

**CITRUS COMMUNITY COLLEGE DISTRICT**

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

**MEETING:** Organizational Meeting in December

**DATE:** Tuesday, December 1, 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. OATH OF OFFICE**

**D. 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.

**E. 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**

**E. REPORTS (continued)**

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

**Cathy Napoli, Classified Employees**

**Karine Ponce, Student Trustee**

**Members of the Board of Trustees**

**F. MINUTES**

- 1. Approval of the Regular Meeting Minutes of November 17, 2009**

**G. 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).**
- 2. Section 54956.9(b): CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION**

## **H. INFORMATION AND DISCUSSION**

1. Audit Report Presentations by Vicenti, Lloyd and Stutzman, Certified Public Accountants – Carol R. Horton, Vice President of Finance and Administrative Services (Page 4)
2. Career/Transfer Center Program Review – Jeanne Hamilton, Ph.D., Vice President of Student Services (Page 5)
3. Food Services Program Review – Jeanne Hamilton, Ph.D., Vice President of Student Services (Page 61)
4. Student Employment Services Program Review – Jeanne Hamilton, Ph.D., Vice President of Student Services (Page 90)

**CITRUS COMMUNITY COLLEGE DISTRICT**

TO:	BOARD OF TRUSTEES	Action	_____
DATE	December 1, 2009	Resolution	_____
SUBJECT:	Audit Report Presentations	Information	_____ X _____
		Enclosure(s)	_____

BACKGROUND

The District's auditors, Vicenti, Lloyd and Stutzman, Certified Public Accountants, will present the 2008-09 audit reports.

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

RECOMMENDATION

No action required; information only.

Carol R. Horton  
Recommended by

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

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

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

Item No.     H.1.

**CITRUS COMMUNITY COLLEGE DISTRICT**

TO:	BOARD OF TRUSTEES	Action	_____
DATE	December 1, 2009	Resolution	_____
SUBJECT:	Career/Transfer Center Program Review	Information	X
		Enclosure(s)	X

BACKGROUND

The Career/Transfer Center 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.     H.2.

# Career/Transfer Center



## Non-Instructional Program Review

September 24, 2009



## Career/Transfer Center Non-Instructional Program Review

Fall 2009

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### Prepared by

Name	Title
Justina Rivadeneyra	Coordinator Career/Transfer Center

### Career/Transfer Center Program Review Committee Members

Name	Title	Name	Title
Lucinda Over	Dean of Counseling Program & Services	Dr. Jack Call	Faculty
Michelle Plug	Articulation Officer	Sam Lee	Dean of Language Arts
Raul Sanchez	Educational Advisor		
Sara Gonzalez-Tapia	Director, EOP&S/CARE/CalWorks		
Dr. Lan Hao	Institutional Researcher		
Dr. Jeanne Hamilton	Vice President, Student Services		
Joanne Hinojosa	EOP&S/CARE Supervisor		

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## **NON-INSTRUCTIONAL PROGRAM REVIEW Career/Transfer Center**

The final summary of the program review process for the Career/Transfer Center is attached to this page.

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

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Justina Rivadeneyra, Career/Transfer Center Coordinator

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date

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Lucinda Over, Dean of Counseling and Matriculation

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date

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Dr. Jeanne Hamilton, Vice President of Student Services

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date

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

# NON INSTRUCTIONAL PROGRAM REVIEW

## I. Introduction

### A. Provide a brief overview of the program, including:

#### 1. Relationship to college mission.

Citrus College delivers high quality instruction that empowers students to compete globally and contribute to the economic growth of today's society.

As a college, we are dedicated to fostering a diverse educational community and cultural learning environment that supports student success in pursuit of academic excellence, economic opportunity, and personal achievement.

The Career/Transfer Center (CTC) plays a significant role in the college's mission, by specifically meeting three objectives:

- Helping prepare students for transfer to four-year colleges and universities;
- Offering career development support for students, faculty, and staff through career exploration,
- Providing personal and academic counseling and preparing students for the world of work

The district recognizes transfer as one of its primary missions, and places an emphasis on the preparation and transfer of underrepresented students. To accomplish this, Citrus College developed and adopted a Transfer Center Plan (TCP). The TCP addresses the following areas: services to be provided to students; facilities; staffing; advisory committee; evaluation and reporting.

The Student Equity Plan (**CTC - 1**), The Strategic Plan (**CTC -2**), and The Transfer Center Plan (**CTC - 3**) address how the college has embraced transfer as one of its primary goals. These documents incorporate the identification, development and implementation of strategies designed to enhance the transfer of all students, with special emphasis placed on the transfer of low income, disabled and first generation college students.

While it is clear the Career/Transfer Center serves as the focal point of transfer activities, the work of improving transfer is a responsibility of the institution as a whole, including campus administration, faculty and student services programs. Working cooperatively with the baccalaureate-level universities is also

essential. It is evident that the transfer function is not a compartmentalized and/or isolated function at Citrus College.

## 2. Program description, purpose, goals and objectives.

The mission of the Career/Transfer Center is to serve student's transfer and career development needs. The Center helps students integrate self- knowledge with relevant career information by providing career counseling services and transfer guidance.

To strengthen the transfer function and increase the number of students who transfer to four-year institutions, the center provides academic counseling and transfer advising. The Career/Transfer Center offers numerous transfer related workshops and hosts three college fairs a year. The center also boasts an extensive library of resources for students' transferring and career research needs.

The Career/Transfer Center (CTC) serves current and prospective students, community members, and alumni with career development needs. The Center offers assistance with transferring to four year institutions. The range of services provided enhances students' educational experience and assists in their acquisition of academic and career goals.

The Center helps students enhance their self-knowledge and refine their skills in seeking and processing information, analyzing career concerns, formulating creative solutions, and helping them choose the most favorable career and transfer options.

To assist students who wish to transfer to a four year institution, included below are the major functions as adopted by the California Community College Transfer: Recommended Guidelines, a joint publication written by the California Community System Office and the California Community College Transfer Center Directors Association: **(CTC - 4)**

### **Transfer objectives:**

- Serve as the liaison office between the college and baccalaureate-level colleges and universities in regard to student admission policies and transfer requirements
- Regularly inform the college community of new and changing transfer information and requirements

- Answer inquiries from the public, the press and researchers regarding the college's transfer program
- Work toward changing campus policies and procedures that act as barriers to transfer
- Handle complex transfer cases referred to the Career/Transfer Center by administration, instructional faculty or counseling faculty
- Develop marketing strategies to promote transfer as a viable educational goal for all students including low-income, disabled, and first generation college students
- In combination with the Counseling and Advisement office, provide potential transfer students with counseling and academic planning which includes the selection of courses required for university admission, general education options, and major preparation
- Encourage participation in transfer programs that support academic planning such as Transfer Admission Guarantees (TAG), cross enrollment, and the utilization of course articulation information to ensure course transferability
- Work with baccalaureate-level universities to develop and coordinate collaborative transfer programs such the Transfer Admission Guarantees (TAG), CSUs Lower-Division Transfer Pattern (LDTP), university outreach, college fairs, and cross-enrollment activities
- Provide student access to computers for transfer research and the submission of university applications
- Develop a calendar of Career/Transfer Center activities which includes coordinating transfer awareness workshops and university tours
- Maintain a library of transfer materials for student and counselor research
- Assist students with their transfer/transition plans, including timely completion and submission of university applications, acquisition of financial aid, housing and child care, and the identification of other available university support services, programs and personnel to ensure a smooth transition to four year campuses

- Provide advocacy for students who believe their denial of admission from a baccalaureate-level university is unfair or incorrect

To aid students with their career development needs, here are some of the major functions:

### **Career Development Objectives:**

- Provide career assessments for a comprehensive evaluation of interests, values, skills, and personality preferences;
- Provide resources and generate strategies for choosing a college major and compatible career
- Learn about different occupations using our computerized career search programs and career related websites
- Create a resume and practice interviewing skills
- Provide assistance with internships or job shadowing experiences
- Maintain a career resource room which houses up-to-date information on career research, labor market, educational programs, and all aspects of the career development process
- Offer career development workshops

### **The Career/Transfer Center Program Goals**

The following are goals established by the department for the 2008-2009:

1. Work with Admissions to improve the transcript layout and streamline the printing process
2. Continue to improve, modify, and reassess Student Learning Outcomes
3. Work with Institutional Research Office to determine a campus transfer rate, monitor transfer behavior, and assess the campus transfer culture
4. Offer two 10-15 minute presentations during department meetings pertaining to career development and transfer information for instructional faculty
5. Offer a faculty in-service workshop February 17, 2009, called "How to help your students transfer" to help instructional faculty become aware of how courses they teach play a role in transfer and offer tips to increase the transfer culture.

6. Offer an “appeals” workshop for students wrongfully denied to four year schools
7. Encourage participation in the Black College Summit hosted by Mt. SAC to support the UMOJA efforts
8. Offer students the option to purchase Myer Briggs Type Inventory (MBTI) and the Strong Interest Inventory (SII) electronically; through a credit card transaction

### 3. Number, type of staff.

#	Credit Matriculation Positions (Counseling/Advisement)	Hours Week	Funding Source		
			Credit Matric	Career	Transfer
1	Career/Transfer Center Coordinator— <b>J. Rivadeneyra</b>	40		50%	50%
1	Full-Time Faculty Career Counselor— <b>S. Yee</b>	40		50%	50%
1	Part-time Adjunct Faculty— <b>Vacant</b>	15		50%	50%
1	Full-Time Educational Advisors— <b>R. Gamboa</b>	40		50%	50%
1	Full-Time Educational Advisors— <b>R. Sanchez</b>	40	50%		50%
2	Student Aide— <b>Vacant</b>	20		50%	50%
1	Admin Clerk II— <b>Vacant</b>	40		50%	50%
1	Department Secretary— <b>J. Barrass</b>	40		50%	50%

To accomplish the objectives, the Career/Transfer Center is led by a full-time faculty coordinator. The Center also houses a full-time career counselor, two full-time paraprofessionals, and a full-time department secretary. The department has not been able to replace an administrative clerk position in over 5 years due to a worsening state budget. Until recently, the duties performed by the administrative clerk were completed by temporary on-call employees. Unfortunately, the state budget took a turn for the worse, forcing the CTC to eliminate temporary on-call staff. In addition, we lost two student aides and a part-time adjunct counselor.

The articulation officer and her assistant also work within our office. The articulation assistant is a two year STEM grant funded position.

The CTC is also sharing office space with a Title V grant funded program, The Center for Teacher Excellence (CFTE). The CTC benefits from the clerical support provided by CFTE, however, the Title V funding will cease October 2010. Without the clerical support currently supplied by CFTE and the help we receive from articulation assistant, the CTC services may be significantly impaired. It is imperative the CTC replace the administrative clerk position when grant funding for CFTE ends.

Due to 2009-2010 budget cuts, the Career/Transfer Center may be forced to reduce services. These are some of the impacts the program faces due to the current budget shortfall for the 2009-2010 academic school year:

- Reduction of individual counseling appointments
- Permanent Administrative Clerk not filled
- Elimination of all on-call clerical support
- Elimination of 40 hours per week of Student Aid support
- Scale back transfer workshops and events
- Elimination of Northern California Transfer Tour
- Limited local university campus field trips
- Downgrade Site License for Transfer Evaluation System (TES) (upgraded from [www.collegesource.org](http://www.collegesource.org))
- Reduction of transfer awareness events
- Limited supplies for marketing and promotion
- Reduction of evening hours
- Reduction of CSU and UC college rep visits
- Travel reduced to mileage only
- Limited professional development opportunities

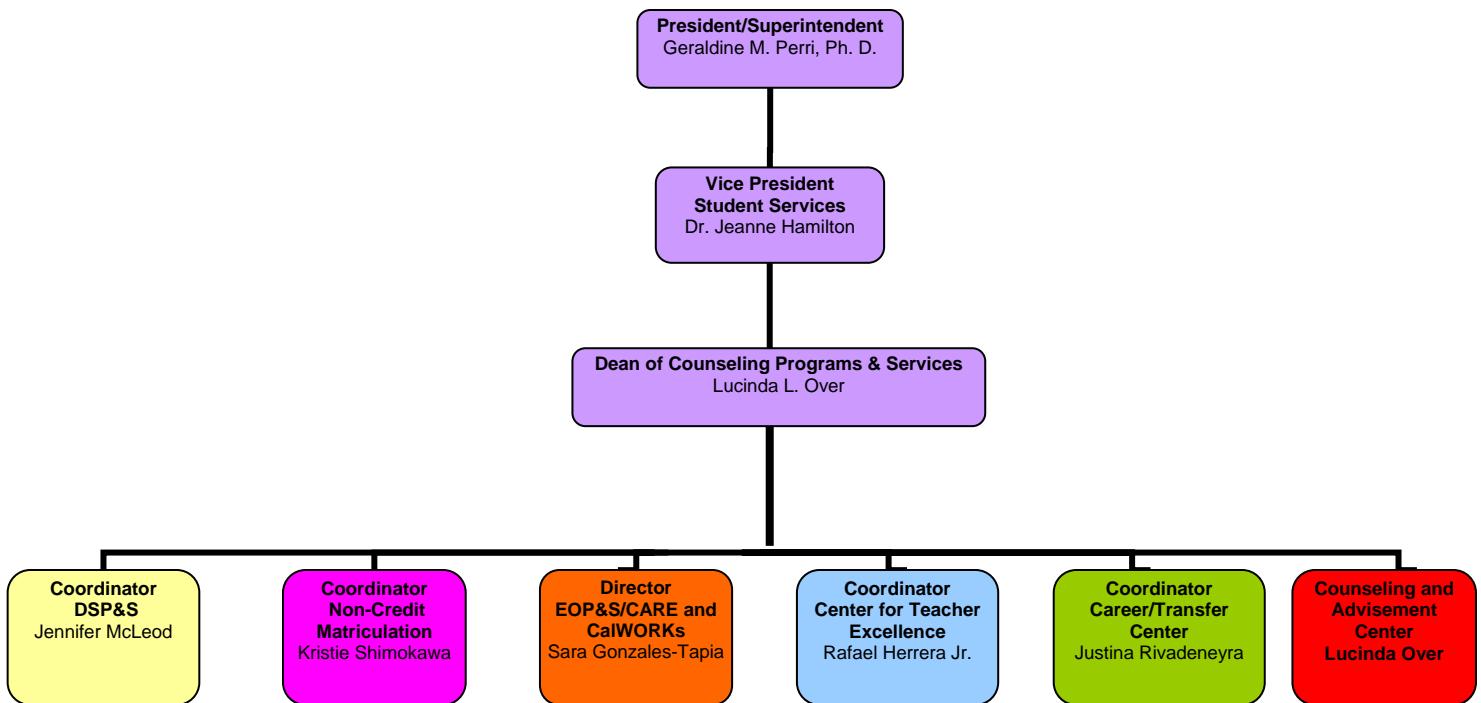
**a. Staff preparation and training.**

- Staff is invited to take part in Flex Day activities on a yearly basis
- Paraprofessionals possess a bachelor's degree and participate in training offered each year. They also attended conferences and have on the job training to remain current on changes related to advisement and outreach duties
- Counselors and advisors attend several conferences each year to stay current on transfer requirements, counseling theories, career counseling, shared governance, teaching strategies and many other topics
- A Counseling and Program Services meeting is scheduled once per month which includes updates, training items, and guest speakers;
- Counselor work group is scheduled twice per month in which all fulltime counseling faculty participate. Items discussed for improvement of student services includes probation, orientation, on-line counseling, student educational plans, and collaboration with instructional programs.

**b. Faculty minimum qualifications, diversity and credentials.**

- Faculty minimum qualifications are a Master’s in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, **OR** The equivalent (NOTE: A license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline, pursuant to Title 5 Section 53410.1.)

c. Organizational chart.



**Career/Transfer Center Faculty and Staff:**

- Stephanie Yee, Career Counselor – 40 hours/week
- **Vacant**, Adjunct Counselor – 17.5 hours/week
- Raul Sanchez, Educational Advisor – 40 hours/week
- Robert Gamboa, Educational Advisor – 40 hours/week
- Jody Barrass, Secretary – 40 hours/week
- **Vacant**, Student Aide – 20 hours/week
- **Vacant**, Student Aide – 20 hours/week

4. Approximate number of students served annually.

The Career/Transfer Center served approximately 14,000 students for 2007-2008. Please refer to the following chart (pg. 14) for yearly statistics. Individual counselor and advisor appointments for 2007-2008 increased significantly from previous years. This is largely due to the relief educational advisors received from outreach duties. The CTC added more

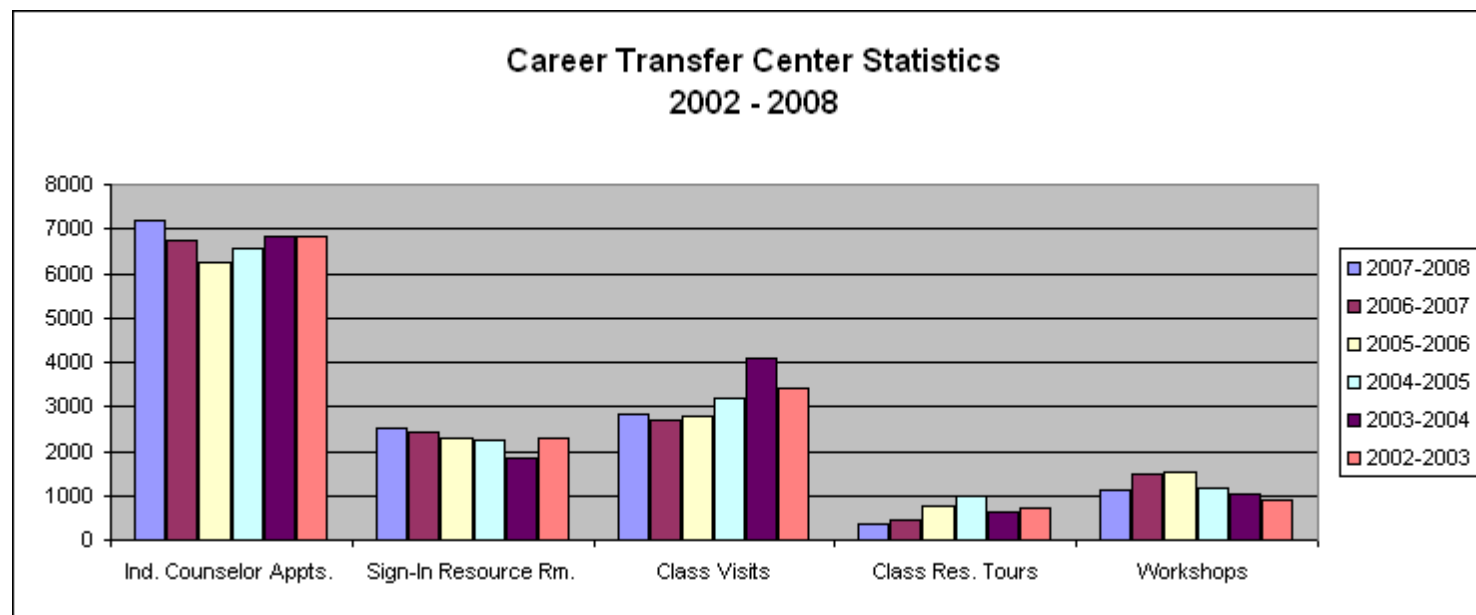


than 344 (172 hours) student appointments due to the outreach office restructuring. Educational advisors working in the Career/Transfer Center are experts in transfer advising. It was essential to maintain them on campus for this important task. This are key to helping the campus increase the number of students who transfer to four year universities.

The following charts illustrate the number of students served by the CTC for the past six years. The first chart depicts the activities performed by the center and the number of students who were served. The second chart captures the number of students who made an appointment at the CTC with visiting university representatives from the three systems of higher education, CSU, UC, and independent colleges and universities.

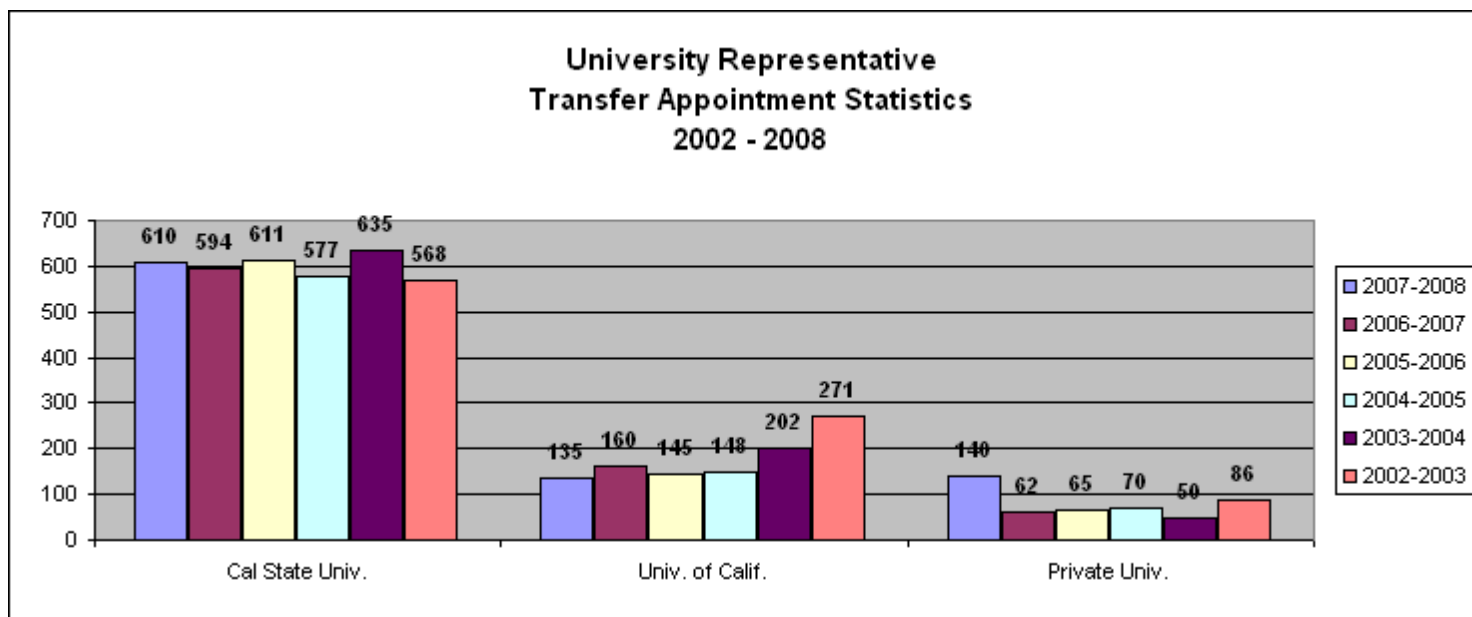
**Career/Transfer Center  
Statistics**

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>Ind. Counselor Appts.</b>	<b>7171</b>	<b>6760</b>	<b>6249</b>	<b>6571</b>	<b>6831</b>	<b>6825</b>
<b>Sign-In Resource Rm.</b>	<b>2536</b>	<b>2439</b>	<b>2278</b>	<b>2228</b>	<b>1861</b>	<b>2270</b>
<b>Class Visits</b>	<b>2824</b>	<b>2684</b>	<b>2777</b>	<b>3202</b>	<b>4078</b>	<b>3432</b>
<b>Class Res. Tours</b>	<b>369</b>	<b>442</b>	<b>768</b>	<b>983</b>	<b>644</b>	<b>737</b>
<b>Workshops</b>	<b>1124</b>	<b>1475</b>	<b>1548</b>	<b>1160</b>	<b>1012</b>	<b>902</b>
<b>Total student contacts:</b>	<b>14024</b>	<b>13800</b>	<b>13620</b>	<b>14144</b>	<b>14426</b>	<b>14166</b>



**Career/Transfer Center  
University Representative Statistics**

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>Cal State Univ.</b>	<b>610</b>	<b>594</b>	<b>611</b>	<b>577</b>	<b>635</b>	<b>568</b>
<b>Univ. of Calif.</b>	<b>135</b>	<b>160</b>	<b>145</b>	<b>148</b>	<b>202</b>	<b>271</b>
<b>Private Univ.</b>	<b>140</b>	<b>62</b>	<b>65</b>	<b>70</b>	<b>50</b>	<b>86</b>
<b>Total</b>	<b>885</b>	<b>816</b>	<b>821</b>	<b>795</b>	<b>887</b>	<b>925</b>



## 5. Facilities/Location.

The Career/Transfer Center is located on the west side of campus, in the Education Building, Room 129. All student services programs will move into a new building by 2012. The new building will serve as a one stop shop for the entire student services programs.

## 6. Progress on prior program review recommendations.

The last program review was completed in 2002. The committee cited the following recommendations. Next to each recommendation, you will find a brief description of how the Career/Transfer Center has made progress in each recommendation:

Recommendations in 2002	Status	Description
The committee recommends the program review ways to increase career services along with the improvements already made to transfer services.	(Completed)	The Career/Transfer Center added a series of career development workshops two years ago. The workshops addressed the engineering fields, law enforcement professions, and health professions. An art portfolio workshop is also offered on an annual basis for prospective art majors.
The committee recommends that the program examine ways to minimize the impact of the anticipated budget cuts.	(Ongoing)	This year, we are facing the steepest budget in the history that could potentially interrupt our day to day operations.
The committee recommends that the program persist in working for the improvement of the Citrus College transcript to improve transfer advising and for timely submission of data to the National Clearinghouse for transfer statistics.	(Completed and Ongoing)	The transcripts improved in 2003, however most of the progress was lost when the college began using the Enterprise Resource Project (ERP) in 2007. At that point the college transcript layout needed to be recreated. The transcripts components that counselors and advisors use to expediently serve students are missing from

		the ERP transcript. Citrus College became a participant of the National Clearinghouse in 2005.
The committee recommends that the program continue to make known their staffing needs, which are supported by student outcomes.	(Ongoing)	For the past several years the CTC had temporary on-call employees filling a much needed void in our office. The college will not approve the re-hire of the administrative clerk II due budgetary reasons.
The committee recommends that the program seek assistance with the research needs for program outcome measurement and improvement.	(Ongoing)	The college hired an Institutional Researcher in 2004 and has since collaborated with CTC on various projects.
The committee recommends that the program pursue housing the Honors Program within the Career/Transfer Center.	(Not accomplished)	The Career/Transfer Center lacks office space to house the Honors Counselor at this time. The entire counseling division will be moving into the new student services building in a couple of years.

## II. Integration and Coordination with Other Programs

### A. How does this program coordinate with the other Instructional and/or Student Services programs on campus?

The Career/Transfer Center works collaboratively with other Student Services program such as:

- Connect with counseling programs to market/advertise transfer awareness events
- Collaborate with other departments to ensure transfer activities are effectively coordinated
- Encourage instructional faculty to develop, implement, and evaluate transfer efforts by joining the Transfer Task Force
- Aide in the creation of a Transfer Center board policy and administrative procedure **(CTC – 13)**
- Work with all counseling offices to ensure students obtain accurate and timely counseling, academic advising, transfer information and services
- Work with the articulation officer to monitor and encourage the development and alignment of courses with four year institutions
- Encourage instructional faculty to host classroom presentations or schedule a Career/Transfer Center visit
- Work on the UC Data Sharing Project in conjunction with the Counseling and Advisement Office and the Extended Opportunity Program and Services (EOPS)
- Visit and collect interest cards from all transferable English and Math courses
- Solicit support from other student support programs with event planning
- Offer a presentation to newly hired faculty about the CTC services;
- Encourage faculty to introduce students to the CTC resources and services
- Collaborate with Science, Technology, Engineering, and Math (STEM) program and bring to fruition the grant objectives
- Flex Day workshop for instructional faculty and staff titled, “How to help your students transfer”
- Inform faculty of upcoming events through faculty publications
- Work with office of Publications to create an award winning transfer newsletter
- Work with campus governing boards, administrators, and academic senate to ensure that the transfer of students is of high priority
- Regularly inform the college community of new and changing transfer information and requirements
- Collaborate with EOPS on the Northern University Trip to ensure the inclusion of low income, first generation college students

- Reinforce the importance of transfer through the development of classroom assignments and projects
- Long standing member of the EOPS advisory committee
- Participate in the Early Decision Day
- Work with Admission and Records (A&R) to streamline the transfer process by meeting university transcript deadlines
- Collaborate with MIS and A&R to revamp the layout of the transcript to meet the needs of transfer institutions
- Work with the Financial Aid office to create workshops geared for UC applicants and for our transfer awareness workshops
- Provide referrals for “POWER Math” sponsored by the noncredit office
- Provide referrals to Financial Aid, Veterans Office, EOPS, DSPS, student government
- Generate Student Educational Plans (SEP) for DSPS students, Veterans, and Athletes
- Works with the Counseling and Advisement office to provide professional development and training for faculty and staff
- Support the honors program by working closely with the honors counselor and coordinator
- Promote and make travel arrangements for the STOMP and TAP-Honors conferences held at UCLA annually
- Create a transfer student slide show for the High School Counselor Breakfast
- Support Learning Communities (LC) by ordering and printing career assessments for courses linked with Career and Life Planning, (COUN 145)
- Train all new faculty to teach COUN 145
- Participate in a Counseling and Program Services meeting scheduled once per month
- Participate in a work group meeting scheduled twice per month

#### B. How does this program work with Research and TeCS?

- Researcher is actively engaged in learning about the college. She recently provided us with data analysis for one of our department SLO's
- Researcher helped the Career/Transfer Center create a Northern Trip satisfaction survey which was administered to the participants in 2009 **(CTC - 5)**
- Created a Transfer Satisfaction Survey **(CTC - 6)** with the help of the Research Office which was administered to all students who attended the Transfer Reception in 2009
- Administer the Transfer Satisfaction survey to all students who receive services in the CTC
- Worked with counseling department to create a graduating class satisfaction survey administered 2008 and 2009 **(CTC - 7)**
- Share CSU/UC and private/out of state transfer volume reports to the Office of Institutional Research

- Adopted a more stable student tracking database initially created for the Center for Teacher Excellence
- Work with Research Office to create a research needs timeline

### C. How is this program integrated with student equity and strategic planning?

The Strategic Plan was developed three years ago. As part of the Strategic Plan, the college has developed several activities to increase the number of transfer bound students. The Career/Transfer Center has been heavily involved in structuring and carrying out these activities. **(CTC – 2)**

In 2007-2008, the CTC implemented a proactive model of steps in order to increase transfer to four year schools. The Center visited about 60 transferable math and English classes where transfer information was collected from all transfer bound students. More than 900 interest cards were collected and entered into a database. The database will be used for marketing and promoting transfer events and activities. The Center followed-up with all students who requested an appointment during the classroom visits. Approximately 250 students were scheduled for an appointment with a counselor or educational advisor in fall 2007. Of those who did not respond, we sent them an email and a letter to their home address.

In 2008-2009, the CTC solicited the names of all fall 2009 UC applicants from the UC Office of the President. One hundred and forty three students were identified for this intervention. Transcripts were printed for every student and reviewed for unit and major preparation completion. If an inconsistency surfaced, students were scheduled for a counseling appointment. Twenty counseling interventions were scheduled. Students also received written communications related to financial aid, UC application update, housing, and child care information. In addition, they were invited to attend special events and transfer awareness workshops, including transfer events hosted by UC campuses.

According to the State Chancellor's office, the CSU system is being forced to consider closing application windows early and capping or reducing enrollment count for the 2010-2011 academic school year. The UC system is also becoming more increasingly competitive for transfer students due to their reduction in enrollment systemwide. For the 2009-2010 academic school year, the CTC will make every effort to notify prospective transfer students of pending CSU and UC campus closures for winter and spring 2011. The CTC will visit all transferable math and English classes to make an announcement of these changes. Interest cards will be collected and entered into our collective database. A counseling appointment will be scheduled for students who request a counseling appointment. If eligible, mid year



transfers will be redirected to apply fall 2010 instead. The CTC pledges to increase the number of students receiving assistance with university applications for fall term, as compared to last year.

### **STUDENT EQUITY PLAN 2007-2008**

As part of the Student Equity Plan, the college has made a commitment to increase the number of transfer students by 5%, with particular emphasis on underrepresented groups. In order to meet the college's goal, the Career/Transfer Center has proposed several activities to advance this goal.

Below you will find language extracted from the Citrus College's Student Equity Plan: **(CTC - 1)**

Percentage of students by population group who transfer to CSU and UC compared to the total population of those enrolled in credit courses.

