

CITRUS COMMUNITY COLLEGE DISTRICT

AGENDA OF REGULAR MEETING OF THE BOARD OF TRUSTEES

MEETING: Second Regular Meeting in March

DATE: Tuesday, March 16, 2010

TIME: 4:15 p.m.

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

AGENDA:

A. PLEDGE OF ALLEGIANCE

B. BOARD OF TRUSTEES

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

Irene Malmgren, Vice President of Academic Affairs

Jeanne Hamilton, Vice President of Student Services

Robert Sammis, Director of Human Resources

Carol Horton, Vice President of Finance and Administrative Services

Jack Call, 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 March 2, 2010

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

1. Per Section 54954.5(f) and 54957.6: CONFERENCE WITH LABOR NEGOTIATOR, ROBERT SAMMIS, DISTRICT CHIEF NEGOTIATOR — Employee Organization(s): Citrus College Adjunct Faculty Federation, (CCAFF) Local 6352 of the American Federation of Teachers; Citrus College Faculty Association/CTA/NEA (CCFA).
2. Per Section 54954.5(e) and 54957: PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
3. Per Section 54956.9: Conference with Legal Counsel-Existing Litigation and Conference with Legal Counsel- Anticipated Litigation
4. Per Section 54954.5(e) and 54957: PUBLIC EMPLOYEE PERFORMANCE EVALUATION:

Chief Information Services Officer
Dean of Admissions and Records
Dean of Business, CSIS, Distance Education, and Library
Dean of Career, Technical and Continuing Education
Dean of Counseling
Dean of Fine and Performing Arts
Dean of Language Arts and Enrollment Management
Dean of Library and Information Services
Dean of Mathematics and Health Sciences
Dean of Physical Education and Athletics
Dean of Physical and Natural Science
Dean of Social and Behavioral Sciences
Dean of Students
Director of Center of International Trade and Development
Director of Child Development Center
Director of College Success
Director of Communications
Director of Cosmetology
Director of EOPS, CARE, and Cal WORKs
Director of Facilities and Construction
Director of Financial Aid
Director of Fiscal Services
Director of Health Sciences

**4. (CONTINUED) Per Section 54954.5(e) and 54957: PUBLIC
EMPLOYEE PERFORMANCE EVALUATION:**

**Director of Human Resources and District Chief Negotiator
Director of Institutional Research
Director of Performing Arts Center
Director of Purchasing and Warehouse
Director of Workforce Development
Executive Director of Development and External Relations
Human Resources and Staff Diversity Officer
Vice President of Academic Affairs
Vice President of Finance and Administrative Services
Vice President of Student Services**

G. INFORMATION AND DISCUSSION

1. HSI Title V Cooperative Grant/Center for Teach Excellence Presentation – Jeanne Hamilton, Vice President of Student Services, and Rafael Herrera, Coordinator/Counselor of the Center for Teacher Excellence (Page 5)
2. Administrative and Fiscal Services Departments Program Review – Carol R. Horton, Vice President of Finance and Administrative Services (Page 6)
3. Heating and Air Conditioning 2009-10 Program Review – Irene Malmgren, Vice President of Academic Affairs (Page 59)
4. Owl Bookshop Program Review – Jeanne Hamilton, Vice President of Student Services (Page 81)

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	_____
DATE	MARCH 16, 2010	Resolution	_____
SUBJECT:	HSI Title V Cooperative Grant/Center for Teacher Excellence Presentation	Information	_____ X _____
		Enclosure(s)	_____

BACKGROUND

The Center for Teacher Excellence (CFTE), funded by the HSI Title V Cooperative Grant, is near the end of its five year funding. The CFTE has served 600 students from October 2005 to present. A textbook loan program was implemented to provide financial relief to students in the program. The Board presentation will focus on our accomplishments and future plans to pursue additional funding.

This item was prepared by Rafael Herrera, Coordinator/Counselor of the Center for Teacher Excellence.

RECOMMENDATION

Information only; no action required.

