



**College Governance Council
February 13, 2019
Minutes**

Present

Celia Esposito-Noy, Ed.D., David Williams, Ph.D., LaNae Jaimez, Ph.D., Kevin Anderson, Shirley Lewis, J.D., Damany Fisher, Ph.D., Robert Diamond, Dwayne Hunt, Ed.D., Michael Wyly, Gregory Brown, Jeff Lehfeldt, Erin Farmer, Irene Camins

Absent

Sal Abbate, Estefanny Saenz, Danielle Gonzalez, John Siefert

Call to Order

The meeting was called to order at 3:05 p.m. by Dr. Celia Esposito-Noy, Superintendent/President.

Approval of Agenda

The agenda was approved by consensus.

Approval of Minutes

The following modification was made to the November 14, 2018 minutes under the Guided Pathways update:

The following ADTs course sequencing will be completed by discipline faculty by December 1, 2018:

- Math
- Economics
- Social Justice
- Music

The January 23, 2019 Minutes were approved as presented.

Public Comments

There were no public comments.

Enrollment Update

Dr. David Williams, Vice President of Academic Affairs, reported that enrollment is down slightly, however it appears the fill rates are holding, as less students are dropping classes.

Hiring Update

Full-Time Faculty Hiring

Dr. David Williams, Vice President of Academic Affairs, shared that there are four positions going forward:

- Accounting
- American Sign Language
- Biology (Emphasis in Anatomy/Physiology)
- History

All positions are currently in the recruitment process; individuals interested in serving on hiring committees need to complete EEO training prior to serving on a committee.

Classified Staff Prioritization Process

Rob Diamond, Vice President of Finance and Administration, explained that the purpose of the Classified Staff Prioritization process is to evaluate and prioritize requests for classified positions and make a recommendation to the Superintendent-President about how the resources allocated for classified positions can best be used to serve students and advance the College's goals and mission.

New classified positions are to be identified first in the Program Review or the unit planning process, then prioritized by the manager of the unit, program, or school making the request. Funding for new classified positions may be requested when using funds from ongoing sources. Categorical funds will be used to fund positions in accordance with a program's plan, although having resources available does not guarantee a position will be authorized.

The prioritization process generally occurs in the fall, after the State budget is finalized and resources are appropriated for classified positions. State budget deficits/reductions can suspend or delay the process due to uncertainty. Hiring takes place in the spring.

Incarcerated Student Education

Dr. Damany Fisher, Interim Dean of Research and Planning, shared that the College is developing a re-entry program for formerly incarcerated students and has hired a Re Entry Services Outreach Specialist, who will begin the process of building community relations, and

recruiting formerly- incarcerated students to the campus. The College has also applied for a re-entry grant through the Chancellor's Office that focuses on students re-entry into their communities and will provide services based on the four pillars of guided pathways, which includes clear guidance that leads to the development of job skills, attainment of a certificate and/or Associates degree, and/or the ability to transfer to a four-year university.

Guided Pathways Update

Michael Wyly, Guided Pathways Coordinator, shared the Area of Emphasis Student Inquiry that was developed to look at how programs at SCC might be better presented to potential students, and how we may better direct students to classes they will need to complete their educational goals. 20 responses have been received, more are expected next week. The next step will be to incorporate the Areas of Emphasis into the catalog and new student portal that will be created with the new SCC website.

SCC Website Update

The SCC Website is going to be undergoing a total overhaul, and the College is currently in the process of finding a vendor for the project. Vendor proposals will be shared with College Governance Council. The first project will be to create a student portal.

Updates/Other

There will be a campus open house on Friday, May 3, which will showcase the programs and services that the college offers.

Announcements

Upcoming College Governance meeting dates and locations:

- February 27, 2019 Fairfield Campus
- March 27, 2019 Fairfield Campus
- April 10, 2019 Fairfield Campus
- April 24, 2019 Fairfield Campus
- May 8, 2019 Fairfield Campus

Adjournment

There being no further business, the meeting was adjourned at 3:50 p.m.

Solano College
Classified Position Request Form
2019/2020

One Form per Position: Please submit only one position per form. For example, if you need three custodians, please submit three forms.

Division: Enter the name of the division

Priority: If you have multiple requests, rank your requests in order (e.g., 1 of 2, 2 of 2).

Position Title: Enter the exact title from the Job Descriptions on the HR website.

