

MINUTES OF THE GOVERNING BOARD  
OF THE CONTRA COSTA COMMUNITY COLLEGE DISTRICT

Regular Meeting

Date: March 27, 2013  
Time: 6:00 p.m. – Public Session  
Place: George R. Gordon Education Center  
500 Court Street  
Martinez, California 94553

Presiding  
Officer: Sheila A. Grilli, President

ROLL CALL

Present

Sheila A. Grilli, President  
John E. Márquez, Vice President  
John T. Nejedly, Secretary  
Greg Enholm  
Vicki Gordon  
Debora van Eckhardt, Student Trustee

Those present constituted a quorum.

OPEN PUBLIC SESSION - CALL TO ORDER AND RECESS TO CLOSED SESSION

President Grilli opened the public session at 5:00 p.m. At that time, she called for public comment. There being none, President Grilli closed the public session at 5:01 p.m. and immediately recessed to the newly tenured faculty and classified employee of the year reception.

RECONVENE PUBLIC SESSION

Ms. Grilli reconvened the public session at 6:20 p.m. and led the Pledge of Allegiance to the U.S. flag.

STRATEGIC CONVERSATION ON ETHNIC DIVERSITY IN THE CCCC CD WORKPLACE

Diablo Valley College (DVC) President Peter Garcia led a discussion on the attached report, Strategic Conversation on Ethnic Diversity in the CCCC CD Workplace. Mr. Garcia welcomed remarks and comments made by various staff and community members in attendance. Chancellor Benjamin said there will be ongoing discussion regarding this topic.

At this point in the meeting, Ms. Grilli asked that a brief recess be held and adjourned the meeting at 7:20 p.m. Ms. Grilli reconvened the public session at 7:33 p.m.



**STRATEGIC CONVERSATION  
ON ETHNIC DIVERSITY  
IN THE CCCCD WORKPLACE**

**(District Workforce Diversity Efforts and Student,  
Employee and Service Area Demographics)**

March 27, 2013

District Research  
Contra Costa Community College District  
500 Court Street  
Martinez, California 94553

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## Background

For 2012-13, Governing Board Goal 4.3 states that the Board will "Monitor human resources issues that have an impact on workforce diversity." Three actions were established in support of this goal.

- Review District hiring policies with a focus on ensuring administrative, faculty and classified staff diversity.
- Review and ensure modification of policies and procedures to support findings as appropriate.
- Receive staff reports on the District's efforts to create and maintain a diverse workforce.

The Board also recently requested information about the demographics of the student, employee and service area populations. Because these items are inextricably linked, this report is being provided to give the Board a sense of both the current state of affairs and the external dynamics that created it.

## Workforce Diversity Policies and Procedures

The District addresses diversity in a number of ways, including both aspirational and procedural components. The District's vision statement emphasizes the commitment to diversity: "...our colleges transform lives. We are agents of *equity*, compassion, and excellence, building upon the *diverse* strengths of our students, faculty and staff. We thrive upon the learning and success of all of our students."

In operationalizing the diversity aspects of the vision and ensuring legal compliance, the District has a number of policies and procedures related to hiring. (See Appendices) The cornerstone is Human Resources Procedure 1010.02, the Uniform Employment Selection Guide (UESG). The UESG went through fairly extensive review over the course of 2010 and 2011, with changes approved by all appropriate constituents. The Governing Board reviewed and approved the changes on April 27, 2012. The District also practices guidelines included in Board Policy 2001, Nondiscrimination Policy, which calls out the District's commitment to equal access in recruitment, selection, promotion and transfer. Board Policy 2052, Equal Employment Opportunity, expresses the District's commitment to foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. Of particular note is Human Resources procedure 1010.01, Interim Nondiscrimination Procedures and Faculty and Staff Diversity Program, which outlines the District's procedures related to diversity, to ensure good faith efforts are undertaken to recruit applicants from all ethnic and gender groups. The District is subject to the requirements of Proposition 209 and, like all California Community Colleges, awaits direction from the State on implementation of a revised Equal Employment Opportunity (EEO) Program. Until that guidance is issued, the District remains mindful of the existing policies and procedures, coupled with our vision. All policies and procedures are reviewed on a four-year rotational basis and revised as appropriate. All policies are reviewed and approved by the Governing Board.

## Workforce Diversity Efforts

We also strive to be proactive in diversity hiring efforts. Two endeavors recently presented to the Governing Board which support the District's goals in diversity are the 4CDLI Leadership Institute (4CDLI), 4CDLI Advanced, and the Teaching Excellence Internship Program. Over the past three years, the 4CDLI programs have graduated 61 individuals, many of whom have advanced in their career. The Teaching

Excellence Internship Program resulted in job offers to 6 candidates of varying backgrounds. A review of the internship program is underway this semester, with input sought from the first cohort, who completed the program just last semester. Both 4CDLI and the internship program will be modified and improved as needed, and continued in the coming years.

Reaching a broad base of potential recruitment applicants is a key tool in increasing the diversity of the ultimate application pool, and the likelihood of a diverse candidate being selected in any given recruitment. The District always utilizes the most common advertising sources such as Monster.com, Craigslist, Diversity.com, and local newspapers, and also takes advantage of more specific outreach tools such as the State Chancellor's Registry, Jobsinhighered.com, and professional associations, periodicals and listservs. In addition, the District has an assortment of other sources such as Blacksinihighered.com, Womeninihighered.com, Disabledpeople.com, Hispanic Outlook, the Tribal College Journal of American Indian Higher Education, and veteran's web resources that are used in all relevant recruitments. Finally, the District does some direct recruitment at job fairs in Northern and Southern California, and on occasion at out of state job fairs for hard to fill positions. When participating in job fairs, the District intentionally has diverse faculty and staff representatives.

The District's continued focus on closing the achievement gap has included a series of Districtwide conversations building heightened awareness around diversity and improved cultural competence. Outcomes included enhanced mindfulness to engage with people of differing backgrounds and an improvement in efforts to hire employees that better resemble our students.

In the fall of 2012, the District partnered with Brandman University in a program that allowed five District employees to enroll in Brandman's MBA program at a reduced rate. The first cohort is very diverse. The success of this program is being monitored and other partnering opportunities with Brandman are under consideration.

## **Analysis of Demographic Data**

The District has also conducted a thorough review of data, comparing the ethnic makeup of our community with that of our students, and employees. The following independent analysis, prepared by Mr. Gregory Stoup, incoming Senior Dean of Research and Planning, provides insight into the data contained in the graphs and tables beginning on page 7.

### **Profile Stability**

In the aggregate, the employee profiles for each college have remained largely stable over the last four years in terms of the percentages captured in the five primary<sup>1</sup> ethnicity groups of Asian, African American, Filipino, Hispanic and White per Tables 1 and 2.

The data on Tables 3 and 4 reveal some variability over the last four years within certain categories of employees; however, given the limitations of the data in terms of the timeline and sample sizes, it is difficult to determine whether this variability indicates the emergence of a trend. That said, there is some evidence of a modest reapportionment of ethnicities across several employee categories.

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<sup>1</sup> The term Primary is used here in reference to the size of the population

- A modest rise in the percentage of Asian faculty at DVC has coincided with a modest drop in the percentage of Asian classified employees.
- LMC has experienced a modest rise in the percentage of Asian employees that are also students and a slight drop in the percentage of Asian classified employees
- At CCC African American employees are slightly more likely to be employed as faculty (particularly full-time) and slightly less likely to be employed as classified staff.
- Likewise, Hispanic employees at LMC are becoming slightly more likely to be employed as faculty and slightly less likely as classified.
- Districtwide, the number and percentage of managers representing each ethnicity has either declined or remained steady, with the exception of a modest increase of Asian managers.

In each case the percentage shifts are quite modest but there was some indication that the movement was directional. Continued monitoring would be required to determine if these shifts are revealing of an actual or emerging trend. It is worth reminding that these four cases correspond to modest reapportionment within employee categories while overall the ethnicity profile of each college and the District has remained relatively stable.

It is also worth noting that the fall 2011 percentages remained largely unchanged from prior years for the five primary ethnic groups at each of the colleges. Given that fall 2011 displayed a moderate drop in the percentage of employees placed in the Unknown category (See next section.) there is some confidence that those previously identified as Unknown have a similar ethnicity profile across the five categories as those choosing those categories explicitly.

### **High Percentage of Other and Unknown employees and students**

The percentage of both students and employees falling into the ethnicity category of "Other" is unusually large across all three colleges relative to their service areas. District-wide, employees and students are roughly three times more likely than county residents to be classified as Other. The gap is most pronounced for DVC where roughly 1 of every 5 employees (19.3%) are classified as Other; that figure is less than 5% for residents of the DVC service area.

Nationally, there has been a steady rise of Americans self-identifying as being of "Two or More" ethnicities; this trend is particularly pronounced among younger people, and national research suggests that this trend is likely to continue throughout the decade. However, review of the detailed CCCC employee tables reveals that the high percentage of employees included in Other is primarily a consequence of a large percentage of employees being placed into the "Unknown" category rather than choosing "Two or More" ethnicities. While the percentage of employees placed in the Unknown category dropped in fall 2011 district-wide, it remains unusually high. Determining why the percentage of Unknowns remains elevated may help reveal systemic or structural shortcomings which, if resolved, could support higher quality data and analysis.

### **Demographic Comparisons (Fall 2011)**

Comparison of District and college employee profiles with those of the students and the service area reveals some noteworthy differences in the ethnic makeup across the three groups as illustrated in Figure 1 and Tables 5 and 6. Generally, the ethnic profile of students at each of the colleges matched the

ethnicity profile of their service area to a higher degree than the ethnicity profile of their employees matched that of the service area.

Comparison of the employee profile with that of local residents revealed that there is a higher percentage of both African American and Asian students at each of the three colleges relative to their respective service areas. District-wide, the percentage difference is highest among African Americans where the percentage of students is 12.6% while County-wide, 8.9% of residents are African American. For Asians the percentages are 16.0% for students and 14.6% for residents. Offsetting the higher representation among African American and Asian employees is a lower percentage of employees that are Hispanic relative to the percentage of Hispanics in the county population. The percentage of Hispanic employees is lower at each of the three colleges relative to their service areas; District-wide 12% of employees are Hispanic compared to 24.4% of county residents. The District-wide percentage of White employees is almost identical to that of the County; however, there was variation across the colleges with two colleges showing slightly higher percentage among white employees and one slightly lower.

However, once again, these figures are confounded by the high percentage of employees captured in the category of Other. District-wide, 17.2% of employees are classified as Other; for faculty alone that figure is 16.7%. Yet only 4.4% of Contra Costa County residents are listed as Other. Putting aside the difficult question as to what degree of alignment one should expect between employee and resident ethnicity profiles<sup>2</sup>, with such a disproportionate representation of District employees captured in the Other category, it is difficult to draw conclusions on the degree to which the employee profile of the colleges and the District parallel that of the service areas and the county.

As noted earlier, the ethnicity profile of students at each of the three colleges more closely parallels that of their respective services areas. While the variations are smaller in degree, the percentage of both African American and Asian students at all three of the colleges is higher than that of the population in each of the college's respective service areas. Interestingly, in the case for students, this is not offset by a relatively smaller representation among Hispanic students like it was for Hispanic employees. District-wide 24.4% of students are Hispanic which is identical to the percentage of Hispanics represented in the county. Similarly, the percentage of Hispanic students at each of the three colleges matches closely the percentage in their service areas. In the case of students, the adjustment comes in lower proportion of White students relative to the overall county. Likewise, the percentage of White students at each of the colleges is lower than the percentage in the corresponding service area.

But once again, some caution needs to be exercised in the interpretation given that 14.3% of students District-wide are classified in the Other category. This figure is slightly smaller than for employees, but large enough to give pause in how strongly claims can be associated with these data.

### **Employment Trends (2000 - 2010)**

Examination of the District hiring patterns over the last decades reveals a movement toward greater alignment with the county ethnicity profile as shown on Table 7. Employment of Hispanics has increased across all three colleges and the District and today, all four institutions employ higher percentages of Hispanics than in 2000. However, during the same period, growth of Hispanic residents in each of the

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<sup>2</sup> Such comparisons would likely be more meaningful if one could control for both the level of education attainment and relevant work experience of employees and county residents.

college service areas and county-wide has increased at an even faster pace, moving the District and the three colleges further from parity with their local populations. Hispanic residents are the fastest growing population in two of the three college service areas and is the fastest growing segment county-wide, displaying an increase of Hispanic residents from 17.7% of the county population in 2000 to 24.4% in 2010. Should the Hispanic population continue to grow at this rapid pace, the colleges and the District will be challenged to create greater alignment among its employees, given that to do so, will require hiring rates of Hispanics at each institution exceed the growth rates of the local populations.

A similar narrative can be attached to the change in concentrations of White employees and residents, though in the opposite direction. In the case of Whites, the concentrations are declining in all three service areas and county-wide. Over the decade, the percentage of White employees declined at all four institutions, moving in the direction of greater alignment with the local populations. Meanwhile, the White populations in each service area and county-wide experienced declines as well. The pace of decline of White employees at two of the colleges exceeds that of their service areas, bringing them into greater alignment with their populations. However, at current rates it would take more than a decade for those two colleges to achieve parity with their service areas. The adjustment in concentration of White employees at the District and the remaining college (DVC) would have to quicken in pace to begin to achieve greater alignment with their local populations.

### **Education Attainment**

As mentioned previously and illustrated in Figure 1, comparing the ethnicity profiles of the colleges with that of their service areas and likewise of the District with the county is made more meaningful if the education level and work experience of residents can be determined. Given that there are measurable and often sizable differences in the levels of education attainment across ethnic groups, perfect parity between employee and residential profiles is difficult to achieve. In Contra Costa County the percentage of residents having a master's degree or higher is 3.5% for African Americans, 9.5% for Asians, 1.6% for Hispanics and 9.6% for Whites. Part of the explanation for the difference in these percentages is due to difference in the age distribution of the four populations. The White population, for example, is older on average than the other ethnic groups and one would expect slightly higher levels of education for that reason alone. So even having some information on the education level of residents, does not allow for a perfect apples-to-apples comparison of profiles.

However, we can use the ethnicity data showing the percentage of county residents having a master's degree to create an (albeit somewhat crude) education-adjusted county profile to use as a comparison group for District-wide employment patterns. Doing so results in a drastically different ethnicity profile for the county. Comparing the ethnicity distribution of county residents having a master's degree or above with the employment profile of the overall District would indicate that the District is employing roughly twice the percentage of Hispanics and over 5 times the percentage of African Americans as would be expected given the population distribution, all else equal. Conversely, again using this education adjusted benchmark, underrepresented employment levels are found across the system among both Asians and Whites. A dramatically different narrative emerges when an adjustment to the county baseline is made using this one measure of education attainment.

Another notable point is that the labor market for residents with a graduate degree is typically very tight even during times of economic contraction. Therefore, making significant adjustments to an institution's employment profile from this population would require more time and patience.



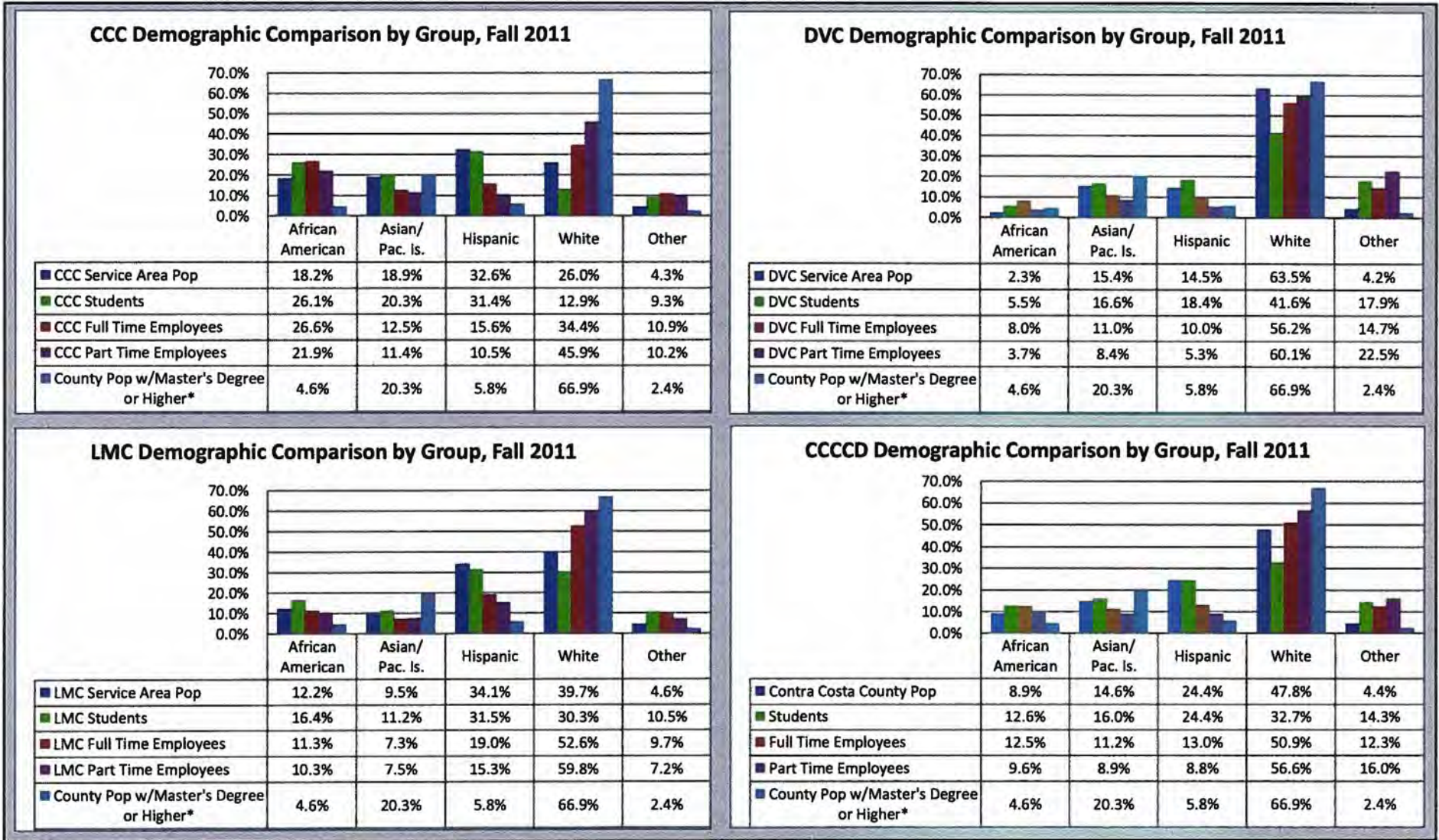
Perhaps, the primary lesson here is that it can be quite difficult to make true and balanced comparisons between these two populations (employees and residents) given the host of characteristics one would need to account for to treat them fairly. In addition to a more nuanced measure of education attainment, better research on this question would require detailed information on population age, gender, work experience, quality of education, the educational background of families and a host of other socioeconomic information.

## **Conclusions and Next Steps**

In summary, the data reveal very little change in demographics over the last four years. A longer term view over decades more clearly illustrates that as the county population is becoming more diverse, so too are the District's students and employees. Unfortunately, the District is challenged in keeping its employee demographic shifts in pace with county and student demographic shifts. The information about the county population with master's degrees or higher demonstrates the difficulty in sourcing qualified Hispanic and African American applicants with this level of degree attainment, which is required for most District positions. This fact illustrates that the District has and will continue to have challenges in attracting an overall qualified workforce that matches the student and county demographic profile. Additionally, the past decade brought essentially no change in the number of funded students, driving little change in the number of employees. However, the county population reveals slightly over 30% growth, with a disproportionate number represented in the Hispanic category. Relying almost exclusively on employee turnover for the opportunity to fill vacant positions from a more diverse population base, translates to slow shifts in employee demographics. Employee demographic changes will likely continue to lag those of county, and lag significantly those of the students.

Upon delivery of the State's model EEO Program, the District will integrate said model into existing policies, procedures, and outreach and recruitment efforts. The District will continue its broad recruitment outreach by advertising in a variety of journals, listservs, newspapers, and websites that target diverse, non-traditional applicants, and seek ideas for untapped sources. Recognizing the challenges illustrated by the data, the District will continue proactive programs to retain, promote and source a more diverse workforce, such as 4CDLI and the Teaching Excellence Internship Program. We will seek out programs, like the one offered through Brandman, that afford District employees the opportunity to acquire advanced degrees. Graduate schools provide a conduit to a direct source of academic employees and the District is always looking for ways to directly recruit from or form relationships with graduate schools. The District remains committed to equity and diversity in its staff to better serve its students and community.

**Figure 1: Racial/Ethnic Composition of Students, Employees, and County Population Compared to Distribution of Graduate Degrees**



Note: This analysis exclude student employees.

Totals may not add to 100 percent due to rounding error.

Full time employee groups include: Academic Managers, Classified Managers, Full Time Faculty, Classified Monthly, and Confidential.

Part time employee groups include: Part Time Faculty and Classified Hourly.

\*Contra Costa County, California Estimate: Educational Attainment by Race/Ethnicity for Total Population: Civilian labor force 20 years and over. EEO Tabulation 2006-2010 (5-year ACS data).

**Table 1: Employees by Location, Term, and Racial/Ethnic Group - (Number)**

Location/ Term	African American	Asian	Filipino	Hispanic	Native American	Other	Pacific Islander	Two or More	Unknown	White	Grand Total
<b>CCC</b>											
Fall 2008	194	84	29	121	1	17	5		60	257	768
Fall 2009	192	70	32	112	2	20	5		84	261	778
Fall 2010	166	71	31	100	3	10	6		126	231	744
Fall 2011	158	79	26	99	3		7	22	52	235	681
<b>DVC</b>											
Fall 2008	103	143	48	162	18	20	5		411	934	1,844
Fall 2009	101	163	39	154	13	21	2		447	902	1,842
Fall 2010	77	113	36	128	10	10	3		445	776	1,598
Fall 2011	98	138	41	129	9		3	41	312	804	1,575
<b>LMC</b>											
Fall 2008	113	49	42	183	3	11	2		49	437	889
Fall 2009	105	49	35	176	3	10	4		73	442	897
Fall 2010	92	48	34	152	2	10	3		113	399	853
Fall 2011	93	45	29	147	5		2	29	49	391	790
<b>DST</b>											
Fall 2008	13	5	9	7		2			4	51	91
Fall 2009	12	6	6	8	1	1			8	48	90
Fall 2010	10	6	7	10	1	2			10	43	89
Fall 2011	10	8	9	5	2			1	5	42	82

**Table 2: Employees by Location, Term, and Racial/Ethnic Group - (Percent)**

Location/ Term	African American	Asian	Filipino	Hispanic	Native American	Other	Pacific Islander	Two or More	Unknown	White	Grand Total
<b>CCC</b>											
Fall 2008	25%	11%	4%	16%	0%	2%	1%		8%	33%	100%
Fall 2009	25%	9%	4%	14%	0%	3%	1%		11%	34%	100%
Fall 2010	22%	10%	4%	13%	0%	1%	1%		17%	31%	100%
Fall 2011	23%	12%	4%	15%	0%		1%	3%	8%	35%	100%
<b>DVC</b>											
Fall 2008	6%	8%	3%	9%	1%	1%	0%		22%	51%	100%
Fall 2009	5%	9%	2%	8%	1%	1%	0%		24%	49%	100%
Fall 2010	5%	7%	2%	8%	1%	1%	0%		28%	49%	100%
Fall 2011	6%	9%	3%	8%	1%		0%	3%	20%	51%	100%
<b>LMC</b>											
Fall 2008	13%	6%	5%	21%	0%	1%	0%		6%	49%	100%
Fall 2009	12%	5%	4%	20%	0%	1%	0%		8%	49%	100%
Fall 2010	11%	6%	4%	18%	0%	1%	0%		13%	47%	100%
Fall 2011	12%	6%	4%	19%	1%		0%	4%	6%	49%	100%
<b>DST</b>											
Fall 2008	14%	5%	10%	8%		2%			4%	56%	100%
Fall 2009	13%	7%	7%	9%	1%	1%			9%	53%	100%
Fall 2010	11%	7%	8%	11%	1%	2%			11%	48%	100%
Fall 2011	12%	10%	11%	6%	2%			1%	6%	51%	100%

**Table 3: Employee Group by Location, Race/Ethnicity, and Term - (Number)**

Location/ Group	African American				Asian				Hispanic				White				All Other Groups			
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2008	Fall 2009	Fall 2010	Fall 2011
<b>CCC</b>																				
Full Time Faculty	20	20	19	17	11	10	9	8	11	11	10	12	55	52	48	43	11	13	10	11
Part Time Faculty	49	49	46	51	18	23	24	23	18	21	17	16	123	124	108	120	32	38	52	24
Mgrs/Sups/Conf.	7	7	7	8	3	3	3	3	2	3	3	2	8	8	8	4	3	3	3	2
Classified	69	72	56	48	33	34	29	28	45	38	33	35	56	59	53	52	15	34	32	18
Student Employees	49	44	38	34	53	37	43	50	45	39	37	34	15	18	14	16	17	18	42	22
<b>Total</b>	<b>194</b>	<b>192</b>	<b>166</b>	<b>158</b>	<b>118</b>	<b>107</b>	<b>108</b>	<b>112</b>	<b>121</b>	<b>112</b>	<b>100</b>	<b>99</b>	<b>257</b>	<b>261</b>	<b>231</b>	<b>235</b>	<b>78</b>	<b>106</b>	<b>139</b>	<b>77</b>
<b>DVC</b>																				
Full Time Faculty	11	10	9	10	17	16	17	16	23	24	24	22	157	157	146	143	46	51	52	46
Part Time Faculty	16	19	15	21	35	44	34	42	19	15	14	16	391	364	322	345	151	169	179	134
Mgrs/Sups/Conf.	4	4	4	4	1	2	2	3	7	5	5	4	25	25	22	23	10	10	8	4
Classified	48	40	34	32	73	69	55	56	70	71	54	47	244	237	198	210	70	79	67	54
Student Employees	24	28	15	31	70	73	44	65	43	39	31	40	117	119	88	83	172	172	159	124
<b>Total</b>	<b>103</b>	<b>101</b>	<b>77</b>	<b>98</b>	<b>196</b>	<b>204</b>	<b>152</b>	<b>182</b>	<b>162</b>	<b>154</b>	<b>128</b>	<b>129</b>	<b>934</b>	<b>902</b>	<b>776</b>	<b>804</b>	<b>449</b>	<b>481</b>	<b>465</b>	<b>362</b>
<b>LMC</b>																				
Full Time Faculty	11	11	10	11	9	9	9	8	15	17	15	16	64	65	63	64	10	11	13	11
Part Time Faculty	24	26	22	21	23	21	18	17	33	31	29	31	189	194	166	157	18	27	31	19
Mgrs/Sups/Conf.	4	3	2	1	6	5	4	3	5	6	3	4	14	13	13	12	1	2	2	1
Classified	27	26	26	28	22	19	17	14	65	67	56	47	94	99	97	89	13	20	21	14
Student Employees	47	39	32	32	33	34	37	34	65	55	49	49	76	71	60	69	21	26	58	38
<b>Total</b>	<b>113</b>	<b>105</b>	<b>92</b>	<b>93</b>	<b>93</b>	<b>88</b>	<b>85</b>	<b>76</b>	<b>183</b>	<b>176</b>	<b>152</b>	<b>147</b>	<b>437</b>	<b>442</b>	<b>399</b>	<b>391</b>	<b>63</b>	<b>86</b>	<b>125</b>	<b>83</b>
<b>DST</b>																				
Part Time Faculty	1								1											
Mgrs/Sups/Conf.	5	5	3	5	7	8	7	8	1	2	2	2	22	23	21	19	3	4	6	3
Classified	7	6	6	4	7	4	6	9	5	6	8	3	29	25	22	23	3	6	7	5
Student Employees		1	1	1																
<b>Total</b>	<b>13</b>	<b>12</b>	<b>10</b>	<b>10</b>	<b>14</b>	<b>12</b>	<b>13</b>	<b>17</b>	<b>7</b>	<b>8</b>	<b>10</b>	<b>5</b>	<b>51</b>	<b>48</b>	<b>43</b>	<b>42</b>	<b>6</b>	<b>10</b>	<b>13</b>	<b>8</b>
<b>CCCCD</b>																				
Full Time Faculty	42	41	38	38	37	35	35	32	49	52	49	50	276	274	257	250	67	75	75	68
Part Time Faculty	90	94	83	93	76	88	76	82	71	67	60	63	703	682	596	622	201	234	262	177
Mgrs/Sups/Conf.	20	19	16	18	10	18	16	17	15	16	13	12	69	69	64	58	17	19	19	10
Classified	151	144	122	112	135	126	107	107	185	182	151	132	423	420	370	374	101	139	127	91
Student Employees	120	112	86	98	156	144	124	149	153	133	117	123	208	208	162	168	210	216	259	184
<b>Total</b>	<b>423</b>	<b>410</b>	<b>345</b>	<b>359</b>	<b>414</b>	<b>411</b>	<b>358</b>	<b>387</b>	<b>473</b>	<b>450</b>	<b>390</b>	<b>380</b>	<b>1,679</b>	<b>1,653</b>	<b>1,449</b>	<b>1,472</b>	<b>596</b>	<b>683</b>	<b>742</b>	<b>530</b>

