Community Colleges, 2010)
- Student Success Initiative: Proposed Goals for the California Community Colleges ([metrics PowerPoint](#))
- [Aspirations to Achievement: Men of Color and California Community Colleges](#) (Center for Community College Student Engagement, 2014)
- [Community College Participation](#) (California Competes, 2013)
- [Assessing Underserved Students' Engagement in High-Impact Practices](#) (American Association of Colleges and Universities, 2014)

Looking forward to seeing you in Oakland,

A handwritten signature in cursive script that reads "Scott".

Scott Lay
President and Chief Executive Officer
Orange Coast College '94



**OFFICE OF THE SUPERINTENDENT-PRESIDENT
SP DIRECT
March 26, 2014**

Dear Colleagues:

SCC Reflections on Equity Summit

As I stated last week, I asked the SCC team who attended the Equity Summit in Oakland on March 14 (Rachel Ancheta, HR generalist, Shirley Lewis, Dean of Student Services, and Annette Dambrosio, Accreditation Coordinator) to provide a summary of highlights from that Equity Summit meeting and to recommend ideas that might be useful for SCC. Here is their report:

What We Learned (some highlights):

- **Building SCC Staff Equity plans must be an ongoing commitment of all SCC employees, a commitment expressed in coherent policies and procedures, all consciously integrated into overall institutional planning.**
- **There are new opportunities for attracting and retaining qualified diverse applicants at SCC who are qualified and diverse, e.g., there exists increased funding (100 million) at state level for equity.**
- **Nearly 40% of faculty, staff, and administrators will be retiring within the next 10 years and the decisions we make in hiring will greatly affect the quality of our educational institutions regarding diversity.**
- **We must engage in an on-going review of SCC's EEO Plan and insist on adhering to new training mandates regarding workforce diversity, regarding the elimination of bias in hiring decisions and regarding best practices in screening candidates. Furthermore, SCC's EEO Plan must be revised to reflect new mandates from the CCCCCO.**
- **We must engage in an on-going review of SCC's Student Equity Plan, to include campus-based research to determine effective strategies to address achievement gaps and/or mitigate disproportionate impact among the various populations of CCC students. Research should be used to develop action plans, and to integrate student equity into other institutional planning process and program reviews. Furthermore, SCC's Student Equity Plan must be revised to reflect new mandates from the CCCCCO.**
- **According to one researcher, only 25% of our CCC students are considered "college ready."**

- Our Equity Plans must be tied directly to our budgets.

Ideas For Consideration at SCC:

- Benchmark other community colleges with similar opportunities and challenges.
- Build networks for each discipline, profession and diverse organization (e.g., ASALH, Fil-Am Association, HAPS, APS, etc.)
- Post jobs to popular websites (e.g., simplyhired.com, indeed.com, bayareajobs, linkedin) and/ or to specific associations. Be creative in how we advertise (short term vs. long term contracting).
- More carefully monitor the recruitment and hiring process at all levels. Identify obstacles in recruiting and focus on examining the root of the problems.
- Communicate the data on workforce diversity to the College community and solicit ideas for improved/expanded recruitment.
- Establish that all SCC employees recognize a common concept of equity that may guide SCC's recruitment efforts.
- Establish a Faculty Diversity Internship.
- Identify (and recruit) those in our community who do not know that education is a meaningful and practical life "option."
- Continue to expand partnerships with local high schools.
- Continue to establish and expand partnerships with local businesses and non-profit agencies; create action plans.
- Examine existing budget planning and tie to equity considerations.

Finally, our SCC team recommended that our College community take time to read various documents suggested at the Equity Summit, to include the Association of American Colleges and Universities (AAC&C) 2014 report, *Assessing Underserved Students' Engagement in High-Impact Practices*; Center for Community College Student Engagement 2014 report, *Aspirations to Achievement: Men of Color and California Community Colleges*; California Competes 2013 report, *Community College Participation*; California Community College's Chancellor's Office 2014 *Student Equity Fact Sheet*; and,.... the Community College League of California's 2020 Vision: *A Report of the Commission on the Future* (I serve as a member of this Commission). Below is a summary excerpt from the Commission's Report:

Leadership & Accountability

- ✓ Visible, high-level leadership across districts and colleges is essential for student success.
- ✓ A longitudinal student record system should be developed that allows student progress to be monitored from elementary-secondary education into and through postsecondary education and into the workplace.
- ✓ The system should regularly gather, report, and use disaggregated student access and achievement data to monitor student progress across achievement milestones to evaluate institutional and program effectiveness.
- ✓ System and institutional research should focus more directly on core issues of teaching, learning and student success; and the creation of new reporting and accountability requirements should directly correlate with student success.
- ✓ Statutory, regulatory and administrative requirements should be examined to ensure that services improve student success and increased course completions are supported and encouraged.
- ✓ Student success should be the focus of a reinvented professional development effort for community college trustees, administrators, faculty and staff.

Intense Student Support

- ✓ Students should be required to participate in integrated student support, assessment, counseling and orientation, and enroll in courses according to well publicized and strictly-enforced registration deadlines.
- ✓ Through a statewide initiative, relay clear community college expectations early in each student's educational career regarding requirements for any community college, including the importance of going directly to college after high school

Teaching & Learning

- ✓ Develop an enhanced Basic Skills funding model that includes clear and expedited pathways for students tied to defined research-based benchmarks or "momentum points" leading up to and including completion.
- ✓ Develop alternatives to traditional curriculum sequences using linked or contextualized curriculum across curricular areas.
- ✓ Establish transfer associate degrees that guarantee admission to all four-year universities with junior standing, as part of a universal statewide articulation system.
- ✓ Schedule classes in an inter-departmental manner with the goal of meeting the needs of first-time entering students, promoting full-time enrollment, and enhancing program completion.
- ✓ Expand the awarding of credit for demonstrated competency and knowledge using multiple assessment instruments as determined by faculty.
- ✓ Encourage (or require) faculty candidates to demonstrate knowledge of effective teaching and learning techniques, particularly in the basic skills subject areas.

Finance & Affordability

- ✓ Create an additive, categorical incentive funding model that distributes money based upon improvements in institutional and student performance as measured by completion of momentum points linked to student success.
- ✓ Enrollment fee increases should be moderate and predictable, and tied to an inflationary index. Enrollment fee revenue increases should supplement the base level of resources from the prior year.
- ✓ The continued receipt of institutional student financial aid such as the Board of Governors (BOG) waiver should be aligned with federal criteria for receipt of federal aid.

I am pleased with SCC's efforts to focus more on staff and student equity, but we know that we have much work ahead of us. What are your ideas?

Solano Community College Women's Softball Team is Number One in the State

Although most of you have already heard the news, I want to repeat congratulations to our SCC Women's Softball Team. The Solano College Women's Softball Team has moved up to number one in California's ranking in the first California Community College power index of the season recently released! The index is the power ranking used for postseason seeding in regionals. The Falcons, earned a championship title in the Gold Bracket of the Ohlone March Madness Tournament and are 15-2 overall after winning six straight games in Fremont. What a successful season for Head Softball Coach and Professor of the School of Human Performance and Development, Terri Pearson-Bloom, and our talented women athletes!

Encourage Students to Take Advantage of Financial Aid

...from Robin Darcangelo, Associate Dean of Students, Financial Aid, EOPS, and Veterans:

Financial Aid disburses money on a continual basis throughout the academic year. The disbursement this week alone for our SCC students is over 2.2 million dollars. Please encourage students to stay in school and to complete their program of study; encourage them to utilize the various student resources available at our College as these resources enhance our students' opportunities for greater academic success and continued financial aid.

Student Success is an Institutional responsibility. Thank you for your on-going support of the Student Services Programs & Resources. (...and thank you, Robin, for your work!).

Jowel C. Laguerre, Ph.D.
Superintendent-President

We must learn to live together or perish together as fools.

Dr. Martin Luther King

EIAC Minutes for February 5, 2014 (2 pages total)

Room 414 12:00 – 1:00 p.m.

In attendance: (Voting members) Luis Garcia, Karen McCord, Tasha Smith, George Olgin, Judy Yu; Richard Cross, Jesse Branch

Advisory members: Shemila Johnson, Jose Ballesteros, Annette Dambrosio

Guest: Bruce Peterson

Absent: Judy Nash, Charo Albarran

Minutes of December 2013 were approved Garcia/Olgin by consensus

Notes of January 2013 were approved by consensus (no formal notes were taken in January as the meeting was a voluntary meeting to analyze the EIAC student survey done in October 2013).

Jesse Branch reported that SCC is in compliance with the Clery Act as SCC's Police Depart submits an annual report and submits an activity or incident log as required by law (there is a link on the Police Services page). The Police department publishes the log as it allows faculty and staff to be more vigilant concerning any incidents that take place at our College. He concluded that SCC-- while in compliance--is "not where we should be."

Currently the SCC Police department is working on a notification system and Cyndy will be completing a more regular monthly report. Branch recommended that EIAC could be instrumental in publicizing the Police log. The group brainstormed how they might assist the Police department and suggested that we publish write a letter to the student newspaper (Tempest), Safety Committee, and that we recommend that information on the Clery Act is a part of Student orientation and New Employee orientation (Shemila would find out about Student orientation). EIAC members suggested that SCC publicize that police escorts are available (suggestion to evening administrators to include the information) and to have cards or notices printed to distribute in evening classes, library, etc. so students, faculty and staff are aware that escorts are available. Furthermore, it was recommended that the EIAC group write a letter to the Tempest to encourage them to publish the monthly activity log and to publish information on bulletin boards on campus. Another suggestion was to publish information on MySolano. Dambrosio volunteered to write a letter to the Tempest and other groups as needed.

Richard Cross reported that all lights on the Fairfield campus are being replaced and that Buildings 1700 and 300 are already completed. A better lighting system will improve safety at SCC.

Bruce Peterson, Associate Vice President (EIAC guest) suggested that we need a "game plan" to figure out what additional data is needed to further staff equity.

Karen McCord suggested that we lose some students at the door because we do not uniformly treat students well. Luis Garcia stated that transportation is a huge issue for our students. All agreed that we need more “customer service” training. An additional suggestion was to provide more Equity training.

In March, the Staff Equity Plan will be reviewed again. It was suggested that we should compile more formal action items to address Staff Equity and to make recommendations to revise the EEO Plan as needed.

Equity Inclusion Advisory Council

The Equity Inclusion Advisory Council (E.I.A.C.) was created to provide leadership that advocates for diversity and equity in Solano Community College's educational programs, cultural events, and recruitment and hiring training outcomes.

Responsibilities of the E.I.A.C. are:

- To provide leadership to foster an educational climate that encourages mutual respect, trust, acceptance, and teamwork, regardless of backgrounds (as identified in the Board policy 4035 on non-discrimination).
- To influence Institutional plans to address equity issues and to eliminate barriers to conditions of equity. Such plans should include work on the Staff Equity Plan as required by the California Community College Chancellor's Office and ACCJC.
- To educate all College constituents in the needs of an increasingly diverse educational community.
- To make recommendations for revising Board policies pertaining to diversity and equity.
- To solicit suggestions from relevant College and community groups to strengthen diversity outreach.
- To establish appropriate timelines to complete E.I.A.C. tasks.

If you have any questions to help us serve you better, please e-mail: rachel.ancheta@solano.edu or wade.larson@solano.edu. You can also call Human Resources: 864-7137



AGENDA

PLEASE NOTE:

The **Governing Board Accreditation Subcommittee** will meet prior to the Board Meeting at **5:30 p.m.**, at the Vacaville Center, 2001 North Village Parkway, Vacaville, Room 138, to discuss the Accreditation Follow-Up Report.

SOLANO COMMUNITY COLLEGE DISTRICT GOVERNING BOARD

Notice of Regular Meeting
Wednesday, September 18, 2013
6:30 p.m.
Solano Community College
Vacaville Center
Multi-Purpose Room 140
2001 N. Village Parkway
Vacaville, CA 95688

Please Note: SCCD Governing Board Meetings are **recorded** per Government Code Sections 54953.5 and 54953.6 and Education Code Section 72121(a). Recordings shall be subject to inspection by members of the public in accordance with the California Public Records Act, Government Code Section 6250. Members of the public may address the Board on any item within the Board's jurisdiction. Cards which must be completed requesting to address the Board are available at the press table and must be submitted to the Board Secretary at the meeting. Persons addressing items included on the agenda will be heard at the time the item is considered. Persons requesting to address items or subjects that are not on the agenda will be heard under the agenda item, "Comments from Members of the Public." **Except as extended by the Board President or action of the Board, individuals shall be limited to three (3) minutes on any one (1) topic or item. (SCCD Board Policy 1042).** The Board cannot take action on any items not on the agenda unless authorized by law. Matters brought before the Board that are not on the agenda may, at the Board's discretion, be referred to staff or placed on a future agenda. The Board reserves the right to modify the order of business in the manner it deems appropriate. As a courtesy to others, please turn off cell phones or pagers.

1. **CALL TO ORDER**
2. **PLEDGE OF ALLEGIANCE TO THE FLAG OF THE UNITED STATES OF AMERICA**
3. **ROLL CALL**

Sarah E. Chapman, Ph.D., President
Pam Keith, Vice President

Monica Brown
Denis Honeychurch, J.D.
Michael A. Martin
Rosemary Thurston
A. Marie Young
Latifah Alexander, Student Trustee
Jowel C. Laguerre, Ph.D., Secretary

- 4. APPROVAL OF AGENDA**
- 5. COMMENTS FROM MEMBERS OF THE PUBLIC**
- 6. CLOSED SESSION**

Closed Session may be held as authorized by law for matters including, but not limited to conference with labor negotiator, public employment (public employee discipline, dismissal and release); potential litigation, purchase, sale, exchange or lease of real property.

- (a) Conference with Real Property Negotiator
Properties: Northgate Office Park, N.W. Corner Turner and Ascot
Parkways, Vallejo, California 94591
S.W. Corner Auto Mall/Columbus Parkway and Admiral Callaghan
Lane, Vallejo, California 94591
Negotiating Party: Jowel C. Laguerre, Ph.D.
Negotiating Parties: Solano Community College District and H.R. Van
Triest, LLC/Elliott Real Estate; Peggy Cohen-Thompson, Prestige Realty @
Business Solutions
Under Negotiation: Price and Terms of Payment
- (b) Conference with Labor Negotiator
Agency Negotiator: Nona Cohen-Bowman
Employee Organization: CCA/CTA/NEA, CSEA, Operating Engineers—Local 39
- (c) Public Employee Discipline/Dismissal/Release

- 7. RECONVENE REGULAR MEETING**
- 8. REPORT OF ACTION TAKEN IN CLOSED SESSION**
- 9. REPORTS (NO ACTION REQUIRED):**
 - (a) Associated Students of Solano College (ASSC)
 - (b) Academic Senate

- (c) Shared Governance Council
- (d) Superintendent
 - **Measure Q Bond Program Update**

10. CONSENT AGENDA – ACTION ITEMS

All matters listed under the Consent Agenda are considered by the Board to be routine and will be enacted by the Board in one motion. There will be no discussion on these items prior to the time the Board votes on the motion unless members of the Board, staff or the public request specific items to be discussed and/or removed from the Consent Agenda. Time will be provided before the vote for clarification questions on any item under the Consent Agenda. Clarification questions may be asked without removing an item from the Consent Agenda.

Superintendent-President

- (a) Minutes for the Meeting of August 21, 2013. Minutes for the Board Study Session held September 4, 2013, will be approved at a future meeting.
- (b) Donation, Page 1

Human Resources

- (c) Employment – 2013-2014; Gratuitous Service; Resignations, Page 2

Finance and Administration

- (d) Personal Services Agreements, Page 7
- (e) Warrant Listings, Page 9
- (f) Extension of Agreement with Roy V. Stutzman for Consulting Services, Page 10
- (g) Extension of Agreement with Dannis Woliver Kelley (DWK), Construction Attorneys for Measure G and Measure Q Bonds, Page 11

Academic and Student Affairs

- (h) Renewal of Memorandum of Understanding between Solano Community College District and Child Start Incorporated, Page 14
- (i) Small Business Development Center (SBDC) Services Agreement with City of Vallejo for FY 2013-2014, Page 17

- (j) Small Business Development Center (SBDC) Services Agreement with City of Rio Vista for FY 2013-2014, Page 37
- (k) Renewal of Annual Cooperative Agreement No: 13-CCC-PUENTE-48 between the Regents of the University of California/PUENTE Project and Solano Community College District, Page 42
- (l) Renewal of Clinical Experience Agreement between Solano Community College District and Vacaville Convalescent and Rehabilitation Center, Page 51

11. ITEMS REMOVED FROM CONSENT AGENDA

12. RETIREMENTS OF STAFF WITH 10 OR MORE YEARS OF SERVICE

- (a) Resignation to Retire – Sam Maher, Page 61
- (b) Solano Community College District Governing Board Resolution Honoring Sam Maher, Page 62

13. NON-CONSENT AGENDA ITEMS – ACTION ITEMS

Superintendent-President

- (a) Employment Contract – Superintendent-President, Page 64
- (b) Solano Community College District Board and CEO Goals – 2013-2014, Page 72

Finance and Administration

- (c) Resolution Establishing Ad Valorem Tax Rates for the 2013-2014 Fiscal Year, Resolution No. 13/14-03, Page 73
- (d) Public Hearing and Adoption of the 2013-2014 District Budgets, Page 80

Academic and Student Affairs

- (e) Memorandum of Understanding between Solano Community College District and PG&E – Pre-Program, Page 81
- (f) Memorandum of Understanding between Solano Community College District and PG&E – Program and Post Program, Page 86
- (g) Agreement between Solano Community College District and Butte-Glenn Community College District - Richard Heath and Associates (RHA, Inc.), Page 92

14. INFORMATION/ACTION ITEMS – ACTION MAY BE TAKEN

- (a) Proposed New Job Description, Associate Dean of Students – Admissions, Assessment and Scheduling (Administrative Leadership Group), Page 96
- (b) Proposed New Job Description, Associate Dean of Students – Financial Aid, EOPS and Veterans (Administrative Leadership Group), Page 102
- (c) Proposed Revised Job Description, Executive Assistant – Superintendent-President (Confidential – Administrative Leadership Group), Page 108
- (d) 2013-2016 Solano Community College District Equal Employment Opportunity (EEO) Staff Equity Plan, Page 113
- (e) Student Equity Plan 2013-2018, Page 114

15. INFORMATION ITEMS – NO ACTION REQUIRED

- (a) First Draft Accreditation Follow-Up Report, Page 115
- (b) Jimmy Doolittle Learning Center – Memorandum of Understanding, Page 116
- (c) CCFS-311Q Financial Report, Fourth Quarter, FY 2012-2013, Page 117

16. ANNOUNCEMENTS

17. ITEMS FROM THE BOARD

18. ADJOURNMENT

Non-confidential materials related to an item on this Agenda submitted to the Board of Trustees after distribution of the agenda packet are available for public inspection in the Office of the Superintendent-President in the Administration Building, 360 Campus Lane, Fairfield, California 94534. Non-confidential materials provided at time of publication are available on the Solano College Web site at www.solano.edu for public inspection.

Pursuant to Government Code Sections 11123.1 and 11125(f), individuals with disabilities who require accessible alternative formats of the agenda and related meeting materials and/or auxiliary aids/services to participate in the meeting should contact the Superintendent-President’s Office at (707) 864-7112 no later than three days prior to the scheduled meeting. Meetings are held in locations which are wheelchair accessible.

JCL:js

BOARD AGENDA.09.18.13.FINAL

Area Projects

Starting in Fall 2011

Develop a Mission and Vision Statement and Core Values

Develop/Define what the mission and goals for the EIAC

This project runs from **Fall 2011** to **Fall 2011**

This project supports the outcomes **EEO Compliance** and **4.2 Maximize Institutional Effectiveness**

Activity Title	Completion Date	Assigned to	Complete
Develop Mission and Vision Statements and Core Values	Fall 2011		<input checked="" type="checkbox"/>

This project is currently **Complete**

Evaluation Results The group approved the Mission and Vision Statements and Core Values on December 7, 2011.

Mission Statement

Solano Community College Equity and Inclusion Advisory Council (EIAC) promotes equity for all members of the Solano Community College communi

Staff Diversity Advisory Council Defined

Review the name, structure and meeting times for the group.

This project runs from **Fall 2011** to **Fall 2011**

This project supports the outcomes **EEO Compliance** and **4.2 Maximize Institutional Effectiveness**

Activity Title	Completion Date	Assigned to	Complete
EAIC Meeting 11/18/2012	Fall 2011		<input checked="" type="checkbox"/>

This project is currently **Complete**

Evaluation Results The EIAC has set parameters for the group and have immediately implemented the changes.

Starting in Fall 2012

Campus Climate Survey

Develop and disseminate Campus Climate Survey to all District locations.

This project runs from **Fall 2012** to **Fall 2012**

This project supports the outcomes **EEO Compliance** and **4.2 Maximize Institutional Effectiveness**

Activity Title	Completion Date	Assigned to	Complete
Create subcommittee	Fall 2012	Immaculate Adesida	<input type="checkbox"/>
Best Practice Research	Fall 2012	Immaculate Adesida	<input type="checkbox"/>

This project is currently **Incomplete**

On-Line Resources

Create an online resource directory for all District community members. This online resource will be housed under the HR link on the Districts webpage

This project runs from **Fall 2012** to **Fall 2012**

This project supports the outcomes **EEO Compliance** and **4.2 Maximize Institutional Effectiveness**

Activity Title	Completion Date	Assigned to	Complete
Research Links for online resources	Fall 2012	Richard Cross	<input type="checkbox"/>
Committee Bios	Fall 2012	Lynette Gray	<input type="checkbox"/>
Research UC campus' Davis and Berkeley	Fall 2012	Charo Albarran	<input type="checkbox"/>

This project is currently **Incomplete**

EEO Plan Update

Update the District EEO Plan

This project runs from **Fall 2012** to **Fall 2012**

This project supports the outcomes **EEO Compliance** and **4.2 Maximize Institutional Effectiveness**

Activity Title	Completion Date	Assigned to	Complete
Updated and provided EEO Plan in draft form	Fall 2012	Immaculate Adesida	<input type="checkbox"/>

This project is currently **Incomplete**

Evaluation Results ******Waiting for availabilty data from the State.******



2014-2016

**Solano Community College District
Equal Employment Opportunity
(EEO)
Staff Equity Plan**

**Solano Community College
4000 Suisun Valley Road
Fairfield, California 94534
707-864-7000**

Original 2013-2016 EEO Plan Approved by:
Equity and Inclusion Advisory Council (E.I.A.C.) 9-5-13
Shared Governance Council 9-11-13
Academic Senate 9-16-13
Adopted by: Solano Community College Governing Board 9-18-13

EIAC ADOPTED: September 22, 2014

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Purpose of Solano Community College District Equal Employment Opportunity Plan (EEO Plan)

The SCC EEO Plan addresses the requirements of Education Code Section 87106 (b) for compliance with the Board of Governors' regulations on equal employment opportunity hiring and applicable state and federal nondiscrimination statutes, and for guidance in improving the equality of opportunity. "Equal employment opportunity" means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories listed in Section 53004 (a) of Title 5. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas, and one that is welcoming to all individuals.

In 2007, The California Community College Chancellor's Office issued directives for each CCC District to comply with Title 5 law for equal employment opportunity. The SCC EEO Plan conforms to the most recent CCCCCO directives for compliance and includes revisions to the Staff Equity Planning Agenda 2013-2016.

The primary objectives of SCC's Equal Employment Opportunity Plan are to:

- Address the minimum legal requirements pursuant to Section 53003 of Title 5.
- Provide SCC with guidance that will assist in its goal of achieving a diverse workforce.
- Assist in the development of materials to train faculty and staff on the components of the Equal Employment Opportunity Plan requirements.
- Provide objectives, outcomes, and a timeline to implement the EEO Plan.

SOLANO COMMUNITY COLLEGE DISTRICT COMMITMENT TO DIVERSITY

BP 4037: The District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates.

REFERENCES/ AUTHORITY: California Education Code, Section 87100 et seq. California Administrative Code, Title 5, Section 5300, et. Seq

Solano Community College District

Adoption of District Equal Employment Opportunity Plan

I. INTRODUCTION

Statement from SCC Superintendent-President:

The Solano Community College District's Equal Employment Opportunity Plan (EEO Plan) was adopted by the SCC Governing Board on September 18, 2013. The *Plan* reflects the District's commitment to Equal Employment Opportunity and is revised on an annual basis. It is the District's belief that taking steps to ensure equal employment opportunity and to create an academic environment which is welcoming to all will foster diversity, promote educational excellence, and provide a quality student learning experience.

The EEO Plan's immediate focus is to foster equal employment opportunity in its recruitment and hiring policies and practices to enrich the diversity of SCC. The *Plan* contains an analysis of the demographic makeup of the District's workforce population and the requirements for a complaint procedure for noncompliance with Title 5 provisions relating to equal employment opportunity programs. The *Plan* relies on consultation with the College's established Equity and Inclusion Advisory Council (E.I.A.C.), to include specific goals and activities to promote equity as a central interest of our Institutional Planning and to enhance the College's educational presence in our community.

The District endeavors to hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the diverse student body it serves and pursues methods to support equal employment opportunity and procedures for dissemination of the Plan.

Solano Community College has maintained its commitment to equal employment opportunity and diversity practices since its inception and embraces equal employment opportunity and diversity as part of the District's core values.

Jowel Laguerre, Ph.D.
Superintendent/President
Solano Community College

II. DEFINITIONS

Solano Community College uses the following Title 5 definitions that govern the EEO Plan: (Title 5, section 53001):

- a) *Adverse Impact*: a statistical measure (outlined in the EEO Commission's *Uniform Guidelines on Employee Selection Procedures*) that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section 12940. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.
- b) *Diversity*: a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. It requires both the presence, and the respectful treatment of, individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability, and socio-economic backgrounds.
- c) *Equal Employment Opportunity*: all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels in the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance.

Equal employment opportunity also involves identifying and elimination of barriers to employment that are not job related. It involves also creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code section 12940.

- d) *Equal Employment Opportunity Plan*: a written document in which a District's workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.
- e) *Equal Employment Opportunity Programs*: the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of section 53006.
- f) *Ethnic Group Identification*: means an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to section 53004. These groups may be more specifically defined by the Chancellor consistent with state and federal law.

- g) *In-house or Promotional Only Hiring*: means that only existing District employees are allowed to apply for a position.
- h) *Monitored Group*: those groups identified in section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a). These groups are men, women, American Indians or Alaskan natives, Asian or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.
- i) *Person with a Disability*: any person who (1) has a physical or mental impairment as defined in Government Code, Section 12926 which limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.
- j) *Reasonable Accommodation*: the efforts made on the part of the District in compliance with Government Code section 12926.
- k) *Screening or Selection Procedures*: any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.
- l) *Significantly Underrepresented Group*: any monitored group for which the percentage of persons from that group employed by the district in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

III. POLICY STATEMENT

The Solano Community College District is committed to a continuing good faith effort to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the District on the basis of protected class status including (but not necessarily limited to) age, ancestry, color, gender, gender identity, gender expression, genetic information, marital status, medical condition, national origin, physical or mental disability, pregnancy, race or ethnicity, religion, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. The District will strive to achieve a workforce that is welcoming to men, women, persons with disabilities, and individuals from all ethnic and all other groups that are accorded protected class status, to ensure the District provides an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy, and free expression of ideas. An Equal Employment Opportunity Plan is maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

IV. DELEGATION OF RESPONSIBILITY, AUTHORITY AND COMPLIANCE

It is the goal of Solano Community College that all employees promote and support equal employment opportunity. The general responsibilities for the prompt and effective implementation of the EEO *Plan* are set forth below.

1) *Governing Board*

The SCC Governing Board is ultimately responsible for proper implementation of the District's EEO Plan at all levels of the District's operation, and for ensuring equal employment opportunity as described in the Plan.

2) *Superintendent-President*

The SCC Governing Board has delegated to the Superintendent-President the authority for ongoing implementation of the *Plan* and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The Superintendent-President shall advise the Governing Board regarding statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on implementation of the *Plan*. The Superintendent-President shall include in the evaluation of the performance of all administrators who report directly to him those actions taken in support of the *Plan*.

3) *Equal Employment Opportunity Officer*

The District has designated the Associate Vice President of Human Resources as its Equal Employment Opportunity Officer who is responsible for the day-to-day implementation of the EEO Plan. If there occurs a new equal employment opportunity officer before this *Plan* is next revised, the District will notify employees and applicants for employment of the new designee. The EEO Officer is responsible for administering, implementing and monitoring the EEO Plan and for assuring compliance with the requirements of Title 5, sections 53000 et seq., The EEO Officer is also responsible for receiving complaints described in Plan Component 6, and for ensuring that applicant pools and selection procedures are properly monitored.

4) *Equal Employment Opportunity Advisory Committee*

SCC has established an Equity and Inclusion Advisory Council (E.I.A.C.) to act as an advisory body to the EEO Officer and the District as a whole with the purpose of promoting understanding and support of the EEO Plan goals. The E.I.A.C. assists in the development and implementation of the EEO Plan in compliance with state and federal regulations and guidelines, monitors equal employment opportunity progress, and provides suggestions for *Plan* revisions as appropriate.

5) *Agents of the District*

Any authorized organization or individual, whether or not an employee of the District, who acts on behalf of the SCC Governing Board with regard to the recruitment and screening of personnel, is an agent of the District and is subject to all the requirements of this *Plan* and will be expected to uphold its provisions.

6) *Good Faith Effort*

The District shall make a continuous good faith effort to comply with all the requirements of its *Plan*.

V. SCC EQUITY AND INCLUSION ADVISORY COUNCIL (E.I.A.C.)

The District has established an Equity and Inclusion Advisory Council (E.I.A.C.) to assist the District to implement its EEO Plan. Accordingly, the Committee assists to promote an understanding of and the support of equal employment opportunity, non discrimination, retention, and diversity.