Goal: Increase total transfers by 5%, with particular emphasis on underrepresented groups within three years.

According to the college's 2007-2008 Student Equity Plan dated May 7, 2008, Citrus College transferred 535 students to CSU campuses and 55 students to UC campuses for the 2005-2006 academic school year. (See graph on page 26)

To aid in the College's transfer goal, the Career/Transfer pledges to the following:

- Improve student awareness of services available in the Transfer Center: speak in key classes, create database of potential transfer students, utilize mass emails to communicate with students, provide class tours, present at high school counselor breakfast
- Increase student use of available technology to gain transfer information. Conduct ASSIST workshops for students, targeting EOPS and DSPS students
- Increase transfer awareness at high schools including: conduct transfer workshops at high schools; educational advisors provide college going and transfer information; create mailing lists for transfer information, promote honors program
- Improve understanding of how to finance higher education through workshops on financial aid and scholarship opportunities and the culture of borrowing
- Coordinate transfer efforts on campus through Transfer Task Force meeting twice/year; activities to promote a transfer culture among faculty; collaboration with the Honors Program and Teacher Prep Program, work with special populations and other disadvantaged students

- Identify and contact students eligible for transfer. Create mailing list of students who have completed Math 150, English 101 and 30 transferable units
- Review course offerings each semester to ensure that crucial courses are offered to support transfer
- Provide direct assistance for students in the transfer process, including application workshops, university tours, financial aid workshops
- Promote Transfer Admissions Guarantees to students
- Make articulation issues more visible with academic departments

### III. Program Self-Evaluation

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

#### I/A Instructional Programs

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

#### I/B Student Support Services

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

#### I/C Library and Learning Support Services

*“ Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assess these services using student*

*learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.”*

**A. MIS Data Reporting (if applicable).**

1. Is data accurate?
2. Is the program coordinator involved in review of the data before it is submitted?
3. If not, please explain.

The Career/Transfer Center does not report MIS data. However, Title 5 regulations require each college district to submit a Transfer Center Annual Report to the Chancellor’s Office (**CTC - 8**). The Chancellor’s Office will utilize this information to meet part of our reporting requirements to the Governor and the Legislature and to identify statewide trends in resources for transfer and articulation activities. The information submitted to the Chancellor’s Office is true and correct and reviewed by the Dean of Counseling before submission.

**B. Access.**

1. How accessible is the program?
  - a. Compare demographic data from the college to the program, including ethnicity, gender, age, students with disabilities, if appropriate.

**Below you will find demographic comparisons from the college to the Career/Transfer Center for 2008-2009**

Table 1. Fall 2008 Demographic Data Comparisons from the College to the Career/Transfer Center

	<b>College</b>	<b>Career/Transfer Center</b>
<b>Gender</b>		
Female	55.8%	53.4%
Male	42.0%	43.7%
Unknown	2.2%	2.9%
<b>Ethnicity</b>		
Am. Indian or Alaskan Native	0.7%	0.6%
Asian or Pacific Islander	9.5%	12.3%
Black Non-Hispanic	4.9%	4.4%
Hispanic	37.1%	40.3%
Other	7.8%	5.8%
White Non-Hispanic	31.0%	24.9%
Unknown	8.9%	11.6%
<b>Age</b>		
Less than 17	0.4%	0.2%
18-24	55.9%	76.2%
25-49	29.0%	21.9%

Over 50	14.7%	1.7%
Unknown	0.03%	0
<b>Disability</b>		
Yes	3.4%	4.6%
No	96.6%	95.4%
<b>Total</b>		
	18,363	2,362

Table2. Spring 2009 Demographic Data Comparisons from the College to the Career/Transfer Center

	<b>College</b>	<b>Career/Transfer Center</b>
<b>Gender</b>		
Female	54.8%	53.1%
Male	43.0%	44.0%
Unknown	2.2%	2.9%
<b>Ethnicity</b>		
Am. Indian or Alaskan Native	0.8%	0.7%
Asian or Pacific Islander	9.8%	12.2%
Black Non-Hispanic	5.2%	4.9%
Hispanic	39.4%	40.6%
Other	6.5%	5.2%
White Non-Hispanic	27.8%	24.1%
Unknown	10.6%	12.3%
<b>Age</b>		
Less than 17	0.6%	0.2%
18-24	60.6%	76.7%
25-49	28.4%	21.6%
Over 50	10.4%	1.5%
Unknown	0.01%	0
<b>Disability</b>		
Yes	3.8%	4.5%
No	96.2%	95.5%
<b>Total</b>		
	15,988	2,307

### **Career/Transfer Center Satisfaction Survey**

A Career/Transfer Satisfaction Survey was created and administered in spring 2009. Data has not been collated at this time. The satisfaction survey will be used to monitor the program's effectiveness each year. Each year, students will be identified using Schedule and Reporting System (SARS) and asked to fill out an online survey. The Office of Institutional Research will use Survey Monkey to convert the current paper instrument into an online format.

**b. How effective is this program in enabling success for underprepared and underrepresented students?**

According to research provided by the Office of Institutional Research, The Career/Transfer Center is effective in enabling success for both underrepresented and underprepared students. According to the comparison below, the students served by the Career/Transfer Center have higher grade point averages than the college population. This includes students who are enrolled in basic skills courses and students who are historically underrepresented in higher education. In fact, students served by the CTC Center are more likely to reach transfer-prepared status (completed 60 units of transferable coursework) in comparison to the college population.

2008-2009	College	Career/Transfer Center
Average GPA <sub>1</sub>	2.27	2.60
Underprepared <sub>1</sub>	2.01	2.38
Underrepresented <sub>1</sub>	2.18	2.52
2008-2009	College	Career/Transfer Center
Transfer-Prepared <sub>2</sub>	23.1%	27.9%

Notes:

1. Banner views used: Person\_Detail, Student\_Course, Medical\_Information, and GPA (Overall GPA).
2. ARCC data (2002-2003 to 2007-2008) were used for the calculations. **(CTC – 9)**

**Citrus College Transfer Statistics to both the UC and CSU**

Below you will find the total number of students who transferred to both UC and CSU broken down by ethnic group. The University of California information was extracted using UCSTATFinder, a research tool provided by the UC Office of the President. California State University information was accessed using the CSU Chancellor’s Office website.

Please keep in mind that number of transfer students admitted to the CSU and UC campuses is dependent on enrollment management criteria set forth by the four year universities, which is often predicated by the state budget. For example, the CSU system is being forced to consider closing application

windows early and capping or reducing enrollment growth for the next few years due to state budget constraints.

**UNIVERSITY OF CALIFORNIA**

**CSSD0811 - ORIGIN OF NEW UNDERGRADUATES , REPORT DATE: 06/02/09**

**ACADEMIC YEAR: 2004-2008, TERM: FALL**

**SELECT: ALL TRANSFER STUDENTS ENROLLED FROM CITRUS COLLEGE, 004051**

**ACROSS: ETHNICITY (6 CAT),**

TERM	ETHNICITY							TOTAL
	AI	ASIAN	BLACK	HISP	NOES	UNKWN	WHITE	
Fall 2008	0	10	1	15	8	3	18	55
Fall 2007	0	28	3	26	3	0	26	86
Fall 2006	0	18	1	15	2	2	18	56
Fall 2005	0	10	4	18	2	0	18	52
Fall 2004	0	19	4	20	2	2	20	67

Source: UC Office of the President, Student Affairs, Undergraduate Admissions, f09/Citrus College 04-08, LT 06/09

**CALIFORNIA STATE UNIVERSITY 2005-2008**

TERM	ETHNICITY							TOTAL
	AI	ASIAN	BLACK	HISPANIC	NOES	UNKNOWN	WHITE	
Fall2008	1	60	24	168	42	73	184	552
Fall2007	2	64	30	173	50	54	187	560
Fall2006	2	56	10	191	42	60	174	535
Fall2005	3	77	14	170	34	77	187	562

Source: CSU Chancellors Office

**TRANSFER:** Percentage of students by population group who transfer to CSU and UC compared to the total population of those enrolled in credit courses. Student Equity Plan, May 7, 2008, **(CTC-1)**

Transfer 2005-2006	American Indian/Alaskan Native	Asian	Black, Non-Hispanic	White, Non-Hispanic	Hispanic <sup>1</sup>	Filipino/Pacific Islander	Unknown/Declined to State	Other	Non-Resident Alien	Total
CSU	0.4%	6.5%	1.9%	32.5%	35.7%	3.9%	11.2%	0.0%	7.9%	100.0%
	2	35	10	174	191	21	60	0	42	535
UC	1.8%	18.2%	7.3%	36.4%	32.7%	1.8%	1.8%	0.0%	0.0%	100.0%
	1	10	4	20	18	1	1	0	0	55
Citrus Fall 2004 Enrollment <sup>2</sup>	0.7%	10.3%	5.3%	32.9%	40.6%	3.6%	4.6%	2.0%	0.0%	100.0%
	78	1094	563	3492	4314	378	486	211	0	10616

Hispanic category includes Chicano and Mexican students. Unduplicated count of students enrolled in credit courses only. This information is provided so that transfer data can be compared against the enrollment data.

### C. Success.

1. Review how well your students are completing their educational goals compared to the total college population, if appropriate.

Although the Career/Transfer Center is the focal point of transfer activities on campus, the transfer function is the responsibility of the institution as a whole.

The Office of Institutional Research extracted data from the Accountability Reporting for Community Colleges (ARCC) to determine how well students are meeting their transfer goal. The research showed students served by the CTC achieved transfer readiness at a higher rate than the overall college population.

2008-2009	College	Career/Transfer Center
Transfer-Prepared	23.1%	27.9%

ARCC data (2002-2003 to 2007-2008) were used for the calculations.

The Career/Transfer Center Coordinator is addressing the need for a campus transfer rate. Transfer effectiveness is currently measured by tracking transfer volume (number of students that transfer to a 4 year in a particular year). A transfer rate monitors the percentage or ratio of students transferring from a cohort over a five year period. Community college students choose to attend college for a number of reasons; thus a transfer rate would be a better indicator of success. For example, students may choose to attend college for personal enrichment, professional development, experimenting with postsecondary education, pursuing job skills through a certificate or skill award, or to fulfill transfer requirements. Monitoring students who show “intent to transfer” (completed college math and English), over a period of time is a better indicator of the college’s transfer effectiveness. There is a stark difference between those who declare transfer as their goal and those who exhibit transfer going behavior by completing college level math and English courses.

When students apply to Citrus College, the majority state transfer as a goal. According to our college Fact Book, **(CTC - 10)**, produced by the Office of Institutional Research, “among those students who clearly stated their educational goals, a large part hope to either receive a two-year associate degree or transfer to a four year institution.



Since the inception of online registration and application, it was not mandatory for students to indicate their educational goals; as a result many students did not answer the questions about their educational goal. As of fall 2008, the district once again requires students to list their educational goals and it is expected that the number of students who did not state will decrease substantially”.

### Student Educational Goals

	Fall 2003	Percent	Fall 2004	Percent	Fall 2005	Percent	Fall 2006	Percent	Fall 2007	Percent
<b>Transfer</b>	7,881	67.0%	8,074	66.5%	7,891	66.3%	7,661	67.3%	1,890	14.8%
<b>A.A/AS or Certificate</b>	2,264	19.3%	2,402	19.8%	2,424	20.4%	2,240	19.7%	1,664	13.0%
<b>Career/Ed Development</b>	550	5%	541	4%	495	4%	433	4%	850	7%
<b>Improve Basic Skills</b>									111	1%
<b>Did not State</b>	1,063	9%	1,117	9%	1,097	9%	1,041	9%	8,272	65%
<b>Total</b>	<b>11,758</b>	<b>100%</b>	<b>12,134</b>	<b>100%</b>	<b>11,907</b>	<b>100%</b>	<b>11,375</b>	<b>100%</b>	<b>12,787</b>	<b>100%</b>

Source: MIS Referential Files (California Community College Chancellor's Office)

- 2. Include (where applicable)
  - a. Number of degrees and certificates awarded.  
N/A
  - b. Number of transfer-prepared students.

According to the California Community College Chancellors Office (CCCCO), transfer pool proxies are good indicators of transfer preparedness. Information was provided by Patrick Perry, Vice Chancellor of Technology, Research and Information Systems, California Community Colleges Chancellor's Office.

Citrus College has steadily increased in the number of transfer prepared students. Just last year, the college produced 105 more transfer prepared students (completed college math and English and 60 transferable units) than the previous academic year.

Please keep in mind that although the college may produce more transfer prepared students, the four year public institutions may reduce the number of students they enroll due to circumstances outside of the college's control. The enrollment capacity and criteria at the university level is often predicated by the California State budget. If not admitted to a CSU or UC campus, many students many choose to wait until they are offered admission at a state institution, instead of enrolling at a private institution. However, in recent years the college has experienced an increase in the number of transfers entering private and out of state institutions. According to the charts on page 31-32, in 2006-2007 there was a grand total of 985 students admitted to four year institutions. This includes in state public and private universities, as well as out of state institutions. According to the transfer proxies provided by the Community College Chancellor's Office, Citrus College showed

1,045 students became transfer prepared for 2005-2006. If 985 transferred, the college had a **94.3%** transfer success rate that year. Of the students the college prepares for transfer each year, a vast number continue their studies at four year universities.

## Citrus College Transfer Proxies

Academic Year	Total Credit Students	Total Transfer Directed	Directed Rate	Model Transfer Ready	Model Ready Rate	Total Transfer Prepared
2000-2001 (All)	16,961	1,840	10.85%	876	47.61%	1,247
2000-2001 (New)	16,961	963	5.68%	592	61.47%	773
2001-2002 (All)	17,926	1,865	10.40%	882	47.29%	1,297
2001-2002 (New)	17,926	935	5.22%	572	61.18%	762
2002-2003 (All)	18,587	1,986	10.68%	928	46.73%	1,311
2002-2003 (New)	18,587	1,068	5.75%	603	56.46%	753
2003-2004 (All)	15,967	1,847	11.57%	883	47.81%	1,306
2003-2004 (New)	15,967	933	5.84%	583	62.49%	813
2004-2005 (All)	17,480	2,011	11.50%	1,044	51.91%	1,518
2004-2005 (New)	17,480	1,053	6.02%	724	68.76%	952
2005-2006 (All)	17,178	1,998	11.63%	1,026	51.35%	1,479
2005-2006 (New)	17,178	1,049	6.11%	696	66.35%	911
2006-2007 (All)	16,785	2,027	12.08%	1,045	51.55%	1,549
2006-2007 (New)	16,785	1,033	6.15%	685	66.31%	931
2007-2008 (All)	18,905	2,274	12.03%	1,185	52.11%	1,654
2007-2008 (New)	18,905	1,247	6.60%	790	63.35%	1,011

**ALL**= total number of students that reached the milestone, regardless of when they reached it.

**NEW**= reached that milestone THAT YEAR.

**Total Credit Students:** Count of all the students who had a Headcount Status (STD7) of A,B,C,D or E at sometime during the 00/01 academic year.

**Total Transfer Directed:** Students who enrolled in and earned a grade of "A","B","C" or "CR" in a transferable Mathematics course **and** transferable English course.

**Directed Rate:** Total Transfer Directed / Total Credit Students.

**Model Transfer Ready:** Students who were Transfer Directed **and** had earned 56+ transferable units with a minimum 2.00 G.P.A. as of the spring term.

**Model Ready Rate:** Model Transfer Ready / Total Transfer Directed.

**Total Transfer Prepared:** All students who earned 56+ transferable units with a minimum G.P.A of 2.00 as of the spring term. Work done at all schools attended by a student was taken into consideration if a SSN was reported for the student.

*Information extracted from the California Community Colleges Chancellor's Office*

c. Number of transfers.

“A large percentage of Citrus College students transfer to CSU schools. Recently, there has been a steady increase in students who transfer, especially to the UC system. Below you will find the number (volume) of transfer students according to CPEC data:

Of those transferring to the California State Universities, a large percentage transfer to California Polytechnic State University, Pomona and California State University Fullerton and Los Angeles.

Of those transferring to a University of California, the majority transfer to University of California Irvine, Los Angeles, and Riverside.” (Citrus College Fact Book 2009) **(CTC - 10)**

Transfers to UC and CSU Systems  
Number of Students Transferring to UC and CSU  
2001-2007

System	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
<b>CSU</b>	515	505	446	562	535	559	552
		-2%	-12%	26%	-5%	4%	-1%
<b>UC</b>	64	53	43	70	55	63	94
		-17%	-19%	63%	-21%	15%	49%
<b>CSU/UC subtotal</b>	579	558	489	632	590	622	646
		-4%	-12%	29%	-7%	5%	4%

Source: California Postsecondary Education Commission,  
(Information extracted from The College Fact Book 2009)

“Some Citrus College students transfer to in-state private universities and out-of-state colleges and universities. According to CPEC data, the two private universities that Citrus College students transfer to are University of Phoenix and Azusa Pacific University.

Although University of La Verne does not participate in CPEC data collection, they are a popular transfer destination for many of our students as well.” (College Fact Book 2009) **(CTC – 10)**

**Transfer to Private and Out of State Institutions  
2004-2007**

System	2004-2005	2005-2006	2006-2007
<b>Out of State</b>	113	91	100
<b>In State Private</b>	233	230	263
<b>Total</b>	978	911	985

Source: California Community College Chancellor's Office.

- d. Achievement of non-credit educational goals.  
Not applicable

**D. Student Learning Outcomes.**

- 1. Describe your progress in the development and implementation of Program Student Learning Outcomes.
  - a. List the program SLOs.

**Student Learning Outcomes 1.2**  
**Career/Transfer Center (Survey fall 2008)**

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>To create a campus wide transfer and career culture.</p> <p>Our mission is to provide quality career &amp; transfer programs and services that support student success.</p> <p>The range of services provided enhances students' educational experience and assists in the acquisition of academic and career goals.</p>	<p>Communication</p> <p>Creative, Critical and Analytical Thinking</p>	<p>Student understands the four year post-secondary options (CSU, UC, Privates) in California</p>	<p>Post journal entry will be assigned in two Counseling 160 (Strategy/College Success) classes following a "Choosing a College" workshop hosted by the Career/Transfer Center.</p> <p>Instructor will administer a Pre and Post Test for each "Choosing a College Workshop" and will submit results to the Career/Transfer Center Coordinator</p> <p>Before the presentation, the college representatives were coached as to the material they were required to cover during the presentation. A copy of the pre-test was offered to them as a guide of the information they needed to include in the presentation</p>	<p>The Pre and Post test delivered impressive results about student transfer awareness.</p> <p>We surveyed two classes, 48 students total</p> <p>Out of a twenty question transfer quiz, 43.5% of students had wrong answers on their pre-test</p> <p>When we administered the post-test we found students were now able to answer 91% of the questions correctly.</p> <p>Students are most familiar with units required to transfer and obtaining a bachelors degree. They were also very familiar with the mega site for CSU campuses</p> <p>The questions most students missed on both the pre and post test was, "How many private/independent colleges are there in CA?" and "Which campuses offer Transfer Admission Guarantees (TAG) to students?"</p>	<p>We need to make sure the UC representative focuses more time on discussing the Transfer Admission Guarantees (TAG's) and sharing a little about the UC mega site</p> <p>The Private college representative needs to be more clear about how many independent colleges exist in CA and sharing the mega site for independent colleges</p> <p>The Coordinator will make sure to the college representatives put more emphasis on the areas listed above</p>



## Student Learning Outcomes 2.1 Career/Transfer Center

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>To create a campus wide transfer and career culture.</p> <p>Our mission is to provide quality career and transfer programs and services that support student success. The range of services provided enhances students' educational experience and assists in the acquisition of academic and career goals. We provide services focused on helping students explore, evaluate, and ensure a seamless transition to a University</p>	<p>Computation</p> <p>Creative, Critical, and Analytical Thinking</p>	<p>Students will be able to utilize web technology to accurately and successfully gain knowledge about transfer options.</p> <p>Students will self advocate by accessing transfer related websites and actively engaging in computer research related to transfer planning.</p>	<p>A student survey will be conducted during graduation rehearsal to assess their comfort using transfer related links.</p>	<p>Out of the 170 participants who took the survey, only 138 claimed to have visited a Counselor or Educational Advisor in the Career/Transfer Center</p> <p>57% were familiar with <a href="http://www.csumentor.edu">www.csumentor.edu</a>            56% were familiar with <a href="http://www.assist.org">www.assist.org</a>            48% were familiar with <a href="http://www.collegesource.org">www.collegesource.org</a>            34% were familiar with <a href="http://www.uctransfer.org">www.uctransfer.org</a>            20% were familiar with <a href="http://www.aiccu.edu">www.aiccu.edu</a>            19% were familiar with <a href="http://www.ucop.edu/pathways">www.ucop.edu/pathways</a></p> <p>The majority of the students 52% learned about these mega sites through participation in individual counseling appointments.</p> <p>Another 32% claim to have learned about the sites through promotional materials and then taught themselves how to use them</p> <p>15% said they learned about the sites in a counseling class</p> <p>12% attended transfer awareness workshops where they heard about the sites</p> <p>11% learned about the sites by reading the Transfer Planning Guide</p> <p>There is a statistically significant positive correlation between the frequency of seeing a counselor or educational advisor in the Career/Transfer Center and the level of familiarity using transfer related websites, especially as it relates to <a href="http://www.assist.org">www.assist.org</a> and <a href="http://www.csumentor.edu">www.csumentor.edu</a></p> <p>There is also a positive correlation between the number of services utilized in the Career/Transfer Center and the level of familiarity in using all transfer related websites.</p>	<p>A large percentage of our students transfer to CSU campuses, therefore our percentages seem to be representative of this behavior</p> <p>Some of our questions need to be restructured. We are consulting with our campus institutional researcher about changing the questions to better gauge the students familiarity with the transfer websites</p> <p>We plan to add a new question to our survey, "Did you apply to a UC, CSU, Private, or an out of state institution?" This will help us better understand which systems of higher education were considered by the student, explaining their familiarity with the sites or lack thereof.</p>

- What process was used to develop the SLOs?

The Career/Transfer Center staff developed the SLO's during several departmental meetings. In addition, faculty attended several training sessions offered on and off campus related to SLO development. We discussed and refined our student learning outcomes at these trainings. They were also shared and discussed at several departmental and division meetings.

After assessing an SLO, results are shared with the entire counseling division and in departmental meetings. We also worked on and discussed SLO's during a coordinator meeting lead by the Dean of Counseling.

- What activities are used to achieve the SLOs?

SLO 1.2, A pre and post test to assess our effectiveness. We contacted counseling instructors and asked them to host a "Choosing a College" workshop during their class session. We informed them of a pre-post test that would be administered to their students. Presenters were briefed about the points they needed to cover to ensure the information delivered was consistent among systems of higher education and all questions on the pre-post test were addressed during the presentation.

SLO 2.1, Questions were listed on a yearly graduation survey our general counseling department administers. Students were asked to state if they had visited and received services from the Career/Transfer Center. Special attention was paid to transfer student's affirmative comments ...?

## 2. How are you assessing the outcomes?

SLO 1.2, the SLO is assessed by the administration of a pre and post test to every student attending a "Choosing a College Workshop."

SLO 2.1, an annual assessment of the SLO is accomplished by administering a survey to the entire graduating class during graduation rehearsal.

## 3. How is the assessment information used to improve services?

SLO 1.2, after the first year we changed the method of assessment and offered clear instructions to presenters before the presentation. We also allowed them to see a copy of the pre-post test to ensure consistency of information delivered. Overall, the results of the pre/post test were outstanding. It showed students understood the information and benefited from the workshop. During the post test, students were able to



answer 91% of the questions correctly, as opposed to 43.5% for the pre-test.

SLO 2.1, after surveying the students for the first time in spring 2008, we uncovered some interesting facts about prospective transfer student's familiarity with important transfer related web links. After looking at the results, we were prompted with more questions about their transfer going behavior. We have modified the questions and included them in the upcoming graduation survey that will be administered spring 2009.

#### E. Compliance (if applicable).

1. Provide an overview of how this program meets applicable minimum requirements of law.

The District has a Transfer Center Plan that is updated every five years and complies with the requirements of Title 5. The Plan identifies appropriate target student populations and is designed to increase the transfer applications of underrepresented students among transfer students. Plan components include services provided to students, facilities, staffing, advisory committee, and evaluation and reporting.

Board Policy and Administrative Procedure 5120

We recently added a board policy and an administrative procedure related to transfer (BP 5120 and AP 5120). Both policies should be adopted by the college by July 2009. This document will be updated when the procedures are adopted by the college. The Career/Transfer Center was directly involved in the development of these policies.

#### F. Student Eligibility (if applicable).

1. Describe eligibility requirements for participation in your program.

There are no eligibility requirements to participate or receive services from the Career/Transfer Center. These services are available to the community, employees, and students. A student identification number is required to see a counselor or educational advisor. To make an appointment with a counselor the students must possess a college identification number. An identification number may be obtained by submitting an application to the Office of Admissions and Records.

#### G. Program Services/Activities:

1. List and describe the services/components offered by your program.
  - a. Include numbers of students participating in each component, if available.

<b>Services / Components Offered by the Career/Transfer Center 2007 - 2008</b>	
Transfer Planning Guide to assist in college/university preparation:	<b>10,000 - 12,000</b> are distributed each year to prospective and enrolled students.
Resource Room Services Include: Transfer College Library/Resources; Video and Career Book Library; Career/Scholarship Internet Research Service (EUREKA);	<b>2,536</b> visiting students.
UC (TAG) Transfer Admission Guarantee Contracts:	<b>113</b> appointments between 2007 - 2008
Tours to four-year colleges and universities:	<b>105</b> students participated in various tours
Transfer information for CSU, UC, out of state, and in state private universities:	<b>3802</b> student appointments
Increased Articulation agreements between Citrus College and the local colleges and universities:	<b>8</b> Agreements with Private and Out of State Schools
Individual counseling appointments with university representatives:	<b>885</b>
Hyperlinks to important related transfer and articulation web sites. Citruscollege.edu, Career related links and Transfer related Web Resources. <b>(CTC-11)</b>	<b>71</b>
Career assessments: A comprehensive evaluation of career interests, personal and work values, skills and personal preferences.	<b>276</b>

Career/Transfer Center Activities 2007-2008

<b>DATE</b>	<b>ACTIVITY / WORKSHOP</b>	<b># of participants</b>
7/11/07	Summer Transfer College Fair	200+
7/18/07	Adjunct Counselor Training	21
7/24/07	In Service Training	29
8/6/07	Summer Bridge CTC Workshop	76
8/23/07	Ambassador Workshop	14
Two (2)	Financial Aid Workshops: 10/2, 10/26/07	4
Three (3)	Scholarship Workshops: 10/2, 10/7, 10/17/07	99
10/11/07	Choosing College Workshop	27
Two (2)	Personal Statement Workshops: 11/8, 11/14/07	51
10/26/07	Faculty Training UC Personal Statement	16
10/30/07	Fall Transfer College Fair	400+
11/07	UC Reader Project Personal Statement	10
11/13/07	TAP conference UCLA	18
Two (2)	Cal Poly Next Steps Workshops: 11/14/07, 2/13/08	43
2/15/08	Eagle Fest - UCLA	8
2/28/08	Assisting with Financial Planning	3
3/4/08	"What's Next" Workshop CSULA	0
3/5/08	Eureka/Scholarship Workshop	1
3/19/08	Careers in Health Professions	4
Two (2)	SITE Orientations: 4/24, 5/8/08	14
4/25/08	STOMP	23
4/29/08	Next Steps, CSU Fullerton	4
4/29/08	Careers in Law Enforcement	10
5/21/08	Careers in Engineering	13

Below you will find statistics extracted from our appointment tracking system (SARS). Reason codes associated with the activities/services provided are listed here:

NOTE: Number of student served has increased slightly year to year. Reasons codes were used less frequently prior to 2007-2008, thus the extreme increase from prior years. In an effort to ensure an accurate record of services rendered, all counselors and advisors are now mandated to populate appointment reason codes for matriculation purposes. This resulted in a significant increase from 2006 to 2007 academic year. The numbers below are duplicated; a student may be seen for multiple reasons in one counseling appointment.

**Individual Student Appointment: [ACADEMIC](#)**

	2003 - 04	2004 - 05	2005 - 06	2006 - 07	2007 - 08
<b>Student Appointments</b>	764	895	881	1401	3215
<b>Prior Year Comparison</b>		17.15%	-1.59%	64.92%	129.48%

**Individual Student Appointment: [CAREER](#)**

	2003 - 04	2004 - 05	2005 - 06	2006 - 07	2007 - 08
<b>Student Appointments</b>	73	83	43	100	403
<b>Prior Year Comparison</b>		13.70%	-48.18%	132.56%	303.00%

**Individual Student Appointment: [CAREER INTAKE](#)**

	2003 - 04	2004 - 05	2005 - 06	2006 - 07	2007 - 08
<b>Student Appointments</b>	237	163	164	174	125
<b>Prior Year Comparison</b>		-31.22%	0.61%	6.10%	-28.16%

**Individual Student Appointment: [GRADUATION APPLICATION \(GRAD APP\)](#)**

	2003 - 04	2004 - 05	2005 - 06	2006 - 07	2007 - 08
<b>Student Appointments</b>	7	112	132	99	200
<b>Prior Year Comparison</b>		1500.00%	17.86%	-25.00%	102.02%

Individual Student Appointment: **FOLLOW-UP**

	2003 - 04	2004 - 05	2005 - 06	2006 - 07	2007 - 08
Student Appointments	N/A	N/A	N/A	N/A	351
Prior Year Comparison					

Individual Student Appointment: **MAJOR**

	2003 - 04	2004 - 05	2005 - 06	2006 - 07	2007 - 08
Student Appointments	5	66	36	42	1470
Prior Year Comparison		1220.00%	-45.00%	17.00%	3400.00%

Individual Student Appointment: **RESUME**

	2003 - 04	2004 - 05	2005 - 06	2006 - 07	2007 - 08
Student Appointments	23	19	21	28	15
Prior Year Comparison		-17.00%	11.00%	33.00%	-46.00%

Individual Student Appointment: **STUDENT EDUCATION PLAN (SEP 1)**

	2003 - 04	2004 - 05	2005 - 06	2006 - 07	2007 - 08
Student Appointments	N/A	N/A	N/A	86	354
Prior Year Comparison					312.00%

Individual Student Appointment: **STUDENT EDUCATION PLAN UPDATE (SEP UPDATE)**

	2003 - 04	2004 - 05	2005 - 06	2006 - 07	2007 - 08
Student Appointments	N/A	N/A	N/A	12	959
Prior Year Comparison					7892.00%

Individual Student Appointment: **TRANSFER ADMISSION GUARANTEE (TAG)**

	2003 - 04	2004 - 05	2005 - 06	2006 - 07	2007 - 08
<b>Student Appointments</b>	N/A	N/A	N/A	N/A	113
<b>Prior Year Comparison</b>					

Individual Student Appointment: **TRANSFER**

	2003 - 04	2004 - 05	2005 - 06	2006 - 07	2007 - 08
<b>Student Appointments</b>	2732	2356	2240	2483	3802
<b>Prior Year Comparison</b>		-14.00%	-5.00%	11.00%	53.00%

2. Describe how it compares to similar programs at other community colleges in service area (if applicable).

Not Applicable

H. Funding, Expenditure & Accountability (if applicable)

1. How does this program work with the business office to monitor expenditures and fiscal reporting?

Discussions about the budget begin before the governor sends the revised May budget and continues until the budget is adopted. On occasion the Vice President of Student Services will attend our division meeting to offer a budget overview. Each year, every department is encouraged to submit budget augmentation requests for the fiscal year. These are one time funds to purchase items needed for the program or to fund a transfer activity. For example, we requested \$10,000 recently to fund a Northern University Field Trip for 50 students. We also requested \$12,000 to cover the cost of our Transfer Planning Guides. One year we requested \$2,000 to fund giant banners announcing priority application filing periods at the four year schools. Each year, the Dean of Counseling compiles a list and forwards a memo to the Vice President for consideration. We are notified within a few weeks if the request was granted.

The Dean of Counseling and the program secretary meet with the Accounting Technician to monitor allowable expenditures and reconcile fiscal reporting. The Accounting Technician e-mails monthly reports to the Dean. The Dean has quarterly budget meetings with the Career/Transfer Center Coordinator. The Fiscal Services Department completes expenditure reports for the Chancellor's Office Transfer Center Annual Report.

