

CITRUS COMMUNITY COLLEGE DISTRICT

AGENDA OF REGULAR MEETING OF THE BOARD OF TRUSTEES

MEETING: Regular Meeting in January

DATE: Tuesday, January 19, 2010

TIME: 4:15 p.m.

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

AGENDA:

A. PLEDGE OF ALLEGIANCE

B. BOARD OF TRUSTEES

Dr. Gary L. Woods, President
Dr. Patricia Rasmussen, Vice President
Mrs. Joanne Montgomery, Clerk/Secretary
Dr. Edward C. Ortell, Member
Mrs. Susan M. Keith, Member
Ms. Karine Ponce, Student Trustee

C. COMMENTS: MEMBERS OF THE AUDIENCE

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

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

D. REPORTS

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

Irene Malmgren, Vice President of Academic Affairs

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

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

Carol Horton, Vice President of Finance and Administrative Services

Jack Call, Ph.D., Academic Senate President

Steve Siegel, Classified Employees

Karine Ponce, Student Trustee

Members of the Board of Trustees

E. MINUTES

1. **Approval of the Regular Meeting Minutes of December 1, 2009**

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

1. **Per Section 54954.5(f) and 54957.6: CONFERENCE WITH LABOR NEGOTIATOR, ROBERT SAMMIS, DISTRICT CHIEF NEGOTIATOR — Employee Organization(s): Citrus College Adjunct Faculty Federation, (CAFF) Local 6352 of the American Federation of Teachers; Citrus College Faculty Association/CTA/NEA (CCFA).**
2. **Per Section 54954.5(e) and 54957: PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**

G. INFORMATION AND DISCUSSION

1. Measure G Citizens' Oversight Committee Annual Report – Carol R. Horton, Vice President of Finance and Administrative Services (Page 4)
2. Instructional Support Program Review: Performing Arts Center 2009-2010 – Irene Malmgren, Vice President of Academic Affairs (Page 5)

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	Board of Trustees	Action	_____
DATE	January 19, 2010	Resolution	_____
SUBJECT:	Instructional Support Program Review: Performing Arts Center 2009-2010	Information	X
		Enclosure(s)	X

BACKGROUND

The Performing Arts Center instructional support program has undergone the prescribed program review process based on a 6-year cycle and was approved at the November 2, 2009, Educational Programs Committee meeting and November 23, 2009, Steering Committee Meeting.

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

RECOMMENDATION

Information only, no action is required.

Irene Malmgren
Recommended by

Moved / Seconded

Aye ___ Nay ___ Abstained ___

Approved for Submittal

Item No. G.2.



Program Review

Performing Arts Center



**Prepared by: Greg Hinrichsen
Performing Arts Center Director**

PAC Staff

Diane Berendes, Graphic Designer
Sharol Carter, Administrative Secretary II
Linda Graves, Marketing and Operations Supervisor
Greg Hinrichsen, Director
John Patrick, Scenery Shop Coordinator
Karen Taulbee, Stage Manager
Lois Tedrow, Box Office Cashier
Dan Vilter, Technical Supervisor

Fall 2009



HAUGH PERFORMING ARTS CENTER

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Appendix 4 <i>Fee, Income and Attendance Summaries</i>	<i>(10 pages)</i>
<i>Evenings At 8 / Sundays at 2: (Fall 2004-Spring 2009)</i>	
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Appendix 5 <i>Annual Revenue Summaries (2004-2005 - 2008-2009)</i>	<i>(5 pages)</i>
Appendix 6 <i>Sample marketing materials and programs (2008-2009)</i>	<i>(38 pages)</i>

HAUGH PERFORMING ARTS CENTER

Program Review

I. Introduction – Program Overview

The Haugh Performing Arts Center (HPAC) at Citrus College is a 1,400-seat proscenium theatre venue that hosts more than 400 rehearsals and performances annually. These performances include Fine Arts Department productions (choral music, instrumental music, theatre arts, and dance), assorted touring artists and ensembles, and a variety of events sponsored by community renters that lease the facility. Approximately 100,000 patrons from throughout Southern California attend HPAC each year, although primary marketing efforts are focused within the college's geographical district.

In addition to serving as the host facility for these events, as a non-instructional support department HPAC staff also supplies services to augment the instructional programs as required. HPAC serves as the line producer coordinating multi-department budget expenditures and personnel. In general, HPAC staff coordinate, supply, or support backstage technical production needs (scenery, lighting, sound, etc) and front-of house (marketing, ticket sales, and event operations) activities.

The HPAC director serves as the curator for the college's presenting programs, currently including *Evenings at Eight*, *Sundays at Two*, and *Saturday Series for Kids*. In addition to offering a diverse schedule of events to community audiences consistent with the college mission, these programs are selected to allow multiple student opportunities as performers and technicians, as well as to provide low-cost opportunities to attend live performances that relate to ongoing instructional programs. Funding for the presenting program is derived primarily from ticket sales.

The scope, variety, and quality of performances hosted by HPAC have garnered high levels of community recognition and support, and a reputation for quality that rivals that of commercial organizations without the educational mission and goals that drive HPAC operations. Since HPAC relies heavily upon earned income from ticket sales to support costs of production, it must compete for audience with these same professional facilities and producers. Accordingly, HPAC operations, while designed to support and enhance the educational opportunities of students and community members we serve, are modeled upon entertainment industry guidelines in the areas of marketing, ticket sales, and operations. This dual-focus approach of providing student opportunities and competing in a commercial entertainment arena has helped HPAC to become a regionally recognized center of performing arts activity.

1. Relation to College Mission

CITRUS COLLEGE MISSION STATEMENT: *Citrus College delivers high quality instruction that empowers students to compete globally and contribute to the economic growth of today's society. 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 Performing Arts Center facility, services, and performances support the college mission statement in multiple ways. Fine Arts department faculty, HPAC staff, and visiting artists constantly collaborate in a uniquely high-tech facility to *deliver high quality instruction that empowers students....* As a performance venue housing a wide variety of live performances, HPAC provides a physical location that supports both a *diverse educational community* and a *cultural learning environment*. Student performers, musicians, and technicians learn skills that provide them with *economic opportunity* both while learning their skills and after moving on to pursue career goals. In both tangible and intangible ways, the presentation of arts events celebrates *personal achievement*.

By providing a facility and support staff, HPAC directly enhances the ability of the Fine Arts Academic Departments to meet Citrus College Mission Objectives. HPAC activities directly support the following components of the college mission objectives:

- offer *technological services and support for students, faculty, and staff*
- grant *opportunities for students to develop a global perspective*
- foster a comprehensive and *enriching program of extracurricular activities*
- conduct *community education programs that encourage learning at every stage of life*
- increase *career development support* for students
- advance *cultural and personal enrichment programs for the college and community members*

2. Program Description

The programs presented at Haugh Performing Arts Center include a wide variety of art forms, artists, and performances chosen specifically for their quality and diversity, to provide student opportunities, to attract community interest, and to be a core part of the college's mission to provide a cultural learning environment that supports student success. In support of this goal, HPAC's program activities accessible to the community include:

- Producing and hosting college performances featuring students of the Fine and Performing Arts Department, including instrumental music, choral music, dance, and theatre arts.

- Presenting a diverse range of artists and art forms marketed under the banners of *Evenings at 8*, *Sundays at 2*, and *Saturday Series for Kids* programs.
- Supporting campus organizations as requested for special events.
- Hosting community performances sponsored by renters of the facility.

In support of these performance activities, HPAC:

- Functions as producer of campus productions by coordinating creative, construction, rehearsal, and performance activities.
- Maintains and analyzes accounting, attendance, marketing, and other data.
- Plans and conducts marketing campaigns for performances, including maintenance of fully accessible web site of activities.
- Operates a box office with walk-up, telephone, fax, mail, and on-line sales capability.
- Staffs and operates the 1400-seat Performing Arts Center.
- Maintains sophisticated sound, lighting, and technical support systems.
- Operates a fully-equipped scenery and properties construction and painting studio.
- Stores, inventories, and organizes recyclable scenic materials.

a. Program Mission Statement

The Haugh Performing Arts Center is committed to providing a diverse range of high-quality performances and live performance opportunities for the enjoyment, education, and personal enrichment of the students and community served by the Citrus College District.

b. Goals and Objectives

- Support the vision and mission of Citrus College, specifically by providing cultural enrichment and personal achievement opportunities.

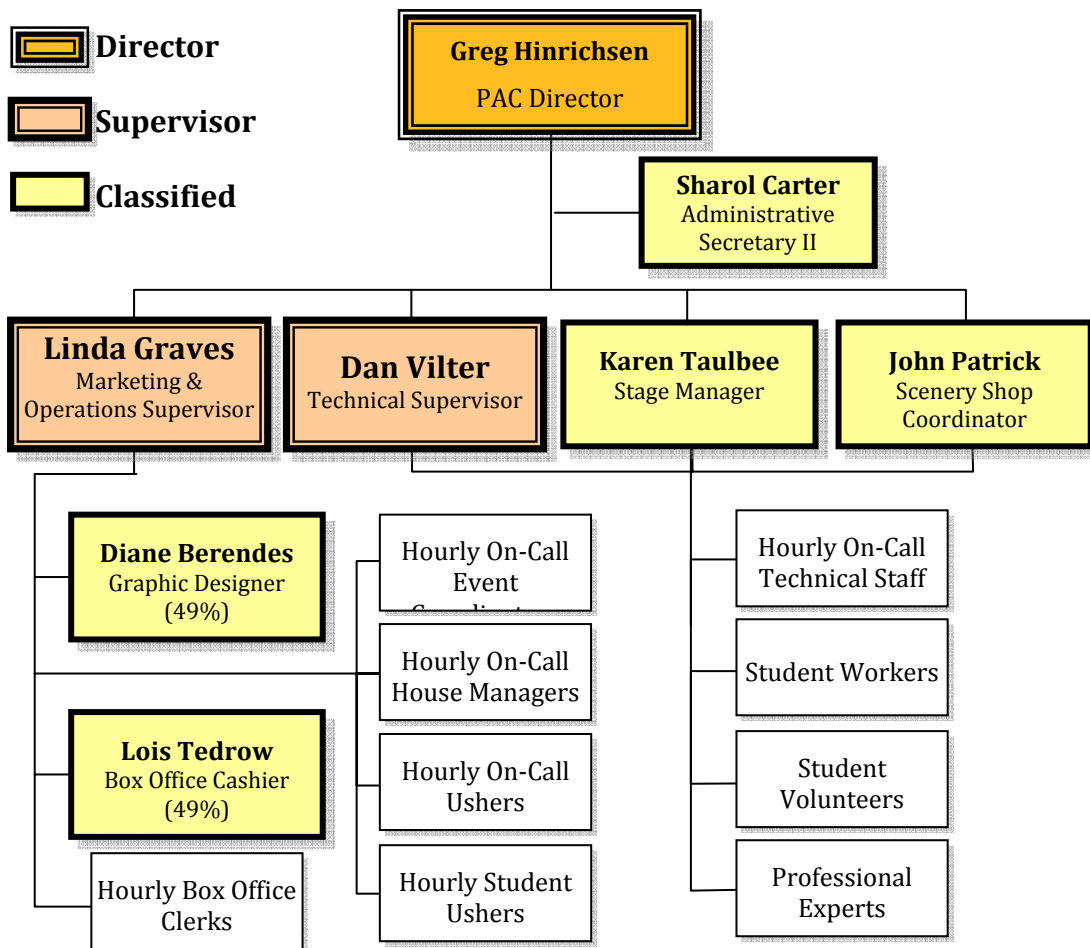
- Promote the Haugh Performing Arts Center as a premier performing arts venue in the community and region.
- Curate and present a diverse program of world-class fine arts events with educational, entertainment, and personal enrichment opportunities.
- Manage resources creatively and wisely, and generate revenue streams sufficient to support the operation of a vital Performing Arts program.
- Create and support multiple performance opportunities for students within the Fine and Performing Arts Department.
- Collaborate with Fine and Performing Arts Department faculty, staff, and creative personnel to foster high-quality and cost-effective campus productions.
- Maintain and operate a state-of-the-art live performance facility that is safe, clean, comfortable, accessible, and inviting to performers and audience members.
- Provide training facilities, equipment, and instruction to support instructional performance activities and technical production/vocational training for Citrus students.
- Provide the technical support services and expertise required by diverse productions, facility users, and campus departments.
- Provide the marketing, ticket sales, and event operations support required for successful presentation of events with a consistent focus on quality customer service.
- Allow community presenters and users opportunities to utilize the facility for community-based performances.

3. Staff

The Performing Arts Center has eight permanent employees: one manager, two supervisors, and five classified employees. Two of the classified employees are 49% assignments.

In addition to these permanent staff positions, HPAC relies on temporary short-term hires, professional experts, and student employees to fill performance operations positions that are not staffed by enrolled students. These positions include stage technicians, scenery carpenters, welders, and painters, box-office clerks, event coordinators, house managers, and ushers. In 2008-2009 HPAC employed 66 students, 52 on-call employees, and 3 professional experts.

PAC ORGANIZATIONAL CHART



Job titles and brief descriptions of responsibilities of permanent Performing Arts Center staff members are as follows:

PAC Director (Greg Hinrichsen): Directs, develops, curates, and supervises PAC activities.

Marketing and Operations Supervisor (Linda Graves): Supervises marketing, advertising, box office, and events in the PAC.

Technical Supervisor (Dan Vilter): Coordinates backstage technical aspects of facility and productions.

Scenery Shop Coordinator (John Patrick): Supervises shop facility and construction of all college productions.

Stage Manager (Karen Taulbee): Coordinates crews and oversees rehearsal and performance activities for performances.

Administrative Secretary II (Sharol Carter): Performs administrative, secretarial, accounting, and reporting functions for the department.

Graphic Designer 49% (Diane Berendes): Designs and creates marketing and event support print and electronic media.

Box Office Cashier 49% (Lois Tedrow): Box office clerk for ticket sales and customer service.

Note: Formal job descriptions for all HPAC classified staff are scheduled for review and updating in 2009-2010.

HPAC is remarkably fortunate to have this skilled, enthusiastic, and dedicated core team of individuals who each bring unique skills, passions, and energy to work with them every day, sometimes far into the night, and often for many days without rest. The consistent high-quality of performances, the sheer volume of performances, the vast number of patron interactions, and even the applause received at the end of performances is testimony to the collective achievements of each of these individuals. Annual employee evaluations confirm this analysis, and the camaraderie of facility users with HPAC staff during the often-stressful preparations for performances is further testimony to their talent, professionalism, and pride in their work.

Permanent staff designer positions were eliminated in the early 1990s. When production needs include design requirements, these positions are filled by independent contractors hired for the purpose or by HPAC staff who receive stipends for this additional work not included in their job descriptions. The majority of these services are supplied for Fine and Performing Arts Department productions, and typically include scenery design, lighting design, costume design, sound design, and automated lighting programming. Funding is provided variously by Fine Arts Department and/or Performing Arts Center district budgets or associated ticket revenue accounts administered by the Associated Student Organizations (ASO).

4. Students and Community served annually

Although providing enrolled students with exposure to a wide variety of art forms from both an audience and a backstage perspective is a fundamental component of HPAC's mission, providing opportunities for attendance at fine arts events to the greater college community is an equally important part of the Performing Arts Center mission. During the most recently completed academic year (2008-2009):

- HPAC hosted more than 300 rehearsals and classes, and 195 performances of 103 different events.
- More than 102,000 Patrons attended performances at HPAC.
- 20,230 K-14 enrolled students attended curriculum-enhancing performances as part of their instructional programs.
- Enrolled Citrus College students filled more than 2,000 onstage and backstage roles.
- Approximately 80% of tickets sold were discounted for students and seniors, and 618 Citrus College students purchased ASCC sponsored half-price tickets.
- 51 Rental users utilized the facility for performances.

A detailed report of students and community served annually appears in Appendix 2: Students and Community Served.

5. Facility

History: Completed in 1971, the Citrus College Auditorium is part of a large facility on the northwest corner of the college campus, which housed, at the time of construction, theatre arts, speech, and music instructional spaces and offices as well as a black box theatre space and the large auditorium. Conceived and funded based on a joint powers agreement between the college and five local communities served, the facility was originally intended to be jointly managed. Prior to completion, local city funding changes resulted in the college emerging as sole operator of the facility, although making the facility available to community users has remained a college priority. A campus-wide barrier removal project, completed in the mid 1990s, added accessible restrooms, patron walkways, and a new ground-level box office. In 1998 two additional instructional wings housing recording arts studios, a dance classroom, a video studio, and other instructional areas were completed making the facility a regional performing arts center and connecting the HPAC stage to other parts of the facility. Major remodels within the center have refurbished seating, enhanced the lobby, and replaced and upgraded rigging, lighting, and sound systems.

Description: The Haugh Performing Arts Center is a proscenium style theatre with a stage approximately 100 feet wide by 48 feet deep. The stage includes a fly tower with 48 line-sets and hydraulic pit elevator that will accommodate 30 musicians. The proscenium arch is 28 feet high by 54 feet wide. The seating area contains 1,434 permanent seats and six wheelchair spaces, arranged on a single tiered level with continental seating. Support areas include a patron lobby, a detached box office and

concession sales area, and seven patron restrooms located immediately outside the facility. There are four dressing rooms and two restrooms located adjacent to the stage right wing for performers, and a small catering kitchen for artist hospitality needs. Additional support areas include a technical booth at the rear of the theatre; a scenic construction studio with 44-foot adjustable paint frame and both wood and metal fabrication tools; an auxiliary scenery assembly and storage area; and basement storage and work areas including equipment maintenance, prop storage, and laundry facilities.

Detailed information about HPAC facility dimensions and capabilities may be found in Appendix 1: HPAC Technical Specifications.

Location: The Haugh Performing Arts Center is located on the northwest corner of the Citrus College campus, on the corner of Citrus Avenue and Foothill Boulevard. Parking is available immediately west and east of the PAC. The facility address is 1000 West Foothill Boulevard, Glendora, CA 91741.

6. Progress on prior recommendations

This is the first formal independent program review for the Performing Arts Center. However, the completion rate on annual department prioritized projects and improvements has consistently been excellent.

II. Integration and Coordination with Other Programs

1. Instructional programs supported

Performing Arts Center support of instructional programs focuses primarily on activities culminating in performance on the HPAC stage. In addition, scenery construction, staffing and equipment support are provided as needed for Little Theatre productions, off-site performances and classroom recital and workshops when requested. The majority of HPAC staff and facility usage time are devoted to supporting rehearsals, performances, and production activities of the following annual performances sponsored by various Fine Arts Departments:

Vocal Music:	Christmas Is. . . Spring Pop Show Women’s Ensemble Pop Show
Music Theatre Workshop:	Fall Musical

Spring Musical

Instrumental Music: A Night of Music From Film
Battle of the Big Bands
Sierra Wind Symphony Concert
Blue Note Swing Orchestra

Dance Department: Holidance Concert
Spring Dance Concert

Citrus Summer Conservatory: Musical Production Workshop

Theatre Arts Department 3-7 productions each academic year
Summer Theatre productions

Fine Arts Department: Recruitment activities
KENSHU program

Construction of the adjacent Recording Arts Complex completed in 1998 included facility renovation allowing the HPAC stage to serve as a supplemental large performance space connected to the Recording Arts equipment rooms. The Recording Arts program and staff often share space, equipment, and personnel with the PAC, thereby increasing HPAC's ability to support of a variety of instructional program needs and performances.

Although the Performing Arts Center is a non-instructional department, it is supervised by the Dean of Fine & Performing Arts, and works closely with faculty and staff of the Fine Arts Department to assess and facilitate production needs. Funding that supports college productions comes from multiple District cost centers within both the Performing Arts Center and Fine Arts Department, as well as from revenue from ticket sales and off-campus performances. The PAC director functions as line producer for all Fine Arts Department events in the Haugh Performing Arts Center. HPAC staff is involved with production planning from the beginning of production, through creative planning and personnel decisions, and throughout construction, load-in, rehearsal, performance, and strike of department events.

On behalf of all facility users, HPAC staff operates and maintains the stage, seating area, lobby, scenery shop, basement storage areas, equipment storage, and auxiliary scenery areas along with their related tools and equipment. In addition, HPAC staff supervise marketing, box office operations, and front-of-house supervision as required by performance schedule, maintaining all appropriate accounting records and production histories.

Theatre Arts department productions (and the annual Women's Ensemble Pop Show) take place in the Little Theatre, a flexible-seating black box space that is also a primary instructional venue for the Theatre Arts department. Although department faculty supervise production in this space, HPAC staff handle ticket sales and marketing for these productions, as well as provide scenic construction and load-in support routinely and other services as performance needs arise. HPAC personnel maintain specialized theatrical tools and equipment used in both performance spaces.

2. Student Services and campus department programs supported

In addition to Fine Arts Department, PAC sponsored, and community performance activities, HPAC also hosts events by the following campus users of the facility:

- Associated Students – various sponsored assemblies as requested.
- Convocation – HPAC hosts this annual event, and provides technical support and planning assistance.
- Cosmetology – Program graduations, hair shows, and fashion shows are held in HPAC when requested.
- Kiwanis – Annual arts luncheon hosted by college president is held onstage.
- Nursing – Program graduation ceremonies.
- Student Recruitment – This multi-department sponsored event hosts approximately 2,000 high school students during the annual two-day event.
- Taste of Autumn – Staging and technical support, as well as auction contributions for this annual Foundation-sponsored fundraising event, are provided by HPAC.

HPAC also coordinates message requests, schedules, and programs messages appearing on the electronic campus marquee located at the main campus entrance on Citrus Avenue and at the intersection of Barranca and Foothill.

3. Campus programs and department utilizations

In addition to the Fine Arts instructional programs noted previously, the Performing Arts Center works closely with and/or utilizes services provided by the following college programs and departments:

Admissions and Records – As administrator of the College’s music licensing contracts with ASCAP (American Society of Composers and Publishers), BMI (Broadcast Music, inc.), and SESAC (Society of European Stage Authors and Composers), the HPAC director consults periodically with the Office of Admissions and Records to supply accurate data related to full-time enrollment numbers.

Child Development Center – HPAC annually invites the student population to attend one or more age-appropriate events held by HPAC at no cost, and occasionally supports CDC special event planning and activities.

Construction Planning – HPAC staff have been closely involved with construction planning meetings for the campus barrier removal project, recording arts complex construction, art department building planning, and student services building construction.

Campus Clarion – Student journalists and photographers are encouraged to attend, review, and report on HPAC activities to the campus population. The PAC annually contracts for advertising space in every issue.

Cosmetology – Cosmetology students and faculty participate in the design, application, and backstage performance needs of hair and make-up design for multiple Fine Arts Department events.

Counseling – HPAC relies on counselors to provide occasional assistance to student employees demonstrating unusual psychological behaviors in the workplace.

External Relations – HPAC works closely with the Office of External Relations to ensure compliance with College standards for printed materials, making sure that Board of Trustee rosters are up-to-date, and college style guides are followed.

Facilities – HPAC provides the facilities department with monthly updates of facility use needs to co-ordinate exterior lighting, HVAC, and custodial requirements for rehearsals and public performances, and relies on the Facilities Department to schedule requested services, respond in cases of systems failures, provide lock and key services, fire alarm systems maintenance and response, and to conduct routine facility repairs as requested via the campus work-order system.

Facility Usage – Rental users of HPAC work directly with the director to schedule rehearsal and performance dates in the facility and coordinate production activities, but HPAC relies on the Facility Usage Office to facilitate completion of appropriate paperwork, send invoices, collect payments, and ensure that insurance obligations are met.

Fiscal Services – Like all campus departments, HPAC relies on the Purchasing Department to process all purchase orders for goods and services purchased with District funds, and to make appropriate payments when items are received.

Food Service – When facility users or department productions require catering during events, HPAC coordinates with campus food service to make appropriate arrangements. Purchases of artist hospitality items occasionally are made through department suppliers.

Foundation – HPAC works with Foundation personnel in a variety of ways, including tracking of Golden Circle donations and related ticket distribution, preparation of accurate and timely donor lists for programs, gift certificate requests, and coordination of hosted party events in conjunction with performances.

Health Center – HPAC staff get annual flu shots from the health center, and also occasionally send student workers to the campus nurse or doctor on call when necessary.

Human Resources – As one of the largest campus users of temporary hires, consultants, and hourly labor, HPAC works closely with the Human Resources Office to ensure that necessary personnel are properly hired and processed.

Mail Room – HPAC staff relies upon the campus mailroom for daily delivery and pick-up of incoming and outgoing mail both on and off campus.

Payroll – HPAC works closely with the payroll office to ensure that all types of payments to personnel are accurately disbursed and appropriately debited from a wide variety of funding sources.

Reprographics – HPAC utilizes the services of the Reprographics Department for all printing needs associated with PAC and Fine Arts department performances, including, brochures, fliers, posters, show programs, business cards, etc. The HPAC graphic designer works closely with Reprographics staff to allow adequate printing time, seek cost-effective printing solutions, and deliver a consistent graphic look to PAC events.

Risk Management – HPAC forwards reports involving patron and employee accidents and potential workers compensation and liability claims to this office for follow-up and resolution.

Safety Coordinator Office – HPAC coordinates safety training, signage, life safety, fire safety, and other compliance issues with the campus safety coordinator, and PAC department personnel receive forklift certification through the office as well. The safety coordinator also facilitates recycling and hazardous waste disposal activities.

Security – HPAC provides the security department with a continuously updated calendar of rehearsals and performances in the facility, to ensure they are aware of patron parking requirements for public events, and relies on Security to provide patron support as required and to respond in emergencies.

Student Business Office – HPAC deposits all monies derived from ticket sales, concessions, and related income with the student business office, and relies upon them to keep accurate accounting records of all monies deposited in accounts. HPAC also relies on the office to prepare checks as requested for all payments for obligations of HPAC derived from these funds. Separating the money-collection facility (box office) from the accounting function is one of the primary check-and-balance systems utilized to ensure accountability for all revenue received and expended.

Student Employment Office – HPAC regularly posts on-call and short-term hire positions with the student employment office. A significant number of HPAC ushers are students who learn of the opportunity from this office, including many foreign students with limited employment opportunities.

Tec Services – HPAC has twelve computer workstations on staff desks and in facility workspaces, and relies on Tec Services to provide routine support, software updates, and occasional special needs. Although specialized third-party point-of-sale computers and sales devices are supported by outside vendors, HPAC relies on Tec Services for dedicated internet connectivity, multi-line phone systems, and power back-up systems to protect this specialized system. In addition, HPAC personnel frequently rely on Tec Services staff to assist with configuring, training, and specialized computer functions utilized in lighting and sound control.

Transportation – HPAC is a frequent user of campus vehicles, including cars, vans, and equipment trucks.

III. Program Self-Evaluation

1. Data reporting

HPAC compiles, archives, and reports a wide variety of data and makes it available as required by facility users and supervisors.

Daily or regular operations data reports include:

- End of day reports: A daily report prepared by box office staff, containing detailed records of all ticket sales and reservation activity for the day.

- Event Reports: Prepared after every public performance by the stage manager. Report includes event staging requirements, crew roster, actual event timeline information, description of performance activity, technical items maintenance notes, and billing information if applicable.
- House Manager Reports: Prepared after every public performance by the House Manager. Report includes crew sign-in and out times, facility checklist information, attendance and buyer type count, and event time line information.
- Event Coordinator Report: Prepared following each rental use of the building, and provides detailed account of front-of-house activities.
- Daily sign-in sheets: Completed daily for scene shop employees, and as required for performance and house staff crews to record arrival, departure, and work assignment information.

Monthly or occasional operations data reports include:

- Time cards: compiled from daily time sheets and entered into a custom data base to track hours worked by hourly employees and to accurately assign budget codes from various sources.
- Time sheets: prepared by all permanent staff to record time worked and numbers and types of absences.
- Event Sales Reports: Prepared as requested by artist managers or campus producers. Utilizes data captured by Select® ticketing systems box office software, and provides detailed information about ticket buyer types, and sales to date.

Periodic or annual data reports include:

- HPAC Technical Specifications: a highly detailed fact book describing the facility, capabilities, and ancillary support services available to users of HPAC. Includes inventory of available equipment information and services available; updated annually (See Appendix 1).
- Students and Community Served: Prepared annually to track students, community, classes, and participation in HPAC activities (See Appendix 2).
- Attendance report: prepared every six months, providing production title, date, sponsor, and attendance totals for all events with audience in attendance (See Appendix 3).

- Event income summary: An archival report prepared annually at completion of season to track artist fees paid, ticket sales revenue, and attendance at events (See Appendix 4).
- Revenue Summary: prepared annually to track all monies generated by PAC activities (See Appendix 5).

Reports are archived in both printed and electronic form. Raw data are captured and stored electronically on a variety of systems with a variety of programs, and HPAC often responds to requests for specific detailed show reporting information. Event folders, which collect copies of all paperwork and correspondence during production period, are annually edited and then stored in a permanent archive.

The Director of the Performing Arts Center also maintains campus-wide music licensing agreements with ASCAP, BMI, and SESAC. The department prepares annual enrollment reports for each company and provides program information to these licensing agencies as required.

2. Access

Facility: HPAC has been ADA (Americans With Disabilities Act) compliant since completion of the campus-wide barrier removal project in the mid 1990s added numerous ramps, reconfigured the seating area, relocated the box office, and added numerous handrails and accessible restrooms. Adequate patron parking is adjacent to the facility except during hours when a large number of classes are in session. Since the beginning of construction of the Student Services building in summer 2008, lack of parking locations has created significant patron disruption and longer walks from available parking to building entrances. Drop-off locations for arriving buses have been limited to the Administration parking lot, requiring additional staffing to ensure patron safety. No bus parking is available on campus during weekday performances.

Program: The Performing Arts Center is available and accessible to everyone in the Citrus College community, and to the public. The Center director maintains a frequently updated calendar of public events (which also appear on the college Yahoo calendar) as well as departmental scheduled uses of the facility for rehearsals and technical activities.

Patron: Although reduced from previous levels due to budget concerns, the box office is open for on-site sales five days per week, five hours per day, and one hour prior to all performances. The hours of operation are sufficient to meet patron needs. The box office processes ticket orders in-person, by telephone, via fax, and through postal mail. In addition, tickets are available 24/7 via our online web portal hosted by Tickets.com®,

and accessible from the HPAC website, www.haughpac.com. The HPAC website contains comprehensive information about events, programs, services (including services for patrons with special needs), and access to the center. The site meets the same Federal and State accessibility and compliance standards as the Citrus College website.

3. Success

Evaluating “success” in any performance-oriented or fine arts environment requires a carefully crafted definition of the word. In the professional and commercial world, objective measurements of success are based upon profitability and related statistics such as audience size, program growth, repeat customers, and costs per seat. The educational environment within which HPAC operates places high value upon providing student performance opportunities, enhancing the reputation of the college, community recognition of the program, availability of cultural options, attracting new students to the college, and other activities that support the mission of the college. Student learning outcomes attempt to quantify student growth and learning as performers, technicians, and audience members. Qualitative reviews, which attempt to evaluate the “quality” of performances are inevitably subjective, but can factor heavily in a program’s perceived “success.”

One approach to measuring success is to compare the program with other programs of similar scope and with similar missions and aspirations. By this measure, the Haugh Performing Arts Center is an unqualified success. No other community college in California has a program and facility of similar size, diversity, and ambition. The foresight that enabled construction of the 1400 seat Haugh Performing Arts Center nearly 40 years ago has enabled the college to build a program far beyond the scale of most two-year institutions, particularly when both the quantity and quality of in-house productions and professional presenting activities and their interconnection are considered. Facilities of the size, scale, and technical capabilities of HPAC in community colleges are rare; other community colleges with such diverse programming are nearly non-existent. Only in a few four-year institutions with large programming subsidies are comparable presenting programs to be found, and even these rarely, if ever, offer as many examples of close inter relation between students, faculty, and professional activities.

Another valid approach to measuring the success of PAC programs and services is to note facility user satisfaction levels. In this arena, HPAC’s success rate is particularly high. Despite a demanding performance schedule and frequently intense technical rehearsal schedules, both of which are potentially stressful for users and HPAC staff alike, Fine Arts Department faculty, staff, and students are virtually unanimous in their praise of HPAC’s supporting efforts, and generous with sharing praise when department productions earn accolades. Consistently, HPAC is a facility wherein successful productions are mounted – made possible by a well-planned and well-maintained

facility, by conscious attention to details surrounding productions, and by high levels of client support. Visiting artists to the facility echo campus users in their praise of both the facility and the staff, and these positive comments are consistently heard from rental users as well.

Due to the recent economic downturn, and resulting reduction in expenditures by the college, HPAC staff expect that many measurement tools involving numbers are likely to shrink for the foreseeable future. Far from indicating that the program is becoming less successful, it can equally easily be argued that the long-term strength and stability of the program have positioned it well to adjust as required by external events and continue to support the college mission to the greatest extent possible. This ability to adapt and change is a vitally important program asset, equally fundamental to program success in good economic times and bad.

Objective data alone are not adequate measure for any program that aspires to inspire, to create, to showcase, to entertain, to educate, to foster community, and to support a college mission. However, data from the recently completed 2008-2009 season that strongly suggest that HPAC is a strong and vital program include:

- 2008-2009 was the 38th consecutive season of operation
- Generated \$995,837.00 in revenue from operations
- Sold more than 50,000 tickets
- Provided 1,700 student performance opportunities
- Provided 947 student technical support opportunities
- Offered 195 public performances
- Conducted more than 165 rehearsals
- Housed more than 170 class instructional activities
- Reached a patron database of more than 36,000 entries
- 83 percent of 2008-2009 rental users were repeat clients

By any reasonable measure, HPAC's program deserves the label "successful." Staff interactions with peers at surrounding arts venues indicate that sales statistics continue to compare favorably with friendly competitors. Community feedback continues to indicate appreciation for the performance opportunities afforded by HPAC. Careful use of resources has positioned the department to weather the current downturn successfully. Board of Trustee member public comments about campus productions are frequent, and consistently favorable. Administrator support for the program has been consistently strong, and direct supervisors of the department have consistently encouraged both the PAC's independent entrepreneurial activities and close working relationships and involvement with Fine Arts Department performance activities.