Pay Range: Enter the pay range (e.g., 32) from the Salary Schedule on the HR website.

Schedule:

- Enter the number of hours per week (e.g., 30, 32, or 40), number of months per year (9, 10, 11, 12) and days and hours per week (e.g., M-Th 11-7:30, F 8-4:30) that best fits the continuing need.
- Calculate and enter the Full-Time Equivalent (FTE) = Total hours / 2080. If the request is to add hours to an existing position, use the additional weekly hours (e.g., 8 hours if increasing from 32 hours to 40 hours/week) and enter on the “add to existing” line.

Program Review Link: Copy/paste the section of the current Program Review or the unit plan that identifies this need indicating the priority or urgency and the college goal(s) it supports.

Program/Service Impact: Select the option that best describes the degree to which the request impacts essential program/service outcomes or improvement or initiatives.

- 3-Essential: The position is required to meet the essential program/service outcomes (SLO/SAO) or other requirements.
- 2-High: The position has a high impact on essential program/service outcomes or other improvement initiatives.
- 1-Modest: The position has an average impact on essential program/service outcomes or other improvement initiatives.

Urgency: Select the option that best describes the degree to which the request is time-sensitive.

- 3-Critical: There is a major negative impact if not funded in the next cycle.
- 2-High: There is a significant negative impact if not funded in the next cycle.
- 1-Modest: There is an average negative impact if not funded in the next cycle.

Institutional Impact: Select the option that best describes the degree to which the request impacts the key college goals/strategies.

- 3-Critical: There is a major negative impact if not funded in the next cycle.
- 2-High: The position has a high positive impact on college goals/strategies.
- 1-Modest: The position has an average positive impact on college goals/strategies.

Benefit/Cost: Select the option that best describes the degree to which the request maximizes the use of classified FTE to support the college goals/strategies and program/service outcomes.

- 2-High: There is a high benefit to cost ratio (i.e., benefits far exceed the cost/FTE).
- 1-Modest: There is an average benefit/cost ratio.

Solano College
Classified Position Request Form
2019/2020

Division/School: _____ Department: _____ Priority: ____ of ____

Position title (official): _____ Pay range: _____

Add to existing position?: _____

Schedule: Hours/week: _____ Months/year: _____ Total Days/Hrs: _____ FTE: _____ New: _____
(Total hours / 2080)

Funding Source: General Fund Other: _____

Copy/paste the section of the current "Plan" that identifies this need indicating the priority or urgency and the college goal(s) it supports, unless there are extenuating circumstances that prevented it from being known at the time. Explain.

Provide clear, concise information regarding each of the following four criteria. Please try to limit requests to 2 pages. Responses must be supported by appropriate qualitative/quantitative metrics (e.g., square footage, number of students served, total annual temporary employee hours).

Program/Service Impact: Degree to which the request impacts essential program/service outcomes

Select one of the following: 3-Essential: _____ 2-High: _____ 1-Modest: _____

Briefly explain the reasons for the rating. Describe how the work is currently being performed. If using temporary employees, identify the total annual hours and challenges (e.g., availability of qualified candidates). Include any external requirements (e.g., accreditation, health and safety issues, etc.).

Urgency: Degree to which the request is time-sensitive

Select one of the following: 3-Critical: _____ 2-High: _____ 1-Modest: _____

Briefly explain the reasons for the rating, including any negative impact on the program/service if this position or additional FTE is not granted in this cycle?

Institutional Impact: Degree to which the request impacts college-wide mission and strategic plan

Select one of the following: 3-Critical: _____ 2-High: _____ 1-Modest: _____

Briefly explain the reasons for the rating, including direct impact on college-wide goals, size of program/service, etc.

Benefit/Cost: Degree to which the request maximizes use of classified FTE

Select one of the following: 3-Critical: _____ 2-High: _____ 1-Modest: _____

Briefly explain the reasons for the rating. Describe how the requested position and work schedule (hours/week and months/year) matches the workload demands for permanent, continuing classified support services.