**Table 4: Employee Group by Location, Race/Ethnicity, and Term - (Percent)**

Location/ Group	African American				Asian				Hispanic				White				All Other Groups			
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2008	Fall 2009	Fall 2010	Fall 2011
<b>CCG</b>																				
Full Time Faculty	10%	10%	11%	11%	9%	9%	8%	7%	9%	10%	10%	12%	21%	20%	21%	18%	14%	12%	7%	14%
Part Time Faculty	25%	26%	28%	32%	15%	21%	22%	21%	15%	19%	17%	16%	48%	48%	47%	51%	41%	36%	37%	31%
Mgrs/Sups/Conf.	4%	4%	4%	5%	3%	3%	3%	3%	2%	3%	3%	2%	3%	3%	3%	2%	4%	3%	2%	3%
Classified	36%	38%	34%	30%	28%	32%	27%	25%	37%	34%	33%	35%	22%	23%	23%	22%	19%	32%	23%	23%
Student Employees	25%	23%	23%	22%	45%	35%	40%	45%	37%	35%	37%	34%	6%	7%	6%	7%	22%	17%	30%	29%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>DVC</b>																				
Full Time Faculty	11%	10%	12%	10%	9%	8%	11%	9%	14%	16%	19%	17%	17%	17%	19%	18%	10%	11%	11%	13%
Part Time Faculty	16%	19%	19%	21%	18%	22%	22%	23%	12%	10%	11%	12%	42%	40%	41%	43%	34%	35%	38%	37%
Mgrs/Sups/Conf.	4%	4%	5%	4%	1%	1%	1%	2%	4%	3%	4%	3%	3%	3%	3%	3%	2%	2%	2%	1%
Classified	47%	40%	44%	33%	37%	34%	36%	31%	43%	46%	42%	36%	26%	26%	26%	26%	16%	16%	14%	15%
Student Employees	23%	28%	19%	32%	36%	36%	29%	36%	27%	25%	24%	31%	13%	13%	11%	10%	38%	36%	34%	34%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>LMC</b>																				
Full Time Faculty	10%	10%	11%	12%	10%	10%	11%	11%	8%	10%	10%	11%	15%	15%	16%	16%	16%	13%	10%	13%
Part Time Faculty	21%	25%	24%	23%	25%	24%	21%	22%	18%	18%	19%	21%	43%	44%	42%	40%	29%	31%	25%	23%
Mgrs/Sups/Conf.	4%	3%	2%	1%	6%	6%	5%	4%	3%	3%	2%	3%	3%	3%	3%	3%	2%	2%	2%	1%
Classified	24%	25%	28%	30%	24%	22%	20%	18%	36%	38%	37%	32%	22%	22%	24%	23%	21%	23%	17%	17%
Student Employees	42%	37%	35%	34%	35%	39%	44%	45%	36%	31%	32%	33%	17%	16%	15%	18%	33%	30%	46%	46%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>DST</b>																				
Part Time Faculty	8%																			
Mgrs/Sups/Conf.	38%	42%	30%	50%	50%	67%	54%	47%	14%	25%	20%	40%	43%	48%	49%	45%	50%	40%	46%	38%
Classified	54%	50%	60%	40%	50%	33%	46%	53%	71%	75%	80%	60%	57%	52%	51%	55%	50%	60%	54%	63%
Student Employees		8%	10%	10%																
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>86%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>CCCCD</b>																				
Full Time Faculty	10%	10%	11%	11%	9%	9%	10%	8%	10%	12%	13%	13%	16%	17%	18%	17%	11%	11%	10%	13%
Part Time Faculty	21%	23%	24%	26%	18%	21%	21%	21%	15%	15%	15%	17%	42%	41%	41%	42%	34%	34%	35%	33%
Mgrs/Sups/Conf.	5%	5%	5%	5%	2%	4%	4%	4%	3%	4%	3%	3%	4%	4%	4%	4%	3%	3%	3%	2%
Classified	36%	35%	35%	31%	33%	31%	30%	28%	39%	40%	39%	35%	25%	25%	26%	25%	17%	20%	17%	17%
Student Employees	28%	27%	25%	27%	38%	35%	35%	39%	32%	30%	30%	32%	12%	13%	11%	11%	35%	32%	35%	35%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Source: District Research, CCCC. Based on Employee Demographics files from IT department. 1/11/2013 JD

**Table 5: Demographic Comparison by Group - Fall 2011 (Number)**

Location	African American	Asian/ Pac. Is.	Hispanic	White	Other	Total
<b>CCC</b>						
CCC Service Area Pop	46,288	48,052	82,807	66,018	11,000	254,165
CCC Students	2,072	1,611	2,498	1,027	741	7,949
CCC Full Time Employees	51	24	30	66	21	192
CCC Part Time Employees	73	38	35	153	34	333
<b>DVC</b>						
DVC Service Area Pop	11,701	77,530	72,993	318,906	21,292	502,422
DVC Students	1,102	3,328	3,705	8,361	3,607	20,103
DVC Full Time Employees	40	55	50	280	73	498
DVC Part Time Employees	27	62	39	441	165	734
<b>LMC</b>						
LMC Service Area Pop	35,615	27,681	99,760	115,999	13,383	292,438
LMC Students	1,483	1,011	2,842	2,738	949	9,023
LMC Full Time Employees	28	18	47	130	24	247
LMC Part Time Employees	33	24	49	192	23	321
<b>CCCCD</b>						
Contra Costa County Pop	93,604	153,263	255,560	500,923	45,675	1,049,025
Students	4,657	5,950	9,045	12,126	5,297	37,075
Full Time Employees	127	114	132	517	125	1,015
Part Time Employees	134	124	123	787	223	1,391
County Population with Master's Degree or Higher*	3,320	14,640	4,175	48,210	1,699	72,044

**Table 6: Demographic Comparison by Group - Fall 2011 (Percent)**

Location	African American	Asian/ Pac. Is.	Hispanic	White	Other	Total
<b>CCC</b>						
CCC Service Area Pop	18.2%	18.9%	32.6%	26.0%	4.3%	100.0%
CCC Students	26.1%	20.3%	31.4%	12.9%	9.3%	100.0%
CCC Full Time Employees	26.6%	12.5%	15.6%	34.4%	10.9%	100.0%
CCC Part Time Employees	21.9%	11.4%	10.5%	45.9%	10.2%	100.0%
<b>DVC</b>						
DVC Service Area Pop	2.3%	15.4%	14.5%	63.5%	4.2%	100.0%
DVC Students	5.5%	16.6%	18.4%	41.6%	17.9%	100.0%
DVC Full Time Employees	8.0%	11.0%	10.0%	56.2%	14.7%	100.0%
DVC Part Time Employees	3.7%	8.4%	5.3%	60.1%	22.5%	100.0%
<b>LMC</b>						
LMC Service Area Pop	12.2%	9.5%	34.1%	39.7%	4.6%	100.0%
LMC Students	16.4%	11.2%	31.5%	30.3%	10.5%	100.0%
LMC Full Time Employees	11.3%	7.3%	19.0%	52.6%	9.7%	100.0%
LMC Part Time Employees	10.3%	7.5%	15.3%	59.8%	7.2%	100.0%
<b>CCCCD</b>						
Contra Costa County Pop	8.9%	14.6%	24.4%	47.8%	4.4%	100.0%
Students	12.6%	16.0%	24.4%	32.7%	14.3%	100.0%
Full Time Employees	12.5%	11.2%	13.0%	50.9%	12.3%	100.0%
Part Time Employees	9.6%	8.9%	8.8%	56.6%	16.0%	100.0%
County Population with Master's Degree or Higher*	4.6%	20.3%	5.8%	66.9%	2.4%	100.0%

Note: This analysis exclude student employees.

Full time employee groups include: Academic Managers, Classified Managers, Full Time Faculty, Classified Monthly, and Confidential.

Part time employee groups include: Part Time Faculty and Classified Hourly.

\*Contra Costa County, California Estimate: Educational Attainment by Race/Ethnicity for Total Population: Civilian labor force 20 years and over. EEO Tabulation 2006-2010 (5-year ACS data).

**Table 7: Difference in Percent of Racial/Ethnic Distribution from 2000 to 2010 for Select Groups**

Area/Site	Students			Employees			Population		
	Fall 2000 Students as %	Fall 2010 Students as %	Difference from 2000 to 2010	Fall 2000 Employees as %	Fall 2010 Employees as %	Difference from 2000 to 2010	2000 Population as %	2010 Population as %	Difference from 2000 to 2010
<b>CCCCD / Contra Costa County</b>	<b>100.0%</b>	<b>100.0%</b>	<b>0.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>0.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>0.0%</b>
African American	10.9%	13.0%	2.1%	9.6%	9.9%	0.3%	9.2%	8.9%	-0.2%
Asian/ Pac.Is.	16.9%	15.9%	-1.0%	6.3%	9.0%	2.7%	11.2%	14.6%	3.5%
Hispanic	14.1%	22.3%	8.2%	7.5%	9.9%	2.4%	17.7%	24.4%	6.7%
White	48.6%	33.5%	-15.1%	64.8%	56.6%	-8.2%	57.9%	47.8%	-10.2%
Other	9.5%	15.3%	5.8%	11.9%	14.6%	2.7%	4.1%	4.4%	0.2%
<b>CCC / West County</b>	<b>100.0%</b>	<b>100.0%</b>	<b>0.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>0.0%</b>	<b>99.7%</b>	<b>100.0%</b>	<b>0.3%</b>
African American	26.6%	26.5%	-0.1%	22.4%	21.9%	-0.5%	25.3%	18.2%	-7.1%
Asian/ Pac.Is.	20.4%	21.1%	0.7%	6.4%	12.8%	6.3%	18.6%	18.9%	0.3%
Hispanic	18.9%	28.7%	9.9%	6.7%	9.4%	2.7%	24.3%	32.6%	8.3%
White	25.4%	13.9%	-11.5%	54.6%	44.6%	-10.0%	27.4%	26.0%	-1.4%
Other	8.7%	9.7%	1.0%	9.8%	11.2%	1.4%	4.1%	4.3%	0.2%
<b>DVC / Central County</b>	<b>100.0%</b>	<b>100.0%</b>	<b>0.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>0.0%</b>	<b>99.7%</b>	<b>100.0%</b>	<b>0.3%</b>
African American	4.8%	5.7%	0.9%	4.9%	5.2%	0.3%	1.8%	2.3%	0.5%
Asian/ Pac.Is.	18.2%	16.1%	-2.1%	6.4%	7.9%	1.5%	9.7%	15.4%	5.7%
Hispanic	10.8%	16.1%	5.3%	5.8%	7.3%	1.4%	11.0%	14.5%	3.5%
White	55.9%	42.6%	-13.3%	65.6%	59.9%	-5.8%	73.8%	63.5%	-10.3%
Other	10.3%	19.5%	9.2%	17.3%	19.8%	2.5%	3.4%	4.2%	0.8%
<b>LMC / East County</b>	<b>100.0%</b>	<b>100.0%</b>	<b>0.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>0.0%</b>	<b>99.5%</b>	<b>100.0%</b>	<b>0.5%</b>
African American	11.7%	16.8%	5.1%	6.4%	9.7%	3.2%	10.4%	12.2%	1.8%
Asian/ Pac.Is.	10.8%	11.2%	0.3%	6.0%	8.4%	2.4%	8.1%	9.5%	1.4%
Hispanic	17.6%	29.6%	12.1%	10.9%	15.9%	5.0%	26.1%	34.1%	8.0%
White	51.5%	31.1%	-20.5%	72.0%	59.7%	-12.3%	50.7%	39.7%	-11.0%
Other	8.3%	11.3%	2.9%	4.7%	6.4%	1.8%	4.2%	4.6%	0.4%

All percentages based on information from Table 8: Racial/Ethnic Composition of CCCC Students and Staff Compared to County Population, 1990-2000-2010

Other includes all other groups: Native America, Multi-ethnicity, Unknown or Decline to State.

Population percentages based on U.S. Census Bureau Decennial Census information for Contra Costa County.

Student and employees percentages based on information from CCCC Data Mart.

**Table 8: Racial/Ethnic Composition of CCCC Student and Staff Compared to County Population, 1990-2000-2010**

Area/Site	1990						2000						2010					
	Fall 1990 Students		Fall 1990 Employees		1990 Population		Fall 2000 Students		Fall 2000 Employees		2000 Population		Fall 2010 Students		Fall 2010 Employees		2010 Population	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>CCCCD / Contra Costa County</b>	<b>34,498</b>	<b>100.0%</b>	na	100.0%	<b>803,732</b>	<b>100.0%</b>	<b>38,521</b>	<b>100.0%</b>	<b>1,609</b>	<b>100.0%</b>	<b>948,816</b>	<b>100.0%</b>	<b>39,068</b>	<b>87.0%</b>	<b>1,850</b>	<b>100.0%</b>	<b>1,049,025</b>	<b>100.0%</b>
African American	3,004	8.7%	na	13.0%	72,799	9.1%	4,210	10.9%	154	9.6%	86,851	9.2%	5,074	13.0%	183	9.9%	93,604	8.9%
Asian/ Pac.Is.	3,541	10.3%	na	5.3%	73,810	9.2%	6,504	16.9%	101	6.3%	105,838	11.2%	6,225	15.9%	167	9.0%	153,263	14.6%
Hispanic	3,087	8.9%	na	8.3%	91,282	11.4%	5,430	14.1%	120	7.5%	167,776	17.7%	8,698	22.3%	183	9.9%	255,560	24.4%
White	22,841	66.2%	na	72.7%	561,400	69.8%	18,715	48.6%	1,042	64.8%	549,409	57.9%	13,090	33.5%	1,047	56.6%	500,923	47.8%
Other	2,025	5.9%	na	0.7%	4,441	0.6%	3,662	9.5%	192	11.9%	38,942	4.1%	5,981	15.3%	270	14.6%	45,675	4.4%
<b>CCC / West County</b>	<b>7,614</b>	<b>100.0%</b>	na	100.0%	<b>215,836</b>	<b>100.0%</b>	<b>7,921</b>	<b>100.0%</b>	<b>388</b>	<b>100.0%</b>	<b>61,337</b>	<b>100.0%</b>	<b>8,413</b>	<b>100.0%</b>	<b>392</b>	<b>100.0%</b>	<b>254,165</b>	<b>100.0%</b>
African American	1,885	24.8%	na	27.4%	47,356	21.9%	2,106	26.6%	87	22.4%	61,337	25.3%	2,232	26.5%	86	21.9%	46,288	18.2%
Asian/ Pac.Is.	1,014	13.3%	na	6.4%	30,439	14.1%	1,615	20.4%	25	6.4%	45,094	18.6%	1,776	21.1%	50	12.8%	48,052	18.9%
Hispanic	919	12.1%	na	8.1%	29,320	13.6%	1,496	18.9%	26	6.7%	58,913	24.3%	2,418	28.7%	37	9.4%	82,807	32.6%
White	2,923	38.4%	na	57.7%	96,239	44.6%	2,013	25.4%	212	54.6%	66,428	27.4%	1,170	13.9%	175	44.6%	66,018	26.0%
Other	873	11.5%	na	0.4%	12,482	5.8%	691	8.7%	38	9.8%	10,667	4.1%	817	9.7%	44	11.2%	11,000	4.3%
<b>DVC / Central County</b>	<b>20,422</b>	<b>100.0%</b>	na	100.0%	<b>434,490</b>	<b>100.0%</b>	<b>21,365</b>	<b>100.0%</b>	<b>771</b>	<b>100.0%</b>	<b>475,403</b>	<b>99.7%</b>	<b>20,765</b>	<b>100.0%</b>	<b>992</b>	<b>100.0%</b>	<b>502,422</b>	<b>100.0%</b>
African American	652	3.2%	na	7.9%	7,098	1.6%	1,023	4.8%	38	4.9%	8,557	1.8%	1,176	5.7%	52	5.2%	11,701	2.3%
Asian/ Pac.Is.	2,065	10.1%	na	4.5%	29,359	6.8%	3,888	18.2%	49	6.4%	46,114	9.7%	3,344	16.1%	78	7.9%	77,530	15.4%
Hispanic	1,280	6.3%	na	5.3%	30,659	7.1%	2,311	10.8%	45	5.8%	52,294	11.0%	3,348	16.1%	72	7.3%	72,993	14.5%
White	15,526	76.0%	na	81.7%	358,605	82.1%	11,943	55.9%	506	65.6%	350,847	73.8%	8,847	42.6%	594	59.9%	318,906	63.5%
Other	899	4.4%	na	0.6%	10,769	2.5%	2,200	10.3%	133	17.3%	17,580	3.4%	4,050	19.5%	196	19.8%	21,292	4.2%
<b>LMC / East County</b>	<b>6,462</b>	<b>100.0%</b>	na	100.0%	<b>153,406</b>	<b>100.0%</b>	<b>9,235</b>	<b>100.0%</b>	<b>450</b>	<b>100.0%</b>	<b>230,974</b>	<b>99.5%</b>	<b>9,890</b>	<b>100.0%</b>	<b>466</b>	<b>100.0%</b>	<b>292,438</b>	<b>100.0%</b>
African American	467	7.2%	na	9.8%	9,663	6.3%	1,081	11.7%	29	6.4%	24,021	10.4%	1,666	16.8%	45	9.7%	35,615	12.2%
Asian/ Pac.Is.	462	7.1%	na	5.5%	8,119	5.3%	1,001	10.8%	27	6.0%	18,709	8.1%	1,105	11.2%	39	8.4%	27,681	9.5%
Hispanic	888	13.7%	na	16.4%	31,303	20.4%	1,623	17.6%	49	10.9%	60,284	26.1%	2,932	29.6%	74	15.9%	99,760	34.1%
White	4,392	68.0%	na	67.8%	92,295	60.2%	4,759	51.5%	324	72.0%	117,104	50.7%	3,073	31.1%	278	59.7%	115,999	39.7%
Other	253	3.9%	na	0.5%	12,026	7.8%	771	8.3%	21	4.7%	10,856	4.2%	1,114	11.3%	30	6.4%	13,383	4.8%

na: Not Available

Other includes all other groups: Native America, Multi-ethnicity, Unknown or Decline to State.

Population based on U.S. Census Bureau Decennial Census information for Contra Costa County.

Fall 1990 student information from California Postsecondary Education Commission (CPEC). Fall 2000 and Fall 2010 student information from California Community Colleges Chancellor's Office (CCCCO) Data Mart.

Fall 1990 employee information from historic CCCC affirmative action report (ES36). Fall 2000 and Fall 2010 employee information from CCCC Data Mart, Faculty & Staff Demographic Reports.



**Table 9: County of Residence for District Employees in 2011**

<b>County</b>	<b>Number of Employees Residing in County</b>	<b>% of Total</b>
Contra Costa	703	71%
Alameda	168	17%
El Dorado	1	0%
Marin	7	1%
Napa	7	1%
Placer	1	0%
Sacramento	1	0%
San Francisco	18	2%
San Joaquin	8	1%
Santa Clara	3	0%
Santa Cruz	1	0%
Solano	73	7%
Yolo	2	0%
<b>Grand Total</b>	<b>993</b>	<b>100%</b>

Source: HR Department, 10/12/2011.

**UNIFORM EMPLOYMENT SELECTION GUIDE**

The current Uniform Employment Selection Guide is incorporated by reference into this procedure.

Education Code Sections 87100, 87400, 88003  
Accreditation Standard III.A.1.a

Historical Annotation:  
Adopted 1/1/82, Reprinted 1/1/87, Revised 9/89

Personnel 1002.00: 11/6/90; Rev. 12/19/90, 2/91, 6/26/91, 1/26/94, 7/27/94, 9/29/99  
Human Resources 1010.02: Revised 2/5/02, 1/31/07, 4/25/12

Related Procedures:  
Human Resources Procedure 3030.02

**Contra Costa Community College District**

**UNIFORM  
EMPLOYMENT  
SELECTION GUIDE**

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### HISTORICAL ANNOTATION

## **THE SELECTION SYSTEM: AN OVERVIEW**

The Uniform Employment Selection Guide encompasses all regular employee groups unless otherwise noted.

The selection system or selection procedure is the process or sequence of steps that an applicant goes through in an attempt to obtain employment in the Contra Costa Community College District. Each step consists of an evaluation of some aspect of the applicant's skills, knowledge, abilities or personal characteristics which are sufficient, or more than sufficient, to successfully perform the job in question. The selection system, as put forth in this guide, consists of the following major components:

### **A. The Applicant Pool**

After receiving authorization for a position, the applicant pool is developed by preparing the job announcement and supplemental job information questionnaire, advertising the position, responding to applicants and preparing a file on each applicant. The result should be an applicant pool which is broadly representative of the diversity of the relevant labor market.

### **B. Preliminary Evaluation**

Generally, the applicant pool includes a large number, so some attempt must be made to eliminate those applicants who are least qualified for the position. This preliminary evaluation consists of examining each applicant's qualifications, in a systematic and structured fashion, then eliminating the least qualified from further evaluation. This step is sometimes known as "paper screening" and involves two steps: screening for minimum qualifications and rating the remaining applications.

### **C. Screening Interview**

This is a structured personal interview, with a committee, of the most qualified applicants remaining in the competition. It is designed to further evaluate applicants and recommend the most qualified applicants for further consideration within the selection process.

### **D. Additional Screening Procedures**

This component is optional and may be completed either prior to, in conjunction with, or after the screening interview. It consists of a further examination of the applicants by management, using written tests or job performance tests (i.e., keyboarding or typing test, teaching demonstration, etc.).

### **E. Hiring Interview**

The second interview, or hiring interview, is an in-depth evaluation of the remaining applicants (finalists) to determine who will be considered for the position.

### **F. The Final Phase**

The final phase consists of checking job references, summarizing the outcome of the total selection process and making an offer of employment to an applicant. How complex and how detailed the selection system will be is basically a management decision made in light of the nature of the particular position, the number of positions open, the number of expected applicants, financial and human resources available and the demands of applicable federal and state laws and guidelines covering equal employment opportunity and employment discrimination.

## OUTLINE OF SELECTION PROCESS

Prior to distribution of the job announcement and advertisement of the position opening, formal, written approval of the selection system and evaluation criteria should be obtained from the College President or the Chief Human Resources Officer for District Office openings. At a minimum, for each recruitment the following should be on file:

- Job Announcement
- Supplemental Job Information Questionnaire
- Application Review Rating Sheets and names of reviewers
- Interview Questions, rating sheets and names of interviewers
- any additional selection procedures

An outline of the employment process in this District appears below; each letter corresponds to a step in the process. "Policy for Hiring Full- and Part-time Faculty," pages 20-29 contains explicit procedures for faculty hires.

- A. Obtain Chancellor or designee's authorization to fill position.
- B. Review job to be performed. Determine desirable qualifications.
- C. Review job description.
- D. Develop selection procedure; job announcement (faculty and management only); and calendar of activities.
- E. Develop supplemental job information questionnaire.
- F. Submit job announcement and supplemental job information questionnaire to District Human Resources Office.
- G. Develop and implement Equal Employment Opportunity Plan.
- H. Evaluate applications and supplemental job information questionnaires (minimum qualifications and desirable qualifications).
- I. Conduct tests, if appropriate.
- J. Conduct structured screening interviews.
- K. Conduct hiring interviews.
- L. Check references.
- M. Make final decision.
- N. Communication with applicants.
- O. Confidentiality.
- P. Documentation.
- Q. Carryover of top applicants.

## DESCRIPTION OF SELECTION PROCESS OPEN RECRUITMENT

### A. Authorization to Fill a Position

Whenever a permanent or temporary position (other than hourly or C-contract) is to be filled, prior authorization from the Chancellor for District Office positions, or College President for college positions, is required. After authorization, the President or Director of Business Services forwards a completed Position Authorization Request (academic or classified position) to the District Human Resources Office. Once the request is processed, a copy of the request will be forwarded to the College Human Resources Assistant.

### B. Job Evaluation

The purpose of an evaluation of the job or position is to provide a job-related basis for decisions affecting the selection process. The information from the job evaluation ties together the process of establishing and documenting the "job relatedness" of selection procedures.

For all vacancies, there should be a review of each critical job duty and/or task and the relative importance of the knowledge, skills, abilities and personal characteristics associated with successful performance. It is also essential that these characteristics be identified and verified by individuals who thoroughly understand the work performed; be clearly linked to the work performed; and be stated in as specific and measurable terms as possible. (There shall be no artificial barriers in the position requirements.)

In all cases, care must be taken to ensure that the description of the position accurately reflects the job in question. A selection process should never screen for applicant qualities which are not described in the position description.

If the job evaluation process verifies the need for a position not appropriately described in the current description, it may be necessary to seek authorization to officially create a new position or revise the existing position description. In this case, the request should be discussed with the Chief Human Resources Officer. (Revision of classified unit positions requires Local 1 approval.) In order to evaluate a non-faculty position, the appropriate manager should:

1. Review existing job description.
2. Meet with incumbent(s) and/or supervisor(s) to determine the following:
  - a. What are the major responsibilities and tasks of the job?
  - b. What constitutes effective/ineffective job performance?
  - c. How does this job relate to other jobs?
  - d. What equipment or materials are used? How?
  - e. What are the working conditions? How do they affect the work?
  - f. For each task, what skills are required? Helpful?
  - g. For each task, what knowledge is required? Helpful?
  - h. For each task, what abilities are required? Helpful?
  - i. For each task, what personal characteristics are required? Helpful?

Job evaluation for faculty positions occurs during the process of developing job announcements for open positions as described in Section D.

Based on his/her review of the job description and job evaluation, the appropriate manager should determine the minimum and desirable qualifications for the position, as explained under "D." The minimum qualifications (MQs) and the desirable qualifications (DQs) will be used in the

job announcement and are the basis for developing questions for the supplemental questionnaire. (Note: The minimum qualifications for classified unit positions are included in the official District job description and cannot be changed without Local 1's approval. However, the above mentioned items may be stated in desirable qualifications.)

### **C. Review of the Job Description**

The evaluation of the written job description should be completed prior to determining the selection process. This is a basic requirement in documenting the "job relatedness" of the selection process.

### **D. Develop Selection Procedures and Job Announcement**

As noted earlier, selection procedures may vary according to the circumstances of the vacancy, availability of staff to participate and relevant provisions in the collective bargaining agreements with employee organizations (Local 1 and United Faculty).

Regardless of the selection procedure, the format for the job announcement must be organized according to the following outline.

1. Job Title
2. Salary range; fringe benefit information; work schedule (classified); bargaining unit dues/fees.
3. Brief Description of the Position:
  - a. Geographical and organizational location
  - b. Major responsibilities
  - c. Example of duties and tasks
  - d. Reporting relationships
4. Minimum Qualifications. A minimum qualification is any characteristic or attribute of an individual that is necessary to perform the job. It is a specification of the kind of experience, training and/or education that provides appropriate job-related evidence that an applicant possesses the minimum required knowledge, skill, ability or personal characteristics for performing the tasks and duties of a job. The minimum qualifications for each position other than a faculty position are set forth in the official District job description. These may include minimum qualifications dictated by legal requirements, such as the need for certain approved credentials and licenses. In general, minimum qualifications should be the lowest qualifications needed for successful job performance (e.g., individuals who do not possess these requirements have little hope of successfully performing the job). Note: Minimum qualifications for non-faculty positions can only be changed with the approval of the Chief Human Resources Officer.

