

CITRUS COMMUNITY COLLEGE DISTRICT

AGENDA OF REGULAR MEETING OF THE BOARD OF TRUSTEES

MEETING: Organizational Meeting in December

DATE: Tuesday, December 7, 2010

TIME: 4:15 p.m.

PLACE: Board Room, AD 202
1000 West Foothill Boulevard, Glendora, California 91741-1899

AGENDA:

A. PLEDGE OF ALLEGIANCE

B. BOARD OF TRUSTEES

Gary L. Woods, President
Patricia Rasmussen, Vice President
Joanne Montgomery, Clerk/Secretary
Edward C. Ortell, Member
Susan M. Keith, Member
Alejandra Delgado, Student Trustee

C. COMMENTS: MEMBERS OF THE AUDIENCE

Members of the public may request the opportunity to address the Board regarding items on and not on the agenda. To do so, please complete the "*Request to Address Board of Trustees*" form and give it to the Recording Secretary of the Board (Christine Link). Public input is limited to five (5) minutes per person, so that everyone who wishes to speak to the Board has an opportunity to speak, and so that the Board can conduct its business in an efficient manner.

The Brown Act prohibits the Board from discussing or taking action in response to any public comments that do not address an agenda item.

D. REPORTS

Geraldine M. Perri, Superintendent/President
Irene Malmgren, Vice President of Academic Affairs
Jeanne Hamilton, Vice President of Student Services
Robert Sammis, Director of Human Resources
Carol Horton, Vice President of Finance and Administrative Services
Roberta Eisel, Academic Senate President
Steve Siegel, Classified Employees
Alejandra Delgado, Student Trustee
Members of the Board of Trustees

(CONTINUED)

E. MINUTES

1. **Approval of the Regular Meeting Minutes of November 16, 2010**

F. CLOSED SESSION PER THE FOLLOWING SECTIONS OF THE GOVERNMENT CODES:

1. **Per Section 54954.5(f) and 54957.6: CONFERENCE WITH LABOR NEGOTIATOR, ROBERT SAMMIS, DISTRICT CHIEF NEGOTIATOR — Employee Organization(s): Citrus College Adjunct Faculty Federation, (CCAFF) Local 6352 of the American Federation of Teachers; Citrus College Faculty Association/CTA/NEA (CCFA); and California School Employees Association (CSEA) Citrus College Chapter Local 101.**
2. **Per Section 54956.9: CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION AND CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION**

G. INFORMATION AND DISCUSSION

Business Services

1. Audit Report Presentations – Carol R. Horton, Vice President of Finance and Administrative Services

Academic Affairs

2. Program Review – Anthropology – Irene Malmgren, Ed.D., Vice President of Academic Affairs
3. Program Review – Tech Prep – Irene Malmgren, Ed.D., Vice President of Academic Affairs

Student Services

4. Program Plan for Extended Opportunities Programs & Services 2010-2011 – Jeanne Hamilton, Ph.D., Vice President of Student Services

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	_____
DATE	December 7, 2010	Resolution	_____
SUBJECT:	Audit Report Presentations	Information	X _____
		Enclosure(s)	_____

BACKGROUND

The District's auditors, Vicenti, Lloyd and Stutzman, Certified Public Accountants, will present the 2009-2010 audit reports.

This item was prepared by Judy Rojas, Administrative Assistant, Administrative Services.

RECOMMENDATION

No action required; information only.

Carol R. Horton _____
Recommended by

_____/_____
Moved Seconded

Aye ___ Nay ___ Abstained ___

Approved for Submittal

Item No. _____ G.1.a. _____

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	_____
DATE	December 7, 2010	Resolution	_____
SUBJECT:	Program Review – Anthropology	Information	x
		Enclosure(s)	x

BACKGROUND

The Anthropology instructional program has undergone the prescribed program review process based on a 6-year cycle and was approved at the November 1, 2010, Educational Programs Committee meeting and November 22, 2010, Steering Committee Meeting.

This item was prepared by Jerry Capwell, Administrative Assistant, Office of Academic Affairs.

RECOMMENDATION

Information only; no action required.

Irene Malmgren
Recommended by

/_____
Moved Seconded

Aye __ Nay __ Abstained __

Approved for Submittal

Item No. G.2.



**Program Review
Executive Summary**

Program: ANTHROPOLOGY
Date: October 2010

Program History/Description:

The Anthropology program is a small program with one full time faculty member. The program has grown from one course offering in 1997 to seven course offerings in 2010. Each course can be taught in different modalities including on-ground, online, and honors. Almost all Student Learning Outcomes are written, and beta testing of Assessment of the SLO's has begun. The program's next step is to create a major/degree in Anthropology, but this is on hold until full implementation of approved courses is possible.

Strengths/Effective Practices:

- All courses are ADA compliant.
- All courses can be offered in all modalities.
- All courses offer either traditional textbooks or ecopy versions which are inexpensive and have both visual and audio files allowing the students to have multiple sensory input of the information.
- All on-ground courses have an online component for the class notes, syllabi, review sheets, and outside class communication with the instructor.
- All courses (with the exception of 214) have SLO's.

Weaknesses/Lessons Learned:

- The assessment portion of the SLO requirements is off schedule.
- Program expansion is on hold due to budget constraints.

Recommendations/Next Steps:

- Watch the budget to determine when and if a major/degree will be feasible.
- Continue the beta testing of the assessment portion of the SLO's and implement it program wide. Establish timeline for completion.
- Determine if 214 should be discontinued or updated with SLO's to meet major/degree requirements.
- Determine if Anthropology and AJ can create cross discipline materials to support the inclusion of Forensic Anthropology in the AJ course load.



Anthropology Instructional Program Review 2009-2010

Spring 2010

Prepared by

Name	Title
Maia Greenwell Cunningham	Professor of Anthropology

Anthropology Program Review Committee Members

Name	Title
Dr. Mike Hurtado	Dean of Social & Behavioral Science
Gailynn White	Curriculum representative
Dr. Irene Malmgren	Vice President of Academic Affairs
Jim Woolum	Program Review Coordinator



PROGRAM REVIEW – Anthropology

The final summary of the program review process for Anthropology is attached to this page.

I affirm that this program has been reviewed according to the accepted District procedures for program review and that the final summary accurately reflects the consensus of the members of the review committee.

Dr. Michael Hurtado, Dean of Social & Behavioral Sciences

date

Michelle Plug, Articulation Officer

date

David Kary, Chair of Curriculum Committee

date

Irene Malmgren, Vice President of Academic Affairs

date

Roberta Eisel, Academic Senate President

date

Geraldine M. Perri, Superintendent/President

date

It will be the department's responsibility to communicate review recommendations with additional offices and services.

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1. Executive Summary

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- Program expansion is on hold due to budget constraints.

Recommendations/Next Steps:

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- Continue the beta testing of the assessment portion of the SLO's and implement it program wide. Establish timeline for completion.
- Determine if 214 should be discontinued or updated with SLO's to meet major/degree requirements.
- Determine if Anthropology and AJ can create cross discipline materials to support the inclusion of Forensic Anthropology in the AJ course load.

2. Faculty

Full-Time Faculty	Adjunct Faculty
Maia Greenwell Cunningham	n/a

3. List of Program Courses

Subject & Course No.	Title	Units
ANTH 210	Introduction to Cultural Anthropology	3.0
ANTH 210H	Introduction to Cultural Anthropology Honors	3.0
ANTH 212	Introduction to Physical Anthropology	3.0
ANTH 212 L	Introduction to Physical Anthropology Lab	1.0
ANTH 218H	Honors Presentation Seminar	1.0

Classes not offered in the last two years:

Subject & Course No.	Title	Units
ANTH 214	Native North America	3.0
ANTH 216	Sex and Gender in a Cross Cultural Perspective	3.0
ANTH 216H	Sex and Gender in a Cross Cultural Perspective Honors	3.0
ANTH 220	Introduction to Archaeology	3.0

4. List of Degrees

Behavioral and Social Science AA

5. List of Certificates and Awards

none

6. List of Industry-Based Standard Certificates and Licenses

none

7. Advisory Committee or Council

n/a

8. Program Student Learning Outcomes

The Anthropology Program has adopted the Institutional General Education Competencies of Citrus College (as approved by Steering Committee December 8, 2008). General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

Any student transferring, completing a degree or certificate from Citrus College, must demonstrate effectively assessed awareness, understanding, knowledge, skills, and abilities in the selected competencies.

Students completing courses in the Anthropology Program will have acquired the following competencies:

1) Communication (personal expression and information acquisition)

a) Demonstrate analytical and critical analysis skills using college-level vocabulary and writing skills as demonstrated through written responses in essays, research papers, or exams for the purposes of successfully navigating a transferable level course.

2) Computation

a)

3) Creative, Critical, and Analytical Thinking, and Information Competency

a) Analyze a variety of behavioral science research designs by participating in class discussions, group exercises, essays and exams to develop critical analysis skills needed for transfer level coursework.

b) Demonstrate analytic thinking by comparing and applying anthropological theories and concepts to human culture as demonstrated through research assignments, case studies, discussion, laboratory exercises, and essays to relate classroom theory to real-world examples

4) Community/Global Consciousness and Responsibility

a) Demonstrate recognition and analyze examples of ethnocentrism, xenocentrism, and cultural relativity for the purpose of understanding the dangers of prejudice and to develop appreciation of diversity of cultures around the world as demonstrated through research assignment, case studies, discussion, and essays.

5) Technology

a) Demonstrate use of technology as a source of information for purposes of academic research and to facilitate synchronous and asynchronous communication found in a variety of program courses, labs, and online databases in order to improve digital skills necessary in a global environment.

6) Discipline / (Subject Area Specific Content Material)

a) Explore anthropological concepts such as language, culture, human use of material items, and humans from a biological construct by participating in class discussions, group work, essays, and exams to benefit from seeing the world through an anthropological culturally relative viewpoint.

	Core Competency #1 Communication	Core Competency #2 Computation	Core Competency #3 Creative Critical/ Analytical Thinking/Information Competency	Core Competency #4 Community/Global Consciousness Responsibility	Core Competency #5 Technology	Core Competency #6 Discipline Specific
Program Level SLO's	1.A. Demonstrate analytical and critical analysis skills using college level vocabulary and writing skills as demonstrated through written responses in essays, research papers, or exams for the purposes of successfully navigating a transferable level course.		3.A. Analyze a variety of behavioral science research designs by participating in class discussions, group exercises, essays and exams to develop critical analysis skills needed for transfer level coursework. 3.B. Demonstrate analytic thinking by comparing and applying anthropological theories and concepts to human culture as demonstrated through research assignments, case studies, discussion, laboratory exercises, and essays to relate classroom theory to real-world examples	4.A. Demonstrate recognition and analyze examples of ethnocentrism, xenocentrism, and cultural relativity for the purpose of understanding the dangers of prejudice and to develop appreciation of diversity of cultures around the world as demonstrated through research assignment, case studies, discussion, and essays.	5.A. Demonstrate use of technology as a source of information for purposes of academic research and to facilitate synchronous and asynchronous communication found in a variety of program courses, labs, and online databases in order to improve digital skills necessary in a global environment	6.A. Explore anthropological concepts such as language, culture, human use of material items, and humans from a biological construct by participating in class discussions, group work, essays, and exams to benefit from seeing the world through an anthropological culturally relative viewpoint
Anth 210 1A	1A			3.A., 3.B.	4.A.	1.A., 2.A., 3.A, 3.B., 5.A.

2A 3A 3B 4A 5A			2A			
Anth 210H	1.A., 1.B.		2.A., 2.B.	3.A., 3.B.	4.A.	1.A, 1.B., 2.A, 2.B., 3.A, 3.B. 4.A., 5.A.
Anth 212	1.A.		2.A.,2.B.	3.A., 3.B.	4.A.	1.A., 2.A., 2.B., 3.A., 3.B, 4.A.
Anth 212L	1.A.		2.A., 2.B.	3.A., 3.B.	4.A.	1.A, 1.B., 2.A, 2.B., 3.A, 3.B. 4.A., 5.A.
Anth 214	n/a	n/a	n/a	n/a	n/a	n/a
Anth 216	1.A.		2.A.	3.A.	4.A.	1.A., 2.A, 3.A, 4.A., 5.A.
Anth 216H	1.A., 1.B.		2.A., 2.B.	3.A., 3.B.	4.A.	1.A, 1.B., 2.A, 2.B., 3.A, 3.B. 4.A., 5.A.
Anth 218H	1.A.		2.A.		3.A.	1.A., 2.A., 3.A.
Anth 220	1.A., 1.B.		2.A., 2.B.	3.A., 3.B.	4.A.	1.A, 1.B., 2.A, 2.B., 3.A, 3.B. 4.A., 5.A.

9. Program Description / Mission

The mission of the Anthropology program at Citrus College is to provide high quality education which helps learners to empower themselves, to appreciate diversity, to understand cross-cultural perspectives, and to support the learners as they challenge their personal world view. In addition the program supports learners as they navigate their way through undergraduate level courses with a goal of transfer to public and private four year universities.

10. Program Goals and Objectives

The goals and objectives of the Anthropology Program are:

- a) Transfer curriculum: The Anthropology Program is designed to meet the needs of learners as they prepare to transfer to four year universities both private and public. Courses typically transfer to four year programs as lower division major requirements, general education requirements, and IGETC requirements.
- b) Program Access: The Anthropology Program offers courses various days, times, and in both on-ground, and online formats. In addition the courses are offered in all semesters including fall, spring, summer, and winter.

- c) Student Learning Outcomes: All courses, with the exception of Anth 214 Native North America, have been reviewed and updated to include SLO's.
- d) General Knowledge: The Anthropology Program supports learners as they gain knowledge designed to help them question their own possible prejudices, as well as recognize diversity.

11. Curriculum Review and Student Learning Outcomes Assessment

Course Number	Course Name	Last Reviewed by Curriculum Committee	*Date for next revision (six year cycle)	Date Last Offered	SLO's Written	**Most Recent SLO's Assessed
210	Introduction to Cultural Anthropology	2009	2015	2010	yes	2009
210H	Introduction to Cultural Anthropology Honors	2006	2012	2007	yes	
212	Introduction to Physical Anthropology	2009	2015	2010	yes	2009
212L	Introduction to Physical Anthropology	2009	2015	2010	yes	2009
214	Native North America	2001	2010	2001	no	
216	Sex and Gender in a Cross Cultural Perspective	2007	2013	2006	yes	
216H	Sex and Gender in a Cross Cultural Perspective	2007	2013	2006	yes	
218H	Honors Presentation Seminar	2007	2013	2009	yes	
220	Introduction to Archaeology	2006	2012	never	yes	

*Courses to be reviewed on a six year cycle per Title 5.

**Results of assessment maintained by faculty with impact or needs recorded on annual program review report.

12. Degree/Certificate Review

n/a

13. Evaluation Criteria – Mission

Commendations

- a) The program meets the District's mission and established core competencies and all courses are GE.
- b) Retention rates are slightly under campus wide statistics, but the courses are identified as academically challenging including honors courses.
- c) All courses transfer to CSU, UC, and private/out of state universities.
- d) The program provides the only completely online transferrable science with a lab.

- e) The program serves a diverse population; 60% of the students are female, 40% male. 75% of the students are 24 or younger, and the ancestral diversity matches the diversity of the general population of the campus with the exception of a slightly higher rate of self identified Asian students taking program courses.
- f) Slightly more than 50% of the students are seeking a degree and/or transfer.
- g) Under-represented population.

Previous Recommendations Completed

- a) Faculty took an active role in developing course rotation schedules; however, continuing budget restraints impeded progress in this area and only two courses are regularly being offered. The program needs to create a realistic plan for rotating in more courses so an Anthropology degree can be created and supported.
- b) All courses have completed SLOs.

Recommendations

Recommendation									
Assess the feasibility of creating an Anthropology degree									
Action/Activities	Target Date	Person Responsible		Impact					
				FNIC	Facilities	Software	Equipment	Personnel	Other
examine courses	2011	Maia Greenwell		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
initiate new courses as needed	2012	Maia Greenwell		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	curriculum committee

Recommendation									
Seek approval for additional full time or adjunct faculty									
Action/Activities	Target Date	Person Responsible		Impact					
				FNIC	Facilities	Software	Equipment	Personnel	Other
Discuss feasibility of new faculty	2011	Maia Greenwell Dr. Mike Hurtado		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Recommendation									
Address and rectify the co-requisite discrepancy in CurricUnet: ANTH 212 and ANTH 212L									
Action/Activities	Target Date	Person Responsible		Impact					
				FNIC	Facilities	Software	Equipment	Personnel	Other
	2011	Maia Greenwell Dr. Mike Hurtado		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

14. Evaluation Criteria – Need

- Key performance indicators reveal all courses are full and more students than can be accommodated are attempting to register, especially in ANTH 212 and 212L
- All courses meet general education requirements for graduation, transfer, and major/area of interest

Commendations

- a) The needs of the program are established through enrollment trends and articulation requirements.

Previous Recommendations Completed

- a) Created an online database for traditional students.
- b) Courses were evaluated and are in sync with undergraduate level courses at the UC and CSU systems.

Recommendations

Recommendation				Impact					
Action/Activities	Target Date	Person Responsible		FNIC	Facilities	Software	Equipment	Personnel	Other
Annual review of student enrollment, retention, and success trends									
review statistics	2011	Maia Greenwell		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Researcher

Recommendation				Impact					
Action/Activities	Target Date	Person Responsible		FNIC	Facilities	Software	Equipment	Personnel	Other
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

15. Evaluation Criteria – Quality

-Statistics show approximately 60% course success with 90% course retention (60% of those are successful). This is lower than overall campus statistics but the courses are academically challenging including a science with a lab, and an honors course.

- Lecture/Lab units appropriate
- Disciplines appropriate
- No anthropology course has a required pre-requisite. ANTH 212 and ANTH 212L are co-requisites that have been validated; however, curriculum has identified a

discrepancy within the CurricUnet system linking the two courses and this needs to be addressed and rectified.

- Course outlines of record are reviewed and updated on a regular basis.
- All courses excepting ANTH 214 Native North America have SLO's. ANTH 214 has not been taught since the inception of SLO requirements and is under evaluation to determine if the course should be discontinued from the program, or updated to include SLO's due to the challenges of the economy limiting the ability to offer all courses in a fair rotation.
- The program has program-level SLO's in place and an assessment cycle has begun but at a test level. If the test level assessment is successful it will be modified and implemented at a program wide level.
- The program supports State and District emphasis on critical thinking, problem-solving, and written expression as evidenced through course and program SLO's
- Faculty minimum qualifications and development are adequate.
- All course changes are within articulation agreements with the exception of ANTH 214, if the course is discontinued it will need to be removed from articulation/transfer agreements.
- Faculty development is adequate through campus professional development opportunities and ongoing personal higher education.

Commendations

- a) The program offers a diversity of classes by qualified instructors.

Previous Recommendations Completed

- a) Develop ANTH 212 and 212L as a transferrable biological science with a lab and offer it in an online format.

Recommendations

Recommendation									
1. Review courses for necessary changes									
2. review opportunities to link with industry/grants/donations									
				Impact					
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other	
Review courses	2012	Maia Greenwell Cunningham	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Recommendation									
1. Update lab/course materials									
2. explore cross curriculum certificate in forensic sciences									
3. obtain statistics regarding retention and success by D.E. vs. on-ground									
				Impact					
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other	
purchase Homo	2011	Maia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		

neanderthalensis skeleton for class/lab use		Greenwell						
explore cross curriculum certificate	2012	Maia Greenwell Jim Woolum Dr. Mike Hurtado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	curriculum committee counseling admissions

16. Evaluation Criteria – Feasibility

-The program has normal communication with Counseling, but no extraordinary opportunities for communication and the faculty are very involved in helping Counseling support students in transfer.

-The facilities and equipment are usable, but not fully adequate. The library resources are adequate.

-It is technically possible for a student to finish in two years. The courses are offered in a manner that the student may finish a basic AA in liberal arts in two years provided they do not have to repeat any courses or face any life issues; however, the courses are not offered in a manner consistent enough to allow a student to complete all of the Anthropology course offerings to transfer to a four year university as an Anthropology major at a junior level. The program is undergoing revision in order to create an AA in Anthropology but the scheduling of courses as it stands will not allow the student to finish an AA in Anthropology in two years.

-There is currently only one full time faculty member in Anthropology, which has been the case for fourteen years. In the past six years adjunct faculty were available, but beginning in the sixth year of the program review cycle adjunct faculty have not been scheduled to teach. The program has suffered under budget cuts and the program is not fully supported. The program can survive with one full time faculty member and two adjunct faculty members; however, if the program is to grow and offer an AA in Anthropology, and create an ability for students to transfer with the degree in two years, another full time faculty member is strongly recommended.

-Courses are offered at various times, and days, and in on-ground, on-line, and fast track formats. However with only one full time faculty member and no adjunct faculty the number of courses offered has been severely limited, which has impacted the students ability to complete the courses in a timely manner. For example, only one section of Anth 212 and Anth 212L a transferrable science with a lab is offered per semester. The course in the last two semesters has hit the cap on the first day of registration in the first two hours (capped at 45 which is over the normal cap of 30 for other biology courses in other programs), and the full time faculty member has received a minimum of 100 requests to add the course per semester.

Commendations

- a) The program offers diverse times, days, and formats with the exception of afternoon courses which needs adjunct support.

Previous Recommendations Completed

- a) Created the ability through curriculum for all anthropology courses to be offered in an online format.

Recommendations

Recommendation Review staffing options								
				Impact				
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
Review feasibility of new faculty full time/adjunct hire to address lack of afternoon classes 12:00-4:00 need	2011	Maia Greenwell Dr. Mike Hurtado	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Recommendation 1. review lab caps, 2. explore options for cross curriculum VTEA funds with AJ								
				Impact				
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
Review lab cap numbers	2012	Maia Greenwell Cunningham	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Explore options for cross curriculum VTEA funds	2012	Maia Greenwell Cunningham Jim Woolum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

17. Evaluation Criteria – Compliance

- All course requisites meet Federal, State, and District requirements.
- All course outlines of record meet state, district, and federal regulations for content.
- There are no career/technical education program advisory requirements.
- All facilities meet ADA, industry standard, and OSHA requirements.
- There are no Career and Technical programs.

Commendations

- a) Currently beta testing an assessment SLO assessment, ANTH 210 and 212
- b) A.D.A. compliant books/reading
- c) Students with disabilities, evaluating data for practical use

Previous Recommendations Completed

- a) Create a test assessment for SLO's.
- b) Evaluate online materials for phase two ADA compliance.

Recommendations

Recommendation review and clarify co-req requirements for 212 and 212L								
			Impact					
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
Review 212/212L co-reqs	2010	Maia Greenwell Cunningham	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Recommendation 1. develop and implement assessment tools for all anthropology courses based on results from beta testing 2. periodically review and update online materials for ADA compliance								
			Impact					
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
Develop assessment	2012	Maia Greenwell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assess online materials for online ADA	2013	Maia Greenwell Cunningham	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

18. Attachment A: Library Resources Report

CITRUS COLLEGE LIBRARY FALL 2009 PROGRAM REVIEW: ANTHROPOLOGY

LIBRARY ACTIVITY:

Library Research Orientations
1 (during the prior year)

Circulation of materials in subject area

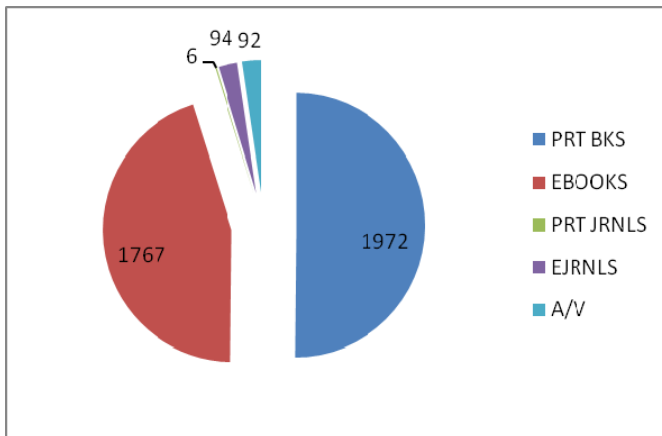
300-309.99	5% of total library circulation
310-319.99	0.0%
573	
599.9	0.0%

RESOURCES:

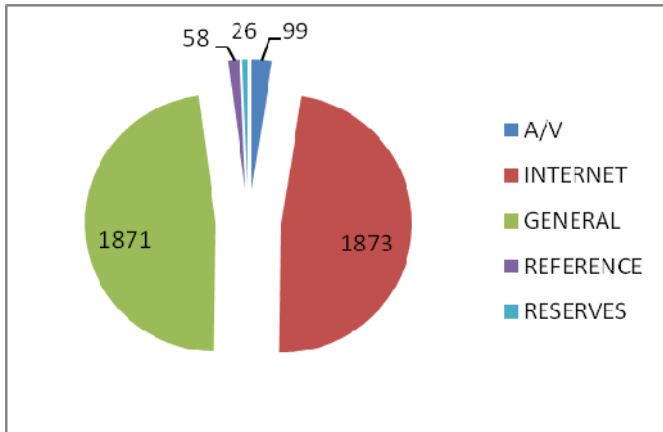
Dewey Call No.		
300-309.99	3607	
370-379.99	2	
570-579.99	71	
590-599.99	167	
Other	1	

Ejournals: 94 total

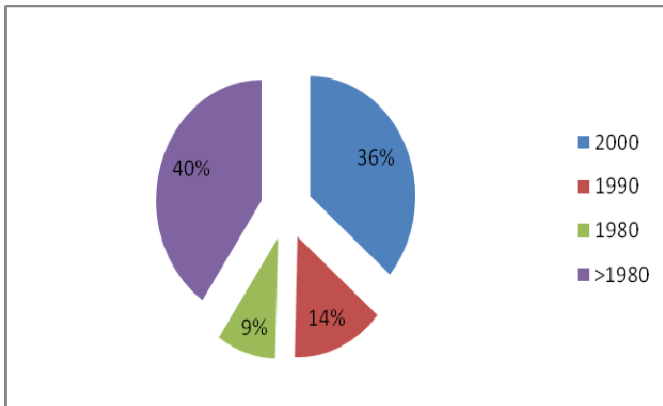
- Anthropology
 - Anthropogeography & Human Ecology (10)
 - Anthropology - General (47)
 - Folklore (15)
 - Manners & Customs (2)
 - Physical Anthropology (2)
 - Prehistoric Anthropology (3)
 - Social & Cultural Anthropology (15)



FORMATS OF COLLECTION



LOCATIONS OF COLLECTION



AGE OF COLLECTION

19. Attachment B: Performance Indicators

	Key Performance Indicators	Fall04	Fall05	Fall06	Fall07	Fall08	Fall09
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access							
1	Majors (total)						
2	New Majors						
3	Courses Offered	3	3	3	4	4	4
4	Sections Offered	9	8	8	7	7	9
5	Morning Secions	7	6	6	3	3	6
6	Afternoon Sections	0	0	0	0	0	0
7	Evening Sections	1	1	1	1	1	0
8	Arranged Sections	1	1	1	3	3	3
9	Weekend Sections	0	0	0	0	0	0
10	Short Term Sections	3	0	0	3	3	6
11	DistanceEd Full-Term Sections	1	1	1	0	0	0
12	DistanceEd Short-Term Sections	0	0	0	3	3	3
13	Enrollment	307	292	224	278	263	314
14	Weekly Student Contact hours (WSCH)	895.4	851.7	653.3	732.8	766.9	924.6
15	Full-Time Equivalent Students (FTES)	30.7	29.2	22.4	22.6	23.7	28.5
Program Resources							
16	Full-Time Equivalent Faculty (FTEF)	1.8	1.6	1.6	1.2	1.4	1.8
17	Credit Reimbursement Rate	\$2,922.30	\$3,259.71	\$3,476.34	\$3,668.28	\$3,834.46	\$3,834.46
Program Operation							
18	WSCH/FTEF	511.7	545.9	418.8	591.0	559.8	510.8
19	FTES/FTEF	17.5	18.7	14.4	18.2	17.3	15.8
20	Fill Rate at Census	97.8	87.7	67.2	86.1	83.6	77.5
Program Success							
21	Course Retention	92.8	93.8	87.9	90.6	93.5	95.2
22	Course Success	61.6	58.6	56.3	57.6	67.7	75.2

Key Performance Indicators					Winter08	Winter09	Winter10
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access							
1	Majors (total)						
2	New Majors						
3	Courses Offered				1		1
4	Sections Offered				1		1
5	Morning Secions				0		0
6	Afternoon Sections				0		0
7	Evening Sections				0		0
8	Arranged Sections				1		1
9	Weekend Sections				0		0
10	Short Term Sections				1		1
11	DistanceEd Full-Term Sections				0		0
12	DistanceEd Short-Term Sections				1		1
13	Enrollment				42		48
14	Weekly Student Contact hours (WSCH)				124.4		142.2
15	Full-Time Equivalent Students (FTES)				3.8		4.4
Program Resources							
16	Full-Time Equivalent Faculty (FTEF)				0.2		0.2
17	Credit Reimbursement Rate				\$3,668.2 8	\$3,834.4 6	\$3,834.4 6
Program Operation							
18	WSCH/FTEF				622.2		711.1
19	FTES/FTEF				19.2		22.0
20	Fill Rate at Census				73.3		102.2
Program Success							
21	Course Retention				76.2		95.8
22	Course Success				50.0		85.4

	Key Performance Indicators	Spring05	Spring06	Spring07	Spring08	Spring09	Spring10
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access							
1	Majors (total)						
2	New Majors						
3	Courses Offered	3	2	2	3	3	3
4	Sections Offered	8	6	6	8	5	6
5	Morning Sections	6	4	4	3	1	3
6	Afternoon Sections	0	0	0	0	1	0
7	Evening Sections	1	1	1	1	0	0
8	Arranged Sections	1	1	1	4	3	3
9	Weekend Sections	0	0	0	0	0	0
10	Short Term Sections	1	0	0	4	3	3
11	DistanceEd Full-Term Sections	1	1	1	0	0	0
12	DistanceEd Short-Term Sections	0	0	0	4	3	3
13	Enrollment	272	233	172	335	216	308
14	Weekly Student Contact hours (WSCH)	793.3	679.6	501.7	941.4	602.0	900.2
15	Full-Time Equivalent Students (FTES)	27.2	23.3	17.2	29.1	18.6	27.8
Program Resources							
16	Full-Time Equivalent Faculty (FTEF)	1.6	1.2	1.2	1.5	0.9	1.2
17	Credit Reimbursement Rate	\$2,922.3 0	\$3,259.7 1	\$3,476.3 4	\$3,668.2 8	\$3,834.4 6	\$3,834.4 6
Program Operation							
18	WSCH/FTEF	508.5	580.8	428.8	615.3	654.3	782.8
19	FTES/FTEF	17.4	19.9	14.7	19.0	20.2	24.2
20	Fill Rate at Census	83.1	85.2	63.0	77.5	89.3	108.5
Program Success							
21	Course Retention	93.4	92.3	89.5	78.5	93.1	94.5
22	Course Success	62.9	57.1	58.7	57.9	66.7	63.6

	Key Performance Indicators	Summer0 4	Summer0 5	Summer0 6	Summer0 7	Summer0 8	Summer0 9
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access							
1	Majors (total)						
2	New Majors						
3	Courses Offered	1	1	1	1	1	1
4	Sections Offered	1	1	1	1	1	1
5	Morning Secions	0	0	0	0	0	0
6	Afternoon Sections	0	0	0	0	0	0
7	Evening Sections	0	0	0	0	0	0
8	Arranged Sections	1	1	1	1	1	1
9	Weekend Sections	0	0	0	0	0	0
10	Short Term Sections	1	1	1	1	1	1
11	DistanceEd Full-Term Sections	0	0	0	0	0	0
12	DistanceEd Short-Term Sections	1	1	1	1	1	1
13	Enrollment	78	70	55	47	45	42
14	Weekly Student Contact hours (WSCH)	227.5	204.2	160.4	141.0	133.3	124.4
15	Full-Time Equivalent Students (FTES)	7.8	7.0	5.5	4.8	4.1	3.8
Program Resources							
16	Full-Time Equivalent Faculty (FTEF)	0.2	0.2	0.2	0.2	0.2	0.2
17	Credit Reimbursement Rate	\$2,922.3 0	\$3,259.7 1	\$3,476.3 4	\$3,668.2 8	\$3,834.4 6	\$3,834.4 6
Program Operation							
18	WSCH/FTEF	1197.4	1074.6	844.3	705.0	666.7	622.2
19	FTES/FTEF	41.1	36.8	28.9	24.2	20.6	19.2
20	Fill Rate at Census	86.7	73.3	60.0	84.4	100.0	86.7
Program Success							
21	Course Retention	93.6	78.6	89.1	80.9	100.0	92.9
22	Course Success	52.6	54.3	56.4	68.1	68.9	78.6

	<i>Key Performance Indicators</i>	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
		Year1	Year2	Year3	Year4	Year5	Year6
Program Resources							
23	Revenue: FTES*Reimbursement Rate	\$191,863.71	\$193,952.75	\$156,782.93	\$221,307.33	\$177,727.22	\$247,476.05
24	Total District Adopted Program Budget	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
25	Support Personnel (wage without benefit, 2200 and 2400 in budget)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
26	Supplies (4300 in budget)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
27	Cost	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
28	Total FTES for the year	65.7	59.5	45.1	60.33	46.35	64.54
29	Cost per FTES	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
Degrees and Certificates							
30	Degrees Awarded						
31	Certificates Awarded						
32	Skill Awards						
33	Licenses (reported by department)						
Career Technical Education Programs							
34	VTEA Grant						
35	Industry Contributions to Program Resources						
36	Available Jobs						
37	Attach one copy of the three most recent College Core Indicator Information forms for each of the appropriate TOP codes						
38	Please include "Student Satisfaction" and "Employer Satisfaction" in the program review write-up.						
39	Labor market data						

		04-05		05-06		06-07		07-08		08-09		09-10	
		Year1		Year2		Year3		Year4		Year5		Year6	
Gender													
	Female	388	61.4%	310	55.4%	249	58.5%	342	58.8%	264	61.1%	364	61.1%
	Male	244	38.6%	250	44.6%	177	41.5%	236	40.5%	158	36.6%	218	36.6%
	Missing							4	0.7%	10	2.3%	14	2.3%
	Total	632	100.0%	560	100.0%	426	100.0%	582	100.0%	432	100.0%	596	100.0%
Age													
	19 or younger	231	36.6%	224	40.0%	147	34.5%	163	28.0%	148	34.3%	199	33.4%
	20-24	280	44.3%	249	44.5%	201	47.2%	282	48.5%	194	44.9%	296	49.7%
	25-29	54	8.5%	38	6.8%	39	9.2%	68	11.7%	49	11.3%	42	7.0%
	30-34	18	2.8%	21	3.8%	18	4.2%	29	5.0%	12	2.8%	21	3.5%
	35-39	21	3.3%	10	1.8%	10	2.3%	15	2.6%	9	2.1%	14	2.3%
	40-49	21	3.3%	12	2.1%	8	1.9%	18	3.1%	15	3.5%	18	3.0%
	50 and above	7	1.1%	6	1.1%	3	0.7%	6	1.0%	5	1.2%	6	1.0%
	Missing							1	0.2%				
	Total	632	100.0%	560	100.0%	426	100.0%	582	100.0%	432	100.0%	596	100.0%
Ethnicity													
	Asian	85	13.4%	80	14.3%	45	10.6%	63	10.8%	58	13.4%	32	5.4%
	Black or African American	24	3.8%	26	4.6%	16	3.8%	31	5.3%	23	5.3%	27	4.5%
	Hispanic/Latino	251	39.7%	210	37.5%	159	37.3%	227	39.0%	157	36.3%	206	34.6%
	American Indian or Alaska Native	4	0.6%	7	1.3%	5	1.2%	6	1.0%	7	1.6%	4	0.7%
	Native Hawaiian or Other Pacific Islander							5	0.9%	6	1.4%	6	1.0%
	White	219	34.7%	184	32.9%	166	39.0%	186	32.0%	113	26.2%	135	22.7%
	Unknown/Non-Respondent	49	7.8%	53	9.5%	35	8.2%	64	11.0%	68	15.7%	186	31.2%
	Total	632	100.0%	560	100.0%	426	100.0%	582	100.0%	432	100.0%	596	100.0%
Educational Goal													
	Degree & Transfer	330	52.2%	269	48.0%	192	45.1%	75	12.9%	121	28.0%	219	36.7%
	Transfer	204	32.3%	219	39.1%	159	37.3%	51	8.8%	46	10.6%	72	12.1%
	AA/AS	23	3.6%	17	3.0%	13	3.1%	63	10.8%	67	15.5%	101	16.9%
	License	21	3.3%	11	2.0%	8	1.9%	3	0.5%	3	0.7%	6	1.0%
	Certificate	10	1.6%	8	1.4%	10	2.3%	3	0.5%	5	1.2%	6	1.0%
	Job Skills	6	0.9%	6	1.1%	3	0.7%	12	2.1%	14	3.2%	22	3.7%
	Basic Skills							9	1.5%	10	2.3%	5	0.8%
	Personal											2	0.3%
	Undecided							22	3.8%	32	7.4%	71	11.9%
	Not Reported	38	6.0%	30	5.4%	41	9.6%	344	59.1%	134	31.0%	92	15.4%
	Total	632	100.0%	560	100.0%	426	100.0%	582	100.0%	432	100.0%	596	100.0%

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	_____
DATE	December 7, 2010	Resolution	_____
SUBJECT:	Program Review – Tech Prep	Information	x
		Enclosure(s)	x

BACKGROUND

The Tech Prep instructional support program has undergone the prescribed program review process based on a 6-year cycle and was approved at the November 1, 2010, Educational Programs Committee meeting and November 22, 2010, Steering Committee Meeting.