Jeanne Hamilton
Recommended by

Moved / Seconded

Aye ___ Nay ___ Abstained ___

Approved for Submittal

Item No. _____ G.1. _____

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	_____
DATE	March 16, 2010	Resolution	_____
SUBJECT:	Administrative and Fiscal Services Departments Program Review	Information	X
		Enclosure(s)	X

BACKGROUND

The Administrative and Fiscal Services Departments have undergone the prescribed program review process.

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

RECOMMENDATION

Information only; no action required

Carol R. Horton
Recommended by

Moved / Seconded

Aye__Nay__Abstained__

Approved for Submittal

Item No. G.2.

CITRUS COMMUNITY COLLEGE

Program Review



Administrative and Fiscal Services

Study Author:
Rosalinda Buchwald, Director of Fiscal Services

YEAR

2009-2010

CITRUS COMMUNITY COLLEGE

Administrative and Fiscal Services Program Review 2009-2010

Committee Members:

Lucia Padua Blades, Accounting Supervisor

Bertha Bobadilla, Accounting Technician

Rosalinda Buchwald, Director of Fiscal Services

Carol Cone, Budget Supervisor

Karen Gagliano, Accounting Technician

Fe Lopez, Payroll Coordinator

Judy Rojas, Facilities Rental Supervisor

Rosalind Zuniga, Bursar/Banner Coordinator

Administrative and Fiscal Services Program Review

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College Mission Statement

Citrus College delivers high quality instruction that empowers students to compete globally and to 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.

Mission Objectives

Citrus College is a safe, friendly, accessible environment where all students and community members may optimize their academic, career, and cultural development.

As Citrus College continues to advance as a dynamic center for life-long learning, we will:

- provide general, lower division coursework leading to an associate degree in the arts or the sciences;
- prepare students to transfer to four-year colleges and universities;
- offer technological services and support for students, faculty, and staff;
- deliver programs to improve basic math, reading, communication, and ESL skills;
- grant opportunities for students to develop a global perspective through a curriculum with international and multicultural applications;
- furnish support services for the intellectual and personal development of all Citrus College students, including opportunities to participate in campus governance;
- foster a comprehensive and enriching program of extracurricular activities;
- conduct community education programs that encourage learning at every stage of life;
- award occupational certificates and degrees for career preparation and advancement;

- administer customized training programs for business and industry;
- increase career development support for students, faculty, and staff through career exploration;
- counseling, job preparation, job opportunities, and academic and classified staff development;
- collaborate with local high schools in articulation and curriculum development;
- advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition opportunities for students.

In the Spring of 2007, Citrus College established a Strategic Plan with four strategic goals:

1. Student Success
2. Student Learning Outcomes and Assessment
3. Fiscal Transparency
4. Communication

The Annual Implementation Plan of 2008-2009 charged the Financial Resources Committee and the Financial and Administrative Services departments with four objectives to address Fiscal Transparency:

1. Promote college understanding on roles and responsibilities of the district structure and function through board policies and procedures relating to financial resources.
 - a. Review and develop board policies and procedures relating to financial resources.
 - b. Receive final approval of board policies.
2. Make reliable, comprehensive, understandable, and timely district fiscal data available to the college constituency groups.
 - a. The vice president of finance and administrative services will hold budget presentations at various committees and meetings.
 - b. Continue to disseminate emails from the chancellor's and governor's offices and CCLC.
 - c. Publish detailed accounting reports on the intranet.

3. Continue the practice of open budget preparation, execution, and reporting. Provide an operating budget that reflects the proposed cuts by the Governor due to the economic uncertainty in the state.
 - a. Publish the budget development flow chart and make it known to college constituency groups.
 - b. The vice president of finance and administrative services will hold a budget forum explaining the budget development flowchart and information in the budget process.
 - c. The superintendent/president and vice president of finance and administrative services will hold a mid-year budget forum to bring updated budget information to the college.
4. Promote assurances of financial integrity.
 - a. Follow the annual audit process.
 - b. Provide fraud training.
 - c. Disseminate WeTIP whistleblower information to college groups.

