VIA ZOOM: HTTPS://ZOOM.US/J/4087419000
TELEPHONE: DIAL 1 669 900 6833, MEETING ID 408-741-9000
6:00 PM  PUBLIC SESSION, 6:01 PM  CLOSED SESSION, 7:00 PM  PUBLIC SESSION

JUNE 2, 2020

BOARD OF TRUSTEES

Susan Fish · President
Randi Kinman  Vice President
Trustees
Adrienne Grey
Anne Kepner
Jack Lucas
Robert Owens
Karl Watanabe

Evelina Gromilina · MC Student Trustee
Kian Lechner · WVC Student Trustee

Bradley J. Davis · Chancellor
GUIDELINES FOR PUBLIC PARTICIPATION IN BOARD OF TRUSTEES MEETINGS

Public Comments:
Public comment requests may be submitted electronically by emailing brenda.rogers@wvm.edu or via phone by calling Board Clerk, Brenda Rogers at 408-741-2072 no later than 4:00 p.m. on Tuesday, June 2, 2020.

Please include the following information in your public comment request:

SUBJECT: COMMENTS FOR THE MEETING OF JUNE 2, 2020
AGENDA ITEM NUMBER OR TOPIC: _____________________________
NAME: ________________________________________________
TITLE: ________________________________________________
ORGANIZATION (optional): ________________________________
ADDRESS (optional): ___________________________________

How to address the Board (Speaking):
When it is your turn to address the Board, the Board President will call your name based on the information provided above in the Public Comment Request.

Please use the “raise hand” ( ) feature provided in Zoom, and you will be unmuted and able to speak. If you are dialing in via phone, please press *9 to raise your hand when your name is called and you will be unmuted.

Please note:
Per Board Policy 2345, three minutes may be allotted to each speaker with a maximum of 30 minutes per subject. No action or discussion shall be undertaken on any public comments except that members of the Board or its staff may briefly respond to or ask a question for clarification regarding statements made or questions posed by persons addressing the Board under this agenda item. The Board President may adjust the individual’s allotted speaking time when multiple persons want to speak on the same subject.

Adjournment Time
Pursuant to District Policy, Regular Board meetings will be adjourned not later than 11:00 p.m. unless continued by a majority vote of the Board members present.

Documents Provided to the Board of Trustees
In accordance with the Ralph M. Brown Act, copies of the staff reports and other materials provided to the Board of Trustees in connection with this agenda are available in the Chancellor’s Office, 14000 Fruitvale Avenue, Saratoga, CA, 95070, at the time they are distributed to the Board.

In compliance with the Americans with Disabilities Act, individuals needing special accommodations should contact the Chancellor’s Office at 408-741-2011. Notification 24 hours prior to the meeting will allow the District to make reasonable arrangements to ensure accessibility.

(A) = Action      (I) = Information
Tuesday, June 2, 2020
Regular Meeting

VIA ZOOM: HTTPS://ZOOM.US/J/4087419000
TELEPHONE: DIAL 1 669 900 6833, MEETING ID 408-741-9000

6:00 p.m. Public Session
6:01 p.m. Closed Session
7:00 p.m. Public Session

1. Meeting Opening
   1.1 Roll Call
   1.2 Call to Order
   1.3 Oral Communication from the Public on Closed Session Agenda

2. Closed Session
   2.1 Adjourn to Closed Session

3. Opening Items
   3.1 Pledge of Allegiance
   3.2 Reconvene Public Session
   3.3 Report of Closed Session Action
   3.4 Approval of the Order of the Agenda
   3.5 Approval of May 19, 2020 Meeting Minutes
   3.6 Presentations/Recognitions 1) Swearing in of New Student Trustees by Chancellor Bradley Davis, 2) Focus Topic: 2020-2021 Tentative Budget Presentation, Presenter: Associate Vice Chancellor of Finance and Administration, Ngoc Chim.
   3.7 Oral Communication from the Public
   3.8 Report of the Audit and Budget Oversight Committee (ABOC)

4. Unfinished Business
   4.1 No Items.

5. Consent Agenda
   5.1 Approval of Consent Agenda
   5.2 CONSIDER APPROVAL OF CURRICULUM CHANGES AT WEST VALLEY COLLEGE - Recommendation: That the Board of Trustees approve the curriculum changes at West Valley College as presented.
5.3 CONSIDER APPROVAL OF CURRICULUM CHANGES AT MISSION - Recommendation: That the Board of Trustees approve the curriculum changes at Mission College as presented.

5.4 APPROVE THE ADVISORY COMMITTEE MEMBERS FOR THE MISSION COLLEGE ACCOUNTING PROGRAM - Recommendation: That the Board of Trustees appoint members of the Accounting Advisory Committee as identified by college faculty and administration.

5.5 APPROVE THE ADVISORY COMMITTEE MEMBERS FOR THE MISSION COLLEGE BUSINESS PROGRAM - Recommendation: That the Board of Trustees appoint members of the Business Advisory Committee as identified by college faculty and administration.

5.6 APPROVE THE ADVISORY COMMITTEE MEMBERS FOR THE MISSION COLLEGE COMPUTER APPLICATIONS PROGRAM - Recommendation: That the Board of Trustees appoint members of the Computer Applications Advisory Committee as identified by college faculty and administration.

5.7 APPROVE THE ADVISORY COMMITTEE MEMBERS FOR THE MISSION COLLEGE GRAPHIC DESIGN PROGRAM - Recommendation: That the Board of Trustees appoint members of the Graphic Design Advisory Committee as identified by college faculty and administration.

5.8 PERSONNEL TRANSACTIONS TO BE ACTED UPON BY THE BOARD OF TRUSTEES - Recommendation: That the Board of Trustees approve the listed items.

5.9 APPROVAL OF BID CA14-1920 ATHLETIC FIELD UPGRADES - SOFTBALL COMPLEX BUILDINGS PACKAGE AT WEST VALLEY COLLEGE - Recommendation: That the Board of Trustees approve the lowest responsive and responsible bid received from Rodan Builders, Inc. in the amount of $7,742,000 and reject all other bids. The award of the contract is based on the base bid plus allowance.

5.10 APPROVAL OF UPDATED MEASURE C PROJECT PRIORITY LIST - Recommendation: That the Board of Trustees approve the updated and re-baseline of the Measure C project priority list (attached).

5.11 APPROVE CONTRACT INCREASE WITH GALEB PAVING, INC. - Recommendation: That the Board of Trustees ratify change order one for an increase of $42,139.80 to the contract with Galeb Paving, Inc. for additional off-haul, backfilling and compaction due to the geothermal leak investigation at Mission College.

5.12 APPROVE CONTRACT INCREASE WITH LEWIS AND TIBBITTS, INC. - Recommendation: That the Board of Trustees ratify change order three for an increase of $18,674.19 to the contract with Lewis and Tibbitts, Inc. for additional excavation and shoring due to the geothermal leak investigation at Mission College.

5.13 PROJECT MANAGEMENT SERVICES FOR ELLUCIAN BANNER - Recommendation: That the Board of Trustees approve a contract with Strata Information Group (SIG) for project management services for Ellucian Banner for an amount not to exceed $165,000, effective July 1, 2020, through June 30, 2021.

5.14 TECHNICAL CONSULTING SERVICES FOR ELLUCIAN BANNER - Recommendation: That the Board of Trustees approve a contract with Strata Information Group (SIG) for technical consulting services for Ellucian Banner for an amount not to exceed $279,000, effective July 1, 2020, through June 30, 2021.

5.15 APPROVAL FOR PROCUREMENT OF SITE FURNISHINGS FOR MISSION COLLEGE’S INTERDISCIPLINARY PLAZA - Recommendation: That the Board of Trustees approve the procurement of site furnishings from Landscape Forms Inc. in the amount of $192,789.61 for the site furniture at Mission College’s Interdisciplinary Plaza.

6. College, Programs, and Services

6.1 No Items.

7. Human Resources

7.1 ADMINISTRATIVE PERSONNEL TRANSACTIONS TO BE ACTED UPON BY THE BOARD OF TRUSTEES - Recommendation: That the Board of Trustees, per Government Code section 54953(c)(3) and prior to
taking final action, orally report a summary of all recommendations for final action on the salaries, salary
schedules, or compensation paid in the form of fringe benefits of administrators, as defined in subdivision
(d) of Section 3511.1, during the open meeting. Subsequent to the report, that the Board approve the
following transactions.

7.2 EQUAL EMPLOYMENT OPPORTUNITY (EEO) PLAN REVISION - Recommendation: That the Board of
Trustees adopt the Equal Employment Opportunity Plan revisions as indicated in the attached.

8. Business and Finance

8.1 2020/2021 TENTATIVE BUDGET - Recommendation: That the Board of Trustees adopt the 2020/2021
Tentative Budget and set October 6, 2020, as the date for a public hearing and adoption of the Final
Budget for 2020/2021.

9. Board

9.1 WEST VALLEY-MISSION COMMUNITY COLLEGES DISTRICT RESOLUTION 20050503 SUPPORTING
EQUITY AND ACCESS WITHOUT DISCRIMINATION - Recommendation: That the Board of Trustees
adopt Resolution No. 20060201 supporting Assembly Constitutional Amendment 5 to the California State
Constitution repealing Proposition 209.

10. Information Reports and Items for Future Board Consideration

10.1 Academic Senate Update (Aram Shepherd) (Gretchen Ehlers)
10.2 Classified Senate Update (Cheryl Massa) (Thanh Do)
10.3 Student Senate Update (Maia Delrooz) (Reymundo Madera)
10.4 West Valley College Update (Stephanie Kashima)
10.5 Mission College Update (Daniel Peck)
10.6 Chancellor's Report (Bradley Davis)
10.7 Trustee Comments

11. Continuation of Closed Session, If Necessary

12. Reconvene Public Session, If Necessary

12.1 Report of Closed Session Action

13. Meeting Closing

13.1 Adjournment

14. Information Reports and Items for Future Board Consideration
Regular Meeting (Tuesday, May 19, 2020)-Unapproved Minutes
Generated by Brenda Rogers on Thursday, May 21, 2020

1.1 Call to Order
The meeting was called to order at 6:02 p.m..

1.2 Roll Call
Members Present: Susan Fish, Randi Kinman, Robert Owens, Karl Watanabe, Anne Kepner and Adrienne Grey. Jack Lucas was absent and excused.
Student Trustees: Evelina Gromilina and Kian Lechner were present during the public session only.

1.3 Oral Communication from the Public on Closed Session Agenda
There were none.

2.1 Adjourn to Closed Session
There was one item:
DIRECTION TO LABOR NEGOTIATORS (Government Code 54957.6)
Provided direction to Associate Vice Chancellor of Human Resources, Eric Ramones, and Chancellor Bradley Davis, District-designated representatives, regarding negotiations with WVMFT/AFT Local 6554, WVMCEA, Teamsters, and POA; and to Chancellor Bradley Davis regarding unrepresented groups.

3.1 Reconvene Public Session
Public Session was reconvened at 7:20 p.m..

3.2 Pledge of Allegiance
President Fish led the Pledge of Allegiance.

3.3 Report of Closed Session Action
President Fish reported that no action was taken.

3.4 Approval of the Order of the Agenda
Motion to Approve the agenda as presented.
Motion by Anne Kepner, second by Adrienne Grey. Final Resolution: Motion Carries
Aye: Susan Fish, Randi Kinman, Robert Owens, Karl Watanabe, Anne Kepner, Adrienne Grey Student Trustee Advisory Vote: Aye: Kian Lechner

3.5 Approval of Minutes
Motion to Approve the April 7, 2020 minutes as presented.
Motion by Anne Kepner, second by Robert Owens. Final Resolution: Motion Carries
Aye: Susan Fish, Randi Kinman, Robert Owens, Karl Watanabe, Anne Kepner, Adrienne Grey Student Trustee Advisory Vote: Aye: Kian Lechner

3.6 Presentations/Recognitions
ESSP: Mission College's Early College High School and Santa Clara Unified School District Partnerships, presented by Omar Murillo, Mission College Vice President of Student Services, and Viola Smith, Principal, Mission College Early High School. Mission College Early College Program started in 2017 to provide HS students a pathway to post secondary education. Enrollment efforts targeted underrepresented minorities, socio-economically disadvantaged, first generation college students, and students who desired an alternative, smaller learning environment. Currently, one hundred 10th, 11th and 12th grade students are enrolled, with the program capacity for 120. This program has grown and is expected to reach full capacity of 120 with possibility for expansion. Two students from the program talked about their positive experiences and outcomes. Highlights of the program were the STEAM Expo, Culinary Competition, Mission Promise scholarships and campus visits/Zoom workshops.
The Board expressed gratitude and bid farewell to Student Trustees Evelina Gromilina and Kian Lechner for their year of exceptional service over the 2019-2020 Academic Year. Both of the student trustees have bright futures ahead and will succeed in any endeavor they choose.

3.7 Oral Communication from the Public
Eight faculty members submitted public comment requests. They addressed the Board regarding the COVID-19 impacts on faculty and students transitioning to online instruction/learning, and requested further compensation for their efforts.

3.8 Report of the Audit and Budget Oversight Committee (ABOC)
ABOC Chair Robert Owens said the committee met on Monday, May 11, and ABOC recommended the passage of both fiscal items on the agenda. ABOC will hold a special meeting to discuss the tentative budget on Tuesday, May 26.

4.1 Unfinished Business
No items

5.1 Approval of Consent Agenda
Recommending: Motion to Approve the Consent Agenda as Presented

5.12 was pulled from the consent agenda by Trustee Owens for further discussion.

Motion by Randi Kinman, second by Anne Kepner. Final Resolution: Motion Carries
Aye: Susan Fish, Randi Kinman, Robert Owens, Karl Watanabe, Anne Kepner, Adrienne Grey
Student Trustee Advisory Votes: Aye: Kian Lechner and Evelina Gromilina.

APPROVED CONSENT AGENDA ITEMS:

5.2 SELECTION OF A REPRESENTATIVE FROM WEST VALLEY COLLEGE TO SIT ON THE SOUTH BAY CONSORTIUM FOR ADULT EDUCATION STEERING COMMITTEE - Recommendation: In accordance with the Adult Education Block Grant, it is the recommendation of the Chancellor that the Board of Trustees appoint Eric Grabiel from West Valley College as the representative to the Steering Committee of the South Bay Consortium for Adult Education (SBCAE) and Brad Weisberg as alternate to that same committee.

5.3 APPROVE BARNES & NOBLE PURCHASE ORDER INCREASE FOR EXTENDED OPPORTUNITY PROGRAM & SERVICES FOR FISCAL YEAR 2019-2020 - Recommendation: That the Board of Trustees approve the amount for the Barnes & Noble Purchase Order (P.O.) P2000826 for 2019-2020 in the amount of $140,000.

5.4 PERSONNEL TRANSACTIONS TO BE ACTED UPON BY THE BOARD OF TRUSTEES - Recommendation: That the Board of Trustees approve the items listed below.

5.5 CONSIDER APPROVAL OF REVISED 2020-2021 SABBATICAL LEAVE REQUEST - Recommendation: That the Board of Trustees approve the proposed sabbatical leave for the faculty member listed below.

5.6 RATIFICATION OF VENDOR WARRANTS - Recommendation: That the Board of Trustees ratify vendor payments from December 2, 2019 through March 31, 2020; Banner warrant numbers 00323844-00325661 and 10002790-10003210 totaling $20,278,504.58.

5.7 APPROVAL OF CONTRACT RENEWAL FOR DISTRICT-WIDE CAFETERIA SERVICES TO WM DINING SERVICES - Recommendation: That the Board of Trustees approve a two-year contract renewal for district-wide cafeteria services operations to WM Dining Services, Inc.

5.8 APPROVAL TO ADD DIALCARE ONTO FY 20/21 RENEWAL OF INTERNATIONAL STUDENT HEALTH INSURANCE - Recommendation: That the Board of Trustees authorize the administration to include in its agreement with Relation, its
carrier for international student health insurance for Mission College and West Valley College, the additional feature of DialCare.

5.9 FINANCIAL STATEMENTS AND BUDGET ADJUSTMENTS - Recommendation: That the Board of Trustees approve the financial statements and budget adjustments as specified for the period of January 1, 2020, through March 31, 2020 (Third Quarter). The summary of significant changes lists the Third Quarter’s cumulative budget transactions.

5.10 2019-20 CCFS 311 THIRD QUARTER FINANCIAL REPORT - Recommendation: That the Board of Trustees accept the 2019-20 Third Quarter Financial Report and authorize Fiscal Services staff to forward the CCFS-311Q Report to the California Community Colleges Chancellor’s Office (CCCCO).

5.11 APPROVE CONTRACT INCREASE WITH ROBERT A. BOTHMAN, INC. - Recommendation: That the Board of Trustees ratify Change Order 2 for an increase of $445,605 to the contract with Robert A. Bothman for the Interdisciplinary Plaza project at Mission College.

5.12 was pulled from the consent agenda for discussion:

5.12 PROJECT ASSIGNMENT AGREEMENT WITH WRNS STUDIO FOR ARCHITECTURAL AND ENGINEERING SERVICES FOR THE LANDSCAPING AND GATEWAY ADDITIONS PROJECT AT MISSION COLLEGE - Recommendation: That the Board of Trustees approve the project assignment agreement in the amount of $142,000 with WRNS Studio for architectural and engineering services for the Landscape and Gateway Additions project at Mission College.

Recommendation: Motion to Approve Item 5.12 as Presented

Trustee Owens said this is listed as MC-16, this is further down the list of priorities than other higher priorities. He expressed concern that with the rising construction costs, he wants to ensure projects higher on the list are not priced out to lesser priorities. Trustee Owens wanted to know what the monument listed in the item referred to and asked for clarity on the purpose of the monument.

Javier Castuita said the item should have been listed as MC-14, his mistake. The original monument was $1.2 Million fountain.

President Peck said originally the designers had chosen a large fountain, but the cost was prohibitive and the maintenance intensive, so the monument will be an art installation large letters spelling the college name, MISSION.

Chancellor Davis suggested that the Board review the updated project priority list at the July meeting.

Motion by Randi Kinman, second by Anne Kepner. Final Resolution: Motion Carries
Aye: Susan Fish, Randi Kinman, Robert Owens, Karl Watanabe, Anne Kepner, Adrienne Grey
Student Trustee Advisory Votes: Aye: Kian Lechner and Evelina Gromilina.

6.1 College, Programs, and Services
No Items.

7. Human Resources
7.1 EQUAL EMPLOYMENT OPPORTUNITY FUND MULTIPLE METHOD ALLOCATION MODEL CERTIFICATION FORM APPROVAL, FISCAL YEAR 2019-2020 - Recommendation: That the Board of Trustees adopt the Equal Employment Opportunity (EEO) Fund Multiple Method Allocation Model Certification Report

Motion to Approve


Motion by Anne Kepner, second by Robert Owens. Final Resolution: Motion Carries
Aye: Susan Fish, Randi Kinman, Robert Owens, Karl Watanabe, Anne Kepner, Adrienne Grey
Student Trustee Advisory Vote: Aye: Kian Lechner

8.1 Business and Finance
No Items
9.1 Board
No Items

10. Information Reports and Items for Future Board Consideration
No Items

11. Continuation of Closed Session, If Necessary
Not necessary.

12. Reconvene Public Session, If Necessary
Not necessary.

13.1 Adjournment
Student Trustee Lechner asked that the Board support the purchase of a DESP software which will be coming forward in the future. He also introduced the incoming WVC Student Trustee Tisha Dee Hartman. Thank you for awarding him the Trustee Award.

President Fish adjourned the meeting at 8:38 p.m.
Tuesday, June 2, 2020
Regular Meeting

VIA ZOOM: HTTPS://ZOOM.US/J/4087419000
TELEPHONE: DIAL 1 669 900 6833, MEETING ID 408-741-9000

6:00 p.m. Public Session
6:01 p.m. Closed Session
7:00 p.m. Public Session

1. Meeting Opening

<table>
<thead>
<tr>
<th>Subject</th>
<th>1.1 Roll Call</th>
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<td>Meeting</td>
<td>Jun 2, 2020 - Regular Meeting</td>
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https://go.boarddocs.com/ca/wvm/Board.nsf/Private?open&login
# 1. Meeting Opening

**Subject** | **1.2 Call to Order**
---|---
Meeting | Jun 2, 2020 - Regular Meeting
Access | Public
Type | Procedural
## 1. Meeting Opening

<table>
<thead>
<tr>
<th>Subject</th>
<th>1.3 Oral Communication from the Public on Closed Session Agenda</th>
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Members of the audience may address the Board on any item listed on the Closed Session agenda. Comments will be limited to three (3) minutes per agenda item, with a total of fifteen (15) minutes of public comment on an item unless waived by the Board.
2. Closed Session

Subject 2.1 Adjourn to Closed Session

Meeting Jun 2, 2020 - Regular Meeting

Access Public

Type Procedural

DIRECTION TO LABOR NEGOTIATORS (Government Code 54957.6)
Provide direction to Associate Vice Chancellor of Human Resources, Eric Ramones, and Chancellor Bradley Davis, District-designated representatives, regarding negotiations with WVMFT/AFT Local 6554, WVMCEA, Teamsters, and POA; and to Chancellor Bradley Davis regarding unrepresented groups.
### 3. Opening Items

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### 3. Opening Items

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<tr>
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<tr>
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<tr>
<td>Type</td>
<td>Action</td>
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<tr>
<td>Recommended Action</td>
<td>Motion to approve agenda as presented.</td>
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### 3. Opening Items

<table>
<thead>
<tr>
<th>Subject</th>
<th>3.5 Approval of May 19, 2020 Meeting Minutes</th>
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<tr>
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<tr>
<td>Type</td>
<td>Action, Minutes</td>
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<tr>
<td>Recommended Action</td>
<td>Approve the meeting minutes of May 19, 2020 as attached.</td>
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<tr>
<td>Appendix A-Approved meeting minutes from May 5, 2020.</td>
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### 3. Opening Items

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<td>Type</td>
<td>Information, Recognition</td>
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</table>
3. Opening Items

Subject 3.7 Oral Communication from the Public

Meeting Jun 2, 2020 - Regular Meeting

Access Public

Type Information

GUIDELINES FOR PUBLIC PARTICIPATION IN BOARD OF TRUSTEES MEETINGS

We welcome comments from the public. The following instructions are intended as a guide for members of the public who wish to address the Board of Trustees. If you wish to speak, you are respectfully asked to provide a completed form to the Board Clerk, but you are not required to do so. Please limit your comments to three (3) minutes. In fairness to those who wish to speak and as a courtesy to those who have come to listen, we request that you adhere to the following guidelines:

Oral Communications from the Public on Items Not on the Agenda
This portion of the meeting is reserved for persons desiring to address the Board on any matter not on the agenda. No action will be taken. When you make your comments, approach the podium. When the Board President recognizes you, please identify yourself and the topic you wish to discuss. Limit your comments to three (3) minutes. A total of 20 minutes is allowed for total public comment, unless waived by the Board.

Public comments on items on the agenda will be taken at the time the item is discussed by the Board.

Oral Communications from the Public on Items on the Agenda
When the Board President opens an item for discussion and calls for speakers, approach the podium, identify yourself, and limit your comments to three (3) minutes. The Board President may impose additional time limitations on any major discussions involving multiple speakers. If you wish to give an opinion which has already been expressed by others, please do not be repetitive. The President may impose additional time limitations on any major discussions involving multiple speakers.

Public Comments:
Public comment requests may be submitted electronically by emailing brenda.rogers@wvm.edu or via phone by calling Board Clerk, Brenda Rogers at 408-741-2072 no later than 4:00 p.m. on Tuesday, the day of the Board meeting.

Please include the following information in your public comment request:

SUBJECT: COMMENTS FOR THE MEETING DATE:
AGENDA ITEM NUMBER OR TOPIC: ____________________________
NAME: ___________________________________________________
TITLE: ____________________________________________________
ORGANIZATION (optional): ___________________________________
ADDRESS (optional): _______________________________________

How to address the Board (Speaking):
When it is your turn to address the Board, the Board President will call your name based on the information provided above in the Public Comment Request. The Board President has the discretion to shorten the time for each speaker if multiple public comment requests are submitted.

Please use the “raise hand” feature provided in Zoom, and you will be unmuted and able to speak.
If you are dialing in via phone, please press *9 to raise your hand when your name is called and you will be unmuted.

Please note:
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### 3. Opening Items

<table>
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<tr>
<th>Subject</th>
<th>3.8 Report of the Audit and Budget Oversight Committee (ABOC)</th>
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### 4. Unfinished Business

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## 5. Consent Agenda

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<thead>
<tr>
<th>Subject</th>
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<td>Type</td>
<td>Action (Consent)</td>
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<tr>
<td>Recommended Action</td>
<td>Motion to Approve Consent Agenda Items as Presented.</td>
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</tbody>
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*Action items will be acted upon in one motion unless they are removed from the Consent Agenda for discussion and action. Information items will not be discussed unless they are removed from the Consent Agenda.*
5. Consent Agenda

Subject: 5.2 CONSIDER APPROVAL OF CURRICULUM CHANGES AT WEST VALLEY COLLEGE - Recommendation: That the Board of Trustees approve the curriculum changes at West Valley College as presented.

Meeting: Jun 2, 2020 - Regular Meeting

Access: Public

Type: Action (Consent)

Recommended Action: That the Board of Trustees approve the curriculum changes at West Valley College as presented.

Prepared By: Paulette Boudreaux, Stacy Gleixner, Chris Dyer, Luis Portillo And Doonu Barife

Reviewed By: Stephanie Kashima

Approved By: Bradley Davis

Funding Source/Fiscal Impact
The general fund is the major funding source for the cost of instruction, which pertains to the offering of approved courses.

Reference(s)
The curriculum development and recommendation process is an ongoing activity overseen by the academic senate and its subordinate curriculum committee, and the office of instruction. It is integrated into the West Valley College program review process. It is emphasized in many sections of standard II of the accreditation standards of the Accrediting Commission for Community and Junior Colleges. Likewise, it is regulated through Title 5 and WVMCCD District Policies 4020 and 4025.

Background/Alternatives
As per district policy, the curriculum changes to programs and courses described herein have been considered and recommended by the Curriculum Committee, the articulation officer, and the Academic Senate between April 13, 2020, and May 04, 2020. Each of the curriculum changes and the foregoing recommendations has been further reviewed by the chief instructional officer, the college president, and the district chancellor. The office of instruction further certifies that the programs and courses described herein satisfy all applicable requirements of Title 5.

Coordination
Offerings have been coordinated between Mission College and West Valley College through a process of consultation.

Follow-up/Outcome
Following Board approval of the curriculum changes, updates to catalogs and class schedules will be made, and campus marketing communication will reflect the changes, as appropriate.