The EEO Officer shall train the advisory Committee on equal employment compliance and the *Plan* itself. The Committee shall consist of a diverse membership whenever possible. SCC's Equity and Inclusion Advisory Committee (E.I.A.C.) is composed of one representative from: Academic Senate, CSEA, Local 39, Administrative Leadership Group (ALG), Student government, Ethnic Minority Coalition, Veterans, and Disabled Student Services, as well as an Advisory Council. The EEO Officer or Superintendent-President appointee will chair the Committee. The Equal Employment Opportunity Advisory Committee holds bi-monthly meetings during the academic year; special meetings are held as needed to review EEO Plan data, policy revisions, and the progress of formal EEO Planning agenda items. As appropriate, the E.I.A.C. shall make recommendations to the EEO Officer and the Superintendent-President.

VI. COMPLAINTS

Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Section 53026). The District has established a formal process permitting any person to file a complaint alleging that EEO regulations have been violated. Any person who believes that these EEO regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain to the best of the complainant's ability the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Complaints involving the current hiring processes must be filed as soon as possible after the occurrence of the alleged violation and not later than (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the 60 day limitation. (See SCC Board Policies 4000 Series: http://www.solano.edu/district_policies/series4000_hr.php)

Complaints alleging violations of the *Plan* that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged

violation and not later than ninety (90) days after such occurrence unless the violation is ongoing. As directed by the Chancellor's office, the decision of the District in complaints pursuant to section 53026 is final. (See *California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaint* at:

http://extranet.cccco.edu/Portals/1/Legal/Guidelines/Min_Cond_Complaints.pdf

The District may return, without action, any complaints that are inadequate because they do not state a clear violation of the EEO regulations. All returned complaints must include a District statement of the reason for returning the complaint without action.

The non-current hiring complaint shall be filed with the EEO Officer. If the complaint involves the EEO Officer, the complaint will be filed with the Superintendent-President. A written determination of all accepted written complaints will be issued to the complainant within (90) days of the filing of the complainant. If this is not practical, a written notification will be provided to the complainant as to the reasons for the extension and estimated date of resolution. The EEO Officer will forward copies of all written complaints to the Chancellor's Office upon receipt.

In the event that a complaint filed under Section 53026 alleges unlawful discrimination, it will be processed according to the requirements of Section 59300 et. Seq.

- *Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.)* The district has adopted procedures for complaints alleging unlawful discrimination or harassment. The AVP of Human Resources is responsible for receiving such complaints and for coordinating their investigation. The District has in place discrimination and sexual harassment complaint procedures (See SCC Board Policies: http://www.solano.edu/district_policies/series4000_hr.php).

VII. NOTIFICATION TO DISTRICT EMPLOYEES

The commitment of the Governing Board and the Superintendent-President to equal employment opportunity is emphasized through the broad dissemination of its EEO Plan. The EEO policy statement is printed in the College catalogs and Class schedules. The EEO Plan and subsequent revisions will be distributed to all members of the College community. The EEO Plan is available on the District's website, and when appropriate, may be distributed by e-mail. The Human Resources Department provides all new employees with a copy of the EEO Plan. Each year the District will inform all employees of the EEO Plan's availability, including a written summary of the provisions of the EEO Plan. The annual notice will emphasize the importance of the employee's participation in and responsibility for the Plan's implementation and efficacy. Copies of the *Plan* are available in the College Library, the SCC Web, the Office of the Chief Executive Officer, the Office of Human Resources, and all Department and School Offices.

VIII. TRAINING FOR SCREENING/SELECTION COMMITTEES

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening/selection of personnel shall receive appropriate training on the requirements of the Title 5 regulations on equal employment opportunity (section 53000 et. seq.); the requirements of federal and state nondiscrimination laws; the requirements of the District's Equal Employment Opportunity Plan; the District's policies on nondiscrimination, recruitment, and hiring; principles of diversity and cultural proficiency (successful teaching and other interactions with both students and colleagues from a variety of cultures); the value of a diverse workforce; and recognizing bias. Persons serving in the above capacities will be required to receive training within the 12 months prior to service. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees. The SCC Equal Employment Opportunity Officer is responsible for providing the required training. Any individual, acting on behalf of the District with regard to recruitment and screening of employees is subject to the EEO requirements of Title 5 and the District's EEO Plan. This provision includes any individuals who are not employees of the District but are acting on behalf of the District.

IX. ANNUAL WRITTEN NOTICE TO COMMUNITY ORGANIZATIONS

The EEO Officer and/or the Superintendent-President provides annual written notice to appropriate community-based and professional organizations concerning the EEO Plan. The notice will include a summary of the EEO Plan, inform these organizations how they may obtain a copy, and shall solicit their assistance in identifying diverse, qualified candidates. The notice shall also include the addresses where the District advertises its job openings and contact information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources, especially for underrepresented populations. A list of organizations, which will receive this notice, is attached to this Plan (See Appendix C, page 41) This list will be revised annually.

X. ANALYSIS OF DISTRICT WORKFORCE AND APPLICANT POOL

The Human Resources Department will survey annually the District's workforce composition and shall monitor applicant pools for employment on an ongoing basis to evaluate the District's progress in implementing the EEO Plan, to provide data needed for the reports required by this Plan, and to determine whether any monitored group is underrepresented. Monitored groups are men, women, American Indians or Alaskan Natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

For purposes of the survey and report, each applicant or employee will be afforded the opportunity to voluntarily identify her or his gender, ethnic group identification and, if applicable, her or his disability. Persons may designate as many ethnicities as they identify with, but shall be counted in only one ethnic

group for reporting purposes. This information will be kept confidential and will be separated from the applications that are forwarded to the screening/selection committee and hiring administrator(s). The *Plan* will be reviewed annually and, if necessary, revised. In years past, the College has examined data based on an analysis of ethnic group identification, gender, and disability composition, but intend to expand the scope of the data analysis next year to include, for example, age of existing staff and of those who have applied for employment in each of the following identified job categories:

- 1) Executive/Administrative/Managerial
- 2) Full-time Faculty
- 3) Professional Non-faculty
- 4) Secretarial/Clerical
- 5) Technical and Paraprofessional
- 6) Skilled Crafts
- 7) Service and Maintenance

The analysis of the District's current workforce and most recent applicant pools are reported in the following tables and charts.

NEOGOV Applicant Pool Data Analysis Summary for 2013-2014

The following table identifies job applicants by job classification and monitored groups for the year 2013-2014. Data pertaining to gender and ethnicity were accumulated from September 1, 2013, through June 30, 2014 and based on reports from NEOGOV (an online human capital management system for the public sector and higher education).

Summary for Applicants											
Category	Positions	Gender			Ethnicity						Total
		Female	Male	Unknown	African American	Asian	Hispanic	Native American	White	Unknown	
Clerical/Sec	19	454	42	555	58	81	45	3	160	704	1051
Exec/Adm/Mgmt	16	278	211	123	93	44	49	9	224	193	612
Faculty	54	664	558	44	146	96	88	13	398	525	1266
Prof/Non-Faculty	1	1								1	1
Serv/Maint/Paraf/Tech	3	36	46	26	10	16	9	2	44	27	108
Grand Total	93	1433	857	748	307	237	191	27	826	1450	3038

Summary for New Hires											
Category	Positions	Gender			Ethnicity						Total
		Female	Male	Unknown	African American	Asian	Hispanic	Native American	White	Unknown	
Clerical/Sec	19	19	2		2	4	3		11	1	21
Exec/Adm/Mgmt	16	8	8		2	3	2		7	2	16
Faculty	54	74	49		18	12	8	2	78	5	123
Prof/Non-Faculty	1	1							1		1
Serv/Maint/Paraf/Tech	3	2	1				1		2		3
Grand Total	93	104	60		22	19	14	2	99	8	164

During the 2013-2014 year, a total of ninety-three (93) jobs were recruited and filled. There were sixteen (16) Executive/Administrative, twenty (20) Full-time Faculty, nineteen (19) Clerical/Secretarial, one (1) Professional/Non-Faculty, three (3) Service/Maintenance/Technical/Paraprofessional positions and (34) Part-time faculty hires, for whom applications are accepted throughout the year.) The total number of applicants for the 93 recruitments was 3,038 (See Table A below for Summary and Appendix B for detailed information of the NEOGOV Applicant Pool Data).

Analysis of 2013-2014 data was based upon data collected through NEOGOV. With the employment of a new full-time Recruiter in HR, it was discovered that NEOGOV was not properly set up to capture ethnicity and gender, therefore the data reporting process for applicant categories was in need of correction. The following data is based upon the amended data as collected.

The SCC data is dependent upon applicants providing the District with voluntary information pertaining to gender and ethnicity. The data collected reflected a significantly high number of candidates whose ethnicity and/or gender were not captured (i.e., recorded as unknowns) due to a NEOGOV template setup error, and applicants who did not voluntarily identify their gender (25%) and ethnicity (48%). These data are noted in the “unknown” column in Table A listed below.

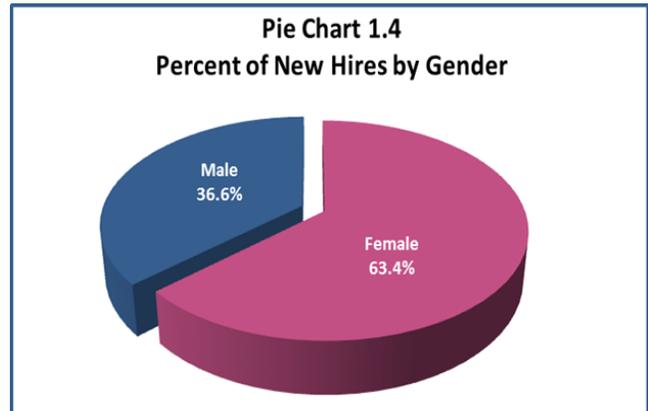
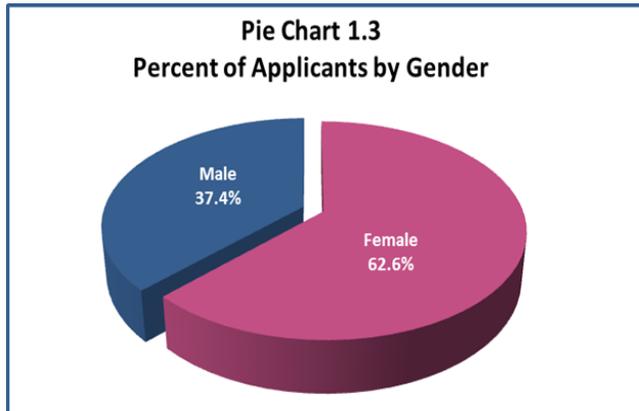
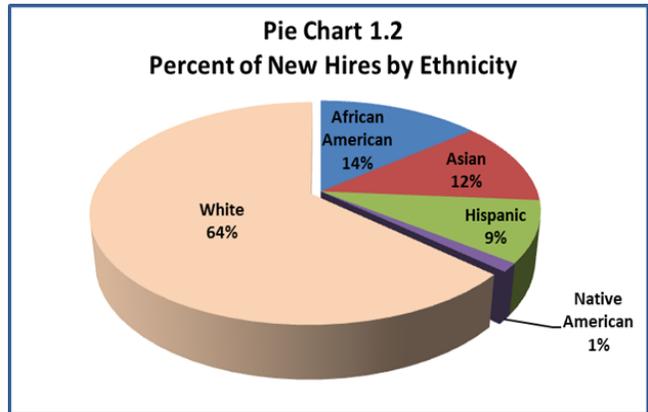
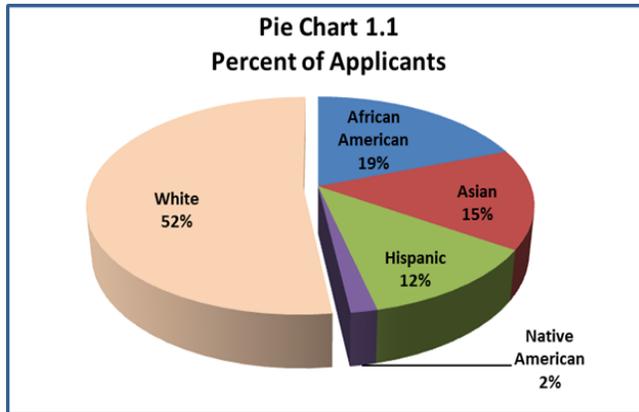
Table A										
Category	Ethnicity						Gender			Total
	African American	Asian	Hispanic	Native American	White	Unknown	Female	Male	Unknown	
Applicants	307	237	191	27	826	1450	1433	857	748	3038
% of Applicants Distribution	10%	8%	6%	1%	27%	48%	47%	28%	25%	
% of Applicants (NO Unknown)	19%	15%	12%	2%	52%		62.6%	37.4%		
New Hires	22	19	14	2	99	8	104	60		164
% of New Hires Distribution	13%	12%	9%	1%	60%	5%	63.4%	36.6%		
% of New Hires (NO Unknown)	14%	12%	9%	1%	63%		63%	37%		
% of New Hires/Applicants	7.2%	8.0%	7.3%	7.4%	12.0%		7.3%	7.0%		

Of the total number of all applicants who reported ethnicity, ethnic minority groups represented 48% (1588 of a total of 3,038 applicants). The gender breakdown for the applicants indicates 63% female and 37 % male (for a total of 2290 of 3038).

Of the new hires that reported ethnicity, ethnic minority groups represented 37% (for a total of 156 of 164). The gender breakdown is 63% female and 37% male (for a total of 164 of 164).

It should be noted that no analysis was provided that discriminated between those candidates who had minimum qualifications for jobs posted and those who did not. In this year’s analysis, comparison of ethnic minority group applicants (48%) with ethnic minority group hires (37%) seem to show a disparity, although the data does not take into account the qualifications of those applicants. The District will conduct a study through NEOGOV to capture minimum qualifications for ongoing analysis.

**Solano Community College NEOGOV Applicant Pool Data:
September 1, 2013 to June 30, 2014**



The charts above are based on SCC’s NEOGOV data and conform to the California Community College Chancellor’s Office Management Information System (CCCCO MIS) format, to include the Employee Demographic data elements, i.e, “workforce type,” “gender,” and “ethnicity.”

As demonstrated in these charts (and excluding unknowns), of applicants reporting their ethnicity, 48% came from a reported group other than Caucasian. Of those new hires that reported their ethnicity, approximately 37% were from reported groups other than Caucasian. The highest number of applicants (826) was Caucasian. Similarly, the highest number of hires (99) was Caucasian. The ratio of the new hires to the Caucasian group is 12%, which is higher than all other reported groups. However, as mentioned in the analysis for Table A page 9, it is not known if these data are significant because current data collection processes used for data collection did not allow for an analysis of those applicants with minimum qualifications. The applicant data reflects only data of all applicants who reported their ethnicity and does not take into consideration their status as a “qualified applicant.” Of applicants reporting “gender,” 63% were

female. The percent of new hires reporting “gender” also report just over 63% female representation.

CCC Full-time Faculty Obligation Number (FON) Compliance

Education Code section 87102 requires each District's *Plan* to address how the district will make progress in achieving the ratio of full-time to part-time faculty hiring as required by Education Code section 87482.6, while still ensuring equal employment opportunity.

Solano Community College Full-Time Obligation Number (FON) Historical Trend						
CCR title 5 section 51025(c)(7) allows districts to choose between Option A or B for compliance purposes in "inadequately funded" years.						
Selection of Option A or B	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Option A	-	-	-	-	-	121.6
Option B	54.31%	54.33%	57.20%	66.61%	63.49%	-

The Fall 2014 FON report will be issued in November.

The College will continue to monitor the FON to remain in compliance and to work to improve District ratios.

EEO Workforce Dataset Analysis Summary

The District will continue its analysis of ethnicity and gender, and will work to expand its analysis, to include, for example, age, disabilities and minimum qualifications. The District will continue to monitor all recruitments to assure equity is achieved for those who apply for employment in each of the following CCCC MIS identified job categories:

- Executive/Administrative
- Professional/Non-Faculty
- Faculty Full-Time
- Faculty Part-Time
- Clerical/Secretarial
- Service Maintenance/Paraprofessional

The District's workforce analysis and applicant pool for 2013-14 are identified in the EEO Workforce Dataset Analysis Tables 1-5 listed on pages 13 through 22.

**Solano Community College EEO Workforce Dataset Analysis
(Table 1: CCCC-MIS Data-Fall 2009 to Fall 2013)**

Percentage (%) and number (n) Employees by Classification and Gender for Fall 2009—Fall 2013

Class_Desc	Class	Gender	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
			n	% of n								
Academic Non Tenure	Faculty	F	23	67.65%	18	72.00%	9	81.82%	1	20.00%	13	61.90%
		M	11	32.35%	7	28.00%	2	18.18%	4	80.00%	8	38.10%
		Total	34	100.00%	25	100.00%	11	100.00%	5	100.00%	21	100.00%
Academic Temporary	Faculty	F	188	48.33%	150	48.23%	125	49.21%	122	49.39%	113	45.56%
		M	201	51.67%	161	51.77%	129	50.79%	125	50.61%	135	54.44%
		Total	389	100.00%	311	100.00%	254	100.00%	247	100.00%	248	100.00%
Academic Tenure	Faculty	F	65	51.59%	71	54.62%	76	53.90%	78	55.32%	69	55.20%
		M	61	48.41%	59	45.38%	65	46.10%	63	44.68%	56	44.80%
		Total	126	100.00%	130	100.00%	141	100.00%	141	100.00%	125	100.00%
Classified Permanent/ Probationary	Clerical/Secretarial	F	69	95.83%	67	97.10%	57	95.00%	58	95.08%	56	94.92%
		M	3	4.17%	2	2.90%	3	5.00%	3	4.92%	3	5.08%
		Total	72	100.00%	69	100.00%	60	100.00%	61	100.00%	59	100.00%
	Exec/Admin/Manager	F	5	33.33%	4	40.00%	10	55.56%	9	56.25%	11	57.89%
		M	10	66.67%	6	60.00%	8	44.44%	7	43.75%	8	42.11%
		Total	15	100.00%	10	100.00%	18	100.00%	16	100.00%	19	100.00%
	Professional (non-faculty)	F	4	100.00%	4	57.14%	4	80.00%	4	100.00%	5	100.00%
		M			3	42.86%	1	20.00%				
		Total	4	100.00%	7	100.00%	5	100.00%	4	100.00%	5	100.00%
	Service/Maintenance	F	9	33.33%	10	33.33%	9	34.62%	8	30.77%	8	29.63%
		M	18	66.67%	20	66.67%	17	65.38%	18	69.23%	19	70.37%
		Total	27	100.00%	30	100.00%	26	100.00%	26	100.00%	27	100.00%
	Skilled Crafts	M	6	100.00%	6	100.00%	6	100.00%	6	100.00%	7	100.00%
		Total	6	100.00%	6	100.00%	6	100.00%	6	100.00%	7	100.00%
	Technical/Paraprofessional	F	33	60.00%	30	56.60%	31	60.78%	30	60.00%	29	59.18%
		M	22	40.00%	23	43.40%	20	39.22%	20	40.00%	20	40.82%
		Total	55	100.00%	53	100.00%	51	100.00%	50	100.00%	49	100.00%
	Educational Admin	Exec/Admin/Manager	F	5	45.45%	4	36.36%	3	37.50%	4	44.44%	6
M			6	54.55%	7	63.64%	5	62.50%	5	55.56%	5	45.45%
Total			11	100.00%	11	100.00%	8	100.00%	9	100.00%	11	100.00%

The data represented in this chart is reflective of the employment trends experienced in previous years. The following observations are made in the various categories:

Academic

Academic Non Tenure

These faculty are new hire full-time faculty. There were 16 new hires in 2013 to replace the 16 retiring for that year.

Academic Temporary

Positions in this category include temporary full-time and adjunct instructors. The District retains an adjunct pool for up to two years. The need for adjunct instructors is somewhat flexible depending largely upon the availability of full-time instructors and demand for courses. The size of this group has remained fairly consistent over the past three years. The specific makeup by gender varies somewhat depending upon instructor availability. No additional information was

available for analysis to compare gender makeup to particular course types, scheduling, etc.

Academic Tenure

These faculty are full-time instructors who have been granted tenure status within the organization. The data over the past five years has shown a gradual increase from 2009 through 2012, but shows a decrease in 2013 due to 16 retirements in 2013.

Classified/Permanent

Clerical/Secretarial

The total count of individuals in this category has remained mostly the same over the past five years. Data from the past three years demonstrates a decline from five years ago, attributed to retirements and resignations. No significant changes took place in the gender construct.

Exec/Admin/Manager

This category includes all managers in the District. Considering the size of the population of this group, (a) the total fluctuation is nominal compared to the larger population of classified/permanent employees and (b) the gender composition of this group has significantly improved representation by women over the past three years.

Professional (non-faculty)

This group consists of a very small group of positions and is comprised this year of 100% female employees. While some variation existed in 2010 and 2011, the current and previous year's construct was 100% female.

Service/Maintenance

This group has maintained approximately the same size population over the reported years. The gender construct has also remained similar from year to year. Approximately 30% of the population in this group reflects female membership. Additional efforts will be made to recruit and attract qualified female applicants for these positions in the future.

Skilled Crafts

This group has remained approximately the same size in population over the reported years. The gender construct has also remained similar from year to year. The entire population (100%) of individuals employed in this group reflects male membership. Additional efforts will be made to recruit and attract qualified female applicants.

Technical/Paraprofessional

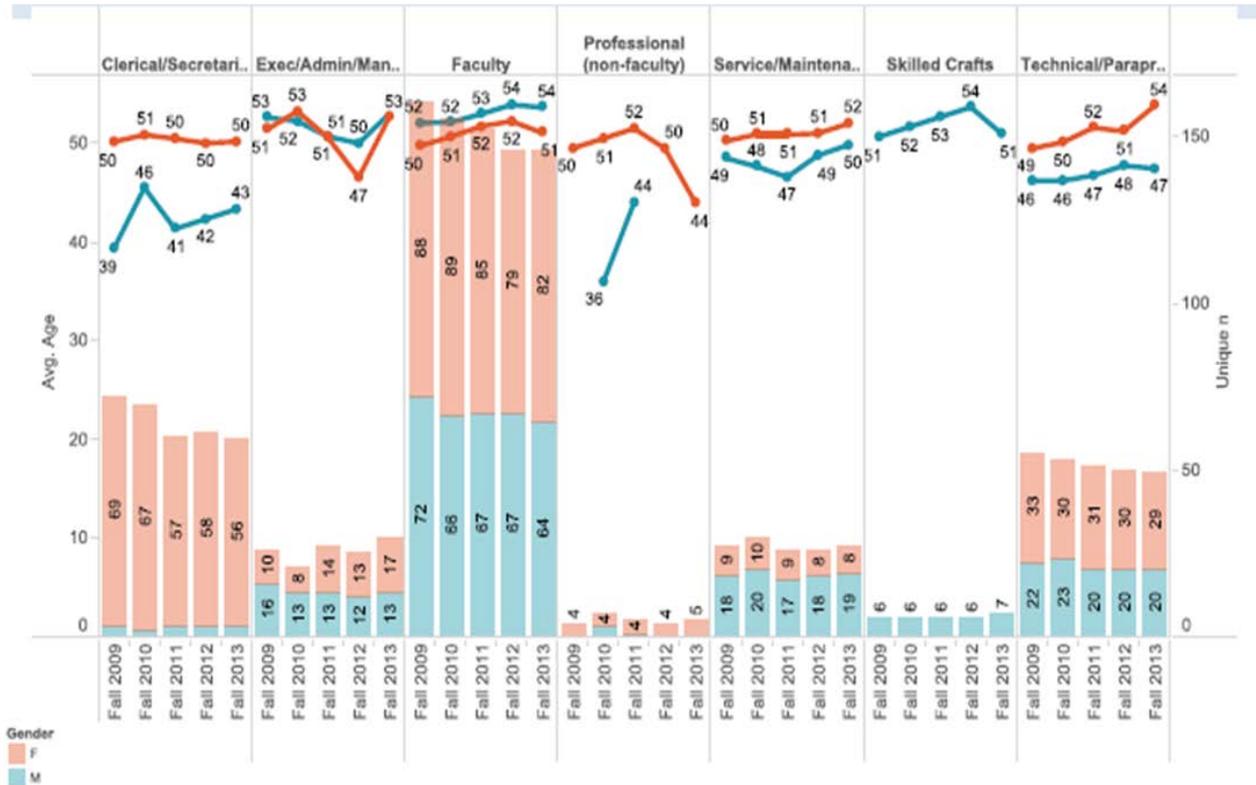
The population of this group has demonstrated a slow decline from year to year over the past five years, possibly attributed to a reduction in services. The proportion of female members in this category has remained approximately the same at approximately 60%.

Educational Administration

The size and nature of this group has fluctuated somewhat over the past five years most likely due to turnover and reorganization of School Deans. The gender construct of this group continues to improve from year to year currently representing 56% female employees.

**Solano Community College EEO Workforce Dataset Analysis
(Table 2: CCCC-MIS Data-Fall 2009 to Fall 2013)**

Average Age and n Full Time Employees by Classification and Gender for Fall 2009—Fall 2013



The data represented in the chart above is another correlative format to show the makeup and construct of positions year to year by gender and age classification. While age has not been a point of discussion thus far in the EEO report, the District believes that the inclusion of “age” is essential to promote equal opportunity in all protected categories. These data provide a correlative element to demonstrate the District’s efforts.

Clerical/Secretarial

Though the population has decreased gradually from its 2009 levels to those reported for 2013, the representation by females has remained somewhat constant. The average ages of females in those positions has been between 50 and 51 over the past five years. The average age of males in this group is between 39 and 46 years old.

Exec/Admin/Manager

The total population in 2013 has rebounded to the number reported in 2009. The population of this group has varied from year to year, most likely due to administrative reorganization of various job positions. The average age for female

employees in this category has been consistently between 47 and 53. The average age for males in this category has been consistently between 50 and 53.

Faculty

The chart reflects only full-time faculty. The total number of faculty have decreased over the past 5 years, largely due to retirements. The average age of female employees in this category has remained somewhat consistent with the current average, between 50 and 52, while the average age of male employees is between 52 and 54.

Professional (non-faculty)

The professional non-faculty group also varies. Females comprise the current group in its entirety. Age has gone down in the most current year from an otherwise somewhat consistent measure owing, in part, to the small size of the group.

Services/Maintenance

This group shows a fairly consistent population. The average age of females is between 50 and 52 and for males, between 47 and 50. Females represent 30% of this group.

Skilled Crafts

Skilled crafts had no female employees to report and compare. The average age of males is between 51 and 54 years of age.

Technical/Paraprofessional

While the actual population of this group has declined slightly over the past five years, the proportion of females has remained approximately the same. The average age of females is between 49 and 54 and for males, between 46 and 49.

**Solano Community College EEO Workforce Dataset Analysis
(Table 3: CCCC-MIS Data-Fall 2009 to Fall 2013)**

Percentage (%) and number (n) Employees by Classification and Age Group for Fall 2009—Fall 2013

Class	Age (group)	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
		%	n	%	n	%	n	%	n	%	n
Clerical/Secretarial	25 or less	1.39%	1	1.45%	1					1.69%	1
	26-35	12.50%	9	10.14%	7	13.33%	8	13.11%	8	11.86%	7
	36-45	12.50%	9	11.59%	8	13.33%	8	14.75%	9	15.25%	9
	46-55	44.44%	32	43.48%	30	40.00%	24	40.98%	25	32.20%	19
	56+	29.17%	21	33.33%	23	33.33%	20	31.15%	19	38.98%	23
Total		100.00%	72	100.00%	69	100.00%	60	100.00%	61	100.00%	59
Exec/Admin/Manager	26-35	3.85%	1			3.85%	1	4.00%	1	6.67%	2
	36-45	15.38%	4	14.29%	3	19.23%	5	36.00%	9	16.67%	5
	46-55	46.15%	12	52.38%	11	50.00%	13	28.00%	7	23.33%	7
	56+	34.62%	9	33.33%	7	26.92%	7	32.00%	8	53.33%	16
Total		100.00%	26	100.00%	21	100.00%	26	100.00%	25	100.00%	30
Faculty	25 or less	1.64%	9	0.86%	4						
	26-35	14.39%	79	10.94%	51	9.36%	38	10.69%	42	9.90%	39
	36-45	18.94%	104	19.74%	92	19.46%	79	18.83%	74	20.81%	82
	46-55	26.96%	148	28.54%	133	28.08%	114	27.23%	107	29.95%	118
	56+	38.07%	209	39.91%	186	43.10%	175	43.26%	170	38.83%	153
	Total		100.00%	549	100.00%	466	100.00%	406	100.00%	393	100.00%
Professional (non-faculty)	26-35			28.57%	2					20.00%	1
	36-45	25.00%	1	28.57%	2	40.00%	2	50.00%	2	40.00%	2
	46-55	50.00%	2	28.57%	2	40.00%	2	25.00%	1	20.00%	1
	56+	25.00%	1	14.29%	1	20.00%	1	25.00%	1	20.00%	1
Total		100.00%	4	100.00%	7	100.00%	5	100.00%	4	100.00%	5
Service/Maintenance	25 or less			3.33%	1	3.85%	1	3.85%	1	3.70%	1
	26-35	3.70%	1	3.33%	1	3.85%	1	3.85%	1	3.70%	1
	36-45	25.93%	7	26.67%	8	23.08%	6	26.92%	7	18.52%	5
	46-55	40.74%	11	36.67%	11	46.15%	12	42.31%	11	48.15%	13
	56+	29.63%	8	30.00%	9	23.08%	6	23.08%	6	25.93%	7
Total		100.00%	27	100.00%	30	100.00%	26	100.00%	26	100.00%	27
Skilled Crafts	26-35									14.29%	1
	36-45	33.33%	2	33.33%	2	33.33%	2	16.67%	1	14.29%	1
	46-55	16.67%	1	16.67%	1	16.67%	1	33.33%	2	28.57%	2
	56+	50.00%	3	50.00%	3	50.00%	3	50.00%	3	42.86%	3
Total		100.00%	6	100.00%	6	100.00%	6	100.00%	6	100.00%	7
Technical/Paraprofessional	26-35	16.36%	9	18.87%	10	13.73%	7	16.00%	8	12.24%	6
	36-45	18.18%	10	16.98%	9	11.76%	6	12.00%	6	12.24%	6
	46-55	32.73%	18	32.08%	17	41.18%	21	40.00%	20	38.78%	19
	56+	32.73%	18	32.08%	17	33.33%	17	32.00%	16	36.73%	18
Total		100.00%	55	100.00%	53	100.00%	51	100.00%	50	100.00%	49

The following provides a narrative overview of the data from the chart above. Categories are listed per Integrated Postsecondary Education Data System (IPEDS) categories.