2. WSCH/FTES generated by each program.

Not applicable

3. Census & FTE trend.

Not applicable

I. Environmental impact

1. How has your program contributed to a greener campus environment (i.e. increased awareness, impact on the campus footprint, strategies to reduce consumption and energy, waste reduction, recycling, sustainability, etc...)

- Staff are encouraged to utilize the two recycling receptacles (for plastic and aluminum) which are available within the common area
- All used printer toner cartridges are packaged and sent to the purchasing warehouse for recycling
- Two green paper recycling sacks are openly available and utilized by the staff
- Purged student file folders are reused for new students
- Double-sided printing is used to reduce paper consumption
- Electronic format of event flyers are posted on the website to reduce paper usage

J. Technology needs

1. What technology needs currently exist in your program (include justification)?

**Database**

We need to capture vital transfer information from all students who declare transfer as a goal. Currently, we only keep record of students who have come in contact with the Career/Transfer Center.

To better collaborate with other student services programs, we need a database that captures transfer information across programs, such as EOPS students.

We are currently using a database originally created for the Center for Teacher Excellence through Title V funds. The individual who created the database is no longer working at Citrus College. Therefore, we have limited support from the Tech office to change or manipulate data in our current database. We need a database that interfaces with Banner and can be used to track visitors to the Career/Transfer Center as

well as prospective transfer students who have never stepped foot in our office.

In fact, as part of a strategic planning goal, we are visiting nearly 90 classrooms per year to advertise our services and share important university application filing periods. We also developed a transfer interest card to solicit transfer information from students such as intended transfer school, major, expected transfer term, etc. We are using an excel spreadsheet to keep track of the information. We use this information to fill four year representative appointments, invite students to university events and workshops, and disseminate important transfer information.

#### **Transfer Evaluation System (TES)**

With the new IGETC standards allowing counselors/advisors more flexibility in approving course credit that transfers to the University of California, we are in need of a more robust course description database. TES is a popular tool among colleges. TES is offered through College Source, but costs substantially more to subscribe to than College Source (+\$4,000). It encompasses all the features in college source, but with added capabilities such as course finder, evaluation tracker, and equivalency manager.

#### **Marquee**

Purchase a marquee to advertise services and alert students about critical application periods.

#### **Social Networking**

Facebook, Twitter, and blogs are the latest, inexpensive necessities to recruit students to campus. We would like to learn how to best use these 'tools' to connect with students. We can share important resources and keep them abreast of transfer deadlines. We can learn about:

- Ways to remind students of vital university acceptance and deadline dates
- Advertise career services and workshops
- Learn critical tips to monitor buzz about our institution online

#### **Tech Support/Web Design**

Hire a part-time person to modify, expand, and spruce up the Career/Transfer Center website. The website is not updated on a consistent basis. Some of the web links are not active. Transfer options such as Transfer Admissions Guarantees (TAG) for the UC and Lower Division Transfer Pattern (LDTP) for the CSU need more advertisement. Especially with our growing distance education program and online counseling program, we need to be more vigilant of our website.



Obtain support from Tech office to offer students the option of making counseling appointments online

We also need to create a way for students to register for workshops or events online.

2. Given your plans for future growth and development, what technology needs do you anticipate in the future?

The Career/Transfer Center will be moving to a new location in the near future. The CTC will need to upgrade the current resource room computers. Some of the computers are outdated; they have no flash drive or CD ROM access. Students use these computers for transfer and career research. We also use them to help students submit university applications.

Replacing the old audio visual equipment in the resource room would be beneficial too.

## IV. Effective Practices

### A. Describe what is working well

1. Include awards and special recognitions.

- ⇒ The Career/Transfer Center's primary focus is helping students transfer and assisting them with their career development needs. The educational advisor and counselors working in the center are recognized and highly regarded for their transfer specialty. The CTC handles complex transfer cases referred by administration, instructional faculty, or counseling faculty. It is considered the focal point of transfer for the entire campus.
- ⇒ As indicated by the Community College Survey on Student Engagement (CCSSE), students are satisfied with the services rendered in the Career/Transfer Center. They receive current and accurate transfer information in a friendly environment.  
**(CTC – 12)**
- ⇒ The CTC assists students in the development and achievement of educational goals, specifically those involving transfer to four year colleges and universities. The center strives to provide an innovative and supportive learning environment that facilitates the seamless transition of students from Citrus College to schools in California and across the nation. In addition to serving students directly, the CTC actively disseminates the most up to date and pertinent transfer information to counselors,

instructional faculty, staff, and other members of the campus community. The CTC diligently works toward changing campus policies and procedures that act as barriers to transfer.

- ⇒ The transfer newsletter has received two awards. In 2004 it received a gold medallion from the National Council for Marketing and Public Relations (NCMPR). Then, in 2006, it received a bronze from the Council for the Advancement and Support of Education (CASE).
- ⇒ The CTC has received praise for awarding two deserving faculty with the “Outstanding Student Transfer Award” on a yearly basis. The award is offered to faculty who have demonstrated “above and beyond” support and encouragement to transfer students.

**B. What exemplary practices and services do you offer that could be shared with other departments or other campuses?**

UC Reader Project:

Faculty, staff, and managers volunteer to review UC personal statements and offer suggestions to prospective UC transfer students.

Transfer Picture Day after Graduation Rehearsal and Transfer Hall of Fame Wall:

A group of 20-30 students are selected for a professional picture shoot. A photographer takes pictures of students wearing their cap and gown, attire from their transfer school, and displaying their campus pennant. The photo session takes place immediately after graduation rehearsal, a day before graduation.

Counselor Breakfast transfer student pictures:

Many of the pictures we collect at the yearly Transfer Reception and from the professional photo shoot are used to create a PowerPoint shared with local high school counselors and administrators.

UC Data Sharing Project

UC Office of the President shared the names and contact information of all fall 2009 applicants. Counselors reviewed each student’s record and invited them in for a counseling appointment if an intervention was necessary. Students were also invited to attend financial aid workshops to ensure an application was submitted by the priority filing period, March 2.

### UCLA Peer Mentor

UCLA's office of Community College partnerships provide Citrus College with a peer mentor. She meets with prospective UC transfer on a monthly basis

### Transfer Newsletter:

The Career/Transfer Center works collaboratively with our Office of External Relations to produce our award winning transfer newsletter

## C. What successful pilot projects have been implemented by your program?

We participated in the UC Data Sharing Project where the UC Office of the President provided Citrus College the names of all fall 2009 applicants. All student records were reviewed and if intervention was necessary, they were called in to speak to a counselor.

Visit all college level math and English classes (90+ classrooms). Collect interest cards and store information on a excel spreadsheet. Use the information to fill college representative appointments, generate more transfer counseling appointments, advertise transfer workshops, and encourage students to participate in 4 year college events.

## D. How do faculty, administrators, staff and students participate in improving the effectiveness of this program?

Staff, faculty, students, and managers are invited to attend our bi-annual Transfer Task Force (TTF) where they are encouraged to assist in the development of transfer activities. Committee members are representative of the campus at large and four year college representatives. At these meetings, everyone has the opportunity to exercise a strong voice and influence implementation strategies to support the campus wide transfer function. In order to represent the collective wisdom of the faculty at large, a committee report is offered to Academic Senate bi-annually by the Career/Transfer Center Coordinator. The Transfer Center Plan is also discussed and updated when necessary. Committee members also offer feedback/suggestions on yearly program goals.

## 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.
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.
3. Technology needs
  - a. What technology needs currently exist in your program (include justification).
  - b. Given your plans for future growth and development, what technology needs do you anticipate in the future?

Our Co-Op Title V grant with University of La Verne is coming to an end next year. The Career/Transfer Center has benefited from their presence in our office. The grant funding created significantly more individual counseling appointments for students.

#### **Staffing Needs:**

The Career/Transfer Center needs to hire a permanent Administrative Clerk II. Due to campus budget constraints, we have refrained from hiring a much needed clerk typist II. We have hired temporary help intermittently. The Administrative Clerk is in charge of managing our record keeping system and student database, along with monitoring the front office operations. After a student is seen by a counselor, a file is created to keep a running log of the student's progress and counseling sessions. A signed intake form is also stored in the file that grants four year representatives permission to view the student records. Career assessments are also kept because there is a fee to print additional copies from the publisher. It is of utmost importance that we keep our permanent Administrative Clerk to ensure we have a reliable and efficient record keeping system.

Hire a full time event coordinator. With the recent addition of career development workshops, Northern University field trip, UC Data Sharing Project, SLO development and assessment, 90+ classroom visits to meet our strategic planning goal, it has become increasingly difficult for the Career/Transfer Coordinator to work with instructional programs. The following are ways the Coordinator would like to connect with instructional faculty to build a stronger transfer culture:

- Offer monthly reports at instructional division meetings.

- Create a faculty champions committee that will serve as a faculty “think tank” that meets more frequently than the Transfer Task Force Committee
- Offer a professional development workshop on a yearly basis for instructional faculty
- Investigate the possibility of creating a summer scholars program with a UC campus to give our transfer students the opportunity to participate in summer research camp.
- Offer more frequent reports to the Board of Trustees and Academic Senate related to transfer.
- Write articles for our CCFA and Academic Senate newsletters related to career and transfer.
- Plan more intense training workshops for novice and experienced counselors/advisors. Perhaps ongoing training will help.
- Increase college representatives visiting our campus.
- Create time to work more closely with counselors teaching career development courses.

### **Research Needs:**

Work with the institutional researcher to create and follow our progress as far as transfer rate is concerned. The college keeps record of transfer volume only. Using data assessment the Career/Transfer Center will continue to address issues of student access, equity, and success with regard to transfer.

Community colleges in general need to work to reduce the disparity between incoming students who indicate a preliminary interest in transfer and the actual rate of those who do transfer to baccalaureate institutions. In addition to the items listed below, the Career/Transfer Center is in need of improved assessment and tracking of students who participate in the program.

The college also should consider collecting data to:

- Determine if college’s transfer numbers are representative of the overall college population
- Determine if the college’s transfer students are representative of the community’s population at large
- Determine if students who list transfer as their goal are enrolling in transfer “gate-keeping” courses such as college-level English and math. If not, what can be done to improve participation?
- Of the students who identify transfer as their goal, how many are successful at attaining their transfer goal?
- Increase total transfers by 5%, with particular emphasis on underrepresented groups within three years
- Transfer student satisfaction survey

Create a Student Transfer Survey that will be mailed to all students who have transferred to four year colleges.

Create a Career/Transfer Center satisfaction survey to gauge the effectiveness of our program and services. It will be distributed to students who have visited our center within the past year.

**Workshop/Task:**

- Create more time for the development and assessment of SLO's.
- Citrus college transcripts must include a transferable GPA. CSU and UC designators are also important.
- Offer students the option to purchase career assessments with a credit card. Work with the bookstore to offer career assessments and Career Fitness Manual as a textbook bundle.
- There is a need for more career development workshops such as resume writing, dressing for success, finding the mystery major, career series workshops, etc.
- Create ongoing trainings tailored for new/adjunct counselors and educational advisors. More experienced transfer counselors/advisors monitor work output for 3-6 months from start of employment. Regular review of file documentation and Student Education Plans is necessary.

**Technology Needs:**

- Create an all-encompassing database that interfaces with all student services programs and outreach.
- Replace all computers and audio visual equipment in Career/Transfer Center resource room when we move to the new building.
- Implement a computerized academic planning tool. The college reviewed several options. My Academic Plan (MAP) is currently being used at South Orange County Community College District. Because MAP interfaces with Banner and ASSIST, this is a preferred program. However, since it was a home grown system, the Chancellor's Office will be funding a feasibility study this year to determine its viability with other ERP programs. There is a huge need for an electronic SEP and degree audit system.
- To meet the future needs of students who will increasingly use remote technologies. The Career/Transfer Center would like to offer technology-assisted communication with the more distant four-year campuses, anticipated technology needs web conferencing equipment (e.g. web camera and phone conferencing technology) which will integrate with the existing computer resources.
- In anticipation of a shift away from paper/print resources and more toward technology-based resources (e.g. downloadable catalog, web-accessible transfer databases, online courses, online programs and orientations, etc.), faculty, staff, and student computers within the Career/Transfer Center should be

routinely upgraded to ensure sufficient processing speed, memory, and disk space to provide timely and comprehensive information to our students, faculty, and staff.

**Articulation Needs:**

- Work closely with the Articulation Officer to ensure the college creates associates degrees that incorporate transfer options
- Become more involved in CTE as it pertains to Career Pathways. Articulation plays a huge role in CTE and Career Pathways

## **VI. Technical Assistance/Training needs**

**A. Is there any training or technical assistance that you believe would improve the effectiveness of your program? Be as specific as possible.**

Citrus College must make it mandatory that all counselors attend the CSU and UC yearly counselor conferences, in addition to Ensuring Transfer Success (ETS). Budget should be allocated yearly to permit every counselor to participate.

Provide more training for our Career Counselor on career assessment interpretation.

Training related transfer advising should occur on a more frequent basis. More thorough training for new counselors and advisors, perhaps offered on a quarterly basis would be beneficial. Seasoned counselors and educational advisors should continue with annual training. Bi-annual training for four hours each day is preferred.

Graphic designer/web page developer to maintain and update our web page. **(CTC – 11)**

Assistance with creating a transfer student satisfaction survey for the recently transferred students.

Track transfer rate and monitor the college's progress on a yearly basis.

## **VII. Supplemental Information**

**A. Provide copies of materials that you provide to students in your program.**

All flyers and material created for students are posted on our website, including the transfer planning guide. **(CTC – 11)**

B. Describe any additional reports your program provides to regulatory bodies, if appropriate.

1. Chancellor's Office Transfer Center Annual Report (**CTC – 8**)
2. Transfer Center Plan (**CTC – 3**)

## **VIII. Addenda (as applicable)**

A. Catalog pages pertaining to program.

### **CLASS SCHEDULE 2009 (page 116)**

#### **Career/Transfer Center**

626-914-8639 Fax: 626-914-8544

[www.citruscollege.edu/stdntsrv/transcntr](http://www.citruscollege.edu/stdntsrv/transcntr)

[careercenter@citruscollege.edu](mailto:careercenter@citruscollege.edu)

[transfercenter@citruscollege.edu](mailto:transfercenter@citruscollege.edu)

Office Hours: Mon.-Thurs., 8 a.m.-7 p.m.  
Fri., 8 a.m.-4:30 p.m.

Location: ED 129

#### **Career Center services include:**

- Individual career counseling and testing
- Interviews with professionals in your chosen career field
- Job search strategies and workshops
- Computerized career guidance and career library
- Career development classes for unit credit

#### **Transfer Center services include:**

- Individual academic assistance
- Individual appointments with university representatives
- University campus fieldtrips
- Transfer awareness workshops
- University catalogs
- Transfer college fairs
- Computerized college information and transfer resource library
- University of California (UC) Transfer Admission Guarantees (TAG)
- UC/CSU cross-enrollment for only \$10
- Transfer planning classes for unit credit

### **2009-2010 CATALOG (page 35)**

#### **Career/Transfer Center**

The Career/Transfer Center serves students' career development and transfer needs. Career counselors help students explore occupations and career fields using



comprehensive printed and computerized resources. These resources help students make well informed decisions regarding employment, selection of a major, and/or career choices. Career assessment may be recommended by counselors to measure interests, skills, personality and work values. Students may receive help developing resumes and improving job interviewing skills through individual appointments or during job search presentations. The center also provides helpful resources to students planning to transfer to a four-year college or university. To educate and assist Citrus College transfer students, the Career/Transfer Center provides a variety of transfer support services, resources and special events. We aim to foster a seamless transfer process using services and resources that include:

- College catalogs and college search resource books
- Individual transfer advising
- University representative appointments
- University application assistance and workshops
- Campus tours
- Transfer awareness workshops
- College fairs
- Guaranteed admission contracts to 7 of the 10 UC campuses
- Course equivalent articulation agreements with numerous 4-year institutions

## Academic Program Review Documents and Their Equivalent Location in the Student Services Program Review Draft

Student Services PR Draft section	<b><i>Comparable Academic Program Review Documents/ Data</i></b>
	<b><i>MISSION</i></b>
I a.	Statement of Program Description and Objectives
III d.	List of Certificates Issued for Prior Year
III d.	Sequence of Courses Required to Meet Educational Objectives
VIII	Course Outlines of Record
VIII	Catalog Pages Pertaining to Program
	<b><i>NEED</i></b>
III b.	Course Enrollment Trends
III i.	WSCH/FTES Generated for Each Program
III h.	Similar Programs at Other Community Colleges in Service Area
VIII	Articulation Agreements
III i.	Census and FTES Trend
III b.,c.,d.	Student Data
	<b><i>QUALITY</i></b>
I a.	Faculty Minimum Qualifications: Diversity and Credentials
III c.	Course/Program/College Grade Distribution
VIII	Syllabi
	<b><i>FEASIBILITY</i></b>
VI, I d.	Facility and Equipment Needs
II a.	Library Resources
III f.	<b><i>COMPLIANCE</i></b>
VIII	List of Courses with Requisites Not Validated
I e.	Progress in Prior Recommendations

## Career/Transfer Center Evidence

- CTC – 1            **Student Equity Plan**  
<http://www.citruscollege.edu/admin/research/Documents/IR%20Projects/StudentEquityTablesTogether.pdf>
- CTC – 2            **Citrus College Strategic Plan**  
<http://www.citruscollege.edu/admin/planning/Pages/default.aspx>
- CTC – 3            **Transfer Center Plan**  
<http://www.citruscollege.edu/stdntsrv/transcntr/Pages/default.aspx>
- CTC – 4            **CA College Transfer Recommended Guidelines**  
[http://www.cacctcw.org/igetc/RecommendedGuidelines\\_final.pdf](http://www.cacctcw.org/igetc/RecommendedGuidelines_final.pdf)
- CTC – 5            **Northern University Fieldtrip**  
<http://www.citruscollege.edu/admin/research/Pages/IRProjects.aspx>
- CTC – 6            **Career/Transfer Satisfaction Survey**  
<http://www.citruscollege.edu/admin/research/Pages/IRProjects.aspx>
- CTC – 7            **Counseling Survey**  
<http://www.citruscollege.edu/admin/research/Pages/CounselingSurvey.aspx>
- CTC – 8            **Transfer Center Annual Report**  
<http://www.citruscollege.edu/stdntsrv/transcntr/Pages/default.aspx>
- CTC – 9            **Accountability Reporting Community College (ARCC)**  
<http://www.citruscollege.edu/admin/research/Pages/ARCC.aspx>
- CTC – 10           **Citrus College Fact Book Spring 2009**  
<http://www.citruscollege.edu/admin/research/Documents/Fact%20Book/spring09factbook.pdf>
- CTC – 11           **Career/Transfer Center Webpage**  
<http://www.citruscollege.edu/stdntsrv/transcntr/Pages/default.aspx>

- CTC – 12      **Community College Survey of Student Engagement**  
<http://www.citruscollege.edu/admin/research/Documents/Fact%20Book/spring09factbook.pdf>
- CTC – 13      **Transfer Center Board Policy and Administrative Procedure (BP 5120, AP 5120)**  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>

**CITRUS COMMUNITY COLLEGE DISTRICT**

TO:	BOARD OF TRUSTEES	Action	_____
DATE	December 1, 2009	Resolution	_____
SUBJECT:	Food Services Program Review	Information	X
		Enclosure(s)	X

BACKGROUND

The Food Services 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. H.3.

# FOOD SERVICES



## Non-Instructional Program Review

04/01/2009



# **FOOD SERVICES Non-Instructional Program Review**

**Spring 2009**

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**Prepared by**

Martha McDonald, Dean of Students  
Eric Magallon, Bookstore Supervisor

## **Food Services Review Committee Members**

Philomena O'Shea, Food Services Supervisor

Martha McDonald, Dean of Students

Eric Magallon, Bookstore Supervisor

Adrienne Thompson, Student Life & Leadership Development Supervisor

Stefano Saltalamacchia, ASCC President

Savannah Dominguez, Student

Jesse Sanchez, Student

Mike Paolini, Student

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# FOOD SERVICES PROGRAM REVIEW

Spring 2008

## I. INTRODUCTION

Citrus College Food Services is responsible for providing a wide spectrum of services in various settings campus-wide. The department operates three types of food services: cafeteria, catering, and event concessions which are subject to Los Angeles County Health Department regulations. Vending and some concessions are outsourced. The Food Services department recognizes that all individuals are innately valuable to Citrus College and the department. The department's goal is to provide healthy foods and snacks, at appropriate prices, as well as clean facilities where students and staff can relax, study and/or visit with friends.

The Stuffed Owl Café, located beneath the Handy Campus Center, operates five days a week and depending on demand, offers full breakfasts, lunch specials, grill service, deli sandwiches, specialty coffees, salads, pizza, and a Mexican Food station, as well as cold drinks and prepackaged snacks.

In addition to the Stuffed Owl Café, several other types of food services are available to both students and staff. Catering service is provided for special events, such as breakfasts, business lunches, meetings, training, and retirements. On request, fresh linen tablecloths and napkins are provided, as well as fresh flowers, silverware and china. The catering menu provides a full range of hot and cold hors d'oeuvres and a large selection of food items, ranging from salads and sandwiches, to full-course meals, which include basil chicken, prime rib, and vegetarian lasagna, all complete with sides. Special requests that are not on the menu can also be provided by contacting the Food Service Supervisor and making arrangements. Food presentation and good customer service are a key part of the catering service at Citrus College.

Event concessions are almost exclusively provided through the concession stands located at the north and south sides of the west end of the stadium. Both stands were torn down in 2007 to make way for a new concession stand located at the main entrance of the stadium expected to be completed in June 2009. While waiting for completion of the new snack stand, temporary facilities are set up for each game and vendors are brought in to supplement in-house offerings.

The actual number of students served is difficult to determine because there is no differentiation between students, staff and campus guests at the registers, during catered events, at concession stands, or vending machines. Services are provided to everyone in the campus community.

### **A. Objectives**

1. To provide a comprehensive range of food services to the campus community including students, faculty, staff and visitors.
2. To provide a healthy food source that is attractive, flavorful, nutritious, and competitively priced in order to support and promote a supportive learning environment.
3. To prepare and serve foods reflective of an increasingly diverse population.
4. To provide a clean cafeteria that is inviting, supplements campus life and promotes student engagement.
5. To operate at a profit.

### **B. Staffing**

- 1 Full time Food Services Supervisor
- 1 Full time 10-month Food Services Team Leader
- 2 Part time 49% Food Services Assistant I
- 1 Part time 49% Food Services Assistant II
- 2 Part-time, On-call Department Aid I
- 10 -13 Student Workers

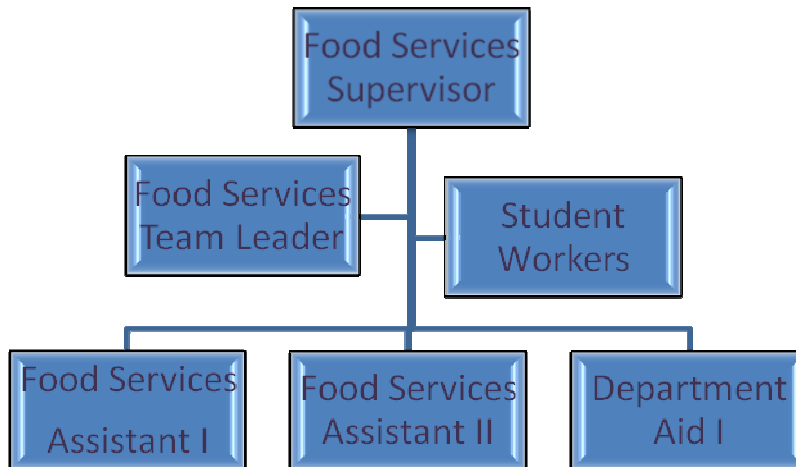
**C. Credentials**

The Los Angeles County Health Department requires that at a minimum, one person hold a ServSafe® food certification in each unit. Due to the importance of food safety, the Food Services Supervisor requires that all classified staff receive a ServSafe® certificate from the LA County Health Department.

**D. Diversity**

Ethnicity	Food Service	Campus
African-American Non-Hispanic	0.5%	5.4%
American Indian/Alaskan Native	0%	0.7%
Asian	0%	7.6%
Filipino	0%	3.0%
Hispanic	75.0%	41.0%
Other Non-White	0.5%	2.1%
Pacific Islander	0%	0.6%
Unknown	0%	8.2%
White Non-Hispanic	15.0%	31.4%

**E. Organizational chart**



**F. Progress made on prior program review recommendations**

**1. The committee recommends that the district supplement the food service budget for equipment purchases.**

The district provided funds for a new ice machine, meat slicer, pizza warmer, delivery cart, and portable food warmer. Concerns raised about vending machine equipment have been resolved through contracting out vending. The North County Vending contract for hot drink and food machines and the PEPSI vending contract for cold drinks were signed in August of 2007. Concerns raised about the inefficient concession stands have been resolved with the help of bond funds used for the demolition of the old stands and the construction of a new concession stand with a functional grill.

**2. The committee recommends that the program offer an express and/or less expensive alternative or a smaller portion and/or limited choice alternative.**

Affordable menu items were added including specials, soup/sandwich items for three to four dollars. Daily menu choices were also reduced by one item.

**3. The committee recommends that outside seating be enhanced with better lighting, a patio cover, and improved landscaping and ashtrays.**

Concerns raised about exterior seating have been resolved by replacing the table/seating units outside the cafeteria and upstairs in front of the north entrance of the campus center. Concerns about the inadequate outdoor lighting at night have been resolved by adding metal halide fixtures to better illuminate the patio area at night. Landscaping has improved through the addition of a garden area and avocado grove. The area surrounding the patio has been improved by new landscape. The weather protection in the cafeteria patio area has not been addressed since the last program review.

**4. The committee recommends that doors and windows be cleaned more often.**

A student has been assigned to keep the windows and dining area clean.

**5. The committee recommends that the program review the layout of the seating inside the cafeteria.**

Concerns raised about interior seating and layout partially have been resolved by replacing the tables and chairs. The interior of the cafeteria is still in need of fresh paint and removal of the old Grind which is on hold because of budget and campus center remodel plans.

**6. The committee recommends a designated smoking area outside.**

Since the patio area outside the cafeteria is located in a recessed area, second hand smoke quickly spreads from a designated smoking section to the rest of the patio area. One positive aspect of smoking allowed outside is that the smoke hides the sewer smell coming from the outdoor septic tank.

## II. INTEGRATION AND COORDINATION WITH OTHER PROGRAMS

### **A. How does this program coordinate with the other Student Services programs on campus?**

The Food Services program coordinates with other Student Services programs on campus through catering, food vouchers, and meal tickets. In addition to student services, the Food Services department coordinates with the Foundation, outside groups, President's Office and Board of Trustees to provide catering needs. The Food Services Supervisor assists student clubs to be compliant with health regulations when preparing and selling food for club fundraising activities.

### **B. How does this program work with research and TeCS?**

The Food Services Program works with the Director of Institutional Research who assisted with the development of survey questions and focus groups. A workshop was held to train focus group facilitators on how to facilitate a focus group. Questions were developed, do's and don'ts were reviewed, categorization of data collected, and summarization of findings were all produced under Lan Hao's supervision. Tec Services is critical in maintaining the email, phone and computer systems.

### **C. How is this program integrated with student equity and strategic planning?**

The Food services program is integrated with student equity through the support of diverse food options, such as traditional Irish faire on St Patrick's Day, which is sensitive to our culturally diverse student population. The Food Services program is integrated with strategic planning through the continued involvement in Student Learning Outcomes with the assistance of the Student Learning Outcomes and Assessment Coordinator. Data gathered from focus groups and student surveys are also part of strategic planning. Planning also includes attendance at the annual Student Services Planning retreat where annual goals are presented and discussed.

#### **Part of Citrus College Strategic Plan –**

- **Student Success** - Directly supports through serving healthy food and attaining related goals.
- **Student Learning Outcomes (SLO's)** – Developed and measured.
- **Fiscal Transparency** – Published annual budget.
- **Communication** - Discuss with food services program staff, Associated Students of Citrus College (ASCC), Student Services Committee (SSC) and other services.

### III. PROGRAM SELF-EVALUATION

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

The Food Services program assessed the opinions of its employees and clientele to ensure that it is providing an acceptable level of service. The opinions were gathered from surveys, focus groups, and a food service consultant. The feedback of surveys is measured by taste, selection and perceived healthfulness of the current offerings as well as, the friendliness of the staff and satisfaction with the overall atmosphere of the cafeteria. Findings from these surveys were reviewed and most implemented to improve service. A food consultant was contracted in 2006 to review Food Services operations and developed a detailed report of findings and recommendations. Focus groups expanded on the results of surveys and the consultant’s report and raised additional concerns through open dialogue with the help of a facilitator who asked questions to initiate the dialogue.

#### **A. Access**

##### **1. How accessible is the program?**

###### **a. Compare demographic data from the college to the program, including ethnicity, gender, age, students with disabilities.**

The Food Service program is available to everyone. There is no current tracking mechanism in place to identify whether or not the student population is truly represented. Daily transaction data will begin to be added to the daily financial sales reports beginning May 1, 2009. A campus student satisfaction survey is under development to be distributed during fall 2009.

The actual number of students served is difficult to determine as there is no differentiation between students, staff and campus guests done at the registers or during catered events, concession stands, and vending machines. All Citrus College demographics are served including International, Extended Opportunity Programs and Services (EOP&S), Cooperative Agencies Resources for Education (CARE), California Work Opportunity and Responsibility for Kids (CalWORKs), and Disabled Student Programs & Services (DSP&S) students.

###### **b. How effective is this program in enabling success for underprepared and underrepresented students?**

Offering discounted meals enables those who have limited incomes to have access to nutritional foods. The Food Services program collaborates with the CARE program by honoring prepaid cards so that CARE students use them to purchase healthy meals. For some students, this is the only meal they will have during the day.

<b>Fiscal Year</b>	<b>CARE Food Voucher Sales</b>
<b>2002 - 2003</b>	\$33,613
<b>2003 - 2004</b>	\$37,598
<b>2004 - 2005</b>	\$26,974
<b>2005 - 2006</b>	\$30,827
<b>2006 - 2007</b>	\$30,182
<b>2007 - 2008</b>	\$41,316

## **B. Success**

### **1. How well does this program help students complete their educational goals?**

The Food Services department provides a clean, friendly atmosphere where students, faculty and staff can enjoy a healthy meal. This promotes a cooperative learning environment.

## **C. Student Learning Outcomes**

### **1. Describe your progress in the development and implementation of Program Student Learning Outcomes.**

In spring 2007, the Food Services department assessed the opinions of its clientele to ensure that it was providing an acceptable level of service as measured by taste, selection and perceived healthfulness of the current offerings, the friendliness of the staff and the satisfaction with the overall atmosphere. Focus groups were conducted in fall 2008. A second improved survey was conducted in spring of 2008. Excellent ideas were gained from the surveys and focus groups. Many of these have already been implemented.

### **2. Include copy of SLO (See Addenda)**

## **D. Compliance**

### **1. Provide an overview of how this program meets applicable minimum requirements of law.**

For the past eleven years, the Food Services department has received an "A" rating from the Los Angeles County Health Department. The department is visited by a health inspector on a regular basis who recommends changes and/or improvements to the facilities and operating procedures.

## **E. Student Eligibility**

### **1. Describe eligibility requirements for participation in your program.**

The food services program is available to all students, faculty, staff, and the local community. There are no eligibility requirements for participating in the Food Services program.

## **F. Program Services**

### **1. List and describe the services/components offered by your program including numbers of students served.**

The Food Services department provides a wide variety of foods, snacks and beverages to students. The department also caters to ethnic students by offering a menu that includes popular requested ethnic foods identified through survey results. The actual number of students served is difficult to determine because there is no differentiation between students, staff and campus guests done at the registers, during catered events, at the concession stands, or vending machines. All of these populations are served.

### **2. Describe how it compares to similar programs at other community colleges in the service area.**

The food services department at Citrus College is one of the few institutionally operated venues remaining in the California community college system. Most community colleges including outlying colleges such as Chaffey College, Mount San Antonio College, Glendale Community College, and Pasadena City College have outsourced their food service operations or have a food service instructional program.

## G. Funding, Expenditure & Accountability

### 1. How does the program work with the business office to monitor expenditures and fiscal reporting?

The Food Services Supervisor works closely with the Dean of Students, and Accounting Technician in the business office to monitor expenditures and fiscal reporting through the review of monthly income statements. The Food Services Supervisor also works with the Dean of Students and Bookstore Supervisor on the annual budget process.