At the August 29, 2008 Convocation, Dr. Perri, Superintendent/President set the goals for the year by revealing six major priorities for the year:

1. Emergency Preparedness
2. Accreditation
3. The Strategic Plan – student success, student learning outcomes and assessment, fiscal transparency, and communication
4. Facilities construction and renovations
5. Board Policies review and update
6. Community Outreach

Mindful of the college mission and taking into account the campus strategic plan, annual implementation plan and superintendent/president priorities, the Administrative and Fiscal Services Department developed the following program plan for 2008-2009:

1. Go Live with Banner Financial Aid
2. Implement Banner Accounts Receivable full accrual process
3. Assist with Accreditation Standard III
4. Monitor cash flow and initiate processes for temporary cash loans through LACOE
5. Monitor cash needs for Fund 42.0 Revenue Bond Construction Fund
6. Attend training and develop Emergency Preparedness processes
7. Complete a Program Review for Fiscal Services Department

Functions of the Administrative and Fiscal Services Department

Executive Summary

In support of the college's mission, the Administrative and Fiscal Services Departments prepare and provide budget oversight of all district funds, oversees the annual audit report of all district entities, manage all district accounting functions, administer the district payroll, review and approve consultant agreements, memberships and contracts, manage facility rentals, provide accurate fiscal data to cost center managers, and produce reports to external agencies. The Administrative and Fiscal Services Departments receive and disburse the funds of the district necessary to provide a high-quality learning environment – one that is fiducially sound. The Administrative and Fiscal Services Departments safeguard and manage the district assets to ensure the ongoing effective operations of the district. Effective internal controls are implemented to ensure that district management will have a process to evaluate significant changes in the fiscal environment and make necessary, timely, financial, and educational adjustments. The fiscal activities of the district are conducted in accordance with Generally Accepted Accounting Principles, Financial Accounting Standards Board Accounting Standards and the California Community College Budget and Accounting Manual.

Department Function by Section Administrative Services:

Associated Student Business. Effective April 1, 2007, the Administrative Services Department provides clerical support to the Associated Student Business section. The financial records are maintained in MAS90. A 50% staff member has her office in Administrative Services while the cashiering function remains in the Student Business Office located in the Campus Center. The Associated Student Business section performs the following functions and duties:

- Maintains general ledger accounts.

- Verifies and pays invoices.
- Reconciles monthly bank statements.
- Oversees and disburses numerous outside scholarships.
- Processes transfers between accounts.
- Posts transactions to MAS90 program.
- Generates financial statements.
- Reconciles District Fund 71.0 to MAS90.
- Prepares 1099's at year end.
- Processes year end closing entries.
- Assists with annual audit.

The Student Business Office, located in the Campus Center, performs the following functions and duties:

- Sells event and attraction tickets to students.
- Hands out in-house scholarship checks.
- Makes change for students.
- Balances cash boxes.
- Receives cash and give receipts for miscellaneous deposits.

Bond Oversight. The bond oversight section of the Administrative Services Department primarily provides administrative support to the Measure G Citizen's Oversight Committee. To accomplish this, the bond oversight section performs the following functions and duties:

- Prepares forms, revisions, and final documents to support proceedings.
- Prepares and distributes agendas and minutes in accordance with the Brown Act and maintains the required website.
- Schedules and arranges committee meetings.

Budgeting. The budgeting section of the Administrative Services Department is primarily responsible for the coordination, development, and maintenance of the district budget. To accomplish this, the budgeting section performs the following functions and duties:

- Develops, revises, and maintains budgets. Reviews accounting, payroll, and PeopleSoft reports to accurately maintain the budget. Analyzes current and projected expenditures. Stays current on governmental funding sources. Recalculates statutory benefit changes that affect budget.
- Preserves position control for certificated, classified, full-time, and hourly staff. Controls independent contractors to contracted amounts. Approves hire forms for correct budget codes in compliance with established budgets.
- Monitors weekly budget accounting reports for expenditures in all district funds. Reviews accounting runs for discrepancies. Advises departments of overspending and requests transfer of funds to cover overages.
- Audits various documents involved in financial transactions.
- Approves budget codes for all district requisitions, purchase orders, encumbrances, payroll registers, and county accounting reports for accuracy.
- The Budget Supervisor is a member of the district negotiating team for the classified bargaining unit. Projects cost increases for potential raises and/or salary schedule changes.
- Coordinates mandated cost reimbursements. Determines reimbursable mandates, and works with various departments to collect the necessary data.
- Provides training and technical assistance to district staff on budget development and requisition processing.
- Maintains chart of accounts for all funds in accordance with the Budget and Accounting Manual.
- Updates health care cost increases and changes in employee status during open enrollment.
- Prepares financial reports as needed by various departments on campus.