Clerical/Secretarial

Some fluctuations in age exist from year to year within this category. However, the overall population is similar and the general distribution of ages has shifted to an older population.

Exec/Admin/Manager

The 56+ category experienced the most growth which may be attributed to both (a) new hires and (b) increase in age of existing employees moving to the 56+ category this year.

Faculty

The reported group includes all faculty, both full-time and part-time. The population has remained consistent for the past four years and the distribution of ages has remained fairly consistent throughout the years.

Professional (non-faculty)

As a small group (n>5 typically), any change in the construct of this group can show disproportionate changes in age categories. The distribution has remained consistent year after year, with nominal changes taking place (one position only accounted for changes in age).

Service/Maintenance

Both the population and gender constructs have remained consistent over the past five years.

Skilled Crafts

Both the population and gender constructs have remained consistent over the past five years. Changes in the constructs can be accounted for with the addition of a single employee into the group over the past year.

Technical/Professional

Both the population and gender constructs have remained consistent over the past five years.

**Solano Community College EEO Workforce Dataset Analysis
(Table 4: CCCCO-MIS Data-Fall 2009 to Fall 2013)**

Percentage (%) and number (n) Employees by Classification and Ethnicity for Fall 2009—Fall 2013

Class	IPEDS_Race_Desc	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
		%	n	%	n	%	n	%	n	%	n
Clerical/Secretarial	American Indianor AK Native	1.39%	1	1.45%	1	1.67%	1	1.64%	1	1.69%	1
	Asian	15.28%	11	15.94%	11	15.00%	9	13.11%	8	13.56%	8
	Black or African American	12.50%	9	10.14%	7	15.00%	9	18.03%	11	16.95%	10
	Hawaiian / PI	1.39%	1	1.45%	1	1.67%	1				
	Hispanic / Latino	8.33%	6	8.70%	6	11.67%	7	13.11%	8	15.25%	9
	Unknown	1.39%	1	2.90%	2	1.67%	1				
	White	59.72%	43	59.42%	41	53.33%	32	54.10%	33	52.54%	31
	Total	100.00%	72	100.00%	69	100.00%	60	100.00%	61	100.00%	59
Exec/Admin/Manager	Asian	7.69%	2	4.76%	1	15.38%	4	16.00%	4	13.33%	4
	Black or African American	7.69%	2	19.05%	4	23.08%	6	24.00%	6	20.00%	6
	Hawaiian / PI	3.85%	1					4.00%	1	3.33%	1
	Hispanic / Latino	3.85%	1	9.52%	2	3.85%	1	12.00%	3	13.33%	4
	Unknown					3.85%	1				
	White	76.92%	20	66.67%	14	53.85%	14	44.00%	11	50.00%	15
	Total	100.00%	26	100.00%	21	100.00%	26	100.00%	25	100.00%	30
Faculty	American Indianor AK Native	0.36%	2	0.43%	2	0.25%	1	0.51%	2	0.51%	2
	Asian	6.38%	35	6.44%	30	7.14%	29	5.85%	23	6.85%	27
	Black or African American	6.56%	36	7.08%	33	7.14%	29	8.40%	33	8.12%	32
	Hawaiian / PI	0.18%	1	0.43%	2	0.25%	1	0.25%	1	0.51%	2
	Hispanic / Latino	7.10%	39	7.51%	35	7.88%	32	9.41%	37	8.88%	35
	Unknown	1.82%	10	0.43%	2	0.49%	2	0.76%	3	0.25%	1
	White	77.60%	426	77.68%	362	76.85%	312	74.81%	294	74.87%	295
		Total	100.00%	549	100.00%	468	100.00%	406	100.00%	393	100.00%
Professional (non-faculty)	Asian			14.29%	1					20.00%	1
	Black or African American			14.29%	1			25.00%	1	20.00%	1
	Hawaiian / PI			14.29%	1	20.00%	1				
	Hispanic / Latino	25.00%	1	14.29%	1	20.00%	1			20.00%	1
	White	75.00%	3	42.86%	3	60.00%	3	75.00%	3	40.00%	2
	Total	100.00%	4	100.00%	7	100.00%	5	100.00%	4	100.00%	5
Service/Maintenance	Asian	18.52%	5	16.67%	5	15.38%	4	15.38%	4	14.81%	4
	Black or African American	11.11%	3	10.00%	3	11.54%	3	15.38%	4	22.22%	6
	Hawaiian / PI	11.11%	3	10.00%	3	7.69%	2	7.69%	2	7.41%	2
	Hispanic / Latino	11.11%	3	13.33%	4	15.38%	4	15.38%	4	14.81%	4
	Unknown	3.70%	1	3.33%	1	3.85%	1				
	White	44.44%	12	46.67%	14	46.15%	12	46.15%	12	40.74%	11
	Total	100.00%	27	100.00%	30	100.00%	26	100.00%	26	100.00%	27
Skilled Crafts	Black or African American	16.67%	1	16.67%	1	16.67%	1	16.67%	1	14.29%	1
	Hispanic / Latino	16.67%	1	16.67%	1	16.67%	1	16.67%	1	28.57%	2
	White	66.67%	4	66.67%	4	66.67%	4	66.67%	4	57.14%	4
		Total	100.00%	6	100.00%	6	100.00%	6	100.00%	6	100.00%
Technical/Paraprofessional	Asian	16.36%	9	16.98%	9	13.73%	7	14.00%	7	14.29%	7
	Black or African American	9.09%	5	13.21%	7	13.73%	7	14.00%	7	14.29%	7
	Hispanic / Latino	7.27%	4	7.55%	4	7.84%	4	8.00%	4	10.20%	5
	Unknown	1.82%	1	1.89%	1	1.96%	1				
	White	65.45%	36	60.38%	32	62.75%	32	64.00%	32	61.22%	30
	Total	100.00%	55	100.00%	53	100.00%	51	100.00%	50	100.00%	49

The following provides a narrative overview of the data from the chart above. Categories are listed per IPEDS categories.

Clerical/Secretarial

Some fluctuations exist from year to year within this category. However, the general distribution of ages is similar from year to year in the past three years in particular. Year to year changes from 2012 to 2013 show a reduction in the total population by two employees. There was a reduction of one employee in the Black/African American category and those employees reporting Hispanic/Latino increased by one. The specific number of employees from ethnic minority groups, other than Caucasian, remained the same.

Exec/Admin/Manager

While the population of this category has varied somewhat over the past five years, the actual number of employees from ethnic minority groups, other than Caucasian, increased by one employee in the Hispanic/Latino category.

Faculty

The reported group includes all faculty, both full-time and part-time. The population has remained consistent for the past four years. The total number of employees from ethnic minority groups, other than Caucasian, remained approximately the same.

Professional (non-faculty)

As a small group (n>5 typically), any change in the construct of this group can show disproportionate changes in age categories. The distribution has remained consistent year after year, with nominal changes taking place which can be accounted for changes in a single position.

Service/Maintenance

The population remained fairly consistent over the past five years. The majority of this group is Caucasian, however, the number of ethnic minorities has increased by two.

Skilled Crafts

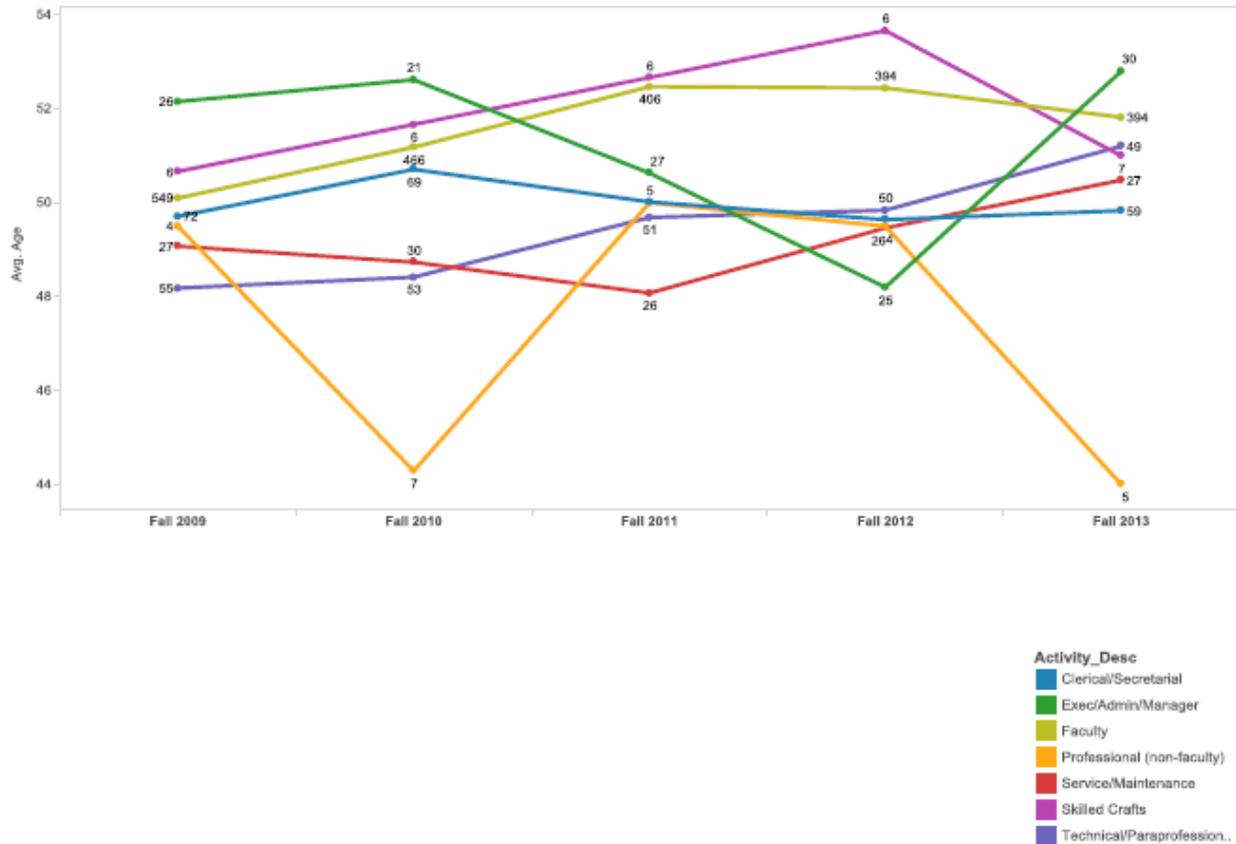
The population remained consistent over the past five years. The number of employees from ethnic minority groups, other than Caucasian, increased by one.

Technical/Professional

The population remained consistent over the past five years. The number of employees from ethnic minority groups, other than Caucasian, increased by one.

**Solano Community College EEO Workforce Dataset Analysis
(Table 5: CCCCO-MIS Data-Fall 2009 to Fall 2013)**

Average Age (axis) and Number (label) by Classification Fall 2009—Fall 2013



This graph provides a visual analysis of the information contained in Table 2 regarding job classification and age. Those categories showing the greatest variation (especially Professional Non-Faculty and Exec/Admin/Manager) can be accounted for by changes in only one or two employees due to the small populations of those classifications. There was a significant drop in the average age of Professional Non-Faculty attributed to the fact that one hire was under the age of 30.

XI. ANALYSIS OF DEGREES OF UNDERREPRESENTATION

Although the Chancellor's Office no longer provides data for diversity comparison in job categories, the District will record diversity data with an end to accomplish greater diversity and equity in the workplace.

2013 Applicant Comparisons to Solano County Bachelor's Degree or Higher Populations											
Applicants	Applicant Gender				Applicant Ethnicity						
	Female	Male	Unknown	Total	Native American	Asian	African American	Hispanic	White	Hawaiian / PI	Total
Faculty	9.6%	-9.6%	0.0%	0.0%	1.1%	-12.9%	5.8%	2.1%	3.8%	0.0%	0.0%
Non-Faculty	19.0%	-19.0%	0.0%	0.0%	1.3%	-6.3%	9.1%	4.9%	-9.1%	0.0%	0.0%
Total	9.6%	-9.6%	0.0%	0.0%	1.2%	-9.7%	7.4%	3.4%	-2.4%	0.0%	0.0%
New Hires											
New Hires	New Hires Gender				New Hires Ethnicity						
	Female	Male	Unknown	Total	Native American	Asian	African American	Hispanic	White	Hawaiian / PI	Total
Faculty	7.2%	-7.2%	0.0%	0.0%	1.3%	-13.8%	4.3%	-1.2%	9.4%	0.0%	0.0%
Non-Faculty	20.2%	-20.2%	0.0%	0.0%	-0.4%	-5.5%	-0.5%	7.8%	-1.4%	0.0%	0.0%
Total	27.4%	-27.4%	0.0%	0.0%	0.9%	-19.3%	3.8%	6.6%	8.0%	0.0%	0.0%
Fall 2013											
Fall 2013	F13 Employees Gender				F13 Employees Ethnicity						
	Female	Male	Unknown	Total	Native American	Asian	African American	Hispanic	White	Hawaiian / PI	Total
Faculty	3.2%	-3.2%	0.0%	0.0%	-0.4%	-19.8%	-3.5%	2.3%	21.4%	0.0%	0.0%
Non-Faculty	12.0%	-12.0%	0.0%	0.0%	0.2%	-10.4%	6.5%	6.1%	-4.1%	1.7%	0.0%
Total	8.0%	-8.0%	0.0%	0.0%	-0.1%	-14.6%	2.0%	4.4%	7.4%	0.9%	0.0%

The table above (Comparisons to Solano County Bachelor's Degree or Higher Populations) shows the percentage difference between applicant, new hire, and employee populations as compared to the county census population. The most extreme percentages of underrepresentation are depicted in red, and, of overrepresentation, in green.

Gender

Focusing on gender, applicants and new hires of SCC are compared to Solano County population demographics. The District has been successful in recruiting and hiring females for all categories reported. In addition, SCC has retained a high number of female employees (SEE ALSO Table A page 9; Pie Chart 1.4 on page 10).

Ethnicity

Improvements can always be made in recruiting greater numbers of applicants which can translate to higher proportions of new hires and employees retained from all reported ethnicities. Of special concern, however, is the underrepresentation of applicants, new hires, and employees retained from the Asian category. In both categories of faculty and non-faculty, there appears to be an underrepresentation of Asians throughout the District. A plan to attract Asian faculty applicants is identified in the SCC Staff Equity Planning Agenda 2013-2016 on page 34.

XII. METHODS TO ADDRESS UNDERREPRESENTATION

SCC's Human Resources is focusing on the refinement of specific efforts in the College's hiring process to continue to promote equity and diversity in the SCC workplace.

The EEO provisions below are applicable to all full-time and part-time hiring, including any hiring meant to address the ratio of full-time to part-time faculty that may be required by Education Code section 87482.6¹.

1) Recruitment:

It is the policy of the District to pursue a program of recruitment that is inclusive and open to all individuals. Efforts are undertaken on a regular basis to develop and contact new recruitment sources, with the aim to increase diversity in candidate pools. Diverse pools shall include, but not be limited to, men, women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. The E.I.A.C. is encouraged to utilize and notify the District of additional recruitment options that may assist the District to obtain a diverse pool of applicants. The District's recruitment and hiring procedures will include the following provisions:

- a) For any job category where continuing underrepresentation exists, the District will, at a minimum, apply the recruitment procedures set forth in Title 5 Section 53021 to conduct full and open recruitment for all new openings and will not invoke the provisions for in-house interim appointments, or the exception under 53021 (c) (7) for engaging an administrator through a professional services contract, unless the Superintendent-President or his designee first notifies the Governing Board and the E.I.A.C. in writing of the compelling reason to deliberately restrict the persons who may be considered for a vacancy in a job category where underrepresentation persists.

All recruitment announcements will state that the district is an "Equal Employment Opportunity Employer."

- b) The District shall seek to pursue recruitment strategies for all open positions employing strategies as deemed feasible and/or appropriate, to include:
 - Increased general circulation (via print and online media) through more focused recruitment advertisement i.e. Caljobs.com, Community College Registry, Higher Ed Chronicle, etc.
 - HR Recruiter will research the potential need to provide job postings in languages other than English (Appendix A: Staff Equity Planning Agenda, number 13, on page 32).

¹ Education Code section 87102 requires each district's *Plan* to address how the district will make progress in achieving the ratio of full-time to part-time faculty hiring as required by Education Code section 87482.6, while still ensuring equal employment opportunity.

- Recruitment booths at job fairs or conferences oriented to both the general market and the economically disadvantaged, as well as participation in those events drawing significant participation by groups found to be underrepresented in the District’s workforce (subject to availability and feasibility of funding).
- Specifically identify and utilize recruitment channels i.e. Employment Development Department, Workforce Investment Board, etc., targeting underrepresented groups as identified within this *Plan*.
- Specific to this report, Human Resources will identify and utilize recruitment channels targeting qualified applicants of Asian ethnicity and females.

2) Job Announcements

The District’s Recruitment and Hiring Procedures section on “Job Announcements” will include the following provisions:

Job announcements will state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance. Employees can simply go to www.solano.edu, click Human Resource, and view “How to apply” instructions. For all positions, job requirements will include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students. Job specifications, including any “required,” “desired,” or “preferred” qualifications beyond the state minimum qualifications which the District wishes to utilize, will be reviewed by the EEO Officer before the position is announced, to ensure conformity with equal employment regulations and state and federal nondiscrimination laws². All job announcements shall state that the District is an “Equal Employment Employer.”

3) Review of Initial and Qualified Applicant Pools³

Initial applicant pools will be reviewed by the Human Resources Department for projected representation of monitored groups. Once the initial pool is approved, the pool will be screened for minimum qualifications, resulting in a qualified applicant pool. The qualified applicant pool will be reviewed so that no monitored group is adversely impacted. Once the qualified applicant pool is approved, the pool may be forwarded to the screening/selection committee. The District’s Recruitment and Hiring Procedures will include the following provisions:

- a) The application for employment will afford each applicant an opportunity to voluntarily identify, his or her gender, ethnic group, and, if applicable, his or her disability. This information will be kept confidential and used only in research, validation, monitoring, and evaluation of the effectiveness of the District’s equal employment

² See generally title 5, section 53022

³ See title 5, section 53023 for general authority for this section.

opportunity program, or any other purpose specifically authorized by any applicable statute or regulation.

b) Initial Applicant Pool:

- After the application deadline has passed, the composition of the initial applicant pool will be analyzed to ensure that any failure to obtain projected representation for any monitored group is not due to discriminatory recruitment procedures. If necessary, the application deadline will be extended and additional recruitment will be conducted that eliminates discriminatory recruitment procedures and ensures that recruitment efforts provide a full and fair opportunity for a wide diversity of potential applicants.
- When recruitment efforts have offered an opportunity for participation to a wide diversity of potential applicants or demonstrates that further recruitment efforts would be potentially futile, applications will be screened to determine which candidates satisfy job specifications as set forth in the job announcement. Before the selection process continues, the composition of the qualified applicant pool will be analyzed to ensure that no monitored group is adversely impacted.
- If adverse impact is found to exist, the Human Resources Manager or designee shall take effective steps to address the adverse impact before the selection process continues.

Such steps may include, but are not limited to:

- a) Extend the deadline and undertake inclusive outreach efforts to ensure a diverse applicant pool that provides equal opportunity to all qualified applicants seeking employment with the District.
- b) Include all applicants who were screened out on the basis of any locally established qualifications beyond the state minimum qualifications which have not been specifically demonstrated to be job-related and consistent with business necessity, through a process meeting the requirements of federal law.
 1. If adverse impact persists after taking steps required as outlined in this component of the Plan, the selection process may proceed only if:
 2. The job announcement does not require qualifications beyond the statewide minimum qualifications, or
 3. Locally established qualifications beyond state minimum qualifications, if any, are demonstrated to be job-related and consistent with business necessity through a process meeting the requirements of federal law and suitable alternative selection procedures to reduce the adverse impact were unavailable.
 4. Once the qualified applicant pool is approved, the pool will be forwarded to the Interview Committee for paper screening, interviews, and final recommendations for hiring considerations.

5. The District will not advertise or utilize in future hiring processes for the same position or a substantially similar position any locally established qualifications beyond state minimum qualifications that the District was unable to verify in the original recruitment under Step 2 above unless such qualifications are verified in advance of commencing any such future hiring process.

4) Screening/Selection Committee Procedures

The District seeks to employ qualified persons with a broad range of backgrounds and abilities who have the knowledge and experience to work effectively in a diverse environment. The selection process is based on merit and will extend to all candidates a fair and impartial examination of qualifications based on job related criteria. The District's recruitment and Hiring Procedures will include the following provisions:

- a) All screening or selection techniques, including the procedure for developing interview questions, and the selection process as a whole, will be:
 - Designed to ensure that, for all positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students based solely on job-related criteria;
 - Designed to avoid an adverse impact and monitored by means consistent with this section to detect and address adverse impact which does occur for any monitored group
- b) When possible, every effort will be made, within the limits allowed by federal and state law, to ensure selection/screening committees include a diverse membership which will bring a variety of perspectives to the assessment of applicant qualifications. Selection/screening committees will be encouraged to include members from monitored groups.
- c) The Equal Employment Opportunity officer should approve the makeup of selection/screening committees. If the EEO officer does not approve a selection/screening committee for lack of diversity, the EEO officer should take necessary steps to remedy the lack of diversity.
- d) Before a person can serve on a selection/screening committee, he or she must receive Equal Employment Opportunity training.
- e) Interviews must include at least one question which assesses the candidate's competency, and commitment to, equal employment opportunity and his or her level of cultural sensitivity. Reference checks should include at least one question addressing the matter of diverse cultural understanding.

- f) All screening materials must be approved for compliance with EEO principles⁴.
- g) Monitoring for adverse impact
 1. After the selection/screening committee has conducted the paper screening, and prior to contacting any of the applicants for interviews, the applicant pool is approved and cleared for adverse impact. Interviews cannot be scheduled until the applicant has been approved and cleared for adverse impact.
 2. Finalists cannot be forwarded for hiring consideration until the applicant pool has been approved and cleared for adverse impact.
- h) If monitoring for adverse impact reveals that any selection technique or procedure has adversely impacted any monitored group, the Superintendent-President or his/her designee may do the following:
 1. Suspend the selection process and take timely and effective steps to remedy the problem before the selection process resumes.
 2. When appropriate, assist the screening committee by discussing the overall composition of the applicant pool and the screening criteria or procedures, which have produced an adverse impact, provided that confidential information about individual candidates is not disclosed.
 3. Where necessary, the position may be reopened at any time and a new selection process initiated in a way designed to avoid adverse impact.
- i) The District will not designate or set aside particular positions to be filled by members of any group defined in terms of ethnic group identification, race, color, ancestry, national origin, age, sex, religion, sexual orientation, marital status, disability, or medical condition, or engage in any other practice, which would result in discriminatory or preferential treatment prohibited by state or federal law. The District will not apply the EEO Plan in a rigid manner that has the purpose or effect of so discriminating.
- j) The Governing Board or its designee shall make all hiring decisions based upon careful review of the candidate(s) recommended through the screening/interview committee. This includes the right to reject all candidates and to order further review, or to reopen the position where necessary to achieve the objectives of the EEO Plan or to ensure equal employment opportunity.
- k) The District will review the pattern of its hiring decisions over time, and if it determines that those patterns do not meet the objectives of the

⁴ Subsections a) (2), c), e) and f) are not required by title 5 and are offered here as recommended practices.

Plan, the District will construct new methods to meet the Plan objectives, or if necessary, modify the Plan itself to ensure equal employment opportunity.

5) Improve Applicant Data Collection

- a) Human Resources will undertake a full evaluation of its EEO voluntary information collection process. A full assessment of the NEOGOV pages seen by applicants will focus on the ease and accessibility for candidates to report information and the clarity of the information stated. (Appendix A: Staff Equity Planning Agenda number 6, page 34).
- b) Human Resources will modify the NEOGOV pages and sections accordingly, to include any improvement identified in order to ensure accuracy of information (Appendix A: Staff Equity Planning Agenda number 6, page 34).

6) Improve EEO Training Opportunities for All Employees

The District's Human Resources Department will continue to undertake mandatory EEO training for all District employees (Appendix A: Staff Equity Planning Agenda number 13, page 34).

- a) Human Resources will establish a training calendar for all employees that includes mandatory EEO related, annual training of all employees, volunteers, and others who are employed by the College.
- b) Human Resources will implement mandatory training for all new hires pertaining to EEO.
- c) Human Resources will require all employees to receive mandatory online EEO training on an annual basis in an effort to promote greater understanding of diversity and inclusion at all levels in the organization (Appendix A: Staff Equity Planning Agenda number 13, page 34).

XIII. ADDITIONAL STEPS TO REMEDY SIGNIFICANT UNDERREPRESENTATION

If the District determines that a particular monitored group is significantly underrepresented with respect to one or more job categories, the District will take additional steps consistent with Section 53006. At a minimum, the District will:

- 1) Review the District's recruitment procedures and identify and implement any additional measures which might reasonably be expected to attract candidates from the significantly underrepresented group;
- 2) Determine whether the group is still significantly underrepresented in the category or categories in question after the measures have been in place a reasonable period of time; and;
- 3) If a reasonable period of time passes and significant under representation persists for a particular group in the job category in question, the District will:

- a) Review established “required,” “desired,” or “preferred” qualifications being used to screen applicants for positions in the job category to determine if it is job-related and consistent with business necessity through a process meeting the requirements of federal law.
- b) Discontinue the use of District established qualification that is not found to satisfy the requirements set forth in the previous paragraph and continue using qualification standards meeting the requirements only where no alternative qualification standard is reasonably available or the pursuit of some means that could be expected to have a less exclusionary effect.

XIV. OTHER MEASURES NECESSARY TO FURTHER EQUAL EMPLOYMENT OPPORTUNITY

The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce.

To that end, in addition to the aforementioned steps to address underrepresentation and/or significant under representation, the District sponsors cultural events and speakers on issues dealing with diversity, and explore how to infuse diversity into the classroom and curriculum. The District will also promote diversity, equity, and inclusion, to include:

- Invite guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees alike.
- Highlight the District’s equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications.
- Review and revise College publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.
- Conduct campus “climate” surveys to identify hidden equity barriers.
- Continue to offer diversity workshops and EEO training to all major College constituent groups at all instructional improvement days (flex day).
- Establish a more visible “Equal Employment Opportunity and Diversity” online presence to include innovative attention to diversity.
- Promote attendance (both internally and externally) in cultural events on campus and the community.
- Participate in community organizations to assist in local recruitment and to establish partnerships to expand diversity efforts.

- Promote sabbaticals that will assist the District in achieving its equal employment and diversity objectives.
- Support the goals and activities of the E.I.A.C.
- Expand opportunities for establishing and expanding internship opportunities pertaining to diversity

XV. PERSONS WITH DISABILITIES: ACCOMMODATIONS AND GOALS FOR HIRING

1) *Reasonable Accommodations*

Applicants and employees with disabilities⁵ shall receive reasonable accommodations consistent with the requirements of Government Code, sections 11135 et seq. and 12940(m); section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act. Such accommodations may include, but are not limited to, job site modifications, job restructuring, part-time work schedules, flexible scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aides such as readers, interpreters, and note takers.

The ADA coordinator is responsible for handling requests for accommodations from current employees. The Office of Human Resources is responsible for handling requests from applicants seeking such accommodations during the application process. Requests can be made on the “Request for Reasonable Accommodations” form provided by H.R.

2) *Procedures When Underrepresentation is found*

When persons with disabilities are found to be significantly underrepresented, measures required in this EEO Plan will be implemented.

XVI. INTERSHIP PROGRAMS IN EDUCATION

The District will encourage community college students to become qualified for, and seek employment as, community college employees. The District shall research and inform students about programs that may assist them to complete their graduate studies and become community college employees. The District will post informational flyers on the campuses concerning such programs, and

⁵ See the definition of “person with a disability” in the definitions section of the *Plan*. A more detailed definition of physical and mental disability is found in Government Code, section 12926. California has a broader definition of disability than the ADA. California also requires accommodations to be made under circumstances where accommodations might not be necessary under federal law.

make information available in locations available to students. Efforts will be made to inform graduate students in local colleges and universities about the benefits of employment at a community college.

Currently, the District has a memorandum of understanding (MOU) with California State University (CSU) Sacramento for SCC Counseling Internships and continues to support this internship program.

In 2013, SCC's Shared Governance Council asked the Ethnic Minority Coalition President to investigate the potential of initiating a Faculty Diversity Internship Program. Since then, three models have been reviewed. Recently, the Ethnic Minority Coalition President met with a neighbor community college and learned that funding might be available from the California Community College Chancellor's EEO funds to support a similar program at SCC. At this time, SCC is investigating the possibility of developing and implementing a Faculty Diversity Internship Program to be established in 2015.

XVII. SOLANO COMMUNITY COLLEGE DISTRICT EQUAL EMPLOYMENT OPPORTUNITY PLAN AND GUIDELINES SUMMARY:

Solano Community College is an *Equal Opportunity Employer* and encourages applications from all groups. The District utilizes nondiscriminatory employment practices and promotes workforce diversity. The achievements and accomplishments within the District are reflective of a talented, productive, and diverse staff that is committed to the District's Mission, Vision statement, Strategic Goals, and Core Values.