The Food Services program is one of the two self-funded operations on campus, meaning it is income based not fund based; no general funding is appropriated for the Food Services program. The Food Services program is managed by projecting income, cost of goods, and expenses, based on prior activity and enrollment in conjunction with monitoring current trends. Historically, the Food Service program has been operating at a loss every year and has relied on the bookstore transfer to cover the deficit. A summary of income and expenses for the last six years appears below.

Food Service Fiscal Year	Income	(-) Expenses	= Profit/Loss	Bookstore Transfer to cover Food Services Loss
'02-'03	\$ 656,243	\$ 679,222	\$ * (22,979)	
'03-'04	\$ 577,988	\$ 704,479	\$ *(126,491)	\$ * 149,470
'04-'05	\$ 604,909	\$ 708,372	\$ (103,463)	\$ 103,463
'05-'06	\$ 607,850	\$ 726,041	\$ (118,191)	\$ 118,191
'06-'07	\$ 586,706	\$ 729,013	\$ (142,307)	\$ 142,307
'07-'08	\$ 534,334	\$ 597,317	\$ (62,983)	\$ 62,983

\* Losses from 02-03 were combined with 03-04 and charged in 03-04.

## H. Advancement of Green Environment

### 1. How has your program contributed to a greener environment? (i.e. increased awareness, energy savings, recycling, paperless)

The Food Services Department collaborates with the "Green Team." At the beginning of spring 2009 semester the Green Team provided compost bins that were installed to store old fruit, vegetables, etc. to be used as fertilizer for the campus. Leaves and grass are also used in the bins to make compound fertilizer. Facilities planted an herb and vegetable garden for organic fruits next to the cafeteria. Used vegetable oil is stored until it is picked up to be recycled.

## I. Technology Needs

### 1. What technology needs currently exist in your program?

Due to the limitations caused by an antiquated cash register system, the cafeteria and concessions need a new Point of Sale (POS) system to better track customers, inventory, ordering and sales history. An improved interactive website for placing food orders or for planning catering orders will assist in providing better customer service and streamlined procedures. More efficient equipment must be purchased to replace aging kitchen equipment. Before any replacement of equipment is considered, repair options must be weighed since the current kitchen is scheduled for renovation in five years.

### 2. Given your plans for future growth and development, what technology needs do you anticipate in the future?

Planning will begin in winter 2010 for the remodel of the campus student center. During this time, the future food service needs will be assessed and plans made for a new kitchen, food court, and/or dining facility.

## IV. EFFECTIVE PRACTICES

### **A. Describe what is working well including awards and special recognitions.**

Marketing the food service operation consists of knowing the customers' food preferences. The Food Service Supervisor must satisfy the customers' wants and needs at affordable prices. Making the selling of food affordable is accomplished by building up and offering specials, discounts and promotions. Catering events and aesthetic display of food items have also been essential to the overall marketing concept.

Cleanliness and customer relations are a very important aspect of the food services operation. The controlling of product costs is implemented by effective purchasing practices. Inventory is taken before the placing of every order. Leftovers are tracked and recycled safely. Servers are ServSafe® certified and trained in portion control. The supervisor maintains the highest culinary standards at the lowest possible cost, ensuring maximum quality control. The supervisor also maintains rapport between the kitchen staff and management.

The Food Services department through the expertise of the supervisor has earned a reputation of serving excellent food, professional catering, and artistic presentation in catering.

Vending machines have a wide selection of affordable beverages and snacks including: a) sandwiches, both cold and microwavable, at \$2.25, b) bagels and burritos at \$1.75 each, and c) personalized pizzas at \$1.25 each.

The menu in the cafeteria changes often with special requests considered. The menu at the moment is working very well and midyear sales raised \$41,647 from December 2007 to December 2008. The Food Services department is also in the process of trying to make space for new menu items, which will further improve sales.

### **B. What exemplary practices and services do you offer that could be shared with other departments or other campuses?**

The Food Services department works closely with student groups by monitoring food temperature for safety, providing free ice to clubs and events, and donating time for campus activities.

### **C. What successful pilot projects have been implemented by your program?**

The Food Services department has implemented the Green Team Program for waste foods. Waste oils are picked up and recycled and waste foods are used for composting.

### **D. How do faculty, administrators, staff and students participate in improving the effectiveness of this program?**

The Food Services department distributed surveys, hired a consultant to evaluate the food services program. The Associated Students of Citrus College (ASCC) held focus groups to solicit input from students and staff on areas of improvement. Several recommendations made by respondents that were implemented to improve services include:

- Improve cleanliness by assigning a student worker to clear and clean tables
- Retrain staff to provide better customer service
- Review prices (added affordable menu items \$3.50 & \$5) and develop a profitable catering plan
- Install new menu and signage on doors to include kitchen hours and vending hours
- Remove cigarette cans
- Serve better coffee and add a better selection of bread for sandwiches
- Update menu periodically and increase the use of organic foods
- Accept Credit cards
- Cut back to 1 hot entrée and restore Mexican food line
- Add Asian food options – rice bowl/noodle bowl



## **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.**

The food services program has been assessed through various sources during the past two years. A consultant was hired in 2006, student focus groups were conducted in 2008, and students and staff participated in surveys during the past three years. The findings of these evaluations as well as, this program review have allowed us to explore several options to improve services in the cafeteria. All options lead to more funding. The cafeteria is not a self-sustaining operation and therefore calls for an investment from the campus community if the cafeteria is to be a viable program. The Food Services department continues to operate at a loss as evident by its financial performance during the past six years. Based on these facts, the college must either be amenable to the Food Services department operating at a loss or consider other options. Below is a list of recommendations:

#### **1. Use data and previous discussions as a foundation for recommendations.**

- a. A solution to the continued sewer stench must be engineered so that the outdoor eating experience is a pleasurable one. It is recommended that a solution to the sewer vent pipe smell be found to promote a healthy, safe and inviting eating environment.
- b. It is recommended that Food Services increase healthy grab-and-go fresh food, such as apple, oranges, bananas and pre-packaged grapes and carrot-sticks (possibly, with a small dressing cup).
- c. Seating inside the cafeteria is often inadequate particularly in the early parts of the semester. It is recommended that the old "Grind" be removed to free up space for more seating.
- d. The current dining facility requires new lighting and paint as an inexpensive fix until the complete remodel in five years. It is recommended that the cafeteria's dining area be painted as a temporary update until the campus center renovation.
- e. It is recommended that weather protection for seating in the patio area be installed to make the area usable when the weather is inhospitable.
- f. It is recommended that the Food Services department install a Point of Sale system to better track inventory, customers, sales, and menus.
- g. Additional and more efficiently designed space is needed to provide better services and healthy options such as a char broiler for cooking meat and the ability to create ethnic dishes such as Asian foods and Indian foods to better serve Citrus students. It is recommended that a char broiler be installed in the kitchen by 2011 if budget permits.
- h. The location of the cafeteria is a detriment to its success. It is located in the lower section of the campus center which is not visible and easily accessible. It is recommended that the campus center remodeling committee consider the possibility of relocating the cafeteria upstairs or a location that is more visible and accessible.

#### **2. Consider needs for data, staffing, program growth and/or restructuring.**

##### **a. Include plans, timelines, resources needed, and person(s) responsible for implementing plans.**

The campus center is slated to have a complete remodel in five years. Renovation plans include the formation of a committee during winter 2010 to begin the process of planning. The first decision that will need to be made will be if the Food Service department will be improved in its current format or contracted out.

For each of these options, staffing, budget, and physical plant needs must be considered. Current staffing positions will be affected by program decisions and long term goals. Budgetary needs from sales income and general fund sources will vary with the chosen food program. For the physical plant, plans must be made for a new kitchen, including food court, catering, and dining possibilities.

The current dining facility requires new lighting and paint as an inexpensive fix until the complete remodel in five years. Current kitchen equipment is in need of repairs and/or replacement. Short term goals with responsible parties and due dates are listed below.

After her retirement, the current Food Services Supervisor recommends the creation of a Head Chef with a proper culinary background instead of the supervisor position along with a full time Food Services Operations Coordinator and a 49% Catering/Daily Menu Coordinator to ensure efficient daily operations and the continued level of excellent service.

Food Services Needs	Responsible Person	Due Date	Progress
• Add a third register to better handle traffic flow. <i>(Fiscal Transparency)</i>	Philomena	September 08	<b>Done 9/08</b>
• Complete Program Review. <i>(SLO's)</i>	Philomena	December 08	<b>Done 1/09</b>
• Change Linen service to improve pricing and quality. <i>(Fiscal Transparency)</i>	Philomena	September 08	<b>Done 9/08</b>
• Increase sales by 15% through marketing and daily specials. <i>(Fiscal Transparency)</i>	Philomena	July 09	<b>In Process</b>
• Improve signage for better visibility at the grill. <i>(Communication)</i>	Philomena/Martha/Eric	August 09	<b>In Process</b>
• Change name through student committee. <i>(Communication)</i>	Philomena & Student Committee	August 09	<b>In Process</b>
• Repaint and add decorative lighting in the dining area. <i>(Fiscal Transparency)</i>	Philomena/Martha/Eric	August 09	
• Purchase a char broiler to improve grill sales and offer healthier food. <i>(Fiscal Transparency)</i>	Philomena/Martha/Eric	February 10	
• Contract out concessions. <i>(Fiscal Transparency)</i>	Philomena/Carol	February 10	
• Install Point of Sale system. <i>(Fiscal Transparency)</i>	Philomena/Carol/Eric	July 10	
• Finalize campus center remodel plans. <i>(Student Success)</i>	Campus remodel committee	August 10	
• Install all weather covering in outdoor patio area. <i>(Fiscal Transparency)</i>	ASCC	August 10	
• Add a coffee and food stand outside of Cosmetology. <i>(Student Success)</i>	Philomena/Eric	January 11	

3. **Technology needs.**

a. **What technology needs currently exist in your program?**

Due to the limitations caused by an antiquated cash register system, the cafeteria and concessions require a new Point of Sale (POS) system to better track customers, inventory, ordering and sales history. An interactive website for placing food orders or for planning catering events would be a help to the operations and improved customer service. More efficient equipment must be purchased to replace aging kitchen equipment. Before any replacement of equipment is considered, repair options must be weighed since the current kitchen will be renovated in 5 years.

b. **Given your plans for future growth and development, what technology needs do you anticipate in the future?**

Planning will begin in the winter 2010 for the remodel of the campus student center. During this time, the future food service needs will be assessed and plans made for a new kitchen, food court, and/or dining facility.

## **VI. TECHNICAL ASSISTANCE/TRAINING NEEDS**

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

The Los Angeles County Health Department requires at least one person have a ServSafe® food certification in each unit. Due to the importance of food safety, the Food Services Supervisor requires that all classified staff receive their ServSafe® certificate.

## VII. SUPPLEMENTAL INFORMATION

### A. Examples of materials that are provided to students.



Philomena O'Shea, food services supervisor • 1000 W. Foothill Blvd., Glendora, CA 91741-1899 • (626) 914-8615 • www.citruscollege.edu

**Hours:** Monday-Friday: 7:30 a.m.-2 p.m.

**Breakfast:** 7:30-10 a.m.

**Lunch:** 11 a.m.-1:30 p.m.

**Coffee Grind:** Monday-Thursday: 7:30 a.m.-8 p.m.



#### Stuffed Owl Café Menu

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	Served Daily
<b>Grilled Chicken Breast Florentine</b> <i>with one vegetable</i> <b>\$5.50</b>	<b>Oven Roasted Turkey</b> <b>\$5.50</b> <i>(carved to order) with stuffing, vegetables, mashed potatoes and gravy</i>	<b>Chicken Fettuccini</b> <i>with garlic bread</i> <b>\$5.50</b>	<b>Fried Fish and Chips</b> <i>with one vegetable</i> <b>\$5.50</b>	<b>Chef Special</b>	<b>Breakfast</b> Oatmeal Cream of Wheat <b>\$1.50 each</b>  <i>Grill is open everyday for breakfast, cooked to order</i>
<b>Swedish Meatballs over Noodles</b> <i>with one vegetable</i> <b>\$5.00</b>	<b>Baked Macaroni &amp; Cheese</b> <i>with garlic bread</i> <b>\$4.50</b>	<b>English Style Shepherd's Pie</b> <i>with brussels sprouts and walnuts</i> <b>\$5.00</b>	<b>Spaghetti and Meatballs</b> <i>with garlic bread</i> <b>\$4.50</b>		<b>Lunch Daily Specials</b> <b>Fresh Salads</b> <b>\$5.10 each</b> <i>Tossed to Order</i> <ul style="list-style-type: none"> <li>• Caesar Chicken</li> <li>• Chinese Chicken</li> </ul> <i>Try Our New Salads</i> <ul style="list-style-type: none"> <li>• Bread Salad with Chicken bites</li> <li>• Tossed Spinach Salad with Roasted Pine Nuts and Blood Oranges</li> </ul>
<b>Special of the Day</b> <b>\$3.50</b> Cup of soup with half of a deli sandwich	<b>Special of the Day</b> <b>\$3.50</b> Cup of soup with half of a deli sandwich	<b>Special of the Day</b> <b>\$3.50</b> Cup of soup with half of a deli sandwich	<b>Special of the Day</b> <b>\$3.50</b> Cup of soup with half of a deli sandwich	<b>Special of the Day</b> <b>\$3.50</b> Cup of soup with half of a deli sandwich	<b>Burrito and Tostada Bar</b> <b>\$5.10</b>



# Weekly Bulletin



## Stuffed Owl Cafe Menu

Check out our \$3.50 daily specials!

### Monday

- London Broil for \$5.50
- Chicken Teriyaki for \$4.00

### Tuesday

- Oven Roasted Turkey for \$5.50
- Rigatoni Bolognese with Sicilian for \$5.00

### Wednesday

- Cilantro & Lime Grilled-Chicken Breast for \$5.50
- Pasta Primavera for \$5.00

### Thursday

- Stuffed Flank Steak for \$5.50
- Baked Cod Florentine with Cream Sauce for \$5.00

### Friday

- Chef's Special

Daily breakfast and lunch specials are also available. For more information, visit the Stuffed Owl Cafe. Hours of operation are: Breakfast, 7:30 to 10 a.m.; Lunch, 11 a.m. to 1:30 p.m.

**VIII. ADDENDA**

**A. Student Surveys**

**Spring 2007 Survey**

Please mark the response to each statement below that most closely matches your opinion.

<b>THE GRIND</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
I think the food in the cafeteria usually tastes good.				
I think the cafeteria offers fairly healthy food choices.				
I would eat in the cafeteria more often if they had healthier food choices.				
I think the selection in the cafeteria is pretty good.				
I think the cafeteria staff is pretty friendly.				
I'm generally comfortable with the atmosphere.				
I have eaten in other college cafeterias numerous times.				

<b>MORNING GRILL</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
I think the food in the cafeteria usually tastes good.				
I think the cafeteria offers fairly healthy food choices.				
I would eat in the cafeteria more often if they had healthier food choices.				
I think the selection in the cafeteria is pretty good.				
I think the cafeteria staff is pretty friendly.				
I'm generally comfortable with the atmosphere.				
I have eaten in other college cafeterias numerous times.				

<b>LUNCH</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
I think the food in the cafeteria usually tastes good.				
I think the cafeteria offers fairly healthy food choices.				
I would eat in the cafeteria more often if they had healthier food choices.				
I think the selection in the cafeteria is pretty good.				
I think the cafeteria staff is pretty friendly.				
I'm generally comfortable with the atmosphere.				
I have eaten in other college cafeterias numerous times.				

# Fall 2007

## Stuffed Owl Focus Group

**Main Question: “Why are the students not using the cafeteria?”**

1. How many of you have eaten at the cafeteria? Why or why not?
2. How many times have you eaten in the cafeteria this semester?
3. What was your experience when you visited the cafeteria?
4. What can we do to make it more likely for you to use the cafeteria?
5. If you were the cafeteria manager, what would you change besides the cost of food and why?
6. Is there anything I left out?



## Stuffed Owl Café Spring 08 Customer Survey

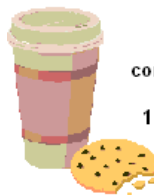
1. **I use my Credit/Debit card at the Café.**  
 Strongly Agree       Agree       No Opinion  
 Disagree       Strongly Disagree
2. **The cashiers are courteous and friendly.**  
 Strongly Agree       Agree       No Opinion  
 Disagree       Strongly Disagree
3. **I like the fresh cooked breakfast and lunch from the grill.**  
 Strongly Agree       Agree       No Opinion  
 Disagree       Strongly Disagree
4. **I am happy with the sandwich line.**  
 Strongly Agree       Agree       No Opinion  
 Disagree       Strongly Disagree
5. **The selection at the Mexican line is satisfactory.**  
 Strongly Agree       Agree       No Opinion  
 Disagree       Strongly Disagree
6. **I enjoy the tossed-to-order salads.**  
 Strongly Agree       Agree       No Opinion  
 Disagree       Strongly Disagree
7. **I like the idea of having daily specials.**  
 Strongly Agree       Agree       No Opinion  
 Disagree       Strongly Disagree
8. **I like the “grab & go” food.**  
 Strongly Agree       Agree       No Opinion  
 Disagree       Strongly Disagree
9. **I feel there could be a wider selection of items.**  
 Strongly Agree       Agree       No Opinion  
 Disagree       Strongly Disagree
10. **I believe the food is satisfactory.**  
 Strongly Agree       Agree       No Opinion  
 Disagree       Strongly Disagree
11. **The service was quick and friendly.**  
 Strongly Agree       Agree       No Opinion  
 Disagree       Strongly Disagree
12. **Do you think the café is clean and sanitary?**  
 Strongly Agree       Agree       No Opinion  
 Disagree       Strongly Disagree

Feel free to write any additional feedback on the back of this survey. Thank you for your input. In appreciation, please enjoy a complimentary cookie or a medium soft drink.



### Stuffed Owl Cafe

Voucher for 1  
complimentary cookie  
OR  
1 Medium Soft Drink





**B. Student Learning Outcomes**

**FOOD SERVICE**

*Student Learning Outcomes*

<b>I Program Purpose</b>	<b>II Core Competency</b>	<b>III Program Student Learning Outcomes</b>	<b>IV Assessment Method and Criteria for Success</b>	<b>V Assessment Results 2007</b>	<b>VI Use of Results 2007</b>
<p><u>Applicable college mission objective:</u> “Furnish support services for the intellectual and personal development of all Citrus College students.”</p> <p><u>Department goal:</u> The college’s food service is responsible for providing the campus with the balanced nutrition necessary for any individual development to occur. In order to fulfill its role it must offer food that students and staff find appealing in a friendly and comfortable environment</p>	<p><b>Community/ Global Consciousness and Responsibility</b></p> <p>Lifelong Learning</p> <p><b>Discipline/ Subject Area Specific Content Material</b></p> <p>Adulthood Independence</p>	<p>The college’s food service will assess the opinions of its clientele to ensure that it is providing an acceptable level of service as measured by taste, selection and perceived healthfulness of the current offerings as well as the friendliness of the staff and the satisfaction with the overall atmosphere</p>	<p>A survey of customers will be conducted which will measure their levels of satisfaction regarding the taste, selection, and perceived healthfulness of the current offerings as well as the friendliness of the staff and the overall atmosphere.</p> <p>The survey will be conducted during the morning and lunch periods in the main serving area and at the “Campus Grind” coffee bar.</p> <p>It will also measure the degree to which customers are familiar with food service at other colleges.</p> <p>The survey will be conducted using a four-point Likert scale in which: 1= “Strongly Disagree” 2= “Disagree” 3= “Agree” 4= “Strongly Agree”</p> <p>For those items (1, 2, 4, 5, &amp; 6) measuring satisfaction, a mean value of at least 3.00 will constitute success. Items 3 &amp; 7 are for information n only.</p>	<p>Data indicate that the food service is successful in all five areas measured.</p> <p><u>Item #1 – usually tastes good mean results:</u> morning = 3.47 lunch = 3.46 “Grind” = 3.36</p> <p><u>Item #2 – offering healthy choices mean results:</u> morning = 3.26 lunch = 3.12 “Grind” = 3.38</p> <p><u>Item #4 – selection mean results:</u> morning = 3.39 lunch = 3.15 “Grind” = 3.15</p> <p><u>Item #5 – friendly staff mean results:</u> morning = 3.74 lunch = 3.55 “Grind” = 3.62</p> <p><u>Item #6 – atmosphere mean results:</u> morning = 3.79 lunch = 3.44 “Grind” = 3.54</p> <p>Data also provide the following information: Morning customers (2.20) slightly disagree and lunch customers slightly agree (2.69) that they would patronize the cafeteria if it offered <u>healthier food choices</u>. “Grind” customers agree (3.08)</p> <p>Only the lunch customers (2.65) slightly agreed that they had <u>eaten in other college cafeterias numerous times</u>. Morning (2.24) and “Grind” customers (2.38) slightly disagreed</p>	<p>Collecting and analyzing the data will allow food service supervisor to identify and work to improve in the areas identified either as not being successful or being only marginally so.</p> <p>The major limitation of this survey is that it was completed only by current customers. While the value of a survey completed by non-customers would be significant, the problems associated with administering it properly would also be significant.</p> <p>During the Fall of 2007 the Associated Students formed focus groups so that a more in-depth survey of student opinion on food service operations could take place.</p>



## *Student Learning Outcomes 2007-08*

*Spring 2007 Survey*

### **FOOD SERVICE**

The survey was taken on Thursday, May 4 2007.

Respondents were given \$1 off of purchase coupon at the cash register upon turning in a completed survey.

The survey was conducted using a four-point Likert scale in which:

**1= "Strongly Disagree"**

**2= "Disagree"**

**3= "Agree"**

**4= "Strongly Agree"**

<b>The Grind</b>	mean
Food Taste	3.36
Healthy Choices	3.38
More if Healthy	3.08
Good Selection	3.15
Friendly Staff	3.62
Comfortable Atmosphere	3.54
Other College Cafeterias	2.38

<b>Morning Grill</b>	mean
Food Taste	3.47
Healthy Choices	3.26
More if Healthy	2.72
Good Selection	3.39
Friendly Staff	3.74
Comfortable Atmosphere	3.79
Other College Cafeterias	2.24

<b>Lunch</b>	mean
Food Taste	3.46
Healthy Choices	3.12
More if Healthy	2.69
Good Selection	3.16
Friendly Staff	3.55
Comfortable Atmosphere	3.44
Other College Cafeterias	2.65

# Student Learning Outcomes 2007-08

Spring 2007

## FOOD SERVICE

### ASCC CAFETERIA FOCUS GROUP SUMMARY

(100 student members)

- 1. How many of you have eaten at the cafeteria?** All group members have eaten in the cafeteria.
- 2. How many times have you eaten in the cafeteria this semester? Why or why not?** On average, group members have eaten at least four times this semester. Overall, group members said they did not eat at the café more often because the food is too expensive for the quality and quantity. They also told us the staff is unfriendly.
- 3. What was your experience when you visited the cafeteria?** Overall, the group members said that the experience was not that great. Some members said the cafeteria looks like a hospital lunch room. Some said it looks plain and boring. Others said the staff is unfriendly and rude to them. One member said that, “the cafeteria is dirty and smells pretty bad”.
- 4. What can we do to make it more likely for you to use the cafeteria?** Some group members said to rearrange the entire layout and repaint the cafeteria. Add bench style seating. Give it some great geometric design and color. Some said that the student workers need to be more professional. Others told us that the hours are too short and they need to leave the coffee place open at night for the students taking night classes. Some members said the cafeteria should have a kiosk booth in the campus center mall between the Math and the Cosmetology buildings. Group members also told us that the prices are too high and should be lowered. They also told us that there should be a 99 cent menu.
- 5. If you were the cafeteria manager, what would you change besides the cost of food and why?** Some group members told us that they would change the appeal and make it feel like a restaurant and less “cold”. Make the place feel like the campus center, warm and welcoming and a very fun place to stay. The place you order the food is badly designed and arranged. Some members would hire happier cafeteria staff. Some would put the cafeteria where the bookstore is. Some said that they would put the kiosks all around the campus.

**6. Additional comments:**

Positive/needs improvement	Suggestions for new services/items
Non-cleanliness in dining area	Cultural/ethnic dishes
Love the microwaves	99 cent burgers
Like the tables outside	Create a buffet style line ending at registers
The vending machines are expensive	Free refills
Friendlier and organized staff	Extended hours
Expand variety of food choices	Breakfast all day
More cashiers	Hold more events downstairs
Higher quality food at lower prices	Live performances
Better organized lines	Clarion food reviews
Post hours	Bring Video Games Downstairs
Better advertizing	Juke box in dining hall
Less “comfort” food	Designated outdoor smoking spots
Cafeteria needs remodeling	Open at night
More signage	Bring in Starbucks
Healthier foods	Uniforms for employees
Soup and salad bar	Offer smoothies
Limited seating for customers	Southern style food
Improved outdoor lighting	Comedy Night

## Student Learning Outcomes 2007-08

Spring 2008

### FOOD SERVICE

2008 Survey Results		Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree	Mean Result
1	I use my credit/ debit card at the café.	44	64	30	23	10	3.64
2	The Cashiers are courteous and friendly.	75	68	20	7	1	4.22
3	I like the fresh cooked breakfast and lunch from the grill.	89	56	23	1	2	4.34
4	I am happy with the sandwich line.	51	73	29	13	5	3.89
5	The selection at the Mexican line is satisfactory.	40	65	51	13	2	3.75
6	I enjoy tossed-to-order salads.	54	73	37	4	3	4.00
7	I like the idea of having daily specials.	71	81	5	10	4	4.20
8	I like the "grab & go" food.	47	101	13	10	0	4.08
9	I feel there could be a wider selection of items.	47	65	55	2	2	3.89
10	I believe the food is satisfactory.	65	81	20	2	3	4.19
11	The service was quick and friendly	66	76	20	7	1	4.15
12	Do you think the café is clean and sanitary?	67	67	20	10	7	4.04
Total 171 surveys							

**Student Learning Outcomes 2007-08**  
*Spring 2008*  
**FOOD SERVICE**

I	II	III	IV	V	VI
Program Purpose	Core Competency	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results 2008	Use of Results 2008
<p><u>Applicable college mission objective:</u>            “Furnish support services for the intellectual and personal development of all Citrus College students.”</p> <p><u>Department goal:</u>            The college’s food service is responsible for providing the campus with the balanced nutrition necessary for any individual development to occur. In order to fulfill its role it must offer food that students and staff find appealing in a friendly and comfortable environment</p>	<p><b>Community/ Global Consciousness and Responsibility</b></p> <p>Lifelong Learning</p> <p><b>Discipline/ Subject Area Specific Content Material</b></p> <p>Adulthood Independence</p>	<p>The college’s food service will assess the opinions of its clientele to ensure that it is providing an acceptable level of service as measured by taste, selection and perceived healthfulness of the current offerings as well as the friendliness of the staff and the satisfaction with the overall atmosphere</p>	<p>A survey of customers will be conducted which will measure their levels of satisfaction regarding the taste, selection, and perceived healthfulness of the current offerings as well as the friendliness of the staff and the overall atmosphere.</p> <p>The survey will be conducted during the morning and lunch periods in the main serving area.</p> <p>The survey will be conducted using a five-point Likert scale in which:            1 = “Strongly Disagree”            2 = “Disagree”            3 = “No-opinion”            4 = “Agree”            5 = “Strongly Agree”</p> <p>For those items (2 -12) measuring satisfaction, a mean value of at least 4.00 will constitute success.</p> <p>Item 1 is for information only.</p>	<p>The results are located in the table above. Data indicate that the food service is successful in 8 out of 11 areas measured.</p> <p>Improvement in the areas of the sandwich line, the Mexican line, and the assortment of items available to customers should be considered.</p>	<p>Some of the recommendations gathered from question six of the focus group sessions were implemented after all surveys were completed. This is a part of our continuing goal of improved customer service and healthy product selection.</p>

**C. 2008 – 2009 Goals**

**Student Services Program Plans - 2008-09**

Program: FOOD SERVICE

**“Good Service and Excellent Food”**

**Please include goals appropriate to your area from the campus strategic plan, categorical site visit Compliance requirements and recommendations, student equity plan, and Board goals. Please include only New and/or revised activities, not routine items.**

GOAL	Responsible Person	Due Date
<ul style="list-style-type: none"> <li>Add a coffee and food stand outside of Cosmetology. <i>(Student Success)</i></li> </ul>	Philomena	June 09
<ul style="list-style-type: none"> <li>Improve signage for better visibility at the grill. <i>(Communication)</i></li> </ul>	Philomena	February 09
<ul style="list-style-type: none"> <li>Change name through student committee. <i>(Communication)</i></li> </ul>	Philomena/Student Committee	February 09
<ul style="list-style-type: none"> <li>Add a third register to better handle traffic flow. <i>(Fiscal Transparency)</i></li> </ul>	Philomena	September 08
<ul style="list-style-type: none"> <li>Complete Program Review. <i>(SLO's)</i></li> </ul>	Philomena/Martha/Eric	December 08
<ul style="list-style-type: none"> <li>Change Linen service to improve pricing and quality. <i>(Fiscal Transparency)</i></li> </ul>	Philomena	September 08
<ul style="list-style-type: none"> <li>Increase sales by 15% through marketing and daily specials. <i>(Fiscal Transparency)</i></li> </ul>	Philomena	June 09

**Please briefly describe the progress made on goals from 2007- 08**

GOAL	Progress
1. Increase sales through marketing and daily specials	<ul style="list-style-type: none"> <li>Working on this, has shown improvement.</li> </ul>
2. Develop a Grab and GO Menu	<ul style="list-style-type: none"> <li>In process, have added more grab and go items.</li> </ul>
3. Develop a \$2.50 & \$3.50 menu	<ul style="list-style-type: none"> <li>Offering inexpensive daily specials, new menu choices have been very successful. Cup of soup and ½ deli sandwich.</li> </ul>
4. Name change	<ul style="list-style-type: none"> <li>In process</li> </ul>
5. Complete vending machine conversion	<ul style="list-style-type: none"> <li>Complete</li> </ul>
6. Improve signage	<ul style="list-style-type: none"> <li>In Process</li> </ul>
7. Reduce deficit by \$75,000	<ul style="list-style-type: none"> <li>Succeeded</li> </ul>
8. Student focus groups	<ul style="list-style-type: none"> <li>Completed and working with suggestions.</li> </ul>

## **D. Recommendations from surveys, consultant, and focus groups**

**Cafeteria recommendations resulting from the consultant's report, surveys, and focus groups were divided into primary priorities, secondary priorities, and consultant recommendations:**

### **Primary Priorities**

- a. Repaint and decorate to bring a pleasant and inviting atmosphere**
  - 1) Decorative accessories
  - 2) New plasma televisions
  - 3) Paint - bring color into the dining area
  - 4) Improve cleanliness by dedicated student clearing and cleaning tables
  - 5) Retrain staff to provide better customer service
  - 6) Add colorful uniforms for staff
  
- b. Menu**
  - 1) Review prices (affordable menu items \$1, \$3, & \$5)
  - 2) Update menu periodically
  - 3) Add ethnic foods
  - 4) Add healthy salad options
  - 5) Add vegetarian options
  - 6) Increase organic foods
  - 7) Add grab and go to the menu
  
- c. Change signage**
  - 1) Colorful Signage
  - 2) Add hours of operation to marquee
  - 3) Signage on doors to include kitchen hours and vending hours.
  
