

## **CITRUS COMMUNITY COLLEGE DISTRICT**

### **AGENDA OF REGULAR MEETING OF THE BOARD OF TRUSTEES**

**MEETING:** Second Regular Meeting in November

**DATE:** Tuesday, November 17, 2009

**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**

Mrs. Susan M. Keith, President  
Dr. Gary L. Woods, Vice President  
Dr. Patricia Rasmussen, Clerk/Secretary  
Mrs. Joanne Montgomery, Member  
Dr. Edward C. Ortell, Member  
Ms. Karine Ponce, 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 does not address an agenda item.

##### **D. REPORTS**

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

**Irene Malmgren, Vice President of Academic Affairs**

**Jeanne Hamilton, Ph.D., Vice President of Student Services**

**Robert Sammis, J.D., Director of Human Resources**

**Carol Horton, Vice President of Finance and Administrative Services**

**Jack Call, Ph.D., Academic Senate President**

**Cathy Napoli, Classified Employees**

**Karine Ponce, Student Trustee**

**Members of the Board of Trustees**

**E. MINUTES**

1. **Approval of the Regular Meeting Minutes of November 3, 2009**

**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).**

## **G. INFORMATION AND DISCUSSION**

1. Introduction of Student Ambassadors – Jeanne Hamilton, Ph.D., Vice President of Student Services, & Martha McDonald, Dean of Students (Page 4)
2. Student Success Report – Lan Hao, Ph.D., Director of Institutional Research (Page 5)
3. Instructional Support Program Review: Study Abroad 2008-2009 – Irene Malmgren, Vice President of Academic Affairs (Page 6)
4. Program Plan for Extended Opportunities Programs & Services 2009-2010 – Jeanne Hamilton, Ph.D., Vice President of Student Services (Page 17)
5. Categorical Programs Program Review – Jeanne Hamilton, Ph.D., Vice President of Student Services (Page 33)
6. Financial Aid Program Review – Jeanne Hamilton, Ph.D., Vice President of Student Services (Page 129)

**CITRUS COMMUNITY COLLEGE DISTRICT**

TO:	BOARD OF TRUSTEES	Action	_____
DATE	November 17, 2009	Resolution	_____
SUBJECT:	Introduction of Student Ambassadors	Information	X
		Enclosure(s)	_____

BACKGROUND

The Student Ambassador Program was launched in the spring of 2005. The Student Ambassadors are the official student hosts of the college and represent the college at high school outreach functions, community and Foundation events and on-campus activities. To be considered for the position of ambassador, a student must submit an application, write an essay and participate in group and individual interviews. Ideal candidates are students who represent a cross section of the Citrus campus community. Martha McDonald, Dean of Students, will introduce the Student Ambassadors.

Ivon McCraven, Coordinator of School Relations  
Christina Alcaraz  
David Gonzalez  
Karen Ramirez  
Rebecca Mejia  
Karine Ponce  
Maggie Lin  
Austin Sefton  
Kelsey Fees

This item was prepared by Martha McDonald, Dean of Students.

RECOMMENDATION

Information only; no action necessary.

Jeanne Hamilton  
Recommended by

\_\_\_\_\_  
/\_\_\_\_\_  
Moved      Seconded

\_\_\_\_\_  
Approved for Submittal

Aye \_\_ Nay \_\_ Abstained \_\_

Item No.     G.1.

**CITRUS COMMUNITY COLLEGE DISTRICT**

TO:	BOARD OF TRUSTEES	Action	_____
DATE	November 17, 2009	Resolution	_____
SUBJECT:	Student Success Report	Information	X _____
		Enclosure(s)	_____

BACKGROUND

As follow-up to a data request from the California Community College Trustee Task Force on Student Success, Dr. Lan Hao, Director of Institutional Research, will present data regarding Citrus College Students. The following information is provided by age, ethnicity, gender and, for item 3, by degree and certificate type:

1. What are the overall success rates of District/College students over the last six years (by year)?
2. What are the overall retention rates of District/College students over the last six years (by year)?
3. How many degrees and certificates did your institution grant in the last six years (by year)?

This item was prepared by Linda Swan, Administrative Secretary II.

RECOMMENDATION

Information only, no action required.

Lan Hao, Ph.D.  
Recommended by

\_\_\_\_\_  
/\_\_\_\_\_  
Moved      Seconded

Aye \_\_\_ Nay \_\_\_ Abstained \_\_\_

\_\_\_\_\_  
Approved for Submittal

Item No. G.2.

**CITRUS COMMUNITY COLLEGE DISTRICT**

TO:	Board of Trustees	Action	_____
DATE	November 17, 2009	Resolution	_____
SUBJECT:	Instructional Support Program Review: Study Abroad 2008-2009	Information	_____ X
		Enclosure(s)	_____ X

**BACKGROUND**

The Study Abroad instructional support program has undergone the prescribed program review process based on a 6-year cycle and was approved at the September 14, 2009 Educational Programs Committee meeting and October 12, 2009 Steering Committee Meeting:

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

**RECOMMENDATION**

Information only, no action is required.

Irene Malmgren  
Recommended by

\_\_\_\_\_  
Moved / Seconded

Aye \_\_\_ Nay \_\_\_ Abstained \_\_\_

\_\_\_\_\_  
Approved for Submittal

Item No. G.3



# **INTERNATIONAL EDUCATION STUDY ABROAD**

## **Non-Instructional Program Review**

**Prepared by:**

**Lynn Jamison, Study Abroad Coordinator**

**Michael A. Hurtado, Dean of Social and Behavioral Sciences**

**Spring 2009**

## **NON INSTRUCTIONAL PROGRAM REVIEW INTERNATIONAL EDUCATION – STUDY ABROAD**

### **I. Introduction**

The purpose of Citrus College Study Abroad is to offer students the opportunity to pursue their educational objectives while living and studying in a foreign environment. Our study abroad programs help students gain an international perspective so they can become more effective citizens in an ever increasing global world. As students live in and learn to understand a different culture, they are challenged to re-examine themselves, their attitudes and their studies.

Citrus College Study Abroad supports the college mission in several ways:

- Courses offered through the study abroad program provide general, lower division course work leading to an associate degree in the arts or the sciences. Selected courses meet transfer requirements for any California State University (CSU) and University of California (UC) campus, as well as many private institutions.
- Courses typically include political, social and behavioral science, history, literature, art, theater, music and foreign language. Courses are selected to enhance the study abroad experience and maximize the benefits of living and studying abroad. Students have access to the computer lab in London and Salamanca and are able to enroll in a number of online course offerings to supplement the on-site classes.
- The study abroad global educational experience expands opportunities to college learners pursuing post graduate schools or professions.
- An increasing number of employers are seeking individuals who are multilingual, have international experiences, intercultural sensitivities, and a degree of global competence. Citrus College Study Abroad offers language immersion and an enriching program of extracurricular activities designed to augment the cultural experience.
- Participating faculty benefit from teaching abroad. Study abroad offers tremendous opportunities for professional growth. Teaching in another country is not only personally enriching, but instruction at the home school is enhanced by international experiences as knowledge is broadened and deepened. Well-traveled, knowledgeable professors can encourage students to study abroad and become global citizens of an ever-changing world.



## Program Description

Citrus College is the lead college of one of the largest study abroad consortiums in the state of California. The Southern California Foothills Consortium for Study Abroad (SCFC) has eleven participating colleges.

- Antelope Valley College
- Barstow Community College
- Citrus College
- Crafton Hills College
- MiraCosta College
- Mt. San Antonio College
- Mt. San Jacinto College
- Palomar College
- Rio Hondo College
- San Bernardino Valley College
- San Diego City College

Spring and fall semester programs are open to all students who have completed 12 units of transferable credit with a GPA of 2.5 or better. Winter and summer programs are open to high school graduates who are at least 18 years of age.

Students are able to live with a host or host family (homestay) in most locations. Homestay students have additional opportunities to be immersed in the language and culture of the country. Some locations also offer fully furnished apartment accommodations.

Our programs typically include airfare, accommodations, student services, medical and fee-refund insurance, field trips, excursions, and extensive social and cultural activities. Local transportation is provided when necessary and some programs include meal plans.

Students benefit from full-time professional student services staff. Student services staff members assist students with various needs abroad including health, safety and adjustment issues. In addition, they keep students informed of cultural and social events and help students make individual plans that complement academic interests.

Optional guided excursions to other countries are arranged to help students benefit from various cultural opportunities.

Experience and continuity are important aspects of successful study abroad programs. Students who attend our programs benefit from our years of experience.

- **Fall in London, England** - Fall 2009 will be Citrus College's 21<sup>st</sup> Semester in London, England. The London program is offered as a 10 or 13-week semester. Students enroll in 12 units of CSU/UC transferable classes. The London study center is located at the University of London Union (ULU). ULU

is a meeting place and facility for students from all University of London colleges.

- **Spring in Salamanca, Spain** - Spring 2010 will be Citrus College's 13<sup>th</sup> Semester in Salamanca, Spain. Salamanca is offered as a 13-week semester. Students enroll in 12-14 units of CSU/UC transferable classes. The Salamanca study center is located at the don Quijote Institute in the heart of Salamanca and within walking distance to student and faculty accommodations.
- **Summer in Europe** – Summer 2010 will be Citrus College's 9<sup>th</sup> summer in Europe. Our summer programs offer 3-6 units of CSU/UC transferable credit. Summer in Europe has previously been offered as a study tour visiting Salzburg and Vienna, Austria; Venice, Florence and Rome, Italy; and Athens, Greece. Summer 2010 will be our first on-site summer program in Florence, Italy.
- **Winter in Costa Rica** – Our winter study abroad program was added in January 2009, and we will be returning to Costa Rica winter 2010. The Costa Rican study center is located at Amistad Institute in Santa Barbara de Heredia, Costa Rica. Field trips and excursions offer students the opportunity to experience the natural history of the country from the Caribbean to the Pacific.
- **Additional Program Sites:** We offered study abroad programs in Guadalajara, Mexico in fall 1992, fall 1993 and summer 1994; Paris, France in summer 1995, spring 1996 and spring 1997; and summer in Beijing and Shanghai, China in summer 2007.

#### Program Organization

The Citrus College Study Abroad Program consists of the Study Abroad Coordinator, Lynn Jamison, who has over 18 years of experience coordinating study abroad programs. The program is overseen by the Dean of Behavioral and Social Sciences, Michael Hurtado, and receives clerical support from Citrus College student aides.

The program is supported by the Superintendent/President and the Vice-President of Instruction at Citrus College

Instructors for the spring and fall semester programs are selected each year by a quorum of Consortium Coordinators from the SCFC. Three instructors are generally selected for each fall and spring program.

Instructors for the winter and summer programs are selected by a committee established at Citrus College. One or two instructors are selected for the summer program and one for the winter program.

Study abroad faculty have the same minimum qualifications as all Citrus College instructors, but spring and fall semester instructors must be tenured prior to departure. Instructors entering the program receive an extensive faculty orientation to provide information on the country and city of study, school facilities and equipment, housing, transportation and cultural opportunities for faculty and students. Faculty handbooks are provided. Instructors are supported by faculty services staff on site, the Study Abroad Coordinator and Dean of Behavioral and Social Sciences at Citrus College. A lead instructor is selected to act as liaison.

The program coordinator attends conferences and workshops related to study abroad including safety and risk management for study abroad programs and NAFSA, an association of individuals worldwide advancing international education and exchange and global workforce development.

Over 2100 students have spent a semester studying and living abroad with Citrus College.

### Program Review Progress

This is the first program review for the Study Abroad Program. However, the Study Abroad Program has grown significantly since its inception in 1990.

Two programs were offered each year until summer 1999, when we established a summer study abroad program independent of the Consortium. Our first independent winter study abroad program was added in 2009, so we now have fall, winter, spring and summer study abroad programs each year.

We have expanded our course offerings to include distance education courses in spring and fall programs as computer labs with free Internet and email are now available on site.

## **II. Integration and Coordination with Other Programs**

Study abroad has very effective communication with other Citrus College departments. There is excellent coordination prior to departure, during the program and after the return to the U.S.

- Admissions and Records - Study abroad works closely with Admissions and Records to insure study abroad students are identified and students have completed the eligibility requirements for participation. Registration instructions specific to study abroad are sent to all students who are approved academically.

Participating students are entered into an Excel file and numbers per class lists are created for all study abroad courses.

Selected faculty meet with study abroad and records staff to assure all policies and procedures are understood and followed at the overseas campus. All

participating faculty return to Citrus College to turn in grade/roll sheets at the end of the semester.

- Counseling - The articulation officer reviews study abroad course offerings. Students meet with counselors to review selected courses and determine which courses meet their graduation and/or transfer requirements.
- Financial Aid – Financial aid processes students from all Consortium Colleges according to standard federal government requirements. Forms specific to study abroad packaging are distributed. Schedules and deadlines for payments to contractors are coordinated. FERPA forms are completed and necessary arrangements are made to insure checks can be cashed when students are abroad.
- Distance Education – Study abroad works with distance education to offer online classes most appropriate for study abroad locations. The study abroad coordinator works closely with distance education instructors to coordinate the proctoring and return of any required exams.
- Owl Bookstore – Textbooks for Citrus College study abroad courses are ordered based on the required textbooks for each course and each student's schedule. Books are packaged for students to purchase at study abroad orientation.

Study abroad does not have regular interaction with the Research Department or TECS.

Study abroad is open to all students who meet academic eligibility requirements. For all American students, attending a study abroad program is an unsurpassed opportunity for on-site learning, experiencing other cultures and personal growth. We encourage all students to take advantage of this enlightening, maturing, and life-changing experience.

The study abroad coordinator visits classrooms to advise and encourage students. These classroom visits regularly include career and life planning, college planning for today and tomorrow, and strategies for college success.

Study abroad provides confidence to students on financial aid who feel they could never afford this type of educational experience. We work with DSP&S to assist students who would like to participate but have special needs. Although it is difficult to offer some specialized services on a foreign campus, we can offer reduced course loads and work with our overseas providers to locate and provide specific support services abroad.

### **III. Program Self Evaluation**

Our study abroad programs offer unique academic and life-changing experiences for our students. Study abroad students develop skills and attitudes that stay with them for their lifetime. Students who develop a global perspective gain a competitive edge in the world marketplace.

International education has expanded opportunities to students applying to post graduate schools and increased scholarship opportunities.

Employers are looking for graduates who can communicate effectively with others and know the importance of cross-cultural understanding. Students who have lived and studied in other countries have an appreciation for different points of view and understand the nuances of culture. It may not be just another item on the resume, it may be the highlight of the interview.

The location of our study sites offers tremendous opportunities for cultural exchanges abroad.

Students in England study at the University of London Union and receive membership to the university. University of London Union is headquarters to more than 45 university societies which our students are able to join. These include cultural, political, religious and performing societies along with numerous recreational sports clubs.

Students in Spain study in the heart of Salamanca, where Spanish is the primary language, so that everyday life supports the experience of the classroom. Salamanca, due to its rich historic, artistic and cultural heritage, is considered one of Spain's most important cities. The mark of civilizations, some of which pre-date the Romans, can be found throughout the city. The University of Salamanca, founded in 1218, is one of the oldest and most renowned in Europe. Salamanca was awarded *Heritage of Mankind* by UNESCO and in 2001 the city was declared *European Capital of Culture*.

Our spring and fall programs both offer a weekly life and culture course. Interdisciplinary lectures are planned to give students a broad background to the meaning of British or Spanish culture and civilization. Presentations by local guest lecturers take a social, historical and cultural approach to contemporary British or Spanish society and examine traditions and institutions to help students understand the British or Spanish way of life.

Related field trips in London go to places such as the Houses of Parliament, Museum of London, National and Tate Galleries, and Shakespeare's Globe Theatre.

Spanish life and culture field trips visit museums, cathedrals, cinema, sporting events, music and dance performances and several historical and cultural sites including Avila, Segovia, El Escorial and the Valley of the Fallen.

Our summer programs in Austria, Italy, and Greece provide hands-on opportunities for students to study art history, music, and world civilization while experiencing some of the most beautiful and historical cities of Europe. Our students studied art history and music in Venice, Florence and Rome, Italy; art history and music appreciation in Salzburg and Vienna, Austria; art history and world civilization in Athens, Greece. Numerous outside excursions were included to enhance the program and course offerings.

Citrus College's summer in China program offered students the opportunity to study business in Beijing, China's capital; and Shanghai, one of the most important cultural, commercial, financial, industrial and communication centers of the world.

Winter in Costa Rica took students studying natural history to one of the most unique destinations in Central America. Students traveled to ecological and geological communities such as rainforests, cloud forests, tropical dry forests, and several national parks including Arenal Volcano National Park, Tortuguero National Park and Monteverde Cloud Forest.

#### Student Learning Outcomes and Assessment

Most study abroad students return with a different sense of values and a special appreciation of their own country and culture.

Many of our study abroad students returned to campus and joined student government, the honors society, PTK and AGS. Others have become involved in civic and community service and have assisted at risk children or participated in community clean up. One of our study abroad students was nominated Woman of the Year in 2005. Students who could not decide what they wanted to do in life found a new sense of purpose. Most became more concerned with international politics.

Student Learning Outcomes for our study abroad programs are:

- Increase students' understanding of global issues and cultural differences;
- Train students to communicate effectively in other cultures and enhance their understanding of other nations' values; and
- Inspire an appreciation for differences among other cultures and a deeper understanding of the values and perspectives of other people.

Each participating student will rate the various benefits of international education based on a matrix of 1-5. This data will be collected and graphed.

#### **IV. Effective Practices**

Our contractor, the American Institute for Foreign Study (AIFS), was founded in 1964 and has more than 40 years of experience in organizing study abroad programs. Over one million participants have studied abroad through AIFS programs.

Our student homestays and apartments are carefully selected and transportation to and from school is provided if necessary. AIFS provides well educated, experienced student services staff. Medical insurance is included for all participating students. Group airfare is provided with airport pickup and return.

Computer labs in London and Salamanca offer free Internet and email to our students. Technology is continually assessed and updated.

At least one Citrus College administrator completes a site visit each semester to insure that the program continues to meet our expectations. Site visits enable us to evaluate new apartment or homestay accommodations and locations, meet new staff and homestay hosts, and interview students and faculty on site.

The Study Abroad Program currently surveys every student upon return from their semester abroad to gather feedback regarding their experience. Students are asked questions relating to the program, i.e. "Do you feel study abroad is a great educational experience? Why?" 100% of the spring 2009 students responded positively.

Quotes included:

"Best experience of my life."

"My character has been enriched."

"I learned inside and outside the classroom."

"Every day is a new learning experience."

"It's a real life experience."

"There is nothing like experiencing countries and their traditions first hand."

"It is a great way to learn a new culture and language."

Program components such as life and culture lectures, related field trips, walking tours, excursions, accommodations, school facilities and quality of instruction are currently rated on a scale of 1-10. The results of the student surveys are available for review.

## **V. Opportunities for Improvement, Recommendations and Needs Identification**

The input provided by the student surveys is used to improve program components and future offerings of the Study Abroad Program.

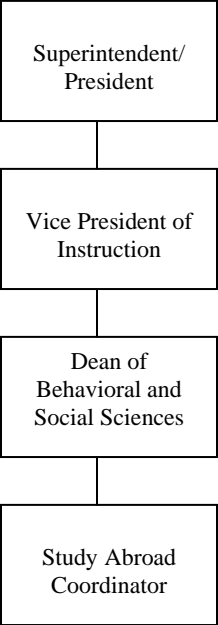
In future semesters the Study Abroad Program, in cooperation with the Office of Institutional Research, will enhance the existing feedback mechanism to include the philosophy and criteria related to international education. The value of the experience from the student's perspective will incorporate the following measures:

- Increase students' understanding of global issues and cultural differences;
- Train students to communicate effectively in other cultures and enhance their understanding of other nations' values; and
- Inspire an appreciation for differences among other cultures and a deeper understanding of the values and perspectives of other people.

Students will rate the various benefits of international education based on a matrix of 1-5. We will collect and graph this data and use the results for program improvement.

As the condition of the California budget improves, we hope to add programs in other locations. In addition, we would like to be able to offer study abroad scholarships.

**ORGANIZATIONAL CHART**





**CITRUS COMMUNITY COLLEGE DISTRICT**

TO:	BOARD OF TRUSTEES	Action	_____
DATE	November 17, 2009	Resolution	_____
SUBJECT:	Program Plan for Extended Opportunities Programs & Services 2009-2010	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 2009-2010 for an estimated 576 Citrus students that will participate in the EOP&S program. Citrus College has received a categorical allocation of \$597,727 with a local District contribution of \$122,360 to provide EOP&S services for the 2009-2010 year.

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

RECOMMENDATION

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  
 2009-10  
 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 the 2009-10 budget cuts

Full-time Director waiver was approved in 2008-09

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

X
X
X
X

Waiver requested; provided by college

X
NA*
X
X
X
X
X

- EOPS Recruitment/Outreach Services
- EOPS Orientation Services
- EOPS Priority Registration Services
- Testing/Assessment Services
- Counseling and Advisement Services
- EOPS Basic Skills Instructional Services
- EOPS Tutoring Services
- EOPS Transfer Services
- 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): _____

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**1.4 EOPS Allocation for 2009-10: \$ 597,727**

**Proposed District Contribution for 2009-10: \$ 122,360**

**Proposed ARRA funds for 2009-10 (if known): \$ 62,514**

**Proposed District Backfill funds for 2009-10 (if known): \$ 0**

**Proposed "flexible" categorical funds for 2009-10 (if known): \$ 0**

**Number of EOPS students planned to be served in 2009-10: 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 of Counseling  
 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: \_\_\_\_\_

# PART 3

## 3.1 Year-End Report for Prior Year (2008-09)

Please provide the requested outcomes and a brief narrative of your program accomplishments in 2008-09, including but not limited to the following information: 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.

No. of Students Planned to Serve:	1,053
No. Graduated:	82
No. Transferred:	35
No. AA/AS degree:	65 A.A. 29 A.S
No. Certificates:	10

No. of Students Served:	1,022
No. Persisted:	SP08 ->FA08 = 56.17% FA08 ->SP09 = 66.80%
No. On Honors:	13*
<i>Other - pls specify No.</i>	
<i>Other - pls specify No.</i>	

Narrative of Program Accomplishments for 2008-09:

\*Honors reported only for students who graduated and/or transferred during the 08-09 academic year. Honors statistics for continuing students not readily available.

See attached pages.

## **EOP&S Student Population**

During the 2008-2009 academic year, EOP&S/CARE at Citrus College served a total of 1,028 students. Hispanic students remain the largest ethnicity represented (see chart 2). Filipino students are the lowest percentage of students served by the program. The majority of EOP&S/CARE students are female (67%) and are high school graduates (87%).

The number of students who state “transfer” as a goal is down slightly from last year (-1.26%). There is a corresponding increase in students who state vocational skills as their educational goal (+2%). We suspect these changes are in response to changes in the economy.

The percentage of EOP&S students also served by DSP&S decreased slightly from 7.24% in 07-08 to 5.99% in 08-09.

## **Student Academic Performance and Retention**

The number of EOP&S/CARE students on academic probation continues to be of great concern. At the end of spring 2009, 126 continuing EOP&S students were identified as having a GPA of 1.99 or less. Information for the fall 2008 term could not be generated because the college was transitioning to a new student services program (Banner). With the transition complete, probation reports will be generated for both terms in the current academic year.

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. Additionally, the college has begun dismissing students who have been on academic probation for two consecutive semesters. Students are now being held accountable for not passing classes and there are tangible consequences in place that may be deterring them from continuing with this pattern.

## **Outreach and Recruitment**

The EOP&S/CARE outreach and recruitment program continues to be one of the most successful on campus. EOP&S/CARE staff participates in a variety of internal recruitment activities including “Parent Night,” “Welcome Day,” and “Early Decision.” External recruitment activities include regular visits to local high schools, and presentations to foster youth group classes. EOP&S/CARE staff excels at recruiting for the program and for the college. This is evident by the surge of requests from schools outside of our district inviting the EOP&S program to present on their campus.

Applications to EOP&S have increased 20% over the last two academic years (chart 3). The percentage of eligible applicants has remained fairly consistent despite the overall increase in applications (chart 4). We expect a significant dip in these figures for 09-10 as the number of students applying increases and the funding decreases.

The EOP&S/CARE staff played an active role in assisting the college with administering application workshops to high school students. The majority of applicants to EOP&S are high school students applying for the fall semester immediately following graduation.

### **Summer Bridge**

The purpose of Summer Bridge is to assist incoming high schools students with their new transition to college, and to provide the students with the tools and skills that help promote academic success.

Summer Bridge has grown significantly over the last four years (see chart 5). This six-week program consisted of three class sections and a total of 80 participants. Seventy-four (92.5%) of the participants went on to enroll at Citrus in fall 2008, and twenty-two (29.7%) of those who enrolled became active participants in EOP&S.

In addition to developing important study skills, the students toured UCLA and Cal Poly Pomona. The students also visited the Museum of Tolerance as part of the course's component on diversity and cultural awareness.

### **Transfer Activities**

EOP&S and CARE participated in a variety of transfer events, workshops, and university tours to promote and emphasize transfer opportunities. A major component of EOP&S/CARE's transfer services is the Assisting Citrus Transfers (ACT) program. ACT works with the Transfer and Career Center to promote, offer and educate EOP&S/CARE students about options for transferring and the benefit of obtaining a bachelor's degree. The 2008-2009 activities included:

#### *UCLA TAP Conference*

This one day conference gives students the opportunity to engage with UCLA transfer students, faculty and staff. Students attend practical workshops; meet with UCLA academic counselors and with student program representatives. Of the twenty-five students who participated in this year's conference, sixteen were EOP&S students.

#### *Transfer Task Force Meeting*

The Director of EOP&S/CARE is an active member of the Transfer Task Force Committee. The charge of the committee is to discuss transfer activities on campus as well as opportunities for increasing transfer rates among historically underrepresented populations.

### Cal Poly Pomona Tour

On Friday, May 1, 2009, twelve CARE students and two staff traveled to Cal Poly Pomona to participate in a campus tour and learn more about the Women's Resource Center. The center offers support to CalWORKs students enrolled at the university. The students were also able to hear from two Cal Poly students who transferred from other local community colleges and will be graduating with a four-year degree in the near future.

### Northern Tour

This was the second year Citrus College organized a Northern Tour. Students were bused to Northern California and toured universities over the course of one week. Students visited seven different campuses which included UC Santa Cruz, San Francisco State, UC Berkeley, UC Davis, Sacramento State, UC Merced and Fresno State. Students explored programs and services at each institution, received admission information and networked with university students that transferred from Southern California community colleges. Of the fifty students that participated, sixteen were EOP&S students.

### UCLA Buddy Day and UCLA Peer Mentor

EOP&S staff helped the Career & Transfer Center recruit students for UCLA Buddy Day and the UCLA Peer Mentor project. UCLA Buddy Day provides community college students with the opportunity to visit the UCLA campus and shadow current UCLA students who transferred from community colleges. The objective is to develop first-hand experience on the true life experience of a Bruin. The Career & Transfer Center also arranged for a UCLA Peer Mentor to meet with perspective students on our campus. EOP&S actively referred students to meet with the peer mentor who offered guidance and support to all UCLA-bound students.

## **Collaboration with other Departments**

### Financial Aid

EOP&S and CARE continue to work very closely with the financial aid office. During the 2008/2009 academic year, financial aid fully implemented Banner software. EOP&S and CARE staff was trained and directly responsible for entering information regarding services provided by both programs (book awards, grants, meal tickets, etc.) into Banner financial aid forms. The ability to enter this information in a timely fashion has helped avoid over-awarding students.

EOP&S and CARE staff also used the new software to review and determine if applicants have the necessary financial disadvantage to be considered for the program. The ability to review this information directly has greatly increased the efficiency of our application processing and enabled us to inform students of their status more quickly.

### Disabled Students Programs and Services

EOP&S counselors continue to communicate with DSPS counselors in determining the appropriate course load for DSPS students. The faculty and staff from both programs have done a tremendous job in making students aware of having a reduced course load form completed in DSPS so that they may receive services in EOPS if they are not enrolled full time. EOP&S counselors make referrals to students who may possibly benefit from participating in the DSPS program.

### Office of School Relations

EOP&S collaborated with the high school relations coordinator and other departments during 2007/2008 to once again offer "Early Decision Days." Early Decision was a successful recruitment campaign launched in spring of 2007 that targeted graduating students from several district high schools. EOP&S counselors and staff participated in the organization of the day-long visits and were given the opportunity to meet with many potential EOP&S students. Many of these students went on to participate in EOP&S Summer Bridge after graduation.

### Diversity Activities

EOP&S and CARE co-sponsored and/or promoted various activities associated with increasing cultural awareness and diversity on campus to include: Dr. Terrence Roberts of the "Little Rock Nine," "Día de los Muertos," "Cinco de Mayo," educator, Mr. Sal Castro, and a panel of successful African-Americans during Black History Month. EOP&S and CARE worked with the Associated Students of Citrus College, the Latina Leadership Network, and the Umoja program on campus to continue to support and expose students to culturally diverse events.

### **CARE**

The CARE program continues to refine and readjust services to meet the needs of the students. In addition, CARE staff is continuously working to ensure the program is functioning in full compliance with state regulations and mandates. The director and CARE coordinator consistently seek valuable guidance and assistance from the State Chancellor's Office staff as questions and concerns arise.

In fall 2008, the CARE Point System was implemented. This new point system allows CARE students to earn points by attending CARE sponsored events and activities. These events and activities are ideal for our single-parent students. Such events include specialized workshops, a recognition ceremony, the annual Winter Workshop and we also offered a discussion forum during the fall 2008 semester where students were able to convene and talk about issues specific to CARE, CalWORKs and GAIN. Students who complete all EOP&S contacts, successfully complete at least 9 units, have a 2.0 GPA or better and who earn ten points during the course of the semester are eligible to receive a CARE grant at the end of the term. At the end of fall 2008, thirty-four students received a CARE grant in the amount of \$380. After the spring 2009 semester, twenty-nine students received a CARE grant in the amount of \$380 while nine CARE students received a reduced grant of \$250. This new CARE Point System was modeled after another CARE

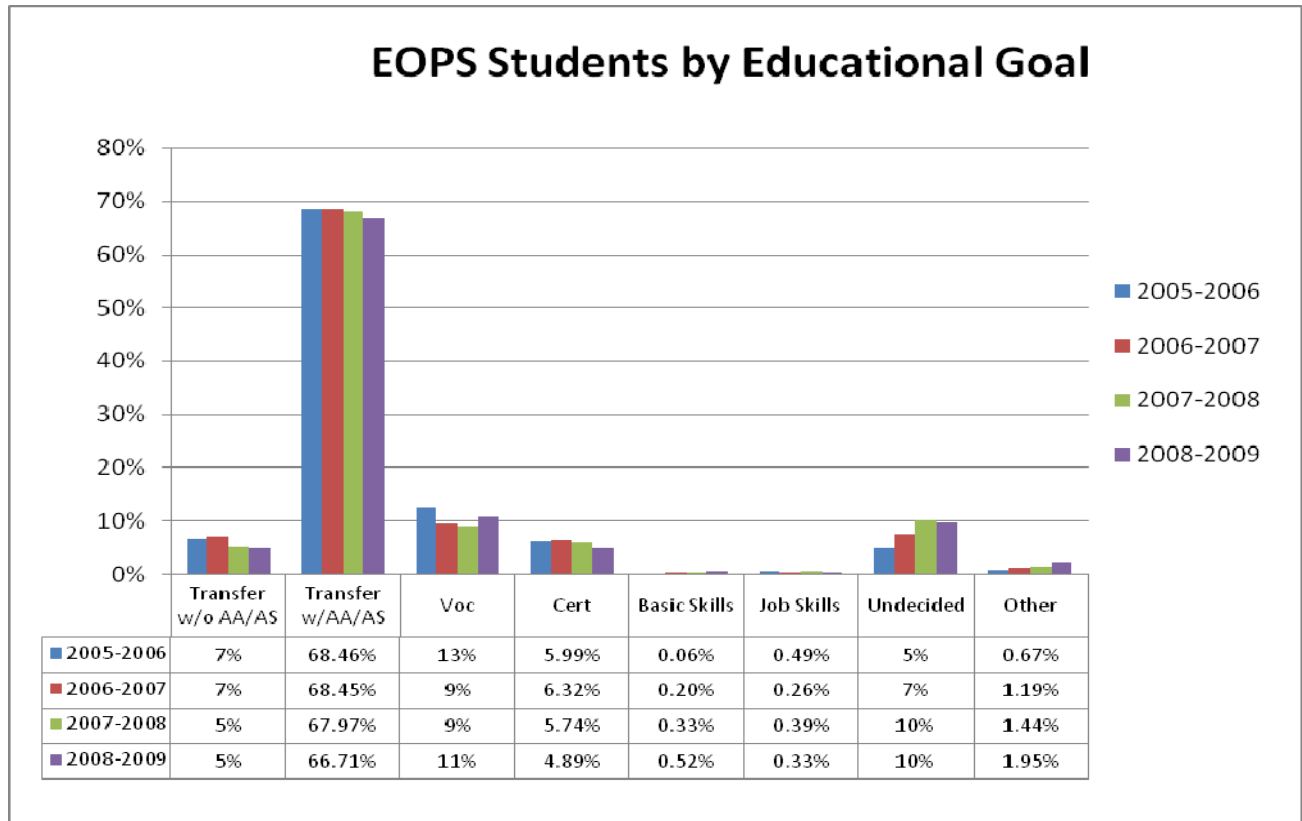


program's point system in Region VIII. We found that this system was accepted well by students and it helped increase CARE student participation in activities and events sponsored by EOP&S/CARE. We plan to continue serving students using this new policy in the coming semesters.

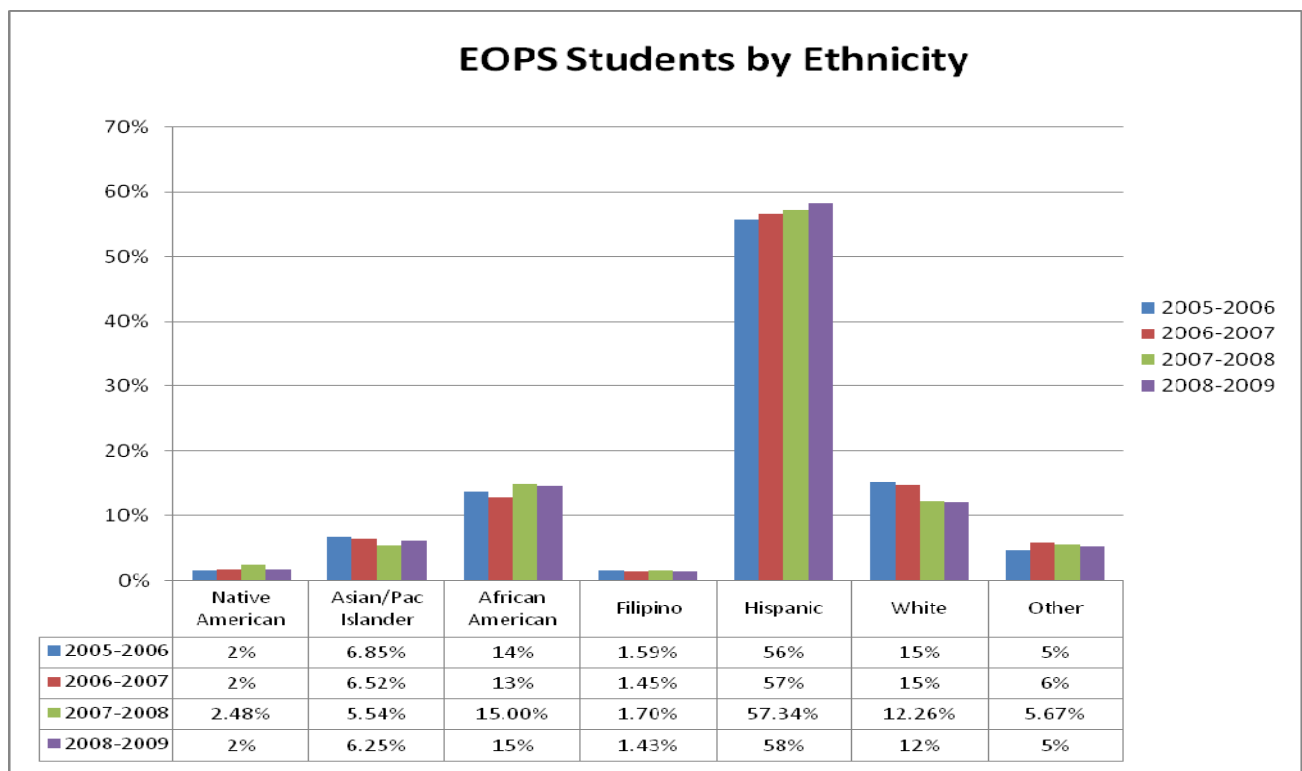
In May 2008, a Site Visit was conducted at Citrus College. As a result, a recommendation was made for this CARE program to implement a process that eliminates self-certification by students for program eligibility. CARE staff immediately drafted a form that models the form used by College of the Desert, and effective use of this *Untaxed Income Verification Form* started July 1, 2008 in preparation for the fall 2008 term.

With the implementation of these two policies, the CARE program at Citrus College continues to move forward as a vital and effective support service for eligible single-parent students.

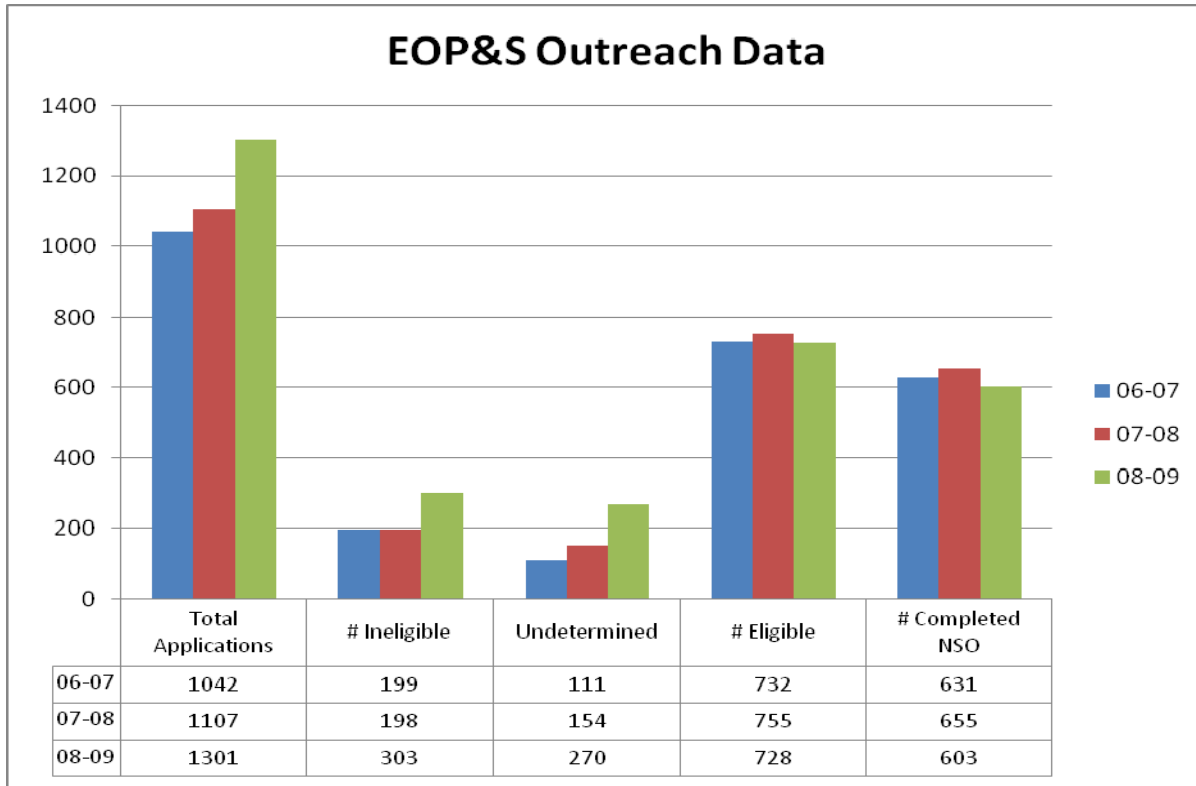
**CHART 1**



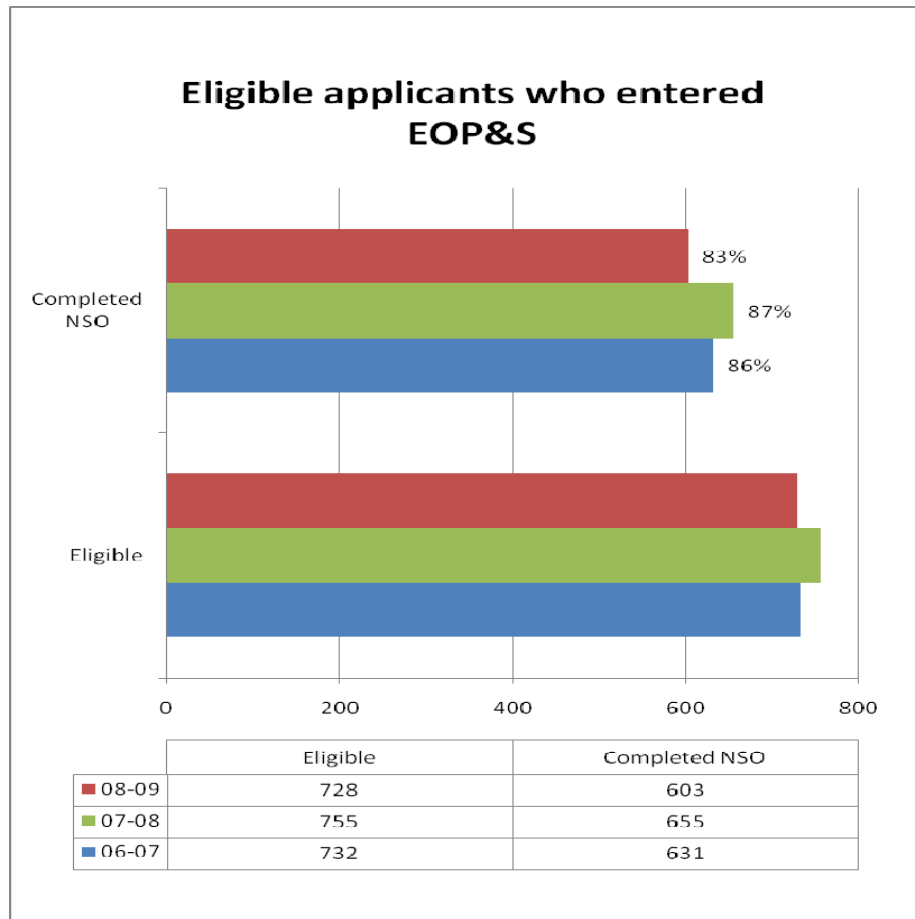
**CHART 2**



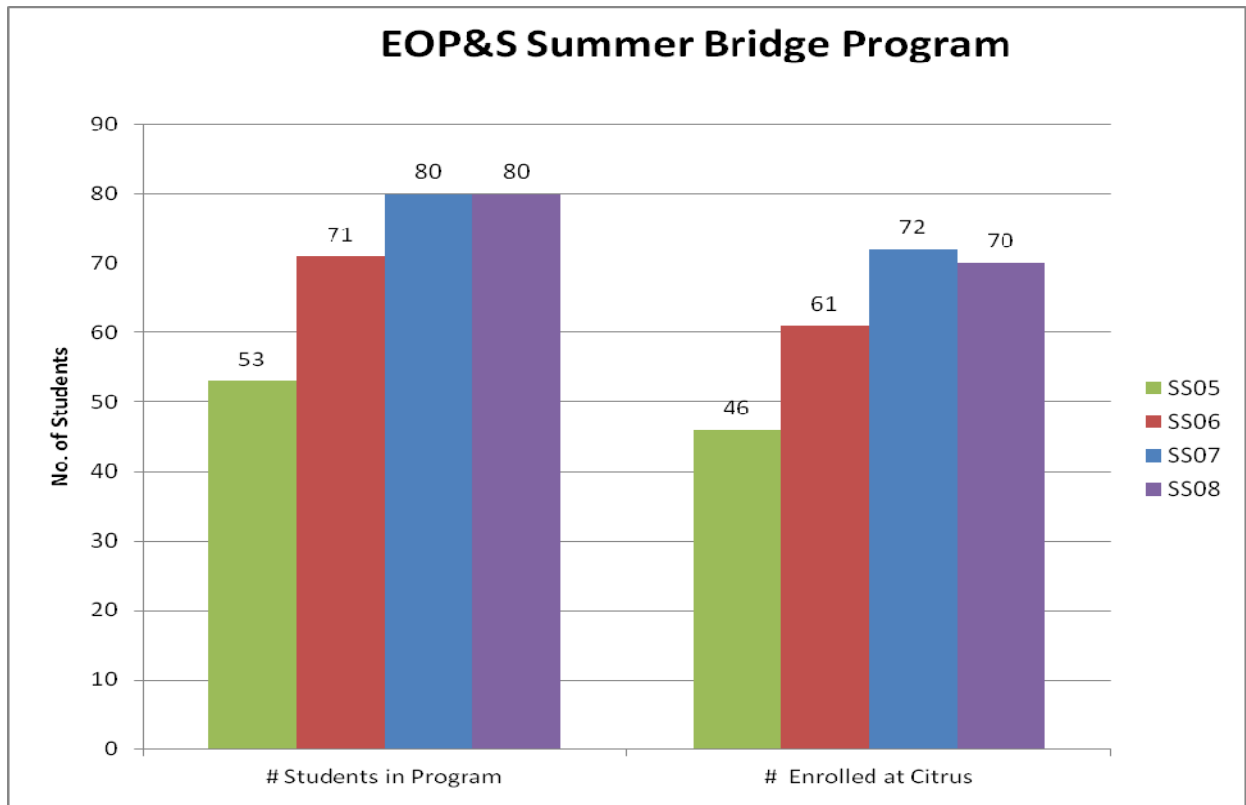
**CHART 3**



**CHART 4**



**CHART 5**



## EOP&S/ CARE PROGRAM HIGHLIGHTS 2008-2009

### A. Staffing and Re-organization

Interim Director	Art Briones	August, 2008 – November, 2008
Director	Sara Gonzales-Tapia	January, 2009 - present

### B. Staff Development

September	Chancellor's Office Training	Joanne Hinojosa
October	CSU & UC Counselor Conferences	Janet Robinson, Natalie Mendoza
	CCCEOPSA Annual Conference	Natalie Mendoza
February	Region 8 Staff Development	
April	Chancellor's Office Technical Training	Sara Gonzales-Tapia, Joanne Hinojosa,
	Student Leadership Conference	Joanne Hinojosa, Marisela Guzman, 13 students
	Northern Tour	Sylvia Pinedo
May	Ensuring Transfer Success Conference	Janet Robinson

### C. Aid to Students

Financial Aid:	EOPS Book Service Awards:	\$294,997
	CARE Book Service Awards:	\$ 19,652
	EOPS student Supplies	\$ 23,151
	CARE Student Supplies	\$ 6,136
	CARE Grants:	\$ 26,500
	AY Total Aid:	\$ 370,436

### D. Events

		Event Type
July, 2008	Summer Bridge	Outreach/Recruitment
November, 2008	Region 8 CARE conference	Retention
December, 2008	CARE/CalWORKs Winter Workshop	Retention
April, 2009	Northern Tour	Transfer Activities
June, 2009	Student Recognition Ceremony	Retention

### E. EOP&S/CARE Committee Participation

EOP&S/CARE Committee Participation	Participant(s)
Hiring Committees	Various Staff
Student Services Committee	Director/Supervisor
Student Equity Implementation Committee	Director/Supervisor
Transfer Task Force Committee	Director/Supervisor
High School Recruitment Committee	Director/Supervisor
EOP&S Advisory Committee	All staff
Region VIII CARE Coordinators	Supervisor
Region VIII Director's Meetings	Director
College Success Committee	Director
Accreditation Committee	Supervisor, Administrative Clerk
Physical Resources Committee	Administrative Clerk

## Accomplishments for 2008-2009

GOAL	Progress
<p><b>1. Academic Progress</b> To reduce the number of students on Probation/Dismissal EOP&amp;S/CARE will identify students whose academic progress is less than satisfactory. This population will be required to meet with a counselor who will determine the necessary services that will enhance student success. This effort will be coordinated with the college's Early Alert System, Admissions and Records, and the EOP&amp;S individual student Progress Reports.</p> <p><b>2. Probation</b> In collaboration with Admissions and Records a list of all EOP&amp;S/CARE students whose grade point average is below 2.0 will be generated. These students will be required to participate in a workshop designed to address the understanding of academic probation and self-defeating behaviors that impact academic success.</p> <p><b>3. Tutorial Services</b> To collaborate with the Technology and Computer Services Chief Technology Officer and the Learning Center Coordinator in developing and implementing the utilization of SARS for tracking tutorial contacts by EOP&amp;S students.</p> <p><b>4. Appointment Time</b> Investigate with the Technology and Computer Services Office the feasibility of utilizing the SARS-GRID for fifteen minute increments (appointments). This will allow needed flexibility in appointment times for counseling, particularly for new students and will ensure that EOP&amp;S/CARE is providing services "above and beyond" as required by Title V state regulations.</p> <p><b>5. Counseling Class</b> Explore, review and implement a counseling course appropriate for EOP&amp;S/CARE students to be offered once each semester of the school year, to begin fall 2009.</p>	<p>EOP&amp;S/CARE students on probation were identified from the EOP&amp;S/CARE database as well as through Admissions and Records. EOP&amp;S/CARE counselors, along with the Interim Director, met to discuss the content of the hour long appointment and probation workshops for EOP&amp;S/CARE students. Study skill material gathered from the Early Alert Counselor along with checklists and policy forms created by EOP&amp;S/CARE Counselors were used in the workshops and probation appointments. The focus was to work closely with the students subject to dismissal.</p> <p>One hundred twenty six (126) EOP&amp;S/CARE students were identified in the SS 08 as probation students. Students were sent a letter explaining their status and were encouraged to attend a probation workshop. If the student was unable to attend a workshop, they were given the option of scheduling an appointment with a counselor. Students that attended the workshop were also encouraged by the counselor to schedule a follow up appointment for more assistance. There were 145 duplicated students that attended a workshop or had a counseling appointment.</p> <p>Preliminary discussions took place between the Interim Director of EOP&amp;S/CARE, the CIO and Coordinator of the Learning Center to explore the possibility of using SARS for tracking EOP&amp;S/CARE students tutoring services. However, in SP 09 the new Director of EOP&amp;S/CARE hired English and math tutors to work with students in the EOP&amp;S office. Therefore, the discussions to track students in SARS did not continue.</p> <p>Preliminary discussions took place between the Interim Director of EOP&amp;S/CARE and TeC Services regarding changing the SARS appointment slots to 15 minute increments. It appeared that changing the appointment slots is possible; however, the student's history in SARS could potentially be lost. The new Director of EOP&amp;S/CARE will continue to investigate other options in order to offer "over and above" counseling services to EOP&amp;S/CARE students.</p> <p>The EOP&amp;S/CARE Counselors would like to offer a 1 unit COUN course such as COUN 158 or 156 to EOP&amp;S/CARE students. There is also a need to offer the COUN 160 course for CARE students once again. Due to the on-going reduction of counseling classes, fall 2009 was not a realistic semester in which to offer the course.</p>

**6. Student Education Plan (SEP)**

The Director of EOP&S/CARE and CalWORKs will actively review student education plans to ensure consistency of a comprehensive, long-term sequence of courses from the date of creation to the date of completion as required by Title V state regulations. On-going training to certificated counselors will be provided to ensure consistency and accuracy. The SEP will be reviewed and/or revised by certificated counselors for comprehensiveness.

**7. Transcripts**

Continue to support, assist, encourage, and collaborate with the Technology and Computer Services Chief Technology Officer, the Vice President of Student Services, the Dean of Counseling, and the Dean of Admissions and Records in the development of student transcripts that is error free and similar in content to transcripts available prior to the implementation of Banner.

**8. Research**

In collaboration with the Institutional Research Director, institute a study comparing the success rates of EOP&S and non-EOP&S students in Math and English for the for the academic year 2007-2008.

Both the Interim Director and current Director of EOP&S/CARE monitored student's files for completion of comprehensive SEP's. This will be an ongoing process to ensure SEP's include all courses required for the completion of the student's educational goal. Training on SEP issues were held throughout the 08-09 year for Counselors and Advisors.

EOP&S/CARE staff received training to identify transcripts that have Legacy holds. An internal system was developed to ensure that these transcripts were submitted to Admissions and Records for correction. EOP&S/CARE staff consistently communicates with A&R staff to identify the errors found on transcripts.

The report was completed in SP 09 and included the following courses, ENGL 30, ENGL 40, ENGL 100, MATH 17, MATH 20, MATH 29, and MATH 130. Course success is defined as students achieving either A, B, C, or CR at the end of the semester. Grades such D, F, W, NC, on the other hand, were counted as unsuccessful. Three academic years, the 2005-2006, 2006-2007, and 2007-2008 academic year were included in the data analysis. EOP&S students had a lower overall success rate in the included English and Math courses for all the three academic years in comparison with the Non-EOP&S students, with few exceptions. EOP&S students had a higher success rate in Math 130 and English 100 in certain semesters.

## GOALS for 2009-2010

GOAL	Due Date
<p><b>1. Research</b> In collaboration with the Director of Institutional Research, study the effectiveness of EOP&amp;S/CARE services such as probation workshops and mandatory contacts. Additional studies should also evaluate the retention, persistence, graduation and transfer rates of EOP&amp;S/CARE students.</p>	<b>Spring 2010</b>
<p><b>2. Database</b> 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&amp;S/CARE reports. This new database would replace the legacy database currently used in EOP&amp;S.</p>	<b>Spring 2010</b>
<p><b>3. Community Outreach</b> Explore partnering with local community organizations to solicit support for EOP&amp;S/CARE events in the form of workshop facilitators, monetary contributions and in kind donations.</p>	<b>Spring 2010</b>
<p><b>4. Student Learning Outcomes</b> Assessment of the EOP&amp;S/CARE Student Learning Outcomes has been stagnant with the change of Directors over the last year and half. The focus this year will be to evaluate the current SLOs and determine if they need to be modified and/or develop new ones.</p>	<b>Spring 2010</b>



**CITRUS COMMUNITY COLLEGE DISTRICT**

TO:	BOARD OF TRUSTEES	Action	_____
DATE	November 17, 2009	Resolution	_____
SUBJECT:	Categorical Programs Program Review	Information	X
		Enclosure(s)	X

BACKGROUND

The categorical programs have completed the prescribed program review process for non-instructional programs based on a 6-year cycle.