Academic Affairs

Staff Directory

What's New

- Apprenticeship
- Bachelor's Degree Program
- Basic Skills & English as a Second Language
- California Community College Curriculum Committee
- Currently and Formerly Incarcerated
- Curriculum and Instruction
- Dual Enrollment
- Educational Programs and Professional Development
- Intersegmental Support
- Noncredit
- Open Education Resources
- Stand-Alone Credit Course Approval
- Templates For Approved Transfer Model Curriculum
- Integrated Planning

- Division Archives

Notes and News

- Currently and Formerly Incarcerated Students Reentry Program Grants Q&A's
- RFA for Reentry Grants Program Webinar ~ December 13, 2018 [Link]

Currently and Formerly Incarcerated

The Currently and Formerly Incarcerated Unit of the California Community Colleges Chancellor's Office is dedicated to building and maintaining partnerships among the state's community colleges, selected four-year educational institutions and the California Department of Corrections and Rehabilitation. The California community colleges have a long history of serving incarcerated and formerly incarcerated students through regular and long-distance education. Current efforts to assist the state's incarcerated and formerly incarcerated population resulted from two key pieces of legislation: Senate Bill 1391 (2014), and Proposition 57 (2016). As of fall 2017, 22 community colleges are providing instruction and student support services to more than 7,000 students in the state's 35 prisons.

SB 1391 (Hancock) introduced an opportunity for community colleges and state prisons to coordinate the offering of face-to-face instruction in programs that lead toward degrees or certificates that result in enhanced workforce skills. Concomitantly, the passage of the popular criminal justice reform initiative, Proposition 57, "Incentivizes inmates to take responsibility for their own rehabilitation with credit-earning opportunities for sustained good behavior, as well as in-prison program and activities participation."

Over the years, the costs for housing a prisoner in California have risen significantly. Since 2005, the cost for housing a prisoner has doubled and continue to grow, surging by approximately 13% since 2015. According to an article in the Los Angeles Times, published June 4, 2017, recent cost expectations in this area exceed \$75,000 per year per prisoner; more than the cost to attend Harvard University. It makes a good deal of sense to implement initiatives and other legal provisions that reduce these costs with the added bonus of further educating this population and making our communities safer.

There are significant numbers of studies that demonstrate that providing and supporting continuing education for the incarcerated produce benefits that go beyond the needs and motives of the individual and address those of the larger, general society as well. The work of the Currently and Formerly Incarcerated Education Unit continues to focus upon serving colleges and students to provide technical assistance and leadership that can contribute to the successful formation of partnerships in education and rehabilitation.

Re-entry Grants

Applications due January 31, 2019

The California Community Colleges Chancellor's Office is pleased to announce the creation of the *Currently and Formerly Incarcerated Students Reentry Program* grants. Budget Assembly Trailer Bill 1809 provides one-time funding of \$5,000,000 to establish or support programs serving formerly incarcerated students enrolled in community college, or providing face-to-face instruction to community college students in prison or jail. The grants will be focused on the students' reentry into their communities in order for this underrepresented group to succeed. The services will provide the foundation of the four pillars of guided pathways, which includes clear guidance that leads to the development of job skills, attainment of certificate and/or Associates degree, and/or the ability to transfer to a four-year university. It is the intent of the Chancellor's Office to award up to 50 grants with \$5,000,000 in funds for reentry students into the community college system. The primary purpose of this RFA is to provide funding for program development and implementation of educational support services for reentry of currently and formerly incarcerated students.

Contact Information

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Grant Forms

- Reentry Grant Readers Training
- Currently and Formerly Incarcerated Students Reentry Program Grants Q&A's
- Amended Request for Application: Currently and Formerly Incarcerated Students Reentry Program grants [pdf] or [Word] and Memo [pdf] or [Word]
- Calendar of Key Dates [pdf] or [Word]
- Scoring Criteria [pdf] or [Word]

The Advisory Corner

- Prospective Students [pdf]
- SB 1391 Bill [pdf]
- College Directory [pdf]

Fair Chance Hiring Practices

- Using Criminal History Records In Hiring
- Revised California Community Colleges Fair Chance Hiring Best Practices



Areas of Emphasis--Student Inquiry

QUESTIONS

RESPONSES 20

Areas of Emphasis--Student Inquiry

Thank you for your participation in this inquiry group!

We will look at how programs at Solano Community College might be better presented to potential students. We will also look at how we may better direct students to the classes they will need to complete their educational goals.

Overall, our goal is to be sure that the language we use makes sense to current and future students.

- Very clear = "I know exactly what kinds of careers and programs this name implies."
- Clear = "I am fairly clear on most, if not all, of the careers and programs this name implies."
- Confusing = "I am unsure of most of the careers and programs this name implies."
- Very confusing = "I am not sure what kinds of careers and programs this name implies."