File Attachments
Attach 5.2, WVC CURRICULUM CHANGES 06.02.20.docx (46 KB)

Action items will be acted upon in one motion unless they are removed from the Consent Agenda for discussion and action. Information items will not be discussed unless they are removed from the Consent Agenda.
### SUMMARY OF CURRICULUM CHANGES – 06/02/2020

**NEW CREDIT COURSES**
NONE

**CREDIT COURSE REVISIONS**
- ENGL007B
- ENGR010
- KINS11.05

**DISTANCE EDUCATION**
- ENGL007B
- ENGR010
- KINS11.05

**COURSE DEACTIVATIONS**
- NCCR001
- NCCR002
- NCCR003

**NEW NONCREDIT/CONTINUING EDUCATION COURSES**
NONE

**NONCREDIT/CONTINUING EDUCATION COURSE REVISIONS**
NONE

**REQUISITE APPROVALS**
- ENGL007B

**PROGRAM DEACTIVATIONS**
NONE

**NEW CREDIT PROGRAMS**
NONE

**NEW NONCREDIT PROGRAMS**
NONE

**PROGRAM REVISIONS**
- Accounting Clerk, CERT
- Clinical Assistant, CERT
- Early Childhood Program Director, CERT
- Geology, AS-T
- Medical Assistant, AS
- Medical Assistant, CERT
- Paralegal, AS
- Paralegal, CERT
- Theatre Arts: Acting, AA
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Effective Term</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR010</td>
<td>Introduction to Engineering</td>
<td>Fall, 2020</td>
<td>Submission is new revision based on adding distance learning</td>
</tr>
<tr>
<td>ENGL007B</td>
<td>American Literature 2</td>
<td>Fall, 2020</td>
<td>This course is being revised to add a DE component and update some areas to match the new Honors English 07B. Areas changed are: Objectives, textbooks, and Content.</td>
</tr>
<tr>
<td>KINS11.05</td>
<td>Mindful Meditation</td>
<td>Fall, 2020</td>
<td></td>
</tr>
</tbody>
</table>

**ENGR010**

- **Course Title:** Introduction to Engineering
- **Effective Term:** Fall, 2020
- **Justification:** Submission is new revision based on adding distance learning

- **Units:** 4
  - Lecture: 3
  - Laboratory: 1
  - Work Experience: 0
- **Grade Options:** Letter Grade methods, Pass/No Pass
- **Advisory:** NONE
- **Prerequisite:** NONE
- **Co-requisite:** NONE

**Course Description:**
This introductory course explores the different engineering disciplines to assist students in a choice of a major in engineering. Prospective engineering students have the opportunity to learn about experimentation, data analysis, problem-solving, engineering software, basic computer programming, and the engineering design process.

**ENGL007B**

- **Course Title:** American Literature 2
- **Effective Term:** Fall, 2020
- **Justification:** This course is being revised to add a DE component and update some areas to match the new Honors English 07B. Areas changed are: Objectives, textbooks, and Content.

- **Units:** 3
  - Lecture: 3
  - Laboratory: 0
  - Work Experience: 0
- **Grade Options:** Letter Grade methods, Pass/No Pass
- **Advisory:** ENGL001A
- **Prerequisite:** NONE
- **Co-requisite:** NONE

**Course Description:** This course surveys major American literary traditions from the Civil War to the present.

**KINS11.05**

- **Course Title:** Mindful Meditation
- **Effective Term:** Fall, 2020
- **Justification:**

- **Units:**
  - Lecture: 0
  - Laboratory: 0
  - Work Experience: 0
- **Grade Options:**
- **Advisory:**
- **Prerequisite:**
- **Co-requisite:**
**Justification:** This course is being revised to add distance education as a method of instruction.

**Units:** 1
Lecture: 0
Laboratory: 1
Work Experience: 0

**Grade Options:** Letter Grade methods, Pass/No Pass

**Prerequisite:** NONE
**Co-requisite:** NONE

**Course Description:** The course is an introduction to the theory, practice, techniques, and benefits of mindfulness meditation. This course includes science-based evidence supporting practice techniques and benefits, body scan, awareness, informal and formal mindfulness techniques, and personal practice.

### COURSE DEACTIVATIONS

- **NCCR001, Stenographic Skillbuilding Level 1: Theory Basics** - Content from this course is contained in new noncredit courses that will be offered beginning in Fall 2020.

- **NCCR002, Stenographic Skillbuilding Level 2: 80-140 wpm** - Content from this course is contained in new noncredit courses that will be offered beginning in Fall 2020.

- **NCCR 003, Stenographic Skillbuilding Level 3: 160-220 wpm** - Content from this course is contained in new noncredit courses that will be offered beginning in Fall 2020.
Accounting Clerk, CERT

The Accounting Clerk Certificate at West Valley College focuses on helping students develop bookkeeping and accounting clerk’s skills using current accounting/bookkeeping software.

Upon completion of this certificate, students will be able to
- Utilize current accounting software to compute, classify, and record numerical data to keep financial records complete for a business
- Successfully apply business communication and math skills in the office environment in which they will be performing bookkeeping and accounting tasks.

Prerequisite skills and courses include having an understanding of the accounting cycle for a business from transaction analysis to financial statement preparation and possessing clear and effective writing skills.

Possible job titles for certificate earners include but are not limited to auditor, bookkeeper, accounts receivable clerk, accounts payable clerk, and office manager. Certificate earners will be able to utilize current software to perform various accounting functions and will be able to apply the principles of business communications in a variety of business settings.

Proposal Start: Fall, 2020

Program Justification: The Business, Accounting, & Real Estate department is updating this certificate to reflect the anticipated deactivation of a course (BUSN 042) required for this certificate and, therefore, reducing the number of units required from 17 to 16.

Submission Rationale: Change courses or rules; Change Program Sequence; Change PLO’s, Change to Program Narrative

Required Courses

ACCT060 - Accounting Fundamentals Quickbooks – 4 units

BUSN046 - Excelling With Excel – 3 units

BUSN062 - Business Mathematics – 3 units

BUSN070 - Effective Office Skills – 3 units

BUSN078 - Business Communication – 3 units

Total Certificate Units: 16

Recommended Sequence:

Fall, Year 1: 3 units
BUSN 046, Prerequisites (ACCT 010 or 050, ENGL 001A), if necessary.

Spring, Year 1: 13 units
ACCT 060, BUSN 062, BUSN 070, BUSN 078
Clinical Assistant, CERT

The Clinical Assistant program is designed for those who are interested in working in a back office setting in a clinic or out-patient facility. Duties would include obtaining/recording patient's height, weight, temperature, and blood pressure, obtaining health histories, performing basic lab tests, preparing/assisting with patient examinations, recording EKG and sterilizing surgical instruments.

The program also includes instruction in medical law and ethics, interpersonal communication, patient care, appointment scheduling, telephone technique, and electronic medical records management.

Upon completion of all the required courses (34.5 units), students are assisted with the placement of an internship in a local health care facility. Background checks and drug testing are now required prior to entry.

Possible career pathways include: Clinical Medical Assistant, EKG Technician, Emergency Department Technician, and Orthopedic Technician (if an additional 240-hour internship in Orthopedics is completed.)

After completing a Clinical Assistant certificate, a student will be able to:

1) Demonstrate the ability to perform basic medical front office responsibilities.

2) Demonstrate the ability to assist medical care providers in delivering patient care.

3) Demonstrate the ability to access and input patient information using electronic medical records systems.

Proposal Start: Fall, 2020

Program Justification: Mandatory two-year revision. Updates include changes to the description. This revision reflects the current 4-character subject codes and new course titles.

Submission Rationale: Change to Program Narrative; Change to Cover Info; Change PLO’s; Change Program Sequence

Required Courses

HTCH001 - Introduction to Health Care – 1 unit

HTCH002 - Medical Information Processing – 2 units

HTCH004 - Structure and Function of the Human Body - 3 units

HTCH005 - Basic Medical Terminology - 3 units

HTCH006 - Advanced Medical Terminology - 3 units
HTCH007 - Medical Ethics & Law - 2 units

HTCH008 - Communication for Health Care Personnel - 2 units

HTCH041 - Medical Office Business Procedures - 3 units

HTCH044 - Electronic Medical Records - 2 units

HTCH054A - Internship for Health Care Technologies - 2 units

HTCH055 - Vital Signs and Assisting with Medical Examinations - 2 units

HTCH057 - Sterile Techniques - 2.5 units

HTCH058 - Laboratory Techniques - 3 units

HTCH063 - Medication Administration - 1.5 units

HTCH064 - ECG and Orthopedic Technology - 2.5 units

**Total Certificate Units:** 34.5

**Recommended Sequence:**

**Fall, Year 1: 11 units**
HTCH 001, HTCH 002, HTCH 004, HTCH 005, HTCH 055

**Spring, Year 1: 15 units**
HTCH 006, HTCH 007, HTCH 008, HTCH 057, HTCH 058, HTCH 064

**Fall, Year 2: 6.5 units**
HTCH 041, HTCH 044, HTCH 063

**Spring, Year 2: 2 units**
HTCH 054A
Early Childhood Program Director, CERT

The Early Childhood Program Director Certificate of Achievement requires the successful completion of 12 units of required core courses. This program provides Career Technical Education opportunities in the supervision and administration of early childhood programs. These programs may be infant, toddler, preschool, pre-K, or school-age centers. The required coursework for the certificate emphasizes the supervision and professional development of teaching staff, the accounting and fiscal health of the operating budget, the marketing of the program, the coordination of program curriculum, and the development of a system to meet the current regulations of Title 22 Community Care licensing, Title 5 CA Department of Education and/or NAEYC accreditation (National Association for the Education of Young Children). In addition, knowledge of children with special needs and inclusive practices inform EC administrators about best program policies and procedures.

Upon completion of this program a student will be able to:
- Oversee and supervise a licensed early childhood program operated as a single or multiple-site according to current Title 22 or Title 5 regulations, and/or NAEYC accreditation standards.

This program provides the student with the course work required by the State of California Department of Social Services and the Department of Education Child Development Permit which enables the student to be employed as an administrator in a state-funded program, or public or private setting.

Students completing the certificate have demonstrated skills to fulfill the responsibilities of an administrator of an early childhood program which includes setting up and maintaining a healthy budget and keeping track of operating costs, planning for and facilitating professional staff development, interviewing and hiring teaching staff, conducting employee teacher evaluations, facilitating the problem resolution process involving teaching staff, children, and families, and maintaining currency with Title 22 and 5 regulations.

Examples of employers include
- before/after school-age care
- infant programs
- toddler programs
- preschool programs
- pre-kindergarten
- transitional kindergarten
- kindergarten

This certificate satisfies California Department of Education Title 5 coursework requirements for the Child Development Program Director and Site Supervisor Permit. It also satisfies the Department of Social Services Title 22 Community Care Licensing requirements for qualified directors in a licensed early childhood program.

Proposal Start: Fall, 2020

Program Justification: The Child Studies department is updating this certificate to meet current Title 5 standards. CHST 86, which will be deactivated next academic year, is replaced with CHST 34A. The program title (deleted "Specialization" and added "Early Childhood") and program description was updated.
Submission Rationale: Change to Cover Info, Change courses or rules, Change Program Sequence

Required Core Courses: 12 units

CHST064 - Supervision and Administration I – 3 units
CHST065 - Supervision and Administration II – 3 units
CHST085 - Adult Supervision in Early Childhood Programs – 3 units
CHST034A - Introduction to the Child With Special Needs – 3 units

Total Certificate Units: 12

Recommended Sequence:

Fall, Year 1: 6 units
CHST 034A, CHST 064

Spring, Year 1: 6 units
CHST 065, CHST 085
The Associate in Science in Geology for Transfer degree (AS-T in Geology) is a 60 unit program which provides students the lower division coursework required for transfer to a CSU institution for the major in Geology. Students who complete the Associate in Science in Geology for Transfer degree (AS-T in Geology) will be able to use geological concepts to explain the physical planet, its change through time, and its influence on life through time; apply observational skills and the scientific method to address problems in geology; and demonstrate oral and written communication skills. Students must complete the following requirements:

- 60 semester or 90 quarter CSU-transferable units;
- the Intersegmental General Education Transfer Curriculum (IGETC) pattern;
- a minimum of 18 semester or 27 quarter units in the major or area of emphasis as determined by the community college district;
- obtainment of a minimum grade point average (GPA) of 2.0;
- earn a grade of C or better in all courses required for the major or area of emphasis.

Proposal Start: Fall, 2020

Program Justification: The Physical Sciences Department is revising this degree to meet current Title 5 standards. GEOL 002B was removed and the units for GEOL 001B were increased.

Submission Rationale: Change to Cover Info, Change courses or rules

Required Core Courses:

GEOL001A - Physical Geology – 4 units
OR
GEOL001AH - Honors Physical Geology - 4 units

GEOL001B - Historical Geology - 4 units

CHEM001A - General Chemistry - 5 units

CHEM001B - General Chemistry - 5 units

MATH003A - Calculus and Analytic Geometry - 5 units

MATH003B - Calculus and Analytical Geometry – 5 units

Total Major Units: 28
Total Program Units: 60

Recommended Sequence:

Fall, Year 1: 9 units
CHEM 001A, GEOL 001A or 001AH

Spring, Year 1: 5 units
CHEM 001B
Fall, Year 2: 9 units
GEOL 001B, MATH 003A
Spring, Year 2: 5 units
MATH 003B
Medical Assistant, AS

The Medical Assistant Associate of Science Degree Program prepares students to work in the front and back office of a physician’s office, clinic or other out-patient facilities. Multiple skills and areas of theory are taught to prepare graduates to assume an important and valuable role as a team member in health care delivery.

Upon completion of all required courses, students are assisted with the placement of an internship in a local health care facility. This is a valuable experience in applying the knowledge and skills acquired in class to the workplace. Required prior to entry into an internship:

Health statement and physical examination  
Current CPR certificate  
Keyboarding proficiency of at least 35 wpm  
Basic word processing skills  
Completion of all required courses with a grade of C or better  
Many facilities are requiring background checks and drug testing prior to entry.

After completing a Medical Assistant A.S. degree, a student will be able to:

1. Demonstrate the ability to assist medical care providers in delivering patient care.

2. Demonstrate the ability to manage medical front office tasks and responsibilities.

3. Demonstrate the ability to access and input patient information using electronic medical records systems

Proposal Start: Fall, 2020

Program Justification: This is a mandatory two-year revision. Required core courses are 42 units instead of 40 units to reflect the internship course being taken twice. This revision reflects the updated subject code for Health Science. Total program units are 64 units instead of 60. The content requirements for the medical assisting field can only be met by the specific courses listed in the required core.

Submission Rationale: Change to Program Narrative; Change PLO’s; Change Program Sequence

Required Courses: HTCH 054A must be taken twice to equal 4 units

HTCH001 - Introduction to Health Care – 1 unit

HTCH002 - Medical Information Processing – 2 units

HTCH004 - Structure and Function of the Human Body - 3 units

HTCH005 - Basic Medical Terminology - 3 units

HTCH006 - Advanced Medical Terminology - 3 units

HTCH007 - Medical Ethics & Law - 2 units
HTCH008 - Communication for Health Care Personnel - 2 units
HTCH041 - Medical Office Business Procedures - 3 units
HTCH042 - Insurance Billing and Coding - 2 units
HTCH043 - Basic Medical Accounting and Record - 3 units
HTCH044 - Electronic Medical Records - 2 units
HTCH055 - Vital Signs and Assisting with Medical Examinations - 2 units
HTCH057 - Sterile Techniques - 2.5 units
HTCH058 - Laboratory Techniques - 3 units
HTCH063 - Medication Administration - 1.5 units
HTCH064 - ECG and Orthopedic Technology - 2.5 units
HSCI003 - CPR / AED - Basic Life Support for Professionals and Providers - 0.5 units
HTCH054A - Internship for Health Care Technologies - 2 units
HTCH054A - Internship for Health Care Technologies - 2 units

Total Major Units: 42
Total Program Units: 64

Recommended Sequence:

Fall, Year 1: 9 units
HTCH 001, HTCH 004, HTCH 005, HTCH 055

Spring, Year 1: 9 units
HTCH 006, HTCH 007, HTCH 008, HTCH 044

Fall, Year 2: 9 units
HSCI 003, HTCH 002, HTCH 042, HTCH 063

Spring, Year 2: 13 units
HTCH 043, HTCH 054A, HTCH 057, HTCH 058, HTCH 064

Summer, Year 2: 2 units
HTCH 054A
Medical Assistant, CERT

The Medical Assistant Program prepares students to work in the front and back office of a physician's office, clinic or other out-patient facilities. Multiple skills and areas of theory are taught so that graduates are prepared to assume an important and valuable role as a team member in health care delivery.

Upon completion of the Medical Assistant Certificate, students will be able to:

1) Demonstrate the ability to manage medical front office tasks and responsibilities.

2) Demonstrate the ability to access and input patient information using electronic medical records systems.

3) Demonstrate the ability to assist medical care providers in delivering patient care.

Upon completion of all required courses, students are assisted with the placement of an internship in a local health care facility. This is a valuable experience in applying the knowledge and skill acquired in class to the workplace.

Required prior to entry into an internship:

A Statement of Eligibility for internship

Health statement and physical examination

Current CPR certificate

Keyboarding proficiency of at least 35 wpm

Basic word processing skills

Completion of all required courses with a grade of C or better

Many facilities are requiring background checks and drug testing prior to entry (HTCH 54A is required.)

Career Paths Include:

ECG Technician

Insurance billing and coding

Insurance Account Representative

Medical Administrative Assistant

Medical Reception

Medical Office Manager
Proposal Start: Fall, 2020

Program Justification: This is a mandatory two-year revision. The repeat of HTCH 054A was moved up to the Required Core, which increased from 40 units to 42 units. The second rule was eliminated. This revision reflects the current 4-letter subject codes.

Submission Rationale: Change to courses or rules; Change to Program Sequence; Change to Program Narrative; Change PLO’s

Required Core Courses: 42 units. HTCH 054A is required to be taken two times to acquire 4 units of occupational work experience.

HTCH001 - Introduction to Health Care – 1 unit
HTCH002 - Medical Information Processing – 2 units
HTCH004 - Structure and Function of the Human Body - 3 units
HTCH005 - Basic Medical Terminology - 3 units
HTCH006 - Advanced Medical Terminology - 3 units
HTCH007 - Medical Ethics & Law - 2 units
HTCH008 - Communication for Health Care Personnel - 2 units
HTCH041 - Medical Office Business Procedures - 3 units
HTCH042 - Insurance Billing and Coding - 2 units
HTCH043 - Basic Medical Accounting and Record - 3 units
HTCH055 - Vital Signs and Assisting with Medical Examinations - 2 units
HTCH057 - Sterile Techniques - 2.5 units
HTCH058 - Laboratory Techniques - 3 units
HTCH063 - Medication Administration - 1.5 units
HTCH064 - ECG and Orthopedic Technology - 2.5 units
HTCH044 - Electronic Medical Records - 2 units
HSCI003 - CPR / AED - Basic Life Support for Professionals and Providers - 0.5 units
HTCH054A - Internship for Health Care Technologies - 2 units

Total Certificate Units: 42

**Recommended Sequence:**

**Fall, Year 1: 9 units**
HTCH 001, HTCH 004, HTCH 005, HTCH 055

**Spring, Year 1: 9 units**
HTCH 006, HTCH 007, HTCH 008, HTCH 044

**Fall, Year 2: 9 units**
HSCI 003, HTCH 002, HTCH 041, HTCH 042, HTCH 063

**Spring, Year 2: 13 units**
HTCH 043, HTCH 054A, HTCH 057, HTCH 058, HTCH 064

**Summer, Year 2: 2 units**
HTCH 054A
Paralegal, AS

The Paralegal Associate of Science degree goals and objectives are designed to prepare the student to enter into the paralegal profession. To enhance a graduate's ability to obtain employment, the Program requires an internship in a law office environment doing paralegal level tasks. This aids the graduate by demonstrating to potential employers that the candidate has had practical paralegal work experience in the legal field.

After completing this degree in Paralegal, a student will be able to:
1. Describe the practice of law and the paralegal’s role in the legal profession.
2. Demonstrate the skills and knowledge needed to work in civil litigation.
3. Conduct legal research.
4. Apply the ethical rules and regulations applicable to paralegals and other legal professionals to given situations.
5. Demonstrate strong written and oral communication skills.
6. Demonstrate a proficiency in legal technology.
7. Demonstrate an ability to do factual and legal analysis.

Examples of Paralegal employers include
• Law Firms
• Government Agencies
• Corporate Legal Departments
• Non-Profit Organizations
• Financial Institutions
• Insurance Companies
• Real Estate Companies

Additionally, there are a number of alternative careers for paralegal-trained individuals, including
• Investigator or Hearing Officers for Federal, State, and Local Administrative Agencies
• Insurance Claims Adjuster
• Debt Collector
• Financial Services Representative
• Legal Writer
• Alternative Dispute Resolution (Mediator, Arbitrator)
• Legal Publishing or Database Company Representative
• Project Manager/Sales for legal support software vendors
• Contracts Administrator
• Compliance Officer in a Corporate environment
• Clerk or Administrator in the court system

Special note: Coursework may include no more than 12 units for transfer of legal specialty courses from another ABA approved paralegal program. No more than 3 units of the Administration of Justice courses may be selected as electives. This degree consists of all of the requirements for the Paralegal Certificate of Achievement plus a minimum of 25 units of General Education from the approved list of general education courses.

Proposal Start: Fall, 2020
**Program Justification:** The Paralegal Department is revising this degree to meet current Title 5 standards. Updates include changes to the program description. The Paralegal Program is adding a new required course PARA 90 Legal Technology. The class is being added at the request of the advisory board to increase the student’s exposure to the various electronic programs being used in law offices. There are classes that currently discuss these programs but not with the level of detail as Para 90 will. In order to add this course PARA 23 Legal Research and Writing and PARA 43 Law Office Management and Technology each were changed to 2 units so that the overall unit requirement for the AS and Certificate would not be increased. Both PARA 23 and PARA 43 have materials that are being covered in other classes. The technology portion of PARA 43 will now be covered in 90.

The Paralegal Department also included an elective course PARA 37, whose units were reduced from 3 to 1.5. The overall unit reduction was made because a large portion of the material previously taught in PARA 37 has been incorporated more effectively in covered other electives.

Deactivated courses PARA 033, 034, 038, 075 and 083B were removed from the Electives list. PARA 22B was removed from electives list.

**Submission Rationale:** Change to Cover Info, Change courses or rules, Change Program Sequence, Change PLO’s, Change to Program Narrative

**Required Core Courses: 29 units**

- PARA018 - Legal Analysis – 2 units
- PARA019 - Introduction to Paralegal Studies – 3 units
- PARA021 - Introduction to American Law – 3 units
- PARA022 - Civil Litigation Procedures – 3 units
- PARA022A - Pre-trial Procedures – 1.5 units
- PARA024A - Writing for Law Practice – 1.5 units
- PARA025 - Legal Ethics and Professional Responsibility – 1.5 units
- PARA029A - Paralegal Employment Preparation – 1 unit
- PARA029B - Paralegal Internship – 2 units
- PARA065B - Microsoft Word for the Law Office – 3 units
- PARA068 - Computer Assisted Legal Research – 1.5 units
- PARA023 - Legal Research and Writing – 2 units
- PARA043 - Law Office Management – 2 units
PARA090 - Legal Technology – 2 units

**Electives from Recommended List: 6 units**

PARA027 - Corporate Law – 3 units
PARA030 - Business Contract Law – 1.5 units
PARA032 - Family Law – 3 units
PARA035A - Practical Procedures for Probate – 1.5 units
PARA036 - Will Drafting and Basic Estate Planning – 3 units
PARA037 - Intellectual Property Law – 1.5 units
PARA070 - Employment Law – 3 units
PARA076 - Immigration and Naturalization Law for Paralegals – 3 units
PARA077 - Elder Law for Paralegals – 1.5 units
PARA083C - Patent Administration for Paralegals – 3 units
ADMJ004 - Legal Aspects of Evidence – 3 units
ADMJ005 - Criminal Investigation – 3 units
ADMJ041 - Introduction to Forensics – 3 units

**Total Major Units:** 25
**Total Program Units:** 60

**Recommended Sequence:**

**Fall, Year 1: 12.5 units**
PARA 018, PARA 019, PARA 021, PARA 068, Any Course from Electives

**Spring, Year 1: 10.5 units**
PARA 022, PARA 023, PARA 025, PARA 029A, PARA 065B

**Fall, Year 2: 12 units**
PARA 022A, PARA 024A, PARA 029B, PARA 043, PARA 090, Any Course from Electives
Paralegal, CERT

The Paralegal Certificate of Achievement goals and objectives are designed to prepare the student to enter into the paralegal profession. To enhance a graduate’s ability to obtain employment, the Program requires an internship in a law office environment doing paralegal level tasks. This aids the graduate by demonstrating to potential employers that the candidate has had practical paralegal work experience in the legal field.

After completing this Certificate, a student will be able to:
1. Describe the practice of law and the paralegal’s role in the legal profession.
2. Demonstrate the skills and knowledge needed to work in civil litigation.
3. Conduct legal research.
4. Apply the ethical rules and regulations applicable to paralegals and other legal professionals to given situations.
5. Demonstrate strong written and oral communication skills
6. Demonstrate an ability to do factual and legal analysis.
7. Demonstrate proficiency with legal technology.

Examples of Paralegal employers include
• Law Firms
• Government Agencies
• Corporate Legal Departments
• Non-Profit Organizations
• Financial Institutions
• Insurance Companies
• Real Estate Companies

Additionally, there are a number of alternative careers for paralegal-trained individuals, including
• Investigator or Hearing Officers for Federal, State, and Local Administrative Agencies
• Insurance Claims Adjuster
• Debt Collector
• Financial Services Representative
• Legal Writer
• Alternative Dispute Resolution (Mediator, Arbitrator)
• Legal Publishing or Database Company Representative Project Manager/Sales for legal support software vendors
• Contracts Administrator
• Compliance Officer in a Corporate environment
• Clerk or Administrator in the court system.

Special note: Coursework may include no more than 12 units for transfer of legal specialty courses from another ABA approved paralegal program. No more than 3 units of the Administration of Justice courses may be selected as electives. A minimum of an AS Degree is required to obtain the Paralegal Certificate.

Proposal Start: Fall, 2020

Program Justification: The Paralegal Department is revising this degree to meet current Title 5 standards. Updates include changes to the program description. The Paralegal Program is adding a new required course
PARA 90 Legal Technology. The class is being added at the request of the advisory board to increase the student’s exposure to the various electronic programs being used in law offices. There are classes that currently discuss these programs but not with the level of detail as PARA 90 will. In order to add this course PARA 23 Legal Research and Writing and PARA 43 Law Office Management and Technology each were changed to 2 units so that the overall unit requirement for the AS and Certificate would not be increased. Both PARA 23 and PARA 43 have materials that are being covered in other classes. The technology portion of PARA 43 will now be covered in 90.