Contracts. The Contracts section of the Administrative Services Department is primarily responsible for the compilation, coordination, development, and approval of district contracts. To accomplish this, the contracts section performs the following functions and duties:

- Perform technical and complex review of proposed consulting agreements and contracts.
- Respond to inquiries and convey technical information to appropriate managers and/or agencies.
- Prepare Board agenda items.
- Process contract documents and set up internal routines for monitoring performance.
- Prepare agreements and contracts for services used by and/or provided by managers.
- Process contract documents for approval and distribute executed contracts.

Facility Rentals. The Facility Rentals section of the Administrative Services Department is primarily responsible for event coordination. To accomplish this, the facility rentals section performs the following functions and duties:

- Advertise and promote the District's facilities to prospective renters.
- Conduct tours and show facilities to interested parties.
- Respond to letters and phone calls regarding the use or rental of district facilities.
- Research venue rental rates at other colleges and institutions and update rental rate schedule to reflect fair market rates for District facilities.
- Organize event coordination meetings, take notes, prepare and distribute minutes.
- Disseminate facility rental/use information to all affected parties to prevent conflicts in facility use.

- Coordinate and supervise event support services (grounds, security, maintenance, and custodial) to insure adequate support for users and provide for the safe, secure and efficient operation of district facilities.
- Track the hours worked by district staff in support of events and facility rentals.
- Distribute applications for required signatures and check applications for completeness.
- Conduct background checks on renters and verify renter liability insurance.
- Verify facility availability, schedule rentals and internal events and update facility use calendar online.
- Prepare Board agenda items for facility rentals.
- Determine total costs for renters and other users, and explain rules, regulations, and procedures to renters.
- Prepare invoices; follow-up on renter payments; abate monies into district accounts.

Fiscal Services:

Accounts Payable. The Accounts Payable section of the Fiscal Services Department is primarily responsible for effectively processing vendor payments and employee reimbursements, preparing quarterly State Sales and Use Tax reports, reconciling IRS 1099 reports, and auditing general ledger reports. To accomplish this, the Accounts Payable Section performs the following functions and duties:

- Prepares vouchers from invoices; match invoices to contracts, or purchase orders and receiving documents; validate proper approval; verify price; math check invoice; verify and correct account codes; validate sales/use tax; check for independent contractor status.
- Inputs vouchers, disencumbers purchase orders, processes purchase order changes and cancel notices.

- Audits expense vouchers for district employees.
- Prepares and reconciles Accounts Payable accruals.
- Prepares quarterly State Sales and Use Tax reports utilizing PeopleSoft general ledger accounts to process tax payments. Maintains up-to-date compliance by attending State Board of Equalization workshops.
- Requests for taxpayer identification number and certification form W-9 and California withholding exemption certificate form 590.
- Reviews and corrects tax identification numbers.
- Backup withholdings on payments made to vendors who do not respond to requests for W-9/590.
- Processes annual return of withheld Federal Income Tax.
- Reconciles IRS 1099 for all independent contractors, non-corporation vendors and retiree benefits.
- Withholds state taxes for out-of-state consultants and makes timely deposits to the Franchise Tax Board. Prepares the California Nonresident Withholding Tax Statement and Annual Report.
- Corresponds with vendors and staff regarding purchase order and consultant agreement balances.
- Maintains narrative reports on construction contracts and purchase orders.
- Prepares items for audit and handles Los Angeles County Office of Education inquiries.
- Assures that accounting transactions are recorded in the proper period; prepares and posts journal entries.
- Processes departmental charge backs.
- Manually processes financial aid vouchers and refunds to students.
- Navigates in Escape, PeopleSoft, Report Access and Distribution (RAD), PC Products, Excel and Word.
- Inputs purchase order encumbrances into PeopleSoft.
- Processes lost or stale dated B-warrant requests.