4. Student Learning Outcomes

As a non-academic department, the college mission-supporting tasks of the Performing Arts Center facility and programs are threefold:

- (1) To provide facility and support services to the academic department users of the facility.
- (2) To offer cultural and life-enhancing opportunities to attend arts events and programs.
- (3) To serve as a community support facility for rental users of the building.

Opportunities provided by each of these activities directly support faculty-identified and defined core competencies, which in turn lead to student learning outcome behaviors. Core competencies that are clearly supported by PAC activities include:

1. *Communication: (personal expression):* Student performers will practice their performance skills for public audiences, utilizing both verbal and non-verbal skills. Audiences will develop listening skills and techniques by attending performances in a comfortable and well-equipped facility.
2. *Computation:* N/A
3. *Creative, Critical, and Analytical Thinking:* HPAC will provide a forum, and offer frequent and diverse opportunities for student creativity in performance. In addition, students and audiences will have multiple opportunities to develop and apply critical analysis to the evaluation of performances presented in a variety of arts disciplines.
4. *Community/Global Consciousness and Responsibility:* HPAC presenting activities provide audiences with exposure to a broad spectrum of art forms from diverse regional and global cultures.
5. *Technology:* The HPAC facility utilizes cutting edge performance enhancing and supporting equipment in lighting, sound, and video production.
6. *Discipline/Subject Area Specific Content Material:* the HPAC production facility offers Fine Arts Department and other users an environment that is safe, spacious, well-equipped, and regionally recognized as a laboratory facility well-suited to the practice of performance and technical support activities necessary for the presentation of a variety of fine arts disciplines.

Course Level: Understanding the connection between PAC academic support activities and student learning outcomes at the course level requires a clear understanding of the facility and services that the PAC provides for the academic departments it serves. These

departments are primarily the programs within the Fine and Performing Arts Department that have live performance components: vocal music, instrumental music, theatre, and dance. In each of these areas, classroom instruction is supplemented by and often culminates with public performance. To support these efforts, HPAC provides the performance facility, technical equipment required, support staff, and student supervision necessary to successfully facilitate the creation of fully produced programs that maximize opportunities for student participation and learning. Simply put, the PAC provides students with the facility, the technology, the means, and the opportunity to pursue the application of skills learned in the classrooms of the Fine Arts Department.

Both the Fine Arts Department and the Performing Arts Center share the goal of presenting high-quality performances to showcase student work. As the academic arm, instructors of the participating students from the areas of music, dance, theatre, recording arts, and theatre technology are better equipped and positioned to develop and assess student learning outcomes at the course level, although the PAC deserves co-recognition for results achieved. As stated previously, the PAC's role is one of providing supporting facilities, technology, means, and opportunity for the achievement of student learning outcomes. Measured by applause, community recognition, economic stability of the program, and student successes following time spent at Citrus, indications are that the PAC is successfully promoting positive SLOs for academic department users.

Institutional level: In addition to the direct academic department support mentioned above, the presenting and rental support activities of the PAC have been consciously developed and refined to support multiple objectives of the Citrus College Mission Statement. As part of the college's desire to "advance as a dynamic center for life-long learning," PAC programs and services directly support the following institutional objectives:

- Prepare students to transfer to four-year colleges and universities;
- Offer technological services and support for students, faculty, and staff;
- Grant opportunities for students to develop a global perspective through curriculum with international and multi-cultural applications;
- Furnish support services for the intellectual and personal development of all Citrus College students;
- Foster a comprehensive and enriching program of extracurricular activities;
- Increase career development support for students, faculty, [and] staff through career exploration;

- Advance cultural and personal enrichment programs for the college and community members.

Far from being limited solely to providing enrolled students with the opportunities afforded by an active Performing Arts Center, the PAC reaches out to the greater community and provides multiple opportunities for a wide variety of cultural enrichment and fine arts related performance activities. Attendance at PAC events is often an initial point-of-contact with Citrus College for community members, and many K-12 students have their first contact with live theatre, and even a college campus, while attending performances in the PAC.

Measurement: Measuring learning in any fine arts discipline, either by participants or audience members, is complex for a variety of reasons. As noted above, student participant learning is more appropriately measured within the academic departments utilizing the PAC. Measuring audience learning requires data and demographic data that the PAC does not collect, since its mission is to serve the entire college district without discrimination. For this reason, the best sources of measurement data are found by tracking fine arts event attendance and participation opportunities. The following chart details data collected during the most recently completed (2008-2009) academic year:

**Students and Community Served: 2008-2009
Haugh Performing Arts Center**

	Fine Arts	E@8/ Sun @2	Passport	SSK	Rentals	Campus/ Other	Totals
Number of Performances: HPAC & Little Theatre	88	17	20	16	50	4	195
Number of Rehearsals (HPAC)	128	4	0	2	29	3	166
Number of Class Meetings (HPAC)	172	0	0	0	0	0	172
Number of Patrons	34,148	11,131	4,790	8,776	41,682	1,908	102,435
Student Attendance: Weekday Performances	6,828	0	0	0	13,402	0	20,230

1/2 Price Student Tickets Sold (HPAC)	478	102	38	0	0	0	618
Student Participants: Performers	1,692	23	0	0	40	1	1,756
Student Crew: Production Support Assignments	209	130	67	56	278	17	757
Student Lab Participants: Job Shadow Assignments (HPAC)	190	44	0	0	6	0	240
Student Lab Participants: Little Theatre	265	0	0	0	0	0	265

5. Compliance

HPAC programs and operations address and are consistent with the college mission and objectives. Operations of HPAC are compliant with all applicable Board Policies and Regulations as they apply to the day-to-day and long-term activities conducted by the Center. HPAC staff comply with campus guidelines and procedures defined by each of the various departments that provide support services, including submission deadlines, financial records, etc. In addition, HPAC complies with the following external agency requirements:

- HPAC’s facility was renovated in the mid 1990s to achieve ADA (Americans with Disabilities Act) compliance. Patron accommodations, including accessible restrooms and counters, assistive listening devices, special needs parking, level paths of travel, and assisted seating accommodations are available and publicized in multiple department publications.
- The department’s website is compliant with all accessibility requirements applying to community colleges.
- The Haugh Performing Arts Center meets building and fire standards prescribed by the State of California and Glendora Fire Department, and works closely with inspectors and facilities office when corrections are needed. Issues currently under review include the occupancy rating of the Little Theatre, and installation of fire-safe double doors between the dressing room area and adjacent corridor.
- House managers and ushers receive annual CPR training certification.
- Technical personnel who operate forklifts receive training and are recertified every three years.

- HPAC staff comply with Board of Trustee and Arts Presenters Association ethical standards.

6. Student eligibility

All enrolled students in Fine Arts Departments are eligible to participate in department production activities. Citrus students that pay the ASCC student activities fee are eligible to purchase tickets to events at one-half the published price on the day of performance.

7. Program services

HPAC staff provides the wide variety of services required to plan and execute a diverse program of arts events to the community. These services fall generally into two broad categories:

- (1) *Technical* services include all of the functions required to showcase performing artists in a setting appropriate to the art form. These services include:
 - a. Coordination of advance arrangements, including travel and lodging arrangements, load-in and set-up scheduling, artist hospitality requirements, back-line gear needs, and stage setting requirements including draperies, platforms, chairs, and stage dressing.
 - b. Sound reinforcement: set up and operation of technical equipment including microphones, speakers, monitor systems, and recording equipment necessary for the presentation of the artist.
 - c. Lighting: set-up and operation of lighting fixtures, specialty equipment, and control consoles as dictated by artist requirements.
 - d. Artist accommodations, including dressing rooms, restrooms, showers, make-up areas, quick-change booths, prop tables, and other specific requirements requested by artists.
 - e. Staffing of backstage crew assignments as required, including stage management, fly rail operators, stage crew, lighting control operators, follow spot operators, sound operators, and video control operators.
- (2) *Front of House (FoH)* services include all of the functions required to invite, attract, and serve audience members at performances. These services include:
 - a. Marketing operations, including marketing campaign development, design and distribution of brochures and fliers for delivery via direct mail and other means, maintenance of a website, online marketing program, operation of the campus marquee, group sales marketing, print advertising, radio

advertising, and related services designed to “spread the word” about HPAC performances.

- b. Box office services include regular hours of operation five days a week and one hour before all performances. Ticket sales services are available in person, by fax, by phone, by mail, and online. The box office also answers questions about events, assists with group arrangements and patron special needs, and generally functions as the primary customer service arm of the PAC.
- c. Event operations services are day-of-event activities that support patron arrival and seating at events. House managers and ushers take tickets, distribute programs, assist with seating, provide assistive listening devices, assist patrons with special needs, ensure the safety of patrons at events, and clean the seating area at conclusion of event.

In addition to these core services required for the successful operation of all events, HPAC also provides the following services to Fine Arts Department productions:

- a. Planning: HPAC participates in planning and design meetings for fine arts department productions, including show selection, show development, and calendar arrangements.
- b. Production management: The PAC director serves as line producer for most major Fine Arts Department productions. Services include arranging for personnel, purchasing of required materials and supplies, scheduling, preparation of budgets, and arranging performance rights contracts.
- c. Construction: The scene shop and PAC shop coordinator supervise all construction activities of scenery required for performances in both the 1400-seat Haugh PAC and the smaller black box theatre. Sets are constructed based on plans supplied by various designers, utilizing on-call workers, student employees, and enrolled students from theatre department classes.
- d. Instruction: Instructional activities regularly take place in the scene shop and stage area, supporting students in the live sound, lighting, and technical theatre classes. HPAC staff assist instructional faculty as required in these activities, and enrolled students regularly receive instruction from HPAC personnel while job shadowing at scheduled events.
- e. Rehearsal support includes making available the facility, and required HVAC, lighting, and sound playback equipment.

In addition to the above services, HPAC also assists often-inexperienced rental users of the facility by making them aware of facility capabilities and assisting with event planning, as well as providing technical and front of house support personnel during rental performances.

8. Funding, expenditures, and accountability

Funding: HPAC's core operations are funded from cost center 9030 (Performing Arts Center). Expenditure line items within the budget include staff salaries and benefits, hourly labor, supplies, consultants, rentals, repairs, service contracts, advertising, campus music licenses, postage and mail preparation, and printing. Ticket sale revenue is deposited into appropriate ASO accounts, and the proceeds are utilized to fund additional costs of production and operations. Donations to the Performing Arts Center are deposited into a Foundation account. One-third of revenues generated from PAC rentals are deposited into a restricted account for facility maintenance and equipment replacement. In 2008-2009, District support for cost center 9030 (Performing Arts) totaled \$994,809.00. Revenue collected from ticket sales, PAC rentals, and other sources totaled \$995,837.00.

Expenditures: Purchases utilizing district funds are initiated utilizing the campus Escape system to generate purchase orders. Personnel expenditures are paid based on monthly time cards submitted by the department on behalf of all hourly employees, and via stipend or consultant requests approved by the Board of Trustees. Expenditures of ASO funds are made utilizing check requests submitted to the student business office.

Accountability: Purchases funded from district funds are signed for by warehouse staff or HPAC staff, depending upon delivery location. HPAC staff verifies accuracy of all invoices by signature, and forwards invoices to accounts payable office for payment. The department maintains an up-to-date record of all purchases and monitors monthly expenditure reports to ensure accuracy. Time cards for all hourly employees are prepared by the department secretary, from data recorded on daily time sheets verified by supervisory personnel, and time cards are reviewed and approved by the PAC director. Requests for stipends and consultants are reviewed and approved by the PAC Director, Dean of Fine and Performing Arts, and Vice President of Academic Affairs prior to inclusion on the Board agenda. Purchases from ASO funds are approved by the PAC director prior to submission of signed check request with original invoice to ASO accounting office.

The PAC director annually requests and receives approval from the Board of Trustees to sign performance contracts on behalf of the district. After execution, HPAC staff work with student business office and artist representatives to ensure that all payments required, including California Franchise Tax Board withholding amounts, are properly made and documented in timely manner.

Box office procedures with appropriate checks and balances are in place to ensure that all monies received are accounted for and deposited into appropriate revenue accounts. Point-of-sale computers are password protected to ensure that every printed ticket is recorded and assigned to a specific operator. Cashiers prepare an end-of-day statement and deliver monies received to the Department secretary, who checks for accuracy and

delivers deposits to the student business office. Receipts provided for these deposits are crosschecked internally for accuracy, and monthly reports are checked again.

HPAC conforms to all district procedures for handling of money and reporting of expenditures, and maintains additional internal security measures to ensure that all cash transactions pass through a minimum of two different handlers. Cash discrepancies are reported, documented, and explained in daily reports. The Center director monitors district budget expenditures to ensure that cost center line item expenditures do not exceed department allocation.

9. Green environment

The Haugh Performing Arts Center contributes to a green environment by:

- Energy savings – Light fixtures throughout the facility contain energy efficient lamps and utilize motion-sensing technology where practical. Stage lighting strip-lights have been replaced with low-voltage fixtures utilizing MR16 lamps. Automated stage lighting fixtures utilize high efficiency arc-source lamps. A monthly calendar of facility use times is sent to the facilities office to allow the campus-wide centralized computer-monitored HVAC system to be programmed only when necessary.
- Recycling – Paper, toner cartridges, bottles, and cans are recycled via the campus-wide system. Batteries utilized for wireless microphones during performances are first recycled to reuse for rehearsals and in usher flashlights, then to warehouse for disposal. When possible, scenery is built in reusable modules and stored for future reuse. Disassembled scenery lumber is stored for reuse whenever possible. Discarded steel is recycled.
- Conformance with materials mandates – HPAC utilizes paints, solvents, and construction supplies that comply with California regulations and are, in most cases, water-soluble. Environmentally toxic materials are stored and disposed of using approved methods.

10. Facility & Technology

a. Description:

A comprehensive document that describes in detail HPAC's facility and technical capability may be found in Appendix 1: HPAC Technical Specifications.

b. Needs / Trends

Facility: A challenge for any facility like HPAC, which aspires to compare favorably with similar venues, is to ensure that the technology in use remains current. Innovations in lighting, sound, automated fixtures, green technology, ticketing systems, and related digital technologies are continual. In addition to the ongoing need to repair and maintain complex equipment, replacements and upgrades of computers, microphones, lighting fixtures and other hardware are constantly required to offer artists the tools they require for performance and students the facilities they need to prepare for careers. These ongoing needs, combined with a likely shortage of funds for equipment upgrades, will make careful analysis of “needs” versus “wants” a critical component of facility planning. Areas that will undoubtedly need careful scrutiny and some degree of expenditures in the next five years include:

- Microphones, especially wireless microphones currently in use that will become obsolete if pending legislation restricts available microphone frequencies.
- Computers and related hardware and software, with three- to six-year life expectancies will continue to need periodic replacement.
- Lighting instruments will continue to need replacement, especially when and if legislation currently on the horizon either limits the availability or increases the cost of the incandescent lamps currently in use.

Additional technology needs are identified in section V-3: Technology Needs.

Program: As HPAC adapts to reduced funding levels, careful attention will need to be given to a cost/benefit approach to current presenting practices. Audience trends indicate that HPAC’s core community audience is aging, and in recent years attendance at evening performances has declined, although afternoon attendance has increased. Season subscription numbers have declined, resulting in the 2009-2010 cancellation of the *Passport to Travel* film series. Competition for entertainment dollars in the southern California region is intense, and attracting significant numbers of new audience members will require personnel and financial resources not currently available. Several years ago, HPAC began a slow but consistent effort to reduce dependency on presented (externally booked) activities, and increasingly focus resources on developing student participation activities, while simultaneously maximizing revenue potential by careful programming choices. Continuing these efforts and involving all stakeholders as the future direction of HPAC’s activities over the next five years continue to evolve will represent perhaps the greatest challenge for the department if it is to continue to thrive in an environment where growth is impractical and yet where providing student and community opportunities remains a priority.

11. Planning

Short-term planning: HPAC has well-established procedures in place for planning the activities required for the successful presentation of upcoming events. Primary support tools for these efforts include shared electronic event files, staff meetings, e-mail communication, and daily conversations among staff, Fine Arts Department faculty and staff, students, and visiting artists.

Seasonal planning: Events at HPAC are often scheduled two years or more in advance, frequently before campus academic calendars are finalized. The PAC director works closely with touring artists, facility renters, and Fine Arts Department faculty and staff to make them familiar with deadlines in order to plan and publish an annual brochure well in advance of the first programs. Staff begin intensive meetings on such major events as *Christmas Is...* as much as a year in advance, to allow adequate time for show creation, design, implementation, and installation. Although dilemmas arise as assumptions change – most recently, in the areas of expected funding and anticipated ticket sales – the close communication process has successfully allowed the HPAC to adjust expectations and continue to meet its mission.

Long-term planning: On an informal level, long-term planning grows out of user observations and requests during daily operations. It is anticipated that the creation of this program review document, and subsequent annual updates, will provide a valuable tool for formally recognizing trends impacting the success of the program and the changing needs of users. With future funding levels currently uncertain, HPAC has already begun preparing for a variety of scenarios that will allow it to react swiftly and consistently with evolving student needs and campus-wide mandates. This focus on future planning is also reflected in Program Review component V-5: 2009-2010 priority projects.

IV. Effective Practices

1. What is working well

Since beginning operation 38 years ago, HPAC's facility and programs have evolved continuously to reflect the needs of facility users and the community we serve. The current director has been employed at Citrus College for more than 30 years, and has supervised the department for the past 19 years. Permanent HPAC employees have all served in their current roles for eight years or longer. The collective experience of the staff and the close working relationships with Fine Arts Department faculty and staff, have combined to produce a mature organization that is fully integrated into college

operations, and well-equipped to meet the responsibilities of presenting a diverse series of events that support the college's mission.

Specific examples of practices that are working well include:

- HPAC is well known within the community, is heavily utilized and well attended, and has an excellent reputation for quality performances, accessibility, and safety.
- Tickets are available in person, via telephone, via mail, via fax, and online.
- Computerized ticketing has increased efficiency of managing multiple performances and income accounts, while reducing staff time required to process transactions.
- In-house patron data-management is secure, up-to date, and a primary mechanism for communicating with customers.
- HPAC's website is attractive, up-to-date, compliant, and an effective marketing tool for all department activities.
- Initial efforts to create an e-mail marketing campaign have been well received by patrons and show promise of reducing marketing costs in the future.
- ADA compliance and patron support activities have made HPAC an attractive destination for elderly and mobility-impaired patrons.
- ASCC support of half-price tickets has been an effective incentive for making ticket costs affordable for enrolled students.
- Program selections consistently generate positive patron feedback.
- Program contracting processes, event advance planning, and technical coordination have made HPAC a highly desirable performance destination for artists.
- Technical facilities, including sound, lighting, wireless internet connectivity, and backstage facilities are current, well maintained, and compare favorably with neighboring venues.
- Staff experience, dedication, and attitude consistently contribute to positive outcomes for both artists and audience members.

- HPAC staff consistently update skills through attendance at workshops, professional activities, and close working relationships with area venues and personnel.
- Use of student employees where possible has contributed to both student learning and employment options.
- HPAC's rental policies, services, and rates have made the facility an attractive and affordable facility for community users.
- By long-standing agreement with facility rentals department, one third of revenues generated from HPAC rentals are deposited into a restricted fund to provide a funding source for major improvements and replacements that are beyond the scope of annual budgets.

2. Exemplary practices and services

- HPAC's organizational structure, which allows and encourages maximum opportunities for students to become involved with the professional presenting activities of the department, and for creative instructional staff to collaborate with HPAC personnel, is a unique model that is frequently studied by regional academic presenters seeking to broaden their arts presenting activities.
- The collaborative environment shared by the Fine and Performing Arts Department and the Performing Arts Center makes possible the sharing of sound, lighting, and technical support equipment in multiple performance locations, both on- and off-campus.
- HPAC has created a customized database for tracking hours worked and applying multiple funding sources which has simplified and increased accuracy of monthly time-card preparation.
- HPAC has created a custom database to manage tracking of custom backdrops owned by the department and made available to rental users.
- HPAC's half-price tickets for student program has both lowered ticket prices to be affordable for students and increased visibility of HPAC programs in the student population.
- HPAC's emphasis on student employees for hourly positions has increased student learning opportunities and provided revenue opportunities for foreign students ineligible for other employment options. Flexible scheduling options allow students workers to accommodate their class schedules.

3. Successful pilot projects

1. In 2005, recognizing the dual goals of the PAC need to enhance technical capabilities and the Fine Arts Department's desire to offer instruction in emerging theatre technologies, the PAC director wrote a successful application for an Industry Driven Regional Collaborative (IDRC) grant. Awarded in 2006, funded in 2006-2007, and based on HPAC's regional status, the grant provided nearly \$700,000 to enhance sound, lighting, and automated control capabilities in the Center and to develop curriculum for the now implemented emerging theatre technologies program.
2. In 2008, as the economic downturn began having a significant negative impact on ticket sales efforts, the PAC Operations and Marketing Supervisor began a pilot program to enlist local non-profit organizations with arts-based programs as ticket sales partners. By generously sharing revenue for tickets sold with these partners, over 700 seats that would otherwise have been empty were filled with new patrons, generating revenue for HPAC sales partners, and without the need to publicly discount tickets. The program will be continued and expanded in 2009-2010.
3. HPAC continues to explore shared risk presenting opportunities with local producers and presenters. Recent years have seen partner-presented activities including performances by California Philharmonic, and the California New Musicals Festival. In 2007-2008, HPAC collaborated with Fine Arts Department musical theatre faculty and producers Milt Larsen and Richard Sherman to host rehearsals and preview performances of the world premiere musical *Pazzazz!* In addition to offering patrons an opportunity to attend this unique event, musical theatre students participated in a full semester of workshop activities as the show was created, with many of them traveling to Santa Barbara as performers and technical assistants at the premiere engagement.

4. How others participate in improving the program

Externally, attendance figures and ticket sale revenues are key indicators of how successfully department activities are matching community expectations. Patron feedback, collected informally during ticket sales activity and during events provides additional valuable feedback. Occasional patron surveys are conducted to assist with programming decisions.

Internally, HPAC staff work closely with Fine Arts staff and faculty to develop performance calendars, plan, and execute production activities. This close collaboration provides continuous opportunity for facility users to provide feedback and note services required. It is anticipated that this program review document, when completed and reviewed by the Dean of Fine Arts and during future annual updates, will provide a more

formal opportunity to allow others opportunity to recommend enhancements to the program.

HPAC staff takes pride in collaborating with all facility users to provide the highest level of service possible. Within this context, planning meetings with renters, coordination of HPAC participation with campus users, and explorative activities related to future programming options each provide continuous opportunities to discover desirable improvements to the programs and services offered by the Performing Arts Center.

V. Opportunities, Recommendations, and Needs Identification

1. Recommended adjustments to better serve students and facility users

HPAC staff are committed to serving students, facility users, and patrons with a diverse program of events and services that match user needs. The complexities of diverse program requirements make it impossible to anticipate all eventualities, but HPAC takes pride in planning ahead where possible and efficiently changing plans when necessary, always with the goal of providing a positive patron and artist experience. Recurring problems that are speedily solvable have, for the most part, been addressed. The following areas provide ongoing challenges, and the search for solutions is ongoing:

1. *Parking and bus arrival/drop off:* Prior to the start of construction of the Student Services building, HPAC enjoyed ample parking adjacent to the center and over 300 feet of available curb-side drop-off for passengers arriving in buses. To facilitate construction, nearly 200 parking spaces were eliminated, and traffic flow restrictions and construction needs combined to eliminate all of the areas previously used for bus drop-off. The temporary bus drop-off location in the Administration lot, although supported by Security, requires buses to drive against traffic and park at red painted curbs. Even after construction is complete, available nearby parking will be reduced from previous levels and less than 100 feet of curb will be available for bus unloading unless alterations are made to current construction plans.
2. *Independent contractor and stipend hiring procedures:* Although both HPAC and Fine and Performing Arts Department staff work hard to identify necessary consultants and special assignments well in advance of work to be performed, the realities of changing staffing needs and schedule modifications are often in conflict with established district timelines and procedures. Resolving such multiple and frequently occurring situations is a costly use of staff time for all departments affected. Contractors who jump in to fulfill necessary roles at the

last minute often must wait for extended periods to receive payment, occasionally resulting in understandable ill will and diminished options for solving similar personnel issues in the future. While recognizing the need for sound fiscal practices, HPAC continues to seek the flexibility to identify needs and funding sources in the timely manner required by campus policy, but allow personnel substitutions at the department level with board notification after the fact when such situations arise.

3. *Student Worker hourly restriction:* Both to minimize use of on-call workers and to maximize opportunities for students, HPAC exerts significant effort to hire student workers who can benefit from the experiences available back stage and in front-of-house positions. These students are allowed to work a maximum of twenty hours per week during instructional periods. The major Fine and Performing Arts Department productions of the year nearly always require more than twenty hours of rehearsal and performance in the days leading up to production. Although these shows offer students the very best training opportunities, the need to have them available for both rehearsal and performance hours nearly always results in their being denied the opportunity to function in supporting roles and record their hours honestly. HPAC would like to see the rule modified specifically to accommodate special circumstances such as these.

2. Program growth needs

Note: Since the beginning of the economic downturn, the department focus has been on maximizing the effective use of resources to maintain as many programs and performances as possible, with little or no focus on “growth.” HPAC needs for growth is best defined as performance support facilities and services for Fine Arts Department programs that we are currently unable to provide. Although current fiscal realities make immediate solutions unlikely, nearly four decades of operation and evolution have consistently indicated the following needs, all of which are noted in more detail in Music and Theatre Department program review documents as well.

1. Increased storage and warehouse space, probably off-site.
As construction costs continue to mount and pressure to recycle increases, increased storage space would allow for more effective re-use of scenic components and furniture. There is currently no permanent storage space for costumes at all.
2. A mid-size, 250-400 seat performance space.
The theatre department in particular, and smaller music programs, would benefit from a performance space more conducive to smaller audiences – and lower scenic production costs as well.

3. Additional rehearsal space.

The large number of students enrolled in Fine Arts Department classes simply do not have enough rehearsal spaces to complete classroom activities and production rehearsals and technical activity.
4. Facility scheduling software accessible to multiple users for multiple spaces.

Current software is obsolete and not adequate for the increasingly complex scheduling documentation required to keep HPAC staff, Fine Arts faculty and staff, and campus support departments up-to-date on facility usage requirements.
5. Increased dressing room space.

The two mid-size and four small dressing rooms currently shared by the main stage and Little Theatre are designed to accommodate approximately 44 performers total; when both facilities are in use, total number of performers often exceeds 200.
6. Video capture, recording, and editing equipment.

Construction of a video studio with acoustical isolation, control room, lighting grid, super-level floor, and soundproof doors was completed in 1998, but funding has not yet become available to equip the facility for its intended use. In addition, HPAC events increasingly utilize video projection in live performance; although HPAC has projection equipment, it has no video capture, recording, or editing equipment.
7. Increased permanent back-stage staff.

Production activity by all fine arts departments has increased in both quantity and quality over the past two or more decades, during which time HPAC's staff has been reduced by one full-time designer. At least one additional full-time equivalent technical support staff person would increase the department's availability to respond to multiple simultaneous production requirements.
8. Increased permanent front-of-house staff.

The current "marketing and operations supervisor" position combines marketing, publicity, box office management, and event supervision into a single position that is without precedent in similar facilities with similar production schedules. Additionally, the box office currently has one 49% cashier, leaving more than 75% of box office hours to be staffed by hourly personnel on an ongoing basis.

3. Technology needs

Since receiving an Industry-Driven Regional Collaborative (IDRC) grant in 2006 which funded the purchase and installation of automated lighting fixtures, control console, and replacement of the sound system speakers, amplifiers, and control console, HPAC has been well-equipped to provide a laboratory facility for instruction of theatre technology courses taught by Theatre Arts Department personnel. As with all programs that operate at or on the cutting edge, continuous upgrades, repairs, and additions are necessary to meet continuously evolving industry standards. Since the beginning of the current economic downturn, funds have been limited for even day-to-day maintenance needs, forcing deferral of equipment upgrades and replacements. As funds become available, the current and anticipated future technology needs include:

- Hardware and software upgrades for staff desktop computers.
- 2010 renegotiation of point-of-sale ticketing system software and hardware agreement and gate processing equipment.
- Ongoing replacement of aging theatre lighting fixtures in both HPAC and Little Theatre.
- Replacement of remaining audio reinforcement system playback components.
- Replacement of aging and soon-to-be-obsolete wireless microphones.
- Upgrades and replacements for proprietary software currently in use.

4. Facility maintenance and improvement needs

- HPAC stage softwood pine flooring has been sanded multiple times and is likely to need complete replacement within five years. In the meantime, floor is currently in need of a light sanding to remove current sealer, restaining, and resealing.
- Little Theatre occupancy rating and riser construction have been questioned by the fire department, and legal occupancy remains an unanswered question.
- Little Theatre flooring (3/4 plywood and ¼ masonite over 1X3 sleepers) is well past life expectancy and urgently needs replacement for safety reasons.
- Fire department report mandates replacing the existing double doors in the dressing room hallway with fire rated doors and panic hardware.

- The east and west walls of the HPAC seating areas continue to allow multiple leaks along the length of both seating aisles during heavy rains; no sealer or repair attempts have been successful.
- Non-functioning storm drain in west patio chronically plugs and forces standing water to flood seating area and orchestra pit basement; a solution to redirect this run-off must be found.
- HPAC lobby doors need to be replaced; current doors sag, bind frequently, and do not support card key lock mechanisms.
- PAC staff would prefer to have a local override control for campus energy management system, to allow PAC staff on site ability to save energy when events are cancelled and provided needed ventilation for last-minute additions.
- Lobby walls, light fixtures, honor wall, and furniture need upgrading.
- Stage draperies are nearing end of life expectancy and will need replacement within three to five years.
- Lobby marquee needs modernizing or replacing.
- HPAC basement needs a ventilation system.
- HPAC box office needs re-carpeting.

5. Priority projects for 09-10:

1. Explore increasing revenue options, including:
 - a. Expand ticket sales partnerships with non-profit organizations
 - b. Explore hosting community education classes with fine Arts faculty.
 - c. Explore options to replace canceled Passport to Travel series.
2. Continue to explore shared-risk presenting opportunities with artist managements to reduce up-front presenting costs and risk while continuing to offer a broad base of arts programming.
3. Develop, in conjunction with Dean of Fine and Performing Arts, a long-term planning mechanism to ensure continued successful evolution of both the PAC and the Fine and Performing Arts Department.
4. Continue to explore show development possibilities that provide additional student learning opportunities and also have revenue-generating potential,

for inclusion on HPAC presenting schedule and possible touring to other regional facilities.

5. Work with Human Resources to complete staff job description updates.
6. Expand marketing efforts to include electronic media and presence on social-networking websites, and increase student awareness of and participation in these efforts.

VI. Technical Assistance / Training Needs

HPAC staff members receive ongoing training and support from major vendors, including Tickets.com (ticketing system and data management), Digidesign (sound system control hardware and software), and Electronic Theatre Controls (ETC) (lighting control hardware and software). Department memberships in Western Arts Alliance (WAA), California Presenters (CP), Performing Arts Presenters (APAP), United States Institute of Theatre Technology (USITT), National Arts Marketing Project (NAMPP), Los Angeles Stage Alliance (LASA), and International Ticketing Association (INTIX) provide staff with opportunities to network with peers and remain abreast of developments in the field. Technical staff participate in site-visit opportunities that become available to students in the emerging theatre technology program. All staff members have personal networks of colleagues at regional venues that provide valuable reference sources for specific needs.

This combination of resources has proven adequate to keep staff up-to-date with trends in the field. Should decreased funding result in loss of service contract agreements and/or institutional memberships, new sources for technical assistance and training may need to be identified.