Education Code 87356 authorizes the State Board of Governors to establish the minimum qualifications for hire as a faculty member or educational manager. Any person who possesses a credential shall be entitled to serve under the terms of that credential until it terminates, and during the period the credential is effective shall not be required to meet the minimum qualifications which are applicable effective July 1, 1990. The State minimum qualifications for hiring new academic employees (faculty and educational managers) and the list of disciplines adopted by the State is available at: <http://www.asccc.org/LocalSenates/Discipline-list.htm>

5. Desirable Qualifications. In addition to minimum requirements, various desirable qualifications may also be established and should be submitted to District Human



Resources with the position authorization request for classified non-management positions. All desirable qualifications must relate the knowledge, skills, abilities and personal characteristics needed to perform the tasks, duties and responsibilities as stated in the official District position description.

Desirable qualifications should be established to assist in predicting which applicants will be able to perform satisfactorily from the beginning of their employment and survive a competitive selection process where varying levels of knowledge, skills, abilities and personal characteristics are assessed. In addition, desirable qualifications:

- should not include kinds of experience, education or training that reflect knowledge, skills, abilities and personal characteristics that normally are acquired on the job after appointment
- should be specific enough to be evaluated objectively.

Desirable qualifications should be listed separately on the job announcement.

6. Brief Description of the Selection Procedure, including any testing requirement.
7. Brief Description of the Application Procedure.
8. Filing Period Information (including the time and date for receipt of completed applications). Classified positions should be open for a minimum of two weeks; three to four weeks are preferable. Faculty and management positions are usually open for at least one month. A lengthy recruitment period is advisable in order to get a diverse applicant pool. Positions for which there is an inadequate applicant pool should be reopened.
9. General information about the College and/or the District.
10. Equal Employment Opportunity Statement.
11. Any other information required by law or deemed appropriate by the District Office or College for inclusion in order to attract the best qualified applicants for employment.

#### **E. Develop Supplemental Job Information Questionnaire**

The supplemental job information questionnaire should be prepared from the qualifications listed in the job announcement. There should be separate headings for minimum qualifications and desirable qualifications - this approach allows an evaluator to easily determine whether the applicant meets the MQs and is eligible to continue the selection process. Each question should be phrased so as to evaluate one of the job-related knowledges, constructed so that they are "measurable," that is, the evaluators can determine the quality of the answer (strong to weak) and assign points accordingly. The District Human Resources Office will review all supplemental questionnaires in order to assure that the questions are appropriate. Potential problems with the supplemental questionnaires will be referred back to the appropriate manager.

#### **F. Submit to President or Vice Chancellor for Approval**

The selection procedures and completed job announcement and supplemental questionnaires for a faculty or management vacancy must be submitted to the President (college positions) or Vice Chancellor (District Office positions) for approval. The information is then forwarded to the District Human Resources Office.

## **G. Advertising the Position**

In addition to the District website, job postings will appear on selected job posting websites and in newspapers. Career fairs will be utilized for faculty positions, as appropriate.

In certain circumstances, supervisors, managers or any other persons may be aware of specific recruitment sources not ordinarily utilized. In addition, the use of personal contacts to disseminate information about position vacancies is encouraged. "Word of mouth" is always an effective recruiting tool.

Every attempt should be made to get out information about openings to "protected class" groups (i.e., ethnic minorities, women, disabled, Viet Nam Veterans, etc.). Recruiting, such as advertising in publications designed to reach a specific group is particularly important when underrepresentation of a particular, protected class has been identified. In any case, all advertising and other recruiting activities should be designed to produce a diverse applicant pool.

## **H. Evaluation of Applications and Supplemental Questionnaires**

The preliminary evaluation of the applicant begins with the District application form and a supplemental job information questionnaire.

1. **District Application Forms.** There are two separate District application forms (one for classified employees and one for academic employees). All applicants for District employment must complete the appropriate District application form. This form must be completed and signed by the applicant before any employment consideration can be made. In some cases, the College/ District may require that a resume also be submitted with the application. A resume, however, may not be utilized in lieu of the regular application or the supplemental questionnaire.
2. **Supplemental Job Information Questionnaire.** A supplemental job information questionnaire is required to gather information from applicants which are (1) related to some of the knowledge, skills, abilities and personal characteristics which are important in the selection processes and/or (2) information about an applicant's suitability for a specific position or the particular aspects of the position as identified in the desirable qualifications.

The supplemental job information questionnaire must be evaluated to make the first selection decisions. This process is commonly known as "paper screening" or "application screening" and results in some applicants being rejected and others being designated for interviews. This process is a selection practice and, as such, must be shown to be job related and completed in a systematic fashion. The paper screening committee should consist of one to five members who have a thorough understanding of the job in question. Every attempt should be made to include members of protected groups in the process.

Applications should first be screened for the minimum qualifications which establish training, experience, degree, license or certificate requirements. Applicants who do not meet these MQs will be eliminated from consideration. The remaining applications will then be evaluated on the basis of the responses to the other supplemental application questions and points assigned accordingly.

The application screening process will result in rejection of some applicants and a decision to interview the most qualified applicants. Those applicants not chosen to be interviewed will receive a routine letter of rejection from the President, Director of Business Services, Chief Human Resources Officer or designee immediately following the process.

All requests from applicants for specific information surrounding the screening of their applications should be forwarded to the Chief Human Resources Officer for review and response.

#### **I. Administration of Written Tests or Job Performance Tests**

The two other traditional types of selection procedures are written job knowledge tests and job performance (work sample) tests.

1. **Written Job Knowledge Tests.** A job knowledge test is a measure of essential knowledge required for the successful performance of some jobs. It usually is administered to experienced job applicants and measures the individual's knowledge or skill in a particular occupational area in which the applicant has had either experience or specific training. Through thorough job evaluation, the essential knowledge required for doing a job is determined and a test is then constructed to evaluate this knowledge.

To develop job knowledge tests, the job evaluation must focus heavily upon what a successful employee needs to know to do the job. A very highly concrete degree of detail is required and many specific examples of what the employee does must be obtained in the job analysis. The difficulty level of these tasks must be assessed. To whatever degree possible, the test must be a faithful reproduction of what the employee must know to do the job. If a job knowledge test is to be used, it should be approved by the Chief Human Resources Officer.

2. **Job Performance Tests.** A job performance test is one in which job tasks are simulated to a relatively high degree. It measures an applicant's ability to perform a specific job task or set of tasks. Typical job performance tests would be such things as keyboarding, giving a class lecture, or handling office procedures.

In developing a performance test, one must first decide what part of the job should be measured and then how to simulate it. Simulations involve two dimensions. (1) "realism" is the degree of actual job environment detail in the simulation, and (2) "scope" is the degree to which the various aspects of the job are simulated. These aspects must be critical to successful job performance.

#### **J. Administration of Screening and Hiring Interviews**

There are two basic types of interviews typically used in the selection process. The first is called a structured "screening" interview; the second is the "final" or "hiring" interview.

Prior to screening interviews, the location EEO Officer (or designee) reviews the confidential applicant flow data on those selected for a screening interview. The EEO officer will ensure that EEO policies are met, and take action, if required, based on District policy. For faculty positions, this determination is made in consultation with the screening committee and Division Dean. The screening interview provides additional information on the qualifications of the applicants and assists in designating what predetermined minimum number will be recommended for the hiring interview (usually at least three for classified and management positions). If there are not at least three well qualified finalists, the hiring manager should consult with the Chief Human Resources Officer on how to proceed.

The "final" or "hiring" interview is conducted in order to identify the one applicant who will be appointed to the position. Since interview development principles apply equally to both interviews, the following section is applicable to both types of interviews. Each interview committee member should receive training in the process.

1. **Screening Interview Committee.** When using a screening interview committee, it is

recommended that there be three to six members. The chairperson may or may not be a voting member of the committee. The members should have a thorough understanding of the position and, if feasible, be representative of the various "protected" groups. The members of the screening interview committee shall not be the same individuals who were members of the application screening committee or who will serve on the hiring interview committee. Management may choose to ask classified staff members to serve on interview committee for non-unit positions. If so, the Local 1 contact requires notification of the union. If a committee member has a "conflict of interest" regarding any applicant, she/he should withdraw from the process. All Local 1 unit members who wish to participate in the application review or screening interview process should attend a formal training session or workshop offered by the District Human Resources Office.

2. Guidelines for Structuring the Interview Process.
  - a. Structured interviews, where a relatively set pattern is followed, are best.
  - b. Evaluate no more than five to eight well-defined dimensions of behavior in the interview. Use other selection techniques when appropriate, such as job knowledge and/or performance tests.
  - c. Use a rating scale which defines numerical anchor points on the scale, e.g., one point for a very weak response through five points for a very strong response.
  - d. Discuss with interviewers what they are supposed to be measuring and how to look for it.
  - e. Plan the interview from the introduction to the finish well ahead of time. Sufficient time must be allocated to obtain the amount of information needed to identify the most qualified candidates.
  
3. Interview Content. Interviews are time consuming and costly, and applicant characteristics to be evaluated and rated must be carefully chosen. Do not try to measure such ambiguous qualities as "personality" or "intelligence."
 

Do try to define carefully in behavioral terms, the crucial knowledge, skills, abilities and personal characteristics which cannot be evaluated by looking at an applicant's experience, letters of recommendation or references.

The exact factors that will be evaluated in the interview should have been identified in a job evaluation of the position. Choose factors that are suitable only for assessment by the interview process.
  
4. Rating Scales. Develop rating scales for use by all interviewers. Each rating scale should have:
  - a. a brief description of the factor being evaluated (using the question), and
  - b. a description of each level of the rating scale.
  
5. Interview Guide and Rating Form. Devise a form which can be used by the interviewers to (a) reinforce rating factors and scale in question; (b) make their rating of the applicants; (c) record the reason for ratings; (d) record any other comments the interviewer might wish to make about the applicant or interview process itself; and (e) record numerical scores.
  
6. Design Interview Procedure. Careful attention to the actual interview procedure and the physical surroundings are important.
  - a. Choose an interview location that is comfortable and far from distraction. Avoid any type of interruption.
  - b. Decide how, and by whom, the applicant will be greeted and escorted to the

- interview area. When using a committee interview situation, decide ahead of time who will make the introductions and give the same general instructions to each applicant.
- c. When using a committee interview format, decide ahead of time the protocol to be followed with respect to asking questions and following up with additional questions. Each interviewer should ask the same questions of each applicant. Asking questions may be assigned to the chairperson only at the option of the committee members.
  - d. Make up a schedule for the interviews and stick to it. Neither interviewer(s) nor interviewee(s) are likely to perform well when tired and frustrated.
  - e. Develop a short, standardized statement describing the position, duties, salary, fringe benefits, etc.
  - f. Decide how and when the results of the interviews will be communicated to the applicants.
7. **Train Interviewers.** No matter how much interview "experience" and "expertise" the interviewers may have, each should be provided with:
- a. a description of the position;
  - b. copies of the interview forms and rating scales with instructions for their use;
  - c. the interview outline; and
  - d. a copy of this Uniform Employment Selection Guide.
- When the interviewers have read and digested the information, a meeting should be held to discuss the interviews and ensure that all concerned are clear as to their respective roles. If at all possible, conduct a practice interview in order to train the interviewers.
8. **Structure and Standardization.** In order to be fair to each applicant, the interview should be constructed so that each will be rated on each factor of interest. This does not mean that every interview is an exact duplicate of each other or that the interviewer(s) cannot follow up leads to clarify problem areas. It does mean that every interview will probably be similar in many respects because evaluations are being made of knowledge, skills, abilities and personal characteristics which are required for effective job performance.
- Interviewers must be made aware that ratings should not be contaminated by other interviewers revealing prior knowledge of an applicant's success, failure, or standing in previous interviews or evaluations.
9. **Combining the Screening and Hiring Interview.** For some openings where the number of applicants is limited or where factors to be evaluated in the interview are limited (i.e., a custodial position), the hiring manager may request approval of the Chief Human Resources Officer to combine the screening and hiring interviews.
10. **Documentation.** Documentation is important for the whole selection process. The following information concerning the interview should always be maintained:
- a. job evaluation information;
  - b. qualifications of those participating in the selection process and training information;
  - c. copies of interviewer and interviewee information;
  - d. copies of questions, rating scales, etc.; and
  - e. list of interviewees with scores and dispositions.
11. **The Structured Screening Interview.** The primary purpose of the Screening Interview is to obtain information and to evaluate the candidates with regard to their ability to perform the duties of the position. To the greatest extent possible, the interview should be an

attempt to assess the specific qualities and aptitude which are important for success. These qualities are described in definition, duties and responsibilities and desirable qualification sections of the job announcement.

A secondary purpose is to project a positive image of the college and the department with the vacancy. Good candidates will have other opportunities, and they can be expected to use the interview, in part, to assess the environment the District offers.

- a. Interview Protocols. A member of the Committee, usually the Chair, must be responsible to greet each candidate and to perform the following tasks:
  - (1) Introduce committee members (name plates are appreciated by candidates).
  - (2) Explain the purpose of the interview and describe the relationship to other steps in the hiring process.
  - (3) Describe the interview process – overall time period, time allocated to each question, who will ask questions, method of evaluating responses, when the candidate may expect to hear from the committee, etc.
  - (4) Maintain the schedule by indicating that time allocated for response has expired and indicating that the next question in order is to be asked.
  - (5) Assist the committee in responding to any questions the candidate may pose as the interview ends.
  - (6) Thank the candidate for her/his interest in the position and the College/District.
  
- b. Qualities of a Good Interview
  - (1) Timing. Sufficient time must be allocated to obtain the amount of information needed for an interview. It is recommended that the interviews be scheduled at least 40 minutes apart. This allows at least 30 to 35 minutes with each candidate, plus time for the committee members to review the material presented and to complete notes.
  - (2) Rapport Considerations. Candidates are naturally tense; it is the responsibility of the committee to put them at ease as much as possible. Smiles, introductions, a bit of small talk or humor are appreciated and are appropriate at the beginning of and during the interview.
  - (3) Attentiveness of Interviewers. Candidates who appear for screening interviews are seriously interested. They deserve undivided attention. The person asking the question should maintain eye contact with the candidate. Smiles, body language indicating interest (nods of appreciation, “uh huhs”) help a candidate feel she/he is being well received.
  - (4) Overall Plan for the Interview. A good interview has a basic structure, starting with an ice breaker question about past education and experience. It develops gradually, with questions which are related (whenever possible), moves into more difficult subjects and concludes with an opportunity for the candidate to make a summary statement. Sincere appreciation should be expressed by the Chairperson and the Committee to the candidate for the effort, time and money expended in coming to the interview.

c. Interview Questions

- (1) Interview questions and preferred responses for each must be incorporated into rating sheets.
- (2) In some cases, a question that appeared on the supplemental questionnaire may also be appropriate for the screening interview. A typical case in point would be a situation where the committee is concerned with an observable response as well as one expressed in written form.
- (3) To provide as much objectivity as possible, the same questions should be asked of each candidate, by the same committee member, and in the same sequence.
- (4) The committee should decide in advance how much assistance, if any, will be offered to a candidate who appears to have misunderstood the intent of a question or who answers only part of a multi-part question. If it is decided to rephrase or restate the question, similar assistance should be provided to other candidates.
- (5) Questions which give the best results usually have these qualities
  - they are open ended, allowing the candidate to develop responses that provide insight with regard to skills, knowledge, beliefs and potential
  - the desired "right" answer should not be apparent from the question (leading questions should be avoided)
  - even though the topic or problem may be complex, the language of the question should be clear and easy to understand
  - the essential elements of a meritorious response are identified as part of the process of developing the question. Lack of committee agreement about what constitutes a good answer or answers means that the ratings will vary widely, have no reliability and thus no validity
- (6) Follow-up questions may be asked by any committee member. The follow-up questions should be related to material volunteered by the candidate, e.g., "Can you tell us more about your involvement with the individualized learning program, or the special custodial skills you mentioned."
- (7) Generally, 10 to 12 questions can be completed in the 30 to 35 minute interview. If the questions are broad and follow-up questions are planned, fewer questions might be asked.
- (8) Every interview will contain questions which attempt to assess the candidate's current knowledge of the field. In addition, it is suggested that each interview also contain variations of the following questions:
  - A background question to get the interview going, e.g., "Tell us about your educational background and work experience and how they have prepared you for the position of \_\_\_\_\_."
  - A question aimed at determining the candidate's concern for students, e.g., "If you were the instructor of a 9:00 class and a student routinely arrived 10 minutes late, would you consider this to be a problem?" Or, "If you were secretary to the \_\_\_\_\_ and a student stated to you that the \_\_\_\_\_ had made an insulting remark, would you consider this to be a problem?" (Wait for an answer.) If "yes," ask, "How would you handle the problem?" If "no," ask, "Why wouldn't it be a problem for you?"
  - A diversity question, e.g., "What experience have you had

working with students and staff from a variety of ethnic, cultural, gender and age backgrounds?" (Wait for answer.) "What about this experience was most difficult or most gratifying for you?"

- A final opportunity for the candidate to make a positive statement, "Was there anything else you'd like us to know about you that we didn't ask?"
- In addition to the above questions, the committee might want to include a motivational or personal qualities question, e.g., "What is there about this position that is of particular interest to you at this time?"

#### **K. Administration of Final (Hiring) Interview**

A manager, typically the hiring manager, leads the final interview. In general, the hiring interview is similar to the screening interview, and the previously outlined principles apply. However, the hiring interview often involves fewer interviewers, covers more ground and may be somewhat longer. It is during the hiring interview that the final candidate for District employment is identified. Management, typically the hiring manager, makes the final decision about which candidates will be offered the position.

#### **L. Check References**

Validation of the perceptions of the committee members, answers given by applicants, and information provided in the application packets are important components in the recruitment process. Reference checks provide this validation.

Also, employers face suits brought by victims of criminal, violent or negligent acts perpetrated by employees. The best way to avoid negligent hiring suits is not to hire problem employees in the first place. Therefore, the hiring procedures should provide a comprehensive look at an applicant's suitability for employment, including a thorough check of references.

References must be checked for the finalist(s) for all positions. In the context of an "action for negligent hiring," an employer does not want to admit in court that it did not inquire into the background of an employee. Guidelines are:

1. A minimum of three references should be checked for each candidate for whom a reference check is being performed.
2. Reference checks may be performed for more than one candidate. Circumstances where multiple candidates might have their references checked include:
  - a. There are two or more equally well qualified candidates for the position and references are used to distinguish them
  - b. Multiple vacancies are or might be filled from an applicant pool.
  - c. The top candidate is only provisionally so based on information that will be clarified by a reference check.
3. References should only be checked by the Chancellor, President, Director of Business Services, Chief Human Resources Officer, hiring manager, or designee.
4. Applications should be reviewed to see that the prospective employee has authorized the release of information from previous employers.
5. References may be obtained over the phone or in writing; however, all information should be recorded in the same form for each applicant. Questions should be prepared in advance and printed on a form which can be used for all the finalists. Human Resources



Procedure 1010.04 provides an example of a telephone reference form.

6. Reference information shall remain confidential.
7. Procedures for reference checks include:
  - a. informing the reference source that the District has a signed authorization for release of information. Advise the source of the exact nature of the job for which the candidate is a finalist;
  - b. asking questions regarding the applicant's clearly job-related knowledge, skills, abilities and personal characteristics;
  - c. asking questions that parallel those asked in the supplemental application and/or interviews, in order to verify the applicant's responses;
  - d. avoiding open-ended questions and general references – they usually do not reveal the desired information; and
  - e. documenting efforts to obtain information from each previous employer – especially if pertinent information was not obtainable.

#### **M. Final Hiring Decision**

The evaluation of the final candidate(s), together with the information obtained from the reference checks, provides the basis for making the final hiring decision. This recommendation for employment is forwarded by the President or Vice Chancellors to the Chancellor or designee. At that time, the completed applicant flow data sheet must be sent to the District Human Resources Office.

#### **N. Communication with Applicants**

Locations may identify different parties to be responsible for communicating with applicants. Whether such communication is accomplished centrally by the Human Resources Office or is distributed throughout the campus to be performed by individual hiring divisions, it is important to keep applicants informed during the selection process. At the least, applicants should receive an acknowledgement letter indicating that their application has been received, and that they either are or are not under consideration for the current vacancy. Those still being considered should be given information regarding the process from that point forward (i.e., further screening interviews, etc.) and the time frame anticipated. If it is going to be longer than first indicated, applicants should be informed of the delay and given a new expected date for a decision. While this may seem burdensome, it is well worth the extra effort. Good candidates may accept a position elsewhere if not kept informed.

Finally, all candidates should be notified of the results at the conclusion of a search. This can be done either by telephone or through written correspondence. A common practice is for the hiring manager to personally call those persons who were finalists or those who were interviewed, but notify all others by letter. The hiring manager should also make an informal offer to the selected candidate.

An official offer letter will be generated by District Office Human Resources and sent to the selected candidate for all permanent positions.

It is best to give only very general responses in communicating with applicants. A safe response to an inquiry as to why someone was not hired would be, "All I can tell you is that we have chosen someone who was exceptionally qualified for the position." If applicants are informed as to why someone else was selected, it is essential that the reasons given are job-related.

## **O. Confidentiality and Conflict of Interest**

The entire selection process requires the greatest sensitivity on the part of committee members regarding the need for confidentiality. The rights and reputations of the candidates need to be protected. Ratings and comments made by committee members must not be shared with non-committee members. Strict confidentiality must be maintained regarding the interview questions to be asked and the topics of the work samples in order to provide equal opportunities for all candidates. Any information regarding the candidates to be chosen for a position shall be released only by the appointing authority.

Committee members also need to be free from bias, or the appearance of bias, relative to all applicants. No family members, as defined by District procedure, may participate in recruitments where a family member is an applicant. If a committee member has a relationship with any applicant(s), the committee member must disclose the nature of the relationship to either the committee chair or Human Resources. A casual relationship with any applicant(s) does not automatically disqualify a person from serving on a hiring committee.

## **P. Documentation**

The possibility that the District may have to respond to a charge of employment discrimination or investigation by a government agency and defend its selection practices, make it imperative that complete records of the development and use of the selection process be made. All selection materials involving ratings are to be placed in sealed files and retained for three years.

Although employers do not have to justify selection practices which do not have an adverse impact, it is always wise to maintain excellent records, since a variety of government agencies can request information, whether or not there is any evidence of adverse impact.

The following documentation requirements constitute the minimum level of information that should be available at the completion of the employment process.

1. Job Evaluation Information (to be retained by the College)
  - Complete description of methodology used to evaluate the job.
  - Who was involved and when.
  - Description of the knowledge, skills, abilities and personal characteristics required by the job.
  
2. Recruitment and Selection Information (to be retained by the College)
  - Description of selection system.
  - What instruments were developed and how they relate to the job announcements, form letters and applications submitted by applicants.
  - Who performed the evaluations and interviews, how and when they were trained.
  - How "reject/accept" decisions were made.
  - Copies of follow-up letters to applicants.
  - Summary of all applicants and when and how they were rejected or accepted by the system.

(Keep all summary rating and decision forms for all applicants for a period of three years.)
  
3. Contact Person
  - Designate one person who will act as a contact person for questions regarding the selection process in the event of an audit by a compliance agency.

**Q. Carryover of Top Applicants**

If recommended by the hiring committee chairperson, the top candidates who were finalists but who were not selected may be recommended for consideration for the next identical job opening. The candidates recommended for carryover will not be required to reapply and will be automatically included in the screening process at their option.

## **APPENDIX**

### **EMPLOYEE GROUP RECRUITMENT REFERENCES**

#### **FACULTY**

Appendix A: Policy for Hiring Full-Time and Part-Time Faculty

Appendix B: Equivalency Policy and Process for Faculty Applicants

#### **CONTRACT ADMINISTRATORS**

Appendix C: See Board Policy 2057 and HR Procedure 1010.06, Hiring of Contract Administrators

#### **CLASSIFIED STAFF**

Appendix D: See Public Employees Union Local 1 Collective Bargaining Agreement

#### **MANAGERS, SUPERVISORS, AND CONFIDENTIAL STAFF**

Appendix E. See Management, Supervisory, and Confidential Employees Personnel Manual

# **FACULTY**

## **Appendix A**

### **Policy for Hiring Full-Time and Part-Time Faculty**

## **POLICY FOR HIRING FULL-TIME FACULTY**

### **Box 1- Examination of Program Review Data and Identification of Hiring Needs**

**Each Fall**, programs/departments shall examine their most recent annual program review data to ensure that it is as up-to-date as possible.

**By November 1**, faculty, seeking the Golden Handshake or Emeritus Faculty employee status, will notify the District's Human Resources Office and the College President of their intent to retire.

**By November 15**, programs/departments shall calculate their hiring needs based on the number of retirees and the current program review data. The programs/departments/sub-areas shall then submit their hiring needs to the dean.

### **Box 2 - College Prioritizing of Hiring Needs**

**By October 1**, the District will provide the college presidents with current year budget, full-time obligation, full-time/part-time staffing ratios, and 50% law status information.

**By October 15**, the Prioritizing Committee consisting of the faculty Senate President (or designee), the United Faculty Vice President, and two managers (appointed by the College President) shall examine the hiring needs of each program/department in light of the program review data and develop an initial college priority list and attempt to estimate the number of new hires and replacements.

**By November 1**, the College President will reach joint agreement with the Prioritizing Committee on the list.

**By November 10**, the College President shall determine the number of new and replacement full-time faculty to be allocated for the next fall based upon budgets, growth projections, full-time/part-time staffing ratios and other factors.

### **Box 2a – Full Time Faculty Hiring Discussions**

Annually (ideally by November 15), a faculty staffing discussion convened by the chancellor and the Faculty Senate Coordinating Council (FSCC) president will occur among the Chancellor, the College Presidents, the College Vice Presidents, the District Chief Human Resources Officer, the District Chief Administrative Officer, the District Chief Planning Officer, the Faculty Senate Presidents and the United Faculty President. This group will review the District's full-time obligation, full-time/part-time staffing ratios, and 50% law status.

This group will discuss whether adjustments need to be made to meet District obligations. If involuntary transfer of faculty from one college to another needs to be discussed, the United Faculty President shall not participate in this discussion.

### **Box 3 - Job Announcement and Recruitment Plan Workshop**

This workshop will be held during August and January flex days and as needed. This workshop will be developed and presented jointly by the following: One United Faculty representative, one Senate representative, one District Office Human Resources manager, and the college EEO Officer (or designee). Division Deans, department/ chairs, Program Directors, faculty and any other participants involved in writing job announcements will be required to attend once every three years. The workshop will cover recognizing the value of diversity, establishing local qualifications and desirable qualifications, understanding and drafting possible equivalences, developing supplemental questions, and focused recruitment strategies to increase faculty diversity.

**Box 4 - Publicizing Anticipated Job Openings**

By January 15, the District, colleges, and departments/sub-areas will begin to publicize anticipated job openings for full-time faculty. Possible openings may be publicized earlier following consultation with the Chief Human Resources Officer.

**Box 5 – EEO TBD****Box 6 – Job Announcement/Recruitment Plan/Timelines**

Job announcements and recruitment plans should be written and approved by appropriate college groups by February 15 at the latest. Faculty are encouraged to complete the process as soon as possible and to be ready to publicize when the final college hiring list is determined. A sub-group of faculty, the appropriate manager, and other participants within a program/department, who have attended the Job Announcement/Recruitment Plan Workshop, draft the job announcement, including local qualifications, desirable qualifications, general description of equivalencies and supplemental questions. This committee, which is chaired by a faculty member, also establishes hiring time lines and designs the recruitment plan.

**Box 7 - Job Announcement and Recruitment Plan Review**

Drafts of the job announcement and recruitment plan shall be circulated and approved by the appropriate college groups. The college groups include program members, division deans, department faculty, appropriate deans, College President, EEO Officer. Once the job announcement and recruitment plan are sent out for approval, the originating committee must receive all comments within 7 working days. If there is any disagreement, the group in disagreement shall meet with the originating committee within five working days after the disagreement is communicated.

**Box 8 - Selection of Screening and Interviewing Committees**

During the time that the job announcement and recruitment plan are being reviewed, program/department shall form paper screening and interviewing committees in accordance with the United Faculty-Contra Costa Community College District Agreement, Article 6.1.4C. The paper screening committee shall have at least two members. Whenever possible, both committees shall reflect diversity. Departments are encouraged to seek committee members from outside their areas to achieve diversity.

**Box 9 - Review by the District's Human Resources Office**

If there is college-wide agreement on the job announcement and recruitment plan, the College President/Deans forward these documents for review by the District Human Resources Office. Within five (5) working days. The Human Resources Office shall notify the College Presidents/Deans if there is agreement on the job announcement and recruitment plan. In case of disagreement about the job announcement or recruitment plan, college or District management will contact the faculty chair of the committee that wrote the job announcement or recruitment plan to arrange consultation with the committee. No response by college or District management with 5 working days indicates agreement.