The principal asset of our workforce is predicated on sound Equal Employment Opportunity (EEO) practices and principles.

Valuing the diversity and creativity of the District's workforce is a core asset that is supported by organizational policies, procedures, and ongoing training. Those attributes are achieved through effectively implementing EEO practices that promote greater awareness, understanding, respect, and inclusion for all members of the SCC workforce.

EEO continues to be a management priority and is the key element in workforce planning. This priority is realized by ensuring that management systems and practices function in a manner that guarantees equal access to all. The following planning agenda includes objectives, expected outcomes and evaluations, timelines, and primarily persons responsible for implementing SCC's 2014-1016 goals.

Appendix A

STAFF EQUITY PLANNING AGENDA 2013-2016 (REVISED 2014-2015)

OBJECTIVES		RESPONSIBILITY FOR ACHIEVING OBJECTIVES	ACTIVITIES	EXPECTED OUTCOMES AND EVALUATION	TIMELINE AND TARGET DATE COMPLETION
1	Continue to comply with Title 5 and other formal EEO mandates.	EEO Manager and Superintendent-President	Compliance 1. Review Title 5 and other mandates annually 2. Attend compliance workshops, conferences, as needed 3. Check with CCCC for updates	SCC will remain in compliance with Title 5 and EEO mandates.	Compliance regulations will be reviewed annually (June). Annual review will be completed on an ongoing basis.
2	Assess HR Staffing needs and recommend a plan for implementing Human Resources reorganization.	AVP of Human resources and Superintendent-President	Superintendent-President will review all HR Staffing and will recommend a plan to address staffing needs and to clarify job duties and responsibilities.	Improve overall effectiveness and efficiency for HR staffing. Clarification of HR staff job duties and responsibilities.	Superintendent-President reviewed and implemented plan for HR reorganization in Fall 2013. Current AVP of HR hired July 2014. Proposed final reorganization of HR Department and function to go to Board in September 2014. Human Resources to be fully staffed with permanent full-time positions in place by December 2014 or Spring 2015.
3	Create SCC surveys, as needed, to elicit specific ideas from faculty, staff, e.g., to improve hiring processes, campus climate, and diversity college-wide.	AVP of Human Resources and staff, along with Dean of Institutional Research, Planning, and Effectiveness, SCC Communications Editor, E.I.A.C	Design and disseminate surveys and monitor EEO goals. Analyze survey results and publicize. EIAC will research College climate surveys as a first step, then design and implement a survey to be disseminated to the College community in collaboration with the Office of Research and Planning.	Inclusion of suggestions from the College community in putting forward their ideas to improve hiring processes to further equity and diversity goals for SCC.	AVP of HR and E.I.A.C. will design a survey to assess Hiring policies (Fall 2014) and implement in Fall 2015 EIAC research for College climate surveys (2015) EIAC and Institutional Research staff to design and implement survey (2016)
4	EEO Plan Revision	E.I.A.C , Human Resource Manager, and Lead Research Analyst	Review of NEOGOV data and assist with analysis. Make recommendations for ongoing revision.	Strengthen diversity and inclusion efforts at SCC and work to continue to diversify workforce.	EEO Plan will be revised annually and/or as needed. EIAC and HR will address EEO goals and recommend changes to the Plan (2014-2016).
5	Continue to refine faculty hiring policies in collaboration with the Academic Senate and SCFA, to include an analysis of EEO requirements.	AVP of Human Resources, Academic Senate President, and SCFA President	In Fall 2012, the Academic Senate and H.R. manager initiated a review and analysis of current faculty hiring policies and procedures. Work continues to include review of adjunct and "emergency" hiring procedures and all other hiring policies to be systematically revised.	All faculty hiring policies and procedures must conform to Title 5 mandates and the practices detailed in the SCC EEO Plan.	Currently one section of BP 4005 (faculty hiring) is being revised. All faculty hiring policies will be reviewed and updated by the end of the 2015-2016 academic year.

6	Continue to expand the use of the SCC Applicant Tracking system (NEOGOV.) Design and implement a plan for training and more systematic data reporting.	AVP of Human Resources and Staff	In Spring 2013, SCC obtained applicant-tracking data tool (NEOGOV) for all new hires and baseline data was extracted. In Summer 2014 a new HR Recruiter was hired and charged with the update and improvement of all hiring processes within the NEOGOV system; subsequent data was extracted. HR will continue to establish a more accurate NEOGOV template setup,	The potential of the NEOGOV system will be reviewed regularly to provide pertinent information regarding the goals of the EEO Plan. EEO Plan implementation will be strengthened as improvements are identified to refine efficiency, effectiveness, and accuracy of EEO data analysis.	Data will be extracted and analyzed semester by semester: Fall 2014 through Spring 2016. NEOGOV training (Fall 2014) and plan for ongoing utilization will be established. Modifications will be made to the Online Employment application guide to ensure user-friendly accessibility in Fall 2014.
7	Review and analyze all SCC hiring policies and procedures, to include an analysis of EEO requirements.	AVP HR and staff; Superintendent-President; Academic Senate President; appropriate constituent representatives; SCC Policy analyst.	AVP of Human Resources and Superintendent-President to review existing policies and procedures and determine necessity for revisions.	SCC will engage in an analysis of administrative hiring policies and procedures to ensure that all hiring policies and procedures conform to Title 5 mandates and the EEO Plan and promote diversity and inclusion.	Superintendent-President has established a 2014-2016 plan to review and revise all policies and procedures. The policy review was initiated in Fall 2014 (Policy 4000 series) and will be completed in 2016
8	Sponsor SCC activities that promote Diversity and inclusion awareness	E.I.A.C., SCC, Outreach & Public Relations Manager, ASSC Student Development Director, ASC Coordinator, AVP of Human Resources	SCC hosts a variety of diverse activities, such as the Ethnic Studies Speakers series, Veterans events, Cinco de Mayo, Foreign Language night. Promotion of such events should encourage appreciation of diversity and educational enhancement. Continue to build relationships with Asian communities.	SCC will bring greater attention to the complex, diverse population at our College and in our community and will recommend ongoing events and activities to support the goals of the EEO Plan.	Fall 2014 – Spring 2016 emphasis on widely publicizing diversity events. E.I.A.C. will collaborate with ASC Coordinator, Outreach & Public Relations Manager, and ASSC Advisor. E.I.A.C. and Outreach and Public Relations Manager will partner and network with Asian communities Spring of 2015.
9	Continue to utilize and evaluate the Non Faculty Priority Process for hiring	AVP of Human Resources, Dean of Institutional Research, Planning, and Effectiveness; Lead Research Analyst	Continue to utilize and refine Non-faculty staffing process. Continue to evaluate process and publicize improvements.	Improved non-faculty hiring outcomes in accord with the EEO Plan.	Staff requests are to be reviewed (annually): March and analysis to be completed (annually) June to include fiscal recommendations. Evaluation of plan, established in Summer 2014, is ongoing. Annual reviews will be completed (2015, 2016)
10	Expand Community Outreach efforts to increase diversity, equity, and inclusion.	Superintendent-President and SCC Outreach & Public Relations Manager	Continue to expand the list of community organizations and business partners to encourage feedback on EEO planning and to work on issues of diversity for SCC and the community. Expand outreach, e.g., invite community leaders to participate in SCC forums on diversity, equity.	Expand partnerships with community organizations and businesses. Increased enrollment and expansion of SCC diversity outreach. Solicit suggestions from the community to support goals of SCC's EEO Plan.	September 2014 letter will be sent to community organizations and businesses. A subsequent list of organizations and businesses will be distributed annually (August) and correspondence will be reviewed. (See Appendix C). Outreach to be continued annually.
11	Continue Ed Code Compliance Training (e.g., EEO and Sexual Harassment)	AVP of Human Resources and staff	SCC will provide EEO and Harassment Prevention Workshops for all employees and include plan for evaluation.	SCC HR staff will continue to educate and train SCC employees on critical EEO mandates and improve hiring practices. HR will establish a plan to evaluate training.	Online workshops to be offered each semester: Fall 2013 – Spring 2016. Evaluation of workshops will be included.
12	Revise EEO Voluntary Information section within employment application to facilitate greater data collection.	AVP of Human Resources and Staff	Conduct comprehensive review of EEO voluntary section of employment application to evaluate for ease of use for applicants, clarity of data requested, and functionality of the form. Modify EEO section of employment application to comply with legal requirements and to facilitate more accurate collection of data.	Improved applicants of purpose for the information collected to generate greater support to complete the section.	EEO section of employment application will be reviewed in Fall 2014 with all related changes to language and formatting to be completed and live in all employment applications by October 2014.

13	Introduce mandatory EEO training for all employees on an ongoing annual basis.	AVP of Human Resources and Staff	Set up online EEO training for all employees to be completed annually.	Convenient access to online training by all employees to be completed annually to ensure greater understanding of EEO requirements and individual responsibility to build and maintain an effective and diverse workplace.	Online training calendar to be set up by October 2014. All employees and managers will receive notice and be required to take the EEO training by the designated due date. Mandatory training announcement will be made by December 2014 with completion required no later than March 2015.
14	Increase recruitment in underrepresented populations	AVP of Human Resources and Staff	Partner with institutions, organizations and agencies for recruitment resources for underrepresented populations i.e. Asians, and increase postings to these groups. Research and develop publications in languages other than English, if needed.	Increase outreach to and increase number of underrepresented hires from Solano County	Partner with APAPA – Asian Pacific Islander & American Public Affairs Association in 2014/2015. Increase bulletins and postings to underrepresented associations beginning 2014. Foreign languages brochures to be published in 2015, as needed.
15	EIAC Diversity and Inclusion Workshops	Ethnic Studies Coordinator	In Spring 2014 and Fall 2014, EIAC introduced Diversity and Inclusion Workshops, with the goal to have all major groups on campus eventually participate.	Introduce common concepts of diversity and equity to all College constituents. Assure a better understanding of inclusion to all.	The Ethnic Studies Coordinator or designee will provide workshops each semester in an effort to train all major College constituent groups by 2016.

**Appendix B
NEOGOV APPLICANT POOL DATA: September 1, 2013 to June 30, 2014**

Category	Job Title	Applicant Gender			Applicant Ethnicity						Total	New Hires Gender		New Hires Ethnicity						Total
		Female	Male	Unk	African American	Asian	Hispanic	Native American	White	Unknown		Female	Male	African American	Asian	Hispanic	Native American	White	Unknown	
Clerical/Sec	Accounting Specialist I-Accounts Receivable	1		30					1	30	31	1					1	1		
Clerical/Sec	Accounting Specialist II-Accounts Payable	18	2	30	3	4	1	1	10	31	50	2					2	2		
Clerical/Sec	Administrative Assistant II-EOPS/CARE/CalWORKs	35	2		7	9	5		16		37	1	1					1		
Clerical/Sec	Administrative Assistant III-Counseling	1		20					1	20	21	1					1	1		
Clerical/Sec	Administrative Assistant III-Facilities	1		39						40	40	1						1		
Clerical/Sec	Administrative Assistant III-Financial Aid	1		46			1			46	47	1			1			1		
Clerical/Sec	Administrative Assistant III-Health Sciences	46	2	2	8	9	4		26	3	50	1					1	1		
Clerical/Sec	Administrative Assistant III-HPD	37	3	4	6	11	5		20	2	44	1		1				1		
Clerical/Sec	Administrative Assistant III-Liberal Arts (PT)	33	4	3	4	11	5		19	1	40	1					1	1		
Clerical/Sec	Administrative Assistant III-Math & Sci.	87	8	2	18	23	13		41	2	97		1				1	1		
Clerical/Sec	Administrative Assistant III-Social & Behavioral Sci.	1		69					1	69	70	1					1	1		
Clerical/Sec	Administrative Assistant II-SBDC	12	1	48	3	4	1		5	48	61	1		1				1		
Clerical/Sec	Administrative Assistant IV-Math & Sci.	1		34					1	34	35	1					1	1		
Clerical/Sec	Admissions & Records Analyst	1		111					1	111	112	1					1	1		
Clerical/Sec	Assessment Center Specialist	1		55		1				55	56	1		1				1		
Clerical/Sec	Clerical Specialist-CalWORKS	175	19		9	8	8	2	17	150	194	1		1				1		
Clerical/Sec	Courier		1	13			1			13	14		1			1		1		
Clerical/Sec	Financial Aid Systems Analyst	1		7			1			7	8	1			1			1		
Clerical/Sec	Student Services Assistant II-Financial Aid	2		42		1			1	42	44	2		1			1	2		
Exec/Adm/Mgmt	Associate Vice President of Human Resources	18	16	14	11	2	5		16	14	48		1				1	1		
Exec/Adm/Mgmt	Asst Director, Facilities/Energy Mgmt	4	46		6	3	5		34	2	50		1		1			1		
Exec/Adm/Mgmt	Athletic Director (Educational Administrator)	12	55		16	2	5	1	43		67		1				1	1		
Exec/Adm/Mgmt	Chief of Staff (Confidential)	2				1			1		2	1					1	1		
Exec/Adm/Mgmt	Custodial Supervisor		1	29					1	29	30		1				1	1		
Exec/Adm/Mgmt	Dean, School of Liberal Arts	10	12	7			1	1	4	23	29		1				1	1		
Exec/Adm/Mgmt	Dean, School of Mathematics and Sciences	1	3			1			3		4		1		1			1		
Exec/Adm/Mgmt	Dean, School of Social & Behavioral Sciences	9	9	24	3			1	1	37	42	1					1	1		
Exec/Adm/Mgmt	Director of Student Life	18	16	11	5		2	2	3	33	45	1		1				1		
Exec/Adm/Mgmt	Director-SBDC	13	16	23	6	5	2		7	32	52	1					1	1		
Exec/Adm/Mgmt	Executive Bonds Manager		6	2		2			3	3	8		1		1			1		
Exec/Adm/Mgmt	Executive Coordinator-Sup/Pres (Confidential)	62	3	9	8	3	6	1	16	40	74	1					1	1		
Exec/Adm/Mgmt	Human Resources Generalist	23	6	2	6	4	4	1	12	4	31	1		1				1		
Exec/Adm/Mgmt	Human Resources Generalist (Confidential)	38	5		13	3	6	1	20		43	1					1	1		
Exec/Adm/Mgmt	Human Resources Recruiter (Confidential)	60	8		17	15	11	1	24		68	1		1				1		
Exec/Adm/Mgmt	MESA Coordinator (Classified Manager)	8	9	2	2	3	2		5	7	19		1		1			1		

Appendix B
NEOGV APPLICANT POOL DATA: September 1, 2013 to June 30, 2014

Category	Job Title	Applicant Gender			Applicant Ethnicity						New Hires Gender		New Hires Ethnicity							
		Female	Male	Unk	African American	Asian	Hispanic	Native American	White	Unknown	Total	Female	Male	African American	Asian	Hispanic	Native American	White	Unknown	Total
Faculty	Accounting Instructor (PT)	21	16	2	7	3	4		9	16	39	4		2				2		4
Faculty	Aeronautics Instructor	1	21			1			1	13	22		1					1		1
Faculty	Aeronautics Instructor Pool (PT)		4			2			2		4		1					1		1
Faculty	American Sign Language (ASL) Instructor (PT)	3	3	1	1	1			3	2	7	1						1		1
Faculty	Anthropology Instructor	2							2		2	1						1		1
Faculty	Anthropology Instructor (PT)	6	2		1				7		8	1	1					2		2
Faculty	Art History Instructor (PT)	12	3			3	1		10	1	15		1	1						1
Faculty	Astronomy/Physics Instructor	6	29	4			1		2	36	39		1					1		1
Faculty	Automotive Technology Instructor		6						6		6		1					1		1
Faculty	Biology Instructor	4	3			1	1		4	1	7	2						2		2
Faculty	Biology Instructor Pool (PT)	26	21	1	3	8	4	1	30	2	48	3	1		1			3		4
Faculty	Biology/Anatomy Instructor Pool (PT)	4	2		1				5		6	1						1		1
Faculty	Biology/Physiology Instructor (PT)	2	1			1			1	1	3	2						1	1	2
Faculty	Biotechnology Instructor Pool (PT)	9	2		1	3	3		4		11		2	1		1				2
Faculty	Business Administration Instructor (PT)	44	50	11	17	5	3		30	50	105	3	1	1				2	1	4
Faculty	Chemistry Instructor	22	34	3	1	2			8	48	59	1						1		1
Faculty	Chemistry Instructor Pool (PT)	6	18		4	5		1	14		24	1	7	1	2			5		8
Faculty	Child & Family Development Instructor	38	3	3		2			4	38	44		1						1	1
Faculty	Cinema Instructor Pool (PT)	2	2						4		4	1	1					2		2
Faculty	Communication Instructor (PT)	13	7		3	1	2		14		20		3			1		2		3
Faculty	Computer Programming Instructor	4	15	1	2	5	1		10	2	20	1			1					1
Faculty	Cosmetology Instructor Pool (PT)	10			3		2		5		10	4		3				1		4
Faculty	Counseling Instructor	50	8	5	4	1	1	1	4	52	63	1						1		1
Faculty	Counseling Instructor Pool (PT)	32	8		16	4	6		11	3	40	5		1	1	2		1		5
Faculty	Criminal Justice Instructor (PT)	21	31	1	11	1	11		28	2	53		3					3		3
Faculty	Early Childhood Education Pool (PT)	24	2		4		3	1	17	1	26	5		1				4		5
Faculty	Emergency Medical Technician Instructor (PT)	4	10		2	2	4	2	4		14		1			1				1
Faculty	English Instructor	45	41	2	3	1	1	1	12	70	88	1							1	1
Faculty	English Instructor (PT)	29	17		5		2	1	36	2	46	4	1			1		4		5
Faculty	EOPS Counselor	28	5	1	15	6	3		9	1	34	1						1		1

Appendix B
NEOGOV APPLICANT POOL DATA: September 1, 2013 to June 30, 2014

Category	Job Title	Applicant Gender			Applicant Ethnicity						New Hires Gender		New Hires Ethnicity							
		Female	Male	Unk	African American	Asian	Hispanic	Native American	White	Unknown	Total	Female	Male	African American	Asian	Hispanic	Native American	White	Unknown	Total
Faculty	ESL Instructor Pool (PT)	13	4		1				15	1	17		2					2		2
Faculty	Fire Technology Instructor (PT)		17		1	1	3	1	11		17		1		1					1
Faculty	Geographic Information Systems Instructor Pool (PT)	1	3						4		4	1						1		1
Faculty	Geology Instructor (PT)	1	4		1	1			3		5	1		1						1
Faculty	Graphic Design Instructor	5	2						7		7	1						1		1
Faculty	History Instructor	1							1		1	1						1		1
Faculty	History Instructor Pool (PT)	28	27	2	6	4	9	1	34	3	57	5	1	1			1	4		6
Faculty	Horticulture/Agriculture Instructor	3	3						6		6	1	1					2		2
Faculty	Math Instructor	1							1		1	1						1		1
Faculty	Math Instructor Pool (PT)	13	17		2	7	3		17	1	30	3	3		1			5		6
Faculty	Music Instructor Pool (PT)	18	23	1	3	11	2	1	24	1	42	2	2	1	1		1	1		4
Faculty	Nursing Clinical Instructor Pool (PT)	12	2		2	3			9		14	2		1				1		2
Faculty	Nursing Instructor	12	2	1	4	2	1		7	1	15	4	1	2				3		5
Faculty	Nursing Instructor (PT)	16	5		3	3	3	1	10	1	21	2	1		1	1		1		3
Faculty	Philosophy Instructor Pool (PT)	3	5	1	1		1		6	1	9		1					1		1
Faculty	Photography Instructor Pool (PT)	1	3				1		3		4	1	1					2		2
Faculty	Physics Instructor (PT)	4	6			2			6	2	10	2						2		2
Faculty	Political Science Instructor	7	7		6		2		6		14		1	1						1
Faculty	Sociology Instructor	24	30	4	2	1			7	48	58	1							1	1
Faculty	Sociology Instructor (PT)	15	9		9		1		14		24	1	2	1				2		3
Faculty	Spanish Instructor Pool (PT)	9	8		1		8		6	2	17	2			1			1		2
Faculty	Theater Arts (Technical)		1						1		1		1					1		1
Faculty	Theatre Arts (Acting/Directing) Instructor	9	12			1	1		17	2	21		1					1		1
Faculty	Waste/Water Instructor (PT)		4			2			2		4		3		2			1		3
Prof/Non-Faculty	Purchasing Technician/Buyer-Bonds	1							1		1	1						1		1
Serv/Maint/Paraf/Tech	Distance Education Technician	8	5		2	4	1	1	5		13	1						1		1
Serv/Maint/Paraf/Tech	Scheduling Specialist	24	7	3	5	4	6	1	16	2	34	1						1		1
Serv/Maint/Paraf/Tech	Technology Specialist	4	34	23	3	8	2		6	42	61		1		1					1
Grand Total		1433	857	748	307	237	191	27	906	1370	3038	104	60	22	19	14	2	99	8	164

Appendix C
Solano Community College Community and Business Affiliates 2014

Appendix C

Solano Community College Community and Business Affiliates 2014

Solano County Office of Education			
Solano County Office of Education	Jay Speck	Superintendent	Fairfield
Solano County Office of Education	Janet Harden	Assistant Superintendent	Fairfield
City and County Offices			
City of Fairfield	Harry Price	Mayor	Fairfield
City of Fairfield	David White	City Manager	Fairfield
City of Suisun City	Pete Sanchez	Mayor	Suisun City
City of Suisun City	Suzanne Bragdon	City Manager	Suisun City
Fairfield-Suisun Unified School District	Kris Corey	Superintendent	Fairfield
Fairfield-Suisun Unified School District Board	David C. Isom	Board President	Fairfield
Fairfield-Suisun Unified School District Board	Judi Honeychurch	Board President Elect	Fairfield
City of Benicia	Elizabeth Patterson	Mayor	Benicia
City of Benicia	Brad Kilger	City Manager	Benicia
City of Dixon	Jack Batchelor, Jr.	Mayor	Dixon
City of Dixon	Jim Lindley	City Manager	Dixon
City of Vallejo	Osby Davis	Mayor	Vallejo
City of Vallejo	Daniel E. Keen	City Manager	Vallejo
City of Vacaville	Steve Hardy	Mayor	Vacaville
City of Vacaville	Laura Kuhn	City Manager	Vacaville
City of Winters	Cecilia Aguiar-Curry	Mayor	Winters
City of Winters	John W. Donlevy, Jr.	City Manager	Winters
Solano County Board of Supervisors	Linda Seifert	Board Chair, District 2	Fairfield
Solano County Board of Supervisors	Jim Spering	Supervisor, District 3	Fairfield
Solano County Board of Supervisors	Jim Spering	Supervisor, District 3	
Solano County Board of Supervisors	Erin Hannigan	Supervisor, Vice-Chair, District 1	Vallejo
Solano County Board of Supervisors	John Vasquez	Supervisor, District 4	Fairfield
Solano County Board of Supervisors	Skip Thompson	Supervisor, District 5	Fairfield
California State Assembly			
Mariko Yamada - District 4	Don Lowrie	Sr. Field Representative to Mariko Yamada - District 4	Woodland
Mariko Yamada - District 4	Andrew Benware	Field Representative to Mariko Yamada - District 4	Woodland
Mariko Yamada - District 4	Catherina Nou	Capitol Director - District 4	Sacramento
Mariko Yamada - District 4	Tom Barte	District Director - Assembly District 4	American Canyon
Mariko Yamada - District 4	Irene Romo	Scheduler for Assembly member Mariko Yamada	
Jim Frazier - District 11	Jim Frazier	Assembly Member - District 11	Fairfield
Jim Frazier - District 11	Jennifer Barton	District Director - District 11	
Jim Frazier - District 11	Brandon King	Field Representative to Jim Frazier - District 11	
Jim Frazier - District 11	Karen Tedford	Field Representative to Jim Frazier - District 11	
Susan Bonilla - District 14	Susan Bonilla	Assembly Member - District 14	Concord
Susan Bonilla - District 14	Satinder Malhi	District Director - District 14	Concord
Susan Bonilla - District 14	Ron Turner	Field Representative - District 14	Concord
California State Senate			
Noreen Evans - District 2 (Vallejo)	Noreen Evans	California State Senator - District 2	Santa Rosa
Noreen Evans - District 2 (Vallejo)	Matt Pope	Solano County Field Representative	Vallejo
Noreen Evans - District 2 (Vallejo)	Ed Sheffield	District Director - District 2	Santa Rosa
Lois Wolk - District 3 (Solano)	Lois Wolk	California State Senator - 3rd District	Vacaville
Lois Wolk - District 3 (Solano)	Tracy Krumpfen	Senior Field Representative - 3rd District	Vacaville
Lois Wolk - District 3 (Solano)	Caitlin O'Halloran	District Director - 3rd District	Vacaville
US Senate			
Barbara Boxer	Barbara Boxer	US Senator	Sacramento
Barbara Boxer	Brandon Ida	Field Representative - Senator Barbara Boxer	Sacramento
Dianne Feinstein	Dianne Feinstein	US Senator	San Francisco
Diane Feinstein	Jessica Hartzell	Field Representative - Senator Dianne Feinstein	San Francisco
US Congress			
John Garamendi-District 3	John Garamendi	Congressman - District 10	Fairfield
John Garamendi-District 3	Brandon Minto	Deputy District Director - District 10	Fairfield
John Garamendi-District 3	Brandon Thomson	Field Representative	Fairfield
Mike Thompson-District 5	Mel Orpilla	District Representative	Vallejo

Appendix C

Solano Community College Community and Business Affiliates 2014

Travis Air Force Base			
Travis Air Force Base	Colonel Matthew Burger	Commander, 349th AMW	Travis AFB
Travis Air Force Base	Colonel Corey J. Martin	Base Colonel	Travis AFB
Rotary			
Fairfield Suisun Rotary	Tera Dacus	President	Fairfield
Solano Sunset Rotary	Tom Snyder	President	Vallejo
Fairfield-Suisun Twilight Rotary	Grace E. Hinds	Past President	Fairfield
Fairfield-Suisun Twilight Rotary	JD Lopez	President	Fairfield
Vacaville Rotary	Mike Vieira	President	Vacaville
Vacaville Sunrise Rotary	Damon Tyler	President	Vacaville
Vallejo Rotary	Shane McAfee	President	Vallejo
Cordelia Rotary	June Johnsen	President	Fairfield
Dixon Rotary	Kay Fulfs Cayler	President	Dixon
Winters Rotary	Joe Trotter	President	Winters
Business Affiliates			
AT&T	Rhuenette Alums	AT&T Area Director – External Affairs	Napa
Daily Republic	Foy MacNaughton	Publisher	Fairfield
Solano County	Amy Jenkins	Legislative, Intergovernmental&Public Affairs Officer	Fairfield
Solano Economic Development Corp	Sandy Person	President	Fairfield
Sutter Solano Medical Center	John Boyd	CEO	Vallejo
SCC Supporters			
Syar Corporation	Susan and Jim Syar	President	Napa
SYAR Industries Inc.	Scott Thomas	Area Marketing & Sales Manager	Napa
Cello International Tennis Academy (CITA)	Phil Cello	President	Fairfield
Dutra-Cerro-Graden Inc.	Landis L. Graden	Principal	Dublin
Jimmy Doolittle Air & Space Museum	Brian McInerney	Chief Executive Officer	Fairfield
Vezer Winery	Frank Vezer	CEO	Fairfield
King Andrews Vineyards	Roger King	Winegrower	Suisun Valley
Consultants, Trainers, Coaches, LLC	Ronald Arrington, MBA,MPA, CTC	Consultant	Modesto
B & L Properties	Debra Yarbrough Russo & Anthony Russo	Owner	Fairfield
Celebrate SCC Sponsor			
Billy and Louise Yarbrough Family Foundation	Louise Wilbourn Yarbrough		
Kaiser Permanente	Cynthia Verrett	Community Benefit Manager	Vacaville
Kaiser Permanente	Dilenna Harris	Public Affairs Manager	Vacaville
Kitchell CEM	Russ Fox	President/CEO	Sacramento
Kitchell CEM	Dave Giannelli		Sacramento
Kitchell CEM	Bob Fuselier	Lead AP, Regional Executive	San Jose
NorthBay Healthcare	Gary J. Passama	President/CEO	Fairfield
NorthBay Healthcare	Steve Huddleston	Vice President	Fairfield
Pacific Gas & Electric Company	Amit Pal	Government Relations	Fairfield
Pacific Gas & Electric Company	Alisa Okelo-Odongo	Government Relations	Sacramento
Momentum Autogroup	Rahim Hassanally	President	Fairfield
National University	Jon Roloff	Online Information Center Manager	Fairfield
Valero Refining Company	Sue Fisher Jones	Public Affairs Mgr. Community Relations&Gov. Affairs	Benicia
Valero Refining Company	John Hill	Vice President, General Manager	Benicia
Waste Connections Inc.	Jim Dunbar, P.E.	District Manager	Suisun
Yin McDonalds	C.C. Yin	Owner	Vacaville
Advocates for the Arts	Zach Powell	President of the Board of Directors	Fairfield
First Northern Bank	Louise A Walker	President & CEO	Dixon
President's Circle			
President's Circle Donor	Morland Mac McManigal	President's Circle Donor	Fairfield
President's Circle Donor	Brett Johnson	President, NorthBay Healthcare Foundation	Fairfield
President's Circle Donor	Stephen Murphy	Attorney at Law (President's Circle Donor)	Fairfield