Science, Technology, and Innovation

Please respond to the questions below for this proposed Area of Interest.

Is the name of the Area of Interest worded clearly?

- Very clear (I know exactly what kinds of careers and programs this name implies.)
- Clear (I am pretty clear on most, if not all, of the careers and programs this name implies.)
- Confusing (I am unsure of most of the careers and programs this name implies.)
- Very confusing (I am not sure what kinds of careers and programs this name implies.)

Briefly describe the types of careers/majors you associate with this Area of Interest.

Long answer text



Do you have any other input regarding this Area of Emphasis?

Long answer text

Business and Management





Areas of Emphasis—Student Inquiry

QUESTIONS

RESPONSES 20

Clear

Confusing

Very confusing

Briefly describe the types of careers you associate with this Area of Interest.

Long answer text

Do you have any other input regarding this Area of Emphasis?

Long answer text

Visual, Performance, and Language Arts

Please respond to the questions below for this proposed Area of Interest.

Is the name of the Area of Interest worded clearly?

Very clear

Clear

Confusing

Very confusing

Briefly describe the types of careers/majors you associate with this Area of Interest.

Long answer text

Do you have any other input regarding this Area of Emphasis?

Long answer text



Area of Emphasis—Student Inquiry



QUESTIONS

RESPONSES 2/0

- Clear
- Confusing
- Very confusing

Briefly describe the types of careers/majors you associate with this Area of Interest.

Long answer text

Do you have any other input regarding this Area of Emphasis?

Long answer text

Health and Human Services

Please respond to the questions below for this proposed Area of Interest.

Is the name of the Area of Interest worded clearly?

- Very clear
- Clear
- Confusing
- Very confusing

Briefly describe the types of career/majors you associate with this Area of Interest.

Long answer text

Do you have any other input regarding this Area of Emphasis?

Long answer text





Areas of Emphasis--Student Inquiry

QUESTIONS

RESPONSES 20

- Very clear
- Clear
- Confusing
- Very confusing

Briefly describe the types of careers/majors you associate with this Area of Interest.

Long answer text

Do you have any other input regarding this Area of Emphasis?

Long answer text

Name for the Areas of Interest

The point of the Areas of Interest is to identify certificates and degrees which lead to similar fields of study and career choices.

Which of the following descriptive phrase do you find the most helpful/informative as a student or prospective student? (You may select more than one option.)

- Areas of Interest
- Metamajors
- Career Pathways
- Academic and Career Pathways
- Career and Academic Pathways (CAP)
- Solano Pathways
- Other: see suggestion below.



Areas of Emphasis--Student Inquiry



QUESTIONS

RESPONSES 20

When a prospective student selects an Area of Interest in the catalog or on the website, we would like to provide questions to assist with selecting an Area of Interest with appropriate career pathways. For example, for Business & Management, a prospective student might consider if they are the type of person who enjoys facts, numbers, and details, or who likes to carry out tasks in detail or to follow through on others' instructions.

Consider the following questions related to Science, Technology, and Innovation:

Are you the kind of person who . . .

- ...desires to observe, learn, analyze, evaluate, or solve problems?
- ...enjoys to question and explore physical, biological, or cultural happenings?
- ...likes to work hands-on with objects, machines, tools, plants, or animals?
- ...is interested in math and/or thinking analytically to solve complex problems?

Do you find the questions clear and easy to understand?

- Very clear
- Clear
- Confusing
- Very confusing

Do you understand the relationship between these questions and the selected Area of Emphasis?

- Very clear
- Clear
- Confusing
- Very confusing

Do you have any ideas for better questions, or any ideas what might make these questions even better (or both)?

Long answer text

Student Support

When a student has identified a potential area of study (i.e. a degree or certificate pathway), we would like the catalog to connect the student to the most valuable on-campus resources.



Areas of Emphasis—Student Inquiry



QUESTIONS

RESPONSES 0/0

- Internship and Apprentice Information
- Career Center
- Faculty Adviser
- Tutoring and Student Support Services
- Resources for Financial Aid
- Peer Mentor Programs
- Campus Resources
- Student Centers (including Safe Space or similar resources)

What else is important? What are we missing?

Long answer text

THANK YOU!

Thank you for providing us with your time and experience to make Solano Community College an even better place for our students!