- d. Advertize weekly specials**
  - 1) Signage
  - 2) Web
  - 3) Clarion
  
- e. Display merchandise**
  - 1) Organize and display presentation
  
- f. Move sandwich bar to the grind**
  - 1) Staff with a permanent staff member
  - 2) Offer soup, fruit, yogurt, dessert, muffins
  - 3) Grab and go salads/sandwiches
  - 4) Better coffee
  - 5) Better lighting around the grind
  
- g. Dining patio**
  - 1) Need better lighting
  - 2) Designate a small smoking area
  - 3) Remove cigarette cans

### **Secondary Priorities**

- 1) Kiosk
- 2) Cart
- 3) New Floor
- 4) Remodel serving area
- 5) Char broiler
- 6) Pizza Oven
- 7) Rotisserie grill
- 8) Salad bar
- 9) New Furniture
- 10) Move Sewage vent further away from outside eating area
- 11) Weather cover for parts of outside patio area

### **Consultant Recommendations**

- 1) Increase sales through marketing and specials
- 2) Catering trays (pick-up and drop off)
- 3) Pricing \$2, \$3, \$5
- 4) Grab and go
- 5) Food trays and repair fund
- 6) Mobile catering cart near cosmetology
- 7) Credit cards
- 8) Soup and Sandwich at the grind
- 9) Cut back to 1 hot entrée and restore Mexican line
- 10) Add Asian – rice bowl/noodle bowl
- 11) Better bread for sandwiches
- 12) Hire additional staff
- 13) Develop a profitable catering plan
- 14) Prices must be comparable to competition
- 15) Track sales of hot entries



### E. Catalog pages pertaining to program

## Citrus College catalog/schedule

### Food Services

The Stuffed Owl Café, located downstairs from the Campus Center, offers a wide range of food selections. Monday through Friday, breakfast items are offered, as well as items from the grill; fresh pizza; fresh salads; deli sandwiches; a taco, burrito and tostada bar; and entrees of the day. Vending service is available at various locations on campus throughout the day and evening.

#### Stuffed Owl Café

626-914-8615

[www.citruscollege.edu/owlcafe](http://www.citruscollege.edu/owlcafe)

[stuffedowl@citruscollege.edu](mailto:stuffedowl@citruscollege.edu)

**Cafeteria Hours:** Mon.-Thurs., 7:30 a.m.-2 p.m.  
Fri., 7:30 a.m.-1:30 p.m.

**Vending Service Hours:** Mon.-Thurs.,  
7:30 a.m.-8:30 p.m.  
Fri., 7:30 a.m.-2 p.m.

Location: CC, Lower Level

Located on the lower level of the Ross L. Handy Campus Center, the Citrus College cafeteria offers a wide range of food selections and a cyber place to meet and eat. Many breakfast items are offered, standard grill items are available for lunch, plus fresh pizza, fresh salads tossed to order, deli sandwiches, taco, burrito and tostada bar, and entrees of the day. The Campus Grind offers speciality coffee and pastry service.

Vending Service is available at various locations on campus.

Food services include:

- "Home Cooked" nutritious meals
- Deli sandwiches
- Snacks and drinks
- Wireless Internet access
- Concessions
- Vending

**CITRUS COMMUNITY COLLEGE DISTRICT**

TO:	BOARD OF TRUSTEES	Action	_____
DATE	December 1, 2009	Resolution	_____
SUBJECT:	Student Employment Services Program Review	Information	_____ X
		Enclosure(s)	_____ X

BACKGROUND

The Student Employment Services 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. H.4.

# STUDENT EMPLOYMENT SERVICES



Non-Instructional Program Review

SPRING 2009



# **STUDENT EMPLOYMENT SERVICES**

## **Non-Instructional Program Review**

**Spring 2009**

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**Prepared by**  
Tedd Goldstein

### **Student Employment Services Review Committee Members**

<b>Name</b>	<b>Title</b>
<b>Tedd Goldstein</b>	<b>Supervisor, Student Employment Services</b>
<b>Lois Papner</b>	<b>Dean, Admissions &amp; Records</b>
<b>Karen Giles</b>	<b>Student Employment Technician</b>
<b>Sherrill Paulus</b>	<b>Interim Service Learning Technician</b>

## NON-INSTRUCTIONAL PROGRAM REVIEW STUDENT EMPLOYMENT SERVICES

The final summary of the program review process for Student Employment Services is attached to this page.

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

  
\_\_\_\_\_  
(Program Coordinator)

10/22/09  
date

  
\_\_\_\_\_  
(Dean of Program)

10/22/09  
date

  
\_\_\_\_\_  
Dr. Jeanna Hamilton, Vice President of Student Services

10/22/09  
date

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

# I. INTRODUCTION

## A. OVERVIEW OF THE PROGRAM

### 1. Relationship to the Mission Statement:

The program has a direct relationship to the college mission statement because the department teaches the students how to obtain employment and thereby achieve economic opportunity and personal achievement. By offering employment opportunities, we are also helping the students to be able to afford to continue their education.

### 2. Program Description, Purpose, Goals, and Objectives

*There are three distinct functions of the department:*

#### a) Student Employment Center

One of the major functions, and the original function, of the Student Employment Center (formerly called the Job Placement Center) is to help students and alumni obtain full- or part-time, on- or off-campus employment. The Center has a job board, which is now viewable on-line, that is continuously being updated with new jobs being posted and filled jobs being removed. The students are screened for each job that they select. This screening process serves two purposes. One is to ensure that the students can work the required hours and have the qualifications required by the employer. The other is to give students exposure to the interviewing process and to hopefully make them more comfortable with that process.

The staff in the Center also carefully screens each job opening as it is submitted. This is to ensure that our students will have all of the pertinent information about the position so they can make a decision as to whether or not it is a job that they would be able to do.

Employers must supply the exact hours and times of their job opening, the minimum beginning salary (must be at least minimum wage), the job requirements, and the job duties. This gives our students an advantage over applicants from other sources because our

students will have the required availability and skills. At the same time, it teaches our students how to apply for appropriate jobs for their individual needs.

The staff phones each employer every 10 days to guarantee that the job is still available and, if filled, to get the names of any of our students who have been hired.

The center offers workshops on job search skills and resume writing guidelines, either in groups or individually. This service has been very successful and many instructors request this workshop for their classes. Handouts on these subjects are also available to the community.

The Center, in conjunction with the Workforce Development Office, has also been administering a mock interview program for interested students. These students report that the benefit of participating in this activity has been immense.

Fax service for our students applying for jobs is available free of charge if the student allows the center to review their resume and cover letter. This service was implemented as a way to ensure that those materials were correctly done. Prior to this, we would hear from employers that the resumes looked unprofessional and very often came without a cover letter.

#### **b) On-Campus Student Worker Processing**

Student Employment Services at Citrus College is unique compared to its counterparts at other colleges in that at Citrus the department is also responsible for the processing of all on-campus student workers, which is not the case at the vast majority of other colleges. This function entails making sure that each hire form is completed correctly with all of the required signatures, explaining each page of the hire packet to the student and then, once completed by the student, verifying each page for correctness. We also make sure the student is enrolled in at least 6 units, and then we give the student

a receipt to bring to their supervisor informing them that the student may begin working.

After the hire packet is completed, the information is meticulously entered into both the Los Angeles County Department of Education payroll system and the Citrus College Banner program.

Throughout the semester, each student is monitored to ensure that they are enrolled in at least 6 units. If not, the supervisor is contacted and the student's employment is terminated.

At the beginning of every semester, each student's file is reviewed to determine if they are due a salary increase. Every student who has worked for two consecutive semesters in the same job in the same department is awarded a 25 cent per hour salary increase, up to a maximum of two increases, per the student salary schedule.

And when outside agencies request employment verifications on our current and former student workers, Student Employment is responsible for providing that information to them.

### **c) Service Learning**

Another function unique to Student Employment at Citrus College as compared to Student Employment at other campuses is Service Learning. This is a program that integrates community service with what the student is learning in a particular class. Students work with their instructor and the Service Learning Coordinator to find meaningful volunteer opportunities in the community.

Through Service Learning, the student has the opportunity to apply concepts from his or her coursework, explore possible career choices and earn valuable work experience. Additionally, the student will gain an increased awareness of community needs and work to address those needs.



### **3. Department Staffing:**

The department is managed by the Student Employment Services Supervisor (100%) who has overall responsibility for the department. This consists of hiring, firing, department policies & procedures in addition to the daily activities of Student Employment Services, Service Learning and the processing of on-campus student workers. A sample of this daily work includes helping students find appropriate employment, networking in the community to obtain job orders, conducting workshops and mock interviews, processing students to work on-campus and solving problems as they occur.

The only other permanent employee is the Student Employment Technician II (100%). This employee screens and gives job referrals to students, takes job orders from employers and phones employers to verify open job orders. The other major function of this position is to process all on-campus student workers. This consists of issuing and then reviewing the hire packet with the student, typing all of the required data onto the hire form and then entering that data into Banner and the Los Angeles County Department of Education payroll system. This is coordinated with the Citrus College payroll department to ensure that the on-campus student workers get paid. The position also verifies student employment for outside agencies that request the information as well as numerous other functions.

There is also a temporary, on-call Service Learning Coordinator. This position consists of going to classes and doing presentations explaining Service Learning, recruiting instructors to incorporate Service Learning into their curriculum, locating non-profit agencies where our students can volunteer, coordinating the activities between our students and the agencies, and tabulating all of the completed hours.

In 2008, the department unfortunately lost two permanent positions. The first was a Service Learning Technician II (49%), who was also working 51% in the Center for Teacher Excellence and the second was a

Student Employment Technician I (49%) who was also working 51% in Financial Aid. The department also lost budgeting for a student worker in order to pay for the above mentioned temporary on-call Service Learning Coordinator.

**4. Number of Students Served (refer to Activity Comparison Report in Section VIII – Addenda)**

**a) Student Employment Center**

The numbers below show the activity of the department. Interestingly, this also reflects the current economic conditions - more students served going after fewer job openings. Regarding the *number of students helped*, please note that we are only able to capture monthly unduplicated numbers and not a yearly number so the yearly number below includes monthly duplicates.

**FISCAL YEAR ACTIVITY**

	2008/09	2007/08	2006/07	2005/06	2004/05
PLACEMENTS	589	653	744	776	811
JOB ORDERS	452	659	917	1033	1137
# OF STUDENTS HELPED*	5448	4472	3906	4295	5198
<i>*Avg. monthly unduplicated</i>	454	373	326	358	433

○

Not included in the above chart are the 138 students that had mock interviews in the two years that we have been offering this activity, nor the students that have attended job search/interview preparation/resume writing workshops. Workshops have been conducted in various classes such as counseling, business, reading, basic skills, and public speaking.

**b) On Campus Student Workers**

The following chart shows the number of students processed by Student Employment to work as on-campus student workers.

	2009/08	2008/07	2007/06	2006/05	2005/04
# Students	648	646	750	777	814

### c) Service Learning

The following chart shows the activity of the Service Learning function of the department. Please note that the permanent Service Learning Technician left during Spring 2008 and an on-call Technician has been doing the task since then.

TOTAL NUMBER OF:				
	HOURS	INSTRUCTORS	STUDENTS	AGENCIES
2008/09	4852	24	344	124
2007/08	5413	28	420	135

### 5. Location

Student Employment Services is located in the ED Building, Room 102

### 6. Progress on Prior Program Review Recommendations

a) *“The committee recommends that the program explore the availability of additional technological support and internet advertising”*

This recommendation was met by creating a department webpage. We can now place the job board on-line which benefits the student because they can now see what job openings exist rather than needing to make a special trip into the department to view open positions. They can also view the department hours, location, and additional services available. The benefit to the employer is that this allows them the option of downloading the job order form and faxing it in to us rather than having to phone us. They can also see the detailed job information that we will need in order to post the position.

*b) “The committee recommends that the program carefully monitor the need for new staffing”*

This recommendation was met at the time, but has since changed with the elimination of one 49% Student Employment Technician position and one 49% Service Learning Technician position.

## II. INTEGRATION AND COORDINATION WITH OTHER PROGRAMS

### *A. How does this program coordinate with other programs on campus?*

#### **1. The Student Employment Center Function:**

The department interacts with instructors by sending them copies of new job openings that would be of interest to their students. They are encouraged to show the announcement to their students so the students would know to come into the center and get the job referral. We also present workshops in their classes on job search and resume preparation.

The department works with on-campus departments by posting their job openings for student workers on the job board so they can get applicants when they have open positions. We also help them to interview the applicants if needed.

#### **2. The On-Campus Student Employment Processing Function:**

Because the department is responsible for processing all students who are hired to work on-campus, we have a close relationship with all Citrus College departments. We verify that their students' hire forms are correct, we notify them when the students have been processed to work and/or when they cannot work, when salary increases are due and when any of their student workers are not enrolled in at least 6 units and must stop working.

The department works closely with financial aid and Cal WORKS to ensure that their work study students are identified when they are entered into Banner so the hiring departments are charged correctly for their salaries. We coordinate with Payroll because we enter on-campus student workers' hire data, salary changes, and data changes into the Los Angeles County payroll

system. And, we work with Human Resources to ensure we are hiring students in compliance with Title 5 and U.S. Department of Labor regulations.

### **3. The Service Learning Function**

This program requires strong relationships with Citrus College instructors. First, we meet with each interested instructor to determine what type of community service activity would be most appropriate for their class. Once an appropriate organization is recruited and an activity is established, we coordinate the activity between the instructor, their students, and the outside agency. We also make presentations about Service Learning to their classes.

#### ***B. How does this program work with TeCS and Research?***

The department works very closely with Technology and Computer Services (TeCS). They maintain our database program used to post job orders and to give referrals to the students. They also maintain our department website so students may see the job board on-line. Whenever there is any problem, they are very responsive.

The only way we really work with research is to gather data for the Student Employment Center demographic detail report showing how the placements followed the campus demographics.

#### ***C. How is this program integrated with student equity and strategic planning?***

An annual report is compiled to demonstrate that the percentage of each demographic population that is enrolled at Citrus College follows very closely the percentage of each demographic population that gets a job through our services. The data also demonstrates how underrepresented populations have very positive results with our services. The details are shown in the following table:

	<b>% of PLACEMENTS</b>	<b>% of Citrus College Enrollment</b>
<b>MALE</b>	44%	44%
<b>FEMALE</b>	56%	55%
<b>ASIAN</b>	10%	11%
<b>BLACK</b>	8%	6%
<b>CAUCASIAN</b>	32%	30%
<b>HISPANIC</b>	50%	39%

### **III. PROGRAM SELF-EVALUATION**

#### ***A. MIS DATA REPORTING***

The Chancellor's Office does not require us to submit data.

#### ***B. ACCESS***

Access to the services of the Student Employment Center is available during normal hours of operation. Students and employers may also receive services through our website 24 hours per day. One-on-one help is also available for those needing special assistance.

As was shown in the previous section (**Section II.C – Student Equity and Strategic Planning**), the department tracks demographic data to show that all campus populations have the same positive results from using our services.

#### ***C. SUCCESS OF EDUCATIONAL GOALS***

Our program is not directly involved with the tracking of the students' educational goals

#### ***D. STUDENT LEARNING OUTCOMES (SLO'S)***

##### **1. Student Employment Center**

Students who utilize our services will be able to obtain employment through the job postings and through learning how to execute a successful interview and prepare a dynamic resume.

A survey was created and distributed to all participants of our services. The outcomes were assessed and all were very positive. One area that showed where we could offer more services was in the relatively low number (51%) of students attending our workshops. More are being offered to determine if that low number was due to lack of student demand or because too few



workshops were being offered. **(See Section VIII-B. Student Learning Outcomes Results)**

## **2. Service Learning**

Students who participate in Service Learning will have the opportunity to apply concepts that they have learned in the classroom with community service activities

A survey was created and distributed to all participants and the response was exceedingly positive in regard to this program. **(See Section VIII-B. Student learning Outcomes Results)**

## ***E. COMPLIANCE***

When a student is hired to work on campus, the department reviews and processes their hire forms to ensure eligibility to work in the United States (according to their Social Security card) as well as eligibility to work on campus (by being enrolled in a minimum of 6 units at Citrus College).

Several times each semester, the department manually verifies that each on-campus student worker continues to maintain enrollment in a minimum of 6 units. If they are not, then the appropriate hiring supervisor is notified and the student must immediately stop working.

The department also ensures, to the best of their ability, that all employers posting job openings on the job board comply with the U.S. Department of Labor standards regarding non-discrimination of employees. If an employer is thought to be violating that standard, Student Employment will immediately stop working with that employer.

## ***F. STUDENT ELIGIBILITY***

### **1. Student Employment Center**

All currently enrolled students as well as alumni are eligible to use the job board to locate employment.

### **2. On-Campus Student Workers**

Students currently enrolled in a minimum of 6 units at Citrus College are eligible to work on campus provided that they have not worked at Citrus for more than four (4) years and that they have the legal right to work in a student worker capacity in the United States. They may not work as a student worker if they are simultaneously working as an “on-call” employee. International students are eligible to work on campus with the approval of the Citrus College International Student Office. Students with criminal backgrounds are referred to the Director of Human Resources to determine eligibility.

### **3. Service Learning**

Students enrolled in a class whose instructor agrees to have them participate in Service Learning are eligible. Faculty is responsible for determining how they will utilize the program for their classes.

## ***G. PROGRAM SERVICES***

### **1. Student Employment Center**

The following chart shows the activity of the Student Employment Center for the past five (5) years.

	<b><u>2008/2009</u></b>	<b><u>2007/2008</u></b>	<b><u>2006/2007</u></b>	<b><u>2005/2006</u></b>	<b><u>2004/2005</u></b>
<b>PLACEMENTS</b>	589	653	744	776	811
<b>JOB ORDERS</b>	452	659	917	1,033	1,137
<b>REFERRALS</b>	9,773	8,499	7,624	8,630	10,495
<b>STUDENTS HELPED</b>	5,448	4,472	3,906	4,295	5,198

It is very interesting to see how our statistics compare to what is happening with the economy, showing fewer available jobs and more people looking for jobs.

It is important to note that on the above chart, for “Students Helped” the annual number shown is a compilation of unduplicated monthly numbers. There is not a way to capture an unduplicated annual number of students helped.

There was a major attempt to obtain a comparison of our performance to that of other community colleges. A survey was sent out to all members of the California Placement Association asking for their department’s activity numbers. Unfortunately, a sufficient sampling was not received as it was found that other Student Employment Centers at other colleges do not track their activity.

The above listed activity is for the placement of students only. The number of students attending workshops or asking for individualized help with their job search is not tracked.

**2. On-Campus Student Worker Processing**

The following chart shows the number of students that the department processed to work as on-campus student workers for the past five (5) years.

	<u>2008/2009</u>	<u>2007/2008</u>	<u>2006/2007</u>	<u>2005/2006</u>	<u>2004/2005</u>
<b>Number of Students</b>	648	646	750	777	814

**3. Citrus College Service Learning Activity**

This program began in 2007. It is important to note that, as previously stated, staffing was reduced for this position to an on-call status in March 2008.

**TOTAL NUMBER OF:**

	<u>HOURS</u>	<u>INSTRUCTORS</u>	<u>STUDENTS</u>	<u>AGENCIES</u>
<b>2008/2009</b>	4852	24	344	124
<b>2007/2008</b>	5413	28	420	135

## ***H. FUNDING, EXPENDITURE & ACCOUNTABILITY***

Student Employment Services has an annual budget of approximately \$200,000 (mainly consisting of salary and benefits). The department is not responsible for the salaries of on-campus student workers. That responsibility falls to each specific hiring department. There is no fiscal reporting requirement.

## ***I. ADVANCEMENT OF GREEN ENVIRONMENT***

Student Employment Services contributes in many ways, such as by having our placement and volunteer services available to Green employers and agencies, by offering our students the opportunities of doing Service Learning events at Green events and environmental agencies, by being actively involved with the annual Citrus College Earth Day event, by recycling of the department's paper, and by turning off lights when not being used.

## ***J. TECHNOLOGY NEEDS***

One anticipated future technology need is for a new job order/referral system rather than our current database which we purchased from Southwest College. Because it was built by someone at that college, there is no way to know the life expectancy of the system, though it is not anticipated to be a problem for several more years. The Citrus College TeCS staff maintains the system.

Another opportunity for future technology would be to acquire an electronic job board (or many computer monitors) for students to view job openings rather than on a job board. We would still want to manually give out the referrals for screening purposes, but it would be very efficient to not have to cut out and post all the job orders onto a wall board.

For the processing of on-campus student workers, an enormous help would be for a computer printer to capture required student data from the HRS and/or Banner system and automatically type the information onto the NCR hire form. Now, a typewriter is used to type information onto the hire form, and then much of the same information is entered into HRS and Banner.

## IV. EFFECTIVE PRACTICES

### ***A. Describe what is working well***

1. Having the job board available on-line for students to view current job openings so they do not need to come in to see what new job opportunities are posted
2. Having the job order form available on-line for employers to download in order to post job opportunities
3. More and more instructors are inviting the Student Employment Services supervisor into their classroom to lead a workshop on how to apply for jobs, conduct an effective interview, and prepare a resume and cover letter.
4. Having Service Learning housed with Student Employment so when a non-profit agency calls to inquire on how to obtain student volunteers, they get immediate information and results. Also, when students come into Student Employment looking for volunteer opportunities, we can inform them about Service Learning.

### ***B. What exemplary practices and services do you offer that could be shared with other departments on campus?***

When a student gets hired to work on campus, their employment data is immediately processed for payroll; it is not held until the end of the month. And when employment verifications are received, they are immediately processed. Students tell us that in some departments they have to wait for these services to be completed.

### ***C. What successful pilot projects have been implemented by your program?***

We started offering, in conjunction with Workforce Development, the opportunity for students to have a mock interview. For this exercise, they first go to Workforce Development and get video taped interviewing for a job of their choice. Afterward, they bring the DVD to Student Employment and it is critiqued with the student one-on-one. The interview questions are devised to be questions that they

could really be asked on an interview, so the student will know what to expect and prepare for with a real interview. This real-life, hands-on exercise has been incredibly well received and the students often return to tell of their successful “real” interviews.

Another opportunity that is offered for students is their ability to set-up individualized resume and interview workshops at any time that is convenient for them. In the past, times were pre-set.

***D. How do faculty, administrators, staff and students participate in improving the effectiveness of the program?***

The department is constantly working with the different constituents to determine the best method to help our students obtain employment. Faculty participates by informing us of what type of workshops would be best for their specific class. Students tell us the type of jobs they are looking for and then we try to locate that type of employment for them. They also tell us what aspect of the job search process they feel uncomfortable with, such as interviewing, and then we help them with that aspect.

We also work closely with other departments on campus to improve our services, such as TeCS on how to best deliver content on-line and through our database system, with payroll to determine how to best process on campus student workers, and with Human Resources to keep up-to-date on employment laws and regulations.

## 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**

In addition to our continual effort to locate employment for our students, and to accommodate the challenging employment and economic conditions facing our students, we have adjusted our services to better serve our students' needs. Because there are so few jobs available and so many applicants vying for each job opening, it is more important than ever that our students know how to conduct themselves in an interview. Therefore, we now promote and conduct one-on-one workshops at the students' convenience rather than at pre-set times.

#### **2. Consider needs for data, staffing, program growth and/or restructuring**

The growth of service learning necessitates the need for a permanent person for that position rather than a temporary on-call person.

#### **3. Technology needs**

As was previously discussed in **Section II. J.- Technology Needs**, our referral database program will need to be updated. It is a database program purchased from Southwest College and it would be more efficient to have an updated system for the processing of job orders and job referrals to students.

## **VI. TECHNICAL ASSISTANCE**

***Is there any training or technical assistance that you believe would improve the effectiveness of your program***

In order to improve effectiveness of data entry into either Banner or the Los Angeles County HRS system, any time there are modification in either system, assistance will be sought to see how to best implement those new changes.



## VII. SUPPLEMENTAL INFORMATION

### ***A. The following materials are provided to students who come in to our office for services***

#### 1. Application for Services

Students must fill this out on their first visit to the Center. This is utilized in order for the student to learn how to properly fill out a job application

#### 2. Get That Job

This handout helps students with preparing for the interview as well as creating a proper resume and cover letter

#### 3. Request for Part-Time Student Employment Form

We receive this form from the hiring department for each student they hire. We then have the student fill out the hire packet and we then complete the bottom portion of the form and enter the data into Banner and the Los Angeles County HRS system.

#### 4. On-Campus Student Hire Packet

This is what each student who is hired to work on campus is required to complete. We ensure that each form is properly completed and then the information is entered into both Banner and the Los Angeles County HRS system.

## **VIII. ADDENDA**

### ***A. Program Data***

1. Student Employment Center Activity
2. Demographic Detail
3. Service Learning Activity

### ***B. Student Learning Outcomes***

1. Student Employment Center SLOs
2. Student Employment Center Survey/Results
3. Service Learning SLOs
4. Service Learning Survey
5. Service Learning Survey Results

## I. 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 116)
- b. Authorization is requested to approve facility rentals and usage. (Page 120)

#### **Personnel**

- c. Authorization is requested to approve the personnel actions with regard to the employment, change of status, and/or separation of academic employees. (Page 122)
- d. Authorization is requested to approve the personnel actions with regard to the employment, change of status, and/or separation of classified employees. (Page 148)
- e. Authorization is requested to approve the employment of short-term, non-academic employees and substitutes. (Page 150)



**INDEPENDENT CONTRACTOR AGREEMENT**  
**Board of Trustees Meeting – December 1, 2009**

<u>CONTRACTOR CONSULTANT/ DEPARTMENT</u>	<u>RATE</u>	<u>FUNDING SOURCE</u>	<u>PERIOD</u>	<u>SERVICE</u>
<u>ADMINISTRATIVE SERVICES</u>				
Koury Engineering and Testing Inc.	\$140,000.00max	Bond	9/1/07-6/30/10 <i>Date Revision</i>	Testing & Inspection For Field House & Concession Building
<u>CENTER FOR TEACHER EXCELLENCE</u>				
Beltran, Valerie Kay	\$2,000.00max	Grant	1/1/10-6/30/10	CBEST Prep Workshop
Davis, Dexter C.	\$1,500.00max	Grant	1/1/10-6/30/10	Conduct Workshops for CFTE Program "Is Teaching for Me?"
Davis, Sonia	\$1,500.00max	Grant	1/1/10-6/30/10	Conduct Workshops for CFTE Program "Is Teaching for Me?"
<u>CHILD DEVELOPMENT CENTER</u>				
Martin, Lila	\$3,800.00max	Grant	12/1/09-6/30/10	Foster Care Education
Martin, Lila	\$750.00max	Grant	12/1/09-6/30/10	Foster Care Training Attendance
<u>CITD/CMTAC</u>				
East San Gabriel Valley ROP/TC	\$10,000.00max	Grant	12/2/09-6/30/10	Development & Delivery of Entrepreneurial Ed. Program - Youth & Young Adults
Sumar, Eddy A.	\$25,000.00max	Grant	12/2/09-6/30/10	Development & Delivery of Entrepreneurial Ed. Program - Youth & Young Adults
<u>COMMUNITY EDUCATION</u>				
Binder, Farla	40% of fees	Fees	2/23/10-2/23/10	Be a Special Event/Wedding Planner
Carter, Jethro	40% of fees	Fees	2/6/10-2/6/10	Self-Hypnosis Stress Reduction and Relaxation Techniques
Carter, Jethro	40% of fees	Fees	3/13/10-3/13/10	Think Healthy, Be Thin, Stay Thin
Chasworth, Jeanette	40% of fees	Fees	1/14/10-1/21/10	Vision Board Your Dream Home
Chasworth, Jeanette	40% of fees	Fees	3/11/10-3/18/10	Redesign Your Home Using What You Have
Francis, Pam	50% of fees	Fees	2/6/10-2/6/10	Acupressure Facial
Francis, Pam	50% of fees	Fees	3/6/10-3/6/10	Accupressure for Everyday Stress
Francis, Pam	50% of fees	Fees	4/10/10-4/10/10	Swedish Massage
Francis, Pam	50% of fees	Fees	1/9/10-1/9/10	15 Minute Chair Massage
Francis, Pam	50% of fees	Fees	5/8/10-5/8/10	Reflexology – Foot Massage
Hicks, Garrett	40% of fees	Fees	2/18/10-3/4/10	Writing for the Kids and Family Audience
Hicks, Garrett	40% of fees	Fees	5/6/10-5/20/10	Writing for the Kids and Family Audience
Jackson, Michelle	40% of fees	Fees	2/20/10-2/20/10	Teen Makeup and Skin Care
Jackson, Michelle	40% of fees	Fees	3/23/10-3/23/10	Teen Makeup and Skin Care
Jackson, Michelle	40% of fees	Fees	5/11/10-5/11/10	Teen Makeup and Skin Care
KGP Consulting, LLC	40% of fees	Fees	3/20/10-3/21/10	Intro to Medical Insurance Billing
KGP Consulting, LLC	40% of fees	Fees	3/28/10-3/28/10	Workers Comp & Personal Injury
KGP Consulting, LLC	40% of fees	Fees	3/27/10-3/27/10	Advanced Medical Insurance Billing
KGP Consulting, LLC	40% of fees	Fees	3/27/10-3/27/10	Start a Medical Billing Service
KGP Consulting, LLC	40% of fees	Fees	3/28/10-3/28/10	Computerized Medical Insurance Billing
KGP Consulting, LLC	40% of fees	Fees	3/20/10-3/28/10	Medical Ins Billing Certificate
Konstant, Gene	40% of fees	Fees	1/19/10-1/19/10	Recover Your Credit & Stop Collection Harassment
Konstant, Gene	40% of fees	Fees	1/19/10-1/19/10	Recover Your Credit & Stop Collection Harassment- Guest

Konstant, Gene	40% of fees	Fees	4/10/10-4/10/10	Recover Your Credit & Stop Collection Harassment
Konstant, Gene	40% of fees	Fees	4/10/10-4/10/10	Recover Your Credit & Stop Collection Harrassment- Guest
Konstant, Gene	40% of fees	Fees	1/20/10-1/20/10	How to Manage Your Business Profitably
Konstant, Gene	40% of fees	Fees	3/3/10-3/3/10	Business Management Bootcamp- Business Planning
Konstant, Gene	40% of fees	Fees	3/3/10-3/3/10	Business Management Bootcamp – Business Planning - Guest
Konstant, Gene	40% of fees	Fees	3/10/10-3/10/10	Business Management Bootcamp- Business Finance
Konstant, Gene	40% of fees	Fees	3/10/10-3/10/10	Business Management Bootcamp – Business Finance - Guest
Konstant, Gene	40% of fees	Fees	3/17/10-3/17/10	Business Management Bootcamp- Organization & Systems
Konstant, Gene	40% of fees	Fees	3/17/10-3/17/10	Business Management Bootcamp – Organizations & Systems – Guest
Konstant, Gene	40% of fees	Fees	3/24/10-3/24/10	Business Management Bootcamp- People & Work
Konstant, Gene	40% of fees	Fees	3/24/10-3/24/10	Business Management Bootcamp- People & Work – Guest
Konstant, Gene	40% of fees	Fees	3/31/10-3/31/10	Business Management Bootcamp- Sales & Marketing
Konstant, Gene	40% of fees	Fees	3/31/10-3/31/10	Business Management Bootcamp- Sales & Marketing – Guest
Konstant, Gene	40% of fees	Fees	3/3/10-3/31/10	Business Mgmt. Bootcamp-Series
Konstant, Gene	40% of fees	Fees	3/3/10-3/31/10	Business Mgmt. Bootcamp- Series- Guest
Krusemark, LeeAnne	40% of fees	Fees	2/2/10-2/2/10	Successful Home-Based Business
Krusemark, LeeAnne	40% of fees	Fees	2/2/10-2/2/10	Typing/Word Processing Business
Krusemark, LeeAnne	40% of fees	Fees	2/2/10-2/2/10	Beginner's Guide to Getting Published
Krusemark, LeeAnne	40% of fees	Fees	2/2/10-2/2/10	Meet the Publisher
Moran, Elaine	40% of fees	Fees	1/25/10-1/25/10	Become a Mystery Shopper
Napoli, Bill	40% of fees	Fees	2/27/10-3/6/10	Photo Magic - Adobe Photoshop CS3
Napoli, Bill	40% of fees	Fees	2/6/10-2/6/10	Spectacular PowerPoint 2007
Netherly, Betty	40% of fees	Fees	2/20/10-2/20/10	Beauty Makeover on a Budget
Notary Public Seminars, Inc.	40% of fees	Fees	3/27/10-3/27/10	Become a Notary in One Day
Pappas, Margaret	50% of fees	Fees	2/3/10-2/3/10	Unclutter Your Mind
Prange, Rebecca	40% of fees	Fees	1/13/10-1/13/10	Sewing Machine Basics
Prange, Rebecca	40% of fees	Fees	6/2/10-6/2/10	Sewing Machine Basics
Rizzardi, Yolanda	40% of fees	Fees	3/20/10-3/20/10	Beginning Rubber Stamping I
Rizzardi, Yolanda	40% of fees	Fees	5/15/10-5/15/10	Beginning Rubber Stamping I
Rizzardi, Yolanda	40% of fees	Fees	4/10/10-4/10/10	Beginning Rubber Stamping II
Rizzardi, Yolanda	40% of fees	Fees	6/12/10-6/12/10	Beginning Rubber Stamping II
Rizzardi, Yolanda	40% of fees	Fees	2/20/10-2/27/10	Paper Nuptial Preparations
Rounds, Miller & Associates	40% of fees	Fees	1/28/10-1/28/10	Cashing In On Your Ideas & Inventions
Rounds, Miller & Associates	40% of fees	Fees	1/28/10-1/28/10	Professional Speaking for the Clueless
Rounds, Miller & Associates	40% of fees	Fees	1/19/10-1/19/10	Building Your Own Website
Sproesser, Zoia	40% of fees	Fees	1/9/10-2/27/10	Conversational Russian- Beginning
Sproesser, Zoia	40% of fees	Fees	3/6/10-4/10/10	Conversational Russian – Beginning II
The DG Group	40% of fees	Fees	3/23/10-3/25/10	Accounting for Non-Accountants
The DG Group	40% of fees	Fees	4/10/10-4/10/10	Introduction to Quickbooks
Tucker, Raymond	40% of fees	Fees	1/8/10-1/29/10	Floral Design
Tucker, Raymond	40% of fees	Fees	4/2/10-4/30/10	Floral Design II
Tucker, Raymond	40% of fees	Fees	5/21/10-6/11/10	Floral Design III
Tucker, Raymond	40% of fees	Fees	3/6/10-3/27/10	Wedding Floral Design
Voices for All, LLC	40% of fees	Fees	2/2/10-2/2/10	Introduction to Voice Acting
Yoon, Edward	40% of fees	Fees	1/30/10-2/6/10	Retirement Planning Today
Yoon, Edward	40% of fees	Fees	2/2/10-2/9/10	Retirement Planning Today
Yoon, Edward	40% of fees	Fees	1/28/10-2/4/10	Retirement Planning Today
Yoon, Edward	40% of fees	Fees	4/27/10-5/4/10	Retirement Planning Today