**Box 10 - Printing and Distribution of the Job Announcement/Implementation of this Recruitment Plan**

The job announcement is printed and distributed immediately by the District Human Resources Office with copies to the colleges to use for recruitment purposes. District, college, and department implement the recruitment plan.

**Box 11 - Hiring Workshop**

All management and faculty and other participants involved in the hiring process (screening and interviewing) are required to attend a hiring workshop every two years.<sup>1</sup> The workshop will be offered during the fall and spring flex and as needed. The workshop will be developed by the Chief Human Resources Officer (or designee), College EEO Officer (or designee), and at least one faculty member from the job announcement/recruitment planning team. The workshop will cover Title 5 regulations relating to diversity, paper screening and interview process, banding as well as implementing the equivalency process.<sup>2</sup>

**Box 12 – EEO TBD**

**Box 13 - Screening Committee**

Paper screening will occur, utilizing the equivalency process as necessary. Faculty members involved in any faculty hiring between graduation and the first day of (optional) August flex shall be paid at the AB 1725 rate.

Names and files of candidates who meet minimum qualifications but are not forwarded for interview shall be sent to the appropriate department to be added to the qualified part-time applicant pool.

**Box 14 – EEO TBD**

**Box 15 - Interview Committee**

This committee interviews and selects at least 2, preferably 3-5, finalists to be sent to the President. Faculty members involved in any faculty hiring between graduation and the first day of (optional) August flex shall be paid at the AB 1725 rate.

The names and files of those individuals who are not sent forward to be interviewed by the President shall be sent to the appropriate department to be added to the qualified part-time applicant pool.

**Box 16 – EEO TBD**

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<sup>1</sup> Participants who serve on the screening and interviewing committees other than faculty and the one manager permitted to serve as stipulated in Article 6.4.3.2 and 6.4.3.3 in the UF-CCCCD Agreement must receive a variance from the Untied Faculty and the District to serve on these committees.

<sup>2</sup> For a description of banding, see Contra Costa Community College District, "Description of Selection Process, Open Recruitment," Section J5, Uniform Employment Selection Guide.



**Box 17 - President's Interview**

President interviews those forwarded.

**Box 18 - College Hiring Decision**

The College President and Interview Committee confer and reach tentative agreement on the new hire based on the procedure outlined in Article 6.4.3.3.2.5 of the United Faculty-Contra Costa Community College District Agreement. At this point, a manager designated by the President checks references on the tentative selection(s). If the faculty interview committee so desires, one faculty member will join the manager in checking references. The President recommends the candidate(s) according to the Contra Costa Community College District/United Faculty of the Contra Costa Community College District Agreement.

**Box 19 - Chancellor Hiring Decision**

The President's recommendation is forwarded to the Chancellor who may, in turn, sustain or not accept the recommendation. If the Chancellor does not accept the recommendation, it is sent back to the College President who in consultation with the interviewing committee can decide to bank or reopen the position or send forward another candidate to the Chancellor.

**Box 20 - Employment by the Governing Board**

The Governing Board's action employing full-time faculty shall include the criteria used to determine that the person(s) to be employed meet minimum qualifications established by the California community College Board of Governors or its equivalent have been met (Education Code 87359a)

Prior to the first day of employment the personnel specialist and the appropriate Dean at the college must verify the minimum qualifications of the newly-hired faculty member.

**Box 21 – Faculty Service Area (FSA) Assignment Upon Hire**

Newly-hired faculty shall be assigned to FSA(s) by College Review teams prior to the first day of employment. Approved FSA assignments shall be forwarded to the Chancellor and submitted to the Governing Board for approval.

## **POLICY FOR HIRING PART-TIME FACULTY**

This process seeks to ensure a highly qualified, diverse group of part-timers and an ongoing, viable pool of part-time faculty. Refer to Boxes 1, 2 and 2a of the Policy for Hiring Full-time Faculty prior to implementing this process.

### **Box 1 - Prioritizing Allocation of C-Contract-Hourly Instruction at Colleges**

Each College President (or designee) and Faculty Senate President (or designee) will ensure equal faculty/management participation (including representatives from the United Faculty and Faculty Senate) in prioritizing and reaching agreement on hourly instructional (C-Contract) needs in programs/departments/sub-areas.

This process will occur by the end of January (for the following academic year's allocations) and then again by the end of September (if the previously agreed to allocations are to be significantly changed).

### **Box 2 – EEO TBD**

### **Box 3 - Job Announcement, Recruitment and Hiring Workshop**

Held twice a year during flex, and led by the same team which is involved in holding these workshops for full-time hiring, this workshop will be for everyone who is involved in part-time hiring. It will cover subjects similar to those covered in the full-time hiring workshops: writing job announcements and recruitment plans, recognizing the value of diversity, establishing local qualifications and desirable qualifications, understanding and drafting possible equivalencies, developing supplemental questions, focused recruitment strategies to increase faculty diversity, paper screening and interview process, and implementing the equivalency process (Boxes 3 and 10 under Full-time Hiring). This workshop must be taken every three years.

### **Box 4 - Anticipated Job Openings**

In order to establish a qualified diverse pool, the District Human Resources Office and/or colleges send out announcements of anticipated job openings twice a year. This involves a generic announcement for the District and/or Colleges which includes minimum qualifications and solicits resumes.

#### **4a. Optional Supplementals or Applications**

Upon receiving resumes, Division Deans, in consultation with program/department faculty involved in part-time hiring, may elect to send out supplementals or applications in order to solicit more information and ensure that a diverse pool is being established. If desirable qualifications are not evident on resumes, supplementals may be used to match individuals with specific needs.

### **Box 5 - Screening Process**

Two or more faculty members from programs/departments/sub-areas, plus one manager if possible, who have attended the workshops in Box 4 participate in the screening of potential part-time faculty. The committee shall be formed in accordance with the United Faculty-Contra Costa Community College District Agreement, Article 6.4.3. (If a program/department has fewer than

two faculty members, refer to Article 6.4.3.3 of the UF/CCCCD District Agreement for the process by which faculty members are selected.) Whenever possible the committee shall reflect diversity. Names of candidates who have been determined to meet minimum qualifications shall be added to the qualified part-time applicant pool. The screening committee shall further screen the qualified part-time applicant pool to select applicants for interview(s). Supplementals may be used to facilitate screening. Equivalency review also occurs during the screening. Any faculty hiring that must take place between graduation and the first day of (optional) August flex shall be paid at the AB 1725 rate.

#### **Box 6 - Interviewing Process**

Faculty members and manager from the committee in Box 6 interview potential candidates. The Division Dean may make reference checks. If the committee so wishes, it may further screen the qualified part-time applicant pool to select applicants for interview(s). The names and files of those candidates not selected for hire shall be added to the qualified part-time applicant pool.

#### **Box 7 - Consultation and Recommendation**

The Division Dean facilitates and recommends the hiring of part-time faculty by ensuring that their paper work is in order and that they are oriented to the college. If the Dean has any question about the qualifications of the new hires, the Dean shall confer with the committee described in Box 6.

#### **Box 8 - Employment by the Governing Board**

The Governing Board's action employing temporary, part-time faculty shall include the criteria used to determine that the minimum qualifications established by the California Community College Board of Governors or its equivalent have been met (Education Code 87359a).

### **EMERGENCY HIRING FOR PART-TIME INSTRUCTORS**

The emergency procedure is to be used in the following cases: (1) an instructor becomes unavailable to teach at the last moment; or (2) additional sections are needed due to unusually large enrollment.

Furthermore, the college may hire under this procedure, provided that:

1. Prior to the hiring, appropriate academic manager and or the department/sub-area chair (if available) and the Faculty Senate President (or designee) determine that the situation is an emergency.
2. The hiring committee consists of at least one faculty member from the same or closely related discipline and either the Division Dean or department chair. (If there is no tenured faculty member in the discipline available to serve on the Committee a tenured faculty member from another discipline will be added or the United Faculty may be asked for a variance for a non-tenured faculty member to serve.) At least one person serving on the committee needs to have attended a workshop on hiring procedure (Box 10 under Full-time Hiring or Box 4 under part-time hiring) and therefore be well versed in the process of reviewing and granting equivalencies. The Division Dean or department chair is responsible for convening the hiring committee. A program director if she/he so desires, shall be on the committee if the vacancy is in her/his program.
3. The committee reviews the qualified part-time applicant pool to select candidate for interview. If the applicant pool is exhausted, the committee may accept recommendations of applicants from other sources; i.e., other instructors, off-campus organizations. All applicants shall meet minimum qualifications or the equivalent.
4. The committee interviews prospective applicant(s) and forwards its choice(s) to the Division Dean (see Box 7 under Part-time Hiring).
5. Any one hired under the emergency procedure will be notified that she/he is to be employed for one semester only. Employment beyond one semester will require that the candidate(s) not from the qualified part-time applicant pool be paper screened and interviewed through the regular hiring procedure for part-time faculty. (Boxes 6 and 7). Those selected from the applicant pool shall be interviewed according to the regular hiring procedure for part-time faculty (Box 7).

**EXCERPTS REGARDING HIRING FROM THE CONTRA COSTA COMMUNITY COLLEGE DISTRICT –  
UNITED FACULTY AGREEMENT**

6.4.3 Hiring

6.4.3.1 The paper screening committee for faculty shall be selected according to department regulations and shall consist of no less than two (2) regular faculty members, or, if necessary, one regular and one contract III faculty member. One hourly rate (part-time) instructor shall be guaranteed a screening interview for a full-time faculty position for which he/she meets the minimum qualifications. The applicant to be interviewed shall be determined through the established paper screening process.

6.4.3.2 Faculty shall participate in the screening of applications and in the screening interview of such classified employees as serve in a direct relationship to the instruction or student service program or fall under a department where such screening is not in conflict with contract provisions of the classified units.

6.4.3.3 An interviewing team shall be selected according to department regulations and shall consist of no less than two (2) and no more than five (5) regular faculty members and a voting manager proposed from a panel of two to three academic administrators from that college. The panel shall be chosen and submitted by the department and agreed to by the College President. If a department is three or less full-time tenured faculty, the faculty in the division shall select the panel of administrators assigned to the department in which the new hired will be working shall be included on any interviewing team as a voting member. The same team shall interview all of the candidates who are invited to come to the college.

6.4.3.3.1 Where a department has one (1) position authorized to it, the interviewing committee used in filling such position shall be chosen by the Faculty Senate President in consultation with the Department Chairperson and Dean. Such committee shall consist of no less than two (2) and no more than five (5) regular faculty members plus the department chairperson who serves as a voting member.

6.4.3.3.2 Where a department has two (2) positions authorized to it and one (1) of those positions is to be filled, the interviewing committee used in filling it shall be jointly chosen by the remaining faculty member and the Faculty Senate President in consultation with the Department Chairperson and Dean. The committee shall consist of no less than two (2) and no more than five (5) regular faculty members plus the department chairperson who serves as a voting member.

1. Each department shall develop instruments for the rating of the candidates. Such instruments shall be the property of the District.
2. Such instruments and/or questions shall be reviewed and approved by the District. If the District does not approve the department's rating instruments, the District shall consult with the department to resolve the differences. Personal notes and/or information placed on the official rating sheets shall remain the property of the District.
3. Any and all personal notes and/or information developed by individual team members shall remain the property of the team member.

4. The interviewing team shall recommend at least two (2), preferably three to five (3-5), of the best qualified applicants without indicating any preferences for consideration by management. After management interviews the referred applicants, management shall meet with the interviewing faculty team to discuss the ranking of the candidates and the President's proposed recommendation to the Chancellor and Governing Board.
  5. Management shall make the final selection based upon the recommendations of the interviewing team, and its own evaluation. If the College President and the interview team do not reach agreement regarding the candidate interviewed under the procedure, both recommendations shall be forwarded to the Chancellor for a final recommendation to the Governing Board.
  6. With the concurrence of the appropriate department these hiring procedures may be waived for part-time, temporary faculty employees.
  7. Faculty may be invited to participate in the selection of management personnel at the discretion of the Chancellor or designee.
- 6.4.4 Staffing: Faculty in departments can make recommendations through the Department Chairperson on such matters as staffing needs, enrollment trends, use of part-time staff, and diversity programs.
- 6.4.5 Curriculum: Following department procedures, faculty can make recommendations for new courses or curriculum changes to the appropriate committee dealing with curriculum and instruction as constituted at the local campus.
- 6.4.6 Facilities: Faculty in departments can make recommendations for the use of facilities.
- 6.4.7 Staff Development: All faculty and staff development monies shall be distributed to the colleges on a basis proportional to the number of faculty FTE at each college. The college monies shall then be allocated at the college by mutual agreement between the college staff development committee and the management designee. Faculty in departments may formulate in-service training recommendations. In-service training programs for the improvement of instruction in departments shall not be undertaken without the consideration and approval of the affected group.
- 6.5 Notwithstanding any of the above, District management has final responsibility and authority for all District operations.
- 6.6 When management does not accept a written recommendation of the department, the appropriate chairperson shall be notified in writing of the action and the reason(s) therefore.

Historical Annotation: 12/19/90; 6/26/91; 1/26/94; 7/27/94

# **FACULTY**

## **Appendix B**

### **Equivalency Policy and Process for Faculty Applicants**

## **EQUIVALENCY POLICY AND PROCESS FOR FACULTY APPLICANTS**

### **A. PHILOSOPHY**

It is the policy of the Contra Costa Community College District that faculty hiring procedures and guidelines be established to provide for college faculty of highly qualified people who are expert in their subject areas, who are skilled in teaching and serving the needs of a varied student population, who can foster overall college effectiveness, and who are sensitive to, and themselves represent, the racial and cultural diversity of the adult population of the state of California.

The Governing Board, represented by the administration has the principal legal and public responsibility for ensuring an effective hiring process. The faculty, represented by the Faculty Senate, has an inherent professional responsibility in the development and implementation of policies and procedures governing the hiring process which is to ensure the quality of its faculty peers.

One part of the process needed to fulfill these responsibilities is a procedure for determining when an applicant for a faculty position, though lacking the exact degree or experience specified in the Disciplines Lists, nonetheless does possess qualifications that are at least equivalent.

Faculty believe that the expertise to determine equivalencies lies in the departments/sub-areas. In order to achieve consistency throughout the colleges and District, each college will devise an appropriate mechanism to insure fairness in the equivalency process. All faculty involved in the hiring and equivalency process must be properly trained in the use of the Districtwide guidelines developed for the Equivalency Process.

### **B. CRITERIA**

It is expected that candidates will meet the minimum qualifications requirement through the equivalency process infrequently. Candidates will be deemed to possess equivalent qualifications if they have evidence of the expertise associated with a particular degree but do not possess the specific degree named in the Disciplines Lists. Very rarely, a candidate who is obviously highly qualified, who indeed may be the best qualified of all the candidates, will be able to demonstrate through publications or other achievements that she/he has qualifications equivalent to those specified in the Disciplines List. It will be the responsibility of the candidate who claims equivalent qualifications to provide conclusive evidence, as clear and reliable as the college transcripts being submitted by the other candidates, that she/he has qualifications that are at least equivalent to what is required by the minimum qualifications. It is important to note that the equivalency process is intended to neither raise standards nor lower them from the minimum qualifications established for the position.

### **C. REQUIREMENTS FOR DISCIPLINES REQUIRING THE MASTER'S**

For establishing the equivalent of the master's degree, possession of at least the equivalent in the level of achievement and breadth and depth of understanding is required.



The candidate making the claim of equivalent qualifications must provide conclusive evidence in regard to I. AND II below:

- I. General Education Requirements BA/BS degree
- II. Major Requirements for Disciplines Requiring the Master's

The equivalency process will recognize primary and related disciplines, i.e., before and after the first "OR," as identified on the Board of Governors list of disciplines, including subsequent revisions.

- A. To be deemed equivalent, using a primary discipline, i.e., those before the first "OR" on the list of disciplines, the applicant must possess:

- 1. A Bachelor's degree from an accredited institution in any discipline.

PLUS

- 2. 30 additional semester units of upper division or graduate course work (at least 15 units of which are graduate level) in one or more of the primary disciplines, from an accredited institution;

OR

- 3. Some combination of additional course work or documented study, in the discipline or a related discipline, and verifiable experience of such accomplishment in the discipline that the combination of course work and experience equals a master's degree in one of the primary disciplines in breadth, depth and rigor. Appropriate licensure from professional state or national boards, e.g., CPA, BRN, may be deemed equivalent to some course work.

- B. To be deemed equivalent, using a related discipline, i.e., those after the first "OR" on the list of disciplines, the applicant must possess:

- 1. A Bachelor's degree from an accredited institution in any of the primary disciplines listed on the Board of Governors list of disciplines, including subsequent revisions.

PLUS

- 2. 30 additional semester units of upper division or graduate course work (at least 15 units of which are graduate level) in one of the primary disciplines, from an accredited institution.

OR

- 3. Some combination of additional course work or documented study, in the discipline or a related discipline, and verifiable experience of such accomplishment in the discipline that the combination of course work and experience equals a master's degree in one of the related disciplines in breadth, depth and rigor. Appropriate licensure from professional state or national boards, e.g., CPA, BRN, may be deemed equivalent to some coursework.

**D. REQUIREMENTS FOR DISCIPLINES NOT REQUIRING THE MASTER'S**

The minimum standards shall be the BA/BS from an accredited institution, plus two years of documented experience in the subject matter area OR an AA/AS degree from an accredited institution plus six years of documented experience in the subject matter area.

**I. For the AA/AS Degree Plus Six Years of Experience**

The candidate making the claim of equivalent qualifications must provide conclusive evidence in regard to A and B below (minimum qualifications include A1 AND B1, plus some combination of A2 and B2):

**A. Degree Requirements****1. GE Requirements**

The general education requirements shall be those of a current AA/AS degree as adopted by any college in the District.

**2. Additional Degree Requirements**

Additional education to include a combination of college semester units and/or industry training in the discipline or a related discipline, equivalent to 24 semester units (each unit of credit is equal to 54 hours of training).

**B. Occupational Proficiency**

1. Shall have occupational proficiency in the vocational subject assigned commensurate with the grade of difficulty level of instruction. Evidence of occupational proficiency will be based upon at least two years of recent work experience, calculated either consecutively or cumulatively, which is directly related to the occupation to be taught or upon evidence of equivalent proficiency. (California State Plan for Vocational Education)

2. The equivalent of four years of documented experience that demonstrates possession of thorough and broad skill and knowledge for each of the following as separate and District criteria:

a. Mastery of the skills of the vocation thorough enough for the proposed specific assignment and broad enough to serve as a basis for teaching the other courses in the discipline.

PLUS

b. Extensive and diverse knowledge of the working environment of the vocation.

**E. EVIDENCE**

A candidate who does not present conclusive evidence in regard to minimum qualifications indicated above does not possess the equivalent of the experience in question.

Conclusive evidence for general education, major or experience requirements shall be one or more of the following:

1. an official transcript showing that appropriate courses were successfully completed at an accredited college\*\* or appropriate foreign institution\*\*\*;

2. publications that show a command of the major in question;
3. skills demonstration or verifiable evidence of professional performance, professional and/or public recognition, professional presentations, computer software development or applications, or related training;
4. verification of employment history.

\*\* Colleges and university degrees and credits submitted for employment, including the equivalency process, or advancement must be from United States institutions accredited by one of the six regional accrediting agencies recognized by the Council on Post-secondary Accreditation and the United States Secretary of Education.

\*\*\* All degrees and credits not covered by the six regional accrediting agencies recognized by the Council on Post-secondary Accreditation and the United States Secretary of Education, including all foreign degrees and credits, are subject to verification through the equivalency process. The candidate bears the responsibility of documenting equivalency to accredited United States institutions.

#### **F. SELECTION PROCEDURES**

1. Department/sub-area identifies initial criteria for equivalencies, using guidelines within this policy and sample curricula from various master's or AA/AS degree programs as appropriate.
2. Department committee will determine the sequence for the review of applicant qualifications; i.e., whether to screen initially for minimum qualifications/ equivalencies or desirable qualifications and responses to supplemental questions. The desirable qualifications should not be used as a substitute for the minimum qualifications.
3. In the case where desirable qualifications are screened first—if the committee has chosen a candidate for interview who does not meet the minimum qualifications, the candidate's application and supporting materials shall be forwarded to the Equivalency Committee for review prior to any candidate receiving an interview. The names of candidates selected for a screening interview and determined to possess the equivalent of the minimum qualifications are then sent forward for the interview.
4. Contra Costa College will implement an Academic Senate Equivalency Committee to review department screening committee equivalency decisions. At Diablo Valley College, each department will form an equivalency committee consisting of department faculty and one representative from the division. Where departments and divisions are the same, the division representative should be selected from a different subject area within the division. At Los Medanos College, sub-areas will form their own equivalency committee as needed. Members will include at least one person from outside the sub-area and one person from the Academic Senate. If an equivalency committee is needed for hiring part-time faculty in the summer, faculty will be compensated at a rate on the Personnel Related Services Salary Schedule. Rate to be incorporated into separate salary schedule and adjusted subsequently.
5. Faculty applicants who are deemed to meet equivalencies for a discipline by a college equivalency committee shall be deemed to be minimally qualified for that discipline Districtwide.
6. Faculty who are hired under the equivalency process shall be qualified to teach those disciplines for which they have been minimally qualified Districtwide.

**G. REVIEW AND REVISION**

This equivalency policy and its procedures are subject to review and revision at the request of either the Faculty Senate Coordinating Council or the Governing Board. Changes in this policy require the joint agreement of the Academic Senate and the Governing Board. Until there is joint agreement, this policy remains in effect. (Education Code 87355-87359)

**H. EDUCATION CODE REFERENCE**

Education Code 87359 (a) "No one may be hired to serve as a community college faculty member, instructional administrator, or student services administrator under the authority granted by the regulations unless the governing board determines that she/he possesses qualifications that are at least equivalent to the minimum qualifications specified in regulations of the board adopted pursuant to Section 83756. The criteria used by the governing board in making the determination shall be reflected in the governing board's actions employing the individual. (b) The process, as well as criteria and standards by which the governing board reaches its determinations, shall be developed and agreed upon jointly by representatives of the governing board and the academic senate, and approved by the governing board. The agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications specified in regulations adopted by the board of governors. The process shall further require that the governing board provide the academic senate with an opportunity to present its views to the governing board before the board makes a determination and that the written record of the decision, including the views of the academic senate, shall be available for review pursuant to Section 87358(6)."

Historical Annotation: 12/19/90; 6/26/91; 1/31/07

**CONTRACT ADMINISTRATORS**

**Appendix C**

**See Board Policy 2057 and HR Procedure  
1010.06, Hiring of Contract Administrators**

**CLASSIFIED STAFF**

**Appendix D**

**See Public Employees Union Local 1  
Collective Bargaining Agreement**

**MANAGERS, SUPERVISORS, AND**

**CONFIDENTIAL STAFF**

**Appendix E**

**See Management, Supervisory, and  
Confidential Employees Personnel Manual**

## HISTORICAL ANNOTATION

The Uniform Employment Selection Guide, originally adopted in 1982, was reprinted in 1987 and revised in 1989.

The Uniform Employment Selection Guide was adopted as Personnel Procedure 1002 on November 6, 1990, with Board-approved sections titled *Policy for Hiring Full-time and Part-time Faculty* and *Equivalency Policy and Process* added on December 19, 1990, after which the procedure (guide) was again revised in February 1991.

Subsequently, specific sections of the Uniform Employment Selection Guide were revised and approved by the Governing Board as follows:

June 26, 1991	Section titled <i>District Equivalency Policy</i> Section titled <i>Policy for Hiring Full-time and Part-time Faculty</i>
January 26, 1994	Section titled <i>Policy for Hiring Full-time and Part-time Faculty</i> <i>(Regarding Full-time Faculty)</i>
July 27, 1994	Section titled <i>Policy for Hiring Full-time and Part-time Faculty</i> <i>(Regarding Part-time Faculty)</i>
September 29, 1999	Section titled <i>Procedure for Hiring of the Chancellor, Vice Chancellors and Presidents</i>

The Uniform Employment Selection Guide was adopted by Cabinet as Human Resources Procedure 1010.02 on February 5, 2002, with Board-approved revisions to the section titled *Equivalency Policy and Process for Faculty Applicants* on January 31, 2007.

## NONDISCRIMINATION POLICY

Under the District's policy no student, vendor, or person employed or seeking employment with the District shall be unlawfully subjected to harassment, discrimination or denied full and equal access to, or the benefits of District programs or activities on the basis of ethnic group identification, race, color, ancestry, religion, marital status, sex, national origin, gender, or within the limits imposed by law or District regulations, because of age, sexual orientation, physical or mental disability, medical condition, veteran status, parental status, citizenship, or because he or she is perceived to have one or more of these characteristics or based on association with a person or group with one or more of these actual or perceived characteristics. District programs and activities include, but are not limited to any that are administered or funded directly by or that receive any financial assistance from the Chancellor or Board of Governors of the California Community Colleges. This policy applies to all employment practices, including recruitment, selection, promotion, transfer, and employee training and development. The District also does not permit any person or entity using its facilities for commercial purposes to engage in unlawful discrimination. This policy is intended to be consistent with the provisions of applicable state and federal laws and District policies.

The Associate Vice Chancellor/Chief Human Resources Officer shall establish procedures that ensure all members of the District can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination.

The District is committed to nondiscrimination in compliance with the Civil Rights Act; Title IX of the Education Amendments of 1972; the Rehabilitation Act of 1973 (Section 503 and 504); the Americans with Disabilities Act of 1990; the Executive Orders 11246 and 11375; the Vietnam Era Veterans Readjustment Act of 1974; the Age Discrimination in Employment Act of 1967; the nondiscrimination laws of the State of California; and equal employment opportunity guidelines of the California Community College Chancellor's Office (which incorporates compliance with *Connerly v. State Personnel Board*).

Education Code 66250, 72010, 87100  
California Code of Regulations, Title 5, 53000, 59300  
Government Code 11135, 12926.1, 12940  
Penal Code 42255

Historical Annotation:  
Revised 6/27/90  
Second Revision 8/31/94  
Third Revision 10/25/00  
Fourth Revision 5/29/02  
Fifth Revision 6/25/03  
Sixth Revision 1/27/10

Related Procedures:  
Human Resources Procedure 1010.01, 1040.07  
Management, Supervisory, and Confidential Employees Personnel Manual 2.0

**EQUAL EMPLOYMENT OPPORTUNITY**

The District supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

The Vice Chancellor, Human Resources and Organizational Development shall develop, after discussion with appropriate constituent groups, for review and adoption by the Board, a plan for equal employment opportunity that complies with the Education Code and Title 5 requirements as from time to time modified or clarified by judicial interpretation.

All such policies will provide employees and students due process opportunities and protections.

Education Code Section 87100  
Title 5, Section 53000



**INTERIM NONDISCRIMINATION PROCEDURES AND  
FACULTY AND STAFF DIVERSITY PROGRAM (FSDP)\***

The District shall have in place procedures that ensure nondiscriminatory practices.

**1. Responsibilities of the District**

- a. The Vice Chancellor of Human Resources and Organizational Development is responsible for the coordination and review of the Governing Board's Nondiscrimination Policy, Procedures and Faculty and Staff Diversity Program. The Vice Chancellor of Human Resources and Organizational Development shall consult, as appropriate, with the Chancellor's Cabinet, employee organizations, and District Governance Council to:
  - 1) Review all District policies affecting personnel to provide equitable treatment for all employees and job applicants consistent with legal requirements for nondiscrimination and principles of equal employment opportunity.
  - 2) Ensure that the practices and procedures of the District are nondiscriminatory.

**2. Application of Personnel Policies**

Personnel actions dealing with recruitment, appointment, promotion, transfer, employee training and development are of critical importance to the success of the District's nondiscrimination procedures that ensure equal employment opportunity. The education, experience, skill, knowledge, and any other qualifications required for a position shall be limited to those qualifications directly related to the satisfactory performance of the duties and responsibilities of the position, and shall be periodically reviewed for adverse impact. The following guidelines shall be observed.