The categorical programs – credit matriculation, noncredit matriculation, DSP&S, EOP&S, CARE and CalWORKs – were reviewed in Spring 2008 during a categorical program review and technical assistance site visit conducted by the Chancellor’s Office. The categorical programs program review document was approved by Steering on October 12, 2009.

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

RECOMMENDATION

Information only; no action required.

Jeanne Hamilton  
Recommended by

\_\_\_\_\_  
Moved / Seconded

Aye \_\_\_ Nay \_\_\_ Abstained \_\_\_

\_\_\_\_\_  
Approved for Submittal

Item No. G.5.

# **Categorical Programs Self-Evaluation**

**For:**

**Citrus Community College District**



**Report Date: November 7, 2007**



**California Community Colleges  
Student Services and Special Program Division**

## Signature Page

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Address: 1000 West Foothill Boulevard  
City, State, Zip: Glendora, CA 91741-1899

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Director, CalWORKs

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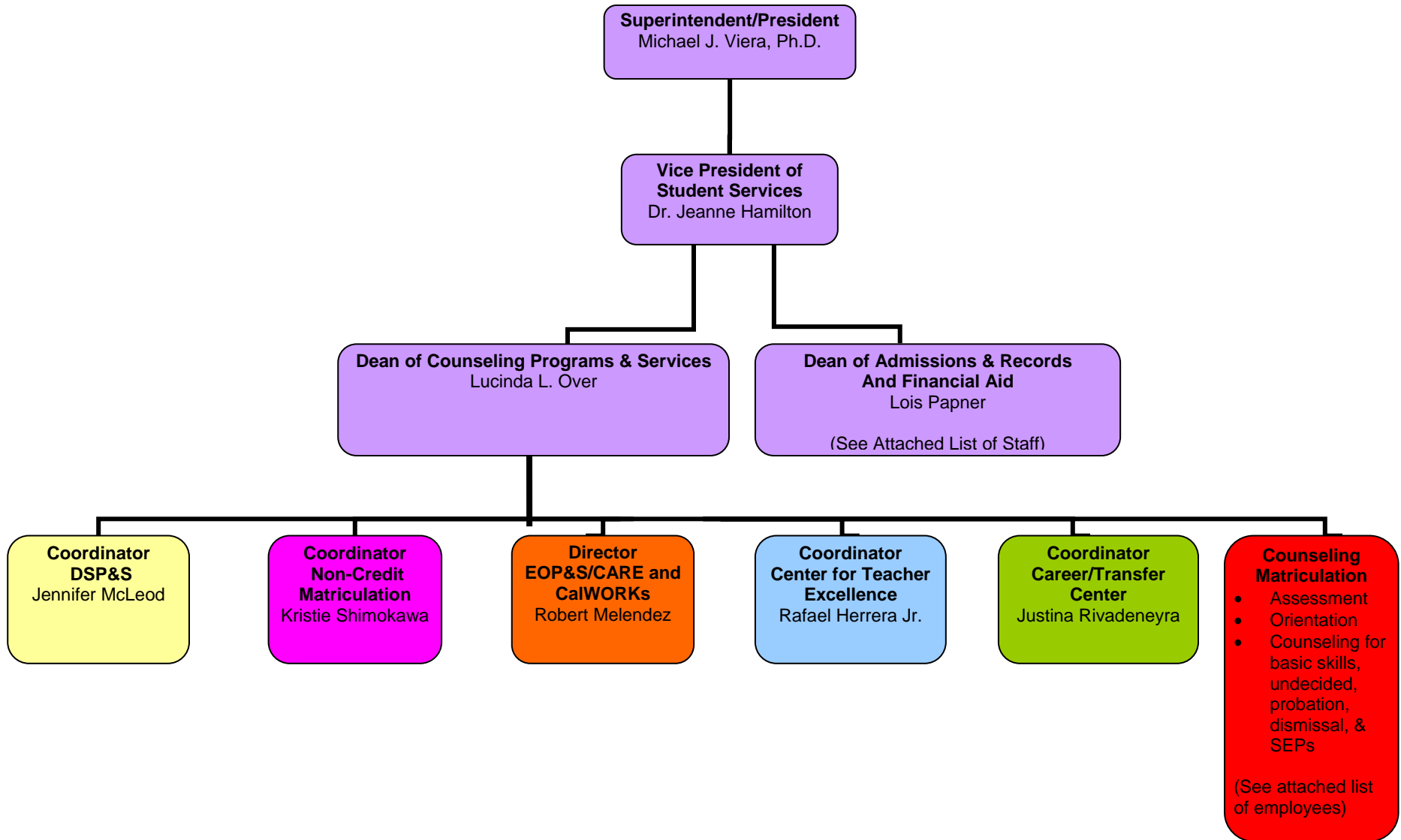
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**All Programs Section VII (attachments)**.....

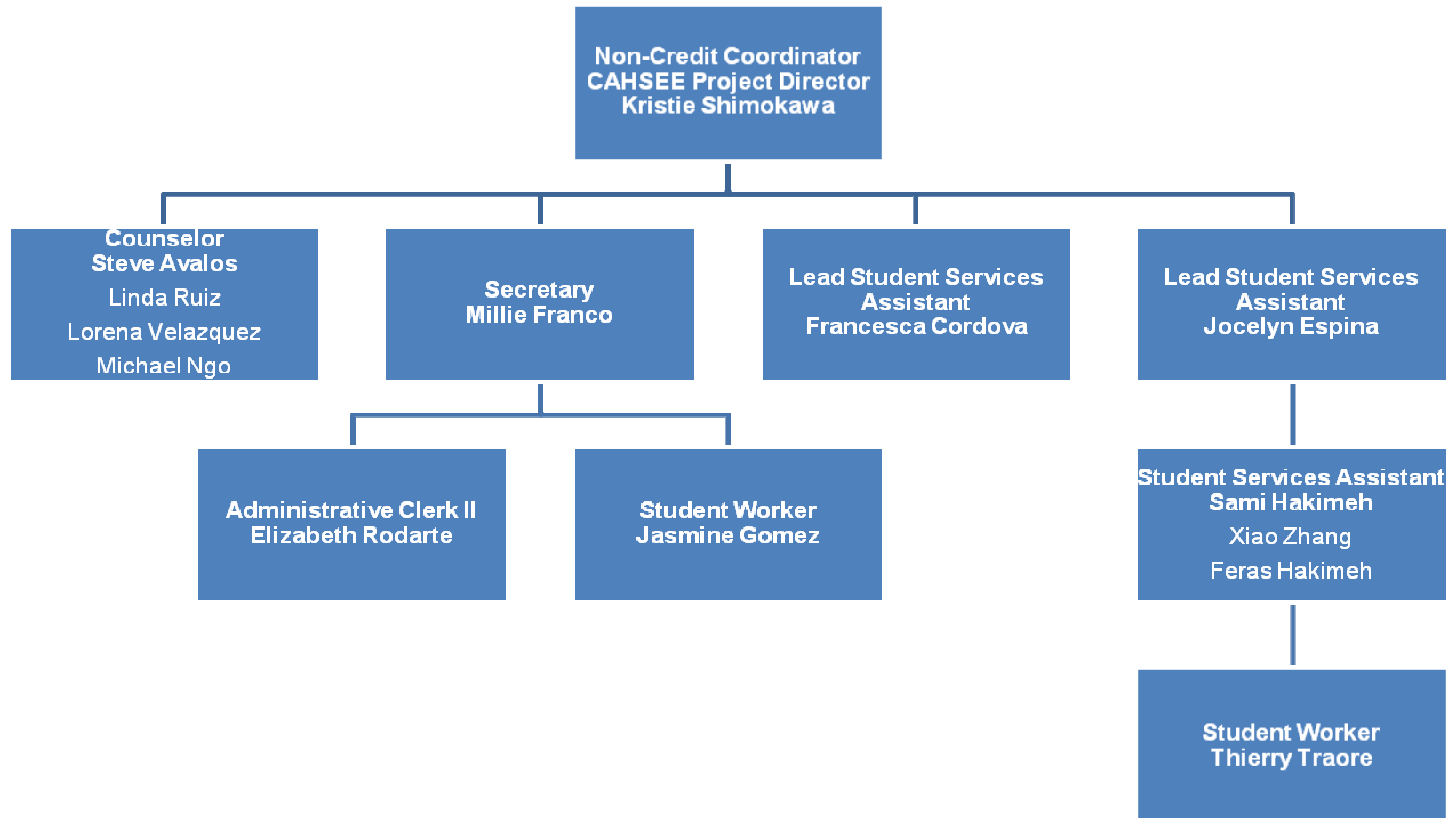
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    - 7. DSP&S SLOs
  - E. CalWORKs
    - 1. County verification form for cash assistance.
    - 2. List of what is maintained in a student file.
    - 3. List of county approved degree and certificate programs.
    - 4. Forms used in CalWORKs (i.e. eligibility verification, intake/needs assessment, SEP, student class schedule, CalWORKs progress review, workability agreements).
    - 5. CalWORKs SLOs

# Categorical Programs Organizational Charts

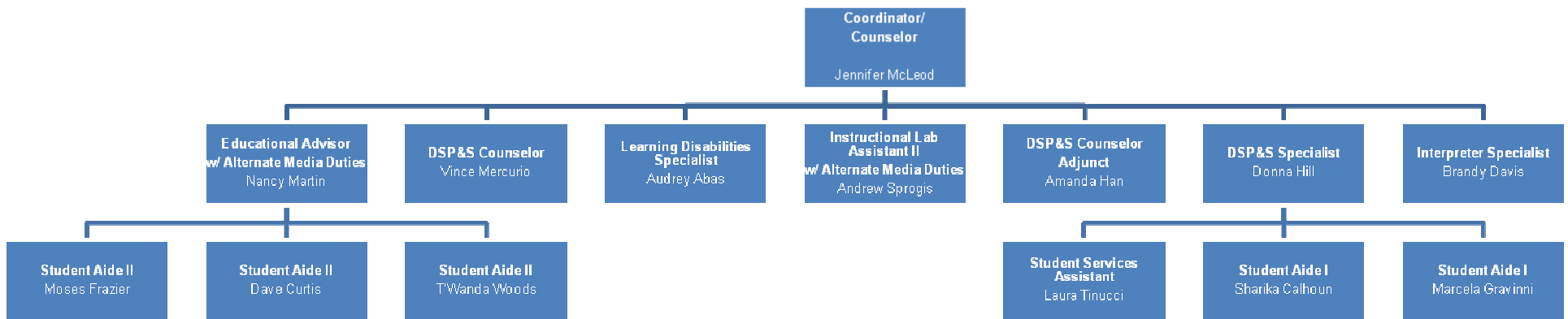




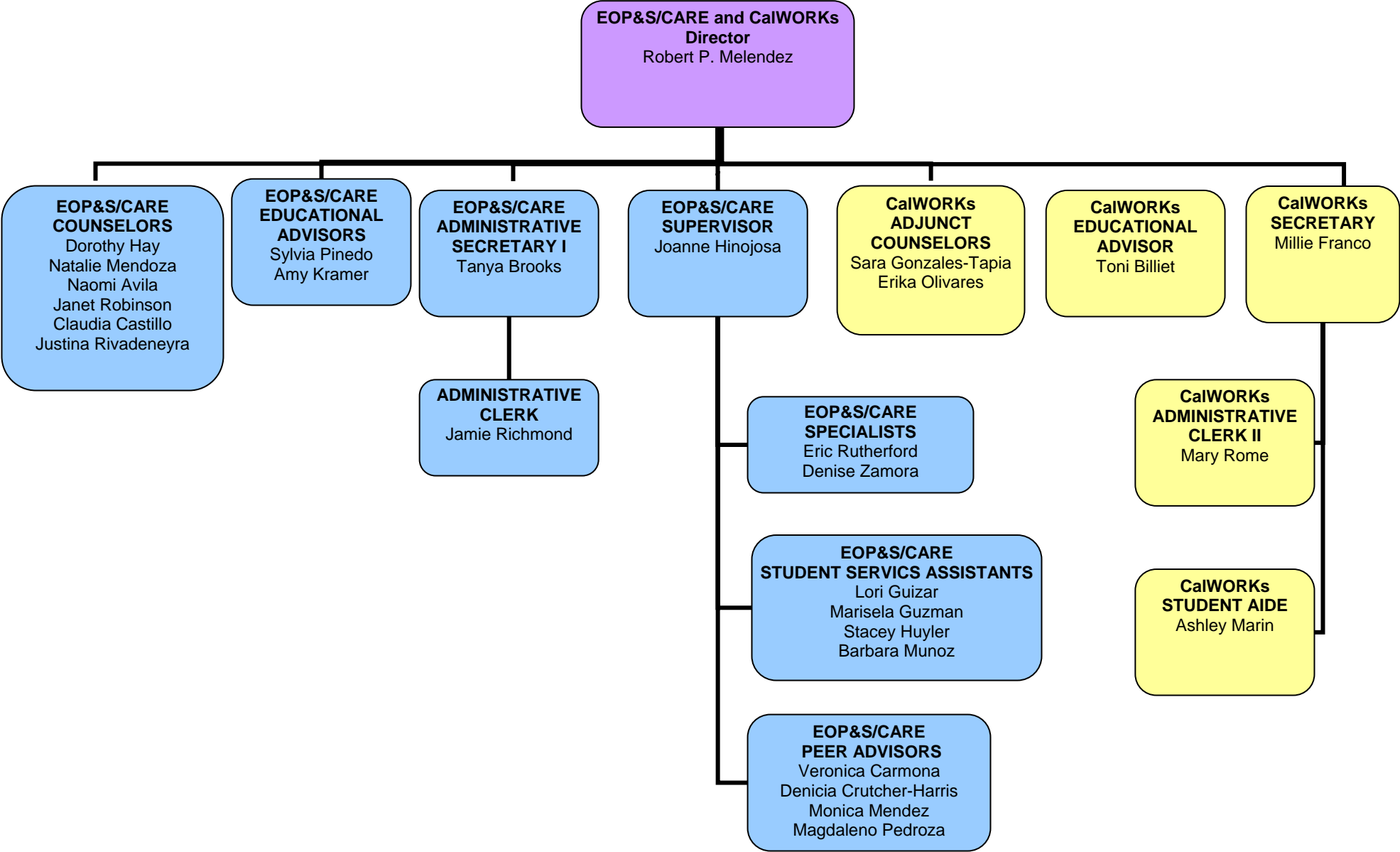
# Non-Credit Matriculation



# Disabled Student Programs and Services (DSP&S)



# EOP&S/CARE and CalWORKs



## Credit Matriculation

### I. Introduction

- A. A brief overview of the college, to include the credit/non-credit enrollments, demographics and a description of the organization of the college with an organizational chart detailing the four categorical programs.

Founded in 1915, Citrus Junior College was the first two-year college to be established in Los Angeles County and only the fifth in the state. In 1961, the Citrus Community College District was created to include the Azusa and Glendora Unified School Districts. In 1967, the district expanded to include the unified school districts of Claremont, Duarte and Monrovia. The district became the Citrus Community College District in 1970 to better describe the role of two-year institutions in the community. In 1983, the college was annexed to the city of Glendora. Citrus College now occupies a 104-acre campus with more than 31 buildings.

Enrollment	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
	Enrolled in Credit	FTES	Enrolled in Credit	FTES	Enrolled in Credit	FTES
<b>Credit Matriculation</b>	15,960	9,533	17,472	10,220	17,153	10,181
<b>Non-Credit Matriculation</b>	9,189	689	8,921	1,313	8,052	1,265
<b>Total:</b>	<b>25,149</b>	<b>10,222</b>	<b>26,393</b>	<b>11,533</b>	<b>25,205</b>	<b>11,446</b>

- B. A brief overview of each of the four categorical programs to include number of staff, number of students served annually, facilities/location, and responses to or progress made towards recommendations from your last categorical program or fiscal review, as appropriate.  
Credit Matriculation

The dean of counseling oversees matriculation programs. The credit matriculation plan describes matriculation activities in detail. Recent additions and improvements to our services include an on-line application (summer 2007) and an improved on-line registration system; a new orientation DVD describing services for new students (April 2007); and an Early Decision program to assess, admit and orient local high school students (April 2007). New developments to improve prerequisite checking are underway. The college recently introduced Banner, a new enterprise resource project system that enforces prerequisite checking in a more vigorous manner than before. In addition, one of our counselors is now assigned to promote college success strategies with basic skills students. This counselor is located near the testing center and a secretary is available to make appointments for students with counselors following assessment testing.

#	Credit Matriculation Positions (Counseling/Advisement)	Hours Week	Funding Source	
			Credit Matric	Other
1	Dean	40		100%
5	Full-Time Faculty	35		100%
8	Part-time Adjunct Faculty	17.5	100%	
4	Full-Time Educational Advisors (2-matric/2-coun)	40	50%	50%
1	Full-Time Educational Advisors	40	50%	
2	Part-Time Educational Advisors	19.5	100%	
2	Part-Time Department Aide	19.5	100%	
4	Student Aide	20	100%	
1	Admin Clerk I	40		100%
2	Admin Clerk II (1-matric/1-coun)	19.5	49%	49%
1	Admin Secretary II	40		80%
1	Secretary	40		100%

## Credit Matriculation

The Counseling and Advisement Center uses the SARS scheduling system. The total number of students seen by counselors and advisors (unduplicated) from 07/01/05 to 06/30/06 is 7,753. Other programs see students for matriculation components. See charts below.

### Student Appointments (unduplicated) All Counselors/All Programs

	2003-04	2004-05	2005-06
CalWORKs	N/A	212	361
Career/Transfer	2,741	2615	2,296
Counseling & Advisement	8,030	8,316	7,753
DSP&S	563	618	591
EOP&S/CARE	1,170	1,299	1,209
Financial Aid	N/A	322	214
International Students	N/A	436	513
Non-Credit Matriculation	171	750	857
<b>TOTAL</b>	<b>12,675</b>	<b>14,568</b>	<b>13,794</b>

**N/A = Not Available**

The Assessment Center is located in the Educational Development (ED) building on the second floor.

Admissions and Counseling are located in the Administration (AD) building on the first floor.

The last site visit for matriculation was over 10 years ago. No previous document exists with recommendations.

## II. Collegewide Student Services Integration and Coordination

(Section II answers are for Credit/Non-Credit Matriculation, EOP&S/CARE, DSP&S and CalWORKs)

### A. How do these four categorical programs work with each other and with other student services programs?

- Credit Matriculation, Non-Credit Matriculation, EOP&S/CARE, DSP&S, and CalWORKs work together to serve students under the direction of the dean of counseling or the vice-president of student services. The director of EOP&S/CARE/ CARE and CalWORKs, and the coordinators of DSP&S and Non-Credit matriculation report to the dean of counseling. The dean of counseling is the credit matriculation coordinator. Program coordinators and director meet twice a month with the dean of counseling. Many of the programs share students and referrals; for example, the Early Decision project was implemented in spring 2007, before high school graduation, to enroll students at Citrus for fall 2007. Counselors in all programs assisted the outreach staff with orientations and Student Education Plans (SEP) appropriate for each program. The group also created a new student DVD explaining student services. A second example of our work together is a summer workshop series called, "POWER Math". The program benefits students who score low in math on the Accuplacer. Non-Credit Matriculation offered student support services in conjunction with a non-credit math class. All counseling programs referred students to promote the program. Students who successfully completed the program were able to retake Accuplacer before beginning the fall 2007 semester. A third example of our work together is our participation in a workshop on identifying learning disabilities sponsored by DSP&S.

## Credit Matriculation

### B. How do student services work with instruction, institutional research and the management information systems (MIS)?

- The dean of counseling attends meetings with instructional deans at least twice a month and shares issues with student services managers. Instructional managers/faculty are supportive and sensitive to student needs for accommodations, creating workshops and orientations for students needing to improve in math and English, and providing referrals to categorical programs.
- The dean of counseling receives instructional program review documents and makes comments as appropriate.
- Counseling and instructional faculty participate in learning communities where academic courses (primarily basic skills courses) are paired with counseling courses.
- Citrus College recently hired a researcher who is actively engaged in learning about the college and categorical programs. She recently provided input and data analysis for SLO development and measurement. The college is in the process of establishing research priorities for the position.
- TeC Services works with each categorical program to create reporting databases. The college recently converted to a new Enterprise Resource Project (ERP) system. The new ERP system "Banner" provides more options for data reporting. TeC Services is creating new reports based on requests from student service managers.
- The college recently upgraded the appointment scheduling and tracking system, which the TeC Services staff will maintain.

### C. How are programs integrated with student equity planning and other strategic planning initiatives at the college?

- **Access:** Categorical programs participate in meeting the goals of the student equity plan. Advisors and counselors from every division are responsible for outreach. Educational Advisors visit our feeder high schools weekly, and categorical programs assist with high school transition nights, Citrus College Youth Conference, Parent University, CAHSEE grant activities, High School Counselor Breakfast, and Early Decision Program.
- **Course completion:** The Early Alert Coordinator is responsible for working with faculty and contacting students who demonstrate early academic difficulty. She regularly revises and reviews interventions to improve effectiveness. In addition, the college recently assigned a college success counselor to meet the needs of basic skills students in the credit and non-credit programs. A goal for this program includes providing orientation in basic skills courses and requiring an educational plan for each student.
- **ESL and Basic Skills Completion:** Counselors participate in learning communities designed for freshmen who place into basic skills courses. The college success basic skills counselor is now responsible for meeting with ESL students to review placements and provide tools to help students succeed.
- **Degree and certificate completion:** Students learn about the certificate and degree programs at Citrus through many avenues including: on-line orientation, new student workshops, counseling courses, summer bridge program, non-credit orientation, DSP&S orientation and one-on-one appointment with a counselor or educational advisor.
- **Transfer:** Categorical programs work with Career/Transfer Center staff to increase transfer rates. Center staff prepares a college fair and university visits for EOP&S/CARE students and are aware of key issues necessary for helping DSP&S students transfer. All counselors and educational advisors are familiar with tools provided by CSU, UC and private colleges needed to assist students with this goal.

### D. How effective are the programs in enabling success for under-prepared and under-represented students?

- Students who graduate from Citrus tend to use counseling more frequently than the general student population. In a survey of 266 students conducted at graduation rehearsal in spring 2007, Hispanics were 44.4% of those graduates surveyed compared to 36.6% of the Citrus College population. Asian students represented 14.6% of the graduating students surveyed compared to 8.9% of the Citrus College population. Graduating students told us they visited a counselor between 4-6 times before graduating.

## Credit Matriculation

### E. How do the program directors/coordinators and business office work together to monitor allowable expenditures and reconcile fiscal reporting.

- All program coordinators and managers meet with the Accounting Technician to monitor allowable expenditures and reconcile fiscal reporting.
- The Accounting Technician now E-mails reports each month to program coordinators.
- The Fiscal Services Department completes expenditure reports as required by the Chancellor's Office.

## III. Program-Specific Self-Evaluation

### The self-evaluation is based on the WASC Accreditation Standard IIB – Student Support Services:

*“The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Students 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 these services.”*

**1. Management Information System (MIS) Data Reporting - for access, progress and success, MIS data for the prior three years (2005-06, 2004-05, and 2003-04) will be provided annually by the System Office for each college. Program staff will need to conduct an analysis of the data sent by the System Office. Colleges may also use in-house data to complete this section.**

#### A. How is the categorical program director involved in the review of MIS data before it is submitted to the State Chancellor's Office?

Prior to 2006, categorical directors had limited involvement in the review of MIS data. As of spring 2006, all categorical directors are included in a campus wide MIS working group, whose goal is to ensure that the program directors understand and take ownership of their data. The coordinators and director are trained on data collection methods and given an understanding of the MIS data structure and how the various categorical data files interact. The next step will be to ensure program directors are able to review their data before it is submitted to the Chancellor's Office. The college has held one training session with Chancellor's Office MIS staff and will continue to have additional sessions.

#### B. Does the data appear to be accurate? Do the numbers of students in the MIS report match your program records?

The data does not seem to be accurate. Numbers reported for each matriculation component seem to be taken from an admission headcount. TeC Services is working with the dean of counseling to better track matriculation services provided to students. Counseling and follow-up services to students in SARS may be underreported. Although our counselors provide excellent service, we struggle with the lack of accurate data. The data we have for 2005-06, based on our SARS scheduling system, is as follows:

#### Orientation Statistics On-line Orientation Hits

	2003-04	2004-05	2005-06
<b>Total webpage hits</b>	738	1,420	1,604

#### New Student Registration & Orientation Individual Appointments

	2003-04	2004-05	2005-06
<b>Counseling &amp; Advisement</b>	527	494	373
<b>International Students</b>	N/A	1	11
<b>Non-Credit Matriculation</b>	2	3	305

## Credit Matriculation

### New Student Registration & Orientation Workshop Appointments

	2003-04	2004-05	2005-06
Counseling & Advisement	13	488	326
DSP&S	N/A	N/A	47
EOP&S/CARE	753	786	790

### All Counseling Class (Orientation) Enrollment

	2003-04	2004-05	2005-06
Fall	193	433	462
Spring	258	367	375
Summer	272	227	272
Total enrollment :	723	1027	1,109

### Accuplacer Assessment Counts by Test Type & Year

July 1 - June 30	ENG	ESL	READ	MATH	TOTAL
2003 - 2004	5,342	* N/A	5,467	5,696	16,505
2004 - 2005	5,035	* N/A	5,420	5,191	15,646
2005 - 2006	4,585	* N/A	4,991	4,740	14,316
2006 - 2007	4,484	139	4,883	4,708	14,214
<b>TOTAL</b>	19,446	139	20,761	20,335	60,681

\* N/A Before 2006-07 ESL and English scores were combined

### Basic Skills Classroom Contacts

Academic Year	# of Classes	Total
2003-04	157	4067
2004-05	210	4775
2005-06	223	5825

### Basic Skills Mailings

Academic Year	# of letters sent
2003-04	1600
2004-05	2000
2005-06	N/A

### Major/Undecided Major Appointments

	2003-04	2004-05	2005-06
Career/Transfer	N/A	25	36
Counseling & Advisement	181	307	184
EOP&S/CARE	N/A	3	6
Non-Credit Matriculation	N/A	N/A	4
International Students	N/A	10	19



## Credit Matriculation

Undecided major note: Although counselors saw many undecided students the SARS appointment codes do not reflect this. We probably saw more undecided students than were reported here.

### Undecided Major Mailing

Academic Year	# of letters sent
2003-04	5175
2004-05	N/A
Sp-06 (no data available for Fa-05)	2529

### Early Alert Counseling Appointments / Contacts

	2003-04	2004-05	2005-06
Counseling & Advisement	34	146	83
EOP&S/CARE	N/A	N/A	8
International Students	N/A	1	7

Early alert note: Appointments do not reflect the true number of students served. Students are reluctant to self-identify.

### Early Alert Workshop Attendance

Academic Year	# Students attended
2003-04	N/A
2004-05	222
2005-06	N/A

### Early Alert Mailings

Academic Year	# letters sent
2003-04	N/A
2004-05	4472
2005-06	2710**

\*\*Note: There are no Early Alert numbers at all, for fall 2003, spring 2004, spring 2006, and fall 2006. There are some numbers missing for fall 2005, (workshop attendance).

### Probation Numbers Individual Appointments and Group Workshops

	2003-04	2004-05	2005-06
Counseling & Advisement	1165	1606	1391
Career/Transfer	8	11	11
DSP&S	N/A	N/A	23
EOP&S/CARE	6	19	30
International Students	0	2	13

## Credit Matriculation

SEPs and Other Appointments from SARS						
Department	Fa 2005		Sp 2006		SS 2006	
	SEP	Total Appts.	SEP	Total Appts.	SEP	Total Appts.
CalWORKs	38	204	50	284	21	157
Counseling & Advisement	1311	2951	1261	3126	1052	3266
Career/Transfer	N/A	308	N/A	1491	N/A	864
DSP&S	N/A	22	N/A	102	N/A	100
EOP&S	492	1484	536	1602	134	657
Financial Aide	11	12	20	20	6	7
International Students	43	534	28	547	11	434
Non-Credit Matriculation	5	316	1	594	2	434
	1453	5831	1366	7766	1211	5919
<b>TOTAL SEPS 2005-06</b>	4030					
<b>TOTAL Students Seen All Reasons</b>	25347					

- C. If the data does not appear to be accurate, identify the problem (e.g. too many or too few participants listed; demographics seem incorrect, etc.). Document the process used to identify the problem. Share this information with the college information technology services staff to determine ways to correct your MIS reporting.

The transfer data for 2005-06 is too low. The 2004-05 numbers seem to be correct if it includes in-state private colleges and out-of-state transfers. This number is close to our Clearinghouse data.

The matriculation data depicts too many students as exempt, so this data is probably incorrect. Orientation, Assessment, Counseling, and Follow-up Services data are also incorrect. TeC Services will work with counseling to devise a plan for more accurate reporting.

2. Access - Identify how accessible the program is by comparing demographic data from the college to the program. Data to be compared include gender, ethnicity, age, informed educational goal, Pell and BOG fee waiver recipients, English Language Learners (ELL) and students with disabilities.

- A. How does the program compare with the total college demographic data?

The Chancellor's office data may accurately describe the number of students admitted, but does not report which students take advantage of other matriculation components. Data tracked in SARS does not interface with the legacy system or the new system, so our ability to answer these questions is limited. TeC Services and Counseling will work together to identify a way to track students accurately. If we assume the information is accurate we could draw the following conclusions:

## Credit Matriculation

A higher percentage of Hispanics and a lower number of White and Unknown students participated in the matriculation process. The remaining ethnic categories were similar to that of the overall Citrus College student population.

	Campus	Matriculation	Campus	Matriculation	Campus	Matriculation
Ethnicity	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
African American	4.8%	5.8%	5.7%	6.2%	6.0%	6.1%
Asian	8.2%	9.6%	9.1%	9.5%	8.9%	9.5%
Filipino	2.8%	3.6%	3.2%	3.6%	3.1%	3.5%
Hispanic	32.0%	42.0%	34.7%	42.5%	36.6%	43.5%
Native American	0.7%	0.8%	0.7%	0.8%	0.7%	0.7%
Other Non-White	1.7%	1.8%	2.4%	2.2%	2.9%	2.3%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	30.9%	31.8%	34.7%	30.8%	35.1%	30.0%
Unknown	18.8%	2.1%	9.5%	2.1%	6.7%	2.2%

Students who were 40 years old and older were less likely to matriculate whereas students from ages 20-29 were more likely to matriculate.

	Campus	Matriculation	Campus	Matriculation	Campus	Matriculation
Age	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
< 20	33.8%	30.1%	31.3%	31.5%	31.4%	31.3%
20 – 24	27.9%	39.5%	29.2%	39.6%	30.3%	40.8%
25 – 29	9.1%	11.8%	9.0%	11.4%	9.5%	11.4%
30 – 34	5.1%	6.1%	4.9%	5.5%	5.0%	5.4%
35 – 39	4.0%	4.4%	3.9%	4.1%	4.1%	4.1%
40- 49	6.6%	5.8%	7.0%	5.6%	7.1%	5.1%
50 +	9.4%	2.2%	10.7%	2.3%	10.9%	1.9%
Unknown	4.2%	0.0%	4.1%	0.0%	1.7%	0.0%

Our male to female ratio has been similar to that of the overall campus.

	Campus	Matriculation	Campus	Matriculation	Campus	Matriculation
Gender	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Female	56.5%	58.2%	56.6%	56.8%	56.8%	56.3%
Male	42.2%	41.8%	41.7%	43.2%	42.7%	43.7%
Unknown	1.3%	0.0%	1.6%	0.0%	0.5%	0.0%

A significantly higher amount of students who matriculated received financial aid, BOG Waivers, PELL Grants, and/or other types of financial aid when compared to that of the overall institution.

	Campus	Matriculation	Campus	Matriculation	Campus	Matriculation
Financial Aid	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Not Received	80.2%	67.2%	76.3%	61.6%	74.6%	59.8%
Received	19.8%	32.8%	23.7%	38.4%	25.4%	40.2%
*BOG Waiver	19.7%	32.3%	23.5%	38.0%	25.1%	39.7%
*PELL Grant	9.8%	17.5%	9.6%	16.7%	10.4%	17.9%
*Other	5.0%	9.1%	6.4%	11.1%	7.0%	11.7%

## Credit Matriculation

The percentage of ELL students that matriculated has been slightly higher than that of the general college population.

	Campus	Matriculation	Campus	Matriculation	Campus	Matriculation
ELL	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Attempted ELL Course	0.0%	0.0%	1.3%	1.6%	1.6%	2.0%

The percentage of students with disabilities who have matriculated has been slightly higher than that of the general Citrus College student population.

	Campus	Matriculation	Campus	Matriculation	Campus	Matriculation
Disability	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Non-Disabled	97.5%	96.1%	97.7%	96.6%	97.6%	96.6%
Disabled	2.5%	3.9%	2.3%	3.4%	2.4%	3.4%

### B. Describe the areas where you have concerns about access.

Students who do not receive financial aid may not be using counseling services to their advantage. The Matriculation Assessment Committee will explore developing incentives for these students. Data used to answer this question comes from the spring 2007 Counseling Student Survey given to 266 students at graduation practice. Most of the students (81%) attended class during the day; 44.8% were 21-24 years old. The ethnic profile of these students was Hispanic, 44.4%; white, 28.4%; Asian, 14.6%; African American, 5.6%; other nonwhite, 3.7%; Filipino 1.9%; and Pacific Islander, 0.4%. Students tell us they contacted a counselor 6 or more times, 45.5%; 4-5 times, 31.7%; 2-3 times, 18.3%; and 1 time, 2.6%. It appears women who graduate from Citrus take advantage of counseling services more often than men, and Hispanics and Asians see counselors more frequently than other groups. We need to look at ways to meet the needs of men who need counseling/advisement services.

### C. Please describe any plans in place for improving access.

The college will be hosting a Welcome Day for all students who complete an application for admission. We hope to attract students to student services through this new mode of orientation.

- Invite men to take advantage of counseling/ advisement services during classroom visits. Be mindful of gender balance in hiring.
- Increase participation in the Early Decision Program. This program allows high school seniors to submit an application for admission and to complete assessment, orientation, an SEP, as well as register before other new students.
- The College Success counselor, who is located near the Assessment Center, will see students shortly after completing the assessment.
- The college is planning a Welcome Day for freshmen next fall. New student orientation is a goal for the day.

### D. What programs and services do you feel specifically contribute to student access at your college? Why?

During the last two years the college developed more pre-enrollment services, which include:

- A DVD with orientation information for new students
- A college success counselor
- Involvement in learning communities that pair counseling courses with a basic skills math, reading or English course
- On-line registration

## Credit Matriculation

3. Progress - Compare how well students served by the program perform compared to those of the whole college. Data to be compared include course success rates, academic and progress dismissal, and persistence.

### A. How well do the students served by your program perform compared to the total college population?

Students who matriculated had a similar success rate in degree applicable and all basic skill type courses when compared to that of the general student population.

	Campus	Matriculation	Campus	Matriculation	Campus	Matriculation
Course Success	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Degree Applicable	62.3%	62.3%	64.0%	64.2%	63.4%	63.7%
Basic Skill ESL	N/A	N/A	63.0%	61.6%	68.9%	71.3%
Basic Skills English	60.9%	60.2%	59.8%	60.4%	60.4%	60.2%
Basic Skills Math	47.2%	46.9%	56.1%	56.1%	50.1%	50.6%

Students who have matriculated have consistently had a significantly higher persistence rate from fall to spring semester than the general Citrus student population.

	Campus	Matriculation	Campus	Matriculation	Campus	Matriculation
Persistence Rate	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Persisted fall to spring	58.6%	74.5%	65.6%	72.9%	59.7%	73.7%

### B. Describe areas where you have concern about student progress.

There are no significant concerns about progress. According to the data we received, younger students (20-24) use our services at a greater rate than their representation on campus 41% verses 30%. Students, 50 and older, do not use services as frequently as their representation in the general population. In any case, it appears students who use matriculation services persist in ESL, English, and math at greater rates than the general student population.

### C. What programs and services do you feel specifically contribute to the progress of students at your college? Why?

- Early Decision – The College works closely with feeder high schools to admit, assess, orient and counsel students before registration.
- Counseling Courses/Learning Communities – Students enrolled in orientation courses coupled with a basic skills class receive extra support.
- One-on-One Counseling Appointments – A recent survey conducted at graduation reinforced the value of one-on-one counseling appointments.
- Basic Skills Classroom Visits – Educational advisors visited 169 basic skills courses fall 2007 to inform students about services and the need to develop an SEP with a counselor.
- College Success Counselor – This counselor provides longer classroom orientations and stresses the importance of SEP development.

## Credit Matriculation

4. Success - Review how well your students are completing their educational goals. Data to be included are number of degrees and certificates awarded, number of transfer-prepared students, number of transfers, and achievement of non-credit educational goals.

### A. How well do the program students perform compared to the total college population?

According to the spring 2007 Citrus College Counseling Student Survey, graduating students met with a counselor frequently (4-6 times), indicating that counseling services are essential for most students to attain their goal.

Students who matriculated have consistently earned significantly more degrees, certificates, and transfers when compared to the campus as a whole. Additionally, students who matriculated are significantly more transfer prepared than the general Citrus College population.

	Campus	Matriculation	Campus	Matriculation	Campus	Matriculation
Academic Success	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Degree	2.9%	5.4%	2.7%	5.3%	2.8%	5.5%
Certificate	1.5%	2.0%	1.7%	2.3%	1.8%	2.3%
Transferred to 4-Year	4.5%	6.7%	4.5%	6.0%	0.2%	0.3%
Transfer Prepared	5.4%	8.9%	6.0%	9.8%	6.2%	10.2%

### B. Describe areas where you have concern about student success.

We will revisit this question once we have more confidence in the data.

### C. What programs and services do you feel specifically contribute to the success of students at your college? Why?

Data from spring 2007 Counseling Student Survey shows students who graduate use one-on-one counseling appointments frequently to stay on track. Of the 266 students surveyed (total graduates 461) at graduation practice, 45.5% used counseling services 6 or more times; 31.7% used services 4-5 times, and 18.3% used counseling services at least 2-3 times. Students believe counseling appointments are very helpful in creating a plan and understanding requirements: 64.9% report "a great deal" and 25.4% report "quite a bit".

Counseling courses also assist students in staying on track. The college plans to conduct research to determine how these courses assist students in persisting to their goal.

## 5. Student Learning Outcomes - Describe your progress in the development and implementation of Student Learning Outcomes (SLOs) for the program at the college.

### A. What are the SLOs for the program?

#### SLO 1.1 Degree Requirements

Students participating in commencement will understand the requirements for one of the following: certificate programs, associate degree, or transfer to a four-year college.

#### SLO 1.2 Orientation

New Student Workshop (NSW) and Early Decision (ED) (in-person): At the end of the NSW and ED students will:

- Understand their assessment scores and course placements.
- The student will gain a better understanding of the on-line registration process and how to register.
- Students will have a general understanding of the different educational goals that they can attain at Citrus College i.e.: certificates, AA/AS, and transfer.

- Students will understand the different counseling courses offered and the benefits of participating in learning communities.

## Credit Matriculation

### SLO 1.3 On-line Orientation

New Student Orientation (on-line): students will identify and analyze the different services offered at Citrus College.

### SLO 1.4 Counseling

- Students in collaboration with a Counselor will develop, modify and maintain a student educational plan which reflects degree and transfer requirements associated with their chosen educational and career goals.
- Students will be able to select general education area specific courses from Citrus College AA/AS graduation requirements, CSU and IGETC G.E. patterns.

### SLO 1.5 Probation

- By providing the "Review of Probation Status" form and a Student Education Plan, students will analyze behaviors that contributed to their probationary status, reevaluate their stated goal and select appropriate classes for success.

### SLO 1.6 Early Alert

- EA will work closely with Basic Skills Learning Lab by providing college workshops on topics such as: Exams, Stress Anxiety, Memory, Note Taking, Math Anxiety, Study Skills, Goals Setting, and Time Management.

## **B. What process was used (or is planned to use) to develop these outcomes?**

Counselors and Advisors attended a two-day training session to develop SLOs. A counselor workgroup meets every two weeks, and SLOs go to the group to be approved before they are tested.

## **C. What types of activities are you conducting in order to achieve these outcomes?**

Please see section **D**

## **D. How are you assessing the achievement of the outcomes?**

### SLO 1.1 Degree Requirements

Orientation program requirements for certificates and associate degrees are discussed in on-line orientation, new student workshops, and counseling appointments.

### SLO 1.2 Orientation

At the end of the in-person orientation students will complete a Student Advising form (NCR) and demonstrate knowledge and record:

- Placements in English, Math and Reading
- Indicate their educational goal at Citrus: certificate, AA/AS, and/or transfer.
- Students will select which counseling course or learning community best fits their educational interests.
- Student will learn how to log-in into wing span and create their own password.

### SLO 1.3 On-line Orientation

By successfully completing the on-line assessment students will have a general comprehension of Citrus College's Counseling Programs and Services.

### SLO 1.4 Counseling

By Counselors and Educational Advisors completing an SEP in a uniform manner we will be able to measure the area specific progress using college transcripts.

### SLO 1.5 Probation

A follow-up survey will be given to a random sampling of continuing probationary status students.

## Credit Matriculation

### SLO 1.6 Early Alert

- Students will demonstrate their understanding and comprehension of the topic presented by completing a workshop survey.

### E. How have you used the assessment information to improve the services?

Please note the counseling center has only completed a full assessment cycle with SLO 1.1.

- Students who see a counselor frequently, persist therefore, we are requesting the college hire more full-time counselors.
- Students participating in commencement will be surveyed to determine their understanding of certificate programs, associate degree, and requirements for transfer to a four-year college.
- Results will be collected and analyzed to determine the need for program changes.
- Counselors are also creating SLOs for their Learning Communities.
- SLOs have been created for the counseling curriculum.

## 6. Compliance

### Student Eligibility

#### CITRUS COMMUNITY COLLEGE DISTRICT

#### BOARD POLICY

P-5010  
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#### MATRICULATION

The District shall make matriculation services available to all students enrolled in credit courses. Matriculated students (students who are not exempt from matriculation activities) are required to express their educational intent upon admission, declare an educational goal within a reasonable period, participate in counseling or advisement, attend classes and complete assigned coursework, complete courses, and progress toward an educational goal.

#### Criteria for Exemption from Matriculation Activities

A student may be exempted from matriculation activities based on any of the following:

1. Completion of an Associate or higher degree.
2. Enrollment in fewer than five (5) units of coursework to advance in current job, to maintain a certificate or license, or for personal development.

Adopted ..... 6/6/95



## Credit Matriculation

### Student Services

#### Admissions

- A. Are there significant student populations on campus that speak primary languages other than English? If yes, are there application materials available for these students in their native languages?**

A number of students at Citrus speak Spanish. We have Bilingual staff available to assist students with the on-line application although the materials are only available in English.

#### Orientation

- A. What modes of orientation are available to students?**

Citrus College offers on-line orientation as well as in-person orientation (New Student Workshops). Students from feeder high schools receive assessment and orientation through the college's Early Decision program. In addition, the college developed a DVD to describe student services. This is available on-line, as well as a student orientation handbook. Counselors also teach several orientation courses each fall.

- B. What topics are covered in orientation? Is there a script, PowerPoint presentation or outline available? If yes, please provide a copy.**

During orientation, students learn about student services and how the assessment qualifies them for courses. The sexual assault policy is also covered. A script is available for use at New Student Workshops (NSW) and Early Decision. The sexual assault policy is included in the new student handbook. Citrus College web address is: [www.citruscollege.edu](http://www.citruscollege.edu)

- C. Are modified modes of orientation available for ethnic or language minority groups?**

On-line orientation is available in Spanish.

#### Assessment

- A. Are all validation studies for the college's assessment instruments up to date?**

Validation studies for credit programs will be completed fall 2007. The last study was completed in 2004. We recently discovered the chemistry department is using a homegrown chemistry diagnostic exam that was never submitted to the Chancellor's Office for approval. We have begun the process of seeking approval this fall 2007.

- B. Describe the multiple measures and how they are regularly used for placement.**

Multiple measures include high school transcripts or other evidence of a student's preparation for college level work. During the 2006-07 year the Matriculation and Assessment Committee worked with math, English and reading faculty to revise the multiple measure questions students' answer before taking the assessment. The answers are weighted and allow for an increase in half a placement level.

- C. Identify the test instruments used for placement.**

We use Accuplacer for English, math and reading. We recently adopted Accuplacer for ESL. We use a chemistry diagnostic exam for placement into advanced chemistry.

## Credit Matriculation

### *Counseling and Advisement*

#### **A. How do we address the counseling needs of:**

- **Students who speak languages other than English?**

Several counselors speak Spanish,

- **Evening and weekend students?**

All counseling offices have evening hours; the Counseling and Advisement Center is open Monday – Thursday until 7 p.m.

- **Students attending summer or inter-sessions?**

Counselors are available any time classes are in session.

- **Students who are only distance education students?**

We recently put in place enough courses to offer four on-line degrees. We schedule phone appointments if a student can not get to campus. We also return e-mail.

- **Other students who seek on-line counseling support?**

This year we plan to add a secure on-line counseling component.

#### **B. Describe how paraprofessionals are used in the provision of counseling/advisement?**

Educational Advisors provide pre-enrollment services and are assigned to our feeder high schools one day a week. In addition, they provide visits to basic skills courses, encouraging students to make a counseling appointment and to develop a SEP. Educational Advisors see students seeking information about a degree or certificate and explain these processes during appointments as well as at New Student (NSW) and Early Decision Workshops for high school seniors.

#### **C. Describe the activities associated with developing Student Educational Plans (SEPs).**

- **At what point in the counseling/advisement process is the SEP initiated?**

The process begins with a one semester course plan (not a formal SEP) initiated at a New Student or Early Decision workshop. Once a student completes an application for admission and assessment a formal SEP is completed during an appointment. An SEP is a requirement in orientation courses learning communities, some basic skills classes, and some vocational courses (automotive).

- **How many SEPs are written by counselors or advisors each term?**

We do not have exact numbers. We use SARs data to track our services and 4,030 SEPs are recorded for 2005-06.

- **How often are SEPs updated?**

We encourage students to update the SEP each term or whenever their plans change.

- **Are SEPs available in an electronic format?**

No.

## Credit Matriculation

### *Student Follow-Up*

#### **A. Describe follow-up services the college provides for students who are in probation or dismissal status, in basic skills classes, or undecided?**

- **How are students selected for follow-up?**

Students enrolled in basic skills, undecided, or on probation or dismissal status are selected for follow-up. Students receive a letter urging them to seek counseling. Educational Advisors and Counselors visit basic skills courses to tell students about services. The college recently appointed a College Success counselor who implemented a pilot project consisting of an expanded orientation for 30 sections of basic skills classes. An orientation guidebook was developed to assist students in their understanding of the college culture, various methods of time management; it includes a blank SEP for them to take to a counseling appointment. Probationary students cannot register until they attend a workshop or see a counselor. Students returning from dismissal status must see a counselor and develop an SEP before they are reinstated.

- **How does instructional faculty participate in follow-up?**

Instructional faculty participates in our Early Alert program by submitting a form letting us know who is experiencing early academic difficulty. These students receive a letter urging them to see a counselor or attend a workshop. Counselors often visit courses with the cooperation of our faculty, who also participate in surveys that validate our cut scores for Accuplacer.

- **Does the college utilize an Early Alert program?**

Yes, the Early Alert program is described above.

### **Program Requirements**

#### *Coordination and Training*

#### **A. Identify who is responsible for each matriculation component and the process used to keep staff up-to-date on matriculation requirements.**

- Admissions- the dean of admissions and records, Lois Papner
- Assessment- Assessment supervisor, Marcy Morris
- Orientation- the dean of counseling programs and services, Lucinda Over
- Counseling- the dean of counseling programs and services, Lucinda Over
- Follow-up- the dean of counseling programs and services, Lucinda Over
- Coordination and Training-the dean of counseling programs and services, Lucinda Over
- Research and Evaluation- Director of institutional research, Lan Hao
- Prerequisites, Co-requisites, and Advisories on Recommended Preparation-the dean of counseling programs and services, Lucinda Over.

#### **B. What types of matriculation training are provided to faculty, staff and administrators (e.g. FLEX activities etc.)?**

The dean of counseling programs and services works with the Academic Senate to co-chair a Matriculation/Assessment Committee comprised of faculty, classified staff and administrators. The committee had been inactive but was reformed in 2005, and meets monthly. We trained the team during a January 2007 Flex Day activity and held training sessions on pre-requisites for Senate representatives.

## Credit Matriculation

### *Research and Evaluation*

**A. Describe the resources available and committed for matriculation research.**

The college hires a research consultant to validate cut scores for assessment. We recently adopted Accuplacer ESL and began work to get the chemistry diagnostic exam on the Chancellor's office approved list of tests.

**B. Describe the research agenda supporting matriculation and what studies have been completed.**

After a long vacancy, the college hired a researcher, who will soon organize and chair a research committee.

### *Prerequisites, Co-requisites and Advisories on Recommended Preparation*

**A. Are there local board-adopted policies governing prerequisites?**

Yes, see attached.

**B. Have all prerequisites been approved by the curriculum committee?**

Yes.

**C. Does the college follow the Model District Policy?**

Yes.

### *Funding, Expenditures and Accountability*

**A. Are you familiar with the distinctions between the formulas and their elements and how these determine the college/district allocations? Would you like technical assistance in this area?**

The directors recently attended training in Sacramento, but a refresher is always welcome.

**B. How do you ensure Matriculation funds are only used to pay allowable expenses?**

The matriculation officer is familiar with the regulations and approves expenditures. Our accounting office is also very well versed in categorical funding.

**C. Describe the process for developing and approving a Matriculation Budget and Expenditures.**

The dean of counseling prepares and approves expenditures for matriculation.

**D. Identify the process for completing the Matriculation Year-End Report and relationship to the district's year-end accounting program.**

The Fiscal Services office works with the dean of counseling to prepare the year-end report.

### *Other:*

**A. With which other departments or areas on campus do you coordinate to provide services to students? Non-Credit Matriculation**

## Credit Matriculation

### IV. Effective Practices and Opportunities for Improvement

#### A. What is working well?

- Learning communities that pair counseling courses with basic skills classes.
- Locating the College Success/Basic Skills counselor near the testing center so students are able to see her shortly after assessment testing.
- Locating the counselor for student athletes near coaches and adding the Scholar Baller Program to reward athletes for academic success. A new study hall for athletes in basic skills courses is supervised by the athletic counselor.
- Visits to Basic Skills courses reach many students who may not seek help otherwise.
- Early Alert program reaches students experiencing academic difficulty and involves both instructors and counselors in student success.
- The Matriculation/Assessment Committee meets monthly to discuss issues related to student success.

#### B. What areas need to be addressed more effectively?

- Data collection for matriculation needs attention. The dean of counseling will work with the research office and TeC Services to develop an interface between the stand-alone systems and MIS databases to accurately collect and report data to the Chancellor's Office.
- The college needs to implement on-line counseling.
- More counselors are needed in the Counseling and Advisement Center, especially during peak periods.
- The college will implement a Welcome Day and focus on orientation to student services.

#### C. Any exemplary practices and services that may be replicated by other colleges.

- Learning communities that pair counseling courses with basic skills courses
- The college success counselor conducts orientations in selected courses and completes an SEP with these students.

#### D. Any successful pilot projects implemented by your program.

- The projects above began as pilot projects and we will continue to offer these programs.

## V. Planning Agenda

New Plans- Accurate data collection for each element of matriculation.

- Timelines - spring 2008
- Resources needed- Director of TeC Services and the dean of counseling will work together to link SARs scheduling data to MIS reporting elements. Counselors will receive training for SARs reporting.
- Persons responsible- Dean of counseling and director, TeC Services

New Plans- Review of Orientation

- Timelines- spring 2008
- Resources needed- Assign a counselor to review and update orientation.
- Person Responsible- Dean of Counseling

## VI. Implementation and Technical Assistance

#### A. Is there any training or technical assistance that you believe would improve the effectiveness of your programs?

- MIS staff from the Chancellor's Office visited us two years ago, another visit would be helpful.

#### B. Are there any laws, regulations or other requirements that you find problematic in implementing any of these categorical programs to your college? (Optional)

- No.

## Non-Credit Matriculation

### I. Introduction

Non-Credit Matriculation provides matriculation services to non-credit students and the broader community who are building the basic skills levels needed for personal and professional growth. Although there are many reasons to enroll in non-credit classes, a few reasons include; preparation for the college placement test (Accuplacer); the high school equivalency diploma (GED), or The California High School Exit Exam (CAHSEE); strengthening skills for employment and college; acquiring learning tools for college success; continuing the learning support received during students' credit college programs. An orientation is required prior to enrollment in the College Success Lab, English as a Second Language (ESL), short-term vocational programs, and selected counseling services. The Non-Credit Counseling Department provides the guidance needed to assist students in establishing their goals, and in effectively planning their educational experience. Students make an orientation/intake appointment to meet with a knowledgeable and friendly counselor to learn more about the following services:

- Academic, personal and career counseling
- Career assessment and guidance
- Preparation for the college placement test (Accuplacer)
- Student Educational Plan (SEP) development
- GED or CAHSEE exam preparation
- Orientation with personalized enrollment assistance
- Transition assistance to degree/certificate programs
- Support and parenting skills groups
- Academic, career and personal enrichment workshops

The Non-Credit Counseling Department is located in the Lifelong Learning Center and shares workspace with the Community Education, Non-Credit Education and CalWORKs offices. The Lifelong Learning Center also provides a clerical area for the Community Education, Non-Credit Education, CalWORKs, and Non-Credit Matriculation staff; four counseling offices (CalWORKs and Non-Credit Matriculation); the Dean of Continuing and Contract Education's office, the Non-Credit Matriculation Coordinator's office; five classrooms; and a student waiting area. Immediately outside of the building are tables with shading for the students to sit and relax. The Non-Credit Matriculation staff consists of the following:

#	Non-Credit Matriculation Positions	Hours Week	Funding Source	
			Non-Credit Matriculation	Other
1	Full-Time Counselor/Coordinator	35	100%	
1	Full-Time Faculty	35	100%	
1	Part-Time Adjunct Faculty	17.5	100%	
1	Part-Time Adjunct Faculty	17.5	50%	50%
1	Secretary	40	40%	60%
1	Part-Time Administrative Clerk II	20	50%	50%
1	Part-Time Student Services Assistant	20	50%	50%
1	Part-Time Student Aide	20	100%	

During the 2006-07 fiscal year, the department provided Non-Credit counseling services to 805 students. Since the development of the 2001-02 Campus Program Review document, Non-Credit Matriculation has addressed a few of the stated needs identified in the review:

#### A. Providing more conversation/tutor groups.

Small-sized workshops resembling small group tutoring sessions have been implemented addressing reading, writing, and math. In addition, tutoring has been periodically implemented throughout the last few years; however, lack of space continues to be an issue.

#### B. The need for two full-time counselors. At the 2001-02 review, one full-time counselor/director and one part-time counselor existed.