The Paralegal Department also included an elective course PARA 37, whose units were reduced from 3 to 1.5. The overall unit reduction was made because a large portion of the material previously taught in PARA 37 has been incorporated more effectively in covered other electives.

Deactivated courses PARA 033, 034, 038, 075 and 083B were removed. PARA 22B was removed from electives list.

Submission Rationale: Change to Cover Info, Change courses or rules, Change Program Sequence, Change PLO’s, Change to Program Narrative

Required Core Courses: 29 units

PARA018 - Legal Analysis – 2 units
PARA019 - Introduction to Paralegal Studies – 3 units
PARA021 - Introduction to American Law – 3 units
PARA022 - Civil Litigation Procedures – 3 units
PARA022A - Pre-trial Procedures – 1.5 units
PARA023 - Legal Research and Writing – 2 units
PARA024A - Writing for Law Practice – 1.5 units
PARA025 - Legal Ethics and Professional Responsibility – 1.5 units
PARA029A - Paralegal Employment Preparation – 1 unit
PARA029B - Paralegal Internship – 2 units
PARA065B - Microsoft Word for the Law Office – 3 units
PARA068 - Computer Assisted Legal Research – 1.5 units
PARA090 - Legal Technology – 2 units
PARA043 - Law Office Management – 2 units
Electives from Recommended List: 6 units
PARA027 - Corporate Law– 3 units
PARA030 - Business Contract Law– 1.5 units
PARA032 - Family Law– 3 units
PARA035A - Practical Procedures for Probate– 1.5 units
PARA036 - Will Drafting and Basic Estate Planning– 3 units
PARA037 - Intellectual Property Law– 1.5 units
PARA070 - Employment Law– 3 units
PARA076 - Immigration and Naturalization Law for Paralegals– 3 units
PARA077 - Elder Law for Paralegals – 1.5 units
PARA083C - Patent Administration for Paralegals– 3 units
ADMJ004 - Legal Aspects of Evidence– 3 units
ADMJ005 - Criminal Investigation– 3 units
ADMJ041 - Introduction to Forensics– 3 units

Recommended Sequence:

Fall, Year 1: 12.5 units
PARA 018, PARA 019, PARA 021, PARA 068, Any Course from Electives
Spring, Year 1: 10.5 units
PARA 022, PARA 023, PARA 025, PARA 029A, PARA 065B
Fall, Year 2: 12 units
PARA 022A, PARA 024A, PARA 029B, PARA 043, PARA 090, Any Course from Electives
Theatre Arts: Acting, AA

The Associate of Arts in Theatre Arts, Acting Emphasis is a comprehensive program designed to prepare students to transfer to a baccalaureate program (BFA or BA) in acting or theatre arts or work as professional actors. It covers theatrical, television, and improvisational styles in both the classroom and on the live stage. Courses required in the Associate of Arts in Theater, Acting Emphasis lay a foundation for success in upper division theater coursework and include a comprehensive series of acting courses in addition to hands-on performance and backstage experience, vocal training as well as classical and modern dance.

Students who complete the Associate of Arts in Theatre Arts: Acting will be able to:
- Apply film and theatre terminology and language.
- Analyze literature.
- Identify production components.
- Distinguish film and theatre styles and historical periods.
- Demonstrate collaboration and team-building skills.
- Creatively solve problems.
- Demonstrate communication skills.
- Create and demonstrate informed and personal artistic choices in coursework and productions.

Proposal Start: Fall, 2020

Program Justification: This degree is being revised to reflect changes in curriculum including new and revised courses. THEA 2A was removed from the Required Core, THEA 11A was added to Required Core. List C - added THEA 13, 2A and DANC 11. THEA 15 and 6A were removed from List C options.

Submission Rationale: Change to courses or rules

Required Core Courses: 21 units

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<thead>
<tr>
<th>Course Code</th>
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<th>Units</th>
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<tbody>
<tr>
<td>THEA007A</td>
<td>Acting for Film and Television</td>
<td>3</td>
</tr>
<tr>
<td>THEA010</td>
<td>Introduction to Theater</td>
<td>3</td>
</tr>
<tr>
<td>THEA035A</td>
<td>Voice Production and Articulation</td>
<td>3</td>
</tr>
<tr>
<td>THEA040A</td>
<td>Acting One</td>
<td>3</td>
</tr>
<tr>
<td>THEA040B</td>
<td>Acting Two</td>
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<td>THEA040C</td>
<td>Acting Three</td>
<td>3</td>
</tr>
<tr>
<td>THEA011A</td>
<td>Script Analysis: Classical</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses: List A. Select 3 units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>THEA020A</td>
<td>Studio Theater Production Workshop: American Representational</td>
<td>3</td>
</tr>
<tr>
<td>THEA020B</td>
<td>Studio Theater Production Workshop: Modern/Contemporary</td>
<td>3</td>
</tr>
</tbody>
</table>
THEA020C - Studio Theater Production Workshop: Classical Greek & European – 3 units
THEA020D - Studio Theater Workshop: Musical and Children's Theater – 3 units
THEA070A - Mainstage Theater Production Workshop: American Representational – 3 units
THEA070B - Mainstage Theater Production Workshop: Modern & Contemporary – 3 units
THEA070C - Mainstage Theater Production Workshop: Classical Greek and European – 3 units
THEA070D - Mainstage Theater Production Workshop: Musical and Children's Theater – 3 units

**Elective Courses: List B**
THEA021A - Practical Theater (Scene & Stage) I – 1 unit
THEA022A - Practical Theater (Costume & Makeup) I – 1 unit

**Elective Courses: List C. Select 3 units.**
KINS11.01 - Yoga for Health – 1 unit
THEA007B - Acting/Directing for Film and Television– 3 units
THEA012 - Survey of Musical Theater – 3 units
THEA021B - Practical Theater (Scene & Stage) II – 2 units
THEA022B - Practical Theater (Costume & Makeup) II – 2 units
THEA026A - Improvisational Theatre Workshop – 3 units
THEA033A - Stage Movement – 3 units
THEA033B - Stage Combat – 3 units
THEA044A - Makeup for Stage & Screen – 3 units
THEA047A - Fundamentals of Costume Design – 3 units
DANC001 - Ballet: Beginning Level 1 – 1 unit
DANC002 - Ballet: Beginning Level 2 – 1 unit
DANC012 - Jazz Dance: Beginning Level 2 – 1 unit
MUSC032A - Beginning Voice, Level 1 – 1 unit
MUSC032B - Beginning Voice, Level 2 – 1 unit
THEA013 - Multicultural Theater – 3 units
THEA002A - Introduction to Theatrical Design – 3 units
DANC011 - Jazz Dance: Beginning Level 1

**Total Major Units:** 28
**Total Program Units:** 60

**Recommended Sequence:**

**Fall, Year 1: 9 units**
THEA 010, THEA 011A, THEA 040A

**Spring, Year 1: 6 units**
THEA 040B,
THEA 020A or 020B or 020C or 020D or 070A or 070B or 070C or 070D

**Fall, Year 2: 7 units**
THEA 007A, THEA 035A
THEA 021A or 022A

**Spring, Year 2: 6 units**
THEA 040C
THEA 002A or 007B or 012 or 013 or 026A or 047A
5. Consent Agenda

Subject  5.3 CONSIDER APPROVAL OF CURRICULUM CHANGES AT MISSION-
Recommendation: That the Board of Trustees approve the curriculum
changes at Mission College as presented.

Meeting  Jun 2, 2020 - Regular Meeting

Access  Public

Type  Action (Consent)

Recommended Action  That the Board of Trustees approve the curriculum changes at Mission College as presented.

Prepared By:  Linping Yu, Carla Breidenbach and Leandra Martin

Reviewed By:  Daniel Peck

Approved By:  Bradley Davis

Funding Source/Fiscal Impact
The general fund is the major source for the cost of instruction, which pertains to the offering of approved courses. These costs are offset, to varying degrees, by apportionment received for credit-based instruction and other associated fees.

Reference(s)
Curriculum development and recommendation is an ongoing activity overseen by the Academic Senate, and its subordinate Curriculum Committee, and the office of instruction as per District Policy 4020. It is integrated into the Mission College program review process. It is emphasized in many sections of standard II of the accreditation standards of the Accrediting Commission for Community and Junior Colleges. Likewise, it is regulated through Title 5 and WVMCCD District Policy 4020.

Background/Alternatives
As per District policy, the curriculum changes to programs and courses described herein have been considered and recommended by the curriculum committee and the articulation officer. Each of the curriculum changes and the foregoing recommendations has been further reviewed by the chief instructional officer, the college president, and the district chancellor. The office of instruction further certifies that the programs and courses described herein satisfy all applicable requirements of Title 5 and have also been submitted to the Associated Students Government of Mission College. Degrees developed in compliance with state-approved Transfer Model Curricula (TMC) pursuant to SB-1440 (Padilla, 2010) have already been approved by the district chancellor acting as designee for the Board of Trustees, and are being presented here as information items.

Coordination
Offerings have been coordinated between Mission College and West Valley College through a process of consultation.

Follow-up/Outcome
Following Board approval of the curriculum changes, updates to catalogs and class schedules will be made, and campus marketing communications will reflect the changes, as appropriate. Courses which are archived will be removed from the college catalog; courses which are deleted will be removed both from the college catalog and from the state curriculum inventory.

File Attachments
Attach 5.3 MC Curriculum Summary 06.02.20.docx (28 KB)

Action items will be acted upon in one motion unless they are removed from the Consent Agenda for discussion and action. Information items will not be discussed unless they are removed from the Consent Agenda.
Curriculum Summary

New Course - Credit
KIN 023D

New Course - Noncredit
None

Credit Course Revision
FDR 105  KIN 032A  KIN 040A  KIN 046D
FDR 106A KIN 032B  KIN 040B  KIN 079
FDR 106B KIN 032C  KIN 040C  MUS 036A
FPT 057  KIN 038E  KIN 041A  MUS 036B
FPT 065  KIN 038F  KIN 041B  MUS 036C
KIN 019A KIN 038G  KIN 041C  MUS 036D
KIN 019B KIN 038J  KIN 041D

Non-credit Course Revision
None

Administrative Change
None

Prerequisites
FDR 106B  MUS 036B  MUS 036D
FPT 065  MUS 036C

Distance Education
FPT 057  FPT 065  KIN 079

Credit Course Deletion
AHL 001A  WRK 302  WRK 304
WRK 301  WRK 303

New Program – Credit
None

New Program – Non-Credit
None
**Program Revision** - Credit
None

**Program Deletion**
None
NEW COURSES – CREDIT (Content review completed)

All courses without a 900 number designation have advisories of eligibility for ENG 001A or ENG 001AX and REA 054.

KINESIOLOGY

KIN 023D – Archery - Advanced
1.00 Unit(s)
Grade Options: Pass/No Pass Option

This course is designed for the advanced archery student to further improve their skills by applying various shooting techniques and by increasing the distances when target shooting.

Rationale for KIN 023D – Archery - Advanced – 1.00 Unit(s)
This is a new course. Advanced Archery is needed to complete the fourth course in the archery family.

CREDIT COURSE REVISION

FOOD SERVICE & RESTAURANT MANAGEMENT

FDR 105 – Catering Management and Operations
2.00 Unit(s)
Grade Options: Pass/No Pass Option

This course provides an in-depth look at the professional caterer, from prospecting and initial client contact to executing the event and follow-up. Students learn about the physical and mental challenges of managing a full-service catering operation. A lab fee and uniform requirements apply.

Rationale for FDR 105 – Catering Management and Operations – 2.00 Unit(s)
The course was revised to update course content, textbooks, and SLOs.
FDR 106A – Starting a Mobile Food Business
2.00 Unit(s)
Grade Options: Pass/No Pass Option

Food trucks are a rapidly growing sector of the restaurant industry; they are also proven segues into the world of the brick and mortar establishments. In this course you will discover how to develop your business, build your brand, and gain a loyal following and become familiar with the local ordinances, rules and regulations governing mobile sales. Students will also learn how to adapt the common but critical food service operating control cycle to a mobile business.

Rationale for FDR 106A – Starting a Mobile Food Business – 2.00 Unit(s)
The course was revised to update course content, textbooks, and SLOs.

FDR 0106B – Mobile Food Operations
2.00 Unit(s)
Grade Options: Pass/No Pass Option
Co-requisite: INF 050
Prerequisite: FDR 106A

This is a continuation of Food Truck Course FDR 106A. In this lecture/lab structure, students discuss and then engage in practical application of setting up and managing food truck operations. Students gain hands-on experience at planning, preparing for, and execution of actual food truck service events. Students must be concurrently enrolled in or have completed Sanitation and Safety course INF 050. Students must also have completed FDR 106A with a passing grade. Uniform and lab fee requirements apply.

Rationale for FDR 106B – Mobile Food Operations – 2.00 Unit(s)
The course was revised to add new course materials and to update course content, textbooks, and SLOs. The course units have been changed from 1.5 to 2.0 total units with additional hours for the lab content.

FIRE PROTECTION TECHNOLOGY

FPT 057 – Rescue Practices
3.00 Unit(s)
This course is designed to prepare the student to evaluate basic rescue situations and establish a plan of action to safely eliminate the hazard and/or remove the victim(s) taking proper precautions for possible injuries.

**Rationale for FPT 057 – Rescue Practices – 3.00 Unit(s)**
The course was revised to update the textbook, SLOs, course content, to add a DE Addendum, and to raise the number of lab hours.

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**FPT 065 – Emergency Medical Technician Theory**
6.00 Unit(s)
Grade Options: Grade Only
Co-requisite: FPT 065C AND FPT 065L
Prerequisite: HOC 002 OR American Heart Association BLS for the Healthcare Provider or equivalent.

This EMT training program is designed to prepare individuals to render pre-hospital basic life support at the scene of an emergency, during transport of the sick and injured, or during interfacility transfer within an organized EMS system. This course meets all the theory requirements for certification as an Emergency Medical Technician-I as specified in the regulations approved by the State of California Emergency Medical Services Authority in July 2017. Students must also successfully complete FPT 065L and FPT 065C concurrently with FPT 065 to be eligible for certification.

**Rationale for FPT 065 – Emergency Medical Technician Theory – 6.00 Unit(s)**
The course was revised to update the course description, course title (formerly Emergency Medical Technician 1 Theory), course content, SLOs, the prerequisites, and to add a DE Addendum.

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**KINESIOLOGY**

**KIN 019A – Soccer - Introduction**
1.00 Unit(s)
Grade Options: Pass/No Pass Option
This course is designed to introduce the basic rules, skills, techniques and history of soccer. Drills are included to introduce the student to shooting, passing, trapping, and dribbling. Scrimmages are utilized to develop team play concepts.

**Rationale for KIN 019A – Soccer - Introduction – 1.00 Unit(s)**
This course has been revised to update textbooks, SLOs, and to remove the discipline of Coaching.

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**KIN 019B – Soccer - Beginning**
1.00 Unit(s)
Grade Options: Pass/No Pass Option

This course is designed to review the basic rules, skills, and techniques of soccer, as well as develop players’ execution of the fundamental strategies of the game. Drills are included to enhance dribbling, heading, passing, and shooting. Scrimmages are utilized to develop team play concepts.

**Rationale for KIN 019B – Soccer - Beginning – 1.00 Unit(s)**
This course has been revised to update textbooks, SLOs, and to remove Coaching as a discipline.

---

**KIN 032A – Cardio and Core Fitness - Introduction**
1.00 Unit(s)
Grade Options: Pass/No Pass Option

This course is designed for students to satisfy the needs for cardiovascular activity including developing and maintaining cardiovascular fitness through the use of continuous aerobic movements. Students will engage in a comprehensive fitness program which includes aerobic activity, core strengthening exercises that help develop agility, improve coordination, and increase core and overall body strength.

**Rationale for KIN 032A – Cardio and Core Fitness - Introduction – 1.00 Unit(s)**
The course has been revised to update the course title (Previously Aerobics - Introduction), course description, SLOs and textbooks.
KIN 032B – Cardio and Core Fitness - Beginning
1.00 Unit(s)
Grade Options: Pass/No Pass Option

This is a beginning level course is designed for students to satisfy the needs for cardiovascular activity including maintaining and improving cardiovascular fitness through the use of continuous aerobic movements. Students will engage in a comprehensive fitness program which includes aerobic activity, core strengthening exercises that help develop agility, improve coordination, and increase core and overall body strength.

Rationale for KIN 032B – Cardio and Core Fitness - Beginning – 1.00 Unit(s)
The course has been revised to update the course title (Previously Aerobics - Beginning), the course description, SLOs and textbooks.

KIN 032C – Cardio and Core Fitness - Intermediate
1.00 Unit(s)
Grade Options: Pass/No Pass Option

This is an intermediate level course is designed for students to satisfy the needs for cardiovascular activity including developing and maintaining cardiovascular fitness through the use of continuous aerobic movements. Students will engage in a comprehensive fitness program which includes aerobic activity, core strengthening exercises that help develop agility, improve coordination, and increase core and overall body strength.

Rationale for KIN 032C – Cardio and Core Fitness - Intermediate – 1.00 Unit(s)
The course was revised to update the course title (previously Aerobics - Intermediate), add audit option, course description, course objectives, SLOs and textbooks.

KIN 038E – Lower Body Conditioning – Endurance Training
1.00 Unit(s)
Grade Options: Pass/No Pass Option

This course is designed for the introductory, intercollegiate level of lower body conditioning. Students improve core and lower extremity training through muscular strength and endurance training and cardio conditioning.
Rationale for KIN 038E – Lower Body Conditioning – Endurance Training – 1.00 Unit(s)
The course was revised to change the TOP code, to update comparable courses, SLOs, textbooks, course content, and to add audit option.

KIN 038F – Lower Body Conditioning – Speed Training
1.00 Unit(s)
Grade Options: Pass/No Pass Option

This course is designed to improve middle and lower extremity through speed training for the beginning intercollegiate level of lower body conditioning.

Rationale for KIN 038F – Lower Body Conditioning – Speed Training – 1.00 Unit(s)
The course was revised to change the TOP code, course content, textbooks, and to add audit option.

KIN 038G – Lower Body Conditioning – Agility Training
1.00 Unit(s)
Grade Options: Pass/No Pass Option

This course is designed to improve core strength and lower extremity agility for lower body conditioning at the intermediate collegiate level.

Rationale for KIN 038G – Lower Body Conditioning – Agility Training – 1.00 Unit(s)
The course was revised to update the TOP code, course content, textbooks, SLOs and to add audit option.

KIN 038J – Lower Body Conditioning – Plyometric Training
1.00 Unit(s)
Grade Options: Pass/No Pass Option

This course is designed to improve core and lower extremity strength through plyometric training and conditioning for the advanced intercollegiate level.

Rationale for KIN 038J – Lower Body Conditioning – Plyometric Training – 1.00 Unit(s)
The course was revised to update the TOP code, course content, textbooks, SLOs, and to add the audit option.
KIN 040A – Modern Dance - Introduction  
1.00 Unit(s)  
Grade Options: Pass/No Pass Option

This course is an introduction to the varied theories, styles, and techniques of the modern dance idiom.

Rationale for KIN 040A – Modern Dance - Introduction – 1.00 Unit(s)  
The course has been revised to update textbooks, course content, and SLOs.

KIN 040B – Modern Dance - Beginning  
1.00 Unit(s)  
Grade Options: Pass/No Pass Option

This course is the study and practice of the varied theories, styles, and techniques of the modern dance idiom at a beginning level.

Rationale for KIN 040B – Modern Dance - Beginning – 1.00 Unit(s)  
The course has been revised to update textbooks, course content, and SLOs.

KIN 040C – Modern Dance - Intermediate  
1.00 Unit(s)  
Grade Options: Pass/No Pass Option

This course is the study and practice of the varied theories, styles, and techniques of the modern dance idiom at an intermediate level.

Rationale for KIN 040C – Modern Dance - Intermediate – 1.00 Unit(s)  
The course was revised to update textbooks, course content, SLOs, and to add the audit option.
KIN 041A – Ballet - Introduction
1.00 Unit(s)
Grade Options: Pass/No Pass Option

This course is designed to introduce the student to the discipline, aesthetics, traditions, and historical background of classical ballet.

Rationale for KIN 041A – Ballet - Introduction – 1.00 Unit(s)
The course was revised to update course content, textbooks and to remove Folk Dance as a discipline.

KIN 041B – Ballet - Beginning
1.00 Unit(s)
Grade Options: Pass/No Pass Option

This course is designed for beginning level dancers to practice the discipline of ballet including improving technique and performance skills. Historical background, traditions and etiquette are also covered.

Rationale for KIN 041B – Ballet - Beginning – 1.00 Unit(s)
The course was revised to update textbooks and to remove Folk Dance as a discipline.

KIN 041C – Ballet - Intermediate
1.00 Unit(s)
Grade Options: Pass/No Pass Option

This course is designed for intermediate level dancers to practice the discipline of ballet including improving technique, building strength, and developing higher level performance skills.

Rationale for KIN 041C – Ballet - Intermediate – 1.00 Unit(s)
The course was revised to update the textbook, course content and to remove Folk Dance as a discipline.
**KIN 041D – Ballet - Advanced**  
1.00 Unit(s)  
Grade Options: Pass/No Pass Option

This course is designed for advanced level dancers to practice the discipline of ballet including perfecting technique and developing advanced level performance skills.

**Rationale for KIN 041D – Ballet - Advanced – 1.00 Unit(s)**  
The course was revised to update textbooks, course content, and to remove Folk Dance as a discipline.

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**KIN 046D – Ballroom Dance - Advanced**  
1.00 Unit(s)  
Grade Options: Pass/No Pass Option

This is an advanced level course covering various ballroom dances. Advanced techniques for styling and performance are emphasized.

**Rationale for KIN 046D – Ballroom Dance - Advanced – 1.00 Unit(s)**  
The course was revised to remove Folk Dance as a discipline and to update textbooks, SLOs, and course content.

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**KIN 079 – Lifetime Fitness**  
3.00 Unit(s)  
Grade Options: Pass/No Pass Option

This course serves as an introduction to fitness, wellness and lifestyle management. Topics covered include: theories of health and fitness, nutrition, weight management, and behavioral changes that promote a healthy lifestyle. Students participate in activities consisting of a variety of fitness tests and measurements to evaluate their fitness level and set goals related to their own personal development.

**Rationale for KIN 079 - Lifetime Fitness – 3.00 Units**  
The course has been amended to put the Distance Education Addendum approval on record.
MUSIC

MUS 036A – Beginning Guitar I
1.00 Unit(s)
Grade Options: Pass/No Pass Option

This is a beginning-level guitar course. Students learn about the guitar, how to string and tune a guitar, and basic chords and strumming patterns. Emphasis will be on learning popular songs and folk music. Basic music theory and music notation are also introduced. Students must supply their own playable guitar – acoustic steel string, classical nylon string or electric guitars are welcome.

Rationale for MUS 036A – Beginning Guitar I – 1.00 Unit(s)
The course was updated to revise the course description and textbooks.

MUS 036B – Beginning Guitar II
1.00 Unit(s)
Grade Options: Pass/No Pass Option
Prerequisite: MUS 036A

This beginning-intermediate level course is for students who have successfully completed MUS 036A. Emphasis is on expanding their chordal repertoire to include seventh chords, reading traditional music notation and guitar tablature, and an introduction to the guitar pick. Students must supply their own playable guitar – acoustic steel string, classical nylon string, or electric guitars are welcome.

Rationale for MUS 036B – Beginning Guitar II – 1.00 Unit(s)
The course was revised to update the course description, textbooks, course objectives, equipment, and SLOs.

MUS 036C – Intermediate Guitar I
1.00 Unit(s)
Grade Options: Pass/No Pass Option
Prerequisite: MUS 036B

This intermediate level course is for students who have successfully completed MUS 036B. Students will learn intermediate level guitar techniques including barre chords, playing scales, and an introduction to fingerstyle guitar. Students also learn how to
perform in a variety of musical styles including popular, country, folk, and the blues. Students must supply their own playable guitar – acoustic steel string, classical nylon string or electric guitars are welcome.

**Rationale for MUS 036C – Intermediate Guitar I – 1.00 Unit(s)**
The course was revised to update the course description, textbooks, SLOs, course objectives, equipment list, and to remove advisory MUS 090.

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**MUS 036D – Intermediate Guitar II**
1.00 Unit(s)
Grade Options: Pass/No Pass Option
Prerequisite: MUS 036C

This is an advanced-intermediate course in guitar for students who have successfully completed MUS 036C. Emphasis is on music reading, playing in advanced-intermediate positions, scales, chords, major and minor keys. The student studies the history of the guitar and guitar music, including famous composers and composers of guitar music. Advanced-intermediate pieces are learned from various stylistic periods and cultures, and skills in critical thinking are developed as related to guitar performance.

**Rationale for MUS 036D – Intermediate Guitar II – 1.00 Unit(s)**
The course was revised to remove advisory MUS 090 and to update the course description, textbooks, course objectives, SLOs, and equipment list.

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**CREDIT COURSE DELETION**

**AHL 001L – Health Occupations Bootcamp**
2.00 Unit(s)

**Rationale for AHL 001L - Health Occupations Bootcamp – 2.00 Unit(s)**
The course AHL 001A has been replaced by HOC 001A Health occupations Bootcamp.

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**WRK 301 – Work Experience Occupational**
1.00 Unit(s)

**Rationale for WRK 301 -Work Experience Occupational – 1.00 Unit(s)**
WRK 301 has been replaced by variable unit course WRK 300GW.
WRK 302 – Work Experience Occupational
2.00 Unit(s)

Rationale for WRK 302 - Work Experience Occupational – 2.00 Unit(s)
WRK 302 has been replaced by variable unit course WRK 300GW.

WRK 303 – Work Experience Occupational
3.00 Unit(s)

Rationale for WRK 303 - Work Experience Occupational – 3.00 Unit(s)
WRK 303 has been replaced by variable unit course WRK 300GW.

WRK 304 – Work Experience Occupational
4.00 Unit(s)

Rationale for WRK 304 - Work Experience Occupational – 4.00 Unit(s)
WRK 304 has been replaced by variable unit course WRK 300GW.
5. Consent Agenda

Subject 5.4 APPROVE THE ADVISORY COMMITTEE MEMBERS FOR THE MISSION COLLEGE ACCOUNTING PROGRAM - Recommendation: That the Board of Trustees appoint members of the Accounting Advisory Committee as identified by college faculty and administration.

Meeting Jun 2, 2020 - Regular Meeting

Access Public

Type Action (Consent)

Recommended Action That the Board of Trustees appoint members of the Accounting Advisory Committee as identified by college faculty and administration.

Prepared By:  Jennifer Tseng

Reviewed By:  Jeffrey Pallin, Leandra Martin and Daniel Peck

Approved By:  Bradley Davis

Funding Source/Fiscal Impact
Minimal funding has been allocated for the advisory meeting from college operational budgets.