- a. **Recruitment:** Current methods of outreach and recruitment shall be reviewed and, when necessary, new or modified methods shall be introduced in order to broaden the scope of the search. Good faith efforts shall be undertaken to recruit applicants from all ethnic and gender groups. Outreach and recruitment efforts shall be undertaken for individuals with disabilities and for special disabled and Vietnam era veterans.
- b. **Employment Practices:** The District shall not discriminate in employment based on ethnic group identification, race, color, age, citizenship, ancestry, religion, marital status, national origin, sex, sexual orientation, mental or physical disability, medical condition, veteran status, parental status, or because he or she is perceived to have one or more of these characteristics. Such anti-discrimination policies shall apply to all aspects of employment, including, but not limited to, recruitment, selection, promotion, transfer, and employee training and development.

\*This procedure has been amended in accordance with guidance from the Office of the State Chancellor and in light of Connerly v. State Personnel Board. This procedure will be reviewed upon the issuance of new regulations to be issued by the State Chancellor's Office.

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**PUBLIC COMMENT**

Willie Mims, Maria Alegria, Antonio Medrano and Genoveva Calloway spoke during the public comment period. Mr. Márquez said he was interested in forming an ad hoc committee to address ethnic diversity. Ms. Gordon also volunteered to serve. The Board unanimously supported the nominations of Mr. Márquez and Ms. Gordon as members of an ad hoc committee to address ethnic diversity within the District workforce.

**REPORTS – CONSTITUENCY LEADERS**

Various members of the District's constituency groups summarized recent meetings and events at their respective locations.

**CONSENT AGENDA - ACTION ITEMS**

On motion of Mr. Márquez, seconded by Ms. Gordon, by unanimous vote, (Student Trustee Advisory Vote, excluding human resources items – aye), the Governing Board approved the following items on the Consent Agenda: minutes of special meeting February 20, 2013, minutes of regular meeting February 27, 2013, minutes of special meeting March 13, 2013, and Board Report Nos. 60-A through 63-A.

Board Report No. 60-A – Ratification of Payroll for Month Ended February 28, 2013. Payrolls for the period of period of February 1, 2013, through February 28, 2013, were ratified in the amount of \$12,036,186.45.

Board Report No. 60-B – Ratification of Vendor Payments for Month Ended February 28, 2013. Payments for the period of February 1, 2013, through February 28, 2013, were ratified in the amount of \$5,255,159.18.

Board Report No. 61-A – Agreements and Amendments to Agreements. The Assistant Secretary was authorized to execute the following agreements and amendments to agreements:

**CONTRA COSTA COLLEGE**

**NEW/RENEWAL AGREEMENTS:**

City of San Pablo

Contract No:	7169.3	(No Cost)
Contract Amount:	Maximum: None	
Contract Period:	07/04/13 through 07/05/13	
Services:	A renewal agreement to provide access to the Joe Gomes soccer field for the fourth of July celebration.	

Hilltop Community Church

Contract No:	7699.1	(No Cost)
Contract Amount:	Maximum: None	
Contract Period:	05/22/13 through 05/23/13	
Services:	A renewal agreement for facility use for the Contra Costa College Nursing Program pinning ceremony.	

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Shera Kovari

Contract No: 7838.0 (Categorical)  
 Contract Amount: Maximum: \$12,000.00  
 Contract Period: 02/15/13 through 06/30/13  
 Services: A new agreement to provide support services to Gateway to College students.

Derek Fenner

Contract No: 7839.0 (Categorical)  
 Contract Amount: Maximum: \$6,700.00  
 Contract Period: 02/14/13 through 06/30/13  
 Services: A new agreement to provide guidance in art projects for the Gateway to College program.

**AMENDMENTS TO AGREEMENTS:**

Subway Real Estate Corporation

Contract No: 6974.1 (Revenue)  
 Contract Amount: Maximum: Five percent of gross proceeds  
 Contract Period: 04/01/11 through 12/31/15  
 Services: An amended agreement to extend the ending date from 06/30/13, to 12/31/15, to provide food cart services.

City of Richmond

Contract No: 7728.0 (Revenue)  
 Contract Amount: Maximum: \$14,331.00  
 Contract Period: 07/01/12 through 06/30/13  
 Services: An amended agreement to increase the maximum amount from \$9,500.00 to \$14,331.00 to provide a qualified college-level instructor for CCT 150.

**DIABLO VALLEY COLLEGE**

**NEW/RENEWAL AGREEMENTS:**

State of California, Department of Rehabilitation

Contract No: 4053.13 (Revenue)  
 Contract Amount: Maximum: \$806,859.00  
 Contract Period: 07/01/13 through 06/30/16  
 Services: A renewal agreement to provide support services to students in the Department of Rehabilitation Workability III Program.

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Contra Costa Child Care Council

Contract No:

7830.0 (Revenue)

Contract Amount:

Maximum: \$3,000.00

Contract Period:

03/01/13 through 04/30/13

Services:

A new agreement to provide scheduling, facilitation and support services for the annual Early Learning conference.

East Bay Municipal Utility District

Contract No:

7835.0 (Revenue)

Contract Amount:

Maximum: \$40,000.00

Contract Period:

05/01/13 through 12/31/13

Services:

A new agreement to provide candidates for the work experience program, including pre-apprenticeship, plumbing and steamfitting.

**DISTRICT**

**NEW/RENEWAL AGREEMENTS:**

Nancy Zebergs

Contract No:

6731.5 (Cost)

Contract Amount:

Maximum: \$1,000.00

Contract Period:

07/01/12 through 06/30/13

Services:

A renewal agreement to provide administrative services for the Northern California Study Abroad Consortium.

Unique Tour LL

Contract No:

7311.1 (Cost)

Contract Amount:

Maximum: \$1,000.00

Contract Period:

02/01/13 through 01/31/16

Services:

A renewal agreement to provide international education marketing and recruitment services.

Overseas Educational Corporation

Contract No:

7832.0 (Cost)

Contract Amount:

Maximum: \$1,000.00

Contract Period:

01/01/13 through 12/31/16

Services:

A new agreement to provide international education marketing and recruitment services.

Nancy J. Davis

Contract No:

7834.0 (Cost)

Contract Amount:

Maximum: \$6,000.00

Contract Period:

04/01/13 through 04/30/13

Services:

A new agreement to provide assistance in evaluating the critical components of the financial aid operations.

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Jessica Pitt

Contract No: 7837.0 (Cost)  
 Contract Amount: Maximum: \$143,000.00  
 Contract Period: 04/01/13 through 03/31/14  
 Services: A new agreement to provide consulting services for the implementation of key regional components of the Trade Adjustment Assistance Community College Career Training grant.

**AMENDMENTS TO AGREEMENTS:**

ISPA

Contract No: 7104.3 (Cost)  
 Contract Amount: Maximum: \$2,000.00  
 Contract Period: 01/01/13 through 12/31/16  
 Services: An amended agreement to increase the maximum amount from \$1,000.00 to \$2,000.00 to provide international education marketing and recruitment services.

**LOS MEDANOS COLLEGE**

**NEW/RENEWAL AGREEMENTS:**

Parent Institute For Quality Education

Contract No: 7677.1 (Cost)  
 Contract Amount: Maximum: \$10,800.00  
 Contract Period: 03/28/13 through 06/30/13  
 Services: A renewal agreement to provide a nine-week parent training course.

Antioch Unified School District

Contract No: 7831.0 (Categorical)  
 Contract Amount: Maximum: \$2,000.00  
 Contract Period: 02/01/13 through 06/30/13  
 Services: A new agreement to provide professional development services to improve student success.

Marin General Hospital

Contract No: 7836.0 (No Cost)  
 Contract Amount: Maximum: None  
 Contract Period: 03/01/13 through 06/30/16  
 Services: A new agreement to provide clinical experience for students enrolled in the nursing program.

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**AMENDMENTS TO AGREEMENTS:**

Contra Costa County, Office of the Sheriff

Contract No: 7030.3 (Cost)  
 Contract Amount: Maximum: \$413,437.00  
 Contract Period: 07/01/12 through 06/30/13  
 Services: An amended agreement of the master instructional services agreement to increase the maximum amount from \$273,656.00 to \$413,437.00 to provide law enforcement courses.

Judy Breza

Contract No: 7783.0 (Cost)  
 Contract Amount: Maximum: \$91,245.00  
 Contract Period: 10/01/12 through 06/30/13  
 Services: An amended agreement to increase the maximum amount from \$36,000.00 to \$91,245.00 and extend the ending date from 03/31/13, to 06/30/13, to provide consulting in finance and business services.

Board Report No. 61-B – Purchase Orders and Change Orders. The Governing Board approved purchase orders dated February 1, 2013, through February 28, 2013, in the total amount of \$255,803.75 and change orders dated February 1, 2013, through February 28, 2013, in the net increase of \$24,507.49.

Board Report No. 62-A – Employment and Change of Status of Management/Supervisory/Confidential Employees. The following manager was employed, time subject to assignment, for the position and at the salary rate indicated below:

<u>Name</u>	<u>Payroll Title/Monthly Salary</u>	<u>Effective Date/ Location</u>
Fites, Catherine	Director of Admissions and Records Range M7, Step 2 Full-time, 12 months \$8,510.00	03-06-13 CCC

The following temporary assignment was approved:

<u>Name</u>	<u>Payroll Title/Monthly Salary</u>	<u>To</u>	<u>Effective Date/ Location</u>
Ducharme, Krista	Fiscal Operations Specialist Range 76, Step 5 Full-time, 12 months 7.5% longevity \$7,911.00	Financial Aid Supervisor (Interim) Range 77, Step 5 (Supervisor) Full-time, 12 months 12.5% longevity \$8,976.00	03-04-13 to 06-30-13 DST to LMC

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**Board Report No. 62-B** – Employment and Change of Status of Contract Academic Employees. The following new salary classifications for the listed contract academic employees were approved for the period indicated. Requirements for the classification have been fulfilled and verified in accordance with the provisions of Article 20.3.1.5 of the United Faculty Agreement.

<u>Name</u>	<u>Salary Placement</u>	<u>Academic year</u>	<u>Location</u>
Eckelmann, Claudia	VI-7	2013-2014	DVC
Wapner, Donna	VII-22	2010-2011	DVC

The following changes in annual workload under Article 14.2 of the United Faculty Agreement were approved:

<u>Name/Discipline</u>	<u>From</u>	<u>To</u>	<u>Contract Period</u>	<u>Location</u>
Anderson, Connie Speech Communication	VII-22 100% time \$97,128.00	VII-22 75% time \$72,846.00	2013-14	CCC
Day, Victoria Dental Technology	VII-22 75% time \$72,846.00	VII-22 80% time \$77,702.40	2013-14	DVC

**Board Report No. 62-C** – Employment and Change of Status of Temporary Academic Employees. The following temporary academic employees were employed:

**SEMESTER SALARY SCHEDULE**

<u>Name</u>	<u>Discipline/Criteria</u>	<u>Salary Placement</u>	<u>Effective Date/ Location</u>
Kim, Thomas	Mathematics Master's – Mathematics	VII-1 \$66.67	02-04-13 DVC
Levine, Benjamin	Music Master's – Music (Jazz Studies)	III-1 \$57.96	01-09-13 DVC
Padilla, Mark	Physics Doctorate – Physics	VII-2 \$66.67	01-12-13 DVC
Popoola, Mercy	Nursing Master's – Nursing	I-1 \$53.59	01-09-13 LMC
Spencer, Melissa	Counseling Master's – Counseling	V-1 \$62.32	03-01-13 LMC

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COUNSELING, LIBRARIAN AND DISABILITIES SPECIALIST SALARY SCHEDULE

<u>Name</u>	<u>Discipline/Criteria</u>	<u>Salary Placement</u>	<u>Effective Date/ Location</u>
Campagna, Sierra	Library Science Master's – Library Science	III-1 \$46.28	02-25-13 DVC
Diputado, Courtney	Intern - Library Science Currently enrolled in a master's degree program	I-1 \$42.03	01-09-13 LMC
Romero, Carlos	Counseling Master's – Counseling	VII-1 \$54.81	02-06-13 CCC
Skoler, Julie	Counseling Master's – Counseling	VII-1 \$54.81	02-11-13 CCC

Board Report No. 62-D – Employment and Change of Status of Classified Employees. The following regular monthly classified employees were employed, time subject to assignment, for the position and at the salary rate indicated:

<u>Name</u>	<u>Payroll Title/Monthly Salary</u>	<u>Effective Date/ Location</u>
Gordon, Charles	Instructional Assistant Range 52, Step 1 50% time, 10 months \$1,668.00	02-04-13 CCC
Verreos, Regina	Senior Account Clerk Range 53, Step 1 Full-time, 12 months \$3,419.00	02-06-13 CCC

The following re-employment action under Article 13.7 of the Local 1 Contract was approved:

<u>Name</u>	<u>Payroll Title/Monthly Salary</u>	<u>From</u>	<u>To</u>	<u>Effective Date/ Location</u>
Oranje, Tammy	Financial Aid Assistant I Range 49, Step 1 Full-time, 12 months \$3,097.00		Financial Aid Assistant I Range 49, Step 4 Full-time, 12 months \$3,592.00	02-01-13 LMC



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The following temporary assignments were approved for the period indicated, or shorter, depending on need:

<u>Name</u>	<u>Payroll Title/Monthly Salary From</u>	<u>To</u>	<u>Effective Date/ Location</u>
Ahlborn, Diane	Senior Admissions/Records Assistant Range 53, Step 5 Full-time, 12 months \$4,165.00	Lead Admissions and Records Assistant Range 58, Step 4 Full-time, 12 months \$4,485.00	02-01-13 thru 04-30-13 (continuation from 08-20-12) LMC
Basilious, Noha	Senior Admissions/Records Assistant Range 53, Step 5 Full-time, 12 months \$4,165.00	Special Students Programs and Services Assistant Range 54, Step 5 Full-time, 11 months \$4,269.00	02-04-13 thru 06-30-13 DVC
Flaggs, Yasmine	Admissions/Records Assistant I Range 45, Step 5 75% time, 12 months \$2,564.25	Admissions/Records Assistant I Range 45, Step 5 Full-time, 12 months \$3,419.00	02-01-13 thru 06-30-13 (continuation from 01-07-12) LMC
Haas, Karen	Admissions/Records Assistant II Range 49, Step 5 50% time, 12 months \$1,886.50	Admissions/Records Assistant II Range 49, Step 5 75% time, 12 months \$2,829.75	02-01-13 thru 04-30-13 (continuation from 11-05-12) DVC to LMC
Hall, Rikki	Admissions/Records Assistant II Range 49, Step 4 Full-time, 12 months \$3,592.00	Senior Admissions/Records Assistant Range 53, Step 3 Full-time, 12 months \$3,773.00	02-01-13 thru 04-30-13 (continuation from 08-20-12) LMC
Kincaid, Janie	Evening Program Monitor Range 56, Step 5 50% time, 10.5 months 5% shift differential \$2,354.63	Office Assistant I Range 42, Step 5 Full-time, 12 months \$3,175.00	02-08-13 thru 06-30-13 CCC to DVC
Lares, Imelda	Admissions/Records Assistant II Range 49, Step 5 75% time, 12 months \$2,829.75	Admissions/Records Assistant II Range 49, Step 5 Full-time, 12 months \$3,773.00	02-01-13 thru 04-30-13 (continuation from 09-04-12) LMC

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<u>Name</u>	<u>Payroll Title/Monthly Salary From</u>	<u>To</u>	<u>Effective Date/ Location</u>
Martin, Lisa	Special Students Programs and Services Assistant Range 54, Step 5 Full-time, 11 months \$4,269.00	Special Students Programs and Services Assistant Range 54, Step 5 + 5% Full-time, 11 months \$4,482.45	01-01-13 thru 02-28-13 Assuming additional duties of Alternative Media Specialist (continuation from 01-04-12) DVC
Parris, Angela	Senior Administrative Secretary Range 54, Step 2 50% time, 12 months \$1,840.50	Senior Administrative Secretary Range 54, Step 2 50% time, 12 months \$1,840.50 and Office Assistant II Range 46, Step 5 47.5% time, 12 months \$1,664.40	01-29-13 thru 04-30-13 DVC
Purdy, Susie	Transcript Audit Specialist Range 54, Step 5 Full-time, 12 months 5% longevity \$4,485.00	Lead Admissions and Records Assistant Range 58, Step 4 Full-time, 12 months 5% longevity \$4,712.00	02-01-13 thru 04-30-13 (continuation from 08-21-12) LMC
Purizaga, Kenny	Alternative Media Specialist Range 56, Step 1 50% time, 10 months \$1,840.50	Alternative Media Specialist Range 56, Step 1 50% time, 10 months \$1,840.50 and Evening Program Monitor Range 56, Step 1 50% time, 11.5 months 5% shift differential \$1,932.53	02-11-13 thru 06-30-13 CCC
Schlauch, Thomas	Computer and Network Specialist Range 72, Step 5 60% time, 12 months 5% longevity \$4,195.20	Computer and Network Specialist Range 72, Step 5 Full-time, 12 months 5% longevity \$6,992.00	01-01-13 thru 01-31-13 CCC

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<u>Name</u>	<u>Payroll Title/Monthly Salary From</u>	<u>To</u>	<u>Effective Date/ Location</u>
Soto, Annica	Admissions/Records Assistant II Range 49, Step 5 Full-time, 12 months \$3,773.00	Senior Admissions/Records Assistant Range 53, Step 4 Full-time, 12 months \$3,964.00	02-01-13 thru 04-30-13 (continuation from 09-10-12) LMC

The following monthly employees were employed to work during their non-scheduled work month for the position and the period indicated:

<u>Name</u>	<u>Payroll Title</u>	<u>Effective Date/ Location</u>
Mayo, Joeretha	Senior Office Assistant	02-11-13 thru 02-19-13 DVC
Schall, John	Media Design Specialist	03-18-13 thru 03-22-13 LMC

The following hourly classified employees were employed under the provision of Education Code Section 88003, time subject to assignment, for the positions indicated:

SUBSTITUTE

<u>Name</u>	<u>Payroll Title</u>	<u>Effective Date</u>	<u>Location</u>
Bordelon, Vincent	Special Students Programs and Services Aide	02-06-13	DVC
Cremin, Laura	Science Laboratory Technician II	02-11-13	DVC
Kitsov, Dmitry	Media Services Technician I	02-01-13	DVC
Santos, Debra	Office Assistant II	02-11-13	DVC
Washington, Renee	Financial Aid Assistant I	01-14-13	LMC

SHORT-TERM

<u>Name</u>	<u>Payroll Title</u>	<u>Effective Date</u>	<u>Location</u>
Briney, Emily	General Office Clerk	01-07-13	DVC
Cremin, Laura	Science Laboratory Technician II	02-11-13	DVC
Iliff, Jake	Contract Class Tutor I	01-29-13	DVC
Kessler, Michael	Office Assistant II	02-21-13	DVC
Malik, Arash	Laboratory Equipment Technician II	01-28-13	DVC
Monterrosa, Bessye	Student Activities Assistant	02-07-13	DVC
Pena, Xiao	Instructional Assistant	01-30-13	CCC
Wright-Taylor, Cherri	Financial Aid Assistant I	02-25-13	DVC

Minutes of March 27, 2013

PROFESSIONAL EXPERT/RECREATION PROGRAM

<u>Name</u>	<u>Payroll Title</u>	<u>Effective Date</u>	<u>Location</u>
Aguilera, Carlos	Swim Program Head Instructor	01-22-13	CCC
Allen, Jeremy	Swim Program Head Instructor	03-01-13	CCC
Butler, Thomas	Swim Program Head Instructor	01-28-13	CCC
Edmunds, Haley	Swim Program Head Instructor	01-22-13	CCC
Galvan, Gabriel	Swim Program Head Instructor	01-22-13	CCC
Greiner, Matt	Swim Program Head Instructor	03-01-13	CCC
Groff, Gabrielle	Swim Program Head Instructor	03-01-13	CCC
Howard, Patricia	Professional Specialist	02-04-13	CCC
Lopez, Andrea	Swim Program Head Instructor	01-23-13	CCC
Lopez, Yasmeen	Swim Program Head Instructor	01-13-13	CCC
Lugo, Alma	Swim Program Head Instructor	03-01-13	CCC
Lyman, Milani	Swim Program Head Instructor	03-01-13	CCC
Marshall, Cassandra	Swim Program Head Instructor	01-22-13	CCC
Mazza, Cody	Swim Program Head Instructor	01-22-13	CCC
Morrison, Mary	Swim Program Head Instructor	03-01-13	CCC
Moultrie, Quintarius	Swim Program Head Instructor	01-22-13	CCC
Porter, Jennifer	Swim Program Head Instructor	01-23-13	CCC
Sartini, Kyle	Swim Program Head Instructor	02-14-13	CCC
Solano, Kathleen	Swim Program Head Instructor	03-01-13	CCC

Self-Funded/Fee Based Program

Hinz-Danner, Elizabeth	Instructor III (Emeritus College)	02-04-13	DVC
Hunter, Angela	Instructor III (Educational Talent Search and Upward Bound)	02-19-13	DVC
Rowe, Jimmy	Instructor III (Educational Talent Search and Upward Bound)	02-19-13	DVC

GRATUITOUS

Bienati, Angelina	Instructional Aide	01-28-13	DVC
Hunt, Joseph	Instructional Aide	02-19-13	DVC
Koike, Takayuki	Instructional Aide	02-12-13	DVC
Newman, Briana	Instructional Aide	01-23-13	LMC
Oba, Minami	Instructional Aide	02-12-13	DVC
Paz, Joseph	Instructional Aide	01-09-13	DVC
Pilant, Linda	Instructional Aide	02-19-13	DVC
Trabert, George	Instructional Aide	01-17-13	DVC
Zlatarev, Deborah	Instructional Aide	01-16-13	LMC

Minutes of March 27, 2013

Board Report No. 63-A – New Associate in Science Degree, Certificate of Achievement and Certificate of Accomplishment in Heating, Ventilation, Air Conditioning and Refrigeration – Diablo Valley College. This new associate in science degree, certificate of achievement and certificate of accomplishment in HVACR have been reviewed by the District's Educational Planning Committee, as required by Board Policy 4008

On motion of Mr. Márquez, seconded by Ms. Gordon, by unanimous vote, (Student Trustee Advisory Vote – aye), the Governing Board approved the attached new Associate in Science degree, Certificate of Achievement in HVACR at Diablo Valley College.

# CONTRA COSTA COMMUNITY COLLEGE DISTRICT PROPOSED NEW ASSOCIATE IN SCIENCE DEGREE, CERTIFICATE OF ACHIEVEMENT & CERTIFICATE OF ACCOMPLISHMENT

**Date:** March 7, 2013  
**College:** Diablo Valley College  
**New Program Title:** **Associate in Science** – Heating, Ventilation, Air  
 Conditioning and Refrigeration  
**Certificate of Achievement** – Heating, Ventilation, Air  
 Conditioning and Refrigeration  
**Certificate of Accomplishment** – Heating, Ventilation, Air  
 Conditioning and Refrigeration

**Associate Degree Units:** 60  
**Certificate Units:** Achievement – 28 Accomplishment - 10

## Catalog Description:

Upon successful completion of the Heating Ventilation Air Conditioning and Refrigeration (HVACR) program, students will have the necessary knowledge and skills for a career in residential, commercial, or industrial HVACR, including careers as Heating and Air Conditioning Mechanics and Installers and as Refrigeration Mechanics and Installers. Program content includes an introduction to the electrical and mechanical principles used in air conditioning and refrigeration, including meters, circuits, contactors, relays, thermostats, pressure switches, motors, overloads, controls, and boilers. Reading and drawing of schematic diagrams, troubleshooting, and safe electrical practices are also covered.

In collaboration with Plumbers-Steamfitters-Refrigeration Union Local 342 [www.ua342.org](http://www.ua342.org), DVC currently offers three five-year apprenticeship programs: steamfitting, plumbing, and HVACR. Apprenticeship is training that is designed to prepare an individual for a career in the skilled crafts and trades. Apprentices develop technical skills, experience the sharing of assignments and see how technical tasks relate specifically with theoretical knowledge and interpretation. Apprentices earn a wage while learning. Enrollment in this program is restricted. You must be registered as an apprentice with the State of California to participate in the program and accepted into the apprenticeship program by our union partners.

While completing their HVACR apprenticeship, DVC students can earn awards at three levels of completion: a certificate of accomplishment, a certificate of achievement, and an associate of science degree. To earn an associate of science degree with a major in HVACR, students must complete 20 out of 31 core courses to meet their individual educational and career goals. In addition they must complete 18 general education units. Students must complete each course used to meet a major requirement with a "C" grade or higher and maintain an overall GPA of 2.5 or higher in the coursework required for the major.

# CONTRA COSTA COMMUNITY COLLEGE DISTRICT PROPOSED NEW ASSOCIATE IN SCIENCE DEGREE, CERTIFICATE OF ACHIEVEMENT & CERTIFICATE OF ACCOMPLISHMENT

## **Certificate of Achievement**

Upon successful completion of the Heating Ventilation Air Conditioning and Refrigeration (HVACR) program, students will have the necessary knowledge and skills for a career in residential, commercial, or industrial HVACR, including careers as Heating and Air Conditioning Mechanics and Installers and as Refrigeration Mechanics and Installers. Program content includes an introduction to the electrical and mechanical principles used in air conditioning and refrigeration, including meters, circuits, contactors, relays, thermostats, pressure switches, motors, overloads, controls, and boilers. Reading and drawing of schematic diagrams, troubleshooting, and safe electrical practices are also covered.

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While completing their HVACR apprenticeship, DVC students can earn awards at three levels of completion: a certificate of accomplishment, a certificate of achievement, and an associate of science degree. To earn a certificate of achievement, students must complete 14 out of 18 core courses. Students must complete each course used to meet a major requirement with a "C" grade or higher and maintain an overall GPA of 2.5 or higher in the coursework required for the certificate. The courses required for the certificate of achievement also meet some of the requirements of the major for the associate of science degree.

## **Certificate of Accomplishment**

Upon successful completion of the Heating Ventilation Air Conditioning and Refrigeration (HVACR) program, students will have the necessary knowledge and skills for a career in residential, commercial, or industrial HVACR, including careers as Heating and Air Conditioning Mechanics and Installers and as Refrigeration Mechanics and Installers. Program content includes an introduction to the electrical and mechanical principles used in air conditioning and refrigeration, including meters, circuits, contactors, relays, thermostats, pressure switches, motors, overloads, controls, and boilers. Reading and drawing of schematic diagrams, troubleshooting, and safe electrical practices are also covered.

## CONTRA COSTA COMMUNITY COLLEGE DISTRICT PROPOSED NEW ASSOCIATE IN SCIENCE DEGREE, CERTIFICATE OF ACHIEVEMENT & CERTIFICATE OF ACCOMPLISHMENT

In collaboration with Plumbers-Steamfitters-Refrigeration Union Local 342 [www.ua342.org](http://www.ua342.org), DVC currently offers three five-year apprenticeship programs: steamfitting, plumbing, and HVACR. Apprenticeship is training that is designed to prepare an individual for a career in the skilled crafts and trades. Apprentices develop technical skills, experience the sharing of assignments and see how technical tasks relate specifically with theoretical knowledge and interpretation. Apprentices earn a wage while learning. Enrollment in this program is restricted. You must be registered as an apprentice with the State of California to participate in the program and accepted into the apprenticeship program by our union partners.

While completing their HVACR apprenticeship, DVC students can earn awards at three levels of completion: a certificate of accomplishment, a certificate of achievement, and an associate of science degree. To earn a certificate of accomplishment students must complete five out of seven core courses. Students must complete each course used to meet a major requirement with a "C" grade or higher and maintain an overall GPA of 2.5 or higher in the coursework required for the certificate. The courses required for the certificate of accomplishment also meet some of the requirements of the certificate of achievement and major for the associate of science degree.