This item was prepared by Jerry Capwell, Administrative Assistant, Office of Academic Affairs.

RECOMMENDATION

Information only; no action required.

Irene Malmgren
Recommended by

Moved / Seconded

Aye ___ Nay ___ Abstained ___

Approved for Submittal

Item No. G.3.



Non Instructional Program Review Executive Summary

Program: Tech Prep
Date: November 24, 2010

Program History/Description:

The Tech Prep program assists instructional personnel in the alignment of career technical education (CTE) curriculum between partner high schools and Citrus College. Priority is given to CTE programs that:

- support workforce development in high wage, high demand areas;
- begin in HS junior year; and
- result in completion of a certificate of achievement (referred to as 2+2).

Tech Prep activities build upon the Career Technical Education Act (Perkins), Title I requirement that entitlement funds be used by secondary agencies to connect CTE programs of study to post secondary education and vice versa. Perkins, Title II funds Tech Prep at approximately \$68,000 annually.

Strengths/Effective Practices:

Institution and Course Level Articulation agreements support development of CTE Programs of Study that bridge secondary to post secondary programs. Assistant Superintendents of Instruction represent partner unified school districts on the Tech Prep Advisory Committee and, in collaboration with college deans, leadership for career development activities in middle and high schools is provided. The Automotive Technology Program is an active 2+2 program. As a result of Board Policy BP/AP4235 Credit by Exam, students in their articulated HS courses will have the opportunity to earn advanced placement and 5 units upon transition to Citrus College in fall 2011.

Weaknesses/Lessons Learned:

If Perkins Title I funds are not leveraged to align and integrate programs between secondary and post secondary education agencies, then the minimally funded Tech Prep grant will continue to have only one or two 2+2 programs available. Additionally, the state budget has had a negative effect on the number of CTE courses offered in HS.

Recommendations/Next Steps:

Integrate Tech Prep, Perkins Title II into Title I and other congruent college initiatives.



Tech Prep

Instructional Support Program Review

Fall 2010

Prepared by

Marti DeYoung, Supervisor, Career Technical Education

Jim Lancaster, Dean, Career, Technical and Continuing Education

In Consultation with

Jeremy Clark, Faculty

Jim Woolum, Faculty

Terry Adams, Webpage/Project Specialist

Jerry Capwell, Administrative Assistant

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Appendices

Appendix A – Citrus College Certificates of Achievement
Appendix B – Tech Prep Advisory and Tech Prep Student Transition Committees
Appendix C - Institutional Articulation and Course Level Agreements (chart)
Appendix D – Los Angeles Framework for 21 st Century Learning
Appendix E – A Case for Change: How Redefining CTE Will Transform California
Appendix F – Perkins IV (selected: language defining programs of study)
Appendix G – Dale Parnell: The Neglected Majority – 20 th Anniversary

TECH PREP INSTRUCTIONAL SUPPORT PROGRAM REVIEW

October 2010

I. Introduction

“With so many educational reform reports coming so fast, it would be easy to grow cynical—to say “These too will pass.” But such an attitude will result in the loss of a tremendous opportunity. These reform reports provide motivation for taking some positive additional and public steps toward educational excellence at all levels, steps discussed for years and residing in the hopes and dreams of those who live their lives in the educational trenches of our schools and colleges. Now is the time to move toward educational quality — opportunity with excellence.”

-- Dale Parnell, 1985

An Open Letter to the Leaders of American
High Schools and Community Colleges

Dr. Dale Parnell, in The Neglected Majority (1985) started an important discussion within the national community college system that came to fruition as a funded initiative within the Carl D. Perkins Career Technical Education Act (Perkins). Tech Prep is a major national strategy for improving students' academic knowledge and technical skills while often earning college credit for their secondary coursework. Tech Prep programs lead to completion of a certificate in a specific career field, an associate degree and, ultimately, to high wage, high skill employment or advanced postsecondary training.

Relationship to College Mission

Citrus College Tech Prep supports the College’s mission to “deliver high quality instruction that empowers students to compete globally and to contribute to the economic growth of today's society”, most notably through compliance with the Carl D. Perkins Career Technical Act (Perkins) and, specifically, by formalizing connections between secondary and postsecondary Career Technical Education (CTE) programs.

Citrus College (selected) mission objectives

- Provide general, lower division coursework leading to an associate degree in the arts or the sciences;
- Prepare students to transfer to four-year colleges and universities;
- Award occupational certificates and degrees for career preparation and advancement;
- Increase career development support for students, faculty, and staff through career exploration; and

- Collaborate with local high schools in articulation and curriculum development.

Program Description

Tech Prep is a grant-funded* instructional support program with a pre-enrollment focus contributing to an increased percentage of high school students prepared to transition to college to complete certificate(s), become employed in high wage high demand occupations, complete an associate degree and, potentially, transfer to a four year institution. As a “set aside” of Perkins, Tech Prep becomes operational when the CTE program of study begins in the junior year of high school and the certificate/degree can be completed by the sophomore year of college. This distinction of Tech Prep is called a 2+2 program with a credit granting mechanism (when institutional and a course level articulation agreement approved by faculty in the appropriate discipline is in place).

BACKGROUND: The secondary and postsecondary agencies planning and spending Perkins Title IC “entitlement” funds are to implement programs of study that 1) strengthen CTE and non CTE components through integration and a coherent sequence of courses and 2) link CTE at the secondary and post secondary levels (plus 7 additional requirements). At a minimum, entitlement funds are to strengthen CTE connections to college (the HS perspective) and course alignment/sequencing from the HSs (the college perspective). The law further requires that “at least one” CTE program of study comply with the State Plan definition: 1) incorporate secondary and postsecondary; 2) integrate CTE/non CTE in a nonduplicative progression of courses that align secondary with postsecondary to prepare students to succeed in postsecondary; 3) secondary students may earn postsecondary credit; and 4) lead to certificate completion, associate degree, and transfer.

*Tech Prep assists the partners to accomplish the Perkins Title IC entitlement requirements and supports secondary students earning postsecondary credit by exam (#3 above) but the Perkins Title II Tech Prep requirement is specific to the 2+2 provision with a California state-mandated credit granting mechanism. Additionally, 2+2 programs are intended to result in workforce preparation for high wage, skill, or demand areas.

Tech Prep facilitates compliance with the broader Title IC, and narrower Title II, provisions through support of college CTE faculty and high school/regional occupational program instructor relationships to: align curriculum, strengthen course to course sequences, course comparability, course level articulation agreements, and administration of credit by exam. These activities, when consistently applied, shorten the time necessary for students to complete their education goal(s) and enter the workforce.

Tech Prep success is dependent upon interagency collaboration (with unified school districts) and multiple constituent groups, including industry and business liaisons, instructional personnel, administration, student support personnel, staff, students, and parents. Federal and state oversight agencies have authorized expenditures in the areas delineated below. Activities are intended to be added to, not in lieu of, Perkins Title IC and

implementation requires compliance with all instructional provisions, i.e., Title 5, etc. To achieve the 2+2 requirement, inter-jurisdictional governance is necessary. Grant funding may be used by a lead or partner agency for:

1. **Curriculum Development and Improvement** – to meet and exceed industry standards, create seamless aligned sequences and strengthen course outcomes;
2. **Partnership Development/Articulation** – to increase collaboration, identify comparable college courses taught in HS/ROP, formalize course agreements, and increase the number of students eligible to participate in a faculty authorized credit by exam;
3. **Professional Development** – to increase institutional capacity to develop, improve and implement 2+2 programs in compliance with Title II; and
4. **Student Support Structures** – to advance the career preparation of students, facilitate timely transition to college, provide pre-enrollment services, and oversee the credit by exam system for HS/ROP students enrolled in articulated courses.

Organization

Tech Prep is overseen by the Dean of Career, Technical and Continuing Education and implemented by a classified Career Technical Education (CTE) supervisor who acquires grant funding, implements the work plan, and administers the award in compliance with federal, state, and local requirements. Historically, Tech Prep funding varies as does the percentage of assigned staff time. For example, in 2009 – 10, Tech Prep assigned to the CTE supervisor was budgeted at 40% and responsibilities were blended with related initiatives. For the 2010 – 11 school year, 60% of the CTE supervisor will be Tech Prep grant funded.

**Tech Prep Grant: Award and Staffing
Perkins IV Reauthorized 2006**

	2007-08	2008-09	2009-10	2010-11
CTE Supervisor % Time	40%	40%	40%	60%
Tech Prep Award	\$76,648	\$81,405	\$67,750 *	\$69,708
Tech Prep Regional	60%	60%	55%	Seeking new funding sources
Regional Consortium			5%	

* Note: Webpage Project Specialist was also assigned 20% time during 2009-10

Faculty Minimum Qualifications

The employment of instructional personnel at the secondary and postsecondary level meets college minimum qualifications and high school teacher credential standards. College CTE faculty in programs that offer a certificate of achievement (Appendix A) are prospective Tech Prep participants.

Number of Students Served

Approximately 150 – 200 secondary students will be served at a minimum of six instructional sites at area high schools/regional occupational programs (HS/ROP). An estimated 10% of those students will take and then pass the credit by examination option and choose to enroll at Citrus College in summer or fall 2011.

Variables influencing the number of students served annually are:

- Word of mouth testimonials of students who have successfully transitioned to Citrus College and placed in the advanced course with college credit;
- Availability and scheduling of the HS/ROP articulated course;
- Number of sites with an articulated course (HS/ROPs with a college-comparable CTE course);
- Instructional personnel involvement in curriculum alignment and sequencing the nonduplicative progression of courses (beyond their institutional boundary, i.e., HS, ROP and college) and college faculty review and approval of college-comparable curriculum; and
- Collaboration on Student Learning Objectives and Assessments (SLOAs) for a progression of courses that begins at another institution and the new factors to be considered for articulated courses taught off campus (and assessed using credit by exam option).

Facility/Locations

Effective January 2009, Tech Prep was assigned to the Dean, Division of Career, Technical, and Continuing Education. Implemented by the CTE Supervisor, the office is located with the Dean in Technology Engineering (TE) building. The five unified school districts (USDs) in the Citrus College district are formal grant partners. The high schools, and ROPs, are prioritized for development of Tech Prep 2+2 programs of study, implementation of Perkins IC credit granting agreements, and career development resources (7th-12th grade).

USD	ROP
Azusa	East San Gabriel Valley ROP
Claremont	Baldy View ROP
Duarte	Los Angeles County ROP
Glendora	East San Gabriel Valley ROP
Monrovia	Los Angeles County ROP

Progress on Prior Program Review Recommendations

There have been no previous program reviews completed for the Tech Prep Program.

II. Integration and Coordination with Other Programs

Coordination with Other Instructional and/or Student Services Programs

Tech Prep depends on the involvement of many. Collaboration in multiple disciplines and the active participation of stakeholders is essential. Inter and intra agency efforts include work in areas beyond an institution's boundaries as well as across organizational units.

Tech Prep Advisory Committees (Appendix B) are comprised of industry and business liaisons, instructional personnel, key administration, student support personnel, and staff. The committees provide oversight and direction in compliance with the general Perkins requirements. To implement Tech Prep, their purpose is to *increase* collaboration, bring participants together to build 2+2, implement faculty approval of comparable college courses taught in HS/ROP, and formalize course agreements, credit by exam, and a system of transition in order to increase the number of prepared students completing certificates and entering the workforce.

As a result of collaboration, leadership, and commitment to Tech Prep, **faculty** have developed Tech Prep 2+2 programs that include a course level articulation agreement in **Automotive Technology** (five sites) and are in the final review stage for **Administration of Justice, Child Development, and Drafting**. Additionally, faculty in Audio Recording, Dental Assisting, and Wildland Resources/Forestry are exploring course comparability, and potential 2+2 program development (Appendix C).

Coordination with Instruction

Tech Prep requires seamless alignment of curriculum which is updated continuously to meet and exceed industry standards, so there are multiple points of contact with college faculty and school district personnel as necessary to accomplish daily activities. Areas of formal collaboration include:

- CTE Supervisor is a member of the Education Programs Committee. Involvement has facilitated an improved understanding of all instructional programs and provides an opportunity to increase awareness and understanding of Tech Prep.
- During 2009-10, CTE faculty, representing the programs listed above, were joined by colleagues representing Cosmetology, Dental Assisting, Electronics, Emergency Medical Technician, and Information Technology disciplines. Hosted by a liaison from the Statewide Academic Senate, they collaborated on the early advantage that Tech Prep students have in 2+2 programs and explored additional approaches that could introduce early advantages in linked secondary - postsecondary CTE programs.

- CTE programs in the Division of Career, Technical, and Continuing Education are supported by a CTE counselor; the counselor participates in committee and division discussions regarding Tech Prep.
- The inclusion of the CTE supervisor on CTE advisory committees facilitates the sharing of Tech Prep information with business representatives supporting Administration of Justice, Automotive Technology, Child Development, Dental Assisting, and Drafting programs.
- CTE Supervisor participates on the Citrus College Workforce Council (Perkins Title IC planning) and when invited, attends the unified school district's equivalent meeting.

Coordination with Student Services

Tech Prep collaborates with student service personnel on campus, at the unified school districts, and regional occupational programs. Additionally, the network of Tech Prep peers at community colleges in the county and region frequently co-sponsor events to increase awareness of CTE, CTE programs of study, and improve career development. For example:

- Tech Prep has a productive relationship with the Citrus College articulation officer to ensure development of articulated programs of study and course articulation agreements that maintain the integrity of transfer and four-year articulation agreements.
- Tech Prep exchanges information routinely with counselors advising students at the HS/ROP. Tech Prep works actively with the CTE Counselor in support of programs in the division.
- To expand expertise in career development, HS/ROP and college student support personnel have received five or more invitations to professional development events in Los Angeles County over the last 2 years. All events were free to participants.
- Fall 2009, Mt. San Antonio College and Citrus College Tech Preps co-sponsored an event hosted for the middle, high school and college counselors in the San Gabriel Valley. Collaboration on large-scale events is a common attribute of a longstanding peer-to-peer partnership between Tech Prep Coordinators at this college, as well as Rio Hondo College.
- Commencing 2009-10, Tech Prep invited the college's School Relations Coordinator to co-lead the Tech Prep Student Transitions Committee; membership includes over twenty HS/ROP Career Center liaisons from schools throughout San Gabriel Valley.
- Historically Tech Prep supported outreach events for students. More recently these efforts became focused on hands on *instructional* exploration (mini-lessons) in a variety of disciplines, i.e., to increase preparation in the sciences, as related to success in health careers, the early science exchanges with high schools began as Tech Prep "on campus" learning experiences before transitioning to STEM.

Relationship with Research and TeC Services

Tech Prep has not had regular interaction with the Institutional Researcher. The Institutional Researcher participates on the Tech Prep Advisory Committee. Tech Prep had

ancillary contact when the Dean of Natural and Physical Sciences conducted the A-G study for four of five USDs.

Tech Prep has only routine contact with TeC Services.

Integration with Student Equity and Strategic Planning

Tech Prep is intended to serve all students enrolled in 2+2 programs; often professional development events are used to help professionals improve services to nontraditional and underrepresented students. These services, and results related to core indicators, are documented in CTE program reviews and with Perkins reports, as filed by the partner USD.

Tech Prep has participated in Strategic Planning as a general member of the campus community. Additionally, Tech Prep provides input for the college's action plan as part of the Division of Career, Technical, and Continuing Education and serves on various shared governance committees.

III. Program Self-Evaluation

Self-evaluation is based on the WASC Accreditation Standard II:

IIA Instructional Programs

"The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution."

IIB Student Support Services

"The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input and other appropriate measures in order to improve the effectiveness of the services."

IIC Library and Learning Support Services

"Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic,

and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assess these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.”

Data Accuracy

Historically, the Systems Office of the California Community Colleges Chancellors Office (CCCCO) did not define a ‘Tech Prep student’ or the data elements necessary to evaluate success. Every college struggled with ‘measuring’ the success of Tech Prep until 2007 when the reauthorization of Perkins IV was interpreted and defined by the Chancellor’s Office as a student enrolled in an articulated course. That definition is narrow and problematic. Further, the CalPASS statewide initiative was endorsed as *the* education data collection system for K-16. After this announcement, the California Department of Education detoured and mandated K-12 use California Longitudinal Pupil Achievement Data System (CALPADS). Education agencies have struggled to support both and as a result it has compromised the ability of either system to provide data considered to be accurate. The disagreement over the use of CalPASS vs. CALPADS as the primary data collection system ended mid October 2010 when the governor vetoed future funding for CALPADS. It is assumed that CalPASS will soon have the necessary single system endorsement. The delay has implications as to the completeness of CalPASS data; further, there are efforts underway to disaggregate data to improve interpretation. It is rumored that the core indicator system used for postsecondary Perkins will include Tech Prep data when released January 2011. Generically, the grant administration office counts participation in Tech Prep as: number of students served, male or female, secondary or postsecondary professionals.

The Citrus College/local measure to determine Tech Prep “success” is needed (also mentioned in Section V. Recommendations). It takes an extraordinary effort to track a HS/ROP student entering the college via an articulated program of study (APOS); this “pre-enrolled” student is not on radar. Manual comparison of HS/ROP class rosters to enrollment data was time consuming. The recent passage of AP 4235 Credit by Exam will have implementing procedures that help with manual tracking (previously a student had to wait until they earned 12 units in good standing before credit could appear on a transcript).

Review of Data

Event attendance forms collect information regarding participation; Tech Prep captures the information by manually counting and submitting it to the statewide grant administration office. Procedures are under development implementing the revised credit by exam policy as students will be on track to attend Citrus College, receive advanced placement in their program, and earn college credit if they passed the articulated course with a B- or better.

Accessibility

Tech Prep advocates access to educational opportunities that develop the academic, career technical, and workforce readiness skills for all populations who elect to enroll in CTE programs. The hypothesis underlying Tech Prep and 2+2 is that it decreases the dropout rate and increases retention and completion rates of diverse student populations because the program of study (POS) is a sequenced nonduplicative progression of courses that prepare individuals of varying skill levels to enter the workforce in high-demand and emerging industries. Tech Prep is intended to support the building of the curricular framework and provide supportive student services that increase course to course retention and certificate completion. There is no data available to support the hypothesis.

Project Success

Citrus College Tech Prep builds and maintains authentic partnerships with personnel in the five USDs located in the college district. Tech Prep receives an annual award of approximately \$60-70,000 so it is common for the CTE Supervisor to broker pre-enrollment project ideas and find funding with administrators of similar awards as well as apply for complimentary funds from other sources. Additionally, Citrus College Tech Prep works collaboratively with Rio Hondo and Mt. San Antonio Colleges; we share resources, research, and partners. Recent activities include Counselor Workshops and Middle School Career Awareness.

A major Tech Prep accomplishment was the mapping and the sequencing of courses by semester for each entry-level certificate offered by Citrus College. These maps have helped instructional personnel contextualize the relationships between courses, communicate scheduling considerations, and formalize discussions about 2+2 programs with secondary peers. The adoption of these working documents by the Tech Prep Advisory Committee in Fall 2009 was an important first step.

Institutional Articulation Agreements are maintained with Azusa, Claremont, Duarte, Glendora, and Monrovia Unified School Districts. Course level articulation agreements for 2+2 program are reviewed and renewed annually; requests for course level articulation in developing disciplines are received and reviewed with faculty. Approved by the Citrus College Board of Trustees in August 2010, BP 4235 Credit by Exam and supporting AP4235, newly recognizes an opportunity for HS/ROP students in articulated CTE courses to earn college credit by exam. The Statewide Academic Senate and Chancellor's Office advocated for the change in local policy but to date only a few colleges in the region have responded by removing the local residency requirement, i.e., that the HS student be enrolled for twelve units and be in good standing before credit by exam earned in HS/ROP be put on the students transcript. The update of the Credit by Exam policy at Citrus College was supported by CTE faculty, agreed to through shared governance committees, and earned the active support of the Vice Presidents of Academic Affairs and Student Services. The Dean of Career, Technical, and Continuing Education provided invaluable leadership in this endeavor.

Tech Prep is complicated and difficult to administer and accomplish. As such, grants were offered regionally to conduct professional development, build partnership and relevancy, and provide technical assistance in ten California regions. The CTE Supervisor, in tandem with the Los Angeles Orange County Regional Consortium, administered the Tech Prep Regional Coordination Project – Los Angeles County (\$300,000 annually) until June 30, 2010, when the California Department of Education decided to fund using a different strategy. Activities delivered regionally were advertised and available locally. The greatest success of the regional Tech Prep effort has been the frequency and variety of professional development activities that help decision-makers to think about necessary changes and reforms. A brief chronological overview follows:

- Publication - Articulation Handbook and multiple articulation presentations
- Publication - Work Experience (Faculty/Student) Handbook
- Five presentations - The Future is Here : the Evolving Role of Education in Workforce Development
- Event - Program of Study (regional forum and workshops)
- Event - The World is Changing and so is the Workplace – one of four counselor events
- Training - Career Pathways Leadership Certification Training (national model) by Center for Occupational Research and Development (CORD)
- Training - Strengths Based Leadership – six cohorts of secondary/postsecondary teams facilitated by Gallup Organization
- Partnership for Film/Video - included funding for Claremont, Duarte and Monrovia and subsequently qualified as a funded project through Los Angeles County Regional Occupational Program
- Framework - Congruent with the national 21st Century Skills initiative, the Los Angeles Framework for 21st Century Learning was introduced by the Los Angeles Area Chamber of Commerce and the County Office of Education (Appendix D). Broadly distributed through the Tech Prep network of secondary – postsecondary agencies, it represents a multidisciplinary approach to learning that includes the integration of CTE and non CTE curriculum. Congruent with Perkins Title I and II requirements it provides a shared vision for all public education partnerships as we collaborate to improve completion rates and preparation of students for success in a rapidly evolving workplace. Further, the partnership disseminated over 200 copies of 21st Century Skills Learning for Life in our Times by Bernie Trilling & Charles Fadel. As a result, the Citrus College Tech Prep Advisory recommended pursuit of activities that develop Life and Career skills in middle and high school students in some or all of the following areas:
 - Flexibility and adaptability;
 - Initiative, persistence and self-direction;
 - Awareness of both aspirations and potential careers;
 - Social and cross-cultural skills;
 - Productivity and accountability;
 - Leadership and responsibility;
 - Personal and work ethics; and
 - Interpersonal skills and teamwork

- Publication – A Case for Change: How Redefining Career Technical Education will Transform California (Appendix E)
- Network – Twelve of eighteen community colleges in Los Angeles County maintain an agreement to facilitate the ability of local Tech Prep Consortium members to partner ‘regionally’ when necessary to match CTE disciplines (the HS/ROP has a 2+ program in a CTE discipline not available at ‘their’ community college). In fact, three of five course level agreements in Automotive Technology are with HS/ROPs outside the college district; this is necessary for the HS/ROPs to connect with the best program for their students.

Student Success

The vitality and viability of CTE instructional program at the secondary and postsecondary level are the basis of student success. Perkins IV, State Plan defines program of study (Appendix F). Title IC Section 135 goes on to declare specific standards all CTE programs must achieve (if funded with Perkins) and the standards that all programs should “aspire” to independent of funding. The program reviews completed for the CTE programs include important student success measures.

As the first program review for programs that meet the Title IC standard and qualify as a 2+2 program with credit granting mechanism, student success remains a hypothesis. Theoretically, the Tech Prep funded “treatments” should enhance student success (Perkins IV, Title II, Section 203). Student success activities implemented in 2010-11 will be provided to students enrolled in the 2+2 program of study. Tech Prep will initiate a relationship with students enrolled in articulated courses. Services that begin as pre-enrollment will evolve into transition, enrollment, advance placement, and formalization of college credit. Actions related to enrollment will be integrated into the campus-based student success initiative and include all available freshman activities implemented by student services.

As funds, other than Perkins, are made available the CTE supervisor collaborates with partners on career awareness, exploration, and development initiatives. The development of “You Are a Success Story” by Jason Dorsey represents a middle school, early high school online resource for students. Developed in tandem with 21st Century Life and Career Skills, the launch of this first in the nation program was positively received by the Tech Prep Advisory Committee (October 2010). Impacted by the state budget, it is increasingly difficult for partners to fund career development (grades 7th – 12th). As grant funding becomes available, partners are prepared to collaborate on multisite projects in this area.

As CTE faculty maintain and strengthen their CTE 2+2 programs and course-level articulation agreements increase, data will be available to study. Once a student enrolls in a program of study at the secondary level, they will have access to Citrus College information specific to their instructional program interests. As the student participates and earns college credit in a comparable course, Tech Prep will hold the credit in escrow (the time between passing the exam and enrollment at Citrus College for up to two years), and work with the college CTE counselor and the HS advisor to provide pre-enrollment services that put the student on track to register and place in the next course in the college sequence (advanced

placement). Ultimately, the student should not have to take duplicate coursework that increases cost and time in college; reducing the time it takes for students to prepare for the workforce and complete their educational goal(s) is the desired outcome. Additionally, the college could conceivably decrease the number of sections scheduled for entry level CTE courses and anticipate the number of seats needed in advanced sections for students entering from partner high schools. Participation in a Tech Prep program should:

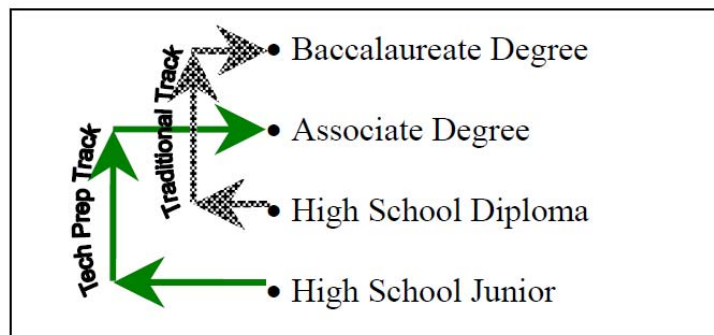
- a) Increase HS completion;
- b) Improve preparation for (on-level entry in) college;
- c) Improve transition to, and retention in, college;
- d) Increase number of degrees and certificates awarded (in less time);
- e) Increase number of transfer prepared students (in less time); and
- f) Increase number of transfers (in less time).

Finally, the history of Tech Prep relates to a concept that proposes community colleges are the best institutions to evolve ‘good’ students into ‘great.’ In 1985 Dale Parnell asserted that the top 20% of students will routinely pursue and complete baccalaureate degrees and the remaining 80% make up a population he calls “the neglected majority.” It is his hypothesis, carried out in Perkins, which asserts HS juniors enrolled in a nonduplicative progression of courses that align secondary – postsecondary to prepare students to succeed in postsecondary are most likely to complete a certificate and associate degree. As author of the program review, it is a shared belief but complicated to prove. The following excerpts are selected to support the intended “promise” of 2+2 related to student success. Quotes are sourced from the Community College Journal, April/May 2005, *The Neglected Majority: 20th Anniversary!* (Beebe and Walleri) and included in this document (Appendix G).

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“The community college leaders have not really taken hold of the program the way I had hoped. ...I’ve always thought of it as a four-year program like a four-year baccalaureate program, but a four-year college Tech Prep program, using the last two years of high school with two-years at a community college. ... I don’t think that idea has ever really caught on.... (see Figure 4)

Figure 4
 Tech Prep vs Baccalaureate Four-Year Programs
(Tech Prep Program focuses on finding excellence for The Neglected Majority)



Another problem cited by Parnell is the missed opportunity of community colleges to emphasize and tell the story of the associate degree. The associate degree is the American community college's signature product and a viable option for the neglected majority, but we are not stressing it. Parnell says about this topic that,

"I think some progress has been made, but community colleges generally have not been giving high schools and the employer community clear enough signals about the value of completing the associate degree. And I underline completing the degree requirement. This was one of the biggest disappointments for me when I was President of the American Association of Community Colleges. I started a program called Associate Degree Preferred because I wanted to get the employer community acquainted with the Associate degree and start requiring it. ... You think I could get my colleagues and community colleges excited about that? I just bombed!"

Student Learning Outcomes

The Tech Prep program is funded to provide services that strengthen curricular and instructional connections between secondary and postsecondary institutions and the systemic approach that increases the preparation and completion of students completing the 2+2 CTE program, i.e., successful transition to college, completion of certificate(s) and degree(s), and transfer as appropriate. Through the course of developing this document, the following Tech Prep Program Student Learning Outcomes were developed with the intent of assessing them in 2011-12 for the first time:

- Increase HS/ROP student participation in 2+2 programs with a credit-granting mechanism (including completion of A-G, CTE course requirements, and workplace (relevant) learning experiences that improve college preparation);
- Increase HS/ROP student transition to Citrus College (transition, transition on level, and transition with advanced placement);
- Increase college certificate completion;
- Increase college degree completion;
- Maintain the time necessary to complete the 2+2 CTE program (four years) when the student completes all courses as prescribed (and stays on level and on course); and
- Decrease number of duplicate or unnecessary courses.

Compliance

In summary, the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) outlines federal provisions for the act. Provisions are interpreted by states and result in grant awards to (secondary and postsecondary) local education agencies and administered by the California Department of Education (CDE) and the California Community Colleges Chancellors Office (CCCCO) respectfully. Starting from the premise and promise of Title I, Tech Prep is detailed in Title II of the Act, awarded to postsecondary agencies only and provisions can be summarized into eight requirements (federal Title II language included in Appendix F).

California Education Code, Title 5 is adhered to as applied to local education agencies (secondary and postsecondary). Additionally, Tech Prep complies with (Federal) Education Department General Administrative Regulations (EDGAR), Code of Federal Requirements (CFR), California state grant award/fiscal management, and local policy, procedures and fiscal practice.

Student Eligibility

High school and regional occupational program students enrolled in a CTE course authorized under an Institutional Articulation Agreement and a Course Level Agreement approved by faculty in the appropriate discipline are eligible for participation.

Program Services – How Does it Compare to Similar Programs at Other Community Colleges

Tech Prep projects are not identical college to college and program success is influenced by the background of personnel, where they're assigned, and CTE faculty involvement, as well as institutional involvement (secondary and postsecondary). Active networking and communication takes place among all Tech Prep Leads at community colleges in the county, region, and state. The Los Angeles Orange County Regional Consortium sponsors meetings that facilitate peer-to-peer sharing of successful practices.

The strength of the Mt. San Antonio College Tech Prep program includes a long history of CTE faculty involvement and approval of course level articulation agreements for comparable secondary courses; additionally, when the HS/ROP student passes credit by exam or the faculty approved assessment, a transcript is immediately mailed to them prior to college registration and attendance. Rio Hondo College also has a strong program however they, too, are revamping implementing procedures in support of course level articulation agreements. All of the Tech Prep initiatives report a significant decrease in CTE course offerings at the secondary level (USD and ROP) and access issues (securing advance placement seats for students who earned college credit in articulated HS/ROP courses) at the postsecondary level.

Funding, Expenditure & Accountability

The CTE Supervisor interfaces with fiscal office personnel in accordance with local procedures and that partnership with Fiscal Services is instrumental to audit-exception free grant administration. The leadership and support provided by key individuals overseeing categorical funds is exemplary and expenditures are reviewed and approved by program authorities prior to submission to fiscal (Dean, Vice President, then Fiscal and HR, when pertinent).

Ms. Sandy Evans is the primary point of contact for fiscal actions related to Tech Prep. Under the supervision and guidance of the Director of Fiscal Services, she maintains necessary contact with CCCCO, routinely generates budget and expenditure information, and when expenditure information is confirmed by CTE Supervisor, analysis is performed

and reports are generated and submitted on time or in advance of due dates. Funding applications are submitted annually; fiscal and program reports are filed quarterly with a final report submitted 60 days after the award period. Project implementation is congruent with the state and college fiscal year of July 1 to June 30. Citrus College maintains appropriate checks and balances on program related expenditures and Tech Prep is audit exception free.

Environmental Impact

Students completing a 2+2 program and passing comparable college courses while in HS will save money and time. Fewer classes are taken by students resulting in a significantly decreased campus footprint.

Technology Needs

The Tech Prep program has been able to maintain current office technology as necessary to perform grant duties.

IV. Effective Practices

Citrus College served as lead college partner for the Tech Prep Regional Coordination Project – Los Angeles County. The regional funding supported a countywide approach that educated and informed the business and education community about program of study development, articulation, and course to course articulation and the resulting benefits to workforce development and student engagement. The work facilitated the adoption of new credit by exam policies in area community colleges as well as our own. Tech Prep will benefit from the change in college policy that recognizes the efforts, and awards credit for work completed in a high school articulated course.

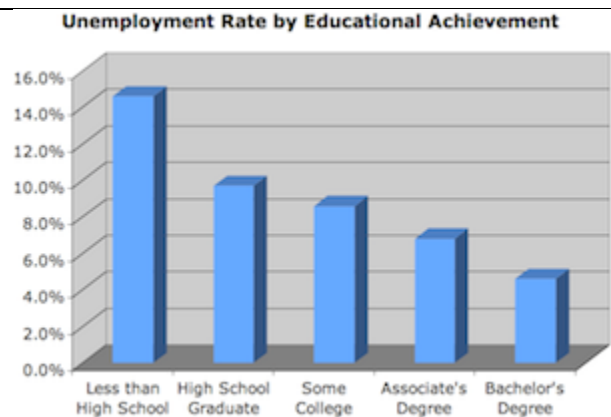
The regional partnership included eighteen community colleges, their secondary Tech Prep partners, economic development leaders, Los Angeles Area Chamber of Commerce, and key industry representatives. Because of this partnership, Citrus College has built a portfolio of productive relationships throughout the region and this larger network of agencies is available to partner with the USDs in the Citrus College district. Clearly, additional funding and project integration was an effective approach. Effective practices were shared throughout the region and with the campus community. Every instructional exchange that brought students to campus for a college experience provided a learning opportunity that underscored the Tech Prep principal that college is for everyone and the better prepared a student is at entry, the faster a student earns a credential and degree. This lesson is very important early in the HS experience so students make a personal commitment to complete HS on level, or earn advanced placement, and exit with the information and knowledge that facilitates their transition into lower division courses vs. preparatory courses.

V. Opportunities for Improvement, Recommendations and Needs Identification

Opportunities for Improvement

There is a greater-than-ever-need, and an opportunity, to increase the number of certificate and degree prepared individuals in the workforce. It is an ideal time to integrate some Tech Prep activities within the Citrus College response to the national and California call for action to increase college completion rates by 5 million and 1 million (respectively) by 2020. A competitively prepared workforce brings economic wellbeing to individuals and the communities they live in. Collectively the level of educational achievement increases the competitive advantage of the workforce. California's status was captured by Scott Lay on October 5th in a Community College League of California newsletter:

Meanwhile, there is a statistical correlation between unemployment and educational achievement. While this economy is certainly abysmal, only 1 in 20 Americans with a bachelor's degree is unemployed. However, that number doubles for people that only have "some college." With black Californians 17.5% and Latino Californians 34.5% less likely than their white peers to have a college degree, this leads significant disparities in the earnings of both individuals and the communities in which they live.



. . . Now, it would be an oversimplification to say that, once somebody with 59 units crosses the 60 unit threshold and gets an associate's degree, they have markedly more skills that makes them more employable. However, there is an impact on both the individual and community of college completion. Employers do select job candidates with a college degree over those who attended college but did not complete, and employers locate jobs in communities (and states and countries) that have more adults who have earned degrees.

. . . By focusing on degree and certificate completion, we are not just giving individuals tools they need to compete in the workforce, we are developing economic communities that create thriving regions. Do we want to build communities that attract employers that bring with them low-wage jobs that simply need bodies, or do we want to foster economically strong communities driven by minds?

As the college takes actions that result in the proposed 5.5% (approximate) increase in the completion rate, a revitalized Tech Prep partnership could become instrumental. Building articulated programs of study, leveraging existing and acquiring new funding sources, and piloting innovative teaching and learning strategies that meet the needs of new learners – could directly influence success. We need to formulate and prove as many hypotheses as can be generated to meet current challenges. In this case, can Tech Prep/2+2 be a flywheel that, when implemented in tandem with other college success efforts, increases student success as measure by their completion of a certificate, associate degree, and transfer.

In closing, it would be easy to commiserate about the lack of state and federal funding during a time of unprecedented demand for services uniquely provided by community college. But the opportunities offered through the rapid advancement of technology could champion solutions. More students have a hand held computer than ever; these devices might be the most powerful tool in our toolbox.

Recommendations

1. Program Name Change

It is recommended the Tech Prep Advisory Committee authorize a change in the name of the program in January 2011.

Tech Prep, as a program name, is indistinct. Adopting a new program name that helps identify the program aim to its users is recommended. Use of 'CTE Early Advantage' as a program name serves to identify the benefit of 2+2 sequenced coursework as well as a credit granting mechanism. A visual that will help brand the program name was developed (below). The brand is appropriate to professional development activities provided to the broad spectrum of personnel involved in the effort, as well as students who enroll and benefit from credit by exam, transition and instructional supports.