Appendix C

Solano Community College Community and Business Affiliates 2014

Honorary Degree Recipients			
2011 Honorary Degree Recipient	Jesse Branch	2011 Honorary Degree Recipient	Fairfield
2011 Honorary Degree Recipient	Billy Yarbrough	Posthumously - 2011 Honorary Degree Recipient	
2011 Honorary Degree Recipient	Louise Wilbourn Yarbrough	2011 Honorary Degree Recipient	Fairfield
2011 Honorary Degree Recipient	C.C. Yin	2011 Honorary Degree Recipient	Vacaville
2012 Honorary Degree Recipient	Regina Yin	2012 Honorary Degree Recipient	Vacaville
2012 Honorary Degree Recipient	Herman Goelitz Rowland, Sr.	2012 Honorary Degree Recipient	Fairfield
2013 Honorary Degree Recipients	Lt. Colonel James C. Warren	2013 Honorary Degree Recipient	Vacaville
2013 Honorary Degree Recipients	Mrs. Xanthia Warren	2013 Honorary Degree Recipient	Vacaville
2013 Honorary Degree Recipients	Morland Mac McManigal	2013 Honorary Degree Recipient	Fairfield
2013 Honorary Degree Recipients	Peggy A. Cohen-Thompson	2013 Honorary Degree Recipient	Vallejo
2014 Honorary Degree Recipients	Richard Rico	2013 Honorary Degree Recipient	Vallejo
2014 Honorary Degree Recipients	Buck Kamphausen	2013 Honorary Degree Recipient	Vallejo
2014 Honorary Degree Recipients	Verna Mustico	2013 Honorary Degree Recipient	Vallejo
2014 Honorary Degree Recipients	Judi Honeychurch	2013 Honorary Degree Recipient	Vallejo
Distinguished Alumni 2014			
2014 Distinguished Alumni	Jack Anthony		
2015 Distinguished Alumni	Veronica Favela-Diaz		
2016 Distinguished Alumni	Andrea Garcia		
2017 Distinguished Alumni	John Hill		
2018 Distinguished Alumni	Mike Martin		
2019 Distinguished Alumni	Aaron McAlister		
2020 Distinguished Alumni	Dr. Karen McCord		
2021 Distinguished Alumni	Mel Orpilla		
2022 Distinguished Alumni	Simona Padilla-Scholtens		
2023 Distinguished Alumni	Marc C. Tonnesen		
2024 Distinguished Alumni	Louise A. Walker	President and Chief Executive Officer	Dixon
2025 Distinguished Alumni	John Zeltin		
Chamber of Commerce			
Benicia Chamber of Commerce	Stephanie Christiansen	President & CEO	Benicia
Black Chamber of Commerce, Vallejo	Peggy Cohen-Thompson	President	Vallejo
Dixon Chamber of Commerce	Cher Besneatte	President	Dixon
Dixon Chamber of Commerce	Carol Pruett	Chief Administrator	Dixon
Fairfield-Suisun Chamber of Commerce	Debi Tavey	President	Fairfield
Filipino Chamber of Commerce	Karla Prieto	President	
Hispanic Chamber of Commerce	Herme Sunga	President	
Rio Vista Chamber of Commerce	Karen Smith	Executive Director	Rio Vista
Vallejo Chamber of Commerce	Rich Curtola	President and CEO	Vallejo
Vacaville Chamber of Commerce	Mark Creffield	President / CEO	Vacaville
Winters Chamber of Commerce	Michael Sebastian	Executive Director	Winters
College/University Contact			
Brandman University	Susan J. Schnars	Manager for Community & Corporate Relations	Fairfield
California State University, Berkeley	Dr. Harry Le Grande	Vice Chancellor, Div. of Student Affairs	Berkeley
Contra Costa College	Dr. Denise Noldon	President of Contra Costa College	San Pablo
Napa Valley College	Dr. Ronald Kraft	Superintendent/President	Napa
Sonoma State University	Mark Merickel, Ph.D.	Professor and Dean, School of Extended Education	Rohnert Park
The California Maritime Academy	Thomas A. Cropper	President	Vallejo
Other Associates			
Falati & Associates	Gary Falati		Fairfield
CSW/ST2	James J. Grossi, Jr., P.E.	Principal	Novato
Meyer Corporation	Mr. Stanley Cheng	CEO	Vallejo
SYAR	Barry D. Cavanna	Planner	Napa
Woodcreek Homes	Bob Runkel		Fairfield

Appendix C

Solano Community College Community and Business Affiliates 2014

SCC Leadership			
SCC District Governing Board	Rosemary Thurston	Trustee	Fairfield
SCC District Governing Board	Dr. Sarah E. Chapman	Trustee	Fairfield
SCC District Governing Board	Monica Brown	Trustee	Fairfield
SCC District Governing Board	A. Marie Young	Vice President	Fairfield
SCC District Governing Board	A. Marie Young	Vice President	Fairfield
SCC District Governing Board	Pam Keith	President	Fairfield
SCC District Governing Board	Michael A. Martin	Trustee	Fairfield
SCC District Governing Board	Denis Honeychurch	Trustee	Fairfield
SCC District Governing Board	Naser Baig	Student Trustee	Fairfield
SCC Academic Senate	Mike Wyly	President	Fairfield
SCC Accreditation	Dr. Annette Dambrosio	Accreditation Coordinator	Fairfield
SCC CTA - Faculty	Jim DeKloe	President	Fairfield
SCC CSEA	Debbie Luttrell-Williams	President	Fairfield
SCC Operating Engineers	Jeffery Lehfeldt	President	Fairfield
SCC Associated Student	Casey Bess	President	Fairfield
SCC Associated Student	Erika Gonzalez	Vice President	Fairfield
SCC Educational Foundation Board	Katherine Brannon		Vacaville
SCC Educational Foundation Board	Stephanie Brennan		
SCC Educational Foundation Board	Sherry Cordonnier	Director, Corporate Relations	Vacaville
SCC Educational Foundation Board	Carol Landry	Vice President First Northern Bank	
SCC Educational Foundation Board	Dave Fleming	Mayor, Vacaville (Retired)	Vacaville
SCC Educational Foundation Board	Dorothy Hawkes	SCC Scholarship Foundation	Fairfield
SCC Educational Foundation Board	Curt Johnston	Executive Director	Fairfield
SCC Educational Foundation Board	Stephen Murphy	Attorney at Law (President's Circle Donor)	Fairfield
SCC Educational Foundation Board	Amit Pal	Government Relations	Fairfield
SCC Educational Foundation Board	Dr. Walter Quinn	Principle, Vacaville (Retired)	Vacaville
SCC Educational Foundation Board	Douglas C Spletter	Attorney at Law	Fairfield
SCC Educational Foundation Board	Thomas Trujillo	President, SCC Boosters Club	Fairfield
SCC Educational Foundation Board	Jay A. Yerkes	Branch Office Mgr., SagePoint Financial&City Treasurer	Vacaville
SCC Educational Foundation Board	John Zeltin	American Express (Retired) - Alumn	New York
ALG - Solano Community College	Jocelyn Mouton	Interim Dean, Counseling	Fairfield
ALG - Solano Community College	Roger A. Clague, FInstLM, FCMI	Chief Technology Officer	Fairfield
ALG - Solano Community College	Judy Spencer	Executive Coordinator	Fairfield
ALG - Solano Community College	Leslie Minor	Dean, School of Social & Behavioral Sciences	Fairfield
ALG - Solano Community College	Maurice McKinnon	Interim Dean, School of Health Sciences	Fairfield
ALG - Solano Community College	Maire Morinec	Dean, School of Applied Technology & Business&Vacaville Ctr.	Fairfield
ALG - Solano Community College	Dr. John Yu	Dean, School of Mathematics and Science	Fairfield
ALG - Solano Community College	Shirley Lewis	Chief Student Services Officer	Fairfield
ALG - Solano Community College	Erik Visser	Athletics Director	Fairfield
ALG - Solano Community College	Neil Glines	Dean, School of Liberal Arts	Fairfield
ALG - Solano Community College	Dr. Jerry Kea	Dean, Vallejo Center	Fairfield
ALG - Solano Community College	Yulian Ligioso	Vice President, Finance & Administration	Fairfield
ALG - Solano Community College	Diane White	Interim Vice President, Academic Affairs	Fairfield

EEO/Selection Committee Training through Keenan

EEO/Selection Committee Training ✕

 **EEO/Selection Committee Training**



To continue, please select a course version

Title	Time Required
Policy	30 min

Description

Policy Course

Author 

Staff

EIAC MINUTES

5-14-14 (ROOM 404; 12 – 1 p.m.)

In attendance: Shemila Johnson, Rachel Ancheta, Annette Dambrosio, Karen McCord, Richard Cross, Peter Cammish

Absent: George Ogin, Jesse Branch, Tasha Smith, Judy Yu, Judy Nash

Guest: Naser Baig, ASSC

The meeting was called to order (Cross/Ancheta) at 12:10 p.m. and Minutes from April were approved.

The discussion centered on revising the EIAC goals and purpose. Dambrosio had made some suggestions to eliminate redundant language and to simplify the EIAC purpose document. The group suggested additional changes and Dambrosio offered to include the additional changes to the document and resend to everyone by June 5. McCord suggested that the document be sent out one more time only and that if there were no objections, EIAC should adopt the changes so that the revised version could be published and the Web updated.

Discussion centered on the need to bring more awareness to the EIAC. McCord commented that EIAC was more visible when the College had a Diversity Officer. Ancheta pointed out that having HR more involved in E.I.A.C. should help.

A concern that prevails is the need for HR to do additional training for hiring. Last year, SCC employed a consultant for Sexual Harassment workshops, but the consultant was very expensive. The group emphasized the need for HR to do more training that is directly related to hiring issues and that at a minimum, all Hiring Committee Chairs must undergo training.

The group also discussed the necessity for the various hiring committees to write their respective job descriptions and some complaints were voiced regarding HR's "template diversity language." Ancheta agreed that committees should submit their own language and HR's function was only to review the diversity language to ensure that job descriptions and interview questions addressed diversity and equity where appropriate. The group advised that the diversity language on the SCC application needs revision and volunteered to help with that project (EIAC will tackle question 1 at their next meeting).

Ancheta pointed out the recruitment is a big issue and that all SCC recruiters need formal training. Also it is important that SCC advertise in the right publications, such as the Chronicle of Higher Education, Multicultural Issues in Higher Education,

Dambrosio announced that the Academic Senate and SGC is now discussing the issue of awarding Veterans credit for Military service. As requested at the last meeting, Ancheta created a generic flyer to distribute regarding jobs available at SCC. She also pointed out that NEO GOV is now being reevaluated to ensure that EEO reporting is more complete.

Discussion continued on data that is being collected regarding our hiring applicant pools. Cammish inquired: Do you want our application pool to be reflective of our County? The state? The Bay area? McCord observed that SCC faculty do not reflect the diversity in Solano county, for example.

The group suggested that our demographics should extend beyond the population of Solano County and that we need to examine the educational attainment of County residents (some groups might be large, but also without degrees to apply for teaching jobs). The group discussed that personal outreach is also helpful and wants to do more community outreach.

Dambrosio reminded EIAC that they would be participating in Fall Flex Cal (one hour session to elicit ideas from the entire College).

The group voiced their interest in continuing to be involved in the EEO Plan revision and to continue our work to plan fall semester projects. If we are going to sponsor workshops, for example, we should plan them. The group suggested a July 9 meeting from 11:30 –1:00 p.m.

The group adjourned at 12:58 p.m.

To:

Re: Faculty Hiring Criteria and Process

Date:

1. Quantitative Data
 - a. FTES
 - b. Load (WSCH/FTES)
 - c. Total Sections
 - i. FT
 - ii. PT
 - d. Total WSCH
 - i. FT
 - ii. PT
 - e. Percent Fill
 - f. Trends
 - g. Labor Market Data
2. Qualitative
 - a. Program trends and demands
 - i. Statutory (state or federal mandate)
 - ii. Demographic
 - iii. Potential for program growth
 - iv. Community demand for expansion
 - b. Need for FT relative to sequencing of courses in program curriculum
 - c. Institutional priorities and/or strategic goals and plans cannot be supported by current staffing levels. It is important “we do not kill a program by starving it.”
 - d. Availability of qualified adjunct (within last three years)
 - e. History of FT in program (last five years)
 - f. Comprehensive Course Offerings
 - g. Closed class count
 - h. In case of replacement position, impact on program and college if not replaced
 - i. In cases of current positions funded categorically (e.g. Perkins), impact on program and college if funding for positions ends.
3. Planning and Assessment Considerations
 - a. Program Review Analysis and/or Program Assessments
 - b. SLO Outcome Assessment Reports
 - c. Education Master Plan
 - d. Student Equity Plan Implications
 - e. EEO/Staff Equity Implications

**ACADEMIC SENATE/ED ADMIN****JOINT MEETING AGENDA****November 25, 2013****ASSC 1421****3:00 pm – 5:00 pm**

- 1. Call to Order**
- 2. Roll Call:**

Academic Senate: Susanna Gunther, President, Sabine Bolz, Kevin Brewer, Nick Cittadino, Lue Cobene, Catherine Cyr, Dale Crandall-Bear *ex-officio*, Joe Conrad – *ex officio*, Erin Duane, Lisa Giambastiani, Amanda Greene, Les Hubbard, LaNae Jaimez, Katherine Luce, Amy Obegi, Teri Pearson-Bloom, Ken Williams, Michael Wyly, Connie Adams, Admin Assistant
Ed Admin: Sal Codina, Lily Espinoza, Neil Glines, Jerry Kea, Bruce Kinghorn, Shirley Lewis, Maurice McKinnon, Maire Morinec, Diane White, Zhanjing Yu
- 3. Approval of Agenda – November 25, 2013**
- 4. Comments from the Public**
- 5. Information/Discussion Items**
 - 5.1 Faculty Hiring
- 6. Action Items**
 - 6.1 Vote on Faculty Hiring Priorities
- 7. Adjournment**



ACADEMIC SENATE/ED ADMIN

JOINT MEETING

Adopted Minutes

November 25, 2013

ASSC 1421

1. Call to Order

President Gunther called the meeting to order at 3:05 pm.

2. Roll Call:

Academic Senate: Susanna Gunther, President, Sabine Bolz, Kevin Brewer, Nick Cittadino, Catherine Cyr, Joe Conrad – *ex officio*, Erin Duane, Lisa Giambastiani, Amanda Greene, Les Hubbard, Katherine Luce, Amy Obegi, Teri Pearson-Bloom, Ken Williams, Michael Wyly, Connie Adams, Admin Assistant
Ed Admin: Peter Cammish, Lily Espinoza, Jerry Kea, Bruce Kinghorn, Shirley Lewis, Maurice McKinnon, Maire Morinec, Barbara Pavao, John (Zhanjing) Yu
Absent/Excused: Lue Cobene, Sal Codina, Dale Crandall-Bear *ex-officio*, Neil Glines, LaNae Jaimez, Diane White
Guests: Marion Cowee, Tonmar Johnson

3. Approval of Agenda – November 25, 2013

Motion to approve – Senator Bolz; Seconded – Senator Pearson-Bloom; Passed – unanimous

4. Comments from the Public

5. Information/Discussion Items

5.1 Faculty Hiring

President Gunther reported the Academic Senate did not receive the list until this meeting. Dean Lewis asked Dean Cammish to begin the discussion by explaining the criteria and process used by the deans to determine priority. Dean Cammish reported that 21 position requests were received. The deans reviewed and rated each position on four criteria: efficiency; labor market and potential for growth; staffing and capacity; assessments. Twenty positions were placed on the list and to create a mathematical list, deans had 20 points to distribute to their priority choices. Following a lot of discussion, some changes were made to the list. Dean Lewis added that, after the deans' opportunity for input, S/P Laguerre wanted consideration for aeronautics, business, accounting, and nursing. Dean Morinec pointed out there will be no full-time faculty teaching business courses in the spring due to two retirements and one instructor going on full-time release. FTES are routinely full and, as noted in Program Review, one accounting instructor is retiring this semester. The Aeronautics program requires one instructor for every 24 students and one of the two full-time instructors is retiring. Dean Kea noted none of the seven requests for CTE positions made the list. Concern was voiced and due to Chancellor's Office requirements as well, a balance was created. Dean Lewis reported the Board of Registered Nursing made an accreditation visit recently. The BRN exit report noted the College should consider hiring a full-time nurse with geriatrics expertise to work on curriculum changes required by the BRN and also open the CRN program.

The academic deans each gave a brief rational for their fall 2014 positions that were included on the list.

CTE/Business - Maire Morinec:

Business has only one full-time faculty who will be on release time this spring and the other full-time instructor will be teaching business and CIS. Due to retirements, five classes now have to be taught by adjuncts. Emergency hiring will get the department through spring and maybe fall. The full-time **Accounting** instructor is retiring this semester and adjunct hiring is planned for spring. **Aeronautics** is a vibrant and growing program that must have a full-time instructor.

The **Auto Tech** Program has restarted and will be moved from Armijo High School to a new location in Vallejo. To have NATIF certification, the industry standard, two full-time instructors are required.

CIS will be interviewing next week for a spring full-time tenure track position.

Auto Body is a growing program in the second year of Perkins funding and three years is the maximum allowed. Two positions are currently funded with soft money and the College should consider bringing the positions into the main stream. The two faculty were hired on tenure track positions and the salary and benefits (about \$200,000) out of Perkins decreases funding for programs, professional development and equipment.

Office Tech currently has no full-time instructors. Program and Curriculum reviews were completed, forces realigned, and significant changes made. It is also an entry level program for many students and it is unfortunate it is at the bottom of the list.

Counseling – Barbara Pavao: Counseling put forth three positions. Over the past five years or so, the College has been calculating which counselors to include in this hiring priority process. Bringing DSP, EOPS, etc. into the enumerators, contractually we are still within the ratio. However, the Student Success Initiative (SSI) relies heavily on counseling (previously matriculation) services and will be much more intensive. Services have always been provided but never mandated as they will be now. All three position requests are for general counselors. Another impact on counseling comes from CTE grants that include a counseling component. The College has approximately 9.1 FTE counselors and it has become quite a challenge for them. More adjuncts have been used but that budget was severely cut. The counselor/student ratio is about 1:1400 without taking into account the counselor teaching time. DSP and EOP students often see general counselors as well. Counseling 101 will be initiated in spring and could double efficiency. The department is looking at ways to do things differently and, if the course can address some of the SSI issues, it will be a good use of counselors' time. Counselors are limited to 40% teaching, some are at 100% counseling, and the average in-load per counselor is one.

Senator Pearson-Bloom pointed out that decreased enrollment occurs if students can't see counselors and Senator Cittadino noted the importance of personal contact.

Math/Science – John Yu: Six positions were put forward but, due to needs in other areas, he looked for balance. Math and Science generate 1/3 of FTES.

The only full-time **Astronomy/Physics** instructor is retiring. Other schools of comparable size generally have two full-time.

Chemistry has a ratio of 40:60 full-time to part-time faculty but should be at least 50% full-time. It is difficult to find part-time instructors and by the time interviews are scheduled a pool of five may decrease to one.

The **Math** ratio is also below at 45:55.

One full-time **Anatomy** instructor is retiring.

Following questions and discussion, it was understood that full-time faculty positions that were approved last year for Computer Science and Horticulture will be hired as soon as possible and are not included as part of the new positions on the current list of positions that will be hired for fall 2014.

Liberal Arts – Bruce Kinghorn: Interior Design and Journalism are totally covered by adjuncts but the greatest need is in **English** with about five full-time faculty lost due to resignations and retirements. It is very difficult to find adjuncts and the pools decline by interview time. There is a good chance a class or two will have to be cancelled for spring semester. There is a desperate need as English covers all degrees and certificates and someone is needed who can cover Basic Skills as well.

Behavioral Sciences: Professor Tonmar Johnson, the only full-time **Sociology** instructor, offers 16 sections per semester. There are six adjuncts and a current hiring pool is underway because of the need for more. If someone isn't hired next semester, some classes will likely be cancelled. One adjunct quit before semester started and Professor Johnson added that core class to his schedule. Professor Johnson noted he is also teaching five prep classes due to College transfer agreements. He is the advisor for the very active Sociology Club and he is serving on various committees as it is essential for sociology teachers to be involved on campus. Colleges at comparable size generally have two full-time instructors. Current retention rates are 87%, higher than the state average, and ranks third in that number. A sociology instructor retired a few years back. The Sociology position needs to remain on the list and be moved up. Dean Kea noted the load is at 700, Sociology 1 at 50 students has had over 100% filled in 9 of 10 classes. Sociology 2 and other courses at

35 max and are always over-enrolled. Dean Lewis pointed out Professor Johnson's classes carry about 75% of the others and Dean Kea added the importance of fill rate and contact hours. Although all deans agreed the top ten positions are essential, there were questions as to why Sociology was not higher on the list. Dean Kea noted that they are all critical and not negotiable, competition is always fierce, the new SSI brings in math, English, counseling, and on top of that there is the survival of departments to consider. Dean Espinoza added that some of the proposals were 30 pages and included a long, thought out process. Dr. Conrad noted that all proposals in math/science were generated by faculty and there is a disadvantage if the dean doesn't advance it. Adjuncts don't necessarily have time to complete proposals or put together a 50-page Program Review and then show why FT is needed.

Senators expressed disappointment in the last minute list and limited information with no data to back up decisions. The joint meeting purpose has been to have faculty input after there has been time to review the list and data.

Human Performance & Development – Lily Espinoza: CDFS submitted a 30-page proposal, an instructor is retiring after 30 years, and this great program needs to be kept great. The program is both CTE and general education and receives Perkins funding. Students who go through the program are placed into careers right away. The program is leading the College in terms of the Program Review process. The full-time retirement will be a huge blow to this program and everything will be impacted. The request is not to add, but to maintain faculty. Special training and expertise are needed as well as diversity in staff. As business grows in this county, families will need more quality childcare. A 20% rise in childcare by 2020 is projected. In response to the question of childcare programs at the centers, Dean Espinoza replied there is state funding for subsidized childcare and that could be another area to expand but it would have to go through Measure Q and be developed. Dean Kea added there have been discussions about that and building ECE at both centers but it isn't at the top of the list. Senator Obegi queried why Aeronautics is higher on the list than CDFS that has completed their Program Review and the numbers now show the need for faculty. Dean Morinec pointed out the legal mandate for aeronautics. She also noted that CTE programs have been starved at the College over the years and the FT hires have historically been at the bottom of the list. If the mission includes CTE, Transfer, and Basic Skills, those positions need to be filled.

Health Sciences – Maurice McKinnon: Dean McKinnon reported she was unable to attend the deans' meeting when the list was discussed and the Nursing proposal was submitted after the BRN visit to know the status. It appears that, to become fully compliant with BRN standards, a FT instructor and geriatrics content expert are required and are critical now to oversee curriculum for that specialty area. The program is currently in the beginning stages of curriculum revision that has started and stopped over the years but now must move forward. Four content experts are needed, two were hired this fall, but geriatrics is still needed. The curriculum must be completed and is due by fall 2015. The BRN will return to check for substantial and deliverable progress. The program integrity must be reestablished and maintained. Documents of regulations show the program is out of compliance. Without being present to advocate for Nursing during dean discussions, and without certainty of requirements at that time, it was placed at #10 on the list. Dean Morinec clarified that the BRN doesn't state that FT are needed but they can say that sufficient resources are lacking and issue a citation after a couple years of that. Attempts were made to fill the geriatric position last year. It is difficult to get a pool of applicants. Dean McKinnon added that faculty have to demonstrate competency and have a Master's Degree to teach theory. If not current, remediation has to be done at College expense and faculty can't teach while working on that. Dean Morinec explained the Nursing program serves community needs and provides other areas with FTES. Nursing enrollment is kept low as hospitals have a limit of eight students. There will be lots of job openings for CRNs and that also serves as pathways to other positions. Curriculum has not been updated since the 1990s.

Discussion: VP Wyly reported that six FT English faculty have resigned or retired in the last five years and only one has been replaced. Emergency hire of adjuncts took place this fall and there are currently unstaffed sections in English that could result in cancelled classes next semester. President Gunther added there will be an increase in numbers due to SSI. The Educational and Equity plans rely on a fully fleshed out department that is in desperate circumstances instead. Dean Lewis reported she met with Chuck Spillner and the ASC Task Force. They are planning to bring a proposal to the Senate that all incoming freshman take

math and English their first semester. At least 75% will be in Basic Skills. Dean Kea added that the College will have to find money for counseling, assessment, and English and math teachers and be more efficient due to state requirements.

Regarding concern the chemistry ratio is way out of balance, Dean Kea responded that some of the science classes stand or fall together. Students will go elsewhere if needed classes aren't available.

Dean Morinec noted that programs can be adversely affected by one retirement. If Autobody isn't moved out of Perkins funding, faculty will have to be let go after three years and that brings up contractual issues as well. The Senate should recommend that positions not be filled with soft money due to the risks, but, if that funding is used, job announcements must clearly state that. Enrollments are down and Perkins funds are based on enrollments and are also regionalized. Positions should be considered based on the labor market as well.

President Gunther wrote a revised list on the chalkboard: 1) Business; 2) Accounting; 3) Aeronautics; 4) Counseling 1; 5) Nursing; 6) Astronomy/Physics; 7) English; 8) Sociology; 9) Chemistry; 10) CDFS; 11) Math 1; 12) Math 2.

Dean Morinec suggested the positions with federal mandates should be separate from the regular list and Dean McKinnon reiterated the positions are critical to the programs with mandates. Dean Kea pointed out that the College was given 36 months to recover enrollment after the cap was lost a year ago and faculty needs to be hired to raise enrollment. He suggested presenting an approved list of twelve positions.

Professor Johnson pointed out how sociology brings numbers to the College. Sociology was moved to #3 and Aeronautics moved to #8.

6. Action Items

6.1 Vote on Faculty Hiring Priorities

Motion to accept ranking as written on board (listed above) and, in addition, have someone summarize the Senate's discontent and how the process should be in the future, send to S/P Laguerre with the caveat that ten full-time positions will be hired and, if not, would like that to come back to Senate – Senator Brewer; Seconded – Senator Cittadino

Discussion: Dr. Conrad suggested moving the second counseling position or anatomy up to the math positions. Dean Kea pointed out a second counseling position would be a student services position, rather than academic. After further discussion, the ranking was revised by moving Anatomy to #12 and Counseling 2 to #13. Senator Giambastiani requested adding to notations above that numbers do not represent ideas of how the positions should be ranked in importance but presupposes the ten will get hired. The final amended list: 1) Business; 2) Accounting; 3) Sociology; 4) Counseling 1; 5) Nursing; 6) Astronomy/Physics; 7) English; 8) Aeronautics; 9) Chemistry; 10) CDFS; 11) Math 1; 12) Anatomy; 13) Counseling 2. The numbers do not represent how the positions should be ranked in importance but presupposes the top ten will be hired.

Motion to accept the amended list with notations as stated in the first motion – Senator Brewer; Seconded – Senator Cittadino; Passed as amended - unanimous.

7. Adjournment

The meeting was adjourned at 5:00 pm.

SOLANO COMMUNITY COLLEGE DISTRICT

FACULTY HIRING, EQUIVALENCY AND MINIMUM QUALIFICATIONS

4005

POLICY: Solano Community College District believes that a well-qualified faculty provides the foundation for a strong instructional program.

The criteria and procedures for hiring academic employees shall be established and implemented in accordance with board policies and procedures regarding the Academic Senate's role in local decision making.

Academic employees shall possess the minimum qualifications prescribed for their positions by the Board of Governors.

In addition, each community college district is required to develop an Equivalency Procedure to enable a candidate to demonstrate that he or she possesses qualifications that are at least equivalent to the minimum qualifications. This procedure shall be developed and agreed upon jointly by the representatives of the Governing Board and the Academic Senate and approved by the Governing Board.

As required by law, the Governing Board's representatives and the Academic Senate shall develop equivalency procedures to enable a candidate to demonstrate that he/she possesses qualifications that are at least equivalent to the minimum qualifications. Candidates for positions requiring special licenses must have or be eligible for such licenses prior to the actual service or by a specified date as indicated in the job announcement.

REFERENCES/

AUTHORITY: California Education Code, Section 70902(d), 87100, 87355-87359
California Administrative Code, Title 5, Section 53024

SLD/zg
 BP 4005

ADOPTED: February 6, 1991

REVISED: January 21, 2004

CURRENTLY UNDER REVIEW TO COMPLY WITH TITLE V REGULATIONS

**SOLANO COMMUNITY COLLEGE DISTRICT
HUMAN RESOURCES PROCEDURES**

FACULTY HIRING PROCEDURES

4005

PROCEDURE:

I. Criteria for Hiring - Campus Wide

- a. Criteria to determine position priorities will be jointly established by the Academic Senate and Division Deans.
- b. The Division will define and determine assignments for the position.

II. Division Planning for the Job Vacancies

- a. The Personnel Office will prepare the job announcement and submit a draft to the division for review.
- b. The adopted SCC Minimum Qualifications List will be used to determine the minimum qualifications for the position.
- c. The Academic Senate adopted SCC Equivalency Procedure will be followed.
- d. The Staff Diversity/Affirmative Action Officer and the Director of Personnel will serve as resource to the committee during the hiring process.

III. Committee Selection

- a. The division is responsible for committee size and selection. Faculty representation may be sought outside the division. The committee composition shall include gender equity and ethnic diversity.
- b. Faculty hiring committees shall include faculty and the Division Dean.
- c. Any faculty member within the division who wishes to do so shall serve on the committee.
- d. Faculty hiring committees will be established by the division prior to the publication of the job announcement.
- e. Each committee member is responsible for integrity concerning any known conflicts of interests
- f. The following are the faculty hiring committee's responsibilities:

Objectivity/Fairness/Equality of Treatment
Confidentiality
Commitment to the Process
Adherence to Timeline
Screening Criteria
Application Screening Process
Selection Criteria
Interview Questions - Tie questions to selection criteria
Integrity of Process
Determination of Finalist(s) and Reference Checks
Submission of Completed Rating Sheets, Reference Checks, and Applications

IV. Committee Chair Selection

- a. The committee chair will be selected by the committee.
- b. The issues of released time, compensation pay, etc., also need to be addressed.
- c. The following are the responsibilities of the faculty hiring committee chair:

Committee Liaison with Personnel Office
Orientation of Members
Development of committee Rules and Regulations (e.g., how to recommend finalists)
Committee Operation and Adherence to Timeline
Returning Completed Screening Selection Rating Forms to the Personnel Office

V. Development of Committee Procedures, Timeline and Training

Affirmative Action Office:

- a. Assists and trains committees to insure compliance to district policy and state and federal legal requirements for adherence to affirmative action regulations.
- b. Reviews and approves screening, interview and rating forms, interview questions, screening and selection criteria.
- c. Serves as resource to the committee on affirmative action matters.
- d. Serves as a non-voting member on hiring committees whenever possible.
- e. Submits all job file documents to the Personnel Office prior to the scheduling of the second interviews.
- f. Performs diversity reviews of applicant pools.