VII. Supplemental Information

Appendices

- Appendix 1** **HPAC Technical Specifications**
www.haughpac.com/About/Pages/LeasingthePAC.aspx
- Appendix 2** **Students and Community Served (2008-2009)**
- Appendix 3** **Attendance Reports (Fall 2004-Spring 2009)**
- Appendix 4** **Fee, Income and Attendance Summaries**

Evenings At Eight / Sundays at Two: (Fall 2004-Spring 2009)

Saturday Series for Kids: (Fall 2004-Spring 2009)

Appendix 5 Annual Revenue Summaries (2004-2005 through 2008-2009)

Appendix 6 Sample marketing materials and programs (2008-2009)

H. ACTION ITEMS

1. Consent Items

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

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

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

Business Services

- a. Authorization is requested to approve the attached list of independent contractor/consultant agreements as submitted. (Page 49)
- b. Authorization is requested to approve facility rentals and usage. (Page 52)
- c. Authorization is requested to approve A & B Warrants for November and December 2009. (Page 54)
- d. Authorization is requested to approve purchase orders for November and December 2009. (Page 57)
- e. Authorization is requested to approve Change Order Two in the amount of a decrease of \$5,109.00 and add zero (0) days to the time for completion for bid #10-0607, Student Services Building. (Page 66)
- f. Authorization is requested to approve Change Order Number One in the amount of \$64,477.07 and add zero (0) days to the time for completion for project number 01-0607, Campus Security Building. (Page 70)
- g. Authorization is requested to dispose of the enclosed list of surplus items by exchange for value, private sale, sale at public auction by The Liquidation Company or donation to another public entity. (Page 74)

(CONTINUED)

Academic Affairs

- h. Authorization is requested to approve a field trip for twelve (12) students and one (1) faculty to compete/supervise at the Kennedy Center American College Theatre Festival held in Saint George, Utah on Monday, February 8, 2010, through Saturday, February 14, 2010. (Page 76)

Personnel

- i. Authorization is requested to approve the personnel actions with regard to the employment, change of status, and/or separation of academic employees. (Page 79)
- j. Authorization is requested to approve the personnel actions with regard to the employment, change of status, and/or separation of classified employees. (Page 97)
- k. Authorization is requested to approve the employment of short-term, non-academic employees and substitutes. (Page 100)

INDEPENDENT CONTRACTOR AGREEMENT
Board of Trustees Meeting – January 19, 2010

<u>CONTRACTOR CONSULTANT/ DEPARTMENT</u>	<u>RATE</u>	<u>FUNDING SOURCE</u>	<u>PERIOD</u>	<u>SERVICE</u>
<u>ADMINISTRATIVE SERVICES</u>				
Construction Testing & Engineering, Inc.	\$22,000.00max	Bond	1/19/010-12/30/10	Special Inspection & Construction Material Testing – Main Gym Remodel
Construction Testing & Engineering, Inc.	\$110,000.00max	Bond	1/1/07-12/30/10 <i>Revision</i>	Special Inspection & Construction Material Testing – Voc Tech Complex
Construction Testing & Engineering, Inc.	\$190,000.00max	Bond	5/7/08- Project Completion <i>Revision</i>	Special Inspection & Material Testing Student Services Building
Geobase, Inc.	\$123,000.00max	Bond	10/1/07-12/30/10 <i>Revision</i>	Geotechnical Investigation- Vocational Technology
Geobase, Inc.	\$6,600.00max	Bond	1/20/10-12/30/10	Geotechnical Report – Restroom Building - PE Complex
Geobase, Inc.	\$165,000.00max	Bond	5/28/08- Project Completion <i>Revision</i>	Geotechnical Investigation- Student Services Building
Kpff Consulting Engineers	\$3,000.00max	Bond	1/19/10-12/30/10	Revise Storm Drain Connection- Softball Field
MILRIC, Inc.	\$68.00 per hour	Bond	1/20/10-12/30/10	DSA Inspection Services- Main Gym
Polsinelli Shughart	\$5,000.00max	District	6/6/08-12/31/09	Futuris Trust Review
<u>CHILD DEVELOPMENT CENTER</u>				
Barnes, Carla	\$1,210.00max	Grant	8/18/09-6/30/10 <i>Revision</i>	Foster Care Ed
Brown, Sandra	\$2,772.00max	Grant	7/1/09-6/30/10 <i>Revision</i>	Foster Care Ed
Dixon, Karen	\$3,432.00max	Grant	1/19/10-7/31/10	Foster Care Ed
Gieselman, Patricia	\$5,130.00max	Grant	7/1/09-6/30/10 <i>Revision</i>	Foster Care Ed
Haghani, Natalie	\$6,900.00max	Grant	7/1/09-6/30/10 <i>Revision</i>	Foster Care Ed
Hawes, Linda	\$2,340.00max	Grant	1/19/10-7/31/10	Foster Care Ed
McFarland, L. Monica	\$1,014.00max	Grant	1/19/10-7/31/10	Foster Care Ed
Smith, TaWanna Jean	\$5,662.00max	Grant	7/1/09-6/30/10 <i>Revision</i>	Foster Care Ed
Walker, Joseph	\$1,800.00max	Grant	7/1/09-6/30/10 <i>Revision</i>	Foster Care Ed
<u>COLLEGE SUCCESS</u>				
Raufman, Cecilia	\$300.00max	Grant	2/1/10-2/26/10	Guest Speaker- Counseling 145 Learning Communities
<u>COMMUNITY EDUCATION</u>				
Krusemark, LeeAnne	50% of fees	Fees	2/2/10-2/2/10	Successful Home-Based Business
Krusemark, LeeAnne	50% of fees	Fees	2/2/10-2/2/10	Typing/Word Processing Business
Krusemark, LeeAnne	50% of fees	Fees	2/2/10-2/2/10	Beginner's Guide to Getting Published
Krusemark, LeeAnne	50% of fees	Fees	2/2/10-2/2/10	Meet the Publisher
Napoli, William	40% of fees	Fees	2/27/10-3/6/10	Photo Magic - Adobe Photoshop CS3
Napoli, William	40% of fees	Fees	2/6/10-2/6/10	Spectacular PowerPoint 2007
Nethery, Betty	50% of fees	Fees	2/20/10-2/20/10	Beauty Makeover on a Budget
<u>FINANCIAL AID</u>				
Arch Street Consulting	\$37,800.00max	Grant	1/20/10-6/30/10	Financial Aid Banner Implementation

FINE AND PERFORMING ARTS

Ferguson, Steven	\$4,500.00max	District	1/20/10-6/30/10	Musician Services
Lewis, Jeremy	\$1,200.00max	District	1/20/10-6/30/10	Stage Manager
McCarns-Yolland, Jonathan	\$2,000.00max	District	1/20/10-6/30/10	Musician Services
Ruddy, Paul	\$100.00max	District	1/20/10-6/30/10	Guest Lecturer
Shahnazaria, Robert	\$500.00max	District	1/20/10-6/30/10	Musician Services
Tada, Akane	\$1,000.00max	District	1/20/10-6/30/10	Musician Services

HEALTH SCIENCES

Lashier, Robert Jr. M.P.H.,M.Ed.	\$2,200.00max	Grant	12/2/09-2/28/10	Writing Feasibility Study/ Program Requirement Overview
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Note: A standard District agreement for Independent Contractor/Consultant will be completed for each consultant

**Use of Facilities
January 19, 2010**

ORGANIZATION	FACILITY	ACTIVITY	DATE(S)	CHARGE
Westwind Musical Productions	Recording Arts Studio	Basic Tracking	11/10, 11/11, 11/12, 11/16 and 11/17/09	\$2,640.00
Gia Lucid	Recording Arts Studio	Basic Tracking	11/18/2009	\$200.00
Chiron Films, Inc.	Recording Arts Studio	Basic Tracking	11/20/2009	\$100.00
Rob Tyck	Recording Arts Studio	Basic Tracking	11/22/2009	\$550.00
Azusa High School	Stadium & Locker Rooms	Football Game	11/27/2009	\$2,600.00 plus additional labor if required
California Health Advocates	Center for Innovation 137	Meeting	12/1/2009	\$75.00 plus additional labor if required
Upland High School	Stadium and Locker Rooms	Football Game	12/11/2009	\$2,600.00 plus additional labor if required
Monrovia High School	Stadium and Locker Rooms	Football Game	12/12/2009	\$2,600.00 plus additional labor if required
Stacey G Athletics	Tennis Courts	Fitness Bootcamp	1/4/10 through 10/1/10	\$1,920.00 plus additional labor if required
FLS International	LB302, 307, 308, 309 and 310	Classes	1/4/10 through 2/12/10	\$7,500.00 plus additional labor if required
FLS International	LB103, 107 and 208	Classes	1/11/10 through 2/12/10	\$3,750.00 plus additional labor if required
Kaplan Test Prep & Admissions	LB202	NCLEX-RN Test Prep Class	1/11/10 through 1/15/10	\$1,000.00 plus additional labor if required
Movement Unlimited Fitness	Fitness Center Aerobics Room	Yoga Class	Wednesdays 1/13/10 through 2/17/10	\$150.00 plus additional labor if required
Twentieth Century Fox Television	Performing Arts Center	TV Show Filming	1/19, 20, 21 & 22/10	\$24,450.00 plus additional labor if required
Azusa High School	Performing Arts Center and PA192	Aztec Singers-Show Choir Competition	1/29/2010	\$3,412.50 plus additional labor if required
Vocal Music Assn. of Burbank High School	LB101 and 103	Choir Competition Warm Up	2/5/2010	\$100.00 plus additional labor if required
FLS International	Center for Innovation 137 and Library Fishbowl	Directors Meeting	2/23 and 2/24/10	\$100.00 plus additional labor if required
Monrovia Unified School District	Stadium Track and Field Area	Elementary Olympics	5/28/2010	\$600.00 plus additional labor if required
Correctional Peace Officers Foundation	Performing Arts Center	Variety Magic Show	6/27/2010	\$2,100.00 plus additional labor if required

CITRUS COMMUNITY COLLEGE DISTRICT		
APPROVAL OF A & B WARRANTS		
November, 2009		
B WARRANT AMOUNT PAID TO VENDORS		\$3,374,948.45
GRANT AMOUNT PAID TO STUDENTS		\$1,211,234.00
NUMBER OF A WARRANTS ISSUED TO EMPLOYEES	REGISTER NUMBER	AMOUNT
195	C1D-C	\$1,656,740.19
405	C3D-C	\$677,271.80
495	C3D-N	\$314,444.82
2	310-C	\$3,452.59
9	310-N	\$4,955.80
8	313-N	\$1,151.61
9	316-C	\$22,419.98
13	316-N	\$6,551.37
354	C2E	\$1,502,760.68
1,490		\$4,189,748.84
ske		
1/15/2010		

CITRUS COMMUNITY COLLEGE DISTRICT		
APPROVAL OF A & B WARRANTS		
December, 2009		
B WARRANT AMOUNT PAID TO VENDORS		\$2,638,578.38
GRANT AMOUNT PAID TO STUDENTS		\$390,589.75
NUMBER OF A WARRANTS ISSUED TO EMPLOYEES	REGISTER NUMBER	AMOUNT
196	C1E-C	\$1,661,577.19
5	336-C	\$6,098.19
1	336-N	\$418.82
409	C3E-C	\$705,624.96
445	C3E-N	\$323,892.07
13	343-C	\$5,166.29
59	343-N	\$28,208.19
2	345-C	\$1,473.73
6	351-C	\$13,249.90
9	351-N	\$3,679.75
356	C2F	\$1,508,937.11
1,501		\$4,258,326.20
ske		
1/15/2010		

Includes 11/01/2009 - 11/30/2009

PO#	Vendor Name	Site	Description	Fund/ Object	Amount
10-14132	Associated Students of PCC Food Services T*A Account	3370	Food	01-5800	817.06
10-14156	SUBWAY	9570	Blanket PO	39-4300	1,130.00
10-14167	Q-SAFETY, INC.	3160	AV Supplies	01-4300	112.27
10-14186	HOUGHTON MIFFLIN COMPANY	9680	Reference books	01-4300	1,176.25
10-14193	SC FUELS	9190	Gasoline	01-4360	9,860.40
10-14206	HARLAND TECHNOLOGY SERVICES	3200	Service Agreement	01-5810	1,037.14
10-14207	BATTERY SALES UNLIMITED	9030	Cart Batteries	01-4300	300.00
10-14208	OWL BOOKSHOP	9081	Textbooks	01-7600	77,486.66
10-14209	OWL BOOKSHOP	9081	Textbooks	01-7600	16,577.10
10-14210	Amazon.com Corporate Credit	9680	Supplies	01-4300	14.91
10-14211	ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES	9550	Registration	01-5200	325.00
10-14212	MELISSA'S SALON CONCEPTS	3040	Supplies	01-4300	94.51
10-14213	OFFICE DEPOT (000043)	3200	Blanket PO	01-4300	300.00
10-14214	NETWORK TOOL WAREHOUSE	3020	Supplies	01-4300	55.66
10-14215	R. R. BOWKER	9260	Online Data Subscription Renewal	01-5840	717.40
10-14216	JOHNSON LIFT - HYSTER	9190	Blanket PO	01-5630	2,000.00
10-14217	DYNALECTRIC	9375	Voc Tech - EMS Integration	41-5800	9,560.00
10-14218	FRED PRYOR SEMINARS	3120	Registration Fee	33-5220	149.00
10-14219	AZUSA SALES	9375	Voc Tech Refrig	41-6400	653.01
10-14220	INDUSTRIAL TECHNICAL SERVICES	9040	Repair Drive unit	01-5630	750.00
10-14221	CARDMEMBER SERVICES	9250	Chair and supplies	01-4300	33.71
				01-6400	219.49
10-14222	HARDY DIAGNOSTICS	0030	Supplies for micro	01-4300	618.15
10-14223	Technology of the Arts	0280	Supplies	01-6410	1,386.37
10-14224	CABLE MARKERS CO, INC	0281	Supplies	01-4300	131.70
10-14225	ComputerLand of Silicon Valley Attn: Education Sales	9260	Software	01-4300	88.05
10-14226	Dell Computer Corp	9100	Monitor	01-6400	249.21
10-14227	ON TRACK	0060	Track & Field Supplies	01-4300	135.24
10-14228	ULINE SHIPPING SUPPLIES	9030	Supplies	01-4300	444.86
10-14229	OWL CAFE	0350	Food	01-4300	213.35
10-14230	LOS ANGELES COUNTY FIRE DEPT	9430	Haz Mat Program Fees	01-5890	1,386.00
10-14231	OWL CAFE	9280	Refreshments	01-4300	30.51
10-14232	OWL CAFE	9280	Food	01-4300	246.94
10-14233	Amazon.com Corporate Credit	0030	Supplies	01-4300	131.70
10-14234	LAERDAL MEDICAL CORPORATION	3200	Maintenance Agreement	01-5810	1,995.00
10-14235	Xante'	9110	Supplies	01-4300	2,389.01
10-14236	HILLYARD INC	9270	Supplies	01-4300	4,043.07
10-14237	Apple Inc	3200	Software	01-4300	328.15
10-14238	MERITLINE	0280	Supplies	01-4300	565.15
10-14239	PAPER DIRECT	3020	Supplies	01-4300	207.28
10-14240	NORMAN MUSIC CENTER	0010	C trumpet	01-6410	2,249.88
10-14241	OWL CAFE	9280	Food	01-4300	1,472.63
10-14242	CAROLINA BIOLOGICAL SUPPLY	0030	Supplies	01-4300	1,736.26
10-14243	VWR SCIENTIFIC	0030	Supplies	01-4300	38.76
10-14244	VWR SCIENTIFIC	0030	Supplies	01-4300	1,675.10

Includes 11/01/2009 - 11/30/2009

PO#	Vendor Name	Site	Description	Fund/ Object	Amount
10-14245	Quality Auto Equipment	3020	Parts	01-4300	321.11
10-14246	OFFICE DEPOT BSD ED DIV	9375	TE Office supplies	41-4300	117.47
10-14247	COSTCO WHOLESALE	9375	Conference Room supplies	41-4300	250.00
10-14248	Visual Information Systems Co	9040	Repairs to Scoreboards	01-5630	425.00
10-14249	John Deere Co	9370	Grounds Vehicle	41-6400	16,415.99
10-14250	Apple Inc	9672	Repair Agreement	01-6400	207.43
10-14251	AA Equipment	9370	Grounds Equipment	41-6400	5,195.00
10-14252	Tech Depot An Office Depot Co.	9672	Scanner	01-4300	141.82
10-14253	Dell Computer Corp	9672	Computers	01-6400	26,155.42
10-14254	Dell Computer Corp	9672	Computers	01-6400	42,114.79
10-14255	Tech Depot An Office Depot Co.	0010	Printer	01-4300	53.69
				01-6400	182.70
10-14256	MW Design	9672	Shirts	01-4300	885.17
10-14257	HARBOR FREIGHT	0280	Utility carts	01-4300	259.03
10-14258	PLAYHARD SPORTS	0060	Volleyball supply	01-4300	130.05
10-14259	SOUTHLAND INDUSTRIES	9370	Water Piping System Flush	41-5600	11,250.00
10-14260	OWL CAFE	9672	Lunch	01-4300	262.58
10-14261	OWL CAFE	9672	Refreshments	01-4300	192.06
10-14262	OWL BOOKSHOP	0280	Blanket PO	01-4300	100.00
10-14263	Thousand Oaks Optical	9672	Solar Filters	01-4300	1,041.83
10-14264	Dell Computer Corp	9100	Supplies	01-4300	248.91
10-14265	THE FLAG SHOP	9040	Supplies	01-4300	437.29
10-14266	Amazon.com Corporate Credit	0280	Supplies	01-4300	21.63
10-14267	ALDRICH CHEMICAL CO.	9672	Reference book set	01-4300	1,275.37
10-14268	CDW-G	9170	Monitors	01-6400	3,450.19
10-14269	SARGENT-WELCH SCIENTIFIC DIVISION OF VWR CORP	9672	DSPS STEM Microscope	01-6400	1,410.50
10-14270	PASCO SCIENTIFIC	9672	PH sensor	01-6400	958.34
10-14271	HumanWare	9672	Equipment	01-6400	3,433.01
10-14272	ARROW RESTAURANT EQUIPMENT	9672	Biology Equipment	01-6400	2,683.39
10-14273	Jupiterimages	9100	Subscription	01-5840	375.01
10-14274	GOLDEN OPENINGS, INC.	9220	Ceremonial Scissors for College dedications	01-6400	376.00
10-14275	ACADEMIC SUPER STORE	3370	Software for Recording Arts	01-4300	1,815.73
10-14276	CCCAOE	3370	Registration for Holland/Lancaster CCCAOE	01-5220	790.00
10-14277	KOSMET, INC.	3370	Advanced Esthe. Equipment	01-6400	6,998.34
10-14278	FISHER SCIENTIFIC EMD DIVISION	9672	Oven & refrigerator	01-6400	4,347.97
10-14279	LAERDAL	3370	Nursing skills lab equipment	01-6400	1,095.26
10-14280	BURMAX CO INC	3370	Manicure Table for Adv. Esthetician	01-6400	1,852.79
10-14281	DIVISION OF STATE ARCHITECT LA BASIN REGION	9375	DSA Fee - Fine Arts Complex	42-5800	49,690.00
10-14282	GROSSMONT-CUYAMACA CC	3371	JSPAC support	01-5800	4,000.00
10-14283	GRAPHIC EDGE	3371	LAOCRC folders	01-4300	1,354.10
10-14284	ORANGE TREE DELI & CATERING	3371	Catering for LOWDL	01-5800	1,098.38
10-14286	HOORAY PROMOS	3372	Supplies needed for 12/0/09 mtg.	01-4300	629.24
10-14287	PLAZA PRODUCE	9220	Event catering	01-4300	1,000.00
10-14288	McMARTIN BUSINESS FORMS	3020	Auto forms and supplies	01-4300	563.38

Includes 11/01/2009 - 11/30/2009

PO#	Vendor Name	Site	Description	Fund/ Object	Amount
10-14289	ELSEVIER ATTN: CUSTOMER SERVICE	3370	Supplies	01-4300	439.00
10-14290	Pass The LEED Exam Prep	3370	Books	01-4300	503.19
10-14291	CLEAN SOURCE	9270	Supplies	01-4300	1,802.56
10-14292	HILLYARD INC	9270	Supplies	01-4300	7,556.42
10-14293	ALDRICH CHEMICAL CO.	0311	Supplies	01-4300	504.78
10-14294	WARDS NATURAL SCIENCE	9672	Supplies	01-4300	439.35
10-14295	Light Stim	3370	Equipment	01-6400	4,005.21
10-14296	BOTTLE-FREE WATER COMPANY	9370	Water Softener System at CP	41-5800	2,682.29
10-14297	ANDY GUMP, INC.	9375	Main Gym - Portable Sanitation	42-5800	8,400.00
10-14298	SOUTHLAND INDUSTRIES	9370	Blanket PO for call-out service	41-5600	5,000.00
10-14299	SOUTHLAND INDUSTRIES	9370	Re-plumb air separator in CP	41-5600	3,450.00
10-14300	SARGENT-WELCH SCIENTIFIC DIVISION OF VWR CORP	0311	Supplies	01-4300	183.28
10-14301	HERFF JONES	9010	Diploma Covers	01-4300	6,080.15
10-14302	MEDIA EDUCATION FOUNDATION	3160	AV Media	01-6300	747.33
10-14303	UNIVERSITY OF LAVERNE	9660	September Disbursement for ULV/Title V Coop Grant	01-5800	18,350.82
10-14304	BOYS CLEANERS	3200	Blanket purchase order - ERG 2009-2010	01-5800	200.00
10-14305	GROSSMONT-CUYAMACA CC ATTN: JSPAC COORDINATOR	3372	Registration	01-5800	250.00
10-14306	LAHC JOB PLACEMENT & TRAINING SERVICE CENTER	3120	Supply Order	33-4300	200.00
10-14307	Dell Computer Corp	3020	Supplies	01-4300	108.20
10-14308	Amazon.com Corporate Credit	9672	Supplies	01-4300	45.48
10-14309	PLAZA PRODUCE	3200	Food	01-5800	38.40
10-14310	Center for Academic Dev	9672	Conference Registration	01-5220	585.00
10-14311	PLAZA PRODUCE	9290	Lunch	01-4300	208.50
10-14312	PLAZA PRODUCE	9672	Lunch	01-4300	66.30
10-14313	PRAX AIR	9455	Supplies	41-5892	38.46
10-14314	LIBRARY STORE	9260	Supplies	01-4300	42.41
10-14315	ASSOCIATION FOR INSTITUTIONAL RESEARCH	9300	Publication	01-4300	60.00
10-14316	EDUCATION TO GO	9330	Enrollment Fees	39-5800	165.00
10-14317	SLACK INCORPORATED SUBSCRIPTION DEPARTMENT	3200	Subscription	01-4300	349.00
10-14318	Pocket Nurse	3200	Supplies	01-4300	184.87
10-14319	TRI-BEST VISUAL DISPLAY	9672	Marker Board	01-6400	715.33
10-14320	STATE OF CALIFORNIA DEPT OF CONSUMER AFFAIRS	3200	BRN Certificate Renewal	01-5800	200.00
10-14321	Troxell Communications, Inc	3160	Supplies	01-4300	184.38
10-14322	MED-DISPENSE, L.P.	3200	EGR Budget - Nursing Dept. Expenditure	01-6400	17,463.42
10-14323	B & H Photo Video - Pro Audio Gov/Education Sales Division	9672	Supplies	01-4300	546.84
10-14324	Delphin Computer Supply	9250	Supplies	01-4300	586.07
10-14325	R & D BUSINESS INT. 000446	9375	Set-up Snap-On Cabinets - Voc Tech	41-5800	1,150.00
10-14326	LUMENS PLUS	3160	Supplies	01-4300	944.31
10-14327	ComputerLand of Silicon Valley Attn: Education Sales	9672	Software	01-4300	396.13
10-14328	GBC/EDUCATION DIVISION	9110	Supplies	01-4300	892.82

Includes 11/01/2009 - 11/30/2009

PO#	Vendor Name	Site	Description	Fund/ Object	Amount
10-14329	ACE BUSINESS MACHINES, INC.	9050	Repair Parts	01-4300	177.48
10-14331	BAINBRIDGE GROUP INC	9375	Hazardous Materials - PE/Main Gym	42-5110	8,218.00
10-14332	HARLAND TECHNOLOGY SERVICES	3200	Service Agreement	01-5810	498.72
10-14333	OWL CAFE	3120	Food	33-4700	1,000.00
10-14334	L. A. County Dept. of Public	9375	Softball Fields - Add'l Permit Fee	42-5800	2,000.00
10-14335	Bannerland/AAA Flag & Banner	9280	Table Skirt Banner	01-4300	216.76
10-14336	GAIL MATERIALS INC.	9375	Soil Conditioner	42-4300	1,573.70
Total				134	440,187.87

Fund Summary

Fund	Description	PO Count	Amount
01	General Fund	112	311,899.95
33	Child Development Fund	3	1,349.00
39	Community Education	2	1,295.00
41	Capital Outlay Projects Fun	12	55,762.22
42	Revenue Bond Construction F	5	69,881.70
Total		134	440,187.87

PO Changes

	New PO Amount	Fund/ Object	Description	Change Amount
10-13371	3,602.46	01-4300	General Fund/Materials and Supplies	3,602.46
10-13573	2,000.00	01-4300	General Fund/Materials and Supplies	2,000.00
10-13809	4,796.77	01-4300	General Fund/Materials and Supplies	4,796.77
10-13913	20,505.06	41-6400	Capital Outlay Projects	272.65
10-14036	293.40	01-4300	General Fund/Materials and Supplies	46.09
10-14189	9,100.47	01-5850	General Fund/Conslt/Postage,offcampus pr	957.02
Total PO Changes				11,674.99

Includes 12/01/2009 - 12/31/2009

PO#	Vendor Name	Site	Description	Fund/ Object	Amount
10-13221	FOOTHILL VACUUM & JANITORIAL	3120	Blanket Purchase Order	33-4300	500.00
10-13571	GALE GROUP	9260	Blanket PO	01-6300	8,000.00
10-14039	B & H Photo Video - Pro Audio Gov/Education Sales Division	9672	Photographic Equipment	01-4300	265.54
				01-6400	2,073.18
10-14147	SNAP-ON TOOLS CORPORATION	9375	Voc Tech - Stainless Tops	41-6400	12,169.28
10-14290	J. CORNEJO	3370	Books	01-4300	503.19
10-14296	BOTTLE-FREE WATER COMPANY	9370	Water Softener System at CP	41-5800	2,682.29
10-14330	R.F. MacDONALD CO.	9375	Boiler Replacement at CP	41-5600	.00
				42-5600	195,255.41
10-14337	Denault Commercial Hardware	9270	Supplies	01-4300	1,095.31
10-14338	ALDRICH CHEMICAL CO.	0310	Lab supplies	01-4300	166.03
10-14339	Burleson Oracle Consulting	9100	Software	01-4300	79.95
10-14340	Tech Depot An Office Depot Co.	3160	Supplies	01-4300	382.54
10-14341	GOLDEN RULE BINDERY	9210	Board Minutes	01-4300	275.54
10-14342	AMERICAN ASSOCIATION OF COMMUNITY COLLEGES	9210	Subscription	01-4210	46.10
10-14343	SAN GABRIEL VALLEY TRIBUNE	9210	Newspaper Subscription	01-4300	29.00
10-14344	PLAZA PRODUCE	9672	Refreshments	01-4300	28.52
10-14345	WEST COAST SAND & GRAVEL	9470	Delivery Fee	59-5850	300.00
10-14346	J & S AUTO BODY	9240	Repairs	01-5630	2,539.60
10-14347	IMS Commercial Ice System Inc	9672	Ice Machine	01-6400	4,831.42
10-14348	SIGURDSON SALES & SERVICE	9110	Equipment Repair	01-5630	1,097.50
10-14349	School Outfitters	9672	Mobile partition	01-6400	1,868.65
10-14350	Augusoft Inc	9330	Annual Subscription Fee	39-5840	9,000.00
10-14351	Tech Depot An Office Depot Co.	9290	Invoice payment	01-4300	257.36
10-14352	COLLEGE SOURCE	9290	Site License Renewal	01-5800	1,358.00
10-14353	SPORTEXE CONSTRUCTION SERVICES	9375	Softball/Golf Range	42-6100	2,366.25
10-14354	ADVANCED TREE CARE	9140	Tree Trimming	01-5800	4,840.00
10-14355	Hicklin Engineering, L.C. dba SuperFlow Technologies Group	9375	SuperShifter Equip - Voc Tech	41-6400	43,780.61
10-14356	HCD RENEWAL	9040	Registration Renewal	01-5800	24.00
10-14357	ESRI Inc.	9300	License Maintenance Renewal	01-5800	274.38
10-14358	WASC	9210	Registration	01-5200	485.00
10-14359	ARROW RESTAURANT EQUIPMENT	9230	Rotisserie - Owl Cafe	71-6400	4,971.81
10-14360	CHINESE TASTE FRIENDSHIP KITCHEN	3120	Module Food	33-4700	900.00
10-14361	ATHENA PARKING, INC	3372	Parking Validations for LA Regional mtgs.	01-4300	600.00
10-14362	TED HULLINGER (000326) DBA ZEPPCO	3020	Repair on VAT-40 equipment	01-5600	100.00
10-14363	DEPT OF MOTOR VEHICLES TRAFFIC VIOLATOR SCHOOL UNIT	9330	Traffic Violator School Renewal	39-4300	201.00
10-14364	CLEAN SWEEP SUPPLY CO INC	9270	Supplies	01-4300	2,792.04
10-14365	SCANTRON	0030	instructional supplies	01-4300	95.89
10-14366	BMI GENERAL LICENSING	9030	MUSIC LICENSE	01-5880	2,265.92
10-14367	CHARLES COLIN MUSIC	0010	Music books	01-4300	269.71
10-14368	R.F. MacDONALD CO.	9190	Burners for Central Plants	01-6400	4,667.00

Includes 12/01/2009 - 12/31/2009

PO#	Vendor Name	Site	Description	Fund/ Object	Amount
10-14369	CITY OF AZUSA - LIGHT & WATER DEPT	9375	Security Bldg - Inspect Fees for Water Connections	42-6100	1,981.00
10-14370	THOMSON REUTERS/BARCLAYS	9020	Title 5 Ed Code Updates Subscription	01-4300	283.00
10-14371	HILLYARD INC	9270	Supplies	01-4300	5,676.96
10-14372	CABLEORGANIZER.COM	0280	Cable covers	01-4300	459.16
10-14373	Sheraton Cerritos Hotel	3371	Room Rental and Catering	01-5800	3,125.11
10-14374	URBAN PALATE, LLC CITY KITCHEN	3372	Regional Tech Prep Mtg 12/9/09 Refreshments	01-5800	1,557.14
10-14375	RAV EMBROIDERY	3020	Uniforms Shirts	01-4300	174.93
10-14376	SAN GABRIEL VALLEY TRIBUNE	9260	Newspaper Subscription	01-4300	120.00
10-14377	Apple Inc	0281	Equipment	01-6400	283.16
10-14378	MGF Services	9140	Supplies	01-4300	7,753.84
10-14379	HILLYARD INC	9270	Supplies	01-4300	72.35
10-14380	CLEAN SOURCE	9270	Supplies	01-4300	870.54
10-14381	JK SPECIALTY PRINTING	0060	Track and field Shirts	01-4300	163.53
10-14382	BRIAN WOOD AUTOMOTIVE	9240	Repairs to Bus #93	01-5630	1,310.25
10-14383	R & D BUSINESS INT. 000446	9010	Task Chair	01-4300	188.53
10-14384	HOME DEPOT	9375	TE 142 - Shelving	41-4300	154.84
10-14385	LOS ANGELES TIMES PURCHASE ORDER DESK, ROOM 410	9260	Newspaper Subscription	01-4300	312.00
10-14386	CPP, INC.	9291	Books	01-4300	389.66
10-14387	MILRIC INC. ATTN: JOE R. MORALES JR.	9375	Main Gym Remodel - Inspection	42-5110	9,200.00
10-14388	CDW-G	9170	Equipment	01-6400	239.32
10-14389	SNAP-ON INDUSTRIAL	9375	Voc Tech - Engine Shop	41-6400	39,001.48
10-14390	OWL CAFE	0309	Nursing Advisory Committee	01-4300	98.78
10-14391	UNIVERSITY OF LAVERNE	9660	ULV October Billing - HSI Title V Coop Grant	01-5800	10,523.39
10-14392	DICK'S SPORTING GOODS	0060	Track and field	01-4300	795.31
10-14393	TRI-BEST VISUAL DISPLAY	9375	Markerboards/tackboards for TE 102 - 105 & 153	41-4300	2,989.16
10-14394	G & R REFRIGERATION	9470	Repair of freezer	59-4300 59-5630	239.00 200.00
10-14395	SPARKLETTS	3370	Water service for TE Conference Room	01-4300	500.00
10-14396	OWL CAFE	9672	Refreshments-STEM Open House	01-4300	411.56
10-14397	OWL CAFE	9672	Lunch-STEM meeting	01-4300	197.55
10-14398	OWL CAFE	9672	Refreshments-STEM Speaker Series	01-4300	192.06
10-14399	OWL CAFE	9672	Flex day catering order	01-4300	4,494.54
10-14400	Visucate	3370	Software	01-4300	10,268.21
10-14401	EDUCATION TO GO	9330	Enrollment Fees	39-5800	495.00
10-14402	LONG BEACH DINING SERVICE CATERING PROVIDED BY ARAMARK	3371	Continental Breakfast (LOWDL)	01-5800	378.64
10-14403	Sheraton Cerritos Hotel	3371	Catering and Mtg room rental	01-5800	1,797.14
10-14404	CAROLINA BIOLOGICAL SUPPLY	0030	Supplies	01-4300	1,076.18
10-14405	VWR SCIENTIFIC	0030	supplies	01-4300	1,309.62
10-14406	FRASCA PLUMBING CO	9375	Voc Tech - Emergency Water Repair	41-4300 41-5800	233.86 622.02

Includes 12/01/2009 - 12/31/2009

PO#	Vendor Name	Site	Description	Fund/ Object	Amount
10-14407	FRASCA PLUMBING CO	9375	Security Bldg - Future Irrigation	42-4300	527.13
				42-5800	2,352.58
10-14408	FRASCA PLUMBING CO	9375	Voc Tech - Water Main Emergency	41-4300	3,049.85
				41-5800	5,199.97
10-14409	FISHER SCIENTIFIC	0030	Supplies	01-4300	699.56
10-14410	AD INSTRUMENTS, INC.	9672	Software	01-4300	1,122.01
10-14411	SCIENCELABS.COM	9672	Meiosis Models	01-4300	630.46
10-14412	AMERICAN EDUCATIONAL PRODUCTS	9672	Mitosis Model Activity Set	01-4300	335.65
10-14413	JAMEY AEBERSOLD	0282	Hoehne - Wind Symphony Books	01-4300	151.58
10-14414	GOVERNMENT C/O BIBBY SERVICES	9170	CurricUNET Reporting Module	01-6400	4,000.00
10-14415	RANGE AT CITRUS	0060	Women's golf	01-4300	783.59
10-14416	GLENDORA TROPHY	9020	Plaque	01-4300	55.31
10-14417	COMMUNITY COLLEGE FOUNDATION ATTENTION: TECHED - PASADENA	3160	Registration	01-4300	2,700.00
10-14418	HYBRID CASES	0010	Drawer Cases	01-4300	716.11
10-14419	ARROW WIRE AND CABLE	9100	Equipment Racks	41-6400	667.28
10-14420	HPC COMPUTERS, INC	9100	Supplies	01-4300	992.14
10-14421	Apple Inc	9100	Software	01-4300	63.66
10-14424	Dell Computer Corp	9100	Maintenance	01-5810	12,874.26
10-14425	REGISTRATIONS FOR YOU	3372	37 conference registrations for region partners	01-5220	590.00
				01-5800	10,325.00
10-14426	STARS CATERING	3371	Catering Lunch	01-5800	840.00
10-14427	OWL CAFE	3020	Refreshments for advisory council	01-4300	68.59
10-14428	ACCREDITING COMMISSION FOR COMMUNITY & JUNIOR COLLEGES	9210	Accreditation Visit	01-5800	1,259.15
10-14429	BURMAX CO INC	3040	Hydraulic Chairs	01-6400	3,516.35
10-14430	Champion Optical Network Engineering	9100	Equipment	41-6400	8,772.05
10-14431	WHALEN BINDERY & MAILING SVC	9110	Mailing - Foundation	01-5800	900.00
10-14432	NIKON INC.	9220	Camera and Lens Repairs	01-5800	749.21
10-14433	LAERDAL	3200	EGR Supplies	01-4300	100.97
10-14434	Pocket Nurse	3200	Supplies	01-4300	920.33
Total				103	488,539.63

Fund Summary

Fund	Description	PO Count	Amount
01	General Fund	80	140,727.76
33	Child Development Fund	2	1,400.00
39	Community Education	3	9,696.00
41	Capital Outlay Projects Fun	11	119,322.69
42	Revenue Bond Construction F	5	211,682.37
59	Golf Driving Range	2	739.00
71	Associated Student Trust Fu	1	4,971.81
Total		103	488,539.63

PO Changes

	New PO Amount	Fund/ Object	Description	Change Amount
10-13031	4,400.00	01-4300	General Fund/Materials and Supplies	4,400.00
10-13482	16,000.00	01-5890	General Fund/Other Services	16,000.00
10-13955	4,048.62	01-4300	General Fund/Materials and Supplies	356.87
10-13985	1,829.28	01-5220	General Fund/Travel and Conferences	472.77
10-14007	461.78	01-5220	General Fund/Travel and Conferences	62.97
10-14205	1,843.42	01-6400	General Fund/Equipment-Capitalized	1,843.42
10-14301	7,030.20	01-4300	General Fund/Materials and Supplies	950.05
			Total PO Changes	24,086.08

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	January 19, 2010	Resolution	_____
SUBJECT:	Approval of Change Order Two for Bid #10-0607, Student Services Building	Information	_____
		Enclosure(s)	X _____

BACKGROUND

At its meeting of May 6, 2008, the Board of Trustees awarded bid #10-0607, Student Services Building to P W Construction, Inc. of Glendora, California. During the course of construction the District has identified some additional requirements. They are enumerated in the enclosed Change Order Request that is part of Change Order Two. The decrease is \$5,109.00. The revised total of the contract after Change Order Number Two is \$19,919,390.00. The change will add zero (0) days to the construction time.