2. Accountability and Research

Incoming Citrus College students, the 'average' tech prep junior in HS, should be able to complete a course sequence based on 2+2 and finish a certificate and an Associate Degree within the four years (2+2=4). Is the CTE approach accurately designed to be a four year accomplishment? Most likely the target is the completion of a certificate in four years; can we leverage that accomplishment to include an associate degree in five years? Can we measure it through traditional enrollment management techniques, or will it take a different effort? Finally, what are the effects of the current budget crisis on 2+2 students? These questions require study within the context of integrating Tech Prep into larger sustainable, and funded, initiatives designed to strengthen program/curriculum development, improvement, integration, and completion across education segments.

Adding a pre-enrollment software component with an interface to Banner, or investing in the available add on to Banner, is needed to track and serve students enrolled in the 2+2 because they are on their way into the Citrus College CTE programs. A feedback (telemetry) system is important to the student seeking feedback and reinforcement as they progress through the courses and complete their educational goal. Described as a GPS (global positioning system) it would be used to expedite their progress through their educational plan. Particularly, as a student exits the K-12 system (somewhat involuntary) into the college system (a 'choice' or voluntary system) we need a way to make the path visible as well as viable. At a minimum, 2+2 incoming students should receive routine and customized information, advisement, and invitations to campus events so they can anticipate a content-rich learning and student life.

3. Integrate with Congruent Projects - Perkins

The benefits and philosophy of Tech Prep (Title II) should be incorporated into Perkins (Title I) funded initiatives at USD/school sites as well as on campus. The national dialogue resulted in half of the states deciding to fold Tech Prep (Perkins - Title II) into Title I in 2006; the question will be inevitably revisited in California when Perkins is reauthorized. Regardless, every the students in our institutions will benefit from:

- the practice of incorporating world-of-work relevancy early in the K-12 curriculum;
- creating middle school career awareness and opportunities for exploration;
- integrating CTE and non CTE curricula (the National Governor's Association has just recommended standards for career and college readiness in English, Language Arts and Math);
- promoting involvement in CTE for every HS student (because research confirms just one CTE course in HS increases HS retention and completion rates);
- aligning secondary to postsecondary curriculum in every CTE program and routinely offering advance placement exams in the postsecondary program (this will also accommodate the older re-entry student);
- research and document the currency of every occupation supported by a certificate of achievement to ensure the program is relevant in the current and future

workforce and that employment/hiring will support the students exiting from the program (this work will also identify high wage, skill or demand areas that should be developed as a 2+2 program);

- display course requirements for certificates using a semester by semester layout that includes prerequisites to disclose time-to-complete and factor in additional courses needed to earn an associate degree – the resulting matrix would help to assess individual student completion of the two major education goals; and
- increase work experience opportunities that support the building of a resume concurrently with the earning of the Associate Degree.

As a subset of Perkins, Tech Prep could benefit from parallel Perkins initiatives in areas of curriculum development, improvement, alignment, and CTE/non CTE integration (these actions are encouraged and professional development is needed). Campus wide efforts to improve core indicators would strengthen all CTE programs. Perkins Title IC funds could be used to support additional topics that CTE faculty request, i.e., introduction of new technologies, work experience for students (as well as professionals conducting work externships), and student success strategies. Note: Tech Prep efforts could be easily integrated with, or leveraged to expand, projects that are currently funded as well as those anticipated under new national and state initiatives, i.e., American Graduation, Industry Sector, Transfer (formalize the 2+2+2), and Advanced Degree (2+2+2+2).

4. Technological Advancement

Improve how we use technology to improve the success of our projects and programs which depend on student success and completion:

Mobile technologies can help us with many of the tangibles and intangible aspects of the decision to complete a college education. Perhaps if their institution mirrored their second by second use of the modality, it would signal our interest in their individual success, meaning our ability to ‘push’ information to the students asking for it promotes customization and signals our interest in their success. Increasingly mobile applications relating to student learning are being studied across the nation. In addition to curriculum and instruction, aspects of student success should be explored. As pre-enrollment software is being reviewed, consideration could be given to using this modality to provide information regarding a student’s progress in the 2+2 program long before they register at the college. Providing feedback and displaying ‘visual’ progress on their attainment of their educational goal(s) is ideal.

Expand our ability to add/modify CTE programs to address emerging occupations:

Technology is the nexus of workforce preparation for current and future students because it’s how we live, work, and what we (informally) learn. Essential in all professions, it has become a necessary ingredient in workforce preparation programs and it is increasingly used as a formal learning modality. Incorporating the technologist’s tools into learning isn’t enough. A new phase in the knowledge age recognizes an increasing need for specialization in multiple disciplines (transdiscipline). It is necessary to adopt a transdiscipline approach to occupations to

maintain pace (match the needs) of business in our community. The trend toward in-depth cross training (crossing industry sectors) will grow (Appendix E – A Case for Change) so our ability to construct programs that meet the needs of emerging technological occupations will be challenging, i.e., nano tech, info tech. Time sensitive approaches will be needed, i.e., how do we evolve foundational knowledge in multiple disciplines in less time? An example of a CTE transdiscipline area is Information and Communications Technologies (ICT) and the knowledge needed hasn't been fully declared yet (described below):



Information and Communications Technologies (ICT) is an umbrella term, widely used outside the U.S. and by the U.N., to encompass all rapidly converging computer, software, networking, telecommunications, Internet, programming and information systems technologies.



The [National Center for ICT](#) is the driving force behind a national ICT Community of Practice including educational institutions and industry representatives to create and distribute current and emerging ICT content and curriculum through conferences and new media technologies.



The [Mid-Pacific ICT \(MPICT\) Center](#) mission is to coordinate, improve and promote the quality of ICT education, with an emphasis on 2-year colleges, in northern California, northern Nevada, southern Oregon, Hawaii and the Pacific Territories.

VI. Technical Assistance/Training needs

The benefit of being the lead college host for the Tech Prep Regional Coordination Project - Los Angeles County was the involvement of secondary and postsecondary personnel representing Tech Prep Consortiums from seventeen community colleges. Funding supported progressive professional development and increased availability of resources to support curriculum integration, alignment, articulation, and collaboration. Content generated for the region will continue to be reintroduced into the local partnership and remain available for recycling into congruent campus initiatives.

Curriculum integration, alignment, articulation and collaboration with secondary partners is not unique to Tech Prep or CTE. Holistically the campus could use a multitude of research newly available to collaborate and form mutual outcomes. Ultimately the identification of the needs of students will influence a paradigm shift that will increase completion rates. Consultation with college and high school students could improve learning and facilitate strategies that help them help younger peers successfully pursue, and complete, their goals.

VII. Supplemental Information

Six Year Plan

To advance career technical education, and exploit Tech Prep as a premier CTE Early Advantage Program, the two year recommendations are included in Section V (completed

by 2012-13. Section VII has been DRAFTED to support the six year span of the program review. Assuming adequate resources were available, the CTE Supervisor could complete the following recommendation by 2014-15:

1. Integrate Tech Prep into bigger (funded) campus initiatives to create an 'economy of scale.' Also, to give Tech Prep focus and achievable outcomes, decide as an institution which CTE programs are viable as 2+2 because they are vital to economic well being (and comply with student "placement in high skill or high wage employment").
 - a. Perkins IV: support faculty leads as they connect their postsecondary CTE program with secondary partners (generically required by Perkins), then for programs slated for 2+2 development, assist faculty to host discipline dialogues with secondary colleagues, support curricular improvement, and serve instructors implementing 2+2 program: automate tracking and oversight of the 'pre-enrolled' Citrus College students in the articulated HS course (influence enrollment, support exam administration, hold college credit in escrow for successful students, and facilitate transition and registration).
 - b. Incorporate marketing and advertisement principles targeting next generation learners and produce content rich resources using modern methods that engage and excite students choosing and pursuing programs and occupations. For school age learners demonstrate how the integration of CTE with non CTE (academic subjects) is key to success, use virtualization to increase enrollment in 2+2 programs, and promote the benefits of the industry sector as well as the 'early advantage' that enrollment in 2+2 includes. Tech Prep can fund efforts from 7th grade to college. Encourage other funding sources to develop similar resources for the population over 18 years old population and address multiple audiences: the reentry, continuing education, academic, and workforce dependent (prospective) students.
 - c. Staff/Professional Development is common to multiple grant funded initiatives. Collaborate on content and cost share when congruent needs match mutual outcomes. Consider interagency events when feasible. Collectively explore alternate delivery options to facilitate access to information synchronous to professional interest and need (methods that will transcend limitations encountered with fixed dates, time, and location). Support Communities of Practice initiatives and Professional Learning Councils (associated with CalPASS the pre K-14 longitudinal data system). Foster professional learning communities to support innovation, systems-thinking, organizational leadership and related initiatives that evolve the current condition.

Overall, every discipline is interested in curricular alignment and sequencing from high school to college; if the institution decided to expand the effort beyond CTE, the CTE supervisor would contribute to the campus wide initiative that could be implemented within six years if adequately resourced:

2. Decide, as an institution, the level of commitment necessary and available to develop authentic curricular alignment and connections with secondary ('sending') institutions. Confirm if secondary partners echo the college's commitment to influence and align curriculum beyond their institutional boundary. Consider:
 - a. Needs identification, collective goals (mutual to multiple partners), action plan, commit resources (leverage and share resources to increase capacity of partners to connect and

align curriculum) and assign staff. At minimum, outcomes must include 2+2 CTE program(s) that include non CTE disciplines – to qualify for Tech Prep funds.

- b. Connect appropriate strands of the Perkins IV plan(s) that direct the allocation of entitlement funds to the new areas of focus. [Currently each USD and the college complete their plan independently. It will be a challenge to stretch limited Perkins IV resources to extend beyond institutional boundaries.] Seek alternative resources conducive to intra and interagency (systems thinking approaches), connect instructional programs and expand delivery options (to support USD and college access).
- c. Integrate all funded initiatives with K-14 outcomes (and see additional), i.e., STEM, etc.
- d. Study benefits of 2+2 alignment on student success. Specifically college prep, academic achievement, retention, completion rates (HS graduation and certificate completion rates), and duration.
- e. Expand 'bridging' activities between middle and high school and college in all disciplines. Example of activities uses CTE – but student engagement at the earliest level is the idea. Begin with early career awareness, progress to exploration and evolve into participation in some work experience in high school. Ideally the high school experiences generate interest in existing and emerging industries to help them opt out of others (because this eliminates costs in time/money delays often realized as adults). Foster development of many 2+2 programs (with credit granting opportunity), assist students to achieve in all disciplines, select a viable program of interest, and fast track to Citrus College.
- f. Build opportunity applying knowledge, i.e., 'doing something' with the information. CTE example is work relevance and experience along the middle school to college continuum. Offer supplemental services that help to relate the world-of-work to learning (lifelong), expand relationships between disciplines, use problem based learning to engage students in real world problem solving, promote applied learning (power of doing), and help college students to build a resume (practical/applied experience) concurrent to their education credential(s).

The CTE supervisor will participate in the campus wide effort to increase the certificate completion rate:

3. Participate and contribute to Citrus College's efforts to adopt outcomes stated within the *2020 Vision student success* initiative. Specifically, "California's community college will increase completions by 1 million by 2020 because it is economically necessary, morally incumbent and achievable." A key recommendation under Teaching and Learning would positively influence the success of Tech Prep, i.e., contextualize and accelerate curriculum. It also recommends, "expand credit for demonstrated knowledge" – this would facilitate advancement of reentry students in CTE programs of study. There are multiple theories that warrant examination, application, and study as we all seek successful strategies that retain and facilitate the completion of the greatest number of students. The rewards are great. They earn credentials essential to self sufficiency and we collectively improve the economic wellbeing of communities.



Building Articulated Programs of Study (POS)
TECH PREP – Spring 2010

Institutional Articulation Agreements 2009 – 2010:

Azusa Unified School District (USD) Claremont USD Glendora USD
Duarte USD Monrovia USD

Program of Study	Secondary Level – Emphasis is on “General” Areas of Interest Postsecondary – Emphasis is on “Specific” Areas/Certificates*
Agriculture and Natural Resources	
CDE Pathway: Forestry & Natural Resources	Forestry
Arts, Media, and Entertainment	
CDE Pathway: Media & Design Arts - Multimedia	Digital and Web Design <i>Leads to Advanced Digital and Web Design</i>
	Ceramics 1-year <i>Leads to Ceramics 2-year</i>
	Photography
CDE Pathway: Performing Arts	Commercial Dance
CDE Pathway: Production & Managerial Arts - Recording Arts	Audio Recording Technology Emerging Theatre Technologies
Education, Child Development, Family Services	
CDE Pathway: Child Development	Child Development Teacher <i>Leads to Child Development Master Teacher</i> <i>Leads to Child Dev. Master Teacher–Early Intervention</i>
CDE Pathway: Consumer Services	Cosmetology Esthetician
CDE Pathway: Education	Library Technology
Energy and Utilities	
CDE Pathway: Energy & Environmental Technology	Building Systems Design Technology Building Systems Maintenance & Operation
CDE Pathway: Public Utilities	Public Works Level I & Level II [no POS/workforce focus] <i>Leads to Public Works Level II</i>
	Water Technology
CDE Pathway: Residential & Commercial Energy & Utilities	Heating & Air Conditioning** Landscape Management** –

*Certificates are state approved by college & CA Community College Chancellor’s Office; ** college-level approval

Tech Prep Advisory (USD/ROP Partners) reviewed and approves programs of study October 30, 2009
Contact Marti DeYoung mdeyoung@citruscollege.edu, 626.914.8702

Engineering and Design	
CDE Pathway: Architectural & Structural Engineering	Architectural Drafting – CAD
	Architectural Design
	Drafting Technology – CAD
	<i>Leads to Advanced Drafting Technology – CAD</i>
CDE Pathway: Engineering Design	Computer Generated Imagery
CDE Pathway: Engineering Technology	Electronics Technician
Finance and Business	
CDE Pathway: Accounting Services	Accounting
CDE Pathway: Business Financial Management	Administrative Office Manager
	Management
	Office Occupations
	Secretarial
	Word Processing
Health Science and Medical Technology	
CDE Pathway: Therapeutic Services	Dental Assisting
	Vocational Nursing
	Note: Registered Nursing/Associate Degree
Information Technology	
CDE Pathway: Information Support and Services	Information Technology
Marketing, Sales and Service Industry	
CDE Pathway: Professional Sales and Marketing	Marketing
Public Services	
CDE Pathway: Protective Services	Administration of Justice
	Emergency Medical Technician**
	Emergency Management & Homeland Security –On Hold
Transportation Services	
CDE Pathway: Vehicle Maintenance, Service, & Repair	Automotive Technology - Master Technician
	Automotive Technology -Toyota/Lexus/Scion Technician
	Automotive Technology - Undercar/Drivetrain Specialist
	Automotive Technology - Underhood Specialist
	<i>Leads to Research and Development Technician</i>
	Medium & Heavy Diesel Truck Technology
	Motorcycle

**Certificates are state approved by college & CA Community College Chancellor's Office; ** college-level approval*

Tech Prep Advisory (USD/ROP Partners) reviewed and approves programs of study October 30, 2009
 Contact Marti DeYoung mdeyoung@citruscollege.edu, 626.914.8702

Citrus College Tech Prep Committees (2010-2011) – Marti DeYoung (626-914-8702)
Tech Prep Advisory Committee

DATES	Time	Location	Student Transition Committee (see next pg)
October 22, 2010	RSVP Lunch @ 12:15 – Meeting starts 1:00 pm – 2:15 pm	1000 W. Foothill Blvd., Glendora LIBRARY Fishbowl (2 nd floor conf. room)	Student Transition Committee oversees support services that transition students in pathways
January 21, 2011	RSVP Lunch @ 12:15 – Meeting starts 1:00 pm – 2:15 pm	LIBRARY Fishbowl (2 nd floor conf. room)	
April 22, 2011	RSVP Lunch @ 12:15 – Meeting starts 1:00 pm – 2:15 pm	LIBRARY Fishbowl (2 nd floor conf. room)	

Tech Prep Advisory Committee Members:

Partner Agency	Name	Title	Address	City/State/Zip	Phone	E-Mail	
Azusa USD	Alexis Ruiz-Alessi	Assistant Superintendent, Ed. Svcs	546 S. Citrus Avenue	Azusa, CA 91702	626-857-6182	alexisr@azusausd.k12.ca.us	
	Vincent Jantz	Director, Secondary Achievement	546 S. Citrus Avenue	Azusa, CA 91702	626-858-6192	vincentj@azusausd.k12.ca.us	
Baldy View ROP	Jose Castro	Superintendent	8265 Aspen Ave. #100	Rancho Cucamonga	909-980-6490x230	jose_castro@bvrop.k12.ca.us	
	Clarke Stephens	Director of Instructional Svcs.	8265 Aspen Ave. #100	Rancho Cucamonga	909-980-6490x223	clarke_stephens@bvrop.k12.ca.us	
Claremont USD	Bonnie Bell	Assistant Superintendent, Ed. Svcs.	170 W. San Jose Ave.	Claremont, CA 91711	909-398-0609x70201	pbkling@cusd.claremont.edu	
	TBD		125 W. San Jose Ave.	Claremont, CA 91711			
Duarte USD	Wendy Wright	Assistant Superintendent, Ed. Svcs	1620 Huntington Dr	Duarte, CA 91010	626-599-5011	wwright@duarte.k12.ca.us	
	Luis Haro	Assistant Principal, Duarte HS	1565 E. Central	Duarte, CA 91010	626-599-5712	haro@duarte.k12.ca.us	
Glendora USD	TBD	Assistant Superintendent, Ed. Svcs.	500 N. Loraine Ave.	Glendora, CA 91741	626-963-1611		
	TBD		1600 E. Foothill BLVD	Glendora, CA 91741			
Monrovia USD	Carol Packard	Sr. Director of Educational Services	325 E. Huntington Dr.	Monrovia, CA 91016	626-471-2030 #28-471-2031 JM	CPackard@monrovia.k12.ca.us	
	Cheri Warren	Director of Educational Services	325 E. Huntington Dr.	Monrovia, CA 91016	626-471-2044 #28-471-2047 Emma	cwarren@monrovia.k12.ca.us	
E. San Gabriel Valley ROP	Colleen Crawford	Deputy Superintendent	1501 Del Norte St	West Covina, CA 91790	626-472-5158	ccrawford@esqvrp.org	
Aday Architects	Carlos E. Hernandez	Project Manager	819 E. Route 66	Glendora, CA 91740	626-689-4457	CarlosH97arch@yahoo.com	
	Eric Rodriguez	Project Manager	819 E. Route 66	Glendora, CA 91740	626-963-4044	eric@adayarchitects.com	
Certified Automotive	Gene Morrill	Owner	476 S. Vermont Ave	Glendora, CA 91741	626-963-0814	gemmauto@msn.com	
Citrus College	Jim Lancaster	Dean of Career Technical and Continuing Education - Lead		Glendora, CA 91741	626-852-6403	jlancaster@citruscollege.edu	
	Jim McClain	Dean of Math		Glendora, CA 91741	626-914-8794	jmcclain@citruscollege.edu	
	Eric Rabtoy	Dean of Science, Engineering, and Health Sciences		Glendora, CA 91741	626-914-8788	erabtoy@citruscollege.edu	
	Lan Hao	Institutional Researcher, Cal-PASS primary contact		Glendora, CA 91741	626-914-8521	hao@citruscollege.edu	
	Jeremy Clark	Automotive Technology Faculty, Academic Senate		Glendora, CA 91741	626-914-8737	jclark@citruscollege.edu	
	Michelle Plug	Faculty, Articulation Officer		Glendora, CA 91741	626-914-8637	mpug@citruscollege.edu	
	Naomi Avila	CTE Career Counselor		Glendora, CA 91784	626-852-6407	navila@citruscollege.edu	
	TECH PREP	Marti DeYoung	CTE Supervisor		Glendora, CA 91741	626-914-8702	mdeyoung@citruscollege.edu
		Terry Adams	Program Specialist		Glendora, CA 91741	626-857-4179	tadams@citruscollege.edu

Citrus College Tech Prep Committees (2009 - 2010) – Marti DeYoung (626-914-8702)
Tech Prep Student Transition Committee

DATES	Time	Location	Advisory Committee (see previous page)
February 2, 2011	Networking @ 2:30 pm - Meeting at 2:45 pm ending @ 4:00	1000 W. Foothill Blvd., Glendora LIBRARY Fishbowl (2 nd floor conf. room)	Advisory Committee oversees career pathway implementation
May 4, 2011	Networking @ 2:30 pm - Meeting at 2:45 pm ending @ 4:00	LIBRARY Fishbowl (2 nd floor conf. room)	

Tech Prep Student Transition Committee Members:

Last	First	Affiliation	Address	City/State/Zip	Phone	Fax	E-Mail
Arizmendiz	Sandy	Oak Knoll School	1503 S. Sunflower	Glendora, CA 91740	626-852-7972		SArizmendiz@cusd.k12.ca.us
Baumann	Lanette	Azusa HS	240 N. Cerritos	Azusa, CA 91702	626- 815-3465	626- 815-3466	lanetteb@azusausd.k12.ca.us
Benson	Mary-Ann	CVUSD-Sierra Vista M	Vocational Ed Specialist	WorkAbility Director	626-974-7323		mbenson@cvusd.k12.ca.us
Bryden	Laurie	Temple City High School	9501 E Lemon Ave	Temple City, CA 91780	548-5000X1544	626-548-5163	lbryden@tciusd.net
Burch	Vickie	Baldwin Park USD	3699 N. Holly Ave.	Baldwin Park, CA 91706	626- 856-4597	626- 856-4915	vburch886@bpusd.net
Castillon	Pefer	Duarte HS	1565 East Central Av	Duarte, CA 91010	626-599-5700	626-599-5784	pcastillon@duarte.k12.ca.us
Compton	Debi	Chaparral HS	121 W Allen Ave	San Dimas, CA 91773	909-971-8240		Compton@bonita.k12.ca.us
Contreras	Sue	Gladstone HS	1340 N. Enid	Covina, CA 91722	626- 815-5165	626- 334-2589	suec@azusausd.k12.ca.us
DiOssi	Dianna	ESGV ROP	1501 W. Del Norte	West Covina, CA 91790	(626) 915-5841	x 332	ddossi@esqvrp.org
Kardashian	Karen	Sierra HS (Alt)	1134 South Barranca	Glendora, CA 91740	626-852-8406	626- 914-3797	Karen1313@msn.com
Kavooosi	Karen	West Covina HS	1609 E Cameron Ave	West Covina, CA 91790	859-2900/3937	626- 859-3950	KKavooosi@wvusd.org
Ledezma	Loretta	Monrovia HS/ROP	920 S. Mountain Ave.	Monrovia, CA 91016	(626) 471-2862		Ledezma_Loretta@aacoe.edu
Rhoads	Tamara	Claremont USD	1601 N. Indian Hill Bl	Claremont, CA 91711	909-624-9053	X30443	rhoads@chsmail.claremont.edu
TBD		LA County ROP	9300 Imperial Hwy	Downey, CA 90242			
Stear	Eileen	Baldy View ROP	8265 Aspen Ave. #100	Rancho Cucamonga, 91730	909-980-6490x237	909-980-8931	eileen_stear@bvrop.k12.ca.us
TBD		Glendora HS.	1600 E. Foothill Blvd	Glendora, CA 91741	963-5731 X266		dskinner@glendora.k12.ca.us
Trail	Michelle	Duarte HS	1565 E Central Ave	Duarte, CA 91010	626-599-5737	626-599-1742	MTrail@duarte.k12.ca.us
Vogt	Tom	Azusa USD	546 S. Citrus Ave	Azusa, CA 91702	626-858-6195	626-858-6193	tomv@azusausd.k12.ca.us
Walker	Lil	ESGV ROP	1501 W. Del Norte	West Covina, CA 91790	626-472-5106	626- 472-5148	clwalker@esqvrp.org
		Monrovia Adult School	920 S. Mountain Ave.	Monrovia, CA 91016	626- 471-3072	626- 471-2809	

CITRUS COLLEGE [1000 W. Foothill Blvd., Glendora, CA 91741]

Co-HOST	DeYoung	Marti	TECH PREP. CTE Supervisor	626- 914-8702	626-857-4185		mdeyoung@citruscollege.edu
Co-HOST	McCraven	Ivon	School Relations/Student Services	626-857-4162	626-857-4162		imccraven@citruscollege.edu
Dean	Lancaster	Jim	Dean, Career, Technical, and Continuing Ed.	626-857-6403			jlancaster@citruscollege.edu
	Adams	Terry	TECH PREP. Program Specialist	626-857-4179	626-857-4185		tadams@citruscollege.edu
	Avila	Naomi	CTE Counselor Lead	626-852-6404			navila@citruscollege.edu
	Carver-Merkel	Sally	Cosmetology Education	626-914-8715			sacarver-merkel@citruscollege.edu
	Clark	Jeremy	Automotive Technology	626-914-8737	626-914-8703		jclark@citruscollege.edu
	Martin	Nancy	DSP&S	626-914-8568			nmartin@citruscollege.edu
	Merlo	Linda	Financial Aid	626-857-4068			lmerlo@citruscollege.edu



Institutional Articulation Agreements

Certificate of Achievement	Administration of Justice	Audio Recording Technology	Automotive Technology	Medium/Heavy Diesel Truck Technology	Child Development	Dental Assisting	Drafting (CAD)	Wildland Resources & Forestry
Course #	AJ 101		AUTO 101	AUTO 101	CHLD 109		DRAF 101 & 109	
Azusa			*AHS	*AHS			*AHS	
Claremont			*CHS	*CHS				
Duarte								
Glendora								
Monrovia			C	C	*MHS			
Alhambra			C	C				
Antelope Valley Union			C	C				
Bonita			C	C				
Chaffey Joint Union			C	C				

A = Course-level Articulation Agreement
 * = Renewal Pending



Los Angeles Area
Chamber of Commerce

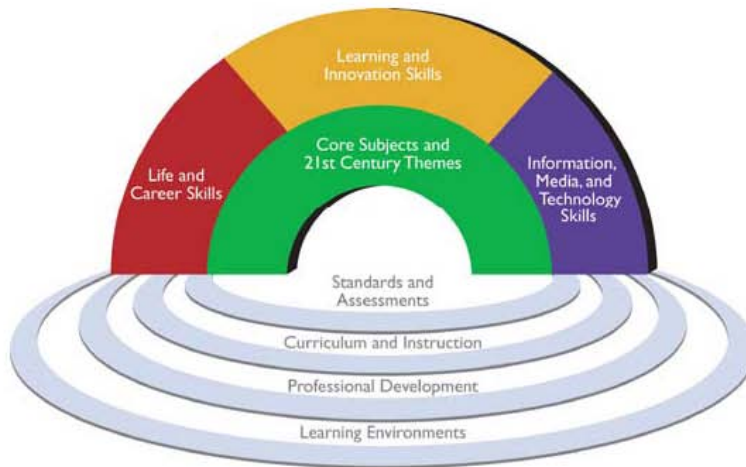


Los Angeles County
Office of Education

Los Angeles Framework for 21st Century Learning

Our collective future rests on the success of today's students. The Los Angeles Area Chamber of Commerce and the Los Angeles County Office of Education (LACOE) have endorsed this roadmap for educating the 21st century workforce in the region. This framework is based on a national framework outlined by the Partnership for 21st Century Skills, a leading advocacy organization focused on infusing 21st century skills into education.

21st Century Student Outcomes and Support Systems



21ST CENTURY STUDENT OUTCOMES

The elements described in this section as "21st century student outcomes" (represented by the rainbow) are the skills, knowledge and expertise students should master to succeed in work and life.

Core Subjects and 21st Century Themes

Mastery of core subjects and 21st century themes is essential for students in the 21st century. Core subjects include English, reading or language arts, world languages, arts, world religions and cultures, mathematics, economics, science, geography, history, government and civics.

For more information about the Los Angeles Area Chamber of Commerce and Los Angeles County Office of Education working group, contact Alma Salazar, 213.580.7566 or asalazar@lachamber.com.

For more information on the Partnership for 21st Century Skills, or to view the original framework, go to www.21stcenturyskills.org.

21st Century Framework Local Partners

Acetopia USA, Inc.
Aftergood Law Group
Arup
AT&T
Bank of the West
The Boeing Company
Los Angeles County Community
Development Foundation
Employment Development Department
Houghton Capital Management, LLC
Los Angeles Economic
Development Corporation
Los Angeles Opportunities
Industrialization Centers
SunCal Companies
Maria's Italian Kitchen
Merrill Lynch
Mockingbird Communications
The Campaign for College Opportunity

21st Century Framework National Partners

Adobe Systems, Inc.
American Association of
School Librarians
Apple
ASCD
Blackboard, Inc.
Cable in the Classroom
Cisco Systems, Inc.
Corporation for Public Broadcasting
Dell, Inc.
EF Education
Education Networks of America
Educational Testing Service
Ford Motor Company Fund
Gale, Cengage Learning
Hewlett Packard
Intel Corporation
JA Worldwide
K12
KnowledgeWorks Foundation
LEGD Group
Lenovo
Learning Point Associates
McGraw-Hill
Measured Progress
Microsoft Corporation
National Education Association
Nellie Mae Education Foundation
netTrekker
Oracle Education Foundation
Pearson
PolyVision
Quarasan!
Scholastic Education
Sesame Workshop
Sun Microsystems, Inc.
The Walt Disney Company
Verizon

We believe schools must move beyond a focus on basic competency in core subjects to promoting understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects:

- ▶ Global and cultural awareness
- ▶ Financial, economic, business and entrepreneurial literacy
- ▶ Civic literacy
- ▶ Health literacy

Learning and Innovation Skills

Learning and innovation skills are what distinguish students who are prepared for an increasingly complex life and work. Graduates must not achieve learning skills, but develop a "love of learning." Our educational system and connections to internships and the world of work can cultivate this natural joy of learning through incorporating hands-on and applied learning opportunities. These skills include:

- ▶ Creativity and innovation
- ▶ Critical thinking and problem solving
- ▶ Effective application of knowledge and skills
- ▶ Communication and collaboration

Information, Media and Technology Skills

The 21st century is a technology, digital and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- ▶ Information literacy
- ▶ Media literacy
- ▶ ICT (Information, Communications and Technology) literacy

Life and Career Skills

The ability to navigate in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- ▶ Flexibility and adaptability
- ▶ Initiative, persistence and self-direction
- ▶ Awareness of both aspirations and potential careers
- ▶ Social and cross-cultural skills
- ▶ Productivity and accountability
- ▶ Leadership and responsibility
- ▶ Personal and work ethics
- ▶ Interpersonal skills and teamwork

21ST CENTURY SUPPORT SYSTEMS

Developing a comprehensive framework for 21st century learning requires more than identifying specific skills, content knowledge, expertise and literacy. An innovative support system must be created to help students to master multidimensional abilities. 21st Century standards and accountability systems should emphasize depth, rather than breadth of knowledge of core concepts. The Partnership has identified five critical support systems that ensure student mastery of 21st century skills:

- ▶ 21st Century Standards
- ▶ Assessment of 21st Century Skills
- ▶ 21st Century Curriculum and Instruction
- ▶ 21st Century Professional Development
- ▶ 21st Century Learning Environments

For more information about the Los Angeles Area Chamber of Commerce and Los Angeles County Office of Education working group, contact Alma Salazar, 213.580.7566 or asalazar@lachamber.com.

For more information on the Partnership for 21st Century Skills, or to view the original framework, go to www.21stcenturyskills.org.

The complete document is available upon request from the Citrus College Tech Prep office.



A Case for Change:

*How Redefining
Career Technical Education
Will Transform California*

Tech Prep Regional Coordination Project - Los Angeles County,
Funded through the California Department of Education.

Written by:
Jim Brazell, President
Venture Ramp, Inc.

Edited & Designed by:
Stacy Armstrong
Citrus College

Publishing Information

Production of *A Case for Change: How Redefining Career Technical Education Will Transform California* was supported by the Tech Prep Regional Coordination Project - Los Angeles County (TPRCR-LA), which is funded through the California Department of Education.

TPRCR-LA is a collaboration project implemented by partners representing education and workforce agencies in the region. Citrus College is the lead partner. The Los Angeles Orange County Regional Consortium (LAOCRC) provides leadership to the Tech Prep initiative and information regarding many regional initiatives is available on the LAOCRC website (www.laocrc.com). Citrus College serves as the lead fiscal agent for the LAOCRC.

The document was written by Jim Brazell, president of Venture Ramp, Inc. Brazell is a consultant, researcher and orator who focuses on 21st century issues including community competitiveness, educational innovation, emerging technology and jobs. His research, writing, and speaking have resulted in the formation of Technology, Engineering, ARTS, Mathematics, and Science (AMES) talent network initiatives in Texas and California. Brazell holds a bachelor of science degree in sociology, Summa Cum Laude, from Bradley University in Peoria, Illinois.

A Case for Change: How Redefining Career Technical Education Will Transform California was published by Citrus College. Graphic design was provided by Stacy Armstrong of the Citrus College Office of Media Relations.

Tech Prep Regional Coordination Project - Los Angeles County is led by Dr. Lyla Eddington, consortium chair. Matti DeYoung of Citrus College's Tech Prep Program serves as the project coordinator. The remaining members of the consortium are as follows:

- | | |
|---|---|
| <ul style="list-style-type: none"> Central Trans Tech & Economic Development Initiative, Rio Hondo College Contra Unified School District Center for International Trade Development & California-Mexico Trade Assistance Center San Gabriel College Los Angeles College San Gabriel Valley Regional Occupational Program San Joaquin College Delta College Imperial Valley College Imperial College Imperial Valley ROP Inland Tech College Jeffrey College Center for Advanced Competitive Technology, Los Angeles Community College District Long Beach City College Los Angeles Center for Excellence, Los Angeles Community College District Los Angeles Center for Excellence, Mt. San Antonio College Los Angeles Area Chamber of Commerce Los Angeles City Workforce Investment Board Los Angeles County Office of Education Los Angeles County Regional Occupational Program Los Angeles County Workforce Investment Board Los Angeles Economic Development, Los Angeles Community College District Los Angeles Unified School District Los Angeles Unified School District - Regional Occupational Program Monterey Unified School District Monterey Unified School District Pasadena Unified School District Rio Hondo College Santa Monica College State of California EDD/LMID, Los Angeles County ASO Temple City Unified School District USDA Forest Service, Angeles National Forest | <ul style="list-style-type: none"> Mike Slavich Priscilla Doyle Gina Bolovich Jim Lantieri Gayle Brownan, Gina Chelstrom, Laura Ramirez Laurel Alder Cathy Brookman, Karen Hess, Corinne Zarate Jan Swanson Verita Jara Orli Shapiro Eugene Parnash Marcia Wilson Don Gaudin, Lani Nakagawa Grace Ishikawa TED Lisa Levenberg Audrey Renkle Daniel Kuttney Alma Salazar Bob Tyra Jimmy Hernandez Shery Kay Dianne McHirds Veranda Owens Judy De La Torre, Robert Lillian Pam Woodbury |
|---|---|

Conclusion

In the fall of 1957, the Soviet Union sent an intercontinental ballistic missile named Sputnik into space. This surprise lift-off served as a call to action for Americans, who had assumed that it had superiority in all fields of technology. In response, the country launched a huge effort to regain technological supremacy, including revamping school curriculum.

Today, the United States finds itself faced with a similar dilemma. Significant changes in the areas of demographics, economics, and education have created a convergence of needs commonly referred to as "a perfect storm." These changes have created a new imperative for the nation to increase its production and intellectual capital, as well as its competitiveness and innovation. Failure to do so would be detrimental to our global standing, economic well-being, and overall security. Because of this, organizations and leaders in the industry, government, education, military, and public sectors are all in agreement that the time has come to revitalize education - specifically Career Technical Education.

The mission of Career Technical Education is to provide industry-linked programs and services designed to help individuals reach their career goals, obtain self-sufficiency, compete globally, and contribute to overall economic prosperity. CTE courses engage, motivate, and prepare students for the future. In addition, the academic, technical, and workplace skills offered through these courses are essential to success during school and in the workplace. They are essential in addressing the challenges posed not only by a changing economy, but also by a changing world.

The need for a statewide comprehensive career technical education system continues to grow in response to California's changing workforce needs and the globalization of the world's economy. In response, the California Department of Education and the California Community College Chancellor's Office created a plan that presents a bold vision for CTE.

The California State CTE Plan accertains that all students should be ensured access to CTE courses. It also calls for the advancement of CTE as a means of engaging students and reducing the concept of lifelong learning. However, the most significant goal of the plan is to weave Career Technical Education into the fabric of the state's educational delivery system.

Many proponents of K-12 liberal arts education argue for a zero-sum game - either liberal arts or STEM, but not both. However, as this paper asserts, doctrine supports the fact that CTE can no longer exist as a separate educational alternative. Not only should it be interspersed throughout all disciplines, but it must also assure access for all students through a system that aligns programs, curricula, and services across educational segments, programs and disciplines. In essence, there needs to be a shift from vocational education geared to those who will not attend college to programs of study that link CTE to college and workforce entry-level standards.

The new face of Career Technical Education is one that unifies college and workforce preparation, planning, and course sequencing. Ultimately, this movement is about expanding the culture and definition of excellence in U.S. schools. There are several ways in which this can be done. These include the usage of cluster-based economic development, the infusion of STEM (science, technology, engineering, and mathematics) content into education and workforce, and the establishment of E3 (Economic Development, Employment, and Education) partnerships.