Yoon, Edward	40% of fees	Fees	4/22/10-4/29/10	Retirement Planning Today
Yoon, Edward	40% of fees	Fees	4/24/10-5/1/10	Retirement Planning Today
Zimmerman, Kathy	40% of fees	Fees	2/3/10-2/3/10	Feng Shui for Love and Money

FINE AND PERFORMING ARTS

Brunelle, David	\$1,000.00max	District	12/2/09-6/30/10	Musician Services
Darr, Lisa	\$300.00max	District	12/3/09-6/30/10	Guest Lecturer
Harville, Arianah	\$1,000.00max	District	12/2/09-6/30/10	Musician Services
Knox, Ardale	\$1,000.00max	District	12/2/09-6/30/10	Musician Services
Lee, Andrew	\$1,000.00max	District	12/2/09-6/30/10	Musician Services
Massey, Genea	\$4,000.00max	District	12/2/09-6/30/10	Musician Services
Molle, Joshua	\$1,000.00max	District	12/2/09-6/30/10	Musician Services
O'Leary, Maxwell	\$1,000.00max	District	12/2/09-6/30/10	Musician Services
Yamazaki, Masashi	\$4,500.00max	District	12/2/09-6/30/10	Musician Services

TECH PREP REGIONAL COORDINATION PROJECT

The Gallup Organization	\$8,500.00max	Grant	12/2/09-1/30/10	Two Day Presentation
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WORKFORCE DEVELOPMENT

ASW Engineering	\$3,000.00max	Grant	11/18/09-3/30/10	Energy System Curriculum Review <i>Name Revision</i>
Fulmer, Frederick A.	\$3,000.00max	Grant	12/2/09-3/30/10	Energy System Curriculum Review

VOCATIONAL EDUCATION

O'Doherty, Kitty	\$2,600.00max	Grant	12/1/09-1/22/10	Assistance with "Ideal Partnership" Initiative
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**Note: A standard District agreement for Independent Contractor/Consultant will be completed for each consultant**





**Use of Facilities  
December 1, 2009**

<b>ORGANIZATION</b>	<b>FACILITY</b>	<b>ACTIVITY</b>	<b>DATE(S)</b>	<b>CHARGE</b>
Jun Asai	Recording Arts Studio	Piano Demo	10/23/09 and 11/2/09	\$200.00
Monte Intersoll	Recording Arts Studio	Basic Tracking	10/27, 10/28, 10/29, 11/3 and 11/4/09	\$2,000.00
Charter Oak High School	Pool	Water Polo Match	11/13/2009	\$150.00 plus additional labor if required
JC Productions	Recording Arts Studio	Vocal Overdubbing	10/25 & 11/5/09	\$800.00
Azusa High School	Stadium and Locker Rooms	Football Game	11/19/2009	\$2,600.00 plus additional labor if required
Glendora High School Football Game	Stadium and Locker Rooms	Football Game	11/20/2009	\$2,600.00 plus additional labor if required
FLS International	Library Fishbowl	Classes	11/24/09 thru 12/17/09	\$750.00 plus additional labor if required
FLS International	P3-100	Classes	12/1/09-12/23/09	\$850.00 plus additional labor if required
FLS International	Campus Center East Wing	Orientation and Testing	12/7/2009	\$375.00 plus additional labor if required
Sports Chalet Inc.	Pool	Scuba Lessons	Varios dates and times 1/1/10 through 12/31/10	\$55.00 per hour plus additional labor if required
Bishop Amat High School	Stadium Track and Field Area	Track Meet	3/13/2010	\$1,600.00 plus additional labor if required



**ACADEMIC EMPLOYEES  
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS  
DECEMBER 1, 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>	
Allahbachayo, Salima	Instructor		Hourly as needed	Health Sciences	01/01/10	06/30/10	\$50.72	hr.
Allahbachayo, Salima	Instructor	Instructional Category Support	Hourly as needed	Allied Health Grant	12/02/09	12/31/09	\$50.72	hr.
Allahbachayo, Salima	Instructor	Instructional Category Support	Hourly as needed	Allied Health Grant	01/01/10	06/30/10	\$50.72	hr.
Allen, Ann	Instructor		Hourly as needed	Child Development	01/01/10	06/30/10	\$50.72	hr.
Al-Sabea, Taha	Instructor		Hourly as needed	Economics	01/01/10	06/30/10	\$44.90	hr.
Ancheta, Kathleen	Instructor		Hourly as needed	Health Sciences	01/01/10	06/30/10	\$44.90	hr.
Arredondo, Dora	Instructor		Hourly as needed	Health Sciences	01/01/10	06/30/10	\$50.72	hr.
Arredondo, Dora	Instructor	Instructional Category Support	Hourly as needed	Allied Health Grant	12/02/09	12/31/09	\$50.72	hr.
Arredondo, Dora	Instructor	Instructional Category Support	Hourly as needed	Allied Health Grant	01/01/10	06/30/10	\$50.72	hr.
Au, Susanna	Instructor		Hourly as needed	Drafting/Engineering	01/04/10	06/30/10	\$44.90	hr.
Avci, Tugrul	Instructor		Hourly as needed	Economics	01/01/10	06/30/10	\$44.90	hr.
Bakhit, Kathy	Instructor		Hourly as needed	Economics	01/01/10	06/30/10	\$50.72	hr.
Baldrige, Todd	Instructor		Hourly as needed	Health Sciences	01/01/10	06/30/10	\$44.90	hr.
Baldrige, Todd	Instructor	Instructional Category Support	Hourly as needed	Allied Health Grant	12/02/09	12/31/09	\$50.72	hr.

**ACADEMIC EMPLOYEES  
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS  
DECEMBER 1, 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>	
Baldrige, Todd	Instructor	Instructional Category Support	Hourly as needed	Allied Health Grant	01/01/10	06/30/10	\$50.72	hr.
Baxter, Susan	Instructor		Hourly as needed	Child Development	01/01/10	06/30/10	\$44.90	hr.
Beach, Joann	Instructor		Hourly as needed	Health Sciences	01/01/10	06/30/10	\$44.90	hr.
Bender, Thomas	Instructor		Hourly as needed	Automotive	01/04/10	06/30/10	\$44.90	hr.
Boquiren, Conchita	Instructor		Hourly as needed	Health Sciences	01/01/10	06/30/10	\$50.72	hr.
Bowman, Deborah	Instructor		Hourly as needed	Health Sciences	01/01/10	06/30/10	\$50.72	hr.
Bowman, Deborah	Instructor	Instructional Category Support	Hourly as needed	Allied Health Grant	12/02/09	12/31/09	\$50.72	hr.
Bowman, Deborah	Instructor		Instructional Category Support	Hourly as needed	Allied Health Grant	01/01/10	06/30/10	\$50.72
Brown, David	Instructor		Hourly as needed	Automotive	01/04/10	06/30/10	\$50.72	hr.
Brown, Ricky	Instructor		Hourly as needed	Psychology	01/01/10	06/30/10	\$50.72	hr.
Buchwald, Leigh	Instructor		Hourly as needed	Information Technology	01/04/10	06/30/10	\$50.72	hr.
Call, Jack	Instructor		Hourly as needed	Philosophy	01/01/10	06/30/10	\$50.72	hr.
Campbell, Faye	Instructor		Hourly as needed	Child Development	01/01/10	06/30/10	\$44.90	hr.
Cao, Alvin	Instructor		Hourly as needed	Health Sciences	01/01/10	06/30/10	\$44.90	hr.
Carrillo, Michael	Instructor		Hourly as needed	Sociology	01/01/10	06/30/10	\$44.90	hr.

**ACADEMIC EMPLOYEES  
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS  
DECEMBER 1, 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>	
Cashell, Judy	Instructor		Hourly as needed	Sociology	01/01/10	06/30/10	\$44.90	hr.
Castro, Juan	Instructor		Hourly as needed	Automotive	01/04/10	06/30/10	\$44.90	hr.
Chhabra, Usha	Librarian		Hourly as needed	Library	01/01/10	06/30/10	\$44.90	hr.
Clark, Angela	Instructor		Hourly as needed	Health Sciences	01/01/10	06/30/10	\$44.90	hr.
Clark, Angela	Instructor	Instructional Category Support	Hourly as needed	Allied Health Grant	12/02/09	12/31/09	\$44.90	hr.
Clark, Angela	Instructor	Instructional Category Support	Hourly as needed	Allied Health Grant	01/01/10	06/30/10	\$44.90	hr.
Clark, Jeremy	Instructor		Hourly as needed	Automotive	01/04/10	06/30/10	\$50.72	hr.
Clark, Jeremy	Instructor	Toyota Technician Education Network	Stipend	Automotive	01/04/10	02/11/10	\$1,000.00	tl.
Culp, Jean	Instructor		Hourly as needed	History	01/01/10	06/30/10	\$44.90	hr.
Cusick, Tanya	Instructor		Hourly as needed	Health Sciences	01/01/10	06/30/10	\$44.90	hr.
Cusick, Tanya	Instructor	Instructional Category Support	Hourly as needed	Allied Health Grant	12/02/09	12/31/09	\$44.90	hr.
Cusick, Tanya	Instructor	Instructional Category Support	Hourly as needed	Allied Health Grant	01/01/10	06/30/10	\$44.90	hr.
Dalvir, Dhillon	Instructor		Hourly as needed	Health Sciences	01/01/10	06/30/10	\$44.90	hr.
Danley-Scott, Jennifer	Instructor		Hourly as needed	History	01/01/10	06/30/10	\$44.90	hr.

**ACADEMIC EMPLOYEES  
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS  
DECEMBER 1, 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>	
DiBernardo, Albert	Instructor		Hourly as needed	Sociology	01/01/10	06/30/10	\$44.90	hr.
Dimit, Carol	Instructor		Hourly as needed	Health Sciences	01/01/10	06/30/10	\$44.90	hr.
Doolittle, Jan	Instructor		Hourly as needed	Child Development	01/01/10	06/30/10	\$44.90	hr.
Dunkerley, Marion	Instructor		Hourly as needed	Health Sciences	01/01/10	06/30/10	\$50.72	hr.
Dunkerley, Marion	Instructor	Instructional Category Support	Hourly as needed	Allied Health Grant	12/02/09	12/31/09	\$50.72	hr.
Dunkerley, Marion	Instructor	Instructional Category Support	Hourly as needed	Allied Health Grant	01/01/10	06/30/10	\$50.72	hr.
Durian, Barbara	Librarian		Hourly as needed	Library	01/01/10	06/30/10	\$44.90	hr.
Eckear, Christopher	Instructor		Hourly as needed	Automotive	01/04/10	06/30/10	\$50.72	hr.
Ellis, Jeannette	Instructor		Hourly as needed	Health Sciences	01/01/10	06/30/10	\$50.72	hr.
Endo, David	Instructor		Hourly as needed	Electrical	01/04/10	06/30/10	\$44.90	hr.
Fernandez, Genevieve	Instructor		Hourly as needed	Health Sciences	01/01/10	06/30/10	\$44.90	hr.
Fernandez, Richard	Instructor		Hourly as needed	Drafting/Engineering	01/04/10	06/30/10	\$50.72	hr.
Fincher, John	Administrator on Duty		Hourly as needed	Behavioral Sciences	01/01/10	06/30/10	\$50.72	hr.
Gamboa, Robert	Counselor	During unassigned time	Hourly as needed	Center for Teacher Excellence	01/01/10	06/30/10	\$44.90	hr.
Gerloff-Walker, Christine	Librarian		Hourly as needed	Library	01/01/10	06/30/10	\$44.90	hr.

**ACADEMIC EMPLOYEES  
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS  
DECEMBER 1, 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>	
Ghandhi, Louise	Instructor		Hourly as needed	Cultural Geography	01/01/10	06/30/10	\$44.90	hr.
Ghidella, Richard	Administrator on Duty		Hourly as needed	Behavioral Sciences	01/01/10	06/30/10	\$50.72	hr.
Ghosh, Ramya	Instructor		Hourly as needed	Economics	01/01/10	06/30/10	\$44.90	hr.
Gold, Peter	Instructor		Hourly as needed	Administration of Justice	01/01/10	06/30/10	\$44.90	hr.
Gonzales, Rina	Instructor		Hourly as needed	Health Sciences	01/01/10	06/30/10	\$44.90	hr.
Gonzales, Rina	Instructor	Instructional Category Support	Hourly as needed	Allied Health Grant	12/02/09	12/31/09	\$44.90	hr.
Gonzales, Rina	Instructor	Instructional Category Support	Hourly as needed	Allied Health Grant	01/01/10	06/30/10	\$44.90	hr.
Gonzalez, Juan	Instructor		Hourly as needed	Automotive	01/04/10	06/30/10	\$44.90	hr.
Granger, Lanette	Librarian		Hourly as needed	Library	01/01/10	06/30/10	\$44.90	hr.
Grasser, George	Instructor		Hourly as needed	Administration of Justice	01/01/10	06/30/10	\$44.90	hr.
Grauso, Lynda	Instructor		Hourly as needed	Health Sciences	01/01/10	06/30/10	\$50.72	hr.
Grauso, Lynda	Instructor	Instructional Category Support	Hourly as needed	Allied Health Grant	12/02/09	12/31/09	\$50.72	hr.
Grauso, Lynda	Instructor	Instructional Category Support	Hourly as needed	Allied Health Grant	01/01/10	06/30/10	\$50.72	hr.
Greene, David	Instructor		Hourly as needed	Health Sciences	01/01/10	06/30/10	\$50.72	hr.

**ACADEMIC EMPLOYEES  
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS  
DECEMBER 1, 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>	
Greene, David	Instructor	Instructional Category Support	Hourly as needed	Allied Health Grant	12/02/09	12/31/09	\$50.72	hr.
Greene, David	Instructor	Instructional Category Support	Hourly as needed	Allied Health Grant	01/01/10	06/30/10	\$50.72	hr.
Greenwell, Maia	Instructor		Hourly as needed	Anthropology	01/01/10	06/30/10	\$50.72	hr.
Gregg, Judy	Instructor		Hourly as needed	Child Development	01/01/10	06/30/10	\$50.72	hr.
Gutierrez, Jesus	Instructor	STEM Math SI Faculty Lead	Stipend	STEM Grant	01/04/10	02/11/10	\$1,500.00	tl.
Guttman, Kenneth	Instructor		Hourly as needed	Psychology	01/01/10	06/30/10	\$50.72	hr.
Hadsell, Cliff	Instructor		Hourly as needed	Health Sciences	01/01/10	06/30/10	\$50.72	hr.
Hadsell, Cliff	Instructor	Instructional Category Support	Hourly as needed	Allied Health Grant	12/02/09	12/31/09	\$50.72	hr.
Hadsell, Cliff	Instructor	Instructional Category Support	Hourly as needed	Allied Health Grant	01/01/10	06/30/10	\$50.72	hr.
Hahn, Shelley	Instructor		Hourly as needed	Child Development	01/01/10	06/30/10	\$50.72	hr.
Hartman, Steve	Administrator on Duty		Hourly as needed	Behavioral Sciences	01/01/10	06/30/10	\$50.72	hr.
Hawkins, Karen	Instructor		Hourly as needed	Health Sciences	01/01/10	06/30/10	\$44.90	hr.
Hernandez, Ernest	Instructor		Hourly as needed	Sociology	01/01/10	06/30/10	\$44.90	hr.
Hernandez, Nellie	Counselor		Hourly as needed	CalWORKS	01/01/10	06/30/10	\$44.90	hr.



**ACADEMIC EMPLOYEES  
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS  
DECEMBER 1, 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>	
Herrera, Rafael	Counselor	During unassigned time		Center for Teacher Excellence	01/01/10	06/30/10	\$50.72	hr.
Hester, Dana	Instructor	STEM Science Faculty Lead	Stipend	STEM Grant	01/04/10	02/11/10	\$3,500.00	tl.
Heuring, Patrice	Instructor		Hourly as needed	Child Development	01/01/10	06/30/10	\$44.90	hr.
Hodge, Dan	Instructor		Hourly as needed	Sociology	01/01/10	06/30/10	\$44.90	hr.
Hunt, Stephan	Instructor		Hourly as needed	Administration of Justice	01/01/10	06/30/10	\$44.90	hr.
James, Rhoda	Administrator on Duty		Hourly as needed	Behavioral Sciences	01/01/10	06/30/10	\$50.72	hr.
Johnson, Glenna	Instructor		Hourly as needed	Engineering	01/04/10	06/30/10	\$50.72	hr.
Kaplan, Richard	Instructor		Hourly as needed	Administration of Justice	01/01/10	06/30/10	\$44.90	hr.
Kim, Andrew	Instructor		Hourly as needed	Psychology	01/01/10	06/30/10	\$50.72	hr.
Korn, Dennis	Administrator on Duty		Hourly as needed	Behavioral Sciences	01/04/10	06/30/10	\$50.72	hr.
Korn, Dennis	Instructor		Hourly as needed	Automotive	01/04/10	06/30/10	\$50.72	hr.
Lau, Bernie	Instructor		Hourly as needed	Sociology	01/01/10	06/30/10	\$44.90	hr.
Leos, Ronald	Instructor		Hourly as needed	Political Science	01/01/10	06/30/10	\$44.90	hr.
Leung, Hei-Yi	Counselor			Center for Teacher Excellence	01/01/10	06/30/10	\$44.90	hr.
Lewis, David	Instructor		Hourly as needed	History	01/01/10	06/30/10	\$44.90	hr.
Lubisich, Senya	Instructor		Hourly as needed	History	01/01/10	06/30/10	\$50.72	hr.

**ACADEMIC EMPLOYEES  
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS  
DECEMBER 1, 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>	
Luke, Thomas	Instructor		Hourly as needed	Automotive	01/04/10	06/30/10	\$44.90	hr.
Macias, John	Instructor		Hourly as needed	History	01/01/10	06/30/10	\$44.90	hr.
Mahmood, Anwar	Instructor		Hourly as needed	Health Sciences	01/01/10	06/30/10	\$44.90	hr.
Mallory, Roy	Instructor		Hourly as needed	Automotive	01/04/10	06/30/10	\$44.90	hr.
Marine, Constance	Instructor		Hourly as needed	Child Development	01/01/10	06/30/10	\$44.90	hr.
Martin, Harold	Instructor		Hourly as needed	Psychology	01/01/10	06/30/10	\$44.90	hr.
McWilliams, Stuart	Instructor		Hourly as needed	Health Sciences	01/01/10	06/30/10	\$44.90	hr.
Medranao, Esmeralda	Instructor	STEM Math Faculty Lead	Stipend	STEM Grant	01/04/10	02/11/10	\$3,500.00	tl.
Medranao, Esmeralda	Instructor	PAGE Summer English Program	Stipend	Title V HSI Solo II Bridges to Success Grant	01/04/10	02/11/10	\$2,500.00	tl.
Merandi, Michael	Administrator on Duty		Hourly as needed	Behavioral Sciences	01/01/10	06/30/10	\$50.72	hr.
Meza, Ralph	Counselor	During unassigned time	Hourly as needed	Center for Teacher Excellence	01/01/10	06/30/10	\$44.90	hr.
Morrill, Eugene	Instructor		Hourly as needed	Automotive	01/04/10	06/30/10	\$44.90	hr.
Nelson, Stephen	Instructor		Hourly as needed	History	01/01/10	06/30/10	\$44.90	hr.
Newell, Jerry	Instructor		Hourly as needed	Psychology	01/01/10	06/30/10	\$44.90	hr.
Norton, Jeffrey	Instructor		Hourly as needed	Automotive	01/04/10	06/30/10	\$44.90	hr.

**ACADEMIC EMPLOYEES  
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS  
DECEMBER 1, 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>	
Nuttall, Adora	Instructor		Hourly as needed	Child Development	01/01/10	06/30/10	\$44.90	hr.
Payne, Renee	Instructor		Hourly as needed	Health Sciences	01/01/10	06/30/10	\$44.90	hr.
Pecoraro, Susan	Instructor		Hourly as needed	Child Development	01/01/10	06/30/10	\$44.90	hr.
Perez, Roberto	Instructor		Hourly as needed	Child Development	01/01/10	06/30/10	\$44.90	hr.
Perry, Carolyn	Instructor		Hourly as needed	Child Development	01/01/10	06/30/10	\$50.72	hr.
Peters, Gerhard	Instructor		Hourly as needed	Political Science	01/01/10	06/30/10	\$50.72	hr.
Pohl, Claudia	Instructor		Hourly as needed	Health Sciences	01/01/10	06/30/10	\$50.72	hr.
Pohl, Claudia	Instructor	Instructional Category Support	Hourly as needed	Allied Health Grant	12/02/09	12/31/09	\$50.72	hr.
Pohl, Claudia	Instructor	Instructional Category Support	Hourly as needed	Allied Health Grant	01/01/10	06/30/10	\$50.72	hr.
Praeger, Karen	Librarian	During unassigned time	Hourly as needed	Library	01/01/10	06/30/10	\$44.90	hr.
Provencher, Henry	Instructor		Hourly as needed	Administration of Justice	01/01/10	06/30/10	\$44.90	hr.
Ramos, Michael	Instructor		Hourly as needed	Psychology	01/01/10	06/30/10	\$44.90	hr.
Randolph, Stephanie	Instructor		Hourly as needed	Health Sciences	01/01/10	06/30/10	\$44.90	hr.
Resch, Amy	Instructor		Hourly as needed	Psychology	01/01/10	06/30/10	\$44.90	hr.
Richard, Levi	Administrator on Duty		Hourly as needed	Behavioral Sciences	01/01/10	06/30/10	\$50.72	hr.

**ACADEMIC EMPLOYEES  
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS  
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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>	
Rickman, Tracy	Instructor		Hourly as needed	Health Sciences	01/01/10	06/30/10	\$44.90	hr.
Rickman, Tracy	Instructor	Instructional Category Support	Hourly as needed	Allied Health Grant	12/02/09	12/31/09	\$44.90	hr.
Rickman, Tracy	Instructor	Instructional Category Support	Hourly as needed	Allied Health Grant	01/01/10	06/30/10	\$44.90	hr.
Riderer, Lucia	Instructor	STEM Focus on Calculus Lead	Stipend	STEM Grant	01/04/10	02/11/10	\$2,500.00	tl.
Riderer, Lucia	Instructor	Calculus Readiness Workshops	Stipend	STEM Grant	01/04/10	02/11/10	\$610.00	tl.
Rizk, Sharon	Instructor		Hourly as needed	Psychology	01/01/10	06/30/10	\$44.90	hr.
Rodriguez, Lisa	Instructor		Hourly as needed	Anthropology	01/01/10	06/30/10	\$44.90	hr.
Ross, Glen	Administrator on Duty		Hourly as needed	Behavioral Sciences	01/01/10	06/30/10	\$50.72	hr.
Ross, Glen	Instructor		Hourly as needed	Political Science	01/01/10	06/30/10	\$50.72	hr.
Ross, Lisa	Instructor		Hourly as needed	Political Science	01/01/10	06/30/10	\$44.90	hr.
Rudd, Rebecca	Instructor		Hourly as needed	English	01/01/10	06/30/10	\$50.72	hr.
Rudd, Rebecca	Instructor	PAGE Summer English Program	Stipend	Title V HSI Solo II Bridges to Success Grant	01/04/10	02/11/10	\$2,500.00	tl.
Ruiz, Priscilla	Instructor		Hourly as needed	Automotive	01/04/10	06/30/10	\$44.90	hr.
Sailors, Bernetta	Instructor		Hourly as needed	Health Sciences	01/01/10	06/30/10	\$44.90	hr.

**ACADEMIC EMPLOYEES  
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DECEMBER 1, 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>	
Saldana, Rudy	Instructor		Hourly as needed	Philosophy	01/01/10	06/30/10	\$50.72	hr.
Sanchez, Enrique	Instructor		Hourly as needed	Administration of Justice	01/01/10	06/30/10	\$44.90	hr.
Sanchez, Raul	Counselor	During unassigned time		Center for Teacher Excellence	01/01/10	06/30/10	\$44.90	hr.
Santiago, Lawrence	Instructor		Hourly as needed	Health Sciences	01/01/10	06/30/10	\$50.72	hr.
Santiago, Lawrence	Instructor	Instructional Category Support	Hourly as needed	Allied Health Grant	12/02/09	12/31/09	\$50.72	hr.
Santiago, Lawrence	Instructor	Instructional Category Support	Hourly as needed	Allied Health Grant	01/01/10	06/30/10	\$50.72	hr.
Schulte, Francis	Instructor		Hourly as needed	Humanities	01/01/10	06/30/10	\$44.90	hr.
Seibert, William	Instructor		Hourly as needed	Psychology	01/01/10	06/30/10	\$44.90	hr.
Shannon, James	Administrator on Duty		Hourly as needed	Behavioral Sciences	01/01/10	06/30/10	\$50.72	hr.
Shannon, James	Instructor		Hourly as needed	Psychology	01/01/10	06/30/10	\$50.72	hr.
Skalicky, James	Instructor		Hourly as needed	Psychology	01/01/10	06/30/10	\$50.72	hr.
Solheim, Bruce	Instructor		Hourly as needed	History	01/01/10	06/30/10	\$50.72	hr.
Soremekun, Fola	Instructor		Hourly as needed	History	01/01/10	06/30/10	\$50.72	hr.
Stoner, Bruce	Instructor		Hourly as needed	Electrical/Information Technology	01/04/10	06/30/10	\$50.72	hr.
Styles, Christine	Instructor		Hourly as needed	Economics	01/01/10	06/30/10	\$50.72	hr.

**ACADEMIC EMPLOYEES  
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS  
DECEMBER 1, 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>	
Swinney, Jacquelyn	Librarian		Hourly as needed	Library	01/01/10	06/30/10	\$44.90	hr.
Tabata, Flint	Instructor		Hourly as needed	Drafting	01/04/10	06/30/10	\$44.90	hr.
Tate, Erin	Instructor		Hourly as needed	Psychology	01/01/10	06/30/10	\$44.90	hr.
Telesca, Michael	Instructor		Hourly as needed	History	01/01/10	06/30/10	\$44.90	hr.
Thompson, John	Librarian		Hourly as needed	Library	01/01/10	06/30/10	\$44.90	hr.
Tucker, Connie	Administrator on Duty		Hourly as needed	Behavioral Sciences	01/01/10	06/30/10	\$50.72	hr.
Tucker, Gail	Instructor	Assistant V.N. Coordinator	Hourly as needed	Health Sciences	01/01/10	06/30/10	\$50.72	hr.
Tucker, Gail	Instructor		Hourly as needed	Health Sciences	01/01/10	06/30/10	\$50.72	hr.
Tucker, Gail	Instructor	Instructional Category Support	Hourly as needed	Allied Health Grant	12/02/09	12/31/09	\$50.72	hr.
Tucker, Gail	Instructor	Instructional Category Support	Hourly as needed	Allied Health Grant	01/01/10	06/30/10	\$50.72	hr.
Van Wickle, Fred	Instructor		Hourly as needed	Political Science	01/01/10	06/30/10	\$44.90	hr.
Vaughan, John	Administrator on Duty		Hourly as needed	Behavioral Sciences	01/01/10	06/30/10	\$50.72	hr.
Vinci, Dominic	Instructor		Hourly as needed	Automotive	01/04/10	06/30/10	\$44.90	hr.
Waddington, Brian	Instructor		Hourly as needed	History	01/01/10	06/30/10	\$50.72	hr.
Walz, Sheryl	Instructor		Hourly as needed	Sociology	01/01/10	06/30/10	\$50.72	hr.

**ACADEMIC EMPLOYEES  
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS  
DECEMBER 1, 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>	
Watson, Gary	Instructor		Hourly as needed	Health Sciences	01/01/10	06/30/10	\$44.90	hr.
Weisman, Lisa	Instructor		Hourly as needed	Psychology	01/01/10	06/30/10	\$44.90	hr.
White, Gailynn	Instructor		Hourly as needed	Sociology	01/01/10	06/30/10	\$50.72	hr.
Williams, Monique	Instructor		Hourly as needed	Health Sciences	01/01/10	06/30/10	\$44.90	hr.
Wong, Julie	Instructor		Hourly as needed	Health Sciences	01/01/10	06/30/10	\$50.72	hr.
Wong, Julie	Instructor	Instructional Category Support	Hourly as needed	Allied Health Grant	12/02/09	12/31/09	\$50.72	hr.
Wong, Julie	Instructor	Instructional Category Support	Hourly as needed	Allied Health Grant	01/01/10	06/30/10	\$50.72	hr.
Wong, Kerwin	Instructor		Hourly as needed	Administration of Justice	01/01/10	06/30/10	\$44.90	hr.
Woolsey, Ronald	Instructor		Hourly as needed	History	01/01/10	06/30/10	\$44.90	hr.
Woolum, James	Administrator on Duty		Hourly as needed	Behavioral Sciences	01/01/10	06/30/10	\$50.72	hr.
Woolum, James	Instructor		Hourly as needed	Administration of Justice	01/01/10	06/30/10	\$50.72	hr.
Wozencroft, Paulette	Instructor		Hourly as needed	Health Sciences	01/01/10	06/30/10	\$44.90	hr.
Young, Keening	Instructor		Hourly as needed	Health Sciences	01/01/10	06/30/10	\$44.90	hr.
Yount, Michelle	Instructor		Hourly as needed	Psychology	01/01/10	06/30/10	\$44.90	hr.
Ysais, Melissa	Instructor		Hourly as needed	Child Development	01/01/10	06/30/10	\$44.90	hr.
Yu, Jane	Instructor		Hourly as needed	Drafting	01/04/10	06/30/10	\$44.90	hr.

**ACADEMIC EMPLOYEES  
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS  
DECEMBER 1, 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>	
Zaharek, James	Instructor		Hourly as needed	Humanities	01/01/10	06/30/10	\$50.72	hr.
Zarate, Eloy	Instructor		Hourly as needed	History	01/01/10	06/30/10	\$44.90	hr.
Zawahreh, Luai	Instructor		Hourly as needed	Economics	01/01/10	06/30/10	\$44.90	hr.
Zeman, William	Instructor		Hourly as needed	History	01/01/10	06/30/10	\$44.90	hr.