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

RECOMMENDATION

Authorization is requested to approve Change Order Two in the amount of a decrease of \$5,109.00 and add zero (0) days to the time for completion for bid #10-0607, Student Services Building.

Carol R. Horton
Recommended by

Moved / Seconded

Aye ___ Nay ___ Abstained ___

Approved for Submittal

Item No. _____ H.1.e. _____

CHANGE ORDER

tBP/Architecture
2300 Newport Boulevard
Newport Beach, CA 92663

PROJECT: Student Services CHANGE ORDER # 2
Citrus Community College District DATE: December 3, 2009
CONTRACTOR: PW Construction Inc. D.S.A. # A03-111059 F19-C9
1905 E Route 66, suite 200 tBP # 20307.10
Glendora, CA

ORIGINAL CONTRACT AMOUNT: \$ 19,868,000
Previous Change Order: \$ 56,499
This Change Order: \$ <5,109>
Total Change Order: \$ 51,390
REVISED CONTRACT AMOUNT: \$ 19,919,390

Notice To Proceed, June 16, 2008. 720 Calendar Day Contract
ORIGINAL CONTRACT COMPLETION DATE: June 6, 2010
Previous Change Order: 5 Calendar Days
This Change Order: 0 Calendar Days
Total Change Orders: 5 Calendar Days
REVISED CONTRACT COMPLETION DATE: June 11, 2010

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

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

APPROVALS:

_____	DATE _____
tBP/Architecture Inc.	
_____	DATE _____
PW Construction Inc.	
_____	DATE _____
Citrus Community College District	

- #1 DESCRIPTION: PMR 17005 (Bulletin 5)
Sheet E4.2 – Transformer Schedule: Under the “Name” column, revise Transformer “T1A” to “T1B” and revise “T1B” to “T1A”.
REASON: Transformers were mislabeled on schedule.
REQUESTED BY: Electrical Engineer
COST: \$ 0
TIME EXTENSION: 0 days
- #2 DESCRIPTION: PMR 17011 (Bulletin 6)
Provide higher ceiling heights around central clearstory area.
REASON: Provide additional light and sight lines at open area.
REQUESTED BY: Architect
COST: - <\$2,707>
TIME EXTENSION: 0 days
- #3 DESCRIPTION: PMR 17016R1 (Bulletin 10)
Refer to E4.7 – Inverter Schedule
a. Revise Inverter “EM” to be 12.5KW in lieu of 5KW.
REASON: KW was mislabeled on the schedule.
REQUESTED BY: Electrical Engineer
COST: \$24,555
TIME EXTENSION: 0 days
- #4 DESCRIPTION: PMR 17020R2 (Bulletin 21)
Change floor mounted toilets to wall mounted.
* Note: WC seat heights and dimensions from walls/partitions shall remain unchanged from DSA approved bid docs.
1. SHEET P1.1 – PLUMBING FIRST FLOOR PLAN
A. Provide an American Standard No. 2257.103 “Afwall” water closet in Toilet 157 and 158 in lieu of a floor mounted type. Provide a single vertical fixture carrier. Mounting heights and locations of water closets to remain unchanged from DSA approved documents.
2. SHEET P3.1 – PLUMBING ENLARGED TOILET PLANS
a. Provide American Standard No. 2257.103 “Afwall” water closets in Women’s Toilet 145/241 and Men’s Toilet 146/242 in lieu of floor mounted type. Provide a horizontal carrier system. Mounting heights and locations of water closets to remain unchanged from DSA approved documents.
REASON: Campus facilities preference to have wall hung toilets
REQUESTED BY: District
COST: \$25,547
TIME EXTENSION: 0 days

- #5 DESCRIPTION: PMR 17022 (Bulletin 22)
At exterior stairs 2 and 3 provide area drains at landings per attached sketches. Floor drains shall be FD-1 attached to 1 ½" galvanized drain pipe. Drain pipe shall terminate at underside of deck at landings and drain to planter below. Drain line at top landing of stair #2 shall run approximately 5' to north in order to be above planter.
Slope landings to drain. Slopes shall not exceed 2%.
Stair treads shall slope at 1% towards nosing.
Concrete at stairs and landings shall be sealed per specification section 03300, article 2.07A.
- REASON: Exterior stairs did not have drainage indicated on bid docs
REQUESTED BY: Architect
COST: \$3,846
TIME EXTENSION: 0 days
- #6 DESCRIPTION: PMR 17025
At interior concealed locations, omit priming of structural steel.
- REASON: Not required by code and District prefers credit.
REQUESTED BY: District / Architect / Structural Engineer
COST: - <\$27,055>
TIME EXTENSION: 0 days
- #7 DESCRIPTION: PMR 17032 (RFI 168)
Exterior window at elevation 10/A4.3 shall reference details 5/8.55, 7/8.55, and 20/8.55 to match adjacent similar windows.
Note to DSA: Window is indicated on DSA approved bid docs and on the DSA approved window wall deferred approval.
- REASON: Window inadvertently not indicated on window schedule and therefore lacked detail callouts
- REQUESTED BY: Architect
COST: \$4,127
TIME EXTENSION: 0 days
- #8 DESCRIPTION: PMR 17033 (Bulletin 25)
At 1st and 2nd floor beams at building perimeter, omit framing, drywall, and insulation that encapsulates beams that are in concealed ceiling space. See attached sketch for clouded revisions on detail 1/A6.1. This revision applies to wall sections 1, 2, 3, & 4/A6.1, 1/A6.2, and 1/A6.3. Also see details 12, 16, 17 and 18 on drawing 3.02
Note to DSA: For reference see attached Bulletin 25 with sketch B25.1.
- REASON: Exterior beam encapsulated by drywall not required by code. Cost savings to insulate between exterior wall and beam instead of framing around beam.
- REQUESTED BY: Architect / District
COST: - <\$33,422>
TIME EXTENSION: 0 days

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	January 19, 2010	Resolution	
SUBJECT:	Approval of Change Order One for Project 01-0607, Campus Security Building	Information	
		Enclosure(s)	X

BACKGROUND

At its meeting of August 18, 2009, the Board of Trustees awarded project number 01-0607, Campus Security Building to Inland Empire Builders of Rancho Cucamonga, California. During the course of construction the District has identified some additional requirements. They are enumerated in the enclosed Change Order Request that is part of Change Order One. The increase is \$64,477.07. The revised total of the contract after Change Order Number One is \$1,085,929.07. The change will add zero days to the construction time.

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

RECOMMENDATION

Authorization is requested to approve Change Order Number One in the amount of \$64,477.07 and add zero (0) days to the time for completion for project number 01-0607, Campus Security Building.

Carol R. Horton
Recommended by

Moved / Seconded

Aye ___ Nay ___ Abstained ___

Approved for Submittal

Item No. _____ H.1.f. _____

CHANGE ORDER

Distribution to:

- Owner: Bid File
- Owner: AP
- Project Manager
- Contractor
- Architect/Engineer

PROJECT: 01-0607, Campus Security Building

CHANGE ORDER NO: One (1)

DATE: January 19, 2010

TO: Inland Empire Builders
10271 Trademark Street
Rancho Cucamonga, CA 91730

CONTRACT FOR: 01-0607, Campus Security Building

Original Contract Construction Days: 300

CONTRACT DATE: August 19, 2009
NTP Date: October 12, 2009

You are directed to make the following changes in this Contract:

Change Order #1 Make Changes per attached change order request

Not valid until signed by both the Owner and Architect.

Signature of the Contractor indicates their agreement herewith, including any adjustment in the Contract Sum and/or Contract Time.

The original Contract Sum was.....	\$ 1,021,452.00
Net change by previously authorized Change Orders.....	\$ --0--
The Contract Sum prior to this Change Order was	\$ 1,021,452.00
The Contract Sum will be <u>increased</u> by this Change Order	\$ 64,477.07
The new Contract Sum including this Change Order will be.....	\$ 1,085,929.07

The Contract Time will be changed by (-0-) days.

The Date of Completion as of the date of this Change Order therefore is: August 8, 2010.

Authorized:

Architect/Engineer	Project Manager	Contractor	Owner
By _____	By _____	By _____	By _____
Name _____	Name <u>Bob Bradshaw</u>	Name _____	Name <u>Carol R. Horton</u>
Date _____	Date _____	Date _____	Date _____

CHANGE ORDER

tBP/Architecture
4611 Teller Ave
Newport Beach, CA 92660

PROJECT: Campus Security Building CHANGE ORDER # 1
Citrus Community College District DATE: January 8, 2010
CONTRACTOR: Inland Empire Builders. D.S.A. # A03-110402 F19-C9
10271 Trademark St. tBP # 20614.00
Rancho Cucamonga, CA 91730

ORIGINAL CONTRACT AMOUNT: \$ 1,021,452.00
Previous Change Order: \$ 0
This Change Order: \$ 64,477.07
Total Change Order: \$ 64,477.07
REVISED CONTRACT AMOUNT: \$ 1,085,929.07

Notice To Proceed, October 12, 2009. 300 Calendar Day Contract
ORIGINAL CONTRACT COMPLETION DATE: August 7, 2010
Previous Change Order: 0 Calendar Days
This Change Order: 0 Calendar Days
Total Change Orders: 0 Calendar Days
REVISED CONTRACT COMPLETION DATE: August 7, 2010

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

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

APPROVALS:

tBP/Architecture Inc. DATE _____

Inland Empire Builders Inc. DATE _____

Citrus Community College District DATE _____

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	January 19, 2010	Resolution	_____
SUBJECT:	Disposal of Surplus Property	Information	_____
		Enclosure(s)	X

BACKGROUND

Education Code Section 81450- 81455 authorizes the governing board of any community college district to exchange for value, sell or donate any personal property belonging to the district if the property is not required for college purposes. It further allows any district to contract with a private auction firm to dispose of these items.

The Citrus Community College District contracts with The Liquidation Company of Fontana for these services. From time to time the District sends items no longer needed for college use to this firm to be sold at auction to the highest bidder or donation to another public entity. A list of such items is submitted herewith for the Board of Trustees to approve for disposal.

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

RECOMMENDATION

Authorization is requested to dispose of the enclosed list of surplus items by exchange for value, private sale, sale at public auction by The Liquidation Company or donation to another public entity.

Carol R. Horton
Recommended by

/_____
Moved Seconded

Aye __ Nay __ Abstained __

Approved for Submittal

Item No. _____ H.1.g. _____

SURPLUS INVENTORY LIST

January 19, 2010

- 632 NEC DTerm telephone handset
- 2 NEC 2400 Telephone Central Processing Units
- 32 NEC Telephones System ELCH Digital Line Cards
- 1 NEC Telephone System Switchboard
- 2 Pallets Used Golf Balls
- 1 Television
- 1 Couches
- 38 Chairs, fabric
- 9 Chairs, plastic
- 4 File Cabinets
- 3, Desks
- 1 Screen
- 3 Speakers
- 2 Tables

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u>X</u>
DATE	January 19, 2010	Resolution	<u> </u>
SUBJECT:	Field Trip – Kennedy Center American College Theatre Festival, Saint George, Utah	Information	<u> </u>
		Enclosure(s)	<u>X</u>

BACKGROUND

Started in 1969, the Kennedy Center American College Theatre Festival (KCACTF) is a national theatre program involving 18,000 students from colleges and universities nationwide which has served as a catalyst in improving the quality of college theatre in the United States.

In January and February each year, regional festivals showcase the finest of each region’s entered productions, offer a variety of activities, workshops and regional-level award programs, and the Irene Ryan Acting Competition.

Since its inception, KCACTF has given more than 400,000 college theatre students the opportunity to have their work critiqued, improve their dramatic skills and receive national recognition for excellence. More than 16 million theatergoers have attended approximately 10,000 festival productions nationwide.

This year twelve (12) Citrus students will be selected to compete individually at KCACTF in the Irene Ryan Acting Competition on February 8 – February 14, 2010. A complete participant list is attached.

Cherie Brown, full time Citrus faculty member will be accompanying the students on their trip. Cherie will also act as a respondent to both the preliminary and semi-final rounds of the acting competition. Registration fees will be paid out of the Theatre ASO account. Transportation will be reserved through Craig Smith in Facilities. The district gas card will be used for gas expenses. All students attending this festival will be responsible for their hotel, and meal costs.

This item was prepared by Cherie Brown, Theatre Department faculty and Autumn Leal, Secretary for Fine and Performing Arts.

Estimated Budget

Kennedy Center American College Theatre Festival, Saint George, Utah
February 8, 2010 – February 14, 2010

<u>Description</u>	<u>Estimated Cost</u>
Participant registration \$75 x 12 participants (paid out of ASO account 48-352 – Theatre Arts)	\$900
Hotel for Cherie Brown (\$100 x 6 nights)	\$600
Per diem (1 faculty x \$40 a day x 7 days)	\$280
Miscellaneous expenditures (medical, supplies, emergency)	\$250
	<hr/>
Total Estimated Cost:	\$2,030

Roster

Kennedy Center American College Theatre Festival, Saint George, Utah
February 8, 2010 – February 14, 2010

Students participating:

1. Chris Aranda
2. Roy Barcelo
3. Valerie Bentson
4. Chelsea Brynd
5. Faith Carrion
6. Mignon Delarre
7. Kevin Figueroa
8. Jason Francescon
9. Jeremy Lewis
10. Arlene Marin
11. Ana Mateo
12. Summer Stratton

Faculty participating:

1. Cherie Brown

**ACADEMIC EMPLOYEES
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS
JANUARY 19, 2010**

NAME	CLASSIFICATION	STATUS	ASSIGNMENT	DEPARTMENT	BEGIN	END	RATE	
Anderson, Brian	Instructor		Hourly as needed	Mathematics	02/16/10	06/30/10	\$50.72	hr.
Boquiren, Conchita	Instructor	ADN Mentor	Hourly as needed	Health Sciences	02/17/10	06/30/10	\$50.72	hr.
Boquiren, Conchita	Instructor	ADN Mentor	Hourly as needed	Health Sciences	01/04/10	02/11/10	\$50.72	hr.
Brennan, Donna	Instructor		Hourly as needed	Nursing	02/17/10	06/30/10	\$44.90	hr.
Brennan, Donna	Instructor	ADN Mentor	Hourly as needed	Health Sciences	02/17/10	06/30/10	\$44.90	hr.
Brown, Cherie	Instructor	Acting Coach	Stipend	Theatre Arts	01/20/10	02/10/10	\$1,500.00	tl.
Casey, David	Instructor		Hourly as needed	Mathematics	02/16/10	06/30/10	\$50.72	hr.
Chun, Mina	Instructor		Hourly as needed	Mathematics	02/16/10	06/30/10	\$44.90	hr.
Dhillon, Dalvir	Instructor	RDA/EMT/CAN/ VN Instructional Category Support	Hourly as needed	Health Sciences	01/01/10	06/30/10	\$44.90	hr.
Dupee, Carrie	Instructor	ADN Mentor	Hourly as needed	Health Sciences	02/17/10	06/30/10	\$44.90	hr.
Everest, Robert	Instructor		Hourly as needed	Mathematics	02/16/10	06/30/10	\$50.72	hr.
Fischer, Maria	Instructor		Hourly as needed	Cosmetology	01/20/10	06/30/10	\$44.90	hr.
Gong, Catherine	Instructor		Hourly as needed	Mathematics	02/16/10	06/30/10	\$50.72	hr.
Gonzalez, Rudy	Instructor		Hourly as needed	Mathematics	02/16/10	06/30/10	\$50.72	hr.
Grauso, Lynda	Instructor	ADN Mentor	Hourly as needed	Health Sciences	02/17/10	06/30/10	\$50.72	hr.

**ACADEMIC EMPLOYEES
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS
JANUARY 19, 2010**

NAME	CLASSIFICATION	STATUS	ASSIGNMENT	DEPARTMENT	BEGIN	END	RATE	
Grauso, Lynda	Instructor	ADN Mentor	Hourly as needed	Health Sciences	01/04/10	02/11/10	\$50.72	hr.
Greene, David	Instructor	VTEA Green Project	Hourly as needed	Workforce Development	01/20/10	06/15/10	\$50.00	hr.
Gutierrez, Jesus	Instructor		Hourly as needed	Mathematics	02/16/10	06/30/10	\$50.72	hr.
Harris, Natasha	Volunteer		Intern	Counseling	01/20/10	06/30/10		
Hawkins, Karen	Instructor	RDA/EMT/CAN/ VN Instructional Category Support	Hourly as needed	Health Sciences	01/01/10	06/30/10	\$44.90	hr.
Hong, Andrew	Instructor	ESL Clinics	Hourly as needed	Basic Skills	11/30/09	12/31/09	\$40.00	hr.
Hong, Andrew	Instructor	ESL Clinics	Hourly as needed	Basic Skills	01/01/10	06/30/10	\$40.00	hr.
Kary, David	Instructor	VTEA Green Project	Hourly as needed	Workforce Development	01/20/10	06/15/10	\$50.00	hr.
Kim, Edward	Instructor		Hourly as needed	Mathematics	02/16/10	06/30/10	\$44.90	hr.
Kolb, Erik	Instructor		Hourly as needed	Biology	02/17/10	06/30/10	\$44.90	hr.
Kondo, Arnold	Instructor	VTEA Green Project	Hourly as needed	Workforce Development	01/20/10	06/15/10	\$50.00	hr.
Le, Tieng	Instructor		Hourly as needed	Mathematics	02/16/10	06/30/10	\$44.90	hr.
Lei, Li	Instructor		Hourly as needed	Mathematics	02/16/10	06/30/10	\$44.90	hr.
Leung, Sing	Instructor		Hourly as needed	Mathematics	02/16/10	06/30/10	\$44.90	hr.
Lopez, Emma	Instructor		Hourly as needed	Mathematics	02/16/10	06/30/10	\$44.90	hr.

**ACADEMIC EMPLOYEES
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS
JANUARY 19, 2010**

NAME	CLASSIFICATION	STATUS	ASSIGNMENT	DEPARTMENT	BEGIN	END	RATE	
Low, Joyce	Instructor		Hourly as needed	Mathematics	02/16/10	06/30/10	\$50.72	hr.
Lucido, Grace	Instructor	VTEA Green Project	Hourly as needed	Workforce Development	01/20/10	06/15/10	\$50.00	hr.
Medrano, Esmeralda	Instructor		Hourly as needed	Mathematics	02/16/10	06/30/10	\$50.72	hr.
Morrison, Joanne	Instructor		Hourly as needed	Mathematics	02/16/10	06/30/10	\$50.72	hr.
Nalbandyan, Zorayr	Instructor		Hourly as needed	Mathematics	02/16/10	06/30/10	\$44.90	hr.
Ng, Sun	Instructor		Hourly as needed	Mathematics	02/16/10	06/30/10	\$44.90	hr.
Nguyen, Tracy	Instructor		Hourly as needed	Mathematics	02/16/10	06/30/10	\$44.90	hr.
Nguyenhuu, Rick	Instructor		Hourly as needed	Mathematics	02/16/10	06/30/10	\$50.72	hr.
Nikodym, Holly	Instructor		Hourly as needed	LVN	02/17/10	06/30/10	\$44.90	hr.
Odrich, Steve	Instructor		Hourly as needed	Mathematics	02/16/10	06/30/10	\$50.72	hr.
Parsons, Karen	Instructor	ADN Mentor	Hourly as needed	Health Sciences	02/17/10	06/30/10	\$44.90	hr.
Peak, Hyeyi	Instructor		Hourly as needed	Mathematics	02/16/10	06/30/10	\$50.72	hr.
Reagan, Di	Instructor		Hourly as needed	Mathematics	02/16/10	06/30/10	\$44.90	hr.
Riderer, Lucia	Instructor		Hourly as needed	Mathematics	02/16/10	06/30/10	\$50.72	hr.
Rudd, Rebecca	Instructor	Faculty Lead College Success Center	Stipend	Title V HSI Bridges to Success Grant	01/20/10	03/01/10	\$4,000.00	tl.

**ACADEMIC EMPLOYEES
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS
JANUARY 19, 2010**

NAME	CLASSIFICATION	STATUS	ASSIGNMENT	DEPARTMENT	BEGIN	END	RATE	
Scott, Chris	Instructor		Hourly as needed	Mathematics	02/16/10	06/30/10	\$50.72	hr.
Solheim, Bruce	Instructor	Coordinator, Veteran's Center	Stipend	Student Services	02/17/10	06/11/10	\$1,500.00	tl.
Solheim, Bruce	Instructor	Coordinator, Veteran's Center	Stipend	Student Services	08/30/10	12/17/10	\$1,500.00	tl.
Swan, Alfie	Instructor		Hourly as needed	Mathematics	02/16/10	06/30/10	\$50.72	hr.
Swatzel, James	Instructor		Hourly as needed	Mathematics	02/16/10	06/30/10	\$50.72	hr.
Tippins, Ralph	Instructor		Hourly as needed	Mathematics	02/16/10	06/30/10	\$50.72	hr.
Trad, Mohamad	Instructor		Hourly as needed	Mathematics	02/16/10	06/30/10	\$50.72	hr.
Tseng, Kelly	Instructor		Hourly as needed	Mathematics	02/16/10	06/30/10	\$44.90	hr.
Tussy, Alan	Instructor		Hourly as needed	Mathematics	02/16/10	06/30/10	\$50.72	hr.
White, Sheila	Instructor		Hourly as needed	Mathematics	02/16/10	06/30/10	\$50.72	hr.
Woolum, James	Instructor	Program Review Coordinator	Stipend	Instruction	10/18/09	12/19/09	\$1,861.50	tl.
Zhuang, Ying	Instructor		Hourly as needed	Mathematics	02/16/10	06/30/10	\$50.72	hr.

**ACADEMIC EMPLOYEES
2009-2010 LAB SUPERVISORS
JANUARY 19, 2010**

Name	Adjunct or Full Time	Department	Begin	End	Placement	Hourly Rate
Anderson, Brian	F	Math	02/16/10	06/30/10	2-13	\$33.10
Brennan, Donna	A	Nursing	02/17/10	06/30/10	1-1	\$27.68
Casey, David	F	Math	02/16/10	06/30/10	4-13	\$36.67
Chun, Mina	A	Math	02/16/10	06/30/10	2-3	\$32.19
Everest, Robert	F	Math	02/16/10	06/30/10	4-13	\$36.67
Gong, Catherine	F	Math	02/16/10	06/30/10	4-13	\$36.67
Gonzalez, Rudy	F	Math	02/16/10	06/30/10	2-13	\$33.10
Gutierrez, Jesus	F	Math	02/16/10	06/30/10	2-13	\$33.10
Kim, Edward	A	Math	02/16/10	06/30/10	2-3	\$32.69
Le, Tieng	A	Math	02/16/10	06/30/10	4-3	\$36.23
Lei, Li	A	Math	02/16/10	06/30/10	2-3	\$32.69
Leung, Sing	A	Math	02/16/10	06/30/10	4-3	\$36.23
Lopez, Emma	A	Math	02/16/10	06/30/10	1-3	\$30.90
Low, Joyce	F	Math	02/16/10	06/30/10	3-13	\$34.87
Medrano, Esmeralda	F	Math	02/16/10	06/30/10	2-13	\$33.10
Morrison, Joanne	F	Math	02/16/10	06/30/10	4-13	\$36.67
Nalbandyan, Zorayr	A	Math	02/16/10	06/30/10	1-3	\$30.90
Ng, Sun	A	Math	02/16/10	06/30/10	2-3	\$32.69
Nguyen, Cynthia	A	Math	02/16/10	06/30/10	2-3	\$32.69
Nguyen, Tracy	A	Math	02/16/10	06/30/10	2-3	\$32.69
Nguyenhuu, Rick	F	Math	02/16/10	06/30/10	4-13	\$36.67
Nikodym, Holly	A	LVN	02/17/10	06/30/10	1-1	\$27.68
Odrich, Steve	F	Math	02/16/10	06/30/10	4-13	\$36.67
Paek, Hyeyi	F	Math	02/16/10	06/30/10	3-13	\$34.87
Reagan, Di	A	Math	02/16/10	06/30/10	1-2	\$29.29
Riderer, Lucia	F	Math	02/16/10	06/30/10	4-13	\$36.67
Scott, Chris	F	Math	02/16/10	06/30/10	3-13	\$34.87
Swan, Alfie	F	Math	02/16/10	06/30/10	4-13	\$36.67
Swatzel, James	F	Math	02/16/10	06/30/10	2-13	\$33.10
Tippins, Ralph	F	Math	02/16/10	06/30/10	4-13	\$36.67
Trad, Mohamad	F	Math	02/16/10	06/30/10	3-13	\$34.87
Tseng, Kelly	A	Math	02/16/10	06/30/10	2-3	\$32.69
Tussy, Alan	F	Math	02/16/10	06/30/10	4-13	\$36.67

ACADEMIC EMPLOYEES
2009-2010 LAB SUPERVISORS
JANUARY 19, 2010

White, Sheila	F	Math	02/16/10	06/30/10	3-13	\$34.87
Zhuang, Ying	F	Math	02/16/10	06/30/10	4-13	\$36.67

**ACADEMIC EMPLOYEES
 SPRING 2010 ADJUNCT
 JANUARY 19, 2010**

NAME	Department/Discipline	Lecture	Placement	Unit Rate	Hourly Rate
Adawiya, Issa	Public Works	Lec	1-6	\$1,119	\$63.93
Allgaier, Jennifer	Dance	Lec	4-6	\$1,281	\$73.17
Au, Susanna	Drafting Technology	Lec	2-6	\$1,174	\$67.06
Baldrige, Robert	Health Sciences	Lec	1-4	\$1,025	\$58.54
Barrera, Joe	Recording Technology	Lec	1-6	\$1,119	\$63.93
Battle, Anne	Photography	Lec	4-6	\$1,281	\$73.17
Baxter, Susan	Child Development	Lec	1-4	\$1,025	\$58.54
Beatty, David	Music	Lec	1-6	\$1,119	\$63.93
Bellini, Kelly	Speech	Lec	1-5	\$1,072	\$61.30
Bender, Thomas	Automotive	Lec	1-6	\$1,119	\$63.93
Birmingham, Thomas	English	Lec	3-6	\$1,230	\$70.28
Bowen, Keshia	Cosmetology	Lec	1-4	\$1,025	\$58.54
Boyden, Pixie	Engineering	Lec	1-1	\$1,025	\$58.54
Boylan, John	Music	Lec	1-2	\$1,025	\$58.54
Brennan, Donna	Nursing	Lec	1-1	\$1,025	\$58.54
Burkemper, Bruce	Biology	Lec	4-4	\$1,183	\$67.59
Burns,Linda	Reading & College Preparation	Lec	4-6	\$1,281	\$73.17
Cao, Alvin	Vocational Nursing	Lec	1-1	\$1,025	\$58.54
Carter, Brian	Physics	Lec	4-1	\$1,183	\$67.59
Castro, Juan	Medium & Heavy Diesel Truck Tech	Lec	1-6	\$1,119	\$63.93
Chapman,Fulmer	Public Works	Lec	1-6	\$1,119	\$63.93
Chavez-Appel, Mercedes	Speech	Lec	1-5	\$1,072	\$61.30
Chong, Charles	Engineering	Lec	1-1	\$1,025	\$58.54
Chun, Mina	Mathematics	Lec	2-6	\$1,174	\$67.06
Clark,Angela	Registered Nursing	Lec	1-5	\$1,072	\$61.30
Cloughly, Cecilia	German	Lec	4-6	\$1,281	\$73.17
Coleman, Claire	Child Development	Lec	3-6	\$1,230	\$70.28
Cotter, Steven	Music	Lec	1-6	\$1,119	\$63.93
Curran, Keith	English	Lec	1-6	\$1,119	\$63.93
Cusick, Tanya	Dental	Lec	1-3	\$1,025	\$58.54
Deatrick, Steven	Recording Technology	Lec	1-6	\$1,119	\$63.93
Demita, John	Theatre Arts	Lec	4-6	\$1,281	\$73.17
Desmond, Yae	Japanese	Lec	2-6	\$1,174	\$67.06
Dingwall, Stephanie	Biology	Lec	1-2	\$1,025	\$58.54

**ACADEMIC EMPLOYEES
 SPRING 2010 ADJUNCT
 JANUARY 19, 2010**

NAME	Department/Discipline	Lecture	Placement	Unit Rate	Hourly Rate
Doolittle, Jan	Child Development	Lec	1-6	\$1,119	\$63.93
Dougall, Natalie	English	Lec	2-6	\$1,174	\$67.06
Dunaj, Joshua	Physical Educaiton	Lec	1-6	\$1,119	\$63.93
Entus, Robert	Chemistry	Lec	4-4	\$1,183	\$67.59
Ezaki, Karen	Child Development	Lec	1-6	\$1,119	\$63.93
Fallat, Paul	Heating & Air Conditioning	Lec	1-6	\$1,119	\$63.93
Farnum, Martin	Chemistry	Lec	4-4	\$1,183	\$67.59
Fernandez, Genevieve	Nursing	Lec	1-6	\$1,119	\$63.93
Figuroa, Irma	Cosmetology	Lec	1-5	\$1,072	\$61.30
Garner, Jennifer	Biology	Lec	2-1	\$1,077	\$61.56
Glancy, James	Water Technology	Lec	1-6	\$1,119	\$63.93
Golden, Kristin	English	Lec	2-3	\$1,077	\$61.56
Gonzales, Rina	Dental	Lec	1-2	\$1,025	\$58.54
Gonzalez, Juan	Automotive	Lec	1-4	\$1,025	\$58.54
Grannis, Gabriela	English	Lec	2-3	\$1,077	\$61.56
Hall, James	English	Lec	1-6	\$1,119	\$63.93
Hasegawa, Richard	Photography	Lec	1-6	\$1,119	\$63.93
Havens, Craig	Photography	Lec	1-3	\$1,025	\$58.54
Hodge, Raymond	Sociology	Lec	4-5	\$1,234	\$70.48
Hollenshead, Marcia	Biology	Lec	4-3	\$1,183	\$67.59
Holm, Daniel	Cosmetology	Lec	1-5	\$1,072	\$61.30
Holmes, Alison	Art	Lec	1-5	\$1,072	\$61.30
Hong, Andrew	ESL	Lec	1-3	\$1,025	\$58.54
Horton, Julian	Physical Educaiton	Lec	1-4	\$1,025	\$58.54
Jonas, Vida	English	Lec	3-6	\$1,230	\$70.28
Kang, Eun	English	Lec	4-6	\$1,281	\$73.17
Kim, Edward	Mathematics	Lec	2-4	\$1,077	\$61.56
Kolb, Erik	Biology	Lec	1-1	\$1,025	\$58.54
Kyle, Timothy	Physical Educaiton	Lec	1-6	\$1,119	\$63.93
Larsen, Robin	Theatre Arts	Lec	4-4	\$1,183	\$67.59
Leach, Larry	Speech	Lec	2-5	\$1,120	\$63.99
Lee, Monica	Biology	Lec	2-6	\$1,174	\$67.06
Leung, Sing	Mathematics	Lec	4-6	\$1,281	\$73.17
Liskey, Renee	Dance	Lec	1-5	\$1,072	\$61.30