Reference(s)
According to Education Code 8070, “The governing board of each school district participating in a career technical education program shall appoint a career technical education advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers.”

The purpose of the Mission College Accounting Advisory Committee is to assist the accounting department faculty in understanding emerging needs of employers so that the department can develop new, relevant courses and programs, and modify existing ones so that our students are able to secure sustainable careers in the accounting profession. The committee meets annually to learn about important trends and requirements, changes in regulations, build relationships with employers and the accounting industry intermediary organizations to learn about internship, apprenticeship, and guest lecture/site visit opportunities for students. The committee ensures the ongoing relevancy and vitality of our accounting programs for student success.

Background/Alternatives
Not applicable.

Coordination
The advisories were selected by Teresa Thompson and Jenny Tseng for their background and experience.

Follow-up/Outcome
The advisory meeting is scheduled for the spring/summer of 2020, and even in the current shelter-in-place order in Santa Clara County, the department plans to hold it in May or early June via Zoom.

File Attachments
Attach 5.4, MC Accounting Program Advisory Committee.docx (28 KB)

Action items will be acted upon in one motion unless they are removed from the Consent Agenda for discussion and action. Information items will not be discussed unless they are removed from the Consent Agenda.
# Mission College Accounting Program Advisory Committee

<table>
<thead>
<tr>
<th>Members</th>
<th>Title</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aman Grewal</td>
<td>Senior Departmental Fiscal Officer, The County of Santa Clara</td>
<td><a href="mailto:aman.grewal@faf.sccgov.org">aman.grewal@faf.sccgov.org</a></td>
</tr>
<tr>
<td>Art Ardizzone</td>
<td>Management Consultant, RGP Inc.</td>
<td><a href="mailto:art356@comcast.net">art356@comcast.net</a></td>
</tr>
<tr>
<td>Betty Christopher</td>
<td>Accounting Faculty, Mission College</td>
<td><a href="mailto:betty.christopher@missioncollege.edu">betty.christopher@missioncollege.edu</a></td>
</tr>
<tr>
<td>Barbara Madden</td>
<td>Financial Advisor, Ameriprise Financial Services, LLC</td>
<td><a href="mailto:barbara.l.madden@ampf.com">barbara.l.madden@ampf.com</a></td>
</tr>
<tr>
<td>Chris Davis</td>
<td>Global Mobility / Digital Accelerator Manager, PwC</td>
<td><a href="mailto:christopher.a.davis@pwc.com">christopher.a.davis@pwc.com</a></td>
</tr>
<tr>
<td>Chris Zilg</td>
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</tr>
<tr>
<td>Dina Aburous</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Howard Randall</td>
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</tr>
<tr>
<td>Jeffrey Pallin</td>
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</tr>
<tr>
<td>Jennifer Tseng</td>
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</tr>
<tr>
<td>Lisa Drake</td>
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<tr>
<td>Regine Staufenberg</td>
<td>Program Associate, CalCPA</td>
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<tr>
<td>Sheau Yi Liu</td>
<td>Accounting Consulting, Lumentum</td>
<td><a href="mailto:Sheauyi@gmail.com">Sheauyi@gmail.com</a></td>
</tr>
<tr>
<td>Teresa Thompson</td>
<td>Accounting Chair, Mission College</td>
<td><a href="mailto:Teresa.Thompson@missioncollege.edu">Teresa.Thompson@missioncollege.edu</a></td>
</tr>
</tbody>
</table>
5. Consent Agenda

Subject  5.5 APPROVE THE ADVISORY COMMITTEE MEMBERS FOR THE MISSION COLLEGE BUSINESS PROGRAM - Recommendation: That the Board of Trustees appoint members of the Business Advisory Committee as identified by college faculty and administration.

Meeting  Jun 2, 2020 - Regular Meeting

Access  Public

Type  Action (Consent)

Recommended Action  That the Board of Trustees appoint members of the Business Advisory Committee as identified by college faculty and administration.

Prepared By:  Jennifer Tseng

Reviewed By:  Jeffrey Pallin, Leandra Martin and Daniel Peck

Approved By:  Bradley Davis

Funding Source/Fiscal Impact
Minimal funding has been allocated for the advisory meeting from college operational budgets.

Reference(s)
According to Education Code 8070, “The governing board of each school district participating in a career technical education program shall appoint a career technical education advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers.”

The purpose of the Mission College Business Advisory Committee is to assist the business department faculty in understanding emerging needs of employers so that the department can develop new, relevant courses and programs, and modify existing ones so that our students are able to secure sustainable careers in business, including transferring to 4-year universities to build their credentials in the business world. The committee meets annually to discuss important trends and requirements, changes in relevant skills needed due to changes in work requirements, technology, and developments in the business environment. This is also an opportunity to develop and maintain relationships with employers and the industry intermediary organizations to learn about internship, apprenticeship, and guest lecture/site visit opportunities for students. The committee ensures the ongoing relevancy and vitality of our business program for student success.

Background/Alternatives
Not applicable.

Coordination
The advisories were selected by Teresa Thompson and Jenny Tseng for their background and experience.

Follow-up/Outcome
The advisory meeting is scheduled for the spring/summer of 2020, and even in the current shelter-in-place order in Santa Clara County, the department plans to hold it in May or early June via Zoom.

File Attachments
Attach 5.5, MC Business Program Advisory Committee.docx (33 KB)

Action items will be acted upon in one motion unless they are removed from the Consent Agenda for discussion and action. Information items will not be discussed unless they are removed from the Consent Agenda.
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<tr>
<th>Member</th>
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<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nick Kaspar</td>
<td>President/CEO ay Santa Clara Chamber of Commerce</td>
<td><a href="mailto:Nick.Kaspar@santaclara.org">Nick.Kaspar@santaclara.org</a></td>
</tr>
<tr>
<td>Gabriela Sapp</td>
<td>Deputy Sector Navigator, Business &amp; Entrepreneurship</td>
<td><a href="mailto:gasapp@cabrillo.edu">gasapp@cabrillo.edu</a></td>
</tr>
<tr>
<td>Peter von Bleichert</td>
<td>Business Faculty, College of San Mateo</td>
<td><a href="mailto:vonbleichertp@smccd.edu">vonbleichertp@smccd.edu</a></td>
</tr>
<tr>
<td>Jeff Cox</td>
<td>Business Chair, UCSC extension</td>
<td><a href="mailto:jeffcoxhr@yahoo.com">jeffcoxhr@yahoo.com</a></td>
</tr>
<tr>
<td>Dr. Timothy Hill</td>
<td>Director - School of Information Systems and Technology - San Jose State University</td>
<td><a href="mailto:timothy.hill@sjsu.edu">timothy.hill@sjsu.edu</a></td>
</tr>
<tr>
<td>Bhanu M. Viswanadha</td>
<td>President PMP, PMI-ACP</td>
<td><a href="mailto:President@pmisv.org">President@pmisv.org</a></td>
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<tr>
<td>Jeffrey Pallin</td>
<td>Dean Business Technology and Kinesiology</td>
<td><a href="mailto:jeffrey.pallin@missioncollege.edu">jeffrey.pallin@missioncollege.edu</a></td>
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<tr>
<td>Neera Varma</td>
<td>Business Faculty, Mission College</td>
<td><a href="mailto:neera.varma@missioncollege.edu">neera.varma@missioncollege.edu</a></td>
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<tr>
<td>Rob Leadbeater</td>
<td>Business Faculty, Mission College</td>
<td><a href="mailto:rob.leadbeater@missioncollege.edu">rob.leadbeater@missioncollege.edu</a></td>
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<tr>
<td>Wenlei Shan</td>
<td>Business Chair, Mission College</td>
<td><a href="mailto:wenlei.shan@wvm.edu">wenlei.shan@wvm.edu</a></td>
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<td>Chris Zilg</td>
<td>Business Faculty, Mission College</td>
<td><a href="mailto:christopher.zilg@wvm.edu">christopher.zilg@wvm.edu</a></td>
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<tr>
<td>David Chambers</td>
<td>Student - Mission College &amp; Entrepreneur</td>
<td><a href="mailto:davec95@gmail.com">davec95@gmail.com</a></td>
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<tr>
<td>David Ellis</td>
<td>Director, Silicon Valley Hi-Tech Apprenticeship Program - Mission College</td>
<td><a href="mailto:david.ellis@missioncollege.edu">david.ellis@missioncollege.edu</a></td>
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</table>
5. Consent Agenda

Subject  5.6 APPROVE THE ADVISORY COMMITTEE MEMBERS FOR THE MISSION COLLEGE COMPUTER APPLICATIONS PROGRAM - Recommendation: That the Board of Trustees appoint members of the Computer Applications Advisory Committee as identified by college faculty and administration.

Meeting  Jun 2, 2020 - Regular Meeting

Access  Public

Type  Action (Consent)

Recommended Action  That the Board of Trustees appoint members of the Computer Applications Advisory Committee as identified by college faculty and administration.

Prepared By:  Judy Delfrate Golden

Reviewed By:  Jeffrey Pallin, Leandra Martin and Daniel Peck

Approved By:  Bradley Davis

Funding Source/Fiscal Impact
Minimal funding has been allocated for the advisory meeting from college operational budgets.

Reference(s)
According to Education Code 8070, "The governing board of each school district participating in a career technical education program shall appoint a career technical education advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers."

The purpose of the Mission College Computer Applications Advisory Committee is to assist the computer applications department faculty with input from the private and public sectors on new trends in the business environment, specifically the office worker environment. The courses and programs in the department impart computer skills for the person who must use computers to do their work. This includes beginning, intermediate, and advanced training on the full Microsoft Office suite of programs. By understanding the emerging needs of employers, the department is able adjust curriculum and create new programs. Last year’s advisory board helped in the creation of the noncredit “Professional Business Worker” program. The committee meets annually.

Background/Alternatives
Not applicable.

Coordination
The advisories were selected by faculty members Judie DelFrate Golden, Pat Hudak, and Curtis Pembrook.

Follow-up/Outcome
The advisory meeting is scheduled for the spring/summer of 2020, and even in the current shelter-in-place order in Santa Clara County, the department plans to hold it in May or early June via Zoom.

File Attachments
Attach 5.6, MC Computer Applications Advisory Committee Members.docx (31 KB)

Action items will be acted upon in one motion unless they are removed from the Consent Agenda for discussion and action. Information items will not be discussed unless they are removed from the Consent Agenda.
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<th>TITLE/AREA</th>
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<th>EMAIL ADDRESS</th>
</tr>
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<tbody>
<tr>
<td>Mark Zborowski</td>
<td>Process Improvement &amp; Service Assurance</td>
<td>Formally w/FedEx</td>
<td><a href="mailto:mark@zscapes.com">mark@zscapes.com</a></td>
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<tr>
<td>Raymond Markett</td>
<td>Embedded Systems Software Engineer</td>
<td>Northrop Grumman;</td>
<td><a href="mailto:Raymond.markett@gmail.com">Raymond.markett@gmail.com</a></td>
</tr>
<tr>
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<td>Executive Assistant to the CEO</td>
<td>Picarro Inc.</td>
<td><a href="mailto:johnson5666@sbcglobal.net">johnson5666@sbcglobal.net</a></td>
</tr>
<tr>
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<td>Fitbit</td>
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</tr>
<tr>
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<td>NetApp</td>
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</tr>
<tr>
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<td><a href="mailto:ahutchis@musd.org">ahutchis@musd.org</a></td>
</tr>
<tr>
<td>Ashley Renaud</td>
<td>Credentialing &amp; Special Projects Specialist</td>
<td>Washington Outpatient Surgery Center</td>
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<tr>
<td>Gabriela Sapp</td>
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<tr>
<td>Mary Jean Olson</td>
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<tr>
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<tr>
<td>Pat Hudak</td>
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</tr>
<tr>
<td>Jeff Pallin</td>
<td>Dean, Business/Kin</td>
<td>Mission College</td>
<td><a href="mailto:Jeff.pallin@missioncollege.edu">Jeff.pallin@missioncollege.edu</a></td>
</tr>
</tbody>
</table>
Subject 5.7 APPROVE THE ADVISORY COMMITTEE MEMBERS FOR THE MISSION COLLEGE GRAPHIC DESIGN PROGRAM - Recommendation: That the Board of Trustees appoint members of the Graphic Design Advisory Committee as identified by college faculty and administration.

Meeting Jun 2, 2020 - Regular Meeting
Access Public
Type Action (Consent)
Recommended Action That the Board of Trustees appoint members of the Graphic Design Advisory Committee as identified by college faculty and administration.

Prepared By: Mark Garrett
Reviewed By: Jeffrey Pallin, Leandra Martin, and Daniel Peck
Approved By: Bradley Davis

Funding Source/Fiscal Impact
Minimal funding has been allocated for the advisory meeting from college operational budgets.

Reference(s)
According to Education Code 8070, “The governing board of each school district participating in a career technical education program shall appoint a career technical education advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers.”

The purpose of the Mission College Graphic Design Advisory Committee is to assist the faculty and administration in the graphic design department with understanding emerging needs of employers and technology to ensure Mission College’s students learn relevant, up-to-date skills by continuing to revise and re-tool existing curriculum, and develop new curriculum so that the courses and programs in graphic design prepare students for sustainable careers and/or transfer to 4-year universities. The committee meets annually in conjunction with faculty and staff from Diablo Valley College to discuss changes in work requirements and technology, and developments in the world of graphic design, a rapidly evolving industry. This is also an opportunity to develop/relationships with employers and the industry intermediary organizations for internship, apprenticeship, and guest lecture/site visit opportunities for students. The committee ensures the ongoing relevancy and vitality of our graphic design program for student success.

Background/Alternatives
Not applicable.

Coordination
The advisories were selected by Mark Garrett and Kevin Leeper for their background and experience.

Follow-up/Outcome
The advisory meeting is scheduled for the spring/summer of 2020, and even in the current shelter-in-place order in Santa Clara County, the department plans to hold it in May or early June via Zoom.

File Attachments
Attach 5.7, MC Graphic Design Program Advisory Committee.docx (21 KB)

Action items will be acted upon in one motion unless they are removed from the Consent Agenda for discussion and action. Information items will not be discussed unless they are removed from the Consent Agenda.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title: Employer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shaun Tai</td>
<td>Executive Director: Bridgegood</td>
</tr>
<tr>
<td>George Penston</td>
<td>Design Manager: LinkedIn</td>
</tr>
<tr>
<td>Dave Allen</td>
<td>Full Stack software Engineer: Directly</td>
</tr>
<tr>
<td>Kevin Flores</td>
<td>Director of Product Design: 23 and Me</td>
</tr>
<tr>
<td>Jim Iocona</td>
<td>Video Producer</td>
</tr>
<tr>
<td>Julian Sestanovich</td>
<td>VR and Game development: Gamehearts</td>
</tr>
<tr>
<td>Lenny Gonzales</td>
<td>Photographer</td>
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<tr>
<td>Jeffrey Pallin</td>
<td>Dean Business Technology and Kinesiology: Mission College</td>
</tr>
<tr>
<td>Jateen Bhatka</td>
<td>Co-Founder: Ninja Panda</td>
</tr>
<tr>
<td></td>
<td>Faculty: Mission College</td>
</tr>
<tr>
<td>Kevin Leeper</td>
<td>Faculty: Diablo Valley College</td>
</tr>
<tr>
<td>Joann Denning</td>
<td>Faculty: Diablo Valley College</td>
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<tr>
<td>Troy Bennett</td>
<td>Faculty: Diablo Valley College</td>
</tr>
<tr>
<td>Mark Garrett</td>
<td>Faculty: Mission College</td>
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<tr>
<td>Jeanine Flores</td>
<td>Faculty: Mission College</td>
</tr>
<tr>
<td>Curtis Pembrook</td>
<td>Faculty: Mission College</td>
</tr>
</tbody>
</table>
5. Consent Agenda

Subject  5.8 PERSONNEL TRANSACTIONS TO BE ACTED UPON BY THE BOARD OF TRUSTEES - Recommendation: That the Board of Trustees approve the listed items.

Meeting  Jun 2, 2020 - Regular Meeting

Access  Public

Type  Action (Consent)

Recommended Action  That the Board of Trustees approve the listed items.

Prepared By:  Sean McGowan

Reviewed By:  Eric Ramones

Approved By:  Bradley Davis

I. Appointment(s)

Academic

a. Melissa Destefano, Librarian, Mission College, 100% of full time, 10 months per year; effective August 28, 2020. Position ID# MFN001. Fund 110-General Fund.

II. Transfer(s)

Academic

a. Whitney Clay from Instructor, Reading, West Valley College, 100% of full time, 10 months per year to Instructor, Distance Education, West Valley College, 100% of full time, 10 months per year; effective July 1, 2020. From Position ID# WF0095 to Position ID# WF0141. Fund 110-General Fund.

Action items will be acted upon in one motion unless they are removed from the Consent Agenda for discussion and action. Information items will not be discussed unless they are removed from the Consent Agenda.
5. Consent Agenda

Subject 5.9 APPROVAL OF BID CA14-1920 ATHLETIC FIELD UPGRADES - SOFTBALL COMPLEX BUILDINGS PACKAGE AT WEST VALLEY COLLEGE -
Recommendation: That the Board of Trustees approve the lowest responsive and responsible bid received from Rodan Builders, Inc. in the amount of $7,742,000 and reject all other bids. The award of the contract is based on the base bid plus allowance.

Meeting  Jun 2, 2020 - Regular Meeting

Access  Public

Type  Action (Consent)

Recommended Action That the Board of Trustees approve the lowest responsive and responsible bid received from Rodan Builders, Inc. in the amount of $7,742,000 and reject all other bids. The award of the contract is based on the base bid plus allowance as follows:

Contractor Base Bid Allowance Alternates Total Award
Rodan Builders, Inc. $7,687,000 $55,000 $0 $7,742,000

The District did not receive any other bids.

Prepared By:  Javier Castruita

Reviewed By:  Bradley Davis

Approved By:  Bradley Davis

Funding Source/Fiscal Impact
The funding for this project comes from Measure C, line item WV-14 of the West Valley College Project Priority List.

Reference(s)
This item is associated with the implementation of the WVC Facilities Master Plan, the WVMCCD 5-Year Construction Plan and the Measure C bond program.

Background/Alternatives
A notice to bidders was advertised and bids were solicited from twenty-one (21) contractors. Nine (9) companies attended the pre-bid meeting. One bid was received. Bids were submitted through PlanetBids on April 23, 2020, 11:00 AM.

This project will install the Athletic Field Upgrades – Softball Complex Buildings package at West Valley College.

Coordination
This project includes the work of the associate vice chancellor of facilities development and operation, the director of construction, and the executive director of general services.

Follow-up/Outcome
Upon Board approval, a contract will be issued to Rodan Builders, Inc. in the amount of $7,742,000 for the Athletic Field Upgrades – Softball Complex Buildings package at West Valley College.

Action items will be acted upon in one motion unless they are removed from the Consent Agenda for discussion and action. Information items will not be discussed unless they are removed from the Consent Agenda.
5. Consent Agenda

Subject 5.10 APPROVAL OF UPDATED MEASURE C PROJECT PRIORITY LIST - Recommendation: That the Board of Trustees approve the updated and re-baseline of the Measure C project priority list (attached).

Meeting Jun 2, 2020 - Regular Meeting

Access Public

Type Action (Consent)

Recommended Action That the Board of Trustees approve the updated and re-baseline of the Measure C project priority list (attached).

Prepared By: Javier Castruita

Reviewed By: Bradley Davis

Approved By: Bradley Davis

Funding Source/Fiscal Impact
Funding for these projects is derived from Measure C.

Reference(s)
This item is associated with the implementation of the WVC and MC Facilities Master Plans, the WVMCCD 5-Year Construction Plan, and Measure C bond program.

Background/Alternatives
On January 15, 2013, the Board of Trustees approved the Measure C project priority list. Since then, program and budgets for active projects have been re-based. The updated project list reflects the most current cost for active projects as follows:

District Services:
There were no budget changes made to the District Services projects.

Mission College:
There were no budget changes made to the Mission College projects.

West Valley College:
Budget changes were made to one project as follows:

WV-14 Athletic Field Turf Restoration – Phase The budget for this project will be increased by $6,536,000 to cover the recent bid received plus a change order allowance. The new budget for this project will be $25,903,000. The increase will be made by transferring funds from the West Valley College Project Priority List as follows:

WV– 01 Program Contingency: $2,332,041
WV- 02 Swing Space for Building Projects: $ 396,061
WV- 04 Student Services Center: $ 440,613
WV- 09 Fine Arts Replacement Building: $3,364,550
WV- 11 Technology System Refresh: $ 2,735

Coordination
The associate vice chancellor of facilities development and operations, the director of facilities construction have worked with the college administration in preparing this report.

Follow-up/Outcome
The associate vice chancellor of facilities development and operations, the director of facilities construction have worked with the college administration in preparing this report.
Action items will be acted upon in one motion unless they are removed from the Consent Agenda for discussion and action. Information items will not be discussed unless they are removed from the Consent Agenda.
## Project Priority List

### West Valley-Mission Community College District

#### Measure C

**WEST VALLEY-MISSION COMMUNITY COLLEGE DISTRICT**  
**MEASURE C**  
**MASTER**  
**PROJECT PRIORITY LIST**  
Re-Based 21: BOT Approved June 2, 2020

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<td><strong>Mission College Project Funding</strong></td>
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<td>MC-1</td>
<td>Program Contingency</td>
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<td>$ 765,412.00</td>
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<td>$ 156,934,588.00</td>
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<td>MC-2</td>
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<td>$ 146,457,446.00</td>
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<td>$ 87,260,634.00</td>
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<td>$ 59,196,812.00</td>
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<td>1. Corp. Yard/Facilities Replacement</td>
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<td>2. Main Building Replacement</td>
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<td>3. Campus Entry Realignment Project</td>
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<td>MC-4</td>
<td>Main Building Demo and Plaza Landscape</td>
<td>$ 30,122,526.00</td>
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<td>MC-5</td>
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<td>MC-6</td>
<td>Performing Arts Building</td>
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<td>MC-7</td>
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<td>$ 1,515,118.00</td>
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<td>MC-8</td>
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<td>MC-11</td>
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<td>MC-13</td>
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<td><strong>West Valley Project Funding</strong></td>
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<td>WV-4</td>
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<td>$ 99,659,787.00</td>
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<td>WV-5</td>
<td>Business Division and Administration of Justice Renovation</td>
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<td>Hum-Fine Arts Bldg Renovation</td>
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<td>WV-10</td>
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<td>$ 30,632,681.00</td>
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<td>WV-11</td>
<td>Technology System Refresh Projects</td>
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<td>$ 29,285,416.00</td>
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<td>WV-12</td>
<td>Vasna Creek Restoration and Green Belt Improvements</td>
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<td>WV-14</td>
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<td>WV-16</td>
<td>Administration Building Renovation</td>
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<td>WV-17</td>
<td>Child Development Center or Guirlani House Renovation</td>
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<td>WV-18</td>
<td>Campus Wide Landscaping Restoration</td>
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<td>WV-19</td>
<td>Athletic Field Turf Restoration - Phase 2</td>
<td>$ 8,866,513.00</td>
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<td><strong>Grand Totals</strong></td>
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<td>$ 528,697,919.00</td>
<td>$ 30,327,143.00</td>
<td>$ 36,895,595.00</td>
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<td>$ 350,000,000.00</td>
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</table>
5. Consent Agenda

Subject  5.11 APPROVE CONTRACT INCREASE WITH GALEB PACING, INC. -
Recommendation: That the Board of Trustees ratify change order one for
an increase of $42,139.80 to the contract with Galeb Paving, Inc. for
additional off-haul, backfilling and compaction due to the geothermal
leak investigation at Mission College.

Meeting  Jun 2, 2020 - Regular Meeting

Access  Public

Type  Action (Consent)

Recommended  That the Board of Trustees ratify change order one for an increase of $42,139.80
to the contract with Galeb Paving, Inc. for additional off-haul, backfilling and
compaction due to the geothermal leak investigation at Mission College.

Prepared By:  Javier Castruita

Reviewed By:  Bradley Davis

Approved By:  Bradley Davis

Funding Source/Fiscal Impact
The funding will come from an insurance claim that was filed with the district’s insurance carrier.

Reference(s)
Pursuant to Administrative Procedure 6340, the vice chancellor of administrative services declared this matter as an emergency.

Background/Alternatives
On February 18, 2020, the district issued a contract to Galeb Paving, Inc. in the amount of $278,900 for emergency repairs to the geothermal system at Mission College. This change order provided additional off-haul and disposal of all spoils and asphalt debris, backfilling, and compaction of the existing trench of the geothermal system. This is the final change order for this contract.

Change order 1 will continue the off-hauling and compaction of the geothermal system.
The total of change order 1 is $42,139.80, which will increase the contract to $321,039.80.

A summary of all change orders to date is as follows:

| Original Contract                  | $ 278,900.00 |
| Change Order No. 1                | $ 42,139.80   | 15%   |
| Adjusted Contract Amount:         | $ 321,039.80  |

Coordination
The associate vice chancellor of facilities development and operations, and the executive director of general services reviewed and worked on this proposal.

Follow-up/Outcome
Upon Board approval, an amended agreement will be executed for the change order.

Action items will be acted upon in one motion unless they are removed from the Consent Agenda for discussion and action. Information items will not be discussed unless they are removed from the Consent Agenda.
5. Consent Agenda

Subject  5.12 APPROVE CONTRACT INCREASE WITH LEWIS AND TIBBITTS, INC. -
Recommendation: That the Board of Trustees ratify change order three for an increase of $18,674.19 to the contract with Lewis and Tibbitts, Inc. for additional excavation and shoring due to the geothermal leak investigation at Mission College.

Meeting  Jun 2, 2020 - Regular Meeting

Access  Public

Type  Action (Consent)

Recommended  That the Board of Trustees ratify change order three for an increase of $18,674.19 to the contract with Lewis and Tibbitts, Inc. for additional excavation and shoring due to the geothermal leak investigation at Mission College.

Prepared By:  Javier Castruita
Reviewed By:  Bradley Davis
Approved By:  Bradley Davis

Funding Source/Fiscal Impact
The funding will come from an insurance claim that was filed with the district’s insurance carrier.

Reference(s)
Pursuant to Administrative Procedure 6340, the vice chancellor of administrative services declared this matter as an emergency.

Background/Alternatives
On January 21, 2020, the district issued a contract to Lewis and Tibbitts, Inc. in the amount of $125,000 for excavation and shoring of the open trench for the geothermal wells system at Mission College. This change order will continue the excavation and shoring of the open trench to keep it safe during repairs and reconnection of the geothermal system. This is the final change order for this contract.

Change order 3 will continue the excavation and shoring of the geothermal system. The total of change order 3 is $18,674.19, which will increase the contract to $180,828.97.