Personnel Office:

- g. The Personnel Office shall provide assistance to the committee in developing the timeline, scheduling interviews and assisting in completing reference checks, if needed.
- h. When needed, the Director of Personnel will perform the function of the Staff Diversity/Affirmative Action Officer in his/her absence to insure that the hiring process moves forward in accordance with the established timeline.

Personnel and Affirmative Action Offices:

- i. Develop a team building relationship with the committee and the committee chair.
- j. Maintain confidentiality in the hiring process.
- k. The Staff Diversity/Affirmative Action Officer and the Director of Personnel will serve as a resource to the committee in the hiring process.

VI. Application - Pre-screening

- a. Pre-screening for minimum qualifications should be done by the committee chair and Personnel. This does not exclude any committee member or the committee from screening all applications.
- b. All applications (including those which do not meet minimum qualifications) will be forwarded to the Faculty Hiring Committee after Personnel has removed the Ethnic Statements from the application. As per Federal Guidelines, applicant diversity statistics will be maintained by the Personnel Office. As stated on the job announcement, equivalencies will be handled in accordance with the Academic Senate approved Equivalency Procedure.

VII. First Diversity Review of Application Pool

- a. The Staff Diversity/Affirmative Action Officer will advise the committee of the division's diversity goals and timetable and the diversity of the applicant pool. Every effort will be made during the hiring procedure to meet these goals and timetable.
- b. The Staff Diversity/Affirmative Action Officer and the Committee Chair will collaboratively determine if the pool adequately represents the necessary diversity before continuing the process.

If the pool is considered to be representative of under-represented groups, the process continues with item D.

If the pool does not adequately represent the under-represented groups for the following reasons:

1. Likelihood of obtaining diversity in a field where it is difficult to recruit candidates
2. Need for addressing ethnic and gender diversity in the field
3. Review recruitment efforts to determine adequacy of recruitment process.

The Staff Diversity/Affirmative Action Officer and the Committee Chair will meet to determine whether or not to proceed or re-advertise for the position.

- c. The committee will establish the screening criteria and rating forms, evaluating applications based upon those criteria.
- d. The following criteria should be following in rating candidates:
 1. If there are 30 or fewer applications, rate the first 15.
 2. If there are more than 30, rate 50% to a maximum of 25 candidates.
- e. The committee will determine the number of interviews to be scheduled and submit a list of rated candidates to the Staff Diversity/ Affirmative Action Officer. Depending on the requirements of the interview, a minimum of a week's notice should be given to the prospective candidates.

VIII. Second Diversity Review of Applicant Pool

The Staff Diversity/Affirmative Action Officer will review the selected pool of applicants and the candidates selected for interviews to determine if diversity exists. If diversity exists in the pool to be interviewed, the interview process will proceed.

If diversity does not exist in the number of candidates to be interviewed, but does exist in the rated pool, the committee chair will be advised to add the next five, or fewer, candidates based on the rating into the pool until diversity exists.

If diversity does not exist in the rated pool, the Staff Diversity/Affirmative Action Officer **and** the committee or, if designated, the committee chair, will meet to discuss and take a plan of action. The following should be considered in the discussion (may include, but are not limited to):

1. Review of the screening criteria to determine if the criteria disqualified candidates who could perform the job.
2. Review the qualifications of other candidates (not included in the rated pool) to determine if they should be added to the rated pool.

IX. Interview Process

- a. Committee members, under the direction of the committee chair and with

assistance from the Staff Diversity/Affirmative Action Officer, will develop hiring criteria rating methods and criteria-related questions. All committee members will ask the candidate(s) the same questions, maintaining consistency and equity. Committee members may be asked to explain their rating of candidates to the other members of the committee.

- b. Completed rating sheets will be turned in to the chair after determining the candidate(s) for each job vacancy. Particular care should be taken to create a rating system that uniformly identifies the top candidates of each member. The committee chair will turn in completed rating forms to the Personnel Office.
- c. Under direction of committee chair and by consensus of the committee, the committee shall recommend qualified candidate(s) for each vacancy. Reference checks are to be completed before finalists are determined and turned in to the Personnel Office.
- d. The hiring committee will invite the President and the appropriate Dean to meet with the committee to discuss the recommended candidate(s).
- e. All recommendations must be supported with a completed, signed recommendation form signature of the committee chair and/or division/department head, reference check forms and responses, applications of all candidates, and rating sheets to the Personnel Supervisor.

X. Reference Checks

- a. The hiring committee shall review and revise, if necessary, the reference check form.
- b. At least three reference checks should be made on each potential finalist.
- c. Immediate supervisors of the candidate(s) listed on the "Experience" section on the application form are to be contacted unless candidate(s) specify otherwise. **Confidentiality must be maintained.** A form will be included in the application for the candidate(s) to request that his/her immediate supervisor not be contacted until candidate(s) is notified.
- d. The same questions are to be directed to each reference.
- e. Professional references may be used for character corroboration but are not meant to be used in lieu of former/immediate supervisors' references.
- f. Reference check forms shall be completed in detail and should be typewritten or legibly written in ink. Responses should be elaborated on.

XI. Second Interview Process

- a. The Director of Personnel will review all recommendations and supporting

documents. If further clarification is needed, the documents will be returned for the additional information.

- b. If the documents are satisfactory, the recommendations will be forwarded to the Superintendent/President and the appropriate Dean.
- c. The committee, the Superintendent/President, and the appropriate Dean will conduct the final interview and make selections. Any member of the committee may elect not to participate in the final interview. The interview questions for the second interview will be the same for each finalist.
- d. The Superintendent/President and/or the appropriate Dean will confer with Personnel staff to determine appropriate salary placement and make offers of employment. If no individual is hired, the appropriate Dean will meet with the committee to determine resolution.
- e. The job offer will be contingent upon approval of the Governing Board.

XII. Notification to Candidates

- a. Non-finalists will be notified in writing by the Personnel Office.
- b. Finalists who are not offered employment will be notified of their status by the appropriate Dean.

SLD/zg

BP 4005 Faculty Hiring Procedures

Governing Board Review: 2/6/91

Revised: 11/30/90, 12/3/90

Revised: 9/6/95

Approved by Educational Administrators and Academic Senate: 11/6/95

Governing Board Review: 11/7/01

Governing Board Review: 01/21/04

**SOLANO COMMUNITY COLLEGE
DISTRICT HUMAN RESOURCES
PROCEDURES**

Addendum-Fire Technology Hiring Procedures, Level II Courses

4005

Purpose of Abbreviated Procedures: State Fire Marshall level II courses will be offered at Solano Community College in the near future and are offered once every two years. Only individuals certified by the State Fire Marshall's Office are permitted to instruct these courses.

1. The manager will complete the district personnel requisition form to obtain prior approval to fill positions.
2. The manager will contact the State Fire Marshall's Office in writing to request a list of the certified instructors for each course that will be taught and forward a copy to the Human Resources Department for the job file.
3. The manager will send a letter (with a copy to the Human Resources Department) to each of the instructors on the State Fire Marshall's certified list to inquire of their interest in the position(s). The letter will include a deadline for application, list those items needed to submit an application for consideration: completed employment application, resume, college transcripts (photocopies are acceptable), and copy of State Fire Marshall's certification, and directions to send the application materials to the Human Resources Department. Other documents may be required.
4. Those application packets received by the deadline will be reviewed by the Director of Human Resources to insure that they meet the minimum qualifications for the position as well as the Dean of the Trade and Technical Division.
5. Interview questions will be developed by the Dean of the Trade and Technical Division and the Coordinator of Fire Science and subject to approval by the Director of Human Resources.
6. The Dean of the Trade and Technical Division and the Coordinator of Fire Technology may interview the candidates via a telephone conference.
7. Recommendations of employment are subject to reference checks and a formal written recommendation on the district form for this purpose.
8. The Human Resources Department is responsible for maintaining the job file for the position and notifying unsuccessful candidates. The Dean is responsible for forwarding all letters, reference checks, interview rating forms, etc. to the Human Resources Department for the job file.

sd/zg:Proc4005.Rev

Reviewed by Academic Senate on 11/6/95; Board 4/17/96

Revised: 9/3/02

Board reviewed: 1/21/04

SOLANO COMMUNITY COLLEGE DISTRICT

EQUIVALENCY PROCEDURES

4005

I. MINIMUM QUALIFICATIONS

The qualifications for hire in each discipline at Solano College are outlined in the SOLANO COMMUNITY COLLEGE MINIMUM QUALIFICATIONS LIST and is available in the Human Resources Department. This list will be reviewed periodically and may be amended according to the College's governance policy.

II. BACKGROUND AND PHILOSOPHY OF EQUIVALENCY TO THE MINIMUM QUALIFICATIONS

- A. AB 1725 provides for the hiring of faculty who do not meet the precise letter of the minimum qualifications, provided that "the governing board determines that he or she possesses the qualifications that are at least equivalent" (Section 87359). The criteria and process for reaching this judgment will be worked out between the Solano Community College Governing Board and the Solano Community College Academic Senate.
- B. This college will have and use an equivalency process which does not lower standards, nor raise minimum standards. The purpose of the equivalency process is to allow the College to hire individuals who have a background (education and experience if required) at least equal to that required by the minimum standards even if their degrees have different names and their experience has been gained in an unconventional manner.
- C. Minimum qualifications contain two components –
 1. general education required for the degree (Associate or Bachelor's or Master's) and
 2. knowledge of and skills in the discipline.

III. EQUIVALENCY PROCEDURE

- A. Prescreening of applications shall be done in accordance with the college hiring procedures.
- B. The hiring committee will screen applications (those meeting the minimum qualifications and those requesting equivalency) based on the pre-determined selection criteria.
- C. The hiring committee will determine those applicants selected for an interview prior to an interview, the applicant's qualifications will be reviewed to determine if the minimum or equivalent qualifications have been met. Any candidate whose equivalency cannot be determined by the hiring committee shall

be referred to the College Equivalency Committee for resolution.

- D. A standing college committee, known as the Equivalency Committee, shall be established to maintain consistency in the equivalency process throughout the institution and through time. The Equivalency Committee is distinct and separate from individual hiring committees.
- E. The Equivalency Committee shall consist of:

Five (5) members: one (1) Student Services Manager, one (1) Academic Manager, three (3) Faculty appointed by the Senate (not more than one (1) from any division, but must include at least one (1) from the Trade and Technical Division). A representative from Human Resources Department will serve as support staff.
- F. The Equivalency Committee shall make the determination of equivalency if the hiring committee is unable to reach an agreement regarding a candidate's qualifications.
- G. The Equivalency Committee will consider candidates on a case-by-case basis maintaining thorough and accurate records of their deliberations and decisions. It shall be the shared responsibility of the Committee and the Faculty Senate to insure uniformity within and between all cases. All deliberations and records of the Committee will be confidential. No candidate shall receive an interview unless he or she meets the minimum qualifications or the equivalent of the minimum qualifications. All questions of minimum qualifications will be resolved before any interviews will be scheduled.

IV. EQUIVALENCY DECISIONS

- A. The hiring committee shall include specific documentation to warrant an equivalency approval or denial. The documentation creates a history for the division/department and shall include the criteria used by the committee to base its decision.

Example:

Requirements to teach Physical Education:

1. Master's in physical education with an emphasis in physical education, kinesiology, physiology of exercise, or adaptive physical education or
2. Bachelor's in any of the above and master's in any life science, dance, physiology, health education, recreation administration, kinesiology, or physical therapy or the equivalent.

Applicant's qualifications:

3. BS in physical education and an MS in sports administration

Equivalency request documentation:

Does not meet the qualification of MA in physical education. MS in sports administration is equivalent to MS in recreation administration based on degree course content. The combination of the equivalent MS degree and the possession of the BA in physical education qualifies the applicant to teach physical education.

- B. Equivalent degrees determined by the hiring committee will be included in the District's official minimum qualifications records.

V. CRITERIA FOR EQUIVALENCY

- A. The equivalency process shall be applied to determine the qualifications for hire or for reassignment of individuals who state that they possess education, training, and/or experience which is at least equivalent to the minimum qualifications established by the District.
- B. Candidates who claim equivalent qualifications shall provide conclusive evidence that they possess qualifications that are at least equivalent to those required by the minimum qualifications as stated on the job announcement. The conclusive evidence must be as clear and reliable as college transcripts. Specifically, the person making the claim must provide conclusive evidence establishing:

1. The equivalent of a required degree including:
 - a. The general education required for that degree.
 - b. The major coursework required for that degree.
2. If applicable, the equivalent of required experience including:
 - a. Mastery of the skills of the vocation thorough enough for the specific assignment and broad enough to serve as a basis for teaching the other courses in the discipline.
 - b. Extensive and diverse knowledge of the working environment of the vocation.

VI. GUIDELINES FOR CONCLUSIVE EVIDENCE

It is the responsibility of the applicant to submit conclusive evidence. A personal

written statement supporting your request for equivalency (required) and one or more of the following:

- A. Letter from the educational institution that the completed coursework is equivalent to the degree requirement.
- B. A list/chart of the college courses required for the degree (from a college) to include the title of the course you have taken, college where the course was taken, dept. name, course number, and grade.
- C. Foreign degrees: If your foreign degree has not been evaluated by a recognized evaluation service, we recommend that you do so. Submission of foreign transcripts without evaluation does not provide adequate information to render a decision.
- D. Untranslated transcripts: If your transcripts are not translated into the English language, we recommend you have them officially translated and notarized. Submission of untranslated transcripts does not provide adequate information to render an equivalency decision.

VII. EQUIVALENCY STANDARDS FOR DISCIPLINES REQUIRING A MASTER'S DEGREE AND/OR COMBINATION OF A MASTER'S AND BACHELOR'S DEGREE

- A. BA/BS/MA/MS Degrees
 - 1. Must have completed the required number of units of coursework which meet each portion of the typical general education pattern for the degree.
 - 2. Knowledge of the Discipline Component. Must have demonstrated the knowledge by coursework or by a professional exam as determined and required by the discipline, approved by the Equivalency Committee, and noted on the job announcement.
 - 3. In disciplines listed below, a bachelor's degree in the discipline of the assignment plus a valid California professional license or certification may be submitted for the minimum qualifications:

<u>Discipline</u>	<u>License or Certification</u>
Accounting	Certified Public Accountant
Counseling	Marriage, Family, and Child Counselor
Engineering	Professional Engineer
Nutritional Science/Dietetics	Registered Dietitian

- B. Equivalency Standard for DSPS/Adapted Physical Education
 - 1. The equivalency standard is based on the following:
 - a. Possession of a bachelor's degree

- b. Enrollment in a program leading to a master's degree in physical education to include 15 semester units of upper division or graduate study in adapted physical education.
 - c. Written verification from institution that prospective employee is enrolled in a program leading to one of the master's degrees of specialization noted above.
 - d. Written agreement from prospective employee that he/she will complete 12 semester units toward the completion of the minimum qualifications for this position within 30 months from his/her date of hire. The agreement may be extended for an additional 24- month period to complete the remainder of the minimum qualifications.
2. Procedures to implement:
- a. The prospective employee is responsible for submitting initial transcripts, obtaining a letter from the institution to verify enrollment, completing coursework outlined by the agreement and submitting transcripts of on-going work, and requesting renewal of the agreement.
 - b. The Human Resources Department will process the written agreements and document the information to the employee's personnel file. Notification will be sent to the division Dean for information.
 - c. The division Dean is responsible for ensuring that the employee is qualified to teach prior to assignment scheduling each academic year.

VIII. EQUIVALENCY STANDARDS FOR DISCIPLINES NOT REQUIRING A MASTER'S DEGREE

A. General Standards

- 1. BA (or 120 semester units to include a minimum of 30 semester units of upper division/graduate level courses) in any discipline and the equivalent of two years of teaching or work experience directly related to the faculty member's assignment plus certification/licensure if applicable.
- 2. AA (or 60 semester units of college-level coursework from an accredited institution with a minimum of 18 semester units in general education) in any subject and one of the following:
 - a. The equivalent of six years of work experience or teaching experience directly related to the faculty member's assignment plus certification/licensure if applicable.

- b. The equivalent of four years of work experience or teaching experience directly related to the faculty member's assignment plus certification/licensure if applicable and one of the following:
 - 1) The equivalent of two years of other related work experience.
 - 2) The equivalent of one year of specialized training in the discipline obtained at a technical school or other institution verified by transcript, certification, or licensure in addition to the AA requirement.

- B. Photography: BA/BS degree in photography, fine arts or art and determination that the candidate has eminence* or BA/BS in photography, fine arts or art and 24 semester hours of graduate level work toward an MA degree in art history or humanities.

- C. Drama/Theatre Arts: BA/BS degree in drama, theatre arts or performance and determination that the candidate has eminence* or BA/BS in drama, theatre arts or performance and 24 semester hours of graduate level work toward an MA degree in comparative literature, English, speech, literature, or humanities.

- D. Dance: BA/BS degree in dance, physical education with a dance emphasis, or theatre with dance emphasis or equivalent thereof (e.g., choreography) and determination that the candidate has eminence* or BA/BS degree in dance, physical education with a dance emphasis, or theatre with dance emphasis and 24 semester hours of graduate level work toward an MA degree in physical education, any life science, physiology, theatre arts, kinesiology, performing arts, or dance.

- E. Coaching: BA/BS degree in any discipline and two years of work experience in coaching, teaching, playing (NCAA level or higher) or appropriate national certification.

- F. Music: BA/BM in music or performance and determination that the candidate has eminence*; BA/BM in music or performance and 6 years of full-time work experience in teaching or performance; or BA/BM in music or performance and 24 semester hours of graduate performance, music history or theory, or music education.

* Eminence may include: National certification or recognition; publications; research; 6 years of full-time college teaching experience; 6 years of full-time professional experience in the field; or as otherwise determined by the division Dean and the division academic senator.

IX. RESPONSIBILITIES OF THE CANDIDATE

- A. In the event that a candidate for employment does not meet the minimum qualifications set forth within the standards established by the SOLANO

COMMUNITY COLLEGE'S MINIMUM QUALIFICATIONS LIST, it shall be the responsibility of the candidate to supply to the Human Resources Department all documentation needed to evaluate equivalency by the closing date of the job announcement. The candidate must meet the minimum requirements for an equivalency evaluation described within this policy.

- B. Verification/confirmation of experience which is the basis of determining minimum qualifications:
1. The application documents will include specific details to inform applicants that verification of work experience to determine qualifications for the position must be verified within thirty working days if offered employment.
 2. Telephone references shall be directed to employers to confirm the candidate's work history if the experience is a requirement to meet minimum qualifications. The reference shall include assignment, dates of employment, full-time/part-time status, and duties.
 3. After employment, verification of experience from former employers must include assignment, dates of employment, full-time/part-time status, brief description of duties, and signature of employer/official. Self-employment experience can be verified by income tax records and written verification from clients and financial/income tax consultant.

X. RESPONSIBILITIES OF HUMAN RESOURCES

- A. The Human Resources Department will provide the candidate with the equivalency request form which includes equivalency standards. The Human Resources Department will forward applications, requests for equivalency, and supporting documentation to the hiring committee for determination.
- B. The Human Resources Department will maintain the historical records of minimum qualifications to include the expansion of degrees determined through the equivalency process.

Revised 6/20/00

Approved by Educational Administrators 5/2/00 and Academic Senate 5/15/00

Board reviewed: 10/4/00

BD 4005 Equivalency Procedures

Governing Board reviewed: 4/1/92

Revised 1/93: Approved by Educational Administrators 11/92 and Academic Senate 1/93

Board reviewed: 2/17/93

Revised 3/24/94 by the Equivalency Task Force

Approved by Educational Administrators 4/19/94 and Academic Senate on 5/16/94

Board reviewed: 6/15/94

Revised 11/7/01

Approved by Educational Administrators and Academic Senate 10/01
Board reviewed: 11/7/01

Revised 2/20/03
Approved by Educational Administrators 12/3/02 and Academic Senate 12/2/02
Board reviewed: 3/19/03

XI. APPLICANT REIMBURSEMENT

A. Eligibility and Maximum Reimbursement Amount

- 1. If funding is available the District will reimburse the travel expenses of eligible candidates invited to second (2nd) interviews for full-time faculty positions, up to the limits allowed. (If the candidate is recommended for hire and declines the offer, reimbursement will not be allowed.)***
- 2. The maximum reimbursement amount per interview for any candidate for all allowable expenses shall not exceed five hundred dollars (\$500). The total reimbursement for any candidate, regardless of the number of interviews, shall not exceed one thousand dollars (\$1,000).***
- 3. Expenses for travel from outside a 150 – mile radius of the District is eligible for reimbursement.***
- 4. Authorization for reimbursement must be granted by the Human Resources Department as applicable, prior to the expenses being incurred.***

B. Allowable Transportation Expenses

- 1. Common Carrier: Reimbursement is authorized for round-trip economy or coach fare.***
- 2. Private Automobile: Reimbursement for travel by privately owned automobile is authorized at the rate based on prevailing Internal Revenue Service (IRS) regulations.***

3. Local Transportation Expenses

- a. *Reimbursement may be claimed for local rental car expense, shuttle fares, taxi fares, and parking fees.*
- b. *Reimbursement for local rental car expense is authorized for up to two days, not to exceed forty dollars (\$40) per day.*
- c. *The maximum reimbursement for all local transportation expenses shall not exceed eighty dollars (\$80).*

C. Allowable Lodging Expenses

1. *Reimbursement for local lodging expense is authorized for one night, not to exceed one hundred dollars (\$100).*
2. *No reimbursement will be made for non-commercial lodging in a private dwelling.*

The maximum reimbursement amount per interview for any candidate for all allowable expenses shall not exceed five hundred (\$500). The total reimbursement for any candidate, regardless of the number of interviews, shall not exceed one thousand dollars (\$1,000).

Receipts are required to be mailed back to the Human Resources Department as applicable within one week after the interview.

Application Templates required standard set up:

Before:

21 records found.
Page 1 of 1

Description	Sort No	Status	Active Postings	Inactive Postings	Associated Questions	Action
Academic	0	Inactive	0 Active Postings	2 Inactive Postings	Choose	Copy
C_Curriculum Vitae	0	Inactive	0 Active Postings	0 Inactive Postings	Choose	Copy
CL_Curriculum Vitae, Transcripts, & References	0	Inactive	0 Active Postings	4 Inactive Postings	Choose	Copy
CL_Resume, Ref, & Other (Degree or Transcripts)	0	Inactive	0 Active Postings	2 Inactive Postings	Choose	Copy
CL_Resume, sample assignment, & References	0	Inactive	0 Active Postings	1 Inactive Postings	Choose	Copy
Classified	1	Active	5 Active Postings	16 Inactive Postings	Choose	Copy
Classified Management	0	Inactive	0 Active Postings	2 Inactive Postings	Choose	Copy
Cover Lett, License, References, Resume, Transcript	0	Inactive	0 Active Postings	1 Inactive Postings	Choose	Copy
Cover Letter, Resume, & References	0	Inactive	0 Active Postings	21 Inactive Postings	Choose	Copy
Cover Letter, Resume, References, & Degree	0	Inactive	0 Active Postings	1 Inactive Postings	Choose	Copy
Cover Letter, Resume, Transcripts, & References	0	Inactive	0 Active Postings	14 Inactive Postings	Choose	Copy
Default	0	Inactive	0 Active Postings	0 Inactive Postings	Choose	Copy
Default	0	Inactive	0 Active Postings	54 Inactive Postings	Choose	Copy
Degree or Transcripts, CL_Resume, & References	0	Inactive	0 Active Postings	0 Inactive Postings	Choose	Copy
Educational Administrator (Deans)	2	Active	1 Active Postings	1 Inactive Postings	Choose	Copy
EEO	0	Inactive	0 Active Postings	0 Inactive Postings	Choose	Copy
Faculty	3	Active	34 Active Postings	11 Inactive Postings	Choose	Copy
Resume & License	0	Inactive	0 Active Postings	3 Inactive Postings	Choose	Copy
Resume & References	0	Inactive	0 Active Postings	3 Inactive Postings	Choose	Copy
Resume, References, & Degree	0	Inactive	0 Active Postings	1 Inactive Postings	Choose	Copy
Resume, References, & Transcripts	0	Inactive	0 Active Postings	2 Inactive Postings	Choose	Copy

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After:

3 records found.
Page 1 of 1

Description	Sort No	Status	Active Postings	Inactive Postings	Associated Questions	Action
Classified	1	Active	5 Active Postings	16 Inactive Postings	Choose	Copy
Educational Administrator (Deans)	2	Active	1 Active Postings	1 Inactive Postings	Choose	Copy
Faculty	3	Active	34 Active Postings	11 Inactive Postings	Choose	Copy

Page 1 of 1

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**13th Annual NEOGOV User Training Conference
2014 Pre-Conference Training Options
Monte Carlo Resort & Casino Ballrooms
Wednesday, October 1st, 2014
8:30 am – 4:30 pm**

These are NEOGOV led sessions to demonstrate product functionality and discuss best practices for using the products. Attendees will also share information with other users on how they use the products within their organization.

These training sessions are NOT hands-on training sessions with computers. Computers will not be needed. These training sessions will be held at the Monte Carlo Resort & Casino Ballrooms.

When you register online, you will select only ONE day-long session to attend from the following four options.

OPTION A:

Insight Enterprise Recruitment Life Cycle

Audience: All users.

Description: This session provides a full overview of the Insight functionality

- Creating Requisitions
- Assigning Requisitions to Recruiters
- Creating Exam Plans & Evaluation Steps
- Creating Job Postings & Supplemental Questions
- Processing Applicants through the Evaluation Steps
- Placing applicants on the Eligible List
- Referring Applicants to Hiring Managers (and Subject Matter Experts)
- Hiring Manager review and action on the Referred List
- Utilization of Standard Reports

OPTION B:

Insight System Administration and Best Practices

Audience: Users with knowledge of and experience with Insight Enterprise fundamentals.

Description: This advanced session will cover Insight System Admin configurations and best practices for successful system optimization.

System Administrator

- HR User Security
- OHC Security
- Department Approval Groups
- Custom Form Fields
- System Default Settings
- Configuration Settings
- Application Fields
- Application Templates
- Panel Templates

Insight Best Practices

- Utilizing Candidate Master Profile:
 - Applicant Status
 - Application Attachments
 - Identifying Duplicate Records and Merging Master Profile Records
 - Barring Applicants from Applying
 - Custom fields
- Application Template functionality / Agency-Wide Questions
- Evaluation Steps Template
- Copying Job Postings
- Eligible List Management (managing, merging, etc).
- Referred Lists
- Archiving Records
- Online Personnel Action Processing
- Online Hiring Center Notices

OPTION C:

Insight Advanced Topics

Audience: Users with knowledge of and experience with Insight Enterprise fundamentals.

Description: Advanced session focuses on automating minimum qualifications screening through the use of Scoring Plans as well as supplemental questions best practices, Advanced Filtering, Ad Hoc Reports and Testing Components.

Auto-Scoring

- Minimum Qualification screening only
- Combination screening of Minimum Qualifications and scoring Desirable Qualifications
- Equivalent Minimum Qualification Screening

Advanced Filters and the Ad Hoc Report Builder

- Complex filters throughout exam plan evaluation steps and eligible lists.
- Ad hoc report builder functionality, including scheduling, filtering/sorting, and exporting.