Educators, industry representatives, community members, and policymakers are called upon to complete the work begun by the statewide planning process. The inability to do so will have grave consequences for our students, our state, and our nation as a whole. We must bring these ideas to life to ensure the success of all students, a robust economy, and the well-being of California's communities.

TPRCR-LA is a collaboration project implemented by partners representing education and workforce agencies in the region. Citrus College is the lead partner. The Los Angeles Orange County Regional Consortium (LAOCRC) provides leadership to the Tech Prep regional initiative.

VISIT WWW.LAOCRC.COM

For information regarding regional initiatives, Tech Prep resources, and other relevant web site links.

PERKINS ACT of 2006: Exact language unless noted in *[italics]*SEC. 122. STATE PLAN. [*State level provides 'default' for local uses of funds*]

(c) Plan contents—The State plan shall include information that—

- (1) describes the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—
 - (A) the career and technical programs of study, which may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—
 - (i) Incorporate secondary education and postsecondary education elements;
 - (ii) Include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, nonduplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
 - (iii) May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
 - (iv) Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

SEC. 135. LOCAL USES OF FUNDS.

- (a) **General Authority.**—Each eligible recipient that receives funds under this part shall use such funds to improve career and technical education programs.
- (b) **Requirements for Uses of Funds.**—Funds made available to eligible recipients under this part shall be used to support career and technical education programs that—
 - (1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in—
 - (A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
 - (B) career and technical education subjects;
 - (2) Link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);
 - (3) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;
 - (4) develop, improve, or expand the use of technology in career and technical education, which may include
 - (A) training of career and technical education teachers, faculty and administrators to use technology, which may include distance learning;
 - (B) providing career and technical education students with academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
 - (C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;
 - (5) provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including—
 - (A) in-service and pre-service training on—
 - (i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
 - (ii) effective teaching skills based on research that includes promising practices;
 - (iii) effective practices to improve parental and community involvement; and

- (iv) effective use of scientifically based research and data to improve instruction;
- (B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
- (C) internship programs that provide relevant business experience; and
- (D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
- (6) develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
- (7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
- (8) provide services and activities that are of sufficient size, scope, and quality to be effective; and
- (9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

SEC. 203 TECH PREP PROGRAM.

- (c) **Contents of Tech Prep Program.**—Each tech prep program shall—
 - (1) be carried out under an articulation agreement between the participants in the consortium;
 - (2) consist of a program of study that—
 - (A) combines--
 - (i) a minimum of 2 years of secondary education (as determined under State law); with
 - (ii) (I) a minimum of 2 years of postsecondary education in a nonduplicative, sequential course of study; or
 - (II) an apprenticeship program of not less than 2 years following secondary education instruction; and
 - (B) integrates academic and career and technical education instruction, and utilizes work-based and worksite learning experiences where appropriate and available;
 - (C) provides technical preparation in a career field, including high skill, high wage, or high demand occupations;
 - (D) builds student competence in technical skills and in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965), as appropriate, through applied, contextual, and integrated instruction, in a coherent sequence of courses;
 - (E) leads to technical skill proficiency, an industry-recognized credential, a certificate, or a degree, in a specific career field;
 - (F) leads to placement in high skill or high wage employment, or to further education; and
 - (G) utilizes career and technical education programs of study, to the extent practicable;
 - (3) include the development of tech prep programs for secondary education and postsecondary education that—
 - (A) meet academic standards developed by the State;
 - (B) link secondary schools and 2-year postsecondary institutions, and if possible and practicable, 4-year institutions of higher education, through--
 - (i) nonduplicative sequences of courses in career fields;
 - (ii) the use of articulation agreements; and
 - (iii) the investigation of opportunities for tech prep secondary education students to enroll concurrently in secondary education and postsecondary education coursework;
 - (C) use, if appropriate and available work-based or worksite learning experiences in conjunction with business and all aspects of an industry; and
 - (D) use educational technology and distance learning, as appropriate, to involve all the participants in the consortium more fully in the development and operation of programs;

[continues: (4) in-service, (5) professional development, (6) access, (7) preparation services, & (8) coordinate w/Title I]

Community College Journal, April/May 2005
(Vol. 75, Issue 5), pp. 38-43
The Neglected Majority: 20th Anniversary!
By Anthony E. Beebe and R. Dan Walleri

“With so many educational reform reports coming so fast, it would be easy to grow cynical—to say “These too will pass.” But such an attitude will result in the loss of a tremendous opportunity. ... These reform reports provide motivation for taking some positive additional and public steps toward educational excellence at all levels, steps discussed for years and residing in the hopes and dreams of those who live their lives in the educational trenches of our schools and colleges. Now is the time to move toward educational quality — opportunity with excellence.”

-- Dale Parnell, 1985

An Open Letter to the Leaders of American
High Schools and Community Colleges

It is the 20th anniversary of Dr. Dale Parnell’s landmark book *The Neglected Majority*. In this book, Parnell pointed out that for too long our educational system has focused on the highest and lowest achievers. He made the case that most of those students in the middle two high school quartiles neither prepare nor aspire to baccalaureate study. He further pointed out that in 1985, roughly 80 percent of the adult population in this country did not hold a bachelor’s degree

Yet, as deep-rooted tradition has it, the baccalaureate degree represents the solitary image of success. It is the “gold standard” against which all other measures of success are compared. The result of this is that many students go through life feeling like dropouts and failures because they were not able or did not aspire to obtain a four-year degree. Even for many community college administrators and faculty in this country, the ultimate mission and goal is to feed four year institutions with transfer students. The allure of baccalaureate degrees is so great that some community colleges have felt it necessary to offer them in selected disciplines. Although there are certainly valid reasons for this recent trend – labor market needs and failure of four-year college and university systems to respond – the obsession of community colleges with baccalaureate degrees is the classic case of the tail wagging the dog. The question that Dale Parnell posed to all of us was in essence: What is educational success for the average student, those in the middle, those for whom the baccalaureate degree is not the right option, that 80 percent who comprise the “neglected majority”?

The entire article is available at:
<http://www.ncccrp.org/images/CCJBeebeWalleriArticleFinal.pdf>

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	_____
DATE	December 7, 2010	Resolution	_____
SUBJECT:	Program Plan for Extended Opportunities Programs & Services 2010-2011	Information	X
		Enclosure(s)	X

BACKGROUND

The California Community Colleges Chancellor's Office requires the Extended Opportunity Programs and Services to submit an annual plan. The enclosed plan encompasses the activities for 2010-2011 for an estimated 576 Citrus students who will participate in the EOP&S program. Citrus College has received a categorical allocation of \$590,207 with a local District contribution of \$138,450 to provide EOP&S services for the 2010-2011 year.

This item was prepared by Sara Gonzales-Tapia, Director of EOP&S.

RECOMMENDATION

For information only; no action required.

Jeanne Hamilton
Recommended by

Moved / Seconded

Aye__Nay__Abstained__

Approved for Submittal

Item No. G.4.



**PROGRAM PLAN FOR
 EXTENDED OPPORTUNITY PROGRAMS AND SERVICES
 2010-11
 SUBMIT 1 COPY**

1.1 College: Citrus College
Address: 1000 W. Foothill Blvd., Glendora, CA 91741

1.2 EOPS Minimum Program Standards/Activities and Waiver Requests

Colleges are required to employ a full-time EOPS Director. A waiver for less than a full-time EOPS director may be requested if the college meets the waiver criteria. Please check the appropriate box below to indicate the status of the EOPS Director. (The waiver criteria are further clarified in the *Instructions for Completing the Program Plan* on page 17.)

- Full-Time EOPS Director
- Part-time Director
 The college is requesting a waiver for a full-time director based on **one** of the criteria below:
- Served less than 500 EOPS students and received an EOPS allocation of less than \$500,000 in the prior fiscal year.
 - Has a full-time Assistant Director/Coordinator assigned 100% to EOPS
 - The district is in fiscal distress due to statewide budget cuts
 - Full-time Director waiver was approved in 2008-09 and/or 2009-10

The following services are required to be provided by the EOPS program. If the service is provided by the college and meets the needs of the EOPS students and program, the college may request a waiver. Please check the appropriate boxes below to indicate the service is provided by the EOPS program or that the college is requesting a waiver. (The waiver criteria are further clarified in the *Instructions for Completing the Program Plan* on page 17.)

Provided by EOPS	Waiver requested; provided by college	
X		EOPS Recruitment/Outreach Services
X		EOPS Orientation Services
X		EOPS Priority Registration Services
	X	Testing/Assessment Services
X	NA*	Counseling and Advisement Services
	X	EOPS Basic Skills Instructional Services
X		EOPS Tutoring Services
	X	EOPS Transfer Services
	X	EOPS Career Employment Services

* no waiver allowed

1.3 Other Activities and Services

<input checked="" type="checkbox"/>	CARE Program
<input checked="" type="checkbox"/>	EOPS Advisory Committee
<input type="checkbox"/>	Other (please specify): _____

1.4 EOPS Allocation for 2010-11: \$ 590,207

Proposed District Contribution for 2010-11: \$ 138,450

Proposed District Backfill funds for 2010-11 (if known): \$ 0

Proposed "flexible" categorical funds for 2010-11 (if known): \$ 0

Number of EOPS students planned to be served in 2010-11: 576

1.5 Signature of College EOPS Director

Print Name: Sara Gonzales-Tapia

Title: Director, EOP&S/CARE and CalWORKs

Signature: _____ Date: _____

1.6 Signature of Administrator responsible for the supervision of the EOPS Director

Print Name: Lucinda Over

Title: Dean, Counseling & Advisement

Signature: _____ Date: _____

1.7 I certify, on behalf of the Board of Trustees, that funds requested herein will be expended in accordance with the provisions of Chapter 2.5 (commencing with Section 56200) of Division 7 of Part 6 of Title 5 of the *California Code of Regulations*.

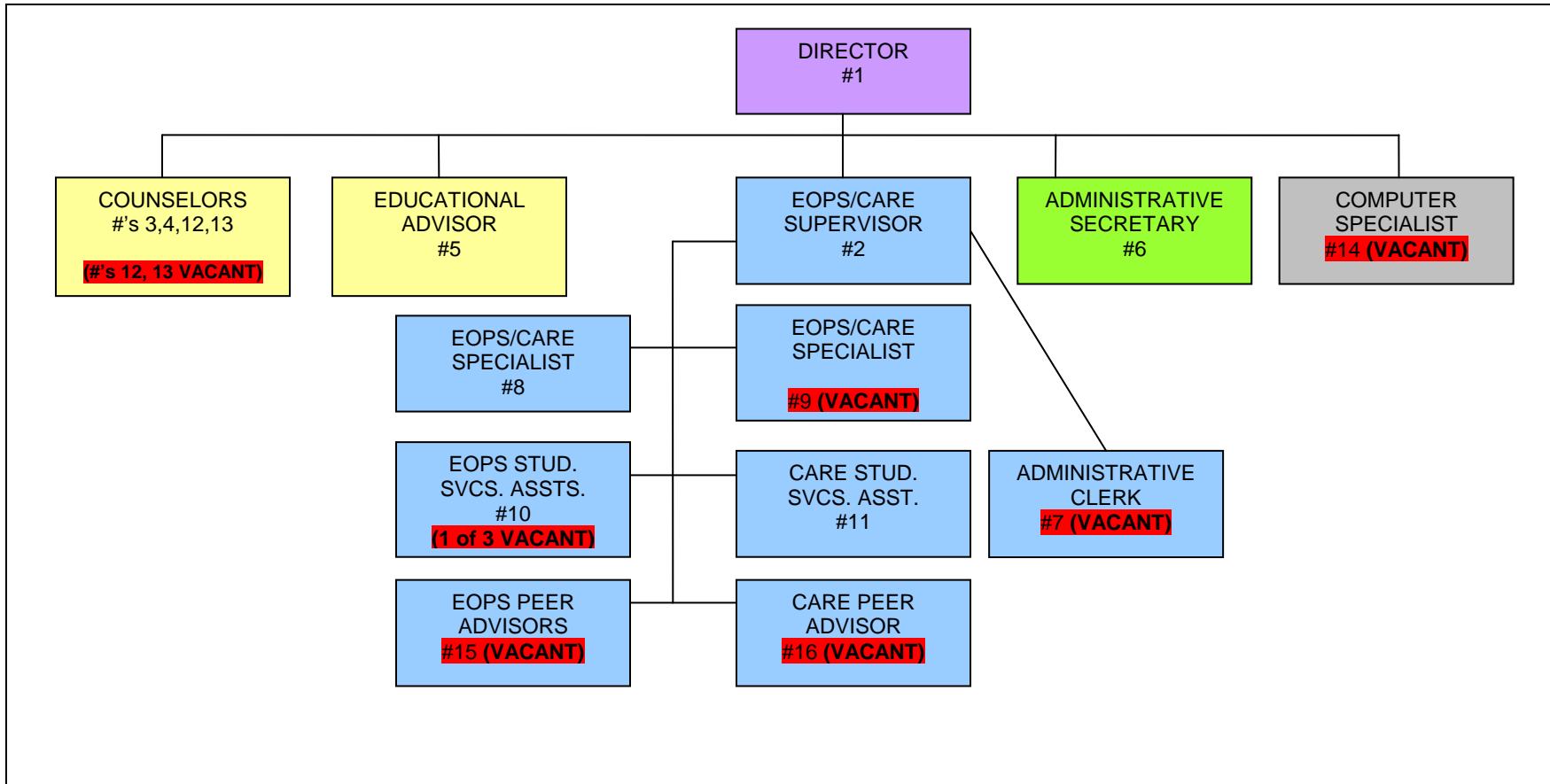
Superintendent/President

Print Name: Geraldine M. Perri, Ph.D.

Title (if designee): Superintendent/President

Signature: _____ Date: _____

2.1 EOPS/CARE Program Organizational Chart (Include all positions listed in element 2.2 and include position #)



All vacancies, with the possible exception of #15 and #16, will remain unfilled in 2010-2011.

2.3 Planned Distribution of Other Outgo

EOPS Services (Object Code 7000B) & EOPS Direct Aid (Category C)

#	Type of Service (7000 B)	Total EOPS Dollars	Total District Contribution Dollars	Total District Backfill & "Flexible" Categorical Dollars
1	Book Services Program	\$ 151,133	\$ 0	\$ 0
2	Child Care	\$ 0	\$ 0	\$ 0
3	Transportation	\$ 0	\$ 0	\$ 0
4	Other: Student supplies	\$ 4,619	\$ 0	\$ 0
5	Other: (specify)	\$ 0	\$ 0	\$ 0
6	TOTAL	\$ 155,752 (Must match A-1 form, 7000B, column 4)	\$ 0 (Must match A-1 form, 7000B, column 3)	\$ 0 (Must match A-1 form, 7000B, columns 5 & 6)

	Type of Direct Aid (Category C)	Total EOPS Dollars	Total District Contribution Dollars	Total District Backfill & "Flexible" Categorical Dollars
1	Grants	\$ 0	\$ 0	\$ 0
2	Book Grants	\$ 0	\$ 0	\$ 0
3	Workstudy	\$ 0	\$ 0	\$ 0
4	Emergency Loan (Year Est. _____) (Initial \$ - _____) (Balance - _____)	\$ 0	\$ 0	\$ 0
5	TOTAL	\$ 0 (Must match A-1 form, category C, column 4)	\$ 0 (Do not include on A-1 form)	\$ 0 (Must match A-1 form, category C, columns 5 & 6)

3.1 Year-End Report for Prior Year (2009-10)

Please provide a brief narrative of your program accomplishments in 2009-10, including but not limited to the following information: number of students served, program objectives achieved; advisory committee involvement; outreach efforts; workshops and class offerings; student success; student awards/scholarship acknowledgments; any special program successes; and overall program evaluation.

Narrative of Program Accomplishments for 2009-10:
See following pages.

EOP&S Student Population

During the 2009-2010 academic year, EOP&S/CARE at Citrus College served a total of 580 students, a 44% decrease from 2008-2009. Hispanic students remain the largest ethnicity represented (see chart 1). Native American students are the lowest percentage of students served by the program. The majority of EOP&S/CARE students are female (72%) and are high school graduates (89%).

Sixty-five percent of students indicate their educational goal is to transfer with an associate's degree. The relative percentage of other educational goals has remained static (chart 2).

The percentage of EOP&S students also served by DSP&S increased slightly from 5.99% in 08-09 to 6.76% in 09-10.

Twelve certificates, four skill awards, fifteen AA degrees and sixteen AS degrees were awarded to EOP&S/CARE students during 2009-2010. Thirteen EOP&S/CARE students were on the President's List (24 units completed, excluding basic skills, minimum 3.8 cumulative GPA) and 38 students were on the Dean's List (12 units minimum completed, excluding basic skills, 3.5 cumulative GPA in at least 6 units) in 2009-2010.

Student Academic Performance and Retention

Although the number of EOP&S/CARE students on academic probation has decreased, this issue continues to be of great concern. At the end of spring 2010, 36 continuing EOP&S students were dismissed from the college. Dismissal is automatic for students who have been on academic probation for two consecutive semesters. Thirty EOP&S students were placed on Academic Probation for low GPAs. Therefore, 66 of the 410 students (16%) served in spring 2010, were affected by academic probation.

EOP&S/CARE counselors continue to provide academic probation workshops and appointments that focus on self-defeating behaviors and analysis of the student's academic record.

Outreach and Recruitment

Due to the current climate of reduced funding, less class offerings, and a significant reduction in EOP&S staff, the ability to recruit during 2009-2010 was very limited. EOP&S staff continued to participate in on campus outreach events, such as "Parent Night", "Welcome Day", and "Early Decision". The off campus recruitment was limited to the local area including Glendora High School's "Transition Night". Nonetheless, the demand for EOP&S services continues to increase. There were over 500 new applicants in the fall 2009; well over the number of students that could be admitted to EOP&S. It is expected that this trend will continue into the coming year.

Summer Bridge 2009

The purpose of Summer Bridge is to assist incoming high school students with their transition to college and to provide the students with the tools and skills that help promote academic success. This six-week program consisted of three class sections and a total of 81 participants. Seventy students (86%) of the participants went on to enroll at Citrus in fall 2009 and twenty-four (34%) of those who enrolled become active participants in EOP&S (see chart 3.)

In addition to developing study skills, the students also visited UC Riverside and Cal State Los Angeles. At both institutions, students toured the campus, attended “pre-admissions” workshops and listened to a panel of students who had successfully transferred from a community college.

The students also participated in a day-long program with celebrated artist Simon Silva called “Enhancing Education through Art.” Students partook in a series of activities that included the use of art supplies, music, games, and movie clips to help incite the students’ critical thinking skills in regards to a myriad of contemporary social/global issues.

Transfer Activities

EOP&S and CARE participated in a variety of transfer events, workshops, and university tours to promote, educate and emphasize transfer opportunities to EOP&S/CARE students. The transfer component of the EOP&S program has become an area of focus in hopes of increasing the number of services utilized by EOP&S students. The 2009-2010 activities included:

Fall 2009

Transfer Task Force Meeting

The Director of EOP&S/CARE is an active member of the Transfer Task Force Committee. In addition, the EOP&S/CARE Counselor joined the committee to stay current with the changes facing transfer admissions at the CSU and UC system’s so that she may provide EOP&S/CARE students with information that would improve their competitiveness for transfer. This supports the charge of the committee, which is to discuss transfer activities on campus as well as opportunities for increasing transfer rates among historically underrepresented populations.

Transfer Center- fall events

There were numerous activities in the fall semester hosted by the Transfer Center. EOP&S students participated in each event, which included the UCLA TAP Conference (8 students), CSU and UC application workshops (20 students at CSU and 10 students at UC) and Open Forum (18 students). The Open Forum was a “drop in” time reserved for answering last minute questions regarding a student’s UC application.

Spring 2010

Cal Poly Pomona EOP Application Workshop

As a result of the fall EOP&S/CARE Advisory Committee meeting, an EOP Application Workshop was developed to assist EOP&S students in completing the Cal State's EOP application. A representative from Cal Poly Pomona's EOPS program, Mery Hernandez, facilitated the workshop on campus. There were nine EOP&S students in attendance.

CSU EOP Applications

As a follow up to the EOP application workshop, the EOP&S Educational Advisor met with EOP&S students one-on-one to assist them with completing the CSU EOP application for different CSU campuses.

Human Services Workshop

Many students participating in EOP&S have expressed an interest in the Human Services/Social Sciences major. As a result, the EOP&S Counselor contacted Citrus College EOP&S alumni who have transferred and/or graduated from Cal State Fullerton and formed a panel of speakers to address current EOP&S students. The topics discussed were program information, major requirements, degree requirements, faculty information, career opportunities, and the CSUF campus environment. The workshop gave EOP&S students a chance to jumpstart their career exploration and discover the types of opportunities they may experience with the Human Services major.

Transfer Reception

The Career & Transfer Center's Transfer Reception recognized students transferring in the fall 2010 to universities in the UC and CSU systems as well as private institutions. This year, 16 EOP&S students attended the event. The various universities they transferred to included UCLA, UCSD, University of La Verne, CSULA, CSULB and CPP.

Collaboration with other Departments

In addition to the continued collaboration with Financial Aid, Disabled Students Programs and Services, and Office of School Relations, focus shifted on strengthening the partnership with other student services programs in the 2009-2010 academic year.

CalWORKs

EOP&S and CARE continue to work very closely with CalWORKs staff. Measures were set in place to discourage students from attempting to "double dip" with book requests. Staff members from all programs meet to establish procedures to ensure that duplication of services was not occurring. Communication was an integral part of this collaboration and that paved the way for other services, such as job skills workshops, to be more accessible to EOP&S/CARE students.

The exchange of documentation between CARE and CalWORKs, such as progress reports and the Untaxed Income Verification Form, continues. In addition, an important resource that has stemmed from the collaboration with CalWORKs is the opportunity to have a non-profit lawyer from the Harriet Buhai Center for Family Law come to campus every semester to meet with the CARE and CalWORKs students. This service is invaluable to our students who are dealing with the complicated legal system. Citrus College CARE and CalWORKs programs were included in an effort to secure more funding for additional contacts through a grant that Harriet Buhai applied for. We are waiting to receive notice whether or not Harriet Buhai was successful in securing the grant.

In the spring 2011 semester, EOP&S/CARE and CalWORKs will finally be housed in one area. A new Student Service building is slated for completion at this time and all programs will share one large office space. This new location is a welcome change and it is expected that more collaboration will occur.

Science Technology Engineering and Math (STEM)

The STEM center on campus has developed a multitude of services for students. These services include math tutoring, supplemental instruction and study skill workshops. Counselors from the STEM center presented these services to the EOP&S Summer Bridge classes and facilitated a "Careers in Science" workshop for our students. Several CARE students are pursuing science majors, such as nursing and were frequently referred to the STEM center for additional support. The students were able to use these services as a means of accumulating the 10 points required for the CARE grant.

Foster Kinship

There seems to be an increasing number of foster youth that have applied to the EOP&S program. The EOP&S/CARE Supervisor is an active member of the Foster Kinship Care Education Advisory Committee. The committee meets quarterly and provides important information regarding services, scholarships, legislation, and policy changes affecting foster youth.

In addition, EOP&S/CARE staff works closely with Financial Aid staff in identifying foster youth who are participating in the program. As a result, referring students to the services available to them outside of the EOPS program has become easier. The collaboration also provides EOP&S staff the ability to increase outreach efforts to this population.

Office of Institutional Research

In the spring 2010 semester, several meetings took place between the EOP&S/CARE Director, EOP&S/CARE Supervisor, Director of Institutional Research, and SLO coordinator to address the need for gathering data for the EOP&S/CARE programs. As a result, new SLO's were developed for EOP&S/CARE. A satisfaction survey was also created and administered at the end of the spring semester. There were 160 responses to the survey, which asked questions about mandatory contacts, the usefulness of academic probation workshops and student education plans, and the overall satisfaction of EOP&S/CARE services. The responses were very positive and provide the program with much needed feedback.

CARE

In December 2009, the CARE Program held its first-ever “Adopt an Angel” event. This activity consisted of Citrus community members “adopting” a CARE student’s child, and providing a holiday gift for that child. Parents, children and sponsors were invited to a holiday gathering where light refreshments were served and the gifts were given to the children. Response to the program was positively overwhelming. Seventy-three children were adopted by 53 campus community members. The entire event was made possible by volunteer time and donations. We plan to coordinate “Adopt an Angel” as an ongoing, annual CARE event.

Over the last year, CARE program staff have committed to taking extra steps to improve CARE students academic performance. Implementing stricter program rules and sanctions for non-compliance has led to a decrease in the number of students we served. Though budget restrictions are also responsible for the decline in student numbers, students who are not fulfilling CARE program requirements and/or not successfully completing their classes were not invited to return and participate in the program. It was important to convey the message that student access to CARE services is a privilege and not an obligation. When comparing the number of students served in 2008/2009 (121) to those served in 2009/2010 (71), we served 41% less students. In the 2009/2010 academic year, new local policies resulted in the dismissal of a total of 19 students from the CARE program. Most, if not all, of these students were served by EOP&S only in the subsequent term after program dismissal.

As a program, we are committed to serving CARE students who are determined to succeed in completing their academic goal(s) so that they can break the cycle of dependency and work towards self-sufficiency. Our goal is to ensure that all students participating in CARE work towards and maintain an above average GPA (3.0+) so that they are ready to compete and thrive in today’s very competitive socio-economy.

The CARE Program at Citrus College provided the following services to eligible students during the 2009/2010 academic year:

- Academic and career counseling
- Personal counseling
- CARE peer mentoring
- Book services for required and optional textbooks
- CARE school supply packages
- Parking permits and gas cards
- Payment of non-BOG registration fees to include health fee, student services fee and lab fees
- Meal tickets
- CARE grants to students making academic progress and who complete all EOP&S and CARE requirements

Chart 1

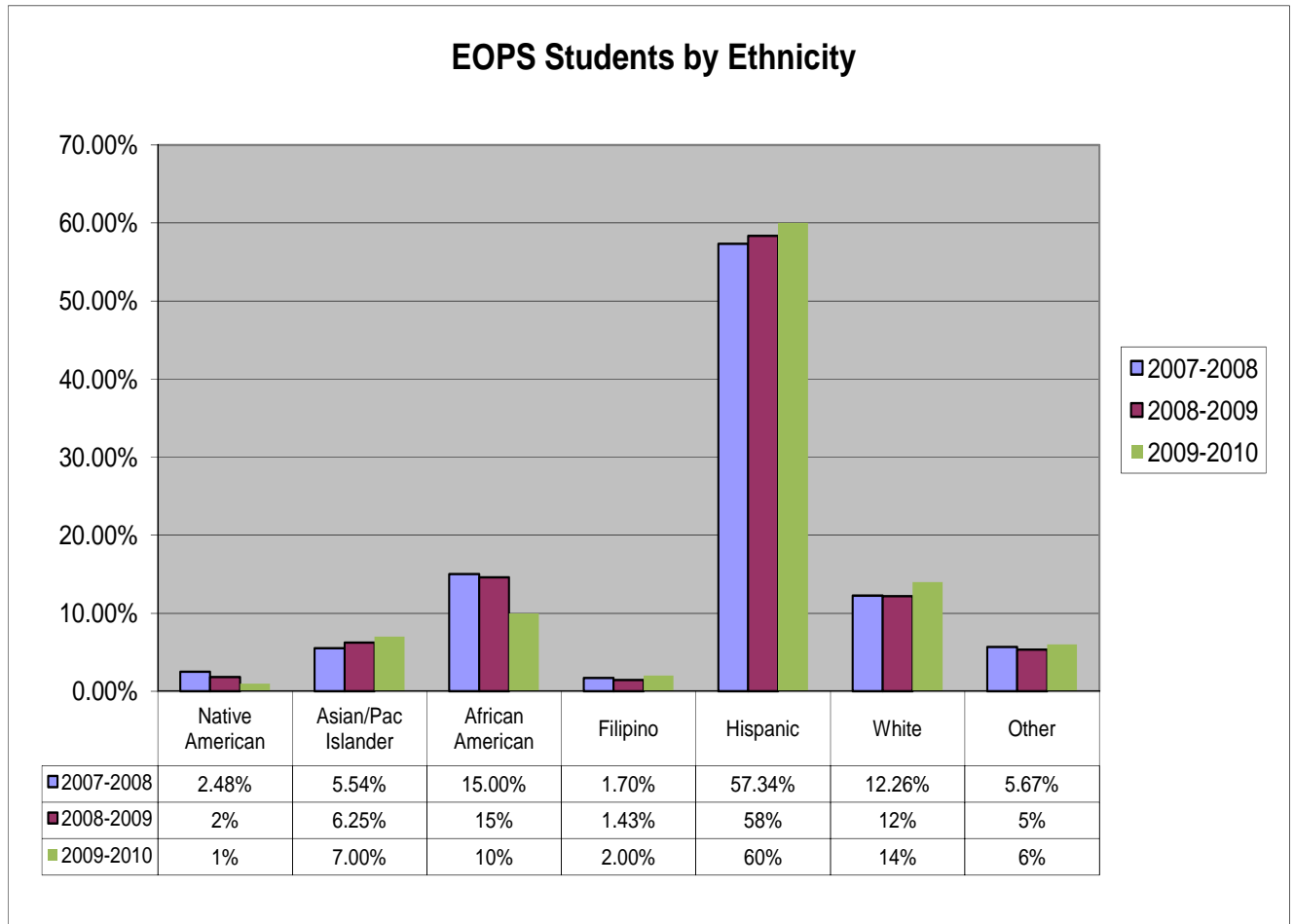


Chart 2

EOPS Students by Educational Goal

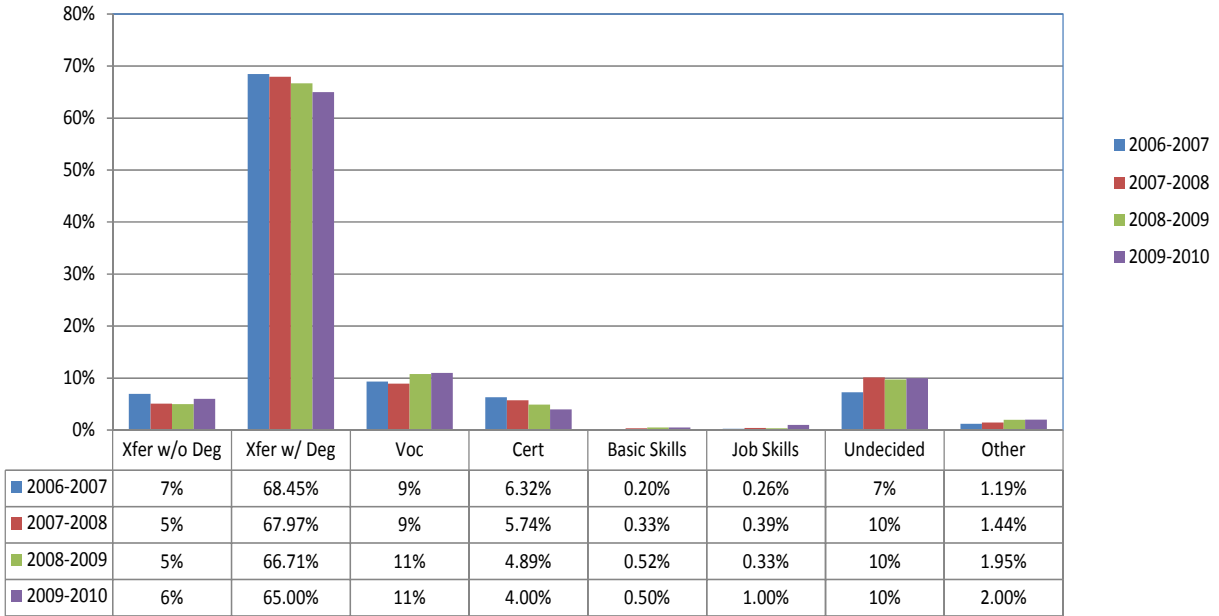
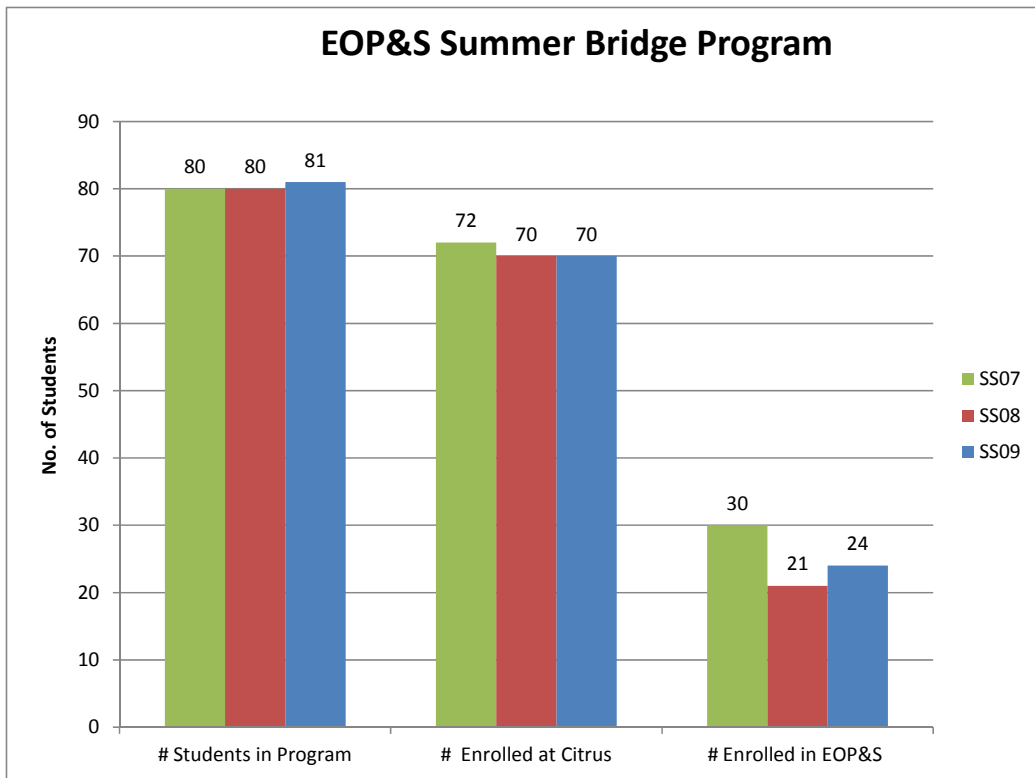


Chart 3

EOP&S Summer Bridge Program



GOALS for 2010-2011

GOAL	Due Date
<p>1. Database Work with the Dean of Counseling, Technology and Computer Services Chief Technology Officer, Student Services Program Coordinators and Director of Institutional Research to create a Student Services database that interfaces with Banner that will capture information required for EOP&S/CARE reports. This new database would replace the legacy database currently used in EOP&S.</p>	Spring 2011
<p>2. Academic Performance Improve ways to increase student's academic performance by focusing on the following EOP&S services:</p> <ul style="list-style-type: none"> • Explore ways to increase attendance at student development workshops • Create a probation program that will require more counseling contact and tutoring for EOP&S students on probation and/or facing dismissal. 	Spring 2011
<p>3. Use of Technology Create an EOP&S/CARE Facebook page so that students may access the latest program updates in a timely manner.</p>	Spring 2011
<p>4. Transfer Activities Focus on the improvement and development of transfer activities for EOP&S/CARE students. Explore how to build a transfer program that assists EOP&S/CARE students with the transfer process.</p>	Spring 2011

H. ACTION ITEMS

1. Consent Items

Routine items of business placed on the consent agenda already have been carefully screened by members of the staff and reviewed in advance by Board members. Upon request of any Board member, an item on the consent agenda may be considered separately at its location on the meeting's agenda.

Recommendation: Moved by _____ and seconded by _____ to approve the CONSENT ITEMS as listed (with the following exceptions):

Remove from consent list: _____, _____, _____, _____, _____

Business Services

- a. Authorization is requested to approve the attached list of independent contractor/consultant agreements as submitted.
- b. Authorization is requested to approve facility rentals and usage.
- c. Authorization is requested to approve Change Order #5 in the amount of \$38,935.00 for Project #10-0607, Student Services Building.

Personnel Recommendations

- d. Authorization is requested to approve the personnel actions with regard to the employment, change of status, and/or separation of academic employees.
- e. Authorization is requested to approve the personnel actions with regard to the employment, change of status, and/or separation of classified employees.
- f. Authorization is requested to approve the employment of short-term, non-academic employees and substitutes.

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	December 7, 2010	Resolution	_____
SUBJECT:	Independent Contractor/Consultant Agreements	Information	_____
		Enclosure(s)	X

BACKGROUND

Independent contractor/consultant agreements within budget.

This item was prepared by Judy Rojas, Administrative Assistant, Administrative Services.

RECOMMENDATION

Authorization is requested to approve the attached list of independent contractor/consultant agreements as submitted.

Carol R. Horton
Recommended by

_____/_____
Moved Seconded

Aye ___ Nay ___ Abstained ___

Approved for Submittal

Item No. H.1.a.