Currently, the program consists of a full-time counselor/coordinator, a full-time counselor and two part-time counselors.

## Non-Credit Matriculation

- C. The need for expanded counseling office space. Two counseling offices existed at the time of the review; however, expanding counseling services meant additional office space.**

There are still two counseling offices dedicated to the Non-Credit Counseling Department, one designated to each full-time counselor. The two part-time counselors share an office with the part-time CalWORKs counselors and they use classrooms to provide counseling, when needed. However, the use of classrooms for counseling sessions provides for an inappropriate environment due to a lack of materials, and the SARS software used to document student notes and access scheduling information is unavailable. So, although an additional part time office has been secured, space continues to be an issue.

- D. The need for additional clerical staff office space.**

In spring 2007, the clerical staff area had been altered to more efficiently create two full work stations and a receptionist area. Previously, there was one full work station and receptionist area. The clerical office space issue still remains because it is a shared space with the CalWORKs staff. Non-Credit Counseling would like to hire additional clerical and/or full-time staff, but do not have dedicated working areas for them.

## II. Collegewide Student Services Integration and Coordination

(Section II answers are for Credit/Non-Credit Matriculation, EOP&S/CARE, DSP&S and CalWORKs)

- A. How do these four categorical programs work with each other and with other student services programs?**

- Credit Matriculation, Non-Credit Matriculation, EOP&S/CARE, DSP&S, and CalWORKs work together to serve students under the direction of the dean of counseling or the vice-president of student services. The director of EOP&S/CARE/ CARE and CalWORKs, and the coordinators of DSP&S and Non-Credit matriculation report to the dean of counseling. The dean of counseling is the credit matriculation coordinator. Program coordinators and director meet twice a month with the dean of counseling. Many of the programs share students and referrals; for example, the Early Decision project was implemented in spring 2007, before high school graduation, to enroll students at Citrus for fall 2007. Counselors in all programs assisted the outreach staff with orientations and Student Education Plans (SEP) appropriate for each program. The group also created a new student DVD explaining student services. A second example of our work together is a summer workshop series called, "POWER Math". The program benefits students who score low in math on the Accuplacer. Non-Credit Matriculation offered student support services in conjunction with a non-credit math class. All counseling programs referred students to promote the program. Students who successfully completed the program were able to retake Accuplacer before beginning the fall 2007 semester. A third example of our work together is our participation in a workshop on identifying learning disabilities sponsored by DSP&S.

- B. How do student services work with instruction, institutional research and the management information systems (MIS)?**

- The dean of counseling attends meetings with instructional deans at least twice a month and shares issues with student services managers. Instructional managers/faculty are supportive and sensitive to student needs for accommodations, creating workshops and orientations for students needing to improve in math and English, and providing referrals to categorical programs.
- The dean of counseling receives instructional program review documents and makes comments as appropriate.
- Counseling and instructional faculty participate in learning communities where academic courses (primarily basic skills courses) are paired with counseling courses.
- Citrus College recently hired a researcher who is actively engaged in learning about the college and categorical programs. She recently provided input and data analysis for SLO development and measurement. The college is in the process of establishing research priorities for the position.
- TeC Services works with each categorical program to create reporting databases. The college recently converted to a new Enterprise Resource Project (ERP) system. The new ERP system "Banner" provides more options for data reporting. TeC Services is creating new reports based on requests from student service managers.
- The college recently upgraded the appointment scheduling and tracking system, which the TeC Services staff will maintain.

## Non-Credit Matriculation

### C. How are programs integrated with student equity planning and other strategic planning initiatives at the college?

- **Access:** Categorical programs participate in meeting the goals of the student equity plan. Advisors and counselors from every division are responsible for outreach. Educational Advisors visit our feeder high schools weekly, and categorical programs assist with high school transition nights, Citrus College Youth Conference, Parent University, CAHSEE grant activities, High School Counselor Breakfast, and Early Decision Program.
- **Course completion:** The Early Alert Coordinator is responsible for working with faculty and contacting students who demonstrate early academic difficulty. She regularly revises and reviews interventions to improve effectiveness. In addition, the college recently assigned a college success counselor to meet the needs of basic skills students in the credit and non-credit programs. A goal for this program includes providing orientation in basic skills courses and requiring an educational plan for each student.
- **ESL and Basic Skills Completion:** Counselors participate in learning communities designed for freshmen who place into basic skills courses. The college success basic skills counselor is now responsible for meeting with ESL students to review placements and provide tools to help students succeed.
- **Degree and certificate completion:** Students learn about the certificate and degree programs at Citrus through many avenues including: on-line orientation, new student workshops, counseling courses, summer bridge program, non-credit orientation, DSP&S orientation and one-on-one appointment with a counselor or educational advisor.
- **Transfer:** Categorical programs work with Career/Transfer Center staff to increase transfer rates. Center staff prepares a college fair and university visits for EOP&S/CARE students and are aware of key issues necessary for helping DSP&S students transfer. All counselors and educational advisors are familiar with tools provided by CSU, UC and private colleges needed to assist students with this goal.

### D. How effective are the programs in enabling success for under-prepared and under-represented students?

- Students who graduate from Citrus tend to use counseling more frequently than the general student population. In a survey of 266 students conducted at graduation rehearsal in spring 2007, Hispanics were 44.4% of those graduates surveyed compared to 36.6% of the Citrus College population. Asian students represented 14.6% of the graduating students surveyed compared to 8.9% of the Citrus College population. Graduating students told us they visited a counselor between 4-6 times before graduating.

### E. How do the program directors/coordinators and business office work together to monitor allowable expenditures and reconcile fiscal reporting.

- All program coordinators and managers meet with the Accounting Technician to monitor allowable expenditures and reconcile fiscal reporting.
- The Accounting Technician now E-mails reports each month to program coordinators.
- The Fiscal Services Department completes expenditure reports as required by the Chancellor's Office.

## III. Program-Specific Self-Evaluation

The self-evaluation is based on the WASC Accreditation Standard 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 these services.”*

1. Management Information System (MIS) Data Reporting - for access, progress and success, MIS data for the prior three years (2005-06, 2004-05, and 2003-04) will be provided annually by the System Office for each college. Program staff will need to conduct an analysis of the data sent by the System Office. Colleges may also use in-house data to complete this section.



## Non-Credit Matriculation

### A. How is the categorical program director involved in the review of MIS data before it is submitted to the State Chancellor's Office?

Prior to 2006, categorical directors had limited involvement in the review of MIS data. As of spring 2006, all categorical directors are included in a campus wide MIS working group, whose goal is to ensure that the program directors understand and take ownership of their data. The coordinators and director are trained on data collection methods and given an understanding of the MIS data structure and how the various categorical data files interact. The next step will be to ensure program directors are able to review their data before it is submitted to the Chancellor's Office. The college has held one training session with Chancellor's Office MIS staff and will continue to have additional sessions.

### B. Does the data appear to be accurate? Do the numbers of students in the MIS report match your program records?

Although non-credit instruction enrollment information is available on the MIS report, the non-credit matriculation data is not available. Also, the manner in which the data was collected from year-to-year within the department was not uniform; therefore, data matching is not possible. During the school years in which the data is being reviewed (2003-04, 2004-05 & 2005-06) three different coordinators were assigned to the non-credit matriculation program before the current coordinator began. Another ongoing challenge is inability to assign one student identification number to undocumented non-credit students. The new Banner system will allow student identification number assignments to be more consistent in reporting and tracking the students. Now that the problem is identified the solution includes assigning one student ID number and ensuring SARS and MIS reporting databases interface, resulting in proper reporting.

### C. If the data does not appear to be accurate, identify the problem (e.g. too many or too few participants listed; demographics seem incorrect, etc.). Document the process used to identify the problem. Share this information with the college information technology services staff to determine ways to correct your MIS reporting.

The report data shows total enrollment for the non-credit instruction program, but does not show any data regarding non-credit matriculation. Non-credit students who receive services are enrolled in designated non-credit course categories that do not apply to the entire population of students. The TeC Services director and the Non-Credit Matriculation coordinator are working together to ensure the data elements needed for reporting are recorded in SARS and interface with MIS reporting elements. Banner will also allow the assignment of student identification numbers to be more consistent in reporting and tracking the students.

## 2. Access - Identify how accessible the program is by comparing demographic data from the college to the program. Data to be compared include gender, ethnicity, age, informed educational goal, Pell and BOG fee waiver recipients, English Language Learners (ELL) and students with disabilities.

### A. How does the program compare with the total college demographic data?

(The data applied to this question was generated from in-house department data from the 2004-05 school year. The in-house data does not include the full spectrum of demographic data elements that is listed on the MIS data reports.) Access for gender and, ethnicity, and ESL class enrollment regarding non-credit matriculation versus the college population is as follows:

Gender Access	Non-Credit Matriculation		Credit Matriculation	
	# of Students	*% of Students	# of Students	*% of Students
Male	278	35%	10,526	41.74%
Female	492	62%	14,279	56.62%
Unknown	24	3%	416	1.65%
<b>Total</b>	<b>794</b>	<b>100%</b>	<b>25,221</b>	<b>100%</b>

\* Percentages are approximate

## Non-Credit Matriculation

Ethnicity Access	Non-Credit Matriculation		Credit Matriculation	
	# of Students	*% of Students	# of Students	*% of Students
African American	36	4%	1,448	5.74%
Asian	101	13%	2,303	9.13%
Filipino	12	2%	808	3.2%
Hispanic	450	57%	8,750	34.69%
Native American	2	0%	175	1%
Other Non-White	32	4%	599	2.38%
Pacific Islander	0	0%	0	0%
White	76	9%	8,748	34.69%
Unknown	85	11%	2,390	9.48%
<b>Total</b>	<b>794</b>	<b>100%</b>	<b>25,221</b>	<b>100%</b>

\* Percentages are approximate

ESL Class Enrollment Access	Non-Credit Matriculation		Credit Matriculation	
	# of Students	*% of Students	# of Students	*% of Students
ESL	1,013	11%	316	1%

\* Percentages are approximate

### B. Describe the areas where you have concerns about access.

At this time, there are no concerns for access according to the available yet limited in-house data.

### C. Please describe any plans in place for improving access.

Although access does not seem to be an issue according to the available yet limited, in-house data, there is always improvement for access. An access improvement activity may include further pre-enrollment services to the community, local high school districts, and campus community in an effort to inform these groups of programs and services available to assist them in obtaining their goals.

### D. iv. What programs and services do you feel specifically contribute to student access at your college? Why?

The non-credit matriculation program participates in pre-enrollment activities such as community events, high school transition nights and partnerships with local high school districts (i.e. – CAHSEE Preparation Grant). This contributes to student access by informing potential students of the availability of Non-Credit classes and services available to assist students in obtaining their goals. Many individuals are unaware of the existing non-credit matriculation programs and services. Also, the clerical staff and counselors' contribution to student access can be measured by the quality of information delivered and the availability of counselors and support staff. Therefore, constant training combined with conference and workshop attendance is important in enhancing the quality of the staff and the information they deliver to students. The non-credit students are primarily returning students, nontraditional-aged college students, and basic skills students which equates to a more "fragile" population. Extra care and attention is needed to guide the student in pursuing their educational path, as well as to help calm their fears of returning to school.

## Non-Credit Matriculation

**3. Progress - Compare how well students served by the program perform compared to those of the whole college. Data to be compared include course success rates, academic and progress dismissal, and persistence.**

**A. How well do the students served by your program perform compared to the total college population?**

Limited in-house program data is available. Non-credit classes are not assigned grades; however, the non-credit ESL students, along with a few other non-credit classes, are issued a Completion Award when they have met a satisfactory level of competencies and attendance. During 2004-05, 21% of students enrolled in non-credit ESL classes received a Completion Award. Compared to the 2004-05 MIS data, 63% of the total college population of students achieved course completion for credit ESL classes. In regards to academic and progress dismissal data, this does not affect non-credit counseling students, since they are allowed to enroll in classes multiple times and enrollment is open-entry. One concern for student progress was the difficulty in tracking students since in the recent past, undocumented students were issued a temporary student identification number (NCR), which changed from semester to semester. The monitoring and tracking of non-credit students has been challenging and has made the data unreliable. The college recently hired a new MIS director and a new researcher. In addition, Citrus recently implemented a new Enterprise Resource System, Banner, to assist us in collecting accurate data. Banner will also allow the assignment of one student identification number per student in order to be more consistent in reporting and tracking students.

**B. Describe areas where you have concern about student progress.**

One concern for student progress was the difficulty in tracking students since in the recent past, undocumented students were issued a temporary student identification number (NCR), which changed from semester to semester. The monitoring and tracking of non-credit students has been challenging and has also made the data unreliable. The college recently hired a new MIS director and a new researcher. In addition, Citrus recently implemented a new Enterprise Resource System, Banner, to assist us in collecting accurate data. Banner will also allow the assigning of one student identification number per student in order to be more consistent in reporting and tracking of the students. Tracking students will help monitor students' progress through an established follow-up program currently in development.

**C. What programs and services do you feel specifically contribute to the progress of students at your college? Why?**

The non-credit student population represents a variety of ethnic and cultural backgrounds with different personal, educational, and career goals. The majority are basic skills and English Language Learner students, as well as non-traditional, college-aged returning students. Many of these students also have priorities that are placed before college such as their jobs, financial obligations, and childcare responsibilities. Therefore, offering non-credit matriculation services is imperative in order to support the attainment of their varied goals in a holistic and individualized manner. The department feels that optimal use of non-credit counseling services will help the student to apply supportive "tools" to assist them in persisting toward their goals. Non-credit counseling services include academic, career and personal counseling; basic skills workshops (reading, writing and math); college success, personal enrichment and career development workshops; plus support groups, parenting programs, individualized campus tours, tutoring, and a College Life course.

**4. Success - Review how well your students are completing their educational goals. Data to be included are number of degrees and certificates awarded, number of transfer-prepared students, number of transfers, and achievement of non-credit educational goals.**

**A. How well do the program students perform compared to the total college population?**

Program data concerning the number of non-credit students transferring to credit programs and the achievement of their non-credit educational goals has neither been tracked nor monitored by non-credit matriculation. Therefore, comparison of the limited in-house department data in relation to the MIS data is not possible. Non-credit classes are not assigned grades; however, the non-credit ESL students along with a few other non-credit classes are issued a Completion Award when they have met a satisfactory level of competencies and attendance. During 2004-05, 21% of the total number of students enrolled in non-credit ESL classes received a Completion Award. Compared to the 2004-05 MIS data, 63% of the Citrus student population achieved course completion for credit ESL classes. Defining and measuring non-credit students' success in attaining their educational goals is challenging, as these goals are varied and diverse. The new MIS director and the new researcher, along with the new Banner system, will help the non-credit matriculation department define and measure its success by enabling them to collect accurate data. The new identification numbers assigned by Banner will facilitate more consistent reporting and tracking of student progress.

## Non-Credit Matriculation

### B. Describe areas where you have concern about student success.

One concern for student success is the difficulty in tracking students. In the past, undocumented students were issued a temporary student identification number (NCR), which changed every semester. The monitoring and tracking of non-credit students has been challenging and has made the data unreliable. Another concern is defining "success" in non-credit where student goals are extremely diverse, and in many cases, are intermixed with personal priorities (i.e. – AA degree vs. helping daughter with homework). With the help of the MIS director, researcher, and the Banner system, the non-credit matriculation department will begin to define and measure success by collecting accurate data. Banner will also allow the assignment of identification numbers to be more consistent in reporting and tracking the students. Tracking students will contribute to monitoring students' success through an established follow-up program, which is currently in development.

### C. What programs and services do you feel specifically contribute to the success of students at your college? Why?

The non-credit student population consists of a variety of ethnic and cultural backgrounds, and types of personal, educational and career goals. The majority are basic skills and English Language Learner students, as well as non-traditional, college-aged returning students. Many of these students also have priorities they place before college such as their jobs, financial obligations and childcare responsibilities. Therefore, offering non-credit matriculation services in a holistic and individualized manner is imperative to their educational success. The department feels that optimal use of non-credit counseling services will help the student apply supportive "tools" that will assist them in persisting toward their goals. Non-credit counseling services include academic, career and personal counseling; basic skills workshops (reading, writing and math); college success, personal enrichment and career development workshops; support groups; parenting programs; individualized campus tours; tutoring, and a College Life course.

## 5. Student Learning Outcomes - Describe your progress in the development and implementation of Student Learning Outcomes (SLOs) for the program at the college.

### A. What are the SLOs for the program?

#### Outcome Domain 1

Non-Credit ESL students will acquire the knowledge and/or skills to make advancements towards their goals with the use of Non-Credit Counseling services as explained during the orientation process.

SLO 1.1 Non-Credit ESL students will be able to identify at least two Non-Credit Counseling services.

SLO 1.2 Non-Credit ESL students will participate in at least two Non-Credit Counseling services.

SLO 1.3 Non-Credit ESL students will be able to implement Non-Credit Counseling services into the attainment of their goals.

### B. What process was used (or is planned to use) to develop these outcomes?

- Two of the full-time non-credit counselors attended Citrus College SLO training; discussions regarding SLOs were held during counseling program and coordinators/director meetings; the non-credit counselors met to develop the department SLOs; and the department coordinator attended a workshop on SLOs at the All Directors Training sponsored by the Chancellor's Office.

### C. What types of activities are you conducting in order to achieve these outcomes?

During initial orientation/intake sessions with a non-credit counselor, students are given verbal and written information regarding the following non-credit counseling services, which they are encouraged to utilize:

- Academic, career, parenting, and personal development workshops
- Support group
- Individual counseling (academic, career, and personal)
- On and off campus referrals
- Campus tours
- Non-credit Counseling 860 Class: College Life
- Parenting class (STEP)
- POWER Math
- Tutoring
- CAHSEE Preparation

## Non-Credit Matriculation

### D. How are you assessing the achievement of the outcomes?

For SLOs 1.1 and 1.2; at the end of the spring 2007 semester, the non-credit ESL instructors were asked to survey their students using a paper survey provided by the Non-Credit Matriculation Department. The instructors could elect to administer it on their own or ask a non-credit counselor to administer it during their class sessions. Surveys for SLOs 1.1 and 1.2 will be administered every semester (mid to end) to determine if students are able to identify and are participating in Non-Credit counseling services. For SLO 1.3, a focus group will be formed every semester (mid to end) to discuss and determine if students are implementing non-credit counseling services in order to help them make advancements towards their goals.

### E. How have you used the assessment information to improve the services?

The Non-Credit Matriculation Department counselors reviewed the survey results and made suggestions to improve the orientation process. These suggestions are for immediate and long-term implementation.

Suggestions for immediate implementation include:

- Combine/streamline Intake and SEP forms so that counselors have sufficient time to complete a SEP during the intake/orientation session (first appointment). Students may be more committed to their educational goal if a plan is in place from the beginning.
- Update all flyers, non-credit matriculation website, orientation folders, and classroom bulletin boards in a timely manner. Rotate these duties among counselors.
- Encourage students during the intake/orientation appointment to make a follow-up appointment (2-3 weeks later). If they do not make an appointment, have the student fill out the "appointment reminder card" before they leave. The department will then mail it in 2-3 weeks reminding the student to make a follow-up counseling appointment.
- Put non-credit matriculation PowerPoint orientation on the web.
- Counselors will visit ESL classes to update students about non-credit matriculation services during the fall and spring semesters.
- List non-credit matriculation services in student planners and give one to each student during the intake/orientation session.
- Offer short College Life (Non-Credit Counseling 860) class as students who participate may become more committed to their goals, knowledgeable of services and demonstrate improved persistence.

A few of the long-term implementation suggestions include:

- Placing a glass display case outside of the Lifelong Learning Center with non-credit matriculation services information. Students would be encouraged to periodically check the case for updated information and would have the opportunity to answer a riddle in order to participate in a raffle.
- Change orientation/intake appointments to 1 hour to effectively cover all necessary information, enroll in classes/workshops, complete a SEP, answer questions, tour Lifelong Learning Center, etc.
- Create a non-credit matriculation calendar for classroom and hallway bulletin boards.

In addition, the department identified target survey goals to work towards (in comparison to the actual spring 2007 survey results), which will be assessed during the administration of the Fall 07 survey. Also, recommendations have been made to the survey, along with its administration, which will be implemented during the fall 2007 semester.

## 6. Compliance

### Student Eligibility

Although matriculation has a Board approved policy regarding exemptions, non-credit matriculation does not have a policy. If necessary a policy will be created.

### Student Services

#### Admissions

#### A. Are there significant student populations on campus that speak primary languages other than English? If yes, are there application materials available for these students in their native languages?

In non-credit matriculation, a significant population of students speaks Spanish as a primary language. Currently, application materials are not available in Spanish, but will be available in the near future.

## Non-Credit Matriculation

## Orientation

### A. What modes of orientation are available to students?

In non-credit matriculation, new students are provided with an individual orientation session during their initial counseling appointments. Also, a PowerPoint orientation presentation (English version only) is located on non-credit matriculation's webpage for students to preview at their leisure. (A Spanish version is available, but not on the department's website).

### B. What topics are covered in orientation? Is there a script, PowerPoint presentation, or outline available? If yes, please provide a copy.

During the orientation, students are informed of non-credit matriculation services, non-credit instruction offerings, campus resources, and the sexual assault policy. Students then complete an intake form, are given an academic planner (contains non-credit matriculation services and college success skills information), and receive a tour of the Lifelong Learning Center where services and instruction are offered. There is no formal script; however, each student receives a folder containing standard information, which the counselors review with the student. The counselors also have the option of showing or offering a handout of the PowerPoint orientation presentation (English or Spanish versions) during the session.

### C. Are modified modes of orientation available for ethnic or language minority groups?

The PowerPoint presentation is available in Spanish (only the English version is available on the webpage) and two of the counselors speak Spanish as well. Unfortunately the fliers regarding counseling services have not yet been translated into Spanish, but will be translated in the near future.

## Assessment

### A. Are all validation studies for the college's assessment instruments up to date?

A validation study for the non-credit ESL placement assessment instrument has not yet been completed, but is being pursued. The validation study process has been discussed with an assessment consultant to assist with the validation study, as well as, the instructional faculty.

### B. Describe the multiple measures and how they are regularly used for placement.

Interview of students' educational, career, and personal experiences during the intake appointment, as well as, other evidence provided.

### C. Identify the test instruments used for placement.

The non-credit ESL placement assessment (homegrown) is being utilized to determine the appropriateness of students placed specifically into the ESL Advanced (Academic ESL I) class.

## Counseling and Advising

### A. How do you address the counseling needs of:

- **Students who speak languages other than English?**

Two of the non-credit matriculation counselors speak Spanish.

- **Evening/weekend students?**

Every effort is made to schedule a non-credit matriculation counselor every evening, Monday through Thursday, until 7:00 pm. Applicable non-credit classes served by non-credit matriculation are not offered during the weekends; therefore, non-credit matriculation counselors are not scheduled during this time.

- **Students attending summer or inter-sessions?**

Non-credit matriculation counselors are available during the summer and inter-sessions.

## Non-Credit Matriculation

- **Students who are only distance education students?**

Students are welcome to communicate with non-credit matriculation counselors by phone, e-mail and/or by making an in-person appointment.

- **Other students who seek on-line counseling support?**

Non-credit matriculation counselors are available for on-line counseling support.

### **B. Describe how paraprofessionals are used in providing counseling/advising services.**

Non-credit matriculation does not utilize the services of paraprofessionals for counseling/advising.

### **C. Describe the activities associated with developing a Student Educational Plan (SEP). At what point in the counseling/advising process is the SEP initiated?**

If appropriate, a student's initial counseling appointment includes: an orientation of non-credit matriculation counseling services, the completion of an intake form, registration assistance, and an SEP is developed. We began including SEPs in the intake process in September 2007.

### **D. How many SEPs are written by counselors or advisors in each term?**

According to SARS, eleven SEPs were completed during 2006-07. This is an area that will be improved upon with the new intake appointment procedure which includes completion of an SEP during an appointment.

### **E. How often are the SEPs reviewed and updated?**

If a SEP exists for a student, it is reviewed and updated at every counseling session unless the objective of the meeting is for a different reason. However, a reason code in the SARS database regarding updating SEPs has not yet been established and formally tracked. All related data has been tracked under one general heading which is "SEP." This is currently being modified to include a separate code to identify SEP update sessions.

### **F. Are SEPs available in an electronic format?**

An electronic SEP form is not currently available.

## *Student Follow-Up*

### **A. Describe the follow-up services provided for students who are on probation or dismissal status, basic skills, undecided, provided by the college.**

- **How are students selected for follow-up?**

During the intake/orientation counseling session, all students are encouraged to return to see a counselor for a follow-up session. Some students leave the first counseling appointment with an established follow-up appointment. A formal student follow-up procedure will be implemented during the 2007-08 school year.

- **How does instructional faculty participate in follow-up?**

If a student is experiencing difficulty with a course and/or has scheduling issues, the instructor is consulted in order to assist the student and counselor with planning efforts. Also, instructors seek the assistance of a counselor when students need academic and/or personal counseling.

- **Does the college utilize an Early Alert Program?**

Yes, however, it is only applied to credit students.

## Non-Credit Matriculation

### *Coordination and Training*

#### **A. Identify who is responsible for each matriculation component and the process used to keep staff up-to-date on matriculation requirements.**

The non-credit matriculation coordinator, Kristie Shimokawa, is responsible for all components related to non-credit matriculation. Lan Hao, institutional research director, will assist with the research and evaluation components. The following activities are conducted to keep the non-credit staff up-to-date on matriculation requirements:

- Non-Credit Matriculation Department Meetings
- Conferences/Workshops
- Counseling Program and Services Meetings
- In-services/Trainings
- E-Mail Updates
- Subscription to Nontraditional Students Report
- College FLEX Day Activities

#### **B. What types of matriculation training are provided to faculty, staff and administrators (e.g. FLEX activities, etc.)?**

- Non-Credit Matriculation Department Meetings
- Conferences/Workshops
- Counseling Program and Services Meetings
- In-services/Trainings
- E-Mail Updates
- Subscription to Nontraditional Students Report
- College FLEX Day Activities

### *Research and Evaluation*

#### **A. Describe the resources available and committed for matriculation research.**

In fall 2007 the researcher formed a committee to set priorities for research. The dean of counseling attends these meetings.

#### **B. Describe the research agenda supporting matriculation and what studies have been completed.**

After a long vacancy, the college hired a researcher, who will soon organize and chair a research committee.

### *Prerequisites, Co-requisites and Advisories on Recommended Preparation*

#### **A. Are there local board-adopted policies governing prerequisites?**

See attached policy.

#### **B. Have all prerequisites been approved by the curriculum committee?**

No.

#### **C. Does the college follow the Model District Policy?**

Yes.

### *Funding, Expenditures and Accountability*

#### **A. Are you familiar with the distinctions between the formulas and their elements and how these determine the college/district allocation(s)? Would you like technical assistance in this area?**

The Non-Credit Matriculation Coordinator is familiar with the funding formula, but technical assistance would be reinforcing and helpful.

#### **B. How do you ensure that Matriculation funds are only used to pay for allowable matriculation expenditures?**

The Non-Credit Matriculation coordinator monitors expenditures in conjunction with the Title 5 Matriculation Regulations and other supportive documents (i.e. – Matriculation Services for Non-Credit Students Advisories 1 & 2, Non-Credit Matriculation Program Plan and Expenditures Allowed and Disallowed with Credit and Non-Credit Matriculation Funds). Also, the coordinator consults with the Fiscal Services Department.



## Non-Credit Matriculation

### C. Describe the process for developing and approving the Matriculation Budget and Expenditures.

The Non-Credit Matriculation coordinator manages and monitors the non-credit matriculation budget and expenditures. The Fiscal Services office is also instrumental in assisting in the development and monitoring of the budget, as well as, providing technical assistance. In regards to the budget, the budget is developed in accordance to the needs and regulations of the program. In regards to expenditures, the coordinator submits approved expenditures to the dean of counseling, which then is sent to the vice president of student services and finally to the director of purchasing for review and approval.

### D. Identify the process for completing the Matriculation Year-End Report and relationship to the district's year-end program accounting.

Fiscal Services assists non-credit matriculation with the year-end report. If questions arise, the two departments work together to resolve and correct any remaining issues. It is a check and balance, as well as a technically supportive relationship.

#### Other

### A. With which other departments or areas on campus do you coordinate to provide services to students?

- Continuing Education Office
- Math Department (Non-Credit Matriculation Programs: POWER Math, Summer Math)
- College Success Program
- All student services programs as needed (DSP&S, EOP&S/CARE, Financial Aid, etc.)
- Office of School Relations
- External Relations

## IV. Effective Practices and Opportunities for Improvement

### A. What is working well?

- The non-credit matriculation staff shares the same focus to find the most effective way of meeting the needs of its students. The counselors are conscious of the fact that non-credit students possess highly individualized needs requiring flexibility and creativity in helping them plan their educational paths. The clerical staff provides outstanding support to the department, staff and students. Overall, the department staff is communicative, works well together, is supportive of one another's ideas, puts students first, and truly exemplifies the definition of team.
- The composition of the staff is highly diverse. Counselors have specialties in Marriage & Family Therapy, Career Development, Social Work, and are bilingual in Spanish.
- Basic skills workshops and tutoring sessions provide additional support to non-credit students. Workshop facilitators are well-qualified and are experienced in their related fields of study. The basic skills workshops and tutoring sessions offer the personal attention that students need to succeed.
- Non-credit matriculation has an adequate budget to meet the growing needs of its programs. There are ample supplies, classroom materials, and equipment.
- The department offers a wide variety of personal, career, and academic workshops such as resume writing, preparing for exams, and time management. This facilitates supporting the non-credit students while pursuing their goals.
- The department worked hard in the 2006-07 school year to plan and implement new projects, including receiving two CAHSEE preparation grants (Class of 2006 and Class of 2007), creating and obtaining approval for the Non-Credit Counseling 860 Course (College Life). The department was also instrumental in offering the POWER Math program.
- Non-credit matriculation developed partnerships with five local school districts (Duarte, Monrovia, Glendora, Azusa, and Charter Oak) due to the implementation of two CAHSEE preparation grants. Through these partnerships, students have enrolled in non-credit classes.
- The department's communication tools; brochures, flyers, PowerPoint orientation presentation, and web site have been updated/improved.

### B. What areas need to be addressed more effectively?

- The request to hire a full-time secretary dedicated to the non-credit matriculation program was recently denied. The department's clerical support staff currently consists of a 40% secretary, a part-time administrative assistant, and a student worker. It has been a challenge to deliver the complex requirements with efficiency and continuity; provide efficient coverage; disseminate Non-credit Matriculation and CAHSEE program information in a timely manner; and expand the department's programs.

## Non-Credit Matriculation

- The CalWORKs, Non-credit Matriculation, and the two CAHSEE programs share the adjunct office space. Therefore, at times problems arise regarding office availability for the non-credit adjunct counselors. The lack of office space creates difficulty in scheduling counseling appointments and department events, so planning for the department is a constant challenge. CalWORKs has priority using the adjunct offices.
- Non-credit matriculation collects data from several sources including SARS, both manually and by self-created Excel spreadsheets. Extracting data for reporting purposes (MIS and otherwise) can be inaccurate and unnecessarily time consuming. The department meets with undocumented students who until recently were not issued a Citrus College identification number making it difficult to accurately identify, track and report this population of students. The non-credit matriculation program is unable to report accurate information.
- The department's name, Non-Credit Matriculation, is deceiving and may discourage students from using its services. For example, changing "non-credit" to another word such as "lifelong learning" may be more inviting. The term "non-credit" would still be used for in-house and reporting purposes to the Chancellor's Office.
- Additional pre-enrollment and promotion of the department would be beneficial to potential students. Program visibility is a priority.
- The department's Non-Credit ESL Placement assessment instrument has not undergone the appropriate validation process. The Non-Credit Matriculation coordinator and the Dean of Counseling Programs and Services, worked together to attain this approval; however, they have met resistance from other departments, which has brought the process to a standstill.
- The department does not utilize a follow-up process to further support and retain its students in order to persist towards their goals.
- The department's brochures and flyers are not translated into any other language; translation is vital to the program. Many students who are from other countries inquire about the program.
- The department would like to explore the unique needs of the ADD population in the acquisition of basic skills and possibly develop a small program to address their needs and learning styles.

### C. Any exemplary practices and services that may be replicated by other colleges.

- During a first-time counseling appointment, students receive intake and orientation information, an SEP is completed, and students are assisted with registration. If time allows, students are personally guided to their classrooms and/or the College Success Lab. The non-credit student population needs individualized attention due to many factors such as the anxiety of returning to school as an older adult and the many outside responsibilities that non-credit students face. The hope is to increase the students' retention and persistence toward meeting their goals.
- Counselors visit non-credit ESL classes and Basic Skills Workshops every fall and spring to share updates and Non-Credit counseling services information with the non-credit students. The department feels that with more use of counseling services, retention, and persistence will take place in order for students to achieve their goals.
- The department conducted its third annual Let's Connect Luncheon, which brought together individuals who work with non-credit students (i.e. – non-credit ESL instructors, the dean of continuing education, the college success counselor, basic skills workshops facilitators, and CAHSEE grant partners). The purpose of the luncheon was to increase communication with departments who work with non-credit students and to inform them of the non-credit matriculation services available to students.

Non-credit matriculation services provided to students include:

- Academic, Personal and Career Counseling
- Basic Skills Workshops (reading, writing and math)
- Support Group
- Parenting Program (STEP)
- College Success, Personal Enrichment and Career Development Workshops
- Tours
- Rewards System
- CAHSEE Preparation Grants
- Tutoring
- College Life Course
- POWER Math
- Assessment Preparation

### D. Any successful pilot projects implemented by your program.

Non-credit matriculation provides student support services to students enrolled in the Introduction to High School Math I class offered by the non-credit instruction department. This unique program is called POWER Math. The 2007 POWER Math program is an intensive, eight-day, math preparation program that helps students strengthen and refresh their math skills to their fullest potential. The components of the program consists of the use of ALEKS software, class lectures, small group tutoring, counseling, and college success workshops (improving study skills, test taking skills and test anxiety) in a fun and supportive environment. By successfully participating in POWER Math, students are given the opportunity to retake the math portion of the college's math placement test.

Additionally, it prepares students for their first math class. By potentially obtaining a higher math placement score, students are able to save extra time from taking additional math classes, and save hundreds of dollars in tuition, supplies, and textbook expenses. Participating students made a progress gain between 18%-66%; and 86% of the students who retook the math placement test improved their placements by one or two levels.

## Non-Credit Matriculation

### V. Planning Agenda

- New Plans - Accurate collection and reporting of MIS data  
Timelines - spring 2008  
Resources Needed - Meet with institutional researcher and TeC Services director; to gain understanding of Banner software reporting tools  
Person Responsible - Non-credit matriculation coordinator, institutional researcher and TeC Services director
- New Plans - Develop follow-up process to include tracking of students  
Timelines - spring 2008  
Resources Needed - N/A  
Person Responsible - Non-credit matriculation coordinator and counselors
- New Plans - Validate Non-Credit ESL Placement assessment  
Timelines - fall 2008  
Resources Needed - Credit faculty to assist in process & formulate validation timeline with consultant  
Person Responsible - Non-credit matriculation coordinator
- New Plans - Develop services for students with special needs who require special accommodations, along with establishing a policy, process or procedure  
Timelines - Spring 2008  
Resources Needed - Meet with Non-Credit faculty and counselors to discuss accommodation possibilities along with needed materials and/or equipment  
Person Responsible - Non-credit matriculation coordinator and counselors

### VI. Implementation and Technical Assistance

#### A. Is there any training or technical assistance that you believe would improve the effectiveness of your programs?

- MIS data collecting and reporting.
- How to effectively assist non-credit students who need special accommodations, but do not have access to credit DSP&S services.

#### B. Are there any laws, regulations or other requirements that you find problematic in implementing any of these categorical programs to your college? (Optional)

- The language in Title 5 needs to address non-credit services and programs in greater detail. (We are aware that Title 5 is currently being revised to include more language regarding non-credit.)
- In light of open access, special accommodations, and the repeatability of non-credit classes, makes it challenging to work with students who are not proving to benefit from non-credit instruction.

## EOP&S/CARE

### I. Introduction

The mission of EOP&S/CARE at Citrus College is to compassionately help fulfill the needs of participant students through encouragement and support. Therefore, EOP&S/CARE staff members become ambassadors for the institution, functioning as liaisons between students, the college, and the community. The goal of EOP&S/CARE is to instill tools necessary for students to become empowered individuals, who are able to overcome barriers and actualize their academic and career goals.

EOP&S/CARE is located in the Educational Development (ED) building which is centrally located and also houses the financial aid office, DSP&S, the Testing Center and other student services programs. EOP&S/CARE is under the leadership of one (65%) director who reports to the dean of counseling.

The EOP&S/CARE staff consists of the following:

#	EOP&S/CARE Positions	Hours Week	Funding Source	
			EOP&S/ CARE/ CARE	Other
1	Director (EOP&S/CARE)	40	65%	35%
2	Full-Time Faculty	35	100%	
4	Adjunct Faculty	17.5	100%	
1	Full-Time Educational Advisor	40	80%	20%
1	Full-Time Administrative Secretary I	40	100%	
1	Administrative Clerk II	40	100%	
2	Student Service Specialists	40	100%	
4	Student Service Assistants	16	100%	
4	Peer Advisors	20	75%	25%

During the 2006-07 academic year EOP&S/CARE at Citrus College served a total of 1022 students, (unduplicated) of which 121 were CARE students. Over the past three years, the steady increase of EOP&S/CARE students has been managed in order to ensure that adequate services are provided to eligible students based on the annual allocation of funds. The CARE student population has declined from 2004-05 to 2006-07 by 12% for various reasons: the pressures placed on CARE students from The Los Angeles County Department of Social Services to go to work instead of attending school, a lack of support at home and the family demands single parents generally experience.

The last EOP&S/CARE Operational Program Review took place October 8-11, 2002. The following are the thirteen (13) recommendations made by the team and the current status on each:

(1) The Vice President of Student Services, the Dean of Counseling Programs and Services, and the EOP&S/CARE Director/Counselor were to collaborate to develop proper coordination and communication between the EOP&S/CARE program and other campus programs to facilitate providing "over and above" services to EOP&S/CARE eligible students. Meetings are scheduled with Financial Aid, the bookstore, and CalWORKs. In 2004 the EOP&S/CARE and CalWORKs programs were reorganized under one director. This merger facilitated the collaboration process and fostered collaboration efforts such as outreach and recruitment for CalWORKs and CARE eligible students, as well as a combined annual recognition ceremony for EOP&S/CARE and CalWORKs students.

(2) The EOP&S/CARE Director/Counselor and staff conduct an immediate student transcript audit to identify any student in excess of 70 units or 6 consecutive semesters. Following this thorough assessment, appropriate exit notification must be provided to each student determined ineligible due to limitation monitoring as specified by Title 5. In fall 2004, a new EOP&S/CARE database was developed to assist with tracking of student's units and semesters completed. In addition, the 70 unit/six semester eligibility form and process was revised to include a final review by the director in order to ensure checks and balances.

Students receive notices of eligibility beginning the completion of 40 units and three semesters. Finally students are mailed an exit notification upon completion of 70 units or six semesters.)

## EOP&S/CARE

(3) The Vice President of Student Services, Dean of Counseling Programs and Services, and EOP&S/CARE Director/Counselor identify EOP&S/CARE computer program needs in order to produce an effective student tracking system by accessing the campus data currently available and by providing staff with the training to ensure accurate EOP&S/CARE MIS student data reports. In fall 2004, a new EOP&S/CARE data base was implemented to address this recommendation. In addition, during fall 2006, the district invested in the Banner program, which was implemented summer 2007. The Banner program promises better accessibility to campus student data.

(4) The Vice President of Student Services, Dean of Counseling Programs and Services, and the EOP&S/CARE Director/Counselor clearly define the role and time assigned to the EOP&S/CARE Director/Counselor and, if necessary, submits a waiver to the Chancellor's Office requesting a less than full-time director based on the waiver criteria established. It is also recommended that the EOP&S/CARE Director/Counselor clearly define the job duties, document them on the Summary of Personnel 2.2 forms, and train each staff member to implement these job duties and responsibilities as required by Title 5.

In spring 2004 the college reorganized the EOP&S/CARE Director/Counselor position from a counseling faculty position to a management position to include leadership over the CalWORKs program. In summer 2004 a new EOP&S/CARE and CalWORKs director was hired. As the new director position is not full-time, in spring 2005 the new director submitted a request for waiver and for a new EOP&S/CARE Supervisor/Coordinator position that was 100% dedicated to EOP&S/CARE. The request for waiver was approved. In addition, annual staff development activities and training have been held to train staff to understand roles and responsibilities.

(5) The EOP&S/CARE Director/Counselor works with the EOP&S/CARE staff and The Recruiter/Outreach Assistant to develop a strategic and coordinated outreach plan focusing exclusively on EOP&S/CARE "over and above" outreach and recruitment. This plan should include a method that effectively tracks contacts with potential students in order to verify their enrollment and provide information about the strategies that yield an increase in the number of EOP&S/CARE students currently served. In 2004-05, outreach and recruitment master calendars were developed to track outreach and recruitment activities. Staff utilized contact cards at these activities to collect information from students interested in Citrus College and EOP&S/CARE, and Summer Bridge. In January 2006, an outreach database was created and implemented to better track and follow up with potential students. Since fall 2004, the EOP&S/CARE Educational Advisor has visited local feeder high schools on a weekly basis to assist potential students with college and program applications. EOP&S/CARE will continue to participate in campus recruiting events such as The Youth Conference, Parent Night, Independence City, and Early Decision.

(6) The EOP&S/CARE Director immediately submits a basic skills waiver request that meets the conditions and standards established by the approved waiver criteria. The team also recommends that either an efficient system to track the participation and effectiveness of tutoring services to EOP&S/CARE students by the college tutorial center be developed or that an alternative method of providing tutoring services to EOP&S/CARE students be created. A waiver request was submitted for the absence of EOP&S/CARE basic skills offerings in the 2005-06 Program Plan and was approved. After tracking participation over a three-year period of EOP&S/CARE students utilizing the college's tutoring services, it was discovered that very few students utilized the extra hour of tutoring provided by EOP&S/CARE. As a result, EOP&S/CARE is working on developing an alternative method to provide tutorial services to EOP&S/CARE students that go "above and beyond" what the college offers.

(7) The Vice President of Student Services, Dean of Counseling Programs and Services, and the EOP&S/CARE Director/Counselor ensure that any counselor conducting EOP&S/CARE counseling meets the EOP&S/CARE minimum counselor qualifications and has had proper training regarding Title 5 regulations. The practice of using non-qualified counselors to meet one of the two EOP&S/CARE required meetings with a counselor must be discontinued immediately. This practice has been discontinued and all counselors are carefully screened for EOP&S/CARE minimum counselor qualifications.

## EOP&S/CARE

(8) The EOP&S/CARE Director/Counselor collaborates with the Dean of Counseling Programs and Services to review the current counseling loads and to develop a plan to ensure that EOP&S/CARE students are being served with their required counseling contact time. One additional full-time counselor was hired during the 2005-06 academic year and one additional adjunct counselor was hired during 2006-07 for a total of two full-time counselors and two adjunct part-time counselors. Additionally, two full-time counselors from the Center for Teacher Excellence and General Counseling contribute additional hours for appointment availability during the evening office hours; thereby four part-time counselors in addition to two full-time counselors are available to assist EOP&S/CARE students in completing their required contacts.

(9) The EOP&S/CARE Director/Counselor ensures a Student Educational Plan (SEP) is in each student file, and Student Educational Plan (SEP) include long-range mapping of courses required to lead a student toward his or her educational goal. The nature of the three required contacts should be clearly defined and documented in the file and a counselor comment sheet implemented to record student advisement information in order to comply with Title 5 Student Educational Plan (SEP) and counselor contact requirements. Student Services Assistants continually review files to ensure all documents, including the SEP, are on file for each student. Students lacking an SEP are immediately called to schedule an appointment with a counselor. A "Student Summary Sheet" has been placed in each file to track counselor contacts and an interview sheet is utilized by the counselors and educational advisors to record detailed notes for each meeting.

(10) The EOP&S/CARE Director/Counselor trains staff on implementation of the EOP&S/CARE program's probation/dismissal policy. This policy is outlined in the student handbooks.

(11) The counseling staff provides probation counseling "above and beyond" the services provided by the college at large to ensure that students maintain academic progress and achieve their educational goals. EOP&S/CARE is continuously working with the Early Alert Program and in fall 2006, EOP&S/CARE counselors began conducting "Understanding Academic Probation" workshops.

(12) The EOP&S/CARE Director and staff formalize a tracking system for the ACT program and Career/Transfer Center referrals. In addition, the EOP&S/CARE Director/Counselor must submit a waiver to the State Chancellor's Office to ensure Title 5 compliance regarding mandatory transition services due to lack of "over and above" job placement services offered to EOP&S/CARE students. EOP&S/CARE staff assigned to coordinate ACT work closely with the Career/Transfer Center to identify and track transferring EOP&S/CARE students. A waiver request for job placement services was submitted with the 2005-06 Program Plan and was approved by the Chancellor's Office.

(13) The Vice-President of Student Services, Dean of Counseling Programs and Services, and the Financial Aid and EOP&S/CARE directors effectively coordinate their services and share information about mutual needs and timelines in a manner that ensures students' financial aid awards are not adversely affected. Designated EOP&S/CARE staff is granted access to Financial Aid's PowerFails software program, which allows the staff to more efficiently process EOP&S/CARE applications. Additionally, the EOP&S/CARE Supervisor and other staff work closely with Financial Aid staff to share information on book awards, CARE grants and other services that directly affect a student's unmet financial need. A timeline was developed to share information and avoid any adverse results that may affect a student's financial aid awards.

## II. Collegewide Student Services Integration and Coordination

**(Section II answers are for Credit/Non-Credit Matriculation, EOP&S/CARE, DSP&S and CalWORKs)**

### ***A. How do these four categorical programs work with each other and with other student services programs?***

- Credit Matriculation, Non-Credit Matriculation, EOP&S/CARE, DSP&S, and CalWORKs work together to serve students under the direction of the dean of counseling or the vice-president of student services. The director of EOP&S/CARE/ CARE and CalWORKs, and the coordinators of DSP&S and Non-Credit matriculation report to the dean of counseling. The dean of counseling is the credit matriculation coordinator. Program coordinators and director meet twice a month with the dean of counseling. Many of the programs share students and referrals; for example, the Early Decision project was implemented in spring 2007, before high school graduation, to enroll students

at Citrus for fall 2007. Counselors in all programs assisted the outreach staff with orientations and Student Education Plans (SEP) appropriate for each program. The group also created a new student DVD explaining student services. A second example of our work together is a summer workshop series called, "POWER Math". The program benefits students who score low in math on the Accuplacer. Non-Credit Matriculation offered student support services in conjunction with a non-credit math class. All counseling programs referred students to promote the program. Students who successfully completed the program were able to retake Accuplacer before beginning the fall 2007 semester. A third example of our work together is our participation in a workshop on identifying learning disabilities sponsored by DSP&S.

## EOP&S/CARE

### *B. How do student services work with instruction, institutional research and the management information systems (MIS)?*

- The dean of counseling attends meetings with instructional deans at least twice a month and shares issues with student services managers. Instructional managers/faculty are supportive and sensitive to student needs for accommodations, creating workshops and orientations for students needing to improve in math and English, and providing referrals to categorical programs.
- The dean of counseling receives instructional program review documents and makes comments as appropriate.
- Counseling and instructional faculty participate in learning communities where academic courses (primarily basic skills courses) are paired with counseling courses.
- Citrus College recently hired a researcher who is actively engaged in learning about the college and categorical programs. She recently provided input and data analysis for SLO development and measurement. The college is in the process of establishing research priorities for the position.
- TeC Services works with each categorical program to create reporting databases. The college recently converted to a new Enterprise Resource Project (ERP) system. The new ERP system "Banner" provides more options for data reporting. TeC Services is creating new reports based on requests from student service managers.
- The college recently upgraded the appointment scheduling and tracking system, which the TeC Services staff will maintain.

### *C. How are programs integrated with student equity planning and other strategic planning initiatives at the college?*

- **Access:** Categorical programs participate in meeting the goals of the student equity plan. Advisors and counselors from every division are responsible for outreach. Educational Advisors visit our feeder high schools weekly, and categorical programs assist with high school transition nights, Citrus College Youth Conference, Parent University, CAHSEE grant activities, High School Counselor Breakfast, and Early Decision Program.
- **Course completion:** The Early Alert Coordinator is responsible for working with faculty and contacting students who demonstrate early academic difficulty. She regularly revises and reviews interventions to improve effectiveness. In addition, the college recently assigned a college success counselor to meet the needs of basic skills students in the credit and non-credit programs. A goal for this program includes providing orientation in basic skills courses and requiring an educational plan for each student.
- **ESL and Basic Skills Completion:** Counselors participate in learning communities designed for freshmen who place into basic skills courses. The college success basic skills counselor is now responsible for meeting with ESL students to review placements and provide tools to help students succeed.
- **Degree and certificate completion:** Students learn about the certificate and degree programs at Citrus through many avenues including: on-line orientation, new student workshops, counseling courses, summer bridge program, non-credit orientation, DSP&S orientation and one-on-one appointment with a counselor or educational advisor.
- **Transfer:** Categorical programs work with Career/Transfer Center staff to increase transfer rates. Center staff prepares a college fair and university visits for EOP&S/CARE students and are aware of key issues necessary for helping DSP&S students transfer. All counselors and educational advisors are familiar with tools provided by CSU, UC and private colleges needed to assist students with this goal.

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### D. How effective are the programs in enabling success for under-prepared and under-represented students?

- Students who graduate from Citrus tend to use counseling more frequently than the general student population. In a survey of 266 students conducted at graduation rehearsal in spring 2007, Hispanics were 44.4% of those graduates surveyed compared to 36.6% of the Citrus College population. Asian students represented 14.6% of the graduating students surveyed compared to 8.9% of the Citrus College population. Graduating students told us they visited a counselor between 4-6 times before graduating.

### E. How do the program directors/coordinators and business office work together to monitor allowable expenditures and reconcile fiscal reporting.

- All program coordinators and managers meet with the Accounting Technician to monitor allowable expenditures and reconcile fiscal reporting.
- The Accounting Technician now E-mails reports each month to program coordinators.
- The Fiscal Services Department completes expenditure reports as required by the Chancellor's Office.

## III. Program-Specific Self-Evaluation

The self-evaluation is based on the WASC Accreditation Standard IIB – Student Support Services:

*“The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Students 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 these services.”*

**1. Management Information System (MIS) Data Reporting - for access, progress and success, MIS data for the prior three years (2005-06, 2004-05, and 2003-04) will be provided annually by the System Office for each college. Program staff will need to conduct an analysis of the data sent by the System Office. Colleges may also use in-house data to complete this section.**

### A. How is the categorical program director involved in the review of MIS data before it is submitted to the State Chancellor's Office?

The Director of EOP&S/CARE and CalWORKs reviews MIS data before it is submitted to the State Chancellor's Office. If the data is incorrect, the director and designated staff investigate the reasons why students are not being counted towards the total unduplicated count for the year. Once the EOP&S/CARE and CalWORKs director and the TeC Services (MIS) department have fully evaluated the data, it is submitted to the State Chancellor's Office.

### B. Does the data appear to be accurate? Do the numbers of students in the MIS report match your program records?

MIS data provided by the Chancellor's office appears to be fairly accurate. However, there are some instances when data from the state and in-house data does not match (i.e. transfer students, certificates awarded). An effort is being made to determine why these students' data are not being included.



## EOP&S/CARE

- C. If the data does not appear to be accurate, identify the problem (e.g. too many or too few participants listed; demographics seem incorrect, etc.). Document the process used to identify the problem. Share this information with the college information technology services staff to determine ways to correct your MIS reporting.

Some of the more common reasons as to why the numbers of students in the MIS report may not match our program records include: lack of a basic student records, or a possibility the student is not properly coded for DSP&S or coded as a special major. When there is a discrepancy, we immediately contact TeC Services who works closely with us to identify the students who are not being counted and to determine the reason(s).

### 2. Access - Identify how accessible the program is by comparing demographic data from the college to the program. Data to be compared include gender, ethnicity, age, informed educational goal, Pell and BOG fee waiver recipients, English Language Learners (ELL) and students with disabilities.

#### A. How does the program compare with the total college demographic data?

Although the total number of unduplicated students at Citrus College declined from 2003 through 2006, the EOP&S/CARE program at Citrus College continued to steadily grow during the last three years, serving on average approximately 4% of the total college population. Below are some common trends noted when comparing EOP&S/CARE students to the general college population:

- 69% of EOP&S/CARE participants for the last three years have been female; females make up 57% of the total college population.
- As a result of increased recruitment efforts at the local high schools, EOP&S/CARE recently experienced an increase in students who are less than 20 years of age. This age group made up 29% of the program participants in 2005-06 compared to 31% of the total college population.
- Similar to the general college population, most of the students who participate in EOP&S/CARE fall within the 20-24 age range.
- 57% of EOP&S/CARE students are Latino; 34% of the total college population is Latino.
- Latinos make up the largest minority group served by EOP&S/CARE at Citrus College.
- 13% of EOP&S/CARE students are African-American; 5.5% of the total college population is African-American.
- African-Americans make up the second largest minority group served by EOP&S/CARE at Citrus College.
- Based on data we received from the Chancellor's office, EOP&S/CARE participants are younger than the overall student body (70% compared to 61% are less than 25 years of age), tend to be minorities (82% average compared to 55% campus wide), and are more likely to be female.

#### B. Describe the areas where you have concerns about access.

##### **Some of the areas of concern with regards to access include:**

- The need to reach out to re-entry/non-traditional students over the age of 35. In comparison to the college general population, 21% of students are over the age of 35 years old compared to 13% of students in EOP&S/CARE.
- The student body at Citrus College is 57% female and 43% male; EOP&S/CARE students are 69% female and 31% male. As a result of this disproportion, there needs to be more outreach to the male population. A likely cause of this disproportion is the fact that our CARE program is comprised of nearly 100% females. CARE students make up approximately 16% of our total EOP&S/CARE population.
- Citrus College's total student population is 30% white, while white students comprise 15% of the EOP&S program population. This percentage has been consistent over the last three years. EOP&S/CARE realizes there needs to be a push to recruit more non-minority students who are EOP&S/CARE eligible to better reflect the demographic population EOP&S/CARE serves.

## EOP&S/CARE

- The CARE program at Citrus College experienced subsequent declines in student participation during the last three years. This trend seems to mirror trends at other community colleges statewide and is likely linked to restrictive welfare-to-work policies imposed by the Department of Social Services.