A summary of all change orders to date is as follows:

<table>
<thead>
<tr>
<th>Original Contract</th>
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</thead>
<tbody>
<tr>
<td>Change Order No. 1</td>
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<tr>
<td>Change Order No. 2</td>
<td>$15,000.00</td>
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<td>Change Order No. 3</td>
<td>$18,674.19</td>
</tr>
<tr>
<td>Total</td>
<td>$55,828.97</td>
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</tbody>
</table>

Adjusted Contract Amount:  $180,828.97

Coordination
The associate vice chancellor of facilities development and operations, and the executive director of general services reviewed and worked on this proposal.

Follow-up/Outcome
Upon Board approval, an amended agreement will be executed for the change order.

Action items will be acted upon in one motion unless they are removed from the Consent Agenda for discussion and action. Information items will not be discussed unless they are removed from the Consent Agenda.
5. Consent Agenda

Subject 5.13 PROJECT MANAGEMENT SERVICES FOR ELLUCIAN BANNER - Recommendation: That the Board of Trustees approve a contract with Strata Information Group (SIG) for project management services for Ellucian Banner for an amount not to exceed $165,000, effective July 1, 2020, through June 30, 2021.

Meeting Jun 2, 2020 - Regular Meeting

Access Public

Type Action (Consent)

Recommended That the Board of Trustees approve a contract with Strata Information Group (SIG) for project management services for Ellucian Banner for an amount not to exceed $165,000, effective July 1, 2020, through June 30, 2021.

Prepared By: Daniel Borges

Reviewed By: Ngoc Chim

Approved By: Bradley Davis

Funding Source/Fiscal Impact
This contract will be funded from the general fund and community support fund.

Reference(s)
This item will assure that the district successfully implements all deliverables identified in the developed Ellucian Banner project plan. Government Code Section 53060 allows the district to contract for special services and advice.

Background/Alternatives
SIG will be responsible for managing all activities as they relate to the implementation of the Ellucian Banner Project.

- Banner Student consulting
- Banner Financial Aid consulting
- Banner Accounts Receivable consulting
- Banner Degree Works consulting
- Banner ODS technical support and training
- Programming support

Coordination
The associate vice chancellor of information & educational technology and the executive director of general services have reviewed the contract.

Follow-up/Outcome
Upon Board approval, a contract will be issued to SIG in the amount of $165,000 for project management services.

Action items will be acted upon in one motion unless they are removed from the Consent Agenda for discussion and action. Information items will not be discussed unless they are removed from the Consent Agenda.
5. Consent Agenda

Subject  5.14 TECHNICAL CONSULTING SERVICES FOR ELLUCIAN BANNER -
Recommendation: That the Board of Trustees approve a contract with
Strata Information Group (SIG) for technical consulting services for
Ellucian Banner for an amount not to exceed $279,000, effective July 1,

Meeting  Jun 2, 2020 - Regular Meeting

Access  Public

Type  Action (Consent)

Recommended  That the Board of Trustees approve a contract with Strata Information Group (SIG) for technical consulting services for Ellucian Banner for an amount not to exceed $279,000, effective July 1, 2020, through June 30, 2021.

Prepared By: Daniel Borges
Reviewed By: Ngoc Chim
Approved By: Bradley Davis

Funding Source/Fiscal Impact
This contract will be funded from the general fund and community support fund.

Reference(s)
This item will assure that the district successfully implements all deliverables identified in the developed Ellucian Banner project plan. Government Code Section 53060 allows the district to contract for special services and advice.

Background/Alternatives
SIG will provide technical consulting to assist with Banner Student, Financial Aid, Degree Works and ODS projects.

Coordination
The associate vice chancellor of information & educational technology and the executive director of general services have reviewed the contract.

Follow-up/Outcome
Upon Board approval, a contract will be issued to SIG in the amount of $279,000 for consulting services.

Action items will be acted upon in one motion unless they are removed from the Consent Agenda for discussion and action. Information items will not be discussed unless they are removed from the Consent Agenda.
5. Consent Agenda

| Subject | 5.15 APPROVAL FOR PROCUREMENT OF SITE FURNISHINGS FOR MISSION COLLEGE’S INTERDISCIPLINARY PLAZA - Recommendation: That the Board of Trustees approve the procurement of site furnishings from Landscape Forms Inc. in the amount of $192,789.61 for the site furniture at Mission College’s Interdisciplinary Plaza. |
| Meeting | Jun 2, 2020 - Regular Meeting |
| Access | Public |
| Type | Action (Consent) |
| Recommended Action | That the Board of Trustees approve the procurement of site furnishings from Landscape Forms Inc. in the amount of $192,789.61 for the site furniture at Mission College’s Interdisciplinary Plaza. |
| Prepared By | Mina Hernandez and Susan Rittel |
| Reviewed By | Javier Castruita |
| Approved By | Bradley Davis |

**Funding Source/Fiscal Impact**
The funding for this project is through Measure C, line item MC-04 on the Mission College project priority list.

**Reference(s)**
Public Contract Code Section 20653 states that nothing shall preclude the governing board of any community college district from purchasing materials, equipment or supplies through the State of California’s Department of General Services (DGS) pursuant to Section 14814 of the Government Code. DGS’s California Multiple Award Schedules (CMAS) offers a wide variety of commodities, non-IT services and information technology products and services at prices which have been assessed to be fair, reasonable and competitive. This purchase will be procured pursuant to DGS’s CMAS Contract #4-16-78-0082A. Said CMAS contract expires on September 31, 2021.

**Background/Alternatives**
This procurement is for tables, benches and umbrellas for Mission College's Interdisciplinary Plaza.

**Coordination**
The bond buyer, the executive director of general services and Mission College’s director of facilities construction have reviewed this purchase, along with the associate vice chancellor of facilities development and operations.

**Follow-up/Outcome**
Upon Board approval, a purchase order will be issued to Landscape Forms, Inc.

*Action items will be acted upon in one motion unless they are removed from the Consent Agenda for discussion and action. Information items will not be discussed unless they are removed from the Consent Agenda.*
# 6. College, Programs, and Services

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<th>6.1 No Items.</th>
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<td>Type</td>
<td>Action</td>
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7. Human Resources

Subject 7.1 ADMINISTRATIVE PERSONNEL TRANSACTIONS TO BE ACTED UPON BY THE BOARD OF TRUSTEES - Recommendation: That the Board of Trustees, per Government Code section 54953(c)(3) and prior to taking final action, orally report a summary of all recommendations for final action on the salaries, salary schedules, or compensation paid in the form of fringe benefits of administrators, as defined in subdivision (d) of Section 3511.1, during the open meeting. Subsequent to the report, that the Board approve the following transactions.

Meeting  Jun 2, 2020 - Regular Meeting
Access  Public
Type  Action

Recommended Action That the Board of Trustees, per Government Code section 54953(c)(3) and prior to taking final action, orally report a summary of all recommendations for final action on the salaries, salary schedules, or compensation paid in the form of fringe benefits of administrators, as defined in subdivision (d) of Section 3511.1, during the open meeting. Subsequent to the report, that the Board approve the following transactions.

Prepared By:  Ryan Ng
Reviewed By:  Eric Ramones
Approved By:  Bradley Davis

I. Interim Appointment(s)

a. Debra Griffith, Interim Vice President, Student Services, West Valley College, Range 30 ($13,680.83-$17,055.66/per month); effective February 5, 2020, through June 30, 2020, extend through December 31, 2020. Compensation paid in the form of fringe benefits shall be limited per the coverage selected ranging from $11,741-$28,270 on an annual basis.

II. Temporary Assignment(s)

a. Ajani Byrd, Administrative Unit, from Acting Dean (Language Arts), Range 25 ($12,091.92-$15,074.75/per month), to Acting Dean (Student Equity & Success), Range 25 ($12,091.92-$15,074.75/per month); effective July 1, 2020, through December 31, 2020. Compensation paid in the form of fringe benefits shall be limited by the coverage selected from $11,741-$28,270 on an annual basis.

a. Brian Goo, Administrative Unit, from Interim Program Director II, Student Programs (AANAPISI), Range 21 ($10,954.67-$13,656.92/per month), to Acting Director, Research and Planning, Range 25 (($12,091.92-$15,074.75/per month); effective June 3, 2020, through August 1, 2020. Compensation paid in the form of fringe benefits shall be limited by the coverage selected from $11,741-$28,270 on an annual basis.

Full Explanation of Transaction

I. Interim Appointment(s)

a. Debra Griffith, Interim Vice President, Student Services, Administrative Unit, Range 30 ($13,680.83-$17,055.66/per month), Student Services, West Valley College, 100% of full time, 12 months per year; effective February 5, 2020, through June 30, 2020, extend through December 31, 2020. Position ID# WAD006. Fund 110-General Fund. Compensation paid in the form of fringe benefits shall be limited per the coverage selected ranging from $11,741-$28,270 on an annual basis.
ii. Temporary Assignment(s)
   a. Ajani Byrd Administrative Unit, from Acting Dean, Range 25 ($12,091.92-$15,074.75/per month), Language Arts, Mission College, 100% of full time, 12 months per year, to Acting Dean, Range 25 ($12,091.92-$15,074.75/per month), Student Equity & Success, West Valley College, 100% of full time, 12 months per year; effective July 1, 2020, through December 31, 2020. From position ID# MAD028 to WAD004. Fund 110-General Fund (0.50) and Fund 133-State Categorical Program Fund (0.50). Compensation paid in the form of fringe benefits shall be limited by the coverage selected from $11,741-$28,270 on an annual basis.
      Rationale: Serve as the Acting Dean of Student Equity & Success.

   b. Brian Goo, Administrative Unit, from Interim Program Director II, Student Programs Range 21 ($10,954.67-$13,656.92/per month), AANAPISI, Mission College, 100% of full time, 12 months per year, to Acting Director, Research and Planning, Range 25 ($12,091.92-$15,074.75/per month), Research and Planning, Mission College, 100% of full time, 12 months per year; effective July 1, 2020, through December 31, 2020. From position ID# MAD020 to MAD004. Fund 110-General Fund (100%). Compensation paid in the form of fringe benefits shall be limited by the coverage selected from $11,741-$28,270 on an annual basis.
      Rationale: Serve as the Acting Director, Research and Planning.
7. Human Resources

Subject 7.2 EQUAL EMPLOYMENT OPPORTUNITY (EEO) PLAN REVISION - Recommendation: That the Board of Trustees adopt the Equal Employment Opportunity Plan revisions as indicated in the attached.

Meeting Jun 2, 2020 - Regular Meeting
Access Public
Type Action
Recommended Action That the Board of Trustees adopt the Equal Employment Opportunity Plan revisions as indicated in the attached.
Prepared By: Ryan Ng
Reviewed By: Eric Ramones
Approved By: Bradley Davs

Funding Source/Fiscal Impact
Implementation of some plan elements may have some fiscal impact. Diversity funds are available and expected to offset costs. Fiscal impact and funding source will be re-confirmed as part of FY 20–21 budget preparation.

Reference(s)
Title 5 regulations, section 53000 et seq.; WVMCCD BPs 3410, 3420, 3430; and Education Code 87100 et seq.

Background/Alternatives
The district’s current EEO plan was approved by the board on May 2, 2017. This plan was designed based on the model provided by the state chancellor’s office. A model EEO plan had been designed by the state chancellor’s office based on input from community college administrators and legal staff to ensure that relevant law and court decisions were taken into consideration. In addition, the model plan was reviewed and approved by the board of governors. The state chancellor’s office requires all community college districts to prepare Equal Employment Opportunity (EEO) plans, and review and revise them every three years. The plan has been reviewed by district participatory governance groups.

The 16 components included in the EEO plan are listed below:

- Plan Component 1: Introduction
- Plan Component 2: Definitions
- Plan Component 3: Policy Statement
- Plan Component 4: Delegation of Responsibility, Authority and Compliance
- Plan Component 5: Advisory Council
- Plan Component 6: Complaints
- Plan Component 7: Notification to District Employees
- Plan Component 8: Training for Screening/Selection Committees
- Plan Component 9: Annual Written Notice to Community Organizations
- Plan Component 10: Analysis of District Workforce and Applicant Pool
- Plan Component 11: Analysis of Degree of Underrepresentation and Significant Underrepresentation
- Plan Component 12: Methods to Address Underrepresentation
- Plan Component 13: Additional Measures to Support Diversity and Ensure Equal Employment Opportunity
Plan Component 14: Other Measures Necessary to Further Equal Employment Opportunity

Plan Component 15: Persons with Disabilities: Accommodations and Goals for Hiring

Plan Component 16: Encouraging Graduate Employment in Community Colleges

Coordination
The district EEO Plan was reviewed throughout the 2019-20 academic year and a revision was approved by the EEO Diversity Advisory Council. District Council (DC) discussed and reviewed the proposed revisions to the EEO plan. On May 26, 2020, DC approved the revised EEO Plan. HR staff prepared the plan for board action on June 2, 2020.

Follow-up/Outcome
Following board approval, the human resources department, in cooperation with the district’s EEO Diversity Advisory Council, will implement plan provisions. The board-approved revised plan will be shared with the state chancellor’s office.

File Attachments
7.2 Attach, WVMCCD EEO Plan 2020 - 2023.docx (288 KB)
Equal Employment Opportunity Plan
2020-2023
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Pages</th>
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<tr>
<td>I.</td>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
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Plan Component 1: Introduction

The West Valley-Mission Community College District’s first Equal Employment Opportunity Plan (Plan) was adopted by the Board of Trustees on February 19, 2009. The Plan reflected the district’s commitment to equal employment opportunity. It is the district’s belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment, which is welcoming to all, will foster diversity and promote excellence.

Through an educational experience in an inclusive environment, our students will be better prepared to work and live in an increasingly global society. Reviewed and revised on a three-year cycle and part of an ongoing commitment to positive change, the Plan’s immediate focus is equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations (Title 5, section 53000 et seq.) and the steps the district shall take to eliminate under-representation of monitored groups. The Plan contains an analysis of the demographic makeup of the district’s workforce population, with consideration of our district’s student population, and an analysis of whether under-representation of monitored groups exists. The Plan also includes the requirements for a complaint procedure for noncompliance with the Title 5 provisions relating to equal employment opportunity programs; complaint procedures in instances of unlawful discrimination; establishment of an Equal Employment Opportunity Advisory Committee; methods to support equal employment opportunity and an environment which is welcoming to all; and procedures for dissemination of the Plan. To properly serve a growing diverse population, the district will endeavor to hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves.

Signature of Chief Executive Officer

Adopted by the Board of Trustees: February 19, 2009
Revisions adopted by the Board of Trustees: June 17, 2014 & May 2, 2017
Current Revisions adopted by the Board of Trustees: May 19, 2020
Plan Component 2: Definitions

1) *Adverse Impact:* a statistical measure (such as those outlined in the EEO Commission’s *Uniform Guidelines on Employee Selection Procedures*) that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section 12940. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.

2) *Diversity:* means a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, gender identity, gender expression, sex, sexual orientation, color, medical condition, genetic information, ancestry, marital status, physical or mental disability, pregnancy, military and veteran status, and socio-economic backgrounds.

3) *Equal Employment Opportunity:* means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels in the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional nonfaculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves:
   a) Identifying and eliminating barriers to employment that are not job related; and
   b) Creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Title 5, section 12940.

4) *Equal Employment Opportunity Plan:* a written document in which a district’s workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.

5) *Equal Employment Opportunity Programs:* all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of Title 5, section 53006.

6) *Ethnic Group Identification:* means an individual’s identification in one or more of the ethnic groups reported to the State Chancellor pursuant to Title 5, section 53004. These groups shall be more specifically defined by the State Chancellor consistent with state and federal law.

7) *In-house or Promotional Only Hiring:* means that only existing district employees are allowed to apply for a position.

8) *Monitored Group:* means those groups identified in Title 5, section 53004(b) for which monitoring and reporting is required pursuant to Title 5, section 53004(a).
9) **Person with a Disability:** any person who:
   a) Has a physical or mental impairment as defined in Government Code, section 12926 which limits one or more of such person’s major life activities;
   b) Has a record of such an impairment; or
   c) Is regarded as having such an impairment.
   A person with a disability is “limited” if the condition makes the achievement of the major life activity difficult.

10) **Reasonable Accommodation:** the efforts made on the part of the district in compliance with Government Code section 12926.

11) **Screening or Selection Procedures:** any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.

12) **Significantly Underrepresented Group:** any monitored group for which the percentage of persons from that group employed by the district in any job category listed in Title 5, section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.
Plan Component 3: Policy Statement

The West Valley-Mission Community College District is committed to the principles of equal employment opportunity and shall implement a comprehensive program to put those principles into practice. It is the district’s policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the district on the basis of ethnic group identification, race, color, national origin, religion, age, sex, physical disability, mental disability, genetic information, ancestry, gender identity, gender expression, sexual orientation, language, accent, citizenship status, transgender status, parental status, marital status, economic status, military or veteran status, medical condition, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. The district will strive to achieve a workforce that is welcoming to men, women, persons with disabilities and individuals from all ethnic and other groups to ensure the district provides an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy and free expression of ideas. An Equal Employment Opportunity Plan shall be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.
Plan Component 4: Delegation of Responsibility, Authority and Compliance

It is the goal of the West Valley-Mission College District that all employees promote and support equal employment opportunity because equal employment opportunity requires a commitment and a contribution from every segment of the district. The general responsibilities for the prompt and effective implementation of this Plan are set forth below.

1) **Governing Board (Board of Trustees)**

   The governing board is ultimately responsible for proper implementation of the district’s Plan at all levels of district and college operation, and for ensuring equal employment opportunity as described in the Plan.

2) **Chief Executive Officer (Chancellor)**

   The governing board delegates to the chief executive officer the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the district’s equal employment opportunity policies and procedures. The chief executive officer shall advise the governing board concerning statewide policy emanating from the State Board of Governors of the California Community Colleges and direct the publication of an annual report on Plan implementation. The chief executive officer shall evaluate the performance of all administrative staff who report directly to him/her on their ability to follow and implement the Plan.

3) **Equal Employment Opportunity Officer (Associate Vice Chancellor of Human Resources)**

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

4) **Equal Employment Opportunity Diversity Advisory Committee**

   The district will establish an Equal Employment Opportunity (EEO) Diversity Advisory Council, to act as an advisory body to the equal employment opportunity officer and the district as a whole to promote understanding and support of equal employment opportunity policies and procedures. The EEO Diversity Advisory Council shall assist in the implementation of the Plan in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, and provide suggestions for Plan revisions as appropriate.

5) **Agents of the District**

   Any organization or individual, whether or not an employee of the district, who acts on behalf of the governing board with regard to the recruitment and screening of personnel, is an agent of the district and is subject to all the requirements of this Plan.
6) **Good Faith Effort**

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

7) **Accountability and Corrective Action**

The district shall certify annually to the State Chancellor that they have timely complied with all of the following:

a) Recorded, reviewed and reported the data required regarding qualified applicant pools;

b) Reviewed and updated, as needed, the Strategies Component of the *Plan*;

c) Investigated and appropriately responded to formal harassment or discrimination complaints filed.

Upon review of a district’s certification, data reports, or any complaint filed, the State Chancellor may review a district’s EEO Plan and Strategies Component for the required indicia of institutionalized and on-going efforts to support diversity and/or a district’s compliance. Where the State Chancellor finds that the district’s efforts have been insufficient, he/she will inform the district of his/her specific area(s) of concern, and direct the district to submit a revised EEO Plan within 120 days. Upon review of the revised EEO Plan, the State Chancellor will either

a) Determine the revisions are sufficient, and provide a deadline by which the district must provide proof that the new measures have been implemented; or

b) If the State Chancellor finds that the revised plan is still lacking, he/she will direct the district to implement specific measures from those listed in Title 5, section 53024.1, and provide a timeline for doing so.
Plan Component 5: Advisory Council

The district has established an Equal Employment Opportunity Diversity Advisory Council, to assist the district in implementing its Plan. The committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The committee may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity. The Associate Vice Chancellor of Human Resources, acting as equal employment opportunity officer, shall ensure that the advisory committee receives training in all of the following: (a) the requirements of Title 5 regulations regarding Equal Employment Opportunity and of state and federal nondiscrimination laws; (b) identification and elimination of bias in hiring; (c) the educational benefits of workforce diversity; and (d) the role of the advisory committee in carrying out the district’s EEO plan. The committee shall include a diverse membership whenever possible. A substantial good faith effort to maintain a diverse membership is expected. If the district has been unable to meet this requirement, it will document that efforts were made to recruit advisory committee members who are members of monitored groups. The committee will be composed of at least one faculty member from each college, appointed by the college Academic Senate, one classified employee from each college, appointed by the college Classified Senate, one administrator from the district office, appointed by the Chancellor, and one student from each college, appointed by the college associated student government. Ex officio members shall include the Associate Vice Chancellor of Human Resources and Human Resources department staff. The EEO Diversity Advisory Council shall hold a minimum of four (4) meetings per fiscal year, with additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress. When appropriate, the Council shall make recommendations to the Board of Trustees, the Chancellor, and the equal employment opportunity officer.
Plan Component 6: Complaints

1) **Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Title 5, section 53026).**

The district has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant’s ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the district to waive the sixty (60) day limitation. Complaints alleging violations of the Plan that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing. A complainant may not appeal the district’s determination pursuant to Title 5, section 53026 to the State Chancellor’s Office, but under some circumstances, violations of the equal opportunity regulations in Title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the State Chancellor’s Office, but the complainant will be required to demonstrate that he/she made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the college and/or district level using the process provided by Title 5, section 53026.

The Plan complaint procedure is outlined in WVMCCD Administrative Procedures, AP3420.

See **California Community Colleges Chancellor’s Office Guidelines for Complaints** at:

- [Unlawful Discrimination Complaint Form](#)
- [Guidelines for Minimum Conditions Complaints](#)

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

The complaint shall be filed with the Associate Vice Chancellor of Human Resources, acting as equal employment opportunity officer, or designee. If the complaint involves the equal employment opportunity officer, the complaint shall be filed with the Chancellor. At the discretion of the Chancellor, an outside investigator will be used when the responsible district officer is named in the complaint or implicated by the allegations in the complaint. To the extent practicable, a written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. The equal employment opportunity officer will forward copies of all written complaints to the Chancellor’s Office upon receipt.

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1 The equal employment opportunity regulations are found in California Code of Regulations, Title 5, section 53000 et seq.
In the event that a complaint filed under Title 5, section 53026 alleges unlawful discrimination, it will be processed according to the requirements of Title 5, section 59300 et seq.

2) Complaints Alleging Unlawful Discrimination or Harassment (Title 5, section 59300 et seq.)

The district has adopted procedures for complaints alleging unlawful discrimination or harassment. The Associate Vice Chancellor of Human Resources is responsible for receiving such complaints and for coordinating their investigation.

The entire complaint procedure is outlined in WVMCCD Administrative Procedures, AP3435. Unlawful Discrimination Complaint Form
Plan Component 7: Notification to District Employees

The commitment of the Board of Trustees and the Chancellor to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and the Plan. The policy statement will be printed in the college catalogs and class schedules. The Plan and subsequent revisions will be distributed to the district’s Board of Trustees, the chief executive officer, administrators, the academic senate leadership, union representatives and members of the district’s Equal Employment Opportunity Diversity Advisory Council. The Plan shall be available on the district’s website, and when appropriate, may be distributed by e-mail. Each year, the district office will provide all employees with a copy of the Board’s Equal Employment Opportunity Policy Statement (located in Plan Component 3 of this Plan) and a notice containing the provisions. The annual notice will contain the following provisions:

1) The importance of the employee’s participation and responsibility in ensuring the Plan’s implementation.

2) Where complete copies of the Plan are available, including in every campus library, in the district’s public folders, on the campus and district internet site, the Office of the Chief Executive Officer, the Office of Human Resources, each department office, and each campus Office of Equal Employment Opportunity.

The Human Resources Department shall provide all new employees with a copy of the Board’s Equal Employment Opportunity Policy Statement and the notice described above when they commence their employment with the district.
Plan Component 8: Training for Screening/Selection Committees

Any organization or individual, whether or not an employee of the district, who is involved in the recruitment and screening/selection of personnel shall receive appropriate training on the requirements of the Title 5 regulations on equal employment opportunity (Title 5, section 53000 et. seq.); the requirements of federal and state nondiscrimination laws; the requirements of the district’s Equal Employment Opportunity Plan; the district’s policies on nondiscrimination, recruitment, and hiring; principles of diversity and cultural proficiency; the value of a diverse workforce; recognizing and eliminating bias in hiring decisions, and best practices in serving on a selection or screening committee. Persons serving in the above capacities will be required to receive training within the 24 months prior to service. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees. The Human Resources department is responsible for providing the required training. Any individual, whether or not an employee of the district, who is acting on behalf of the district with regard to recruitment and screening of employees, is subject to the Equal Employment Opportunity requirements of Title 5\(^2\) and the district’s Equal Employment Opportunity Plan.

\(^2\) See Title 5, § 53020(c).
Plan Component 9: Annual Written Notice to Community Organizations

The equal employment opportunity officer will provide annual written notice to appropriate community-based and professional organizations concerning the Plan. The notice will inform these organizations that they may obtain a copy of the Plan and shall solicit their assistance in identifying diverse qualified candidates. The notice will include a summary of the Plan. The notice will also include the internet address where the district advertises its job openings and the names, departments and phone numbers of individuals to call in order to obtain employment information. “Written” notice may include mailings and electronic communications. The district will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. A list of organizations, which will receive this notice, is attached to this Plan. This list may be revised from time to time as necessary.