### AS Degree in HVACR (Heating, Ventilating, Air Conditioning, and Refrigeration)

#### Major requirements:

Complete at least 40 units from:

DVC Course Number	TECHNICAL SUPPORT CORE Course Title	Units
HVACR – 110	Beginning Electrical Theory	2
HVACR – 111	Mechanical Refrigeration Theory	2
HVACR – 112	Advanced Electrical Theory/Beginning Schematics	2
HVACR – 113	The Refrigeration Cycle	2
HVACR – 114	Intermediate Electrical I	2
HVACR – 115	Intermediate Mechanical Refrigeration I	2
HVACR – 116	Intermediate Electrical II	2
HVACR – 117	Intermediate Mechanical Refrigeration II	2
HVACR – 118	Electrical Troubleshooting I	2
HVACR – 119	Electrical Troubleshooting II	2
HVACR – 120	Introduction to Direct Digital Controls	2
HVACR – 121	Introduction to Variable Frequency Drives	2
HVACR – 122	Introduction to Market Refrigeration Systems	2
HVACR – 123	Introduction to Pneumatic Controls	2



**CONTRA COSTA COMMUNITY COLLEGE DISTRICT  
PROPOSED NEW ASSOCIATE IN SCIENCE DEGREE,  
CERTIFICATE OF ACHIEVEMENT & CERTIFICATE OF  
ACCOMPLISHMENT**

HVACR – 124	Introduction to Boilers	2
HVACR – 125	Advanced Compressor and Motor Theory	2
HVACR – 126	Start Test Balance: Water Side I	2
HVACR – 127	Start Test Balance: Air Side I	2
HVACR – 128	Start Test Balance: Water Side II	2
HVACR – 129	Start Test Balance: Air Side II	2
	<b>General Education Requirements</b>	<b>18</b>
	<b>Electives</b>	<b>0-2</b>
	<b>Total units for the degree</b>	<b>60</b>

**Certificate of Achievement, HVACR (Heating, Ventilating, Air Conditioning, and Refrigeration):**

Complete at least 28 units from:

DVC Course Number	TECHNICAL SUPPORT CORE Course Title	Units
HVACR – 112	Advanced Electrical Theory/Beginning Schematics	2
HVACR – 113	The Refrigeration Cycle	2
HVACR – 114	Intermediate Electrical I	2
HVACR – 115	Intermediate Mechanical Refrigeration I	2
HVACR – 116	Intermediate Electrical II	2
HVACR – 117	Intermediate Mechanical Refrigeration II	2
HVACR – 118	Electrical Troubleshooting I	2
HVACR – 119	Electrical Troubleshooting II	2
HVACR – 120	Introduction to Direct Digital Controls	2
HVACR – 121	Introduction to Variable Frequency Drives	2
HVACR – 122	Introduction to Market Refrigeration Systems	2
HVACR – 123	Introduction to Pneumatic Controls	2
HVACR – 124	Introduction to Boilers	2
HVACR – 125	Advanced Compressor and Motor Theory	2
HVACR – 126	Start Test Balance: Water Side I	2
HVACR – 127	Start Test Balance: Air Side I	2
HVACR – 128	Start Test Balance: Water Side II	2
HVACR – 129	Start Test Balance: Air Side II	2

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT  
PROPOSED NEW ASSOCIATE IN SCIENCE DEGREE,  
CERTIFICATE OF ACHIEVEMENT & CERTIFICATE OF  
ACCOMPLISHMENT**

**Certificate of Accomplishment: HVACR (Heating, Ventilating, Air Conditioning, and Refrigeration Apprenticeship)**

Complete at least 10 units from:

DVC Course Number	TECHNICAL SUPPORT CORE Course Title	Units
HVACR – 110	Beginning Electrical Theory	2
HVACR – 111	Mechanical Refrigeration Theory	2
HVACR – 112	Advanced Electrical Theory/Beginning Schematics	2
HVACR – 113	The Refrigeration Cycle	2
HVACR – 114	Intermediate Electrical I	2
HVACR – 115	Intermediate Mechanical Refrigeration I	2
HVACR – 116	Intermediate Electrical II	2

9/01

Application Date



California Community Colleges

## APPLICATION FOR APPROVAL—CREDIT OR NONCREDIT APPRENTICESHIP PROGRAM

<b>HVACR AS Degree: Cert. of Achievement &amp; Accomplishment</b> PROPOSED APPRENTICESHIP TITLE	<b>Susan Lamb</b> CONTACT PERSON
<b>Diablo Valley College</b> COLLEGE	<b>VP. Instruction</b> TITLE
<b>Contra Costa Community College District</b> DISTRICT	<b>925.685.1230 ext. 2203</b> PHONE NUMBER
<b>Fall 2013</b> PROJECTED PROGRAM START DATE	<b>slamb@dvc.edu</b> E-MAIL ADDRESS
<input type="checkbox"/> PROGRAM TRANSFER      Previous location: _____	
<b>IB of Steamfitters and Plumbers</b> EMPLOYER OR JAC SPONSORING APPRENTICESHIP	
<b>342 Local, 935 Detroit Avenue Concord, CA and 159 Local, 1308 Roman Way Martinez, CA</b> TRAINING SITE(S)	
<input type="checkbox"/> RELATED & SUPP. CREDIT COURSES ONLY <input type="checkbox"/> RELATED & SUPP. NONCREDIT COURSES ONLY	
<input checked="" type="checkbox"/> CERTIFICATE* <input type="checkbox"/> A.A. DEGREE* <input checked="" type="checkbox"/> A.S. DEGREE*	

\*Approval of a certificate or degree for apprentices does not provide approval of a certificate or degree for non-apprenticeship students. A separate approval is required for a corresponding non-apprenticeship program.

## PLANNING SUMMARY

Recommended T.O.P. Code	0952.30	Est. Total RSI Hours in Third Year	26,550 (existing)
Units for Major—Degree	40	Estimated FTE Faculty Workload	1
Total Units for Degree	60	Number of New Faculty Positions	n/a
Required Units—Certificate	28/10	Est. Cost, New Equipment	n/a
Est. Total RSI Hours in First Year	26,550 (existing)	Type of New/Remodeled Facility	n/a
Est. Total RSI Hours in Second Year	26,550 (existing)	Est. Cost, Library Acquisitions	0

## APPROVAL CRITERIA

Please provide the following for all programs:

1. Statement of Program Goals and Objectives
2. Catalog Description
3. Program Requirements
4. Place of Program in Curriculum/Similar Programs
5. Outlines of Record for Required Courses
6. Evidence of Division of Apprenticeship Standards Approval

**SUBMIT TWO COPIES OF THIS FORM AND ALL ATTACHMENTS**

**REQUIRED SIGNATURES**

Program: HVACR AS Degree; Cert. of Achievement & Accomplishment

College: Diablo Valley College

**COLLEGE CURRICULUM APPROVAL**

Program and courses within the program have been approved by the curriculum committee and instructional administration, and satisfy all applicable requirements of Title 5 regulations.

<u>2/14/13</u> DATE	<u><i>Michael Chisar</i></u> SIGNATURE, CHAIR, CURRICULUM COMMITTEE	<u>Michael Chisar</u> TYPED OR PRINTED NAME
<u>2/20/13</u> DATE	<u><i>Susan Lamb</i></u> SIGNATURE, CHIEF INSTRUCTIONAL OFFICER	<u>Susan Lamb</u> TYPED OR PRINTED NAME
<u>3/6/13</u> DATE	<u><i>Laurie Lema</i></u> SIGNATURE, PRESIDENT, ACADEMIC SENATE	<u>Laurie Lema</u> TYPED OR PRINTED NAME

**COLLEGE PRESIDENT**

All provisions of Title 5, Section 55130(b) have been considered. All factors, taken as a whole, support establishment and maintenance of the proposed apprenticeship program.

<u>3/7/13</u> DATE	<u><i>Peter Garcia</i></u> SIGNATURE, PRESIDENT OF THE COLLEGE	<u>Peter Garcia</u> TYPED OR PRINTED NAME
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**DISTRICT APPROVAL**

On \_\_\_\_\_, the governing board of \_\_\_\_\_

District approved the apprenticeship program attached to this application.

_____ DATE	_____ SIGNATURE, SUPERINTENDENT/CHANCELLOR OF DISTRICT	<u>Mojdeh Mehdizadeh (Designee)</u> TYPED OR PRINTED NAME
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## **Criteria A. Appropriateness to Mission**

### **1. Statement of Program Goals and Objectives**

#### **Program Learning Outcomes**

##### **Certificate of accomplishment**

1. Identify tools and equipment, used in the industry
2. demonstrate general safety practices
3. compare a number of basic principles and laws of electricity as they relate to in AC refrigeration
4. analyze the electrical parts of the refrigeration system
5. differentiate between many types of motor
6. distinguish between mechanical and electrical controls

##### **Certificate of achievement**

1. compare a number of basic principles and laws of electricity as they relate to in AC refrigeration
2. analyze the electrical parts of the refrigeration system
3. differentiate between many types of motor
4. distinguish between mechanical and electrical controls
5. demonstrate basic control design that have applications to the HVACR industry
6. identify the different types of controllers for the HVACR industry

##### **AS degree in HVACR**

1. analyze the electrical parts of the refrigeration system
2. differentiate between many types of motor
3. distinguish between mechanical and electrical controls
4. demonstrate basic control design that have applications to the HVACR industry
5. identify the different types of controllers for the HVACR industry
6. use oral and written communication skills in the HVACR industry

The primary goal of Diablo Valley College's proposed AS Degree and Certificates of Accomplishment and Achievement in Heating Ventilation Air Conditioning and Refrigeration (HVACR) is to prepare students for careers as Heating and Air Conditioning Mechanics and Installers and as Refrigeration Mechanics and Installers. Program content includes an introduction to the electrical and mechanical principles used in air conditioning and refrigeration, including meters, circuits, contactors, relays, thermostats, pressure switches, motors, overloads, controls, and boilers. Reading and drawing of schematic diagrams, troubleshooting, and safe electrical practices are also covered.

The US Department of Labor classifies the HVACR field as a “Bright Outlook” occupation<sup>1</sup>, meaning it is expected to grow rapidly in the next several years, will have large numbers of job openings, or is a new and emerging occupation. Heating, air-conditioning, and refrigeration mechanics and installers held about 308,200 jobs in 2008; about 54 percent worked for plumbing, heating, and air-conditioning contractors. The rest were employed in a variety of industries throughout the country, reflecting a widespread dependence on climate-control systems. Some worked for refrigeration and air-conditioning service and repair shops, schools, and stores that sell heating and air-conditioning systems. Local governments, the Federal Government, hospitals, office buildings, and other organizations that operate large air-conditioning, refrigeration, or heating systems also employed these workers. About 16 percent of these workers were self-employed.

Employment of heating, air-conditioning, and refrigeration mechanics and installers is projected to increase 28 percent during the 2008-18 decade, much faster than the average for all occupations. As the population and stock of buildings grows, so does the demand for residential, commercial, and industrial climate-control systems. Residential HVACR systems generally need replacement after 10 to 15 years; the large number of homes built in recent years will enter this replacement timeframe by 2018. The increased complexity of HVACR systems, which increases the possibility that equipment may malfunction, also will create opportunities for service technicians. A growing focus on improving indoor air quality and the increasing use of refrigerated equipment by a rising number of stores and gasoline stations that sell food should also create more jobs for heating, air-conditioning, and refrigeration technicians.

Concern for the environment and the need to reduce energy consumption overall has prompted the development of new energy-saving heating and air-conditioning systems. This emphasis on better energy management is expected to lead to the replacement of older systems and the installation of newer, more efficient systems in existing homes and buildings. Also, demand for maintenance and service work should rise as businesses and homeowners strive to keep increasingly complex systems operating at peak efficiency. Regulations prohibiting the discharge and production of older types of refrigerants that pollute the atmosphere should continue to result in the need to replace many existing air conditioning systems or to modify them to use new environmentally safe refrigerants. The pace of replacement in the commercial and industrial sectors will quicken if Congress or individual States change tax rules designed to encourage companies to buy new HVACR equipment.

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Job prospects for heating, air-conditioning, and refrigeration mechanics and installers are expected to be excellent, particularly for those who have completed training from an accredited technical school or a formal apprenticeship. A growing number of retirements of highly skilled technicians are expected to generate many more job openings. Many contractors have reported problems finding enough workers to meet the demand for service and installation of HVACR systems. Technicians who specialize in installation work may experience periods of unemployment when the level of new construction activity declines, but maintenance and repair work usually remains relatively stable. People and businesses depend on their climate-control or refrigeration systems and must keep them in good working order, regardless of economic conditions. In light of the complexity of new computer-controlled HVACR systems in modern high-rise buildings, prospects should be best for those who can acquire and demonstrate computer competency. Training in new techniques that improve energy efficiency will also make it much easier to enter the occupation.

#### State and National Wages - Heating, air conditioning, and refrigeration mechanics and installers

Location	Pay Period	2010				
		10%	25%	Median	75%	90%
United States	Hourly	\$12.74	\$15.98	\$20.45	\$26.49	\$32.18
	Yearly	\$26,500	\$33,200	\$42,500	\$55,100	\$66,900
California	Hourly	\$13.51	\$17.41	\$23.95	\$30.00	\$36.38
	Yearly	\$28,100	\$36,200	\$49,800	\$62,400	\$75,700

#### State and National Trends<sup>2</sup>

United States	Employment		Percent Change	Job Openings <sup>1</sup>
	2008	2018		
Heating, air conditioning, and refrigeration mechanics and installers	308,200	394,800	+28%	13,620
California	Employment		Percent Change	Job Openings <sup>1</sup>
	2008	2018		
Heating, air conditioning, and refrigeration mechanics and installers	19,900	23,100	+16%	640

<sup>2</sup>

[http://www.careerinfonet.org/occ\\_rep.asp?optstatus=011000000&soccode=499021&id=1&nodeid=2&stfips=06&search=Go](http://www.careerinfonet.org/occ_rep.asp?optstatus=011000000&soccode=499021&id=1&nodeid=2&stfips=06&search=Go)

<sup>3</sup>Job Openings refers to the average annual job openings due to growth and net replacement.

## 2. Catalog Description

### AS Degree

Upon successful completion of the Heating Ventilation Air Conditioning and Refrigeration (HVACR) program, students will have the necessary knowledge and skills for a career in residential, commercial, or industrial HVACR, including careers as Heating and Air Conditioning Mechanics and Installers and as Refrigeration Mechanics and Installers. Program content includes an introduction to the electrical and mechanical principles used in air conditioning and refrigeration, including meters, circuits, contactors, relays, thermostats, pressure switches, motors, overloads, controls, and boilers. Reading and drawing of schematic diagrams, troubleshooting, and safe electrical practices are also covered.

In collaboration with Plumbers-Steamfitters-Refrigeration Union Local 342 [www.ua342.org](http://www.ua342.org), DVC currently offers three five-year apprenticeship programs: steamfitting, plumbing, and HVACR. Apprenticeship is training that is designed to prepare an individual for a career in the skilled crafts and trades. Apprentices develop technical skills, experience the sharing of assignments and see how technical tasks relate specifically with theoretical knowledge and interpretation. Apprentices earn a wage while learning. Enrollment in this program is restricted. You must be registered as an apprentice with the State of California to participate in the program and accepted into the apprenticeship program by our union partners.

While completing their HVACR apprenticeship, DVC students can earn awards at three levels of completion: a certificate of accomplishment, a certificate of achievement, and an associate of science degree. To earn an associate of science degree with a major in HVACR, students must complete 20 out of 31 core courses to meet their individual educational and career goals. In addition they must complete 18 general education units. Students must complete each course used to meet a major requirement with a "C" grade or higher and maintain an overall GPA of 2.5 or higher in the coursework required for the major.

### Certificate of Achievement

Upon successful completion of the Heating Ventilation Air Conditioning and Refrigeration (HVACR) program, students will have the necessary knowledge and skills for a career in residential, commercial, or industrial HVACR, including careers as Heating and Air Conditioning Mechanics and Installers and as Refrigeration Mechanics and Installers. Program content includes an introduction to the electrical and mechanical principles used in air conditioning and refrigeration, including meters, circuits, contactors, relays, thermostats, pressure switches, motors, overloads, controls, and boilers. Reading and drawing of schematic diagrams, troubleshooting, and safe electrical practices are also covered.

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HVACR. Apprenticeship is training that is designed to prepare an individual for a career in the skilled crafts and trades. Apprentices develop technical skills, experience the sharing of assignments and see how technical tasks relate specifically with theoretical knowledge and interpretation. Apprentices earn a wage while learning. Enrollment in this program is restricted. You must be registered as an apprentice with the State of California to participate in the program and accepted into the apprenticeship program by our union partners.

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### **Certificate of Accomplishment**

Upon successful completion of the Heating Ventilation Air Conditioning and Refrigeration (HVACR) program, students will have the necessary knowledge and skills for a career in residential, commercial, or industrial HVACR, including careers as Heating and Air Conditioning Mechanics and Installers and as Refrigeration Mechanics and Installers. Program content includes an introduction to the electrical and mechanical principles used in air conditioning and refrigeration, including meters, circuits, contactors, relays, thermostats, pressure switches, motors, overloads, controls, and boilers. Reading and drawing of schematic diagrams, troubleshooting, and safe electrical practices are also covered.

In collaboration with Plumbers-Steamfitters-Refrigeration Union Local 342 [www.ua342.org](http://www.ua342.org), DVC currently offers three five-year apprenticeship programs: steamfitting, plumbing, and HVACR. Apprenticeship is training that is designed to prepare an individual for a career in the skilled crafts and trades. Apprentices develop technical skills, experience the sharing of assignments and see how technical tasks relate specifically with theoretical knowledge and interpretation. Apprentices earn a wage while learning. Enrollment in this program is restricted. You must be registered as an apprentice with the State of California to participate in the program and accepted into the apprenticeship program by our union partners.

While completing their HVACR apprenticeship, DVC students can earn awards at three levels of completion: a certificate of accomplishment, a certificate of achievement, and an associate of science degree. To earn a certificate of accomplishment students must complete five out of seven core courses. Students must complete each course used to meet a major requirement with a "C" grade or higher and maintain an overall GPA of 2.5 or higher in the coursework required for the certificate. The courses required for the certificate of accomplishment also meet some of the requirements of the certificate of achievement and major for the associate of science degree.

### 3. Program Requirements

#### AS Degree in HVACR (Heating, Ventilating, Air Conditioning, and Refrigeration)

##### Major requirements:

Complete at least 40 units from:

DVC Course Number	TECHNICAL SUPPORT CORE Course Title	Units
HVACR – 110	Beginning Electrical Theory	2
HVACR – 111	Mechanical Refrigeration Theory	2
HVACR – 112	Advanced Electrical Theory/Beginning Schematics	2
HVACR – 113	The Refrigeration Cycle	2
HVACR – 114	Intermediate Electrical I	2
HVACR – 115	Intermediate Mechanical Refrigeration I	2
HVACR – 116	Intermediate Electrical II	2
HVACR – 117	Intermediate Mechanical Refrigeration II	2
HVACR – 118	Electrical Troubleshooting I	2
HVACR – 119	Electrical Troubleshooting II	2
HVACR – 120	Introduction to Direct Digital Controls	2
HVACR – 121	Introduction to Variable Frequency Drives	2
HVACR – 122	Introduction to Market Refrigeration Systems	2
HVACR – 123	Introduction to Pneumatic Controls	2
HVACR – 124	Introduction to Boilers	2
HVACR – 125	Advanced Compressor and Motor Theory	2
HVACR – 126	Start Test Balance: Water Side I	2
HVACR – 127	Start Test Balance: Air Side I	2
HVACR – 128	Start Test Balance: Water Side II	2
HVACR – 129	Start Test Balance: Air Side II	2
	<b>General Education Requirements</b>	<b>18</b>
	<b>Electives</b>	<b>0-2</b>
	<b>Total units for the degree</b>	<b>60</b>

#### Certificate of Achievement, HVACR (Heating, Ventilating, Air Conditioning, and Refrigeration):

Complete at least 28 units from:

DVC Course Number	TECHNICAL SUPPORT CORE Course Title	Units
HVACR – 112	Advanced Electrical Theory/Beginning Schematics	2
HVACR – 113	The Refrigeration Cycle	2
HVACR – 114	Intermediate Electrical I	2
HVACR – 115	Intermediate Mechanical Refrigeration I	2
HVACR – 116	Intermediate Electrical II	2
HVACR – 117	Intermediate Mechanical Refrigeration II	2
HVACR – 118	Electrical Troubleshooting I	2
HVACR – 119	Electrical Troubleshooting II	2
HVACR – 120	Introduction to Direct Digital Controls	2
HVACR – 121	Introduction to Variable Frequency Drives	2
HVACR – 122	Introduction to Market Refrigeration Systems	2
HVACR – 123	Introduction to Pneumatic Controls	2
HVACR – 124	Introduction to Boilers	2
HVACR – 125	Advanced Compressor and Motor Theory	2
HVACR – 126	Start Test Balance: Water Side I	2
HVACR – 127	Start Test Balance: Air Side I	2
HVACR – 128	Start Test Balance: Water Side II	2
HVACR – 129	Start Test Balance: Air Side II	2

**Certificate of Accomplishment: HVACR (Heating, Ventilating, Air Conditioning, and Refrigeration Apprenticeship)**

Complete at least 10 units from:

DVC Course Number	TECHNICAL SUPPORT CORE Course Title	Units
HVACR – 110	Beginning Electrical Theory	2
HVACR – 111	Mechanical Refrigeration Theory	2
HVACR – 112	Advanced Electrical Theory/Beginning Schematics	2
HVACR – 113	The Refrigeration Cycle	2
HVACR – 114	Intermediate Electrical I	2
HVACR – 115	Intermediate Mechanical Refrigeration I	2
HVACR – 116	Intermediate Electrical II	2

**4. Place of Program in Curriculum/Similar Programs**

This program is an enhancement to the existing apprenticeship programs in Plumbing and Steamfitting currently offered at DVC. DVC has had a long-standing relationship with Plumbers and Steamfitters Union Local 159 and Plumbers-Steamfitters-Refrigeration Union Local 342 [www.ua342.org](http://www.ua342.org). DVC has been working to develop course outlines of record and programs in each of the sub-disciplines offered by the unions so that the apprentices can document skill

acquisition as well as achieve an associate degree if desired. The programs share resources in that all course work is offered at the union facility in Concord, California. There will be no substantial enrollment changes since the programs are all apprenticeship and the number of students is dependent on the number of individuals accepted into the formal apprenticeship program.

#### **5. Outlines of Record for Required Courses**

Outlines of record for all core courses are included as an attachment.

#### **6. Evidence of Division of Apprenticeship Standards Approval**

A letter of approval from DAS listing Diablo Valley College as the approved educational provider is included as an attachment.

#### **Other Information**

##### **Library and Learning Resources Plan**

Although not personally evaluated by DVC librarians, the HVACR faculty members have attested to the resources available to our students at the union facility in Concord. Based on this assurance of resources at the Union facilities and an evaluation of the DVC library collections, materials are adequate to support implementation of the HVACR certificate and AS degree program; the DVC collection specialist recommends that the library endorse these programs. Since the certificate and degree program consists of existing and ongoing courses, no additional library support is necessary at this time. However, additional resources must be added as the curricula expand or change.

##### **Facilities and Equipment Plan**

All courses for the proposed programs are offered at the off-campus facilities of the industry partner.

##### **Financial Support Plan**

Program is 100% off-campus; the college receives annual apprenticeship funding which is adequate to support faculty coordination. All other costs are reimbursed through the apportionment process and the support of our union partners.

##### **Faculty Qualifications and Availability**

All of the faculty that will teach in this program meet the state minimum qualifications and possess knowledge and experience in this program area.

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Board Report No. 64-A – No report.

Board Report No. 65-A – No report.

Board Report No. 66-A – No report.

Board Report No. 67-A – Facilities Planning Agreements and Amendments to Agreements. On motion of Mr. Márquez, seconded by Ms. Gordon, by unanimous vote, (Student Trustee Advisory Vote – aye), the Assistant Secretary was authorized to execute the following facilities-related agreements and amendments to agreements:

#### **NEW/RENEWAL AGREEMENTS:**

##### **DIABLO VALLEY COLLEGE**

###### **Goodland Landscape Construction**

Contract No:  
Contract Amount:  
Contract Period:

###### **Baseball and Softball Fields Renovation**

7833.0  
\$ 1,310,000.00 in Construction  
04/24/2013 through 12/13/2013

	<u>Budget</u>	<u>Expenses</u>
Planning and Design:	\$ 165,000.00	\$ 118,248.00
Testing and Inspection:	\$ 44,000.00	\$ 2,340.00
Construction:	\$ 1,400,000.00	\$ 4,661.00
FFE:	\$ 33,000.00	\$
Other, incl. Contingency:	<u>\$ 158,000.00</u>	<u>\$ 14,344.67</u>
Total Project:	\$ 1,800,000.00	\$ 139,593.67

**Summary:** A new agreement for general construction services. A bid summary on Board Back-up No. 67-A is attached for information.

**Scope of Work:** Provide labor, equipment, and materials to perform the work defined in the contract specifications and drawings for the baseball and softball fields renovation project, which includes base bid work, plus alternate A work for the slit-sand drainage system.

**Budget Impact:** The agreement is within the construction budget.  
**Funding Source: 2006 bond interest and DVC local funds**

#### **AMENDMENTS TO AGREEMENTS:**

##### **CONTRA COSTA COLLEGE**

###### **S.W. Allen Construction, Inc.**

Contract No: 7564.0  
Original Contract Amount: \$ 2,647,725.00  
Current Contract Amount through Ch. No. 11: \$ 3,403,657.35  
Increase (Decrease) for Ch. No. 12: \$ 17,651.36 in Construction  
Amended Contract Amount: \$ 3,421,308.71

###### **Music Building Remodel**

Current Period of Performance: 07/22/2011 through 07/02/2012  
Amended Period of Performance: 07/22/2011 through 09/27/2012

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	<u>Budget</u>	<u>Expenses</u>
Planning and Design:	\$ 574,500.00	\$ 517,211.10
Testing and Inspection:	\$ 136,000.00	\$ 145,264.25
Construction:	\$ 3,490,129.00	\$ 3,001,405.07
FFE:	\$ 223,300.00	\$ 222,328.74
Other, incl. Contingency:	<u>\$ 50,000.00</u>	<u>\$ 41,135.64</u>
Total Project:	\$ 4,473,929.00	\$ 3,927,344.80

Scope of Work: Provide labor and materials for the renovation of the music building, including seismic reinforcement and abatement of hazardous materials.

Reason for Change: This is an amended agreement to provide a metal angle to new hollow metal door, and smoke detector in room 131; adjust acoustic wall panel, and roof hatch; connect irrigation; and modify existing door and curtain track in vocal room.

Budget Impact: None. The amended agreement is within the construction budget.  
**Funding Source: A\* and 2002 bond interest funds**

<u>S.W. Allen Construction, Inc.</u>	<u>Vocational Arts (VA) Building Renovations</u>
Contract No:	7697.0
Original Contract Amount:	\$ 26,779.00
Current Contract Amount:	\$ 26,779.00
Increase (Decrease) for Ch. No. 1:	<u>\$ 6,754.50</u> in Construction
Amended Contract Amount:	\$ 33,533.50
Current Period of Performance:	06/21/2012 through 08/30/2012
Amended Period of Performance:	06/21/2012 through 09/30/2012

	<u>Budget</u>	<u>Expenses</u>
Planning and Design:	\$ 82,050.00	\$ 74,016.39
Testing and Inspection:	\$ 41,509.00	\$ 36,059.00
Construction:	\$ 494,970.17	\$ 499,223.87
FFE:	\$	\$
Other, incl. Contingency:	<u>\$ 30,941.00</u>	<u>\$ 9,119.96</u>
Total Project:	\$ 649,470.17	\$ 618,419.22

Scope of Work: Provide labor and materials to install motors on selected roll-up doors at the VA building.

Reason for Change: Add door operator.

Budget Impact: None. The amended agreement is within the project budget.  
**Funding Source: A\* and 2002 bond interest funds**

<u>S.W. Allen Construction, Inc.</u>	<u>VA Building Renovations</u>
Contract No:	7697.0
Original Contract Amount:	\$ 26,779.00
Current Contract Amount through Ch. No.1:	\$ 33,533.50
Increase (Decrease) for Ch. No. 2:	<u>\$ 3,130.79</u> in Construction
Amended Contract Amount:	\$ 36,664.29
Current Period of Performance:	06/21/2012 through 08/30/2012
Amended Period of Performance:	06/21/2012 through 09/30/2012

## Minutes of March 27, 2013

	<u>Budget</u>	<u>Expenses</u>
Planning and Design:	\$ 82,050.00	\$ 74,016.39
Testing and Inspection:	\$ 41,509.00	\$ 36,059.00
Construction:	\$ 494,970.17	\$ 499,223.87
FFE:	\$	\$
Other, incl. Contingency:	<u>\$ 30,941.00</u>	<u>\$ 9,119.96</u>
Total Project:	\$ 649,470.17	\$ 618,419.22

Scope of Work: Provide labor and materials to install motors on selected roll-up doors at the VA building.

Reason for Change: Modify various door openings; provide a credit for labor and materials to install 100 feet of conduit.