### C. Please describe any plans in place for improving access.

#### Plans to improve access in these areas include:

- Working with departments on campus such as Non-credit Matriculation, CalWORKs and vocational education programs to reach out to and identify re-entry students who would be potentially eligible for EOP&S/CARE.
- Furthering our working relationship with financial aid and identifying all BOG A and B students, as the number of students receiving financial aid at Citrus College has steadily increased over the last three years (19% to 25%). We hope to capture more of these students that fall within the demographics not generally associated with EOP&S/CARE at Citrus College: non-minorities, 35 years of age and over, and males.
- Developing a collaborative relationship between the CARE and CalWORKs program staff on campus. The CARE staff has fostered new working relationships with local community-based organizations that provide services to TANF/CalWORKs participants. We anticipate these reinforced recruitment efforts and strategies will increase student participation in CARE.

### D. What programs and services do you feel specifically contribute to student access at your college? Why?

EOP&S/CARE has consistently increased the number of students it serves each year. Some of the programs and services that contribute to student access at Citrus College include:

- Collaborative efforts with other on-campus programs such as Financial Aid, CalWORKs, DSP&S, the Career/Transfer Center, and External Relations have been very effective in increasing student access. These key programs and departments have also helped improve EOP&S/CARE' exposure to the campus community.
- Ongoing working relationships with college faculty, specifically faculty who teach basic skills level courses and counseling courses, to help identify potential EOP&S/CARE students.
- Assigning educational advisors, including two EOP&S/CARE educational advisors, to local high schools where they visit with potential students every week throughout the year. These visits include assistance with student education plans, completing EOP&S/CARE and financial aid applications, as well as an admissions application to the college. Additionally, more classroom presentations are being conducted at local feeder high schools thereby informing more students about the support services EOP&S/CARE provide.
- The EOP&S/CARE Summer Bridge Program increased participation over the last three consecutive years. As a result, we have experienced a 4% increase of students age 20 and under in EOP&S/CARE.
- The EOP&S/CARE Advisory Committee is a key factor in improving access. Committee members who represent local community organizations and other educational institutions recognize the valuable services we provide and often refer students who could benefit from the programs.

## EOP&S/CARE

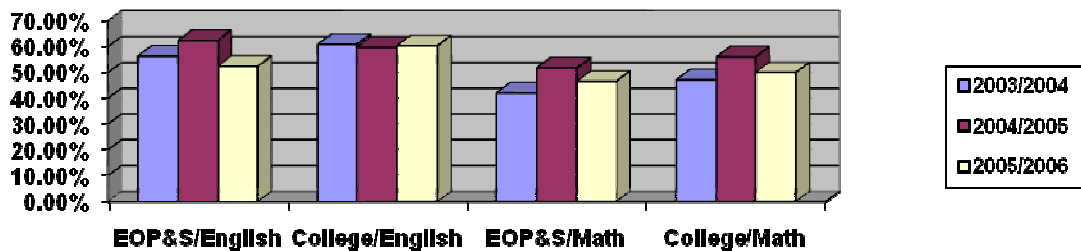
3. Progress - Compare how well students served by the program perform compared to those of the whole college. Data to be compared include course success rates, academic and progress dismissal, and persistence.

A. How well do the students served by your program perform compared to the total college population?

Data submitted by the Chancellor's Office indicate that the persistence rates for EOP&S/CARE students are higher than those of the general college population for the last three years. 86.23% of EOP&S/CARE students persisted from fall to spring during the last three academic years, in comparison to 61% of Citrus College students.

Additionally, the majority of EOP&S/CARE students at Citrus College are accepted under the criterion that demonstrates an educational disadvantage based on placement in remedial, non-degree applicable courses in math and/or English. Data for the last three years demonstrate that EOP&S/CARE students successfully complete basic skills courses in math and English at a lesser rate than the general college population.

**Success Rates of EOP&S Students vs. The General Population  
In Basic Skills Courses**



B. Describe areas where you have concern about student progress.

One significant area of concern for our students' progress is the low success rate in completion of basic skills courses. This accents the need to develop an effective tutorial services program in EOP&S/CARE to assist students in successfully moving towards completing basic skills English and math sequences that will lead to graduation and/or transfer. EOP&S/CARE would also like to improve our students' success rates of degree applicable unit completion. Again, an effective tutorial services program within EOP&S/CARE would assist in developing student academic success.

C. What programs and services do you feel specifically contribute to the progress of students at your college? Why?

EOP&S/CARE has consistently managed to maintain stronger persistence rates from fall to spring for the last three academic years compared to the total college population. Some of the programs and services that contribute to student progress at Citrus College include:

- Personalized academic and career counseling appointments, which have been very effective in keeping students on track towards completing their educational goal.
- Peer mentors and staff who consistently remind students of their appointments and reinforce requirements of the student's mutual responsibility contract that will enable the student to remain in good standing with the program.
- Mid-term progress reports are an important key to assisting students who are experiencing academic difficulties. Students complete progress reports early in the semester allowing EOP&S/CARE counselors to intervene and find solutions that will help the student improve academic performance in classes where they are struggling. Such solutions include referrals to the college's tutorial services or referrals to specialized workshops that focus on developing study skills.

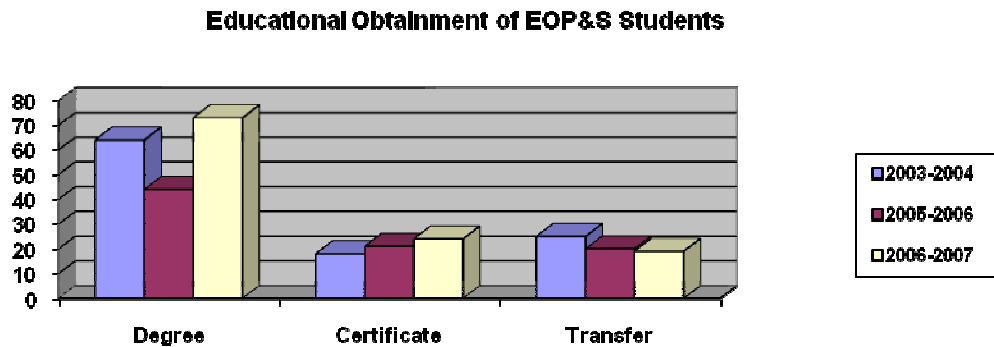
## EOP&S/CARE

- Citrus College's Counseling & Advisement Center also coordinates the Early Alert Program. College instructors provide information to the Early Alert coordinator about students who may be experiencing significant problems in their classes. Many of these students are EOP&S/CARE students who are eventually expected to see an EOP&S/CARE counselor to discuss ways to improve the student's progress in class.

### 4. Success - Review how well your students are completing their educational goals. Data to be included are number of degrees and certificates awarded, number of transfer-prepared students, number of transfers, and achievement of non-credit educational goals.

#### A. How well do the program students perform compared to the total college population?

MIS data provided by the Chancellor's Office is inconsistent with in-house data; the reasons for inconsistencies are being examined. According to in-house data, EOP&S/CARE students perform at a rate of success comparable to the general college population. The following graph reflects in-house data reported on the last three annual EOP&S/CARE Program Plans.



When in-house data is compared to overall college success, both the college and EOP&S/CARE saw an increase in the number of students who completed an educational goal in 2004-05 from 2003-04. However, after the 2005-06 academic year, both the EOP&S/CARE program and the college experienced a decrease in the number of students who graduated, transferred or completed a certificate program. In addition, both the program and the college experienced a decline in the number of students who are either transfer-directed or transfer-prepared.

#### B. Describe areas where you have concern about student success.

The recent decline in the number of EOP&S/CARE students who transferred to a four-year institution is an area of concern for EOP&S/CARE. We are currently exploring methods to improve transfer success rates among EOP&S/CARE students.

#### C. What programs and services do you feel specifically contribute to the success of students at your college? Why?

The programs and services we feel specifically contribute to the success of students at Citrus College are:

- Consistent academic counseling and advising help students stay on track toward completing an educational goal. EOP&S/CARE advisors and counselors stay well informed of all graduation and transfer requirements. Furthermore, advisors and counselors attend annual UC and CSU counselor conferences where their knowledge of transfer requirements is updated.
- The Career/Transfer Center has been instrumental in successfully transferring EOP&S/CARE students. Opportunities to meet with university representatives, university tours, college fairs, application workshops and career assessment are just some of the services EOP&S/CARE students can utilize to improve upon their chances of success.

## EOP&S/CARE

- Assisting Citrus transfer, ACT is a program within EOP&S/CARE that focuses on providing specialized support to transferring EOP&S/CARE students. ACT participants are assisted with completing admission applications and personal statements. ACT participants are also encouraged to attend college tours, college fairs and specialized workshops that prepare students for transfer.

### 5. Student Learning Outcomes - Describe your progress in the development and implementation of Student Learning Outcomes (SLOs) for the program.

#### A. What are the SLOs for the program?

##### *Program Eligibility*

###### SLO 1:

To further reinforce program requirements, EOP&S/CARE staff and faculty conduct ongoing communication with all students to reiterate program eligibility requirements (i.e. three required contacts, minimum 2.0 GPA requirements, and completion of minimum number of units per term). Communication includes, but is not limited to, reminder phone calls, flyers, newsletters, and personal contact within the office.

##### *Persistence/Retention*

###### SLO 2:

To promote persistence and educational goal obtainment, EOP&S faculty and staff inform, educate, and encourage students to complete all courses required to complete educational goal requirements. Through academic counseling and progress checks, EOP&S counselors work to provide resources and referrals to support the students' educational, social, and personal needs.

##### *Success*

###### SLO 3:

To ensure successful completion of stated educational goals, EOP&S staff continually monitors the progress of each individual student's SEP. When it is determined the student is not following the SEP as outlined by the counselor, an attempt is made to contact the student to schedule an appointment with an EOP&S counselor for follow-up. The student then meets with a counselor to revise the SEP. This ensures the SEP is updated and the student is aware of courses needed to complete his/her educational goal.

##### *Retention (Summer Bridge)*

###### SLO 4:

In spring 2008, results will be evaluated to assess if current strategies, activities, and course material utilized in the Summer Bridge program promote enrollment and successful completion of the subsequent fall semester for Summer Bridge students.

##### *Academic Self-Efficacy (CARE)*

###### SLO 5:

A pre-survey was conducted in fall 2007 to assess new CARE student knowledge of Citrus College programs and services. A post-survey will be administered in summer 2008 to reassess knowledge and utilization of programs and services.

#### B. What process was used (or plan to use) to develop these outcomes?

Staff and faculty attended a Region 8 staff development workshop on developing student learning outcomes. Discussions were held within the department to brainstorm department specific SLO's. SLO's were further developed and refined with the vice president of student services, dean of counseling, within EOP&S/CARE meetings and at coordinators/director meetings.

#### C. What types of activities are you conducting in order to achieve these outcomes?

The following activities were conducted during the 2006 – 2007 academic year to ensure achievement of EOP&S/CARE SLO's:

## EOP&S/CARE

- Conducted New Student Orientations where staff reviews mutual responsibility contract, mandated counselor contacts, mandated academic progress monitoring, EOP&S/CARE services, other campus student support services and program eligibility requirements.
- Counseling Contacts – Counselors developed and updated SEPs, mutual responsibility contracts, graduation requirements, transfer requirements, and program eligibility contacts.
- Students' academic progress was monitored through mid-semester progress reports by instructors.
- Peer mentoring and staff-student interaction emphasized and discussed program requirements, appointments, and referrals to other campus resources.
- An EOP&S/CARE newsletter was developed and distributed to all eligible students.
- Self-development workshops were offered to eligible program participants; topics included, time management, self-esteem, note-taking skills, and test anxiety.
- Counseling 160, Strategies for College Success (counseling classes for new CARE and summer bridge students) was established.
- CARE students received a reminder letter of program requirements.
- All EOP&S/CARE students received updated program flyers detailing requirements and services.

### D. How are you assessing the achievement of the outcomes?

#### *Program Eligibility*

##### SLO 1:

Program eligibility is monitored through tracking student course load, GPA, and fulfillment of three EOP&S/CARE and/or CARE contacts. Review and monitoring of eligibility is maintained by Student Services Assistance through "Student Summary Sheets" and entering of information to EOP&S/CARE database.

#### *Persistence/Retention*

##### SLO 2:

Student services assistants will review student records and the database to identify students in compliance with meeting EOP&S/CARE requirements as it pertains to their educational responsibilities. In addition, Student services assistants monitor SEP and research the specific question: "Did the student follow his/her educational plan and complete 3 out of 4 courses planned?" EOP&S/CARE staff will also work to identify students in need of a comprehensive SEP (minimum 4-6 semester plan) to ensure a comprehensive road map to the student's educational goal.

#### *Success*

##### SLO 3:

EOP&S/CARE counselors will review the SEP during the mandated individual counseling sessions. At the end of each semester, EOP&S/CARE counselors will review eligible students' records to determine progress towards stated educational goal. Additionally, EOP&S/CARE counselors will check for degree, certificate and graduation completion as outlined in the SEP to determine the successful completion of the students' long-term educational goal(s).

#### *Retention (Summer Bridge)*

##### SLO 4:

Summer Bridge participants will be administered a post-test, College Readiness Survey, at the end of the fall 2007 semester. Transcripts will also be evaluated at the end of the fall 2007 semester to review GPA (Grade Point Average) and completion of academic courses.

#### *Academic Self-Efficacy (CARE)*

##### SLO 5:

Using the responses to the pre-survey, counselors and other CARE staff members will determine what information or knowledge new students have on resources for their academic success. By reviewing the pre-survey, staff will determine what CARE students need to ensure their academic self-efficacy. The desired effect is for CARE students to be able to identify other campus program services in addition to the EOP&S/CARE department.

## EOP&S/CARE

### E. How do you use the assessment information to improve services?

#### *Program Eligibility*

##### SLO 1:

EOP&S/CARE full-time staff conducts ongoing communication to all staff to reiterate program eligibility requirements (i.e. 3 required contacts, minimum 2.0 GPA requirement, complete required units per term) to EOP&S/CARE students when they visit the EOP&S/CARE office for assistance and resources. Flyers with key information were created to distribute to students regarding required contacts and program eligibility. Friendly reminder phone calls were made to ensure attendance to EOP&S/CARE events, student/ counselor appointments, conferences, and workshops.

#### *Persistence/Retention*

##### SLO 2:

EOP&S/CARE Counselors inform, educate and encourage students to complete all courses required to complete educational goal requirements, despite personal setbacks. EOP&S/CARE counselors will work to provide resources, referrals, and personal counseling to students who may have information that would make a difference in their educational career.

#### *Success*

##### SLO 3:

EOP&S/CARE staff continually monitors the progress of each individual student's SEP. When it is determined that the student is not following the SEP as outlined by the counselor, an attempt is made to contact the student to schedule an appointment with an EOP&S/CARE counselor for a follow-up. The student then meets with a counselor to revise/complete the SEP. This ensures that the SEP is complete and that the student is on track to successfully complete his/her stated educational goal.

#### *Retention (Summer Bridge)*

##### SLO 4:

In the spring 2008 semester, results will be evaluated to assess if current strategies, activities, and course material/text utilized in the Summer Bridge program are successful and/or in need of revisions and thorough program evaluation.

#### *Academic Self-Efficacy (CARE)*

##### SLO 5:

The administering of the post-survey has yet to be determined. It is certain that this post-survey will be administered near the end of the spring 2008 semester. This may be done during a CARE group activity, through appointments with the EOP&S/CARE supervisor, or during the third contact (exit interview) with an EOP&S/CARE counselor. Using the given responses to the post-survey, CARE counselors and staff will be able to determine what students have learned as a result of the CARE Counseling 160 class and Self-Development Workshops.

## 6. Compliance - Provide an overview of how each program is meeting the applicable minimum requirements of the federal regulations, California Education Code, Title 5 regulations,

### *Student Eligibility*

Student eligibility for the EOP&S/CARE program is limited to those who meet specific criteria identified in Title 5. The program is responsible for determining and documenting the student's eligibility. The CARE program has additional eligibility requirements that must be reviewed and documented to accept students into the program. The programs must monitor student continued participation and maintain student files.

### A. Describe the factors your program uses to determine that students are educationally disadvantaged and how these factors are communicated in your program information/handouts? (Title 5 – 56208)

Applicants must meet one of the following eligibility criteria that demonstrate an educational disadvantage:

## EOP&S/CARE

- Placement in a remedial, non-degree applicable math or English course
- Non-high school graduate
- Earn a grade point average of 2.5 or less in high school, verified by transcripts
- Previous completion of remedial courses, verified by transcripts
- Self-certification by student that he/she is a first generation college student
- Self-certification by student that his/her first language is not English
- Emancipated foster youth or ward of the court with supporting documentation

Although these factors are not specifically listed on our handouts, we indicate that students must demonstrate an educational disadvantage. Applicants are expected to answer all questions on our intake application and provide supporting documents to assist in determining program eligibility.

### **B. Describe the process used to monitor continued EOP&S/CARE eligibility (70 units/6 semesters). (Title 5 – 56226)**

Our current database allows us to identify students who complete or are close to completing 40 units and/or participation in the program for 4 consecutive terms. These students are evaluated by counselors who determine remaining semesters the students can participate in the program. A letter is sent to the student where he/she is also notified of his/her tentative last term of services with the program.

### **C. Describe the process for assisting students in completing their Student Educational Plan (SEP) and making necessary revisions.**

Students are strongly encouraged to utilize their priority registration date in order to follow the SEP with ease. Furthermore, students are encouraged to plan ahead and make appointments with EOP&S/CARE counselors prior to the priority registration date, in the event the student must make revisions to the educational plan. Also, at a student's end of term/exit interview, counselors review the student's progress to ensure he/she is on track to successfully complete courses. Any necessary revisions to the SEP can also be made at this time.

### **D. Describe the process and documentation used to verify eligibility for the CARE program.**

Students must answer "yes" to the three questions on our EOP&S/CARE application indicating the student is a single parent, single head of household, has at least one child under the age of 14 and is actively receiving TANF. These students are given a separate CARE application asking for additional information about the student's current marital status, how long the student has been receiving cash-aid assistance, and the names, birthdates, gender and ages of all children in the household. Additionally, students are asked to provide a current notice of action or verification of benefits as proof of participation in TANF/CalWORKs.

## **Student Services**

### **A. Does the EOP&S/CARE program offer all program services listed in Article 3 of Title 5? If not, which ones are not offered in EOP&S/CARE and why? (Title 5 – 56232 – 56240)**

EOP&S/CARE at Citrus College does not provide the following services; waivers were submitted and approved by the Chancellor's Office for the 2006-07 school year:

- Assessments: EOP&S/CARE does not provide assessments; the college conducts general assessments for new students to the college.
- Basic Skills Instruction: EOP&S/CARE does not provide or pay for basic skills instruction. The college offers basic skills instruction that includes: 1) English as a Second Language (e.g. ESL 030, 035, 040), 2) Remedial/developmental English (ENG 030, 040), 3) Remedial/developmental mathematics (MATH 020, 029), and 4) Reading (READ 019, 040, 099). These are non-degree applicable courses designed to build the necessary skills to succeed in credit coursework. Citrus College's HSI Title V grant helps improve and increase basic skills instruction.
- Career Employment Services: EOP&S/CARE does not provide career employment services through job placement. The college provides job placement assistance to all



students through Student Employment Services. EOP&S/CARE provides career services through career test fee waivers for those students exploring career options.

## EOP&S/CARE

### **B. How are the required counseling contacts documented? (Title 5 – 56236)**

Counselors record the date a student completes a counseling contact on the student summary sheet in the student's current semester file. The counselor also briefly documents minimal details about discussions during the meeting with the student. Furthermore, counselors utilize a special form for end of term/exit interviews, where the counselor details the student's status with the program the following term and the student's history with the program in terms of units completed and semesters served.

### **C. Describe the process you have in place to ensure all eligible students meet their required counseling contacts. (Title 5 – 56236)**

In order to assist eligible students in making their contacts, staff will:

- Distribute a flyer to students each semester that lists "Important Dates to Remember", such as deadline dates to complete counseling contacts.
- Provide students with an academic calendar/planner that lists deadline dates and includes our student handbook.
- Check files periodically and make reminder phone calls to students who have not scheduled or have missed appointments.
- Remind students of their responsibilities to the program when students pick up their progress report from the EOP&S/CARE office.

### **D. Describe the tutorial services for EOP&S/CARE that are over and above those available to the general students.**

Currently, EOP&S/CARE at Citrus College does not provide tutorial services that go above and beyond the services available to the general student population. A few semesters ago, EOP&S/CARE paid for an extra hour of tutoring per week for EOP&S/CARE students who requested it. The college generally provides two hours of tutoring per week, per subject. After meeting with College Success Center staff, who oversees the college's tutorial services, it was determined EOP&S/CARE students were not utilizing the extra hour of tutoring. Additionally, there was not an effective system in place to track when EOP&S/CARE students utilized the third hour of tutoring. Eventually, this EOP&S/CARE service became obsolete and today, our students rely on the two hours the college provides. EOP&S/CARE is currently working on developing a new tutorial system that benefits EOP&S/CARE students and goes above and beyond what the college offers. A new student services building will be opened in approximately three years. In this new building, the EOP&S/CARE office will have more physical space to accommodate EOP&S/CARE tutors and their tutees.

### **E. What services are provided to CARE students and how are these over and above those provided to EOP&S students?**

The CARE program at Citrus College provides eligible students with:

- An allocation that can be used towards the purchase of textbooks each semester in addition to the allocation provided by EOP&S. CARE students can use their allocations to purchase any optional textbooks.
- Meal tickets valued at \$5 each that can be redeemed in our cafeteria. This service is provided during the fall and spring semesters, and students can get up to 3 tickets per week.
- Transportation assistance that includes providing a monthly bus pass or a semester parking permit.
- Payment of any registration fees not covered by the Board of Governor's fee waiver. Such fees include parking permits, Student Health Center fee, laboratory fee and student service fee.
- A school supply package given to CARE students at the start of every semester, with ongoing availability of school supplies for students throughout the semester.

- Nursing uniforms for CARE students enrolled in the nursing program.
- CARE grants given at the end of each semester for CARE students who complete all program requirements.

## EOP&S/CARE

### Program Requirements

**A. Title 5 regulations require the program to have a full-time EOP&S/CARE director. If the director is less than full-time in EOP&S/CARE, please identify the other program responsibilities and the percentage of time for each. In addition, if the position is less than full-time attach a copy of the letter granting a waiver to these criteria.**

- The EOP&S/CARE director is currently less than full-time in EOP&S/CARE as this individual also
- Oversees the CalWORKs program. His time is divided 65% for EOP&S/CARE and 35% for CalWORKs.
- A copy of the letter granting a waiver for this criterion is attached. In order to meet compliance a 100%
- EOP&S Supervisor was hired.

**B. Describe the role of the EOP&S/CARE or EOP&S/CARE advisory committee, identify the membership/composition, list the frequency of the meetings and provide a copy of the last meeting's minutes. (Title 5 – 56028)**

The role of the EOP&S/CARE advisory committee at Citrus College is to provide valuable input to be applied by the EOP&S/CARE director towards administrative decisions regarding the implementation of the program and its policies and services.

This EOP&S/CARE advisory committee meets bi-annually, once during the fall semester and again during the spring semester. The last advisory committee meeting was held on April 7, 2007 and a copy of the last meeting minutes is attached.

The EOP&S/CARE Advisory Committee is composed of the following faculty, staff, and members of the local community:

- Jeanne Hamilton, vice president of student services, Citrus College
- Lucinda Over, dean of counseling, Citrus College
- Robert Melendez, director of EOP&S/CARE and CalWORKs, Citrus College
- Dorothy Jean Hays, EOP&S/CARE counselor, Citrus College
- Natalie Mendoza, EOP&S/CARE counselor, Citrus College
- Joanne Hinojosa, EOP&S/CARE supervisor, Citrus College
- Sylvia Pinedo, EOP&S/CARE educational advisor, Citrus College
- Eric Rutherford, EOP&S/CARE specialist, Citrus College
- Denise Zamora, EOP&S/CARE specialist, Citrus College
- Raul Sanchez, educational advisor, Career/Transfer Center, Citrus College
- Robert Gamboa, educational advisor, Career/Transfer Center, Citrus College
- Lilia Medina, financial aid director, Citrus College
- Barbara Salyer, assistant principal, Azusa High School
- Gina Hogan, faculty, Citrus College
- Sylvia Smythe, basic skills director, Citrus College
- Lilian Sass, Foster Kinship Program coordinator, Citrus College
- Toni Billiet, educational advisor, CalWORKs, Citrus College
- Karen Dixon, Independent Living Program
- Sylvia Chasco, Department of Social Services, El Monte
- Leticia Guzman-Scott, Cal Poly Pomona
- Patricia Davis, Re-Entry and Women's Resource Center, Cal Poly Pomona
- Julissa Gutierrez, Cal State Los Angeles
- Ana Fimbres-Rafferty, UC Berkeley
- Veronica Carmona, student representative, Citrus College

## EOP&S/CARE

### *Funding, Expenditures and Accountability*

EOP&S and CARE funds may only be used to fund over and above services to EOP&S and CARE students. This also applies to district funds reported as district contribution.

- A. Understanding the EOP&S and CARE funding formulas is essential in effectively administering and advocating for your program. The funding formula is complex and comprised of different elements. Would you like technical assistance in this area?**

EOP&S and CARE staff always welcome technical assistance relative to the EOP&S and CARE funding formulas. Key staff also attended technical training sessions at both the state and local levels. Another great tool is the Chancellor's website and the EOP&S and CARE coordinators at the Chancellor's Office are always accessible to answer questions or concerns we have.

- B. For staff reported in your EOP&S program plan that are not assigned 100% to EOP&S/CARE, please list the position(s) and how the percentage of time was determined. How are the staff accountable to the EOP&S Director for the services they provide to EOP&S students? In addition, how are their duties for this assigned time above and beyond what they provide to non-EOP&S or CARE students? (Title 5 – 56293)**

All staff reported in our program plan are assigned 100% to EOP&S/CARE with the exception of the EOP&S/CARE and CalWORKs Director, who is assigned to EOP&S/CARE 65%. This waiver was submitted and approved.

- C. For CARE funded positions that provide services to CARE students, please list the position(s) and describe how the services provided are above and beyond those provided to EOP&S students?**

- EOP&S/CARE supervisor- Coordinates services for CARE students including meal tickets, CARE grants, transportation assistance, orientations and mini-conferences. Supervises and coordinates outreach to potential CARE students.
- EOP&S/CARE counselor- Provides academic, personal and career counseling for CARE students. Facilitates workshops specifically tailored to meet the needs of CARE students. Monitors continued eligibility for CARE students. Instructs CARE counseling class entitled "Strategies for College Success."
- Administrative clerk II- Provides clerical support for CARE staff in organizing workshops, orientations and other CARE related services and events.
- EOP&S/CARE specialist- Assists EOP&S/CARE supervisor in coordinating all support services for CARE students. Participates in on/off campus recruitment activities that target potential CARE students.
- CARE student services assistant- Provides assistance in monitoring continued student program eligibility for CARE in compliance with Title 5 regulations.
- Adjunct counselor (2 positions) - Provides academic, career, and personal counseling to CARE students.
- Student hourly CARE peer advisor- Provide peer advisement and referrals to CARE students. Assist with CARE student orientations and mini-conferences.

- D. How do you ensure that EOP&S and CARE funds are only used to pay for allowable services for EOP&S/CARE eligible students?**

The EOP&S and CARE budgets are constantly monitored by the director for allowable expenses to help ensure compliance with Title 5 guidelines. Written requests to purchase computers/printers/hardware/software are always submitted to the Chancellor's Office. Furthermore, the staff at the Chancellor's Office is contacted when there are any questions concerning allowable expenses. The business office staff are well-versed in EOP&S/CARE requirements and provide technical assistance when needed.

## EOP&S/CARE

### **E. Describe the process for developing and approving the EOP&S/CARE and CARE Budgets and Expenditures.**

The EOP&S and CARE budgets are developed by the director and supervisor with assistance from the administrative secretary.

The administrative secretary works closely with the categorical accounting technician to complete the District Contribution worksheet and make the best possible estimate of salaries and fringe benefits. Once salaries and fringe benefits are in place, the EOP&S/CARE director, in consultation with the EOP&S supervisor, determines the remainder of the budget. The administrative secretary then prepares and routes budget forms.

EOP&S and CARE expenditures are monitored regularly by the administrative secretary. The administrative secretary and categorical accounting technician meet monthly to reconcile accounts.

In 2006-07 Citrus College implemented a new purchasing system. All requisitions are now completed electronically and the director must approve requisitions before they can be processed and purchase orders issued. Invoices for routine purchases for office supplies are approved by the director or supervisor. Account codes for purchases are assigned by the Administrative Secretary.

### **F. Identify the process for completing the EOP&S and CARE Year-End Reports and relationship to the district's year-end program accounting.**

The administrative secretary meets with the director and supervisor regularly to provide budget updates. Year-end accountability is considered all year long, but preparation begins in the spring with year-to-date reconciliations and projections for the remainder of the fiscal year. The administrative secretary works with the categorical accounting technician to ensure final internal figures match final District budgets. The administrative secretary then prepares the final budget forms for the director's approval.

## *Other*

### **A. What other areas or departments on campus do you coordinate with to provide services to EOP&S and CARE students?**

EOP&S/CARE works very closely with Financial Aid, Admissions and Records, CalWORKs, Career/Transfer Center, the Learning Center, DSP&S, Outreach and Recruitment, External Relations and the Owl Bookshop to coordinate and provide services to EOP&S and CARE students.

### **B. What other programs or agencies off-campus do you coordinate with to provide services to EOP&S and CARE students?**

EOP&S/CARE works very closely with our local feeder high schools and continuation schools to assist identifying incoming high school freshmen who potentially qualify for EOP&S/CARE and also to recruit these students into our Summer Bridge Program every year. Recently, CARE staff developed new working relationships with local community-based agencies, Covina Development Center, Prototypes, and Pacific Clinics. These agencies deal with complex problems such as substance abuse, mental illness, HIV/AIDS, homelessness, domestic violence, other types of trauma, and the lack of basic life skills.

### **C. Is there any training that you believe would improve performance in the EOP&S/CARE program? Please describe training needs as you see them. Training needs at this time would include:**

- More training opportunities relative to the recent Banner implementation at Citrus College.
- More in-service training opportunities where we learn more about the departments we coordinate efforts with and share information on how EOP&S/CARE works.

## EOP&S/CARE

### IV. Effective Practices and Opportunities for Improvement

#### A. What is working well?

The following activities have been implemented and are working well for the program:

- *Improved working relationship with the financial aid office*- We are sharing information with financial aid regarding book awards, CARE grants and other services that directly affect a student's unmet financial need. Furthermore, EOP&S access to Powerfaids allows EOP&S to process EOP&S applications in a timelier manner.
- *Coordination of 3 programs under one director*- Since 2004-05, EOP&S/CARE and CalWORKs have been coordinated by one director. This reorganization allows for more efficient implementation and coordination of services for overlapping student populations.
- *Summer Bridge*- Since summer 2004, the Summer Bridge Program coordinated by EOP&S has grown steadily.
- *Successful outreach campaign*- Both Educational Advisors spend a minimum of one day a week at local high schools and they, along with the EOP&S/CARE supervisor and EOP&S/CARE specialists have engaged in more internal and external events. The results clearly indicate that EOP&S/CARE staff excel at recruiting for the program and for the college overall. The following figures are compared to figures from 2006:
  - a. The total number of contacts is up 16%
  - b. The number of contacts who subsequently turn in applications to the college is up 15%
  - c. The number of contacts who qualify for EOP&S is up 5%
- *Increased counselor availability*- In 2006-2007, a second adjunct counselor was added to the EOP&S/CARE staff. Students expressed to staff that they are extremely pleased with the increase in the number of appointments available. Additionally, one full-time counselor from general counseling and one from the Career Transfer Center are also available for EOP&S/CARE students on a limited basis.
- *Streamlined books services*- In spring 2007, staff streamlined one of the forms involved in the book services process. This relatively simple change has resulted in students receiving their books in a timelier manner. The staff is continuing to review and collaborate with the bookstore on ways to improve this service for students.

#### B. What areas need to be addressed more effectively?

- *Technology issues*- The EOP&S/CARE program is currently struggling with several technical challenges. In May 2007, Citrus implemented Banner, an integrated student systems solution. EOP&S/CARE is one of many programs experiencing the growing pains associated with such a project including lack of access to necessary information and limited training. Complicating matters is the need for the program to maintain its legacy system until Banner is able to fully meet all program needs.
- *ACT*- The purpose of Assisting Citrus Transfers (ACT) is to provide over and above transfer information and assistance to EOP&S students. In recent years participation in the ACT program has waned, partially as a result of the Career/Transfer Center's high level of student access and support. The EOP&S/CARE program is currently reviewing its ACT component to identify ways to re-invigorate it to where EOP&S is offering "above and beyond" services to transferring EOP&S students.
- *Staff development participation* – Student participation in self-development workshops offered by EOP&S and CARE is lower than expected. We are exploring ways to improve participation.

#### C. Any exemplary practices and services that may be replicated by other colleges.

- *Summer Bridge* – EOP&S/CARE believe that, while not perfect, its Summer Bridge program is one of the most successful in the area. Reviews from students are consistently positive and the retention rate (students who complete the program and go on to enroll at Citrus the subsequent fall) is high. The curriculum, in addition to covering the usual "how to be a successful student" topics, includes components on cultural diversity and personal exploration.
- *Early Decision*- EOP&S collaborated with the high school relations coordinator and other departments during 2006/2007 to develop "Early Decision." Early Decision was a successful recruitment campaign launched in spring 2007 that targeted students from several district high

schools. EOP&S faculty and staff participated in the organization of the day-long visits and were given the opportunity to meet with many potential EOP&S students. Many of these students went on to participate in EOP&S Summer Bridge after graduation.

#### D. Any successful pilot projects implemented by your program.

- *CARE/CalWORKs Mini Conference* – In 2005, the CARE program implemented the mini-conference. This half day event, at the start of each semester, is a combination orientation and workshops. CARE students review their responsibilities as participants in the program, are exposed to educational speakers, and are given the opportunity to network with peers. In 2006-2007 the mini-conference was re-designed to include CalWORKs, as most CARE students are also CalWORKs students. This collaboration has been well-received by the students as it allows the opportunity for students to get answers to important questions relevant to the CARE/CalWORKs student.

## EOP&S/CARE

### V. Planning Agenda

New Plans – Evaluate current MIS collection and reporting to ensure proper documentation and submission of served students.

- *Timeline* – fall 2007
- *Resources Needed* – Banner student information system, EOP&S/CARE database, collaboration and communication with MIS department at Chancellors Office and Director of TeC Services
- *Person Responsible* – Director of EOP&S/CARE and CalWORKs, EOP&S/CARE Supervisor and Director of TeC Services

New Plans – Develop and implement a recruitment strategy for re-entry/non-traditional students.

- *Timeline* – spring 2008
- *Resources Needed* – Development of a recruitment strategy that looks at potential areas and activities of recruitment of re-entry/non-traditional students.
- *Person Responsible* – Director of EOP&S/CARE and CalWORKs, Coordinator of High School Relations and Coordinator of External Relations

New Plans – Further our working relationship with financial aid and identify all BOG A and B students.

- *Timeline* – spring 2008
- *Resources Needed* – Collaboration and communication between EOP&S and the Financial Aid Department.
- *Person Responsible* – Director of EOP&S/CARE and CalWORKs, EOP&S/CARE Supervisor and Director of Financial Aid

New Plans – Develop an effective tutorial services program for EOP&S/CARE students that goes above and beyond that of available tutorial services.

- *Timeline* – 2008 – 2009 academic year
- *Resources Needed* – Research in areas of possible tutorial needs of EOP&S/CARE students.
- *Person Responsible* – Director of EOP&S/CARE and CalWORKs, EOP&S/CARE Supervisor and Coordinator of Tutorial Services

New Plans – Evaluate and implement strategies to improve transfer success rates among EOP&S students.

- *Timeline* – 2007 – 2008 school year
- *Resources Needed* – Research and surveys evaluating current transfer services. Research in areas of limitations in transfer services for EOP&S/CARE students.
- *Person Responsible* – Director of EOP&S/CARE and CalWORKs, EOP&S/CARE Supervisor, counselors, education advisors and Coordinator of Career/Transfer Center.

New Plans – Develop and implement a formal verification procedure for CARE students' to ensure eligibility as "single head of household."

- *Timeline* – fall 2007

- *Resources Needed* – Communication and development of a form to be used by CARE and CalWORKs to be verified by the county listing the student's household status.
- *Person Responsible* – Director of EOP&S/CARE and CalWORKs, EOP&S/CARE Supervisor and CalWORKs staff/faculty.

## EOP&S/CARE

### VI. Implementation and Technical Assistance

#### A. Is there any training or technical assistance that you believe would improve the effectiveness of your programs?

- Further Banner training to ensure accurate imputing of MIS data
- Development of a database system that works with Banner to report MIS elements while allowing the department to enter needed information on students to make the office run more effectively.

#### B. Are there any laws, regulations or other requirements that you find problematic in implementing any of these categorical programs to your college?

- Laws restricting EOP&S to service AB540 students. AB540 students are one of the most educationally and financial disadvantage population in the community college system and the inability of EOP&S to serve these students goes against the mission and purpose of EOP&S.

## DSP&S

### I. Introduction

The Disabled Students Programs & Services (DSP&S) serves as the college's mechanism for providing access to students with disabilities and for implementing accommodations as mandated by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and Title 5 of the California Code of Regulations. DSP&S is specially funded by the state to provide direct services to students and to guide other campus professionals in matters of educational accommodations and accessibility. The program offers services and instruction, which assist students with disabilities to fully participate in activities, programs, and classes offered by the college.

Program activities and services provided by DSP&S include, but are not limited to: adapted testing accommodation (e.g., extending testing time, reader, scribe, adapted computer), alternate media (e.g., electronic textbooks, accessibility to websites, closed captioned videos), electronic text, Braille, Closed Captioning TV, computers and adaptive technology, deaf and hard of hearing services (e.g., sign language interpreting), equipment loan (e.g., recorders, spellcheckers, other adaptive equipment and software), DSP&S courses (i.e., Empowerment, Technical Assistance Lab, and Assessment of Learning Strengths and Weaknesses), learning disability assessment, shared notes on note taking paper (NCR paper), Telecommunication Device for the Deaf (TDD) public telephones, tutoring, the High Tech Center, instructor and community liaison, and specialized academic counseling. These services meet the needs as stated in the program mission by providing students with disabilities adapted educational accommodations. This affords them the opportunity to reach their academic goals and to participate in the full range of campus programs and activities despite limitations of their respective disabilities.

The DSP&S office is located on the second floor of the Educational Development (ED) building located southwest of the Administration (AD) building. This building houses the majority of student service offices, including Financial Aid, EOP&S/CARE and CalWORKs, and the Career/Transfer Center, making for easier access to other services on campus. The second floor location presents occasional access issues.

Fortunately, the new Student Services Building will house DSP&S on the first floor. DSP&S employs three full-time faculty (i.e., the DSP&S Coordinator/Counselor, one DSP&S Counselor, and one Learning Disability Specialist) and one adjunct faculty (i.e., one DSP&S Counselor/LD Specialist). Additionally, DSP&S employs four full-time classified staff (i.e., one Educational Advisor with Alternate Media duties, one DSP&S Instructional Lab Technician II, one Interpreter Coordinator, and one DSP&S Specialist). DSP&S also employs one Student Services Assistant, one Student Aide I, one Student Aide II, and two Student Aide III. Finally, DSP&S employs twenty two part-time, on-call Sign Language Interpreters.

#	DSP&S Position	Hours Week	Funding Source	
			DSP&S	Other
1	Coordinator/Counselor	35	100%	
1	DSP&S Specialist (Department Secretary)	40	100%	
1	LD Specialist	35	100%	
1	DSP&S Counselor	35	100%	
1	Instructional Lab Technician II with Alternate Media Duties (HTC Specialist)	40	100%	
1	Educational Advisor with Alternate Media Duties	40	100%	
1	Interpreter Specialist	30	100%	
22	On-Call Sign Language Interpreter	Flexible	100%	
1	DSP&S Counselor (Adjunct)	17.5	100%	
1	Student Services Assistant	Flexible	100%	
5	Student Aides	Flexible	100%	
1	Adapted Testing Technician	26	100%	
2	APE Instructors	35		100%
1	APE Instructional Assistant	24		100%



## DSP&S

### Total Headcount

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
<b>DSP&amp;S Headcount</b>	545	521	584	575	555	535	603
<b>Citrus Headcount</b>	19,131	19,940	26,023	24,149	25,221	23,779	20,525
<b>% of DSP&amp;S Students</b>	2.8	2.6	2.2	2.3	2.2	2.2	2.9

### Categorical Headcount

Disability Category - Headcount	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Acquired Brain Injury	39	38	39	34	30	27	27
Developmentally Delayed Learner	26	26	32	30	25	19	21
Hearing Impaired	17	15	17	17	12	14	19
Learning Disabled	153	150	144	102	105	117	169
Mobility Impaired	59	64	74	87	84	73	68
Other Disability	178	166	210	223	225	200	205
Psychological Disability	56	45	56	65	61	65	75
Speech/Language Impaired	3	1	1	0	1	2	5
Visually Impaired	15	16	11	17	15	19	14
Not Disabled	18,585	19,419	25,439	18,688	21,316	20,942	19,922

### Headcount by Ethnicity

Ethnicity	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
<b>African-American</b>	41	42	41	51	50	53
<b>Asian</b>	24	24	22	20	27	27
<b>Hispanic</b>	157	188	177	187	182	205
<b>Unknown/Non-Respondent</b>	33	36	34	30	29	46
<b>White Non-Hispanic</b>	244	273	272	250	218	256
<b>Filipino</b>	3	6	4	3	7	4
<b>American Indian/Alaskan Native</b>	10	8	15	9	8	10

### 2002 Operational Program Review (OPR) Compliance Issues/Recommendations:

#### Compliance Issues

##### Leadership/Administration

**Adopt a policy to ensure that all college materials will be available in alternate formats and/or media for persons with disabilities.**

The only formal policy regarding students with disabilities states, "The District will provide all reasonable accommodation necessary to ensure that students with disabilities are afforded equal access to college programs and services." The District has a formal regulation that addresses access to auxiliary aids for students with disabilities "including Braille and taped materials, sign language interpreters, assistive listening devices, readers, audio recordings, closed circuit television, and other assistive technologies."

## DSP&S

### Facilities/Physical Plant

**The Transition Plan needs to show all the upgrading that has occurred since its inception, and include the following elements: a prioritization of projects, responsible parties, timelines, estimated costs, and completion date.**

Although a Transition Plan could not be located, the Director of Facilities and Construction was able to provide a list of ADA upgrades that were implemented as well as a list of upgrades that will be completed in the future.

### Recommendations

#### **Leadership/Administration**

**Consideration should be given to extending the Director's contract to 12-months.**

Although the number of students served and the legal mandates for compliance justify a year-round contract to ensure services to students with disabilities as well as reduce vulnerability to the Office of Civil Rights complaints and possible lawsuits, the District has not approved a 12-month contract for the Coordinator.

**Training is needed for the Coordinator/Counselor to more effectively assume her role as the DSP&S Coordinator.**

As of July 1, 2006, the new Coordinator/Counselor attended the New Director's Training provided by the California Community College Chancellor's Office. This training provided guidance on program administration and an opportunity to dialogue with colleagues from other California Community Colleges. More specifically, the training focused on campus procedures and requirements for program operation, documentation, and reporting, fiscal activity, MIS, overview of the LD Eligibility Model, and a Q&A panel discussion. The Coordinator participates in CAPED, Region 8, listservs, and enlists the advice and/or recommendations from other DSP&S Coordinators and/or Chancellor's Office experts for assistance.

**A procedure related to funding current assistive technology purchases is needed and the Alternate Media Specialist needs to provide leadership for the installation, maintenance, and upgrading of all assistive software on campus.**

An equipment and software replacement schedule was created for maintenance of the High Tech Center and other existing labs on campus in an attempt to fit the costs into our budget. DSP&S works closely with the director of TeC Services (MIS) to ensure the High Tech Center and other campus labs are appropriately maintained. For example, DSP&S conducts ongoing evaluations of assistive software which may result in recommendations to upgrade or install replacement software.

**A formalized process needs to be developed whereby the Alternate Media Specialist will provide ongoing training to faculty in on-line course development and the use of accessibility tools such as Blackboard and other on-line distribution products.**

The Educational Advisor with Alternate Media Duties and the Instructional Lab Tech II with Alternate Media Duties collaborate with the TeC Services, Distance Education, and Audio Visual areas to provide training to faculty and staff on accessibility issues and tools for students with disabilities.

**Counselors within the Counseling Center need to provide some flexibility in scheduling and allow for adequate time with students who have disabilities, especially when developing Student Education Plans.**

The coordinator of DSP&S informs the dean of counseling when students with disabilities need more appointment time and counselors' schedules are adjusted to meet this need.

**When the college institutes on-line registration, they need to ensure access for students with disabilities.**

The college created a new website which meets accessibility standards. The on-line registration is done via the college's website which meets accessibility standards. For example, a blind student successfully registered for the summer 2007 semester using assistive technology (i.e., JAWS).

## DSP&S

### **Programs/Services**

#### **DSP&S needs to expand the availability of services for evening students.**

Although very few students take advantage of evening hours, DSP&S is open until 7:00 p.m. on Mondays, and a DSP&S counselor is available for appointments to assist students with disabilities (e.g., Intakes, LD Assessments, Follow-ups, Registration Assistance, and Specialized Academic Counseling). Additionally, arrangements for evening students can include "by appointment."

#### **Communication with the Advisory Committee Members needs to be strengthened and new membership explored.**

The Advisory Committee met soon after the 2002-03 Program Review. When asked how often the committee should meet, the response from the high school representatives was once a semester due to obligations at their respective campuses. DSP&S strengthens new membership through the addition of representatives from the Department of Rehabilitation and the San Gabriel Valley Regional Center. In the past, the DSP&S office always extended an invitation to the Vice President of Student Services and the Dean of Counseling Programs and services, as well as Citrus College faculty to attend these meetings. Currently, the Advisory Committee consists of 20 members. There is one representative from the Department of Rehabilitation and fifteen members from eleven surrounding high schools. An Annual Advisory Committee meeting is hosted by DSP&S every spring semester. The remaining members are various employees of Citrus College. Advisory Committee membership has grown over the past several years. The DSP&S educational advisor participates in off-campus Special Education Local Plan Area (SELPA) transition meetings to enhance collaboration from both the K-12 and community college systems. Additionally, DSP&S Counselors participate in local high school transition events.

#### **Students using Irlen Lens should be referred to appropriate medical resources, as necessary.**

The Citrus College DSP&S office refers students to medical resources related to Irlen Lens since the 2002-03 recommendation.

#### **A procedure related to maintaining currency of core assistive technology programs on all stations will assist the college.**

In cooperation with TeC Services, DSP&S developed and implemented a schedule for maintaining and upgrading core assistive technology programs so that the High Tech Center remains current.

Currently, the computers in the High Tech Center are similarly equipped with adaptive software with the exception of two programs (i.e., JAWS and Dragon Naturally Speaking) that are not commonly used or in demand on our campus. Those programs are loaded on two of the six computers in the High Tech Center to meet the needs of students.

Furthermore, DSP&S agrees with the last program review's recommendations for student access to server space; however, creating that access is out of the purview of the DSP&S department.

#### **It is necessary that e-text be provided in a timely manner and in a usable format.**

DSP&S has explored and continues to utilize resources from ATPC, AMXDB, RFB&D, Long Beach City College's book scanning service, and Project Gutenberg. In addition, DSP&S acquired equipment and software that will allow us to produce e-text in-house. Furthermore, DSP&S hired three student workers with computer expertise to improve service, workflow, and efficiency. Moreover, an improved process, which includes editing, has been implemented for students who use e-text so that they gain understanding, provide input, and bear some of the responsibility in acquiring their e-text. This process also requires users of e-text to attend an individualized e-text orientation, training, and to complete an e-text satisfaction survey.

#### **A formalized fitness assessment may assist students enrolled in Adapted PE (APE).**

Currently, all Adapted P.E. and Adapted Aquatic Exercise classes provide both pre- and post-fitness assessments for all students. Blood pressure, resting heart rate and, when appropriate, body composition are measured at the beginning and at the end of the class. When appropriate, pre and post sub-maximal strength, flexibility, and cardiovascular endurance assessments are provided. The critical thinking

component is implemented after the pre-assessment when the students meet with the instructor and work up an appropriate personal exercise program to meet their predetermined goals.

## DSP&S

### **Increased involvement and collaboration is needed between the APE program and DSP&S.**

The DSP&S and the APE programs met twice during the 2006-07 academic year to discuss budget issues. Additionally, DSP&S and APE collaborate formally and informally to discuss special events (e.g., the APE Winter Party and the DSP&S Recognition Celebration Ceremony). Furthermore, DSP&S and APE collaborate regarding priority registration and medical verifications.

### **A policy on special course repeatability in accordance with Title 5, Section 56029 is needed.**

Upon the Chancellor's Office recommendation, the Citrus College Board of Trustees voted to amend board policy regarding course repeatability including special courses. A form was developed verbatim from Title 5, Section 56029.

### **Closed captioning of videos need to be addressed.**

Currently, DSP&S and the Library AV staff have made progress towards addressing the captioning issue. A representative from the HTCTU intervened to repair captioning equipment and provide training. DSP&S, AV, and TeC Services staff will continue to troubleshoot repairs in an effort to get the equipment run as quickly as possible. The Dean of Library and Information Services will not process orders for videos unless they are captioned. If the video is not captioned, the Library Media Technician II will research alternate, equivalent videos that are captioned and present those to the instructor requesting the uncaptioned video. If the alternate videos are unacceptable or no alternate videos with captioning are available, then the requesting department must pay for the video to be captioned if they still want to purchase it. However, campus-wide support is lacking. So far, attempts to educate the campus on the significance of the captioning issue have not met with an entirely gratifying level of success.

### **Ongoing training on disability issues and alternate learning strategies needs to be incorporated into the peer tutoring training program.**

The Tutoring Center and DSP&S collaborate to incorporate specialized training to their tutors and adapted testing assistants on how to more effectively work with students with disabilities. Non-Credit Counseling and DSP&S also collaborate to provide workshops to their tutors on effectively working with students with disabilities.

## **Facilities/Physical Plant**

### **The College should ensure that emergency evacuation procedures anticipate disability-related needs.**

The college's emergency evacuation procedures address students with mobility impairments but do not address other types of disabilities, such as visual or hearing impairments.

### **Instructional furnishing purchases need to be evaluated for access and based upon universal design models. A standard practice at most colleges is to ensure that a reasonable percentage (at least 10%) of all purchased furniture and equipment are accessible by design.**

The DSP&S office recommended a procedure to purchase instructional furnishings to the Physical Resources Committee. Additionally, with wheelchairs getting larger it has been our experience that current ADA requirements do not address the needs of all wheelchair users. Therefore, DSP&S recommends at least 10% of all purchased furniture include motorized adjustable workstations.

### **Accessible workstations need to be installed in the new library including software, hardware and furniture which will allow students with disabilities to access the computers and reference materials effectively.**

DSP&S continues to work with the Dean of Library and Information Services to improve accessibility for students with disabilities.

An electronic door was installed into the APE locker facility in 2003.

## DSP&S

### II. Collegewide Student Services Integration and Coordination

(Section II answers are for Credit/Non-Credit Matriculation, EOP&S/CARE, DSP&S and CalWORKs)

**A. *How do these four categorical programs work with each other and with other student services programs?***

- Credit Matriculation, Non-Credit Matriculation, EOP&S/CARE, DSP&S, and CalWORKs work together to serve students under the direction of the dean of counseling or the vice-president of student services. The director of EOP&S/CARE/ CARE and CalWORKs, and the coordinators of DSP&S and Non-Credit matriculation report to the dean of counseling. The dean of counseling is the credit matriculation coordinator. Program coordinators and director meet twice a month with the dean of counseling. Many of the programs share students and referrals; for example, the Early Decision project was implemented in spring 2007, before high school graduation, to enroll students at Citrus for fall 2007. Counselors in all programs assisted the outreach staff with orientations and Student Education Plans (SEP) appropriate for each program. The group also created a new student DVD explaining student services. A second example of our work together is a summer workshop series called, "POWER Math". The program benefits students who score low in math on the Accuplacer. Non-Credit Matriculation offered student support services in conjunction with a non-credit math class. All counseling programs referred students to promote the program. Students who successfully completed the program were able to retake Accuplacer before beginning the fall 2007 semester. A third example of our work together is our participation in a workshop on identifying learning disabilities sponsored by DSP&S.

**B. *How do student services work with instruction, institutional research and the management information systems (MIS)?***

- The dean of counseling attends meetings with instructional deans at least twice a month and shares issues with student services managers. Instructional managers/faculty are supportive and sensitive to student needs for accommodations, creating workshops and orientations for students needing to improve in math and English, and providing referrals to categorical programs.
- The dean of counseling receives instructional program review documents and makes comments as appropriate.
- Counseling and instructional faculty participate in learning communities where academic courses (primarily basic skills courses) are paired with counseling courses.
- Citrus College recently hired a researcher who is actively engaged in learning about the college and categorical programs. She recently provided input and data analysis for SLO development and measurement. The college is in the process of establishing research priorities for the position.
- TeC Services works with each categorical program to create reporting databases. The college recently converted to a new Enterprise Resource Project (ERP) system. The new ERP system "Banner" provides more options for data reporting. TeC Services is creating new reports based on requests from student service managers.
- The college recently upgraded the appointment scheduling and tracking system, which the TeC Services staff will maintain.

**C. *How are programs integrated with student equity planning and other strategic planning initiatives at the college?***

- **Access:** Categorical programs participate in meeting the goals of the student equity plan. Advisors and counselors from every division are responsible for outreach. Educational Advisors visit our feeder high schools weekly, and categorical programs assist with high school transition nights, Citrus College Youth Conference, Parent University, CAHSEE grant activities, High School Counselor Breakfast, and Early Decision Program.

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- **Course completion:** The Early Alert Coordinator is responsible for working with faculty and contacting students who demonstrate early academic difficulty. She regularly revises and reviews interventions to improve effectiveness. In addition, the college recently assigned a college success counselor to meet the needs of basic skills students in the credit and non-credit programs. A goal for this program includes providing orientation in basic skills courses and requiring an educational plan for each student.
- **ESL and Basic Skills Completion:** Counselors participate in learning communities designed for freshmen who place into basic skills courses. The college success basic skills counselor is now responsible for meeting with ESL students to review placements and provide tools to help students succeed.
- **Degree and certificate completion:** Students learn about the certificate and degree programs at Citrus through many avenues including: on-line orientation, new student workshops, counseling courses, summer bridge program, non-credit orientation, DSP&S orientation and one-on-one appointment with a counselor or educational advisor.
- **Transfer:** Categorical programs work with Career/Transfer Center staff to increase transfer rates. Center staff prepares a college fair and university visits for EOP&S/CARE students and are aware of key issues necessary for helping DSP&S students transfer. All counselors and educational advisors are familiar with tools provided by CSU, UC and private colleges needed to assist students with this goal.