**ACADEMIC EMPLOYEES  
2009-2010 LAB SUPERVISORS  
DECEMBER 1, 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>
Abbassi, Ali	A	STEM	1/1/2010	06/30/10	3-3	\$34.45
Alvarado, Noel	A	STEM	1/1/2010	06/30/10	1-3	\$30.90
Anderson, Brian	F	STEM	1/1/2010	06/30/10	2-13	\$33.10
Barakat, Mostapha	A	STEM	1/1/2010	06/30/10	2-3	\$32.69
Bond, Melvin	A	STEM	1/1/2010	06/30/10	3-3	\$34.45
Burkemper, Bruce	A	STEM	1/1/2010	06/30/10	4-3	\$36.23
Carter, Brian	A	STEM	1/1/2010	06/30/10	4-1	\$33.00
Casey, David	F	STEM	1/1/2010	06/30/10	4-13	\$36.67
Chun, Mina	A	STEM	1/1/2010	06/30/10	2-3	\$32.69
Entus, Robert	A	STEM	1/1/2010	06/30/10	4-2	\$34.60
Epler, Garth	A	STEM	1/1/2010	06/30/10	3-3	\$34.45
Everest, Robert	F	STEM	1/1/2010	06/30/10	4-13	\$36.67
Faradineh, Rahim	A	STEM	1/1/2010	06/30/10	1-3	\$30.90
Farnum, Martin	A	STEM	1/1/2010	06/30/10	4-3	\$36.23
Ferguson, Timothy	A	STEM	1/1/2010	06/30/10	1-2	\$29.29
Fisher, Robert	A	STEM	1/1/2010	06/30/10	3-3	\$34.45
Garner, Jennifer	A	STEM	1/1/2010	06/30/10	2-1	\$29.45
Gasparian, Rouben	A	STEM	1/1/2010	06/30/10	4-3	\$36.23
Gong, Catherine	F	STEM	1/1/2010	06/30/10	4-13	\$36.67
Gonzalez, Rudy	F	STEM	1/1/2010	06/30/10	2-13	\$33.10
Goodman, Robert	F	STEM	1/1/2010	06/30/10	3-13	\$34.87
Gutierrez, Jesus	F	STEM	1/1/2010	06/30/10	2-13	\$33.10
Hathaway, George	F	STEM	1/1/2010	06/30/10	4-13	\$36.67
Hester, Dana	F	STEM	1/1/2010	06/30/10	3-13	\$34.87
Hollenshead, Marcia	A	STEM	1/1/2010	06/30/10	4-3	\$36.23
Johansesn, Gregory	F	STEM	1/1/2010	06/30/10	4-13	\$36.67
Kaisler, Denise	F	STEM	1/1/2010	06/30/10	4-13	\$36.67
Kary, David	F	STEM	1/1/2010	06/30/10	4-13	\$36.67
Kim Sun Hee	A	STEM	1/1/2010	06/30/10	3-3	\$34.45
Kim, Edward	A	STEM	1/1/2010	06/30/10	2-3	\$32.69
Kondo, Arnold	F	STEM	1/1/2010	06/30/10	4-13	\$36.67
Lam, Albert	A	STEM	1/1/2010	06/30/10	2-3	\$32.69
Le, Tieng	A	STEM	1/1/2010	06/30/10	4-3	\$36.23

**ACADEMIC EMPLOYEES  
2009-2010 LAB SUPERVISORS  
DECEMBER 1, 2009**

Lee, Monica	A	STEM	1/1/2010	06/30/10	2-3	\$32.69
Lei, Li	A	STEM	1/1/2010	06/30/10	2-3	\$32.69
Leung, Sing	A	STEM	1/1/2010	06/30/10	4-3	\$36.23
Livio, Paul	A	STEM	1/1/2010	06/30/10	1-3	\$30.90
Low, Joyce	F	STEM	1/1/2010	06/30/10	3-13	\$34.87
Luu, Kinh	A	STEM	1/1/2010	06/30/10	1-3	\$30.90
McCabe, Dale	A	STEM	1/1/2010	06/30/10	3-3	\$34.45
Medrano, Esmeralda	F	STEM	1/1/2010	06/30/10	2-13	\$33.10
Mon, Gordon	A	STEM	1/1/2010	06/30/10	4-3	\$36.23
Mondrala, Scott	F	STEM	1/1/2010	06/30/10	4-13	\$36.67
Morrison, Joanne	F	STEM	1/1/2010	06/30/10	4-13	\$36.67
Nalbandyan, Zorayr	A	STEM	1/1/2010	06/30/10	1-3	\$30.90
Ng, Sun	A	STEM	1/1/2010	06/30/10	2-3	\$32.69
Nguyen, Cynthia	A	STEM	1/1/2010	06/30/10	2-3	\$32.69
Nguyen, Gia	A	STEM	1/1/2010	06/30/10	2-3	\$32.69
Nguyen, Tracy	A	STEM	1/1/2010	06/30/10	2-3	\$32.69
Nguyenhuu, Rick	F	STEM	1/1/2010	06/30/10	4-13	\$36.67
Odrich, Steve	F	STEM	1/1/2010	06/30/10	4-13	\$36.67
Oropeza, Raymond	A	STEM	1/1/2010	06/30/10	1-3	\$30.90
Paek, Heddy	F	STEM	1/1/2010	06/30/10	3-13	\$34.87
Purves, Dianne	A	STEM	1/1/2010	06/30/10	4-3	\$36.23
Rahman, Mustaffizur	A	STEM	1/1/2010	06/30/10	1-3	\$30.90
Ramos, Gloria	F	STEM	1/1/2010	06/30/10	4-13	\$36.67
Riderer, Lucia	F	STEM	1/1/2010	06/30/10	4-13	\$36.67
Scott, Chris	F	STEM	1/1/2010	06/30/10	3-13	\$34.87
Shimano, Brooke	A	STEM	1/1/2010	06/30/10	1-3	\$30.90
Smyth, Nathaniel	A	STEM	1/1/2010	06/30/10	2-2	\$31.08
Sule, Mick	A	STEM	1/1/2010	06/30/10	3-3	\$34.45
Swan, Alfie	F	STEM	1/1/2010	06/30/10	4-13	\$36.67
Swatzel, James	F	STEM	1/1/2010	06/30/10	2-13	\$33.10
Tippins, Ralph	F	STEM	1/1/2010	06/30/10	4-13	\$36.67
Trad, Mohamad	F	STEM	1/1/2010	06/30/10	3-13	\$34.87
Tseng, Kelly	A	STEM	1/1/2010	06/30/10	2-3	\$32.69
Tussy, Alan	F	STEM	1/1/2010	06/30/10	4-13	\$36.67
Wagner, Alexander	A	STEM	10/12/2009	06/30/10	1-2	\$29.29
Wang, Karen	A	STEM	1/1/2010	06/30/10	1-3	\$30.90
Wang, Michael	A	STEM	1/1/2010	06/30/10	1-3	\$30.90

**ACADEMIC EMPLOYEES**  
**2009-2010 LAB SUPERVISORS**  
**DECEMBER 1, 2009**

White, Sheila	F	STEM	1/1/2010	06/30/10	3-13	\$34.87
Zhuang, Ying	F	STEM	1/1/2010	06/30/10	4-13	\$36.67

**ACADEMIC EMPLOYEES  
WINTER/SPRING 2010  
NON CREDIT  
DECEMBER 1, 2009**

<b>Name</b>	<b>Department/Discipline</b>	<b>Placement</b>	<b>Hourly Rate</b>
Ahrens, Janice	Non Credit	1-3	\$42.24
Amaro, Shelley	Non Credit	1-3	\$42.24
Arredondo, Dora	Non Credit	1-3	\$42.24
Beach, Joann	Non Credit	1-3	\$42.24
Belt, Christine	Non Credit	1-3	\$42.24
Bidwell, Charles	Non Credit	1-3	\$42.24
Bidwell, Yvonne	Non Credit	1-3	\$42.24
Briones, Art	Non Credit	1-3	\$42.24
Brown, Lorraine	Non Credit	1-3	\$42.24
Bruce, Diana	Non Credit	1-3	\$42.24
Chou, Kathy	Non Credit	1-3	\$42.24
Christopher, Karen	Non Credit	1-3	\$42.24
Clark, Angela	Non Credit	1-3	\$42.24
Clark, Diana	Non Credit	1-3	\$42.24
Cronin, Mary	Non Credit	1-3	\$42.24
Cusick, Tanya	Non Credit	1-3	\$42.24
Del Rosario, Efigenia	Non Credit	1-3	\$42.24
Durbin, Maureen	Non Credit	1-3	\$42.24
Dyer, Gordon	Non Credit	1-3	\$42.24
Foster, Debra	Non Credit	1-3	\$42.24
Gil, Jesus	Non Credit	1-3	\$42.24
Gonsalves, Nancy	Non Credit	1-3	\$42.24
Gonzales, Rina	Non Credit	1-2	\$40.31
Greene, David	Non Credit	1-3	\$42.24
Gulli, Lisa	Non Credit	1-3	\$42.24
Gulli, Pam	Non Credit	1-3	\$42.24
Hardesty, Patricia	Non Credit	1-3	\$42.24
Hartman, Steve	Non Credit	1-3	\$42.24
Hilliard, Mark	Non Credit	1-3	\$42.24
Kelly, Patricia	Non Credit	1-3	\$42.24
Middleton, Michael	Non Credit	1-3	\$42.24
Ortiz, Frank	Non Credit	1-3	\$42.24
Pohl, Claudia	Non Credit	1-3	\$42.24
Powers, Cristine	Non Credit	1-3	\$42.24

**ACADEMIC EMPLOYEES  
WINTER/SPRING 2010  
NON CREDIT  
DECEMBER 1, 2009**

<b>Name</b>	<b>Department/Discipline</b>	<b>Placement</b>	<b>Hourly Rate</b>
Ryan, Rebecca	Non Credit	1-3	\$42.24
Sailors, Bernetta	Non Credit	1-3	\$42.24
Sailors-Reyes, Dana	Non Credit	1-3	\$42.24
Santiago, Larry	Non Credit	1-3	\$42.24
Stavrenedies, K.J.	Non Credit	1-3	\$42.24
Stockman, John	Non Credit	1-3	\$42.24
Tercero, Sharon	Non Credit	1-3	\$42.24
Thomas, Gina	Non Credit	1-3	\$42.24
Tucker, Gail	Non Credit	1-3	\$42.24
Van Winkle, Chris	Non Credit	1-3	\$42.24
Williams, Monique	Non Credit	1-3	\$42.24
Wong, Julie	Non Credit	1-3	\$42.24

**ACADEMIC EMPLOYEES  
 SPRING 2010 ADJUNCT  
 DECEMBER 1, 2009**

<b>NAME</b>	<b>Department/Discipline</b>	<b>Lec/Lab</b>	<b>Placement</b>	<b>Unit Rate</b>	<b>Hourly Rate</b>
Aplanalp, Jane	Cosmetology	Lec/Lab	1-6	\$1,119/\$839	\$63.93/\$47.92
Betancourt, Carmen	Cosmetology	Lec/Lab	1-5	\$1,072/\$803	\$61.30/\$45.89
Bowen, Keshia	Cosmetology	Lec/Lab	1-4	\$1,025/\$769	\$58.54/\$43.93
Felipe, Felix	Cosmetology	Lec/Lab	1-6	\$1,119/\$839	\$63.93/\$47.92
Figueroa, Irma	Cosmetology	Lec/Lab	1-5	\$1,072/\$803	\$61.30/\$45.89
Holm, Daniel	Cosmetology	Lec/Lab	1-5	\$1,072/\$803	\$61.30/\$45.89
Hudson, Brenda	Cosmetology	Lec/Lab	1-1	\$1,025/\$769	\$58.54/\$43.93
Miller-Harberts, Roxanna	Cosmetology	Lec/Lab	1-3	\$1,025/\$769	\$58.54/\$43.93
Perret, Debbie	Cosmetology	Lec/Lab	1-5	\$1,072/\$803	\$61.30/\$45.89
Rock, Eugene	Cosmetology	Lec/Lab	1-6	\$1,119/\$839	\$63.93/\$47.92
Sandor, Katalin	Cosmetology	Lec/Lab	1-6	\$1,119/\$839	\$63.93/\$47.92
Valdez, Antonio	Cosmetology	Lec/Lab	1-3	\$1,025/\$769	\$58.54/\$43.93

**ACADEMIC EMPLOYEES  
 SPRING 2010 OVERLOAD  
 DECEMBER 1, 2009**

<b>NAME</b>	<b>Department/Discipline</b>	<b>Lec/Lab</b>	<b>Placement</b>	<b>Unit Rate</b>	<b>Hourly Rate</b>
Bautista, Susan	Cosmetology	Lec/Lab	1-7	\$1,133/\$850	\$64.74/\$48.57
Carver, Sally	Cosmetology	Lec/Lab	2-7	\$1,187/\$890	\$67.83/\$50.86
Glover, Patty	Cosmetology	Lec/Lab	1-7	\$1,133/\$850	\$64.74/\$48.57
Graciano, Albert	Cosmetology	Lec/Lab	1-7	\$1,133/\$850	\$64.74/\$48.57
Hernandez, Salvador	Cosmetology	Lec/Lab	1-7	\$1,133/\$850	\$64.74/\$48.57
Lucido, Grace	Cosmetology	Lec/Lab	2-7	\$1,187/\$890	\$67.83/\$50.86
Mead, Rachel	Cosmetology	Lec/Lab	1-7	\$1,133/\$850	\$64.74/\$48.57

**ACADEMIC EMPLOYEES  
WINTER 2010 ADJUNCT  
DECEMBER 1, 2009**

<b>NAME</b>	<b>Department/Discipline</b>	<b>Lec/Lab</b>	<b>Placement</b>	<b>Unit Rate</b>	<b>Hourly Rate</b>
Baldrige, Robert	Health Sciences	Lec/Lab	1-4	\$1,025/\$769	\$58.54/\$43.93
Carter, Brian	Physics	Lec/Lab	4-1	\$1,183/\$888	\$67.59/\$50.74
Glancy, James	Water Technology	Lec/Lab	1-6	\$1,119/\$839	\$63.93/\$47.92
Vagnozzi, Jeannette	Water Technology	Lec/Lab	1-4	\$1,025/\$769	\$58.54/\$43.93



**ACADEMIC EMPLOYEES  
WINTER 2010 OVERLOAD  
DECEMBER 1, 2009**

<b>NAME</b>	<b>Department/Discipline</b>	<b>Lec/Lab</b>	<b>Placement</b>	<b>Unit Rate</b>	<b>Hourly Rate</b>
Afzali, Ana	Spanish	Lec/Lab	5-18	\$1,636/1,227	\$93.49/\$70.11
Anson, Melanie	Speech	Lec/Lab	5-27	\$1,636/1,227	\$93.49/\$70.11
Arredondo, Dora	Dental	Lec/Lab	1-11	\$1,328/\$996	\$75.89/\$56.91
Bakhit, Khetam	Economics	Lec/Lab	3-11	\$1,436/\$1,077	\$82.06/\$61.54
Bowman, Deborah	Nursing	Lec/Lab	1-12	\$1,377/\$1,033	\$78.69/\$59.03
Boxley, Jackie	Physical Education	Lec/Lab	1-8	\$1,182/\$887	\$67.54/\$50.69
Brawner, Mary	Physical Education	Lec/Lab	3-25	\$1,582/\$1,187	\$90.40/\$67.83
Brown, David	Automotive	Lec/Lab	1-12	\$1,377/\$1,033	\$78.69/\$59.03
Brown, Ricky	Psychology	Lec/Lab	5-9	\$1,636/1,227	\$93.49/\$70.11
Clark, Jeremy	Automotive	Lec/Lab	1-14	\$1,377/\$1,033	\$78.69/\$59.03
Cummins, Shuling	Mathematics	Lec/Lab	4-34	\$1,636/1,227	\$93.49/\$70.11
Dau, Carsten	English	Lec/Lab	3-18	\$1,582/\$1,187	\$90.40/\$67.83
Duffy, Dyane	Art	Lec/Lab	4-14	\$1,636/1,227	\$93.49/\$70.11
Eckear, Christopher	Automotive	Lec/Lab	1-4	\$987/\$740	\$56.40/\$42.29
Eckear, Christopher	Motorcycle & Watercraft Technology	Lec/Lab	1-4	\$987/\$740	\$56.40/\$42.29
Eisel, Gunnar	Music	Lec/Lab	2-26	\$1,480/\$1,110	\$84.57/\$63.43
Everest, Robert	Mathematics	Lec/Lab	4-16	\$1,636/1,227	\$93.49/\$70.11
Farahani, Badieh	Chemistry	Lec/Lab	2-10	\$1,333/\$1,000	\$76.17/\$57.14
Flores, Richard	CSIS	Lec/Lab	4-17	\$1,636/1,227	\$93.49/\$70.11
Garate, Elisabeth	Spanish	Lec/Lab	5-13	\$1,587/\$1,190	\$90.69/\$68.00
Ghidella, Richard	Business	Lec/Lab	4-11	\$1,490/\$1,118	\$85.14/\$63.89
Gomez, Steven	Physical Education	Lec/Lab	3-14	\$1,582/\$1,187	\$90.40/\$67.83
Gonzalez, Rudy	Mathematics	Lec/Lab	2-8	\$1,236/\$927	\$70.63/\$52.97
Greenwell Cunningham, Maia	Anthropology	Lec/Lab	4-15	\$1,636/1,227	\$93.49/\$70.11
Gunderson, Mark	Reading & College Preparation	Lec/Lab	3-16	\$1,582/\$1,187	\$90.40/\$67.83
Gunstream, Marilyn	Physical Education	Lec/Lab	4-34	\$1,636/1,227	\$93.49/\$70.11
Gutierrez, Jesus	Mathematics	Lec/Lab	2-7	\$1,187/\$890	\$67.83/\$50.86
Guttman, Kenneth	Psychology	Lec/Lab	5-24	\$1,636/1,227	\$93.49/\$70.11
Hadsell, Clifford	Health Sciences	Lec/Lab	5-11	\$1,490/\$1,118	\$85.14/\$63.89
Hahn, Shelley	Child Development	Lec/Lab	2-12	\$1,431/\$1,073	\$81.77/\$61.31
Hartman, Steve	Physical Education	Lec/Lab	4-28	\$1,636/1,227	\$93.49/\$70.11
Hester, Dana	Biology	Lec/Lab	4-17	\$1,636/1,227	\$93.49/\$70.11
Hoehne, William	Music	Lec/Lab	4-15	\$1,636/1,227	\$93.49/\$70.11
Jackson, Matt	Art	Lec/Lab	3-14	\$1,582/\$1,187	\$90.40/\$67.83

**ACADEMIC EMPLOYEES  
WINTER 2010 OVERLOAD  
DECEMBER 1, 2009**

<b>NAME</b>	<b>Department/Discipline</b>	<b>Lec/Lab</b>	<b>Placement</b>	<b>Unit Rate</b>	<b>Hourly Rate</b>
Johansen, Gregory	Biology	Lec/Lab	4-20	\$1,636/1,227	\$93.49/\$70.11
Johnson, Sandra	Art	Lec/Lab	3-25	\$1,582/\$1,187	\$90.40/\$67.83
Kondo, Arnold	Biology	Lec/Lab	4-18	\$1,636/1,227	\$93.49/\$70.11
Korn, Dennis	Automotive	Lec/Lab	4-25	\$1,636/1,227	\$93.49/\$70.11
Langford, W. Bruce	Music	Lec/Lab	3-17	\$1,582/\$1,187	\$90.40/\$67.83
Low, Joyce	Mathematics	Lec/Lab	3-16	\$1,582/\$1,187	\$90.40/\$67.83
Lubisich, Senya	History	Lec/Lab	5-7	\$1,636/1,227	\$93.49/\$70.11
Miles, Terrence	Chemistry	Lec/Lab	4-16	\$1,636/1,227	\$93.49/\$70.11
Mondrala, Scott	Biology	Lec/Lab	5-6	\$1,636/1,227	\$93.49/\$70.11
Munoz, Gino	Music	Lec/Lab	1-8	\$1,182/\$887	\$67.54/\$50.69
Nguyenhuu, Rick	Mathematics	Lec/Lab	4-15	\$1,636/1,227	\$93.49/\$70.11
Odrich, Steve	Mathematics	Lec/Lab	4-22	\$1,636/1,227	\$93.49/\$70.11
O'Neil, Margaret	Communications	Lec/Lab	3-25	\$1,582/\$1,187	\$90.40/\$67.83
Overly, David	English	Lec/Lab	5-24	\$1,636/1,227	\$93.49/\$70.11
Peters, Gerhard	Political Science	Lec/Lab	4-8	\$1,343/\$1,007	\$76.74/\$57.54
Rachford, Maryann	Art	Lec/Lab	4-18	\$1,636/1,227	\$93.49/\$70.11
Ramos, Gloria	Physics	Lec/Lab	4-10	\$1,441/\$1,081	\$82.34/\$61.77
Richard, Levi	Business	Lec/Lab	5-14	\$1,636/1,227	\$93.49/\$70.11
Riderer, Lucia	Mathematics	Lec/Lab	4-10	\$1,441/\$1,081	\$82.34/\$61.77
Ross, Glen	Political Science	Lec/Lab	4-21	\$1,636/1,227	\$93.49/\$70.11
Saldana, Rudy	Philosophy	Lec/Lab	1-18	\$1,377/\$1,033	\$78.69/\$59.03
Salwak, Dale	English	Lec/Lab	5-37	\$1,636/1,227	\$93.49/\$70.11
Santiago, Lawrence	Registered Nursing	Lec/Lab	3-8	\$1,290/\$968	\$73.71/\$55.31
Shannon, James	Psychology	Lec/Lab	4-36	\$1,636/1,227	\$93.49/\$70.11
Shaw, Nickawanna	Physical Education	Lec/Lab	4-9	\$1,392/\$1,044	\$79.54/\$59.66
Shrope, Douglas	Music	Lec/Lab	1-21	\$1,377/\$1,033	\$78.69/\$59.03
Slack, Robert	Music	Lec/Lab	4-17	\$1,636/1,227	\$93.49/\$70.11
Smolin, Robert	Accounting	Lec/Lab	4-14	\$1,636/1,227	\$93.49/\$70.11
Solheim, Bruce	History	Lec/Lab	5-17	\$1,636/1,227	\$93.49/\$70.11
Solis, Roberto	CSIS	Lec/Lab	4-16	\$1,636/1,227	\$93.49/\$70.11
Soremekun, Folahan	History	Lec/Lab	5-23	\$1,636/1,227	\$93.49/\$70.11
Styles, Christine	Economics	Lec/Lab	4-7	\$1,295/\$971	\$74.00/\$55.49
Swan, Alfie	Mathematics	Lec/Lab	4-16	\$1,636/1,227	\$93.49/\$70.11
Swatzel, James	Mathematics	Lec/Lab	2-10	\$1,333/\$1,000	\$76.17/\$57.14

**ACADEMIC EMPLOYEES  
WINTER 2010 OVERLOAD  
DECEMBER 1, 2009**

<b>NAME</b>	<b>Department/Discipline</b>	<b>Lec/Lab</b>	<b>Placement</b>	<b>Unit Rate</b>	<b>Hourly Rate</b>
Telesca, Lisa	English	Lec/Lab	3-20	\$1,582/\$1,187	\$90.40/\$67.83
Trad, Mohamad	Mathematics	Lec/Lab	4-14	\$1,636/1,227	\$93.49/\$70.11
Tucker, Connie	ESL	Lec/Lab	4-24	\$1,636/1,227	\$93.49/\$70.11
Van Horn, Tasha	Speech	Lec/Lab	2-13	\$1,480/\$1,110	\$84.57/\$63.43
VanCitters, Beverly	Reading & College Preparation	Lec/Lab	5-25	\$1,636/1,227	\$93.49/\$70.11
Vaughan, John	Music	Lec/Lab	1-16	\$1,377/\$1,033	\$78.69/\$59.03
Villeneuve, Anna	English	Lec/Lab	4-11	\$1,490/\$1,118	\$85.14/\$63.89
Waddington, Brian	History	Lec/Lab	1-12	\$1,377/\$1,033	\$78.69/\$59.03
Walz, Sheryl	Sociology	Lec/Lab	1-10	\$1,280/\$960	\$73.14/\$54.86
White, Gailyn	Sociology	Lec/Lab	4-16	\$1,636/1,227	\$93.49/\$70.11
Woolum, James	Administration of Justice	Lec/Lab	3-16	\$1,582/\$1,187	\$90.40/\$67.83
Wurst, Clifton	Physical Education	Lec/Lab	2-23	\$1,480/\$1,110	\$84.57/\$63.43
Zhuang, Ying	Mathematics	Lec/Lab	4-16	\$1,636/1,227	\$93.49/\$70.11



**CLASSIFIED EMPLOYEES  
EMPLOYMENT/CHANGE OF STATUS  
DECEMBER 1, 2009**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>REASON</b>	<b>DEPT.</b>	<b>MOS.</b>	<b>PRCT.</b>	<b>BEGIN</b>	<b>END</b>	<b>RANGE &amp; STEP</b>	<b>MONTHLY RATE</b>
Kemp, Judith	Administrative Secretary II	Location Change	50% Physical Education 50% Science & Engineering	12	100%	8/31/09		35-7 (34-7+1A)	\$4,746.23



**CLASSIFIED EMPLOYEES  
SHORT-TERM, HOURLY,  
SUBSTITUTES  
DECEMBER 1, 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>
Anguiano, German	Food Service Assistant II	Grill Cook	Cafeteria	1/1/10	6/30/10	14-1	\$12.17/hr.
Bauer, Adarsh	Stipend	Tutor students enrolled in general chemistry and biology courses	STEM Grant	1/1/10	6/30/10		\$15.00/hr.
Bertucci, David	Student Services Assistant	Provide students with support and guidance with important transitions to calculus	STEM Grant	1/4/10	6/30/10	17-1	\$13.10/hr.
Burdick, James	Student Services Assistant	Provide students with support and guidance with important transitions to calculus	STEM Grant	1/4/10	6/30/10	17-1	\$13.10/hr.
Carr, Derrick	Campus Security Officer I	Assist with officer coverage	Security	1/1/10	6/30/10	22-1	\$14.82/hr.
Castillo, David	Student Services Assistant	Supplemental instruction in mathematics	STEM Grant	1/4/10	6/30/10	17-1	\$13.10/hr.
Clark, Jeremy	Stipend	Maintenance of a STEM webpage	STEM Grant	1/4/10	2/11/10		\$5000/tl.
Chesleigh, Brandi	Administrative Clerk II	Substitute for office coverage	Non Credit	1/1/10	6/30/10	22-1	\$14.82/hr.
Cordova, Marcelo	Administrative Clerk II	Substitute for office coverage	Non Credit	1/1/10	6/30/10	22-1	\$14.82/hr.

**CLASSIFIED EMPLOYEES  
SHORT-TERM, HOURLY,  
SUBSTITUTES  
DECEMBER 1, 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>
Colindres, David A.	Department Aide	Warehouse delivery, surplus, asset control	Purchasing	1/1/10	6/30/10	3-1	\$9.27/hr.
Cuellar, Bryan	Student Services Assistant	Provide students with support and guidance with important transitions to calculus	STEM Grant	1/4/10	6/30/10	17-1	\$13.10/hr.
Curran, Keith	Stipend	Develop My Citrus Story multi-media profiles	STEM Grant	1/4/10	2/11/10		\$3000/tl.
Dauden, Cecilia	Administrative Clerk II	Assist with dispatch and office duties	Security	1/1/10	6/30/10	22-1	\$14.82/hr.
Du, Long	Information Technology Support Specialist I	Provide technical support and help functions that relate to computer hardware and software	TeCS	1/1/10	6/30/10	37-1	\$21.47/hr.
Egbert, Ida	Administrative Clerk II	Registration	Fiscal Services	1/1/10	6/30/10	22-1	\$14.82/hr.
Esquivel, Ruben	Volunteer		Counseling				
Estrada, Corina	Information Technology Support Specialist I	Provide technical support for the STEM Grant	TeCS	1/1/10	6/30/10	37-1	\$21.47/hr.



**CLASSIFIED EMPLOYEES  
SHORT-TERM, HOURLY,  
SUBSTITUTES  
DECEMBER 1, 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>
Fisher, Nancy	Associate Nurse	Provide Medical Services at the Student Health Center	Health Center	1/1/10	6/30/10	59-1	\$35.69/hr.
Gamido, Lauren Joy	Student Services Assistant	Supplemental instruction in mathematics	STEM Grant	1/4/10	6/30/10	17-1	\$13.10/hr.
Haro, Ruben	Student Services Assistant	Provide students with support and guidance with important transitions to calculus	STEM Grant	1/4/10	6/30/10	17-1	\$13.10/hr.
Hermosillo, Brenda Yasmine	Student Services Assistant	Assist in the bookstore for Winter and Spring	Bookstore	1/1/10	6/30/10	17-1	\$13.10/hr.
Hilliard, Glenda	Instructional Aide II	Assistance for noncredit classes at the City of Hope	Non Credit	1/1/10	6/30/10	17-1	\$13.10/hr.
Hillman, Michael	Stipend	Additional pay for oversight of production and setting of decorative tiles	Bond-Construction	8/1/09	11/1/09		\$4070/tl.
Horton, Julian	Stipend	Golf Lessons	The Range	7/1/09	6/30/10		\$50.00/hr.
Hussain, Mohammed	Student Services Assistant	Supplemental instruction in mathematics	STEM Grant	1/4/10	6/30/10	17-1	\$13.10/hr.
Kaczur, Linda	Administrative Clerk II	Registration	Fiscal Services	1/1/10	6/30/10	22-1	\$14.82/hr.

**CLASSIFIED EMPLOYEES  
SHORT-TERM, HOURLY,  
SUBSTITUTES  
DECEMBER 1, 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>
Kaisler, Denise	Stipend	STEM Guest Speaker	STEM Grant	1/4/10	2/11/10		\$2500/tl.
Koulous, Patricia	Administrative Clerk II	Registration	Fiscal Services	1/1/10	6/30/10	22-1	\$14.82/hr.
Lockwood, Christopher	Campus Security Officer I	Assist with coverage due to absent employee	Security	1/1/10	6/30/10	22-1	\$14.82/hr.
Lopez, Concepcion	Administrative Clerk II	Payroll Imager	Fiscal Services	1/1/10	6/30/10	22-1	\$14.82/hr.
Manzatianu, Vlad	Student Services Assistant	Provide students with support and guidance with important transitions to calculus	STEM Grant	1/4/10	6/30/10	17-1	\$13.10/hr.
McClain, Connor	Student Services Assistant	Provide students with support and guidance with important transitions to calculus	STEM Grant	1/4/10	6/30/10	17-1	\$13.10/hr.
Medley, Tara	Administrative Clerk II	Registration	Fiscal Services	1/1/10	6/30/10	22-1	\$14.82/hr.
Mercado, Monique	Administrative Clerk II	Substitute for office coverage	Noncredit	1/1/10	6/30/10	22-1	\$14.82/hr.
Mills, Todd	Assistant to International Trade Director	Partial coverage for vacant position	CITD & CMTAC	1/2/10	6/30/10	34-1	\$19.93/hr.
Nyland, Kirk	Library Media Technician I	To cover vacations and absences of library staff during the summer and fall	Library	1/1/10	6/30/10	26-1	\$16.36/hr.

**CLASSIFIED EMPLOYEES  
SHORT-TERM, HOURLY,  
SUBSTITUTES  
DECEMBER 1, 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>
Olsen, Preston	Student Services Assistant	Provide students with support and guidance with important transitions to calculus	STEM Grant	1/4/10	6/30/10	17-1	\$13.10/hr.
Patino, Cynthia	Bookstore Operations Coordinator	Covering for absent employee	Bookstore	1/1/10	6/30/10	36-1	\$20.94/hr.
Paul, Robert	Student Services Assistant	Provide students with support and guidance with important transitions to calculus	STEM Grant	1/4/10	6/30/10	17-1	\$13.10/hr.
Payant, Lisa	Student Services Assistant	Provide tutoring for Chemistry 103, Anatomy and Physiology	STEM Grant	1/1/10	6/30/10	17-1	\$13.10/hr.
Puhawan, Erica	Student Services Assistant	Clerical support	STEM Grant	1/1/10	6/30/10	17-1	\$13.10/hr.
Rodarte, Elizabeth	Administrative Clerk II	Substitute for office coverage	Noncredit	1/1/10	6/30/10	22-1	\$14.82/hr.
Rojas, Stevie	Student Services Assistant	Supplemental instruction in mathematics	STEM Grant	1/4/10	6/30/10	17-1	\$13.10/hr.
Ruiz, Harrison	Student Services Assistant	Provide students with support and guidance with important transitions to calculus	STEM Grant	1/4/10	6/30/10	17-1	\$13.10/hr.
Salce, Angie	Administrative Clerk II	Registration	Fiscal Services	1/1/10	6/30/10	22-1	\$14.82/hr.