- Reconciles Accounts Payable general ledger accounts.
- Reconciles prior and current year liabilities.
- Distributes mail and faxes.

Accounts Receivable. The Accounts Receivable section of the Fiscal Services Department is primarily responsible for receiving, reconciling and depositing revenue. To accomplish this, the Accounts Receivable section performs the following functions and duties:

- Collects, records and deposits revenue from registration, parking citations, child care fees, community education courses, contract education fees, auto shop repairs, cosmetology, COBRA benefits, library fines and fees, Financial Aid Department repayments, subpoenas, and transcripts, to name a few.
- Reconciles registration fees collected with EPOS, Banner Student Accounts Receivable and general ledger accounts.
- Processes non-sufficient funds checks by posting a reversal to general ledger, where appropriate, reverses student accounts and assesses fees, sends out notices of collection and coordinates fee collection.
- Invoices facility renters, third party payers, and other users of district resources.
- Maintains the district revolving cash fund. Writes bulk mail checks. Collects receipts for all dollars disbursed. Reconciles and reimburses the fund. Reconciles checkbook, miscellaneous change funds, receipts and deposits to bank statements.
- Coordinates registration dates with the Registrar.
- Makes change for Cosmetology, Library, Admissions & Records and Lifelong Learning Departments.
- Sells postage stamps.
- Coordinates armored car pickups.
- Organizes and reports mandated costs eligible for claims submission.

- Coordinates with various departments the collection of fees for CompTIA certificates, Drama playbooks, Bowling Class fees, and other specific use items.
- Batches EPOS daily.
- Batches Banner daily.
- Processes stop payment requests.
- Processes weekly collection reports.
- Reconciles the Bank Clearing Account, and posts to the general ledger any interest earned or fees assessed to the account. Processes transfer of funds from the local bank to Los Angeles County Office of Education.
- Reconciles bank statements for the Golf Driving Range, the Bookstore, Cafeteria, and Associated Students.
- Follows up on collections of Accounts Receivable.
- Prepares Chancellor's Office Tax Offset Program documents for debts owed by students to the district.
- Submits requests to the United States Department of Education for financial aid drawdowns, being mindful of the three-day excess cash rules and of district cashflow.
- Processes student 1098-T's.

Audit. The Audit section of the Fiscal Services Department coordinates the external audit activities. To accomplish this, the Audit section performs the following functions and duties:

- Schedules SAS99 interviews.
- Prepares a binder with the necessary documents requested by the external auditor.
- Schedules room locations for the site visits.
- Coordinates availability of key departments for external audit work.
- Works through the internal control questionnaires.

- Assists auditors with the review of financial records and transactions.

Capital Outlay and Revenue Bond Funds Management. The Capital Outlay and Revenue Bond Funds Management section of the Fiscal Services Department monitors budgets, reconciles project expenses, and prepares and submits claims to the California Community College System Office for the Capital Outlay Fund. It also monitors and reconciles the Revenue Bond Construction Fund – a \$121,000,000 bond measure passed by the voters in 2004 to implement the college's Facilities Master Plan. To accomplish this, the Capital Outlay and Revenue Bond Funds Management section performs the following functions and duties:

- Prepares budgets using architect estimates, approved bid documents, approved California Community College documents, or from the Facilities Master Plan.
- Monitors and reconciles expenses and revenues posted to multiple accounts.
- Processes journal entries where necessary.
- Prepares and submits Capital Outlay Reports to the California Community College Facilities Unit.
- Maintains project files with original documentation.
- Prepares financial statements for the Bond Measure G Citizens' Oversight Committee meetings.
- Attends construction meetings.