**ACADEMIC EMPLOYEES
 SPRING 2010 ADJUNCT
 JANUARY 19, 2010**

NAME	Department/Discipline	Lecture	Placement	Unit Rate	Hourly Rate
Livio, Paul	Astronomy	Lec	1-6	\$1,119	\$63.93
Lombardo, Thomas	English	Lec	1-6	\$1,119	\$63.93
Long, Stacy	Communications	Lec	1-6	\$1,119	\$63.93
Lopez, Emma	Mathematics	Lec	1-3	\$1,025	\$58.54
Luke, Thomas	Medium & Heavy Diesel Truck Tech	Lec	1-3	\$1,025	\$58.54
Mallory, Roy	Automotive	Lec	1-6	\$1,119	\$63.93
Martinez, Manuel	Counseling	Lec	1-3	\$1,025	\$58.54
Martinez, Suzanne	English	Lec	1-5	\$1,072	\$61.30
McCabe, Dale	Biology	Lec	3-6	\$1,230	\$70.28
Miller, Kent	Physics	Lec	4-6	\$1,281	\$73.17
Milliken, Keely	Music	Lec	1-6	\$1,119	\$63.93
Montgomery, Robert	Chemistry	Lec	4-6	\$1,281	\$73.17
Myers, Kimberly	English	Lec	2-6	\$1,174	\$67.06
Naiyer, Zakaria	English	Lec	2-6	\$1,174	\$67.06
Nalbandyan, Zorayr	Mathematics	Lec	1-3	\$1,025	\$58.54
Nelson, Lori	English	Lec	1-3	\$1,025	\$58.54
Nelson, Lori	Reading & College Preparation	Lec	1-3	\$1,025	\$58.54
Ng, Sun	Mathematics	Lec	2-6	\$1,174	\$67.06
Nguyen, Cynthia	Mathematics	Lec	2-4	\$1,077	\$61.56
Nguyen, The	Art	Lec	4-6	\$1,281	\$73.17
Nguyen, Tracy	Mathematics	Lec	2-6	\$1,174	\$67.06
Nikodym, Holly	LVN	Lec	1-1	\$1,025	\$58.54
Nuttall, Adora	Child Development	Lec	1-5	\$1,072	\$61.30
Odegaard, Eric	English	Lec	3-6	\$1,230	\$70.28
Oropeza, Raymond	Biology	Lec	1-5	\$1,072	\$61.30
Ozminkowski, Mariusz	Speech	Lec	4-6	\$1,281	\$73.17
Perez, Roberto	Sociology	Lec	2-6	\$1,174	\$67.06
Pham, Tien	Administration of Justice	Lec	4-1	\$1,183	\$67.59
Pires, Marcelo	Biology	Lec	4-4	\$1,183	\$67.59
Provencher, Henry	Administration of Justice	Lec	1-6	\$1,119	\$63.93
Purves, Dianne	Biology	Lec	4-4	\$1,183	\$67.59
Ramos, Christopher	English	Lec	4-6	\$1,281	\$73.17
Randolph, Stephanie	Health Sciences	Lec	1-6	\$1,119	\$63.93
Rashidi, Waleed	Speech	Lec	1-5	\$1,072	\$61.30

**ACADEMIC EMPLOYEES
 SPRING 2010 ADJUNCT
 JANUARY 19, 2010**

NAME	Department/Discipline	Lecture	Placement	Unit Rate	Hourly Rate
Reagan, Di	Mathematics	Lec	1-2	\$1,025	\$58.54
Resto-Ometeotl,Luivette	English	Lec	3-6	\$1,230	\$70.28
Rickman, Tracy	Health Sciences	Lec	1-6	\$1,119	\$63.93
Romero, Alicia	English	Lec	1-3	\$1,025	\$58.54
Rose, James	Counseling	Lec	1-3	\$1,025	\$58.54
Rowley, Dianne	Reading & College Preparation	Lec	1-2	\$1,025	\$58.54
Ruiz, Priscilla	Automotive	Lec	1-1	\$1,025	\$58.54
Seccombe, June	English	Lec	4-6	\$1,281	\$73.17
Serrao, Elizabeth	Reading & College Preparation	Lec	3-6	\$1,230	\$70.28
Shear, Michelle	Dance	Lec	1-6	\$1,119	\$63.93
Sherman, Stephen	Water Technology	Lec	1-6	\$1,119	\$63.93
Shimano, Brooke	Biology	Lec	1-5	\$1,072	\$61.30
Simpson, Lakisha	Child Development	Lec	1-5	\$1,072	\$61.30
Smith, Stephen	Physical Educaiton	Lec	1-6	\$1,119	\$63.93
Smyth, Nathaniel	Chemistry	Lec	2-3	\$1,077	\$61.56
Sun, Sam	Music	Lec	1-5	\$1,072	\$61.30
Swartz, Theodore	Public Works	Lec	1-6	\$1,119	\$63.93
Tabata, Flint	Drafting Technology	Lec	1-6	\$1,119	\$63.93
Tabata, Flint	Engineering	Lec	1-6	\$1,119	\$63.93
Toda, Jim	Heating & Air Conditioning	Lec	1-6	\$1,119	\$63.93
Tyck, Robert	Recording Technology	Lec	1-6	\$1,119	\$63.93
Valverde, Yesenia	Dance	Lec	1-6	\$1,119	\$63.93
Vinci, Dominic	Automotive	Lec	1-6	\$1,119	\$63.93
Waddington, Alan	Music	Lec	1-6	\$1,119	\$63.93
Wagner, Alexander	Earth Science	Lec	1-2	\$1,025	\$58.54
Weiss, Neil	Theatre Arts	Lec	4-6	\$1,281	\$73.17
Wessel, Mark	Art	Lec	2-6	\$1,174	\$67.06
Williams, Monique	Nursing	Lec	4-3	\$1,183	\$67.59
Wong, Kerwin	Administration of Justice	Lec	1-6	\$1,119	\$63.93
Woolery, Laurie	Theatre Arts	Lec	1-6	\$1,119	\$63.93
Ysais, Melissa	Child Development	Lec	1-6	\$1,119	\$63.93
Yu, Jane	Drafting Technology	Lec	1-3	\$1,025	\$58.54
Yu, Jane	Engineering	Lec	1-3	\$1,025	\$58.54
Zweig, Malaika	Art	Lec	3-5	\$1,178	\$67.33

**ACADEMIC EMPLOYEES
 SPRING 2010 OVERLOAD
 JANUARY 19, 2010**

NAME	Department/Discipline	Lecture	Placement	Unit Rate	Hourly Rate
Afzali, Ana	History	Lec	4-7	\$1,295	\$74.00
Afzali, Ana	Spanish	Lec	4-7	\$1,295	\$74.00
Allahbachayo, Salima	Registered Nursing	Lec	2-3	\$992	\$56.69
Anderson, Brian	Mathematics	Lec	2-7	\$1,197	\$67.83
Anson, Melanie	Speech	Lec	4-7	\$1,295	\$74.00
Arredondo, Dora	Dental	Lec	1-7	\$1,133	\$64.74
Bakhit, Khetam	Economics	Lec	3-7	\$1,241	\$70.91
Bautista, Susan	Cosmetology	Lec	1-7	\$1,133	\$64.74
Boquiren, Conchita	Vocational Nursing	Lec	3-7	\$1,241	\$70.91
Borja, Patrick	Accounting	Lec	4-7	\$1,295	\$74.00
Bowman, Deborah	Nursing	Lec	1-7	\$1,133	\$64.74
Boxley, Jackie	Physical Educaiton	Lec	1-6	\$1,085	\$62.00
Brown, Cherie	Theatre Arts	Lec	3-7	\$1,241	\$70.91
Brown, David	Automotive	Lec	1-7	\$1,133	\$64.74
Brown, David	Motorcycle & Watercraft Tech	Lec	1-7	\$1,133	\$64.74
Brown, Ricky	Psychology	Lec	4-5	\$1,197	\$68.40
Buchwald, Leigh	Information Technology	Lec	2-7	\$1,197	\$67.83
Call, Jack	Philosophy	Lec	4-7	\$1,295	\$74.00
Carr, Darrell	Photography	Lec	1-7	\$1,133	\$64.74
Carver, Sally	Cosmetology	Lec	1-7	\$1,133	\$64.74
Casey, David	Mathematics	Lec	4-7	\$1,295	\$74.00
Castillo, Claudia	Counseling	Lec	2-5	\$1,090	\$62.29
Clark, Jeremy	Automotive	Lec	1-7	\$1,133	\$64.74
Colville, Linda	Spanish	Lec	2-7	\$1,197	\$67.83
Cross, Cynthia	English	Lec	2-7	\$1,197	\$67.83
Cross, Cynthia	ESL	Lec	2-7	\$1,197	\$67.83
Cummins, Shuling	Mathematics	Lec	4-7	\$1,295	\$74.00
Dau, Carsten	English	Lec	3-7	\$1,241	\$70.91
Duffy, Dyane	Art	Lec	4-7	\$1,295	\$74.00
Dunkerley, Marion	Registered Nursing	Lec	4-4	\$1,148	\$65.60
Durfield, Timothy	Business	Lec	4-6	\$1,246	\$71.20
Eckear, Christopher	Automotive	Lec	1-3	\$938	\$53.60
Eiland, Thomas	English	Lec	3-7	\$1,241	\$70.91
Eisel, Gunnar	Music	Lec	2-7	\$1,197	\$67.83

**ACADEMIC EMPLOYEES
 SPRING 2010 OVERLOAD
 JANUARY 19, 2010**

NAME	Department/Discipline	Lecture	Placement	Unit Rate	Hourly Rate
Eisel, Roberta	English	Lec	3-7	\$1,241	\$70.91
Ellis, Jeannette	Vocational Nursing	Lec	1-7	\$1,133	\$64.74
Everest, Robert	Mathematics	Lec	4-7	\$1,295	\$74.00
Farahani, Badieh	Chemistry	Lec	2-7	\$1,197	\$67.83
Fincher, John	Speech	Lec	3-7	\$1,241	\$70.91
Flores, Richard	Computer Science/Info System	Lec	4-7	\$1,295	\$74.00
Galvan, Alexander	Music	Lec	2-7	\$1,197	\$67.83
Garate, Elisabeth	Spanish	Lec	4-5	\$1,197	\$68.40
Ghidella, Richard	Business	Lec	4-7	\$1,295	\$74.00
Ghidella, Richard	Real Estate	Lec	4-7	\$1,295	\$74.00
Glover, Patty	Cosmetology	Lec	1-7	\$1,133	\$64.74
Gomez, Steve	Physical Educaiton	Lec	3-7	\$1,241	\$70.91
Gong, Catherine	Mathematics	Lec	4-7	\$1,295	\$74.00
Gonzalez, Rudy	Mathematics	Lec	2-5	\$1,090	\$62.29
Goodman, Robert	Biology	Lec	3-7	\$1,241	\$70.91
Goodman, Robert	Forestry	Lec	3-7	\$1,241	\$70.91
Graciano, Albert	Cosmetology	Lec	1-7	\$1,133	\$64.74
Grauso, Lynda	Vocational Nursing	Lec	2-7	\$1,197	\$67.83
Green, Martin	Music	Lec	1-7	\$1,133	\$64.74
Greene, David	Nursing	Lec	2-7	\$1,197	\$67.83
Greene, David	Vocational Nursing	Lec	2-7	\$1,197	\$67.83
Greenwell, Maia	Anthropology	Lec	4-7	\$1,295	\$74.00
Greenwell, Maia	Sociology	Lec	4-7	\$1,295	\$74.00
Greer, Maurice	Physical Educaiton	Lec	4-7	\$1,295	\$74.00
Gregg, Judy	Child Development	Lec	4-7	\$1,295	\$74.00
Gregg, Judy	Psychology	Lec	4-7	\$1,295	\$74.00
Grossman, Bruce	Business	Lec	4-4	\$1,148	\$65.60
Guebert, Toby	ESL	Lec	4-7	\$1,295	\$74.00
Gunderson, Mark	Reading & College Preparation	Lec	2-7	\$1,197	\$67.83
Gunstream, Marilyn	Physical Educaiton	Lec	4-7	\$1,295	\$74.00
Gutierrez, Jesus	Mathematics	Lec	2-6	\$1,138	\$65.03
Guttman, Kenneth	Psychology	Lec	4-7	\$1,295	\$74.00
Guttman, Kenneth	Sociology	Lec	4-7	\$1,295	\$74.00
Hadsell, Clifford	Health Sciences	Lec	4-7	\$1,295	\$74.00

**ACADEMIC EMPLOYEES
 SPRING 2010 OVERLOAD
 JANUARY 19, 2010**

NAME	Department/Discipline	Lecture	Placement	Unit Rate	Hourly Rate
Hahn, Shelley	Child Development	Lec	2-4	\$1,041	\$59.49
Hartman, Steve	Physical Educaiton	Lec	4-7	\$1,295	\$74.00
Harvey, Joseph	English	Lec	4-7	\$1,295	\$74.00
Harvey, Joseph	Reading & College Preparation	Lec	4-7	\$1,295	\$74.00
Hathaway, George	Earth Science	Lec	4-7	\$1,295	\$74.00
Hernandez, Salvador	Cosmetology	Lec	1-7	\$1,133	\$64.74
Hester, Dana	Biology	Lec	4-7	\$1,295	\$74.00
Hillman, Michael	Art	Lec	4-7	\$1,295	\$74.00
Hoehne, William	Music	Lec	4-7	\$1,295	\$74.00
Hogan, Ghada	English	Lec	4-3	\$1,100	\$62.86
Jackson, Matt	Art	Lec	3-7	\$1,241	\$70.91
James, Rhoda	Office Technology	Lec	4-7	\$1,295	\$74.00
Jaquette, Timothy	Recording Technology	Lec	1-7	\$1,133	\$64.74
Johansen, Greg	Biology	Lec	4-7	\$1,295	\$74.00
Johnson, Sandra	Art	Lec	3-7	\$1,241	\$70.91
Kaisler, Denise	Astronomy	Lec	4-3	\$1,100	\$62.86
Kary, David	Astronomy	Lec	4-7	\$1,295	\$74.00
Kim, Andrew	Psychology	Lec	4-7	\$1,295	\$74.00
Kondo, Arnold	Biology	Lec	4-7	\$1,295	\$74.00
Korn, Dennis	Automotive	Lec	4-7	\$1,295	\$74.00
Korn, Dennis	History	Lec	4-7	\$1,295	\$74.00
Langford, W.	Music	Lec	3-7	\$1,241	\$70.91
Lawrence, Patricia	Reading & College Preparation	Lec	4-7	\$1,295	\$74.00
Longyear, Alicia	Counseling	Lec	2-5	\$1,090	\$62.29
Low, Joyce	Mathematics	Lec	3-7	\$1,241	\$70.91
Lubisich, Senya	History	Lec	4-7	\$1,295	\$74.00
Lucido, Grace	Cosmetology	Lec	2-7	\$1,197	\$67.83
McBurney, Robin	Counseling	Lec	4-7	\$1,295	\$74.00
McGarry, Anna	Spanish	Lec	4-6	\$1,246	\$71.20
McLeod, Jennifer	Counseling	Lec	4-7	\$1,295	\$74.00
McLeod, Jennifer	DSP&S	Lec	4-7	\$1,295	\$74.00
Mead, Rachel	Cosmetology	Lec	1-7	\$1,133	\$64.74
Medrano, Esmeralda	Mathematics	Lec	2-5	\$1,090	\$62.29
Merandi, Michael	Physical Educaiton	Lec	3-7	\$1,241	\$70.91

**ACADEMIC EMPLOYEES
 SPRING 2010 OVERLOAD
 JANUARY 19, 2010**

NAME	Department/Discipline	Lecture	Placement	Unit Rate	Hourly Rate
Miles, Terrence	Chemistry	Lec	4-7	\$1,295	\$74.00
Mondrala, Scott	Biology	Lec	4-7	\$1,295	\$74.00
Moore, Elanie	Art	Lec	2-7	\$1,197	\$67.83
Morrison, Joanne	Mathematics	Lec	4-7	\$1,295	\$74.00
Munoz, Gino	Music	Lec	1-7	\$1,133	\$64.74
Mustain, James	Computer Science/Info System	Lec	4-7	\$1,295	\$74.00
Nguyenhuu, Rick	Mathematics	Lec	4-7	\$1,295	\$74.00
Odrich, Steve	Mathematics	Lec	4-7	\$1,295	\$74.00
O'Hara, Stephen	Recording Technology	Lec	1-7	\$1,133	\$64.74
O'Neil, Margaret	Communications	Lec	3-7	\$1,241	\$70.91
Overly, David	English	Lec	4-7	\$1,295	\$74.00
Paek,Heddy	Mathematics	Lec	3-7	\$1,241	\$70.91
Perry, Carolyn	Child Development	Lec	3-7	\$1,241	\$70.91
Perry, Carolyn	Psychology	Lec	3-7	\$1,241	\$70.91
Peters, Gerhard	Political Science	Lec	4-6	\$1,246	\$71.20
Pohl, Claudia	Dental	Lec	1-6	\$1,085	\$62.00
Rachford,Maryann	Art	Lec	4-7	\$1,295	\$74.00
Ramos, Gloria	Physics	Lec	4-6	\$1,246	\$71.20
Richard, Levi	Business	Lec	4-7	\$1,295	\$74.00
Riderer,Lucia	Mathematics	Lec	4-7	\$1,295	\$74.00
Ross, Glen	Political Science	Lec	4-7	\$1,295	\$74.00
Rudd, Rebecca	English	Lec	3-4	\$1,095	\$62.57
Ryba, David	Chemistry	Lec	4-7	\$1,295	\$74.00
Saldana, Rudy	Philosophy	Lec	1-7	\$1,133	\$64.74
Salwak, Dale	English	Lec	4-7	\$1,295	\$74.00
Santiago, Lawrence	Registered Nursing	Lec	3-4	\$1,095	\$62.57
Scott, Chris	Mathematics	Lec	3-7	\$1,241	\$70.91
Scott, Chris	Physics	Lec	3-7	\$1,241	\$70.91
Shannon, James	Psychology	Lec	4-7	\$1,295	\$74.00
Shannon, James	Sociology	Lec	4-7	\$1,295	\$74.00
Shaw,Nickawanna	Physical Educaiton	Lec	4-6	\$1,246	\$71.20
Shrope, Douglas	Music	Lec	1-7	\$1,133	\$64.74
Skalicky, James	Psychology	Lec	4-7	\$1,295	\$74.00
Slack, Robert	Music	Lec	4-7	\$1,295	\$74.00

**ACADEMIC EMPLOYEES
 SPRING 2010 OVERLOAD
 JANUARY 19, 2010**

NAME	Department/Discipline	Lecture	Placement	Unit Rate	Hourly Rate
Smolin, Robert	Accounting	Lec	4-7	\$1,295	\$74.00
Solheim, Bruce	History	Lec	4-7	\$1,295	\$74.00
Solis, Roberto	Computer Science/Info System	Lec	4-7	\$1,295	\$74.00
Soremekun, Folahan	History	Lec	4-7	\$1,295	\$74.00
Stoner, Bruce	Electronics	Lec	3-7	\$1,241	\$70.91
Stoner, Bruce	Information Technology	Lec	3-7	\$1,241	\$70.91
Styles, Christine	Economics	Lec	4-5	\$1,197	\$68.40
Swan, Alfie	Mathematics	Lec	4-7	\$1,295	\$74.00
Swatzel, James	Mathematics	Lec	2-7	\$1,197	\$67.83
Telesca, Lisa	English	Lec	3-7	\$1,241	\$70.91
Thompson, Adrienne	Social Sciences	Lec	1-1	\$938	\$53.60
Tippins, Ralph	Mathematics	Lec	4-7	\$1,295	\$74.00
Trad, Mohamad	Mathematics	Lec	4-7	\$1,295	\$74.00
Tucker, Connie	ESL	Lec	4-7	\$1,295	\$74.00
Tucker, Gail	Registered Nursing	Lec	3-7	\$1,241	\$70.91
Tussy, Alan	Mathematics	Lec	4-7	\$1,295	\$74.00
VanCitters, Beverly	Reading & College Preparation	Lec	4-7	\$1,295	\$74.00
VanHorn, Tasha	Speech	Lec	2-7	\$1,197	\$67.83
Vaughan, John	Dance	Lec	1-7	\$1,133	\$64.74
Villa, Elizabeth	Counseling	Lec	4-4	\$1,148	\$65.60
Villeneuve, Anna	English	Lec	3-7	\$1,241	\$70.91
Villeneuve, Theresa	Art	Lec	4-7	\$1,295	\$74.00
Villeneuve, Theresa	Communications	Lec	4-7	\$1,295	\$74.00
Volonte, Daniel	Theatre Arts	Lec	3-7	\$1,241	\$70.91
Waddington, Brian	History	Lec	1-7	\$1,133	\$64.74
Walz, Sheryl	Sociology	Lec	1-7	\$1,133	\$64.74
White, Gailynn	Sociology	Lec	3-7	\$1,241	\$70.91
White, Sheila	Mathematics	Lec	3-7	\$1,241	\$70.91
Wong, Julie	Vocational Nursing	Lec	1-7	\$1,133	\$64.74
Wood, Jack	English	Lec	4-7	\$1,295	\$74.00
Woolum, James	Administration of Justice	Lec	3-7	\$1,241	\$70.91
Wurst, Clifton	Physical Educaiton	Lec	2-7	\$1,197	\$67.83
Zaharek, James	History	Lec	4-7	\$1,295	\$74.00
Zaharek, James	Humanities	Lec	4-7	\$1,295	\$74.00

**ACADEMIC EMPLOYEES
SPRING 2010 OVERLOAD
JANUARY 19, 2010**

NAME	Department/Discipline	Lecture	Placement	Unit Rate	Hourly Rate
Zhuang, Ying	Mathematics	Lec	4-7	\$1,295	\$74.00

**ACADEMIC EMPLOYEES
WINTER 2010 ADJUNCT
JANUARY 19, 2010**

NAME	Department/Discipline	Lec/Lab	Placement	Unit Rate	Hourly Rate
Dhillon, Dalvir	LVN	Lec/Lab	1-2	\$1,025/\$769	\$58.54/\$43.93
Liskey, Renee	Dance	Lec/Lab	1-6	\$1,119/\$839	\$63.93/\$47.92

**CLASSIFIED EMPLOYEES
EMPLOYMENT/CHANGE OF STATUS
JANUARY 19, 2010**

NAME	CLASSIFICATION	REASON	DEPT.	MOS.	PRCT.	BEGIN	END	RANGE & STEP	MONTHLY RATE
Hernandez, Nestor	Maintenance Supervisor	Temporary upgrade	Facilities		100%	12/31/09	Untill filled	12-3	\$6,227.00
Macias-Ruiz, Benjamin	Interim Campus Security Supervisor	Temporary upgrade	Security		100%	12/2/09	2/2/10	9-1	\$4,878.00

**CLASSIFIED EMPLOYEES
SEPARATIONS
JANUARY 19, 2010**

Name	Classification	Department	Reason	Date(s) of Separation
Aggers, Pamela	Administrative Secretary I	Health Occupations	Retirement	1/31/10
Bohatch, Gene	International Business Trade Manager	Instruction	Retirement	7/1/10
Pierce, James	Chief Engineer	Facilities	Retirement	7/1/10

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	January 19, 2010	Resolution	
SUBJECT:	Short-term, Non-academic Employees, Substitutes, and Professional Experts	Information	
		Enclosure(s)	X

BACKGROUND

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

This item was prepared by Kai Wattree-Jackson, Human Resources Technician II and Julie Tunno, Human Resources Assistant.

RECOMMENDATION

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

Robert Sammis
Recommended by

/

Moved _____ Seconded _____

Aye ___ Nay ___ Abstained ___

Approved for Submittal

Item No. _____ H.1.k. _____

**CLASSIFIED EMPLOYEES
SHORT-TERM, HOURLY,
SUBSTITUTES
JANUARY 19, 2010**

NAME	CLASSIFICATION	REASON	DEPARTMENT	BEGIN	END	RANGE & STEP	HOURLY RATE/TOTAL
Arredondo, Dora	Instructor	RDA Practical Exam Kits	Dental	2/13/10	2/14/10		\$600.00
Corona, Daisy	Student Services Assistant	Lead SI	Stem Grant	2/1/10	6/12/10	17-1	\$13.10/hr.
Farsangi, Kaveh	Student Services Assistant	Lead SI	Stem Grant	2/1/10	6/12/10	17-1	\$13.10/hr.
Fernandez, Adrian	Administrative Clerk I	Evening dispatch	Security Office	1/20/10	6/30/10	19-1	\$13.76/hr.
Ghanimi, Hessam	Student Services Assistant	Lead SI	Stem Grant	2/1/10	6/12/10	17-1	\$13.10/hr.
Gutierrez, Arnoldo	Skilled Maintenance Technician	Covering for temporarily upgraded employee	Facilities	1/20/10	6/30/10	38-1	\$22.00/hr.
Hamm, Brittani	Department Aide	House staff for HPAC events	Performing Arts Center	1/20/10	6/30/10	3-1	\$9.27hr.
Harris, Skye	Student Services Assistant	Supplemental instruction in Mathematics	Stem Grant	2/1/10	6/12/10	17-1	\$13.10/hr.
Holman, Michaele	Department Aide	House staff for HPAC events	Performing Arts Center	1/20/10	6/30/10	3-1	\$9.27hr.
Jones, Cherylynn	Student Services Assistant	Lead SI	Stem Grant	2/1/10	6/12/10	17-1	\$13.10/hr.
McCord, Wendy	Student Services Assistant	Lead SI	Stem Grant	2/1/10	6/12/10	17-1	\$13.10/hr.

**CLASSIFIED EMPLOYEES
SHORT-TERM, HOURLY,
SUBSTITUTES
JANUARY 19, 2010**

NAME	CLASSIFICATION	REASON	DEPARTMENT	BEGIN	END	RANGE & STEP	HOURLY RATE/TOTAL
Olalde, Lidia	Student Services Assistant	Supplemental instruction in Mathematics	Stem Grant	2/1/10	6/12/10	17-1	\$13.10/hr.
Paulus, Sherrill	Student Employee/Service Learning Technician	Covering for a vacant position	Student Employment Services	1/20/10	6/30/10	33-1	\$19.45/hr.
Pohl, Claudia	Instructor	RDA Practical Exam Kits	Dental	2/13/10	2/14/10		\$600/tl
Polk, Randall K.	Stipend	Music Arranging "Performance Group "Night Shift"	Performing Arts	1/20/10	1/25/10		\$500/tl.
Shrope, Douglas Austin	Stipend	Music Arranging/Production "Citrus Singer Pop Show 2010	Performing Arts	1/29/10	4/23/10		\$2500/tl.
Sumalpong, Sandie	Student Services Assistant	Lead SI	Stem Grant	2/1/10	6/12/10	17-1	\$13.10/hr.
Vaughan, John	Stipend	Staging/Co-Directing Citrus Singer Pop Show 2010	Performing Arts	1/29/10	4/23/10		\$2500/tl.
Vela, Mary Louise	Administrative Clerk II	Perform clerical work	TeCS	1/20/10	6/30/10	22-1	\$14.82/hr.
Webb, Hailey	Cosmetology Receptionist	As needed for vacation and sick employees	Cosmetology	1/20/10	6/30/10	20-1	\$14.11/hr.
Wong, Justina	Student Services Assistant	Supplemental instruction in Mathematics	Stem Grant	2/1/10	6/12/10	17-1	\$13.10/hr.

2009-2010 Coaches

VOLUNTEERS

Prado, James

Baseball

Assistant

WNTR/SP

PROFESSIONAL EXPERTS
January 19, 2010

Name	Classification	Begin	End	Department	Rate
Ferguson, Mark	EMT Skills Instructor	1/20/10	6/30/10	Health Sciences	\$28.33/hr.
Stoner, Chris	Event Coordinator	1/4/10	6/30/10	Foundation	\$22.55/hr.
Thomas, Yvonne	Interpreter VI	1/4/10	6/30/10	DSP&S	\$46.59/hr.

H. ACTION ITEMS (continued)

Business Services

2. Authorization is requested to approve Resolution #2009-10-03 adopting a non-resident tuition fee of \$183.00 per semester unit, plus a \$37.00 capital outlay surcharge, effective for the 2010-2011 fiscal year (commencing with the summer term, 2010). (Page 107)
3. Authorization is requested to adopt the new bid threshold of \$78,500 effective January 1, 2010, for the procurement of equipment, materials, supplies, non-construction services, and maintenance repairs. (Page 109)

Academic Affairs

4. Authorization is requested to approve the new courses, new programs, deleted courses, and deleted programs. (Page 110)

Personnel

5. Authorization is requested to accept the rank order of the full-time faculty positions recommended by the Faculty Needs Identification Committee. Consistent with the District's forecasted hiring obligation for fall 2010, it is requested that the Board of Trustees authorize recruitment of three (3) full-time faculty positions effective fall 2010. Per the Faculty Needs Identification Committee's recommendation, this will result in the hiring of two (2) Librarians and one (1) Cosmetology Instructor. Each job posting will bear the statement, "Position is contingent upon funding and final Board approval." (Page 116)

General

6. Authorization is requested to approve the first reading of Board Policies BP4021 – Program Discontinuance; BP 4060 – Delineation of Functions Agreement; BP 4106 – Nursing Programs; BP 4220 – Standards of Scholarship; BP 4225 – Course Repetition; BP 4260 – Prerequisites, Co-requisites and Advisories; BP 4290 – Classroom Interference; BP 4300 – Field Trips and Excursions; and BP 4400 – Community Education Programs. (Page 117)

(CONTINUED)

H. ACTION ITEMS (continued)

7. Authorization is requested to approve the second reading of BP 5200 Student Health Services, BP 5205 Student Accident Insurance, BP 5410, Associated Students Elections, and BP 5420 Associated Student Finance.
(Page 164)

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

I. ADJOURNMENT

Dates to remember:

February 2, 2010	Board of Trustees Meeting
February 12, 2010	HOLIDAY – Lincoln’s Birthday
February 15, 2010	HOLIDAY – Washington’s Birthday
February 16, 2010	Spring FLEX Activities & Board of Trustees Meeting
February 17, 2010	First Day of Spring Semester

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	January 19, 2010	Resolution	X
SUBJECT:	Non-resident Tuition Fee for 2010-2011	Information	
		Enclosure(s)	X

BACKGROUND

In accordance with Education Code 76140, the Board of Trustees establishes a per semester unit tuition fee for non-resident students no later than February 1st of each year. Also, Education Code Section 76141(a) authorizes the District to compute a per semester unit capital outlay surcharge for non-resident students who are both citizens and residents of a foreign country.

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

RECOMMENDATION

Authorization is requested to approve Resolution #2009-10-03 adopting a non-resident tuition fee of \$_____ per semester unit, plus a \$_____ capital outlay surcharge, effective for the 2010-2011 fiscal year (commencing with the summer term, 2010).

Carol R. Horton _____
Recommended by

_____/_____
Moved Seconded

Aye ___ Nay ___ Abstained ___

Approved for Submittal

Item No. _____ H.2. _____

CITRUS COMMUNITY COLLEGE DISTRICT

RESOLUTION #2009-10-03

2010-2011

ESTABLISHING NON-RESIDENT STUDENT TUITION FEE

WHEREAS, in accordance with Education Code Section 76140, the Board of Trustees can establish a per unit tuition fee for non-resident students effective for fiscal year 2010-2011

WHEREAS, the non-resident fee should be set by the governing board no later than February 1 of each year unless approved by the Chancellor's Office and

WHEREAS, Education Code Section 76141 (a) authorizes the District to compute the per unit capital outlay surcharge for non-resident students who are both citizens and residents of a foreign country,

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Citrus Community College District approves a \$183.00 per semester unit tuition fee for non-resident students, and \$37.00 per unit capital outlay surcharge for non-resident students who are both citizens and residents of a foreign country, effective for the fiscal year 2010-2011 (commencing with the summer term 2010).

PASSED AND ADOPTED by the Board of Trustees of the Citrus Community College District this 19th day of January 2010 by the following votes:

Ayes: _____

Noes: _____

Absent: _____

Gary L. Woods
President, Board of Trustees

Dated: January 19, 2010

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	January 19, 2010	Resolution	_____
SUBJECT:	Bid Threshold Increase	Information	_____
		Enclosure(s)	_____

BACKGROUND

Pursuant to Public Contract Code Section 20651(d) the State Chancellor's Office annually adjusts the dollar amount of the bid threshold for the procurement of equipment, materials, supplies, non-construction services, and maintenance repairs. This increase is based on the Implicit Price Deflator for the prior fiscal year rounded to the nearest one hundred dollars. The applicable adjustment of 2.31% applied to the 2009 bid threshold of \$76,700 results in the new bid threshold of \$78,500. This new bid threshold is effective January 1, 2010.

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

RECOMMENDATION

Authorization is requested to adopt the new bid threshold of \$78,500 effective January 1, 2010, for the procurement of equipment, materials, supplies, non-construction services, and maintenance repairs.

Carol R. Horton _____
Recommended by

_____/_____
Moved Seconded

Aye ___ Nay ___ Abstained ___

Approved for Submittal

Item No. _____ H.3. _____

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	January 19, 2010	Resolution	
SUBJECT:	Approval of New Courses, New Programs, Deleted Courses, and Deleted Programs	Information	
		Enclosure(s)	X

BACKGROUND

As per Title 5, new courses, new programs, deleted courses, and deleted programs are submitted for approval to the Board of Trustees on a regular basis.