List of Job Opening Advertising Sources

- VeteransinHigherEd.com
- InsideHigherEd.com
- ccjn.org (Community College Job Network)
- AcademicCareers.com
- CommunityColleges.com
- AcademicKeys.com
- Indeed.com
- Handshake.com
- ChronicleVitae.com
- cccregistry.org
- BlacksInHigherEd.com
- HispanicsinHigherEd.com
- LGBTinHigherEd.com
- CCJobsNow.com
- AsiansInHigherEd.com
- HigherEdJobs.com
- CCJobs.com
- LinkedIn
- DiverseEducation.com
- InsightintoDiversity.com
Plan Component 10: Analysis of District Workforce and Applicant Pool

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

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

1) Executive/Administrative/Managerial

2) Faculty and other Instructional Staff:
   Adult Education               Instructional and Support Services
   Career Education              Mathematics
   English                      Natural Sciences
   Health and Physical Education Social Sciences
   Humanities                   Part-Time

3) Professional Non-faculty

4) Secretarial/Clerical

5) Technical and Paraprofessional

6) Skilled Crafts

7) Service and Maintenance
Analysis Contents:

Pages 17-20 – District and Colleges’ workforce analysis by ethnicity for Fall 2013 – Fall 2018
Pages 20-22 – District and Colleges’ workforce analysis by gender for Fall 2013 – Fall 2018
Pages 23-26 – Total Applicant persistence data analysis by ethnicity for FY 2017, 2018, 2019
Pages 26-28 – Total Applicant persistence data analysis by gender for FY 2017, 2018, 2019
Page 29-32 – Total Student population by ethnicity for Fall 2016 -2018
Page 32-34 – Total Student population by gender for Fall 2016 - 2018

Ratio of Full-time to Part-time Instructors (Ed. Code 87482.6)

The West Valley-Mission Community College District has achieved the following ratios:
  Fall 2015 – 72.4%
  Fall 2016 – 71.4%
  Fall 2017 – 72.4%
  Fall 2018 – 72.5%
  Fall 2019 – 71.5%
Table 1: District Workforce Composition - Ethnicity
Fall 2013 – Fall 2018

<table>
<thead>
<tr>
<th>Racial/Ethnic Group</th>
<th>All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2013</th>
<th>All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2014</th>
<th>All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2015</th>
<th>All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2016</th>
<th>All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2017</th>
<th>All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>% of all</td>
<td>#</td>
<td>% of all</td>
<td>#</td>
<td>% of all</td>
</tr>
<tr>
<td>African American</td>
<td>37</td>
<td>3.4%</td>
<td>39</td>
<td>3.7%</td>
<td>38</td>
<td>3.8%</td>
</tr>
<tr>
<td>Asian</td>
<td>207</td>
<td>19.3%</td>
<td>189</td>
<td>18.1%</td>
<td>191</td>
<td>19.0%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>139</td>
<td>12.9%</td>
<td>140</td>
<td>13.4%</td>
<td>142</td>
<td>14.1%</td>
</tr>
<tr>
<td>Native Hawaiian/ Pacific Islander</td>
<td>2</td>
<td>0.2%</td>
<td>2</td>
<td>0.2%</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td>American Indian/ Alaska Native</td>
<td>10</td>
<td>0.9%</td>
<td>9</td>
<td>0.9%</td>
<td>8</td>
<td>0.8%</td>
</tr>
<tr>
<td>White</td>
<td>653</td>
<td>60.7%</td>
<td>635</td>
<td>60.9%</td>
<td>602</td>
<td>60.0%</td>
</tr>
<tr>
<td>More than one race</td>
<td>4</td>
<td>0.4%</td>
<td>7</td>
<td>0.7%</td>
<td>8</td>
<td>0.8%</td>
</tr>
<tr>
<td>Some other race</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>23</td>
<td>2.1%</td>
<td>22</td>
<td>2.1%</td>
<td>14</td>
<td>1.4%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1075</td>
<td>100.0%</td>
<td>1043</td>
<td>100.0%</td>
<td>1004</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
### Table 2: Mission College Workforce Composition - Ethnicity

**Fall 2013 – Fall 2018**

<table>
<thead>
<tr>
<th>Racial/Ethnic Group</th>
<th>All Administrators, Faculty, and Staff employed on the first day of class, Fall 2013</th>
<th></th>
<th>All Administrators, Faculty, and Staff employed on the first day of class, Fall 2014</th>
<th></th>
<th>All Administrators, Faculty, and Staff employed on the first day of class, Fall 2015</th>
<th></th>
<th>All Administrators, Faculty, and Staff employed on the first day of class, Fall 2016</th>
<th></th>
<th>All Administrators, Faculty, and Staff employed on the first day of class, Fall 2017</th>
<th></th>
<th>All Administrators, Faculty, and Staff employed on the first day of class, Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>% of all</td>
<td>#</td>
<td>% of all</td>
<td>#</td>
<td>% of all</td>
<td>#</td>
<td>% of all</td>
<td>#</td>
<td>% of all</td>
<td>#</td>
</tr>
<tr>
<td>African American</td>
<td>19</td>
<td>4.2%</td>
<td>22</td>
<td>4.9%</td>
<td>20</td>
<td>4.7%</td>
<td>19</td>
<td>4.4%</td>
<td>17</td>
<td>4.1%</td>
<td>21</td>
</tr>
<tr>
<td>Asian</td>
<td>113</td>
<td>24.8%</td>
<td>109</td>
<td>24.4%</td>
<td>114</td>
<td>26.6%</td>
<td>120</td>
<td>27.6%</td>
<td>121</td>
<td>29.4%</td>
<td>136</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>46</td>
<td>10.1%</td>
<td>50</td>
<td>11.2%</td>
<td>44</td>
<td>10.3%</td>
<td>46</td>
<td>10.6%</td>
<td>49</td>
<td>11.9%</td>
<td>74</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>4</td>
<td>0.9%</td>
<td>4</td>
<td>0.9%</td>
<td>3</td>
<td>0.7%</td>
<td>3</td>
<td>0.7%</td>
<td>2</td>
<td>0.5%</td>
<td>4</td>
</tr>
<tr>
<td>White</td>
<td>265</td>
<td>58.1%</td>
<td>252</td>
<td>56.4%</td>
<td>236</td>
<td>55.1%</td>
<td>234</td>
<td>53.9%</td>
<td>211</td>
<td>51.3%</td>
<td>248</td>
</tr>
<tr>
<td>More than one race</td>
<td>3</td>
<td>0.7%</td>
<td>4</td>
<td>0.9%</td>
<td>4</td>
<td>0.9%</td>
<td>6</td>
<td>1.4%</td>
<td>8</td>
<td>1.9%</td>
<td>6</td>
</tr>
<tr>
<td>Some other race</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Unknown</td>
<td>6</td>
<td>1.3%</td>
<td>6</td>
<td>1.3%</td>
<td>7</td>
<td>1.6%</td>
<td>6</td>
<td>1.4%</td>
<td>3</td>
<td>0.7%</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>456</td>
<td>100.0%</td>
<td>447</td>
<td>100.0%</td>
<td>428</td>
<td>100.0%</td>
<td>434</td>
<td>100.0%</td>
<td>411</td>
<td>100.0%</td>
<td>495</td>
</tr>
</tbody>
</table>
## Table 3: West Valley College Workforce Composition - Ethnicity
### Fall 2013 – Fall 2018

<table>
<thead>
<tr>
<th>Racial/Ethnic Group</th>
<th>2013</th>
<th>% of all</th>
<th>2014</th>
<th>% of all</th>
<th>2015</th>
<th>% of all</th>
<th>2016</th>
<th>% of all</th>
<th>2017</th>
<th>% of all</th>
<th>2018</th>
<th>% of all</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>African American</strong></td>
<td>12</td>
<td>2.5%</td>
<td>11</td>
<td>2.4%</td>
<td>13</td>
<td>2.9%</td>
<td>15</td>
<td>3.3%</td>
<td>12</td>
<td>2.7%</td>
<td>24</td>
<td>4.0%</td>
</tr>
<tr>
<td><strong>Asian</strong></td>
<td>68</td>
<td>13.9%</td>
<td>55</td>
<td>11.8%</td>
<td>52</td>
<td>11.7%</td>
<td>60</td>
<td>13.1%</td>
<td>62</td>
<td>13.9%</td>
<td>98</td>
<td>16.4%</td>
</tr>
<tr>
<td><strong>Hispanic/Latino</strong></td>
<td>51</td>
<td>10.5%</td>
<td>46</td>
<td>9.9%</td>
<td>53</td>
<td>11.9%</td>
<td>60</td>
<td>13.1%</td>
<td>55</td>
<td>12.3%</td>
<td>91</td>
<td>15.2%</td>
</tr>
<tr>
<td><strong>Native Hawaiian/Pacific Islander</strong></td>
<td>2</td>
<td>0.4%</td>
<td>2</td>
<td>0.4%</td>
<td>1</td>
<td>0.2%</td>
<td>1</td>
<td>0.2%</td>
<td>1</td>
<td>0.2%</td>
<td>1</td>
<td>0.2%</td>
</tr>
<tr>
<td><strong>American Indian/Alaska Native</strong></td>
<td>5</td>
<td>1.0%</td>
<td>4</td>
<td>0.9%</td>
<td>4</td>
<td>0.9%</td>
<td>4</td>
<td>0.9%</td>
<td>5</td>
<td>1.1%</td>
<td>4</td>
<td>0.7%</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>332</td>
<td>68.0%</td>
<td>330</td>
<td>70.8%</td>
<td>312</td>
<td>70.1%</td>
<td>303</td>
<td>66.3%</td>
<td>301</td>
<td>67.5%</td>
<td>365</td>
<td>60.9%</td>
</tr>
<tr>
<td><strong>More than one race</strong></td>
<td>1</td>
<td>0.2%</td>
<td>2</td>
<td>0.4%</td>
<td>3</td>
<td>0.7%</td>
<td>6</td>
<td>1.3%</td>
<td>7</td>
<td>1.6%</td>
<td>10</td>
<td>1.7%</td>
</tr>
<tr>
<td><strong>Some other race</strong></td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Unknown</strong></td>
<td>17</td>
<td>3.5%</td>
<td>16</td>
<td>3.4%</td>
<td>7</td>
<td>1.6%</td>
<td>8</td>
<td>1.8%</td>
<td>3</td>
<td>0.7%</td>
<td>6</td>
<td>1.0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>488</td>
<td>100.0%</td>
<td>466</td>
<td>100.0%</td>
<td>445</td>
<td>100.0%</td>
<td>457</td>
<td>100.0%</td>
<td>446</td>
<td>100.0%</td>
<td>599</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Data Definitions (Tables 1-3):

# of [Disaggregated Racial/Ethnic Group] among Administrators, Faculty, and Staff on the first day of classes on [Fall YYYY]: The total number of administrators, faculty, and staff on the first day of class employed by the institution for the racial/ethnic group for which you are interested in determining equity gaps.

% of all [Disaggregated Racial/Ethnic Group] among Administrators, Faculty, and Staff on the first day of classes on [Fall YYYY]: The proportion of administrators, faculty, and staff in the disaggregated group that are employed by the institution on the first day of class. This equals the ratio of the number of administrators, faculty, and staff in the disaggregated group employed by the institution on the first day of classes and the total number of administrators, faculty, and staff employed by the institution on the first day of classes.

Table 4: District Workforce Composition - Gender
Fall 2013 – Fall 2018

<table>
<thead>
<tr>
<th>Gender Group</th>
<th>All Administrators, Faculty, and Staff employed on the first day of class, Fall 2013</th>
<th>All Administrators, Faculty, and Staff employed on the first day of class, Fall 2014</th>
<th>All Administrators, Faculty, and Staff employed on the first day of class, Fall 2015</th>
<th>All Administrators, Faculty, and Staff employed on the first day of class, Fall 2016</th>
<th>All Administrators, Faculty, and Staff employed on the first day of class, Fall 2017</th>
<th>All Administrators, Faculty, and Staff employed on the first day of class, Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>624 58.0%</td>
<td>610 58.5%</td>
<td>584 58.2%</td>
<td>590 57.6%</td>
<td>574 58.3%</td>
<td>632 57.8%</td>
</tr>
<tr>
<td>Male</td>
<td>451 42.0%</td>
<td>433 41.5%</td>
<td>420 41.8%</td>
<td>435 42.4%</td>
<td>411 41.7%</td>
<td>462 42.2%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1075 100.0%</td>
<td>1043 100.0%</td>
<td>1004 100.0%</td>
<td>1025 100.0%</td>
<td>985 100.0%</td>
<td>1094 100.0%</td>
</tr>
</tbody>
</table>
Table 5: Mission College Workforce Composition - Gender  
Fall 2013 – Fall 2018

<table>
<thead>
<tr>
<th>Gender Group</th>
<th>All Administrators, Faculty, and Staff employed on the first day of class, Fall 2013</th>
<th>All Administrators, Faculty, and Staff employed on the first day of class, Fall 2014</th>
<th>All Administrators, Faculty, and Staff employed on the first day of class, Fall 2015</th>
<th>All Administrators, Faculty, and Staff employed on the first day of class, Fall 2016</th>
<th>All Administrators, Faculty, and Staff employed on the first day of class, Fall 2017</th>
<th>All Administrators, Faculty, and Staff employed on the first day of class, Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>% of all</td>
<td>#</td>
<td>% of all</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>Female</td>
<td>275</td>
<td>60.3%</td>
<td>275</td>
<td>61.5%</td>
<td>259</td>
<td>60.5%</td>
</tr>
<tr>
<td>Male</td>
<td>181</td>
<td>39.7%</td>
<td>172</td>
<td>38.5%</td>
<td>169</td>
<td>39.5%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>456</td>
<td>100.0%</td>
<td>447</td>
<td>100.0%</td>
<td>428</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Table 6: West Valley College Workforce Composition - Gender  
Fall 2013 – Fall 2018

<table>
<thead>
<tr>
<th>Gender Group</th>
<th>All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2013</th>
<th>All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2014</th>
<th>All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2015</th>
<th>All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2016</th>
<th>All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2017</th>
<th>All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>% of all</td>
<td>#</td>
<td>% of all</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>Female</td>
<td>307</td>
<td>62.9%</td>
<td>292</td>
<td>62.7%</td>
<td>280</td>
<td>62.9%</td>
</tr>
<tr>
<td>Male</td>
<td>181</td>
<td>37.1%</td>
<td>174</td>
<td>37.3%</td>
<td>165</td>
<td>37.1%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>488</td>
<td>100.0%</td>
<td>466</td>
<td>100.0%</td>
<td>445</td>
<td>100.0%</td>
</tr>
<tr>
<td>Data Definitions (Tables 4-6):</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of [Disaggregated Gender Group] among Administrators, Faculty, and Staff on the first day of classes on [Fall YYYY]: The total number of administrators, faculty, and staff on the first day of class employed by the institution for the gender group for which you are interested in determining equity gaps.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of all [Disaggregated Gender Group] among Administrators, Faculty, and Staff on the first day of classes on [Fall YYYY]: The proportion of administrators, faculty, and staff in the disaggregated group that are employed by the institution on the first day of class. This equals the ratio of the number of administrators, faculty, and staff in the disaggregated group employed by the institution on the first day of classes and the total number of administrators, faculty, and staff employed by the institution on the first day of classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 7: Total Applicant Persistence Data - Ethnicity  
Fiscal Year 2016 – 2017

<table>
<thead>
<tr>
<th>Racial/Ethnic Group</th>
<th>HIRING PROCESS STEP ONE: Applications received</th>
<th>HIRING PROCESS STEP TWO: HR screens for MQ</th>
<th>HIRING PROCESS STEP THREE: Committee completes application review</th>
<th>HIRING PROCESS STEP FOUR: First-level interviews</th>
<th>HIRING PROCESS STEP FIVE: Second-level interviews</th>
<th>HIRING PROCESS STEP SIX: Recommended for Hire</th>
<th>% Converts</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>122</td>
<td>122</td>
<td>75 61.5%</td>
<td>35 46.7%</td>
<td>8 22.9%</td>
<td>5 62.5%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Asian</td>
<td>518</td>
<td>518</td>
<td>319 61.6%</td>
<td>119 37.3%</td>
<td>39 32.8%</td>
<td>20 51.3%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>332</td>
<td>332</td>
<td>230 69.3%</td>
<td>103 44.8%</td>
<td>49 47.6%</td>
<td>22 44.9%</td>
<td>6.6%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>7</td>
<td>7</td>
<td>3 0.0%</td>
<td>2 0.0%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>5</td>
<td>5</td>
<td>0 0.0%</td>
<td>1 0.0%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>White</td>
<td>801</td>
<td>801</td>
<td>559 69.8%</td>
<td>211 37.7%</td>
<td>72 34.1%</td>
<td>31 43.1%</td>
<td>3.9%</td>
</tr>
<tr>
<td>More than one race</td>
<td>76</td>
<td>76</td>
<td>41 53.9%</td>
<td>15 36.6%</td>
<td>6 40.0%</td>
<td>3 50.0%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Some other race</td>
<td>0</td>
<td>0</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>139</td>
<td>139</td>
<td>99 71.2%</td>
<td>26 26.3%</td>
<td>5 19.2%</td>
<td>1 20.0%</td>
<td>0.7%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2000</strong></td>
<td><strong>2000</strong></td>
<td><strong>1326 66.3%</strong></td>
<td><strong>512 38.6%</strong></td>
<td><strong>179 35.0%</strong></td>
<td><strong>82 45.8%</strong></td>
<td><strong>4.1%</strong></td>
</tr>
</tbody>
</table>
### Table 8: Total Applicant Persistence Data - Ethnicity
**Fiscal Year 2017 – 2018**

<table>
<thead>
<tr>
<th>Racial/Ethnic Group</th>
<th>HIRING PROCESS STEP ONE: Applications received</th>
<th>HIRING PROCESS STEP TWO: HR screens for MQ</th>
<th>HIRING PROCESS STEP THREE: Committee completes application review</th>
<th>HIRING PROCESS STEP FOUR: First-level interviews</th>
<th>HIRING PROCESS STEP FIVE: Second-level interviews</th>
<th>HIRING PROCESS STEP SIX: Recommended for Hire</th>
<th>% Converts</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>191</td>
<td>191</td>
<td>133 69.6%</td>
<td>41 30.8%</td>
<td>16 39.0%</td>
<td>9 56.3%</td>
<td>4.7%</td>
</tr>
<tr>
<td>Asian</td>
<td>548</td>
<td>548</td>
<td>344 62.8%</td>
<td>128 37.2%</td>
<td>38 29.7%</td>
<td>17 44.7%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>379</td>
<td>379</td>
<td>262 69.1%</td>
<td>110 42.0%</td>
<td>46 41.8%</td>
<td>15 32.6%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>13</td>
<td>13</td>
<td>11 84.6%</td>
<td>1 0.0%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>9</td>
<td>9</td>
<td>4 44.4%</td>
<td>2 0.0%</td>
<td>1 50.0%</td>
<td>0 0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>White</td>
<td>908</td>
<td>908</td>
<td>635 69.9%</td>
<td>265 41.7%</td>
<td>111 41.9%</td>
<td>43 38.7%</td>
<td>4.7%</td>
</tr>
<tr>
<td>More than one race</td>
<td>110</td>
<td>110</td>
<td>81 73.6%</td>
<td>38 46.9%</td>
<td>15 39.5%</td>
<td>7 46.7%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Some other race</td>
<td>0</td>
<td>0</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>173</td>
<td>173</td>
<td>118 68.2%</td>
<td>42 35.6%</td>
<td>9 21.4%</td>
<td>1 11.1%</td>
<td>0.6%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2331</strong></td>
<td><strong>2331</strong></td>
<td><strong>1588 68.1%</strong></td>
<td><strong>627 39.5%</strong></td>
<td><strong>236 37.6%</strong></td>
<td><strong>92 39.0%</strong></td>
<td><strong>3.9%</strong></td>
</tr>
</tbody>
</table>
## Table 9: Total Applicant Persistence Data - Ethnicity
### Fiscal Year 2018 – 2019

<table>
<thead>
<tr>
<th>Racial/Ethnic Group</th>
<th>HIRING PROCESS STEP ONE: Applications received</th>
<th>HIRING PROCESS STEP TWO: HR screens for MQ</th>
<th>HIRING PROCESS STEP THREE: Committee completes application review</th>
<th>HIRING PROCESS STEP FOUR: First-level interviews</th>
<th>HIRING PROCESS STEP FIVE: Second-level interviews</th>
<th>HIRING PROCESS STEP SIX: Recommended for Hire</th>
<th>% Converts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>African American</strong></td>
<td>159 (100.0%)</td>
<td>113 (71.1%)</td>
<td>30 (26.5%)</td>
<td>10 (33.3%)</td>
<td>2 (20.0%)</td>
<td>1.3%</td>
<td></td>
</tr>
<tr>
<td><strong>Asian</strong></td>
<td>364 (100.0%)</td>
<td>227 (62.4%)</td>
<td>101 (44.5%)</td>
<td>35 (34.7%)</td>
<td>20 (57.1%)</td>
<td>5.5%</td>
<td></td>
</tr>
<tr>
<td><strong>Hispanic/Latino</strong></td>
<td>360 (100.0%)</td>
<td>242 (67.2%)</td>
<td>109 (45.0%)</td>
<td>45 (41.3%)</td>
<td>15 (33.3%)</td>
<td>4.2%</td>
<td></td>
</tr>
<tr>
<td><strong>Native Hawaiian/Pacific Islander</strong></td>
<td>8 (100.0%)</td>
<td>4 (0.0%)</td>
<td>1 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td><strong>American Indian/Alaska Native</strong></td>
<td>11 (100.0%)</td>
<td>5 (0.0%)</td>
<td>3 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>676 (100.0%)</td>
<td>467 (69.1%)</td>
<td>191 (40.9%)</td>
<td>78 (40.8%)</td>
<td>27 (34.6%)</td>
<td>4.0%</td>
<td></td>
</tr>
<tr>
<td><strong>More than one race</strong></td>
<td>85 (100.0%)</td>
<td>58 (68.2%)</td>
<td>26 (44.8%)</td>
<td>11 (42.3%)</td>
<td>9 (81.8%)</td>
<td>10.6%</td>
<td></td>
</tr>
<tr>
<td><strong>Some other race</strong></td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td><strong>Unknown</strong></td>
<td>107 (100.0%)</td>
<td>75 (70.1%)</td>
<td>25 (33.3%)</td>
<td>11 (44.0%)</td>
<td>3 (27.3%)</td>
<td>2.8%</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1770 (100.0%)</td>
<td>1191 (67.3%)</td>
<td>486 (40.8%)</td>
<td>190 (39.1%)</td>
<td>76 (40.0%)</td>
<td>4.3%</td>
<td></td>
</tr>
</tbody>
</table>
Data Definitions Tables 7-9:

# of [Disaggregated Racial/Ethnic Group] among HIRING PROCCESSE STEP [#]: The total number of candidates who successfully met the requirements of the named hiring process step for the racial/ethnic group for which you are interested in determining equity gaps.

% of [Disaggregated Racial/Ethnic Group] among HIRING PROCCESSE STEP [#]: The proportion of candidates who successfully met the requirements of a named hiring process step and the candidates who successfully met the requirements of the immediately preceding hiring process step for the racial/ethnic group for which you are interested in determining equity gaps. This equals the ratio of the total number of candidates who successfully met the requirements of a hiring process step and the total number of candidates who successfully met the requirements of the immediately preceding hiring process step for the racial/ethnic group for which you are interested in determining equity gaps.

Table 10: Total Applicant Persistence Data - Gender
Fiscal Year 2016 – 2017

<table>
<thead>
<tr>
<th>Gender Group</th>
<th>HIRING PROCESS STEP ONE: Applications received</th>
<th>HIRING PROCESS STEP SIX: Recommended for Hire</th>
<th>% Converts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Female</td>
<td>1196</td>
<td>51</td>
<td>4.3%</td>
</tr>
<tr>
<td>Male</td>
<td>732</td>
<td>29</td>
<td>4.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>72</td>
<td>2</td>
<td>2.8%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2000</td>
<td>82</td>
<td></td>
</tr>
</tbody>
</table>


### Table 11: Total Applicant Persistence Data - Gender
#### Fiscal Year 2017 – 2018

<table>
<thead>
<tr>
<th>Gender Group</th>
<th>HIRING PROCESS STEP ONE: Applications received</th>
<th>HIRING PROCESS STEP SIX: Recommended for Hire</th>
<th>% Converts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>1231</td>
<td>54</td>
<td>4.4%</td>
</tr>
<tr>
<td>Male</td>
<td>1012</td>
<td>37</td>
<td>3.7%</td>
</tr>
<tr>
<td>Unknown</td>
<td>88</td>
<td>1</td>
<td>1.1%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2331</strong></td>
<td><strong>92</strong></td>
<td><strong>4.4%</strong></td>
</tr>
</tbody>
</table>

### Table 12: Total Applicant Persistence Data - Gender
#### Fiscal Year 2018 – 2019

<table>
<thead>
<tr>
<th>Gender Group</th>
<th>HIRING PROCESS STEP ONE: Applications received</th>
<th>HIRING PROCESS STEP SIX: Recommended for Hire</th>
<th>% Converts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>963</td>
<td>38</td>
<td>3.9%</td>
</tr>
<tr>
<td>Male</td>
<td>733</td>
<td>37</td>
<td>5.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>74</td>
<td>1</td>
<td>1.4%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1770</strong></td>
<td><strong>76</strong></td>
<td><strong>3.9%</strong></td>
</tr>
</tbody>
</table>
### Data Definitions Tables 10-12:

| # of [Disaggregated Gender] among HIRING PROCESS STEP [#]: The total number of candidates who successfully met the requirements of the named hiring process step for the Gender group for which you are interested in determining equity gaps. |
| % of [Disaggregated Gender Group] among HIRING PROCESS STEP [#]: The proportion of candidates who successfully met the requirements of a named hiring process step and the candidates who successfully met the requirements of the immediately preceding hiring process step for the gender group for which you are interested in determining equity gaps. This equals the ratio of the total number of candidates who successfully met the requirements of a hiring process step and the total number of candidates who successfully met the requirements of the immediately preceding hiring process step for the gender group for which you are interested in determining equity gaps. |
Table 13: Total Student Representation- Ethnicity
Fall 2016 – Fall 2018

<table>
<thead>
<tr>
<th>Racial/Ethnic Group</th>
<th>All student count in Fall 2016</th>
<th>All student count in Fall 2017</th>
<th>All student count in Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>% of all</td>
<td>#</td>
</tr>
<tr>
<td>African American</td>
<td>475</td>
<td>2.6%</td>
<td>435</td>
</tr>
<tr>
<td>Asian</td>
<td>29</td>
<td>0.2%</td>
<td>22</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>4,306</td>
<td>23.2%</td>
<td>4,015</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>994</td>
<td>5.4%</td>
<td>919</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>4,417</td>
<td>23.8%</td>
<td>4,126</td>
</tr>
<tr>
<td>White</td>
<td>774</td>
<td>4.2%</td>
<td>750</td>
</tr>
<tr>
<td>More than one race</td>
<td>63</td>
<td>0.3%</td>
<td>51</td>
</tr>
<tr>
<td>Some other race</td>
<td>2,072</td>
<td>11.2%</td>
<td>168</td>
</tr>
<tr>
<td>Unknown</td>
<td>5,392</td>
<td>29.1%</td>
<td>4,171</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>18,522</td>
<td>100.0%</td>
<td>14,657</td>
</tr>
</tbody>
</table>
Table 14: Mission College Student Representation- Ethnicity
Fall 2016 – Fall 2018

<table>
<thead>
<tr>
<th>Racial/Ethnic Group</th>
<th>All student count in Fall 2016</th>
<th>All student count in Fall 2017</th>
<th>All student count in Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>% of all</td>
<td>#</td>
</tr>
<tr>
<td>African-American</td>
<td>267</td>
<td>3.0%</td>
<td>265</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>12</td>
<td>0.1%</td>
<td>9</td>
</tr>
<tr>
<td>Asian</td>
<td>2,883</td>
<td>32.8%</td>
<td>2,627</td>
</tr>
<tr>
<td>Filipino</td>
<td>766</td>
<td>8.7%</td>
<td>726</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2,173</td>
<td>24.7%</td>
<td>1,965</td>
</tr>
<tr>
<td>Multi-Ethnicity</td>
<td>304</td>
<td>3.5%</td>
<td>285</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>37</td>
<td>0.4%</td>
<td>32</td>
</tr>
<tr>
<td>Unknown</td>
<td>718</td>
<td>8.2%</td>
<td>60</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>1,635</td>
<td>18.6%</td>
<td>1,169</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>8,795</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>7,138</strong></td>
</tr>
</tbody>
</table>
Table 15: West Valley College Student Representation- Ethnicity  
Fall 2016 – Fall 2018

<table>
<thead>
<tr>
<th>Racial/Ethnic Group</th>
<th>All student count in Fall 2016</th>
<th>All student count in Fall 2017</th>
<th>All student count in Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>% of all</td>
<td>#</td>
</tr>
<tr>
<td>African-American</td>
<td>208</td>
<td>4.4%</td>
<td>170</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>17</td>
<td>20.3%</td>
<td>13</td>
</tr>
<tr>
<td>Asian</td>
<td>1423</td>
<td>8.7%</td>
<td>1388</td>
</tr>
<tr>
<td>Filipino</td>
<td>228</td>
<td>0.0%</td>
<td>193</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2244</td>
<td>0.0%</td>
<td>2161</td>
</tr>
<tr>
<td>Multi-Ethnicity</td>
<td>470</td>
<td>65.2%</td>
<td>465</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>26</td>
<td>1.5%</td>
<td>19</td>
</tr>
<tr>
<td>Unknown</td>
<td>1354</td>
<td>0.0%</td>
<td>108</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>3757</td>
<td>0.0%</td>
<td>3002</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>9727</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>7519</strong></td>
</tr>
</tbody>
</table>
Data Definitions Tables 13-15:

# of [Disaggregated Racial/Ethnic Group] among Students on the first day of classes on [Date]: The total number of students on the first day of class in the institution for the racial/ethnic group for which you are interested in determining equity gaps.