INDEPENDENT CONTRACTOR AGREEMENT
Board of Trustees Meeting – December 7, 2010

<u>CONTRACTOR CONSULTANT/ DEPARTMENT</u>	<u>RATE</u>	<u>FUNDING SOURCE</u>	<u>PERIOD</u>	<u>SERVICE</u>
<u>ADMINISTRATIVE SERVICES</u>				
Facilities Planning & Program Services, Inc.	\$50,000.00max	Bond/District	12/7/10-6/30/12	Assistance in Closing Projects with DSA
Leighton Consulting Inc.	\$12,800.00max	District	12/8/10-6/30/11	Geotechnical Investigation
Vangent, Inc.	\$18,000.00max	District	12/8/10-6/30/11	1098T Processing
<u>CHILD DEVELOPMENT CENTER</u>				
Arteaga, Elisa	\$1,560.00max	Grant	7/1/10-6/30/11 <i>Revision</i>	Foster Care Ed
Butler, Sarah	\$1,334.00max	Grant	7/1/10-6/30/11 <i>Revision</i>	Foster Care Ed
Christiansen, Sandra	\$3,238.00max	Grant	7/1/10-6/30/11 <i>Revision</i>	Foster Care Ed
Cooper, Wanda M.	\$396.00max	Grant	12/7/10-6/30/11	Foster Carte Ed
Dixon, Karen	\$5,000.00max	Grant	1/1/11-6/30/11	Foster Care Ed
Dixon, Karen	\$10,100.00max	Grant	7/1/10-6/30/11 <i>Revision</i>	Foster Care Ed
Hernandez, Jaime	\$4,600.00max	Grant	1/1/11-6/30/11	Foster Care Ed
Lee, Michael	\$2,500.00max	Grant	1/1/11-6/30/11	Foster Care Ed
Matthews, Elitia	\$4,000.00max	Grant	1/1/11-6/30/11	Foster Care Ed
Sanders, Cristal E.	\$170.00max	Grant	12/8/10-6/30/11	Foster Care Ed
Washington, Gwen	\$7,290.00max	Grant	7/1/10-6/30/11 <i>Revision</i>	Foster Care Ed
<u>COMMUNITY EDUCATION</u>				
Binder, Farla	40% of fees	Fees	1/24/11-1/24/11	Special Event & Wedding Planning
Carter, Jethro	40% of fees	Fees	2/5/11-2/5/11	Self-Hypnosis Stress Reduction
Carter, Jethro	40% of fees	Fees	3/12/11-3/12/11	Think Healthy, Be Thin, Stay Thin
Francis, Pam	50% of fees	Fees	4/9/11-4/9/11	Acupressure for Stress
Francis, Pam	50% of fees	Fees	5/14/11-5/14/11	Swedish Massage
Francis, Pam	50% of fees	Fees	2/12/11-2/12/11	15-Minute Chair Massage
Francis, Pam	50% of fees	Fees	3/12/11-3/12/11	Acupressure Facial
Ingersoll, Juliann	40% of fees	Fees	1/5/11-3/9/11	Beginning Spanish
Ingersoll, Juliann	40% of fees	Fees	3/30/11-6/8/11	Beginning Spanish
Jackson, Michelle	40% of fees	Fees	2/12/11-2/12/11	Adult Makeup and Skincare
Jackson, Michelle	40% of fees	Fees	5/14/11-5/14/11	Adult Makeup and Skincare
Jackson, Michelle	40% of fees	Fees	5/14/11-5/14/11	Teen Makeup and Skincare
Jackson, Michelle	40% of fees	Fees	2/12/11-2/12/11	Teen Makeup and Skincare
KGP Consulting, LLC	40% of fees	Fees	3/12/11-3/12/11	Advanced Medical Insurance Billing
KGP Consulting, LLC	40% of fees	Fees	3/12/11-3/12/11	Start a Medical Billing Service
KGP Consulting, LLC	40% of fees	Fees	3/13/11-3/13/11	Workers Com & Personal Injury
KGP Consulting, LLC	40% of fees	Fees	2/6/11-2/6/11	Computerized Medical Ins. Billing
KGP Consulting, LLC	40% of fees	Fees	2/5/11-2/6/11	Intro to Medical Insurance Billing
KGP Consulting, LLC	40% of fees	Fees	2/5/11-3/13/11	Medical Ins Billing Certificate
KGP Consulting, LLC	40% of fees	Fees	3/8/11-3/10/11	Medical Front Office
Krusemark, LeeAnne	50% of fees	Fees	1/24/11-1/24/11	Successful Home-Based Business
Krusemark, LeeAnne	50% of fees	Fees	1/24/11-1/24/11	Typing/Word Processing Business
Krusemark, LeeAnne	50% of fees	Fees	1/24/11-1/24/11	Guide to Getting Published
Krusemark, LeeAnne	50% of fees	Fees	1/24/11-1/24/11	Meet the Publisher
Moran, Elaine	40% of fees	Fees	2/7/11-2/7/11	Get Paid to Shop
Napoli, William	40% of fees	Fees	4/9/11-4/16/11	Photo Magic- Adobe Photoshop CS4
Napoli, William	40% of fees	Fees	4/2/11-4/2/11	Power Point 2007
Nicholson, Kellie	40% of fees	Fees	3/5/11-3/12/11	The Business of Bartending

Notary Public Seminars	40% of fees	Fees	3/19/11-3/20/11	Become A Child Visitation Monitor
Notary Public Seminars	40% of fees	Fees	4/16/11-4/16/11	Become a Notary in One Day
Notary Public Seminars	40% of fees	Fees	4/16/11-4/16/11	Renew Your Notary Commission
Pappas, Margaret	50% of fees	Fees	2/9/11-2/9/11	Unclutter Your Mind
Rounds, Miller & Associates	40% of fees	Fees	1/12/11-1/12/11	E-Publishing for iPad & Kindle
Rounds, Miller & Associates	40% of fees	Fees	1/26/11-1/26/11	Building Your Own Website
Rounds, Miller & Associates	40% of fees	Fees	1/12/11-1/12/11	Cashing In On Your Ideas & Inventions
Rounds, Miller & Associates	40% of fees	Fees	1/26/11-1/26/11	Clutterology – Eliminate Clutter
Tucker, Raymond	50% of fees	Fees	4/8/11-4/15/11	Intro to Fine Art Acrylic Painting
Tucker, Raymond	50% of fees	Fees	6/3/11-6/10/11	Intro to Fine Art Acrylic Painting
Tucker, Raymond	50% of fees	Fees	1/4/11-1/25/11	Floral Design I
Tucker, Raymond	50% of fees	Fees	3/1/11-3/22/11	Floral Design II
Tucker, Raymond	50% of fees	Fees	4/5/11-5/3/11	Floral Design III
Tucker, Raymond	50% of fees	Fees	3/5/11-3/26/11	Wedding Floral Design
Tucker, Raymond	50% of fees	Fees	2/5/11-2/5/11	Valentine's Day Floral Design
Tucker, Raymond	50% of fees	Fees	4/16/11-4/16/11	Spring/Easter Floral Design
Turpurins, Sandra	40% of fees	Fees	3/12/11-3/12/11	First Time Home Buyer
Voices for All, LLC	40% of fees	Fees	3/10/11-3/10/11	Introduction to Voice Acting
Yoon, Edward	40% of fees	Fees	2/5/11-2/12/11	Retirement Planning Today
Yoon, Edward	40% of fees	Fees	2/8/11-2/15/11	Retirement Planning Today
Yoon, Edward	40% of fees	Fees	4/30/11-5/7/11	Retirement Planning Today
Yoon, Edward	40% of fees	Fees	5/5/11-5/12/11	Retirement Planning Today
Zimmerman, Kathy	40% of fees	Fees	1/26/11-1/26/11	Feng Shui Basics and Beyond
<u>FINE AND PERFORMING ARTS</u>				
Barrett, Sean	\$4,500.00max	District	12/8/10-6/30/11	Musician Services
Carey, Richard	\$4,500.00max	District	12/8/10-6/30/11	Musician Services
Morgan, Russell	\$1,500.00max	District	12/1/10-12/19/10	Flight Crew Supervisor –Christmas Is
Spinella, Fabio	\$4,500.00max	District	12/8/10-6/30/11	Musician Services
<u>HEALTH SCIENCE</u>				
DeLerma, Norma	\$10,000.00max	Grant	1/3/11-6/30/11	Tracking/Case Mgmt/Clerical Support for Allied Health Grant
Emeritus	no fee	no fee	12/8/10-12/7/11	Clinical Education
Foothill Nursing Center	no fee	no fee	12/8/10-continuing	Clinical Education
<u>INSTRUCTION</u>				
Solano, Dr. Alberto	\$20,000max	District	12/8/10-4/30/11	Assist with STEM five-year grant
<u>STAFF DEVELOPMENT</u>				
Talking on Purpose, Inc.	\$7,000.00max	Grant	2/22/11	Flex Day Keynote Speaker
<u>STUDENT HEALTH CENTER</u>				
Uy, Cres-Anne	\$40.00 per hour	District	12/8/10-6/30/11	Medical Services
<u>VETERANS SERVICES</u>				
Christianson, Monica	\$40.00per hour	Grant	12/15/10-6/30/11	Veterans Transitional Counselor
Solano, Dr. Alberto	\$5,000.00max	Grant	11/17/10-6/30/11	External Evaluator for Veteran's Grant

Note: A standard District agreement for Independent Contractor/Consultant will be completed for each consultant

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	December 7, 2010	Resolution	_____
SUBJECT:	Facility Usage/Rentals	Information	_____
		Enclosure(s)	X

BACKGROUND

Facility usage agreements that have been prepared and are being submitted to the Board for their approval for the rental and/or use of various campus facilities.

This item was prepared by Judy Rojas, Administrative Assistant, Administrative Services.

RECOMMENDATION

Authorization is requested to approve facility rentals and usage.

Carol R. Horton
Recommended by

_____/_____
Moved Seconded

Aye __ Nay __ Abstained __

Approved for Submittal

Item No. H.1.b.

**Use of Facilities
December 7, 2010**

ORGANIZATION	FACILITY	ACTIVITY	DATE(S)	CHARGE
Tery Tunz	Recording Arts Studio	Basic Tracking	11/5/2010	\$100.00
Azusa High School	Stadium and Locker Rooms	Football Game	11/19/2010	\$2,600.00 plus additional labor if required
Mark LeVang	Recording Arts Studio	Basic Tracking	11/21 & 11/22/10	\$1,500.00
Rodale Inc.	Stadium	Still Photo Shoot	11/29/2010	\$1,750.00 plus additional labor if required
FLS International	Various Classrooms	Winter Classes	12/6/10 through 12/17/10	\$3,000.00 plus additional labor if required
FLS International	Various Classrooms	Winter Classes	12/21/10 through 2/18/11	\$8,400.00 plus additional labor if required
Buddist Tzu Chi Foundation	Performing Arts Center	Film Showcase	1/8/2011	\$3,050.00 plus additional labor if required
Azusa Pacific University	Stadium	Intramural Soccer Games	Monday and Wednesdays 3/7/11 through 4/13/11	\$9,600.00 plus additional labor if required

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	December 7, 2010	Resolution	
SUBJECT:	Approval of Change Order #5, Project #10-0607, Student Services Building	Information	
		Enclosure(s)	X

BACKGROUND

At its meeting of May 6, 2008, the Board of Trustees awarded Project #10-0607, Student Services Building to P W Construction, Inc. of Glendora, California. During the course of construction the District has identified some additional requirements that are enumerated in the enclosed Change Order Request that is part of Change Order #5. The increase is \$38,935.00 The revised total of the contract after Change Order #5 is \$20,104,760.00 This change order will add zero (0) days to the construction time.

This item was prepared by Robert Iverson, Director of Purchasing and Warehouse.

RECOMMENDATION

Authorization is requested to approve Change Order #5 in the amount of \$38,935.00 for Project #10-0607, Student Services Building.

Carol R. Horton _____
Recommended by

_____/_____
Moved Seconded

Aye __ Nay __ Abstained __

Approved for Submittal

Item No. _____ H.1.c. _____

CHANGE ORDER

tBP/Architecture
4611 Teller Ave
Newport Beach, CA 92660

PROJECT: Student Services Building
 Citrus Community College District

CONTRACTOR: PW Construction Inc.
 4075 Schaefer Ave
 Chino, CA 91710

CHANGE ORDER # 5
C/O Date November 17, 2010
Board Date: December 7, 2010

D.S.A. # A03-111059 F19-C9
tBP # 20307.10

District # 10-0607

ORIGINAL CONTRACT AMOUNT:		\$	<u>\$19,868,000</u>
Previous Change Order:	\$		<u>\$197,825</u>
This Change Order:	\$		<u>\$38,935</u>
Total All Change Orders:		\$	<u>\$236,760</u>
 REVISED CONTRACT AMOUNT:		\$	<u>\$20,104,760</u>

Notice To Proceed, June 16, 2008. 720 Calendar Day Contract

ORIGINAL CONTRACT COMPLETION DATE:	June 6, 2010
Previous Change Order:	<u>5</u> Calendar Days
This Change Order:	<u>0</u> Calendar Days
Total Change Orders:	<u>5</u> Calendar Days

REVISED CONTRACT COMPLETION DATE:	<u>June 11, 2010</u>
-----------------------------------	----------------------

Upon signing by the Owner and the Contractor, the above noted Contract is hereby changed per the terms of the contract and this Change Order including attached exhibit "A".

This change represents full and complete compensation for all cost, direct and indirect, associated with the work and time agreed herein, including but not limited to, all costs incurred for extended overhead, disruption or suspension of work, labor inefficiencies, and the change's impact on the unchanged work.

APPROVALS:

<hr/>	DATE	<hr/>
tBP/Architecture Inc.		
 <hr/>	DATE	<hr/>
PW Construction Inc.		
 <hr/>	DATE	<hr/>
Citrus Community College District		

- #1 DESCRIPTION: PMR 17026r2 (Bulletin 11)
Revise routing of underground storm drain system at south/east side of site per Bulletin 11.
REASON: Existing storm drain point of connections did not match bid documents or survey information.
REQUESTED BY: Civil Engineer / District
COST: \$ 14,335
TIME EXTENSION: 0 days
- #2 DESCRIPTION: PMR 17036r3 (Bulletin 17, FCD 2)
Install automatic door operators and push plate switches at entry doors per Bulletin 17 (FCD 2). Note this only includes Queen City Glass work.
* DSA, see attached DSA approved FCD 2.
REASON: To improve building accessibility.
REQUESTED BY: District
COST: \$ 2,629
TIME EXTENSION: 0 days
- #3 DESCRIPTION: PMR 17056
Revise room 126 interior window from 74" to 62".
Revise rooms 280 and 281 interior windows.
REASON: Windows were already fabricated per approved shop drawings when field measurements showed windows were too wide for indicated openings.
REQUESTED BY: Architect
COST: \$ 2,153
TIME EXTENSION: 0 days
- #4 DESCRIPTION: PMR 17084 (RFI 192)
Sawcut approximately 1.5" off the edge of slab along gridline BB so that edge of slab aligns with steel above.
REASON: Edge of slab must align with steel above to install window wall per DSA approved bid doc details.
REQUESTED BY: Structural Engineer / Architect
COST: \$ 1,537
TIME EXTENSION: 0 days
- #5 DESCRIPTION: PMR 17086
1. Provide HM 32 window between rooms 279 and 280.
2. Provide side-light at door 214.
REASON: 1. Floor plans showed a window at this location, but window was not keynoted to window schedule.
2. Side-light indicated on door schedule but not on floor plan callout.
REQUESTED BY: Architect
COST: \$ 1,924
TIME EXTENSION: 0 days
- #6 DESCRIPTION: PMR 17087
Reduce size of interior window at room 244 by approximately 6".
REASON: Window was already fabricated per approved shop drawings when field measurement showed window was too wide for indicated opening.
REQUESTED BY: Architect
COST: \$ 1,456
TIME EXTENSION: 0 days

- #7 DESCRIPTION: PMR 17092
Revise paint at exterior stair stringer to Chilean Red per Bulletin 42.
REASON: Visual preference
REQUESTED BY: District / Architect
COST: \$ 3,442
TIME EXTENSION: 0 days
- #8 DESCRIPTION: PMR 17094
Additional time and materials to install storm drain at south/east side of site.
REASON: Existing storm drain point of connections did not match bid documents or survey information.
REQUESTED BY: District / Civil Engineer
COST: \$ 8,085
TIME EXTENSION: 0 days
- #9 DESCRIPTION: PMR 17099
Reroute storm drain near north/east corner of building
REASON: Existing point of connection for storm drain was higher than indicated, which required re-routing to another point of connection further to south.
REQUESTED BY: District / Civil Engineer
COST: \$ 3,374
TIME EXTENSION: 0 days

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	December 7, 2010	Resolution	
SUBJECT:	Academic Employees	Information	
		Enclosure(s)	X

BACKGROUND

Enclosed are personnel actions with regard to the employment, change of status, and/or separation of academic employees approved by the Director responsible for the supervision of the specific area.

This item was prepared by Linda Hughes, Human Resources Technician II.

RECOMMENDATION

Authorization is requested to approve the personnel actions with regard to the employment, change of status, and/or separation of academic employees.

Robert Sammis
Recommended by

/

Moved _____ Seconded _____

Aye ___ Nay ___ Abstained ___

Approved for Submittal

Item No. _____ H.1.d. _____

**ACADEMIC EMPLOYEES
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS
DECEMBER 7, 2010**

NAME	CLASSIFICATION	STATUS	ASSIGNMENT	DEPARTMENT	BEGIN	END	RATE	
Allahbachayo, Salima	Instructor	During unassigned time	Hourly as needed	Nursing	01/01/11	06/30/11	\$50.72	hr.
Anderson-McGill, Taylor	Instructor		Hourly as needed	Biology	02/23/11	06/30/11	\$44.90	hr.
Arredondo, Dora	Instructor	During unassigned time	Hourly as needed	Dental	01/01/11	06/30/11	\$50.72	hr.
Au, Algie	Instructor	Proctor, DSP&S Exams	Hourly as needed	DSP&S	01/01/11	06/30/11	\$44.90	hr.
Avila, Naomi	Counselor		Hourly as needed	Workforce Development Office	01/01/11	06/30/11	\$44.90	hr.
Baldrige, Todd	Instructor		Hourly as needed	EMT	01/01/11	06/30/11	\$44.90	hr.
Beach, Joann	Instructor		Hourly as needed	Nursing	01/01/11	06/30/11	\$44.90	hr.
Boquiren, Connie	Instructor	During unassigned time	Hourly as needed	Nursing	01/01/11	06/30/11	\$50.72	hr.
Bowman, Deborah	Instructor	During unassigned time	Hourly as needed	LVN	01/01/11	06/30/11	\$50.72	hr.
Boxley, Jackie	Instructor	AED/CPR Certification Class	Stipend	Staff Development	12/15/10	12/15/10	\$100.00	tl.
Brennan, Donna	Instructor		Hourly as needed	Nursing	01/01/11	06/30/11	\$44.90	hr.
Burch, Emily	Counselor		Hourly as needed	Nursing	01/01/11	02/25/11	\$44.90	hr.
Burkemper, Bruce	Instructor	Proctor, DSP&S Exams	Hourly as needed	DSP&S	01/01/11	06/30/11	\$44.90	hr.
Cao, Alvin	Instructor		Hourly as needed	Nursing	01/01/11	06/30/11	\$44.90	hr.
Castillo, Claudia	Counselor	During unassigned time	Hourly as needed	HSI Bridges To Success Grant	01/01/11	06/30/11	\$50.72	hr.
Clark, Angela	Instructor		Hourly as needed	Nursing	01/01/11	06/30/11	\$44.90	hr.

**ACADEMIC EMPLOYEES
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS
DECEMBER 7, 2010**

NAME	CLASSIFICATION	STATUS	ASSIGNMENT	DEPARTMENT	BEGIN	END	RATE	
Cusick, Tanya	Instructor		Hourly as needed	Dental	01/01/11	06/30/11	\$44.90	hr.
Deras, Wendy	Instructor	During unassigned time	Hourly as needed	Nursing	01/01/11	06/30/11	\$50.72	hr.
Desimone, Natalie	Counselor		Hourly as needed	HSI Bridges To Success Grant	01/01/11	06/30/11	\$44.90	hr.
Dhillon, Dalvir	Instructor		Hourly as needed	LVN	01/01/11	06/30/11	\$44.90	hr.
Dingwall, Stephanie	Instructor	Proctor, DSP&S Exams	Hourly as needed	DSP&S	01/01/11	06/30/11	\$44.90	hr.
Ellis, Jeanette	Instructor	During unassigned time	Hourly as needed	Nursing	01/01/11	06/30/11	\$50.72	hr.
Ferguson, Mark	Instructor		Hourly as needed	EMT	01/01/11	06/30/11	\$44.90	hr.
Fernandez, Genevieve	Instructor		Hourly as needed	Nursing	01/01/11	06/30/11	\$44.90	hr.
Fowler, Jonathan	Instructor	Proctor, DSP&S Exams	Hourly as needed	DSP&S	01/01/11	06/30/11	\$44.90	hr.
Gamboa, Robert	Counselor	During unassigned time	Hourly as needed	HSI Bridges To Success Grant	01/01/11	06/30/11	\$44.90	hr.
Garner, Jennifer	Instructor	Proctor, DSP&S Exams	Hourly as needed	DSP&S	01/01/11	06/30/11	\$44.90	hr.
Gonzales, Rina	Instructor		Hourly as needed	Dental	01/01/11	06/30/11	\$44.90	hr.
Goodman, Robert	Instructor	Proctor, DSP&S Exams	Hourly as needed	DSP&S	01/01/11	06/30/11	\$50.72	hr.
Grauso, Lynda	Instructor	During unassigned time	Hourly as needed	Nursing	01/01/11	06/30/11	\$50.72	hr.
Greene, David	Instructor	During unassigned time	Hourly as needed	Nursing	01/01/11	06/30/11	\$50.72	hr.
Gropp, Barry	Counselor		Hourly as needed	Basic Skills Grant	01/01/11	06/30/11	\$44.90	hr.

**ACADEMIC EMPLOYEES
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS
DECEMBER 7, 2010**

NAME	CLASSIFICATION	STATUS	ASSIGNMENT	DEPARTMENT	BEGIN	END	RATE	
Gutierrez, Jesus	Instructor	SI Faculty Lead STEM Math	Stipend	STEM Grant	01/03/11	02/11/11	\$1,500.00	tl.
Gutierrez, Jesus	Instructor	SI Faculty Lead STEM Math	Stipend	STEM Grant	02/23/11	06/17/11	\$2,500.00	tl.
Hadsell, Cliff	Instructor	During unassigned time	Hourly as needed	EMT	01/01/11	06/30/11	\$50.72	hr.
Han, June	Instructor	Proctor, DSP&S Exams	Hourly as needed	DSP&S	01/01/11	06/30/11	\$50.72	hr.
Hawkins, Karen	Instructor		Hourly as needed	Nursing	01/01/11	06/30/11	\$44.90	hr.
Hester, Dana	Instructor	Proctor, DSP&S Exams	Hourly as needed	DSP&S	01/01/11	06/30/11	\$50.72	hr.
Hollenshead, Marcia	Instructor	Proctor, DSP&S Exams	Hourly as needed	DSP&S	01/01/11	06/30/11	\$44.90	hr.
Iott, Becky	Counselor		Hourly as needed	HSI Bridges To Success Grant	01/01/11	06/30/11	\$44.90	hr.
Iott, Becky	Counselor		Hourly as needed	STEM Counseling Center	01/01/11	06/30/11	\$44.90	hr.
Johnson, David	Instructor		Hourly as needed	Physical Geography	02/23/11	06/30/11	\$44.90	hr.
Kondo, Arnold	Instructor	Proctor, DSP&S Exams	Hourly as needed	DSP&S	01/01/11	06/30/11	\$50.72	hr.
Lee, Monica	Instructor	Proctor, DSP&S Exams	Hourly as needed	DSP&S	01/01/11	06/30/11	\$44.90	hr.
Loaiza, Albert	Counselor		Hourly as needed	HSI Bridges To Success Grant	01/01/11	06/30/11	\$44.90	hr.
Loaiza, Albert	Counselor		Hourly as needed	STEM Counseling Center	01/01/11	06/30/11	\$44.90	hr.
Mahmood, Anwar	Instructor		Hourly as needed	Nursing	01/01/11	06/30/11	\$44.90	hr.
McBurney, Robin	Counselor	During unassigned time	Hourly as needed	HSI Bridges To Success Grant	01/01/11	06/30/11	\$50.72	hr.

**ACADEMIC EMPLOYEES
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS
DECEMBER 7, 2010**

NAME	CLASSIFICATION	STATUS	ASSIGNMENT	DEPARTMENT	BEGIN	END	RATE	
McCabe, Dale	Instructor	Proctor, DSP&S Exams	Hourly as needed	DSP&S	01/01/11	06/30/11	\$44.90	hr.
McWilliams, Stuart	Instructor		Hourly as needed	EMT	01/01/11	06/30/11	\$44.90	hr.
Medrano, Esmeralda	Instructor	Faculty Lead, STEM Math	Stipend	STEM ULV Grant	01/03/11	02/11/11	\$3,500.00	tl.
Medrano, Esmeralda	Instructor	Faculty Lead, STEM Math	Stipend	STEM ULV Grant	02/23/11	06/17/11	\$8,000.00	tl.
Mitzen, Kathleen	Coordinator	Associate Nursing Degree Program	Daily as needed	Nursing	01/01/11	06/30/11	\$680.00	da.
Mondrala, Scott	Instructor	Proctor, DSP&S Exams	Hourly as needed	DSP&S	01/01/11	06/30/11	\$50.72	hr.
Morton, Nate	Instructor		Hourly as needed	Music	02/22/11	06/30/11	\$44.90	hr.
Morton, Nate	Applied Music Tutor		Hourly as needed	Music	02/22/11	06/30/11	\$44.90	hr.
Nikodym, Holly	Instructor		Hourly as needed	Nursing	01/01/11	06/30/11	\$44.90	hr.
Odrich, Steve	Instructor	Tutoring Lead STEM On-Line	Stipend	CCRAA STEM Grant	01/03/11	02/11/11	\$1,000.00	tl.
Odrich, Steve	Instructor	Tutoring Lead STEM On-Line	Stipend	CCRAA STEM Grant	02/23/11	06/17/11	\$3,000.00	tl.
Opulencia, Cherlou	Counselor		Hourly as needed	Nursing	01/01/11	06/30/11	\$44.90	hr.
Oropeza, Raymond	Instructor	Proctor, DSP&S Exams	Hourly as needed	DSP&S	01/01/11	06/30/11	\$44.90	hr.
Parry, Erica	Instructor		Hourly as needed	Dental	01/01/11	06/30/11	\$44.90	hr.
Parsons, Karla	Instructor		Hourly as needed	Nursing	01/01/11	06/30/11	\$44.90	hr.
Payne, Renee	Instructor		Hourly as needed	Nursing	01/01/11	06/30/11	\$44.90	hr.

**ACADEMIC EMPLOYEES
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS
DECEMBER 7, 2010**

NAME	CLASSIFICATION	STATUS	ASSIGNMENT	DEPARTMENT	BEGIN	END	RATE	
Pires, Marcelo	Instructor	Proctor, DSP&S Exams	Hourly as needed	DSP&S	01/01/11	06/30/11	\$44.90	hr.
Plug, Michelle	Counselor	During unassigned time	Hourly as needed	HSI Bridges To Success Grant	01/01/11	06/30/11	\$50.72	hr.
Pohl, Claudia	Instructor	During unassigned time	Hourly as needed	Dental	01/01/11	06/30/11	\$50.72	hr.
Purves, Dianne	Instructor	Proctor, DSP&S Exams	Hourly as needed	DSP&S	01/01/11	06/30/11	\$44.90	hr.
Randolph, Stephanie	Instructor		Hourly as needed	Nursing	01/01/11	06/30/11	\$44.90	hr.
Rickman, Tracy	Instructor		Hourly as needed	EMT	01/01/11	06/30/11	\$44.90	hr.
Riderer, Lucia	Instructor	Faculty Lead STEM Calculus	Stipend	STEM Grant	01/03/11	02/11/11	\$3,500.00	tl.
Riderer, Lucia	Instructor	Faculty Lead STEM Calculus	Stipend	STEM Grant	02/23/11	06/17/11	\$6,000.00	tl.
Rivadeneira, Justina	Counselor	During unassigned time	Hourly as needed	HSI Bridges To Success Grant	01/01/11	06/30/11	\$50.72	hr.
Rudd, Rebecca	Instructor	Faculty Lead Writing Across the Curriculum/Writing Cafe	Stipend	HSI Bridges To Success Grant	02/23/11	06/17/11	\$4,000.00	tl.
Sanchez, Raul	Counselor	During unassigned time	Hourly as needed	HSI Bridges To Success Grant	01/01/11	06/30/11	\$50.72	hr.
Shimano, Brooke	Instructor	Proctor, DSP&S Exams	Hourly as needed	DSP&S	01/01/11	06/30/11	\$44.90	hr.
Swatzel, James	Instructor	Power Math	Stipend	Office of Student Affairs	01/03/11	02/11/11	\$5,000.00	tl,
Tsark, Eleanor	Instructor	Proctor, DSP&S Exams	Hourly as needed	DSP&S	01/01/11	06/30/11	\$44.90	hr.
Tucker, Gail	Instructor	During unassigned time	Hourly as needed	Nursing	01/01/11	06/30/11	\$50.72	hr.

**ACADEMIC EMPLOYEES
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS
DECEMBER 7, 2010**

NAME	CLASSIFICATION	STATUS	ASSIGNMENT	DEPARTMENT	BEGIN	END	RATE	
Villa, Elizabeth	Counselor	During unassigned time	Hourly as needed	HSI Bridges To Success Grant	01/01/11	06/30/11	\$50.72	hr.
Walz, Sheryl	Instructor	Create Curriculum in Ethnic and Chicano Studies	Stipend	HSI Bridges To Success Grant	12/08/10	02/11/11	\$1,250.00	tl.
White, Gailynn	Instructor	Create Curriculum in Ethnic and Chicano Studies	Stipend	HSI Bridges To Success Grant	12/08/10	02/11/11	\$1,250.00	tl.
Williams, Monique	Instructor		Hourly as needed	Nursing	01/01/11	06/30/11	\$44.90	hr.
Wong, Julie	Instructor	During unassigned time	Hourly as needed	Nursing	01/01/11	06/30/11	\$50.72	hr.
Wozencroft, Paulette	Instructor		Hourly as needed	Nursing	01/01/11	06/30/11	\$44.90	hr.
Yee, Stephanie	Counselor	During unassigned time	Hourly as needed	HSI Bridges To Success Grant	01/01/11	06/30/11	\$50.72	hr.
Young, Kee	Instructor		Hourly as needed	Nursing	01/01/11	06/30/11	\$44.90	hr.

**ACADEMIC EMPLOYEES
 SPRING 2011 ADJUNCT
 DECEMBER 7, 2010**

Name	Department/Discipline	Placement	LHE Rate
Anderson-McGill, Taylor	Biology	1-1	\$1,025
Baldrige, Todd	EMT	1-5	\$1,072
Beach, Joann	Nursing	1-2	\$1,025
Brennan, Donna	Nursing	4-3	\$1,183
Cao, Alvin	Nursing	1-2	\$1,025
Chen, Daniel	Mathematics	1-1	\$1,025
Clark, Angela	Nursing	2-6	\$1,174
Cusick, Tanya	Dental	1-4	\$1,025
Dhillon, Dalvir	LVN	1-3	\$1,025
Ferguson, Mark	EMT	1-1	\$1,025
Fernandez, Genevieve	Nursing	1-6	\$1,119
Gonzales, Rina	Dental	1-3	\$1,025
Hawkins, Karen	Nursing	1-3	\$1,025
Johnson, David	Physical Geography	1-1	\$1,025
Mahmood, Anwar	Nursing	1-4	\$1,025
McWilliams, Stuart	EMT	1-3	\$1,025
Nikodym, Holly	Nursing	1-3	\$1,025
Parry, Erica	Dental	1-2	\$1,025
Parsons, Karla	Nursing	2-3	\$1,077
Payne, Renee	Nursing	1-3	\$1,025
Randolph, Stephanie	Nursing	1-6	\$1,119
Rickman, Tracy	EMT	1-6	\$1,119
Williams, Monique	Nursing	4-4	\$1,183
Wozencroft, Paulette	Nursing	1-1	\$1,025
Young, Kee	Nursing	3-4	\$1,129

**ACADEMIC EMPLOYEES
WINTER 2011 ADJUNCT
DECEMBER 7, 2010**

Name	Department/Discipline	Placement	LHE Rate
Baldrige, Todd	EMT	1-5	\$1,072
Beach, Joann	Nursing	1-2	\$1,025
Brennan, Donna	Nursing	4-3	\$1,183
Cao, Alvin	Nursing	1-2	\$1,025
Clark, Angela	Nursing	2-6	\$1,174
Curran, Keith	English	1-6	\$1,119
Cusick, Tanya	Dental	1-4	\$1,025
Dhillon, Dalvir	LVN	1-3	\$1,025
Ferguson, Mark	EMT	1-1	\$1,025
Fernandez, Genevieve	Nursing	1-6	\$1,119
Gonzales, Rina	Dental	1-3	\$1,025
Hackworth, Catherine	Music	1-3	\$1,025
Hawkins, Karen	Nursing	1-3	\$1,025
Mahmood, Anwar	Nursing	1-4	\$1,025
McWilliams, Stuart	EMT	1-3	\$1,025
Nikodym, Holly	Nursing	1-3	\$1,025
Parry, Erica	Dental	1-2	\$1,025
Parsons, Karla	Nursing	2-3	\$1,077
Payne, Renee	Nursing	1-3	\$1,025
Randolph, Stephanie	Nursing	1-6	\$1,119
Resto-Ometeol, Luivette	English	3-6	\$1,230
Rickman, Tracy	EMT	1-6	\$1,119
Williams, Monique	Nursing	4-4	\$1,183
Wozencroft, Paulette	Nursing	1-1	\$1,025
Young, Kee	Nursing	3-4	\$1,129

**ACADEMIC EMPLOYEES
WINTER/SPRING 2011 NON CREDIT
DECEMBER 7, 2010**

Name	Department/Discipline	Placement	Hourly Rate
Ahrens, Janice	Non Credit	1-3	\$42.24
Amaro, Shelley	Non Credit	1-3	\$42.24
Belt, Christine	Non Credit	1-3	\$42.24
Bidwell, Charles	Non Credit	1-3	\$42.24
Bidwell, Yvonne	Non Credit	1-3	\$42.24
Brown, Lorraine	Non Credit	1-3	\$42.24
Bruce, Diana	Non Credit	1-3	\$42.24
Christopher, Karen	Non Credit	1-3	\$42.24
Clark, Diana	Non Credit	1-3	\$42.24
Cronin, Mary	Non Credit	1-3	\$42.24
Durbin, Maureen	Non Credit	1-3	\$42.24
Dyer, Gordon	Non Credit	1-3	\$42.24
Foster, Debra	Non Credit	1-3	\$42.24
Gonsalves, Nancy	Non Credit	1-3	\$42.24
Gulli, Lisa	Non Credit	1-3	\$42.24
Gulli, Pam	Non Credit	1-3	\$42.24
Hardesty, Patricia	Non Credit	1-3	\$42.24
Hilliard, Mark	Non Credit	1-3	\$42.24
Kelly, Patricia	Non Credit	1-3	\$42.24
Middleton, Michael	Non Credit	1-3	\$42.24
Ortiz, Frank	Non Credit	1-3	\$42.24
Powers, Cristine	Non Credit	1-3	\$42.24
Reyes, Dana	Non Credit	1-3	\$42.24
Sailors, Bernetta	Non Credit	1-3	\$42.24
Stavrinides, K.J.	Non Credit	1-3	\$42.24
Stockman, John	Non Credit	1-3	\$42.24
Tercero, Sharon	Non Credit	1-3	\$42.24
Thomas, Gina	Non Credit	1-3	\$42.24
Van Winkle, Chris	Non Credit	1-3	\$42.24

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	December 7, 2010	Resolution	_____
SUBJECT:	Classified Employees	Information	_____
		Enclosure(s)	X

BACKGROUND

Enclosed are personnel actions with regard to the employment, change of status, and/or separation of classified employees approved by the Director responsible for the supervision of the specific area.

This item was prepared by Kai Wattree-Jackson, Human Resources Technician II.

RECOMMENDATION

Authorization is requested to approve the personnel actions with regard to the employment, change of status, and/or separation of classified employees.

Robert Sammis
Recommended by

/_____
Moved Seconded

Aye ___ Nay ___ Abstained ___

Approved for Submittal

Item No. _____ H.1.e. _____

**CLASSIFIED EMPLOYEES
EMPLOYMENT/CHANGE OF STATUS
DECEMBER 7, 2010**

NAME	CLASSIFICATION	REASON	DEPT.	MOS.	PRCT.	BEGIN	END	RANGE & STEP	MONTHLY RATE
Vazquez, Jaclyn	Administrative Assistant	Temporary Upgrade	Instruction		100%	1/3/11	3/25/11	42-4	\$4,873.58

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	December 7, 2010	Resolution	_____
SUBJECT:	Short-term, Non-academic Employees, Substitutes, and Professional Experts	Information	_____
		Enclosure(s)	X

BACKGROUND

Enclosed are personnel actions with regard to the employment of short-term, non-academic employees, substitutes and professional experts approved by the Director responsible for the supervision of the specific area.

This item was prepared by Kai Wattree-Jackson, Human Resources Technician II and Sandra Coon, Administrative Assistant.

RECOMMENDATION

Authorization is requested to approve the employment of short-term, non-academic employees and substitutes.