### D. How effective are the programs in enabling success for under-prepared and under-represented students?

- Students who graduate from Citrus tend to use counseling more frequently than the general student population. In a survey of 266 students conducted at graduation rehearsal in spring 2007, Hispanics were 44.4% of those graduates surveyed compared to 36.6% of the Citrus College population. Asian students represented 14.6% of the graduating students surveyed compared to 8.9% of the Citrus College population. Graduating students told us they visited a counselor between 4-6 times before graduating.

### E. How do the program directors/coordinators and business office work together to monitor allowable expenditures and reconcile fiscal reporting.

- All program coordinators and managers meet with the Accounting Technician to monitor allowable expenditures and reconcile fiscal reporting.
- The Accounting Technician now E-mails reports each month to program coordinators.
- The Fiscal Services Department completes expenditure reports as required by the Chancellor's Office.

## III. Program-Specific Self-Evaluation

The self-evaluation is based on the WASC Accreditation Standard 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 these services.”*

**1. Management Information System (MIS) Data Reporting - for access, progress and success, MIS data for the prior three years (2005-06, 2004-05, and 2003-04) will be provided annually by the System Office for each college. Program staff will need to conduct an analysis of the data sent by the System Office. Colleges may also use in-house data to complete this section.**

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- i. **How is the categorical program director involved in the review of MIS data before it is submitted to the State Chancellor's Office?**

The DSP&S coordinator receives a report of the data from TeC Services and reviews it prior to sending it to the Chancellor's Office.

- ii. **Does the data appear to be accurate? Do the numbers of students in the MIS report match your program records?**

After a review of the data provided by the Chancellor's Office, it appears that the data looks close to being accurate to what DSP&S reported to TeC Services. However, the numbers are not exact. For example, in 2003-04, DSP&S reported 569 students to TeC Services but TeC Services reported 575 to the Chancellor's Office. In 2004-05, DSP&S reported 556 students to TeC Services but TeC Services reported 555 to the Chancellor's Office, and in 2005-06, DSP&S reported 534 students to TeC Services but TeC Services reported 535 to the Chancellor's Office.

- iii. **If the data does not appear to be accurate, identify the problem (e.g. too many or too few participants listed; demographics seem incorrect, etc.). Document the process used to identify the problem. Share this information with the college information technology services staff to determine ways to correct your MIS reporting.**

The numbers that TeC Services reported to the Chancellor's Office over the last three years have been one to six students more or less than what DSP&S reported to TeC Services. DSP&S does not know why this keeps happening. We will need to discuss this further with the TeC Services department.

## 2. Access - Identify how accessible the program is by comparing demographic data from the college to the program. Data to be compared include gender, ethnicity, age, informed educational goal, Pell and BOG fee waiver recipients, English Language Learners (ELL) and students with disabilities.

- i. **How does the program compare with the total college demographic data?**

DSP&S served a higher percentage of African American, Native American, and white students and a lower percentage of Asian, Filipino, and unknown when compared to the overall campus demographics. DSP&S served approximately the percentage of Hispanic, other non-white, and Pacific Islanders as the rest of the campus.

	Campus	DSP&S	Campus	DSP&S	Campus	DSP&S
Ethnicity	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
African American	4.8%	7.8%	5.7%	9.2%	6.0%	9.2%
Asian	8.2%	4.1%	9.1%	3.9%	8.9%	5.1%
Filipino	2.8%	0.7%	3.2%	0.5%	3.1%	1.2%
Hispanic	32.0%	30.7%	34.7%	34.1%	36.6%	33.6%
Native American	0.7%	2.5%	0.7%	1.5%	0.7%	1.6%
Other Non-White	1.7%	1.7%	2.4%	1.2%	2.9%	2.8%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	30.9%	46.8%	34.7%	44.0%	35.1%	40.9%
Unknown	18.8%	5.7%	9.5%	5.5%	6.7%	5.5%

DSP&S served a lower percentage of students less than 20 years old and those with unknown age, and a higher percentage of students age 25-29, 40-49, and over 50 years old when compared to the overall campus demographics. DSP&S served a similar percentage of student's age 20-24, 30-34, and 35-39 years old as the rest of the campus.

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	Campus	DSP&S	Campus	DSP&S	Campus	DSP&S
Age	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
< 20	33.8%	20.4%	31.3%	21.4%	31.4%	20.2%
20 – 24	27.9%	30.7%	29.2%	30.1%	30.3%	30.3%
25 – 29	9.1%	10.6%	9.0%	12.0%	9.5%	11.3%
30 – 34	5.1%	4.4%	4.9%	5.0%	5.0%	5.1%
35 – 39	4.0%	6.4%	3.9%	3.8%	4.1%	5.7%
40- 49	6.6%	11.1%	7.0%	12.3%	7.1%	12.7%
50 +	9.4%	16.0%	10.7%	15.2%	10.9%	14.5%
Unknown	4.2%	0.2%	4.1%	0.2%	1.7%	0.2%

The DSP&S male to female ratio has been similar to that of the overall campus.

	Campus	DSP&S	Campus	DSP&S	Campus	DSP&S
Gender	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Female	56.5%	52.7%	56.6%	56.5%	56.8%	56.1%
Male	42.2%	47.3%	41.7%	43.5%	42.7%	43.9%
Unknown	1.3%	0.0%	1.6%	0.0%	0.5%	0.0%

Over two times as many DSP&S students received financial aid, BOG Waivers, PELL Grants, and/or other types of financial aid when compared to that of the overall institution.

	Campus	DSP&S	Campus	DSP&S	Campus	DSP&S
Financial Aid	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Not Received	80.2%	53.7%	76.3%	49.0%	74.6%	47.8%
Received	19.8%	46.3%	23.7%	51.0%	25.4%	52.2%
*BOG Waiver	19.7%	45.6%	23.5%	50.3%	25.1%	52.0%
*PELL Grant	9.8%	22.8%	9.6%	21.9%	10.4%	20.7%
*Other	5.0%	13.2%	6.4%	15.1%	7.0%	15.4%

Less than one percent of our students were ELL. We served a lower percentage of ELL students when compared to that of the rest of the campus.

	Campus	DSP&S	Campus	DSP&S	Campus	DSP&S
ELL	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Attempted ELL Course	0.0%	0.0%	1.3%	0.0%	1.6%	0.3%

One hundred percent of our students were students with disabilities. Our students with disabilities represented approximately 2.3 percent of the Citrus College population.

	Campus	DSP&S	Campus	DSP&S	Campus	DSP&S
Disability	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Non-Disabled	97.5%	0.0%	97.7%	0.0%	97.6%	0.0%
Disabled	2.5%	100.0%	2.3%	100.0%	2.4%	100.0%

### ii. Describe the areas where you have concerns about access.

Typically, those with disabilities make up at least 20% of the general population; therefore, DSP&S ideally should be serving approximately 20% of the student population. However, DSP&S is only serving about 2% of the Citrus College population. This is of great concern to DSP&S and is due to the need for more DSP&S staff as well as the need to hire someone to perform ADD/ADHD evaluations as these students are a growing population who are unable to access outside resources and referrals for evaluation to due transportation and/or financial reasons. Additionally, we have a growing DSP&S population and not enough resources to keep up; therefore, there is an



ongoing minimum two-week waiting list for appointments. This is becoming more of an issue due to the newly implemented compressed calendar and being that we are almost continually seeing students for registration appointments.

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### iii. Please describe any plans in place for improving access.

DSP&S submitted a Faculty Needs Identification Committee (FNIC) request to hire one additional DSP&S counselor who can provide ADD/ADHD evaluations, as well as Learning Disabled (LD) assessments. DSP&S also plans to hire an adjunct instructor (eventually a full-time instructor) for the High Tech Center to increase students' knowledge on accessing assistive technology. Additionally, DSP&S is working on developing curriculum to provide a course on e-text, another course on assistive technology, and a course to provide ADD/ADHD evaluations (similar to DSP&S LD Assessment course).

### iv. What programs and services do you feel specifically contribute to student access at your college? Why?

DSP&S requires assistance from all areas of the campus as a means to ensure access to students with disabilities. Some important programs and services include, but are not limited to, Financial Aid because most of our students are eligible for and in need of financial assistance; the Health Center, as many of our students do not have medical insurance and/or need psychological counseling; and EOP&S/CARE, as many of our students qualify as being "educationally disadvantaged" students.

## 3. Progress - Compare how well students served by the program perform compared to those of the whole college. Data to be compared include course success rates, academic and progress dismissal, and persistence.

### i. How well do the students served by your program perform compare to the total college population?

DSP&S students had a higher overall degree applicable and Basic Skill ESL course success rate than that of the general Citrus College population. DSP&S students had a similar success rate for Basic Skills English courses as the rest of the campus. However, DSP&S students consistently had a lower success rate in Basic Skills Math courses than the general Citrus College population.

	Campus	DSP&S	Campus	DSP&S	Campus	DSP&S
Course Success	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Degree Applicable	62.3%	61.4%	64.0%	66.5%	63.4%	66.8%
Basic Skill ESL	N/A	N/A	63.0%	N/A	68.9%	100.0%
Basic Skills English	60.9%	59.4%	59.8%	58.0%	60.4%	62.6%
Basic Skills Math	47.2%	40.5%	56.1%	44.3%	50.1%	40.6%

DSP&S has a consistent significantly higher persistence rate from fall to spring semester than the general Citrus student population.

	Campus	DSP&S	Campus	DSP&S	Campus	DSP&S
Persistence Rate	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Persisted from Fall to spring	58.6%	83.5%	65.6%	79.3%	59.7%	83.8%

### ii. Describe areas where you have concern about student progress.

DSP&S is always concerned with student progress, but our main area of concern is with student progress in math courses. This is especially critical given that the math standards will become more difficult in 2009. Eventually, DSP&S would like to offer math strategies courses to help students succeed in the math courses necessary for an associate's degree and/or transfer to a four-year college or university.

## DSP&S

### iii. What programs and services do you feel specifically contribute to the progress of students at your college? Why?

Many programs and services on campus specifically contribute to the progress of students with disabilities. Some important programs and services include, but are not limited to, Financial Aid, because most DSP&S students need financial assistance to purchase textbooks; EOP&S/CARE, as many of our students qualify for book vouchers; the College Success (Basic Skills) program, because many of our students place into one or more basic skills course; and Counseling and Advisement, because they provide the SEP for our students.

## 4. Success - Review how well your students are completing their educational goals. Data to be included are number of degrees and certificates awarded, number of transfer-prepared students, number of transfers, and achievement of non-credit educational goals.

### i. How well do the program students perform compared to the total college population?

DSP&S students have consistently earned more degrees and are more transfer prepared than the general Citrus College population. DSP&S students tend to earn fewer certificates than the rest of the campus. Additionally, the data reveals a significant decrease in DSP&S students transferring to a 4-year college or university since 2004-05.

	Campus	DSP&S	Campus	DSP&S	Campus	DSP&S
Academic Success	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Degree	2.9%	4.7%	2.7%	4.8%	2.8%	6.2%
Certificate	1.5%	0.7%	1.7%	1.4%	1.8%	1.1%
Transferred to 4-Year	4.5%	5.6%	4.5%	3.8%	0.2%	0.0%
Transfer Prepared	5.4%	5.9%	6.0%	7.0%	6.2%	7.3%

### ii. Describe areas where you have concern about student success.

DSP&S is very concerned with the alarming decline in the number of DSP&S students transferring to 4-year colleges and universities from 2003-04 to 2005-06 and will need to address why this has occurred, although, it does seem to have been the campus trend.

### iii. What programs and services do you feel specifically contribute to the success of students at your college? Why?

Many programs and services on campus specifically contribute to the success of students with disabilities. Some of these important programs and services include, but are not limited to, the Tutoring Center, which provides additional hours of tutoring to students with disabilities, and the Testing Center because many DSP&S students are eligible and utilize testing accommodations.

## 5. Student Learning Outcomes - Describe your progress in the development and implementation of Student Learning Outcomes (SLOs) for the program at the college.

### i. What are the SLOs for the program?

DSP&S adapted the version of the SLOs developed by Jerry Rudmann for the Region 8 Community College DSP&S programs. The SLOs are as follows:

#### *SLO 1.1 Communication (Personal Expression and Information Acquisition):*

- Student will be able to advocate for self by successfully requesting accommodation(s) through documented written and/or oral communication with the instructor to ensure equal access to learning.
- Student will increase academic self-efficacy by working with a DSP&S counselor to formulate realistic goals and select appropriate educational accommodations as defined

by the California Community Colleges' Chancellor's Office that will compensate for academic challenges to create success in the academic environment.

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### *SLO 1.2 Community, Critical, and Analytical Thinking:*

- Student will be able pick an academic or vocational major/program by working with a college career counselor to choose an appropriate academic or vocational goal.
- Student will work with a college counselor through the student educational plan to choose the appropriate classes for an academic or vocational goal.
- Student will increase positive affect related to the academic and/or vocational experience by using appropriate DSP&S educational accommodations as defined by the California Community Colleges' Chancellor's Office and other campus resources to create success in the academic environment.

### *SLO 1.3 Creative, Critical, and Analytical Thinking:*

- Student will improve study strategies by participating in courses, labs, workshops, and/or orientations provided by DSP&S to be academically successful.

#### **ii. What process was used (or plan to use) to develop these outcomes?**

The process used to develop student outcomes for the region included three areas of consideration: the college's core competencies, learning outcomes of the college's student services department, and learning outcomes stipulated by the accreditation standards II.B.3.b and II.B.3.d.

#### **iii. What types of activities are you conducting in order to achieve these outcomes?**

DSP&S encourages ongoing informal feedback from its students and administers a DSP&S Confidential Student Satisfaction Survey. Also, two DSP&S counselors teach courses aimed at teaching students with disabilities self-advocacy, including discussing and role-playing advocacy interactions, study skills, learning strategies, time management, coping with anxiety, positive self-talk, stress management, goal setting, short-, mid-, and long-term planning, accessing resources, physiological states, and more. Additionally, DSP&S faculty and staff use positive feedback, encouragement, and focus on successful academic experiences (not just negative academic experiences) with their students. Furthermore, DSP&S faculty and staff strive to be positive role models for their students.

#### **iv. How are you assessing the achievement of the outcomes?**

DSP&S is involved in a DSP&S Region 8 SLO study headed by Jerry Rudmann, Supervisor of Research at Coastline College. The study is designed to ascertain whether particular measures are appropriate for measuring student service departments' contributions to student learning. The study uses various measures (e.g., academic self-efficacy, goal clarity, academic hope, self-regulated learning, optimism, and self-esteem). In addition to the regional study, DSP&S plans to develop and implement its own measures and rubrics for its student learning outcomes.

#### **v. How have you used the assessment information to improve the services?**

Informal student feedback as well as results from the DSP&S Confidential Student Survey has been used to increase program quality and effectiveness (e.g., improved flow and effectiveness of e-text). Furthermore, DSP&S plans to use updated results from the Region 8 SLO study and from its future developed measures to improve the quality and efficiency of its programs and services.

## DSP&S

### 6. Compliance

#### Student Eligibility

Students wishing to receive services for a disability must provide documentation from appropriate agencies or certified or licensed professionals outside of DSP&S (see Appendix A for Verification of Disability form). A “student with a disability” is a person enrolled in the college who has a verified impairment, which limits one or more major life activities, and which imposes an educational limitation. If students do not have past documentation, an assessment of learning strengths and weaknesses can be administered to determine if the student qualifies for learning disability services or services for developmentally delayed learners. In some cases, professional observation can be used to verify a disability (e.g., mobility). In other cases, appropriate campus and/or community referrals are given to students who are experiencing a disabling condition (e.g., psychological) requiring verification outside of DSP&S.

Once the students are determined eligible for disability support services, they complete a student educational contract with a DSP&S Counselor. Then appropriate educational accommodations are prescribed based upon the students' educational limitations. Additionally, DSP&S eligible students are encouraged to enroll in DSP&S special courses, as is appropriate. The best way to receive the full benefit of the many services offered is to make an appointment with a counselor in DSP&S. Each semester, the student and counselor review the student's needs and agree on the services and accommodations that DSP&S will provide. This agreement is placed in the student's file and is carefully followed.

#### Student Services

Services include but are not limited to: [adaptive technology](#), adapted testing, alternate media, Braille, deaf and hard-of-hearing services, equipment loan, e-text, instructor liaison, lab or classroom assistant, note taking supplies, phonic ear, priority registration, reader services, sign language interpreting, specialized academic counseling, student orientation, and tutoring. DSP&S offers several course options. There is the DSP&S 075 Individualized Assessment of Learning Strengths and Weaknesses (1 unit; credit/no credit) for students wishing to participate in the learning disability assessment process. DSP&S also offers a DSP&S 090 Empowerment class (2 units) which is designed to teach students with disabilities what their rights are as students with disabilities and how to advocate for themselves in and outside of the classroom. Furthermore, there is a DSP&S 103L Technical Assistance Lab course (1 unit) designed to help student's access assistive technology in the High Tech Center. This course is also offered as a non-credit class for students who do not require assistance and need to access the High Tech Center on a regular basis. DSP&S also offers a COUN 160 Strategies for College Success course (3 units; CSU/UC Transferable) that is recommended for students with disabilities. All DSP&S special classes are offered each semester.

Regulations, policies, legal opinions, US Department of Education, Office for Civil Rights (OCR) decisions, and administrative directives are incorporated into the DSP&S program operations and service delivery via Region 8 meetings, conferences (e.g., CAPED), listserv memberships, DSP&S staff meetings, Counseling Division Counselor and Educational Advisor meetings and workgroups. Students complete a Student Educational Contract (SEC) during their initial appointment with a DSP&S counselor. Once the student is determined to be eligible for DSP&S services, the Counselor signs off on the SEC and initials all the recommended educational accommodations. Prior to registration, students meet with a DSP&S Counselor or the Educational Advisor to complete a Semester Planning Guide. This is a one-semester student educational plan. Students must bring a current Student Educational Plan (SEP) to this appointment. DSP&S students must meet with a DSP&S Counselor annually to update their SECs.

## DSP&S

### Program Requirements

DSP&S hosts an annual Advisory Committee meeting in the spring. A letter is sent out to all the members requesting agenda items so that the meetings include relevant issues and information affecting DSP&S. In the past, the DSP&S office has always extended an invitation to the vice president of student services and the dean of counseling, as well as Citrus College faculty to attend. Currently, the Advisory Committee consists of 20 members. There is one representative from the Department of Rehabilitation, one from the San Gabriel Valley Regional Center, and fifteen members from eleven surrounding high schools. The remaining members are various employees of Citrus College. Advisory Committee membership has grown over the past several years. The DSP&S Educational Advisor participates in off-campus SELPA transition meetings to enhance collaboration from both the K-12 and community college systems. Additionally, DSP&S counselors participate in local high school transition events.

The DSP&S Coordinator possesses a master's degree in psychology with more than twelve semester units in upper division or graduate level course work specifically in counseling or rehabilitation of individuals with disabilities, an equivalent of more than two years of full-time experience in counseling and guidance for students with disabilities, and counseling in private social welfare organizations in which the responsibilities of the position were exclusively for persons with disabilities.

DSP&S funds three full-time faculty (i.e., the DSP&S coordinator/counselor, one DSP&S counselor, and one learning disability specialist) and one adjunct faculty (i.e., one DSP&S Counselor/LD Specialist). The full-time DSP&S counselor and LD specialist both possess masters-level degrees in related fields of study and the adjunct DSP&S Counselor possesses a doctorate in psychology. All DSP&S faculty have earned more than twelve semester units in upper division or graduate level course work specifically in counseling or rehabilitation of individuals with disabilities, an equivalent of more than two years of full-time experience in counseling and guidance for students with disabilities, and counseling in private social welfare organizations in which the responsibilities of the positions were exclusively for persons with disabilities. All DSP&S Counselors and the LD Specialist meet the Title 5 minimum qualifications for employment. Additionally, DSP&S employs 4 full-time classified staff (i.e., one educational advisor with Alternate Media duties, one DSP&S instructional lab technician ii, one interpreter coordinator, and one DSP&S specialist). DSP&S also employs one student services assistant, one student aide I, one student aide II, and two student aide IIIs. Finally, DSP&S employs twenty two part-time, on-call Sign Language Interpreters.

## DSP&S

Staffing Patterns – Fall 2007					
#	FTE	Faculty Positions	Hours Week	Funding Source	
				DSP&S	Other
1	1.00	Coordinator/Counselor (M.S. in Psychology; ABD for a dual doctorate in Clinical Psychology and Industrial-Organizational Psychology)	35	100%	
1	1.00	LD Specialist (M.A. in Special Education)	35	100%	
1	1.00	DSP&S Counselor (M.F.T. in Marriage & Family Therapy)	35	100%	
1	.50	DSP&S Counselor, Adjunct (Psy.D. in Clinical Psychology)	17.5	100%	
#	FTE	Classified Positions	Hours Week	Funding Source	
				DSP&S	Other
1	1.00	DSP&S Specialist (Department Secretary)	40	100%	
1	1.00	Educational Advisor with Alternate Media Duties (M.S. in Counseling)	40	100%	
1	1.00	Instructional Lab Technician II with Alternate Media Duties (HTC Specialist)	40	100%	
1	.75	Interpreter Specialist	30	100%	
22		On-Call Sign Language Interpreter	Flexible	100%	
1	.50	DSP&S Counselor (Adjunct)	17.5	100%	
1		Student Services Assistant	Flexible	100%	
4		Student Aides	Flexible	100%	
1	.79	Adapted Testing Technician	26	40%	40%
2	1.00	APE Instructors	35		100% College
1	.60	APE Instructional Assistant	24		100% College
0		Alternate Media Specialist (vacant)			

### Funding, Expenditures, and Accountability

DSP&S uses its funding to provide support services and instruction to students with disabilities. The type of service(s) and number of contacts provided to each DSP&S student is documented in each student file.

The DSP&S Coordinator's salary is 100% funded by the department's categorical funds. Revenue from DSP&S Special Classes is used for providing support services to students with disabilities.

Each year, the accountant sends a tentative version of the upcoming fiscal year's budget (based on the previous year's ending budget and expenditures) to the DSP&S coordinator. The coordinator reviews the proposed budget and is able to redistribute particular funding categories as deemed appropriate and necessary. The DSP&S coordinator will meet with the accountant regarding redistribution of DSP&S funds.

The DSP&S coordinator prints the End-of-the-Year Report forms from the Chancellor's Office website and completes the DHH Expenditures and the Special Class FTES. Next, the DSP&S Coordinator meets with the accountant in Fiscal Services to complete the DSP&S Expenditures and Other Program Income portions of the report. Next, the DSP&S supervising administrator (dean of counseling) reviews and signs the report. Then, the report goes to the district business manager (V.P. of finance and administrative services) and to the superintendent/president of the college for review and signatures.

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The process for documenting and tracking the DHH allocation funds expenditures and the required college match is documented by the budget code that is used.

DSP&S uses the *Access to Print and Electronic Information* allocation as well as other categorical monies to ensure that educational materials are provided in a format that is accessible to and usable by students with disabilities by only purchasing technology that will ensure access to students with disabilities.

Each time a DSP&S counselor, educational advisor, or LD specialist meets with a student, it is recorded on the student contact log in the student file, in the SARS scheduling program, and on the Student Educational Contract (SEC). Then, the DSP&S specialist records each student contact and is able to track which students have met their minimum of four service contacts per year required to receive funding. She then reports this information to MIS (TeC Services). MIS will provide a report to DSP&S and we will review the report to verify if it looks correct.

A clear and concise explanation of the funding formula is highly desirable. It would be nice to have this written explanation available on the Chancellor's Office website.

## Other

Other campus departments that DSP&S coordinates with include, but are not limited to: the Counseling and Advisement Center, EOP&S/CARE, CalWORKs, Financial Aid, the Learning Center, the Tutoring Center, the Health Center, Student Affairs, TeC Services (MIS), Security/Campus Police, Admissions, Bookstore, Career/Transfer Center, Cashier, Continuing Education, External Relations, Distance Education, Facilities, Adapted P.E., and Audio Visual. Additionally, DSP&S coordinates with various instructional areas (e.g., math, science, and English). Training on curriculum development for new special courses (e.g., e-text class, assistive technology class, memory strategies class, etc.) would be incredibly helpful in creating more guidance and training for students with disabilities.

## IV. Effective Practices and Opportunities for Improvement

### A. What is working well?

After the alternate media specialist left DSP&S, the duties of the position were split and distributed among two positions: the 49% educational advisor position was increased to 100% and some of the alternate media specialist position duties were added to the reorganized position. Additionally, the current instructional lab technician II position was reorganized to include the more technical aspects of the alternate media specialist position. The reorganization of the alternate media specialist position has greatly improved student satisfaction with assistive technology (e.g., e-text and Braille) because of the individual contact and follow-up. The reorganization allows for the coordination of production of alternate media with student contact which elicits feedback about the how, when, where, and what in the use of electronic text works.

The DSP&S 075 Individual Assessment of Learning Strengths and Weaknesses course has provided an opportunity to capture funding for students who are assessed but do not qualify for services.

### B. What areas need to be addressed more effectively?

Educating faculty on the process for accommodating students with disabilities is critical to ensure students receive classroom accommodations in a timely and efficient manner. In the past, DSP&S has provided Flex Day workshops to address such issues. However, these workshops did not generate much attendance.

DSP&S is in dire need for another DSP&S counselor who not only can provide LD assessments but also provide ADD/ADHD assessments. We are continually referring students out to the community for ADD/ADHD assessment and they almost never return because it is too costly and most of our students do not have insurance. These students are left unassisted to continue suffering academically and personally.

## DSP&S

We are also in critical need of an instructor to teach students how to use assistive technology. There is a tremendous need for the students to have a user friendly, instructional setting in which to explore solutions to their personal learning shortcomings while at the same time learning all of the options available to them.

The Technical Assistance Lab (DSP&S 103L) needs to revamp its curriculum in order to truly benefit students new to assistive technology and for those needing to learn updated assistive technology. Additionally, DSP&S plans to create a DSP&S 085 Basic E-text course and to develop a transferable DSP&S 105 Assistive Technology course that trains students how to use a wide variety of assistive technology (e.g. adaptive software, hardware, and equipment).

Even though the furniture in the campus computer labs is compliant with ADA standards, DSP&S receives numerous complaints from wheelchair-bound students who cannot access monitors and computer keyboards.

The effectiveness and efficiency of DSP&S would be improved if there were weekly meetings between the DSP&S counselors and the educational advisor to discuss students who have a multitude of needs due to their disability(ies).

### C. Any exemplary practices and services that may be replicated by other colleges?

As a result of the aforementioned reorganization of the alternate media specialist position, our in-house system for providing e-text and Braille has developed into a timely and efficient process.

### D. Any successful pilot projects implemented by your program

N/A

## V. Planning Agenda

New Plans – Evaluate why there are discrepancies in reporting from what DSP&S reports to Tec Services and what Tec Services reports to the Chancellor's Office.

- *Timeline* – Spring 2008
- *Resources Needed* – Banner student information system and collaboration and communication with the Director of TeC Services
- *Person Responsible* – Coordinator of DSP&S and Director of TeC Services

New Plans – Get approval from FNIC to hire one additional full-time DSP&S counselor who can provide ADD/ADHD evaluations, as well as Learning Disabled (LD) assessments.

- *Timeline* – Fall 2008
- *Resources Needed* – Buy-in from faculty outside of DSP&S as well as administration
- *Person Responsible* – Coordinator of DSP&S

New Plans – Hire an adjunct instructor (eventually a full-time instructor) for the High Tech Center to increase students' knowledge on accessing assistive technology and to improve student success.

- *Timeline* – Fall 2009
- *Resources Needed* – Approval from administration
- *Person Responsible* – Coordinator of DSP&S

New Plans – Develop a Math Strategies course for students with disabilities to improve Basic Skills Math course success rates.

- *Timeline* – Spring 2009
- *Resources Needed* – Input from other DSP&S programs who offer such a course
- *Person Responsible* – Coordinator of DSP&S in collaboration with the LD Specialists



## DSP&S

New Plans – Develop a course on how to use e-text to improve students' effectiveness and success with its use.

- *Timeline* – Spring 2008
- *Resources Needed* – Collaborative input from Coordinator of DSP&S, the Educational Advisor with Alternate Media duties, and the Instructional Lab Technician II with Alternate Media duties.
- *Person Responsible* – Coordinator of DSP&S

New Plans – Develop a course on how to use various type of assistive technology that will be a degree applicable/transferable course to increase awareness and knowledge of assistive technology and its use.

- *Timeline* – Spring 2009
- *Resources Needed* – Input from other DSP&S programs as well as input from the Computer Science and Information Systems department
- *Person Responsible* – Coordinator of DSP&S

New Plans – Develop a course for providing ADD/ADHD assessments (similar to the course for providing LD assessments)

- *Timeline* – Spring 2008
- *Resources Needed* – Input from other DSP&S programs
- *Person Responsible* – Coordinator of DSP&S

New Plans – Have DSP&S included in the New Faculty Orientations/Workshops to educate faculty on the process for effectively and efficiently accommodating students with disabilities.

- *Timeline* – Fall 2008
- *Resources Needed* – Buy-in from Administration
- *Person Responsible* – Coordinator of DSP&S

New Plans – Revamp the curriculum for DSP&S 103L Technical Assistance Lab so that students with disabilities in order to truly benefit students with disabilities that are new to assistive technology and for those needing to learn updated assistive technology.

- *Timeline* – Spring 2008
- *Resources Needed* – Collaborative input from Coordinator of DSP&S, the TAL Instructor, the Educational Advisor with Alternate Media duties, and the Instructional Lab Technician II with Alternate Media duties.
- *Person Responsible* – Coordinator of DSP&S

New Plans – Implement weekly meetings between the DSP&S counselors and the DSP&S educational advisor to discuss students who have a multitude of needs due to their disability(ies).

- *Timeline* – Spring 2008
- *Resources Needed* – An agreed upon day and time to maximize attendance and for the DSP&S Specialist to schedule these meetings a semester out.
- *Person Responsible* – Coordinator of DSP&S and DSP&S Specialist

## VI. Implementation and Technical Assistance

### A. Is there any training or technical assistance that you believe would improve the effectiveness of your programs?

- Finding someone who can come on campus to fix our captioning equipment would be very helpful.
- It would be helpful to have employees from the Audio-Visual, Distance Education (DE) and the TeC Services departments attend training at the High Tech Center Training Unit (HTCTU). This could help bring the campus together to address institutional-wide dilemmas regarding Section 508 compliance.
- DSP&S would like technical assistance from Paul McKinley, the adaptive computer lab instructor/coordinator at Fullerton College. We would like him to assist and help

us to implement appropriate coursework for our Technical Assistance Lab (DSP&S 103L).

## DSP&S

**B. Are there any laws, regulations, or other requirements that you find problematic in implementing any of these categorical programs to your college?**

- N/A

# CalWORKs

## I. Introduction

The California Work Opportunities and Responsibilities to Kids (CalWORKs) program at Citrus College is responsible for providing support services to students who are recipients of Temporary Assistance to Needy Families (TANF). A primary goal of CalWORKs is to provide students with the educational training necessary to acquire job skills which lead to self sufficiency. CalWORKs provides services such as academic, personal, and career counseling. Students also benefit from case management, on and off campus referrals, child care assistance, work study assistance, job development, and general matriculation guidance. CalWORKs staff also assists students with their GAIN and Department of Social Services paperwork and advocates for students by acting as a liaison between those departments.

To date, 213 students participate in the CalWORKs program at Citrus College. The program is housed in the Lifelong Learning Center, which is also occupied by Non-Credit Matriculation, classrooms, and the Dean of Continuing Education's office. The CalWORKs counselors and educational advisor occupy three offices. The front office space is shared with Non-Credit Matriculation. The CalWORKs staff is comprised of the director of EOP&S/CARE, and CalWORKs, two adjunct counselors, one educational advisor, one secretary, one child development technician, and one student worker. The director of EOP&S/CARE, and CalWORKs, reports to the dean of counseling.

#	CalWORKs Position	Hours Week	Funding Source	
			CalWORKs	Other
1	Director EOP&S/CARE & CalWORKs	40	35%	65%
2	Part-time Adjunct Faculty	17.5	100%	
1	Full-Time Educational Advisors	40	100%	
1	Child Development Technician	40	15%	85%
1	Secretary	40	60%	40%
1	Administrative Clerk II	19.5	100%	
1	Student Aide	20	100%	

The CalWORKs department was reorganized in 2004-05 and moved to Counseling Programs & Services under the direction of the director of EOP&S/CARE, and CalWORKs. The new position is dedicated 35% to CalWORKs and 65% to EOP&S/CARE.

CalWORKs has not had a fiscal review.

## II. Collegewide Student Services Integration and Coordination

(Section II answers are for Credit/Non-Credit Matriculation, EOP&S/CARE, DSP&S and CalWORKs)

### A. How do these four categorical programs work with each other and with other student services programs?

Credit Matriculation, Non-Credit Matriculation, EOP&S/CARE, DSP&S, and CalWORKs work together to serve students under the direction of the dean of counseling or the vice-president of student services. The director of EOP&S/CARE and CalWORKs, and the coordinators of DSP&S and Non-Credit matriculation report to the dean of counseling. The dean of counseling is the credit matriculation coordinator. Program coordinators and director meet twice a month with the dean of counseling. Many of the programs share students and referrals; for example, the Early Decision project was implemented in spring 2007, before high school graduation, to enroll students at Citrus for fall 2007. Counselors in all programs assisted the outreach staff with orientations and Student Education Plans (SEP) appropriate for each program. The group also created a new student DVD explaining student services. A second example of our work together is a summer workshop series called, "POWER Math". The program benefits students who score low in math on the Accuplacer. Non-Credit Matriculation offered student support services in conjunction with a non-credit math class. All counseling programs referred students to promote the program. Students who

successfully completed the program were able to retake Accuplacer before beginning the fall 2007 semester. A third example of our work together is our participation in a workshop on identifying learning disabilities sponsored by DSP&S.

## CalWORKs

### B. *How do student services work with instruction, institutional research and the management information systems (MIS)?*

- The dean of counseling attends meetings with instructional deans at least twice a month and shares issues with student services managers. Instructional managers/faculty are supportive and sensitive to student needs for accommodations, creating workshops and orientations for students needing to improve in math and English, and providing referrals to categorical programs.
- The dean of counseling receives instructional program review documents and makes comments as appropriate.
- Counseling and instructional faculty participate in learning communities where academic courses (primarily basic skills courses) are paired with counseling courses.
- Citrus College recently hired a researcher who is actively engaged in learning about the college and categorical programs. She recently provided input and data analysis for SLO development and measurement. The college is in the process of establishing research priorities for the position.
- TeC Services works with each categorical program to create reporting databases. The college recently converted to a new Enterprise Resource Project (ERP) system. The new ERP system "Banner" provides more options for data reporting. TeC Services is creating new reports based on requests from student service managers.
- The college recently upgraded the appointment scheduling and tracking system, which the TeC Services staff will maintain.

### C. *How are programs integrated with student equity planning and other strategic planning initiatives at the college?*

- **Access:** Categorical programs participate in meeting the goals of the student equity plan. Advisors and counselors from every division are responsible for outreach. Educational Advisors visit our feeder high schools weekly, and categorical programs assist with high school transition nights, Citrus College Youth Conference, Parent University, CAHSEE grant activities, High School Counselor Breakfast, and Early Decision Program.
- **Course completion:** The Early Alert Coordinator is responsible for working with faculty and contacting students who demonstrate early academic difficulty. She regularly revises and reviews interventions to improve effectiveness. In addition, the college recently assigned a college success counselor to meet the needs of basic skills students in the credit and non-credit programs. A goal for this program includes providing orientation in basic skills courses and requiring an educational plan for each student.
- **ESL and Basic Skills Completion:** Counselors participate in learning communities designed for freshmen who place into basic skills courses. The college success basic skills counselor is now responsible for meeting with ESL students to review placements and provide tools to help students succeed.
- **Degree and certificate completion:** Students learn about the certificate and degree programs at Citrus through many avenues including: on-line orientation, new student workshops, counseling courses, summer bridge program, non-credit orientation, DSP&S orientation and one-on-one appointment with a counselor or educational advisor.
- **Transfer:** Categorical programs work with Career/Transfer Center staff to increase transfer rates. Center staff prepares a college fair and university visits for EOP&S/CARE students and are aware of key issues necessary for helping DSP&S students transfer. All counselors and educational advisors are familiar with tools provided by CSU, UC and private colleges needed to assist students with this goal.

## CalWORKs

### D. How effective are the programs in enabling success for under-prepared and under-represented students?

Students who graduate from Citrus tend to use counseling more frequently than the general student population. In a survey of 266 students conducted at graduation rehearsal in spring 2007, Hispanics were 44.4% of those graduates surveyed compared to 36.6% of the Citrus College population. Asian students represented 14.6% of the graduating students surveyed compared to 8.9% of the Citrus College population. Graduating students told us they visited a counselor between 4-6 times before graduating.

### E. How do the program directors/coordinators and business office work together to monitor allowable expenditures and reconcile fiscal reporting.

- All program coordinators and managers meet with the Accounting Technician to monitor allowable expenditures and reconcile fiscal reporting.
- The Accounting Technician now E-mails reports each month to program coordinators.
- The Fiscal Services Department completes expenditure reports as required by the Chancellor's Office.

## III. Program-Specific Self-Evaluation

### The self-evaluation is based on the WASC Accreditation Standard IIB – Student Support Services:

*“The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Students 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 these services.”*

**1. Management Information System (MIS) Data Reporting - for access, progress and success, MIS data for the prior three years (2005-06, 2004-05, and 2003-04) will be provided annually by the System Office for each college. Program staff will need to conduct an analysis of the data sent by the System Office. Colleges may also use in-house data to complete this section.**

### A. How is the categorical program director involved in the review of MIS data before it is submitted to the State Chancellor's Office?

Since the 2005-06 school year the CalWORKs director has worked to correct and review all aspects of MIS reporting. Currently, the director works at the initial data input level to correctly report MIS elements. The data is then compiled and prepared by TeC Services and a draft report is created. The director then reviews the draft report with the information that is derived from the CalWORKs database to double check the accuracy of the information to be sent to the Chancellor's Office.

### B. Does the data appear to be accurate? Do the numbers of students in the MIS report match your program records?

Unfortunately, the data sent from the state does not match the in-house CalWORKs data. For the 2005-06 school year, state MIS data shows 280 unduplicated students were served through CalWORKs. This is in contrast to the in-house MIS data which shows 257 students were served during the 2005-06 academic year. For the 2004-05 and 2003-04 school years, Chancellor's Office data shows no students were served. The lack of TeC Services reported students was due to a number of reasons that have since been resolved or are currently being altered to reflect the true number of students served by CalWORKs.

## CalWORKs

- C. **If the data does not appear to be accurate, identify the problem (e.g. too many or too few participants listed; demographics seem incorrect, etc.). Document the process used to identify the problem. Share this information with the college information technology services staff to determine ways to correct your MIS reporting.**

At this point in time, MIS data related to CalWORKs is not accurate. However, since the 2005-06 school year, progress has been made to correct the errors in MIS reporting. One of the first steps was the hiring of Linda Welz, director of information technology, in the fall of 2005 with the directive of identifying and correcting errors to the MIS data that was being sent to the Chancellor's Office. One of her first tasks was to organize an onsite visit by the Chancellor's Office MIS Department. Through training and evaluation a number of issues were identified and a plan of action was established.

In addition, during the 2005-06 academic year the CalWORKs director conducted a thorough evaluation of the database and issues surrounding the reporting of MIS elements to TeC Services. Through these processes the MIS data and reporting has improved immensely. This is evident from the data reported back from the Chancellor's Office beginning with the 2005-06 academic year. The number of participants reported from the Chancellor's Office is just slightly higher than that for the number counted by the Chancellor's Office. As the numbers reported from the state are still not completely accurate, the CalWORKs director will continue to work with the TeC Services Department to correct issues. In addition, continued improvement and evaluation will continue as the college moves from a legacy student information system to a third party system. Implementation of the new student information system began in summer of 2007 and meetings between the director of CalWORKs and the director of TeC Services have continued to identify any potential issues that may arise as the college prepares MIS reporting for 2007-08 academic year.

- 2. Access - Identify how accessible the program is by comparing demographic data from the college to the program. Data to be compared include gender, ethnicity, age, informed educational goal, Pell and BOG fee waiver recipients, English Language Learners (ELL) and students with disabilities.**

- A. **How does the program compare with the total college demographic data?**

Demographic information shows that CalWORKs continues to assist a population that is underrepresented and not considered a "traditional" college student. Data shows that the typical CalWORKs students is over the age of 25, is female, and is receiving both federal and state financial aid. For the 2005-06 academic year, CalWORKs demographics were significantly higher in a number of key areas:

- 71.7% of CalWORKs students were over the age of 25, as compared to 38.3% for the college overall.
- CalWORKs serves a significantly higher proportion of minority students than college overall (82.1% vs. 64.9%)
- CalWORKs serves a significantly higher proportion of female students than the college overall (95.4% vs. 66.4%)
- CalWORKs students received financial aid at a significantly higher rate than the college overall:
  - Received some type of financial aid: CalWORKs, 89.3% vs. the college overall, 35%
  - Received BOG Waiver: CalWORKs, 88.9% vs. the college overall, 35%
  - Received PELL Grant: CalWORKs, 51.8% vs. the college overall, 14%

For years prior to 2005-06 MIS data is unavailable due to errors in reporting that have since been corrected.

## CalWORKs

### B. Describe the areas where you have concerns about access.

An area of major concern pertaining to access of potential CalWORKs students is the philosophy at the state and county level to push welfare recipients directly into employment as opposed to an educational institution. County social workers are encouraged and often rewarded for the number of welfare recipients they send directly into the workforce, as opposed to an educational institution. Unfortunately, this leads to a decrease in referrals from the county level and has a negative impact on potential CalWORKs students having access to obtaining a college degree.

An additional area of concern is recruitment in the community. Due to a limited number of full-time staff, recruitment is negatively impacted. The inability to have a fully-developed and staffed recruitment effort has led to the reliance of the program on referrals from the county level, which is currently in decline.

### C. Please describe any plans in place for improving access.

The following initiatives will be developed in the coming year to help improve student access:

- Advocate for potential CalWORKs students with the county to stress the importance and benefit of obtaining a college education before entering the workforce.
- Work to identify current Citrus College students before they are appraised by the county welfare departments Self-Initiated Plan (SIPs) to ensure they are able to continue their educational plan.
- Develop a comprehensive recruitment plan to address improvement of access, promotion of education and collaboration with community organizations.

### D. What programs and services do you feel specifically contribute to student access at your college? Why?

The ability of the CalWORKs program to collaborate with EOP&S/CARE on recruitment efforts have helped in dealing with the staffing limitations within the CalWORKs program. EOP&S/CARE staff have established contacts with schools and the community that CalWORKs is able to utilize in an effort to educate the community about its program specific services. The collaborative effort helps to offset decreasing referrals from the county welfare office.

## 3. Progress - Compare how well students served by the program perform compared to those of the whole college. Data to be compared include course success rates, academic and progress dismissal, and persistence.

### A. How well do the students served by your program perform compared to the total college population?

MIS data received from the Chancellor's Office indicates CalWORKs students had a lower persistence rate from fall 2005 to spring 2006 when compared to Citrus College students overall. Students within the CalWORKs program had a persistence rate of 50.7% vs. Citrus College students overall who had a persistence rate of 59.7%.

For years prior to 2005-06, MIS data is unavailable due to errors in reporting that have since been corrected.

### B. Describe areas where you have concern about student progress.

Persistence rates of CalWORKs students are a major concern to the overall effectiveness of the program. According to data received from the Chancellor's Office, student progress is only at 50%.

### C. What programs and services do you feel specifically contribute to the progress of students at your college? Why?

Several programs and services are believed to be instrumental in the progress of CalWORKs students. Each program/service is highlighted below:

- Counseling services – CalWORKs students are mandated to have progress and eligibility forms checked off and reviewed each semester by a college counselor. These counseling contacts serve as a way for counselors to work with each student to check on the progress of their educational goal and any difficulties the student is having. The counselor is then able to

refer students who need social, academic, and personal support services to ensure the completion of their educational goal.

- Intrusive support – Progress checks are conducted three times a semester to monitor and detect any academic difficulties. Students who report substandard grades are then required to meet with a counselor to discuss difficulties and possible interventions.
- Child care – The ability of the CalWORKs program to provide child care for students is a major contributor to student progress. Many CalWORKs students do not have the support at home or the money needed to obtain child care outside of the college. The ability to go to school while their children are being cared for in a state of the art child care facility lessens the student's stress, and contributes to their ability to meet the demands of a college education.

## CalWORKs

**4. Success - Review how well your students are completing their educational goals. Data to be included are number of degrees and certificates awarded, number of transfer-prepared students, number of transfers, and achievement of non-credit educational goals.**

**A. How well do the program students perform compared to the total college population?**

Data received from the Chancellor's Office 2005-06 academic year, shows CalWORKs students were as successful in core basic skills courses (math, English, ESL) as the college population overall. However, CalWORKs students were less likely to be successful in degree applicable courses than the college population overall. Because our students are so disadvantaged, keeping pace with the general student population is a measure of success. For years prior to 2005-06, MIS data is unavailable due to errors in reporting that have since been corrected.

**B. Describe areas where you have concern about student success.**

The majority of CalWORKs students enter Citrus College educationally unprepared. This is evident by the assessment test scores and placement of most CalWORKs students into basic skills courses. The major concern for these students is the successful completion of the basic skills (non-degree applicable) courses to move them into degree applicable coursework. The inability to succeed in these courses may be detrimental a student with fragile self-confidence about their education.

**C. What programs and services do you feel specifically contribute to the success of students at your college? Why?**

Support services such as EOP&S/CARE, DSP&S, Financial Aid, the Learning Center (tutorial services), Counseling and Advisement, and the Career/Transfer Center are integral parts that contribute to the success of CalWORKs students. The ability of CalWORKs faculty and staff to collaborate and refer students to these programs leads to greater student success in academic achievement.

**5. Student Learning Outcomes - Describe your progress in the development and implementation of Student Learning Outcomes (SLOs) for the California Work Opportunities and Responsibility to Kids/Temporary Assistance to Needy Families (CalWORKs/TANF) program at the college.**

**A. What are the SLOs for the program?**

In spring 2007, the CalWORKs program developed the following student learning outcome:

- Upon successfully completing the New Student Orientation, students will demonstrate the fulfillment of county requirements and CalWORKs program requirements, resulting in successful compliance of the student contract.

**B. What process was used (or plan to use) to develop these outcomes?**

The CalWORKs director and counselor attended an SLO writing workshop at the CalWORKs Partnership Summit in November 2006. In addition, the CalWORKs counselor has participated in training and has previous experience in writing SLO's. The process for developing the SLO involved identifying the major components of the CalWORKs program and then selecting the area that needed immediate attention. The CalWORKs department found there was a need to clarify what a student is expected to complete throughout the semester. An orientation was created to instruct/inform students



of the semester requirements; as a result, a new draft of the student contract was produced. The CalWORKs program intends to continue writing and assessing additional SLOs.

## CalWORKs

### C. What types of activities are you conducting in order to achieve these outcomes?

New student orientations are held at the beginning of each semester. They are held on different days of the week; one in the morning, and one in the afternoon. The intent is to make them as accessible to students as possible. If a student misses a group orientation, they can reschedule if there are still orientations scheduled. If there are no more group orientations available, students are required to complete a one-on-one orientation with a CalWORKs counselor or educational advisor.

A letter is mailed to the student informing them of the orientation dates and times. They are instructed to call the office to sign-up for an orientation. Phone calls are made to students who have not responded to the letter. Students who come into the office are signed-up for the orientation and given a reminder.

### D. How are you assessing the achievement of the outcomes?

Each student has a semester checklist in their file that tracks all of the required contacts and the date the contact was completed. This checklist directly correlates with the student contract. At the end of the semester, the files of the students who attended orientation are pulled and reviewed to determine if the student fulfilled their contract requirements. A completion percentage was determined.

### E. How have you used the assessment information to improve the services?

It is clear that consistent reminders of contract requirements are needed. A new checklist has been created for the student's use. On the checklist, each required appointment is listed and there are columns indicating whether the contact has been completed, in progress, or needed. This is a form that the student will keep and be reminded about at each visit.

Efforts will be made to have each requirement on the contract assigned to a set time on the semester calendar. In other words, completing SEPs, in the second month of the semester may ensure that more students will be checked for completion. They can be called to set up an appointment. E-mail addresses will be added to student contact information in order to address the problem of not being able to contact our students due to disconnected or wrong phone numbers and frequently address changes.

CalWORKs, EOP&S/CARE are managed by the same director. Several CalWORKs students qualify for EOP&S/CARE; for this reason staff from both programs are working to establish ways to streamline requirements for CARE and CalWORKs participants. Not only does this ensure that there is not a duplication of services, it also services these students more efficiently. The intent is to minimize the amount of appointments and paper work students from both programs must complete and submit. The first CARE/CalWORKs mini conference was held in August 2007.

## 6. Compliance - Provide an overview of how each program is meeting the applicable minimum requirements of the federal regulations, California Education Code, Title 5 regulations

### *Student Eligibility*

#### A. Describe your college's coordination with the local county Department of Social Services to determine student eligibility for services and coordinate services to be consistent with and in support of the student's welfare-to-work plan.

Students are referred to CalWORKs by the Department of Public Social Services (DPSS). Students also come to CalWORKs as a self-referral. There is consistent communication between CalWORKs staff and service workers through phone calls and faxes. Once eligibility has been determined, academic counseling services such as course selection and development of a SEP is completed in accordance with the student's welfare-to-work plan. The CalWORKs department requires monthly progress reports to ensure that the student is successful. If the student is encountering difficulty, appropriate interventions are offered. The CalWORKs progress report is an effective tool used in

completing the GAIN progress report. Communication with local Department of Social Services case workers is continuous during students' tenure at Citrus College.

## CalWORKs

### **B. What documentation is used for eligibility for CalWORKs funded services? Do the student files contain this eligibility documentation?**

Eligibility is determined by receiving a Notice of Action (NOA), a Verification of Benefit (VOB), or a welfare-to-work plan. E-mail or written documentation by the student's GAIN service worker is also acceptable. The documentation must state the amount of cash aid the student receives and must be dated no earlier than two weeks prior to the start of the semester. New students that furnish a welfare-to-work plan must provide a NOA or VOB the following semester. The eligibility document is kept in the student's file and flagged for easy identification.

### **C. If provided, describe how student eligibility for on-campus child care is determined and how is this service coordinated between the college's Child Development Center and the CalWORKs program.**

Students are referred to the Child Care Technician located at the Child Development Center. The Child Care Technician explains the process and assists with completing the necessary forms. The Child Care Technician also maintains a list of child care providers in the area as a referral for students. Due to the limited number of spaces in the Child Development Center, students are placed on a waiting list until space becomes available. Once space is available, the Child Care Technician contacts CalWORKs to verify eligibility and contacts the student to process the appropriate forms. If the student is new to the program, an "intake" appointment is scheduled with CalWORKs to determine eligibility and assess student need. Students with eligibility problems are placed on hold until the issues are resolved. There are no vouchers provided to students. The Child Care Technician and CalWORKs staff track students utilizing the services, complete billing, and maintain copies of eligibility forms. Payment of child care services is not approved until eligibility is approved by the CalWORKs department staff.

*(State Budget 6870-101-0001 Schedule (8) 20.10.045-Special Services for CalWORKs Recipients; CalWORKs Handbook, Essential Program Elements (a))*

## Student Services

### **A. Describe each of the program component services that are provided using CalWORKs and TANF funds and how these services are documented. (State Budget Act; Education Code)**

#### **Case Management:**

There are two adjunct counselors and one educational advisor employed in the CalWORKs program. Students receive academic, personal, vocational, and career counseling. Counseling services such as academic probation intervention, study skills, and course planning are provided to the student. The counselors and educational advisor also conduct orientation sessions, assist the student with completion of county paperwork, and provide referrals to on and off campus services that may help the student. Case notes are documented in the student file summarizing what was discussed in the appointment. A checklist in the file also tracks the services the student received.

#### **Work Study:**

The CalWORKs team recruits students and assists in finding employment (if eligible) through informative presentations on campus. CalWORKs staff outreaches and collaborates with different departments on campus, such as Financial Aid, Student Employment, and the Child Development Center, to identify students eligible for work study. Work study opportunities are coordinated through the Financial Aid Office and the Student Employment Office. Federal Work Study reimburses 75% of the student's salary on campus and CalWORKs reimburses 25% except in cases where CalWORKs students are not eligible for work study. In those cases, CalWORKs funds 75% of the salary and the particular department the student works for will fund 25%. Work study students are monitored by the administrative clerk. Information such as pay rate, hours

worked, hire date, and end date are entered into Banner, the student management database. A checklist that tracks this information is also in the student's file.

## CalWORKs

### Job Development:

The CalWORKs job developer/counselor collaborates with other departments on campus to recruit employers to hire CalWORKs students. The job developer outreaches to both employers and potential CalWORKs employees through informative presentations, networking, and advertisements to departments on campus. CalWORKs students also participate in an informal interview by the job developer to provide appropriate job placement based on employment skills and interests. Employers also interview CalWORKs students for employment positions. Job placement is monitored by the job developer to evaluate student's progress and success within the position they obtain. Progress reports are sent to the employer to monitor job performance and professionalism.

Job development workshops such as resume writing and interview techniques will be developed and offered to students. The job developer will coordinate with the Career/Transfer Center and Non-credit Matriculation departments in creating these workshops. Case notes are documented in the student file as well as on a checklist that tracks the services the student received.

### **B. Describe your college's process for providing case management services. (State Budget Act CalWORKs Handbook, Essential Program Elements (c) & Case Management Section)**

Case management is provided by academic counselors. Educational advisors assist with CalWORKs students' case management, when no academic counselor is available. The CalWORKs department conducts an "intake" session to determine eligibility and develop a SEP. Follow-up appointments are conducted to track continuing eligibility, determine student needs, conduct assessments, update the SEP, assist with county and program forms, and provide referrals on and off campus. Academic counselors and educational advisors work collaboratively in tracking student progress by obtaining student's educational history, monitoring progress through the collection of progress reports, conducting follow-up sessions, documenting student files, communicating with county personnel, and updating the database.

### Program Requirements

#### **A. Do you have a program coordinator or director? What percentage of time does this position have assigned to CalWORKs and how was it calculated? (CalWORKs Handbook, Essential Program Elements (g); Organization Section)**

The CalWORKs department is under the management of the Director of EOP&S/CARE and CalWORKs. The director reports to the dean of counseling, who is under the leadership of the vice president of student services. Thirty-five percent (35%) of the director position is assigned to CalWORKs.