Financial Reporting. The Financial Reporting section of the Fiscal Services Department is primarily responsible for maintaining accurate financial data and reporting out the results to various internal and external entities to ensure fiscal accountability. The department is responsible for ensuring that the college is in compliance with all local, State and Federal regulations and accounting standards. To do this, the Financial Reporting section performs the following functions and duties:

- Reviews PeopleSoft reports to ensure expenditures are authorized expenses, appropriately coded, and within established budgets.
- Provides cost center managers detailed program expense and revenue reports. Research and reconcile errors, transfers and other outstanding issues.
- Reconciles liabilities for categorically funded programs.
- Processes and updates budget changes.
- Prepares and submits regular reports for the Fiscal Services unit of the California Community Colleges System Office, such as the Enrollment Fee report (CCFS-323), The Annual Financial and Budget Report (CCFS-311), NonResident Tuition Fee Reports, and Part-Time Faculty Health Benefits and Office Hours Reports.
- Prepares and submits quarterly reports to the System Office for Economic and Workforce Development, Regional Consortium, Career Technical Education, Vocational Education, Incumbent Worker Grant.
- Prepares and distributes time distribution sheets for employees funded by multiple categorical programs.
- Prepares and submits annual reports to the System Office for Credit Matriculation, NonCredit Matriculation, California High School Exit Exam Preparation Program (CASHEE), Student Financial Assistance Programs, Extended Opportunity Programs & Services, Cooperative Agencies Resources for Education, California Work Opportunities and Responsibility to Kids, Disabled Students Programs and Services, Child Development/Early Childhood Education, Foster and Kinship Care Education Program, Foster Youth Success Initiative, and Telecommunications & Technology.
- Prepares and submits reports to the Foundation for California Community Colleges for Temporary Assistance for Needy Families (TANF), Youth Empowerment Strategies for Success – Los Angeles (YESSLA), and Independent Living Program – Youth Empowered Strategies for Success (ILP YESS).

- Prepares and submits reports to the Department of Public and Social Services for Careers in Early Childhood Education and Coordination Grant.
- Prepares and submits reports to the California Department of Education for General Child Care, Full Day Preschool, Renovation & Repair, Infant/Toddler, and Instructional programs.
- Prepares and submits reports to The Community College Foundation for Kinship Education Preparation and Support (KEPS) and Model Approach to Partnership in Parenting (MAPP).
- In coordination with the Facilities Department, prepares and submits Gas Claims to the California State Controller Bureau of Tax Administration.
- Tracks all Workforce Investment Board students. Invoices Foothill WIB. Maintains records by student of costs versus allotment. Assists with submission of purchase order to process test fee payments. Processes refunds to students.
- Processes the A & B Warrants Report for the Board of Trustees.
- Tracks Federal and State Work Study programs.
- Attend shared governance meetings.
- Monitors agency websites for allocation revisions to funding sources.
- Monitors postings made by the Los Angeles County Treasurers Office and process journal entries as necessary.
- Requests payroll schedule changes annually.
- Provides technical support to cost center managers accessing computerized accounting systems and databases that contain financial and statistical information.
- Researches and resolves discrepancies.
- Monitors Cash Account balances and processes temporary loans between funds where necessary.
- Requests Board of Trustees approval of changes in signature authority as necessary.
- Requests Board of Trustees approval of Cash Transfer limits.

- Requests Board of Trustees approval of budget transfers throughout the year.

General Ledger. The General Ledger section maintains cash management and monitors journal entries to the district financial records. The general ledger section is responsible for the following:

- Maintains the central (Peoplesoft) accounting record which summarizes changes in financial position as transactions are posted during an accounting period.
- Discloses the financial position of the district by fund, object, categorical, location and activity code.
- Monitors cash balances to ensure the district meets its fiscal obligations.
- Validates journal entries are appropriate prior to posting to the central accounting system.
- Posts period ending reports to the intranet for review by various constituency groups.

Payroll. The Payroll Department maintains financial and statistical records and files relating to payroll. The department is responsible for the following:

- Calculating and processing employees' wages and overtime payments.
- Processing payroll deductions, tax withholdings, and retirement service credit.
- Calculating and maintaining employees' sick leave and vacation balances.
- Complying with Federal, State, and local regulations as well as district policies, procedures, and collective bargaining agreements.
- Filing and reconciling all applicable taxes and quarterly reports.
- Preparing, issuing, and filing W2's.
- Coordinating payroll activities and operations with other district departments, personnel, and government agencies.
- Processes lost or stale dated A-warrant requests.