This list represents a significant body of work completed by the Curriculum Committee and college faculty processed during the Fall 2009 semester:

13	New Courses
5	New Programs
164	Deleted Courses
1	Deleted Program

This item was prepared by Kathy Bueno, Administrative Secretary II, Academic Affairs.

RECOMMENDATION

Authorization is requested to approve the new courses, new programs, deleted courses, and deleted programs.

Irene Malmgren
Recommended by

Moved / Seconded

Approved for Submittal

Aye__Nay__Abstained__

Item No. H.4.

CITRUS COMMUNITY COLLEGE DISTRICT
ACADEMIC AFFAIRS

Board of Trustees Meeting – January 19, 2010

NEW COURSES		
MOTO	141	Motorcycle Engine Mechanical Systems Service, Diagnosis & Repair
MOTO	142	Motorcycle Power Transmission System Service, Diagnosis & Repair
MOTO	144	Motorcycle Chassis System Service, Diagnosis & Repair
MOTO	146	Motorcycle Electrical system Service, Diagnosis & Repair
MOTO	148	Motorcycle Engine Management System Service, Diagnosis & Repair
MTRK	151	Medium and Heavy Truck Engines Service, Diagnosis, and Repair
MTRK	152	Medium and Heavy Truck Drivetrain Service, Diagnosis, and Repair
MUS	237	Jazz Ensemble II
NC	300	Academic ESL I
NC	301	Academic ESL II
NC	302	ESL A: Beginning
NC	303	ESL B: Intermediate ESL
PUB	159	Urban Forest Management Planning
NEW PROGRAMS		
		English Literature Associate of Arts Degree
		General Office Clerk Skill Award
		Information/File Clerk Skill Award
		Literature Skill Award
		Writing Competency Skill Award
DELETED COURSES		
AJ	117	Fingerprint Identification and Classification
ART	113	Drawing for Spatial Manipulation
ART	125	Interior Design I
ART	126	Interior Design II
ART	157	Digital Color File Manipulation
ART	166	Computer Illustration and Fine Art I
ART	213	Advanced Drawing – Pastels and Mixed Media
ART	217	Head Drawing and Painting
ART	218	Head Drawing, and Painting II
ART	225	Illustration
ART	226	Illustration/Airbrush
ART	257	Projects: Advanced Digital Portfolio
ART	266	Computer Illustration and Fine Art II
ART	800	Introduction to Art
ART	802	Day at the Museum
ART	803	Painting and Drawing
ART	825	Needlepoint/Crewel

ART	826	Beginning Quilting
ART	830	Knitting
ART	838	Stone Setting
ART	855	Cartooning I
ART	856	Cartooning II
ART	860	Beginning Show Card Writing
AUTO	130	Basic Smog Technician
AUTO	131	Advanced Smog Technician
AUTO	135	Bureau of Automotive Repair (BAR) on-Board Diagnostics II
AUTO	140	Principles of Automotive Technology
AUTO	145	Automotive Service Consulting
AUTO	190	Introduction to Compressed Natural Gas Vehicles
AUTO	245	Automotive Service Management
AUTO	285	Digital Storage Oscilloscopes
AUTO	800	Motorcycle Mechanic A
BSKL	802	Tutorial Practice
BSKL	803	Basic Spelling and Sentence Development
BSKL	804	Basic Communication Skills
BSKL	813	Basic Verb Skills
BSKL	814	Basic Punctuation Skills
BSKL	815	Prep for Standard Achievement Tests
BSKL	816	Preparation for SAT
BUS	820	Business Skills Lab
CHLD	800	Child Abuse Prevention
CHLD	815	Adoptive Parent
CHLD	816	Foster Parent Training: Special Needs
CHLD	817	Foster Parent Training: Discipline
CHLD	818	Foster Parent Training: Ages and Stages
COLL	821	Academic Decathlon
COMM	800	Speech Communication for Business and Personal Use
COMM	805	Writing News Releases
COS	170	Advanced Contemporary Techniques of Ethnic Hair Care
COS	171	Salon Readiness
COS	176	Professional Skin Care – Phase I
COS	177	Advanced Professional skin Care – Phase II
COS	280	Cosmetology Teacher Training – Delivery Skills
COS	281	Cosmetology Teacher Training – Planning and Preparation
COS	800	Cosmetology License Prep
COS	801	Hairstyling
COS	802	Cosmetology Professional Preparation
COS	880	Cosmetology Teacher Training
COS	881	Body Massage
COUN	150	Job Search Planning
COUN	801	Peer counseling Training
CSIS	151	Web Development with Dreamweaver II

CSIS	240	Advanced Java Programming
CSIS	250	Data processing Seminar
CSIS	290	Data Processing workshop (A-Z) .5 unit
CSIS	291	Data Processing Workshop (A-Z) 1 unit
CSIS	292	Data Processing Workshop (A-Z) 2 unit
CSIS	299	Data Processing Project II
DANC	103	Introduction to Dance
DANC	163	Dance Movement for the Performer
DANC	164	Commercial Dance Techniques
DANC	165	Summer Dance Conservatory
DANC	200	Dance Kinesiology
DANC	275	Performance Ensemble
DANC	280	Choreography – Student Project
DANC	287	Special Projects in Dance
DENT	882	Dental competency Skills Review
DENT	883	Dental Coronal Polishing
DSPS	800	Understanding Problems of the Disabled
DSPS	811	Introduction to Sign Language
DSPS	812	Advanced Sign Language
ELEC	100	Introduction to Technology
ELEC	801	Electrician I
ELEC	802	Electrician II
ELEC	803	Electrician III
ENGL	110	Introduction to Technical Writing
ENGL	800	Writing for Creative Expression
ENGL	804	Short Story and Poetry
ENGL	806	Mysteries
ENGL	807	Fantasy and Science Fiction
ENGL	809	Dramatic Literature
ENGL	810	Accelerated Reading
ENGL	812	English III
ENGL	813	Sports Literature
ENGL	814	Ethnic Literature
ESL	848	English as a Second Language B
ESL	849	English as a Second Language II: Civics
HEAL	154	Medical Office Procedures
HEAL	158	Therapeutic Interventions for the Health Care Worker
HEAL	159	Medical Terminology and Transcription I
HEAL	160	Medical Terminology and Transcription II
HEAL	170	Advanced Medical Terminology and Transcription
HEAL	260	Gerontology I
HEAL	801	Medical Terminology
HEAL	802	Selected Topics: Health Issues
HEAL	803	First Aid for Athletics
HEAL	805	Calculation of Drug Dosages

HEAL	810	Standard First Aid/Personal Safety
HEAL	816	Intravenous Therapy
HEAL	820	Emergency Nursing
HEAL	825	Activity Leader
HEAL	826	Advanced Activity Leader Training
HEAT	800	Air Conditioning and Refrigeration I
HIST	106	20 th Century Western Civilization
HIST	130	History of Latin America
HOME	820	Foods, Baking and Decorating
HOME	821	Advanced Foods, Baking and Decorating
MOTO	102	Personal Watercraft Repair I
MOTO	103	Personal Watercraft Repair II
MOTO	105	Fundamentals of Motorcycle Technology
MOTO	800	Motorcycle Mechanic A
MOTO	801	Motorcycle Mechanic B
MTRK	130	Diesel Medium/Heavy Truck Technology I
MTRK	230	Diesel Medium/Heavy Truck Technology II
MTRK	235	Diesel Rebuilding: Detroit Engine-Series 71 and 92
MTRK	240	Diesel Rebuilding: Cummins Engine
MTRK	245	Diesel Rebuilding: Caterpillar Engine
MTRK	265	Basic Heavy Duty Electrical
MTRK	270	Electronic Controls Systems: Detroit Diesel Engine DDEC I, II, III, and IV
MTRK	271	IS Series Cummins
MTRK	274	Detroit Diesel Series 60 Engine Overhaul
MTRK	280	Heavy Duty Brake Systems
MTRK	285	Allison Transmissions
NRS	157	Medical Terminology Spanish
NRS	250	Basic Critical Care Nursing
NRS	263	Nursing Supervision
NRS	801	LVN Review Board
NRS	821	Health Assessment I
NRS	822	Health Assessment II
NRS	823	Health Assessment III
NRS	827	Coping with Stress
PE	800	Disaster Preparedness
PE	805	Food and Fitness
PHIL	109	Critical Reasoning and Writing
PHTO	203	Photojournalism II
PUB	802	Driver Education
REC	150	Fundamentals of Audio Technology II
REC	190	Music Theory for Engineers II
REC	200	Intermediate Audio Technology
REC	260	Recording Studio Workshop IV
REC	270	Producing for Recording Engineers

SOC	800	Selected Topics
SOC	801	Current Events II
SOC	804	Social Science Methodology
SUP	180	Elements of Leadership for Managers and Supervisors
SUP	181	Oral Communications for Leaders
SUP	182	Written Communications for Leaders
SUP	183	Basic Psychology for Leaders
SUP	184	Managing Change and Conflict
SUP	194	Organization and Management
SUP	195	Budgeting and Cost Control for Managers
SUP	198	Leading Diverse Groups
SUP	199	Public Relations for Supervisors
WATR	802	Water Awareness
DELETED PROGRAMS		
		Fingerprint Identification and Classification – Skill Award

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	January 19, 2010	Resolution	_____
SUBJECT:	Authorization of Full-Time Faculty Positions for Academic Year 2010/2011	Information	_____
		Enclosure(s)	_____

BACKGROUND

The Faculty Needs Identification Committee has ranked 12 full-time faculty positions for the 2010 fall semester.

The 12 positions ranked by the Faculty Needs Identification Committee (in order of ranking) are:

Rank	Position	Rank	Position
1	Library	7	Public Works
2	Cosmetology	8	Cosmetology
3	Library	9	Reading
4	Counseling	10	Humanities
5	English	11	Counseling
6	Recording Arts	12	Cosmetology

This item was prepared by Sandra Coon, Confidential Administrative Assistant to the Director of Human Resources.

RECOMMENDATION

Authorization is requested to accept the rank order of the full-time faculty positions recommended by the Faculty Needs Identification Committee. Consistent with the District's forecasted hiring obligation for fall 2010, it is requested that the Board of Trustees authorize recruitment of three (3) full-time faculty positions effective fall 2010. Per the Faculty Needs Identification Committee's recommendation, this will result in the hiring of two (2) Librarians and one (1) Cosmetology Instructor. Each job posting will bear the statement, "Position is contingent upon funding and final Board approval."

Robert Sammis
Recommended by

Moved / Seconded

Approved for Submittal

Aye__Nay__Abstained__

Item No. H.5.

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	January 19, 2010	Resolution	
SUBJECT:	Board Policy – First Reading	Information	
		Enclosure(s)	X

BACKGROUND

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

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

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

These Board policies have been reviewed and approved by the Educational Programs Committee and by the Steering Committee (on various dates), and are being submitted to the Board for a first reading. Attached to the policy, for information only, are the related administrative procedures.

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

RECOMMENDATION

Authorization is requested to approve the first reading of Board Policies BP4021 – Program Discontinuance; BP 4060 – Delineation of Functions Agreement; BP 4106 – Nursing Programs; BP 4220 – Standards of Scholarship; BP 4225 – Course Repetition; BP 4260 – Prerequisites, Co-requisites and Advisories; BP 4290 – Classroom Interference; BP 4300 – Field Trips and Excursions; and BP 4400 – Community Education Programs.

Irene Malmgren
Recommended by

Moved / Seconded

Approved for Submittal

Aye ___ Nay ___ Abstained ___

Item No. H.6.

Proposed Citrus Community College District Policy CCLC No. 4021

**Academic Affairs
DRAFT as of 9/18/09**

BP 4021 PROGRAM DISCONTINUANCE

References:

Education Code 78016;
Title 5 Sections 51022 and 55130

Citrus College has established its Program Discontinuance Policy in accordance with Title 5, Section 51022. The primary purpose of this policy is not ~~NOT~~ intended to target programs for discontinuance, but rather to establish criteria and guidelines for the decision-making process.

Program Review, the Educational & Facilities Master Plan, and other strategic planning activities shall be referenced and considered among sources of data and direction within the process. Program discontinuance should be considered only if, after most serious deliberation, and after all recommended intervention strategies have been implemented, a program continues to fall outside the college's mission and master plan, as well as the department's goals and objectives. The policy should not ~~NOT~~ be construed as an inducement to look for programs to discontinue, or as a threat to honest participation in an academic process such as program review.

Office of Primary Responsibility: Academic Affairs

Date Adopted:

(Replaces current Citrus College Policy P-6009)

Approved by	ASCC	9/15/09
	CSEA	6/9/09
	Management Team	10/7/09
	Senate	10/28/09
	Supervisors/Confidential	11/12/09
	EPC	11/30/09
	Steering	12/7/09

*Note: New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated in **shading**.*

AP 4021 PROGRAM DISCONTINUANCE

References:

Education Code 78016;
Title 5 Sections 51022, 55000, and 55130;
Program Discontinuance: A Faculty Perspective (ASCCC adopted Spring 1998);
Mission College Academic Senate Policy and Process for Program Discontinuance (May 17, '01)

~~I. Definitions (Academic Senate recommends deleting this entire section)~~

~~Due to various uses of the following terms, for the purposes of this procedure process, the following will be the definition of discipline, program and department~~

- ~~A. Discipline: An individual area of study within a program for achieving transfer, an associate degree or a certificate. Each discipline consists of all the courses in the Master Course file that make up the discipline. This is the baseline level of instruction and is linked to a Taxonomy of Programs (TOP) code.~~
- ~~B. Program: An organized sequence of courses leading to a defined objective: a degree, a certificate, a license, or transfer to another institution of higher education (CCR Title 5 Section 55000).~~
- ~~C. Department: A collection of associated disciplines and programs. This is an organizational designation as well as a pedagogical one.~~
- ~~D. Division: A collection of departments that are supported by an individual dean.~~

I. Definitions

For the purposes of this AP, this procedure applies to the programs as listed in Appendix A (List of Courses/Organizational Taxonomy) of the Citrus College Program Review Handbook.

II. Initiating a Discussion on Program Discontinuance

- Program discontinuance discussions can begin in a variety of places, including: the Steering Committee, the Office of Instruction Academic Affairs, the Educational Programs Committee, the Office of Student Services, and individual Divisions or Departments.

- The Academic Senate and its committees, including the Curriculum Committee, must have a fundamental and integral role in any discussion of program discontinuance, recognizing the District's policy to rely primarily on the Academic Senate's advice in academic matters.

III. Discussion Criteria

The discussion concerning any specific program considered for discontinuance must necessarily have two components: Qualitative and Quantitative. Both qualitative indicators and quantitative indicators must be discussed in order to have a fair and complete review leading to a decision to either continue or discontinue a program.

A. **Qualitative Indicators**

Qualitative indicators are based on the mission, values, and goals of the institution, and access and equity for students. These indicators include, but are not limited to:

- The pedagogy of the discipline.
- The development of the whole student.
- The balance of college curriculum.
- The effect on students of discontinuing the program.
- The potential for a disproportionate impact on diversity at Citrus College.
- The quality of the program and how it is perceived by students, articulating universities, local business and industry, advisory committee input for technical/career programs, and the community.
- The ability of students to complete their degree or certificate or to transfer. This includes maintaining the catalog rights of students.
- The replication of programs in the surrounding area.

B. **Quantitative Indicators**

The list of quantitative indicators is long. Any and/or all of these quantitative indicators need to be reviewed to inform the discussion on program discontinuance. They include, but are not limited to:

- The projected demand for the program in the future.
- The persistence of students in the program.
- Weak enrollment trends over a sustained period of time.
- Rapid reduction in a enrollment due to a change in graduation, transfer, or certificate requirements.
- Insufficient frequency of course section offerings.
- Poor term to term persistence (significantly below the college average) of students within the program.
- Poor retention or success rates (significantly below the college

average) of students.

- Productivity in terms of the FTEs (actual) per FTEF ratio (the version of WSCH/FTE that takes enrollment activity for all attendance types into consideration).
- Number of graduates or certificate completers from the program (where applicable).
- Diversity issues: For example, has the ethnic distribution of department enrollees become more reflective of the overall student body over time?
- ~~When the discipline is being considered for termination:~~ The decline in importance of service to those in related programs.

C. Discussion Guidelines

- Discussion of program discontinuance must include all parties potentially affected by the decision. These include faculty, staff, administrators, students, the employing businesses and industries, and the community. Extraordinary efforts must be employed, if necessary, to ensure that the student and community voice is heard.
- Discussion of program discontinuance will be conducted in public, open meetings organized and presided over by the Academic Senate. The dates, times and locations of these meetings will be published using all reasonable means of college communications including print, email, and voicemail.
- Discussions will be conducted using the best practices for meeting facilitation following an agreed upon timeline, including agreed upon ground rules, and recording and publishing outcomes of discussions.
- Discussions will include both qualitative and quantitative indicators. Sources of data for all indicators will be referenced and cited.
- A written record of all discussions will be kept in a central location for review by the public. The Academic Senate Office is recommended as that neutral site, with a copy kept by the Office of ~~Instruction~~ Academic Affairs.
- Deliberations and conclusions shall rely primarily on the advice of the Academic Senate per District policy.

IV. Possible Outcomes of Program Discontinuance Discussion

There are three potential outcomes of the Program Discontinuance process. A program may be recommended to continue, to continue with qualification, or to discontinue.

A. Recommendation to Continue

A program recommended to continue will do so when after full and open consideration it is decided that it is in the best interest of the college, its students, and the larger community to do so. The conclusions resulting in this recommendation will be documented in writing by an agreed upon party established by the Steering Committee, maintained by the Academic Senate and forwarded to the Vice President of ~~Instruction~~ Academic Affairs as information. No further action is required.

B. Recommendation to Continue with Qualifications

A program may be recommended to continue with qualifications. These qualifications shall include specific interventions designed to improve the viability and responsiveness of the program. A specific timeline will be provided during which these interventions will occur and expected outcomes will be outlined in advance. All interventions and timelines will be published in writing by an agreed upon sub-committee established by the Steering Committee, maintained by the Academic Senate and forwarded to the Vice President of ~~Instruction~~ Academic Affairs as information. After the specified qualification period is completed the program will be reviewed again.

The Program Intervention and Improvement Plan will look at all facets of program performance, including Program Review recommendations, transfer rates or industry demand, student performance indicators, scheduling patterns and student access issues. The use of the U.S. Department of Education “Five Step Process for Improving Performance,” is recommended as a format for developing a Program Intervention and Improvement Plan. This five step process involves:

1. Documenting program results.
2. Analyzing key performance indicators by a variety of comparisons.
3. Identifying direct or root causes of **concerns** differences.
4. Selecting best solutions to impact desired program performance.
5. Pilot testing those solutions, evaluating impact, and then implementing tested solutions found to have significant impact.

C. Recommendation to Discontinue

A recommendation to discontinue a program will occur when, after a full and open discussion, it is concluded that the program falls outside the college’s mission and/or the department’s goals and objectives. Any recommendation for program discontinuance will include the following:

- The criteria used to arrive at the recommendation.
- A detailed plan and timeline for phasing out the program with the

least impact to students, faculty, staff and community. Due consideration will be given to mechanisms to allow currently enrolled students to complete their program of study. Students' catalog rights will be maintained and accounted for in allowing them to finish the program.

- A plan for the implementation of all requirements of collective bargaining for faculty and staff, including application of policies for reduction in force and opportunities to retrain.

The recommendation and discontinuance plan will be documented in writing by an agreed upon party, will include the signatures of the Vice President of ~~Instruction~~ Academic Affairs, the ~~college~~ Superintendent/President and other appropriate administrators, ASCC President and the Academic Senate President. The final recommendation will be maintained locally by the Academic Senate and presented to the Board of Trustees for approval if deemed necessary.

Office of Primary Responsibility: Academic Affairs

Date Approved:

(Replaces current Citrus College Regulation R-6009, which was last revised 6/2-/2006)

Approved by	ASCC	9/15/09
	CSEA	6/9/09
	Management Team	10/7/09
	Senate	10/28/09
	Supervisors/Confidential	11/12/09
	EPC	11/30/09
	Steering	12/7/09

*Note: New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated in **shading**.*

AP 4022 COURSE APPROVAL

Reference:

Title 5 Section 55100

All new programs and program deletions shall be approved by the Board of Trustees and shall be submitted to the Office of the Chancellor for the California Community Colleges for approval as required. All new and deleted courses must be approved by the Board.

All recommendations for new courses, changes or revision of courses, or other modifications of curriculum must be approved by the Curriculum Committee and the Office of Instruction Academic Affairs.

Procedures for course approval of non-degree-applicable credit courses and degree-applicable credit courses that are not part of a permitted educational program must address at least the following:

- These courses must be approved by the Curriculum Committee.
- The individuals on the Curriculum Committee must have received the training provided for in Title 5, Section 55100.
- Unless modified to properly address the reasons for denial by the State Chancellor's Office, no courses may be offered that were previously denied separate approval by the State Chancellor's Office.
- No student may be permitted to count 18 or more semester units of coursework approved under this procedure toward satisfying the requirements for a certificate or other document evidencing completion of an educational program or towards a major or area of emphasis for completion of an associate degree.
- No group of courses approved under this procedure which total 18 or more semester units in a single four-digit Taxonomy of Programs Code may be linked to one another by means of prerequisites or co-requisites.
- All courses approved must be reported to the State Chancellor's Office.

~~All recommendations for new courses, changes or revisions of courses, or other modifications of curriculum must be presented to the Office of Instruction on a printed form which has been adopted by the Curriculum Committee. Copies of these forms are available in the Office of instruction.~~

Office of Primary Responsibility: Academic Affairs

Date Approved:

(Replaces current Citrus College Policy P-6003)

Approved by	ASCC	9/22/09
	CSEA	6/9/09
	Management Team	10/7/09
	Senate	10/14/09
	Supervisors/Confidential	11/12/09
	EPC	11/30/09
	Steering	12/7/09

Note: New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated in shading.

**Academic Affairs
DRAFT as of 9/18/09**

BP 4060 DELINEATION OF FUNCTIONS AGREEMENT

Reference:

Education Code Sections 8535 and 8536

Whenever a mutual agreement with a school district or other educational entity relating to responsibility for noncredit continuing education programs is required by state law, the Superintendent/President shall present an appropriate memorandum of understanding to the Board of Trustees for approval.

Office of Primary Responsibility: Academic Affairs

Date Adopted:

(This is a new policy recommended by the CC League and the League's legal counsel)

Approved by	ASCC	9/15/09
	CSEA	6/9/09
	Management Team	10/7/09
	Senate	10/14/09
	Supervisors/Confidential	11/12/09
	EPC	11/30/09
	Steering	12/7/09

*Note: New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated in **shading**.*

**Academic Affairs
DRAFT as of 9/18/09**

AP 4060 DELINEATION OF FUNCTIONS AGREEMENTS

References:

Education Code Sections 8535 and 8536

Whenever the District is approached by another educational agency (public school district or community college district) to assume responsibility for any or all of that agency's adult education apportionment, the following procedure will be implemented.

The Vice President of Academic Affairs will receive the proposal from the requesting school district, containing a list of the courses that it wishes to transfer to the District, as well as an enrollment history for these courses for the last two years.

The Vice President of Academic Affairs will forward the proposal to the Curriculum Committee for review to determine whether the proposed classes fit within the District's mission and curriculum. Such review would consist of, but not be limited to, information on course titles, course content, projected enrollment, and faculty credential requirements. The Curriculum Committee will present the proposal to the Vice President for review with a recommendation about whether or not the proposed transfer should be accepted.

If approved by the Vice President of Academic Affairs, a memorandum of understanding specifying a Delineation of Functions Agreement will be developed jointly with the requesting school district. The agreement shall contain all legal and contractual obligations of either or both districts under the program with appropriate time requirements. Furthermore, the written transfer agreement shall specify 1) that only courses that qualify as community college noncredit education under Education Code, Section 84711 shall be transferred and 2) the number of FTES proposed to be transferred from the district with the existing program.

The memorandum of understanding specifying the Delineation of Functions Agreement will be submitted to the Board of Trustees for approval. If approved by the Board, appropriate paperwork and reports required by the State Chancellor's Office will be completed and submitted for implementation.

Office of Primary Responsibility: Academic Affairs

Date Adopted:

(This is a new policy recommended by the CC League and the League's legal counsel)

Approved by	ASCC	9/15/09
	CSEA	6/9/09
	Management Team	10/7/09
	Senate	10/14/09
	Supervisors/Confidential	11/12/09
	EPC	11/30/09
	Steering	12/7/09

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**Academic Affairs
DRAFT as of 10/12/09**

BP 4106 NURSING PROGRAMS

References:

Education Code Sections 66055.8, 66055.9, 70101-70106, 70120, 70124, 70125, 70128.5, 78260, 78261, 78261.3, 78261.5, 87482, 89267,89267.3, and 92645;
Title 5 Sections 55060 et seq. and 55521;
Health and Safety Code Section 128050.

Nursing students who have already earned a baccalaureate or higher degree from a regionally accredited institution of higher learning are not required to complete any general education requirements that may be required for an associate degree. Instead, these students only need to complete the coursework necessary for licensing as a registered nurse.

The District shall utilize published criteria when screening students for admission to the associate degree nursing program. consider all of the following when screening nursing students:

- Academic degrees or diplomas, or relevant certificates, held by the applicant;
- Grade point average in relevant coursework; and
- Any relevant work experience.

Office of Primary Responsibility: Academic Affairs

Date Adopted:

(This is a new policy recommended by the CC League and the League's legal counsel)

Approved by	ASCC	6/2/09
	CSEA	5/12/09
	Management Team	5/6/09
	Senate	10/28/09
	Supervisors/Confidential	5/17/09
	EPC	11/30/09
	Steering	12/7/09

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AP 4106 NURSING PROGRAMS

References:

Education Code Sections 66055.8, 66055.9, 70101, 70106, 70120, 70124, 70125, 70128.5, 78260, 7861.3, 78261.5, 87482, 89267, 89267.3, and 92645;
Title 5 Sections 55060 et seq. and 55521;
Health and Safety Code Section 128058

The State of California Board of Registered Nursing requires the Associate Degree Nursing Program faculty to determine admission criteria within the CCCCO Guidelines for ADN Program admission based on the Ed. Code, Title 5, and Health and Safety Code Sections.

Faculty will annually review the admission criteria, and analyze the data related to the pool of applicants and the accepted students. The program will analyze and determine adverse impact on minority populations. If adverse impact is noted, a remediation plan will be developed and offered to assist students to qualify for admission in the future.

Program criteria will be published yearly on the Citrus College Website and will be available through phone or written information sheets.

Changes in admission criteria will be published one year prior to implementation.

Nursing students who have already earned a baccalaureate or higher degree from a regionally accredited institution of higher learning are not required to complete any general education requirements that may be required for an associate degree. Instead, these students only need to complete the coursework necessary for licensing as a registered nurse.

The District shall consider all of the following when screening nursing students:

- Academic degrees or diplomas, or relevant certificates, held by the applicant;
- Grade point average in relevant coursework; and
- Any relevant work experience.

Office of Primary Responsibility: Academic Affairs

Date Approved:

*(This is a new procedure recommended by the
CC League and the League's legal counsel)*

Approved by	ASCC	6/2/09
	CSEA	5/12/09
	Management Team	5/6/09
	Senate	10/28/09
	Supervisors/Confidential	5/17/09
	EPC	11/30/09
	Steering	12/7/09

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**Academic Affairs
DRAFT as of 9/15/09**

BP 4220 STANDARDS OF SCHOLARSHIP

References:

Education Code Section 70902(b)(3);
Title 5 Sections 55020 et seq., 55030 et seq., and 55040 et seq.

The Superintendent/President in consultation with the Academic Senate shall develop procedures that establish standards of scholarship consistent with the provisions of Title 5 Sections 55020 et seq., 55030 et seq., 55040 et seq. and Board Policy.

These procedures shall address: grading practices, academic record symbols, grade point average, credit by examination, academic and progress probation, academic and progress dismissal, academic renewal, course repetition, limits on remedial coursework, and grade changes.

These procedures shall be described in the District's catalog.

Office of Primary Responsibility: Academic Affairs

Date Adopted:

(This is a new policy recommended by the League and the League's legal counsel)

Approved by	ASCC	5/26/09
	CSEA	5/12/09
	Management Team	5/6/09
	Senate	9/9/09
	Supervisors/Confidential	5/17/09
	EPC	9/14/09
	Steering	9/21/09

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AP 4222 REMEDIAL COURSEWORK

Reference:

Title 5 Section 55035

Remedial coursework consists of pre-collegiate basic skills courses.

A student's need for remedial coursework shall be determined using appropriate assessment instruments, methods, or procedures.

No student shall receive more than 30 semester units for remedial coursework. A student who exhausts this unit limitation shall be referred to appropriate adult noncredit education services.

A student who successfully completes remedial coursework or who demonstrates skill levels which assure success in college-level courses may request reinstatement to proceed with college-level coursework.

Students enrolled in one or more courses of English as a Second Language and students identified as having a learning disability are exempt from the limitations of this procedure.

Students who demonstrate significant, measurable progress toward development of skills appropriate to enrollment in college-level courses may be granted a waiver of the limitations of this procedure.

District catalogs shall include a clear statement of the limited applicability of remedial coursework toward fulfilling degree requirements and any exemptions that may apply to this limitation.

Office of Primary Responsibility: Academic Affairs

Date Approved:

*(This is a new procedure recommended by the
CC League and the League's legal counsel)*

Approved by ASCC

9/29/09

CSEA	6/9/09
Management Team	10/7/09
Senate	10/28/09
Supervisors/Confidential	11/12/09
EPC	11/30/09
Steering	12/7/09

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**Academic Affairs
DRAFT as of 9/18/09**

BP 4225 COURSE REPETITION

References:

Title 5 Sections 55040, 55041, 55042, 55044, and 58161

Students may repeat courses in which: substandard grades (less than "C") were earned; extenuating circumstances exist and can be demonstrated; a significant lapse of time has occurred; or, the repetition is necessary to meet a legal mandate as a condition of continued pay or voluntary employment.

When course repetition occurs, the permanent academic record shall be annotated in such a manner that all work remains legible, insuring a true and complete academic history.

Under special circumstances, students may repeat courses in which a C or better grade was earned. The special circumstances are set forth in AP 4225.

Office of Primary Responsibility: Academic Affairs

Date Adopted:

(This is a new policy recommended by the League and the League's legal counsel)

Approved by	ASCC	5/26/09
	CSEA	5/12/09
	Management Team	5/6/09
	Senate	10/14/09
	Supervisors/Confidential	5/17/09
	EPC	11/2/09
	Steering	11/9/09

*Note: New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated in **shading**.*

AP 4225 COURSE REPETITION

References:

Title 5 Sections 55040, 55041, 55042, 55043, and 55253, and 56029

A student may not repeat a course in which the student received a grade of C or better, with the following exceptions:

- ~~A student may enroll in a course and receive a satisfactory grade of "A", "B", "C", or "CR" only once unless~~ The course description in the college catalog states that the course may be repeated for credit.
- A student may petition to repeat a course once where it has been determined by the college that there has been a significant lapse of time since the student previously took the course. The units and grade points of the first enrollment in the course shall be used in computing the student's grade point average at Citrus College and the permanent academic record shall be so annotated.
- When repetition is necessary to enable that student to meet a legally mandated training requirement as a condition of volunteer or paid employment. The grade received by the student each time will be included in computing the student's grade point average.

~~A student~~ Students may repeat a course only once when a "D", "F", "FW", "NC", "NP", or "W" has been earned. When a student repeats a class to alleviate substandard academic work, the previous grade and credit shall be disregarded in the computation of grade point average. The permanent academic record shall be annotated in such a manner that all work (including the original course grade) remains legible.

To take the course a third time, a student must file a petition and receive approval ~~prior to attempting a course for a third time.~~ The petition will be considered only if the withdrawal or substandard grade on the second attempt was the result of extenuating circumstances. ~~For the purposes of this section,~~ Extenuating circumstances shall be defined as verified cases of accident, illness or other circumstances beyond the control of the student. ~~When a "D", "F", or "NC" the course~~ is repeated, the units and grade points of the higher grade only shall be used in computing the student's grade point average at Citrus College, and the permanent academic record shall be annotated in such a manner that all work (including the original course grades) remains legible.

A student may repeat a course at another accredited college to alleviate a final grade of “D”, “F”, “FW”, or “NC” earned at Citrus College. The student shall file a petition and verify the grade with an official college transcript. The units and grade points of the higher grade only shall be used in computing the student’s grade point average at Citrus College, and the permanent academic record shall be annotated in such a manner that all work (including the original course grade) remains legible.

Courses that are repeated shall be recorded on the student’s permanent academic record using an appropriate symbol. Annotating the permanent academic record shall be done in a manner that all work remains legible, ensuring a true and complete academic history. Nothing herein shall be construed in such a way that it conflicts with Education Code Section 76224 pertaining to the finality of grades assigned by instructors, or with Title 5 or district procedures relating to retention and destruction of records.

Office of Primary Responsibility: Academic Affairs

Date Approved:

(Replaces current Citrus College Policy P-5126)

Approved by	ASCC	5/26/09
	CSEA	5/12/09
	Management Team	5/6/09
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**Academic Affairs
DRAFT as of 9/18/09**

BP 4260 PREREQUISITES, CO-REQUISITES AND ADVISORIES

References:

Title 5 Sections 55000 and 55003

The Superintendent/President in consultation with the faculty is authorized to establish prerequisites, co-requisites and advisories on recommended preparation for courses in the curriculum. All such prerequisites, co-requisites and advisories shall be established in accordance with the standards set out in Title 5. Any prerequisites, co-requisites or advisories shall be necessary and appropriate for achieving the purpose for which they are established. The procedures shall include a process in which a prerequisite or co-requisite may be challenged by a student on grounds permitted by law. Prerequisites, co-requisites and advisories shall be identified in District publications available to students.