Robert Sammis
Recommended by

/_____
Moved Seconded

Aye ___ Nay ___ Abstained ___

Approved for Submittal

Item No. _____ H.1.f. _____

**CLASSIFIED EMPLOYEES
SHORT-TERM, HOURLY,
SUBSTITUTES
DECEMBER 7, 2010**

NAME	CLASSIFICATION	REASON	DEPARTMENT	BEGIN	END	RANGE & STEP	HOURLY RATE/TOTAL
Acosta, Adriana	Instructional Aide I	Lead SI review sessions for students	STEM Grant	1/1/11	6/30/11	10-1	\$11.02/hr.
Aguirre, Nancy	Research Analyst	Research and Data Analysis	Veterans Student Grant	1/1/11	6/30/11	49-1	\$28.87/hr.
Alberto, Ricky	Bookstore Shipping/Receiving Clerk	Assist as needed	Bookstore	1/1/11	6/30/11	20-1	\$14.11/hr.
Bennett, Aaron K.	Administrative Clerk III	Provide leadership and advisement to the Inter-Club Council and club program	ASO- Student Life	1/3/11	6/30/11	26-1	\$16.36/hr.
Cabrera, Jeanette	Instructional Aide I	Lead SI review sessions for students	STEM Grant	1/1/11	6/30/11	10-1	\$11.02/hr.
Cardenas, Julio Cesar	Administrative Clerk II	Assist Math Center Lead with the Math Success Center	ULV STEM Grant	1/1/11	6/30/11	22-1	\$14.82/hr.
Carrasco, Mario	Instructional Aide I	Lead SI review sessions for students	STEM Grant	1/1/11	6/30/11	10-1	\$11.02/hr.
Chavez, Nilda	Recruiter	Outreach activities	STEM Grant	1/1/11	6/30/11	33-1	\$19.45/hr.
Chun, Xiaolu	Student Service Assistant	Provide students enrolled in pre-calculus courses	STEM Grant	1/3/11	6/30/11	17-1	\$13.10/hr.

**CLASSIFIED EMPLOYEES
SHORT-TERM, HOURLY,
SUBSTITUTES
DECEMBER 7, 2010**

NAME	CLASSIFICATION	REASON	DEPARTMENT	BEGIN	END	RANGE & STEP	HOURLY RATE/TOTAL
Clark, Jeremy	Stipend	Maintenance of STEM webpage	STEM Grant	1/3/11	6/17/11		\$6000/tl.
Cordova, Marcelo	Administrative Clerk II	Assist as needed	Noncredit	1/3/11	6/30/11	22-1	\$14.82/hr.
Coulter, Erin	Financial Aid Assistant	Financial Aid scanning project	Financial Aid	12/8/10	12/31/10	28-1	\$17.19/hr.
Coulter, Erin	Financial Aid Assistant	Financial Aid scanning project	Financial Aid	1/1/11	6/30/11	28-1	\$17.19/hr.
Curran, Keith (Mick)	Stipend	Develop My Citrus Story profiles	STEM Grant	1/3/11	6/17/11		\$5000/tl.
Deeb, Jacqueline C.	Student Service Assistant	Provide students enrolled in pre-calculus courses	STEM Grant	1/3/11	6/30/11	17-1	\$13.10/hr.
DiMouro, Amy	Instructional Aide I	Lead SI review sessions for students	STEM Grant	1/1/11	6/30/11	10-1	\$11.02/hr.
Doll, Allison	Instructional Aide I	Lead SI review sessions for students	STEM Grant	1/1/11	6/30/11	10-1	\$11.02/hr.
Dowell, Shauna	Instructional Aide I	Lead SI review sessions for students	STEM Grant	1/1/11	6/30/11	10-1	\$11.02/hr.

**CLASSIFIED EMPLOYEES
SHORT-TERM, HOURLY,
SUBSTITUTES
DECEMBER 7, 2010**

NAME	CLASSIFICATION	REASON	DEPARTMENT	BEGIN	END	RANGE & STEP	HOURLY RATE/TOTAL
Floriano, Mahalakshmi	Instructional Lab Assistant I	Provides technical assistance for the College Success Center	BSI Grant/ College Success Center	1/1/11	6/30/11	21-1	\$14.46/hr.
Franco, Andrew	Instructional Aide I	Lead SI review sessions for students	STEM Grant	1/1/11	6/30/11	10-1	\$11.02/hr.
Garcia, Mary	Administrative Assistant	Train new employee	Instruction	1/3/11	6/30/11	42-7	\$32.55/hr.
Gomez, Marcelino	Instructional Aide I	Lead SI review sessions for students	STEM Grant	1/1/11	6/30/11	10-1	\$11.02/hr.
Gunter, Carey	Student Service Assistant	Provide students enrolled in pre-calculus courses	STEM Grant	1/3/11	6/30/11	17-1	\$13.10/hr.
Han, Branden A.	Student Service Assistant	Provide students enrolled in pre-calculus courses	STEM Grant	1/3/11	6/30/11	17-1	\$13.10/hr.
Hou, Yu	Student Service Assistant	Provide students enrolled in pre-calculus courses	STEM Grant	1/3/11	6/30/11	17-1	\$13.10/hr.
Huynh, Thao	Instructional Aide I	Lead SI review sessions for students	STEM Grant	1/1/11	6/30/11	10-1	\$11.02/hr.
Kwan, Kevin	Instructional Aide I	Lead SI review sessions for students	STEM Grant	1/1/11	6/30/11	10-1	\$11.02/hr.
Lin, ZhiFeng	Student Service Assistant	Provide students enrolled in pre-calculus courses	STEM Grant	1/3/11	6/30/11	17-1	\$13.10/hr.
Lonning, Ashleigh	Volunteer		Career/Transfer	12/8/10	5/31/11		

**CLASSIFIED EMPLOYEES
SHORT-TERM, HOURLY,
SUBSTITUTES
DECEMBER 7, 2010**

NAME	CLASSIFICATION	REASON	DEPARTMENT	BEGIN	END	RANGE & STEP	HOURLY RATE/TOTAL
Mcnerney, Matthew D.	Student Service Assistant	Provide students enrolled in pre-calculus courses	STEM Grant	1/3/11	6/30/11	17-1	\$13.10/hr.
Mejia, Rebecca	Recruiter	Assist as needed	BSI	1/3/11	6/30/11	33-1	\$19.45/hr.
Mercado, Monique	Administrative Clerk II	Assist as needed	Noncredit	1/3/11	6/30/11	22-1	\$14.82/hr.
Mercurio, Mary	Instructional Aide I	Lead SI review sessions for students	STEM Grant	1/1/11	6/30/11	10-1	\$11.02/hr.
Montgomery, Jocelyn	Administrative Clerk II	Registration of students into noncredit classes	Noncredit	1/3/11	6/30/11	22-1	\$14.82/hr.
Montgomery, Jocelyn	Administrative Clerk II	Assisting with setting up new Art store in	Bookstore	1/1/11	6/30/11	22-1	\$14.82/hr.
Munoz, Gino	Stipend	Musician Services Great American Songbook: Love's Journey	Fine & Performing Arts	1/10/11	1/16/11		\$350/tl.
Naccara, Nicole	Instructional Aide I	Lead SI review sessions for students	STEM Grant	1/1/11	6/30/11	10-1	\$11.02/hr.
Neto, Marika	Stipend	Mentor new SI leaders	STEM Grant	1/1/11	6/30/11		\$15.00/hr Based on hours worked

**CLASSIFIED EMPLOYEES
SHORT-TERM, HOURLY,
SUBSTITUTES
DECEMBER 7, 2010**

NAME	CLASSIFICATION	REASON	DEPARTMENT	BEGIN	END	RANGE & STEP	HOURLY RATE/TOTAL
Neto, Marika	Stipend	Mentor new SI leaders	Title V Bridges to Success Federal Grant	1/1/11	6/30/11		\$15.00/hr Based on hours worked
Nevarez, Charlotte	Instructional Aide I	Lead SI review sessions for students	STEM Grant	1/1/11	6/30/11	10-1	\$11.02/hr.
Paul, Robert	Student Service Assistant	Provide students enrolled in pre-calculus courses	STEM Grant	1/3/11	6/30/11	17-1	\$13.10/hr.
Puhawan, Erica	Student Service Assistant	Performs clerical support duties for students enrolled in special	ULV STEM Grant	1/1/11	6/30/11	17-1	\$13.10/hr.
Smith, Wendy	Dept. Aide	Assist as needed	HSI Bridges to Success	1/1/11	6/30/11	3-1	\$9.27/hr.
Sumalpong, Sandie	Instructional Aide I	Lead SI review sessions for students	STEM Grant	1/1/11	6/30/11	10-1	\$11.02/hr.
Tanwongprasert, Kesirin	Student Service Assistant	Provide students enrolled in pre-calculus courses	STEM Grant	1/3/11	6/30/11	17-1	\$13.10/hr.
Villanueva, Eduard	Instructional Aide I	Lead SI review sessions for students	STEM Grant	1/1/11	6/30/11	10-1	\$11.02/hr.
Volonte, Dan	Stipend	Lighting Design Great American Songbook: Love's Journey	Fine & Performing Arts	1/10/11	1/16/11		\$500/tl.

**CLASSIFIED EMPLOYEES
SHORT-TERM, HOURLY,
SUBSTITUTES
DECEMBER 7, 2010**

NAME	CLASSIFICATION	REASON	DEPARTMENT	BEGIN	END	RANGE & STEP	HOURLY RATE/TOTAL
Waugh, Christine	Administrative Clerk II	Assist as needed	Career/Transfer	12/8/10	12/30/11	22-1	\$14.82/hr.
Waugh, Christine	Administrative Clerk II	Assist as needed	Career/Transfer	1/1/11	6/30/11	22-1	\$14.82/hr.
Wei, He	Instructional Aide I	Lead SI review sessions for students	STEM Grant	1/1/11	6/30/11	10-1	\$11.02/hr.
Wigglesworth, Ruth	Student Service Assistant	Provide students enrolled in pre-calculus courses	STEM Grant	1/3/11	6/30/11	17-1	\$13.10/hr.
Zara, Dereck	Administrative Clerk II	Assist the needed	STEM Grant	1/1/11	6/30/11	22-1	\$14.82/hr.
McCarns-Yolland, Jon	Stipend	Japanese Kenshu	Contract Training	11/12/10	11/13/10		\$400/tl.
Winovitch, Daniel	Information Technology Support Specialist I	Handling repairs and installations	TeCS	1/1/11	6/30/11	37-1	\$21.47/hr.

**WINTER SPRING 2011
COMMUNITY EDUCATION
CLASSIFIED EMPLOYEES
DECEMBER 7, 2010**

1/3/11 THRU 6/18/11

NAME	DEPARTMENT	PLACEMENT	HOURLY RATE
Arredondo, Dora	Community Education	1-3	\$42.24
Boyden, Pixie	Community Education	1-2	\$40.31
Calicchia, William	Community Education	1-3	\$42.24
Gerfen, Thomas	Community Education	1-3	\$42.24
Lancaster, Jim	Community Education	1-3	\$42.24
Miyabe, Joyce	Community Education	1-3	\$42.24
Pohl, Claudia	Community Education	1-3	\$42.24
Williams, Robert	Community Education	1-3	\$42.24

Fitness Center Attendant

Carlson, Chris	Community Education/Fitness Cntr.	n/a	\$24.00
Duran, Jessica	Community Education/Fitness Cntr.	n/a	\$24.00
Gunstream, Marilyn	Community Education/Fitness Cntr.	n/a	\$24.00
Hartman, Steve	Community Education/Fitness Cntr.	n/a	\$24.00
Lauer, Brett	Community Education/Fitness Cntr.	n/a	\$24.00
Lofthouse, Peter	Community Education/Fitness Cntr.	n/a	\$24.00
Noonan, Benjamin	Community Education/Fitness Cntr.	n/a	\$24.00
Norman, Scott	Community Education/Fitness Cntr.	n/a	\$24.00
Stone, Traci	Community Education/Fitness Cntr.	n/a	\$24.00
Wheeler, Andrew	Community Education/Fitness Cntr.	n/a	\$24.00
Wurst, Cliff	Community Education/Fitness Cntr.	n/a	\$24.00

2010-2011 Coaches

Volunteer Coaches

Ford, Richard	Track & Field	Assistant	Winter/Spring
O'Connor, Jonquil David	Track & Field	Assistant	Winter/Spring

**PROFESSIONAL EXPERT
December 7, 2010**

Name	Classification	Department	Begin	End	Rate
Belt, Christine	Aerobic Leader	Community Education	01/03/11	06/18/11	\$30.33/hr
Clark, Rachael	Aerobic Leader	Community Education	01/03/11	06/18/11	\$30.33/hr
George, Irene	Aerobic Leader	Community Education	01/03/11	06/18/11	\$30.33/hr
McWilliams, Stuart	Skills Lab Support	Health Science	01/01/11	06/30/11	\$28.33/hr
Murphy, Bonnie	Aerobic Leader	Community Education	01/03/11	06/18/11	\$30.33/hr
Ornelas, Rachel	Skills Lab Support	Health Science	01/01/11	06/30/11	\$30.00/hr
Ortiz, Frank	Aerobic Leader	Community Education	01/03/11	06/18/11	\$30.33/hr
Razo, Lynda	Aerobic Leader	Community Education	01/03/11	06/18/11	\$30.33/hr
Sanchez, Paula	Skills Lab Support	Health Science	01/01/11	06/30/11	\$21.50/hr
Wright, Linda	Aerobic Leader	Community Education	01/03/11	06/18/11	\$30.33/hr

H. ACTION ITEMS (continued)

General

2. Authorization is requested to elect _____ for the office of President of the Board of Trustees for the period from December 1, 2010, through November 30, 2011.
3. Authorization is requested to elect _____ for the office of Vice President of the Board of Trustees for the period from December 1, 2010, through November 30, 2011.
4. Authorization is requested to elect _____ for the office of Clerk/Secretary of the Board of Trustees for the period from December 1, 2010, through November 30, 2011.
5. Authorization is requested to elect _____ to represent the Citrus College Board of Trustees on the Citrus College Foundation Board of Directors and Executive Board.
6. Authorization is requested to select _____ as an Annual Representative to the Los Angeles County School Trustees Association for 2011. The Representative shall perform duties as described in Standing Rule #7: (a) vote on all association matters; (b) communicate between the executive board, the association, and the local board; and (c) serve on the Legislative Committee.
7. Authorization is requested to select _____ as the governing board's voting representative to elect members to the Los Angeles County Committee on School District Organization in October/November 2011.
8. Authorization is requested to set the date, time, and place for regular meetings of the Board of Trustees for the period of December 1, 2010, through November 30, 2011, as follows:
Date: 1st & 3rd Tuesdays
Time: 4:15 p.m.
Place: Citrus Community College District Board Room (AD 202)
9. Authorization is requested to select _____ and _____ as the Board of Trustees ad-hoc committee for 2011 to determine the instrument or process to be used in Board self-evaluation.

H. ACTION ITEMS (continued)

Business Services

10. Authorization is requested to approve the Annual Financial and Compliance Audit Report of all District funds from Vicenti, Lloyd & Stutzman, certified public accountants, for the fiscal year ending June 30, 2010.
11. Authorization is requested to approve the specified signatures for Citrus Community College District business functions and bank accounts for the period of December 7, 2010, through November 30, 2011.
12. Authorization is requested to approve the Certification of Signatures for Citrus Community College District and the sending of the form to the County Superintendent of Schools Office after signatures are obtained.
13. Authorization is requested to allow staff to prepare specifications and formally bid Project #02-1011, District-wide Emergency Generators. The project will be funded from Fund 41, Capital Projects. Award of contract will be by Board action.

Academic Affairs

14. Authorization is requested to approve Faculty 2011-2012 Sabbatical Leave recommendations as follows:

Bruce Solheim
David Kary
Claudia Pohl

Spring 2012 Semester
Fall 2011 Semester
Spring 2012 Semester

15. Authorization is requested to approve the new courses and the deleted courses.

General

16. Authorization is requested to approve the second and final reading of Board Policy BP 3540 Sexual Assaults on Campus.
17. Authorization is requested to approve the second reading of Board Policies: BP3280 – Grants; BP3715 – Intellectual Property.
18. Authorization is requested to approve the second read of BP 7210 – Sabbatical Leave.

At this time, the board may adjourn to closed session to discuss Item No. F.

I. BOARD WORK SESSION

Discussion regarding Board goals, priorities, CEO/Board relations, and Board Policy Review

J. ADJOURNMENT

Dates to remember:

December 22, 2010 – January 3, 2011 HOLIDAYS (*Winter Break*)
January 30, 2011 Valley's Got Talent

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE:	December 7, 2010	Resolution	_____
SUBJECT:	Selection of President of the Board of Trustees	Information	_____
		Enclosure(s)	_____

BACKGROUND

An organizational meeting is held annually in December in order to select trustees for the various positions for the Board of Trustees. Historically, members of the Board have rotated their positions on the Board.

The current President of the Board of Trustees is Dr. Gary L. Woods.

This item was prepared by Christine Link, Executive Assistant, Superintendent/President's Office.

RECOMMENDATION

Authorization is requested to elect _____ for the office of President of the Board of Trustees for the period from December 1, 2010, through November 30, 2011.

Geraldine M. Perri, Ph.D.
Recommended by

_____/_____
Moved Seconded

Aye__Nay__Abstained__

Approved for Submittal

Item No. H.2.

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X <hr/>
DATE:	December 7, 2010	Resolution	<hr/>
SUBJECT:	Selection of Vice President of the Board of Trustees	Information	<hr/>
		Enclosure(s)	<hr/>

BACKGROUND

An organizational meeting is held annually in December in order to select trustees for the various positions for the Board of Trustees. Historically, members of the Board have rotated their positions on the Board.

The current Vice President of the Board of Trustees is Dr. Patricia Rasmussen.

This item was prepared by Christine Link, Executive Assistant, Superintendent/President's Office.

RECOMMENDATION

Authorization is requested to elect _____ for the office of Vice President of the Board of Trustees for the period from December 1, 2010, through November 30, 2011.

Geraldine M. Perri, Ph.D.
Recommended by

/_____
Moved Seconded

Aye __ Nay __ Abstained __

Approved for Submittal

Item No. H.3.

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X _____
DATE:	December 7, 2010	Resolution	_____
SUBJECT:	Selection of Clerk/Secretary of the Board of Trustees	Information	_____
		Enclosure(s)	_____

BACKGROUND

An organizational meeting is held annually in December in order to select trustees for the various positions for the Board of Trustees. Historically, members of the Board have rotated their positions on the Board.

The current Clerk/Secretary of the Board of Trustees is Mrs. Joanne Montgomery.

This item was prepared by Christine Link, Executive Assistant, Superintendent/President's Office.

RECOMMENDATION

Authorization is requested to elect _____ for the office of Clerk/Secretary of the Board of Trustees for the period from December 1, 2010, through November 30, 2011.

Geraldine M. Perri, Ph.D.
Recommended by

/_____
Moved Seconded

Approved for Submittal

Aye__Nay__Abstained__

Item No. H.4.

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u>X</u>
DATE:	December 7, 2010	Resolution	_____
SUBJECT:	Selection of Representative of the Board of Trustees on the Citrus College Foundation	Information	_____
		Enclosure(s)	_____

BACKGROUND

An organizational meeting is held annually in December in order to select trustees for the various positions for the Board of Trustees. Historically, members of the Board have rotated their positions on the Board.

The current representative is Mrs. Susan M. Keith.

This item was prepared by Christine Link, Executive Assistant, Superintendent/President's Office.

RECOMMENDATION

Authorization is requested to elect _____ to represent the Citrus College Board of Trustees on the Citrus College Foundation Board of Directors and Executive Board.

Geraldine M. Perri, Ph.D.
Recommended by

Moved Seconded

Aye __ Nay __ Abstained __

Approved for Submittal

Item No. H.5.

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u>X</u>
DATE:	December 7, 2010	Resolution	_____
SUBJECT:	Selection of Representative of the Board of Trustees to the Los Angeles County School Trustees Association	Information	_____
		Enclosure(s)	_____

BACKGROUND

The Los Angeles County School Trustees Association (LACSTA) is an organization of school boards founded in 1937. About 90 percent of the 94 school and community college districts in Los Angeles County, as well as the County Board of Education, are members of LACSTA.

LACSTA serves as a vital resource for school board members, providing them with training, informational support and opportunities to network with other school board members. Each year, LACSTA presents a number of interactive programs on issues in education. LACSTA also cooperates with the California School Boards Association and other organizations whose purpose is the betterment of education.

The current representative is Dr. Edward C. Ortell.

This item was prepared by Christine Link, Executive Assistant, Superintendent/President's Office.

RECOMMENDATION

Authorization is requested to select _____ as an Annual Representative to the Los Angeles County School Trustees Association for 2011. The Representative shall perform duties as described in Standing Rule #7: (a) vote on all association matters; (b) communicate between the executive board, the association, and the local board; and (c) serve on the Legislative Committee.

Geraldine M. Perri, Ph.D.
Recommended by

/_____
Moved Seconded

Approved for Submittal

Aye __ Nay __ Abstained __

Item No. H.6.

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE:	December 7, 2010	Resolution	
SUBJECT:	Selection of Representative of the Board of Trustees on the Los Angeles County Committee on School District Organization	Information	
		Enclosure(s)	

BACKGROUND

The Los Angeles County Committee on School District Organization (County Committee) is an independent, 11-member body. Its members are elected to four-year terms by representatives of Los Angeles County school district governing boards. County Committee activities are coordinated by staff of the Los Angeles County Office of Education.

By statutory authority, the County Committee reviews school district reorganization proposals, including proposals to transfer territory between school districts and to unify or create new school districts. The County Committee makes decisions to approve or disapprove proposals to transfer territory. For proposals to unify or create new school districts, the County Committee makes a recommendation for approval or disapproval to the California State Board of Education. The County Committee reviews a school district reorganization proposal when it receives a petition that the Los Angeles County Superintendent of Schools has determined to be sufficient and signed as required by law.

The current representative is Mrs. Joanne Montgomery.

This item was prepared by Christine Link, Executive Assistant, Superintendent/President's Office.

RECOMMENDATION

Authorization is requested to select _____ as the governing board's voting representative to elect members to the Los Angeles County Committee on School District Organization in October/November 2011.

Geraldine M. Perri, Ph.D.
Recommended by

_____/_____
Moved Seconded

Approved for Submittal

Aye__Nay__Abstained__

Item No. H.7.

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	December 7, 2010	Resolution	
SUBJECT:	Board Meeting Date, Time, and Location	Information	
		Enclosure(s)	X

BACKGROUND

The Board of Trustees historically meets on the first and third Tuesday of each month. Customarily, the Board has only one meeting per month during the summer. Meetings are held in the Administration Building Room (AD 202), 1000 West Foothill Boulevard, Glendora, at 4:15 p.m.

Attached is the proposed calendar for 2011.

This item was prepared by Christine Link, Executive Assistant, Superintendent/President's Office.

RECOMMENDATION

Authorization is requested to set the date, time, and place for regular meetings of the Board of Trustees for the period of December 1, 2010, through November 30, 2011, as follows:

Date: 1st & 3rd Tuesdays
Time: 4:15 p.m.
Place: Citrus Community College District Board Room (AD 202)

Geraldine M. Perri, Ph.D.
Recommended by

Moved / Seconded

Aye ___ Nay ___ Abstained ___

Approved for Submittal

Item No. H.8.

**CITRUS COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES MEETING CALENDAR
2011**

Third Tuesday, January 18, 2011
First Tuesday, February 1, 2011
Third Tuesday, February 15, 2011
First Tuesday, March 1, 2011
Third Tuesday, March 15, 2011
First Tuesday, April 5, 2011
First Tuesday, May 3, 2011
Third Tuesday, May 17, 2011 <i>Board Self Evaluation Work Session</i>
Third Tuesday, June 21, 2011
Third Tuesday, July 19, 2011 <i>Board Goal Setting Work Session</i>
Third Tuesday, August 16, 2011
Second Tuesday, September 13, 2011
First Tuesday, October 4, 2011
Third Tuesday, October 18, 2011
Third Tuesday, November 15, 2011
First Tuesday, December 6, 2011

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u>X</u>
DATE	December 7, 2010	Resolution	<u> </u>
SUBJECT:	Board Self-Evaluation Ad-Hoc Committee	Information	<u> </u>
		Enclosure(s)	<u>X</u>

BACKGROUND

In accordance with Board Policy 2745, Board Self Evaluation (enclosed), the Board of Trustees of the Citrus Community College District are committed to assessing its own performance as a Board in order to identify its strengths and weaknesses and areas in which it may improve its functioning.

An ad-hoc committee of the Board of Trustees will determine the instrument or process to be used in Board self-evaluation which will occur in April.

The current ad-hoc committee is Edward C. Ortell and Susan M. Keith.

This item was prepared by Christine Link, Executive Assistant, Superintendent/President.

RECOMMENDATION

Authorization is requested to select _____ and _____ as the Board of Trustees ad-hoc committee for 2011 to determine the instrument or process to be used in Board self-evaluation.

Geraldine M. Perri, Ph.D.
Recommended by

Moved / Seconded

Aye__Nay__Abstained__

Approved for Submittal

Item No. H.9.

CITRUS COMMUNITY COLLEGE DISTRICT BOARD

BP 2745 BOARD SELF-EVALUATION

References: ACCJC Accreditation Standards IV.B.1.e and g

The Board of Trustees is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning.

To that end, the Board of Trustees has established the following processes:

An ad-hoc committee of the Board shall be appointed at the Annual Organizational Meeting to determine the instrument or process to be used in Board self-evaluation which shall occur at the end of the spring term. Any evaluation instrument shall incorporate criteria contained in these Board Policies regarding Board operations, as well as criteria defining Board effectiveness promulgated by recognized practitioners in the field.

The process for evaluation shall be recommended to and approved by the Board of Trustees.

If an instrument is used, all Board members will be asked to complete the evaluation instrument and submit it to the Superintendent/President's Office.

A summary of the evaluations will be presented and discussed at a Board session scheduled for that purpose. The results will be used to identify accomplishments in the past year and goals for the following year.

Board approved 01/13/09

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u>X</u>
DATE	December 7, 2010	Resolution	_____
SUBJECT:	Annual Financial and Compliance Audit	Information	_____
		Enclosure(s)	<u>X</u>

BACKGROUND

The annual financial and compliance audit, as required by Education Code Section 84040, is the final examination of the annual financial statements' fairness and reliability. The audit is conducted by certified public accountants licensed by the State Board of Accountancy.

This item was prepared by Rosalinda Buchwald, Director of Fiscal Services.

RECOMMENDATION

Authorization is requested to approve the Annual Financial and Compliance Audit Report of all District funds from Vicenti, Lloyd & Stutzman, certified public accountants, for the fiscal year ending June 30, 2010.

Carol R. Horton
Recommended by

Moved / Secoded

Aye __ Nay __ Abstained __

_____ Approved for Submittal

Item No. H.10.

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	December 7, 2010	Resolution	_____
SUBJECT:	Authorization of Specified Signatures for Business Functions and Bank Accounts	Information	_____
		Enclosure(s)	X _____

BACKGROUND

The governing board of each community college district is required to hold an annual organizational meeting, and a list of specified signatures for Citrus Community College District business functions and bank accounts must be approved at that meeting. In accordance with Educational Code Section 35143/72000, the timing for the annual organizational meeting is as follows: within a 15-day period that commences with the date upon which a governing board member elected at that election takes office or in years which no regular election for governing board members is conducted, the organizational meeting shall be held during the same 15-day period on the calendar

This item was prepared by Judy Rojas, Administrative Assistant, Administrative Services.

RECOMMENDATION

Authorization is requested to approve the specified signatures for Citrus Community College District business functions and bank accounts for the period of December 7, 2010, through November 30, 2011.

Carol Horton
Recommended by

/ _____
Moved Seconded

Approved for Submittal

Aye ___ Nay ___ Abstained ___

Item No. H.11

GENERAL SIGNATURE AUTHORIZATION

1. To sign warrants requiring one signature:

Geraldine M. Perri, Ph.D., Superintendent/President
Mrs. Carol R. Horton, Vice President of Finance and Administrative Services
Ms. Rosalinda Buchwald, Director of Fiscal Services

2. To sign order for salary placement, notices of employment, and other related documents requiring one signature:

Geraldine M. Perri, Ph.D., Superintendent/President
Mrs. Carol R. Horton, Vice President of Finance and Administrative Services
Ms. Rosalinda Buchwald, Director of Fiscal Services
Mr. Robert L. Sammis, Director of Human Resources

3. To witness and sign personnel oaths and forms pertaining to certification requiring one signature:

Geraldine M. Perri, Ph.D., Superintendent/President
Mrs. Carol R. Horton, Vice President of Finance and Administrative Services
Ms. Rosalinda Buchwald, Director of Fiscal Services
Mr. Robert L. Sammis, Director of Human Resources

4. To sign all documents pertaining to general certification requiring one signature only:

Geraldine M. Perri, Ph.D., Superintendent/President
Mrs. Carol R. Horton, Vice President of Finance and Administrative Services
Ms. Rosalinda Buchwald, Director of Fiscal Services
Mr. Robert L. Sammis, Director of Human Resources

5. To sign on behalf of the Board, official documents and contracts with the stipulation that contracts in excess of \$15,000 must have Board approval prior to execution (Education Code Section 81640), requiring one signature only:

Geraldine M. Perri, Ph.D., Superintendent/President
Mrs. Carol R. Horton, Vice President of Finance and Administrative Services
Mr. Robert Iverson, Director of Purchasing and Warehouse

DISTRICT BANK ACCOUNT SIGNATURE AUTHORIZATION

DISTRICT BANK ACCOUNTS

1. Revolving Cash Funds, Wells Fargo Bank, Glendora; one original signature required:

Geraldine M. Perri, Ph.D., Superintendent/President
Mrs. Carol R. Horton, Vice President of Finance and Administrative Services
Ms. Rosalinda Buchwald, Director of Fiscal Services

2. Clearing account, Pacific Western Bank, Glendora, one original signature required:

Geraldine M. Perri, Ph.D., Superintendent/President
Mrs. Carol R. Horton, Vice President of Finance and Administrative Services
Ms. Rosalinda Buchwald, Director of Fiscal Services

ASSOCIATED STUDENTS BANK ACCOUNTS

1. Associated Students of Citrus College (checking), Pacific Western Bank, Glendora; two signatures required (one District and one Auxiliary Services), one of which must be an original signature:

Geraldine M. Perri, Ph.D., Superintendent/President
Mrs. Carol R. Horton, Vice President of Finance and Administrative Services
Ms. Rosalinda Buchwald, Director of Fiscal Services
Martha McDonald, Dean of Students
Ms. Adrienne Thompson, Student Activities Supervisor

CITRUS COLLEGE BOOKSTORE/CAFETERIA BANK ACCOUNTS

1. Citrus College bookstore (checking and savings), Pacific Western Bank, Glendora; two signatures required (one District and one Auxiliary Services), one of which must be an original signature:

Geraldine M. Perri, Ph.D., Superintendent/President
Mrs. Carol R. Horton, Vice President of Finance and Administrative Services
Ms. Rosalinda Buchwald, Director of Fiscal Services
Martha McDonald, Dean of Students
Eric Magallon, Bookstore Supervisor

2. Citrus College Cafeteria (checking and savings), Pacific Western Bank, Glendora; two signatures required (one District and one Auxiliary Services), one of which must be an original signature:

Geraldine M. Perri, Ph.D., Superintendent/President
Mrs. Carol R. Horton, Vice President of Finance and Administrative Services
Ms. Rosalinda Buchwald, Director of Fiscal Services
Martha McDonald, Dean of Students
Philomena O'Shea, Cafeteria Supervisor

CITRUS COLLEGE GOLF DRIVING RANGE ACCOUNT

1. Range at Citrus (checking and savings), Pacific Western Bank, Glendora;
two original signatures required:

Geraldine M. Perri Ph.D., Superintendent/President

Mrs. Carol R. Horton, Vice President of Finance and Administrative Services

Ms. Rosalinda Buchwald, Director of Fiscal Services

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	December 7, 2010	Resolution	
SUBJECT:	Certification of Signatures	Information	
		Enclosure(s)	X

BACKGROUND

The governing board of each community college district is required to hold an annual organizational meeting, and the attached "Certification of Signatures" form must be approved at that meeting. In accordance with Education Code Section 35143/72000, the timing for the annual organizational meeting is as follows: within a 15-day period that commences with the date upon which a governing board member elected at that election takes office or in years in which no regular election for governing board members is conducted, the organizational meeting shall be held during the same 15-day period on the calendar.

This item was prepared by Judy Rojas, Administrative Assistant, Administrative Services.

RECOMMENDATION

Authorization is requested to approve the Certification of Signatures for Citrus Community College District and the sending of the form to the County Superintendent of Schools Office after signatures are obtained.

Carol R. Horton
Recommended by

/
Moved Seconded

Aye ___ Nay ___ Abstained ___

Approved for Submittal

Item No. H.12.

Citrus Community College District

SCHOOL DISTRICT

CERTIFICATION OF SIGNATURES

As clerk/secretary to the governing board of the above named school district, I certify that the signatures shown below in Column 1 are the verified signatures of the members of the governing board. I certify that the signatures shown in Column 2 are the verified signatures of the person or persons authorized to sign notices of employment, contracts and orders drawn on the funds of the school district. These certifications are made in accordance with the provisions of Education Code Sections:

K-12 Districts: 35143, 42632, and 42633

Community College Districts: 72000, 85232, and 85233

If persons authorized to sign orders as shown in Column 2 unable to do so, the law requires the signatures of the majority of the governing board.

These approved signatures are valid for the period of: December 1, 2010 to November 30, 2011

In accordance with governing board approval dated December 7, 2010.

Signature _____
Clerk (Secretary) of the Board

NOTE: Please TYPE name under signature.

Column 1

Signatures of Members of the Governing Board

Column 2

Signatures of Personnel and/or Members of Governing Board authorized to sign Orders for Salary or Commercial Payments, Notices of Employment, and Contracts:

SIGNATURE
TYPED NAME Patricia Rasmussen, Ed.D.
President of the Board of Trustees/Education
SIGNATURE
TYPED NAME Dr. Edward C. Ortell
Clerk/Secretary of the Board of Trustees/Education
SIGNATURE
TYPED NAME Susan M. Keith
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME Joanne Montgomery
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME Dr. Gary L. Woods
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education

SIGNATURE
TYPED NAME Geraldine M. Perri, Ph.D.
TITLE Superintendent/President
SIGNATURE
TYPED NAME Carol R. Horton
TITLE Vice President of Finance & Administrative Services
SIGNATURE
TYPED NAME Robert Iverson
TITLE Director of Purchasing
SIGNATURE
TYPED NAME Rosalinda Buchwald
TITLE Director of Fiscal Services
SIGNATURE
TYPED NAME Robert L. Sammis
TITLE Director of Human Resources
SIGNATURE
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
TITLE

If the Board has given special instructions for signing warrants or orders, please attach a copy of the resolution to this form.

Number of Signatures required:

ORDERS FOR SALARY PAYMENTS	ORDERS FOR COMMERCIAL PAYMENTS
NOTICES OF EMPLOYMENT	CONTRACTS

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	December 7, 2010	Resolution	_____
SUBJECT:	Authorization to Bid, Project #02-1011, District-wide Emergency Generators	Information	_____
		Enclosure(s)	_____

BACKGROUND

The Board of Trustees requires prior approval for projects that are formally bid under Section PCC 20651 of the Public Contract Code. District staff has identified requirements to bid emergency generators at various District locations. The project will be funded from Fund 41, Capital Projects.

This item was prepared by Robert Iverson, Director of Purchasing and Warehouse.

RECOMMENDATION

Authorization is requested to allow staff to prepare specifications and formally bid Project #02-1011, District-wide Emergency Generators. The project will be funded from Fund 41, Capital Projects. Award of contract will be by Board action.

Carol R. Horton
Recommended by

_____/_____
Moved Seconded

Aye __ Nay __ Abstained __

Approved for Submittal

Item No. H.13.

MA ~~New~~

11-05-2010

RECEIVED

NOV 05 2010

INSTRUCTION OFFICE

Sabbatical Leave Application 2011-2012

Personal information (include the following information)

Name: Bruce O. Solheim

Department: Social Sciences/History

Date of initial certificated employment at Citrus College: August 1998

Date of previous sabbaticals: None

Other personal background information as appropriate:

Ph.D. in History, Bowling Green State University (1993)

Fulbright Professor at University of Tromsø, Norway (2003)

Publications:

The Vietnam Era: A Personal Journey, revised paperback ed., University of Nebraska Press, 2008

The Vietnam Era: A Personal Journey, Greenwood Press, 2006

Women in Power, Praeger Publishers, 2006

Publisher and Editor, *Viet Nam War Generation Journal*, 2000-2003

On Top of the World, Praeger Publishers, 2000

The Nordic Nexus, Praeger Publishers, 1994

Veterans Coordinator

Veterans Club Advisor

Chair of Veterans Advisory Committee

Founded Saluting Our Veterans campus event

Co-Founder of Boots to Books course

Founder of Citrus College Veterans Program

Summary of Sabbatical leave Proposal

I am applying for one semester of sabbatical leave in the Spring 2012 for the purpose of preparing a Boots to Books and Veterans Program formal presentation and serve as the American liaison for planning a NATO Combat Stress Conference in Oslo, Norway, in the Summer 2012 that will include a keynote address by General Colin Powell. I will also take this time to enhance and improve our online Boots to Books course and my US History survey and Vietnam War history online courses.