Testing Components

- Written Exams
- Performance Exams
- Oral Exams
- Scantron score uploads
- Self-Scheduling

OPTION D:

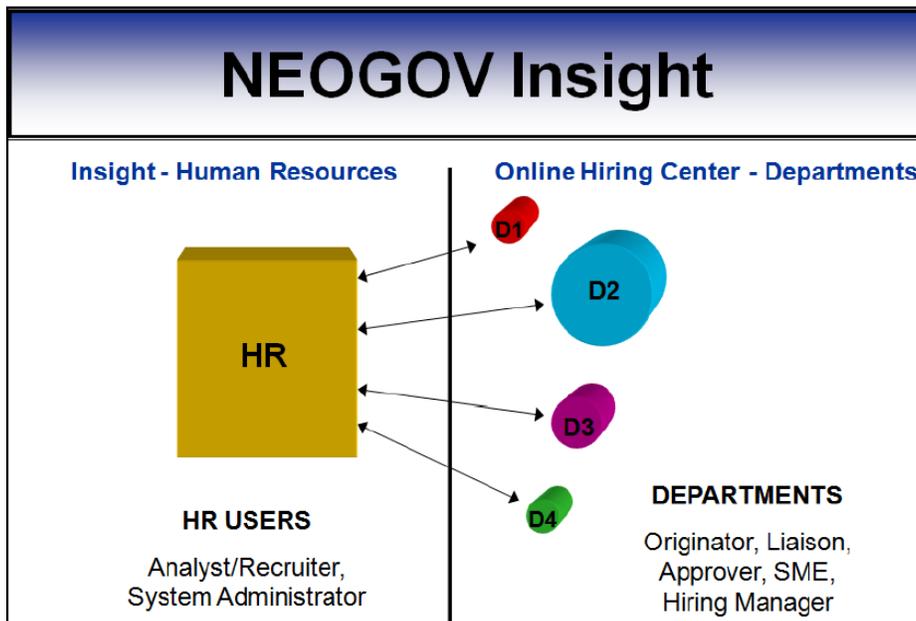
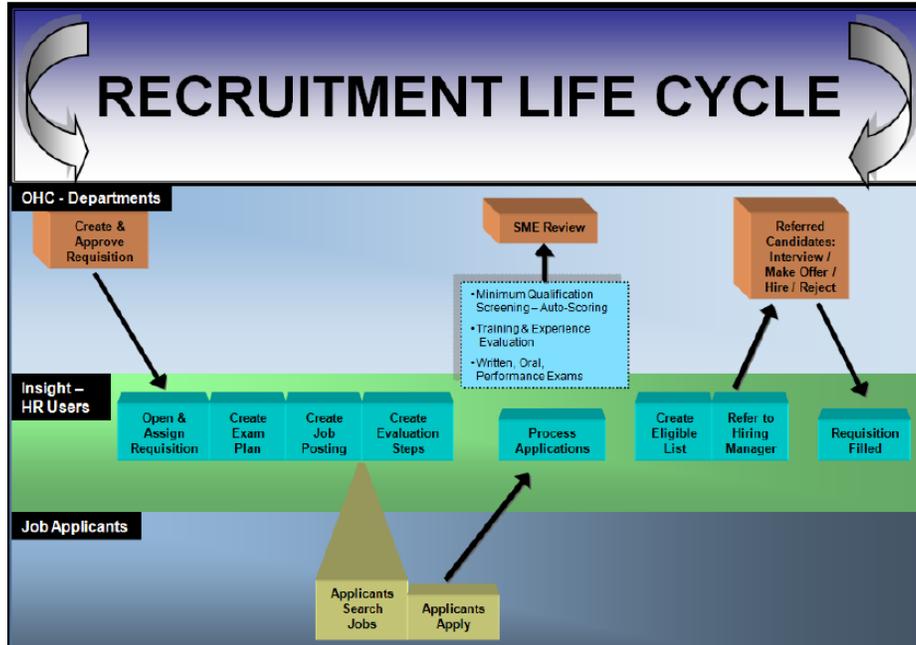
Performance Evaluations (Perform)

Audience: All PE users

Description: This session is geared toward Perform (PE) users. It will cover an overview of the PE system from initial HR configuration through the entire evaluation process and best practices for all users.

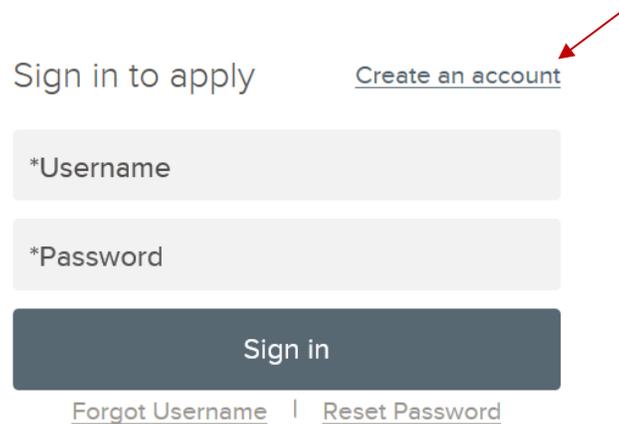
- Initial setup of the PE system (HR Role)
- Creating a Performance Evaluation (initiating an evaluation as HR or Manager Role)
- Rating the Performance Evaluation as the Employee (self-evaluation - Employee Role)
- Rating the Performance Evaluation as the Manager (Manager Role)
- Approving a Performance Evaluation as the Approver (Approver Role)
- Best practice discussion for optimizing PE functionality

Recruitment Life Cycle Overview



Online Employment Application Guide

- Go to <http://www.solano.edu> and click **Human Resources/Applicant Login** in the left navigation menu.
Note: The following browsers are supported for PC's or a Mac: Internet Explorer 9 or higher, Fire Fox, Google Chrome, and Safari.
- Click on **'Create an Account'**



Sign in to apply [Create an account](#)

*Username

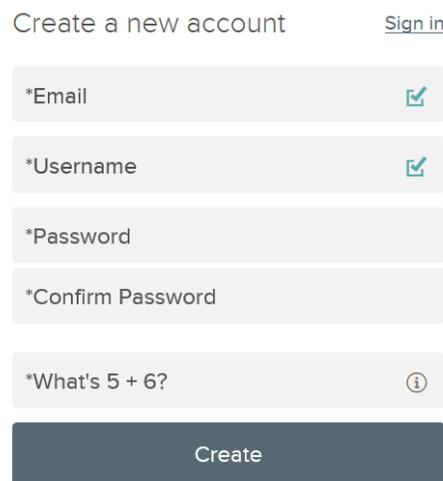
*Password

Sign in

[Forgot Username](#) | [Reset Password](#)

Note: *If you have already created a user account with another employer that uses GovernmentJobs.com as their online application system, you need to log in using your previously created username and password. You will not be able to create another account using the same email address you used previously. **If you receive a message that your email is already in use, click 'I Forgot My Username and/or Password'.** Enter your email address in the 'Forgot Your Username?' field on the following screen to have your username emailed to you. Once you've retrieved your username, enter it in the 'Forgot Your Password?' field to retrieve your password or to have a password reset link sent to your email. **If you continue to have difficulty please contact the APPLICANT TECHNICAL SUPPORT LINE (855) 524-5627 for further assistance.***

- Enter your new account information (you **MUST** remember this information). Pay careful attention to the password criteria! Then click **Create**.



Create a new account [Sign in](#)

*Email ✔

*Username ✔

*Password

*Confirm Password

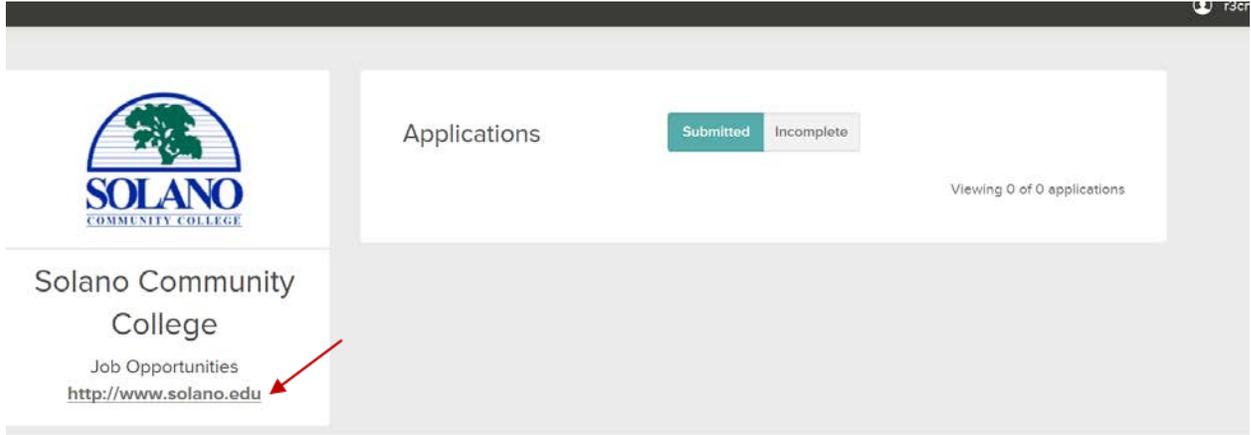
*What's 5 + 6? i

Create

Note: *You do not need to create a separate application for every job that you apply for. The application that you are about to build will serve as your "Template Application" and you will be able to reuse it for other positions.*

To Apply for a Specific Job Posting After the Completion of Your Template Application

4. Click on the link <http://www.solano.edu> on the lower left hand side



5. At the home page, click **Job Vacancies** in the left navigation menu



6. Search and **click** the **posting** for which you want to apply.

60 records found.
Page # of 3

Position	Emp
Education Instructor Part-time Temporary...	Part-t
Electronics Technology Instructor Part-t...	Part-t
Engineering Instructor Part-time Tempora...	Part-t
Environmental Landscaping Instructor Par...	Part-t
ESL (Credit) Instructor Part-time Tempor...	Part-t
ESL (Noncredit) Instructor Part-time Tem...	Part-t
Ethnic Studies Instructor Part-time Temp...	Part-t
Fire Technology Instructor Part-time Tem...	Part-t
French Instructor Part-time Temporary Po...	Part-t
Geography Instructor Part-time Temporary...	Part-t
Geology Instructor Part-time Temporary P...	Part-t
Health Education Instructor Part-time Te...	Part-t
History Instructor Part-time Temporary P...	Part-t
Humanities Instructor Part-time Temporar...	Part-t
Instructional Technology Analyst	Full-t
Intensive English Program (IEP) Instruct	Part-t

7. Click **Apply** at the top of the posting.

Search SCC
A - Z Index | Staff Directory

[Student Services](#) / [Campus Life](#) / [Academics](#) / [Campus & Community](#) / [College Centers](#)

Employment Opportunities

powered by **NEOGOV**

Job Code: F13-09
Job Title: HISTORY PART TIME INSTRUCTOR POOL
Opening Date/Time: Mon, 08/13/12 12:00 AM Pacific Time
Closing Date/Time: Continuous
Salary: \$46.03 - \$75.28 Hourly
Job Type: Adjunct Faculty
Location: Fairfield Campus, California
Department: School of Liberal Arts
Exam Number: 2
FLSA: Exempt position, not eligible for overtime compensation.

[Print Job Information](#) | [Apply](#)

Description | **Benefits** | **Supplemental Questions**

SOLANO COMMUNITY COLLEGE invites applications of interested and qualified instructors to teach during the Spring 2012. For your information, the District may cancel classes or change instructors as enrollment needs are determined. If this occurs, the District will notify affected parties and pay employees for actual services rendered. Part-Time/Adjunct faculty are paid for classroom instruction hours (lecture and lab) only. Paid office hours are available to adjunct faculty in fall and spring semesters who teach a 40% assignment or more.

The History department is a part of the School of Liberal Arts

Responsibilities:

Internet | Protected Mode: On

8. You can speed completing basic profile information by importing a resume from LinkedIn, or by uploading a file from your computer.

Job Details | **Apply**

- Resume**
- Info
- Work
- Education
- ... Additional
- References
- Attachments
- Questions
- Review
- Submit

Import Your Resumé

Save time by importing your information into our system automatically



Transfer from LinkedIn

Use your LinkedIn resume information for your new profile. You can edit this info later.



Upload from Computer

Supported file types: .pdf, .doc, .txt

To manually fill in your information, you can

Skip this step

9. Next you will complete a series of steps (entries or screens).

Your progress and current step in the process is shown on the left. In the next example, the information step is in progress:

Job Details | **Apply**

- Info**
- Work (8)
- Education (3)
- ... Additional
- Questions
- Review
- Submit

As you work on your application, refer to the progress bar to see the number of items for each entry, and errors. In the next example, the work entry contains eight items, and the questions entry contains errors:



10. For each step, the buttons on the bottom allow you to save or discard your work on this entry.



Although your typing is periodically automatically saved, it is good practice to click on the Save button.

The Cancel button discards any changes you have made since the last save.

For some entries, the Remove link is present. It deletes the current entry (such as a previous job), after a confirmation. Once deleted, the data cannot be recovered.

The last time that the entry was saved is also displayed at the top:



11. Provide general contact information.
12. If required, provide previous work experience information.
13. If required, provide educational information.
14. If required, provide additional information, including certificates and licenses, skills, and languages.
15. If required, provide references.
16. If required, answer any additional supplemental questions. These are general and agency supplemental questions. Depending on the hiring agency, this section may be blank.
17. Upload any attachments, such as a resume, driver's license, or certificates. The supported file formats are determined by the employer.
 - a. If a particular attachment type is required by the employer, there is an area provided so that you can upload that attachment. For example:

Cover Letter *


You can click upload button or drag and drop a file into this box to start uploading

[Upload](#) [Recent Uploads](#)

Resume *


You can click upload button or drag and drop a file into this box to start uploading

[Upload](#) [Recent Uploads](#)

- b. If there are no required attachments, then you can use Add supplemental attachment to add additional files. First, use Choose attachment type to select the type, and then use the Upload button. In the next example the License type attachment is selected to upload a file:

Attachments

Supported file types: doc, docx, xls, pdf

License


You can click upload button or drag and drop a file into this box to start uploading

[Upload](#) [Recent Uploads](#)

[+ Add supplemental attachment](#)

** Required attachments must be provided before submission*

[Next](#)

- 18. If you have previously uploaded attachments, you can use the Recent Uploads button to access these files.
- 19. Review each section. If there is an error, it is shown in the progress bar and also in the section.

 Please fix the errors in the following section.

Use [Edit](#)  to open this item and correct any errors.

- 20. Once your application is complete, Click on Proceed to Certify and Submit.
- 21. On the Certify & Submit page, click on Accept and Submit.

An Application Submitted message confirms that you have applied for the job.

Check Application Status

Your username indicates the number of in-progress applications, for example:



You can get more detailed status information for all applications by clicking on Applications & Status in the top menu bar (in the pull down below your username).

- Use the Submitted button to see all applications that you have successfully submitted. For example:

Applications Submitted Incomplete

ACCOUNTING ASSISTANT II
County of Riverside, California | Applied on: 04/09/2014 08:03 AM Pacific Time

Application Received

[View job listing](#)

Viewing 1 of 1 applications

Click on the job title for more information. You can then use Job Postings to see the information on the job, and Application View to see the details of your application for this job.

Click on View job listing to see more information on the job.

- Use the Incomplete button to see all applications that you started, but did not complete. For example:

Applications Submitted Incomplete

Accounting Technician 1 Remove
Last step completed: Review
Incomplete Application

SENIOR ACCOUNTING ASSISTANT Remove
Last step completed: Questions
Incomplete Application

Click on the job title, and then Apply, to complete the application.

You can use Remove if you want to delete an application without completing.



4000 Suisun Valley Road
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www.solano.edu

Press Release

Contact: Shemila Johnson
Phone: 707.864.7000, ext. 4693
Email: Shemila.johnson@solano.edu

FOR IMMEDIATE RELEASE
November 13, 2013

SCC Asian Pacific Islander Student Club Providing Aid to Typhoon Victims

FAIRFIELD, CA, NOVEMBER 13, 2013: Solano Community College's Asian/Pacific Islander (API) Club is currently accepting donation boxes for the victims of the Super Typhoon, Haiyan, that ravaged the Philippines on Friday, November 8th. The API Club contacted Luzon Brokerage Company (LBC), a mail service that many Filipino-Americans use to send packages to the Philippines and LBC has agreed to provide a free service to deliver donation boxes to the Red Cross through November 30th. The API Club will be placing empty boxes at our three campuses (Fairfield, Vacaville, and Vallejo) to collect donations. Critically needed items include blankets, toiletries, canned food, and clothing.

In addition, the API Club, Dr. Shirley Lewis, Dean of Student Services, and Dr. Jerry Kea, Dean of Vallejo Center, have agreed to coordinate an upcoming College-sponsored fundraising event to raise monies for the typhoon victims.

"I am asking that we all remember the victims of this disaster and reach out to our friends and family from the Philippines to assess any pressing needs," expressed Dr. Jowel Laguerre, SCC Superintendent-President. "On behalf of SCC, I wish to express our sympathy to those who have lost loved ones and wish the very best for the country's recovery."

Please contact API Club President, Heidi Noriesta, to arrange pick up of boxes or items at 707-639-6658.

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-END-



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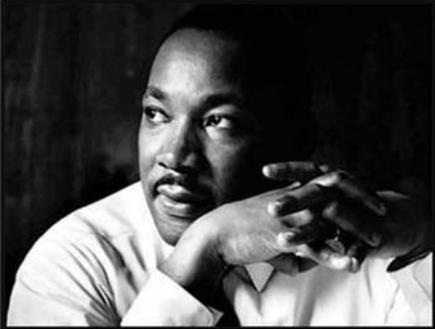
Press Release

Contact: Shemila Johnson
 Phone: 707.864.7000, ext. 4693
 Email: shemila.johnson@solano.edu

FOR IMMEDIATE RELEASE
 January 13, 2014

SCC Hosts 13th Annual MLK Community Event: ‘Ordinary People Who Did Extraordinary Things’

Solano Community College Presents....
13th Annual
Living the Dream Multicultural Celebration
In Honor of
Rev. Dr. Martin Luther King, Jr.



Sunday, January 19, 2014
 3:00 to 6:00pm
 SCC Theater

Honorary Speaker
 Mr. Charles McLaurin

FAIRFIELD, CA, JANUARY 13, 2014: Solano Community College’s (SCC) 13th Annual Martin Luther King, Jr. Multicultural Celebration will be held on Sunday, January 19, 2014, at 3:00 p.m., at the SCC Fairfield Campus Theater. The event will include a phenomenal program featuring interviews of civil rights veterans, Ms. Sherie Labedis and Mr. Charles McLaurin, conducted by middle school students Marcus Fleming and Mekhi Little. The community is encouraged to attend this free, family-friendly event.

In addition to the interviews, Mr. Jim Bracy (retired SCC Vice President, Student Services); Dr. Sarah Chapman, SCC Trustee; and Mr. C.C. Yin, McDonald’s Owner will be recognized for their lifetime service and achievements. The program will include musical performances, well-deserving accolades, and historical information in a light-hearted environment.

For additional information about the MLK event, please contact Dr. Karen McCord,

Psychology and Ethnic Studies Professor/ Ethnic Studies Program Coordinator, at Karen.mccord@solano.edu or 707.864.7000, ext.4428 or Mr. Thomas Trujillo, SCC Bookstore Manager at thomas.trujillo@solano.edu or thomas.trujillo@solano.edu.

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-END-



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Press Release

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FOR IMMEDIATE RELEASE
February 28, 2014

Solano Community College Students Donating to a Worthy Cause

FAIRFIELD, CA, FEBRUARY 28, 2014: Solano Community College (SCC) Ceramics course students are excitedly creating ceramic bowls for a Solano County Food Bank project entitled Empty Bowls. The handcrafted bowls will be used as the Food Bank endeavors to rally more volunteers to raise awareness about hunger in our community. Local restaurants will be providing soup and attendees will keep the handcrafted bowl as a reminder of all the empty bowls (individuals in need of food) in our community. The event will take place at the Solano Food Bank Fairfield Warehouse, 2339 Courage Drive on Sunday, March 16th, from 4:00 p.m. to 6:00 p.m. Tickets are \$15 for individuals, \$40 for families of four (all ages welcome).

“I enjoy participating in community efforts and the Empty Bowl project is a satisfying way to support the great work the Food Bank does. My classmates and I are having a great time producing the handmade bowls, and had no hesitation in donating our time and skills to such a worthwhile cause,” shared Sean Patrick, SCC Ceramics Student. For more information and online registration, visit www.foodbankccs.org/events.

About Solano Community College District

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###



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FOR IMMEDIATE RELEASE
April 3, 2014

SCC Hosting 9th Annual Stop the Violence/Peace Summit

FAIRFIELD, CA, APRIL 4, 2014: Solano Community College's (SCC) Umoja Program and Ethnic Studies Program, in coordination with Kaiser Permanente, proudly hosts the 9th annual Peace Summit, a 3-day "Stop the Violence" jamboree. The summit series begins Tuesday, April 22, 2014 through Thursday, April 24, 2014. The events are free to attend and all are welcome.

The 3-day jamboree is filled with inspiring events: guest speakers, walks, a documentary and more! The keynote speaker for the series is Lecia Brooks. Ms. Brooks leads the Southern Poverty Law Center (SPLC), in Montgomery, Alabama, in its outreach efforts to promote key initiatives and social justice issues. As Outreach Director, she frequently gives presentations around the country to promote tolerance and diversity. She also serves as Director of the Civil Rights Memorial Center; Ms. Brooks is a strong advocate of peace, tolerance, and change.

"There is always potential for conflict to escalate into violence. However, the actions leading to violent behaviors cost our youth, their families, and the communities we live in," explains Dr. Karen McCord, SCC Professor and UMOJA Program Coordinator. "Many young lives are cut short due to such selfish acts of injustice. It is our programs goal/mission to serve and teach alternatives to violence in our schools and communities!"

Stop the Violence Summit Schedule

Tuesday, April 22, 2014

9:30-10:45am Building 1400 (Fairfield Campus) *"The Impact of Violence"* Panel Discussion
11:00 -11:45am Building 1400 (Fairfield Campus) *"Peace Vigil"* Personal Stories and Healing
12:00 -1:00pm Clock Tower (Fairfield Campus) *"Peace Walk"* Walk to End Violence

1:00- 2:15pm Building 1400 (Fairfield Campus) *Sheri Labedias*- Berkeley graduate, civil rights worker, teacher, and author will share excerpts from her book *YOU CAME HERE TO DIE, DIDN'T YOU*. She chronicles her fears, loneliness, and jubilation as an eighteen-year-old white voter registration volunteer in a rural black community in South Carolina in 1965.

2:30-3:15pm Building 1400 (Fairfield Campus) *“Wrap Up & Call to Action”*

6:00pm SCC Vallejo Campus, Room 217 *“Bullied”* Video Presentation/Follow-up Discussion *“Bullied”* is a Teaching Tolerance Documentary. A student’s journey of unrelenting bullying took its toll. Don't miss this video about a school and a case that made National history.

Wednesday, April 23, 2014

5:00-6:00pm SCC Vallejo Campus, Room 121 *Networking Reception*

6:00pm Vallejo Campus *“Stop the Violence”* Keynote Speaker, Lecia Brooks teaches the following:

- How to be more tolerant.
- How to develop alternatives to solving differences.
- How to develop steps to stop the violence in schools and communities.
- How to learn tools for change.

Thursday, April 24, 2014

1:00pm Building 1400 (Fairfield Campus) *Ramona Bishop*, Superintendent Vallejo City Unified School District.

Lecia Brooks “Stop the Violence” (referenced above).

“Peace Vigil” Dr. Karen McCord provides an opportunity to hear riveting stories of how violence has personally impacted our students and our community. Bring some healing through an African ritual of ‘Pouring Libation.’

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-END-

**ASSC Presents
Multicultural Week May 5th-9th**

Monday (Today)

Please Join in the 3rd Annual Solano Community College

CINCO DE MAYO!

Festival de la Comunidad

Free Admission!

**Aztec dancers will open the ceremony at 11am, followed by a lecture on
Cinco de Mayo, Northern Mexican Regional music and dance lessons!**

**May 5, 2014 11:00 am– 2:00 pm
White Tent Next to 1400 Building**

Tuesday (5/6)

Sidewalk Chalk Festival

Around Clock Tower

There will be prizes for the top pieces.

9AM-3PM

Chalk will be provided, but feel free to bring your own!

Wednesday (5/7)

Club Festival

Quad Area in front of 1400

10AM-2PM

**Come and learn about the clubs on campus and their activities this past
semester.**

Thursday (5/8)

Luau Style Feast

Free food, featuring charcoal roasted pig.

12-1PM

Quad in front of 1400 Building



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Press Release

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FOR IMMEDIATE RELEASE
MAY 22, 2014

SCC Governing Board Proclaims Memorial Day as “Our Fallen Heroes Day”

FAIRFIELD, CA, MAY 22, 2014: Solano Community College’s (SCC) Governing Board proclaims Memorial Day, May 26, 2014, as “Honoring Our Fallen Heroes Day” to remember the souls of those who died in war. On Monday, every city in Solano County will hold a ceremony to honor our fallen heroes.

Our beloved America has been blessed with a tireless and courageous group of patriotic heroes who have served our country with honor and distinction. Generations of these brave warriors have valiantly fought over air, sea, and land in some of the most horrific conditions in the history of modern warfare.

“On Memorial Day, we pay tribute to our heroes who never returned home-- those who died for a country whose gratitude they will always have,” Dr. Jowel Laguerre, Superintendent-President stated with heartfelt appreciation. “We remember those we have lost for what they fought for and who they were: proud Americans. Often, far too young, those dedicated men and women served our great country and Solano Community College District honors their service.”

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-END-



**Solano Community College
Leadership Academy
June 2-4, 2014**

Rancho Solano Club House
3250 Rancho Solano Parkway
Fairfield, California

DAY ONE

Monday, June 2, 2014

8:00 a.m. - 8:30 a.m. *President's Welcome and Academy Purpose* - Dr. Jowel Laguerre

8:30 a.m. - 9:00 a.m. *Academy Overview and Getting Better Acquainted* - Dr. Pam Fisher

9:00 a.m. - 10:00 a.m. *Defining Leadership: The AACCC Leadership Competencies* - Dr. Pam Fisher

10:00 a.m. - 10:15 a.m. Break

10:15 a.m. - Noon *Communication Styles: A Personal Assessment* - Dr. Pam Fisher

Noon - 1:00 p.m. Group Lunch

1:00 p.m. - 2:30 p.m. *Leadership at All Levels: What Does it Take?* - Dr. Helen Benjamin,
Chancellor, Contra Costa Community College District

2:30 p.m. - 2:45 p.m. Break

2:45 p.m. - 4:15 p.m. *California's Community Colleges: A State and National Perspective* -
Mr. Scott Lay, President, California Community College League

4:15 p.m. - 4:30 p.m. Debrief



**Solano Community College
Leadership Academy
June 2-4, 2014**

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Fairfield, California

DAY TWO

Tuesday, June 3, 2014

8:00 a.m. - 10:00 a.m.	<i>Understanding Community College Finance and Budget Development – Ms. Teresa Scott, Executive Vice Chancellor, Yosemite Community College District (Note: The SLA Class of 2013 will join this session.)</i>
10:00 a.m. – 10:30 a.m.	Break
10:30 a.m. – 11:30 a.m.	<i>Continuation: Community College Finance and Budget Development</i>
11:30 a.m. – Noon	<i>Solano College Budget - Mr. Yulian Ligioso, Vice President of Finance and Administration, Solano Community College</i>
Noon - 1:00 p.m.	Group Lunch
1:00 p.m. - 2:15 p.m.	<i>Institutional Success at Solano College – Dr. Jowel Laguerre</i>
2:15 p.m. – 2:30 p.m.	Break
2:30 p.m. - 4:00 p.m.	<i>The New Vice President's First Day: Priorities and Politics – Dr. Pam Fisher</i>
4:00 p.m. – 4:30 p.m.	Debrief and Planning for Closing Ceremony



**Solano Community College
Leadership Academy
June 2-4, 2014**

Rancho Solano Club House
3250 Rancho Solano Parkway
Fairfield, California

DAY THREE

Wednesday, June 4, 2014

8:00 a.m. - 9:30 a.m. *College and Community Collaboration* – Dr. Jowel Laguerre and
Community Leaders:

* City of **Vacaville** * City of **Vallejo** * City of **Winters**

9:30 a.m. - 9:55 a.m. **Break**

9:45 a.m. - 11:00 a.m. *The Leaders Role in Promoting Inclusion* - Dr. Andrew Jones,
Chancellor, Coast Community College District

11:00 a.m. - 11:15 a.m. **Break**

11:15 a.m. - 12:00 p.m. *Your Professional Development Plan* - Dr. Pam Fisher

12:00 p.m. - 1:00 p.m. **Group Lunch with Board of Trustees**

1:00 p.m. - 2:00 p.m. *The Academy Speaks* – The Participants

2:00 p.m. – 3:00 p.m. *Closing Ceremony and Celebration*

agenda

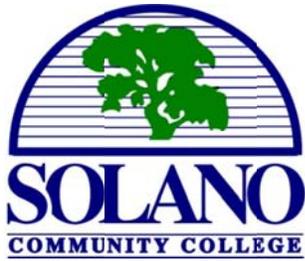


Ministry of Education Delegate Group
 8/8/2014
 11:30am to 2:00pm

Meeting called by: Shemila Johnson

Attendees: Laurie Cheatham, Jill Crompton, Jim DeKloe, Jose Ballesteros, Neil Glines, John Yu, Dr. Jowel Laguerre,
 Thom Watkins, Leigh Sata

11:30am -11:40am	Meet & Greet Welcome: Dr. Jowel Laguerre	Faculty/Staff Lounge
11:40am-12:00pm	Solano Community College Overview Presentation: Laurie Cheatham Shemila Johnson	Faculty/Staff Lounge
12::00-1:00pm	Program Presentations <i>Facilities Presentation:</i> Leigh Sata <i>Student Life Presentation:</i> Jose Ballesteros <i>Math & Science Presentation:</i> John Yu <i>Faculty presentations:</i> Jim DeKloe- Biotechnology	Faculty/Staff Lounge
1:00pm-2:00pm	Campus Tour	Fairfield Campus



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FOR IMMEDIATE RELEASE
August 20, 2014

Local Boy's Wish Granted on Solano Community College Soccer Field

FAIRFIELD, CA, AUGUST 20, 2014: Solano Community College (SCC) was one of many agencies involved in hosting a wonderful experience for a local Suisun boy last Friday. Make-A-Wish® Greater Bay Area, Travis Air Force Base (to include the Air Force, Army, Marines and Navy), Solano County Sheriff's Department, California Office of Emergency Services (OES), US Coast Guard, and SCC joined forces to create a real-life scenario to fulfill the boy's one true wish: To ride in a military helicopter with a superhero.



The local child was granted this experience through Make-A-Wish because he fulfilled the three criteria needed to receive a wish:

- He is between 2.5 and 18 years of age.
- He has a life threatening medical condition that has been verified by a doctor.
- He has not gotten a wish from Make-A-Wish or any other organization before.

“A primary mission of a community college is to serve its community and it’s not every day that we get to make the wish of a child come true. Having the opportunity to partner with such phenomenal agencies to create the scenario for a child of our local community was an amazing experience! To see the joy and excitement of the boy, his family, and everyone who worked hard to make it happen was rewarding and unforgettable,” shared Shemila Johnson, Outreach and Public Relations Manager, SCC.