% of all [Disaggregated Racial/Ethnic Group] among students on the first day of classes on [Date]: The number of students in the disaggregated group that are attending class in the institution on the first day of class. This equals the ratio of the number of students in the disaggregated group in the institution on the first day of classes and the total number of students in the institution on the first day of classes.

Table 16: Total Student Representation- Gender
Fall 2016 – Fall 2018

<table>
<thead>
<tr>
<th>Gender Group</th>
<th>All student count in Fall 2016</th>
<th>All student count in Fall 2017</th>
<th>All student count in Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>% of all</td>
<td>#</td>
</tr>
<tr>
<td>Female</td>
<td>10,595</td>
<td>57.2%</td>
<td>8,044</td>
</tr>
<tr>
<td>Male</td>
<td>7,790</td>
<td>42.1%</td>
<td>6,459</td>
</tr>
<tr>
<td>Unknown</td>
<td>137</td>
<td>0.7%</td>
<td>154</td>
</tr>
<tr>
<td>TOTAL</td>
<td>18,522</td>
<td>100.0%</td>
<td>14,657</td>
</tr>
</tbody>
</table>
Table 17: Mission College Student Representation- Gender
Fall 2016 – Fall 2018

<table>
<thead>
<tr>
<th>Gender Group</th>
<th>All student count in Fall 2016</th>
<th>All student count in Fall 2017</th>
<th>All student count in Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>% of all</td>
<td>#</td>
</tr>
<tr>
<td>Female</td>
<td>5,069</td>
<td>57.6%</td>
<td>3,960</td>
</tr>
<tr>
<td>Male</td>
<td>3,661</td>
<td>41.6%</td>
<td>3,116</td>
</tr>
<tr>
<td>Unknown</td>
<td>65</td>
<td>0.7%</td>
<td>62</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>8,795</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>7,138</strong></td>
</tr>
</tbody>
</table>

Table 18: West Valley College Student Representation- Gender
Fall 2016 – Fall 2018

<table>
<thead>
<tr>
<th>Gender Group</th>
<th>All student count in Fall 2016</th>
<th>All student count in Fall 2017</th>
<th>All student count in Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>% of all</td>
<td>#</td>
</tr>
<tr>
<td>Female</td>
<td>5,526</td>
<td>56.8%</td>
<td>4,084</td>
</tr>
<tr>
<td>Male</td>
<td>4,129</td>
<td>42.4%</td>
<td>3,343</td>
</tr>
<tr>
<td>Unknown</td>
<td>72</td>
<td>0.7%</td>
<td>92</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>9,727</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>7,519</strong></td>
</tr>
<tr>
<td>Data Definitions Tables 16-18:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of [Disaggregated Gender Group] among Students on the first day of classes on [Date]: The total number of students on the first day of class in the institution for the gender group for which you are interested in determining equity gaps.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of all [Disaggregated Gender Group] among Students on the first day of classes on [Date]: The proportion of students in the disaggregated gender group that are in the institution on the first day of class. This equals the ratio of students in the disaggregated gender group in the institution on the first day of classes and the total number of students in the gender group in institution on the first day of classes.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Plan Component 11: Analysis of Degree of Underrepresentation and Significant Underrepresentation

In the previous EEO Plan, the district recognized the significant differences in ethnic breakdown between employees and students. Practices that interfered with achieving a diverse workforce representative of the community were reviewed, which included monitoring changes in application pools and retention in faculty and staff.

Comparing the student demographics to the workforce demographic data in the tables in Plan Component 10, there are significant differences in the student demographic distribution and employee demographic distribution in terms of ethnicity. However, the distribution of gender for employees and students is consistent.

The time-series graphs presented in this section show the change in the percentage of employees for each ethnic group and gender group. At Mission College, there is a high proportion of Asian and Hispanic students. The proportion of Hispanic employees has increased, but still does not come close to the proportion of Hispanic students enrolled at Mission College. There has also been a decline in the proportion of Asian employees. West Valley College shows a slow increase towards having the employee distribution match the student distribution with increasing percentages of Hispanic and Asian employees, but the percentage of White, non-Hispanic employees is over 1.5 times the percentage of White students at West Valley College. Looking closely at the data, we see that the difference is found in large part in the ethnic breakdown of tenure-track faculty.

Student Population Demographic by Ethnicity and Gender for Fall 2018 below:

<table>
<thead>
<tr>
<th></th>
<th>African American</th>
<th>Asian</th>
<th>Hispanic/Latino</th>
<th>Native Hawaiian/Pacific Islander</th>
<th>American Indian/Alaska Native</th>
<th>White</th>
<th>More than one race</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission</td>
<td>3.03%</td>
<td>31.53%</td>
<td>25.25%</td>
<td>9.15%</td>
<td>0.18%</td>
<td>17.34%</td>
<td>3.81%</td>
<td>10.14%</td>
</tr>
<tr>
<td>West Valley</td>
<td>1.91%</td>
<td>16.03%</td>
<td>24.16%</td>
<td>5.47%</td>
<td>0.19%</td>
<td>36.99%</td>
<td>5.13%</td>
<td>13.30%</td>
</tr>
<tr>
<td>Total Population</td>
<td>2.45%</td>
<td>23.55%</td>
<td>24.68%</td>
<td>5.41%</td>
<td>0.18%</td>
<td>27.46%</td>
<td>4.49%</td>
<td>11.77%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission</td>
<td>43.31%</td>
<td>55.42%</td>
<td>1.27%</td>
</tr>
<tr>
<td>West Valley</td>
<td>41.25%</td>
<td>56.29%</td>
<td>2.46%</td>
</tr>
<tr>
<td>Total Population</td>
<td>42.25%</td>
<td>55.87%</td>
<td>1.89%</td>
</tr>
</tbody>
</table>
District Workforce Demographic by Ethnicity and Gender for Fall 2018 below:

<table>
<thead>
<tr>
<th></th>
<th>African American</th>
<th>Asian</th>
<th>Hispanic/Latino</th>
<th>Native Hawaiian/Pacific Islander</th>
<th>American Indian/Alaska Native</th>
<th>White</th>
<th>More than one race</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission</strong></td>
<td>4.2%</td>
<td>27.5%</td>
<td>14.9%</td>
<td>0.0%</td>
<td>0.8%</td>
<td>50.1%</td>
<td>1.2%</td>
<td>1.2%</td>
</tr>
<tr>
<td><strong>West Valley</strong></td>
<td>4.0%</td>
<td>16.4%</td>
<td>15.2%</td>
<td>0.2%</td>
<td>0.7%</td>
<td>60.9%</td>
<td>1.7%</td>
<td>1.0%</td>
</tr>
<tr>
<td><strong>District</strong></td>
<td>4.1%</td>
<td>21.4%</td>
<td>15.1%</td>
<td>0.1%</td>
<td>0.7%</td>
<td>56.0%</td>
<td>1.5%</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission</strong></td>
<td>41.0%</td>
<td>59.0%</td>
</tr>
<tr>
<td><strong>West Valley</strong></td>
<td>43.2%</td>
<td>56.8%</td>
</tr>
<tr>
<td><strong>District</strong></td>
<td>42.2%</td>
<td>57.8%</td>
</tr>
</tbody>
</table>
Plan Component 12: Methods to Address Underrepresentation

The district will ensure equal employment opportunity, which involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas, and that is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups that are protected from discrimination. In doing so, the district places great emphasis on the recruitment of potential applicants in order to create a diverse pool of qualified individuals from which to hire. With a diverse pool, the district takes steps within the screening/selection process to allow for the hiring of candidates with varied backgrounds who can contribute and effectively communicate in a diverse community. The equal employment opportunity provisions below are applicable to all full-time and part-time hiring, including any hiring meant to address the ratio of full-time to part-time faculty that may be required by Education Code section 87482.6.3

The district actively recruits from both within and outside the district’s work force to attract qualified applicants for all vacancies. This includes outreach designed to ensure that all persons are provided the opportunity to seek employment with the district. The requirement of open recruitment applies to all full-time and part-time vacancies in all job categories and classifications, including, but not limited to, faculty, classified employees, categorically funded positions, and all executive/administrative/managerial positions. Recruitment for full-time faculty and educational administrator positions are at least statewide and, at a minimum, includes seeking qualified applicants listed in the California Community Colleges Equal Employment Opportunity Registry and posting job announcements with the Registry. Recruitment for part-time faculty positions may be conducted separately for each vacancy or by annually establishing a pool of eligible candidates, but in either case full and open recruitment is carried out consistent with this Plan.

"In-house or promotional only" recruitment shall not be used to fill any vacancy for any position described above except when the position is being filled on an interim basis for the minimum time necessary to allow for full and open recruitment; provided however, that no interim appointment or series of interim appointments exceeds two years in duration. Where in-house or promotional only recruitment is utilized to fill a position on an interim basis, all district employees are afforded the opportunity to apply and demonstrate that they are qualified. The job announcements for interim positions comply with the requirements set forth in the Plan and the selection process is consistent with the above requirements.

For purposes of this component, a vacancy is not created, and the requirements of the above do not apply, when:

a) There is a reorganization that does not result in a net increase in the number of employees;

b) One or more lateral transfers are made and there is no net increase in the number of employees;

3 Education Code section 87102 requires each district’s Plan to address how the district will make progress in achieving the ratio of full-time to part-time faculty hiring as required by Education Code section 87482.6, while still ensuring equal employment opportunity.
c) A position which is currently occupied by an incumbent is upgraded, reclassified, or renamed without significantly altering the duties being performed by the individual;

d) The faculty in a division or department elects one faculty member to serve as a chairperson for a prescribed limited term;

e) The position is filled by a temporary, short-term, or substitute employee appointed pursuant to Education Code;

f) A part-time faculty member is assigned to teach the same or fewer hours he or she has previously taught in the same discipline without a substantial break in service. A “substantial break in service” means more than one calendar year or such different period as may be defined by a collective bargaining agreement; or

g) An individual not currently employed by the district, who is specially trained, experienced, and competent to serve as an administrator, and who satisfies the minimum qualifications applicable to the position, is engaged to serve as an administrator through a professional services contract. No appointment or series of appointments pursuant to this provision may exceed a period of two years.

To address any identified underrepresentation of monitored groups pursuant to Plan Component 11, the district will revise its recruitment and hiring procedures and policies in accordance with the following provisions. These provisions will be in place henceforth, whether or not underrepresentation exists, because the provisions are also valuable in ensuring equal employment opportunity. The district’s Recruitment and Hiring Procedures shall include in its section on recruitment the following provisions:

1) Recruitment

It is the policy of the district to aggressively pursue a program of verifiable recruitment that is inclusive and open to all individuals.

Efforts will be undertaken, on a regular basis, to develop and contact new recruitment sources that ensure diverse pools of candidates. Diverse pools should include, but not be limited to, men, women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. The EEO Diversity Advisory Council is encouraged to utilize and notify the district of additional recruitment options that may enable the district to obtain a diverse pool of applicants. All recruitment announcements state that the district is an “Equal Employment Employer.” The district includes in the recruitment section of its Recruitment and Hiring Procedures the following provisions:

a) The district will apply the recruitment procedures set forth in Title 5, section 53021 to conduct full and open recruitment for all vacancies and will not invoke the provisions for in-house interim appointments or the exception under 53021(c)(7) for engaging an administrator through a professional services contract without first notifying the Associate Vice Chancellor of Human Resources in writing of the compelling reason to do
so. If the Associate Vice Chancellor determines that an exception to a full and open recruitment is warranted, he/she will notify the EEO Diversity Advisory Council.

b) Recruitment for all open positions shall include, but not be limited to, placement of job announcements in the following instruments:

(1) General circulation newspapers, general circulation publications, and general market radio and television stations, including electronic media.

(2) Local and regional community newspapers.

(3) Newspapers, publications, and radio and television stations that provide information in languages other than English and to low-income communities.

(4) Publications including electronic media, which are distributed to the general market and to newspapers, publications, and radio and television stations, whose primary audience is comprised of groups found to be underrepresented in the district’s workforce.

c) Whenever feasible, the district shall host an open house for persons interested in employment with the district. The open house will allow potential candidates to meet deans, department chairs, faculty, and classified employees of the district. Attendees will be provided with information regarding current job openings, the demographic makeup of the student body, hiring criteria and procedures, and information on the district’s commitment to equal employment opportunity. Efforts will be made to attract diverse groups of individuals to the open house. The district will attend the CCC Registry annual recruitment fairs in northern and southern California.

d) District employees shall be surveyed on a regular basis requesting resources and locations where open positions may be advertised to ensure recruitment is as inclusive and broad as possible and includes recruitment of monitored groups. Human Resources will compile, store, and update this list.

2) Job Announcements

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

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

b) For identified public contact or community liaison positions, bilingual ability in the language spoken by a significant number of students may be a required qualification. Before bilingual ability in the identified languages can be made a required qualification, the district will conduct an analysis to ensure that such a requirement meets the standard for a bona fide occupational requirement. The district will identify the specific positions that may require bilingual ability and the language(s) needed; and in which positions bilingual ability in a particular language may be listed as a required, preferred, or desired qualification.

3) Review of Initial and Qualified Applicant Pools

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

a) The application for employment will provide for voluntary, self-identification of the applicant’s gender, ethnic group, veteran status and, if applicable, his or her disability; and this information will be kept separate from the application reviewed by the screening/selection committee.

b) Initial Applicant Pool: The initial applicant pool is composed of all applications received by the application deadline. The composition of the initial applicant pool will be recorded and reviewed by the Associate Vice Chancellor of Human Resources or designee. All initial applications shall be screened to determine which candidates satisfy job specifications set forth in the job announcement.

c) Qualified Applicant Pool: The qualified applicant pool is composed of those applicants from the initial applicant pool who satisfy the minimum qualifications set forth in the job description. The composition of the qualified applicant pool shall be reviewed and compared to the composition of the initial applicant pool. If the Associate Vice Chancellor of Human Resources or designee finds that the composition of the qualified applicant pool may have been influenced by factors which are not job related, appropriate action will be taken. Once the qualified applicant pool is approved, the pool will be forwarded to the screening/selection committee for paper screening, interviews, and final recommendations for hiring consideration.

4) Screening and Selection Procedures

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4 See Title 5, section 53023 for general authority for this section.
5 See Title 5, section 53024 for general authority for this section.
The district seeks to employ qualified persons with a broad range of backgrounds and abilities who have the knowledge and experience to work effectively in a diverse environment. The selection process is based on merit, and will extend to all candidates a fair, impartial examination of qualifications based on job-related criteria. The district’s Recruitment and Hiring Procedures shall include in its section on applicant screening by screening/selection committees the following provisions:

a) All screening and selection techniques, including the procedure for developing interview questions, and the selection process as a whole, will be:

(1) Designed to ensure that, for all positions, meaningful consideration is given to the extent to which applicants demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. “Meaningful consideration” means that candidates shall be required to demonstrate sensitivity to diversity in ways relevant to the specific position;6

(2) Designed to ensure that for all faculty and administrative positions, meaningful consideration is given to the extent to which applicants demonstrate knowledge of multiculturalism, of training in cultural proficiency, and knowledge of the history and culture of underrepresented groups and groups that have experienced discrimination;7

(3) Based solely on job-related criteria; and

(4) Designed to avoid an adverse impact, and monitored by means consistent with this section to detect and address adverse impact which does occur for any monitored group.

b) When possible, every effort will be made, within the limits allowed by federal and state law, to ensure selection/screening committees include a diverse membership, which will bring a variety of perspectives to the assessment of applicant qualifications. Selection/screening committees will be encouraged to include members from monitored groups.

c) The Associate Vice Chancellor of Human Resources, or designee, is responsible for approving the makeup of selection/screening committees. If the Associate Vice Chancellor of Human Resources, or designee, does not approve a selection/screening committee for lack of diversity, he or she will take necessary steps to remedy the lack of diversity.

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6 Title 5, section 53024 only requires that this criterion be applied to faculty and administrators. The District has chosen to apply the criteria to all applicants. The language is added here as a recommended practice.

7 This is not a Title 5 requirement. It is added here as a recommended practice.
d) Before a person can serve on a selection/screening committee, he or she must receive equal employment opportunity and diversity training.

e) Interviews must include at least two questions which assess the candidate’s understanding of and commitment to equal employment opportunity and his or her level of cultural proficiency. Reference checks must include at least one question addressing such issues.

f) All screening materials must be approved by the Associate Vice Chancellor of Human Resources or designee for compliance with equal employment opportunity principles.  

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

g) Monitoring for adverse impact will occur at each of the following stages of the screening/selection committee process:

1) After the selection/screening committee has conducted the paper screening and prior to contacting any of the applicants for interviews. Interviews cannot be scheduled until the applicant pool has been approved and cleared for adverse impact.

2) After the applicants have been interviewed and prior to forwarding finalists to the hiring administrator. Finalists cannot be forwarded for hiring consideration until the applicant pool has been approved and cleared for adverse impact.

h) The district will not designate or set aside particular positions to be filled by members of any group defined in terms of ethnic group identification, race, color, ancestry, national origin, age, sex, religion, gender, gender identity, gender expression, sexual orientation, marital status, pregnancy, physical or mental disability, genetic information, medical condition, or military and veteran status, or engage in any other practice, which would result in discriminatory or preferential treatment prohibited by state or federal law. The district will not apply the Plan in a rigid manner that has the purpose or effect of so discriminating.

i) The district will review all of its current and future job specifications to ensure that seniority or length of service is taken into consideration only to the extent it is job-related, is not the sole criterion, and is included in the job announcement consistent with the requirements of Plan Component 12, section 2) a) (see Title 5, §§ 53022 and 53024(d)).

Service will be considered job-related for purposes of taking seniority or length of service into account only if it is closely related to the actual teaching or other faculty assignment. Service in the same department will not automatically be considered closely related unless the actual assignments within the department are similar. The use of seniority or length of service will be assessed for adverse impact in each selection process where it is taken into account. If adverse impact results from the use of seniority or length of service
as a job-related factor, the process will continue only if applicants who were eliminated by the use of seniority or length of service considerations are placed back in the pool and continue to be considered during the hiring process.

j) Selection testing for employees will follow procedures as outlined in the Equal Employment Opportunity Commission’s *Uniform Guidelines on Employee Selection Procedures*.

k) The Board of Trustees or its designee shall make all final hiring decisions based upon careful review of the candidate or candidates recommended through the screening/selection committee. This includes the right to reject all candidates and to order further review or to reopen the position where necessary to achieve the objectives of the *Plan* or to ensure equal employment opportunity.

l) The district will review the pattern of its hiring decisions over time, and if it determines that those patterns do not meet the objectives of the *Plan*, the district will request the EEO Diversity Advisory Council to recommend new methods to meet the *Plan* objectives, or if necessary, to modify the *Plan* itself to ensure equal employment opportunity.
Plan Component 13: Additional Measures to Support Diversity and Ensure Equal Employment Opportunity

1) The district shall review the information gathered pursuant to Title 5, Section 53003, subdivision(c) (6) to determine if significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process. For these purposes, the phases of the employment process include but are not limited to recruitment, hiring, retention and promotion. The information to be reviewed shall include, but need not be limited to:

   a) Longitudinal analysis of data gathered regarding job applicants, to identify whether over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool, to the qualified applicant pool;

   b) Analysis of data regarding potential job applicants, to the extent provided by the State Chancellor, which may indicate significant underrepresentation of a monitored group; and

   c) Analysis to determine whether the group is significantly underrepresented.

2) Where the review described above identifies that significant underrepresentation of a monitored group may be the result of non-job related factors in the employment process, the district shall implement additional measures designed to address the specific area of concern. These additional measures shall include the following:

   a) The district will request that the EEO Diversity Advisory Council, in conjunction with appropriate Human Resources staff, review the district’s recruitment procedures and make recommendations on modifications that would address the underrepresentation.

   b) The district will require that the responsible administrator for the division or department where the significant underrepresentation occurs develop, in conjunction with the equal employment opportunity officer, a recruitment and hiring program to assist in addressing the significant underrepresentation. The program should include additional locations or resources to advertise positions that would likely attract candidates from the significantly underrepresented groups; whatever changes in staffing, curricular offerings or department structure would assist in attracting candidates from significantly underrepresented groups; additional training for current faculty and staff on the value of a diverse workforce; and recommended changes to the job announcement and screening criteria, including interview questions, that may reasonably be expected to attract candidates from the significantly underrepresented group. The responsible administrator(s) will be evaluated on the ability to develop and implement this recruitment and hiring program.

   c) The district will actively monitor the representation rate of each group, which was identified in Component 11 as being significantly underrepresented in one or more categories.
d) Review each locally established “required,” “desired” or “preferred” qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with:

a. Any requirements of federal law; and

b. Qualifications which the district has found to be job-related, including the requirement that applicants for academic and administrative positions demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students.

e) Discontinue the use of any locally established qualification that is not found to satisfy the requirements set forth in the previous paragraph and continue using qualification standards meeting the requirements in the previous paragraph only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of the previous paragraph, and be expected to have a less exclusionary effect.

f) Consider the implementation of additional measures designed to promote diversity that are reasonably calculated to address the area of specific need.

g) The administrator for the division or department where the significant underrepresentation persists; a subcommittee of the Diversity Advisory Council chosen by its members, and a Human Resources department recruitment specialist will review the effectiveness of the recruitment and hiring program described in section 3 above. This group will provide recommendations to modify the recruitment and hiring program to better address the significant underrepresentation. The Chancellor will be evaluated on his/her ability to successfully implement the recruitment and hiring program.
Plan Component 14: Other Measures Necessary to Further Equal Employment Opportunity

The district recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. To that end, in addition to the steps to address underrepresentation and/or significant underrepresentation, the district will implement a diversity program. Having a campus that has accepted principles of diversity and multiculturalism can make implementation and maintenance of an effective equal employment opportunity program much easier. For that reason, institutionalizing a well-planned, well-funded diversity program supported by the leadership of the district can be of great value. The district will sponsor cultural events and speakers on issues dealing with diversity, and explore how to infuse diversity into the classroom and curriculum. The district will promote the concept of cultural proficiency and it will develop an evaluation form that integrates diversity into the evaluation of employees. The district will also promote learning opportunities and personal growth in the area of diversity and evaluate how the physical environment can be responsive to its diverse employee and student populations. In implementing a diversity program, the district shall do the following:

1) Commit to a formal Office of Diversity and diversity program that is part of the structure of the district and that will be adequately funded and supported by the district and campus leadership.  

2) Conduct campus climate studies to identify hidden barriers.

3) Include guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees alike.

4) Highlight the district’s equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications. Include in job announcements language indicating that candidates are required to demonstrate that they can infuse diversity into their major job duties.

5) Conduct diversity dialogues, forums, and cross-cultural workshops.

6) Work with Human Resources to assist in the development of a “Diversity Instructional Tool Kit” as a resource for faculty interested in infusing diversity and multiculturalism into their instruction or services to students.

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9 Districts may look at the State Chancellor’s Office website for information on System wide Commitments to Equity and Diversity. This information may be accessed at www.cccco.edu. The State Chancellor’s Office has not evaluated the application of specific practices, and inappropriate application could cause a district to violate the law. Additionally, because the information may not have been recently reviewed for consistency with legal requirements, districts should seek the advice of legal counsel when implementing specific practices.
7) Review and revise college/district publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.

8) Recognize and value staff and faculty who have promoted diversity and equal employment opportunity principles by awarding a yearly diversity recognition award.

9) Include EEO/diversity workshops at flex days or staff development days.

10) Evaluate administrators yearly on their ability and efforts to meet the district’s equal employment opportunity and diversity efforts.

11) Establish an “Equal Employment Opportunity and Diversity” online presence by highlighting the district’s diversity and equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures and programs on the district’s website. The website will also list contact persons for further information on all of these topics.

12) Promote various cultural celebrations on campus.

13) Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees.

14) Have a formal diversity program on campus that is visible, valued and adequately funded.

15) Consider providing for alternative educational or experience requirements for nonacademic positions.

16) Develop leadership opportunities with current staff focusing on diversity.

17) Establish a Community Outreach Advisory Council to involve community-based organizations in the recruitment and other equal employment opportunity efforts of the college. Recommended membership will include representatives from local business and industry as well as from diverse community groups such as MALDEF, NAACP, Chamber of Commerce, and City Council(s).

18) Ensure that top administrative staff support diversity objectives and that the diversity and/or equal employment opportunity officer position is maintained as a cabinet or other high-level administrative position.

19) Seek direct contact with student, professional, community and other organizations that represent the diverse community we serve. These organizations can serve as resources for referring potential candidates.

20) Conduct exit interviews with employees who voluntarily leave the district, maintain a database of exit interviews, analyze the data for patterns impacting particular monitored groups, and implement concrete measures that utilize this information.