**CLASSIFIED EMPLOYEES  
SHORT-TERM, HOURLY,  
SUBSTITUTES  
DECEMBER 1, 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>
Schonland, Julie	Administrative Clerk II	Registration	Fiscal Services	1/1/10	6/30/10	22-1	\$14.82/hr.
Sharma, Vineet K.	Stipend	Tutor students enrolled in general chemistry and biology courses	STEM Grant	1/1/10	6/30/10		\$15.00/hr.
Sifuentes, Evan	Administrative Clerk II	Substitute for office coverage	Non Credit	1/1/10	6/30/10	22-1	\$14.82/hr.
Thorpe, Susan	Associate Nurse	Provide Medical Services at the Student Health Center	Health Center	1/1/10	6/30/10	59-1	\$37,50/hr.
Tweini, Laila	Student Services Assistant	Provide students with support and guidance with important transitions to calculus	STEM Grant	1/1/10	6/30/10	17-1	\$13.10/hr.
Urena, Laura	Department Aide	Serving, preparation and all around help	Cafeteria	1/1/10	6/30/10	3-1	\$9.27/hr.
Vianzon, Brian	Student Services Assistant	Supplemental instruction in mathematics	STEM Grant	1/4/10	6/30/10	17-1	\$13.10/hr.
Wang, Zi	Student Services Assistant	Provide students with support and guidance with important transitions to calculus	STEM Grant	1/1/10	6/30/10	17-1	\$13.10/hr.

**CLASSIFIED EMPLOYEES  
SHORT-TERM, HOURLY,  
SUBSTITUTES  
DECEMBER 1, 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>
Xiao, Hua Si	Student Services Assistant	Provide students with support and guidance with important transitions to calculus	STEM Grant	1/1/10	6/30/10	17-1	\$13.10/hr.
Yan, Weihong	Student Services Assistant	Provide students with support and guidance with important transitions to calculus	STEM Grant	1/1/10	6/30/10	17-1	\$13.10/hr.

**WINTER/SPRING  
COMMUNITY EDUCATION  
CLASSIFIED EMPLOYEES  
DECEMBER 1, 2009**

<b>NAME</b>	<b>DEPARTMENT</b>	<b>PLACEMENT</b>	<b>HOURLY RATE</b>
Arredondo, Dora	Community Education	1-3	\$42.24
Belt, Christine	Community Education	1-3	\$42.24
Boxley, Jackie	Community Education	1-3	\$42.24
Brown, Dave	Community Education	1-3	\$42.24
Calicchia, William	Community Education	1-3	\$42.24
Clark, Jeremy	Community Education	1-3	\$42.24
Davis, Victor C.	Community Education	1-3	\$42.24
Dunaj, Joshua	Community Education	1-3	\$42.24
Fleischer, Beatriz	Community Education	1-3	\$42.24
Gerfen, Thomas	Community Education	1-3	\$42.24
Glenn, Yasuko	Community Education	1-1	\$38.43
Gomez, Steve	Community Education	1-3	\$42.24
Greer, Maurice	Community Education	1-3	\$42.24
Gunstream, Marilyn	Community Education	1-3	\$42.24
Hartman, Steve	Community Education	1-3	\$42.24
Haygood, Marc	Community Education	1-3	\$42.24
Korn, Dennis	Community Education	1-3	\$42.24
Lancaster, Jim	Community Education	1-3	\$42.24
Lofthouse, Peter	Community Education	1-1	\$38.43
Mejia, Hardy	Community Education	1-1	\$38.43
Miyabe, Joyce	Community Education	1-3	\$42.24
Morrill, Gene	Community Education	1-3	\$42.24
Morrison, Scott William	Community Education	1-3	\$42.24
Noonan, Benjamin Scott	Community Education	1-3	\$42.24
Olson, Janice	Community Education	1-3	\$42.24
Ortiz, Frank	Community Education	1-3	\$42.24
Pohl, Claudia	Community Education	1-3	\$42.24
Ponciano, Ron	Community Education	1-3	\$42.24
Razo, Lynda	Community Education	1-3	\$42.24
Stone, Traci	Community Education	1-3	\$42.24
Williams, Robert	Community Education	1-3	\$42.24
Wurst, Clifton	Community Education	1-3	\$42.24

**PROFESSIONAL EXPERTS  
DECEMBER 1, 2009**

<b>Name</b>	<b>Classification</b>	<b>Begin</b>	<b>End</b>	<b>Department</b>	<b>Rate</b>
Carlton, Dwayne	EMT	1/1/10	6/30/10	Health Sciences	\$28.33/hr.
LaBomme, Roy	Photographer	1/1/10	6/30/10	External Relations	\$2,696.00/mo.
McGuigan, William David	Studio Tech I	1/1/10	6/30/10	Recording Arts	\$13.46/hr.
McGuigan, William David	Studio Tech I	1/2/10	6/30/10	Performing Arts	\$13.46/hr.
McWilliams, Stuart	EMT	1/1/10	6/30/10	Health Sciences	\$28.33/hr.
Ornelas, Rachel	Vocational Nurse	1/1/10	6/30/10	Health Sciences	\$30.00/hr.
Sanchez, Paula	Skills Lab Support	1/1/10	6/30/10	Health Sciences	\$21.50/hr.
White, Rachel	Copy Writer/Editor	1/1/10	6/30/10	External Relations	\$30.00/hr.
Belt, Christine	Aerobic Leader	1/4/2010	6/12/2010	Comm. Ed.	\$30.33/hr.
Clark, Rachael	Aerobic Leader	1/4/2010	6/12/2010	Comm. Ed.	\$30.33/hr.
Finegan, Denise	Aerobic Leader	1/4/2010	6/12/2010	Comm. Ed.	\$30.33/hr.
George, Irene	Aerobic Leader	1/4/2010	6/12/2010	Comm. Ed.	\$30.33/hr.
Murphy, Bonnie	Aerobic Leader	1/4/2010	6/12/2010	Comm. Ed.	\$30.33/hr.
Ortiz, Frank	Aerobic Leader	1/4/2010	6/12/2010	Comm. Ed.	\$30.33/hr.
Razo, Lynda	Aerobic Leader	1/4/2010	6/12/2010	Comm. Ed.	\$30.33/hr.
Sallenbach, Erin	Aerobic Leader	1/4/2010	6/12/2010	Comm. Ed.	\$30.33/hr.
Smolik, Aimee	Aerobic Leader	1/4/2010	6/12/2010	Comm. Ed.	\$30.33/hr.
Trimble, Jill	Aerobic Leader	1/4/2010	6/12/2010	Comm. Ed.	\$30.33/hr.
Valenzuela (Lee), Young	Aerobic Leader	1/4/2010	6/12/2010	Comm. Ed.	\$30.33/hr.
Wright, Linda	Aerobic Leader	1/4/2010	6/12/2010	Comm. Ed.	\$30.33/hr.
Aalberts, Megan	Lifeguard	1/4/10	6/12/10	Comm.Ed.	11.02/hr.
	Swim Leader	1/4/10	6/12/10	Comm.Ed.	18.06/hr.
Alvarado, Marie	Lifeguard	1/4/10	6/12/10	Comm.Ed.	11.02/hr.
	Swim Leader	1/4/10	6/12/10	Comm.Ed.	18.06/hr.
Barnett, Shawna	Lifeguard	1/4/10	6/12/10	Comm.Ed.	11.02/hr.
	Swim Leader	1/4/10	6/12/10	Comm.Ed.	18.06/hr.
Beeman, Josh	Lifeguard	1/4/10	6/12/10	Comm.Ed.	11.02/hr.
	Swim Leader	1/4/10	6/12/10	Comm.Ed.	18.06/hr.
Bisterfeldt, Paul	Lifeguard	1/4/10	6/12/10	Comm.Ed.	11.02/hr.
Brenner, Sarah	Lifeguard	1/4/10	6/12/10	Comm.Ed.	11.02/hr.
	Swim Leader	1/4/10	6/12/10	Comm.Ed.	18.06/hr.
Carmody, Justin	Lifeguard	1/4/10	6/12/10	Comm.Ed.	11.02/hr.

**PROFESSIONAL EXPERTS  
DECEMBER 1, 2009**

<b>Name</b>	<b>Classification</b>	<b>Begin</b>	<b>End</b>	<b>Department</b>	<b>Rate</b>
Cavalin, Michael	Lifeguard	1/4/10	6/12/10	Comm.Ed.	11.02/hr.
	Swim Leader	1/4/10	6/12/10	Comm.Ed.	18.06/hr.
Corrigan, Ashley	Lifeguard	1/4/10	6/12/10	Comm.Ed.	11.02/hr.
	Swim Leader	1/4/10	6/12/10	Comm.Ed.	18.06/hr.
Crick, Alan	Lifeguard	1/4/10	6/12/10	Comm.Ed.	11.02/hr.
	Swim Leader	1/4/10	6/12/10	Comm.Ed.	18.06/hr.
Elsherif, Laila	Lifeguard	1/4/10	6/12/10	Comm.Ed.	11.02/hr.
	Swim Leader	1/4/10	6/12/10	Comm.Ed.	18.06/hr.
Fabela, Crystal	Lifeguard	1/4/10	6/12/10	Comm.Ed.	11.02/hr.
	Swim Leader	1/4/10	6/12/10	Comm.Ed.	18.06/hr.
Garcia, Natasha	Lifeguard	1/4/10	6/12/10	Comm.Ed.	11.02/hr.
	Swim Leader	1/4/10	6/12/10	Comm.Ed.	18.06/hr.
Mah, Patricia	Lifeguard	1/4/10	6/12/10	Comm.Ed.	11.02/hr.
	Swim Leader	1/4/10	6/12/10	Comm.Ed.	18.06/hr.
Margett, Blake	Lifeguard	1/4/10	6/12/10	Comm.Ed.	11.02/hr.
	Swim Leader	1/4/10	6/12/10	Comm.Ed.	18.06/hr.
Medrano, Sylvia	Lifeguard	1/4/10	6/12/10	Comm.Ed.	11.02/hr.
	Swim Leader	1/4/10	6/12/10	Comm.Ed.	18.06/hr.
Meza, Iliana	Lifeguard	1/4/10	6/12/10	Comm.Ed.	11.02/hr.
	Swim Leader	1/4/10	6/12/10	Comm.Ed.	18.06/hr.
Mihm, Courtney	Lifeguard	1/4/10	6/12/10	Comm.Ed.	11.02/hr.
	Swim Leader	1/4/10	6/12/10	Comm.Ed.	18.06/hr.
Mooney, Lisa	Lifeguard	1/4/10	6/12/10	Comm.Ed.	11.02/hr.
	Swim Leader	1/4/10	6/12/10	Comm.Ed.	18.06/hr.
Quinto, Mark	Lifeguard	1/4/10	6/12/10	Comm.Ed.	11.02/hr.
	Swim Leader	1/4/10	6/12/10	Comm.Ed.	18.06/hr.
Rivas, Brandon	Lifeguard	1/4/10	6/12/10	Comm.Ed.	11.02/hr.
	Swim Leader	1/4/10	6/12/10	Comm.Ed.	18.06/hr.
Rivas, Jordan	Lifeguard	1/4/10	6/12/10	Comm.Ed.	11.02/hr.
	Swim Leader	1/4/10	6/12/10	Comm.Ed.	18.06/hr.
Rodriguez, Joshua	Lifeguard	1/4/10	6/12/10	Comm.Ed.	11.02/hr.
	Swim Leader	1/4/10	6/12/10	Comm.Ed.	18.06/hr.
Schwegmann, Dani	Lifeguard	1/4/10	6/12/10	Comm.Ed.	11.02/hr.
	Swim Leader	1/4/10	6/12/10	Comm.Ed.	18.06/hr.
Shellman, Cory	Lifeguard	1/4/10	6/12/10	Comm.Ed.	11.02/hr.
	Swim Leader	1/4/10	6/12/10	Comm.Ed.	18.06/hr.
Smith, Katlin	Lifeguard	1/4/10	6/12/10	Comm.Ed.	11.02/hr.
	Swim Leader	1/4/10	6/12/10	Comm.Ed.	18.06/hr.
Smith, Sarah	Lifeguard	1/4/10	6/12/10	Comm.Ed.	11.02/hr.



**PROFESSIONAL EXPERTS  
DECEMBER 1, 2009**

<b>Name</b>	<b>Classification</b>	<b>Begin</b>	<b>End</b>	<b>Department</b>	<b>Rate</b>
	Swim Leader	1/4/10	6/12/10	Comm.Ed.	18.06/hr.
Sorenby, Heather	Lifeguard	1/4/10	6/12/10	Comm.Ed.	11.02/hr.
Stokely, Kathryn	Lifeguard	1/4/10	6/12/10	Comm.Ed.	11.02/hr.
	Swim Leader	1/4/10	6/12/10	Comm.Ed.	18.06/hr.
Stokely, Kimberly	Lifeguard	1/4/10	6/12/10	Comm.Ed.	11.02/hr.
	Swim Leader	1/4/10	6/12/10	Comm.Ed.	18.06/hr.
Tate, Erin	Lifeguard	1/4/10	6/12/10	Comm.Ed.	11.02/hr.
	Swim Leader	1/4/10	6/12/10	Comm.Ed.	18.06/hr.
Tokuda, Aya	Lifeguard	1/4/10	6/12/10	Comm.Ed.	11.02/hr.
Walsh, Megan	Lifeguard	1/4/10	6/12/10	Comm.Ed.	11.02/hr.
	Swim Leader	1/4/10	6/12/10	Comm.Ed.	18.06/hr.
Wichart, Lauren	Lifeguard	1/4/10	6/12/10	Comm.Ed.	11.02/hr.
	Swim Leader	1/4/10	6/12/10	Comm.Ed.	18.06/hr.
Wilhelm, Vanessa	Lifeguard	1/4/10	6/12/10	Comm.Ed.	11.02/hr.
	Swim Leader	1/4/10	6/12/10	Comm.Ed.	18.06/hr.
Ponciano, Ronald	Head Football Coach	12/1/09	2/26/10	Physical Education	\$5,500/month

## I. ACTION ITEMS (continued)

### General

2. Authorization is requested to elect \_\_\_\_\_ for the office of President of the Board of Trustees for the period from December 1, 2009, through November 30, 2010. (Page 165)
3. Authorization is requested to elect \_\_\_\_\_ for the office of Vice President of the Board of Trustees for the period from December 1, 2009, through November 30, 2010. (Page 166)
4. Authorization is requested to elect \_\_\_\_\_ for the office of Clerk/Secretary of the Board of Trustees for the period from December 1, 2009, through November 30, 2010. (Page 167)
5. Authorization is requested to elect \_\_\_\_\_ to represent the Citrus College Board of Trustees on the Citrus College Foundation Board of Directors and Executive Board. (Page 168)
6. Authorization is requested to select \_\_\_\_\_ as an Annual Representative to the Los Angeles County School Trustees Association for 2010. The Representative shall perform duties as described in Standing Rule #7: (a) vote on all association matters; (b) communicate between the executive board, the association, and the local board; and (c) serve on the Legislative Committee. (Page 169)
7. Authorization is requested to select \_\_\_\_\_ as the governing board's voting representative to elect members to the Los Angeles County Committee on School District Organization in October/November 2010. (Page 170)
8. Authorization is requested to set the date, time, and place for regular meetings of the Board of Trustees for the period of December 1, 2008, through November 30, 2009, as follows:  
Date: 1<sup>st</sup> & 3<sup>rd</sup> Tuesdays  
Time: 4:15 p.m.  
Place: Citrus Community College District Board Room (AD 202)  
(Page 171)

**(CONTINUED)**



**CITRUS COMMUNITY COLLEGE DISTRICT**

TO: BOARD OF TRUSTEES Action X

DATE: December 1, 2009 Resolution \_\_\_\_\_

SUBJECT: Selection of Vice President of the Board of Trustees Information \_\_\_\_\_

Enclosure(s) \_\_\_\_\_

BACKGROUND

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

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

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

RECOMMENDATION

Authorization is requested to elect \_\_\_\_\_ for the office of Vice President of the Board of Trustees for the period from December 1, 2009, through November 30, 2010.

Geraldine M. Perri, Ph.D.  
Recommended by

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

Aye\_\_Nay\_\_Abstained\_\_

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

Item No. 1.3.

**CITRUS COMMUNITY COLLEGE DISTRICT**

TO:	BOARD OF TRUSTEES	Action	X
DATE:	December 1, 2009	Resolution	
SUBJECT:	Selection of Clerk/Secretary of the Board of Trustees	Information	
		Enclosure(s)	

BACKGROUND

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

The current Clerk/Secretary of the Board of Trustees is Dr. Patricia Rasmussen.

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

RECOMMENDATION

Authorization is requested to elect \_\_\_\_\_ for the office of Clerk/Secretary of the Board of Trustees for the period from December 1, 2009, through November 30, 2010.

Geraldine M. Perri, Ph.D.  
Recommended by

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

Aye\_\_Nay\_\_Abstained\_\_

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

Item No. 1.4.

**CITRUS COMMUNITY COLLEGE DISTRICT**

TO:	BOARD OF TRUSTEES	Action	<u>X</u>
DATE:	December 1, 2009	Resolution	_____
SUBJECT:	Selection of Representative of the Board of Trustees on the Citrus College Foundation	Information	_____
		Enclosure(s)	_____

BACKGROUND

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

The current representative is Mrs. Susan M. Keith.

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

RECOMMENDATION

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

Geraldine M. Perri, Ph.D.  
Recommended by

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

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

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

Item No. 1.5.

**CITRUS COMMUNITY COLLEGE DISTRICT**

TO:	BOARD OF TRUSTEES	Action	X
DATE:	December 1, 2009	Resolution	_____
SUBJECT:	Selection of Representative of the Board of Trustees to the Los Angeles County School Trustees Association	Information	_____
		Enclosure(s)	_____

BACKGROUND

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

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

The current representative is Dr. Edward C. Ortell.

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

RECOMMENDATION

Authorization is requested to select \_\_\_\_\_ as an Annual Representative to the Los Angeles County School Trustees Association for 2010. The Representative shall perform duties as described in Standing Rule #7: (a) vote on all association matters; (b) communicate between the executive board, the association, and the local board; and (c) serve on the Legislative Committee.

Geraldine M. Perri, Ph.D.  
Recommended by

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

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

Aye\_\_Nay\_\_Abstained\_\_

Item No. 1.6.

**CITRUS COMMUNITY COLLEGE DISTRICT**

TO:	BOARD OF TRUSTEES	Action	X
DATE:	December 1, 2009	Resolution	_____
SUBJECT:	Selection of Representative of the Board of Trustees on the Los Angeles County Committee on School District Organization	Information	_____
		Enclosure(s)	_____

BACKGROUND

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

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

The current representative is Dr. Edward C. Ortell.

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

RECOMMENDATION

Authorization is requested to select \_\_\_\_\_ as the governing board's voting representative to elect members to the Los Angeles County Committee on School District Organization in October/November 2010.

Geraldine M. Perri, Ph.D.  
Recommended by

\_\_\_\_\_  
Moved      Seconded

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

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

Item No. 1.7.



**CITRUS COMMUNITY COLLEGE DISTRICT**

TO:	BOARD OF TRUSTEES	Action	X
DATE	December 1, 2009	Resolution	
SUBJECT:	Board Meeting Date, Time, and Location	Information	
		Enclosure(s)	X

BACKGROUND

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

Attached is the proposed calendar for 2010.

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

RECOMMENDATION

Authorization is requested to set the date, time, and place for regular meetings of the Board of Trustees for the period of December 1, 2008, through November 30, 2009, as follows:

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

Geraldine M. Perri, Ph.D.  
 Recommended by

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

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

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

Item No. 1.8.

**CITRUS COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES MEETING CALENDAR  
2010**

Third Tuesday, January 19, 2010
First Tuesday, February 2, 2010
Third Tuesday, February 16, 2010
First Tuesday, March 2, 2010
Third Tuesday, March 16, 2010
First Tuesday, April 6, 2010
First Tuesday, May 4, 2010
Third Tuesday, May 18, 2010 <i>Board Self Evaluation Work Session</i>
Second Tuesday, June 8, 2010
Third Tuesday, July 20, 2010 <i>Board Goal Setting Work Session</i>
Third Tuesday, August 17, 2010
Third Tuesday, September 14, 2010
First Tuesday, October 5, 2010
Third Tuesday, October 19, 2010
First Tuesday, November 2, 2010
Third Tuesday, November 16, 2010
First Tuesday, December 7, 2010

**I. ACTION ITEMS (continued)**

9. Authorization is requested to select \_\_\_\_\_ and \_\_\_\_\_ as the Board of Trustees ad-hoc committee for 2010 to determine the instrument or process to be used in Board self-evaluation. (Page 173)

**Business Services**

10. Authorization is requested to approve the Annual Financial and Compliance Audit Report of all District funds from Vicenti, Lloyd & Stutzman, certified public accountants, for the fiscal year ending June 30, 2009. (Page 175)
11. Authorization is requested to approve the specified signatures for Citrus Community College District business functions and bank accounts for the period of December 1, 2009, through November 30, 2010. (Page 176)
12. Authorization is requested to approve the Certification of Signatures for Citrus Community College District and the sending of the form to the County Superintendent of Schools Office after signatures are obtained. (Page 180)
13. Authorization is requested to authorize the Director of Performing Arts to sign contracts for the 2010-2011 schedule of events for the Haugh Performing Arts Center. (Page 182)
14. Authorization is requested to approve the award of bid #02-0607, Main Gymnasium Remodel to W & N Luxor Construction, Inc. of Whittier, California and authorize the Vice President of Finance and Administrative Services to execute the contract on behalf of the District. The bid price of \$3,400,000.00 is within budget and will be funded from Measure G Bond Funds. (Page 185)

**Academic Affairs**

15. Authorization is requested to approve Faculty 2010-2011 Sabbatical Leave recommendations as follows:
- |   |                             |
|---|-----------------------------|
| <b>Sandra Johnson</b>   | <b>Spring 2011 Semester</b> |
| Full-time graduate level course load at CSU Los Angeles.  |                             |
| <b>Dana Hester</b>  | <b>Spring 2011 Semester</b> |
| Research recruitment, retention, and success of STEM majors, particularly for underrepresented groups. (Page 187) |                             |

**(CONTINUED)**

## CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	December 2, 2008	Resolution	
SUBJECT:	Board Self-Evaluation Ad-Hoc Committee	Information	
		Enclosure(s)	X

**BACKGROUND**

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

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

The current ad-hoc committee is Mrs. Joanne Montgomery and Dr. Patricia Rasmussen.

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

**RECOMMENDATION**

Authorization is requested to select \_\_\_\_\_ and \_\_\_\_\_ as the Board of Trustees ad-hoc committee for 2010 to determine the instrument or process to be used in Board self-evaluation.

Geraldine M. Perri, Ph.D.  
Recommended by

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

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

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

Item No. 1.9.

# CITRUS COMMUNITY COLLEGE DISTRICT BOARD

## **BP 2745            BOARD SELF-EVALUATION**

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

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

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

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

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

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

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

Board approved 01/13/09





## **GENERAL SIGNATURE AUTHORIZATION**

1. To sign warrants requiring one signature:  
  
Geraldine M. Perri, Ph.D., Superintendent/President  
Mrs. Carol R. Horton, Vice President of Finance and Administrative Services  
Ms. Rosalinda Buchwald, Director of Fiscal Services
  
2. To sign order for salary placement, notices of employment, and other related documents requiring one signature:  
  
Geraldine M. Perri, Ph.D., Superintendent/President  
Mrs. Carol R. Horton, Vice President of Finance and Administrative Services  
Ms. Rosalinda Buchwald, Director of Fiscal Services  
Mr. Robert L. Sammis, Director of Human Resources
  
3. To witness and sign personnel oaths and forms pertaining to certification requiring one signature:  
  
Geraldine M. Perri, Ph.D., Superintendent/President  
Mrs. Carol R. Horton, Vice President of Finance and Administrative Services  
Ms. Rosalinda Buchwald, Director of Fiscal Services  
Mr. Robert L. Sammis, Director of Human Resources
  
4. To sign all documents pertaining to general certification requiring one signature only:  
  
Geraldine M. Perri, Ph.D., Superintendent/President  
Mrs. Carol R. Horton, Vice President of Finance and Administrative Services  
Ms. Rosalinda Buchwald, Director of Fiscal Services  
Mr. Robert L. Sammis, Director of Human Resources
  
5. To sign on behalf of the Board, official documents and contracts with the stipulation that contracts in excess of \$15,000 must have Board approval prior to execution (Education Code Section 81640), requiring one signature only:  
  
Geraldine M. Perri, Ph.D., Superintendent/President  
Mrs. Carol R. Horton, Vice President of Finance and Administrative Services  
Mr. Robert Iverson, Director of Purchasing and Warehouse



## **DISTRICT BANK ACCOUNT SIGNATURE AUTHORIZATION**

### **DISTRICT BANK ACCOUNTS**

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

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

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

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

### **ASSOCIATED STUDENTS BANK ACCOUNTS**

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

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

### **CITRUS COLLEGE BOOKSTORE/CAFETERIA BANK ACCOUNTS**

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

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

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

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

## **CITRUS COLLEGE GOLF DRIVING RANGE ACCOUNT**

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

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

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

Ms. Rosalinda Buchwald, Director of Fiscal Services

**CITRUS COMMUNITY COLLEGE DISTRICT**

TO:	BOARD OF TRUSTEES	Action	X
DATE	December 1, 2009	Resolution	_____
SUBJECT:	Certification of Signatures	Information	_____
		Enclosure(s)	X
			_____

BACKGROUND

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

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

RECOMMENDATION

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

Carol R. Horton  
Recommended by

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

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

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

Item No. 1.12.

**CITRUS COMMUNITY COLLEGE DISTRICT**

TO:	BOARD OF TRUSTEES	Action	X
DATE	December 1, 2009	Resolution	
SUBJECT:	2010-2011 Haugh Performing Arts Center Schedule	Information	
		Enclosure(s)	X

**BACKGROUND**

Board approval is required to allow the Director of Performing Arts to enter into contractual agreements for the college for the 2010-2011 schedule of events for the Haugh Performing Arts Center and to present these offerings to the community and student audiences. The events include: Evenings at Eight, Sundays at Two and Saturday Series for Kids Seasons. Funds for artist fees are provided through ticket sales, ASCC support, and donations.

This item was prepared by Greg Hinrichsen, Director of Performing Arts.

**RECOMMENDATION**

Authorization is requested to authorize the Director of Performing Arts to sign contracts for the 2010-2011 schedule of events for the Haugh Performing Arts Center.

Carol R. Horton  
Recommended by

/

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

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

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

Item No.        I.13. \_\_\_\_\_

**2010-2011 Season Events: Evenings at 8 and Sundays at 2**  
**PRELIMINARY / Dates & Events Subject to Change**

Evenings at Eight Schedule

Saturday, October 2, 2010	Bayanihan Philippine National Dance Ensemble
Friday, October 22, 2010	Sweeney Todd
Saturday, November 13, 2010	Joel Grey
Friday, December 10, 2010	Christmas Is. . .
Saturday, January 22, 2011	Great American Songbook
Saturday, February 5, 2011	Rhythm of the Dance
Friday, February 25, 2011	Music Theatre Workshop: <i>Title TBA</i>
Saturday, March 12, 2011	Mariachi Divas
March 18 & 19, 2011	Citrus / APU Battle of the Big Bands
Saturday, April 2, 2011	Three Redneck Tenors
Saturday, April 16, 2011	The Thirty-nine Steps
Saturday, April 30, 2011	Charo
Friday, May 21, 2011	Citrus Singers 2011

Sundays at 2 Schedule

Sunday, October 10, 2010	Van Cliburn Medallist
Sunday, October 24, 2010	Sweeney Todd
Sunday, November 7, 2010	Jack Jones
Sunday, December 5, 2010	Christmas Is. . .
Sunday, January 16, 2011	Glenn Miller Orchestra
Sunday, January 23, 2011	Great American Songbook
Sunday, February 6, 2011	Charles Phoenix: Retro Slide Show
Sunday, February 20, 2011	101 Years of Broadway
Sunday, February 27, 2011	Music Theatre Workshop: <i>Title TBA</i>
Sunday, March 20, 2011	The Irish Rovers
Sunday, April 10, 2011	Cary Hoffman: My Sinatra
Sunday, May 1, 2011	Bob Newhart
Sunday, May 22, 2011	Citrus Singers 2011

Artist fee budget for season: \$300,000  
Funding: ASO 19-352

**2010-2011 Saturday Series for Kids**  
**Haugh Performing Arts Center at Citrus College**  
**Saturdays at 1:30 & 3:30 PM**

**PRELIMINARY: Subject to change**

Saturday, November 6, 2010

**Click Clack Moo**  
Theatreworks USA

Saturday, November 20, 2010

**Knuffle Bunny: A Cautionary Musical**  
Kennedy Center on Tour

Saturday, January 29, 2011

**Raggs Live Dance Party**  
Omaha Theatre Co.

Saturday, February 12, 2011

**The Berenstain Bears**  
Theatreworks USA

Saturday, March 5, 2011

**Anne of Green Gables**  
Arts Power Touring Theatre

Saturday, March 26, 2011

**The Wizard of Oz**  
American Family Theatre

Saturday, April 24, 2011

**Seussical!**  
Theatreworks USA

funding: ASO 18-352

Artist fee budget for season: \$ 40,000.



**CITRUS COMMUNITY COLLEGE DISTRICT**

**BID RESULTS**

**#02-0607, MAIN GYMNASIUM REMODEL**

**Bid Opening: November 12, 2009, 2:00 p.m.**

1	\$3,400,000	W & N Luxor
2	\$3,508,000	Great West Contractors
3	\$3,600,000	ACC Contractors, Inc.
4	\$3,627,413	Construct 1 One Corp.
5	\$3,652,000	Woodcliff Corporation
6	\$3,672,000	HMI Construction
7	\$3,674,000	PWCI PW Construction
8	\$3,678,000	USS Cal Builders, Inc.
9	\$3,696,000	Shenk Developers
10	\$3,800,000	L A Builders
11	\$3,900,000	Acon Development, Inc.
12	\$3,923,000	Waisman Construction
13	\$3,924,000	Rossetti Construction
14	\$3,968,224	SBS Corporation
15	\$4,298,000	Sandalwood Construction



**CITRUS COMMUNITY COLLEGE DISTRICT**

TO:	BOARD OF TRUSTEES	Action	x
DATE	December 1, 2009	Resolution	_____
SUBJECT:	Sabbatical Leave Recommendations for 2010-2011	Information	_____
		Enclosure(s)	_____

**BACKGROUND**

As per Board Policy, the Academic Senate’s Sabbatical Leave Committee met and recommended the faculty listed below for sabbatical leaves in 2010-2011.

The Board of Trustees has historically granted up to five sabbatical leaves per year. Due to current fiscal constraints, we are recommending a 60% reduction in the number of sabbaticals granted by the Board, as allowed in policy, resulting in only two names being forwarded for consideration.

As a part of Sabbatical Regulation (R-4158), Section 7.c., a suitable bond indemnifying the Board of Trustees against loss must be obtained for those traveling out of the country. Faculty must agree to return to work for a period twice the length of the awarded leave.

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

**RECOMMENDATION**

Authorization is requested to approve Faculty 2010-2011 Sabbatical Leave recommendations as follows:

**Sandra Johnson** **Spring 2011 Semester**  
Full-time graduate level course load at CSU Los Angeles.

**Dana Hester** **Spring 2011 Semester**  
Research recruitment, retention, and success of STEM majors, particularly for underrepresented groups.

Irene Malmgren  
Recommended by

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

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

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

Item No.     I.15.

**I. ACTION ITEMS (continued)**

16. Authorization is requested to approve the second reading of Board Policy BP 4280 – Final Exams. (Page 188)

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

**J. ADJOURNMENT**

**Dates to remember:**

December 23, 2009 – January 1, 2010

January 4, 2010

January 18, 2010

January 19, 2010

WINTER HOLIDAYS – *Campus Closed*

First Day of Winter Intersession

HOLIDAY – *Martin Luther King Day*

*Proposed Board of Trustees Meeting*

**(CONTINUED)**



CITRUS COMMUNITY COLLEGE DISTRICT  
ACADEMIC AFFAIRS

BP 4280 FINAL EXAMINATIONS

There will be final semester examinations given in all classes. These examinations are to be given during the designated times. If for any reason no test is to be given or a time other than that designated for the test is requested, approval from the Vice President of Academic Affairs is required.

Office of Primary Responsibility: Academic Affairs