Budget Impact: None. The amended agreement is within the project budget.  
**Funding Source: A\* and 2002 bond interest funds**

**Clyde G. Steagall****12 kilovolt Utility Upgrade**

Contract No:	7565.0
Original Contract Amount:	\$ 1,009,264.00
Current Contract Amount through Ch. No. 2:	\$ 1,003,983.26
Increase (Decrease) for Ch. No. 3:	<u>\$ (3,585.67)</u> in Construction
Amended Contract Amount:	\$ 1,000,397.59
Current Period of Performance:	08/03/2011 through 03/31/2012
Amended Period of Performance:	08/03/2011 through 12/28/2012

	<u>Budget</u>	<u>Expenses</u>
Planning and Design:	\$ 309,048.32	\$ 221,203.29
Testing and Inspection:	\$ 33,000.00	\$ 67,123.30
Construction:	\$ 1,595,951.68	\$ 1,046,833.35
FFE:	\$	\$
Other, incl. Contingency:	<u>\$ 112,938.00</u>	<u>\$ 4,829.06</u>
Total Project:	\$ 2,050,938.00	\$ 1,339,989.00

Scope of Work: Provide labor and materials required to upgrade the electrical 12 kilovolt and high voltage distribution system and coordinate with service provider PG&E.

Reason for Change: This is an amended agreement to compensate contractor for additional labor and equipment required for work during gate installation; take a credit for deleted switchgear chain link roof panels; and add a non-compensable time extension.

Budget Impact: None. The amended agreement is within the construction budget.  
**Funding Source: A\*, A\*\* and 2002 bond interest**

**DIABLO VALLEY COLLEGE****Steinberg Architects, Inc.****New Commons Project**

Contract No:	6904.2
Original Contract Amount:	\$ 3,229,400.00
Current Contract Amount through Ch. No. 11:	\$ 3,774,484.02
Increase (Decrease) for Ch. No. 12:	<u>\$ 15,731.00</u> in Planning and Design
Amended Contract Amount:	\$ 3,790,215.02

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Current Period of Performance: 01/05/2009 through 10/16/2012  
 Amended Period of Performance: 01/05/2009 through 10/16/2012

	<u>Budget</u>	<u>Expenses</u>
Planning and Design:	\$ 4,512,381.00	\$ 3,878,309.90
Testing and Inspection:	\$ 1,475,837.00	\$ 881,964.12
Construction:	\$ 43,827,949.00	\$ 25,352,017.41
FFE:	\$ 1,456,553.00	\$ 1,078,956.97
Other, incl. Contingency:	<u>\$ 2,347,310.00</u>	<u>\$ 354,876.06</u>
Total Project:	\$ 53,620,030.00	\$ 31,546,124.46

Scope of Work: Provide comprehensive architectural and engineering planning, design, and construction administration services.

Reason for Change: This is an amended agreement for design services requested by the college to revise all student services transaction counter windows; to conduct an Americans with Disabilities Act compliance confirmation survey; design of culinary arts and food services (north) building interior column alternate means of fire protection requested by Flintco (cost will be reimbursed to the District via deductive change order); and design of roof membrane glare reduction feature in the north building trophy room.

Budget Impact: None. The amended agreement is within the planning and design budget.

**Funding Source: A\*\*, 2006 bond interest and DVC special funds**

**Flintco Pacific, Inc.**

**New Commons Project**

Contract No:	7423.0
Original Contract Amount:	\$ 42,777,000.00
Current Contract Amount through Ch. No. 15:	\$ 43,597,000.00
Increase (Decrease) for Ch. No. 16:	\$ 0.00 in Construction
Amended Contract Amount:	\$ 43,597,000.00

Current Period of Performance: 06/29/2010 through 12/20/2014  
 Amended Period of Performance: 06/29/2010 through 01/05/2015

	<u>Budget</u>	<u>Expenses</u>
Planning and Design:	\$ 4,512,381.00	\$ 3,878,309.90
Testing and Inspection:	\$ 1,475,837.00	\$ 881,964.12
Construction:	\$ 43,359,857.59	\$ 25,352,017.41
FFE:	\$ 1,456,553.00	\$ 1,078,956.97
Other, incl. Contingency:	<u>\$ 2,347,310.00</u>	<u>\$ 354,876.06</u>
Total Project:	\$ 53,151,938.59	\$ 31,546,124.46

Scope of Work: General construction contract for the new commons project.

Reason for Change: This is a no-cost, administrative change order that uses a portion of the owner allowance which was included in the initial contract. This change order sum of \$47,732.86 shall be deducted from the remaining contractual allowance of \$359,691.55, leaving a balance of \$311,958.69. Changes include door height modifications; additional temporary grading and paving; and minor electrical, telecommunications, and casework revisions.



Minutes of March 27, 2013

Budget Impact: None. The amended agreement is within the construction budget.  
**Funding Source: A\*, A\*\*, 2006 bond interest and other DVC funds**

### LOS MEDANOS COLLEGE

#### McFadden Construction, Inc.

#### Journalism Lab Casework Replacement

Contract No:	7754.0
Original Contract Amount:	\$ 44,078.00
Current Contract Amount:	\$ 44,078.00
Increase (Decrease) for Ch. No. 1:	\$ <u>5,431.95</u> in Construction
Amended Contract Amount:	\$ 49,509.95
Current Period of Performance:	07/01/2012 through 06/30/2013
Contract Period:	07/01/2012 through 06/30/2013

	<u>Budget</u>	<u>Expenses</u>
Planning and Design:	\$ 63,000.00	\$ 22,046.20
Testing and Inspection:	\$ 9,500.00	\$ 2,098.00
Construction:	\$ 150,000.00	\$ 41,874.10
FFE:	\$ 10,500.00	\$
Other, incl. Contingency:	\$ <u>23,300.00</u>	\$ <u>0.00</u>
Total Project:	\$ 256,300.00	\$ 66,018.30

Scope of Work: Provide labor and materials to renovate the journalism lab classroom in the college complex building, including, but not limited to, removal and replacement of casework; minor electrical and telecommunications systems improvements; minor painting; installation of tack board etc. as per bids drawings and specifications.

Reason for Change: This is an amended agreement to implement changes due to the abatement of gypsum board discovered during demolition, and installation of additional shot pins necessary to secure the structural studs to support the new cabinets.

Budget Impact: None. The amended agreement is within the construction budget.  
**Funding Source: Redevelopment funds**

**A\*** Funded by 2002 Measure A Bond

**A\*\*** Funded by 2006 Measure A Bond

BOARD BACK-UP NO. 67-A**BID RESULTS**

Bid Due Date: February 7, 2013 prior to 2:00 PM

**D-634 BASEBALL & SOFTBALL FIELDS RENOVATIONS**  
 Diablo Valley College, 321 Golf Club Rd, Pleasant Hill, CA 94806

<u>BIDDERS</u>	<u>BID AMOUNT</u>
Goodland Landscape Construction 2455 N. Naglee Rd, #402 Tracy, CA 95304	\$1,310,000.00
S.W. Allen Construction 4777 Auburn Blvd, Suite 100 Sacramento, CA 95841	\$1,378,399.00
Sausal Corporation 422 Whitney St, San Leandro, CA 94577	\$1,420,800.00
Suarez & Munoz Construction 20975 Cabot Blvd, Hayward, CA 94545	\$1,504,379.00
Valley Crest Landscape 7039 Commerce Cir, Pleasanton, CA 94588	\$1,653,000.00
Bobo Construction 9728 Kent St, Elk Grove, CA 95624	\$1,684,000.00
Diede Construction P O Box 1007 Woodbridge, CA 95258	\$1,720,000.00
Vila Construction 590 So. 33 <sup>rd</sup> St, Richmond, CA 94804	\$1,930,105.00

**Note:**

Goodland Landscape Construction is the apparent lowest bidder.

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Bids opened by: Jovan Esprit, Contract Manager, Purchasing & Contracts  
 Bids recorded by: Bruce Wilke, Capital Project Manager (Diablo Valley College)  
 Bids monitored by: Devin Conway, Consultant, Verde Design

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Board Report No. 67-B - Acceptance of Contract Work, Contract No. 7423.0 to Flintco Pacific, Inc. for the Substantial Completion of Phase Two of the D-611 Commons Project at Diablo Valley College. Flintco Pacific, Inc. has completed all work in connection with phase two of the D-611 commons project at Diablo Valley College in accordance with plans and specifications prepared by Steinberg Architects, except for the items recorded on the punch list. Phase two is the completion of the new student services building.

This is a phased acceptance project. The contract with Flintco Pacific, Inc. allows for substantial completion of each phase, including the release of retention for this phase of work. This work was substantially complete on November 5, 2013. Project costs are funded by Measure A 2006 local bond funds.

On motion of Mr. Márquez, seconded by Mr. Nejedly by unanimous vote, (Student Trustee Advisory Vote – aye), the Governing Board accepted the contract work of phase two of the D-611 commons project, in the amount of \$20,691,833.43, and the Assistant Secretary was directed to file the necessary completion notice.

Further, the Assistant Secretary was authorized to pay the retention associated with the contract value of phase two work at the expiration of the 35-day lien period, providing no liens are filed and all administrative contract close-out items are completed.

Board Report No. 67-C - Acceptance of Contract Work, Contract No. 7423.0 to Flintco Pacific, Inc. for the Substantial Completion of Phase Three of the D-611 Commons Project at DVC. Flintco Pacific, Inc. has completed all work in connection with phase three of the D-611 commons project at DVC in accordance with plans and specifications prepared by Steinberg Architects, except for the items recorded on the punch list. Phase three is the demolition of the old student services building, formerly known as the BE building.

This is a phased acceptance project. The contract with Flintco Pacific, Inc. allows for substantial completion of each phase, including the release of retention for this phase of work. This work was substantially complete on February 5, 2013. Project costs are funded by Measure A 2006 local bond funds.

On motion of Mr. Márquez, seconded by Mr. Nejedly, by unanimous vote, (Student Trustee Advisory Vote – aye), the Governing Board accepted the contract work of phase three of the D-611 commons project, in the amount of \$445,122.96, and the Assistant Secretary was directed to file the necessary completion notice.

Further, the Assistant Secretary was authorized to pay the retention associated with the contract value of phase three work at the expiration of the 35-day lien period, providing no liens are filed and all administrative contract close-out items are completed.

Board Report No. 67-D - Acceptance of Contract Work, Contract No. 7754.0 to McFadden Construction, Inc. for the Substantial Completion of the Journalism Lab Casework Replacement Project at Los Medanos College. McFadden Construction, Inc. has completed all work to renovate the journalism lab classroom in the college complex building at LMC, in accordance with bid drawings and specifications prepared by Charles Ham Associates, including, but not limited to, removal and replacement of casework; minor electrical and telecommunications systems improvements; minor painting; and installation of tack board. This work was substantially complete on September 14, 2012. Project costs were funded by LMC redevelopment funds.

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On motion of Ms. Gordon, seconded by Mr. Márquez, by unanimous vote, (Student Trustee Advisory Vote – aye), the Governing Board accepted the contract work in the amount of \$49,509.95, and the Assistant Secretary was directed to file the necessary completion notice.

Further, the Assistant Secretary was authorized to pay the remaining retention at the expiration of the 35-day lien period, providing no liens are filed and all administrative contract close-out items are completed.

Board Report No. 67-E - Acceptance of Contract Work, Contract No. 7655.0 to Contra Costa Electric for the Substantial Completion of the Telecommunication Cabling Upgrade Project at CCC. Contra Costa Electric, Inc. has completed all work in connection with the upgrade of the information technologies network cabling throughout CCC in accordance with plans and specifications prepared by tBP/Architecture, with the exception of items recorded on the punch list. This work was substantially complete on August 10, 2012. Project costs were funded by 2002 and 2006 Measure A Bond funds.

On motion of Mr. Márquez seconded by Mr. Marquez, by unanimous vote, (Student Trustee Advisory Vote – aye), the Governing Board accepted the contract work in the amount of \$539,618.59, and the Assistant Secretary was directed to file the necessary completion notice.

Further, the Assistant Secretary was authorized to pay the remaining retention at the expiration of the 35-day lien period, providing no liens are filed and all administrative contract close-out items are completed.

Board Report No. 67-F - Acceptance of Contract Work, Contract No. 7564.0 to S.W. Allen Construction, Inc. for the Substantial Completion of the Music Building Remodel Project at CCC. S.W. Allen Construction, Inc. has completed all work for the renovation of the music building in accordance with plans and specifications prepared by IBI Group, including the seismic reinforcement and abatement of hazardous materials at Contra Costa College, with the exception of items recorded on the punch list. This work was substantially complete on September 27, 2012. Project costs were funded by 2002 Measure A Bond funds.

On motion of Mr. Márquez, seconded by Ms. Gordon, by unanimous vote, (Student Trustee Advisory Vote – aye), the Governing Board accepted the contract work in the amount of \$3,421,308.71, and the Assistant Secretary was directed to file the necessary completion notice. Further, the Assistant Secretary was authorized to pay the remaining retention at the expiration of the 35-day lien period, providing no liens are filed and all administrative contract close-out items are completed.

Board Report No. 67-G - Acceptance of Contract Work, Contract No. 7565.0 to Clyde Steagall Construction, Inc. for the Substantial Completion of the 12 Kilovolt Utility Upgrade Project at CCC. Clyde Steagall Construction, Inc. has completed all work required to upgrade the electrical 12 kilovolt high voltage distribution system on portions of the Contra Costa College campus in accordance with plans and specifications prepared by tBP/Architecture, with the exception of items recorded on the punch list. This work was substantially complete on September 27, 2012. Project costs were funded by 2002 and 2006 Measure A Bond funds.

On motion of Mr. Márquez, seconded by Ms. Gordon, by unanimous vote, (Student Trustee Advisory Vote – aye), the Governing Board accepted the contract work in the amount of \$1,000,397.59, and the Assistant Secretary was directed to file the necessary completion notice.

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Further, the Assistant Secretary was authorized to pay the remaining retention at the expiration of the 35-day lien period, providing no liens are filed and all administrative contract close-out items are completed.

Board Report No. 67-H - Acceptance of Contract Work, Contract No. 7697.0 to S.W. Allen Construction, Inc. for the Substantial Completion of the Vocational Arts Roll-up Door Project at CCC. S.W. Allen Construction, Inc. has completed all work to install motors on selected roll-up doors in the vocational arts building at CCC in accordance with plans and specifications prepared by Lionakis Architects, with the exception of items recorded on the punch list. This work was substantially complete on October 30, 2012. Project costs were funded by 2002 Measure A Bond funds.

On motion of Mr. Márquez seconded by Ms. Gordon, by unanimous vote, (Student Trustee Advisory Vote – aye), the Governing Board accepted the contract work in the amount of \$36,664.29, and the Assistant Secretary was directed to file the necessary completion notice.

Further, the Assistant Secretary was authorized to pay the remaining retention at the expiration of the 35-day lien period, providing no liens are filed and all administrative contract close-out items are completed.

Board Report No. 68-A – California Community College Trustee (CCCT) Board Election – 2013. The Board shall have one vote for each of the seven vacancies on the CCCT Board of Directors. Only one vote may be cast for any nominee or write-in candidate. The seven candidates who receive the most votes will serve three-year terms. In the event of a tie vote for the last position to be filled, the CCCT Board will vote to break the tie. Board Back-up No. 68-A provides additional information.

On motion of Mr. Nejedly, seconded by Ms. Gordon by unanimous vote, (Student Trustee Advisory Vote – aye), the Governing Board cast its vote for Cy Gulassa, Louise Jaffe, Isabel Barreras, Garrett Yee, Jerry D. Hart, Brent Hastey and Jeffrey Lease.

**COMMUNITY COLLEGE LEAGUE  
OF CALIFORNIA**

**DATE:** February 28, 2013

**TO:** California Community College Trustees  
California Community College District Chancellors/Superintendents

**FROM:** Judy Centlivre, Executive Assistant

**SUBJECT:** CCCT BOARD ELECTION — 2013

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Pursuant to the CCCT Board Governing Policies, the election of members of the CCCT board of the League will take place between March 10 and April 25. This year there are seven, three-year vacancies on the board.

Each member community college district board of the League shall have one vote for each of the seven vacancies on the CCCT board. Only one vote may be cast for any nominee or write-in candidate. The seven candidates who receive the most votes will serve three-year terms. In the event of a tie vote for the last position to be filled, the CCCT board will vote to break the tie. While districts may nominate more than one trustee, only one may be elected to the board. The candidate from such district with the highest number of votes will be seated, and additional candidates will be seated based on vote order.

The fifteen trustees who have been nominated for election to the board are listed on the enclosed sheet in the Secretary of State's random drawing order. An official ballot for the election is also enclosed in this mailing to each community college district chancellor/superintendent, as well as copies of the statement of candidacy and biographic sketch form of each of the twelve candidates.

Please remember that: *1) ballots must be signed by the board secretary and board president or vice-president; and 2) ballot return envelopes must have no identifying information or signatures.* Official ballots must be signed and returned to the League office, **postmarked no later than April 25.** Faxed ballots will **not** be accepted. The ballots will be opened and counted by three tellers appointed by the CCCT President and the results announced at the CCCT Annual Conference, May 3-5 in Lake Tahoe.

If you have any questions on the CCCT board election, please call the League office at (916) 444-8641.

**Attachments:**

List of Candidates

CHANCELLORS/SUPERINTENDENTS ONLY:

Official Ballot and Return Envelope

Candidates' Biographic Sketches and Statements



**2013 CCCT BOARD ELECTION  
CANDIDATES LISTED IN SECRETARY OF STATE'S  
RANDOM DRAWING ORDER OF JANUARY 22, 2013**

1. Dianne B. McKay, Ventura County CCD
2. Howard Rudd, Sierra Joint CCD
3. Adrienne Grey, West Valley-Mission CCD
4. \*Cy Gulassa, Peralta CCD
5. \*Louise Jaffe, Santa Monica CCD
6. \*Isabel Barreras, State Center CCD
7. Sally W. Biggin, Redwoods CCD
8. Greg Bonaccorsi, Ohlone CCD
9. Susan M. Keith, Citrus CCD
10. Garrett Yee, Ohlone CCD
11. Loren Steck, Monterey Peninsula CCD
12. \*Jerry D. Hart, Imperial CCD
13. Brent Hastey, Yuba CCD
14. Jeffrey Lease, San Jose-Evergreen CCD
15. Linda S. Wah, Pasadena Area CCD

\* Incumbent





Minutes of March 27, 2013

**PROGRESS REPORT ON GOVERNING BOARD GOALS AND OBJECTIVES 2012-13**

The attached Progress Report on Governing Board Goals and Objectives 2012-13 was presented for information.

**GOVERNING BOARD GOALS AND OBJECTIVES 2012-13  
PROGRESS REPORT**

<b>GOAL</b>	<b>OBJECTIVES</b>	<b>ACTIONS</b>	<b>PROGRESS</b>
<b>GOAL 1</b>  <b>STUDENT LEARNING AND SUCCESS:</b> <b>Significantly improve the success of our diverse student body in pursuit of its diverse educational and career goals with special emphasis on closing the student achievement gap.</b>	1.1 Ensure policies are in place to support student learning and success.	Review Board policies to ensure that policies exist (1) to support the achievement of at-risk students who perform below college level and (2) ensure fair and equitable treatment of all students.	The summary document of pertinent policies and procedures is in development by staff and will be presented to the Board for review and discussion at the April 2013 meeting.
	1.2 Become acquainted with level of preparation of high school students.	Review assessment test results of incoming high school students for each college.	This report was presented to Board on January 23, 2013.
	1.3 Ensure appropriate funds are targeted for at-risk students as financial resources decline.	Receive reports from staff on funds spent on activities targeted at: <ul style="list-style-type: none"> <li>• developmental education for all underprepared students; and</li> <li>• students of color where students are not experiencing equitable success.</li> </ul>	This report will be given to the Board at the June 2013 meeting.
	1.4 Track progress in closing the achievement gap.	Continue to monitor designated indicators of student learning and success with a focus on closing the achievement gap.  Continue to review reports on individual college and District progress on activities designed to close the achievement gap.	This report was presented to the Board on November 14, 2012.
<b>GOAL 2</b>  <b>COLLEGE AWARENESS AND ACCESS:</b> Increase awareness of and equitable access to Contra Costa Community College District for a changing and diverse population.	2.1 Advocate for and support a positive image for the District colleges.	Make presentations to community groups about the activities of the District.  Conduct community forums at each college to share the State of the District message.  Extend invitations to commencement and other activities to community members.	This is to be reported by individual Board members.  Forums were conducted at all District sites in September of 2012.  This is to be reported by individual Board members.

**Governing Board Goals And Objectives 2012-13  
Progress Report**

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GOAL	OBJECTIVES	ACTIONS	PROGRESS
<b>GOAL 3</b>  <b>PARTNERSHIPS FOR WORKFORCE AND ECONOMIC DEVELOPMENT:</b> <b>Support economic and workforce development through education and leadership in collaboration with government, community organizations, business and industry.</b>	3.1 Monitor college and District participation in workforce and economic development activities.	Review staff reports on college and District activities in this area.	The report is scheduled for presentation at the March 2013 Board meeting.
	3.2 Participate in community activities that connect Board members with business, government, and community leaders.	Meet with local, state and national legislators to advance the positions of the District, as well as business and industry leaders.	Four Board members met with state representatives in January 2013 in Sacramento. One Board member attended the national legislative summit and met with congressional representatives or their staff members.
	3.3 Monitor the extent to which the colleges and the District work with business and industry to provide trained and qualified workers.	Receive reports prepared by staff on activities.  Survey employers to determine their needs/satisfaction with training offered by the District.  Receive results of survey to determine employer needs/satisfaction with training offered by the District.	The report is scheduled for presentation at the March 2013 Board meeting.  These two items will be completed by the end of 2013-14.
<b>GOAL 4</b>  <b>ORGANIZATIONAL EFFECTIVENESS:</b> <b>Improve the effectiveness of Districtwide planning, operations, resource allocation, and decision-making.</b>	4.1 Engage in individual trustee and Board development.	Participate in Brown Act training.  Participate in activities that increase effective trusteeship.	A Special Board meeting was held on February 20, 2013; all Board members participated.  Four Board members attended the Effective Trustee Conference sponsored by CCLC in January 2013; all Board members participated in the February 20, 2013, Special

**Governing Board Goals And Objectives 2012-13  
Progress Report**

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GOAL	OBJECTIVES	ACTIONS	PROGRESS
			Board meeting training on ethics and conflict of interest.
	4.2 Strengthen Board knowledge of the District's decision-making and other organizational processes.	Participate in interest-based bargaining (IBB) training.  Participate in training on the accreditation process.	A Special Board meeting was held on March 13, 2013; four Board members participated.  A Special Board meeting was held on January 15, 2013; four Board members participated.
	4.3 Monitor human resources issues that have an impact on workforce diversity.	Review District hiring policies with a focus on ensuring administrative, faculty and classified staff diversity.  Review and ensure modification of policies and procedures to support findings as appropriate.  Receive staff reports on the District's efforts to create and maintain a diverse workforce.	A report on policies and procedures was provided in the February 27, 2013, Board agenda packet; discussion is to continue at the March 27, 2013, meeting.  TBD  The staff report was presented at the February 27, 2013, meeting, and discussion will continue at the March 27, 2013, meeting.

**Governing Board Goals And Objectives 2012-13  
Progress Report**

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GOAL	OBJECTIVES	ACTIONS	PROGRESS
	<p>4.4 Monitor business practices to ensure that local businesses/vendors used by the District are diverse and have an opportunity to compete.</p>	<p>Receive staff reports to determine the extent to which local vendors provide services to the District.</p> <p>Review staff reports to determine the extent to which training and familiarization on the bid process is provided to local businesses on the District's bid process.</p>	<p>A report was made in the October 12, 2012, meeting.</p> <p>A report will be given at the June 26, 2013, meeting.</p>
	<p>4.5 Participate in community activities that have a financial impact on the District.</p>	<p>Serve on successor redevelopment oversight boards.</p> <p>Receive reports and monitor successor redevelopment oversight boards.</p>	<p>Four Board members are serving on these boards at this writing.</p> <p>Reports were submitted to the Board at the February 27, 2013, meeting.</p>
<p><b>GOAL 5</b></p> <p><b>RESOURCE MANAGEMENT: Provide sound stewardship of the District's physical and fiscal assets to ensure a sustainable economic future consistent with our values, vision, and mission.</b></p>	<p>5.1 Adopt policies/procedures and participate in activities that will ensure a sustainable economic future for the District.</p>	<p>Provide leadership for placement and passage of a parcel tax on the November 2012 ballot.</p> <p>Review budget documents to ensure the District/colleges develop unrestricted General Fund budgets that align expenditures with projected unrestricted General Fund revenues in order to ensure the fiscal solvency of the District and a balanced General Fund budget in order to reduce the reliance on the use of one-time funding to balance budgets.</p>	<p>Completed</p> <p>Documents will be included in the April 2013 Board study session.</p>
	<p>5.2 Stay abreast of how the District's financial resources are used.</p>	<p>Review staff reports to ensure construction bond funds are used appropriately.</p> <p>Receive budget reports to ensure that general fund and other monies are budgeted prudently and reflect District goals and objectives.</p>	<p>This report was made to the Board at the January 23, 2013, meeting.</p> <p>Reports are received monthly by the Board and in the April 2013 budget study session.</p>

Minutes of March 27, 2013

**PROPOSED REVISIONS TO BOARD POLICY 1015, ~~CCCCD~~-GOVERNING BOARD SELF-EVALUATION POLICY, (FIRST READING)**

The attached, proposed revisions to Board Policy 1015, ~~CCCCD~~-Governing Board Self-Evaluation Policy (First Reading), were presented to the Board for consideration. Official action will be requested at the April 24, 2013, Board meeting. Proposed revisions to Administrative Procedure 1015.01, Process to Conduct Governing Board Self-Evaluation, were presented as back-up.

The review and subsequent revision to this policy and procedure are in response to a recommendation from Accrediting Commission for Community and Junior Colleges (ACCJC) President Barbara Beno. The Governing Board appointed a subcommittee, made up of Board President Sheila A. Grilli and Board Secretary John T. Nejedly, to review and subsequently provide a recommendation to include the participation of others in the evaluation of the Board.

**CCCCD GOVERNING BOARD SELF-EVALUATION POLICY**

The Board is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its performance. The assessment shall consist of an annual self-evaluation and a biennial comprehensive evaluation consisting of input from employees and others who regularly attend Governing Board meetings. To that end, the Board establishes the following.

**Board Self-Evaluation**

- 1. The Board self-evaluation shall be conducted annually in June-July each year at a the public meeting; and
- 2. The Board self-evaluation will address effective Board functioning, particularly regarding performance of Board responsibilities that support the achievement of the District Strategic Plan.
- 3. The evaluation process will include an instrument or strategy designed to gather opinions from each Board member regarding the performance of the Board. The Board Chair, in consultation with an external evaluator, will propose to the Board a specific evaluation strategy to be used each year or will appoint an ad hoc committee to propose the instrument or strategy.
- 4. The results of the self-evaluation will be used to develop Board goals and tasks for the coming year.

**Comprehensive Evaluation**

A comprehensive evaluation shall be conducted every two years. It shall include the self evaluation and input from employees and others who regularly attend Governing Board meetings. The instrument to be used is shown in Administrative Procedure 1015.01, The Process to Conduct Governing Board Evaluation, Exhibit A. The self-evaluation portion will be conducted as indicated in the above section. Surveys to employees and other participants in the evaluation process will be distributed and summarized by the external evaluator and reviewed by the Board in open session. Results of the self-evaluation and the surveys will be used as a basis for improvement.

Accreditation Standard IV.B.1.e, g

Historical Annotation:  
Adopted 5/31/06  
Revised 12/10/08  
Second Revision 2/24/10  
Third Revision 1/25/12  
Fourth Revision 00/00/13

Related Procedures:  
Administrative Procedure 1015.01

Minutes of March 27, 2013

**UPDATE ON WORKFORCE AND ECONOMIC DEVELOPMENT INITIATIVES**

The attached report on Workforce and Economic Development Initiatives was presented to the Board for information. This report aligns with the 2011-15 District Strategic Plan, goal area 1 to support economic and workforce development through education and leadership in collaboration with government, community organizations, business and industry. It also addresses the 2012-13 Governing Board objective 3.1, monitor college and District participation in workforce and economic development activities, and 3.3, monitor the extent to which the colleges and the District work with business and industry to provide trained and qualified workers.