21) Provide training on elimination of bias in hiring and employment.
22) Provide cultural awareness training to members of the campus community.

23) Maintain a variety of programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities.

24) Provide the opportunity for the Board of Trustees to receive training on the elimination of bias in hiring and employment at least once every election cycle.

25) Thoroughly investigate, in a timely manner, all complaints filed under this chapter, and all harassment and discrimination complaints filed, and take appropriate corrective action in all instances where a violation is found.

26) Ensure that the district mission statement conveys a commitment to diversity and inclusion, and recognition that a diverse and inclusive workforce promotes its educational goals and values.

27) Encourage district staff members serve as resources, consultants, mentors and/or leaders to colleagues at other districts in the areas of EEO and diversity enhancement.

28) Maintain updated curricula, texts, and/or course descriptions to expand the global perspective of the particular course, readings or discipline.

29) Address issues of inclusion/exclusion in a transparent and collaborative fashion.

30) Make attempts to gather information from applicants who decline job offers to find out why, record this information, and utilize it.

31) Conduct longitudinal analysis of various employment events by monitored group status such as: hiring, promotion, retention, voluntary resignation, termination, and discipline.

32) Establish a Faculty Diversity Internship Program to, in part, encourage graduate employment in community colleges.
Plan Component 15: Persons with Disabilities: Accommodations and Goals for Hiring

1) Reasonable Accommodations

Applicants and employees with disabilities\(^{10}\) shall receive reasonable accommodations consistent with the requirements of Government Code, sections 11135 *et seq.* and 12940(m); section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act. Such accommodations may include, but are not limited to, job site modifications, job restructuring, part-time work schedules, flexible scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aides such as readers, interpreters, and note-takers.

The Associate Vice Chancellor of Human Resources, in the role of ADA coordinator, is responsible for handling requests for accommodations from current employees. The Office of Human Resources is responsible for handling requests from applicants seeking such accommodations during the application process. Requests can be made on the “Request for Employment Related Accommodation Under the Americans with Disabilities Act and California Fair Employment and Housing Act” form.

2) Goals for Persons with Disabilities

Currently, the projected representation for persons with disabilities is only required by the total district workforce and not by job categories. The district will monitor applicants and employees with disabilities for both West Valley and Mission Colleges and address based on assessment of underutilization.

The district will work with Disability Support Programs and Services (DSPS) at Mission College and Disability & Educational Support Program (DESP) at West Valley College to communicate job openings to persons with disabilities.

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\(^{10}\) See the definition of “person with a disability” in the definitions section of the *Plan*. A more detailed definition of physical and mental disability is found in Government Code, section 12926. California has a broader definition of disability than the ADA. California also requires accommodations to be made under circumstances where accommodations might not be necessary under federal law.
Plan Component 16: Encouraging Graduate Employment in Community Colleges

The district will encourage community college students to become qualified for, and seek employment as, community college employees. The district shall research and inform students about programs that may assist them to complete their graduate studies and become community college employees. The district will post informational flyers on the campuses concerning such programs, and make information available in student newspapers, the course catalog, and in locations accessible to students, including but not limited to, Counseling, Financial Aid, Admissions and Records, the Bookstore, and the Student Center. Efforts will be made to inform graduate students in local colleges and universities about the benefits of employment at a community college. The district will pursue permanent funding for its Faculty Diversity Internship Program, which is designed and executed as a paid internship providing high quality learning opportunities for interns and enhancing the educational success of our multicultural students.
## 8. Business and Finance

**Subject**

8.1 2020/2021 TENTATIVE BUDGET - Recommendation: That the Board of Trustees adopt the 2020/2021 Tentative Budget and set October 6, 2020, as the date for a public hearing and adoption of the Final Budget for 2020/2021.

**Meeting**

Jun 2, 2020 - Regular Meeting

**Access**

Public

**Type**

Action

**Recommended Action**

That the Board of Trustees adopt the 2020/2021 Tentative Budget and set October 6, 2020, as the date for a public hearing and adoption of the Final Budget for 2020/2021.

**Prepared By:** Ngoc Chim and Susie McDonnell

**Reviewed By:** Ngoc Chim

**Approved By:** Bradley Davis

### Funding Source/Fiscal Impact

The Tentative Budget is the fiscal plan for the Fiscal Year 2020/2021.

### Reference(s)

Section 58305, Title 5, California Code of Regulations, requires a Tentative Budget be adopted by July 1 of each year. This section also requires that the date for the public hearing for discussion of the Final Budget be declared.

### Background/Alternatives

The Final Budget will be different than the Tentative Budget. Known key variables that can significantly affect the Budget as it moves from Tentative to Final are the following:

1. Final action on the State Budget
2. Results of contract negotiations
3. Unaudited Ending Balance for FY 19/20
4. Summer session FTES
5. Final district-wide fixed costs
6. Fluctuation in property tax revenues

The Budget Overview of the Tentative Budget provides details about the significant items that affect the budget.

### Coordination

The Tentative Budget has been discussed with the Fiscal Workgroup, District Council and the Audit and Budget Oversight Committee (ABOC).

### Follow-up/Outcome

The Final Budget will be distributed for inspection by the public not less than three days prior to the date of the public hearing. In accordance with Section 58301, Title 5, California Code of Regulations, a public notice will be made in a newspaper of general circulation identifying the locations where the proposed Final Budget will be available for public inspection. This notice will be filed not less than three days prior to the date that the document will be available for inspection.
Subject: 9.1 WEST VALLEY-MISSION COMMUNITY COLLEGES DISTRICT RESOLUTION 20050503 SUPPORTING EQUITY AND ACCESS WITHOUT DISCRIMINATION - Recommendation: That the Board of Trustees adopt Resolution No. 20060201 supporting Assembly Constitutional Amendment 5 to the California State Constitution repealing Proposition 209.

Meeting: Jun 2, 2020 - Regular Meeting

Access: Public

Type: Action

Recommended Action: That the Board of Trustees adopt Resolution No. 20060201 supporting Assembly Constitutional Amendment 5 to the California State Constitution repealing Proposition 209.

Prepared By: Brenda Rogers

Approved By: Bradley Davis

Funding Source/Fiscal Impact: There is no fiscal impact.

Reference(s): Board Policies 3410 (Nondiscrimination) and 5300 (Student Equity), and Education Code Sections 66030, 66250 et seq., 87100 et seq., and 87100 et seq.; Title 5 sections 53000 et seq., and 59300 et seq.; and Title VII of the Civil Rights Act of 1964.

Background/Alternatives: The U.S. government in the late 1960s established affirmative action policies to address discrimination and bias in hiring, government contracts, and access to higher education towards racial minorities and women. Then, the passage of Proposition 209 in 1996 amended the California Constitution by prohibiting the consideration of race, sex, and ethnicity in admission to public employment, public education, and public contracting.

Proposition 209 strongly inhibited California state and local governments' ability to remedy the continuing effects of past discrimination through race-conscious programs such as those designed to ensure access to higher education through the University of California, California State University, and California Community Colleges. The West Valley-Mission Community College District is unwavering in its support and promotion of programs, initiatives, and policies designed to instill values associated with community and inclusion. The West Valley-Mission Community College District urges the State Legislature and all residents of the state to support Assembly Constitutional Amendment 5, which will permit students, regardless of sex, race, ethnicity, or national origin, to access social and economic opportunities to achieve their highest potential.

Coordination: The Chancellor will publicly post this resolution on each campus and the WVMCCD websites, and email the approved Resolution 20060201 to the California State Legislature.

File Attachments:
Attach 9.1, WVMCCD Resolution 20060201 Assembly Constitutional Amendment 5.docx (41 KB)
RESOLUTION 20060201 OF THE WEST VALLEY-MISSION COMMUNITY COLLEGE DISTRICT

WHEREAS, Native American, Latino, Black, Pacific Islander, and other people of color and women have historically faced racism and discrimination in the United States (U.S.), including the denial of equal opportunity in employment and equal access to higher education; and

WHEREAS, the U.S. government in the late 1960s established affirmative action policies to address discrimination and bias in hiring, government contracts, and access to higher education towards racial minorities and women; and

WHEREAS, the passage of Proposition 209 in 1996 amended the California Constitution by prohibiting the consideration of race, sex, and ethnicity in admission to public employment, public education, and public contracting; and

WHEREAS, Proposition 209 strongly inhibited California state and local governments’ ability to remedy the continuing effects of past discrimination through race-conscious programs such as those designed to ensure access to higher education through the University of California, California State University, and California Community Colleges; and

WHEREAS, the effect of Proposition 209 was to reduce the percentages of Black, Native American, Pacific Islander, and Latino students admitted to public institutions of higher education in California, placing it in direct conflict with the goals of the California Community Colleges Vision for Success framework by making it more difficult to close equity gaps; and

WHEREAS, Proposition 209 contributes to reducing the “pipeline” of candidates of color for faculty positions by lowering transfer and graduation rates of students representing communities of color; and

WHEREAS, California has the fifth largest and strongest economy in the world but Proposition 209 has prevented full participation in the state’s economic prosperity for over two decades for all Californians, and represents a step backwards for people of color and women by limiting their access to economic opportunities and higher education; and

WHEREAS, Proposition 209 has cost women and minority-owned businesses $1.1 billion each year and perpetuated gender and racial wage gaps and has allowed discriminatory hiring and contracting processes to continue unhindered; and

WHEREAS, California is one of only eight states that does not allow race or gender to be considered in hiring, or allotting state contracts, or accepting students into the state’s public colleges and universities in order to remedy the effects of generations of discrimination; and

WHEREAS, the California Community Colleges system, comprised of 2.1 million students and 115 campuses, provides a wide variety of special programs and support services for students and is committed to serving California residents, regardless of sex, race, ethnicity, or national origin; and

WHEREAS, the West Valley-Mission Community College District is unwavering in its support and promotion of programs, initiatives, and policies designed to instill values associated with community and inclusion; now, therefore, be it
RESOLVED that Assembly Constitutional Amendment 5, if approved by the voters of California, would repeal Proposition 209 and eliminate the state prohibition on the use of race and sex, and other characteristics in considering admission to higher education; and be it further

RESOLVED that the West Valley-Mission Community College District urges the State Legislature and all residents of the state to uphold California values and support Assembly Constitutional Amendment 5, which will permit students, regardless of sex, race, ethnicity, or national origin, to access social and economic opportunities to achieve their highest potential.

Dated: ______________________

Signed: ________________________________

Susan Fish, Board President, WVMCCD
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<td>Meeting</td>
<td>Jun 2, 2020 - Regular Meeting</td>
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## 12. Reconvene Public Session, If Necessary

<table>
<thead>
<tr>
<th>Subject</th>
<th>12.1 Report of Closed Session Action</th>
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### 13. Meeting Closing

<table>
<thead>
<tr>
<th>Subject</th>
<th>13.1 Adjournment</th>
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Regular Meeting, Comments (Tuesday, May 5, 2020) APPROVED
Generated by Brenda Rogers on Friday, May 1, 2020

1.1 Call to Order
The meeting was called to order at 6:10 p.m..

1.2 Roll Call
Members Present:
Susan Fish, Randi Kinman, Robert Owens, Karl Watanabe, Jack Lucas, Anne Kepner and Adrienne Grey
Student Trustees: Evelina Gromilina and Kian Lechner were present during the public session only. Evelina arrived
at 7:40 p.m..

1.3 Oral Communication from the Public on Closed Session Agenda
There were none.

2.1 Adjourn to Closed Session
There was one item:
DIRECTION TO LABOR NEGOTIATORS (Government Code 54957.6)
Provide direction to Associate Vice Chancellor of Human Resources, Eric Ramones, and Chancellor Bradley
Davis, District-designated representatives,
regarding negotiations with WVMFT/AFT Local 6554, WVMCEA, Teamsters, and POA; and to
Chancellor Bradley Davis regarding unrepresented groups.

3.1 Reconvene Public Session
Public Session was reconvened at 7:20 p.m..

3.2 Pledge of Allegiance
President Fish led the Pledge of Allegiance.

3.3 Report of Closed Session Action
President Fish reported that no action was taken.

3.4 Approval of the Order of the Agenda
Motion to Approve the agenda as presented.
Motion by Anne Kepner, second by Adrienne Grey.
Final Resolution: Motion Carries
Aye: Susan Fish, Randi Kinman, Robert Owens, Karl Watanabe, Jack Lucas, Anne Kepner, Adrienne Grey
Student Trustee Advisory Vote: Aye: Kian Lechner

3.5 Approval of Minutes
Motion to Approve the April 7, 2020 minutes as presented.
Motion by Robert Owens, second by Anne Kepner.
Final Resolution: Motion Carries
Aye: Susan Fish, Randi Kinman, Robert Owens, Karl Watanabe, Jack Lucas, Anne Kepner, Adrienne Grey
Student Trustee Advisory Vote: Aye: Kian Lechner

3.6 Presentations/Recognitions
ESSP: Legislative Update presented by E. Manny Cappello, Associate Vice Chancellor of Governmental
Relations and Public Communication
Mr. Cappello explained the District philosophy of participating as a community partner and leader, promoting
equity and dual access, service to our communities,
value in education to our students, value to public works in construction and managing bond funds, and
plugging the student food and housing gaps for our students.
He shared the 2020-2021 Policy and Advocacy Priorities for the District and provided details for the Assembly
(AB) and Senate Bills (SB) legislation in process related to academic affairs, college affordability,
governance and facilities.

3.7 Oral Communication from the Public
Twenty-nine WVMCCD full time and part time faculty and 2 local university or union representatives submitted public
comment requests and addressed the Board members regarding the COVID-19 impacts on faculty and students.

3.8 Report of the Audit and Budget Oversight Committee (ABOC)
ABOC Chair Robert Owens said the committee would meet on Monday, May 11, and that their main focus will be on
third quarter budget adjustments.
4. Unfinished Business
There was none.

5.1 Approval of Consent Agenda
Recommendation: Motion to Approve the Consent Agenda as Presented

Motion by Robert Owens, second by Randi Kinman.
Final Resolution: Motion Carries
Aye: Susan Fish, Randi Kinman, Robert Owens, Karl Watanabe, Jack Lucas, Anne Kepner, Adrienne Grey
Student Trustee Advisory Votes: Aye: Kian Lechner and Evelina Gromilina.

APPROVED CONSENT AGENDA ITEMS:
5.2 CONSIDER APPROVAL OF CURRICULUM CHANGES AT WEST VALLEY COLLEGE - Recommendation: That the Board of Trustees approve the curriculum changes at West Valley College as presented.

5.3 CONSIDER APPROVAL OF CURRICULUM CHANGES AT MISSION - Recommendation: That the Board of Trustees approve the curriculum changes at Mission College as presented.

5.4 PERSONNEL TRANSACTIONS TO BE ACTED UPON BY THE BOARD OF TRUSTEES - Recommendation: That the Board of Trustees approve the listed items.

5.5 APPROVE CONTRACT WITH DSA SCHOOL INSPECTORS, INC. FOR INSPECTOR OF RECORD SERVICES - Recommendation: That the Board of Trustees authorize the administration to enter into a contract with DSA School Inspectors, Inc. in the amount of $443,060 for inspector of the MT Replacement Building project at Mission College.

5.6 APPROVE CONTRACT WITH CONSTRUCTION TESTING SERVICES, INC. FOR SPECIAL TESTING AND INSPECTION SERVICES - Recommendation: That the Board of Trustees authorize the administration to enter into a contract with Construction Testing Services, Inc. in the amount of $127,147 for special testing and inspection services for the MT Replacement Building project at Mission College.

5.7 APPROVAL OF PROCUREMENT OF ASTROTURF FROM VALLEY PRECISION GRADING, INC. FOR WEST VALLEY COLLEGE'S SOFTBALL SYNTHETIC TURF FIELD - Recommendation: That the Board of Trustees approve the procurement of Astroturf from Valley Precision Grading Inc. in the amount of $637,160.

Regular Order of the Agenda

6. College, Programs, and Services
There were none.

7. Human Resources
7.1 RENEW ADMINISTRATOR CONTRACTS - Recommendation: That the Board of Trustees, per Government Code section 54953(c)(3) and prior to taking final action, orally report a summary of all recommendations for final action on the salaries, salary schedules, or compensation paid in the form of fringe benefits of administrators, as defined in subdivision (d) of Section 3511.1, during the open meeting. Subsequent to the report, that the Board approve the following transactions: administrative contract renewal for Christopher Dyer, Dalton Chris Rolen, and Susan Rittel.

Motion by Randi Kinman, second by Robert Owens.
Final Resolution: Motion Carries
Aye: Susan Fish, Randi Kinman, Robert Owens, Karl Watanabe, Jack Lucas, Anne Kepner, Adrienne Grey
Student Trustee Advisory Votes: Aye: Kian Lechner and Evelina Gromilina.

8. Business and Finance
8.1 ADOPT RESOLUTION NO.20050501 DETERMINING THAT THE ENERGY SERVICES AGREEMENTS PROJECT IS CATEGORICALLY EXEMPT FROM THE CALIFORNIA ENVIRONMENTAL QUALITY ACT - Recommendation: That the Board of Trustees adopt Resolution No. 20050501 determining that the Energy Services Agreements Project (ESA Project) at West Valley College and Mission College is categorically exempt from the California Environmental Quality Act (CEQA).

Motion by Randi Kinman, second by Robert Owens.
Final Resolution: Motion Carries
Aye: Susan Fish, Randi Kinman, Robert Owens, Karl Watanabe, Jack Lucas, Anne Kepner, Adrienne Grey
Student Trustee Advisory Votes: Aye: Kian Lechner and Evelina Gromilina.

9. Board
9.1 ORDER OF THE NOVEMBER 3, 2020, TRUSTEE ELECTIONS, REQUEST FOR AND CONSENT TO CONSOLIDATION OF ELECTIONS, AND SPECIFICATIONS OF THE ELECTION ORDERS - Recommendation: That the Board of Trustees
adopt Resolution No. 20050502 to the Santa Clara County Registrar of Voters ordering November 2020 Trustee elections, requesting consolidation of the elections, and providing specifications of the election order.

Motion by Robert Owens, second by Anne Kepner.
Final Resolution: Motion Carries
Aye: Susan Fish, Randi Kinman, Robert Owens, Karl Watanabe, Jack Lucas, Anne Kepner, Adrienne Grey
Student Trustee Advisory Votes: Aye: Kian Lechner and Evelina Gromilina

9.2 WEST VALLEY-MISSION COMMUNITY COLLEGES DISTRICT RESOLUTION 20050503 CONDEMN XENOPHOBIA TOWARD OUR ASIAN AMERICAN COMMUNITIES - Recommendation: That the Board of Trustees adopt Resolution No. 20050503 condemning the xenophobia and anti-Asian sentiments arising from fear of the COVID-19 Pandemic and affirms the District’s commitment to the well-being and safety of Asian American Communities.

Motion by Jack Lucas, second by Robert Owens.
Final Resolution: Motion Carries
Aye: Susan Fish, Randi Kinman, Robert Owens, Karl Watanabe, Jack Lucas, Anne Kepner, Adrienne Grey
Student Trustee Advisory Votes: Aye: Kian Lechner and Evelina Gromilina

10. Information Reports and Items for Future Board Consideration
10.1 Academic Senate Update (Aram Shepherd) (Gretchen Ehlers)
Mr. Shepherd said he would like to recognize all the work faculty district-wide. He expressed the need for more distance education training over the summer and fall as faculty prepare for teaching again in the fall. Mission College is hiring an instructional designer to be the leader in online trainings. The MC Academic Senate is discussing improvements to the range of general education degrees for students using the Intersegmental General Education Transfer Curriculum (IGETC) used by the UC and CSU systems or the general education pattern used by the CSU system. He congratulated Trustee Grey on her election as the California Community Colleges Trustees (CCCT) President, and thanked Trustees Fish and Grey for attending their last Academic Senate meeting. He appreciates the passing of the Xenophobia resolution.

Ms. Ehlers also thanked the faculty for the work they have been doing and for Trustees Grey and Fish attending the last Academic Senate meeting. She also thanked President Kashima for attending all of the Academic Senate meetings and sponsoring senators with regular COVID-19 updates and solicited their input. Librarian/Senator Jasmine Colon is leading the effort to increase the use of Open Educational Resources (OER) and Zero Textbook Costs (ZTC) resources to decrease the cost to students and held two workshops on adopting, creating and licensing OER materials. Ms. Ehlers thanked Land Corp for their support in OER and reducing student expenses. She also thanked Dean Chris Dyer for leading the task force to prepare the Distance Education Addendum Plan outlining the formal training for all faculty to teach online and update all courses to include an online component, which will be submitted to the state by the end of May 2020. Thanks also to Instructional Designer Whitney Clay for her future review of every course submission and to Curriculum Chair Paulette Boudreaux for leading the process of approving the changes to each course.

10.2 Classified Senate Update (Cheryl Massa) (Thanh Do)
Ms. Massa had to leave the meeting due to the late hour and could not provide her report.

Ms. Rogers read Mission’s report emailed to her by Ms. Do: Thank you to the faculty for sharing their concerns. The Zoom Town Hall last week included classified beyond the senate members, and she thanked President Peck and classified professionals for expanding Mission’s safe and brave spaces. The Senate concluded their elections for the 2020-2021 academic year: president-elect will be Kristal Dela Cruz, vice president will be Danielle Ramirez-King, secretary will be Amanda Marshall, and treasurer will be Mario Flores.

10.3 Student Senate Update (Maia Delrooz) (Reymundo Madera)
Kian Lechner provided the West Valley College ASG report. ASG voted to allocate $75,000 to DACA student assistance, and he thanked President Kashima for her prompt assistance with an urgent matter prior to the last ASG meeting. Kian is hoping the college considers adopting credit by exam, which would help students attain their educational goals. ASG held their last meeting today discussing plans and priorities for next year. For the upcoming election, some current officers are running unopposed and will serve again next year, and he is happy to serve as Student Trustee until the new person is elected.

Reymundo Madera reported that the Mission ASG donated $30,000 to the student emergency fund. ASG hosted a number of zoom events promoting online study skills and self-care. The elections closed on April 30 and filled 4 of the officer positions: President, Vice President, Student Trustee and Director of Activities. Thank you to every employee for supporting the students in uncertain times. He will be transferring this spring due significantly to his instructors’ hard work and dedication.

10.4 West Valley College Update (Stephanie Kashima)1320
President Kashima is holding weekly Campus-wide forums, with 100 employees in attendance for the first one. It was very productive and informative. This next forum will feature AVC HR Eric Ramones, who will highlight the Employee Assistance Program. WVC received Cares Grant of $2 Million and had distributed...
the first half $1,008,00 to mostly Pell grant students' families with income under $20,000 per year, receiving $1,000-$700 in cash grants this week and second half will go out student attending summer and fall courses. WVC office of student needs identified the qualified student recipients and organized the distribution of home internet hot spots, 45 laptops, e-textbooks, expanded Mental Health services and 1,320 boxes of food, 3000 restaurant gift cards and 1630 bagged lunches. She thanked ASG for their $75,000 assistance for DACA students who are ineligible for Cares Grants. WVC hired 14 new PT counselors to provide online education plan services. Thank you to Student Trustee Kian Lechner and all the staff and faculty who contributed to providing these services.

10.5 Mission College Update (Daniel Peck)
President Peck thanked the Board for passing the Xenophobia Resolution. Congratulations to Trustee Grey on her appointment as CCCT President, welcome to Eric Ramones, and thank you to Tracy Johnson for all her support to him personally throughout the years. Thanks to the faculty for their heroic work during the transition to online instruction. The Health Occupations Dept. was developing a non-credit community health worker program to be taught online. Student support services distributed 100 laptops, 2100 meals, monthly 2nd harvest food bank bags of food, and e-gift cards for meals and food. Emergency financial support $200,000 in small grants to 350 students and will soon launch their Cares Act distribution, combined with $165,000 for being a Hispanic and AANAPISI serving institution. Mission ASG also gave $20,000 will assist DACA students. In partnership with WVC, they are offering an online mental health support program. CDC staff have online story time available for children of students. Student Services is reaching out to students who have dropped courses and offering ways to support them returning to college. Mission highlighted international program during the week of April 20th. Student services is hosting online games and activities to keep students engaged and connected in this time of isolation. A new re-opening task force was established to ensure the college reopens safely after shelter in place is lifted.

10.6 Chancellor’s Report (Bradley Davis).
Administration and the Trustees hear the faculty and want to find the best way forward to become an online Distance Ed. institution. Only by administrators, staff and faculty team efforts were the colleges able to do it in a short eight weeks. Bargaining with WVMFT will commence to collaborate on and determine solutions. Together we can do it. Know that you are deeply appreciated, and we want to find a way through this challenging time that works for everyone. We lost 9,000 students by headcount, despite our heroic efforts and support systems. Please continue the dialog and help us find a productive way forward. Thank you to Tracy Johnson for her leadership and dedication to our District and Board of Trustees, congratulations Adrienne on your CCCT presidency, and welcome to HR AVC Eric Ramones. His graduation speeches were recorded alone in his office last week, and he longs for the exhilarating in-person experience again next year. Both colleges have task forces designing and preparing best practices in opening our doors and resuming face-to-face instruction slowly and safely. Thank you for all you do, working from home and supporting our students.

10.7 Trustee Comments
Now more than ever, Mr. Lechner said he knows how much we miss being together, and understands the negative effect on mental health and the need for expanded services. Thank you to the faculty for voicing your concerns today. He expressed appreciation for bringing the Xenophobia Resolution forward for approval today. It is so important. He is working with the ASG executive board on the transition to new officers.

Trustee Grey thanked everyone for your congratulations, and she is excited to take on this new role as CCCT President. CCLC and CCCT are hosting weekly webinars for Trustees and CEOs. They can be found on the CCLC website, on Wednesdays for CEOs and Thursdays for Trustees. I love you, Tracy. We will say goodbyes properly later face-to-face.

Trustee Kinman congratulated Adrienne and thanked all the faculty who spoke at this meeting. Goodbye to Tracy until we can see you in person to properly thank you for all your support. You welcomed her warmly, and was her go-to person at the District for all questions.

Trustee Owens thanked Tracy for her selective loss of hearing for the dumb things he said and ensuring him that there are no foolish questions.

Trustee Kepner appreciated Tracy's positive and supportive attitude. She said we are all living with a tremendous weight of uncertainty upon us. She commended the faculty for taking the time to come forward after a long day of teaching online.

Trustee Watanabe thanked Tracy for all the years of help, often via text, and he enjoyed their pre-meeting chats.

Trustee Lucas said Adrienne will be a great CCCT President, and thank you to Tracy for her help while keeping him on track. He will miss their walks out to the car when the real business of the district was handled.
Susan thanked Tracy for your endless support, and congratulations to Adrienne.

11. Continuation of Closed Session, If Necessary

12. Reconvene Public Session, If Necessary

13.1 Adjournment
The meeting was adjourned at 10:48 p.m.