Prerequisites, co-requisites, and advisories shall be identified in the Citrus District/College publications available to students.

Office of Primary Responsibility: Academic Affairs

Date Adopted:

(This is a new policy recommended by the CC League and the League's legal counsel)

Approved by	ASCC	5/26/09
	CSEA	5/12/09
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	Senate	10/14/09
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	EPC	11/2/09
	Steering	11/09/09

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AP 4260 PREREQUISITES, CO-REQUISITES, AND ADVISORIES

References:

Title 5 Sections 55000 and 55003

The Citrus Community College District adopts the following policy in order to provide for the establishing, reviewing, and challenging of prerequisites, co-requisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practice. The Board of Trustees recognized that, if these prerequisites, co-requisites, advisories and limitations are established unnecessarily or inappropriately, they constitute unjustifiable obstacles to student access and success and, therefore, the Board adopts this policy which calls for caution and careful scrutiny in establishing them. Nonetheless, the Board also recognizes that it is as important to have prerequisites in place where they are a vital factor in maintaining academic standards as it is to avoid establishing prerequisites where they are not needed. For these reasons, the Board has sought to establish a policy that fosters the appropriate balance between these two concerns.

I. College Policies and Procedures

A. Information in the Catalog and Schedule of Classes

The college shall provide the following explanations both in the college catalog and in the schedule of classes:

1. Definitions of prerequisites, co-requisites, and limitations on enrollment including the differences among them and the specific prerequisites, co-requisite and limitations on enrollment which have been established.

2. Procedures for a student to challenge prerequisites, co-requisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge. The information about challenges must include, at a minimum, the specific process including any deadlines, the various types of challenge that are established in law, and any additional types of challenge permitted by the college.¹

3. Define advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.

~~I.A. Crucial~~

~~The college must be required to provide clear and unambiguous information at least in the catalog and schedule defining prerequisites, co-requisites, and advisories on recommended preparation, explaining the differences between these terms, explaining student rights to challenge prerequisites and co-requisites or to enroll despite lacking the preparation recommended in the advisory, and listing every prerequisite or co-requisite which will be enforced.~~

B. Challenge Process

The college shall establish a process by which a student who does not meet a prerequisite or co-requisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the class as follows:

~~I.B. Regulation~~

~~Section 55201(e) requires that colleges have a challenge process, provide challenge at least on several specified grounds, and inform students of their rights.~~

1. If space is available in a course when a student files a challenge to the prerequisite or co-requisite, the district shall reserve a seat for the student and resolve the challenge within five (5) working days. If the challenge is upheld or the district fails to resolve the challenge within the five (5) working day period, the student shall be allowed to enroll in the course. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the student registers for that subsequent term.ⁱⁱ

~~I.B.1. Crucial~~

~~It is required that provision be made for resolving challenges in a "timely manner." It is crucial that, if the challenge process takes more than five working days, the student is assured a seat in the class if the challenge is ultimately upheld.~~

2. Grounds for challenge shall include the following:

a. Those grounds for challenge specified in Section 55201(e) of Title 5.

b. The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or one or more of the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he or she would be delayedⁱⁱⁱ by a semester or more in attaining the degree or certificate specified in his or her Student Educational Plan.

c. The student seeks to enroll in a course which has a prerequisite established to protect health and safety, and the student demonstrates that he or she does not pose a threat to himself or herself or others.^{iv}

3. The college shall formally establish a challenge process including:

a. Who makes the determination of whether the challenge is valid: For challenges concerning academic qualifications, the initial determination should be made by someone who is knowledgeable about the discipline, preferably someone qualified to teach in the discipline, but not the person who is the instructor of the section in which the student wishes to enroll.

b. What possibility of appeal exists: If the validity of the challenge is determined by one person and not a committee, there must be an opportunity to appeal.

c. The student has the obligation to provide satisfactory evidence that the challenge should be upheld. However, where facts essential to a determination of whether the student's challenge should be upheld are or ought to be in the college's own records, then the college has the obligation to produce that information.^v

I.B.3. Crucial

Colleges must be required to specify who handles the challenge and the appeal process if one is being established.

C. Curriculum Review Process

The curriculum review process at the college shall at a minimum be in accordance with all of the following:

1. Establish a Curriculum Committee and its membership in a manner that is mutually agreeable to the college administration and the academic senate.

I.C.1. Regulation

A curriculum committee established by mutual agreement of the administration and the senate is required. However, the committee may be either "a committee of the academic senate or a committee which includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate." [Title 5, Section 55002(a)(1)]

2. Establish prerequisites, co-requisites, and advisories on recommended preparation (advisories) only upon the recommendation of the academic senate except that the Academic Senate may delegate this task to the Curriculum Committee without forfeiting its rights or responsibilities under Section 53200-53204 of Title 5. Certain limitations on enrollment must be established in the same manner. See II.C. below.

I.C.2. Crucial

Title 5, Sections 53200-204 mandates that prerequisites are one of the issues on which a board must "consult collegially" with the academic senate. The specific language of the model is the counsel of the drafting committee but is not required.

3. Establish prerequisites, co-requisites, advisories on recommended preparation, and limitations on enrollment only if:

a. The faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in the department do all of the following.

I.C.3. Crucial

~~Section 55201(b)(1) requires that there be content review as part of the process for establishing any prerequisite, co-requisite, or advisory. It is crucial that there be a careful content review process and that the specific steps of that process are clearly specified in the policy. It is also crucial that the approval of the prerequisite or co-requisite (or advisory) be done explicitly and not be inferred from the approval of the course. Lastly, it is also crucial that provision be made for providing those with expertise on the discipline in question an adequate voice in the content review process.~~

(1) Approve the course;^{vi} and,

(2) As a separate action, approve any prerequisite or co-requisite, only if:

(A) The prerequisite or co-requisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including, at a minimum, all of the following:

i. involvement of faculty with appropriate expertise;

ii. consideration of course objectives set by relevant department(s) (the curriculum review process should be done in a manner that is in accordance with accreditation standards);

iii. be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;

iv. specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;

v. identification and review of the prerequisite or co-requisite which develops the body of knowledge and/or measures skills identified under iv.

vi. matching of the knowledge and skills in the targeted course (identified under iv.) and those developed or measured by the prerequisite or co-requisite (i.e., the course or assessment identified under v.); and

vii. maintain documentation that the above steps were taken.

(B) The prerequisite or co-requisite meets the scrutiny specified in one of the following: II.A. 1 a. through A.1.g. and specify which.^{vii}

(3) Approve any limitation on enrollment that is being established for an honors course or section, for a course that includes intercollegiate competition or public performance,

or so that a cohort of students will be enrolled in two or more courses, and, in a separate action, specify which.

(4) Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.^{viii}

I.C.3.a.(4) Regulation

Section 55002 requires that courses be approved only if they meet specific criteria established for degree credit courses, non-degree applicable credit courses, non-credit courses, or community services classes. Subsections (a)(2)(D) and (a)(2)(E) of Section 55002 require further that courses that should have prerequisites to ensure academic standards may only be approved as degree-applicable courses provided that the criteria have been met for establishing the needed prerequisites.

(A) Review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student had knowledge or skills not taught in the course. If the student would need knowledge or skills not taught in the course then the course may be approved for degree applicable credit only if all requirements for establishing the appropriate prerequisite have been met excepting only approval by the Curriculum Committee.

(B) Review the course outline to determine whether receiving a satisfactory grade is dependent on skills in communication or computation. If receiving a satisfactory grade is sufficiently dependent on such skills, then the course may be approved for degree applicable credit only if all requirements have been met for establishing a prerequisite or co-requisite of not less than eligibility for enrollment to a degree-applicable course in English or mathematics, respectively.^{ix}

(C) A course which should have a prerequisite or corequisite as provided in (A) or (B) but for which one or more of the requirements for establishing a prerequisite have not been met may only:^x

i. Be reviewed and approved pursuant to the standards for non-degree applicable credit, non-credit, or community service; (Section 55002) or

ii. Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or co-requisites.^{xi}

I.C.3.a.(4)(C) Regulation

Section 55002(a) specifies conditions a course must meet before a curriculum committee may approve it for degree applicable credit. Subsections 55002(a)(2)(D) and (E) specify that establishing a prerequisite or co-requisite is a condition for approval if “a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course,” or “success in the course is dependent upon communication or computation skills.”

b. The Curriculum Committee also reviews the course and prerequisite in a manner that meets each of the requirements specified in I.C.3.a.(1)-(4).

D. Program Review

As a regular part of the Program Review process or at least every six years, the college shall review each prerequisite, co-requisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the Curriculum Committee and is still in compliance with all other provisions of this policy and with the law. Prerequisites or co-requisites established between July 6, 1990, and October 31, 1993, shall be reviewed by July 1, 1996. Any prerequisite or co-requisite which is successfully challenged under subsections (1), (2) or (3) of Section 55201(f) shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law.

I.D. Crucial

Section 55201(b)(3) requires that prerequisites and co-requisites be reviewed at least once every six years. The regulation only requires that advisories be reviewed periodically. However, it is crucial that the district policy specify some reasonable frequency for reviewing advisories.

E. Implementing Prerequisites, Co-requisites, and Limitations on Enrollment

Implementation of prerequisites, co-requisites, and limitations on enrollment must be done in some consistent manner and not left exclusively to the classroom instructor. Every attempt shall be made to enforce all conditions a student must meet to be enrolled in the class through the registration process so that a student is not permitted to enroll unless he or she has met all the conditions or has met all except those for which he or she has a pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition.^{xii}

I.E. Crucial

It is crucial that there be an explicit statement of how prerequisites, co-requisites, and limitations on enrollment will be implemented. It is also crucial that the implementation not be left exclusively to each individual classroom faculty member and that it be clear in what way the registration process will be used for this implementation.

F. Instructor's Formal Agreement to Teach the Course as Described

The college shall establish a procedure so that courses for which prerequisites or co-requisites are established will be taught in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or co-requisite. The process shall be established by consulting collegially with the local academic senate and, if appropriate, the local bargaining unit.

I.F. Crucial

Section 55201(b)(2) requires that there be procedures for assuring that any course for which there is a prerequisite or co-requisite will be taught in a manner that fits with the documents on the basis of which the prerequisite or co-requisite was established.

II. Review of Individual Courses

If the student's enrollment in a course or program is to be contingent on his or her having met the proposed prerequisite(s) or co-requisite(s), then such a prerequisite or co-requisite must be established as follows. If enrollment is not blocked, then what is being established is not a prerequisite or co-requisite but rather an advisory on recommended preparation and must be identified as such in the Schedule and Catalog. Establishing advisories does not require all the following steps. (See II.B below.)

A. Prerequisites and Co-requisites

1. Levels of Scrutiny

Prerequisites and co-requisites must meet the requirements of at least one of the following subsections.^{xiii}

II.A.1. Regulation

Section 55201(b)(1) requires that there be different levels of scrutiny for different types of prerequisites and co-requisites. The policy must state explicitly what these levels are and for which types of prerequisites and co-requisites they will be used. In addition, Section 55201(c)(2) requires that the standard of scrutiny for any course be that a student who lacked "the skills, concepts, and/or information" would be "highly unlikely to receive a satisfactory grade in the course," namely a grade of "CR" or "C" or better as determined by content review alone or with data collection or other scrutiny.

a. The Standard Prerequisites or Co-requisites^{xiv}

The college may establish satisfactory completion of a course^{xv} as prerequisite or co-requisite for another course provided that, in addition to obtaining the review of the faculty in the discipline or department and the curriculum committee as provided above, the college specifies as part of the course outline of record at least three of the campuses of the University of California and the California State University which reflect in their catalogs that they offer the equivalent course with the equivalent prerequisite(s) or co-requisite(s). Any combination of University of California campuses and California State University campuses is acceptable in satisfaction of this requirement.

b. Sequential Courses Within and Across Disciplines^{xvi}

A course may be established as a prerequisite or co-requisite for another course provided that, in addition to the review by faculty in the department or discipline and by the Curriculum Committee as described above skills, concepts, and/or information taught in the first course are presupposed in the second course, and a list of the specific

skills and/or knowledge a student must possess in order to be ready to take the second course is included in its outline or record.

c. Courses in Communication or Computation Skills

Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course by course basis. A course in communication or computation skills, or eligibility for enrollment in such a course, may be established as a prerequisite or co-requisite for any course other than another course in communication or computation skills if, in addition to the review by the faculty in the discipline or department and by the Curriculum Committee as provided above, the following is also done:

(1) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record; and

(2) Research is conducted as provided in II.A. 1.g.

(3) The prerequisite or co-requisite may be established for a period of not more than two years while the research is being conducted provided that a determination is made that a student who lacks the particular skills is highly unlikely to receive a satisfactory grade because a sufficient percentage of the grade is directly dependent on these skills.^{xvii} This determination must be approved both by the faculty in the discipline as provided in I.C.3.a and by the Curriculum Committee as provided in I.C.3.b and must be based on a review of the syllabus as well as samples of tests and other assignments on which the grade is based.^{xviii}

II.A.1.c. Regulation Section 55202(b)

II.A.1.c., d., g. Crucial

It is crucial that data be required at least for establishing these types of prerequisites and co-requisites. It is also crucial that the policy specify how data will be gathered and evaluated and however it is done be consistent with sound research practices. Further, it is crucial that the policy state what the criteria will be for determining whether the data do in fact justify the establishing of the prerequisite or co-requisite. Lastly, the policy must specify that a prerequisite may be put into effect before the required data have been collected only when the prerequisite is determined by the curriculum committee to be necessary pursuant to Section 55002(a)(2)(D) or (E) or other provisions of law, and that the period during which such a provisional prerequisite could be in effect be no longer than two years.

d. Cut Scores and Prerequisites

Whether or not research is required to establish a prerequisite, data collected to validate assessment instruments and cut scores is always relevant to reviewing the prerequisites for the associated courses.^{xix} If such data are insufficient to establish the cut scores, any course prerequisites established for the same course or courses may not be printed in subsequent catalogs and schedules nor enforced in subsequent

semesters until the problems are resolved, and sufficient data exist to establish the cut scores. In such a case, the collection of this data shall be done in the manner prescribed in II.A.1.g of this policy in addition to other requirements of law.^{xx} Such a prerequisite may be changed to an advisory or recommended preparation while the problems are being resolved.

II.A.1.d. Crucial
See note at II.A.1.c.

e. Programs

In order to establish a prerequisite for a program, the proposed prerequisite must be approved as provided for a course prerequisite in regard to at least one course that is required as part of the program.^{xxi}

II.A.1.e. Regulation
Section 55201(c)(2) requires at least this justification for establishing a prerequisite for admission to a program.

f. Health and Safety^{xxii}

A prerequisite or co-requisite may be established provided that, in addition to the review by faculty in the department or division and by the Curriculum Committee as provided above:

(1) The course for which the prerequisite is proposed is one in which the student might endanger his or her own health and safety or the health and safety of others; and

(2) The prerequisite is that the student possess what is necessary to protect his or her health and safety and the health and safety of others before entering the course.

g. Recency and Other Measures of Readiness

II.A.1.g. Crucial
See note at II.A.1.c.

g. Recency and other measures of readiness may be established as a prerequisite or co-requisite only if, in addition to the review by the faculty in the discipline or department and by the Curriculum Committee as provided above, the following is also done:

(1) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record.

(2) Data are gathered according to sound research practices in at least one of the following areas:

(A) The extent to which students, those currently enrolled in the course or those who have completed it, believe the proposed prerequisite to co-requisite is necessary.

(B) Comparison of the faculty members' appraisal of students' readiness for the course to whether students met the proposed prerequisite or co-requisite. The faculty appraisal could be done at any time in the semester that the college determined was appropriate and based on independent assignments, quizzes and exams, participation in class, or other indicators that the student was or was not ready to take the course.

(C) Comparison of students' performance at any point in the course with completion of the proposed prerequisite or co-requisite.^{xxiii}

(D) Comparison of student performance in the course to their scores on assessment instruments in the manner required to validate an assessment instrument and cut scores for the course in question as described in II.A.1.d.

(3) The standard for any comparison done pursuant to II.A.2.(A)(D) shall be that a student is highly unlikely to receive a satisfactory grade in the course unless the student has met the proposed prerequisite or co-requisite.^{xxiv} The research design, operational definition, and numerical standards, if appropriate, shall be developed by research personnel, discipline faculty, and representatives of the Academic Senate. If the evidence fails to meet the standard established, the college may establish the proposed prerequisite or co-requisite as a recommended preparation and may seek to establish it as a prerequisite or co-requisite only by following the process described in this policy and any applicable college policies.

(4) If the Curriculum Committee has determined as provided in I.C.3.A.(4)(a) or (b) that a new course needs to have a prerequisite or co-requisite, then the prerequisite or co-requisite may be established for a single period of not more than two years^{xxv} while research is being conducted and a determination is being made, provided that

(A) All other requirements for establishing the prerequisite or co-requisite have already been met; and

(B) Students are informed that they may enroll in the course although they do not meet the prerequisite. However, students who lack the prerequisite may not constitute more than 20% of those enrolled in any section of the course.^{xxvi}

(C) Prerequisites and co-requisites which are exempt from review at the time they are, or were, established, as provided in Section 55201(d), are not eligible for this exception, and the research must be conducted during the six years before they must be reviewed. (See I.D. above.)

2. Additional Rules

Title 5, Section 55202 specifies additional rules which are to be considered part of this document as though reproduced here.

II.A.2. Regulation

B. Advisories on Recommended Preparation

The college may recommend that a student meet a standard of readiness at entry only if recommended by the faculty in the discipline or department and by the Curriculum Committee as provided in I.C. above. This process is required whether the college used to describe such recommendations in its catalog or schedule as "prerequisites," or "recommended," or by any other term.

II.B. Regulation

~~See also 1.C. A properly constituted curriculum committee and content review are required. An explicit statement of the content review process is crucial and also that the content review process be careful and the specific steps of that process be clearly specified in the policy. It is also crucial that the approval of the advisory be done explicitly and not be inferred from the approval of the course. Lastly, it is also crucial that provision be made for providing those with expertise on the discipline in question an adequate voice in the content review process.~~

C. Limitations on Enrollment

The types of limitation on enrollment specified below^{xxvii} may only be established through the curriculum review process by the discipline or department faculty and the Curriculum Committee specified above including the requirement to review them again at least every six years, for example, as part of program review. The following requirements must also be met in order to establish these particular limitations on enrollment.

II.C. Crucial

~~Section 58106 lists the only ways it is permissible to limit enrollment. In addition, it is crucial that the policy specify an adequate voice for experts in the discipline on the specific limitations mentioned in the model and that these limitations be permitted only if the student would have other ways to meet any associate degree graduation requirement. Lastly, it is also crucial that such limitations be reviewed regularly and that the policy specify a reasonable schedule for such review.~~

1. Performance Courses

The college may establish audition or try-out as a limitation on enrollment for courses that include public performance or intercollegiate competition such as but not limited to band, orchestra, theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics provided that:

a. For any certificate or associate degree requirement which can be met by taking this course, there is another course or courses which satisfy the same requirement; and

b. The college includes in the course outline or record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same requirement.

c. Limitations on enrollment established as provided for performance courses shall be reviewed during program review or at least every six years to determine whether the audition or try-out process is having an disproportionate impact on any historically underrepresented group and, if so, a plan shall be adopted to seek to remedy the disproportionate impact.^{xxviii} If disproportionate impact has been found, the limitation on enrollment may not be printed in subsequent catalogs or schedules nor enforced in any subsequent term until such a plan has been endorsed by the department and the college administration and put into effect. (See also Sections 55502(e) and 55512.)

II.C.1.c. Crucial

It is crucial that courses which have try-out or audition as a means for permitting students to enroll in the course also be reviewed for whether the try-out or audition is having a disproportionate impact on any historically underrepresented group. (Section 55512 requires that "Any assessment instrument, method or procedure" must be evaluated for "disproportionate impact on particular groups of students described in terms of ethnicity, gender, age or disability, as defined by the Chancellor.")

2. Honors Courses^{xxix}

A limitation on enrollment for an honors course or an honors section of a course may be established if, in addition to the review by the faculty in the discipline or department and by the Curriculum Committee as provided above, there is another section or another course or courses at the college which satisfy the same requirements. If the limitation is for an honors course and not only for an honors section, the college must also include in the course outline or record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same associate degree or certificate requirement.

3. Blocks of Courses or Sections^{xxx}

Blocks of courses or blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of students. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or department and by the Curriculum Committee as provided above, there is another section or another course or courses which satisfy the same requirement. If the cohort is created through limitations on enrollment in the courses rather than limitations on specific sections of courses, then the college must include in the course outline or record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which satisfy the same associate degree or certificate requirement.

Footnotes

i. Colleges should also publish this information in the student handbook, if the colleges publishes one, or in whatever other documents that are published to assist students in understanding college rules and procedures.

ii. The college has an obligation to resolve challenges in a “timely manner.” [See Section 55201(e).] However, the student should not wait until the last minute to file the challenge. If the college could not meet the one-week timeline, it could reserve a seat for the student or make provision in its policies on maximum class size to exceed the set size for such a student.

iii. If other courses are available which meet the same requirement, the student is not being delayed. There is no obligation to honor a student’s preference. The point is that this type of limitation on enrollment should not even be established unless alternative choices exist to meet any graduation requirement satisfied by taking the performance course.

iv. The Federal Government’s Americans with Disabilities Act of 1990 requires further that if a student with a disability seeks admission to a course which has a prerequisite designed to protect health and safety, then the burden is on the college to establish that there is no accommodation available that would protect health and safety and permit the student to enroll without undue costs to the district.

v. For example, if a student challenges on the basis of claiming that a prerequisite was not established properly, that the student must show some legitimate reason for believing that the prerequisite was not established properly. However, if the student makes a prima facie case, the college must then produce the relevant information from its own files and not expect the student to request the files and search out the information.

vi. The main point here is that the faculty, and the curriculum committee as well, must approve the prerequisite as a separate action from any approval of the course. However, it is not required that the faculty in the department in fact approve the course, although there are obvious reasons why that is recommended good practice. Title 5 requires only approval of the course by a curriculum committee that is a committee of the Academic Senate or established in a manner agreeable to the Senate and the campus administration (Section 55002). Title 5 further requires that prerequisites and all academic and professional matters be matters for the board to rely primarily on the Senate or reach joint agreement with it. (Sections 53200 et seq.)

vii. It is strongly encouraged that this review be based on the actual syllabus, texts, and tests for the course. Only in that way is it possible to determine not merely what the course theoretically should be requiring students to know but, rather, what in practice the course actually does require students to know. If the course is new and exams have not yet been written, an advisory could be established instead of a prerequisite or the instructor could prepare sample tests and submit them at the same time the course is being proposed. If the prerequisite or co-requisite is required for the course to be approved for degree applicable credit, then the instructor shall be required to submit sample tests at the same time the course is being proposed.

viii. Individual courses will need to be reviewed first to determine whether, if appropriate academic standards are upheld, the students would need to have met a prerequisite or enroll in a co-requisite: “When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or co-requisites which are established, reviewed, and applied in accordance with the requirements of Article 2 (commencing with Section 55200),” and “If Success in the course is dependent upon communication or computation skills, then the course shall require. . . as pre- or co-requisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.” [Section 55002(a)(2)(E), emphasis added] Secondly, the texts and other grading criteria for the course would need to be examined to see whether in actual fact the students do need to have the indicated skills or knowledge. If a course should require a prerequisite as determined by the first review, but does not meet the criteria required for establishing the prerequisite, then it must be revised so it does meet that standard, or it may not be offered as a degree applicable credit course.

ix. See II.A.1.c.(3) for the treatment of a course which would be required to have a prerequisite or co-requisite in order to be a degree applicable course but for which data is normally required before such a prerequisite or co-requisite could be established.

x. It is possible to have degree applicable courses which have no prerequisites at all. For example, although reading would be assigned in an art history class, it might be possible to learn enough through visual and auditory means to get a satisfactory grade even though the student had difficulty with the reading and, yet, the level of instruction be collegiate.

xi. For example, the committee receives a proposal for a physics course that is described as requiring calculus. The curriculum committee would first determine whether a calculus prerequisite seemed necessary to the course being taught at the indicated level. Since this course would appear to need a calculus prerequisite, the second step is to see whether all the requirements have been met for establishing such a prerequisite. If they have not, then the committee could not approve the course unless either (a) the further work was done to meet all the requirements for a prerequisite; or (b) the course was approved only for non-degree applicable credit, non-credit, or community service.

xii. For example, this further information might require waiting for a final grade from the previous semester to be submitted or an assessment test to be scored. If a college is not able to put information into its data base from the transcripts of all students transferring into the college, it could simply inform the student that, according to their data, he or she has not met the prerequisite. If the student believes a course taken at another institution should satisfy the prerequisite, the student could then file a challenge and be enrolled in the course pending the resolution of the challenge. A college may also routinely ask students at the time of registration if they have met the prerequisite for the course in question and permit the student to enroll if the student says he or she has met the prerequisite. The college must then routinely check to confirm that the student has indeed met the prerequisite and, if not, the student’s enrollment be canceled even if instruction has already begun.

xiii. Certain types of prerequisites need not be reviewed in this way until the next time the program of which they are a part is due for Program Review. See Section 55201(d).

xiv. This section would allow the standard and obvious prerequisites to be established with a minimum of review, enhancing the transfer function in particular and allowing for the resources of the college to be expended on the problematic cases. Examples that would fit well here are standard science class prerequisites or standard foreign language classes. Since this section is intended for very common cases, a college that is having difficulty finding three UC or CSU campuses that have the same prerequisite and the same courses should instead seek to establish the prerequisite under another subsection. However, the CAN system might provide a quick source of information on which campuses teach the most common courses. The Subject A English course is required by all UC campuses as a prerequisite for English composition classes.

xv. Some courses have more than one prerequisite. Each prerequisite would have to be approved as provided.

xvi. Vocational courses often have obvious prerequisites, but the courses are not offered at enough UC or CSU campuses to meet the requirements of II.A.1.a. Although most such prerequisites would be within the discipline, others would not. For example, the health professions commonly have prerequisites outside the discipline such as anatomy and physiology for nursing. The same level of scrutiny could be used for establishing one course in reading or writing courses as a prerequisite for another course in reading or writing except that such prerequisites would need to be changed to advisories on recommended preparation if the data collected to establish cut-off scores on assessment tests were not sufficient for that purpose. See II.A.1.e. below.

xvii. That percentage need not be so high that the student who lost all those points would be certain to obtain an unsatisfactory grade. For example, if the student would lose 25% of the total points possible by failing the research paper assignment, then he or she could receive a "C" only by obtaining more than 90% of the remaining points, a very difficult task.

xviii. For example, if calculus is required and if problems involving calculus are on the exams but there are also extra credit opportunities sufficient to offset point lost by lacking the knowledge of calculus, then calculus is not in fact necessary. If material that is presented in reading assignments tested is also presented in class, so that it is realistic that a student with less than the recommended reading skills could nonetheless learn the material through the classroom presentations, then that level of reading preparation should only be an advisory on recommended preparation rather than a prerequisite.

xix. Assessment tests and cut scores may only be established in the manner prescribed in "Standards, Policies and Procedures of the Evaluation of Assessment Instruments Used in the California Community Colleges," August, 1992.

xx. These requirements are spelled out in the document referenced in the previous footnote.

xxi. If a college wishes to establish requirements to complete a course or courses before admission to a program in order to establish priorities for admission to the program, such a requirement may only be established as provided in Section 58106 of Title 5 on enrollment priorities. For example, nursing programs sometimes require completion of all requirements for the associate degree prior to admission to the nursing program itself.

xxii. Districts should also review the applicable provisions of the Federal Government's Americans with Disabilities Act of 1990 in regard to any requirements that apply specifically to students with disabilities.

xxiii. Student performance could be measured using final grades, or it could be measured using their performance up to any point as early as six weeks into the course. The later the date chosen for measuring student performance, the more extraneous factors like change in work schedule or personal illness will also affect the data. The option described in g.(2)(b) above would permit the instructor to adjust for such irrelevant factors and even for the student who is doing the work but unsuccessfully or provide for these other factors in some other way in the research design. On the other hand, others believe that the use of faculty perception is more subjective and grades more objective. This issue is left for discussion at the campus, since all of these approaches are legitimate research methodologies, and there are no conclusive reasons to require any one of them.

xxiv. This standard, that a student is highly unlikely to receive a satisfactory grade in the course unless the student has met the proposed prerequisite, is not an additional measure but, rather, is the point of whatever measure is used. Whether the comparison is with student final grades or with a midterm grade or student satisfaction with the prerequisite or faculty assessment of student preparation, the point is to confirm that the student would be unlikely to succeed unless he or she met the prerequisite.

xxv. Although this language would permit two years of grace, the intent is that normally the issue would be resolved during the first year. A second year is permitted only if unanticipated problems arise in the data collection process itself such that the data are lost or are rendered meaningless or unintelligible.

xxvi. Provision is made here for admitting students who have not met the prerequisite since collecting meaningful data on the value of the prerequisite requires being able to compare students who did meet it to students who did not. However, since a prerequisite of this type has been judged to be vital to maintaining academic standards, the qualified students should be at least 80% of any section of the course. The college might implement this provision through labeling such prerequisites as provisional and, then, permitting individual students to challenge on that basis. The college may also simply program its computer to permit students to enroll on a first-come, first-served basis and, until the 20% limit is reached, permit students who do not have the prerequisite to simply enroll in the regular registration process. In any case, the issue of how to implement this provision is left to the district to college to determine so long as students are notified of their right under this section and so long as students who lack the prerequisite are in some manner limited to not more than 20% of the total enrollment in any one section.

xxvii. These limitations on enrollment are academic matters and need to be established through the curriculum process. Other limitations on enrollment may also be determine to be academic and professional matters as provided in Section 53200 et seq., or be included in collective bargaining agreements or be imposed by outside agencies such as fire departments. This document should not be interpreted to require or encourage any particular method for establishing other limitations on enrollment.

xxviii. The determination of disproportionate impact should normally be done by comparing students enrolled in the course to the general student population.

xxix. If the honors section is a separate course, and an articulation agreement exists that treats the course differently upon transfer or if there are other extrinsic, concrete benefits to taking the honors course, then restriction on enrollment should be established as provided for prerequisites rather than as provided here for limitations on enrollment.

xxx. The Puente Program is perhaps the most well-known example of such a program.

~~❖ From current Citrus College Policy P-6006 titled Prerequisites, Corequisites, Advisories and Limitation on Enrollment~~

~~The Citrus Community College District adopts the following policy in order to provide for the establishing, reviewing, and challenging of prerequisites, corequisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practice. The Board of Trustees recognizes that, if these prerequisites, corequisites, advisories, and limitations are established unnecessarily or inappropriately, they constitute unjustifiable obstacles to student access and success, and, therefore, the Board adopts this policy which calls for caution and careful scrutiny in establishing them. Nonetheless, the Board also recognizes that it is as important to have prerequisites in place where they are a vital factor in maintaining academic standards and student success as it is to avoid establishing prerequisites where they are not needed. For these reasons, the Board has sought to establish a policy that fosters the appropriate balance between these two concerns.~~

~~1. Information in the Catalog and Schedule of Classes~~

~~The District shall provide the following explanations both in the college catalog and in the schedule of classes:~~

- ~~a. Definitions of prerequisites, corequisites, and limitations on enrollment including the differences among them and the specific prerequisites, corequisites, and limitations on enrollment which have been established.~~
- ~~b. Procedures for a student to challenge prerequisites, corequisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge.~~
- ~~c. Definitions of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstance under which a student is encouraged to exercise that right.~~

~~2. Challenge Process~~

~~The District shall establish a process by which any student who does not meet a prerequisite or corequisite or who is not permitted to enroll due to a limitation on enrollment may seek entry into the class.~~

~~3. Curriculum Review Process~~

~~The District certifies that:~~

- ~~a. The Curriculum Committee and its membership has been established by mutual agreement of the administration and the Academic Senate.~~

-
- ~~b. The Curriculum Committee shall establish prerequisites, corequisites, advisories on recommended preparation, and limitations on enrollment pursuant to Title 5 and the Chancellor's Model District Policy.~~
 - ~~c. The Curriculum Committee shall verify and provide documentation that prerequisites and corequisites meet the scrutiny specified in Title 5 and the Chancellor's Model District Policy.~~

~~4. Program Review~~

~~As a regular part of the program review process, or at least every six years, the District shall review each prerequisite, corequisite, advisory, and limitation on enrollment to establish that each is still supported by the faculty in the discipline or department and by the Curriculum Committee and is still in compliance with all other provisions of this policy and with the law.~~

~~5. Implementing Prerequisites, Corequisites, and Limitations on Enrollment~~

~~Implementation of prerequisites, corequisites, and limitations on enrollment must be done in some consistent manner and not left exclusively to the classroom instructor. Therefore, the District shall establish procedures so that every attempt shall be made to enforce all conditions the student must meet to be enrolled in the class through the registration process so that the student is not permitted to enroll unless the student:~~

- ~~a. Has met all the conditions or;~~
- ~~b. Has met all except those for which he or she has a pending challenge or;~~
- ~~c. Has met all except those for which further information is needed before final determination is possible of whether the student has met the condition.~~

~~6. Instructor's Formal Agreement to Teach the Course as Described~~

~~The District shall establish a procedure so that courses for which prerequisites, corequisites and advisories are established will be taught in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or corequisite.~~

Reference

~~Title V, California Code of Regulations, Sections 55002, 55200, 55201, 55202, 55530, 55534, and 58106. Education Code Section 70901
Chancellor's Model District Policy, 1994~~

Office of Primary Responsibility: Academic Affairs

Date Approved:

(Replaces current Citrus College Policy P-6006)

Approved by	ASCC	5/26/09
	CSEA	5/12/09
	Management Team	5/6/09
	Senate	10/14/09
	Supervisors/Confidential	5/17/09
	EPC	11/2/09
	Steering	11/9/09

Note: New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated in **shading**.