“Make-A-Wish’s first priority is always making the wish as good of an experience as possible for the child,” commented Jennifer Wilson, Marketing Director, Make -A-Wish® Greater Bay Area. “We cannot grant most of the wishes we do without the support and involvement of countless others, and outside entities. To that end, we want to thank Travis Air Force Base, Solano County Sherriff’s Department, Cal OES, and Solano Community College for supporting us and making a child’s wish a reality!”

To learn more about Make - A- Wish® Greater Bay Area: visit www.sf.wish.org, call 415.982.9474, or email info@sfwish.org

About Make-A-Wish Greater Bay Area

Make-A-Wish® Greater Bay Area was founded in 1984. In its first year, a total of 27 wishes were granted. Now one of the largest chapters nationwide, we have granted over 6,000 wishes to date and grant over 340 wishes per year. We serve 17 counties: Alameda, Contra Costa, Del Norte, Humboldt, Lake, Mendocino, Napa, Marin, Monterey, San Benito, San Francisco, San Mateo, Santa Cruz, Santa Clara, Siskiyou, Solano and Sonoma.

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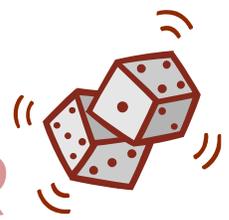
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-END-



E5.75



Bunko Goes Pink

“6th Annual”

Saturday, October 18, 2014
Solano Community College
4000 Suisun Valley Road, Fairfield
Bldg 1400 - Cafeteria

Bunko starts at 2:00 pm
Doors open at 1:00 pm

Presale ticket price \$20 per person & \$25 at door

Seating is limited to 250 people

Tickets are sold on a first-come, first-serve basis

For more information & tickets call

JJ Eaves 707-372-2531

bunkogoespink@yahoo.com or



October is Breast Cancer Awareness Month and a group of Bunko Friends have put together a fun filled afternoon playing Bunko as a way of raising money to help in research efforts. All funds raised will go directly to:



**NATIONAL
BREAST
CANCER
FOUNDATION, INC.®**

“Pink Heals” Fire Truck will be on site from 12:00pm-2:00pm

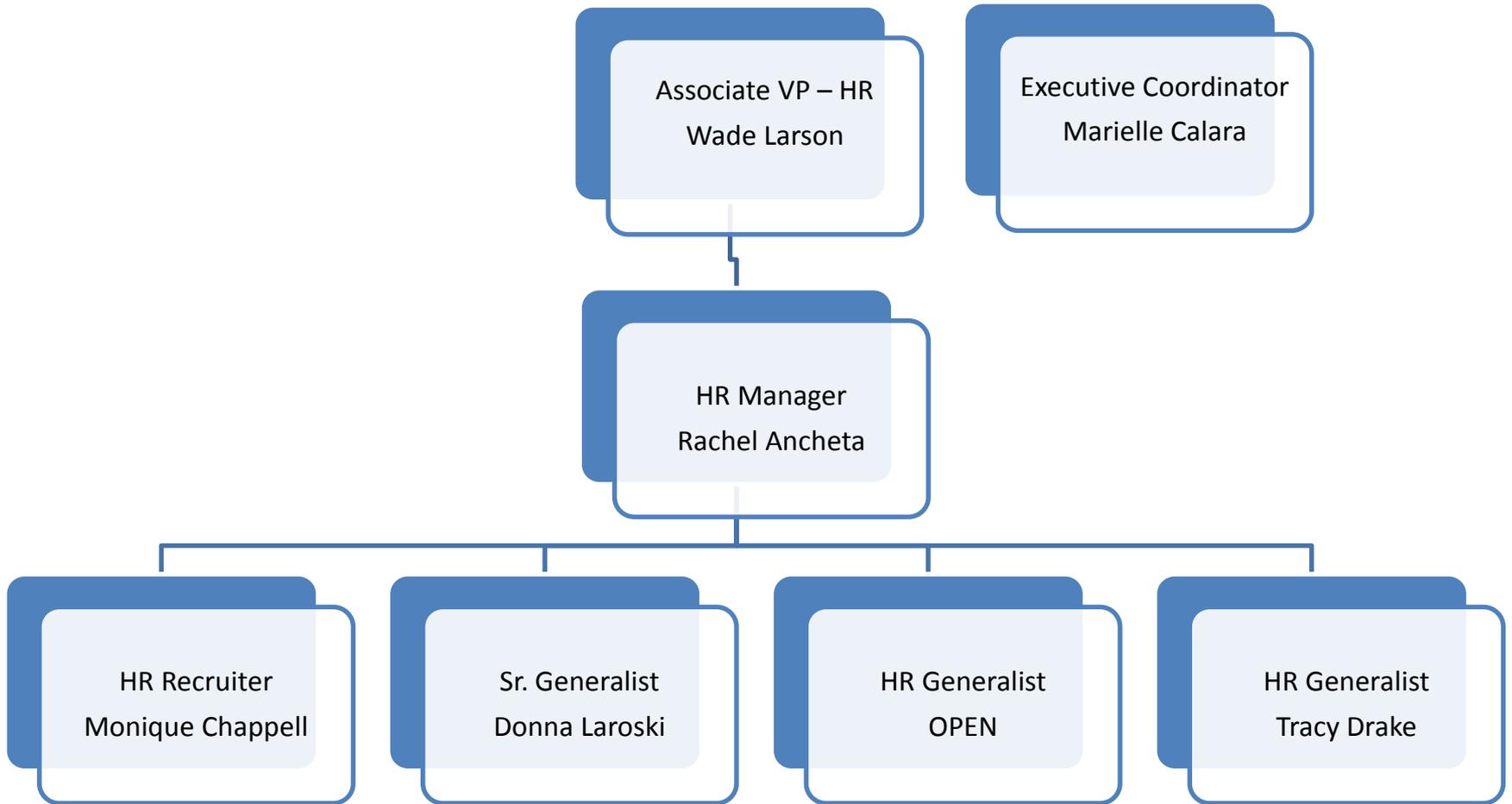


Light snacks & dessert provided



Come join us for a fun afternoon with prize drawings and BUNKO!!!

HR Reorganization Chart 2014



**SOLANO COMMUNITY COLLEGE DISTRICT
POSITION DESCRIPTION**

TITLE: ASSOCIATE VICE PRESIDENT OF HUMAN RESOURCES

EMPLOYEE CLASSIFICATION: CLASSIFIED MANAGEMENT

BASIC FUNCTION:

Under the administrative direction of the Superintendent-President, Associate Vice President of Human Resources serves as the District's Chief Human Resources Officer and is responsible for records management, recruitment and selection, staff diversity, labor relations, staff development, benefit administration, compensation and classification, and personnel services administration.

REPRESENTATIVE DUTIES

Administer employer/employee relations, including negotiations and the development, administration and interpretation of collective bargaining agreements: serve as Chief Negotiator for all collective bargaining agreements.

Administer and coordinate the campus-wide staff development and the flexible calendar/instructional improvement program; oversee development and submission for the staff development plan to the Chancellor's Office; track financial activities and prepare year end reports.

Work cooperatively with the Superintendent/President and Vice Presidents to coordinate mission, goals and objectives of the college. Participate in strategic and long-range planning for the district.

Administer recruitment and selection programs, minimum qualifications, equal employment opportunity and staff diversity programs.

Provide assistance in disciplinary action and grievance processing for classified and academic staff.

Develop, recommend, and administer human resources policies, procedures and programs.

Review, analyze and evaluate pending legislation, legal mandates, regulations and guidelines that may affect the District's human resources programs, functions and activities.

Respond to complaints of unlawful prohibited discrimination for staff and students: perform investigations of complaints and write reports; analyze findings and implement corrective measures when necessary; serve as liaison with legal counsel; represent the district before federal and state compliance agencies; and serve as the District Equal Opportunity, Title IX and Section 504 Compliance Officer.

Design and implement training in equal employment opportunities, workforce diversity, discrimination, sexual harassment and multi cultural awareness, sensitivity and understanding of historically underrepresented groups and the disabled for administrators, faculty, staff and students.

Prepare and administer the human resources budget; ensure expenditures are correctly recorded and account balances are sufficient to cover costs.

Provide leadership in establishing computerized personnel record database.

Assess and update the personnel record management, storage, and retrieval system.

Responsible for compliance with federal and state laws and regulations relating to human resources.

Facilitate the reclassification process; develop job descriptions and conduct classification/compensation studies.

Represent the college as the chief human resources official at meetings and conferences.

Attend Board of Trustees meetings, develop agenda items, and make appropriate presentations.

May serve as acting Superintendent/President in his/her absence.

Serve as advisor to the Superintendent/President on personnel matters, human resources policies and procedures.

Develop and administer salary pay policies and procedures and coordinate activities with the Payroll Department.

Perform other related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Equal opportunity policy and practices that lead to increased understanding of, sensitivity to, and respect for diverse cultural groups, women and the disabled.

Day-to-day activities within a human resource department.

Current principles and practices of public personnel administration, recruitment and selection, staff diversity, evaluation practices, staff utilization, staff development, and employer-employee relations.

Applicable federal and state laws, court cases and local policies affecting the human resources program.

ABILITY TO:

Negotiate collective bargaining agreements.

Plan, organize, supervise, direct, and participate in the daily operation of the human resources department.

Interpret, apply and enforce applicable laws, rules, and regulations.

Understand and apply sound principles in the application of District policies and procedures.

Prepare and present clear, concise and comprehensive oral and written reports.

Work effectively with students, faculty, and staff from diverse backgrounds and disabilities to promote access and equity.

Train, supervise and evaluate personnel according to successful modern management theory and practices.

Analyze situations accurately and adopt an effective course of action.

Demonstrate an understanding and sensitivity to the diverse socio-economic, cultural and ethnic background of all employees, including the disabled.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: master's degree in human resources management, public administration, business administration, organizational management or a related field. Minimum of three years experience in human resources functions to include but not limited to recruitment, selection, wage, salary and benefit administration, affirmative action, employer-employee relations and human resources development with at least two years supervision of a Personnel Department.

CA:ea

Board approval: 5/15/2013

**SOLANO COMMUNITY COLLEGE DISTRICT
POSITION DESCRIPTION**

CLASS TITLE: HUMAN RESOURCES MANAGER (Classified Manager)

DEFINITION:

Under general supervision of the Director of Human Resources, this management position performs a broad range of professional Human Resources generalist work and analyses in support of the College's academic and classified Human Resources functions; and other related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

Incumbents serving in positions assigned to this class have, in the regular course of duties, access to, and may possess information relating to, the employer's employer/employee relations.

The Human Resources Manager is the advanced working level classification among the Human Resources Division support staff. Positions allocated to this class experience extensive contact with the public and staff.

This position will perform hiring and placement support functions; will assist in union negotiations; will serve as back-up to the Human Resources Director in union grievance matters; will chair the District's Staff Diversity Council meetings and be responsible for the Equal Employment Opportunity Plan; will take the lead role in the implementation and maintenance of Banner and People Admin; will ensure all job descriptions are current and accurate.

REPRESENTATIVE DUTIES:

Essential duties and responsibilities include the following. Other job-related duties may be assigned.

- Prepare and maintain a variety of personnel related information, statistics and documentation such as recruitment files, personnel files, department reports, collective bargaining and other reports.
- Ensure efficiency and excellent customer service
- Research information and provide input to the Director of Human Resources on a variety of Human Resources related matters; prepare reports and correspondence as needed.
- Provide information and documents for the collective bargaining process; participate in contract negotiations and maintain collective bargaining agreement.
- Interpret, explain and apply the California Education Code, Federal and State labor laws and College policies, procedures and regulations
- Verify employee salary placements, enter information in the District software system (Banner) and provide related documentation to the employee and appropriate departments.
- Maintain and process employee salary information into Banner, the integrated software system and provide related documentation to the employee and appropriate departments.

- Perform complex technical duties preparing and processing a variety of confidential information including but not limited to salary analysis, upward mobility and reclassifications, along with other legal and compliance issues.
- In the absence of the Human Resources Director, oversee day-to-day activities of the office to assure efficient and effective office operations.
- Utilize the District's integrated software (Banner) in performing the required duties of the position.
- Oversee recruitment and selection processes on all positions; assure compliance with county, state and federal regulations and guidelines concerning Human Resources administration.
- Oversee activities related to classification, salary placement and orientation for new employees.
- Prepares a variety of reports and correspondence, including but not limited to employment, equity and diversity required by state and federal agencies.
- Serve as Equal Employment Opportunity representative on selection committees on new faculty positions; assure compliance with Equal Employment Opportunity rules and regulations.
- Responsible for preparation and submission of Solano Community College District EEO plan.
- Work with departments to assess and improve organizational structure for effectiveness; develop new classifications by analyzing relevant job functions, reporting relationships and job qualifications.
- Plan and conduct classification studies to determine appropriate duties, responsibilities, classification and allocation of positions; write and revises job descriptions as necessary.
- Gather, summarize and analyze salary comparison data and make recommendations; conduct studies of internal class relationships for compensation purposes.
- Conduct confidential reference checks with individuals, companies, organizations and public agencies, using tact, discretion and analytical ability, to assist in determining potential applicants' suitability for employment.
- Prepare personnel-related Board actions in accordance with established formats and timelines; prepare, compile and organize appropriate background materials for open and closed sessions of the governing board meetings.
- Perform other related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Methods, practices, terminology and procedures used in Human Resources administration.

Recruitment and salary placement of classified and academic employees.

Customer service and prompt application notification.

Applicable sections of District policies and other applicable regulations.

State and federal laws, codes and regulations concerning Human Resources administration, including equal employment opportunity and COBRA.

State minimum qualifications for faculty, administration and other academic positions.

Research methods, report writing and proofreading techniques.

Reclassification principles and procedures.
Duties performed in a variety of occupational fields.
Specific guidelines for selection compliance.
Technical aspects of processing new employees and maintenance of employee's files.
Fingerprinting techniques, regulations, policies and procedures.
Correct English usage, grammar, spelling, punctuation and vocabulary.
District personnel policies and procedures.
Interpersonal skills using tact, diplomacy and courtesy.
Recordkeeping techniques.
District organization, operations, policies and objectives.
Current technologies, personal computers, and associated office software such as word processing, spreadsheet, presentation, and/or database software.

ABILITY TO:

Use computer programs necessary for recordkeeping and databases.
Coordinate and assist with planning of operation activities of the Human Resources office.
Coordinate, plan, management and perform a variety of complex technical duties related to the employment, recruitment, benefits and records for the District's academic or classified personnel.
Perform complex technical duties preparing and processing a variety of confidential information.
Manage, coordinate, plan and perform complex analytical research
Manage and coordinate district fingerprinting program.
Perform complex assignments independently.
Operate a variety of office equipment such as computer, calculator, copy machine and scanning devices.
Research information and analyze data to arrive at valid conclusions, recommendations and plans of action.
Perform, simultaneously, numerous assignments with close attention to detail, schedules and deadlines.
Apply good judgment when faced with competing priorities.
Assure compliance with a variety of complex government regulations.
Learn new procedures, files, systems and equipment including utilization of data processing systems.
Research and prepare position descriptions and Classification and Compensation Analysis.
Learn, interpret, apply and explain rules, regulations, policies and procedures.
Develop and maintain a system for confidential personnel records.

MINIMUM QUALIFICATIONS:

EDUCATION: Bachelor's degree with major course work in Human Resources, Business, Psychology or Liberal Arts.

EXPERIENCE: AND five years of increasingly responsible Human Resources experience.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- See for the purpose of reading regulations, laws and codes, rules and policies and other printed matters.
- Dexterity of hands and fingers to operate a typewriter and computer keyboard
- Reaching overhead, above the shoulders, and horizontally, bending at the waist.
- Hear and understand speech at normal levels.
- Speak so that others will be able to understand a normal in-person and telephone conversation
- Sit or stand for extended periods of time.
- Lift and/or carry 20 pounds.
- Exert manual dexterity sufficient for keyboard and other office equipment operation.

KU/zg:3/28/11

Board approved: 2/16/11

**SOLANO COMMUNITY COLLEGE DISTRICT
GOVERNING BOARD AGENDA ITEM**

TO: Members of the Governing Board

SUBJECT: APPROVAL TO ENTER INTO AGREEMENT WITH CALIFORNIA STATE UNIVERSITY, SACRAMENTO TO FURNISH NON-CLINICAL EXPERIENCE IN AN INTERNSHIP PROGRAM

REQUESTED ACTION: APPROVAL

SUMMARY:

The School of Liberal Arts requests that Solano Community College enter into an agreement with California State University, Sacramento that allows for continued opportunities for the College to have students from Sacramento State University participate in directed observations via an Internship Program. The students for Sacramento State will work with our faculty, staff, and students as non-paid Teaching Assistants.

Government Code: N/A *Board Policy:* *Estimated Fiscal Impact: N/A*
BOT 2012-13 - Goal #5

SUPERINTENDENT'S RECOMMENDATION: **APPROVAL** **DISAPPROVAL**
 NOT REQUIRED **TABLE**

Jeffrey Lamb, Ph.D., Interim Dean
School of Liberal Arts

PRESENTER'S NAME

4000 Suisun Valley Road
Fairfield, CA 94534

ADDRESS

707-864-7250

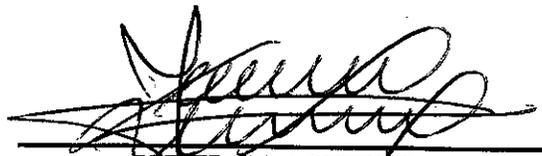
TELEPHONE NUMBER

Academic and Student Affairs

ORGANIZATION

January 25, 2013

**DATE SUBMITTED TO
SUPERINTENDENT-PRESIDENT**



JOVEL C. LAGUERRE, Ph.D.
Superintendent-President

January 25, 2013

**DATE APPROVED BY
SUPERINTENDENT-PRESIDENT**

**AGREEMENT FOR FURNISHING NON-CLINICAL EXPERIENCE
IN AN INTERNSHIP PROGRAM**

This Agreement is between Solano Community College ("Agency") and California State University, Sacramento ("University"), and is dated as of October 12, 2012

I. GENERAL INFORMATION

- A. The University has approved non-clinical courses and such courses require directed observation and/or practical experience for student interns in various fields of study.
- B. The Agency has facilities for furnishing directed observation and practical experience to the student interns.
- C. It is to the benefit of the University that its non-clinical student interns be permitted to use the facilities of the Agency for their learning experience.
- D. It is to the benefit of the Agency to contribute to the education of the student interns.
- E. There shall be no monetary obligations on the part of the University or the Agency, one to the other.
- F. This agreement shall not cover any Service Learning or Clinical Experience.

II. AGENCY RESPONSIBILITIES

- A. Provide directed observation and practical experience in the general operation of Agency's business and in the use of appropriate facilities for learning experience for training of students enrolled in an Intern Program who are designated by the University and approved by the Agency for such experience. The practical experience for any one student shall cover such period of time as may be mutually agreed upon by both parties.
- B. Permit members of the Agency's staff, supervisors, and other personnel to participate, as their time may permit, in the practical experience of the students and their learning experience.

III. UNIVERSITY'S RESPONSIBILITIES

- A. Designate the students enrolled in the qualifying courses of the University to be assigned to the Agency, subject to approval by the Agency.
- B. Agree that the students shall be subject to requirements and restrictions specified jointly by representatives of the University and the Agency.
- C. Award academic credit to students who complete the requirements of the internship program if applicable.
- D. Upon written request by the Agency, and mutual agreement between both parties, the University will withdraw any student who fails to observe the regulations of the Agency.

IV. AFFIRMATIVE ACTION AND NON-DISCRIMINATION

The parties agree that all students receiving training pursuant to this Agreement shall be selected without discrimination on account of race, color, religion, national origin, ancestry, disability, marital status, gender, gender identity, sexual orientation, age or veteran status.

V. STATUS OF UNIVERSITY AND AGENCY

Any Student performing an Internship under this agreement shall be identified as either a Paid Intern or a Non-Paid Intern.

Non-Paid Interns: The parties expressly understand and agree that the students enrolled in the Program as Non-Paid Interns are in attendance for educational purposes, and such students are not considered employees of either Agency or University for any purpose, including, but not limited to, compensation for services, welfare and pension benefits, or workers' compensation insurance. Students may be paid a stipend at the discretion of the Agency.

Paid Intern: The parties expressly understand and agree that the students enrolled in the Program as Paid Interns are in attendance at the University for educational purposes, but in addition such students are considered employees of the Agency and shall receive compensation from the Agency. In addition paid interns shall be covered under worker's compensation by the Agency as required by law.

VI. INSURANCE

- A. Agency Insurance. Agency shall procure and maintain in force during the term of this Agreement, at its sole cost and expense, insurance in amounts that are reasonably necessary to protect it against liability arising from any and all negligent acts or incidents caused by its employees. Coverage under such professional and commercial general liability insurance shall be not less than one million dollars (\$1,000,000) for each occurrence and three million dollars (\$3,000,000) in the aggregate. Such coverage is to be obtained from a carrier rated A or better by AM Best or a qualified program of self-insurance. Agency shall also maintain workers' compensation and disability coverage for its employees as required by law.
- B. University Insurance. It is understood and agreed that the California State University is a self-insured public agency of the State of California. The University also maintains self-insurance programs to fund its respective liabilities.

Evidence of Insurance, Certificates of Insurance or other similar documentation shall not be required of either party under this agreement.

VII. INDEMNIFICATION

- A. Agency agrees to indemnify, defend, and hold harmless University and its affiliates, directors, trustees, officers, agents, and employees, against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorney fees, arising out of or resulting from Agency's negligence, or in proportion to the Agency's comparative fault.

VIII. TERM AND TERMINATION

- A. Term. This Agreement shall become effective as of the date of final execution and shall remain in effect for 5 years.
- B. Termination. This Agreement may be terminated at any time by written agreement upon 30 days' advance written notice by one party to the other, provided, however, that in no event shall termination take effect with respect to currently enrolled students, who shall be permitted to complete their training for any semester in which termination would otherwise occur.

IX. GENERAL PROVISIONS

- A. Amendments. This Agreement may be amended at any time by mutual agreement of the parties without additional consideration, provided that before any amendment shall take effect, it shall be reduced to writing and signed by the parties.
- B. Assignment. Neither party shall voluntarily, or by operation of law, assign or otherwise transfer this Agreement without the other party's prior written consent. Any purported assignment in violation of this paragraph shall be void.
- C. Captions. Captions and headings in this Agreement are solely for the convenience of the parties, are not a part of this Agreement, and shall not be used to interpret or determine the validity of this Agreement or any of its provisions.
- D. Entire Agreement. This Agreement is the entire agreement between the parties. No other agreements, oral or written, have been entered into with respect to the subject matter of this Agreement.
- E. Governing Law. The validity, interpretation, and performance of this Agreement shall be governed by and construed in accordance with the laws of the State of California.

X. EXECUTION

By signing below, each of the following represent that they have authority to execute this Agreement and to bind the party on whose behalf their signature is made.

California State University, Sacramento

Solano Community College

By: _____

By: Arthur

Name: Suzanne Swartz

Name: Arturo Reyes

Title: Contract Administrator

Title: Executive Vice President

Date: _____

Date: 12/6/12



**Shared Governance Council
April 9, 2014
Minutes**

Present:

Debbie Luttrell-Williams, Diane White, George Olgin, Jeff Lehfeldt, Kevin Anderson, Laura Convento, Maire Morinec, Nicholas Cittadino, Richard Crapuchettes, Robin Darcangelo, Susanna Gunther, Yulian Ligioso

Absent:

Bruce Petersen, Gabriel Johnson, James Dekloe, Karen McCord, Kyle Todd, Peter Cammish

Call to Order

The meeting was called to order 2:08 pm by Chair, Interim Vice President Diane White.

Approval of Agenda

It was moved by Debbie Luttrell-Williams and seconded by Robin Darcangelo to approve the agenda.

The motion passed unanimously.

Approval of Minutes

The approval of the February 14, 2014 minutes will be postponed to the next regular Shared Governance meeting.

Public Comments

None

Superintendent-President's Report

Dr. Laguerre was unable to be at the meeting. No report.

Human Resources Recruitment Update

Chair, Interim Vice President Diane White reported the Associate Vice President of Human Resources, Bruce Petersen could not be at the meeting and provided the Faculty Recruitment Update and the Classified & ALG Recruitment Update.

Interim Vice President White also mentioned the Associate Dean of CTE and Dean of Applied Technology positions were not on the list. The Associate Dean of CTE will be a classified administrator, and Associate Dean of Applied Technology will be working with Dean Maire Morinec on the Perkins grant programs (Human Services, Pathways, more complex programs). Debbie Luttrell-Williams asked who will provide administrative support for these positions and if there were plans to mention this to CSEA. Yulian Ligioso asked when the proposed positions will start and what the proposed range will be. Interim Vice President White will look up the ranges.

Fire Academy Director – This management position is needed for the 2014/2015 school year. Interim Vice President White reported the school has been out of compliance for several years. Questions was raised if we can appoint an Interim; Interim Vice President White responded that yes, we could, but we have exhausted that option. Interim Vice President White will find the salary range for this position.

Meetings Protocols for Shared Governance Council – Review of Approved Procedures

Interim Vice President Diane White reported that we have been loose with the rules and not compliant with the Brown Act. Interim Vice President White reported that Annette Dambrosio and Laurie Gorman attended a Roberts Rules of Order Training in Marysville, and reported that it was a very informative workshop. Interim Vice President White suggested we hold a Roberts Rules Training at the College, possibly during Flex-Cal.

Interim Vice President White read through the current meeting protocols. A suggestion was made that we should have staff well versed in the Brown Act/Roberts Rules, with the possibility of forming a sub-committee. Interim Vice President White mentioned we are a public entity, and we are making policy decisions/ recommendations that should be included under the Brown Act. Yulian Ligioso asked what the criteria is for being a Brown Act committee. Jeff Lehfeltd suggested having the training first before the sub-committee is formed. George Olgin suggested Human Resources, Executive Coordinators and all of ALG should be trained. Interim Vice President White commented that anyone who chairs a committee should receive this training. Also, Interim Vice President White noted it would be beneficial if the minutes and reports were standardized.

Action Item: Laurie Gorman to contact Robert Rules of Order trainer.

Faculty Diversity Internship Program at SCC

Professor, Kevin Anderson presented two faculty diversity internship programs, one from Los Rios Community College District and another one, Project Match, an award winning internship program from Los Angeles Community College District. Professor Anderson reported that the faculty and staff could benefit if we had a similar program at Solano. Dean Maire Morinec commented that we may have faculty that serve on many committees, but there are no mentors in some areas.

Kevin Anderson mentioned how this program would diversify our campus and be a great way to promote the EEO plan. This would be a broader program to extend to librarians and counselors, since the first point of contact for students is usually not a faculty member.

Vice President Yulian Ligioso commented this is a great idea; we could expand to our hiring practices, re-examining job descriptions because we can't diversify if we do things the same way. George Olgin commented on the EEO training and the need to also focus on developing the current faculty. Professor Anderson will get more information. He will get feedback from Los Angeles Community College and will try to meet with his colleagues at Los Rios Community college regarding their Staff Diversity Program.

CDR Update

Associate Dean, Robin Darcangelo reported on the Cohort Default Rate (CDR). The Department of Education will publish the CDR rate in September, 2014. Solano is a Tier 1 school, which is considered the highest risk. Associate Dean Darcangelo provided handouts that reflected the total financial aid funds disbursed, a summary report from the Chancellor's Office for fee waivers, grants, loans, etc. and the Default Prevention Plan with tracking document. Solano was the first school to have a Default Prevention Plan proposal approved by the Department of Education. The Plan includes the role of the Task Force, collection and analysis of data, the target groups identified, as well as default prevention activities.

Associate Dean Darcangelo commented on the extreme amount of work that needs to be done, and the possibility of losing funding if we don't do it. ECMC was hired as a 3rd party servicer to help current students delinquent on their loans. Associate Dean Darcangelo reported the Chancellor's Office is promoting a literacy program, where she is a member of their task force. These financial literacy programs are 2-3 hour workshops that help students how to budget, how to transfer, etc.

Transportation Fee

Gabriel Johnston not present to report.

Budget Meetings for Shared Governance Council

No motion.

Interim Vice President Diane White commented that Shared Governance receives quarterly budget updates from Fiscal Services. There will be a Special Shared Governance meeting for Budget on Wednesday, April 23, 2014.

Consensus from the group was that they would like more financial information provided (standing agenda item that deals with money, to include background info and costs. (ex. HR Recruitment updates)

Governing Board Meeting Agenda – April 16, 2014

This is a special meeting called to discuss negotiations.

Math Option A From Other CCC's; IB Units from High Schools

IB Units

Professor Nick Cittadino reported there is no policy at SCC for students to receive college credit for International Baccalaureate (IB) classes taken in High School. This may not represent a large group of students, but it may deter IB students from enrolling here. Currently, IB students can receive college credit at a CSU and UC if they received a 5 or better on the IB exam. Professor Cittadino brought in a proposed Matrix for IB credit, it was modeled after Mira Costa College.

Interim Vice President White recommended that a formal policy and procedure be developed and for Professor Cittadino to contact Shirley Lewis, Solano College Chief Student Services Officer, to meet with the Student Services Council to develop this. Associate Dean Darcangelo asked that Financial Aid be involved as well. After the policy and procedure is developed, this item can return to Shared Governance.

Math Option A From Other CCC's

Professor Nick Cittadino distributed a draft resolution for General Education Reciprocity Agreement among California Community Colleges. He commented that the resolution will allow Solano to accept credits from any community college comparable to courses in Option A, except for areas like D-3 mathematics.

Debbie Luttrell-Williams commented that substitutions need to be approved by faculty first with all documentation attached before the Dean signs off. Interim Vice President White suggested that a formal policy and procedure first be developed, after which the item can be brought back to Shared Governance.

NOTE: The version of the resolution presented was not approved by Academic Senate per Susanna Gunther.

Adjournment

The meeting adjourned at 3:50 p.m.

Respectfully submitted by Laura Convento

SCG Meeting Minutes 4/9/14:lc