Statement of Sabbatical Objectives (examples)

- Develop more advanced PowerPoint skills in order to prepare Boots to Books / Veterans Program multimedia presentation
- Develop my international networking through serving as a liaison with Norwegian government officials
- Research substantial content and modality enhancements for the Boots to Books, US History survey, and Vietnam War online courses

Specific Sabbatical Leave Activities (include complete details)

- Prepare top of the line PowerPoint multimedia presentation for our Boots to Books course and Veterans Program to deliver at NATO Conference on Combat Stress
- Substantially improve the Boots to Books, US History survey, Vietnam War online courses so they can be offered in the Fall 2012

Relationship Between the Sabbatical Leave Activities and Your Present Position at Citrus College (answering the following questions may assist you in completing this section)

How will this leave enhance the educational experiences of Citrus College Students?

I will learn from the 28 other NATO countries what they have done to help transition their veterans to civilian life and school. This will enable me to further enhance our Veterans Program at Citrus. I will also use my time to study new veteran student transition strategies and then totally retool and enhance our Boots to Books online course and substantially improve my US History survey and Vietnam War History online courses.

What specific products, valuable to Citrus College, will result from this leave?

An international exposure for our Veterans Program, an enhanced Veterans Program including a modified and enhanced Boots to Books course, and dramatically improved US History survey and Vietnam War History online courses.

What is the relevance of your present assignment to the proposed leave?

I am a professor of history, the volunteer veterans coordinator at Citrus, Fulbright Professor (Norway 2003), and the co-founder of Boots to Books.

In what way(s) will this sabbatical leave experience contribute to your professional growth? I will learn from my international colleagues and be able to totally focus on the issues of veteran transition to civilian life and school and be better prepared to help our returning veteran students and I will be able to concentrate on improving my online courses.

Tentative Schedule

Prior to Spring Semester

- Arrange travel to Norway for June 2012 and continue correspondence with Norwegian government

February 2012

- Serve as liaison with my colleagues in Norway, preparing conference plans, schedules, assisting them make arrangements for General Powell

- Begin research on latest veterans transition literature and coordinate with Manuel Martinez our Boots to Books instructor
- Take some enhance PowerPoint courses
- Work with Chuong to fully explore capabilities of Blackboard

March 2012

- Continue to serve as liaison with Norwegian government officials
- Research content and modality enhancements for US History and Vietnam War History courses
- Begin working on Boots to Books and Veterans Program presentation

April 2012

- Continue to serve as liaison with Norwegian government officials
- Continue working on Boots to Books and Veterans Program presentation
- Begin work on enhancements for Boots to Books, US History, and Vietnam War History courses

May 2012

- Finalize travel arrangements
- Continue to serve as liaison with Norwegian government officials
- Continue working on Boots to Books and Veterans Program presentation
- Continue working on enhancements for Boots to Books, US History, and Vietnam War History courses
- Prepare printed materials and brochures to distribute at the NATO conference

June 2012

- Continue to serve as liaison with Norwegian government officials
- Finish Boots to Books and Veterans Program presentation and conduct rehearsals
- Finish enhancements for Boots to Books, US History, and Vietnam War History courses
- Travel to Norway for the NATO conference and deliver my presentation

August 2012

- Present a report of my activities and accomplishments to Citrus administration and faculty and implement Boots to Books, US History, and Vietnam War online courses.

Sabbatical Leave Proposal

Bruce O. Solheim, Ph.D.

Section 1: Statement of Purpose

Please write a brief abstract of your proposal. Please include the following:

I am applying for one semester of sabbatical leave in the Spring 2012 for the purpose of preparing a Boots to Books and Veterans Program formal presentation and serve as the American liaison for planning a NATO Combat Stress Conference in Oslo, Norway, in the Summer 2012 that will include a keynote address by General Colin Powell. I will also take this time to enhance and improve our online Boots to Books course and my US History survey and Vietnam War history online courses.

Project Objectives

- *What do you hope to achieve?*
- *How do you propose to achieve your goal or goals?*

- Develop more advanced PowerPoint skills in order to prepare Boots to Books / Veterans Program multimedia presentation
- Develop my international networking through serving as a liaison with Norwegian government officials
- Research substantial content and modality enhancements for the Boots to Books, US History survey, and Vietnam War online courses

Having prepared myself, I will then:

- Create top of the line PowerPoint multimedia presentation for our Boots to Books course and Veterans Program to deliver at NATO Conference on Combat Stress
- Create improved Boots to Books, US History survey, Vietnam War online courses that can be offered in the Fall 2012

Section 2: Rationale

Please explain in what ways your proposed project is at least equal in value to a full teaching load plus committee work for a semester. Please include the following:

- Value to students
 - Will it make you a more effective instructor?

I will learn from the 28 other NATO countries what they have done to help transition their veterans to civilian life and school. This will enable me to further enhance our Veterans Program at Citrus. I will also use my time to study new veteran student transition strategies and

then totally retool and enhance our Boots to Books online course and substantially improve my US History survey and Vietnam War History online courses.

- Value to Department or Discipline
 - Will it contribute to your discipline?

As a professor of history, the volunteer veterans coordinator at Citrus, Fulbright Professor (Norway 2003), and the co-founder of Boots to Books, I will learn from my international colleagues and be able to totally focus on the issues of veteran transition to civilian life and school and be better prepared to help our returning veteran students and I will be able to dramatically improve our Boots to Books, US History Survey, and Vietnam War History online courses.

- Value to College and/or District
 - Will it enhance the prestige of the college?

My sabbatical will provide an international exposure for our Veterans Program, an enhanced Veterans Program including a modified and enhanced Boots to Books course, and dramatically improved US History survey and Vietnam War History online courses.

Section 3: Implementation

Please explain in detail the steps that will be required to carry out your project and how you will make the results known to your colleagues so that they can benefit from it when you return. Please include the following:

- Implementation Procedure
 - Have you formulated a timeline for carrying out your project?

Prior to Spring Semester

- Arrange travel to Norway for June 2012 and continue correspondence with Norwegian government

February 2012

- Serve as liaison with my colleagues in Norway, preparing conference plans, schedules, assisting them make arrangements for General Powell
- Begin research on latest veterans transition literature and coordinate with Manuel Martínez our Boots to Books instructor
- Take some enhance PowerPoint courses
- Work with Chuong to fully explore capabilities of Blackboard

March 2012

- Continue to serve as liaison with Norwegian government officials
- Research content and modality enhancements for US History and Vietnam War History courses
- Begin working on Boots to Books and Veterans Program presentation

April 2012

- Continue to serve as liaison with Norwegian government officials
- Continue working on Boots to Books and Veterans Program presentation
- Begin work on enhancements for Boots to Books, US History, and Vietnam War History courses

May 2012

- Finalize travel arrangements
- Continue to serve as liaison with Norwegian government officials
- Continue working on Boots to Books and Veterans Program presentation
- Continue working on enhancements for Boots to Books, US History, and Vietnam War History courses
- Prepare printed materials and brochures to distribute at the NATO conference

June 2012

- Continue to serve as liaison with Norwegian government officials
- Finish Boots to Books and Veterans Program presentation and conduct rehearsals
- Finish enhancements for Boots to Books, US History, and Vietnam War History courses
- Travel to Norway for the NATO conference and deliver my presentation

August 2012

- Present a report of my activities and accomplishments to Citrus administration and faculty and implement Boots to Books, US History, and Vietnam War online courses.

○

- Project Results (anticipated/expected)
 - Will some concrete product result that you can share with your colleagues, e.g., a written summary, a publication, a flex day presentation, a performance?

I will present a written report and a flex day presentation if desired.

Section 4: Past Contributions to the District

Tell us how the credibility of your proposal is enhanced by your past contributions to the college. Please include the following:

- Scholarship
 - Are there ways in which you have contributed to your discipline or to enhance the prestige of the college?
 - Ph.D. in History, Bowling Green State University (1993)
 - Fulbright Professor at University of Tromsø, Norway (2003)
 - Publications:*
 - The Vietnam Era: A Personal Journey*, revised paperback ed., University of Nebraska Press, 2008
 - The Vietnam Era: A Personal Journey*, Greenwood Press, 2006
 - Women in Power*, Praeger Publishers, 2006
 - Publisher and Editor, *Viet Nam War Generation Journal*, 2000-2003
 - On Top of the World*, Praeger Publishers, 2000
 - The Nordic Nexus*, Praeger Publishers, 1994
- Service to department, college, district, community
 - Veterans Coordinator
 - Veterans Club Advisor
 - Chair of Veterans Advisory Committee
 - Founded Saluting Our Veterans campus event
 - Co-Founder of Boots to Books course
 - Founder of Citrus College Veterans Program

Sabbatical Leave Application: Fall 2011 – David M. KarySignature  Dean Signature **Personal Information**

David Kary
 Full Time Instructor, Physical Science
 Hired August, 1999
 No previous sabbaticals

My primary responsibility at Citrus has been to teach planetary and stellar astronomy classes (ASTR 115 and 116). Since 2003 I have been the only physical science DE instructor. I have developed curricular materials for lectures, labs, and online courses. I have also served on and/or chaired several campus committees.

Summary of Sabbatical Leave Proposal

In this one-semester sabbatical leave request I am proposing to review the current state of the art in astronomy online education, and then develop the skills needed to create online course materials that will give students an experience that more closely mirrors the best aspects of an interactive astronomy classroom. The skills developed in this proposal will allow me to create a PowerPoint-based package of lecture materials that have audio commentary and built-in critical thinking assignments, and links to outside materials. As I have done for over a decade now, I intend to collaborate on this project with my wife, Joann Eisberg, astronomy instructor at Chaffey College.

Statement of Sabbatical Objectives

The objectives in this sabbatical can be divided into three categories: a report on the ways DE astronomy has been developed at a wide variety of schools, personal skill development in the creation of interactive online materials, and the creation of materials for online and traditional courses.

Specific Sabbatical Leave Activities and Schedule

Research online education, including visits to other institutions	Summer 2011
Draft Report on D.E. Astronomy and plan project details	Early Sept. 2011
Select tools to produce multimedia package	Sept. 2011
Update existing PowerPoint notes	Oct. 2011
Plan student activities to be integrated with notes	Oct. 2011
Develop narration and integrate into multimedia package	Nov.-Jan. 2011
Add outside resource to package	Oct.-Jan. 2011
Complete Reports on DE Astronomy and Sabbatical Activities.	Jan. 2012

Relationship to Present Position at Citrus College

I currently teach both traditional and online astronomy classes, and I expect this project to provide benefits to both:

- Online classes will be brought up-to-date in terms of current pedagogy and best use of technology, becoming more interactive and engaging.
- I will learn new critical thinking techniques and assignments for use with both traditional and online classes
- Students in traditional courses will be able to use enhanced learning materials to make up for occasional missed lectures.
- Report on DE Astronomy will be shared with other science faculty and with the Distance Education Committee so that they can be adapted to other fields.
- I expect to start development of a new class of online materials that interweave critical thinking activities with content and links to interactive sources.
- I will gain experience in creating interactive online course materials.

Sabbatical Leave Proposal: Fall 2011 – David M. Kary

Section 1: Purpose

The purpose of this proposed sabbatical is to review the current existing state of the art in astronomy online education, and then to develop the skills needed to create a multimedia package that will allow astronomy students to experience the best features of an active-learning classroom in a variety of distance-education settings. As I have done for over a decade now, I intend to collaborate on this project with my wife, Joann Eisberg, astronomy instructor at Chaffey College. She is currently in the process of applying for a sabbatical from Chaffey College for a period overlapping the one I am requesting.

Section 2: Rationale

Value to Students

Astronomy education is one of the fastest developing branches of science education, with a tremendous amount of research being done on effective practices, especially in the sort of general education astronomy courses that we offer at Citrus College. Astronomy classrooms are becoming much more engaging and interactive than the traditional lecture format allows. My colleagues and I in the astronomy program use many of these new techniques in our classrooms and this has allowed us to make the classes not only more interesting but also more intellectually challenging for the students.

However, one of the great challenges in astronomy education is bringing this level of engagement to the online environment. The online classes I teach, like most online astronomy classes, have a clear separation between mostly text-based content areas and critical-thinking-based assignments in which the students have to apply the concepts either individually or in groups. An interactive lecturer would integrate this material on a much finer scale—sometimes sentence by sentence—with activities pushing the student to critical thought. By developing online materials that do this, I hope to give my students the advantages that we have already been able to bring to the traditional classroom.

In addition, current online astronomy courses (including mine) rely on fairly thin, dry lecture transcripts, or notes.¹ Online outreach sites,² though rich in resources, lack the guiding structure that make college courses much more effective than self-study. By linking the new lecture materials with online content sites (and by using some of the techniques developed by these sites) I hope to create a much more engaging learning environment for our distance education students.

Finally, by exploring the current best online practices at several other schools with strong astronomy education programs, I expect to learn new critical thinking techniques and assignments that can be used in my traditional as well as online classes. Students in traditional classes will also be able to use some of the online materials to supplement their in-class work and possibly also review or make up for *occasional* missed lectures.

Value to Discipline

The first stage of this project will be to develop a report on astronomy online techniques. This report, along with the newly developed interactive course materials, will be shared with other science faculty as well as with the DE Committee.

Value to the College

The online materials I hope to develop here will be at the cutting edge of astronomy education online. By combining pedagogy, critical thinking, and rich online content this will make the Citrus online astronomy among the most advanced in the country.

Section 3: Implementation

The objectives in this sabbatical can be divided into three categories: a report on the ways DE astronomy has been developed at a wide variety of schools, personal skill development in the creation of interactive online materials, and the creation of materials for online and traditional courses.

Communicate with faculty in these programs and travel to selected sites if it seems advantageous. While travel is not a major term-time component of this sabbatical, brief trips to Bakersfield College, University of Oregon, and University of Wyoming are possible destinations.	Summer 2011
Draft Report on Distance Education Astronomy and use in planning for my project.	Early Sept. 2011
Explore, select, and master appropriate tools to produce Power Point-based multimedia package	Sept 2011
Update existing Power Points with text and images optimized for this purpose.	Oct. 2011
Plan student activities to be integrated with Power Points.	Oct. 2011
Write and record voice-over narration; integrate in to multimedia package.	Nov.-Jan. 2011
Identify existing resources that could be used or linked into the package.	Oct.-Jan. 2011
Complete Reports on DE Astronomy and on Sabbatical Activities.	Jan. 2012

Report on Distance Education Astronomy

- Review of major models for offering introductory astronomy materials online at a selection of sites in the US and abroad, with a particular eye to the ways critical thinking skills are developed in these courses.

- Review existing online astronomy materials that could be integrated into such a course, with emphasis on content relevance, accessibility and ADA compliance, and copyright limitations

Creation of Course Materials

Building on my existing image- and data-rich Power Points lecture notes, I will start development of a package that includes

- voice-over narration with captioning
- astronomical animations and simulations
- line-by-line narrated calculations
- links to ADA compliant interactive tools (tutorials, ranking tasks, quizzes)
- prompts for students to interact with classmates (via discussion boards, etc)

Just as in the face-to-face classroom, my goal will be to give the student engaging resources while offering enough guidance that students don't get lost. Note that this list is my current expectation of the materials to be developed. It is likely that the report generated in step one will itself cause me to modify this list.

It is unlikely that a single semester will be enough time to develop all of the online materials for an astronomy course. For that reason, the initial focus will be on developing a multimedia package will address basic astrophysics and positional astronomy common to planetary and stellar astronomy classes (e.g. ASTR 115 and 116 here at Citrus College). This is challenging material, and it is the foundation that students require for success in these courses. It is the foundation that students require for success in these courses and is key to student attainment of several course and program SLOs.

Dissemination

Both of the major components of this project will be disseminated to my colleagues within the Division of Natural and Physical Science and the Distance Education Committee. Both have regular meetings set to allow presentation of new ideas. In addition, I will make electronic copies of these materials available to any colleagues who wish to see them and make use of the ideas developed in them.

Section 4: Past Contributions to the District

Astronomy Program Contributions

Distance Education

- Took over teaching the distance education version of Planetary Astronomy and adapted it to Blackboard
- Developed and taught the distance education version of Stellar Astronomy.

New Courses and Formats

- Developed Planetary Astronomy – Honors course.
- Taught Planetary Astronomy in a hybrid format at Duarte High School.

Course Outlines

- Took the lead role in developing Student Learning Outcomes language for Planetary and Stellar Astronomy classes: 2005-2006.
- Worked with other science faculty to produce the Earth Science for Educators (ESCI 111) outline

Labs

- Introduced and wrote the initial versions of all of the astronomy observing labs
- Developed several physics of astronomy labs involving infrared light, spectra, and gravity

New Instruction Methods and Tools

- “Mini” group activities that can be done in 5-10 minutes: I now use these in most class meetings and have adapted them to the online environment.
- Developed “Mystery Solar System” and “My Constellation” tools to force students to do serious critical thinking and calculation based assignments
- Introduced the “Schedule” page on Blackboard: a hyperlinked set of pages that allow students to see at a glance what is due when, and connect directly to those assignments
- Developed a series of exercises based on the Starry Night planetary software

Professional Presentations

- “Mystery Solar Systems” Astronomical Society of the Pacific “Cosmos in the Classroom” conference, Pomona College, Claremont, CA. July 2007
- “Mystery Solar Systems” (with Denise Kaisler) American Astronomical Society winter meeting, Long Beach, CA, January 2009.

Department and College Contributions

Committee Chair

- Academic Computer Committee: 8/03-4/06
- Curriculum Committee: 3/08-present
- Co-Chair (with Linda Welz) Standard 3C Technology on the 2009 Accreditation Self Study

Committee Membership

- Hiring Committees:
 - Astronomy Faculty 2004 (chair)
 - Physics Faculty 2004
 - Chief Information Systems Officer 2005
- Faculty Evaluation Committees
 - D. Kaisler 2004-2008 (chair)
 - G. Ramos 2004-2008
 - J. Lowe 2005 (chair)
 - R. Fernandes 2008
- Accreditation:
 - Participated on the Distance Education part of the 2003 Accreditation Self Study
 - Accreditation Oversight Committee – Recommendation 1 subcommittee
- Green Team
 - “Greening Your Curriculum” presentations at Earth Day, April 2009 and Flex Day, February 2010.

- Solar Oven demonstration at Earth Day, April 2010.
- Other campus Committees I have served on or am serving on currently:
 - Academic Senate
 - Campus Information Technology Committee
 - Citrus College Faculty Association Council
 - Educational Programs Committee
 - Enrollment Management Committee
 - “Hotshots” Student Learning Outcomes and Assessment Committee
 - Math/Science building planning committee

Community Contributions

- Several public presentations to local astronomy other community groups, including the Pomona Valley Amateur Astronomers, the Riverside Astronomical Society, RTMC Astronomy Expo, Chino Hills State Park Association and the Ontario Public Library. Topics have included:
 - The Search for Life on Mars
 - A Tour of the Universe
 - The New Worlds – Recent Developments in Solar System Formation
 - The Einstein Century – Relativity, Quantum Mechanics, and Beyond
 - The Sky is Falling – The Leonid Meteor Shower
 - Meet the Moon
 - The Changing Face of Mars
 - If it’s Tuesday This Must be Venus – The Evolution of Astronomy Teaching

ⁱ Nick Strobel’s astronomy course at Bakersfield College is probably the best existing example of a course in this style. <http://www.astronomynotes.com/>

ⁱⁱ NASA and other space mission outreach sites epitomize rich sites that offer little guidance to the student. Among many examples, one might select www.nasa.gov.

NOV 04 2010

Sabbatical Leave Proposal – Spring 2012

INSTRUCTION OFFICE

Personal Information

- ♦ Claudia Pohl
- ♦ Initial employment: May 1999
- ♦ Health Sciences (Dental)
- ♦ No previous sabbaticals written or received

Since my initial employment I have taught a variety of courses in the RDA Program – 8 of the 12 courses in the program. During my first year, I integrated technology into the classrooms in our Program, which continues to be utilized. I have been active in shared governance, serving on a variety of committees each year. For the past six years, I have also served as Program Director, providing leadership and direction needed.

Summary of Sabbatical Leave Proposal

During my career as an educator dental assistant who has actively been involved in the professional organization, I have long noticed a gap that exists related to students. While there is membership available to students, there is no mechanism for incorporating them into the active life of the organization, teaching them the skills needed to function on a profession level or mentoring them into a leadership role. I would like to develop a Student Organization from the ground up, beginning at Citrus College and expanding it statewide and then nationally, eventually including students more fully in a leadership role on the Board of Trustees. I anticipate accomplishing this during my term as President of the American Dental Assistants Association during 2011-2012. In addition to the development of the student organization, I will be more fully developing my leadership skills as I represent the ADAA and Citrus College at a variety of meetings with leaders of other organizations and visit various State chapters. This leadership role will provide many benefits to me, my students and Citrus College as a result of my professional growth and the tangible outcomes of the leadership I provide.

Statement of Sabbatical Objectives

- ♦ Develop and implement ADAA student organization, beginning first at Citrus College.
- ♦ Promote the dental assisting profession in matters of education, credentialing and professional activities which enhance the delivery of quality dental health care to the public, by providing leadership in the ADAA.
- ♦ Improve my understanding of how best to develop and mentor students into a leadership role and to increase my knowledge of teaching modalities and delivery systems best suited for today's students by meeting w/ faculty and students around the country.
- ♦ Increase the effectiveness of the organization in promoting and advancing the dental assisting career by meeting w/ members/leaders of ADAA and other professional organizations around the country.

Specific Sabbatical Leave Activities

- ♦ Develop Student Organization plan, implement pilot program locally at Citrus (which will be the first school in the ADAA to have one), then one in Northern CA.
- ♦ Implement Student Organization Plan nationally, providing to State Organizations and/or interested schools during travel as ADAA President.
- ♦ Visit with working dental assistants, students, faculty and leaders of state/local organizations during travel to State meetings.
- ♦ Represent Citrus/ADAA/Dental Assisting, meeting with a variety of leaders of other Dental Professional Organizations (ADA, AGD, DANB,).
- ♦ Write articles for a variety of dental publications (eg. ADAA Journal, PennWell Dental Assisting Digest)

Relationship between the Sabbatical Leave Activities and my Present Position

A tangible outcome of value to Citrus College is the implementation of the Student Organization which will enhance the students' experience while at Citrus and their ability to contribute to the profession. This will enable Citrus students to develop more fully in their professional role as part of the dental health team and to more easily take on a leadership role in their professional organization after graduation, which is crucial for the continued growth of the profession.

Students and faculty in the discipline will benefit directly from the information and knowledge I gather and bring back, including the current trends in the field that will affect our students and/or curriculum. As I visit with students, educators and assistants across the country, I will represent Citrus and learn different ways to practice dentistry, treatment modalities, teaching techniques and ways to increase students' success. This will greatly enhance my professional growth as I will have a better understanding of today's student and be more able to address and meet their needs.

Tentative Schedule

See proposal

Sabbatical Leave Proposal

Section 1: Statement of Purpose

Having served as a volunteer for many years in my professional organization at both the local, state and national level I have been very aware that students are not incorporated into the life of the organization in a structured, meaningful way. As an educator, that has been a glaring omission that is a disservice to the student and ultimately the organization, profession and patient. The student is our future and without appropriate exposure to this aspect of professional life, particularly with the student of today's society, there will be a prominent lack of working dental assistants willing and able to invest in shaping the future of their profession - and ultimately some aspects of the delivery of dental care.

I will pilot the program at Citrus College first and then continue to develop it throughout the year. It will then be ready for national implementation, which will be done during my year as ADAA President when visiting State chapters. I will have the opportunity to meet with students and teachers of Dental Assisting Programs around the country and give them the tools and support needed to implement a student organization at their school. At the ADAA Annual Conference next fall, a student will be seated for the first time as a delegate and will be chosen to serve on the ADAA's Board of Trustees as the first Student Trustee. It could well be a Citrus student.

In addition to the development of the student organization, the leadership role I will be serving in requires time and energy to move the organization and profession forward through writing articles and representing the ADAA at a variety of meetings with leaders of other associations and a variety of State chapters, requiring regular travel.

Section 2: Rationale

One of the things I value as an educator is continuing to learn and grow, particularly in how I can improve what happens in the classroom. When meeting with other educators, I become re-energized and revitalized when I learn a new way to approach teaching, pedagogy or interacting with students. I expect that while I will be providing a service to schools and students when visiting them, I will also have the opportunity to learn about their program – everything from their clinic set-up to their curriculum and teaching techniques and ways to increase students' success. I also expect that I will return to Citrus ready to incorporate many of these ideas, enhancing my professional development and ultimately benefiting the students and the RDA Program as I will have a better understanding of today's student and be more able to address and meet their needs.

Developing and incorporating a student organization will contribute to Citrus RDA students who will benefit in professional growth and development, learning leadership and mentoring skills. They will be provided opportunities for involvement in the RDA Club and the local organization.

I will be making a contribution to the discipline that will be both tangible and intangible as the ripple effects of leadership are naturally not seen or felt immediately. Working with other dental organizations to advance the profession of dental assisting will be a tangible contribution on my part to the discipline and profession. Implementation of the student organization by schools across the county will contribute to the discipline as well.

As an educator dental assistant, my affiliation with Citrus College is tied with my name – when introduced in front of other organizations and in any written work, that affiliation is noted.

Section 3: Implementation

The implementation will begin immediately for the Student Organization Plan as I develop the structure and infrastructure needed via bylaws for the Organization. I will then pilot the program at Citrus College expanding to a Northern CA school. Student/s from these two schools will be invited to participate at our Annual Session Fall 2011, which will be the first time to include students in national governance. Once infrastructure is in place on the National level, a Student Trustee will be selected and installed for the first time. As I travel as ADAA President, I will be contacting local dental assisting schools in order to disseminate the Student Organization Plan with teachers and/or students and/or local organizations, providing support and mentoring as needed.

As ADAA President, there will be ongoing governance and oversight needed, which includes regular correspondence with the 22 volunteers serving on the Board of Trustees and ADAA staff, correspondence as needed with other organizations, and review of documents germane to the Organization.

In addition to the above, activities during the sabbatical leave includes, (but is not limited to):

Articles to write:

ADAA Journal's President's Page – quarterly
ADAA's Student Newsletter – 2 issues
ADAA's Educator's Newsletter – 2 issues
ADAA's Business Beat Newsletter – 2 issues
PenWell's Dental Assisting Digest - monthly
Others as requested (Canadian Dental Assistants Association . . .)

Meetings with Other Professional Associations:

February 2012: Board of Trustees Meeting
Chicago Dental Society Midwinter Meeting
ADAA Foundation meeting
Oral Health America Gala
ADAA Auditor's meeting
March 2012: Washington DC Navy Officials
Hinman Dental Meeting, GA
April 2012: California Dental Assistants Association Annual Session
Michigan Dental Assistants Association Annual Session
Oklahoma Dental Assistants Association Annual Session
May 2012: Texas Dental Assistants Association Annual Session
ADA Council on Dental Practice
North Carolina Dental Assistants Association Annual Session
June 2012: Virginia Dental Assistants Association Annual Session
Tennessee Dental Assistants Association Annual Session
July 2012: ADAA Board of Trustees meeting
Colorado Dental Assistants Association Annual Session
August 2012: Dental Assisting National Board

When completed, there will be a publication of materials available for schools who would like to start a student organization, detailing the process. The experience and outcomes associated with my sabbatical will be shared with my students and colleagues as well as the Citrus College Board of Trustees.

Section 4: Past Contributions to the District

I have served my Professional organization since 1975, when I was a community college dental assisting student and scholarship recipient, first serving on the local level (where I still participate), then the State level since 1980 (where I still participate) and the National level since 2004. This has included serving in many leadership roles, some of which involved writing legislation that helped to shape the profession.

I have served on the following committees at Citrus College:

2000-2006: CCFA rep

2007-2008: Academic Senate rep

2004-present: RDA Club advisor

2008-present: Faculty Negotiating Team

Have served on a variety of other committees for one year at a time

During my tenure at Citrus, I have looked for ways to improve my teaching, from integrating technology via powerpoint in 1999 through a mini-grant to annual teaching conferences and Tech Ed conferences. I have served as a mentor for other faculty in my department, both formally and informally

Since serving as Program Director for the last 6 years, the student population in the RDA Program has increased 100%, due to not only increased enrollment, but increased retention and persistence rates. I have worked with high school counselors in the past to promote the program and create a bridge class for students interested in dentistry. I meet regularly with both part-time and full-time students, tracking their progress and coordinating their sequence of classes; I also meet with students interested in the program. Course sequencing and scheduling is handled by me as well as faculty assignments, load and supply purchases.

As Program Director, I am responsible for maintaining Dental Board of California and Commission on Dental Accreditation standards and accreditation, including program data, an annual survey and annual Program Assessment. In 2006, during our Accreditation cycle, the Program received full approval without reporting requirements

Over the last three years I have been working to incorporate the new curriculum mandated by legislative changes by Dental Board of California into the program. This included receiving training in new duties and then my training the faculty

As a result of those legislative changes I wrote the new Sealant curriculum, which was approved by the Dental Board. I then developed a new course in the Program in which to incorporate the content. As a result, Citrus was one of the first RDA Programs in California to teach the curriculum and Citrus RDA students were some of the first dental assistants in the state to receive and use Sealant training.

In order to better track data, I developed a database for our inservice training doctors, our students and our supplies. This has enabled us to keep more accurate records and gather information more quickly.

Students are often challenged by the curriculum and their lack of preparedness, so I work to provide tutoring as needed to them via program graduates, which has increased the success of students in the program.

In order to meet the demands of the growing program, I have developed and mentored the pool of adjunct faculty from zero to three, including two Citrus RDA Program graduates.

Citrus RDA students are known for their strong education and performance on Board exams, including the brand new Law and Ethics exam. State average pass rate on the Practical Exam is 80% with Citrus students performing at an average of 93%, which is currently in the top 9 out of 97 RDA schools in the state of California.

RDA kits are provided to our students for their Practical Exam, which is not the norm for schools. Being a kit provider gives us the 'cutting edge' information related to the exam, from which our students directly benefit.

The local dental community continues to regard Citrus RDA students highly, who maintain a reputation for being well-trained. Employer surveys from our training facilities regularly confirm this perception.

I work annually with the San Gabriel Valley Dental Society to provide RDA students to assist with Dental Screenings at local elementary schools during Children's Dental Health Month.

As RDA Club Advisor, I arrange fundraising projects throughout the year, which helps to fund the students' graduation as well as contributions the Club makes on campus.

In an effort to celebrate children's Dental Health Month, I developed and implemented the Children's Screening, arranging for volunteer dentists who provide dental screenings. This provides not only the screening, but more importantly, a fun experience for the children in Oraflea and a great learning experience for the dental assisting student in our program.

Citrus College

MEMO

CITRUS COMMUNITY COLLEGE DISTRICT
Health Sciences
1000 W. Foothill Blvd., Glendora, CA 91741-1899

Date: November 3, 2010
To: Irene Malmgren
From: Claudia Pohl
Subject: Sabbatical Leave Proposal


Attached to this document you will find my Sabbatical Leave Proposal for the 2011-20012 academic year. My request for sabbatical leave will apply to the spring 2012 semester and, if approved, I will resume my regular duties in August 2012.

Thank you for your time and consideration.



Claudia Pohl

Faculty, Health Sciences
Citrus Community College
1000 W. Foothill Blvd.
Glendora, CA 91741-1899
(626) 914-8728
cpohl@citruscollege.edu



Maureen Renaghan

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James McClain

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NEW COURSES

ARCH	250	History of Architecture to Mannerism.
ARCH	251	History of Architecture: Baroque to the Present Day
AUTO	149	Diesel Engine Management Systems
NC	712	Therapeutic Benefits of Music
NC	902	Yoga Fundamentals
NC	903	Mat Pilates
NC	904	Low Impact Aerobics
NC	905	Body Contouring
NC	906	Step Aerobics
NC	907	Cardio-Kickboxing
NC	910	Traffic Violator School
NC	208A	Algebra IA
NC	209A	Algebra IIA
NC	225A	Pre-Calculus A
NC	611	Advanced Skin Care In Chemical Exfoliants
NC	612	Advanced Makeup
NC	613	Advanced Skin Care in Aromatherapy

DELETED COURSES

COS	157	Advanced Manicuring
COS	159	Advanced Physical Restructuring of the Hair
COS	164	Advanced Facial Treatments, Skin Care, and Make-up
COS	274	Cosmetology Advanced Hairstyling Workshop
DRAF	698A	Cooperative Education
DRAF	698B	Cooperative Education
DRAF	698D	Cooperative Education
DRAF	699B	Cooperative Education
DRAF	699D	Cooperative Education
HUM	111	Humanities through the Arts
PHTO	211	Environmental Photography
THEA	698A	Cooperative Education

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u> </u> X
DATE	December 7, 2010	Resolution	<u> </u>
SUBJECT:	BP 3540 Sexual and Other Assaults on Campus – Second Reading	Information	<u> </u>
		Enclosure(s)	<u> </u> X

BACKGROUND

The Board Policies and Administrative Procedures related to Campus Safety are being reviewed and revised to bring them up to date and align them with the recommendations developed in conjunction with the CCLC.

Board Policy BP 3540 replaces existing Board Policy BP P-1006. Necessary revisions include assignment of primary responsibility to the Vice President of Student Services because of the level of sensitivity and confidentiality involved. The revisions were approved by the Steering Committee on October 25, 2010 and submitted to the Board for a first reading on November 16, 2010. Attached to the policy, for information only, is the related administrative procedure.

This item was prepared by Pam McGuern, Administrative Assistant, Student Services.

RECOMMENDATION

Authorization is requested to approve the second and final reading of Board Policy BP 3540 Sexual Assaults on Campus.

Jeanne Hamilton
Recommended by

 /
Moved Seconded

Aye ___ Nay ___ Abstained ___

Approved for Submittal

Item No. H.16.

CITRUS COMMUNITY COLLEGE DISTRICT STUDENT SERVICES

AP 3540 SEXUAL AND OTHER ASSAULTS ON CAMPUS

References:

Education Code Section 67385;
20 U.S. Code Section 1092(f);
34 Code of Federal Regulations Section 668.46(b)(11)

Any sexual assault or physical abuse, including, but not limited to, rape, as defined by California law, whether committed by an employee, student, or member of the public, occurring on District property or on an off-campus site or facility maintained by the District or on grounds or facilities maintained by a student organization is a violation of District policies and regulations and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures. (Also see BP 5500 titled Standards of Conduct and AP 5520 Student Discipline Procedures).

“Sexual assault” includes but is not limited to, rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, or threat of sexual assault.

These written procedures and protocols are designed to ensure victims of sexual assault receive treatment and information. (For physical assaults/violence, also see AP 3500 titled Campus Safety and AP 3515 Reporting of Crimes).

All students, faculty members, or staff members who allege they are the victims of a sexual assault on District property shall be provided with information regarding options and assistance available to them. Information shall be available from the Vice President of Student Services, ~~which~~ who shall maintain the identity and other information about alleged sexual assault victims as confidential unless and until the Vice President of Student Services is authorized by the alleged victim to release such information.

The Vice President of Student Services shall provide all alleged victims of sexual assault with the following, upon request:

1. A copy of the District's Board Policy and Administrative Procedures regarding sexual assault;
2. A list of campus personnel who should be notified of the alleged assault and procedures for such notification, if the alleged victim consents:
 - a. Vice President of Student Services
 - b. Campus Safety (who notifies Glendora Police Department)
 - c. Student Health Center for counseling resources

3. A description of available services, and the campus personnel available to provide those services if requested. Services shall include:
 - a. Notification of Glendora Police Department or local law enforcement. Anonymous reporting is available.
 - b. Assistance in securing emergency transportation, if needed.
 - c. Immediate referral to the student health center for advocacy and counseling resources or referral to the counseling center.
 - d. A list of other available campus and off campus resources

4. A description of each of the following procedures:
 - a. Criminal prosecution
 - b. Civil prosecution (i.e., lawsuit)
 - c. District disciplinary procedures for both student and employee
 - d. Modification of class schedules and
 - e. Tutoring, if necessary

All alleged victims of sexual assault on District property shall be kept informed, through the Office of the Vice President of Student Services of any ongoing investigation. Information shall include the status of any student or employee disciplinary proceedings or appeal; alleged victims of sexual assault are required to maintain any such information in confidence, unless the alleged assailant has waived rights to confidentiality.

The District shall maintain the identity of any alleged victim or witness of sexual assault on District property, as defined above, in confidence unless the alleged victim or witness specifically waives that right to confidentiality. All inquiries from reporters or other media representatives about alleged sexual assaults on District property shall be referred to the District's Office of External Relations, which shall work with the Vice President of Student Services to assure that all confidentiality rights are maintained.