Proposed Citrus Community College District Policy CCLC No. 4290

**Academic Affairs
DRAFT as of 9/18/09**

BP 4290 CLASSROOM INTERFERENCE

~~❖ From current Citrus College Policy P-5129 titled Classroom Interference~~

Any person who enters the classroom of a course in which they are not officially enrolled without prior permission of the instructor shall be considered as interfering with instruction and disrupting the class. Students currently enrolled at Citrus College may be suspended or expelled for violation of this policy.

Office of Primary Responsibility: Academic Affairs

Date Adopted:

(Replaces current Citrus College Policy P-5129)

Approved by	ASCC	9/22/09
	CSEA	6/9/09
	Management Team	10/7/09
	Senate	10/14/09
	Supervisors/Confidential	11/12/09
	EPC	11/30/09
	Steering	12/7/09

*Note: New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated in **shading**.*

**Academic Affairs
DRAFT as of 9/18/09**

BP 4300 FIELD TRIPS AND EXCURSIONS

Reference:

Title 5 Section, 55220

The Superintendent/President shall establish procedures that regulate the use of District funds for student travel and attendance at conferences and other activities that are performed as a class assignment or co-curricular activity.

The District may pay for expenses of students participating in a field trip or excursion with auxiliary, grant, or categorical program funds if the funds are used consistently with the funding source. The expenses of instructors, chaperones, and other personnel traveling with students may also be paid from District funds.

Students and staff shall at all times adhere to the standards of conduct applicable to conduct on campus. The Superintendent/President or designee is authorized to establish rules and regulations that govern the scheduling of field trips and maintain the health and safety of students.

Office of Primary Responsibility: Academic Affairs

Date Adopted:

(This is a new policy recommended by the CC League and the League's legal counsel)

Approved by	ASCC	9/22/09
	CSEA	6/9/09
	Management Team	10/7/09
	Senate	10/14/09
	Supervisors/Confidential	11/12/09
	EPC	11/30/09
	Steering	12/7/09

*Note: New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated in **shading**.*

AP 4300 FIELD TRIPS AND EXCURSIONS

Reference:

Title 5 Section 55220

Field Trips & Excursions

Citrus College encourages students to participate in field trips and excursions in connection with courses of instruction or college related social, educational, cultural, athletic or musical activities in California, or any other state, the District of Columbia, or a foreign country [Title 5, section 55220a1]. The District shall provide supervision of students involved in field trips or excursions by engaging instructors, supervisors, and other personnel as may be necessary who desire to contribute their services over and above the normal period for which they are employed by the District [Title 5, section 55220a2].

During the field trip itself, the faculty member who is the designated teacher of record shall be responsible for students. This responsibility constitutes a twenty-four hour commitment including all scheduled and unscheduled activities. Students will be expected to comply with all college regulations including those related to Student Conduct (per BP 5139 5500).

The District shall, at the discretion of the Vice President of Academic Affairs and with prior approval of the Board of Trustees, transport students, instructors, supervisors, and chaperones by use of District equipment, contract to provide transportation or arrange transportation by use of other equipment.

As soon as it is determined that an out-of-state trip is planned, the Division/ Department responsible for the trip shall request that the item be placed on the board agenda through the office of The Vice President of Academic Affairs. Included in the board agenda item will be:

- Justification and background for the field trip
- Names of all participants including students, instructors, staff, and chaperones;
- Complete itinerary for the trip
- Preliminary list of all plans/arrangements for all costs and sources of funding
- Arrangement for coverage of classes missed by the accompanying instructor, including sections missed, day, and hours, and names of substitutes who will cover sections.

Transportation

The District shall, at the discretion of the supervising Dean, transport students, instructors, staff, and chaperones, or other personnel by use of District equipment, contract to provide transportation, or arrange transportation by the use of other equipment [Title 5, section 55220a3].

In order for faculty or staff to use a District vehicle and gas card on an approved field trip or excursion they must complete a transportation request form and submit the form to the transportation office at least two weeks in advance of the trip.

Any student driving a District vehicle on a trip or excursion must be listed as an approved trip participant, have a valid driver's license, and if required possess the proper vehicle class license.

Students who wish to drive their own vehicles and/or transport other students must complete a Voluntary Field trip and/or Performance Tour request form. This form must be completed in its entirety and be submitted to the division/department office. Once clearance is obtained the student may use ~~their~~ his/her personal vehicle and may transport other students to the approved field trip or excursion.

Liability

All students participating in out-of-state or international field trips or excursions must complete a Voluntary Field trip and/or Performance Tour assumption of risk, and Medical Treatment Authorization Form. The division office shall retain for a minimum of two years forms including a complete list of students, faculty, staff, chaperones, dates, and locations. All completed student participation forms, emergency contact forms, and medical release forms shall be retained by the faculty/staff during the field trip.

When a group of students under the direction of a faculty member participates in out-of-state and/or international trips, all students shall return to their original point of departure unless alternate travel arrangements have been approved by the District. Students or volunteers who desire to continue on after the trip/excursion conclusion date shall assume all liability and risk from that point forward.

Expenses

No student shall be prevented from participating in a field trip or excursion which is integral to the completion of the course because of lack of sufficient funds [Title 5 section 55220b]. No group shall be permitted to take a field trip or excursion, which is integral to the completion of a course if any student who is a member of such an identifiable group will be excluded from participation because of lack of funds. However, the District may not be prevented from offering a study abroad program because a particular student or group of students is unable to participate in the course or program due to a lack of funds [Title 5 section 55220c]

Expenses of students participating in a field trip or excursion may not be paid with public funds, except where auxiliary (not considered public funds (Title 5, Section 55220c), grant or categorical programs permit use of such funds consistent with the requirements of the funding source (Title 5, Section 55220d).

Faculty, Staff, and Chaperones

The expenses of students, faculty, chaperones, and/or other personnel participating in a field trip or excursion authorized by the District may be paid from District funds, and the District may pay from District funds all incidental expenses for the use of District equipment during such field trip or excursion (Title 5, Section 55220f). Faculty and staff must complete a Travel/Conference Request & Expense Report, secure approval signatures prior to the field trip or excursion, and follow all established District procedures for reimbursement.

Claim for Apportionment

The attendance or participation of a student in a field trip or excursion authorized by the District may be claimed for apportionment to the extent that the field trip or excursion is part of a course. However, attendance claimed for apportionment as a result of a field trip or excursion shall be limited to the amount of attendance that would have accrued had the students not been engaged in the field trip or excursion. No more contact hours shall be generated by a field trip or excursion than if the class were held on campus (Title 5, Section 55220g).

Office of Primary Responsibility: Academic Affairs

Date Approved:

(This is a new procedure recommended by the CC League and the League's legal counsel)

Approved by	ASCC	9/22/09
	CSEA	6/9/09
	Management Team	10/7/09
	Senate	6/9/09
	Supervisors/Confidential	11/12/09
	EPC	11/30/09
	Steering	12/7/09

Note: New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated in **shading**.

**Academic Affairs
DRAFT as of 9/18/09**

BP 4400 COMMUNITY EDUCATION PROGRAMS

Reference:

Education Code Section 78300

The District shall maintain a not-for-credit, fee-based community education program in addition to the credit and noncredit instructional programs. Classes and activities offered through this program may include, but are not limited to: civic, career, business, literacy, science, fitness, health, homemaking, technology, arts, travel, college for kids and general education.

The community education program shall be designed to contribute to the physical, mental, moral, economic, or civic development of the individuals or groups enrolled in it.

Community education courses and programs shall be open for admission of adults and of those minors who, in the judgment of the District, may benefit.

General fund monies shall not be used to establish or maintain community education courses. Students involved in community education shall be charged a fee not to exceed the cost of maintaining the courses. Courses may also be offered for remuneration by contract or with contributions or donations of individuals or groups.

Office of Primary Responsibility: Academic Affairs

Date Adopted:

(This is a new policy recommended by the CC League and the League's legal counsel)

Approved by	ASCC	9/15/09
	CSEA	6/9/09
	Management Team	10/7/09
	Senate	10/14/09
	Supervisors/Confidential	11/12/09
	EPC	11/30/09
	Steering	12/7/09

*Note: New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated in **shading**.*

CITRUS COMMUNITY COLLEGE DISTRICT STUDENT SERVICES

BP 5200 STUDENT HEALTH SERVICES

Reference: Education Code Section 76401

Student health services shall be provided in order to contribute to the educational aims of students by promoting physical and emotional well-being through health-oriented programs and services.

CITRUS COMMUNITY COLLEGE DISTRICT STUDENT SERVICES

AP 5200 STUDENT HEALTH SERVICES

Reference: Education Code Section 76401

Health services provided include, but are not limited to:

- A. Health education, consultation, referrals and mental health counseling
- B. Assessment, intervention and referral services which include, but are not limited to health appraisal, screening, first aid, health and mental health counseling, nursing and/or other services
- C. Health promotion activities
- D. Programs and services designed to prevent illness and injury
- E. Advising college administration in the implementation of all state and federal laws pertaining to college issues

Notwithstanding any other policy to the contrary, the health services at Citrus College shall be available to all currently enrolled students.

Office of Primary Responsibility: Office of Student Affairs

CITRUS COMMUNITY COLLEGE DISTRICT STUDENT SERVICES

BP 5205 STUDENT ACCIDENT INSURANCE

Reference: Education Code Section 72506

The District shall assure that students are covered by accident insurance in those instances required by law or contract.

The Student Insurance Policy provides coverage to all currently enrolled and registered students while:

- in college buildings, college leased or rented buildings, and on or off campus during the time classes are authorized and calendared.
- at other locations as required by college sponsored events and activities such as club activities and field trips, including college sponsored and supervised transportation to and from activities.

The District shall provide limited student accident insurance for students participating in intercollegiate athletics, intramurals, and/or physical education activity courses.

Coverage is provided for all eligible expenses not paid for by any other valid insurance covering the student. If the student is covered under a health maintenance organization or similar organization they must use their services.

CITRUS COMMUNITY COLLEGE DISTRICT STUDENT SERVICES

BP 5410 ASSOCIATED STUDENTS ELECTIONS

Reference: Education Code Section 76061

The Associated Students of Citrus College (ASCC) shall conduct semi-annual elections to elect officers. The elections shall be conducted in accordance with procedures established by the Superintendent/President.

Any student elected as an officer in the ASCC shall, at minimum, meet both of the following requirements:

- The student shall be enrolled in the college at the time of election and throughout his/her term of office, with a minimum of seven semester units or the equivalent.
- The student shall meet and maintain the minimum standards of scholarship (see BP 4220 titled Standards of Scholarship and related administrative procedures).

CITRUS COMMUNITY COLLEGE DISTRICT STUDENT SERVICES

AP 5410 ASSOCIATED STUDENTS ELECTIONS

Reference: Education Code Section 76061

The Associated Students of Citrus College (ASCC) shall conduct semi-annual elections to elect officers.

Any student elected as an officer in the ASCC shall meet the requirements in Board Policy BP-5410 and those set forth in the Constitution and bylaws of the ASCC, as well as the ASCC Elections Code.

Office of Primary Responsibility: Office of Student Life and Leadership Development

CITRUS COMMUNITY COLLEGE DISTRICT STUDENT SERVICES

BP 5420 ASSOCIATED STUDENTS FINANCE

References: Education Code Sections 76063–76065

Associated Student funds shall be deposited with and disbursed by the Superintendent/President.

The funds shall be deposited, loaned or invested in one or more of the ways authorized by law.

All funds shall be expended according to procedures established by the Associated Students, subject to the approval of each of the following three persons, which shall be obtained each time before any funds may be expended:

- the Superintendent/President or designee;
- the employee who is the designated advisor of the particular student body organization; and
- a representative of the student body organization.

The funds of the Associated Students shall be subject to an annual audit.

CITRUS COMMUNITY COLLEGE DISTRICT STUDENT SERVICES

AP 5420 ASSOCIATED STUDENTS FINANCE

References: Education Code Sections 76063-76065

Associated Student funds are maintained in accordance with the following procedures:

- Associated Student Organization fund books, financial records, and procedures are subject to annual audit.
- Reports of the annual audit of Associated Student funds are submitted to the Office of Finance and Administrative Services.
- Audit information, except that containing personnel or other confidential information, shall be released to the Associated Students by the Office of Finance and Administrative Services.
- Associated Student funds shall be deposited with and disbursed by the District's Office of Finance and Administrative Services.
- The funds shall be deposited, loaned or invested in:
 - Deposits in trust accounts of the centralized State Treasury System pursuant to Sections 16305 to 16305.7, inclusive, of the Government Code or in a bank or banks whose accounts are insured by the Federal Deposit Insurance Corporation.
 - Purchase of any of the securities authorized for investment by Government Code Section 16430 or investment by the Treasurer in those securities.
 - Investment of money in permanent improvements to any community college District property including, but not limited to, buildings, automobile parking facilities, gymnasiums, swimming pools, stadia and playing fields, where those facilities, or portions thereof, are used for conducting student extracurricular activities or student spectator sports, or when those improvements are for the benefit of the student body.

All funds shall be expended subject to such procedures as may be established by the Associated Students subject to the approval of each of the following three persons. Approval shall be obtained each time before any funds may be expended:

- the Superintendent/President or designee;
- the officer or employee of the District who is the designated advisor of the particular student body organization; and
- a representative of the student body organization.

Office of Primary Responsibility: Office of Finance and Administrative Services

CITRUS COMMUNITY COLLEGE DISTRICT STUDENT SERVICES

AP 5450 STUDENT CLUBS AND ORGANIZATIONS

References: Military and Veterans Code Section 616

Co-curricular campus involvement is a vital element of student development, promoting student growth as well as student engagement and satisfaction. These procedures are put into place to govern Citrus College student clubs and organizations.

ORGANIZATION

1. Authorized college clubs must be organized according to college policies. These clubs are sponsored by college personnel, composed completely of current student body members, and hold the majority of their meetings at the college during the regular college day. Clubs must have a democratic plan for the selection of members. Clubs must establish aims which promote educational, college and community interests, and meet all those conditions set forth for recognized college-sponsored clubs.
2. Membership in secret fraternities, sororities, and clubs as described by the California Education Code (Section 16070) is prohibited throughout the college.
3. All other clubs whose membership is composed for the most part of Citrus College students who are sponsored by other than college personnel, who meet outside college hours at places other than at college, and whose aims are other than education or college interests, are considered to be non-college clubs and beyond the jurisdiction and responsibility of college authorities.

ORGANIZATION MINUTES

All organizations/clubs shall keep detailed and accurate minutes of each of their official meetings. All minutes will be filed with the Office of Student Life at the end of each semester.

ACTIVITIES AND EVENTS

All organizations are responsible for submitting to the Office of Student Life, a properly completed and signed "Request for Activity Approval" and other necessary forms for all activities and fundraisers whether held on or off campus.

The activity clearance is to assure no calendar conflicts, proper sponsorship, necessary transportation, and facilities assistance. A record is kept of all activities by the Office of Student Life.

All materials distributed or posted on campus must meet the guidelines set forth in BP-5550 and AP-5550 Speech – Time, Place and Manner.

FINANCIAL

All monies collected or distributed by campus clubs or organizations must be transacted through the college's Student Business Office. Each club is entitled to the assignment of an Associated Student Organization (ASO) account and use of the college's accounting services at no charge to the club. Clubs may not have any sort of off-campus banking accounts.

Procedures for ASO accounting must be strictly adhered to in order to maintain ASO financial privileges.

CLUB ADVISORS

Each club must have a Citrus College faculty or staff advisor who provides guidance and support to the club members. The advisor is also responsible for advising students of, as well as enforcing, District policies and administrative procedures within the club's structure and activities.

The advisor must be present at all club meetings where business is conducted and is required to sign off on the organization's meeting minutes.

The advisor shall make every effort to be present at all activities and fundraisers. The advisor is required to be present at club activities when held in the evening, on weekends, or at any time the event is held off-campus.

Office of Primary Responsibility: Office of Student Life

CITRUS COMMUNITY COLLEGE DISTRICT STUDENT SERVICES

AP 5460 STUDENT FUNDRAISING

This procedure applies to all student fundraising activities for campus clubs, organizations and programs other than those sponsored or overseen by the Citrus College Foundation. Fundraisers should be held for the benefit of campus clubs, scholarships and student life.

All fundraisers will be approved through the Office of Student Life or appropriate department deans to ensure proper compliance with District policies and procedures.

Approved activities may not intrude upon normal college student life or operations. Publicity and other efforts at accomplishing the event must follow appropriate rules and standards set forth by appropriate college policies and procedures.

All money collected must be deposited in an ASO or Citrus College Foundation account and disbursed in accordance with normal established procedures.

PROCEDURES FOR SPONSORING A FUNDRAISING ACTIVITY OR DRIVE

Approval may be gained one of three ways:

- Clubs and organizations officially recognized by the Office of Student Life must follow the procedures set forth by the Office of Student Life, Inter-Club Council and ASCC Executive Board.
- A student not affiliated with an officially recognized campus organization, may petition the ASCC Executive Board for consideration of approval. The petition must be signed by a minimum of ten other Citrus College students.
- Inter-collegiate athletics and performing arts groups must follow the procedures set forth by their department dean.

FREQUENCY

- No two fundraising drives may be conducted at the same time. This limitation has as its intent the desire to avoid excessive interruptions of class and campus life, and to enhance the opportunities for success of the event through the added support and enthusiasm possible only through carefully spaced fundraising and comparable efforts.

- Exceptions to these limitations include those traditional organizations and class activities usually aimed at small segments of the college. Special requests for fundraising and related activities will be considered on an exceptional basis. Exceptions will be approved by the Office of Student Life.
- Inter-collegiate athletics and performing arts groups must follow the procedures for frequency set forth by their department dean.

IMPLEMENTATION OF FUNDRAISING DRIVES AND ACTIVITIES

- Fundraising drives may not continue longer than three weeks. Requests should clearly state the purpose, methods of collection to be utilized, time span anticipated and sequence of events desired.
- Clothing, food and other valuable items shall be counted and a list filed in the Office of Student Life with a plan for disbursement.
- Items which would normally be sold in the cafeteria/bookstore will not be sold for fund raising purposes unless permission is granted from the food service and/or bookstore supervisors.
- Sale of all food items will comply with existing health laws and Administrative Procedure AP 5470.
- Inter-collegiate athletics and performing arts groups must follow the procedures set forth by their department dean.

Office of Primary Responsibility: Office of Student Life

CITRUS COMMUNITY COLLEGE DISTRICT STUDENT SERVICES

AP 5550 SPEECH: TIME, PLACE, AND MANNER

References:

Education Code Sections, 66301, and 76120;
Penal Code Sections 311 and 311.2;
Business and Professions Code Section 5402

The students of the college shall be permitted to exercise their rights of free expression according to the following guidelines.

The college is a non-public forum, except for designated areas generally available to students and the community as follows:

- The areas generally available to students and the community are limited public forums. The District reserves the right to revoke that designation and apply a non-public forum designation.
- The District reserves the right to designate areas as non-public forums as necessary to prevent the substantial disruption of the orderly operation of the college. Areas of the college that are non-public forums specifically include campus offices, classrooms, warehouses, maintenance yards, or locker rooms.

The use of areas generally available to students and the community is subject to the following:

- Persons using areas generally available to students and the community and/or distributing material in the areas generally available to students and the community shall not impede the progress of passersby, nor shall they force passersby to take material.
- No person using the areas generally available to students and the community shall touch, strike or impede the progress of passersby, except for incidental or accidental contact, or contact initiated by a passerby.
- Persons using areas generally available to students and the community shall not use any means of amplification that creates a noise or diversion that disturbs or tends to disturb the orderly conduct of the campus or classes taking place at that time.
- No persons using the areas generally available to students and the community shall solicit donations of money, through direct requests for funds, sales of tickets or otherwise, except where he or she is using the areas generally available to students and the community on behalf of and collecting funds for an organization that is registered with the Secretary of State as a nonprofit corporation or is an approved Associated Students Organization or club.

All persons using the areas of the college generally available to students and the community shall be allowed to distribute petitions, circulars, leaflets, newspapers, and

other printed matter. Such distribution shall take place only within the areas generally available to students and the community. Material distributed in the areas generally available to students and the community that is discarded or dropped in or around the areas generally available to students and the community other than in an appropriate receptacle must be retrieved and removed or properly discarded by those persons distributing the material prior to their departure from the areas generally available to students and the community that day.

Posting

The District shall provide bulletin boards and other designated locations for use in posting student materials at campus locations convenient for student use. All materials shall conform to the guidelines set forth by the Office of Student Life. All materials displayed on a bulletin board shall clearly indicate the author or agency responsible for its production and shall be dated with the date of posting by the Office of Student Life. Materials displayed shall be removed after the passage of fourteen days. Posting Guidelines may be obtained from the Office of Student Life.

All publicity must have the approval of the Office of Student Life for student activities, or The Office of External Relations for instructional, student services and administrative departments.

Also see BP/AP 4030 titled Academic Freedom

Office of Primary Responsibility: Dean of Students

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

December 1, 2009

The Board of Trustees of the Citrus Community College District met for the Organizational Meeting on Tuesday, December 1, 2009, in the Administration Building Board Room.

Outgoing Board President Keith called the meeting to order at 4:17 p.m. Outgoing Board President Keith led the Pledge of Allegiance to the Flag.

TRUSTEE ROLL CALL – Present: Susan M. Keith, Joanne Montgomery, Edward C. Ortell, Patricia Rasmussen, Gary L. Woods, and Karine Ponce (Student Trustee).
Absent: None.

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

ADMINISTRATORS AND EMPLOYEES SIGNING THE VOLUNTARY SIGN-IN SHEET:

Management Team: Rosalinda Buchwald, Paula Green, Lan Hao, Robert Iverson, Martha McDonald, Edward Trickey, and Linda Welz

Faculty: Badieh Farahani

Supervisors/Confidential: Leigh Buchwald, Tedd Goldstein, Marilyn Grinsdale, and Eric Magallon

Classified Employees: None

Adjunct Faculty: None

Students: None

VISITORS: Tom Gerfen

OATH OF OFFICE

Geraldine M. Perri, Ph.D., Superintendent/President, administered the Oath of Office to Dr. Edward C. Ortell, Duarte/Arcadia/Azusa/Monrovia representative; and Dr. Gary L. Woods, Azusa/Covina/Glendora/Irwindale representative; who were re-elected to the Board of Trustees in the general election held November 3, 2009. Their terms will end November 30, 2013.

Geraldine M. Perri, Ph.D., Superintendent/President, reported that the college has received a draft of the accreditation report, and it is currently under review for factual errors and omissions. The accrediting commission will take action regarding the final report in January.

Dr. Perri extended best wishes to the Board of Trustees and the college community for a happy and healthy holiday season. She said, in spite of significant fiscal challenges, we have continued to serve many students well. Dr. Perri commended the leadership of the various constituent groups, including the Academic Senate, CSEA, ASCC, the Supervisors/Confidential Team, and the Management Team, for all of their hard work throughout 2009. She also expressed appreciation to all of the many friends and supporters of Citrus College from our local communities.

As we look to 2010, Dr. Perri said the college will continue to monitor the state fiscal situation closely. We will also prepare to implement the college and the visiting team recommendations regarding accreditation.

Irene Malmgren, Vice President of Academic Affairs, reported that the Theatre Arts Department just concluded a very successful and well attended production of *Lysistrata*. During one performance, they received adjudication by the American College Theatre Festival, and two students were nominated to compete in the upcoming festival in February. In addition, a Citrus College student director, Mr. Jeremy Lewis, was selected to participate in their student director competition during the festival. This is a noteworthy honor, as only 16 student directors are chosen from colleges in the region, which includes California, Nevada, Utah, and Arizona.

Ms. Malmgren said Academic Affairs is reviewing next year's course offerings. They are working to balance programs and make sure new students are able to move through their programs of study.

In response to faculty concerns regarding copyright infringement when duplicating materials for course instruction, there will be a copyright forum on December 8, 2009.

Mr. Warren Kinsler, an expert on copyright law from the firm of Atkinson, Andelson, Loya, Ruud and Romo, will be the presenter.

Jeanne Hamilton, Ph.D., Vice President of Student Services, reported that, as part of the 2009 transfer application cycle, the Career/Transfer Center has been very busy assisting transfer students. They visited 72 classes to alert students about the fall timeline; offered 30 application workshops attended by 170 students; held 3 application forums—or “panic rooms”—where they assisted 82 students with applications; offered individual counseling; and conducted a Personal Statement Reader Project, where 9 faculty members and one college representative volunteered to read student personal statements.

Dr. Hamilton said registration has begun, and she was pleased to report that they are experiencing fewer problems than in the past.

Jack Call, Ph.D., Academic Senate President, said the Academic Senate met on November 25, 2009. They discussed section cuts made in response to the budget crisis. Mr. Sam Lee, Dean of Language Arts and Enrollment Management, has made available a list of all sections cut, comparing the 2008-09 and 2009-10 academic years. In addition, Mr. Lee and Ms. Malmgren will attend the next Academic Senate meeting on December 9, 2009, to answer questions. The senators also considered a total of 36 board policies and administrative procedures from TeCS and Human Resources. Mr. Leigh Buchwald, Network and Telecommunications System Supervisor, and Dr. Robert Sammis, Director of Human Resources, were there to answer questions. The Academic Senate passed a motion to have their officers meet with officers of CCFA to decide on a process for determining which board policies and administrative procedures should be reviewed by CCFA with regard to collective bargaining matters.

The Sabbatical Leave Committee met and considered six applications for next year. They carefully reviewed the applications in accord with the current board policy and regulation on sabbatical leave, and ranked them according to merit and seniority. The Sabbatical Policy Review Committee has also finalized their recommendations for revisions to the sabbatical policy and procedures and forwarded them to Ms. Malmgren.

Cathy Napoli, CSEA President, extended an invitation to the Board and the college community to the All College Holiday Celebration on December 10, 2010. The event will once again feature wonderful food and entertainment and a table-decorating competition.

Karine Ponce, Student Trustee, commented that students are busy preparing for finals. To assist them, ASCC will be hosting “Night Owls” from December 7-15, 2009, in the Campus Center. The Campus Center will stay open each evening until 11:00 p.m. to provide students a place to study.

Ms. Ponce said ASCC has donated \$1,000 to the Leaders to Readers scholarship fund. They are also discussing a proposal made by business students to place benches in the LB building.

Edward C. Ortell, Member, Board of Trustees, said our men's basketball team continues to do very well, and recently won the regional championship. He said the college owes a great deal to students and staff who come out during the holiday season to volunteer their time and contribute to the success of our athletic program. Dr. Ortell added that these types of activities help build teamwork and leadership qualities in our students.

Joanne Montgomery, Member, Board of Trustees, attended the recent kickoff and billboard unveiling for Phase 2A of the Gold Line at the site of the future station in Monrovia. She said the event was well-attended by many elected officials, including Congressional Representatives David Dreier and Judy Chu, Assemblyman Anthony Portantino, and many city council members from various communities. Mrs. Montgomery said construction on Phase 2A is slated to begin in June 2010, with completion as far as the Citrus Avenue station in 2013.

Mrs. Montgomery thanked Dr. Perri for her leadership and a wonderful year in which the college had accomplished much.

Patricia Rasmussen, Outgoing Clerk/Secretary, Board of Trustees, commented that this is an excellent time to observe the learning outcomes of our students. There are many seasonal events taking place, such as the production of *Christmas Is...* by our vocal, instrumental, and dance programs and the annual Ceramics Sale, featuring many beautiful and unique pieces.

Dr. Rasmussen expressed her condolences to the Maher family on the sudden passing of Mr. Tim Maher, Reprographic Technician. Dr. Rasmussen said Tim was an outstanding employee and will be greatly missed.

On behalf of the Board, **Outgoing Board President Keith** wished the entire college community a very happy, safe, and relaxing holiday season.

MINUTES

Item 1: Moved by Dr. Rasmussen and seconded by Dr. Woods to approve the November 17, 2009, meeting minutes as submitted. 5 Yes.

CLOSED SESSION:

Item 2: At 4:47 p.m. it was moved by Dr. Rasmussen and seconded by Mrs. Montgomery to adjourn the meeting to closed session per the following sections of the Government Code: 5 Yes.

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).

Section 54956.9(b): CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION

RECONVENE OPEN SESSION: At 5:06 p.m., Outgoing Board President Keith reconvened the meeting to open session with no action taken.

INFORMATION AND DISCUSSION

Audit Report Presentations by Vicenti, Lloyd, and Stutzman, Certified Public Accountants – Carol R. Horton, Vice President of Finance and Administrative Services

Mrs. Horton introduced Ms. Renee Graves, CPA/CGFM, and Ms. Heather McGee, CPA, from the firm of Vicenti, Lloyd and Stutzman, Certified Public Accountants, who presented the 2008-09 audit reports. At the conclusion of the report, Mrs. Horton thanked Ms. Rosalinda Buchwald, Director of Fiscal Services. She added that it takes a team to achieve this type of report, and she expressed her appreciation to her entire staff. Outgoing Board President Keith expressed the appreciation of the Board to Mrs. Horton and her department.

Career/Transfer Center Program Review – Jeanne Hamilton, Ph.D., Vice President of Student Services

Food Services Program Review – Jeanne Hamilton, Ph.D., Vice President of Student Services

Student Employment Services Program Review – Jeanne Hamilton, Ph.D., Vice President of Student Services

Dr. Hamilton noted the work of Student Services staff in preparing program reviews for the Career/Transfer Center, Food Services, and Student Employment Services, which were presented for information only. She said much is learned in the detailed process of preparing program reviews that ultimately leads to improvement.

INDEPENDENT CONTRACTORS

- Item 3:** Moved by Mrs. Montgomery and seconded by Dr. Woods to approve the attached list of independent contractor/consultant agreements as submitted. 5 Yes.

FACILITY USE

- Item 4:** Moved by Mrs. Montgomery and seconded by Dr. Woods to approve facility rentals and usage. 5 Yes.

PERSONNEL RECOMMENDATIONS

- Item 5:** Moved by Mrs. Montgomery and seconded by Dr. Woods to approve the personnel actions with regard to the employment, change of status, and/or separation of academic employees. 5 Yes.
- Item 6:** Moved by Mrs. Montgomery and seconded by Dr. Woods to approve the personnel actions with regard to the employment, change of status, and/or separation of classified employees. 5 Yes.
- Item 7:** Moved by Mrs. Montgomery and seconded by Dr. Woods to approve the employment of short-term, non-academic employees and substitutes as revised. 5 Yes.

BOARD OF TRUSTEES

- Item 8:** Moved by Mrs. Montgomery and seconded by Dr. Ortell to elect **Gary L. Woods** for the office of President of the Board of Trustees for the period from December 1, 2009, through November 30, 2010. 5 Yes.

On behalf of the Board, Incoming Board President Woods presented Outgoing Board President Keith with a plaque in honor of her service and leadership throughout 2009.

- Item 9:** Moved by Mrs. Keith and seconded by Mrs. Montgomery to elect **Patricia Rasmussen** for the office of Vice President of the Board of Trustees for the period from December 1, 2009, through November 30, 2010. 5 Yes.
- Item 10:** Moved by Mrs. Keith and seconded by Dr. Rasmussen to elect **Joanne Montgomery** for the office of Clerk/Secretary of the Board of Trustees for the period from December 1, 2009, through November 30, 2010. 5 Yes.

- Item 11:** Moved by Mrs. Montgomery and seconded by Dr. Ortell to elect **Susan M. Keith** to represent the Citrus College Board of Trustees on the Citrus College Foundation Board of Directors and Executive Board. 5 Yes.
- Item 12:** Moved by Dr. Ortell and seconded by Trustee Rasmussen to select **Joanne Montgomery** 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. 5 Yes.
- Item 13:** Moved by Mrs. Montgomery and seconded by Dr. Rasmussen to select **Edward C. Ortell** as the governing board's voting representative to elect members to the Los Angeles County Committee on School District Organization in October/November 2010. 5 Yes.
- Item 14:** Moved by Dr. Ortell and seconded by Mrs. Keith 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 and revised:
Date: 1st & 3rd Tuesdays
Time: 4:15 p.m.
Place: Citrus Community College District Board Room (AD 202)
5 Yes.
- Item 15:** Moved by Dr. Rasmussen and seconded by Mrs. Montgomery to select **Edward C. Ortell** and **Susan M. Keith** as the Board of Trustees ad-hoc committee for 2010 to determine the instrument or process to be used in Board self-evaluation. 5 Yes.

AUDITORS

- Item 16:** Moved by Dr. Rasmussen and seconded by Mrs. Montgomery 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. 5 Yes.

SIGNATURES AUTHORIZATION

- Item 17:** Moved by Mrs. Montgomery and seconded by Dr. Rasmussen 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. 5 Yes.

Item 18: Moved by Dr. Rasmussen and seconded by Mrs. Montgomery 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. 5 Yes.

Item 19: Moved by Mrs. Keith and seconded by Mrs. Montgomery to authorize the Director of Performing Arts to sign contracts for the 2010-11 schedule of events for the Haugh Performing Arts Center. 5 Yes.

CONSTRUCTION – CAPITAL PROJECTS

Item 20: Moved by Dr. Rasmussen and seconded by Mrs. Keith 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. 5 Yes.

SABBATICAL – FACULTY

Item 21: Moved by Mrs. Keith and seconded by Dr. Rasmussen to approve Faculty 2010-11 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.

5 Yes.

BOARD POLICIES

Item 22: Moved by Mrs. Montgomery and seconded by Dr. Ortell to approve the second reading of Board Policy 4280 – Final Exams. 5 Yes.

ADJOURNMENT: At 5:58 p.m., it was moved by Mrs. Keith and seconded by Dr. Rasmussen to adjourn the meeting.

Date

Joanne Montgomery
Clerk/Secretary
Board of Trustees