Senior Dean of Workforce and Economic Development Randall Tillery provided an overview of the report.



## Update on Workforce and Economic Development Initiatives

### Background

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Workforce development in the Contra Costa Community College District (District) is currently defined as the education and training programs and services for individuals whose educational goals are focused on participation in the workforce. The programs and services are designed to enhance skills and allow participants to improve or maintain socio-economic status. Workforce development includes the following:

- traditional certificate and degree Career Technical Education (CTE) programs developed with support and guidance from the community, industry, and employers;
- career pathway programs that link secondary and post-secondary education;
- apprenticeship and work-based learning opportunities, including internships, cooperative education, and work study;
- career development, exploration, and placement into employment;
- state and federally funded partnerships with workforce boards, community-based organizations, and other partners that include instructional and supportive services provided by the colleges; and
- services to business and industry, including customized training and access to skilled workers trained by the community colleges.

The District's current efforts in workforce development focus on taking the substantial array of community college programs and services and building those into a comprehensive workforce system. The goal of this system is to create processes that help all students identify their career goals and aspirations and connect them successfully to services, resources, and instruction to help them realize those goals. It includes all short-, medium-, and long-term pathways into industries and occupations with recognized opportunities for employment and career advancement. The mission of this system is to empower students to make informed decisions about their future and help them successfully use education as *the* pathway to career success.

Key strategic goals for this work include the following.

- **Increasing accessibility and success in career path education for low income students with barriers to employment**  
The District needs to build pathways to success for students with barriers to education through pathway programs leading both to employment and to ongoing educational opportunities.
- **Building regional and local partnerships that improve industry alignment of current workforce programs and increase student success in those programs**  
The District will continually increase its partnerships and integration into the broader workforce system and other educational systems to align its work with regional industry and the economy.
- **Reorganizing career path programs to include stackable certificates and degrees that link high school academies, community colleges, and four-year colleges/ universities**  
A current element of the work within the colleges is shifting the focus from individual CTE programs to stepping stones within career pathways that include entry, middle, and advanced certificate training programs.

- **Connecting the District's work**

The colleges operate multiple programs related to workforce and career development, including CTE education, academic and CTE counseling, career centers, cooperative education, work study, and internships. Many of these programs could be linked more productively to serve students primarily interested in career path opportunities or employment.

- **Evaluating what we do**

The District is expanding the evaluation of its career path programs through surveys, evaluation of educational outcomes, and improving the ability to monitor workforce success for students. In two to three years, the District will have robust data about the performance of the colleges in helping students achieve workforce and career success.

Implicit in the above work is the understanding that the community colleges are not a standalone workforce system, but rather a critical component of a larger system that helps low income, limited basic skills, and general college students realize a more purposeful educational experience for career and personal success. Additionally, it includes the ideal that all of the work of the community colleges is linked to supporting both career and academic success. In this regard, there should be no fundamental division between educational programming and services that lead to CTE certificates and two-year degrees, or transfer and four-year degrees, and graduate education.

### **Partnerships and Regional Dialogue**

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The District and college staff are involved in regional and state discussions to build a more comprehensive workforce system in which the community colleges play a pivotal role.

- **Contra Costa Council, Education and Workforce Development Task Force:** Tim Leong, director communications and community relations, represents the District on this task force currently focusing on Science, Technology, Engineering, and Math (STEM) pathways in the K-12 and community colleges to link students to advanced opportunities for work in these fields.
- **East Bay Career Advancement Academies (EBCAA, also described under Major Initiatives):** The District helped develop and implement a statewide conference on student success strategies related to the implementation of the Career Advancement Academies, a special demonstration initiative of the State Chancellor's Office. EBCAA is a joint initiative of the Contra Costa and Peralta community college districts and incorporates a broader learning community of colleges across California, including the three The District colleges, four Peralta colleges, Skyline College, and, among others, Compton, El Camino, Fresno City, Reedley, and Madera. Randy Tillery is the regional director of the EBCAA grant.
- **East Bay Intermediary Planning:** The District partnered with East Bay Economic Development Alliance (EBEDA), the Contra Costa Workforce Development Board, UC Berkeley, Alameda Workforce Investment Board, and Contra Costa Economic Partnership to implement a regional conference on workforce intermediary systems that explored best practices across the nation for integrating education, workforce development, and industry engagement.
- **C5CTE Grant Initiative (also described under Major Initiatives):** Entering its sixth year, Diablo Valley College (DVC) leads a countywide initiative with Los Medanos College (LMC), Contra Costa College (CCC), and regional employers. The Contra Costa County Office of

Education and Contra Costa County K-12 the Districts support the secondary career technical programs of study and strengthen linkages between them and the community colleges. Part of this work is the generation of a stronger community of practice between the high schools and community colleges around “career pathways” that lead to post-secondary success.

- **Trade Adjustment Assistance – Design it, Build it, Ship it:** In 2012, The District helped lead a consortium effort to obtain funding from the Department of Labor to strengthen pathway education in advanced manufacturing, transportation/logistics, and engineering. This effort involves 10 community colleges, five workforce boards, economic development agencies, California State University East Bay and UC Berkeley and is focused on broad regional workforce integration that strengthens training systems and career pathways for adults and dislocated workers in the East Bay.

### Major Initiatives

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**East Bay Career Advancement Academies:** The District is continuing its partnership with the Peralta colleges to offer ‘bridge’ academies which help low income adults, aged 18 to 30 and from one to three levels below college readiness, successfully enter and complete short-term, sector-focused certificate programs. In the past two years, EBCAA has supported 20 independent career pathway programs that are aligned to a common framework to increase student success. This includes cohort-based programs of study, use of instructional teams, contextualized basic skills, embedded counseling support, partnerships with community organizations, and stackability with longer term educational pathways.

EBCAA's first-year evaluation report will be issued this spring. Preliminary data shows that the program serves high concentrations of minority students, particularly low income African American and Latino males. Preliminary data shows 80 percent to 90 percent retention, 70 to 80 percent course success, 70 percent persistence and much higher certificate completion rates of EBCAA students in comparison to their non-EBCAA peers. At the end of year two, the District will have served over 1,000 students under EBCAA in the East Bay.

**The Contra Costa County Collaborative for Career Technical Education (C5CTE):** This collaborative targets development of robust career pathways from secondary to postsecondary education. Supported by Senate Bill (SB) 70/SB 1133 funding, the collaborative consists of the three community colleges, five secondary school districts, the Contra Costa County Office of Education and Regional Occupational Program and 32 industry partners. C5CTE uses a comprehensive approach, targeting multiple industry sectors as identified by the California Department of Education, multiple target populations and delivery pathways. The C5CTE engages in ongoing collaborative planning efforts and has developed projects with short- and long-term outcomes. Strategic elements of this work include increasing enrollment in secondary and post-secondary CTE programs, increasing articulation agreements with high schools that strengthen secondary to post-secondary CTE alignment, strengthening career pathways leading to jobs in high demand, high wage sectors, career exploration outreach to middle and high school students, integration of CTE and general education curriculum, involvement of CTE faculty with industry through internship and externship programs, staff development, and implementation of career exploration tools ([www.contracostacareers.org](http://www.contracostacareers.org) and [www.4cd.edu/careercoach](http://www.4cd.edu/careercoach)).

**Design it-Build it-Ship (DBS):** DBS is a 14.9 million dollar Department of Labor-funded initiative in the East Bay that includes 10 East Bay Area community colleges, five workforce boards, University of California Berkeley, California State University East Bay, East Bay EDA and other regional partners in Alameda, Contra Costa, and Solano counties. The goal of DBS is to strengthen the ability of community colleges to offer effective and efficient workforce training programs *and* to reorganize the community college and workforce systems to help unemployed and underemployed East Bay workers achieve career path employment.

DBS will rewire East Bay workforce and education investments and capacity, linking them into a more coherent system. DBS includes in-depth work with industry over 12 months to strengthen one- and two-year training programs in diverse occupational subsectors of advanced manufacturing and transportation/logistics. The goal is to redesign the regional training and education system and align training certifications and credentials to in-demand occupational and career pathways needed by employers. In support of this goal, the initiative includes three major activity areas:

- Reorganize and enhance the regional training assets of the community colleges, aligned to industry needs, and stacked into short-, medium-, and long-term training opportunities to allow unemployed residents to quickly enter and complete the training they need.
- Design and implement a regional workforce intermediary that integrates decision-making about workforce and economic development priorities for the colleges, workforce boards, government, and economic development agencies and align public funding resources in these systems to drive a coordinated workforce and economic development system.
- Create and strengthen transfer pathways from CTE programs into four-year degree programs at CSU East Bay and UC Berkeley to create a true stackable education system that links career path education with opportunities for ongoing advancement.

DBS will train over 2,000 unemployed adults in the East Bay during the first three years of grant activities; however, the real achievement will be the braiding of public education and workforce investments to train tens of thousands more adults in coming years. This effort will help build a more competitive, innovative, and expanding East Bay economy.

### **Smaller Special Projects**

**California Community College Linked Learning Initiative (CCLLI):** CCC is leading a new linked learning initiative with West Contra Costa County Unified School District to increase the connections between the high school career academies and certificate and degree programs in the community colleges. Elements of this work include earlier career exploration, assessment, direct enrollment of academy students into CTE pathways at the college, and retooling of relevant certificate programs at CCC to help students achieve their goals. A primary goal of the work is to increase the college readiness of students in the high school academy programs and have them ready to enter clearly defined programs of study at the community college before they graduate.

**Chevron (Corporate) Grant:** Chevron has granted \$100,000 to Diablo Valley College to enhance its continuum of industrial trades and advanced manufacturing training programs. This includes articulation of multiple new certificates in pre-apprenticeship, industrial maintenance and other programs as part of a regional industrial trades training system. DVC is leveraging this investment with its existing CAA and new TAA funding as part of a broader capacity building effort.

**Chevron (Refinery) Training Program:** The Chevron refinery is working with CCC and Contra Costa County ROP to implement a new entry level training program for refinery workers. While still in development, this program will use Chevron facilities and involve paid internships for all trainees with the goal to make them employable at the refinery after 18 weeks of training and linking them to continuing education in the community colleges. The District is discussing ways to embed this as a hybrid training program operated jointly by Chevron and the college and use it as part of a continuum of community-based training programs that can be offered in West County.

**Warehouse and Logistics Training Program:** CCC has implemented a warehouse and logistics training program in North Richmond that will serve as a gateway for a continuum of training programs in logistics and supply chain systems. Funded under their TAA allocation, this is a joint project with RichmondWORKs, Contra Costa Workforce Development Board, and multiple community partners. A key element of this program has been the ability to co-enroll residents for support and services under the Workforce Investment Act through the One Stop system - a fundamental component for the continued sustainability of this program.

### **Conclusion**

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Over the last two years, the District has laid a strong foundation to strengthen its career path programs at multiple levels, including expansion of opportunities for short- and long-term training and support for individuals with clear workforce goals and individuals with barriers to educational success. Many forces move the District toward major transformation – underprepared students and changing demographics, international competition and the need to redesign the workforce. The District believes it is possible to align public institutions, including the colleges, in a way that strengthens its impact on the regional economy.

The District faces challenges on how to institutionalize new strategies and practices and to think more clearly about how it may need to reorganize its institutions considering that workforce and career success may be the most important work it does. Meeting the challenges of the 21<sup>st</sup> century and helping students find relevance and become viable in the current economy may require more fundamental reorganization than is currently believed. The goal of the new TAA grant is to begin to address that realization. Strategies in CTE and workforce programs will need to be developed that may positively impact outcomes across institutions.

Minutes of March 27, 2013

DISTRICT LEGAL SERVICES

The attached report on District legal services was presented to the Board for information and guidance. The report provides a very brief overview of how the District has acquired legal services over the last few decades. It also presents the status of current counsel, and outlines options and recommendations. Contracts and/or other action items will be presented to the Board in coming months, based on the guidance provided.

Governing Board member Márquez asked that staff survey other districts that use in-house counsel and provide further information on the topic at the next meeting. Upon recommendation from Vice Chancellor, Human Resources/Chief Negotiator Gene Huff, the Board unanimously supported hiring Fagen Friedman & Fulfrost for facilities and real estate issues.

## District Legal Services

### **Issue**

The District is seeking guidance from the Board on how legal services are to be obtained. The District is currently utilizing the services of three law firms with contracts terminating on June 30, 2013.

### **Background**

Over the last several years, the District has spent approximately \$400,000 per year on legal expenses. This year has been an anomaly. As of March 1, 2013, the District has expended over \$509,000 on required legal services, and given the current legal workload, the amount will increase by approximately \$387,000 before the end of the fiscal year.

From the early 1980s through 2012, the District contracted with Atkinson, Andelson, Loya, Rudd & Romo (AALRR) for legal services almost exclusively. In the spring of 2010, the District issued a Request for Proposal (RFP) for legal services. There were four responsive bidders. After review and analysis by a District team, AALRR was selected to continue as the District's legal services provider.

In the fall of 2011, the Board requested that District staff seek other options for legal services. District staff did so, bringing a recommendation to engage the services of several law firms, moving to a "panel" approach for 2012-13. To provide these various services during the 2012-13 fiscal year, the District has engaged the firms of AALRR; Liebert Cassidy Whitmore (LCW); and School and College Legal Services of California (SCLS.) During the past year, the Governing Board also expressed concern that the District was not contracting with any firms housed within Contra Costa County. Subsequently, at the September 12, 2012, meeting of the Governing Board, it was requested that staff initiate a Request for Qualifications (RFQ) process to select a firm to provide legal services, primarily for facilities, with the ability to provide general advice and contracts review. On October 19, 2012, an RFP was published to solicit quotes from legal firms with a deadline response date of November 29, 2012.

### **Analysis**

A total of eight responses were received by the deadline date of November 29, 2012, to the current RFP, primarily for facilities services. These proposals were reviewed by a panel on December 3, 2012. After scoring and discussing each of the eight firms, the three highest scoring firms were selected for final interviews based upon their qualifications. Final interviews were held on January 24, 2013, with Fagen Friedman & Fulfroost (FFF) being recommended by the panel. The key factors in this decision were: demonstrated community college facilities experience, which included extensive experience in claims and labor compliance; an understanding of the needs and issues of the District; a moderate government workload; and no retainer fees along with lowest submitted cost per hour bid.

After review of these materials, staff then discussed the current and future legal needs of the District as well as other relevant information that should be considered in making a final recommendation for legal services to the Governing Board. AALRR has been the District's primary counsel in the handling of numerous personnel matters over the years, is a subject expert in employment law, and is considered one of the best firms in the state when it comes to addressing community college issues. LCW, as well as SCLS, are relatively new to the District. Both firms were brought on by the District this past fall to assist with the review of real estate contracts,

facilities issues, training, and to provide general legal advice. Both firms have provided valuable assistance.

As directed by the Board, staff explored the possibility of creating an internal general counsel position for the District. Some community colleges have internal counsel and, given the size of the District, this option seems viable. However, a single attorney will not have expertise in the wide array of matters for which counsel is needed. While having internal counsel could be helpful in addressing general contract issues and providing legal advice, the cost is not known and there are other considerations, such as the potential for claims of bias and conflict challenges. The District's current legal counsel operates independently from the management structure, which provides greater flexibility and protection from bias, prejudice and conflict claims. While the District does provide general direction over contractors' work, their analyses and recommendations are not subject to any undue influence or pressure from the Governing Board or District staff. Having internal counsel would not negate the need for outside counsel.

After review of these factors, staff considered the following options:

- select one firm to provide all counsel;
- continue using external counsel (panel approach) for legal services;
- create an internal counsel position to provide legal services; and,
- create an internal counsel position, and supplement with external counsel, as needed.

### **Recommendations**

There are both short-term and long-term decisions to be made. The following three recommendations address these decisions.

#### **Recommendation #1:** Contract with FFF.

- As a result of the most recent RFP, and for the remainder of the 2012-13 fiscal year, use this firm for facilitates and related counsel.

#### **Recommendation #2:** Create an internal general counsel position.

- District management will review how other districts use internal counsel, analyze advantages and disadvantage, and draft a job description. The findings and further recommendations will be brought to the Board in the coming months, with a target hire date of January 1, 2014.

#### **Recommendation #3:** Continue with a panel approach to legal services, using the following firms.

- SCLS (general counsel/contracts and agreements, excluding real estate/Education Code) SCLS has provided services in several areas in the current year and has become the District's general counsel.
- AALRR (human resources/employment law). The District has a long-term history with AALRR in addressing personnel matters. Staff feels strongly that it is in the best interest of the District to continue the services of AALRR for some personnel and other matters, regardless of the District's direction in pursuing other firms or moving forward with internal counsel.



- LCW (training/general counsel, as needed)  
LCW provides a variety of training programs in areas such as ethics and diversity in hiring, which are needed by the District.
- FFF (facilities/real estate law)  
As a result of the interview process, staff members recommend that FFF be retained for facilities and real estate issues.

Using the combination of internal counsel and contracting with outside firms provide the District with the flexibility to choose services based on subject-matter expertise, whereas engaging solely with internal counsel will pose challenges as one individual will not have the knowledge and skill set to litigate general legal issues, contract law, real estate law, human resources law, as well as educational law. Each of these firms has provided competitive rates for services and have staff and/or offices located within the San Francisco/Oakland Bay Area. District staff will continue to perform outreach to Contra Costa County firms in order to solicit bids for legal services as well as other contracts and services.

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FISCAL TRENDS REPORT FOR THE PERIOD ENDED JANUARY 31, 2013

The attached Fiscal Trends Report for the Period Ended January 31, 2013, was presented to the Board for information. The current report includes full-time equivalent student (FTES) data as projected in the 2012-13 adopted budget.

**FISCAL TRENDS REPORT**  
**General Fund, Unrestricted**  
**for the Period Ended January 31, 2013**

	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 12-13	YTD % of
	June 30 Actual	June 30 Actual	June 30 Actual	Adjusted Budget	YTD Actual	Adjusted Budget
<b>Beginning Balance, July 1</b>	<b>\$ 29,432,047</b>	<b>\$ 28,556,883</b>	<b>\$ 37,825,271</b>	<b>\$ 37,606,455</b>	<b>\$ 37,606,456</b>	
<b>Revenues</b>						
8100 Federal	\$ 43,024	\$ 41,080	\$ 54,456	\$ -	\$ 7,036	-
8600 State	73,388,325	76,648,721	59,411,859	70,954,227	18,977,970	27%
8800 Local	93,548,410	93,517,342	96,993,063	92,779,204	80,691,580	87%
8900 Other	139,972	1,308,676	1,205,270	241,206	109,310	45%
<b>Total Revenues</b>	<b>\$ 167,119,731</b>	<b>\$ 171,515,819</b>	<b>\$ 157,664,648</b>	<b>\$ 163,974,637</b>	<b>\$ 99,785,896</b>	<b>61%</b>
<b>Expenditures</b>						
1000 Academic Salaries	\$ 75,558,900	\$ 72,500,647	\$ 68,813,102	\$ 69,593,266	\$ 37,710,655	54%
2000 Classified Salaries	35,083,947	33,071,842	29,072,888	29,651,340	16,930,185	57%
3000 Benefits	38,136,011	38,818,346	40,237,836	41,853,922	22,983,575	55%
4000 Supplies and Material	2,599,732	2,457,512	2,197,522	4,630,451	1,531,344	33%
5000 Other Operating Expenses	13,439,234	12,962,181	11,895,109	14,944,063	8,121,025	54%
6000 Capital Outlay	1,184,445	953,022	1,100,396	2,422,794	776,772	32%
7300 Other Outgo	1,992,626	1,483,881	4,566,610	1,600,166	1,502,967	94%
<b>Total Expenditures</b>	<b>\$ 167,994,895</b>	<b>\$ 162,247,431</b>	<b>\$ 157,883,463</b>	<b>\$ 164,696,002</b>	<b>\$ 89,556,523</b>	<b>54%</b>
<b>Excess (Deficiency)</b>	<b>\$ (875,164)</b>	<b>\$ 9,268,388</b>	<b>\$ (218,815)</b>	<b>\$ (721,365)</b>	<b>\$ 10,229,373</b>	
<b>Reserves</b>						
7901 5% Contingency Reserve				\$ 7,801,333		
7902 5% Board Contingency Reserve				7,801,332		
7900 College and District Office Reserve				2,549,088		
79var Site-Designated Fund Reserve				7,442,650		
7999 Undesignated Reserves				11,290,687		
<b>Ending Balance, June 30</b>	<b>\$ 28,556,883</b>	<b>\$ 37,825,271</b>	<b>\$ 37,606,456</b>	<b>\$ 36,885,090</b>	<b>\$ 47,835,829</b>	
Percentage Ending Balance / Total Expenditures	17.00%	23.31%	23.82%	22.40%	53.41%	
Percentage Payroll / Total Expenditures	88.6%	89.0%	87.5%	85.7%	86.7%	
50% Law Compliance	<b>53.0%</b>	<b>53.0%</b>	<b>53.5%</b>	52.9%	51.0%	
Full-time/Part-time Faculty Ratio (75/25)	52.8% / 47.2%	52.6% / 47.4%	52.8% / 47.2%	52.8% / 47.2%		
				<i>FTES Target</i>		
Full-Time Equivalent Students (FTES)-Credit	32,037.80	30,461.97	28,510.45	27,884.22		
Full-Time Equivalent Students (FTES)-Noncredit	208.59	122.56	107.59	77.86		
Full-Time Equivalent Students (FTES)-Nonresident	2,019.23	2,105.72	2,291.13	2,268.00		
<b>Total FTES</b>	<b>34,265.62</b>	<b>32,690.25</b>	<b>30,909.17</b>	<b>30,230.08</b>		

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NEW COURSE OFFERINGS

Listed below are community college courses which have been approved by the College Curriculum/Instruction Committee, the college president, and the chancellor.

DIABLO VALLEY COLLEGE

<u>COURSE – CREDIT</u>	<u>UNITS</u>	<u>APPROVED PROGRAM(S)</u>	<u>REASON FOR ADDITION</u>
ART-101 (Fundamentals of Two-Dimensional Design)	3	Art	New Course
ART-102 (Fundamentals of Three-Dimensional Design)	3	Art	New Course
ART-139 (Sculpture II)	3	Art	New Course
ART-151 (Visual Theory and Practice-Ceramic Art)	3	Art	New Course
DANCE-243 (Repertory Dance Production-Tech Week)	0.5	Physical Education, Athletics and Dance	New Course
DANCE-247 (Dance Production-Tech Week)	0.5	Physical Education, Athletics and Dance	New Course
DRAMA-202 (Fundamentals of Stage Production-Technical Theater)	1 to 2	Drama	New Course
DRAMA-275 (Musical Theater Production)	1 to 2	Drama	New Course
ENGTC-175 (Introduction to Industrial Maintenance)	3	Engineering	New Course
ENGTC-176 (Shop and Field Maintenance)	3	Engineering	New Course
ENGTC-210 (Machine Technology I)	5	Engineering	New Course

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<u>COURSE – CREDIT</u>	<u>UNITS</u>	<u>APPROVED PROGRAM(S)</u>	<u>REASON FOR ADDITION</u>
ENGTC-220 (Machine Technology II)	5	Engineering	New Course
GEOG-124 (Thinking and Communicating Geospatially)	3	Geography	New Course
JRNAL-126 (News Production Laboratory I)	3	Journalism	Unit Increase
KINES-239 (Clinical Experiences in Sports Medicine and Athletic Training IV)	2	Physical Education, Athletics and Dance	New Course
KNACT-100B (Intermediate Swimming)	0.5 to 2.00	Physical Education, Athletics and Dance	New Course
KNACT-102B (Intermediate Aquatic Fitness)	0.5 to 2.00	Physical Education, Athletics and Dance	New Course
KNACT-110C (Advanced Hatha Yoga)	0.5 to 2.00	Physical Education, Athletics and Dance	New Course
KNACT-114B (Intermediate Stretch and yoga for Sports)	0.5 to 2.00	Physical Education, Athletics and Dance	New Course
KNACT-122B (Intermediate Body Sculpt)	0.5 to 2.00	Physical Education, Athletics and Dance	New Course
KNACT-124B (Intermediate Hips, Thighs and Abs)	0.5 to 2.00	Physical Education, Athletics and Dance	New Course
KNACT-128B (Intermediate Cardio Kickboxing)	0.5 to 2.00	Physical Education, Athletics and Dance	New Course
KNACT-130B (Intermediate Fitness Walking)	0.5 to 2.00	Physical Education, Athletics and Dance	New Course
KNACT-134B (Intermediate Fitness Jogging)	0.5 to 2.00	Physical Education, Athletics and Dance	New Course
KNACT-144B (Intermediate Super Circuit)	0.5 to 2.00	Physical Education, Athletics and Dance	New Course

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<u>COURSE – CREDIT</u>	<u>UNITS</u>	<u>APPROVED PROGRAM(S)</u>	<u>REASON FOR ADDITION</u>
KNACT-146B (Theory and Practice of Strength Training and Fitness II)	0.5 to 2.00	Physical Education, Athletics and Dance	New Course
KNACT-146C (Theory and Practice of Strength Training and Fitness III)	0.5 to 2.00	Physical Education, Athletics and Dance	New Course
KNACT-146D (Theory and Practice of Strength Training and Fitness IV)	0.5 to 2.00	Physical Education, Athletics and Dance	New Course
KNACT-148B (Intermediate Power Lifting)	0.5 to 2.00	Physical Education, Athletics and Dance	New Course
KNACT-160B (Intermediate Badminton)	0.5 to 2.00	Physical Education, Athletics and Dance	New Course
KNACT-170B (Intermediate Basketball)	0.5 to 2.00	Physical Education, Athletics and Dance	New Course
KNACT-176B (Intermediate Soccer)	0.5 to 2.00	Physical Education, Athletics and Dance	New Course
KNACT-182C (Advanced Volleyball)	0.5 to 2.00	Physical Education, Athletics and Dance	New Course
KNACT-195B (Intermediate Plyometrics and Agility Training for Female Athletes)	0.5 to 2.00	Physical Education, Athletics and Dance	New Course
KNDAN-105B (Intermediate Pilates Mat Work)	0.5 to 2.00	Physical Education, Athletics and Dance	New Course
KNDAN-110B (Ballet Fundamentals II)	0.5 to 2.00	Physical Education, Athletics and Dance	New Course
KNDAN-120B (Jazz Dance Fundamentals II)	0.5 to 2.00	Physical Education, Athletics and Dance	New Course
KNDAN-130B (Modern Dance Fundamentals II)	0.5 to 2.00	Physical Education, Athletics and Dance	New Course

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**RESIGNATIONS RETIREMENTS, 39-MONTH REEMPLOYMENT AND/OR LEAVES OF ABSENCE**

The following retirements were accepted:

<u>Name</u>	<u>Payroll Title</u>	<u>Effective End of Day</u>	<u>Hire Date</u>	<u>Location</u>
Kutner, Ellena	Science Laboratory Technician II	08-18-13	08-15-94	DVC
LaMothe, Viviane	Director of Financial Aid	05-17-13	09-01-88	CCC
Moore, Robert	Food Services Supervisor	01-24-13	09-29-94	DVC

The following 39-month reemployment was accepted:

Malespin, Jessica	Science Laboratory Coordinator	03-01-13	02-01-08	DVC
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**GOVERNING BOARD SUGGESTIONS FOR FUTURE AGENDA TOPICS**

Student Trustee Debora van Eckhardt said she would like to present a review of the student trustee position at the next Board meeting. Mr. Enholm said he agreed with Ms. van Eckhardt's suggestion.

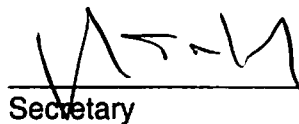
**REPORTS – COLLEGE PRESIDENTS, GOVERNING BOARD AND CHANCELLOR**

The college presidents summarized recent events at their respective locations. Members of the Governing Board and the Student Trustee also summarized recent activities and events in which they participated. The chancellor shared information of interest to the Board, including discussion of the options for construction of the Brentwood Center at the next meeting. Mr. Nejedly asked that the amount of funds available in the 2006 bond for the campus be included in the discussion.

**ADJOURNMENT**

There being no further business to come before the Governing Board, Ms. Grilli adjourned the meeting at 10:18 p.m. The next regular meeting/study session of the Governing Board will be held at 4:00 p.m. in the George R. Gordon Education Center, Martinez, California, on April 24, 2013.

Respectfully submitted,



Secretary

HB:pk