#### **B. Describe how the CalWORKs program coordinator and staff coordinate with the local county welfare department to provide services to eligible CalWORKs students.**

Continued student eligibility is determined each semester by collecting county documents (i.e.: Self-Initiated Plan, Vocational/Post Employment forms, Notice of Action, or Verification of Benefits). The Notice of Action and Verification of Benefits must be dated no earlier than two weeks prior to the start of the semester. In an effort to improve our process, an "eligibility" check form was created and implemented. This form is a work in progress and helps facilitate the eligibility documentation and case management provided to the student. It has also assisted with the collection of MIS data. The CalWORKs counselor meets with the student to develop a SEP in accordance with their welfare-to-work plan. The county sends a "Stop Action" form once the student is no longer eligible to receive benefits. The CalWORKs office coordinates services with the county welfare department by maintaining a cooperative relationship with GAIN and maintaining contact with county representatives. In addition, the CalWORKs department works collaboratively with the Department of Public Social Services (DPSS) by attending monthly meetings to share and

exchange information. Representatives from DPSS and GAIN are invited to attend the monthly LAC-5 meetings, which are hosted by local colleges. Since fall 2006, a representative from GAIN has been available in the CalWORKs department to meet with students on an appointment and drop-in basis.

## CalWORKs

### *Funding, Expenditures and Accountability*

#### **A. How do you ensure that CalWORKs funds are only used to pay for allowable services for CalWORKs eligible students? (State Budget Act, Education Code, CalWORKs Handbook)**

A continuous effort is made to ensure all students participating in the CalWORKs program are eligible participants receiving cash aid. Appointments are rescheduled if the student has not submitted the proper eligibility document to the CalWORKs department. The Chancellor's Office has strict guidelines for how CalWORKs funds may be spent; for this reason, reference is made to the CalWORKs handbook if there is a question about how the funds may be used. Further clarification is available by speaking directly to the Chancellor's Office staff. In addition, the CalWORKs budget and expenditures are outlined in the yearly program plan, which is reviewed by the Chancellor's Office for final approval.

#### **B. How do you ensure the declared match are from allowable sources and are for direct services provided to CalWORKs students?**

Reference is made to the CalWORKs handbook issued by the Chancellor's Office for permissible matching funds. Also, the Chancellor's Office staff is available for clarification of what may be used for matching funds.

#### **C. Describe the process for developing and approving the CalWORKs Budget and Expenditures.**

The Chancellor's Office sends a tentative budget, which is finalized once MIS numbers are reviewed and approved. A final budget is sent and divided into the following areas: CalWORKs program funds, childcare funds, and TANF funds. Monies from these areas are earmarked for certain expenses. Final figures and budget plans are sent to the Chancellor's Office by way of the CalWORKs program plan for the academic year.

#### **D. Identify the process for completing the CalWORKs Year-End Report and relationship to the district's year-end program accounting.**

The Year-End Report is compiled by the EOP&S/CARE and CalWORKs director in conjunction with the Citrus College Fiscal Services.

#### **Other:**

#### **A. What other areas or departments on campus do you coordinate with to provide services to CalWORKs students?**

The EOP&S/CARE and CalWORKs departments are under the guidance of the same director. As a result, CalWORKs works closely with EOP&S/CARE in implementing procedures for servicing students participating in both programs. Required forms such as progress reports and SEPs are frequently exchanged between programs, with the student's consent, so that completion of program requirements may be facilitated. Weekly meetings were held in preparation for the first CARE/CalWORKs mini-conference; these meetings will now be held monthly. In addition, the CalWORKs department holds monthly meetings with the director of EOP&S/CARE and CalWORKs. Monthly meetings are held for all staff of EOP&S/CARE and CalWORKs departments throughout the entire year.

As previously mentioned, CalWORKs staff work with the Child Development Center, Financial Aid, and the Student Employment Office in providing services to CalWORKs students. CalWORKs collaborated with the non-credit matriculation in providing basic skills training, job placement information, and study skills resources to CalWORKs students. CalWORKs frequently makes

referrals to other campus offices such as the assessment center for English, reading and math placement; the Disabled Student Programs and Services (DSP&S) for learning disability testing and/or accommodations for students with other types of disabilities; and general counseling for filing various college petitions.

## CalWORKs

### IV. Effective Practices and Opportunities for Improvement

#### A. What is working well?

The CalWORKs department has undergone major revisions within the last year that have led to the improvement of the program's structure. Policies and procedures were reviewed, rewritten, and assembled into a manual. The manual is effectively used for training new staff. A specific policy mandates all new students attend an orientation where program and county requirements are discussed. New forms were created to assist students and staff in keeping track of the semester requirements that will be completed. Modified outreach efforts are in place to address the concern of a reduction in student participants. With implementation of the new outreach methods, CalWORKs is experiencing an increase in new students this semester.

The CalWORKs work study component was recently reassigned to a new staff member. This has resulted in the review and improvement of the practices that were currently being used. To date, there are twenty-four CalWORKs students currently employed on campus in a work study position. The target number for the academic year is fifty. The success of this component is largely attributed to the fact that the program is now more visible on campus and departments are aware of the opportunity to participate in hiring work study students. Monthly meetings are scheduled to ensure the lines of communication are open and to address any concerns that may arise. Students are committed to the job and are following up with CalWORKs staff.

#### B. What areas need to be addressed more effectively?

There is a lack of consistency regarding the information that GAIN service workers tell students concerning the services they may receive while attending school. The overarching problem is that the Department of Public Social Services and GAIN are insisting that students work as opposed to receive an education. Students believe that they must work while attending school so that they may receive the supportive services that GAIN provides. Students are entitled to receive an education and not work as long as they are within their 60-month time limit and are completing their 32-35 hour weekly requirement. CalWORKs endorses academic training to earn a certificate or degree and pursue a career so the student can become self-sufficient. GAIN prefers short-term training that leads to acquiring an entry-level job. There is a cooperative relationship with DPSS and GAIN, but the turnover rate is so large within those departments that long standing relationships are hard to maintain. Furthermore, students are frequently transferred to various GAIN service workers, resulting in an inability to develop a mutual understanding of what each department is trying to accomplish.

There are internal problems within the program that need to be addressed. The most critical at this time is the tracking of data. An ongoing discussion is the review of data collection methods. As changes initiated by the Chancellor's Office are implemented, the CalWORKs database is less capable of capturing the information that is needed. The college recently began using Banner, a new student data management system. CalWORKs is collaborating with TeC Services to ensure that mandatory reporting is accurate and that Banner provides the capabilities that CalWORKs needs.

Once the data tracking ability is resolved, CalWORKs can focus on the retention of students. Evaluations need to be created to pinpoint improvements that may be made so students are fully participating in the program and utilizing all the services available. CalWORKs faces an ongoing challenge: students tend to only request services when they need to turn in documents to their GAIN service worker. Improvements have been made; however; this is a continuous process that needs further attention.

## CalWORKs

Many CalWORKs students participate in other programs on campus and may become overwhelmed by the requirements of each program. Considering the nature of the population CalWORKs serves, these students have limited time and find that it is easier not to fully participate in CalWORKs because, at this point, there are no tangible repercussions in place. In an attempt to address this issue, CalWORKs staff is communicating with EOP&S/CARE staff to streamline the services students in both programs receive. The objective is to ease the process of completing program requirements.

Lastly, staffing and space are problematic within the CalWORKs program. CalWORKs currently shares office space with non-credit matriculation. In addition, there is only one full-time staff member working for the program. These two issues affect the services students receive because of the limitations they create.

### C. Any exemplary practices and services that may be replicated by other colleges.

Due to limited staffing and a reliance on part-time staff/faculty in the CalWORKs office, Citrus College has been limited in exploring and initiating innovative practices and services within the program. However, in the coming year the program will be evaluating the effectiveness of its services and will begin to explore possible practices and services that can better assist our students.

### D. Any successful pilot projects implemented by your program.

CalWORKs requires that students complete monthly progress reports; this has been in place for over a year. There is discussion in GAIN that would require all CalWORKs programs to adopt this procedure. CalWORKs at Citrus College has been at the forefront with this practice and sees the benefits of requesting this information in the set time frame. Opportunities to intervene sooner are there if a student is experiencing difficulty in a course, which ensures course completion and goal attainment in a timely manner.

In summer 2007, CalWORKs partnered with EOP&S/CARE to offer the first CARE/CalWORKs mini-conference. The mini-conference offered both program orientations, campus speakers, and a workshop on resume writing. There were approximately 70 participants. This was the first step in collaborating with CARE in addressing the needs of students participating in both programs. The second joint conference is scheduled for January 2008.

CalWORKs is developing a system where a student's log of the lab hours they have completed on campus can be printed. This function will greatly improve the tracking of the student's 32-35 hour weekly requirement.

## V. Planning Agenda

New Plans – Review current outreach and recruitment strategies and make improvements.

- *Timeline* – spring 2008
- *Resources Needed* – Communication and collaboration between county GAIN workers, community agencies, local high schools, one-stop centers and employment agencies.
- *Person Responsible* – Director of EOP&S/CARE and CalWORKs, GAIN social workers, Coordinator of High School Relations and Coordinator of External Relations.

New Plans – Develop a student survey to identify the effectiveness of the program and identify student needs.

- *Timeline* – spring 2008
- *Resources Needed* – Development of survey questions that are valid and accurately measure CalWORKs program and services.
- *Person Responsible* – Director of EOP&S/CARE and CalWORKs, counselors, education advisors and Institutional Researcher.

## CalWORKs

New Plans – Evaluate the data collection process to ensure accurate MIS reporting and program effectiveness.

- *Timeline* – spring 2008
- *Resources Needed* – Banner student information system, CalWORKs database, collaboration and communication with MIS department at Chancellors Office and Director of TeC Services
- *Person Responsible* – Director of EOP&S/CARE and CalWORKs, counselors, education advisors and Director of TeC Services

New Plans – Increase the number of work-study students and positions.

- *Timeline* – spring 2008
- *Resources Needed* – Development of on/off-campus work-study positions and streamlining of work-study paperwork with Financial Aid Department and Student Employment Office.
- *Person Responsible* – Director of EOP&S/CARE and CalWORKs, counselors, education advisors, Director of Financial Aid, Coordinator of Student Employment Office.

New Plans – Collaborate with CARE program to provide efficient services to students participating in both programs.

- *Timeline* – fall 2007
- *Resources Needed* – Development of coordinated events, meetings and communication.
- *Person Responsible* – Director of EOP&S/CARE and CalWORKs, counselors, education advisors and EOP&S/CARE Coordinator

## VI. Implementation and Technical Assistance

### A. Is there any training or technical assistance that you believe would improve the effectiveness of your programs?

- Further Banner training to ensure accurate inputting of MIS data
- Training in development of off-site work-study positions
- Further clarification and training in needed documentation of particular MIS elements that are unclear and/or undefined

### B. Are there any laws, regulations or other requirements that you find problematic in implementing any of these categorical programs to your college?

- Federal regulations mandating 30% of CalWORKs students are participating in work activities. Regulations have led to the State and county to push CalWORKs participants to work activities as opposed to educational attainment.

## VII. Supplemental Information (attached)

Please provide copies of the following documents with your self-evaluation.

### A. Collegewide Information

1. College Application is only available on-line at:  
[www.citruscollege.edu/wingspan](http://www.citruscollege.edu/wingspan)
2. College Catalog
3. Class Schedule
4. Student Handbook
5. Student Equity Plan
6. Student Services SLOs

### B. Credit and Non-Credit Matriculation

1. Matriculation Program Plan
2. Orientation outline or presentation
3. Matriculation SLOs

### C. EOP&S/CARE

1. List of what is maintained in an EOP&S and CARE student file
2. Examples of typical counselor entries
3. List of special majors exceeding the 70 unit limit
4. Forms used in EOP&S (i.e. EOP&S application, SEP, and mutual responsibility contract, student eligibility determination, progress monitoring, notifications to students that apply to the EOP&S and CARE programs)
5. EOP&S and CARE SLOs

### D. DSP&S

1. DSP&S Program Plan
2. Approved list of DSP&S credit/non-credit special classes
3. Policies and procedures for special class repetition, accommodation requests and academic adjustments, suspension and termination of services, assessment and testing, access for students with sensory disabilities
4. Emergency Preparation and Disaster Plan for students with disabilities
5. Forms used in DSP&S (i.e. DSP&S application, release of student information, disability verification, student educational contract, educational accommodations)
6. List all of the elements retained in the DSP&S student file and provide the record retention period for each item contained in the student file.
7. DSP&S SLOs

### E. CalWORKs

1. County verification form for cash assistance
2. List of what is maintained in a CalWORKs student file
3. List of county approved degree and certificate programs
4. Forms used in CalWORKs (i.e. CalWORKs eligibility verification, intake/needs assessment, SEP, student class schedule, CalWORKs progress review, workability agreements)
5. CalWORKs SLOs



**CITRUS COMMUNITY COLLEGE DISTRICT**

TO:	BOARD OF TRUSTEES	Action	_____
DATE	November 17, 2009	Resolution	_____
SUBJECT:	Financial Aid Program Review	Information	X
		Enclosure(s)	X

BACKGROUND

The Financial Aid program has completed the prescribed program review process for non-instructional programs based on a 6-year cycle.

The student services program reviews follow the newly adopted outline for non-instructional program review and were approved by Steering on October 12, 2009.

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

RECOMMENDATION

Information only; no action required.

Jeanne Hamilton  
Recommended by

\_\_\_\_\_  
Moved / Seconded

Aye \_\_\_ Nay \_\_\_ Abstained \_\_\_

\_\_\_\_\_  
Approved for Submittal

Item No. G.6.

# Financial Aid



## Non-Instructional Program Review

Spring 2009



**Financial Aid  
Non-Instructional Program Review**

**Spring 2009**

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**Prepared by**  
Lilia Medina

**Financial Aid Review Committee Members**

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## **Financial Aid Program Review**

### **I. Introduction**

## **A. Overview of the Program.**

The Financial Aid Office participates in the Title IV Federal Student Financial Aid Programs such as the Pell Grant program as well as other campus based programs which include various state grant programs. The Financial Aid Office must comply with all federal and state program regulations, policies and procedures. The Financial Aid Office administers and delivers over twelve million dollars in federal and state aid to students attending Citrus College. The main purpose of the financial aid programs are to assist eligible students with their educational expenses, while pursuing an educational program that leads to a certificate, degree or transfer program.

### **1. Relationship to college mission.**

The financial aid programs have a direct relationship with the mission of the college because the Financial Aid Office teaches students how to successfully apply for financial aid and receive funding in a timely manner so that they can achieve their educational goals which will allow them to compete in a global society.

### **2. Program description, purpose, goals and objectives.**

The Financial Aid Office is responsible for the initiation, supervision, disbursement and monitoring of funds provided by the federal, state, and local government agencies in the form of grants, employment, loans and scholarships. The financial aid programs are intended to assist all eligible students from all income levels, specifically those students from low and middle income families.

### **3. Number of staff and type.**

The financial aid staff is comprised of the following members:

- One Director (100%)
- One Financial Aid Coordinator (100%)
- One Educational Advisor (100%)
- One College Promotions Specialist (100%)
- Two Financial Aid Advisors (100%)
- Three Financial Aid Technicians (100%)
- One On-Call Financial Aid Technician
- One Part Time Financial Aid Technician (49%)
- One Part Time Technician 1 (49%)
- One Student Worker (FWS)

Unfortunately in 2008 the financial aid office lost two full time Financial Aid Technician positions.

#### **a. Staff preparation and training.**

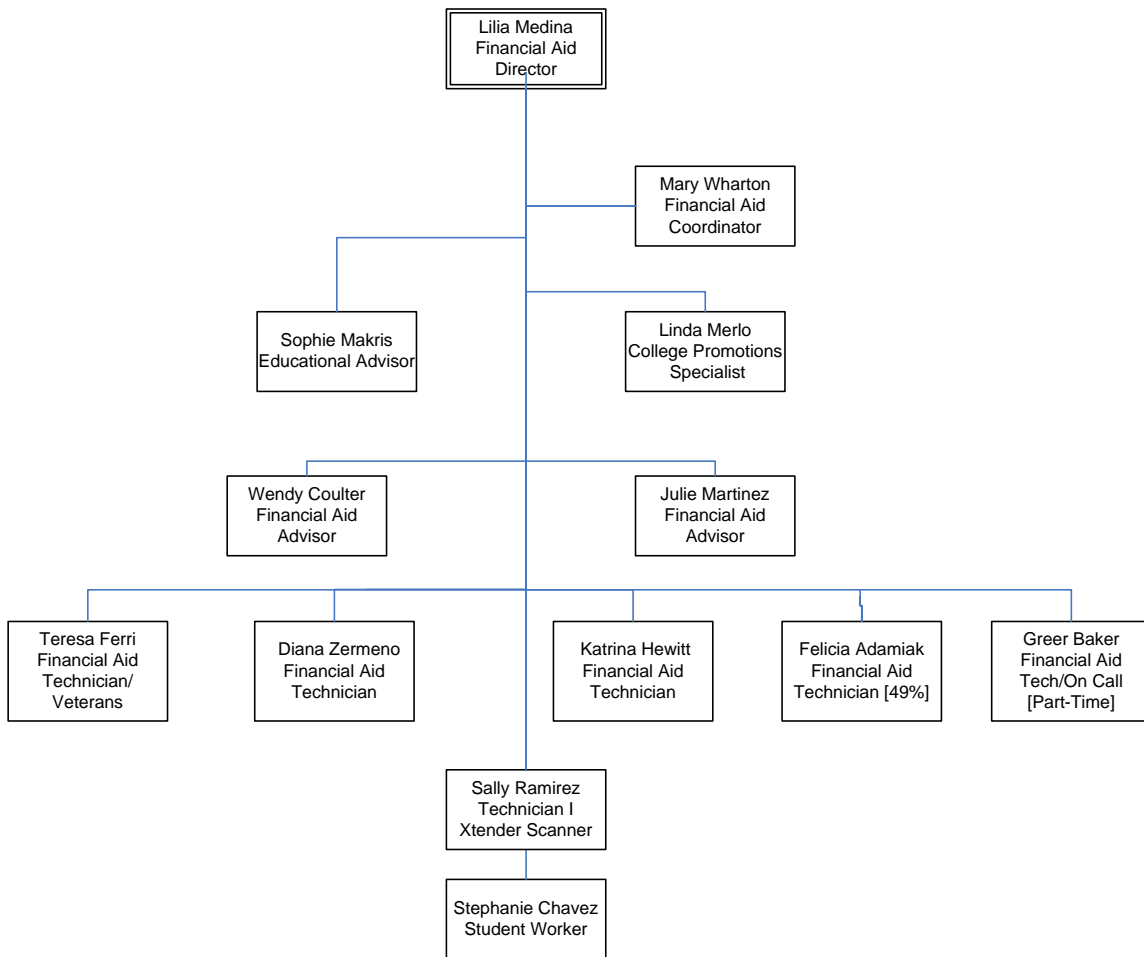
The financial aid staff participates in different forms of training in preparation to better serve students on financial aid policies and procedures. The staff attends electronic webinars provided by

federal and state agencies. The director of financial aid conducts periodic staff meetings and provides additional training to staff. The financial aid staff also participates in federal and state conferences when district funding permits.

**b. Organizational Chart.**

# Citrus College

Financial Aid Department  
[July 2009]



**4. Approximate number of students served annually.**

The average number of students served on an annual basis by the Financial Aid Office staff is roughly 10,000 students. This figure is based on the total number of applicants divided by the number of years (five).

**Number of students served annually:**

Award Year	03-04	04-05	05-06	06-07	07-08
Number of Applicants	7246	10105	10585	9761	10787
Number of Processed Applicants	7171	9564	5985	9092	10160

**5. Facilities/Location.**

The Financial Aid Office is located on the first floor of the Educational Development Building. The room number is ED 102.

**6. Progress on prior program review recommendations.**

Prior program review recommendations have been accomplished as result of Citrus Community College District purchasing and implementing an Enterprise Resource Project (ERP-SunGardhe/Banner) which allows the Financial Aid Office to interface with the student database for appropriate MIS reporting through the TeC Services department.

Since the last program review the second recommendation has been accomplished by replacing all computers and peripheral equipment. TeC Services provides a service/software program to report computer and peripheral repairs or replacements of computer equipment.

**II. Integration and Coordination with Other Programs**

**A. Program coordination with other instructional and/or Student Services programs on campus.**

The Financial Aid Office coordinates with the Extended Opportunity Program and Services (EOP&S) by sharing financial aid data to determine eligibility for their instructional Summer Bridge Program. Also throughout the year the Financial Aid Office provides access to financial aid data to help the EOP&S office staff determine economic eligibility for all students in their program. The other instructional program that financial aid shares data/information with is the Workforce Development Program which generates Vocational Technical Educational Act (VTEA) funding for the institution.

In accordance with Family Educational Rights and Privacy Act (FERPA) regulations the Financial Aid Office coordinates with the following student service programs and non-student service programs as needed by sharing information on the total dollars available to spend on students, total number of students on aid and total number of student disbursements.

- Admissions and Records\*
- Assessment
- Counseling
- CalWORKs
- Disabled Student Program and Services

- External Relations
- Fiscal Services / Bursars Office\*
- Foundation
- School Relations / Outreach
- Student Employment Services
- Veterans Center

\*Upon request and as needed the Financial Aid Office shares demographic data with these noted departments.

**B. Program coordination with Research and TeC Services.**

Since the implementation of the Enterprise Resource Project (ERP)-Banner integrated system the Financial Aid Office has the ability to coordinate efforts with the Institutional Research Office by sharing data from the financial aid database with the assistance from TeC Services when meeting deadlines for institutional, federal and state reports and satisfaction surveys.

**C. How is this program integrated with student equity and strategic planning?**

The Financial Aid Office participates in meeting the goals of the student equity and strategic planning by providing students with the tools they need to apply for financial aid in order to assist them with their educational expenses. For example;

- **Student Success:** The financial aid computer lab provides students with online access to apply for financial aid which contributes towards student success by means of providing financial aid resources. In addition during peak periods when Admissions and Records is serving a high volume of students the financial aid computer lab is available to all students to perform other institutional processes related to registration.
- **Student Learning Outcomes (SLOs) and Assessment:** The Financial Aid Office is involved with the institution in developing SLOs to better understand the needs of the students applying for financial aid.
- **Fiscal Transparency:** The Financial Aid Office works closely with Fiscal Services to assure fiscal transparency in the delivery of student financial aid.
- **Communication:** The Financial Aid Office provides a variety of forms of communication with students and the community. For example, financial aid presentations are conducted throughout the year at the local high schools as well as on campus in the classrooms upon instructor's request. Also financial aid publications are integrated with the college website, in the college catalog in addition to the class schedules.



### III. Program Self-Evaluation

Self-evaluation is based on the WASC Accreditation Standard IIB-Student Support Services

#### **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 these services”.*

#### **A. MIS Data Reporting.**

The director of financial aid reviews MIS data before it is submitted to the State Chancellor’s Office. If the data is incorrect, the director and designated staff investigate the reasons why student’s information is incorrect and make the appropriate corrections to the data to ensure it is being reported accurately. Once the director of financial aid and the TeC Services department staff have fully evaluated the data, it is then submitted to the State Chancellor’s Office.

##### **1. Is data accurate?**

The MIS data provided to the director of financial aid is fairly accurate, however, when discrepancies occur the director coordinates with TeC Services to correct data elements that were entered incorrectly so that our total unduplicated count is properly reported.

##### **2. Program coordination in reporting MIS data.**

TeC Services policy encourages coordination between departments to review data before submitting to the State Chancellors Office

#### **B. Access.**

##### **1. How accessible is the program?**

The Financial Aid Office makes every effort to provide students with the necessary information to successfully apply for financial aid. The financial aid information is available in the college catalog, class schedule, online on the financial aid website and many other forms of publications such as brochures and handouts. Students can walk into the Financial Aid Office to obtain the necessary information to complete the financial aid process. Furthermore, students can utilize the computer lab in the Financial Aid Office to apply.

##### **a. Compared demographic data from the college to the program, including ethnicity, gender, age, students with disabilities.**

When comparing the demographic data of the college to the financial aid programs the evidence indicates that the Financial Aid Office is serving thirty-four percent of the unduplicated student population of 18,363. This total is based on the fall 2008 semester. The total number of students on financial aid (6,161) for the fall 2008 is representative of the unduplicated student population.

Furthermore, when comparing both tables (B1a.Table1 and B1a.Table 2) for fall 2008 and spring 2009 semester(s) further evidence indicates the similarities between the institution and financial aid. An example is that more females attend Citrus College and apply for financial aid.

Other similarities between the institution and financial aid are that Hispanics are the largest ethnic group of students attending Citrus College and the largest group of students on financial aid. Also the average age of a student attending Citrus College and on financial aid is between 18-24 years of age. Another factor is students with disabilities take advantage of the services financial aid has to offer and apply for financial aid.

**B1a.** Table1.

**Fall 2008** Data Comparisons from the College to the Financial Aid Program:

	<b>College</b>	<b>Financial Aid</b>
<b>Gender</b>		
Female	55.8%	<b>58.6%</b>
Male	42.0%	<b>40.2%</b>
Unknown	2.2%	<b>1.2%</b>
<b>Ethnicity</b>		
Am. Indian or Alaskan Native	0.7%	<b>0.9%</b>
Asian or Pacific Islander	9.5%	<b>8.2%</b>
Black Non-Hispanic	4.9%	<b>8.4%</b>
Hispanic	37.1%	<b>51.2%</b>
Other	7.8%	<b>6.4%</b>
White Non-Hispanic	31.0%	<b>18.0%</b>
Unknown	8.9%	<b>7.0%</b>
<b>Age</b>		
Less than 17	0.4%	<b>0.03%</b>
18-24	55.9%	<b>65.9%</b>
25-49	29.0%	<b>32.1%</b>
Over 50	14.7%	<b>1.9%</b>
Unknown	0.03%	<b>0</b>
<b>Disability</b>		
Yes	3.4%	<b>5.7%</b>
No	96.6%	<b>94.3%</b>
<b>Total</b>	<b>18,363</b>	<b>6,161</b>

**B1a.** Table2.

**Spring 2009** Data Comparisons from the College to the Financial Aid Program:

	<b>College</b>	<b>Financial Aid</b>
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<b>Gender</b>		
Female	54.8%	<b>58.6%</b>
Male	43.0%	<b>40.3%</b>
Unknown	2.2%	<b>1.0%</b>
<b>Ethnicity</b>		
Am. Indian or Alaskan Native	0.8%	<b>0.9%</b>
Asian or Pacific Islander	9.8%	<b>8.0%</b>
Black Non-Hispanic	5.2%	<b>8.3%</b>
Hispanic	39.4%	<b>50.7%</b>
Other	6.5%	<b>5.9%</b>
White Non-Hispanic	27.8%	<b>18.1%</b>
Unknown	10.6%	<b>8.1%</b>
<b>Age</b>		
Less than 17	0.6%	<b>0.04%</b>
18-24	60.6%	<b>65.9%</b>
25-49	28.4%	<b>32.1%</b>
Over 50	10.4%	<b>2.0%</b>
Unknown	0.01%	<b>0</b>
<b>Disability</b>		
Yes	3.8%	<b>5.9%</b>
No	96.2%	<b>94.1%</b>
<b>Total</b>	<b>15,988</b>	<b>6,127</b>

**B1b. How effective is the program in enabling success for underprepared and underrepresented students?**

According to the data provided by the Office of Institutional Research at Citrus College, underprepared students on financial aid have a slightly lower GPA than non-financial aid students. However, the underrepresented students on financial aid are successfully maintaining an average GPA and meeting the financial aid satisfactory academic progress standards when compared to the GPA of non-financial aid students. For example, see illustration below.

	<b>Non-Financial Aid</b>	<b>Financial Aid</b>
Average GPA	2.35	<b>2.14</b>
Underprepared	2.06	<b>1.97</b>
<b>Underrepresented</b>	<b>2.25</b>	<b>2.11</b>

**C. Success.**

- 1. Review how well your students are completing their educational goals compared to the total college population, if appropriate.**

**(See C2a Table)**

- 2. Include (where applicable)**

- a. **Number of degrees and certificates awarded. (See C2a Table)**
- b. **Number of transfer-prepared students. (See C2b Table)**
- c. **Number of transfers.**

This program is in the process of collecting this data.

- d. **Achievements of non-credit educational goals.**  
This program is in the process of collecting this data.

**C2a. Table - Number of degrees and certificates awarded**

	<b>Non-Financial Aid</b>	<b>Financial Aid</b>
Degree/Certificates Awarded	3.4% (531 out of 15,047)	<b>5.3% (412 out of 7,701)</b>

**C2b. Table - Number of transfer-prepared students**

	<b>Non-Financial Aid</b>	<b>Financial Aid</b>
Transfer-Prepared	13.5% (2,104 out of 15,578)	<b>19.5% (1,505 out of 7,701)</b>

**D. Student Learning Outcomes**

**1. Describe your progress in the development and implementation of Programs Student Learning Outcomes.**

**a. List the programs SLOs**

- **What process was used to develop the SLOs?**

The Director of Financial Aid attended meetings and workshops held by campus committees as well as regional meetings on developing SLOs. Discussions were held within the department to brainstorm and discuss department SLOs. In addition, the vice president of student services held meetings to develop and refine SLOs.

- **What activities are used to achieve the SLOs?**

One form of assessing the Financial Aid SLOs was through a voluntary satisfaction survey that was sent to students receiving financial aid. The survey was sent out in the form of an email blast.

**2. How are you assessing the outcomes?**

The Financial Aid Office conducted a satisfaction student survey in April 2009 as one of the methods to assess the student learning outcomes (SLOs). The survey concluded that over ninety percent of the students that apply for financial aid understand the online process. While over eighty percent have demonstrated

knowledge regarding the correlation between the amounts of the aid they receive and the number of units they are enrolled in. Also they understand that grant funds are mailed to them in the form of a check.

The results also indicated that over eighty percent of the students who participated gained knowledge regarding the verification process; that they may be required to provide additional documentation in order to complete their financial aid request. Over eighty percent of the students demonstrated they have gained an understanding and knowledge of how the satisfactory academic progress requirements will affect their aid eligibility.

The satisfaction survey also gave a clear indication of areas where the financial aid office and staff need to make improvements, as indicated below. However, based on the survey results, it conclusively provided the Financial Aid Office with the means of assessing our number one student leaning outcome goal, which was to assess if students had gained the knowledge and ability to complete the online application process.

### **3. How is the assessment information used to improve services?**

Based on the results of the initial assessment some of the recommendations to improve services in the Financial Aid Office are as follows:

- **Need to improve customer service.**
- **Need to improve Financial Aid Banner functionality to provide students with more online services and a better means of effective communication.**
- **Conduct more staff meetings for training purposes.**
- **Per survey responses, the Financial Aid Office needs more staffing to cover counter.**
- **Need to reduce long lines.**
- **Need to provide more information/resources on scholarships.**
- **Develop a phone tree to provide generic information during peak periods and throughout the year.**

## **E. Compliance (if applicable)**

- 1. Provide an overview of how this program meets applicable minimum requirements of law.**

The financial aid programs must adhere to federal and state regulations in order for the institution to participate in the Title IV, Federal Student Financial Aid Programs. Most state funded programs must also adhere to the same requirements which are as follows:

- The institution must be approved by the Western Association of Schools and Colleges.
- The institution must have an approved Certificate of Eligibility, by submitting a Program Participation Agreement (PPA) for the purpose of participating in the Title IV, Federal Student Aid Programs in accordance with the United States Department of Education.
- For state purposes the institution must have an approved Institutional Participation Agreement (IPA) for state programs with the California Student Aid Commission (CSAC).
- The institution must be an eligible institution that offers programs that lead to a certificate, degree or transfer program.

## **F. Student Eligibility (if applicable)**

### **1. Describe eligibility requirements for participation in your program.**

Financial aid comes in the form of grants, employment, loans, and scholarships that are made possible through federal and state programs under Title-IV Federal Student Financial Aid. These programs help students pay for the costs of their college education. In accordance with federal and state guidelines students must meet the following general requirements when students apply for federal or state aid.

- Student must be a U.S. citizen or eligible non-citizen with a valid social security number (SSN);
- Student must demonstrate financial need;
- Student must be enrolled in an eligible program which leads towards a certificate, degree or transfer program;
- Student must register with Selective Service, if student is a male between the ages of 18 and 25;
- Student must have a high school diploma, general education (GED) certificate, or pass the Ability to Benefit Test (ATB);
- Student must not be in default or owe any financial aid funds;
- Student must meet Citrus College financial aid satisfactory academic progress (SAP) standards.

## **G. Program Services**

### **1. List and describe the services/components offered by your program.**

The Financial Aid Office provides the following services:

- **Assistance to students when completing the Free Application for Federal Student Aid (FAFSA) Online Process:** The Financial Aid Office provides personalized assistance in English and Spanish to students applying for financial aid in person or over the phone.
- **Computer Lab:** The Financial Aid Office has a computer lab to assist students with their online application process.
- **Financial Aid Counter:** The Financial Aid Office provides assistance over the counter for general purposes.
- **Outreach and In-reach services:** The Financial Aid Office provides a variety of outreach and in-reach services by conducting on and off campus financial aid presentations.
- **Assistance to Foster Youth:** The Financial Aid Office provides one on one assistance to foster youth students with the financial aid application process who are referred through the statewide contact list provided by the California Student Aid Commission (CSAC).
- **Educational Advisement:** Students can schedule appointments with an educational adviser housed in the Financial Aid Office to discuss financial aid satisfactory academic progress requirements, develop educational plans and obtain academic advisement.
- **Documentation Process:** The Financial Aid Office provides assistance to students in gathering the appropriate documentation to complete the application process which will determine their eligibility for both federal and state student financial aid.
- **Veterans Services:** The Director of Financial Aid oversees a staff member who is housed in the Veterans Center who meets with students and completes the veteran's certification process.
- **Scholarships:** The Financial Aid Office provides a variety of internal and external scholarship resources for students to apply for. Beginning in September 2009 a new financial aid scholarship service was implemented. Citrus students will be able to complete a Scholarship Search Application and the financial aid staff will assist them by matching their request with outside scholarships.
- **Study Abroad:** The Financial Aid Office coordinates with the institutional Study Abroad program by providing assistance to students with their financial aid application process. This enriches the student's educational experience in a global setting.

**a. Include numbers of students in each component, if available.**

- *Assistance to students when completing the Free Application for Federal Student Aid (FAFSA) Online Process/ Financial Aid Counter Services/Documentation Process:* The Financial

Aid Office has assisted approximately 12,585 students with the FAFSA online process.

- **Computer Lab:** The Financial Aid Office has assisted 1,001 students in the computer lab.
- **Outreach and In-reach services:** The Financial Aid Office coordinated 56 outreach and in-reach activities on campus as well as off campus. In total there were 3,617 participants who were assisted with the financial aid process.
- **Educational Advisement:** The educational adviser had a total of 592 appointments scheduled.
- **Veterans Services:** The total number of veterans served was 180 by the financial aid technician.
- **Scholarships:** The Financial Aid Office disbursed \$134,645 to a total of 143 students.

## **2. Describe how it compares to similar programs at other community colleges in services area (if applicable)**

When comparing data between Citrus College and the surrounding community colleges with similar program services. It appears that Citrus College's range is within 3 to 4 percentage points of the norm (see illustration below). Especially when taking into consideration Citrus' student population which is slightly smaller than those of other financial aid offices surveyed.

The comparison was conducted with the use of the State Chancellor's Office Data Mart Information for the base year of 2007-2008 Award Year, (the data for 2008-2009 is currently not available and is in the process of being compiled). When using the norm (overall averages of the colleges surveyed) to determine an average percentage factor of those students serviced in each of the categories, it appears that Citrus is within a 3-4 point range of servicing the same number of students as those institutions with a slightly larger population. For example, the FTES factor of those surveyed indicates the base for an average student population would be approximately 12,131, whereas the population at Citrus indicates 10,442, which appears to be just slightly below the norm range.

Upon review of the number of recipients in the BOGW program, the data indicates that Citrus was less than the overall average, by just 4 percentage points. Yet, the number of recipients in the grant programs indicates Citrus was higher than the overall average by 5 percentage points. While other similar types of aid offered came within the same target range as the overall averages of the colleges used in the comparison survey.

## **Comparison of Financial Aid Programs between Surrounding Community Colleges [Based on 2007-2008 Data]**



COLLEGE NAMES	FTES	# of Recipients	BOGWS	# of Recipients	GRANTS	# of Recipients	FWS	# of Recipients	LOANS	# of Recipients	SCHOLARSHIPS	Total Aid Reported
<b>CITRUS</b>	<b>10442</b>	6740	2299600	5286	7839219	158	268389	396	1264868	210	146509	11818585
% of Students Receiving Aid		<b>65%</b>		<b>51%</b>		1%		4%		2%		
<b>ANTELOPE VALLEY</b>	11189	9627	2981080	6579	12611089	109	244574	***2344	7607385	171	167715	23611843
% of Students Receiving Aid		86%		59%		[less than] 1%		20%		1%		
***Exceptionally high volume												
<b>CHAFFEY</b>	13922	8604	2796596	6086	10769515	159	302246	193	610264	345	337723	14816344
% of Students Receiving Aid		62%		44%		1%		1%		2%		
<b>GLENDALE</b>	12974	8787	3129180	8697	14068311	384	722667	292	882713	112	119147	18922018
% of Students Receiving Aid		68%		67%		2%		2%		[less than] 1%		
<b>TOTALS</b>	<b>48527</b>	<b>33758</b>	<b>11206456</b>	<b>26648</b>	<b>45288134</b>	<b>810</b>	<b>1537876</b>	<b>881</b>	<b>10365230</b>	<b>838</b>	<b>771094</b>	<b>69168790</b>
<b>Overall Averages - 4 Colleges</b>	<b>12131</b>	8439	2801614	5662	11322033	202	384469	806	2591307	209	192773	17292197
<b>[Norm Percentages]</b>		<b>69%</b>		<b>46%</b>		1%		6%		1%		

Therefore, based on the comparison made, it appears that Citrus even though slightly smaller in population is maintaining program services for its student population that are slightly less in ratio to the larger surrounding community colleges, yet Citrus is also slightly higher in providing grant programs than the average norm. This comparison would indicate conclusively that Citrus College financial aid students are receiving quality program services through the Financial Aid Office.

#### H. Funding, Expenditures & Accountability (if applicable)

**1. How does this program work with the Business Office to monitor expenditures and fiscal reporting?**

The Financial Aid Office works very closely with the Business Office throughout the year by coordinating a disbursement schedule. The disbursement schedule allows the Business Office and the Financial Aid Office to reconcile on a monthly basis throughout the academic year. Furthermore, the Financial Aid Office and the Business Office collaborate in the preparation of the year end report which is referred to the Fiscal Operations Report and Application to Participate (FISAP) report.

**2. WSCH/FTES generated by each program.**

This program does not generate WSCH/FTES but is crucial as a support to thousands of students in classes.

**3. Census & FTE trend.**

This program does not generate WSCH/FTES but is crucial as a support to thousands of students in classes.

**I. Advancement of green environment**

**1. How has your program contributed to a greener environment (i.e. increase awareness, energy savings, recycling, paperless).**

The Financial Aid Office makes every effort to comply with the Department of Education Paperwork Reduction Act of 1995. One of the methods in which the Financial Aid Office contributes to a greener environment is to go paperless. This means all documents received in person, by mail or fax will be scanned into the Banner Financial Aid database. Also, the Financial Aid Office participates in the district wide process of shredding documents for the purpose of recycling paper therefore contributing to a greener environment. During the 2009-10 academic year the Financial Aid Office plans to implement the Banner self service feature to promote the overall campus goal of paper reduction.

**J. Technology needs**

**1. What technology needs currently exist in your program (include justification)?**

The Financial Aid Office will need to continue using Banner baseline. This will require that we continue to work closely with the Chief Information System Officer (CISO) and staff, to make sure all financial aid program needs are met to assure we are in compliance and meet federal and state agency reporting requirements.

**2. Given your plans for future growth and development, what technology needs do you anticipate in the future?**

The Financial Aid Office will need to work closely with the CISO and staff to anticipate any future technological changes with the Banner system, in addition to any or all technological system upgrades from federal and state agencies to process future student financial aid. This may require upgrading system hardware and software programs.

Moreover, the Financial Aid Office will need to expand the computer lab to accommodate the increase of financial aid students that will apply for financial aid online. The Financial Aid Office will also need to continue to depend on consultants to assist with the ongoing development of the Banner baseline integrated system.

#### **IV. Effective Practices**

##### **A. Describe what is working well.**

###### **1. Include awards and special recognitions.**

In May of 2007 the California Student Aid Commission conducted a program review on the state Cal Grant programs at Citrus College. At the conclusion of the program review there were no findings and considered very successful.

In 2008-09 the Financial Aid Office successfully implemented the SunGardhe Banner Financial Aid module. We assessed the first student learning outcome by conducting a satisfaction survey. The Financial Aid Office also successfully conducted on and off campus financial aid presentations. This included class room presentations in addition to presentations at local schools. In total there were 3,617 participants.

##### **B. What exemplary practices and services do you offer that could be shared with other departments or other campuses.**

The exemplary service that the Financial Aid Office provides to students that can be shared with other departments or other campuses is the financial aid computer lab. Students are able to utilize the computer lab to apply for financial aid, make corrections on their FAFSA or check the status of their FAFSA application.

The Financial Aid Office provides bilingual financial aid services to students in addition to conducting financial aid presentations in Spanish upon request.

##### **C. What successful pilot projects have been implemented by your program?**

The State Chancellor's Office has declared the month of May as Financial Aid Awareness Month. Therefore, for the past four years the Financial Aid Office has participated in the statewide campaign by setting up financial aid information booths during campus events. This project has been very successful because it provides information to students who otherwise would not be aware of the financial aid programs.

The Financial Aid Office purchased three plasma screens, one for the Financial Aid Office, one for the Student Bookstore and one for Admissions and Records. All three plasma screens are programmed to provide students with ongoing financial aid information, details and updates regarding financial aid.

**D. How do faculty, administrators, staff and students participate in improving the effectiveness of this program?**

One of the ways in which students participated in improving the effectiveness of financial services was through a satisfaction survey in where they made recommendations and suggestions. Through open dialog with faculty, staff and administrators students are encouraged to make contact with the financial aid staff when having difficulties with the application process.

**V. Opportunities for Improvement, Recommendations and Needs Identification**

**A. Identify areas where you may need to make adjustments or changes in order to better serve students.**

**1. Use data and previous discussions as foundation for recommendations.**

Based on the satisfaction survey responses the following areas have been identified as areas that need improvement. Below are strategies to improve financial aid services:

- **Customer Service:** Provide customer service training to the financial aid staff to better serve students.
- **Training:** Provide staff trainings to update federal and state regulations.
- **Increase Student Online Services:** Utilize Banner baseline online self-services for students.
- **Technical Support:** Continue to get support from TeC Services and outside consultant to better utilize Banner baseline.
- **New Student Services Building:** When construction is done the new building will include a new Financial Aid Office which will improve services by providing more space to house staff and students.
- **More Staff:** In an effort to provide better customer service to students and the general public, it is essential that the Financial Aid Office have sufficient staff.

**2. Consider needs for data, staffing, program growth and/or restructuring.**

**a. Include plans, timelines, resources needed, and person(s) responsible for implementing the plans.**

To meet the needs for program staffing, growth and restructuring, the institution is in the process of constructing a new Student Services One Stop Center which will include the Financial Aid Office. The vice president of student services is the responsible person for implementing the plans for the new Student Services Building. The building is scheduled to be done by fall 2010.

**3. Technology needs.**

**a. What Technology needs currently exist in your program (include justification).**

It is essential that the Financial Aid Office continue to rely on the institution's integrated system to better serve students. Therefore, in coordination with TeC Services we will continue to utilize the Banner system to provide students with the most effective online services. These efforts would reduce paper and long lines.

**b. Given your plans for future growth and development, what technology needs do you anticipate in the future?**

Currently the Financial Aid Office relies on an outside consultant to assist with the progress and expansion of the Banner baseline integrated system. This type of specialized assistance and/or consultation will need to continue in order for the Financial Aid Office to provide quality service to students. Therefore, more frequent consultations will be needed.

In an effort to plan for future growth and development, the financial aid director will need to include in the new Student Services Building an office to continue serving veterans, scholarships and outreach since these areas are currently being overseen by the director of financial aid.

**VI. Technical Assistance /Training needs**

**A. Is there any training or technical assistance that you believe would improve the effectiveness of your program? Be specific as possible.**

The Financial Aid Office would improve its effectiveness in delivering aid to students if technical assistance was provided on a daily basis to expand the functionality of the Banner Financial Aid module. Therefore, a fulltime technical assistant position would assist with the day to day trouble shooting which would improve the financial aid process within the Banner Financial Aid module.

**VII. Supplemental Information**

**A. Provide copies of materials that you provide to students in your program.**

- Flyer – Financial aid information in English.
- Flyer – Financial aid information in Spanish.

**B. Describe any additional reports your program provides to regulatory bodies, if appropriate.**

The California Student Aid Commission (CSAC) conducted a program review of the Cal Grant Programs at Citrus College in May 2007 for the 2006-07 year. The conclusion of the program review was successful with no negative findings.

The Fiscal Operations Report and Application to Participate (FISAP) report is filed every year on or before October 1 of each year. The completion of this report is done in coordination between director of fiscal services and the director of financial aid.

In addition, the Financial Aid Office coordinates with Fiscal Services in yearly audits conducted by the state auditors. To this day the state audits have been very successful with no negative findings.

**VIII. Addenda (as applicable)**

**A. Catalog pages pertaining to program.**

**B. Program data.** Additional program information provided to students:

- Financial aid information in class schedule.
- Financial aid information on online process.
- Financial aid brochure.

**Student Learning Outcomes 2007-08**  
**Financial Aid Office**

**Attachment #1**

Program: \_\_\_\_\_

I	II	III	IV	V	VI
Program Purpose	Core Competency	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results
<p>Students will effectively apply for financial aid and receive aid in a timely manner to achieve their educational goals to compete globally in society</p>	<p>1. Communication</p> <p>2. Community Global - Consciousness and Responsibility</p>	<p>1. Student demonstrates the ability to complete online FAFSA application.</p>	<p><b>1. Number of FAFSA applications filed online successfully compared to those who had a difficult time filing.</b></p> <p><b>A. Satisfaction Survey on online process.</b></p>	<p><b>Conclusively, 97% of the students polled indicated their knowledge and ability to apply for financial aid online and 3% had a difficult time.</b></p>	<p><b>Respond to survey by providing quality service, improve office environment and improve student communication. 12,585 online FAFSA's filed successfully in 0809.</b></p>
	<p>3. Technology/Information Competency</p> <p>4. Creative, Critical and Analytical Thinking</p>	<p>2. Student demonstrates ability to evaluate past academic performance and present a statement with documentation to support mitigating circumstances.</p>	<p>2. Number of appeals approved versus students that were denied.</p>	<p>Compared 2007-08 successfully completed appeals with 2008-09.</p> <p>2007-2008 484 petitions submitted and 330 of them were approved.</p> <p>2008-09 557 petitions submitted and 547 of them were approved.</p>	<p><b>Students demonstrated the ability to understand the appeals petition process by providing appropriate documentation which resulted in a 40% approval rate over 0708.</b></p>
		<p>3. Student demonstrates ability to explain and document difficult family situations with direction and assistance from the financial aid staff.</p>	<p>3. Success of completing Special Circumstances (SC) /Professional Judgment (PJ) form by student seeking guidance from financial aid staff for reinstatement of financial aid.</p>	<p>Compared 2007-08 successfully completed SC/ Professional Judgment (PJ) form with 2008-09.</p> <p>2007-08 153 SC/Professional Judgment forms filed.</p> <p>2008-09 132 SC/Professional Judgment forms filed. Pending comparison.</p>	<p><b>In 2008-09 there was a 13% decrease in student requests for SC/Professional Judgments.</b></p> <p><b>This may have been as result of fewer students needing to request re-evaluating dependency status and/or income.</b></p>





Home>Create SurveyMy SurveysAddress BookMy Account Need Help?

survey title:  
**Financial Aid Office Student Satisfaction Survey** [Edit Title](#)

Show this Page Only

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**1. Please tell us about yourself**

*answered question* **369**

*skipped question* **0**

	Response Percent	Response Count
New Student <input type="checkbox"/>	22.2%	82
Continuing Student <input type="checkbox"/>	62.9%	232
Returning Student (You have been out of Citrus for one or more semesters) <input type="checkbox"/>	14.9%	55

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**2. Do you have a computer with Internet access at home?**

*answered question* **368**

*skipped question* **1**

	Response Percent	Response Count
Yes <input type="checkbox"/>	91.3%	336

2. Do you have a computer with Internet access at home?

No	<input type="checkbox"/>	8.7%	32
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3. Where did you apply for FAFSA (Free Application for Federal Student Aid) online?

<i>answered question</i>		367
--------------------------	--	-----

<i>skipped question</i>		2
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		Response Percent	Response Count
At Home	<input type="checkbox"/>	81.2%	298
Citrus Campus	<input type="checkbox"/>	11.4%	42
Financial Aid Office Computer Lab	<input type="checkbox"/>	7.4%	27

4. How easy was it to apply online?

<i>answered question</i>		366
--------------------------	--	-----

<i>skipped question</i>		3
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		Response Percent	Response Count
Very Easy	<input type="checkbox"/>	29.5%	108

4. How easy was it to apply online?

Easy	<input type="checkbox"/>	32.0%	117
Average	<input type="checkbox"/>	33.6%	123
Difficult	<input type="checkbox"/>	4.1%	15
Very Difficult	<input type="checkbox"/>	0.8%	3

5. Do you know that the priority deadline to complete the FAFSA application is March 2?

<i>answered question</i>		366	
<i>skipped question</i>		3	
		<b>Response Percent</b>	<b>Response Count</b>
Yes	<input type="checkbox"/>	53.6%	196
No	<input type="checkbox"/>	46.4%	170

6. Do you know that students can apply for financial aid online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov)?

<i>answered question</i>		369	
<i>skipped question</i>		0	
		<b>Response Percent</b>	<b>Response Count</b>
Yes	<input type="checkbox"/>	97.3%	359

6. Do you know that students can apply for financial aid online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov)?

No  2.7% 10

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7. When applying for personal identification number (PIN) for your financial aid application, did you know that you can obtain your PIN online at [www.pin.ed.gov](http://www.pin.ed.gov) ?

answered question 343

skipped question 26

	Response Percent	Response Count
Yes <input type="checkbox"/>	77.3%	265
No <input type="checkbox"/>	22.7%	78

8. Did you know that you can apply for financial aid each year after January 1 for the upcoming academic year in the fall?

answered question 345

skipped question 24

	Response Percent	Response Count
Yes <input type="checkbox"/>	64.1%	221
No <input type="checkbox"/>	35.9%	124

9. Do you understand that once you submit a FAFSA application you may be selected for verification, where you must submit additional documentation to the Financial Aid Office?

9. Do you understand that once you submit a FAFSA application you may be selected for verification, where you must submit additional documentation to the Financial Aid Office?

answered question 344

skipped question 25

	Response Percent	Response Count
Yes <input type="checkbox"/>	82.6%	284
No <input type="checkbox"/>	17.4%	60

10. Do you know that you can check the status of your financial aid award by calling the Financial Aid Office?

answered question 346

skipped question 23

	Response Percent	Response Count
Yes <input type="checkbox"/>	60.1%	208
No <input type="checkbox"/>	39.9%	138

11. Do you understand that you receive your financial aid grants as a refund in the form of a paper check made payable to you?

answered question 346

skipped question 23

11. Do you understand that you receive your financial aid grants as a refund in the form of a paper check made payable to you?

	Response Percent	Response Count
Yes <input type="checkbox"/>	77.2%	267
No <input type="checkbox"/>	22.8%	79

12. Did you know that your financial aid will be adjusted according to your enrollment status?

<i>answered question</i>		344
<i>skipped question</i>		25

	Response Percent	Response Count
Yes <input type="checkbox"/>	83.7%	288
No <input type="checkbox"/>	16.3%	56

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13. Do you understand that in order to receive financial aid that you must adhere to the Academic Satisfactory Progress Requirements established by the Financial Aid Office?

<i>answered question</i>		320
<i>skipped question</i>		49

	Response Percent	Response Count
Yes <input type="checkbox"/>	87.2%	279

13. Do you understand that in order to receive financial aid that you must adhere to the Academic Satisfactory Progress Requirements established by the Financial Aid Office?

No	<input type="checkbox"/>	12.8%	41
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14. OVERALL, based on any contact you have had IN THE LAST 6 MONTHS, were you satisfied with the services you received from the Financial Aid Office staff?

answered question 322

skipped question 47

	Response Percent	Response Count
Very Satisfied <input type="checkbox"/>	28.6%	92
Satisfied <input type="checkbox"/>	34.8%	112
Somewhat Satisfied <input type="checkbox"/>	19.9%	64
Not Satisfied <input type="checkbox"/>	16.8%	54

15. How would you rate each of the following when interacting with a staff member at the financial aid office? (On a scale of 1-5; where 1 = Poor and 5 = Excellent)

answered question 322

skipped question 47

	Response Average	Response Total	Response Count

15. How would you rate each of the following when interacting with a staff member at the financial aid office?  
(On a scale of 1-5; where 1 = Poor and 5 = Excellent)

a. Assistance provided over the telephone	3.53	1,088	308
b. A walk-in office visit	3.57	1,141	320
c. In-depth visit (by appointment) with a financial aid staff member	3.78	1,088	288

16. Please rate the following statements (5=strongly agree 4=agree 3=neutral 2=disagree 1=strongly disagree)

	<i>answered question</i>		322
	<i>skipped question</i>		47
	<b>Response Average</b>	<b>Response Total</b>	<b>Response Count</b>
a. The financial aid staff usually provides accurate information.	3.87	1,246	322
b. The financial aid staff member usually provides clear information.	3.80	1,222	322






16. Please rate the following statements (5=strongly agree 4=agree 3=neutral 2=disagree 1=strongly disagree)

c. The financial aid staff are approachable and easy to talk with.	3.57	1,141	320
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17. Think back on your most recent contact with the Financial Aid Office. How long did you have to wait (if at all) before talking with a financial aid staff member?

answered question	322
skipped question	47


	Response Percent	Response Count
Under 15 minutes 	57.8%	186
15 -30 minutes 	30.1%	97
More than 30 minutes 	12.1%	39

18. We would love to hear more from you! Feel free to comment on the space below. Please tell us how we can better serve your needs.

answered question	135
skipped question	234
Response	



18. We would love to hear more from you! Feel free to comment on the space below. Please tell us how we can better serve your needs.