Additionally, the Annual Security Report will include a statement regarding the District's programs to prevent sex offenses and procedures that should be followed after a sex offense occurs. The statement must include the following:

- A description of educational programs to promote the awareness of rape, acquaintance rape, and other forcible and non-forcible sex offenses
- Procedures to follow if a sex offense occurs, including who should be contacted, the importance of preserving evidence to prove a criminal offense, and to whom the alleged offense should be reported
- Information on a student's option to notify appropriate law enforcement authorities, including on-campus and local police, and a statement that campus personnel will assist the student in notifying these authorities, if the student so requests
- Information for students about existing counseling on and off-campus counseling, mental health, or other student services for victims of sex offenses

- Notice to students that the campus will change a victim's academic situation after an alleged sex offense and of the options for those changes, if those changes are requested by the victim and are reasonably available
- Procedures for campus disciplinary action in cases of an alleged sex offense, including a clear statement that:
 - The accuser and the accused are entitled to the same opportunities to have others present during a disciplinary proceeding and
 - Both the accuser and the accused must be informed of the outcome of any institutional disciplinary proceeding resulting from an alleged sex offense. Compliance with this paragraph does not violate the Family Educational Rights and Privacy Act. For the purposes of this paragraph, the outcome of a disciplinary proceeding means the final determination with respect to the alleged sex offense and any sanction that is imposed against the accused
- A description of the sanctions the campus may impose following a final determination by a campus disciplinary proceeding regarding rape, acquaintance rape, or other forcible or non-forcible sex offenses

Education and Prevention Information

The Vice President of Student Services shall provide:

- Sexual assault education and prevention information, as a part of the on-campus orientation program. Additional information is available through the Sexual Violence Prevention Statement on the college website at www.citruscollege.edu. The information shall be developed in collaboration with campus-based and community-based victim advocacy organizations.
- Post sexual violence prevention and education information available on the campus internet website.

Office of Primary Responsibility: Vice President of Student Services

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	December 7, 2010	Resolution	
SUBJECT:	Board Policy – Second Reading BP3280 – Grants; BP3715 – Intellectual Property	Information	
		Enclosure(s)	X

BACKGROUND

The Citrus Community College District is in the process of updating and aligning the District’s Board policies with the recommended policies developed through the Community College League of California (CCLC). The District is a member of the Board Policy and Administrative Procedure Subscription Service coordinated by the CCLC.

The District’s current Board policies are being reorganized and updated to align with the recommended policy information provided by the Policy and Procedure Subscription Service.

There are seven chapters of Board policies that include the following sections: 1) The District, 2) Board of Trustees, 3) General Institution, 4) Academic Affairs, 5) Student Services, 6) Business and Fiscal Affairs, and 7) Human Resources.

A first reading of these Board policies was approved by the Board of Trustees on November 16, 2010 and they are now being submitted to the Board for a second reading. The following APs are presented for information only: AP 3280 – Grants and AP 3715 – Intellectual Property

This item was prepared by Jerry Capwell, Administrative Assistant, Office of Academic Affairs.

RECOMMENDATION

Authorization is requested to approve the second reading of Board Policies: BP3280 – Grants; BP3715 – Intellectual Property.

Irene Malmgren
Recommended by

Moved / Secoded

Approved for Submittal

Aye ___ Nay ___ Abstained ___

Item No. _____ H.17.

CITRUS COMMUNITY COLLEGE DISTRICT
ACADEMIC AFFAIRS

BP 3280 GRANTS

Reference:

Education Code Section 70902

The Board of Trustees will be informed about all grant applications made and grants received by the District.

The Superintendent/President shall establish procedures to assure timely application and processing of grant applications and funds, and that the grants that are applied for directly support the purposes of the District.

CITRUS COMMUNITY COLLEGE DISTRICT
ACADEMIC AFFAIRS

AP 3280 GRANTS

Reference:

Education Code Section 70902

Prior to applying for a grant, the Division, Department, Program, faculty, or staff member will, where possible:

1. Prepare a concept paper describing:
 - The opportunity, problem or need that the grant proposes to address;
 - A brief description of the project;
 - A brief summary of the objectives and activities of the project;
 - The funding source;
 - The amount being requested;
 - Required match, if any, and the proposed source for said match;
 - The time period of the project;
 - Partners or other outside personnel, if any, who will participate in the grant application process;
 - Amount of indirect costs that will be provided to the District; and
 - Any space and/or other facilities requirements in the proposal.
2. Submit the concept paper to, and obtain approval to proceed from, the appropriate Vice President.

If a concept paper cannot be prepared due to lack of time, the interested person shall, prior to applying for a grant, meet with the appropriate Vice President, make a verbal presentation regarding the grant, and receive verbal approval to proceed from said Vice President.

Office of Primary Responsibility: Academic Affairs or Student Services, as appropriate

CITRUS COMMUNITY COLLEGE DISTRICT
ACADEMIC AFFAIRS

BP 3715 INTELLECTUAL PROPERTY

References:

- 17 U.S. Code Sections 101 et seq.;
- 35 U.S. Code Sections 101 et seq.;
- 37 Code of Federal Regulations (C.F.R.) Sections 1.1 et seq.

The Superintendent/President shall develop procedures that define the rights, interests, protection, and transfer of intellectual property created by the District employees and students.

CITRUS COMMUNITY COLLEGE DISTRICT
ACADEMIC AFFAIRS

AP 3715 INTELLECTUAL PROPERTY

References:

- 17 U.S. Code Sections 101 et seq.;
- 35 U.S. Code Sections 101 et seq.;
- 37 Code of Federal Regulations (C.F.R.) 1.1 et seq.

The intellectual property procedure shall be interpreted consistent with other District policies, including, but not limited to, the District's policy on academic freedom and federal and state statutes and regulations. This procedure shall also be interpreted consistent with all collective bargaining agreements.

Definitions

For the purposes of this procedure, the following definitions apply to the following words or phrases:

“Administrative Activity” means the execution of the District's management or administrative functions such as preparing budgets, policies, contracts, personnel management, printing course materials and catalogues, maintenance of computer data, long range planning, and keeping inventories of equipment. Teaching and academic endeavors are not administrative activities.

“Author” or “Creator” means an individual who alone or as part of a group of other creators, invent, author, discover, or otherwise create intellectual property.

“District Resources” means all tangible resources including buildings, equipment, facilities, computers, software, personnel, and funding.

“Course Materials” means materials prepared for use in teaching, fixed or unfixed, in any form, including, but not limited to, digital, print, audio, visual, or any combination thereof. Course materials include, but are not limited to, lectures, lecture notes, course syllabi, study guides, bibliographies, visual aids, images, diagrams, multimedia presentations, web-ready content, and educational software.

“Course Syllabus/Syllabi” means a document that includes information about the course, standards for student evaluation, and additional information which reflects the academic work of the faculty member.

“Encoded Work” means a work (on a bit-sequence) that can be stored on computer-readable media, manipulated by computers, and transmitted through data networks.

“Employee” means an individual employed by the District, and shall include full-time and part-time faculty, classified staff, student employees, appointed personnel, persons with "no salary" appointments, and academic professionals, who develop intellectual property using District resources, unless there is an agreement providing otherwise.

“Intellectual Property” means works, products, processes, tangible research property, copyrightable subject matter, works of art, trade secrets, know how, inventions and other creations the ownership of which are recognized and protected by law from unauthorized exploitation. Examples of intellectual property include scholarly, artistic, and instructional materials.

“Student” means an individual who was or is enrolled in a class or program at the District at the time the intellectual property was created.

“Student Employee” means a student who is paid by the District, and may include students participating in a work study program or who receive stipends while they are acting within the scope of their employment at the District at the time the intellectual property was created.

“Substantial Use of District Resources” means use of District resources beyond the normal professional, technology, and technical support generally provided by the District and extended to an individual or individuals for development of a product, project, or program. The use of District resources must be important and instrumental to the creation of the intellectual property. The following do not constitute substantial use of the District’s resources:

- 1) incidental use of District resources and/or
- 2) extensive use of District resources commonly available to District employees.

A substantial use of the District’s resources shall be assumed in situations where the creator spends such time and energy in the creation of a work that results in a great reduction of the creator’s teaching activity.

“Work” means an “original work of authorship fixed in a tangible medium” as used in the Copyright Act.

Ownership of Intellectual Property

The ownership rights to a creation at the District shall be determined generally as set forth below, unless ownership is modified by an agreement.

Employee Intellectual Property Rights – A District employee who is the creator of an academic work in his/her field of expertise owns the copyright in that work. Academic works include textbooks, lecture notes and other course materials, literary works, artistic works, musical works, architectural works and software produced with no more than nominal or incidental use of the District’s resources. Academic works described in this paragraph are owned by the employee even though such works may have been developed within the employee’s scope of employment.

Intellectual property unrelated to an individual's employment responsibilities at the District, and that is developed on an individual's own time and without the District's support or use of District facilities is the exclusive property of the creator and the District has no interest in any such property and holds no claim to any profits resulting from such intellectual property.

District Intellectual Property Rights – The District owns all other intellectual property, including but not limited to patentable inventions, such as computer software, created by its employees under the following circumstances:

- 1) If intellectual property is created through the District's administrative activities by an employee working within his/her scope of employment; or
- 2) If intellectual property is created by an employee executing a duty or specific assignment designated by the District; or
- 3) If intellectual property is created through the substantial use of District resources; or
- 4) If intellectual property is commissioned by the District pursuant to a signed contract; or
- 5) If intellectual property is produced within one of the nine categories of works considered works for hire under copyright law pursuant to a written contract, or
- 6) If intellectual property is produced from research specifically supported by state or federal funds or third party sponsorship.

Where circumstances give rise to District intellectual property rights, as described above, the creator of the potential intellectual property will promptly disclose the intellectual property to the District. The District and the creator may enter into a written agreement whereby the creator executes documents assigning intellectual property rights to the District.

The Superintendent/President may waive the District's interests in its intellectual property by executing a written waiver.

Student Intellectual Property Rights – District students who created a work are owners of and have intellectual property rights in that work. District students own the intellectual property rights in the following works created while they are students at the District:

- 1) intellectual property created to meet course requirements using college or District resources, and
- 2) intellectual property created using resources available to the public.

Intellectual property works created by students while acting as District employees shall be governed under provisions for employees.

Modification of Ownership Rights

The general provisions for ownership of intellectual property rights may be modified by the parties as follows:

Sabbatical Works – Generally, intellectual property created by District employees during a sabbatical is defined as an academic work. However, where a work to be created as part of an approved sabbatical plan requires resources beyond those normally provided to other employees during a sabbatical (substantial use of District resources), the parties may enter into a written agreement to define the District and employee's intellectual property rights in the sabbatical work.

Assignment of Rights – When the conditions outlined in the sections on employee intellectual property rights or student intellectual property are met, ownership will reside with the employee or student responsible for creating the intellectual property. In these circumstances, the creator may pursue intellectual property protection, marketing, and licensing activities without involving the District. If such a decision is made, the creator is entitled to all revenues received.

Any person may agree to assign some or all of his/her intellectual property rights to the District. In the event the creator offers to share or assign intellectual property rights in the creation to the District, the District may support and finance the application for intellectual property protection (trademark, patent, or copyright) or it may enter into an agreement for other exploitation of the work, including management, development and commercialization of the property under terms and conditions as may be agreeable to the parties. After evaluating the creator's offer, the District may or may not decide to become involved in a joint investment agreement. A negative response from the District will be communicated in writing to the creator. An affirmative response from the District will be summarized as an offer to enter into a written contract. If the creator accepts the District's proposed contract, any revenues received from commercialization of the intellectual property will be distributed as defined in the contract.

Sponsorship Agreements – A sponsored work is a work first produced by or through the District in the performance of a written agreement between the District and a sponsor. Sponsored works generally include interim and final technical reports, software, and other works first created in the performance of a sponsored agreement. Sponsored works do not include journal articles, lectures, books or other copyrighted works created through independent academic effort and based on the findings of the sponsored project, unless the sponsorship agreement states otherwise. Ownership of copyrights to sponsored works shall be with the District unless the sponsorship agreement states otherwise. Where a sponsorship agreement does not define ownership of the intellectual property, ownership shall be determined under applicable law. Any sponsorship agreement that provides for ownership of the work by one other than the District generally shall provide the District with a nonexclusive, world-wide license to use and reproduce the copyrighted work for education and research purposes.

Collaboration/Partnership Agreements – The District may participate in projects with persons/organizations that result in the creation of intellectual property. Ownership

rights of such intellectual property will be defined by the collaboration/partnership agreement, or shall be determined under applicable law.

Special Commissions – Intellectual property rights to a work specially ordered or commissioned by the District from a faculty member, professional staff member, other District employee, or other individual or entity, and identified by the District, as a specially commissioned work at the time the work was commissioned, shall belong to the District. The District, and the employee shall enter into a written agreement for creation of the specially commissioned work.

Use of Substantial District Resources – In the event the District provides substantial resources to an employee for creation of a work and the work was not created under an agreement (such as a sponsorship agreement, individual agreement, or special commission) the District and the creator shall own the intellectual property rights jointly in proportion to the respective contributions made.

Encoded Works/Software for Administrative Activities – The District may hire an individual or entity to develop software or other encoded works, to be used in the District's administrative activities. The District shall maintain ownership of the intellectual property rights in such encoded works. Similarly, the District shall have ownership of the intellectual property rights in encoded works created by an employee, even where the work was created out of the employee's own initiative, if the work is related to the employee's job responsibilities. For example, if an employee in the student records office creates a software program, on his/her own initiative, that will organize student records, such work is related to the employee's job duties and will belong to the District. Where an employee creates a program that does not relate to his/her job duties, and that program was created on the employee's own time, the work belongs to the employee.

Collective Bargaining Agreement – In the event the provisions of these procedures and the provisions of any operative collective bargaining agreement conflict, the collective bargaining agreement shall take precedence.

Jointly Created Works – Ownership of jointly created works shall be determined by separately assessing which of the above categories applies to each creator, respectively. Rights between joint owners of a copyright shall be determined pursuant to copyright law.

Work Acquired by Assignment or Will – The District may acquire copyrights by assignment or will pursuant to the terms of a written agreement or testament. The terms of such agreements should be consistent with District policies and these procedures.

Materials Implicating Third Party Rights

District employees and students must comply with District policies and state and federal laws, including copyright and privacy laws, in creating works. District employees and students must obtain all required licenses, consents, and releases necessary to avoid infringing the rights of third parties.

Preservation of Intellectual Property Right

Protection of Rights – The District shall undertake such efforts, as it deems necessary to preserve its rights in original works for which the District is the sole or joint owner of intellectual property rights. The District may apply for a patent, for trademark registration, for copyright registration, or for other protection available by law on any new work in which it maintains intellectual property rights.

Payment of Costs – The District may pay some or all costs required for obtaining a patent, trademark, copyright, or other classification on original works for which it exclusively owns intellectual property rights. If the District has intellectual property rights in a jointly owned work, the District may enter into an agreement with the joint owners concerning payment of such costs.

Commercialization of Intellectual Property

Right of Commercialization – The District may commercialize its Intellectual Property using its resources or it may enter into agreements with others to commercialize the work as authorized by law.

Distribution of Proceeds – An employee who creates a work and retains an intellectual property interest in such work in which the District maintains intellectual property rights is entitled to share in royalties, licenses, and any other payments from commercialization of the work in accordance with applicable agreements and applicable laws. All expenses incurred by the District in protecting and promoting the work including costs incurred in seeking patent or copyright protection and reasonable costs of marketing the work, shall be deducted and reimbursed to the District before the creator is entitled to share in the proceeds.

Notification

The District shall provide a copy of these Intellectual Property Procedures to persons upon request. The District shall arrange training on a periodic basis for faculty, staff and/or other persons who are covered by this Intellectual Property Procedure.

Office of Primary Responsibility: Academic Affairs

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	December 7, 2010	Resolution	
SUBJECT:	Board Policy 7210 – Second Read	Information	
		Enclosure(s)	X

BACKGROUND

The Citrus Community College District is in the process of updating and aligning the District's Board policies with the recommended policies developed through the Community College League of California (CCLC). The District is a member of the Board Policy and Administrative Procedure Subscription Service coordinated by CCLC. The District's current Board policies are being reorganized and updated to align with the recommended policy information provided by the Policy and Procedure Subscription Service.

There are seven chapters of Board policies that include the following sections: 1) The District, 2) Board of Trustees, 3) General Institution, 4) Academic Affairs, 5) Student Services, 6) Business and Fiscal Affairs, and 7) Human Resources.

Board Policy (BP) 7210 – Sabbatical Leave, has been reviewed and approved by the Human Resources Advisory/Staff Diversity Committee, by the constituent groups (on various dates), by the Steering Committee on October 11, 2010, and was submitted to the Board for a first read on November 16, 2010. Attached to the policy, for information only, is the related administrative procedure.

This item was prepared by Sandra Coon, Confidential Administrative Assistant, Office of Human Resources.

RECOMMENDATION

Authorization is requested to approve the second read of BP 7210 – Sabbatical Leave.

Robert Sammis
Recommended by

Moved / Seconded

Approved for Submittal

Aye__Nay__Abstained__

Item No. H.18.

CITRUS COMMUNITY COLLEGE DISTRICT HUMAN RESOURCES

BP 7210 SABBATICAL LEAVE

Reference: Education Code Section 87767 et seq.;

Sabbatical leave may be granted to full-time academic employees by the Board of Trustees upon the recommendation of the Superintendent/President. The major purpose of such leave is to provide opportunity for continued professional growth and new or renewed intellectual achievement through study, research, writing, and or travel in such a manner that it will benefit the college and its students.

CITRUS COMMUNITY COLLEGE DISTRICT HUMAN RESOURCES

AP 7210 SABBATICAL LEAVE

Reference: Education Code Section 87767 et seq.;

General Provisions

The purpose of a sabbatical leave is to allow a full-time academic employee to work on a project that will benefit Citrus College and its students. The project should be significant in terms of effort and substance such that it is comparable to a half year of the academic employees' full-time duties.

Sabbatical leave may be granted for the following purposes.

- a. A planned program of courses or activities, which relate to the professional growth of the applicant.
- b. Independent study, research, and/or write relating to the applicant's assignment.
- c. Travel of such a nature and extent that it will materially increase the employee's proficiency of his/her area of responsibility.

Number of Sabbatical Leaves Granted

The number of sabbatical leaves granted each year shall be no less than five full-time academic employees unless the number of qualified applicants is fewer or unless the Board of Trustees determines that the financial condition of the District requires a reduction in the number of sabbaticals granted.

Eligibility

Any full-time academic employee who has rendered at least six consecutive years of service to the Citrus Community College District is eligible to request a sabbatical leave. The length of service for those applicants who previously were granted sabbaticals shall be considered as the number of years employed as a full-time academic employee member by the District divided by one more than the number of previously granted sabbaticals. For the purpose of eligibility, leave time for previous sabbaticals is not included in the number of years of employment as a full-time academic employee.

Application for Sabbatical Leave

The merit of a proposal shall be determined in a peer review process by the Sabbatical Leave Committee, whose members are appointed by the Academic Senate President with the approval of the Senate Council. Early in the fall semester of each academic year, the Sabbatical Leave Committee shall coordinate with the Vice President of Academic Affairs to determine the date (the "deadline") by which an academic employee must submit a proposal for a sabbatical leave for the following academic year. Normally this will be

November 1, but it is subject to change. The Sabbatical Leave Committee, in cooperation with the Vice President of Academic Affairs, shall then announce the availability of sabbatical guidelines and materials. It is the responsibility of the academic employee to inform his or her division dean and the Chair of the Sabbatical Leave Committee of the Academic Senate of his or her intent to apply for a sabbatical leave at least seven days before the deadline for submitting a proposal. The Chair of the committee shall provide the applicant with the following documents: 1) Sabbatical Proposal Cover Sheet; 2) Sabbatical Proposal Guidelines, and; 3) Sabbatical Proposal Scoring Rubric. The applicant shall submit to the Vice President of Academic Affairs a completed cover sheet and sabbatical proposal in accordance with the guidelines no later than the deadline. No revisions after the deadline will be accepted. Within seven days of the deadline, the Vice President of Academic Affairs shall forward the completed proposals to the Chair of the Sabbatical Leave Committee.

Selection

The Sabbatical Leave Committee shall review all proposals for sabbatical leave and determine whether each one qualifies for ranking and achieves at least a minimum qualifying score according to the guidelines and the scoring rubric. Of those that qualify for ranking and achieve at least a minimum qualifying score, the length of service to Citrus College by the applicant shall be the determining factor for the first three sabbaticals granted. The fourth and fifth sabbaticals shall be granted on merit alone without regard to length of service. The Committee shall present the qualifying proposals along with their scores and seniority rankings to the Vice President of Academic Affairs, or the Vice President of Student Services where appropriate. The Vice President shall finalize the recommendation of the Committee in light of any scheduling conflicts and then toward the recommendation to the Superintendent/President, who will make the final selection with the approval of the Board of Trustees

Notification

Applicants will be notified of the decision concerning the sabbatical request following the December meeting of the Board of Trustees.

Conditions under Which Sabbatical Leave is Granted

- a. The terms of the leave must be in harmony with the provisions of the California Education Code.
- b. The academic employee shall be required to return to Citrus Community College District and give service for a period-of-time equal to twice the length of the leave.
- c. The applicant shall furnish the Citrus Community College District a suitable bond indemnifying the Board of Trustees against loss in the event that the applicant fails to return and render the necessary service to the District following the sabbatical leave. The Board of Trustees of the District may waive this section at its discretion.
- d. During the period for which sabbatical leave has been granted, the full-time academic employee will not engage in any of the following activities either at or for Citrus College:
 - Teach classes
 - Serve on committees

- Perform any other services

Pay for Sabbatical Leave

- a. For one full school year, the academic employee shall receive one-half pay.
- b. For one semester of a school year, the academic employee shall receive full pay.
- c. Payments shall be made on a monthly basis, the same as regular full-time academic employees, unless otherwise approved by the Board of Trustees and the Los Angeles County Superintendent of Schools.
- d. Combined salary from the District and from any employer other than the District shall not exceed one-half of the academic employee's yearly salary on the salary schedule. The District shall not pay more than one-half of the academic employee's full year salary.

Interruption of Sabbatical Leave

If the program for sabbatical leave is interrupted because of serious accident or illness, this will not be considered a failure to fulfill the conditions upon which the sabbatical leave was granted, nor shall such interruption affect the amount of compensation to be paid the employee under the term of the leave agreement, provided that the District shall have been promptly notified of such accident or illness.

Written Report

Upon return from sabbatical leave and not later than the end of the second school month of the next year or semester, the employee shall submit to the Sabbatical Leave Committee a written report summarizing the results of the project and the benefit to the college and students. The Sabbatical Leave Committee shall be responsible for ensuring that the applicants share the results with the college in an effective manner. The Sabbatical Leave Committee shall forward the reports to the Superintendent/President.

UNAPPROVED
MINUTES OF THE REGULAR MEETING
OF THE BOARD OF TRUSTEES
CITRUS COMMUNITY COLLEGE DISTRICT

November 16, 2010

The Board of Trustees of the Citrus Community College District met for the Regular Meeting of Tuesday, November 16, 2010, in the Administration Building Board Room.

Board President Woods called the meeting to order at 4:16 p.m. Board President Woods led the Pledge of Allegiance to the Flag.

TRUSTEE ROLL CALL – Present: Susan M. Keith, Joanne Montgomery, Edward C. Ortell, Patricia Rasmussen, Gary L. Woods, and Alejandra Delgado (Student Trustee).

RESOURCE PERSONNEL PRESENT: Geraldine M. Perri, Superintendent/President; Jeanne Hamilton, Vice President of Student Services; Carol R. Horton, Vice President of Finance and Administrative Services; Irene Malmgren, Vice President of Academic Affairs; Robert Sammis, Director of Human Resources; Roberta Eisel, Academic Senate President; Steve Siegel, CSEA President; and Christine Link, Recording Secretary.

ADMINISTRATORS AND EMPLOYEES SIGNING THE VOLUNTARY SIGN-IN SHEET:

Management Team: Paula Green, Lan Hao, Martha McDonald, and Sylvia Smythe

Faculty: Roberta Eisel

Supervisors/Confidential: Carol Cone and Marilyn Grinsdale

Classified Employees: None

Adjunct Faculty: Cecil Brower

Professional Experts: Suzanne Martinez

Students: Sydney Presley

VISITORS: Tom Gerfen

Geraldine M. Perri, Ph.D., Superintendent/President, expressed her appreciation to those who coordinated the Campus Safety ribbon cutting ceremony that preceded the Board meeting, including Ms. June Stephens, Executive Director of Development and External Relations; Ms. Paula Green, Director of Communications; Ms. Marilyn

Grinsdale, Protocol and Government Relations Officer; Ms. Jazmin Santillan, Administrative Secretary; and Ms. Martha McDonald, Dean of Students. Dr. Perri said it was a good event.

Dr. Perri was honored to participate in the Azusa Golden Days Parade on October 9, 2010, along with Board President Woods and Ms. Alejandra Delgado, Student Trustee. Citrus College won first place in the parade competition in the “pre-1920” auto division for our 1916 Chevrolet. Dr. Perri expressed appreciation to Mr. Mark Ferrari, Citrus College Foundation Board of Directors member, for donating the beautiful paint restoration work that was done on the car.

Dr. Perri was pleased to report that the college has received several good comments on the 5th Annual Saluting Our Veterans event. She said the event, which was featured in local news articles, was well organized and reflected positively on Citrus College. Dr. Perri also attended the first annual Veterans Breakfast where she said there was a spirit of fellowship among the guests. She said these events illustrate the value Citrus College places on our student veterans and our recognition of their service to our country.

The Steering Committee will be serving as the oversight committee for the college’s Educational Master Plan. They have identified two meeting dates before the end of the semester to begin the process.

Irene Malmgren, Ed.D., Vice President of Academic Affairs, reported that Bridges to Success has initiated a “Parent Ambassador Program.” The goal is to build positive links between the community and the college that will engage prospective students and their parents in activities that promote higher education and ease the transition to college. Fourteen parents from Azusa and Glendora participated in the first meeting, and an invitation has gone to all of our feeder schools.

Dr. Malmgren said 22 faculty and staff members were trained on the proper use of a fire extinguisher during a Fire Extinguisher Safety Training Workshop presented by Dr. Cliff Hadsell, EMT instructor.

Dr. Malmgren commended a 17-member committee that has been formed to explore a sustainable approach to textbooks. The committee has formed subgroups on various topics and will meet regularly.

Dr. Malmgren reported that the Licensed Vocational Nursing (LVN) program has received an award from the South Bay Workforce Investment Board for placing 100 percent of our LVN students in jobs.

Jeanne Hamilton, Ph.D., Vice President of Student Services, reported that Ms. Adrienne Thompson, Student Life and Leadership Development Supervisor, accepted an award on behalf of ASCC from the American Red Cross for the “highest per capita

participation” for their blood drive. ASCC received a second award from Huntington Hospital and the City of Hope for the most units of blood collected in the winter.

Dr. Hamilton said Admissions and Records is continuing to increase the number of online services available to students. An online non-credit application is being developed that will be similar to the credit application. In addition, students will soon be able to order transcripts online, 24 hours a day, seven days a week. Dr. Hamilton said a new online application for scholarships will also be available soon, replacing the paper application. This process will allow for automatic screening to match students with scholarships. The mandatory orientation requirement went into effect this fall. Dr. Hamilton said students who have not completed the orientation in person or online will not be given an appointment to register for winter or spring. When the student tries to find their appointment, they will be directed to in person and online orientation alternatives. When they complete the orientation, their appointment will become available.

Robert Sammis, J.D., Director of Human Resources, reported that Human Resources has completed two series of training workshops for managers and supervisor/confidential employees. One was on the classified hiring process and one was on the new supervisor/confidential evaluations.

Dr. Sammis said Human Resources continues to move forward on revising their Board policies and administrative procedures. His staff is also busy hiring five classified staff and seven faculty members for spring. He said the hiring committees have developed creative interview components.

Carol R. Horton, Vice President of Finance and Administrative Services, provided an update on the state budget. The Legislative Analyst’s Office (LAO) has recently reported that California will face a two-year budget shortfall of \$25.4 billion. Of this amount, \$6.1 billion is attributed to 2010-2011 and \$19.2 billion is attributed to 2011-2012. The governor has called a special session of the Legislature on December 6, 2010, to address the current year shortfall. Mrs. Horton said community colleges should be prepared for mid-year cuts in the current year. This could include a take-back of \$126 million in enrollment funding, which was part of the 2010-2011 budget. The specific fallout of the budget shortfall will depend on a number of factors including the extent and timing of revenue solutions. In light of this, Mrs. Horton said the college will not include growth dollars in our local budget.

Roberta Eisel, Academic Senate President, said Dr. Perri attended the Academic Senate’s November 10, 2010, meeting. They appreciated her update on several important topics, including the Strategic Plan, the Educational and Facilities Master Plan, responses to accreditation recommendations, the importance of engagement in the budgeting process through program review, the state budget, and possible impacts of the November election on Citrus College. Ms. Eisel also thanked Ms. Kim Holland, Director of Workforce Development, for an update on the “green” activities of the college.

Ms. Eisel was pleased to announce that Mr. John Vaughan, Academic Senate Past President, will be nominated for the Hayward Award for "Excellence in Education," sponsored by the Foundation for California Community Colleges.

The Sabbatical Committee members will meet this week to review eight sabbatical proposals.

Four Citrus College faculty members attended the recent fall plenary session of the Academic Senate for California Community Colleges. Mr. Vaughan and Ms. Eisel gave testimony at the hearing on disciplines list revision proposals. The breakout sessions included discussions on SB 1440 (Padilla: Transfer) and SB 1143 (Liu: Student Success and Completion).

Steve Siegel, CSEA President, extended an invitation to CSEA's annual Holiday Buffet on Thursday, December 9, 2010. The "table decorating contest" will return, and Mr. Siegel said Human Resources will no doubt be attempting to regain their title.

Alejandra Delgado, Student Trustee, said ASCC will host a Food and Toy Drive from November 16, 2010, through December 9, 2010. The proceeds will go to Foothill Unity.

December 6, 2010, through December 9, 2010, ASCC will host "Night Owls," which will provide extended Campus Center hours so students can study for finals.

ASCC Board elections for the spring semester will take place December 7, 2010, and December 8, 2010.

Susan M. Keith, Member, Board of Trustees, provided an update on the work of the Citrus College Foundation. She said the Foundation Board is planning to host a winter event prior to a performance of *Christmas Is...* for past and present Foundation donors. She reported that the financial status of the Foundation is good. Trustee Keith said they are fortunate to have a lively, engaged Board of Directors.

Trustee Keith and **Joanne Montgomery, Clerk/Secretary, Board of Trustees**, attended the Theatre Department production of *Twelve Angry Jurors*. Trustee Keith said the performances were excellent and the production will be entered in the Kennedy Center's annual competition. Commenting on the performance, Trustee Montgomery said the amazing talent of our students is a reflection on our faculty and the level of instruction they provide.

Trustee Montgomery complimented the *Clarion* newspaper on the latest edition and said she is continually impressed with the quality of the newspaper and the numerous awards and recognitions they garner.

Patricia Rasmussen, Vice President, Board of Trustees, commented on recent college events she has attended, including a performance of All Shook Up, A Night of Music from Film, the 5th Annual Saluting Our Veterans, and the Campus Safety ribbon

cutting ceremony. She expressed her appreciation to those who coordinated these events and productions. Trustee Rasmussen said our annual events grow more impressive each year.

Trustee Rasmussen also complimented the efforts of the college's newly-formed Transfer Task Force and the college's continued work on "My Citrus Story."

Edward C. Ortell, Member, Board of Trustees, congratulated our athletic teams for some very exciting fall sports events. Trustee Ortell complimented our players on their professional demeanor, and said these activities provide a great learning opportunity for students. Trustee Ortell also commented on the Campus Safety ribbon cutting ceremony, saying it was well done. He complimented Dr. Perri for the fine job she is doing in leading the college.

Trustee Ortell commented on the state budget situation and efforts taking place in the state to redefine the role of community colleges. He said it is important that community colleges remain comprehensive colleges. He said they will learn more on the implications of the state budget at the Community College League of California's annual convention this coming weekend.

MINUTES

Item 1: Moved by Trustee Keith and seconded by Trustee Rasmussen to approve the regular meeting minutes of October 19, 2010, as submitted. 5 Yes.

INFORMATION AND DISCUSSION

Bridges to Success Grant Update Presentation – Irene Malmgren, Ph.D. Vice President of Academic Affairs

Dr. Malmgren introduced Ms. Sylvia Smythe, Director of College Success. Ms. Smythe and Ms. Suzanne Martinez, Bridges to Success Project Coordinator, provided an update on the Bridges to Success Grant, including the six components of the program. Ms. Gina Hogan, Language Arts instructor and faculty mentor for the program, and Mr. Andrew Franco, Ms. Chelsea Lowe, and Ms. Jeannette Cabrera, students who work with other students as part of Supplemental Instruction, provided information and personal insights. Trustee Rasmussen commented on the Parent Ambassador component and the importance of parent involvement; Trustee Keith thanked faculty who spend time outside of the classroom to mentor students; and Trustee Ortell commented on the high unemployment numbers for returning veterans and inquired about the possibility of a component in Bridges to Success for veterans.

Campus Safety Report – Jeanne Hamilton, Ph.D., Vice President of Student Services

Dr. Hamilton introduced Ms. Martha McDonald, Dean of Students, who introduced Mr. Anthony Giannone, Campus Safety Supervisor; and Mr. Benjamin Macias, Campus Security Officer III, who presented an overview of the Campus Safety Report. The report indicates that crimes on campus are rare.

Administrative Procedure – AP 5070 Attendance – Jeanne Hamilton, Ph.D., Vice President of Student Services

INDEPENDENT CONTRACTORS

Item 2: Moved by Trustee Keith and seconded by Trustee Montgomery to approve the attached list of independent contractor/consultant agreements as submitted. 5 Yes.

FACILITY USE

Item 3: Moved by Trustee Keith and seconded by Trustee Montgomery to approve facility rentals and usage. 5 Yes.

BUDGET – WARRANTS – FINANCIAL STATEMENT, ETC.

Item 4: Moved by Trustee Keith and seconded by Trustee Montgomery to approve A & B Warrants for October 2010. 5 Yes.

Item 5: Moved by Trustee Keith and seconded by Trustee Montgomery to approve purchase orders for October 2010. 5 Yes.

SURPLUS PROPERTY

Item 6: Moved by Trustee Keith and seconded by Trustee Montgomery to dispose of the enclosed list of surplus items by exchange for value, private sale, sale at public auction by The Liquidation Company or donation to another public entity. 5 Yes.

PERSONNEL RECOMMENDATIONS

Item 7: Moved by Trustee Keith and seconded by Trustee Montgomery to approve the personnel actions with regard to the employment, change of status, and/or separation of academic employees. 5 Yes.

Item 8: Moved by Trustee Keith and seconded by Trustee Montgomery to approve the personnel actions with regard to the employment, change of status, and/or separation of classified employees. 5 Yes.

Item 9: Moved by Trustee Keith and seconded by Trustee Montgomery to approve the employment of short-term, non-academic employees and substitutes. 5 Yes.

BUDGET – WARRANTS – FINANCIAL STATEMENT, ETC.

- Item 10:** Moved by Trustee Rasmussen and seconded by Trustee Montgomery to approve the Quarterly Financial Status Report for the fiscal quarter ended September 30, 2010, and authorizing the forwarding of this report to the Chancellor's Office and the Office of the Los Angeles County Superintendent of Schools. 5 Yes.

CONTRACTS

- Item 11:** Moved by Trustee Keith and seconded by Trustee Montgomery to authorize the Director of Performing Arts to sign contracts for the 2011-2012 schedule of events for the Haugh Performing Arts Center. 5 Yes.

BOARD POLICIES

- Item 12:** Moved by Trustee Montgomery and seconded by Trustee Keith to approve the first reading of Board Policy BP 3540 Sexual Assaults on Campus. 5 Yes.
- Item 13:** Moved by Trustee Keith and seconded by Trustee Ortell to approve the first reading of Board Policies BP 3280 – Grants; BP 3715 – Intellectual Property. 5 Yes.
- Item 14:** Moved by Trustee Montgomery and seconded by Trustee Rasmussen to approve the first read of BP 7210 – Sabbatical Leave. 5 Yes.
- Item 15:** Moved by Trustee Rasmussen and seconded by Trustee Montgomery to approve the second read of BP 7602 – Evaluation: Supervisor/Confidential Employees. 5 Yes.

LIQUOR LICENSE

- Item 16:** Moved by Trustee Keith and seconded by Trustee Montgomery to approve the Citrus College Foundation applying for a one-day liquor license from the Alcohol Beverage Control agency to serve wine at the Foundation's private reception to be held December 10, 2010, from 6 to 8 p.m. on the Citrus College campus. 5 Yes.

CLOSED SESSION: At 5:25 p.m., Board President Woods adjourned the meeting to closed session per the following sections of the Government Code:

Per Section 54954.5(f) and 54957.6: CONFERENCE WITH LABOR NEGOTIATOR, ROBERT SAMMIS, DISTRICT CHIEF NEGOTIATOR — Employee Organization(s): Citrus College Adjunct Faculty Federation, (CCAFF) Local 6352 of the American Federation of Teachers; Citrus College Faculty Association/CTA/NEA (CCFA); and California School Employees Association (CSEA) Citrus College Chapter Local 101.

Per Section 54956.9: CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION AND CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

RECONVENE OPEN SESSION: At 6:14 p.m., Board President Woods reconvened the meeting to open session with no action taken.

ADJOURNMENT: At 6:15 p.m., it was moved by Trustee Keith and seconded by Trustee Montgomery to adjourn the meeting.

Date

Joanne Montgomery
Clerk/Secretary
Board of Trustees

For the supplemental documents as presented in this meeting, go to:
<http://www.citruscollege.edu/admin/bot/Documents/Board%20Meeting%20Agendas>