	Count
 view	135



8.50 x 11.00 in



## 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. (Page 165)
- b. Authorization is requested to approve facility rentals and usage. (Page 167)
- c. Authorization is requested to approve A & B Warrants for October 2009. (Page 169)
- d. Authorization is requested to approve purchase orders for October 2009. (Page 171)
- e. Authorization is requested 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. (Page 177)
- f. Authorization is requested to approve Change Order #2 in the amount of \$89,024.48 for Project #14-0607, Field House and Concessions Buildings. (Page 179)
- g. Authorization is requested to approve Change Order #4 in the amount of \$80,301.00 for Project #06-0506, Vocational Technology Complex. (Page 182)

**(CONTINUED)**

## **Personnel**

- h. Authorization is requested to approve the personnel actions with regard to the employment, change of status, and/or separation of academic employees. (Page 187)
- i. Authorization is requested to approve the employment of short-term, non-academic employees and substitutes. (Page 204)



**INDEPENDENT CONTRACTOR AGREEMENT**  
**Board of Trustees Meeting – November 17, 2009**

<u>CONTRACTOR CONSULTANT/ DEPARTMENT</u>	<u>RATE</u>	<u>FUNDING SOURCE</u>	<u>PERIOD</u>	<u>SERVICE</u>
<u>ACADEMIC AFFAIRS</u>				
Azusa Pacific University	\$500.00max	District	11/12/09-11/12/09	Strengths Workshop
<u>ADMINISTRATIVE SERVICES</u>				
Adolph Ziemba, AIA & Associates, Inc.	\$40,500.00max	Bond	11/17/09-6/30/11	Revisions to HVAC System – Gym and Locker Room
Bainbridge Environmental Consultants	\$7,600.00max	Bond	11/18/09-12/31/10	Asbestos & Lead Abatement Monitoring & Clearance Services – Main Gym
<u>CHILD DEVELOPMENT CENTER</u>				
Dixon, Karen	\$1,125.00max	Grant	11/18/09-6/30/10	Foster Care Education
Lee, Michael J.	\$1,800.00max	Grant	11/17/09-6/30/10	Foster Care Education
Lee, Michael J.	\$450.00max	Grant	11/18/09-6/30/09	Shadow Trainer for Foster Youth
<u>FINE AND PERFORMING ARTS</u>				
D'Antonio, Franklyn	\$4,500.00max	District	11/18/09-6/30/10	Musician Services
Murphy, Mary	\$4,500.00max	District	7/22/09-6/30/10	Musician Services
			<i>Name Revision</i>	
Sanders, Cameron	\$650.00max	District	11/18/09-6/30/10	Photographer
<u>STEM GRANT</u>				
Construction Program Mgmt., LTD	\$1,000.00max	Grant	11/18/09-12/18/09	Keynote Speaker
<u>TeCS</u>				
Arch Street Consulting	\$130,000.00max	Bond	5/6/08-6/30/10	Financial Aid Banner Implementation
			<i>Revision</i>	
Strata Information Group	\$210,000.00max	Bond	3/10/08- 6/30/10	Functional and Technical Services for Banner
			<i>Date Revision</i>	
Greybrooke Consulting	\$90,000.00max	Bond	1/14/09-6/30/10	Support for Banner Student System
			<i>Revision</i>	
<u>WORKFORCE DEVELOPMENT</u>				
Wylie, David	\$3,000.00max	Grant	11/18/09-3/30/10	Curriculum Review/Recommendations for Equipment for Energy Systems Tech Pgrm

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



**Use of Facilities  
November 17, 2009**

<b>ORGANIZATION</b>	<b>FACILITY</b>	<b>ACTIVITY</b>	<b>DATE(S)</b>	<b>CHARGE</b>
RSA Films	Stadium Track	Commercial Shoot	11/3/2009	\$600.00
\$2,600.00 plus additional labor if required	\$2,600.00 plus additional labor if	\$2,600.00 plus additional labor if required	\$2,600.00 plus additional labor if required	\$2,600.00 plus additional labor if required





<b>CITRUS COMMUNITY COLLEGE DISTRICT</b>		
<b>APPROVAL OF A &amp; B WARRANTS</b>		
<b>October, 2009</b>		
<b>B WARRANT AMOUNT PAID TO VENDORS</b>		\$2,902,751.65
<b>GRANT AMOUNT PAID TO STUDENTS</b>		\$2,226,740.50
<b>NUMBER OF A WARRANTS ISSUED TO EMPLOYEES</b>	<b>REGISTER NUMBER</b>	<b>AMOUNT</b>
197	C1C-C	\$1,654,897.19
396	C3C-C	\$636,137.78
455	C3C-N	\$301,715.46
14	287-C	\$22,950.12
29	287-N	\$14,486.88
2	294-C	\$1,734.28
7	294-N	\$850.25
354	C2D-N	\$1,503,430.11
1,454		\$4,136,202.07
ske		
11/11/2009		



**Includes 10/01/2009 - 10/31/2009**

<b>PO</b>	<b>Vendor Name</b>	<b>Site</b>	<b>Description</b>	<b>Fund/ Object</b>	<b>Amount</b>
10-13390	KIRK PAPER	9110	Blanket PO	01-4300	20,000.00
10-13408	TRIBUNE MEDIA SERVICES	0072	Blanket PO	01-4300	.00
				01-5800	1,000.00
10-14003	California Assoc of Degree	3370	Registration Fee	01-5220	200.00
10-14044	HARDY DIAGNOSTICS	0030	Supplies for micro	01-4300	1,398.40
10-14045	EBSCO	9672	Magazine subscriptions	01-4300	82.20
10-14046	FISHER SCIENTIFIC EMD DIVISION	9672	SPECTROPHOTOMETERS	01-6400	5,770.91
10-14047	History Shop	0310	Supplies	01-4300	33.65
10-14048	VWR SCIENTIFIC	9672	Pipetus device	01-4300	5,772.39
10-14049	McBAIN INSTRUMENTS	9672	Binocular Head	01-6400	4,420.62
10-14050	McBAIN INSTRUMENTS	9672	Biology Equipment	01-6400	1,426.18
10-14051	Apple Inc	9672	Computer	01-6400	2,441.42
10-14052	Amazon.com Corporate Credit	9672	Supplies	01-4300	131.57
10-14053	Amazon.com Corporate Credit	9300	Book	01-4300	37.26
10-14054	CAROLINA BIOLOGICAL SUPPLY	9672	digital micropipets	01-4300	8,376.12
10-14055	AMERICAN 3B SCIENTIFIC	9681	Skulls	01-4300	4,647.91
10-14056	AMERICAN 3B SCIENTIFIC	9681	Supplies	01-4300	29,699.45
10-14057	PASCO SCIENTIFIC	9681	Supplies	01-4300	40,567.99
10-14058	PRIMAL PICTURES LTD	9681	DVD-ROM	01-4300	351.81
10-14059	THE EDUCATION GROUP	9681	DVD set	01-4300	3,376.96
10-14060	SARGENT-WELCH SCIENTIFIC DIVISION OF VWR CORP	9681	Biology supplies	01-4300	3,027.72
10-14061	FISHER SCIENTIFIC	9672	Biotechnology equipment	01-6400	42,417.71
10-14062	R & D BUSINESS INT. 000446	9672	cabinets	01-6400	1,163.84
10-14063	URBAN PALATE, LLC CITY KITCHEN	3372	Event Refreshments	01-5800	1,111.83
10-14064	CH20 INCORPORATED	9190	Repairs	01-5630	506.00
10-14065	DUNN-EDWARDS CORP	9040	Paint Supplies	01-4300	3,925.55
10-14066	GAYLORD BROS. ATTN: MAERLISE MONETTE	9260	Supplies	01-4300	111.10
10-14067	CASBO PROFESSIONAL DEVELOPMENT	9050	Registration	01-5200	205.00
10-14068	CASBO PROFESSIONAL DEVELOPMENT	9050	Registration	01-5200	205.00
10-14069	CASBO PROFESSIONAL DEVELOPMENT	9050	Registration	01-5200	205.00
10-14070	REGION VIII EOPS DIRECTORS FULLERTON COLLEGE- EOPS DEPT.	9081	Registration	01-5220	375.00
10-14071	EDUCATION TO GO	9330	Enrollment Fees	39-5800	1,111.25
10-14072	DSA LOS ANGELES BASIN REGION	9375	DSA Softball - Change Order Fees	42-5800	270.13
10-14073	CLAREMONT COURIER	9220	Subscription	01-4300	52.00
10-14074	Treutelaar Equip.Sales- Doug	9375	Voc Tech - Equipment Install	41-5800	900.00
10-14075	GLOBAL CTI GROUP INC	9375	Telephone Upgrade	42-6400	20,201.53
10-14076	GLOBAL CTI GROUP INC	9375	Telephone Upgrade	42-6400	15,670.00
10-14077	GLOBAL CTI GROUP INC	9375	Telephone Upgrade	42-6400	301,018.95
10-14078	GLOBAL CTI GROUP INC	9375	Telephone Upgrade	42-6400	40,708.02
10-14079	R.F. MacDONALD CO.	9370	Replace Burners at Central Plant	41-5600	6,675.00
10-14080	R.F. MacDONALD CO.	9370	Service Boilers at Central Plant	41-5600	2,718.75
10-14081	GLENDORA GLASS & MIRROR	9370	Windows at Gate House	41-5600	5,934.00

**Includes 10/01/2009 - 10/31/2009**

<b>PO</b>	<b>Vendor Name</b>	<b>Site</b>	<b>Description</b>	<b>Fund/ Object</b>	<b>Amount</b>
10-14082	DIAL US TERMITE AND PEST CONTROL, INC.	9040	Termite Treatment	01-5600	3,000.00
10-14083	SMART & FINAL	9455	Blanket PO	41-5892	1,000.00
10-14084	BOYCE FOREST PRODUCTS	9030	Supplies	01-4300	2,441.94
10-14085	PASCO SCIENTIFIC	0311	Supplies	01-4300	201.94
10-14086	NEW WAYS TO WORK	3120	Registration	33-5220	45.00
10-14087	Advantage Distribution	9250	Supplies	01-4300	233.22
10-14088	SOUTHLAND INDUSTRIES	9370	Repair Leaks for Hot Water System	41-5600	6,310.00
10-14089	A & A Wiping Cloth, Inc	9190	Supplies	01-4360	70.94
10-14090	INFORMATION TODAY INC.	9260	Standing Order Book	01-6300	289.99
10-14091	ORACLE FINANCING BANC OF AMERICA LEASING	9100	Oracle License & Support	01-5840	30,590.37
10-14092	CSFPA	3120	Registration for CSFPA Training	33-5220	110.00
10-14093	CDW-G	9160	Fax Machine	01-4300	335.33
10-14094	Harland Technology Services	9100	Scanner Maintenance	01-5810	421.00
10-14095	HPC COMPUTERS, INC	9100	Power Supply Units	01-4300	895.56
10-14096	Apple Inc	9100	Computer	01-6400	2,719.99
10-14097	Dell Computer Corp	9510	Voc Tech - Computers	01-6400	22,359.42
10-14098	ALDRICH CHEMICAL CO.	0311	Supplies	01-4300	297.57
10-14099	UNIVERSITY OF LAVERNE	9660	August Disbursement for ULV/Title V Coop Grant	01-5800	14,515.13
10-14100	CPP, INC.	9290	MBTI Workshop Registration	01-5200	85.00
10-14101	XM SATELITE	9470	XM Radio Service	59-5800	164.24
10-14102	UNIVERSAL PLACEMENT PROGRAM	9310	Advertising	01-5800	4,000.00
10-14103	CHRONICLE OF HIGHER EDUCATION	9170	Subscription	01-4300	140.00
10-14104	EL POLLO LOCO	3120	Blanket PO	33-4700	1,200.00
10-14105	HIGHER EDUCATION MARKETING REPORT	9220	Subscription renewal	01-4300	215.00
10-14106	FISHER SCIENTIFIC	0030	Supplies	01-4300	746.04
10-14107	GRAPHIC EDGE	3372	Middle School Career Booklet	01-4300	6,365.50
10-14108	ABOUT FRAMES INC.	3040	Supplies	01-4300	583.02
10-14109	OFFICE DEPOT (000043)	3040	Supplies	01-4300	303.70
10-14110	GLENDORA CHRISTMAS PARADE	9230	Entry fee for Glendora Christmas parade	01-5880	35.00
10-14111	TARGET SPECIALTY PRODUCTS	9370	Supplies at Baseball Field	41-4300	334.80
10-14112	STOVER SEED COMPANY	9370	Supplies at Baseball Field	41-4300	1,435.53
10-14113	O. F. WOLFINBARGER INC.	9370	Supplies at Baseball Field	41-4300	1,334.20
10-14114	OFFICE DEPOT BSD ED DIV	9375	Supplies	41-4300	217.31
				42-4300	217.30
10-14115	GENERAL BINDING CORP	9320	Supplies	01-4300	73.48
				33-4300	73.48
10-14116	XYLEM DESIGN	9260	Supplies	01-4300	25.33
10-14117	SNAP-ON INDUSTRIAL	3020	Voc Tech - Snap On Tool Cabinets	01-6400	31,510.54
10-14118	J H MITCHELL	9190	Multi-weight oil	01-4360	1,268.16
10-14119	STAPLES	9250	Cell Phone Battery	01-4300	16.45
10-14120	SAN GABRIEL VALLEY TRIBUNE	9375	Legal Ad - Main Gym Remodel	42-5800	1,938.00
10-14121	CITRUS COLLEGE FOUNDATION	9090	Reimbursement	74-5800	5,000.00
10-14122	HOORAY PROMOS	9672	Supplies	01-4300	545.71

**Includes 10/01/2009 - 10/31/2009**

<b>PO</b>	<b>Vendor Name</b>	<b>Site</b>	<b>Description</b>	<b>Fund/ Object</b>	<b>Amount</b>
10-14123	CASBO PROFESSIONAL DEVELOPMENT	9050	1099 & Accts Payable Workshop	01-5200	.00
				51-5220	410.00
10-14124	R & D BUSINESS INT. 000446	9375	Voc Tech Conference Room 115	01-6400	84.64
				41-6400	1,735.08
10-14125	DIVISION OF STATE ARCHITECT LA BASIN REGION	9375	DSA Fees - CFI	42-5800	13,195.33
10-14126	Liberty Glass & Metal, Inc.	9375	Energy Upgrades - Library Fishbowl	41-6100	47,500.00
10-14127	Dell Computer Corp	9100	Computer	01-6400	1,205.73
10-14128	CORPORATE SPACES, INC.	9375	Voc Tech Office furniture	41-6400	29,608.84
10-14129	MW Design	9672	Outreach t-shirts	01-4300	449.32
10-14130	CPP, INC.	3370	Registration	01-5220	85.00
10-14131	NEW WAYS TO WORK	3120	Registration	33-5220	45.00
10-14132	Jacqui Smith	3370	Food	01-5800	817.06
10-14133	RUSTY'S SIGNS	0010	Blanket Purchase Order	01-4300	250.00
10-14134	LIGHTNING OIL CO.	9375	Hazardous Material - Voc Tech	41-5800	1,725.00
10-14135	LIGHTNING OIL CO.	9375	Hazardous Material - Voc Tech	41-5800	13,135.06
10-14136	Walgreens	9250	Batteries	01-4300	11.51
10-14137	SEHI Computer Products Inc	0010	Printer	01-4310	928.10
				01-6400	1,303.13
10-14138	HRC - Cypress College	3370	Sept.Tech Prep Meal Payment	01-5800	722.05
10-14139	BLUELINX	9030	Lumber	01-4300	1,542.47
10-14140	LIGHTSPEED TECHNOLOGIES, INC	9672	Microphone	01-4300	100.39
10-14141	Rusty's Signs & Illustration	0010	Signage	01-4300	32.93
10-14142	SIMCO FORMALWARE	0280	Fabric	01-5890	328.16
10-14143	CDW-G	0010	Hard Drive	01-4300	117.43
10-14144	Mac Pro Systems and Software	0281	Software	01-4300	861.41
10-14145	CYBERGUYS ACCT # 1181908	9100	Supplies	01-4300	129.59
10-14146	Amazon.com Corporate Credit	9100	Back Rest	01-4300	32.91
10-14147	SNAP-ON TOOLS CORPORATION	9375	Voc Tech - Stainless Tops	41-6400	4,894.52
10-14148	EJAZZLINES.COM	0280	Music	01-4300	1,268.85
10-14149	CASBO VENDOR SHOW-S. Hernandez	9250	Vendor Show	01-5200	20.00
10-14150	Nationwide Papers	WA	Paper - Warehouse Stock	01-4300	1,398.07
10-14151	COMPVIEW INC.	0010	Supplies	01-4300	371.37
10-14152	COLLEGENET.COM	9100	Service Service Fee	01-5840	2,969.15
10-14153	Solid State Logic, Inc.	0281	Console Computer Card	01-6400	1,528.09
10-14154	SPORT CHALET	0060	Volleyball Supplies	01-4300	760.57
10-14155	TOMARK SPORTS INC.	0060	Softball Supplies	01-4300	1,872.10
10-14157	LITTLE CAESARS	9570	Blanket PO - Kenshu	39-4300	500.00
10-14158	COSTCO WHOLESALE	9570	Planket PO - Kenshu	39-4300	1,200.00
10-14159	VONS GROCERY	9570	Blanket PO - Kenshu	39-4300	300.00
10-14160	LEARNING RESOURCES NETWORK	9330	LERN Webinars	39-5220	495.00
10-14161	Amazon.com Corporate Credit	9300	Books	01-4300	177.16
10-14162	Route 66 Glass & Construction	9040	Supplies	01-4300	109.75
10-14163	PASCO SCIENTIFIC	9681	software	01-4300	712.50
10-14164	UNILETE INCORPORATED	0060	Women's basketball	01-4300	3,040.69
10-14165	SOUTH COAST AIR QUALITY MANAGEMENT DISTRICT	9430	AQMD Fees	01-5880	486.81
10-14166	GLENDORA TROPHY	9100	Name Badges	01-4300	31.28

**Includes 10/01/2009 - 10/31/2009**

<b>PO</b>	<b>Vendor Name</b>	<b>Site</b>	<b>Description</b>	<b>Fund/ Object</b>	<b>Amount</b>
10-14168	SPECIALITY STORE SERVICES	3160	AV supplies	01-4300	122.57
10-14169	THE FINAL SAY LLC	3372	Promotional Supply w/Website Info	01-4300	1,046.03
10-14170	HILLYARD INC	9270	Supplies	01-4300	5,676.96
10-14171	IT Parts Depot	9100	Dell Server Memory	01-4300	189.63
10-14172	ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES	9151	Travel - Registration Fees	01-5200	325.00
10-14173	ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES	9550	Registration	01-5200	650.00
10-14174	SCARAB GRAPHICS	9110	Supplies	01-4300	649.36
10-14175	The Key Connection	9672	keyboards	01-4300	107.59
10-14176	CDW-G	0281	Supplies	01-4300	232.90
10-14177	STEVEN ENGINEERING	0281	Cable Connectors	01-4300	318.52
10-14178	OWL CAFE	9362	Refreshments for Nov. 5th Faculty Book Event	01-4300	82.31
10-14179	FRED PRYOR SEMINARS	3120	DVD Designing Brochures	33-4300	51.48
10-14180	WESTERN GRAPHICS PLUS	3372	Printing Middle School Career Exploration Guides	01-4300	6,552.08
10-14181	CCCAOE	3372	Program of Study Presentation Planning Mtg.	01-5800	493.88
10-14182	ALERT SERVICES	0060	Training room	01-4300	297.42
10-14183	D & D Security Resources Inc	3160	Supplies	01-4300	93.25
10-14184	MARK OF THE UNICORN	3140	Software	01-4300	5,412.31
10-14185	SAN DIEGUITO PRINTERS	9220	Spring 2010 Cont. Ed Schedules	01-5850	13,443.51
10-14186	HOUGHTON MIFFLIN COMPANY	9680	Reference books	01-4300	2,032.04
10-14187	EDUCATION TO GO	9330	Enrollment Fees	39-5800	992.25
10-14188	OWL CAFE	9362	Refreshments	01-4300	82.31
10-14189	CASTLE PRESS	9220	Winter/Spring 2010 Postcard	01-5850	8,143.45
10-14190	H. W. WILSON CO.	9260	Subscription Renewal	01-4300	242.00
10-14191	FRY'S ELECTRONICS	9250	Supplies	01-4300	28.51
10-14192	HOME DEPOT	9250	Supplies	01-4300	15.21
10-14194	Tech Depot An Office Depot Co.	9672	Supplies	01-4300	163.88
10-14195	Dell Computer Corp	9672	Monitors	01-4300	559.09
10-14196	Naagtag	9672	Handicap signs	01-4300	22.16
10-14197	THE BROADCAST SHOP.COM	0281	Cable Management Wraps	01-4300	248.12
10-14198	FENTEK	0281	Computer Keyboard	01-4300	166.35
10-14199	SMA Management Systems, Inc	9100	Training	01-5840	1,689.51
10-14200	LAGUNA CLAY	0010	Clay Supplies	01-4300	1,583.69
10-14201	GUNTHER'S ATHLETIC SERVICE	0060	Football Supplies	01-4300	761.88
10-14202	ASCAP	9030	MUSIC LICENSE	01-5880	2,697.86
10-14203	VICTORY CUSTOM ATHLETIC	0060	Baseball uniforms	01-4300	4,196.11
10-14204	IMS Commercial Ice System Inc	0311	Repair of ice machine	01-5600	400.00
10-14205	TRANSPORTATION SYSTEM INC.	9220	Oil Drains	01-6400	1,658.76
<b>Total</b>				<b>162</b>	<b><u>921,833.44</u></b>

**Fund Summary**

<b>Fund</b>	<b>Description</b>	<b>PO Count</b>	<b>Amount</b>
01	General Fund	127	391,458.39
33	Child Development Fund	6	1,524.96
39	Community Education	6	4,598.50
41	Capital Outlay Projects Fun	16	125,458.09
42	Revenue Bond Construction F	8	393,219.26
51	Bookstore Fund	1	410.00
59	Golf Driving Range	1	164.24
74	Student Financial Aid Trust	1	5,000.00
<b>Total</b>		<b>162</b>	<b>921,833.44</b>

**PO Changes**

	<b>New PO Amount</b>	<b>Fund/ Object</b>	<b>Description</b>	<b>Change Amount</b>
10-13008	2,000.00	01-4300	General Fund/Materials and Supplies	.00
10-13281	8,000.00	01-4300	General Fund/Materials and Supplies	8,000.00
10-13337	5,900.00	01-4300	General Fund/Materials and Supplies	400.00
10-13524	4,889.85	01-4300	General Fund/Materials and Supplies	4,889.85
10-13751	16,643.44	01-6400	General Fund/Equipment-Capitalized	418.00
10-13825	600.00	42-4300	Revenue Bond Construction F/Materials and	100.00
10-14042	993.41	01-4300	General Fund/Materials and Supplies	92.13
			<b>Total PO Changes</b>	<b>13,899.98</b>



**CITRUS COMMUNITY COLLEGE DISTRICT**

TO:	BOARD OF TRUSTEES	Action	X
DATE	November 17, 2009	Resolution	
SUBJECT:	Disposal of Surplus Property	Information	
		Enclosure(s)	X

**BACKGROUND**

Education Code Section 81450- 81455 authorizes the governing board of any community college district to exchange for value, sell or donate any personal property belonging to the district if the property is not required for college purposes. It further allows any district to contract with a private auction firm to dispose of these items.

The Citrus Community College District contracts with The Liquidation Company of Fontana for these services. From time to time the District sends items no longer needed for college use to this firm to be sold at auction to the highest bidder or donation to another public entity. A list of such items is submitted herewith for the Board of Trustees to approve for disposal.

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

**RECOMMENDATION**

Authorization is requested 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.

Carol Horton  
Recommended by

\_\_\_\_\_  
/ \_\_\_\_\_  
Moved      Seconded

Aye \_\_\_ Nay \_\_\_ Abstained \_\_\_

\_\_\_\_\_  
Approved for Submittal

Item No. \_\_\_\_\_ H.1.e. \_\_\_\_\_

## SURPLUS INVENTORY LIST

November 17, 2009

- 5 Pallets of computers, monitors and printers
- 1 Pallet of Logitech keyboards
- 1 Bretford slant shelf audio visual cart
- 2 NEC PM2571A video monitor
- 1 Phillips LTC2821 video monitor
- 1 Sharp XM2710 video monitor
- 2 Sharp XA110 video cassette recorder
- 1 Sony VP-2000 ¾" Umatic cassette player
- 1 1986 Nissan pickup truck, #18

**CITRUS COMMUNITY COLLEGE DISTRICT**

TO:	BOARD OF TRUSTEES	Action	X
DATE	November 17, 2009	Resolution	
SUBJECT:	Approval of Change Order #2, Project 14-0607, Field House & Concession Buildings	Information	
		Enclosure(s)	X

**BACKGROUND**

At its meeting of August 21, 2007, the Board of Trustees awarded Project #14-0607, Field House and Concessions Buildings to Custom Design Construction of Glendale, California. During the course of construction the District has identified some additional requirements. They are enumerated in the enclosed Change Order Request that is part of Change Order #2 in the amount of \$89,024.48. The revised total of the contract after Change Order #2 is \$7,617,073.51. This change order will add eighty five (85) 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 #2 in the amount of \$89,024.48 for Project #14-0607, Field House and Concessions Buildings.

Carol R. Horton  
Recommended by

/

Moved \_\_\_\_\_ Seconded \_\_\_\_\_

Aye \_\_\_ Nay \_\_\_ Abstained \_\_\_

\_\_\_\_\_  
Approved for Submittal

Item No. \_\_\_\_\_ H.1.f. \_\_\_\_\_

**CHANGE ORDER**

**Distribution to:**

Owner: Bid File & A/P  
Contractor  
Architect/Engineer

**PROJECT:** Project #14-0607  
Field House & Concession Buildings

**CHANGE ORDER NO:** Two (2) – Final  
**Board Date:** November 17, 2009

**TO: Custom Design Construction**  
1713 Standard Avenue  
Glendale, CA 91201

**CONTRACT FOR:** DSA #110227  
Project #14-0607  
Field House & Concession Buildings

**CONTRACT DATE:** August 22, 2007

**You are directed to make the following changes in this Contract:**

Change Order #2 – Make Changes per attached change order request

Not valid until signed by both the Owner and Architect.

This change represents full and complete compensation for all costs, direct and indirect, associated with the work and time agreed herein, including but not limited to, all costs incurred for extend overhead, disruption or suspension of work, labor inefficiencies and the change's impact on the unchanged work. Signature of the Contractor indicated his agreement herewith, including any adjustment in the Contract Sum or Contract Time.

The original Contract Sum was.....	\$7,450,000.00
Net Change by previously authorized Change Orders.....	\$78,049.03
The Contract Sum prior to this Change Order was.....	\$7,528,049.03
The Contract Sum will be <u>increased</u> by this Change Order.....	\$89,024.48
The new Contract Sum including all Change Orders.....	\$7,617,073.51

The Contract Time will be increased eighty five (85) days with this Change Order.  
The total increase in Contract Time for all Change Orders is one-hundred sixteen (116) days.

Authorized:

ARCHITECT

OWNER

CONTRACTOR

By: \_\_\_\_\_

By: \_\_\_\_\_

By: \_\_\_\_\_

Print Name: \_\_\_\_\_

Print Name: \_\_\_\_\_

Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**Change Order Requests  
Field House and Concession Building**

Change Order Request	Date	Description	Subcontractor	COST	Increase in Contract Days
2 Revised	12/13/07	Expose and remove asbestos pipe.	United Landscape	\$2,610.00	2
8 Revised	2/18/2009	Over-excavate and place slurry in 7" footing pads at columns outside of Gatehouse building pad per the soils engineer	Frederick Towers	\$5,800.00	0
12 Revised	03/11/08	Additional charges by masonry crew due to delay in work to sanblast footings at Gate House & Field House	Winegardner Mas	\$2,787.00	3
23 Revised	08/14/08	Additional charges to prepare soil and transport dirt to site for pad preparation at the Gate house building.	Custom Design	\$3,700.00	5
27	10/24/2008	Additional welding of studs per RFI #108	Custom Design	\$10,557.00	30
28	10/24/2008	Build additional stud wall at Gate House per ASI-6A	Custom Design	\$1,439.00	0
29	10/24/2008	Per RFI #103 build additional wood curb platform for mechanical equipment	Custom Design	\$1,380.00	2
30	10/24/2008	Adjust existing electrical vault at fire road for new paving	Custom Design	\$1,167.00	0
32	10/24/2008	Increase roof curbs from 4" to 5 1/4" at Gate House and Field House to protect roof warranty.	Custom Design	\$8,636.00	5
33	12/2/2008	RFI #116 - Additional Smoke Fire Damper Wiring	TTSI	\$2,847.00	0
34	12/17/2008	Installation of Two over flow drains in Gate House Roof	Garen Plumbing	\$3,372.00	0
35	2/17/2009	Additional lighting and wiring inside trophy case display at Field House.	TTSI	\$1,177.88	2
36R-1	2/19/2009	Per RFI #118 & #123 - Detail provided by architect to accommodate adjustment angle support at 2nd floor elevator door	Custom Design	\$4,661.00	10
37	2/19/2009	Per RFI #82 & #82 R1 - Additional work per detail for the fire rated shaft at three locations between first and second floors	Custom Design	\$7,131.84	3
38	2/24/2009	Per RFI #131 - Additional charge for installation of backbone cabling	TTSI	\$1,890.85	0
39	2/24/2009	Per RFI #87 -Upgrade costs to install different light fixture than specified	TTSI	\$150.00	0
40	4/24/2009	Per RFI #143 - Additional work required for elevator inspection not specified on plan or specs.	TTSI	\$2,794.00	1
41	5/13/2009	Additional tile at top and face of drinking fountains enclosure walls	Continental Marble & Tile	\$643.00	0
43	5/13/2009	Per RFI #137 additional electrical work at Gate House EF12 & MAU	TTSI	\$2,278.31	0
44	5/13/2009	Per RFI #141 - additional fire alarm electrical work at Field House (HV1 & HV2 fire alarm)	TTSI	\$947.00	0
45	5/13/2009	At Field House, change specified round nose stair treads to square nose.	Moore Flooring	\$1,071.00	0
46 - R1	6/7/2009	Install roof drain (down spouts) at north of Field House	Aero-Tech Sheet Metal	\$5,406.00	0
47	6/7/2009	Modify the specified tree grates to a larger diameter in order to fit around the tree and provide for future tree growth	Armondo Robles	\$1,071.00	2
48	6/7/2009	Per RFI #148 - Enlarge the metal plate at bottom of bench pedestals to be 12" x 18".	Engineered Storage Systems	\$642.60	0
49	6/7/2009	Prep and install grass at existing field between a new fence and existing grass area - hydro seeding	United Landscape	\$10,000.00	0
50-R2	10/29/2009	Reinspection of elevator (RFI #143R-1) after the modification and correction list items are completed.	ThyssenKrupp Elevator	\$4,023.00	20
52	10/26/2009	Fix broken main line due to extra pressure from new pump installed by District	United Landscape	\$842.00	0
<b>SUB-TOTAL OF CHANGE ORDERS</b>				<b>\$89,024.48</b>	<b>85</b>

**CITRUS COMMUNITY COLLEGE DISTRICT**

TO:	BOARD OF TRUSTEES	Action	<u>    X    </u>
DATE	November 17, 2009	Resolution	<u>                    </u>
SUBJECT:	Approval of Change Order #4, Project 06-0506, Vocational Technology Complex	Information	<u>                    </u>
		Enclosure(s)	<u>    X    </u>

**BACKGROUND**

At its meeting of November 6, 2007, the Board of Trustees awarded Project #06-0506, Vocational Technology Complex to PW Construction of Glendora, California. During the course of construction the District has identified some additional requirements. They are enumerated in the enclosed Change Order Request that is part of Change Order #4. The increase is \$80,301.00. The revised total of the contract after Change Order Number #4 is \$13,969,984.00. This change order will add sixteen (16) 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 #4 in the amount of \$80,301.00 for Project #06-0506, Vocational Technology Complex.

Carol R. Horton  
Recommended by

    
Moved          /          Seconded

Aye \_\_ Nay \_\_ Abstained \_\_

    
Approved for Submittal

Item No.            H.1.g.

# CHANGE ORDER

tBP/Architecture  
2300 Newport Boulevard  
Newport Beach, CA 92663

PROJECT: Vocational Technology 06-0506 CHANGE ORDER # 4  
Citrus Community College District DATE: October 12, 2009  
CONTRACTOR: PW Construction Inc. D.S.A. # A03-110220 F19-C9  
1905 E Route 66, suite 200 tBP # 20581.00  
Glendora, CA

ORIGINAL CONTRACT AMOUNT: \$ 13,649,000.00 ✓  
Previous Change Order: \$ 240,683.00 ✓  
This Change Order: \$ 80,301.00 ✓  
Total Change Order: \$ 320,984.00 ✓  
REVISED CONTRACT AMOUNT: \$ 13,969,984.00 ✓

ORIGINAL CONTRACT COMPLETION DATE: December 14, 2009  
Previous Change Order: 24 Calendar Days  
This Change Order: 16 Calendar Days  
Total Change Orders: 40 Calendar Days  
REVISED CONTRACT COMPLETION DATE: January 23, 2010

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:

[Signature] DATE 10/14/09  
tBP/Architecture Inc.  
[Signature] DATE 10/21/09  
PW Construction Inc.  
DATE \_\_\_\_\_  
Citrus Community College District

- ✓ #1 DESCRIPTION: PMR 17, Bulletin 13  
SHEET E-4.2 – EAST PORTION – FIRE ALARM PLAN

  - Revised Fire Alarm Plan to show fire alarm connection to DDC and PIV devices. Reference attached sketch sheet ESK-1.

SHEET E-0.7 – FIRE ALARM RISER DIAGRAM AND CALCS

  - Fire alarm riser updated to reflect additional fire alarm devices. Reference attached sketch sheet ESK-2.
  - Fire alarm battery calculation for FACP updated to show additional fire alarm devices. Reference attached sketch sheet ESK-3.

Note to DSA: See attached Bulletin 13 including sketches ESK-1 thru ESK-3.

REASON: Monitoring of fire sprinkler system at Barranca per DSA requirements.  
REQUESTED BY: Electrical Engineer / District  
COST: \$4,388  
TIME EXTENSION: 0 days
  
- ✓ #2 DESCRIPTION: PMR 18  
Per DSA approved FCD 2 (Bulletin 9) add additional 15’ accessible ramp at the west north corner of the building.  
Note to DSA: see attached DSA approved FCD 2.

REASON: Existing grading elevation at west side of the building is 1’-2” lower than expected.

REQUESTED BY: Architect  
COST: \$13,430  
TIME EXTENSION: 5 days \*\* Compensation for time to be determined later.
  
- #3 DESCRIPTION: PMR 30, Bulletin 14  
Provide additional audio and data connections and conduits to classrooms 102-105, 115 & 153 per Bulletin 14.

REASON: Additional A/V capabilities in these rooms

REQUESTED BY: District  
COST: \$3,053  
TIME EXTENSION: 0 days
  
- #4 DESCRIPTION: PMR 49  
At interior window D, window framing and glazing shall account for structural steel.

REASON: Structural Steel required customizing window layout.

REQUESTED BY: Architect  
COST: \$1,482  
TIME EXTENSION: 0 days
  
- ✓ #5 DESCRIPTION: PMR 27, Bulletin 21  
Rework support beam for engine hoist.  
Note to DSA: see attached Bulletin 21 with SEOR backup.

REASON: Engine hoist could not roll on beam due to obstructions.

REQUESTED BY: Architect / Structural Engineer  
COST: \$6,008  
TIME EXTENSION: 0 days



- #6 DESCRIPTION: PMR 28R1  
Per approved submittals, power to Dynos shall be underground.  
REASON: Safety  
REQUESTED BY: District / electrical engineer  
COST: \$3,051  
TIME EXTENSION: 0 days
- #7 DESCRIPTION: PMR 46  
In the Grinding Room area, replace 750SF of acoustical ceiling tile with vinyl faced ceiling tile.  
REASON: Vinyl faced tile easier to clean of dust from grinding.  
REQUESTED BY: District  
COST: \$820  
TIME EXTENSION: 0 days
- #8 DESCRIPTION: PMR 50  
Per the mechanical floor plans, provide door louvers in non-rated doors 117A, 118A, 119A, 120A, A128A, 149A, 152A, 157A. Louvers to conform to DSA approved door details on the bid documents.  
REASON: Architectural door schedule did not indicate louvers in these doors although they are indicated on mechanical plans. Louvers are required for proper operation of the mechanical system.  
REQUESTED BY: Architect.  
COST: \$2,888  
TIME EXTENSION: 0 days
- #9 DESCRIPTION: PMR 52, Bulletin 26  
Provide power to noted exhaust fans per Bulletin 26.  
REASON: Power not indicated on electrical plans.  
REQUESTED BY: Electrical Engineer  
COST: \$2,435  
TIME EXTENSION: 2 days \*\* Compensation for time to be determined later.
- #10 DESCRIPTION: PMR 53  
Adjust grades on Civil plans at north/east side of phase I.  
Note to DSA: Correction of this grade bust on the Civil Plans does not impact the architectural plans or disabled access path of travel.  
Grade bust on Civil plans at the intersection of Phase I and Phase II.  
REASON:  
REQUESTED BY: District  
COST: \$5,464  
TIME EXTENSION: 2 days \*\* Compensation for time to be determined later.
- #11 DESCRIPTION: PMR 56  
Per RFI 260, provide condensate pump in room 157.  
REASON: Split AC unit outlet requires condensate pump. Not indicated on the mechanical plans.  
REQUESTED BY: Mechanical Engineer  
COST: \$221  
TIME EXTENSION: 0 days

- #12 DESCRIPTION: PMR 59  
Provide additional condensate pumps in rooms 113 and 129.  
REASON: Pumps required to remove condensate from split AC units.  
REQUESTED BY: Mechanical Engineer  
COST: \$441  
TIME EXTENSION: 0 days
- #13 DESCRIPTION: PMR 60  
Repair to unforeseen waterline near transformer pad at Barranca.  
REASON: Waterline not indicated on as-builts.  
REQUESTED BY: District  
COST: \$128  
TIME EXTENSION: 0 days
- #14 DESCRIPTION: PMR 61  
Reroute vent at roof to miss standing seam in metal roof.  
REASON: For weatherproofing, vent cannot penetrate roof at seam.  
REQUESTED BY: District  
COST: \$128  
TIME EXTENSION: 0 days
- #15 DESCRIPTION: PMR 62R1  
Provide additional hazardous abatement work in phase 2 on the roof.  
REASON: Additional work not indicated on the abatement plan.  
REQUESTED BY: District  
COST: \$24,560  
TIME EXTENSION: 4 days \*\* Compensation for time to be determined later.
- #16 DESCRIPTION: PMR 63  
Per Bulletin 16, add drain at planter west of building G.  
REASON: Sheet flow in area would accumulate in the planter without the drain.  
REQUESTED BY: Architect / Civil Engineer  
COST: \$3,776  
TIME EXTENSION: 0 days
- #17 DESCRIPTION: PMR 64  
Install door sweeps at exterior aluminum doors.  
REASON: Door sweeps not indicated on door hardware schedule.  
REQUESTED BY: District / Architect  
COST: \$925  
TIME EXTENSION: 0 days
- #18 DESCRIPTION: PMR 66, Bulletin 20  
Move East CMU screen wall 5' to the east per Bulletin 20.  
REASON: Note to DSA: see attached Bulletin 20.  
Existing utility lines are in conflict with layout.  
REQUESTED BY: District  
COST: \$7,103  
TIME EXTENSION: 3 days \*\* Compensation for time to be determined later.



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<b>NAME</b>	<b>CLASSIFICATION</b>	<b>STATUS</b>	<b>ASSIGNMENT</b>	<b>DEPARTMENT</b>	<b>BEGIN</b>	<b>END</b>	<b>RATE</b>	
Afzali, Ana	Instructor		Hourly as needed	Spanish	01/04/10	06/30/10	\$50.72	hr.
Allgaier, Jennifer	Instructor		Hourly as needed	Dance	01/01/10	06/30/10	\$44.90	hr.
Anson, Melanie	Instructor		Hourly as needed	Speech	01/04/10	06/30/10	\$50.72	hr.
Aplanalp, Jane	Instructor		Hourly as needed	Cosmetology	01/01/10	06/30/10	\$44.90	hr.
Arroyo, Yolanda	Permit Teacher	During unassigned time	Hourly as needed	Orfalea Family Children's Center	01/01/10	06/30/10	\$18.48	hr.
Aurelio, Joanne	Permit Teacher	During unassigned time	Hourly as needed	Orfalea Family Children's Center	01/01/10	06/30/10	\$18.48	hr.
Avila, Naomi	Counselor		Hourly as needed	Workforce Development	01/01/10	06/30/10	\$44.90	hr.
Baeza, Michelle	Permit Teacher		Hourly as needed	Orfalea Family Children's Center	01/01/10	06/30/10	\$18.48	hr.
Bagg, Joseph	Instructor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
Bagg, Joseph	Applied Music Tutor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
Barrera, Joseph	Instructor		Hourly as needed	Recording Arts	01/01/10	06/30/10	\$44.90	hr.
Battle, Anne	Instructor		Hourly as needed	Photography	01/01/10	06/30/10	\$44.90	hr.
Bautista, Susan	Instructor		Hourly as needed	Cosmetology	01/01/10	06/30/10	\$50.72	hr.
Beatty, David	Instructor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
Beatty, David	Applied Music Tutor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
Bellini, Kelly	Instructor		Hourly as needed	Speech	01/04/10	06/30/10	\$44.90	hr.

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<b>NAME</b>	<b>CLASSIFICATION</b>	<b>STATUS</b>	<b>ASSIGNMENT</b>	<b>DEPARTMENT</b>	<b>BEGIN</b>	<b>END</b>	<b>RATE</b>	
Betancourt, Carmen	Instructor		Hourly as needed	Cosmetology	01/01/10	06/30/10	\$44.90	hr.
Bigby, Shauna	Nurse	During unassigned time	Hourly as needed	Health Center	01/01/10	06/30/10	\$50.72	hr.
Birmingham, Thomas	Instructor		Hourly as needed	English	01/04/10	06/30/10	\$44.90	hr.
Borbon, Eva	Instructor		Hourly as needed	Reading	01/04/10	06/30/10	\$44.90	hr.
Botello, Rochelle	Instructor		Hourly as needed	Art	01/01/10	06/30/10	\$44.90	hr.
Bowen, Kashia	Instructor		Hourly as needed	Cosmetology	01/01/10	06/30/10	\$44.90	hr.
Boylan, John	Instructor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
Bray, Richard	Instructor		Hourly as needed	English	01/04/10	06/30/10	\$44.90	hr.
Brenes, Laura	Applied Music Tutor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
Broadfoot, Johnnie	Instructor		Hourly as needed	Cosmetology	01/01/10	06/30/10	\$44.90	hr.
Brown, Cherie	Instructor		Hourly as needed	Theatre Arts	01/01/10	06/30/10	\$50.72	hr.
Brown, Diane	Permit Teacher	During unassigned time	Hourly as needed	Orfalea Family Children's Center	01/01/10	06/30/10	\$18.48	hr.
Buchwald, Leigh	Faculty Lead	VTEA Information Technology Project	Hourly as needed	Workforce Development	01/01/10	06/30/10	\$50.72	hr.
Buckalew, James	Instructor		Hourly as needed	Speech	01/04/10	06/30/10	\$44.90	hr.
Burch, Emily	Counselor		Hourly as needed	Counseling	01/01/10	06/30/10	\$44.90	hr.

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<b>NAME</b>	<b>CLASSIFICATION</b>	<b>STATUS</b>	<b>ASSIGNMENT</b>	<b>DEPARTMENT</b>	<b>BEGIN</b>	<b>END</b>	<b>RATE</b>	
Burns, Linda	Instructor		Hourly as needed	Reading	01/04/10	06/30/10	\$44.90	hr.
Carr, Darrell	Instructor		Hourly as needed	Photography	01/01/10	06/30/10	\$44.90	hr.
Carver, Sally	Instructor		Hourly as needed	Cosmetology	01/01/10	06/30/10	\$50.72	hr.
Cendejas, Diane	Permit Teacher		Hourly as needed	Orfalea Family Children's Center	01/01/10	06/30/10	\$18.48	hr.
Chavez-Appel, Mercedez	Instructor		Hourly as needed	Speech	01/04/10	06/30/10	\$44.90	hr.
Cloughly, Cecilia	Instructor		Hourly as needed	German	01/04/10	06/30/10	\$44.90	hr.
Colville, Linda	Instructor		Hourly as needed	Spanish	01/04/10	06/30/10	\$50.72	hr.
Cordova-Caddes, Andrea	Instructor		Hourly as needed	Dance	01/01/10	06/30/10	\$44.90	hr.
Cotter, Steven	Instructor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
Cotter, Steven	Applied Music Tutor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
Cross, Cynthia	Instructor		Hourly as needed	ESL	01/04/10	06/30/10	\$50.72	hr.
Curran, Keith	Instructor		Hourly as needed	English	01/04/10	06/30/10	\$44.90	hr.
Dau, Carsten	Instructor		Hourly as needed	English/Religion	01/04/10	06/30/10	\$50.72	hr.
Davis, Charles	Instructor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
Davis, Charles	Applied Music Tutor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
Deatrick, Steven	Instructor		Hourly as needed	Recording Arts	01/01/10	06/30/10	\$44.90	hr.
Deets, Kristin	Instructor		Hourly as needed	Speech	01/04/10	06/30/10	\$44.90	hr.

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Demita, John	Instructor		Hourly as needed	Theatre Arts	01/01/10	06/30/10	\$44.90	hr.
Desmond, Yae	Instructor		Hourly as needed	Japanese	01/04/10	06/30/10	\$44.90	hr.
Dougall, Natalie	Instructor		Hourly as needed	English	01/04/10	06/30/10	\$44.90	hr.
Duffy, Dyane	Instructor		Hourly as needed	Art	01/01/10	06/30/10	\$50.72	hr.
Eiland, Thomas	Instructor		Hourly as needed	English	01/04/10	06/30/10	\$50.72	hr.
Eisel, Gunnar	Instructor		Hourly as needed	Music	01/01/10	06/30/10	\$50.72	hr.
Eisel, Gunnar	Applied Music Tutor		Hourly as needed	Music	01/01/10	06/30/10	\$50.72	hr.
Eisel, Roberta	Instructor		Hourly as needed	English	01/04/10	06/30/10	\$50.72	hr.
Ellis, Jeannette	Instructor	Instructional Category Support	Hourly as needed	Allied Health Grant	11/18/09	12/31/09	\$50.72	hr.
Ellis, Jeannette	Instructor	Instructional Category Support	Hourly as needed	Allied Health Grant	01/01/10	06/30/10	\$50.72	hr.
Enos, David	Applied Music Tutor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
Fasuly, Aygush	Permit Teacher	During unassigned time	Hourly as needed	Orfalea Family Children's Center	01/01/10	06/30/10	\$18.48	hr.
Felix, Felipe	Instructor		Hourly as needed	Cosmetology	01/01/10	06/30/10	\$44.90	hr.
Figueroa, Irma	Instructor		Hourly as needed	Cosmetology	01/01/10	06/30/10	\$44.90	hr.
Figueroa, Mabel	Permit Teacher		Hourly as needed	Orfalea Family Children's Center	01/01/10	06/30/10	\$18.48	hr.

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Fincher, John	Instructor		Hourly as needed	Speech	01/04/10	06/30/10	\$50.72	hr.
Fleischer, Beatriz	Instructor		Hourly as needed	Spanish	01/04/10	06/30/10	\$44.90	hr.
Fuller, Elizabeth	Permit Teacher	During unassigned time	Hourly as needed	Orfalea Family Children's Center	01/01/10	06/30/10	\$18.48	hr.
Galvan, Alexander	Instructor		Hourly as needed	Music	01/01/10	06/30/10	\$50.72	hr.
Galvan, Alexander	Applied Music Tutor		Hourly as needed	Music	01/01/10	06/30/10	\$50.72	hr.
Garate, Elisabeth	Instructor		Hourly as needed	Spanish	01/04/10	06/30/10	\$50.72	hr.
Garcia, Victor	Instructor		Hourly as needed	Spanish	01/04/10	06/30/10	\$44.90	hr.
Gerhart, David	Applied Music Tutor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
Glenn, Yasuko	Permit Teacher		Hourly as needed	Orfalea Family Children's Center	01/01/10	06/30/10	\$18.48	hr.
Glover, Patty	Instructor		Hourly as needed	Cosmetology	01/01/10	06/30/10	\$50.72	hr.
Golden, Kristin	Instructor		Hourly as needed	ESL	01/04/10	06/30/10	\$44.90	hr.
Goya, Sara	Applied Music Tutor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
Graciano, Albert	Instructor		Hourly as needed	Cosmetology	01/01/10	06/30/10	\$50.72	hr.
Grannis, Gabriela	Instructor		Hourly as needed	English	01/04/10	06/30/10	\$44.90	hr.
Green, Martin	Instructor		Hourly as needed	Music	01/01/10	06/30/10	\$50.72	hr.
Green, Martin	Applied Music Tutor		Hourly as needed	Music	01/01/10	06/30/10	\$50.72	hr.



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Gropp, Barry	Counselor	College Success	Hourly as needed	Counseling	01/01/10	06/30/10	\$44.90	hr.
Guebert, Toby	Instructor		Hourly as needed	ESL	01/04/10	06/30/10	\$50.72	hr.
Guillen, Nelida	Instructor		Hourly as needed	Spanish	01/04/10	06/30/10	\$44.90	hr.
Gunderson, Mark	Instructor		Hourly as needed	Reading	01/04/10	06/30/10	\$50.72	hr.
Gunn, Evangeline	Instructor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
Gunn, Evangeline	Applied Music Tutor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
Hackworth, Catherine	Instructor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
Hackworth, Catherine	Applied Music Tutor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
Hall, James	Instructor		Hourly as needed	English	01/04/10	06/30/10	\$44.90	hr.
Harvey, Joseph	Instructor		Hourly as needed	English	01/04/10	06/30/10	\$50.72	hr.
Hasegawa, Richard	Instructor		Hourly as needed	Photography	01/01/10	06/30/10	\$44.90	hr.
Havens, Craig	Instructor		Hourly as needed	Photography	01/01/10	06/30/10	\$44.90	hr.
Hernandez, Salvador	Instructor		Hourly as needed	Cosmetology	01/01/10	06/30/10	\$50.72	hr.
Hibbs, Linda	Instructor		Hourly as needed	Reading	01/04/10	06/30/10	\$44.90	hr.
Hillman, Michael	Instructor		Hourly as needed	Art	01/01/10	06/30/10	\$50.72	hr.
Hirschelman, Evan	Instructor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
Hirschelman, Evan	Applied Music Tutor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.

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Hoehne, William	Instructor		Hourly as needed	Music	01/01/10	06/30/10	\$50.72	hr.
Hoehne, William	Applied Music Tutor		Hourly as needed	Music	01/01/10	06/30/10	\$50.72	hr.
Hogan, Ghada	Instructor		Hourly as needed	English	01/04/10	06/30/10	\$50.72	hr.
Holm, Daniel	Instructor		Hourly as needed	Cosmetology	01/01/10	06/30/10	\$44.90	hr.
Holmes, Alison	Instructor		Hourly as needed	Art	01/01/10	06/30/10	\$44.90	hr.
Hong, Andrew	Instructor		Hourly as needed	ESL	01/04/10	06/30/10	\$44.90	hr.
Hormann, Nicholas	Instructor		Hourly as needed	Theatre Arts	01/01/10	06/30/10	\$44.90	hr.
Hudson, Brenda	Instructor		Hourly as needed	Cosmetology	01/01/10	06/30/10	\$44.90	hr.
Humphrey, Linda	Instructor		Hourly as needed	English	01/04/10	06/30/10	\$44.90	hr.
Hynes, Thomas	Instructor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
Hynes, Thomas	Applied Music Tutor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
Iott, Becky	Counselor	STEM Counseling	Hourly as needed	Counseling	01/01/10	06/30/10	\$44.90	hr.
Jackson, Joseph	Applied Music Tutor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
Jackson, Matt	Instructor		Hourly as needed	Art	01/01/10	06/30/10	\$50.72	hr.
Jaimes, Franciella	Instructor		Hourly as needed	Speech	01/04/10	06/30/10	\$44.90	hr.
Jaquette, Timothy	Instructor		Hourly as needed	Recording Arts	01/01/10	06/30/10	\$50.72	hr.
Johnson, Sandra	Instructor		Hourly as needed	Art	01/01/10	06/30/10	\$50.72	hr.

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Jonas, Vida	Instructor		Hourly as needed	English	01/04/10	06/30/10	\$44.90	hr.
Kang, Eun	Instructor		Hourly as needed	English	01/04/10	06/30/10	\$44.90	hr.
Kelly, Donna	Instructor		Hourly as needed	Reading	01/04/10	06/30/10	\$44.90	hr.
Kennedy, Susan	Permit Teacher	During unassigned time	Hourly as needed	Orfalea Family Children's Center	01/01/10	06/30/10	\$18.48	hr.
Kerr, William	Instructor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
Kerr, William	Applied Music Tutor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
Langford, W. Bruce	Instructor		Hourly as needed	Music	01/01/10	06/30/10	\$50.72	hr.
Langford, W. Bruce	Applied Music Tutor		Hourly as needed	Music	01/01/10	06/30/10	\$50.72	hr.
Lawrence, Patricia	Instructor		Hourly as needed	English/Reading	01/04/10	06/30/10	\$50.72	hr.
Leach, Kimberly	Permit Teacher		Hourly as needed	Orfalea Family Children's Center	01/01/10	06/30/10	\$18.48	hr.
Leach, Larry	Instructor		Hourly as needed	Speech	01/04/10	06/30/10	\$44.90	hr.
Lee, Bianca	Instructor		Hourly as needed	English	01/04/10	06/30/10	\$44.90	hr.
LeMaire, Helen	Instructor		Hourly as needed	Reading	01/04/10	06/30/10	\$44.90	hr.
Linville, Brian	Instructor		Hourly as needed	English	01/04/10	06/30/10	\$44.90	hr.
Liskey, Renee	Instructor		Hourly as needed	Dance	01/01/10	06/30/10	\$44.90	hr.
Loaiza, Albert	Counselor	STEM Counseling	Hourly as needed	Counseling	01/01/10	06/30/10	\$44.90	hr.

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Lombardo, Thomas	Instructor		Hourly as needed	English	01/04/10	06/30/10	\$44.90	hr.
Long, Stacy	Instructor		Hourly as needed	Communications	01/04/10	06/30/10	\$44.90	hr.
Loya, Henry	Instructor		Hourly as needed	Reading	01/04/10	06/30/10	\$44.90	hr.
Lucido, Grace	Instructor		Hourly as needed	Cosmetology	01/01/10	06/30/10	\$50.72	hr.
Maldonado, Maura	Permit Teacher	During unassigned time	Hourly as needed	Orfalea Family Children's Center	01/01/10	06/30/10	\$18.48	hr.
Margaret, O'Neil	Instructor	Clarion Advisor	Stipend	Language Arts	02/16/10	06/12/10	\$2,536.00	tl.
Martinez, Brenda	Instructor		Hourly as needed	Spanish	01/04/10	06/30/10	\$44.90	hr.
Martinez, Suzanne	Instructor		Hourly as needed	English	01/04/10	06/30/10	\$44.90	hr.
McGarry, Anna	Instructor		Hourly as needed	Spanish	01/04/10	06/30/10	\$50.72	hr.
Mead, Rachel	Instructor		Hourly as needed	Cosmetology	01/01/10	06/30/10	\$50.72	hr.
Miller-Harberts, Roxanna	Instructor		Hourly as needed	Cosmetology	01/01/10	06/30/10	\$44.90	hr.
Milliken, Keely	Instructor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
Milliken, Keely	Applied Music Tutor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
Mixson, Vonetta	Instructor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
Mixson, Vonetta	Applied Music Tutor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
Moore, Elanie	Instructor		Hourly as needed	Art	01/01/10	06/30/10	\$50.72	hr.

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Munoz, Gino	Instructor		Hourly as needed	Music	01/01/10	06/30/10	\$50.72	hr.
Myers, Alannah	Instructor		Hourly as needed	Cosmetology	01/01/10	06/30/10	\$44.90	hr.
Myers, Kimberly	Instructor		Hourly as needed	English	01/04/10	06/30/10	\$44.90	hr.
Naiyer, Zakaria	Instructor		Hourly as needed	English	01/04/10	06/30/10	\$44.90	hr.
Navarro, Alicia	Permit Teacher		Hourly as needed	Orfalea Family Children's Center	01/01/10	06/30/10	\$18.48	hr.
Nelson, Lori	Instructor		Hourly as needed	English	01/04/10	06/30/10	\$44.90	hr.
Odegaard, Eric	Instructor		Hourly as needed	English	01/04/10	06/30/10	\$44.90	hr.
O'Hara, Stephen	Instructor		Hourly as needed	Recording Arts	01/01/10	06/30/10	\$50.72	hr.
Olson, Jennifer	Applied Music Tutor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
O'Neil, Margaret	Instructor		Hourly as needed	Communications	01/04/10	06/30/10	\$50.72	hr.
Opulencia, Cherlou	Counselor		Hourly as needed	Counseling	01/01/10	06/30/10	\$44.90	hr.
Overly, David	Instructor		Hourly as needed	English	01/04/10	06/30/10	\$50.72	hr.
Ozminkowski, Mariusz	Instructor		Hourly as needed	Speech	01/04/10	06/30/10	\$44.90	hr.
Parsons, Karla	Instructor		Hourly as needed	Nursing	11/18/09	12/31/09	\$44.90	hr.
Parsons, Karla	Instructor		Hourly as needed	Nursing	01/01/10	06/30/10	\$44.90	hr.
Perret, Debbie	Instructor		Hourly as needed	Cosmetology	01/01/10	06/30/10	\$44.90	hr.

**ACADEMIC EMPLOYEES  
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS  
NOVEMBER 17, 2009**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>STATUS</b>	<b>ASSIGNMENT</b>	<b>DEPARTMENT</b>	<b>BEGIN</b>	<b>END</b>	<b>RATE</b>	
Perry, Virginia	Permit Teacher	During unassigned time	Hourly as needed	Orfalea Family Children's Center	01/01/10	06/30/10	\$18.48	hr.
Praniuk, Ingrid	Applied Music Tutor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
Rachford, Maryann	Instructor		Hourly as needed	Art	01/01/10	06/30/10	\$50.72	hr.
Ramos, Christopher	Instructor		Hourly as needed	English	01/04/10	06/30/10	\$44.90	hr.
Rashidi, Waleed	Instructor		Hourly as needed	Communications	01/04/10	06/30/10	\$44.90	hr.
Reeder, Bonnie	Permit Teacher		Hourly as needed	Orfalea Family Children's Center	01/01/10	06/30/10	\$18.48	hr.
Resto, Luivette	Instructor		Hourly as needed	English	01/04/10	06/30/10	\$44.90	hr.
Rios, Amelia	Permit Teacher		Hourly as needed	Orfalea Family Children's Center	01/01/10	06/30/10	\$18.48	hr.
Robles, Andrew	Instructor	During unassigned time	Hourly as needed	English	01/04/10	06/30/10	\$44.90	hr.
Rock, Eugene	Instructor		Hourly as needed	Cosmetology	01/01/10	06/30/10	\$44.90	hr.
Romero, Alicia	Instructor		Hourly as needed	English	01/04/10	06/30/10	\$44.90	hr.
Rotblatt, Daniel	Instructor		Hourly as needed	Art	01/01/10	06/30/10	\$44.90	hr.
Rowley, Dianne	Instructor		Hourly as needed	Reading	01/04/10	06/30/10	\$44.90	hr.
Rusch, Lori	Instructor		Hourly as needed	Art	01/01/10	06/30/10	\$44.90	hr.
Salwak, David	Instructor		Hourly as needed	English	01/04/10	06/30/10	\$50.72	hr.
Salyer, Kimberly	Instructor		Hourly as needed	Speech	01/04/10	06/30/10	\$44.90	hr.

**ACADEMIC EMPLOYEES  
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS  
NOVEMBER 17, 2009**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>STATUS</b>	<b>ASSIGNMENT</b>	<b>DEPARTMENT</b>	<b>BEGIN</b>	<b>END</b>	<b>RATE</b>	
Sandor, Katalin	Instructor		Hourly as needed	Cosmetology	01/01/10	06/30/10	\$44.90	hr.
Schumacher, Barbara	Permit Teacher	During unassigned time	Hourly as needed	Orfalea Family Children's Center	01/01/10	06/30/10	\$18.48	hr.
Seccombe, June	Instructor		Hourly as needed	ESL	01/04/10	06/30/10	\$44.90	hr.
Sellon, Anette	Nurse		Hourly as needed	Health Center	01/01/10	06/30/10	\$44.90	hr.
Serrao, Elizabeth	Instructor		Hourly as needed	Reading	01/04/10	06/30/10	\$44.90	hr.
Shear, Michelle	Instructor		Hourly as needed	Dance	01/01/10	06/30/10	\$44.90	hr.
Shearer, Margaret	Instructor		Hourly as needed	English	01/04/10	06/30/10	\$44.90	hr.
Sherman, Paul	Applied Music Tutor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
Shrope, Douglas	Instructor		Hourly as needed	Music	01/01/10	06/30/10	\$50.72	hr.
Smythe, Colville	Instructor		Hourly as needed	English	01/04/10	06/30/10	\$44.90	hr.
Stadick, Karen	Instructor		Hourly as needed	Cosmetology	01/01/10	06/30/10	\$44.90	hr.
Stoltz, Gregg	Permit Teacher	During unassigned time	Hourly as needed	Orfalea Family Children's Center	01/01/10	06/30/10	\$18.48	hr.
Strickland, Ebony	Permit Teacher		Hourly as needed	Orfalea Family Children's Center	01/01/10	06/30/10	\$18.48	hr.
Sun, Sam	Instructor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
Sushel, Michael	Instructor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
Sushel, Michael	Applied Music Tutor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.

**ACADEMIC EMPLOYEES  
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS  
NOVEMBER 17, 2009**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>STATUS</b>	<b>ASSIGNMENT</b>	<b>DEPARTMENT</b>	<b>BEGIN</b>	<b>END</b>	<b>RATE</b>	
Taylor, Bryan	Instructor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
Taylor, Bryan	Applied Music Tutor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
Telesca, Lisa	Instructor		Hourly as needed	English	01/04/10	06/30/10	\$50.72	hr.
Tran, Hong	Permit Teacher	During unassigned time	Hourly as needed	Orfalea Family Children's Center	01/01/10	06/30/10	\$18.48	hr.
Troy, Timothy	Instructor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
Troy, Timothy	Applied Music Tutor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
Tucker, Connie	Instructor		Hourly as needed	ESL	01/04/10	06/30/10	\$50.72	hr.
Tufano, Andrew	Instructor		Hourly as needed	Speech	01/04/10	06/30/10	\$44.90	hr.
Tyck, Robert	Instructor		Hourly as needed	Recording Arts	01/01/10	06/30/10	\$44.90	hr.
Valdez, Antonio	Instructor		Hourly as needed	Cosmetology	01/01/10	06/30/10	\$44.90	hr.
Valverde, Frank	Applied Music Tutor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
Valverde, Yesenia	Instructor		Hourly as needed	Dance	01/01/10	06/30/10	\$44.90	hr.
Van Horn, Tasha	Instructor		Hourly as needed	Speech	01/04/10	06/30/10	\$50.72	hr.
VanCitters, Beverly	Instructor		Hourly as needed	Reading	01/04/10	06/30/10	\$50.72	hr.
Varela, Claudia	Permit Teacher		Hourly as needed	Orfalea Family Children's Center	01/01/10	06/30/10	\$18.48	hr.
Vaughan, John	Instructor		Hourly as needed	Dance	01/01/10	06/30/10	\$50.72	hr.



**ACADEMIC EMPLOYEES  
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS  
NOVEMBER 17, 2009**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>STATUS</b>	<b>ASSIGNMENT</b>	<b>DEPARTMENT</b>	<b>BEGIN</b>	<b>END</b>	<b>RATE</b>	
Villeneuve, Anna	Instructor		Hourly as needed	English	01/04/10	06/30/10	\$50.72	hr.
Villeneuve, Theresa	Instructor		Hourly as needed	Art	01/01/10	06/30/10	\$50.72	hr.
Villeneuve, Theresa	Instructor		Hourly as needed	Communications	01/04/10	06/30/10	\$50.72	hr.
Vilter, Daniel	Instructor		Hourly as needed	Theatre Arts	01/01/10	06/30/10	\$50.72	hr.
Volonte, Daniel	Instructor		Hourly as needed	Theatre Arts	01/01/10	06/30/10	\$50.72	hr.
Waddington, Alan	Instructor		Hourly as needed	Music	01/01/10	06/30/10	\$44.90	hr.
Weiss, Neil	Instructor		Hourly as needed	Theatre Arts	01/01/10	06/30/10	\$44.90	hr.
Wessel, Mark	Instructor		Hourly as needed	Art	01/01/10	06/30/10	\$44.90	hr.
Wisensfeld, Alexandra	Instructor		Hourly as needed	Art	01/01/10	06/30/10	\$44.90	hr.
Wood, Jack	Instructor		Hourly as needed	English	01/04/10	06/30/10	\$50.72	hr.
Woolery, Laurie	Instructor		Hourly as needed	Theatre Arts	01/01/10	06/30/10	\$44.90	hr.
Zweig, Malaika	Instructor		Hourly as needed	Art	01/01/10	06/30/10	\$44.90	hr.

**ACADEMIC EMPLOYEES  
2009-2010 LAB SUPERVISORS  
NOVEMBER 17, 2009**

<b>Name</b>	<b>Adjunct or Full Time</b>	<b>Department</b>	<b>Begin</b>	<b>End</b>	<b>Placement</b>	<b>Hourly Rate</b>
Beatty, David	A	Music	1/1/2010	06/31/10	1-3	\$30.90
Cotton, Christopher	A	Learning Center	1/1/2010	06/30/10	2-1	\$29.45
Farrell, Holly	A	Learning Center	1/1/2010	06/30/10	2-3	\$32.69
Fisher, Jamie	A	English	1/1/2010	06/30/10	1-1	\$27.26
Gordon, Laura	A	Communications	1/1/2010	06/30/10	1-3	\$30.90
Hong, Andrew	A	Learning Center	1/1/2010	06/30/10	1-3	\$30.90
Lawrence, Hugh	A	Learning Center	1/1/2010	06/30/10	4-2	\$34.60
Martinez, Brenda	A	Learning Center	1/1/2010	06/30/10	1-3	\$30.90
Nelson, Lori	A	Learning Center	1/1/2010	06/30/10	1-3	\$30.90
Parsons, Karla	A	Health Sciences	11/18/2009	06/30/10	1-1	\$27.26
Plummer, Brian	A	Learning Center	1/1/2010	06/30/10	4-3	\$36.23
Polk, Randall	A	Music	1/1/2010	06/30/10	1-1	\$27.68
Rashidi, Waleed	A	Learning Center	1/1/2010	06/30/10	1-3	\$30.90
Silva, Daniel	A	Music	1/1/2010	06/30/10	1-3	\$30.90
Sosta, Rachel	A	Learning Center	1/1/2010	06/30/10	1-1	\$27.68
Stavrinides, Mike	A	Learning Center	1/1/2010	06/30/10	4-3	\$36.23
Torribio, Sarah	A	Learning Center	1/1/2010	06/30/10	1-3	\$30.90
Waddington, Alan	A	Music	1/1/2010	06/30/10	1-3	\$30.90

**ACADEMIC EMPLOYEES  
SPRING 2010 ADJUNCT  
NOVEMBER 17, 2009**

<b>NAME</b>	<b>Department/Discipline</b>	<b>Lec/Lab</b>	<b>Placement</b>	<b>Unit Rate</b>	<b>Hourly Rate</b>
Gramling, Gary	Water Technology	Lec/Lab	1-1	\$1,025/\$769	\$58.54/\$43.93
Rose, James	Counseling	Lec/Lab	1-3	\$1,025/\$769	\$58.54/\$43.93

**CITRUS COMMUNITY COLLEGE DISTRICT**

TO:	BOARD OF TRUSTEES	Action	X
DATE	November 17, 2009	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, Human Resources Technician II and Julie Tunno, Human Resources 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.i.

**CLASSIFIED EMPLOYEES  
SHORT-TERM, HOURLY,  
SUBSTITUTES  
NOVEMBER 17, 2009**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>REASON</b>	<b>DEPARTMENT</b>	<b>BEGIN</b>	<b>END</b>	<b>RANGE &amp; STEP</b>	<b>HOURLY RATE/TOTAL</b>
Armstrong, Thom Nathan	Dept. Aide	Clerical assistance in updating division curriculum	Music	1/1/10	6/30/10	3-1	\$9.27/hr. Not to exceed 20hrs/wk.
Beatty, David	Stipend	Instrumental Services Orchestra for "Christmas Is..."	Performing Arts	11/20/09	11/30/09		\$1625/tl.
Brenes, Laura	Stipend	Instrumental Services Record for Christmas Show	Music	11/19/09	11/20/09		\$600/tl.
Brock, Cathleen Sue	Administrative Clerk I	Support for CTE Counselor VTEA project	VTEA	1/1/10	6/30/10	19-1	\$13.76/hr.
Cardenas, Julio	Administrative Clerk I	Assist math center	STEM Grant	1/1/10	6/30/10	19-1	\$13.76/hr.
Cervantes, Ebuit	Stipend	Audio Engineer for the Fine and Performing Arts and HPAC productions	Music	1/1/10	6/30/10		\$250/day Not to exceed 90dys/yr.
Chavez, Nilda	Outreach Specialist	Outreach Activities	HSI Solo Grant	1/1/10	6/30/10	38-1	\$22.00/hr.
Chesleigh, Brandi	Administrative Clerk III	Provide support for Automotive Technology VTEA project	VTEA	1/1/10	6/30/10	26-1	\$16.36/hr.

**CLASSIFIED EMPLOYEES  
SHORT-TERM, HOURLY,  
SUBSTITUTES  
NOVEMBER 17, 2009**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>REASON</b>	<b>DEPARTMENT</b>	<b>BEGIN</b>	<b>END</b>	<b>RANGE &amp; STEP</b>	<b>HOURLY RATE/TOTAL</b>
Cordova, Francesca	Student Services Assistant	Develop flyers, arrange orientations, work one on one with students, update and distribute learning materials	BSI Grant/ College Success Center	1/4/10	6/30/10	17-1	\$13.10/hr.
Davis, Charles	Stipend	Instrumental Services Orchestra for "Christmas Is..."	Performing Arts	11/20/09	11/30/09		\$3250/tl.
Deatrick, Steven	Audio Engineer	Fine and Performing Arts and HPAC productions	Music	1/1/10	6/30/10		\$250/day Not to exceed 90 days/yr.
Donaldson, Stacey	Publication Specialist	Design and layout a wide variety of marketing material	External Relations	1/1/10	6/30/10	33-1	\$19.45/hr.
Dycus, James	Cosmetology Receptionist	Cashier-receptionist as needed	Cosmetology	1/1/10	6/30/10	20-1	\$14.11/hr.
Everman, Lowell Allen	Program Coordinator	Rehearse/prepare music for Citrus Singers and vocal music department	Music	1/1/10	6/30/10	51-1	\$30.33/hr.
Floriano, Mahalakshmi	Student Services Assistant	Provides technical assistance for the College Success Center	BSI Grant/ College Success Center	1/1/10	6/30/10	17-1	\$13.10/hr.

**CLASSIFIED EMPLOYEES  
SHORT-TERM, HOURLY,  
SUBSTITUTES  
NOVEMBER 17, 2009**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>REASON</b>	<b>DEPARTMENT</b>	<b>BEGIN</b>	<b>END</b>	<b>RANGE &amp; STEP</b>	<b>HOURLY RATE/TOTAL</b>
Gonzalez, Nicole Leanne	Student Services Assistant	Assist students with PLATO problems, update and distribute learning material	BSI Grant/ College Success Center	1/4/10	6/30/10	17-1	\$13.10/hr.
Hans, Megan	Administrative Clerk I	Provide clerical assistance for department production events	Music	1/1/10	6/30/10	19-1	13.76/hr.
Helm, Jasmine	Instructional Aide I	Assist in development of "My Citrus Stories" featuring STEM students	STEM Grant	1/4/10	6/30/10	10-1	\$11.02/hr.
Hendricks, Lynn	Instructional Lab Assistant I	Maintain kilns, wheels, clay mixers to pug wheel; assist in workshops and ceramic sales	Art	1/1/10	6/30/10	21-1	\$14.46/hr. Not to exceed 20hrs/wk
Herrera, Darlene	Student Services Assistant	Assisting and creating office procedure handbooks for the tutorial desk staff	Learning Center	1/4/10	6/30/10	17-1	\$13.10/hr.
Hoehne, William	Stipend	Instrumental Services Orchestra for "Christmas Is..."	Performing Arts	11/20/09	11/30/09		\$3250/tl.
Jaquette, Timothy	Stipend	Instrumental Services Orchestra for "Christmas Is..."	Performing Arts	11/20/09	11/30/09		\$1625/tl.

**CLASSIFIED EMPLOYEES  
SHORT-TERM, HOURLY,  
SUBSTITUTES  
NOVEMBER 17, 2009**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>REASON</b>	<b>DEPARTMENT</b>	<b>BEGIN</b>	<b>END</b>	<b>RANGE &amp; STEP</b>	<b>HOURLY RATE/TOTAL</b>
Kelly, Christina	Publications Specialist	Assist as needed	External Relations	1/1/10	6/30/10	33-1	\$19.45/hr.
Kerr, William	Stipend	Instrumental Services Orchestra for "Christmas Is..."	Performing Arts	11/20/09	11/30/09		\$1625/tl.
Keslake, Greg	Stipend	Audio Engineer for the Fine and Performing Arts and HPAC productions	Music	1/1/10	6/30/10		\$250/day Not to exceed 90dys/yr.
Lamoureux, Julie	Instructional Lab Assistant II	Piano accompaniment for vocal courses	Music	1/1/10	6/30/10	29-1	\$17.62/hr.
LeBrun, Michael J.	Program Coordinator	Prepare program;assist productions; responsible for organization/ transportation of sound/production equipment	Music	1/1/10	6/30/10	51-1	\$30.33/hr.
Lee, Maria	Administrative Clerk III	Responsible for answering phone lines, responding to inquiries from student/other dept.	Workforce Development	1/1/10	6/30/10	26-1	\$16.36/hr.
McGuigan, William	Contract Training	Japanese Kenshu (revision to already approved stipend)	Contract Ed	10/30/09	10/31/09		\$250/tl.



**CLASSIFIED EMPLOYEES  
SHORT-TERM, HOURLY,  
SUBSTITUTES  
NOVEMBER 17, 2009**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>REASON</b>	<b>DEPARTMENT</b>	<b>BEGIN</b>	<b>END</b>	<b>RANGE &amp; STEP</b>	<b>HOURLY RATE/TOTAL</b>
Moreno, Connie	Student Services Assistant	Work with campus clubs, student activities and Student Leadership Institute	ASO-Student Affairs	1/1/10	6/30/10	17-1	\$13.10/hr.
Munoz, Gino	Stipend	Instrumental Services Orchestra for "Christmas Is..."	Performing Arts	11/20/09	11/30/09		\$250/tl.
Murga, Emilio Jose	Department Aide	Photocopying, scanning scantrons, assembling class material, etc.	Music	1/1/10	6/30/10	3-1	\$9.27/hr.
Osborn, David	Stipend	Audio Engineer for the Fine and Performing Arts and HPAC productions	Music	1/1/10	6/30/10		\$250/day Not to exceed 90dys/yr.
Polk, Randy	Department Aide	Assemble musical arrangements and books	Music	1/1/10	6/30/10	3-1	\$9.27/hr.
Puhawan, Erica	Student Services Assistant	Clerical support for students enrolled in special programs	STEM Grant	1/1/10	6/30/10	17-1	\$13.10/hr.
Rubio, Ronda Ann	Instructional Lab Assistant II	Piano accompaniment for vocal courses	Music	1/1/10	6/30/10	29-1	\$17.62/hr.

**CLASSIFIED EMPLOYEES  
SHORT-TERM, HOURLY,  
SUBSTITUTES  
NOVEMBER 17, 2009**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>REASON</b>	<b>DEPARTMENT</b>	<b>BEGIN</b>	<b>END</b>	<b>RANGE &amp; STEP</b>	<b>HOURLY RATE/TOTAL</b>
Sigala, Miguel	Student Services Assistant	Clerical support for students enrolled in special programs	STEM Grant	1/1/10	6/30/10	17-1	\$13.10/hr.
Sherlock, Robert	Stipend	Audio Engineer for the Fine and Performing Arts and HPAC productions	Music	1/1/10	6/30/10		\$250/day Not to exceed 90dys/yr.
Slack, Robert	Stipend	Instrumental Services Orchestra for "Christmas Is..."	Performing Arts	11/20/09	11/30/09		\$2125/tl.
Solorio, Stephen	Department Aide	Assist students with any problems in using the PLATO program	Learning Center/Testing Center	1/4/10	6/30/10	3-1	\$9.27/hr.
Toda, Jim	Stipend	Heating, Air Conditioning and Refrigeration Training Summit	Workforce Development	11/20/09	11/20/09		\$200/tl.
Tupou, Oriana	Department Aide	Digitizing the Clarion newspaper	Student Publication	1/4/10	6/30/10	3-1	\$9.27/hr.
Turk, Wendi	Instructional Lab Assistant II	Piano accompaniment for vocal courses	Music or Applicable ASO	10/7/09	12/31/09	29-1	\$17.62/hr.
Vilter, Dan	Stipend	Lighting Design Christmas Dance Concert "Holidance"	Performing Arts	11/18/09	11/30/09		\$1500/tl.

**CLASSIFIED EMPLOYEES  
SHORT-TERM, HOURLY,  
SUBSTITUTES  
NOVEMBER 17, 2009**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>REASON</b>	<b>DEPARTMENT</b>	<b>BEGIN</b>	<b>END</b>	<b>RANGE &amp; STEP</b>	<b>HOURLY RATE/TOTAL</b>
Waddington, Alan	Stipend	Instrumental Services Orchestra for "Christmas Is..."	Performing Arts	11/20/09	11/30/09		\$1625/tl.
Waugh, Christine	Dept. Aide	Assist with Basic Skills projects /students	HSI Solo Grant	1/1/10	6/30/10	3-1	\$9.27/hr.
Whittington, Kelly	Program Coordinator	Schedule/process all clerical aspects of applied music program	Music	1/1/10	6/30/10	51-1	\$30.33/hr.
Winovitch, Dan	Information Technology Support Specialist I	Handle repairs and installations in multimedia classrooms.	TeCS	1/1/10	6/30/10	37-1	\$21.47/hr.
Yang, Seung Ah	Stipend	Instrumental Services Orchestra for "Christmas Is..."	Performing Arts	11/20/09	11/30/09		\$1625/tl.
Zara, Dereck	Administrative Clerk II	Assist articulation officer with major form updates	STEM Grant	1/1/10	6/30/10	22-1	\$14.82/hr.

## 2009-2010 Coaches

### VOLUNTEERS

O'Dyen, Evan	Track	Assistant	FA/SPR
Hebb, Micheele	Track	Assistant	FA/SPR
Mooney, Lisa	Swim	Assistant	WN/SPR
Waddington, Alan	Track	Assistant	FA/SPR

## H. ACTION ITEMS (continued)

### Business Services

2. Authorization is requested to approve Emergency Resolution #2009-10-02 for Central Plant boiler repairs and authorize the Vice President of Finance and Administrative Services to seek the approval of the Los Angeles County Superintendent of Schools to repair the central plan boilers without advertising or inviting bids pursuant to Public Contract Code Section 20654. (Page 214)
3. Authorization is requested to accept Project #14-0607, Field House and Concessions Buildings as complete and authorize staff to file the required Notice of Completion with the County of Los Angeles. The final contract amount is \$7,617,073.51. (Page 217)

### Academic Affairs

6. Authorization is requested to approve the first reading of BP 4280, Final Examinations. (Page 218)

### Student Services

5. Authorization is requested to approve the first reading of BP 5200, Student Health Services; BP 5205, Student Accident Insurance; BP 5410, Associated Students Elections; and BP 5420, Associated Student Finance. (Page 220)

### Personnel Recommendations

6. Authorization is requested to approve the change to the Supervisor/Confidential Salary Schedule to lower the salary range of the Learning Center Supervisor from a Range 13 to a Range 11 effective December 1, 2009. (Page 236)

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

## I. ADJOURNMENT

### Dates to remember:

November 26-27, 2009

December 1, 2009

HOLIDAYS – *Thanksgiving*

Board of Trustees Reorganizational Meeting

## CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	
DATE	November 17, 2009	Resolution	X
SUBJECT:	Authorization to Approve an Emergency Resolution for Central Plant Boiler Repairs	Information	
		Enclosure(s)	X

**BACKGROUND**

The Los Angeles County Office of Education, pursuant to Public Contract Code Section 20654, requires the unanimous approval of all members present of the governing Board of Trustees for the approval of an emergency resolution to let a contract without formal bidding. This can only be done with the concurrence of the county superintendent of schools and if an emergency exists wherein certain repairs, alterations, works or improvement are necessary to permit the continuance of existing classes, or to avoid danger to life and property.

On October 28, 2009, staff received testing results that identified the cause of failure of three of the six central plant boilers and will result in the imminent failure of the remaining three damaged boilers. The central plant boilers must be repaired or replaced to furnish heating to the campus buildings. Failure to take immediate corrective action will result in the sudden loss of campus heating to over ninety percent of buildings and threatens to endanger the health of building occupants. Due to the urgency to repair or replace the central plant boilers to ensure building heating needs are met, staff is requesting the Board of Trustees to approve an emergency resolution to approve a contract with the selected contractor. Facilities has solicited proposals from several contractors qualified to make the necessary repairs. One quotation that has been received indicates the project to be approximately \$200,000.00. The contractor selected to perform the repairs to the central plant boilers will be awarded a contract without formal bidding in accordance with PCC Section 20654. Staff requests authorization to select a contractor and authorize the Vice President of Finance and Administrative Services to seek the approval of the Los Angeles County Superintendent of Schools. A payment bond will be required per Public Contract Code.

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

Aye\_\_Nay\_\_Abstained\_\_

Item No.           H.2.

RECOMMENDATION

Authorization is requested to approve Emergency Resolution #2009-10-02 for Central Plant boiler repairs and authorize the Vice President of Finance and Administrative Services to seek the approval of the Los Angeles County Superintendent of Schools to repair the central plan boilers without advertising or inviting bids pursuant to Public Contract Code Section 20654.

Carol R. Horton \_\_\_\_\_  
Recommended by

\_\_\_\_\_/\_\_\_\_\_  
Moved          Seconded

Aye\_\_Nay\_\_Abstained\_\_

\_\_\_\_\_  
Approved for Submittal

Item No.         H.2.

**GOVERNING BOARD RESOLUTION FOR  
EMERGENCY RESOLUTION – PUBLIC PROJECT**

Citrus Community College District

Resolution #2009-10-02

On Motion of Member \_\_\_\_\_, seconded by Member \_\_\_\_\_, the following resolution is adopted by the Governing Board of the Citrus Community College District:

**WHEREAS**, the Central Plant Boilers need to be repaired or replaced; and

**WHEREAS**, this system supplies over 90% of the campus building heating needs; and

**WHEREAS**, the Facilities Department has solicited pricing from multiple sources with a first price received at “Not To Exceed” two hundred thousand dollars (\$200,000.00); for the work; and

**WHEREAS**, Public Contract Code Section 20654 for community college districts provides that public agencies may, with the unanimous approval of the governing board and approval of the county superintendent of schools, contract for the performance of labor and purchase of materials without advertising for or inviting bids in an emergency when such work is necessary to permit the continuance of existing school classes or to avoid danger to life and property;

**THEREFORE, BE IT HEREBY RESOLVED**, that the Governing Board of the Citrus Community College District has determined that these circumstances constitute an emergency condition and request approval from the county superintendent of schools to enter into contracts for: The repair of the Central Plant boilers without advertising or inviting bids pursuant to Public Contract Code Section or 20654.

**PASSED AND ADOPTED** by unanimous vote of the members of the Governing Board of the

COLLEGE DISTRICT Citrus Community College	MONTH/DAY/YEAR November 17, 2009	NUMBER OF VOTES 5	ESTIMATED COST \$200,000.00
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**With the approval of the County Superintendent of Schools, the Board will**

<input checked="" type="checkbox"/> Make a contract for the performance of labor and furnishing of materials or supplies, or		
<input type="checkbox"/> Authorize the use of day labor or force account.**		
AYES:	NOES:	ABSENT:

STATE OF CALIFORNIA  
COUNTY OF LOS ANGELES } SS

I, Patricia Rasmussen, Clerk/Secretary of the Governing Board of the Citrus Community College District, do hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by the said Board at a regularly called and conducted meeting held on said date.

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Date Clerk/Secretary of the Governing Board



**CITRUS COMMUNITY COLLEGE DISTRICT**

TO:	BOARD OF TRUSTEES	Action	X
DATE	November 17, 2009	Resolution	_____
SUBJECT:	Notice of Completion, Project #14-0607, Field House and Concessions Buildings	Information	_____
		Enclosure(s)	_____

**BACKGROUND**

At its meeting of August 21, 2007, the Board of Trustees awarded project #14-0607, Field House and Concessions Buildings. Bids were solicited and a contract was awarded to Custom Design Construction of Glendale, California in the amount of \$7,450,000.00. The project has now been completed with two (2) change orders in the amount of \$167,073.51. The final contract amount is \$7,617,073.51.

California Civil Code Section 3117 requires the owner of a construction project to file a Notice of Completion in the county in which the project is located within ten days of the acceptance of the project.

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

**RECOMMENDATION**

Authorization is requested to accept Project #14-0607, Field House and Concessions Buildings as complete and authorize staff to file the required Notice of Completion with the County of Los Angeles. The final contract amount is \$7,617,073.51.

Carol R. Horton \_\_\_\_\_  
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	November 17, 2009	Resolution	
SUBJECT:	Board Policy – First Reading BP 4280, Final Examinations	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.

This Board Policy was reviewed and approved by the Educational Programs Committee on October 5, 2009, and by the Steering Committee on October 26, 2009, and are being submitted to the Board for a first reading.

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

**RECOMMENDATION**

Authorization is requested to approve the first reading of BP 4280, Final Examinations.

Irene Malmgren  
Recommended by

\_\_\_\_\_  
Moved / Seconded

\_\_\_\_\_  
Approved for Submittal

Aye \_\_\_ Nay \_\_\_ Abstained \_\_\_

Item No.         H.4.

**Academic Affairs  
DRAFT as of 9/18/09**

**BP 4280 FINAL EXAMINATIONS**

There will be final semester examinations given in all classes. These examinations are to be given ~~in during~~ the designated times ~~scheduled and are to be of two to two and one-half hours duration.~~ If for any reason no test is to be given or a ~~different time~~ other than that designated for the test is requested ~~desired~~, approval from the Vice President of ~~Instruction~~ Academic Affairs is required.

Office of Primary Responsibility: Academic Affairs

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**Date Adopted:**

*(Replaces current Citrus College Policy P-6020)*

Approved by	ASCC	5/26/09
	CSEA	6/9/09
	Management Team	5/6/09
	Senate	9/9/09
	Supervisors/Confidential	5/17/09
	EPC	10/5/09
	Steering	10/26/09

Note: New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated in **shading**.

**CITRUS COMMUNITY COLLEGE DISTRICT**

TO:	BOARD OF TRUSTEES	Action	X
DATE	November 17, 2009	Resolution	_____
SUBJECT:	Student Services Board Policies and Administrative Procedures – First Reading	Information	_____
		Enclosure(s)	X
			_____

BACKGROUND

The District’s current Board policies are in the process of being updated to align with the recommend policies and procedures developed in conjunction with the Community College League of California (CCLC). The existing Student Services policies and procedures are being reviewed and revised to bring them up to date and align them with the Student Services chapter of the Board policies recommended by the CCLC. Revisions to the attached policies were approved by the Student Services Committee as well as all constituent groups.

The policies and procedures were approved by the Steering Committee on October 26, 2009.

Attached to the policies, for information only, are the related administrative procedures.

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

RECOMMENDATION

Authorization is requested to approve the first reading of BP 5200, Student Health Services; BP 5205, Student Accident Insurance; BP 5410, Associated Students Elections; and BP 5420, Associated Student Finance.

Jeanne Hamilton  
Recommended by

\_\_\_\_\_  
/\_\_\_\_\_  
Moved      Seconded

\_\_\_\_\_  
Approved for Submittal

Aye \_\_ Nay \_\_ Abstained \_\_

Item No.     H.5.

**BP 5200    STUDENT HEALTH SERVICES**

**Reference:**

Education Code Section 76401

Student health services shall be provided in order to contribute to the educational aims of students by promoting physical and emotional well-being through health-oriented programs and services.

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**NOTE:** *New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated by shading.*

SSC            5/21/09  
ASCC         6/2/09  
CSEA         9/15/09  
Senate        10/14/09  
Supv/Conf    5/27/09  
Mgmt Team   5/27/09  
Steering      10/26/09

**AP 5200 STUDENT HEALTH SERVICES**

**Reference:**

Education Code Section 76401

Health services provided include, but are not limited to:

- A. Health education, consultation, referrals and mental health counseling
- B. Assessment, intervention and referral services which include, but are not limited to health appraisal, screening, first aid, health and mental health counseling, nursing and/or other services
- C. Health promotion activities
- D. Programs and services designed to prevent illness and injury
- E. Advising college administration in the implementation of all state and federal laws pertaining to college issues

Notwithstanding any other policy to the contrary, the health services at Citrus College shall be available to all currently enrolled students.

Office of Primary Responsibility: *Office of Student Affairs*

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**NOTE:** *New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated by **shading**.*

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**Date Approved:**

SSC 5/21/09  
ASCC 6/2/09  
CSEA 9/15/09  
Senate 10/14/09  
Supv/Conf 5/27/09  
Mgmt Team 5/27/09  
Steering 10/26/09

**BP 5205    STUDENT ACCIDENT INSURANCE**

**Reference:**

Education Code Section 72506

The District shall assure that students are covered by accident insurance in those instances required by law or contract.

The Student Insurance Policy provides coverage to all currently enrolled and registered students while:

- In college buildings, college leased or rented buildings, and on or off campus during the time classes are authorized and calendared.
- While at other locations as required by college sponsored events and activities such as club activities, field trips, including college sponsored and supervised transportation to and from activities.

The District shall provide limited student accident insurance for students participating in intercollegiate athletics, intramurals, and/or physical education activity courses.

Coverage is provided for all eligible expenses not paid for by any other valid insurance covering the student. If the student is covered under a health maintenance organization or similar organization they must use their services.

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**NOTE:** *New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated by shading.*

SSC            5/21/09  
ASCC         6/2/09  
CSEA         9/15/09  
Senate       10/14/09  
Supv/Conf   5/27/09  
Mgmt Team   5/27/09  
Steering     10/26/09

**BP 5410    ASSOCIATED STUDENTS ELECTIONS**

**Reference:**

Education Code Section 76061

The Associated Students of Citrus College (ASCC) shall conduct semi-annual elections to elect officers. The elections shall be conducted in accordance with procedures established by the Superintendent/President.

Any student elected as an officer in the ASCC shall, at minimum, meet both of the following requirements:

- The student shall be enrolled in the District at the time of election and throughout his/her term of office, with a minimum of seven semester units or the equivalent.
- The student shall meet and maintain the minimum standards of scholarship (see BP 4220 titled Standards of Scholarship and related administrative procedures).

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**Note:** *New language is indicated by underline, deleted language is indicated by strikethrough, and subsequent changes to language are indicated by shading.*

SSC	5/21/09
ASCC	6/2/09
CSEA	9/15/09
Senate	10/14/09
Supv/Conf	5/27/09
Mgmt Team	5/27/09
Steering	10/26/09



**AP 5410 ASSOCIATED STUDENTS ELECTIONS**

**Reference:**

Education Code Section 76061

The Associated Students of Citrus College (ASCC) shall conduct semi-annual elections to elect officers.

Any student elected as an officer in the ASCC shall meet the requirements in Board Policy BP-5410 and those set forth in the Constitution and bylaws of the ASCC, as well as the ASCC Elections Code.

Office of Primary Responsibility: Office of Student Life and Leadership Development

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**NOTE:** New language is indicated by underline, deleted language is indicated by ~~strike~~through, and subsequent changes to language are indicated by shading.

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**Date Approved:**

SSC	5/21/09
ASCC	6/2/09
CSEA	9/15/09
Senate	10/14/09
Supv/Conf	5/27/09
Mgmt Team	5/27/09
Steering	10/26/09

**BP 5420 ASSOCIATED STUDENTS FINANCE**

**References:**

Education Code Sections 76063–76065

Associated Student funds shall be deposited with and disbursed by the Superintendent/President.

The funds shall be deposited, loaned or invested in one or more of the ways authorized by law.

All funds shall be expended according to procedures established by the Associated Students, subject to the approval of each of the following three persons, which shall be obtained each time before any funds may be expended:

- the Superintendent/President or designee;
- the employee who is the designated advisor of the particular student body organization; and
- a representative of the student body organization.

The funds of the Associated Students shall be subject to an annual audit.

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**NOTE:** *This procedure is legally advised. New language is indicated by underline, deleted language is indicated by ~~strike through~~, and subsequent changes to language are indicated by **shading**.*

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**Date Adopted:**

*(This is a new policy recommended by the CC League and the League's legal counsel)*

SSC	5/21/09
ASCC	6/2/09
CSEA	9/15/09
Senate	10/14/09
Supv/Conf	5/27/09
Mgmt Team	5/27/09
Steering	10/26/09

**AP 5420 ASSOCIATED STUDENTS FINANCE**

**References:**

Education Code Sections 76063-76065

Associated Student funds are maintained in accordance with the following procedures:

- Associated Student Organization fund books, financial records, and procedures are subject to annual audit.
- Reports of the annual audit of Associated Student funds are submitted to the Office of Finance and Administrative Services.
- Audit information, except that containing personnel or other confidential information, shall be released to the Associated Students by the Office of Finance and Administrative Services.
- Associated Student funds shall be deposited with and disbursed by the District's Office of Finance and Administrative Services.
- The funds shall be deposited, loaned or invested in:
  - Deposits in trust accounts of the centralized State Treasury System pursuant to Sections 16305 to 16305.7, inclusive, of the Government Code or in a bank or banks whose accounts are insured by the Federal Deposit Insurance Corporation.
  - Purchase of any of the securities authorized for investment by Government Code Section 16430 or investment by the Treasurer in those securities.
  - Investment of money in permanent improvements to any community college District property including, but not limited to, buildings, automobile parking facilities, gymnasiums, swimming pools, stadia and playing fields, where those facilities, or portions thereof, are used for conducting student extracurricular activities or student spectator sports, or when those improvements are for the benefit of the student body.

All funds shall be expended subject to such procedures as may be established by the Associated Students subject to the approval of each of the following three persons. Approval shall be obtained each time before any funds may be expended:

- the Superintendent/President or designee;
- the officer or employee of the District who is the designated advisor of the particular student body organization; and
- a representative of the student body organization.

Office of Primary Responsibility: *Office of Finance and Administrative Services*

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**NOTE:** *New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated by shading.*

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**Date Approved:**

SSC	5/21/09
ASCC	6/2/09
CSEA	9/15/09
Senate	10/14/09
Supv/Conf	5/27/09
Mgmt Team	5/27/09
Steering	10/26/09

## **AP 5450 STUDENT CLUBS AND ORGANIZATIONS**

### **References:**

Military and Veterans Code Section 616

Co-curricular campus involvement is a vital element of student development, promoting student growth as well as student engagement and satisfaction. These procedures are put into place to govern Citrus College student clubs and organizations.

### ORGANIZATION

~~From current Citrus College Regulation R-5150 titled Regulations Governing Clubs~~

1. Authorized college clubs must be organized according to college policies. These clubs are sponsored by college personnel, composed completely of current student body members and hold the majority of their meetings at the college during the regular college day. Clubs must have a democratic plan for the selection of members. Clubs must establish aims which promote educational, college and community interests, and meet all those conditions set forth for recognized college-sponsored clubs.
2. Membership in secret fraternities, sororities, and clubs as described by the California Education Code (Section 16070) is prohibited throughout the college District.
3. All other clubs whose membership is composed for the most part of Citrus College students who are sponsored by other than college personnel, who meet outside college hours at places other than at college, and whose aims are other than education or college interests, are considered to be non-college clubs and beyond the jurisdiction and responsibility of college authorities.

### ORGANIZATION MINUTES

~~From current Citrus College Regulation R-5158 titled Organization Minutes~~

All organizations/clubs shall keep detailed and accurate minutes of each of their official meetings. ~~A copy is to be sent to persons designated by the Advisor.~~ All minutes will be filed with the Office of Student Life Activities Office ~~by at~~ the end of ~~the each Spring Semester, each year.~~

## **~~From current Citrus College Regulation R-5156 titled Activity Clearance~~**

### ACTIVITIES AND EVENTS

~~Sponsors of all organizations are responsible for submitting to the Office of Student Life Activities Office (whenever possible), at least one week prior to any organization meeting or social event, a properly completed and a signed "Request for Activity Approval Clearance" and other necessary forms for all activities and fundraisers whether held on campus or off campus.~~

The activity clearance is to assure no calendar conflicts, proper sponsorship, necessary transportation, and facilities assistance custodial help. ~~Also, a number of school activities can legally qualify for average daily attendance purposes.~~ A record is kept of all activities by the Office of Student Life.

All materials distributed or posted on campus must meet the guidelines set forth in BP-5550 and AP-5550 Speech – Time, Place and Manner.

### FINANCIAL

All monies collected or distributed by campus clubs or organizations must be transacted through the college's Student Business Office. Each club is entitled to the assignment of an Associated Student Organization (ASO) account and use of the college's accounting services at no charge to the club. Clubs may not have any sort of off-campus banking accounts.

Procedures for ASO accounting must be strictly adhered to in order to maintain ASO financial privileges.

## ~~❖ From current Citrus College Policy P-5152 titled Political Clubs~~

### POLITICAL CLUBS

~~Political Clubs may be organized on campus and will be sanctioned if they meet the requirements as set forth in the Associated Students of Citrus College Constitution.~~

~~All materials distributed or posted on campus must be authorized by the student activities administrator.~~

## ~~From current Citrus College Policy P-5154 titled Religious Clubs~~

### RELIGIOUS CLUBS

~~Religious clubs may be organized on campus to have business meetings. Such clubs must follow the procedures established by the Associated Students of Citrus College Constitution for organization and continuance of clubs per se.~~

~~All materials distributed or posted on campus must be authorized by the student activities administrator.~~

**CLUB ADVISORS:**

Each club must have a Citrus College faculty or staff advisor who provides guidance and support to the club members. The advisor is also responsible for advising students of, as well as enforcing, District policies and administrative procedures within the club's structure and activities.

The advisor must be present at all club meetings where business is conducted and is required to sign off on the organization's meeting minutes.

The advisor shall make every effort to be present at all activities and fundraisers. The advisor is required to be present at club activities when held in the evening, on weekends, or at any time the event is held off-campus.

Office of Primary Responsibility: *Office of Student Life*

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NOTE: This procedure is **legally advised**. New language is indicated by underline, deleted language is indicated by ~~strike through~~, and subsequent changes to language are indicated by shading. The current Citrus College Regulation R-5150 titled Regulations Governing Clubs has an unknown approval date and was revised on 12/14/76; Regulation R-5158 titled Organization Minutes has an unknown approval date and was revised on 12/14/76; Regulation R-5156 titled Activity Clearance has an unknown approval date and was revised on 12/14/76; Policy P-5152 titled Political Clubs was adopted on 7/1/61 and revised on 11/1/66, 12/14/76, and 6/6/95; and Policy P-5154 titled Religious Clubs was adopted on 12/14/76 and revised on 6/6/95.

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**Date Approved:**

*(Replaces current Citrus College Policies P-5152 and P-5154 and Regulations R-5150, R-5158, and R-5156)*

SSC	5/21/09
ASCC	6/2/09
CSEA	9/15/09
Senate	10/14/09
Supv/Conf	5/27/09
Mgmt Team	5/27/09
Steering	10/26/09

**AP 5460 STUDENT FUNDRAISING**

~~❖ From current Citrus College Regulation R-5143 titled Student Fund Raising and Related Events~~

~~1. Definition~~

~~Fundraising Activities will be those within the spirit of academic impartiality or humanitarianism.~~

This procedure applies to all student fundraising activities for campus clubs, organizations and programs other than those sponsored or overseen by the Citrus College Foundation. Any Fundraisers should be held for the benefit of campus clubs, scholarships and student life.

All fundraisers will be approved through the Office of Student Life or appropriate department deans to ensure proper compliance with District policies and procedures.

Approved activities may not intrude upon normal college student life or operations. Publicity and other efforts at accomplishing the event must follow appropriate rules and standards set forth by appropriate college policies and procedures .

All money collected must be deposited in an ASO or Citrus College Foundation account and disbursed in accordance with normal established procedures.

12. Procedures for Sponsoring a Fundraising Activity or Drive

Approval may be gained one of three four-ways:

To gain approval: for the activity:

~~The activity may be submitted to the membership of a Citrus College club or organization at a regular constituted meeting. If the majority of the membership votes to sponsor the activity, an Request for Activity Approval Request shall be submitted to the Office of Student Life Inter-Club Council for consideration of approval at least two weeks prior to the planned activity.~~

- a. Clubs and organizations officially recognized by the Office of Student Life must follow the procedures set forth by the Office of Student Life, Inter-Club Council and ASCC Executive Board.



- b. A student not affiliated with an officially recognized campus organization, may petition the ASCC Executive Board for consideration of approval. The petition must be signed by a minimum of ten other Citrus College students.
- c. Inter-collegiate athletics and performing arts groups must follow the procedures set forth by their department dean.

### 2.3. Frequency

- a. No two fundraising drives may be conducted at the same time. This limitation has as its intent the desire to avoid excessive interruptions of class and campus life, and to enhance the opportunities for success of the event through the added support and enthusiasm possible only through carefully spaced fundraising and comparable efforts.
- b. Exceptions to these limitations include those traditional organizations and class activities usually aimed at small segments of the college. Special requests for fundraising and related activities will be considered on an exceptional basis. Exceptions will be approved by the Office of Student Life.
- c. Inter-collegiate athletics and performing arts groups must follow the procedures for frequency set forth by their department dean.

### 3.4. Implementation of Fundraising Drives and Activities

- a. Fundraising Drives may not continue longer than three weeks. The Requests should clearly state the purpose, methods of collection to be utilized, time span anticipated and sequence of events desired.
- b. Clothing, food and other valuable items shall be counted and a list filed in the Office of Student Life with a plan for disbursement.
- c. Items which would normally be sold in the cafeteria/bookstore will not be sold for fund raising purposes unless permission is granted from the food service and/or bookstore supervisors.
- d. Sale of all food items will comply with existing health laws and Administrative Procedure AP-5470 and Regulation R-5142.
- e. Inter-collegiate athletics and performing arts groups must follow the procedures set forth by their department dean.

Office of Primary Responsibility: *Office of Student Life*

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NOTE: New language is indicated by underline, deleted language is indicated by ~~strike through~~, and subsequent changes to language are indicated by **shading**.. The current Citrus College Regulation R-5143 titled Student Fund Raising and Related Events was approved on 5/17/71 and revised on 12/14/76 and 12/8/03.

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**Date Approved:**

*(Replaces current Citrus College Regulation R-5143)*

SSC	5/21/09
ASCC	6/2/09
CSEA	9/15/09
Senate	10/14/09
Supv/Conf	5/27/09
Mgmt Team	5/27/09
Steering	10/26/09

**AP 5470 SALE/DISTRIBUTION OF FOOD ITEMS**

~~❖ From current Citrus College Regulation R-5142 titled Sale of Food Items on Campus~~

The purpose of this procedure policy is to ensure food safety ~~avoid the possibility of food poisoning~~ on the Citrus College campus; therefore, it is designed in accordance with the principles of public health. Any Food which is sold or distributed for school activity must have the approval of the Food Services Supervisor. Campus clubs must also have the approval of the Student Activities Office of Student Life.

1. Specific foods to be excluded
  - a. ~~Those foods where bacteria growth is exceedingly rapid and/or which require where refrigeration up to time of serving shall not be sold or distributed on campus.~~
  - b. ~~Foods that are mixed by hand; i.e., foods that are molded and/or mixed with the hands touching the food.~~
2. ~~All food prepared by students must be under the direct supervision of the College's cafeteria personnel. Otherwise, only~~ pre-packaged commercially prepared food may be approved.
3. Prepared foods purchased for resale must come from established vendors with a current public health permit.

THIS PROCEDURE DOES NOT PERTAIN TO COLLEGE CAFETERIA OPERATION.

Office of Primary Responsibility: *Office of Student Life*

NOTE: New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated by shading. The current Citrus College Regulation R-5142 titled Sale of Food Items on Campus was approved on 6/20/61 and revised on 7/20/70 and 12/14/76

**Date Approved:**

*(Replaces current Citrus College Regulation R-5142)*

SSC	5/21/09
ASCC	6/2/09
CSEA	9/15/09
Senate	10/14/09
Supv/Conf	5/27/09
Mgmt Team	5/27/09
Steering	10/26/09





## Supervisor/Confidential Salary Schedule 2009

RANGE	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
1	\$3,304	\$3,468	\$3,642	\$3,824	\$4,016	\$4,217	\$4,428
2	\$3,468	\$3,642	\$3,824	\$4,016	\$4,217	\$4,430	\$4,651
3	\$3,642	\$3,824	\$4,016	\$4,217	\$4,430	\$4,648	\$4,880
4	\$3,824	\$4,016	\$4,217	\$4,430	\$4,648	\$4,878	\$5,122
5	\$4,016	\$4,217	\$4,430	\$4,648	\$4,878	\$5,125	\$5,381
6	\$4,217	\$4,430	\$4,648	\$4,878	\$5,125	\$5,380	\$5,649
7	\$4,430	\$4,648	\$4,878	\$5,125	\$5,380	\$5,649	\$5,931
8	\$4,648	\$4,878	\$5,125	\$5,380	\$5,649	\$5,934	\$6,231
9	\$4,878	\$5,125	\$5,380	\$5,649	\$5,934	\$6,227	\$6,539
10	\$5,125	\$5,380	\$5,649	\$5,934	\$6,227	\$6,541	\$6,869
11	\$5,380	\$5,649	\$5,934	\$6,227	\$6,541	\$6,868	\$7,212
12	\$5,649	\$5,934	\$6,227	\$6,541	\$6,868	\$7,211	\$7,571
13	\$5,934	\$6,227	\$6,541	\$6,868	\$7,211	\$7,575	\$7,953
14	\$6,227	\$6,541	\$6,868	\$7,211	\$7,575	\$7,949	\$8,347
15	\$6,541	\$6,868	\$7,211	\$7,575	\$7,949	\$8,347	\$8,764
16	\$6,868	\$7,211	\$7,575	\$7,949	\$8,347	\$8,763	\$9,202
17	\$7,211	\$7,575	\$7,949	\$8,347	\$8,763	\$9,203	\$9,662
18	\$7,575	\$7,949	\$8,347	\$8,763	\$9,203	\$9,660	\$10,143
19	\$7,949	\$8,347	\$8,763	\$9,203	\$9,660	\$10,144	\$10,651
20	\$8,347	\$8,763	\$9,203	\$9,660	\$10,144	\$10,651	\$11,184

### CLASSIFIED SUPERVISORS

- 4 Aquatics Center Supervisor
- 5 Fine and Performing Arts Programs Supervisor
- 6 Facilities Rental Supervisor
- 7 Custodial Supervisor
- 7 Distance Education Supervisor
- 7 EOPS/CARE Supervisor
- 7 Golf Driving Range Supervisor
- 7 Physical Education Activities Supervisor
- 7 Student Activities Supervisor
- 8 Environmental Health & Safety Programs Supervisor
- 8 Food Services Supervisor
- 8 Grounds Supervisor
- 8 Risk Management Supervisor
- 8 Student Employment Services Supervisor
- 9 Bookstore Supervisor
- 9 Budget Supervisor
- 9 Campus Security Supervisor
- 9 Maintenance Supervisor
- 10 Career Technical Education Programs Supervisor
- 10 Chief Engineer
- 10 Child Development Center Program Supervisor
- 10 Performing Arts Promotion and Operations Supervisor
- 10 Performing Arts Technical Supervisor
- 10 Reprographics Supervisor
- 11 Learning Center Programs Supervisor**
- 13 Accounting Supervisor
- 13 Audio Recording Supervisor
- 13 International Students Supervisor
- 13 Registrar
- 13 Technology Operations & Support Services Supervisor
- 15 Network, Central Computing & Telecommunications Supervisor
- 15 Protocol & Government Relations Officer

### LONGEVITY

- 1 additional step after 9 full years of service
- 2 additional steps after 14 full years of service
- 3 additional steps after 19 full years of service
- 4 additional steps after 24 full years of service
- 5 total additional steps after 29 full years of service

### CONFIDENTIAL

- 6 Administrative Assistant, Human Resources
- 6 Administrative Assistant, Superintendent/President's Office
- 10 Executive Assistant to the Superintendent/President

Confidential Employees and Classified Supervisors are Overtime Exempt