Record Retention. Per the California Association of School Business Officials, the subject of records is very broad and includes several functions. Records Retention is the holding (period) of records/documents for further use. A record may be any document containing information. Records Management is a broader concept and fixes responsibility for and exercises controls over all records/documents, within an organization, from their creation to their final disposition. Records Storage is a function of Records Management, addressing the retention of original records or copies (whether photographed, micro-photographed, or imaged); and the development of a systemized storage plan and indexing with respect to preservation, easy retrieval for later use, or final destruction and disposal. Records of a continuing nature, i.e., active and useful for administrative, legal, fiscal or other purposes over a period of years, are not classified until such usefulness has ceased.

Classification of Records:

Class 1 – Permanent Records; the original, or one exact copy, unless imaged, must be retained indefinitely.

Class 2 – Optional Records; not required by law to be retained permanently but considered worthy of further preservation.

Class 3 – Disposable Records; required retention periods and procedures for destruction or transfer of records.

Destruction of Records – The governing board is notified of the action to dispose of records and notification is recorded in the board minutes.

Service Recipients

Summary

In support of the college's educational mission, the Fiscal Services Department functions to serve the entire college. Consequently, our service recipients comprise the entire student, staff, and faculty population, along with external Federal, State and local agencies.

Student Population

The size and makeup of the student population at Citrus College is described in tables 2.1 through 2.4 below.

Table 2.1

Annual Unduplicated headcount and Full-Time Equivalent Students (FTES)

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	23,660	20,525	23,410
FTES*	11,564	11,882	11,981

Source: Chancellor's Office, Management Information Systems and 320 Report *FTES data for 2005-2006 and 2006-2007 are based on the FTES recalculation. FTES data for 2007-2008 are based on the FTES annual data.

Table 2.2

Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	37.2%	36.8%	36.9%
20 - 24	29.3%	30.2%	29.7%
25 - 49	23.9%	23.5%	22.5%
Over 49	8.0%	8.3%	10.7%
Unknown	1.6%	1.3%	0.2%

Source: Chancellor's Office, Management Information Systems

Table 2.3

Gender of Students

	2005-2006	2006-2007	2007-2008
Female	56.0%	56.3%	55.1%
Male	43.5%	43.4%	43.6%
Unknown	0.5%	0.3%	1.4%

Source: Chancellor's Office, Management Information Systems

Table 2.4

Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	6.3%	6.1%	6.0%
American Indian/Alaskan Native	0.7%	0.7%	0.7%
Asian	9.5%	8.9%	7.6%
Filipino	3.2%	3.3%	2.9%
Hispanic	38.2%	39.5%	39.2%
Other Non-White	2.9%	3.4%	2.6%
Pacific Islander	0.0%	0.0%	0.6%
Unknown/Non-Respondent	5.9%	5.8%	10.3%
White/Non-Hispanic	33.2%	32.4%	30.2%

Source: Chancellor's Office, Management Information Systems

Faculty and Staff Population

Citrus College possesses a talented and diverse faculty/staff population. The college recently received an award from the California Community College Chancellor's Office for its success in hiring a diverse faculty. The size and makeup of the employee population at Citrus College is described in table 2.5 below.

Table 2.5

Citrus College Employee Headcount Distribution

	Number at Citrus
Educational Administrator	17
Tenured/Tenure Track	168
Academic Temporary	618
Classified Administrator	13
Classified Professional	35
Classified Support	283
Total	1,134

Source: CCCCCO MIS Database for the reporting period Fall Term 2008, February 27, 2009

External Agencies

Currently, fiscal data is provided to eight federal agencies, six state agencies and various local agencies.

Federal:

- Bureau of Labor Statistics
- Integrated Postsecondary Education Data System
- Internal Revenue Service
- Social Security Administration
- United States Army
- United States Census Bureau
- Veteran Affairs Office
- United States Department of Education

State:

- California State Board of Equalization

- California Community Colleges System Office
- California Department of Education
- California State Controller's Office
- California Franchise Tax Board
- California Employment Development Department

Local:

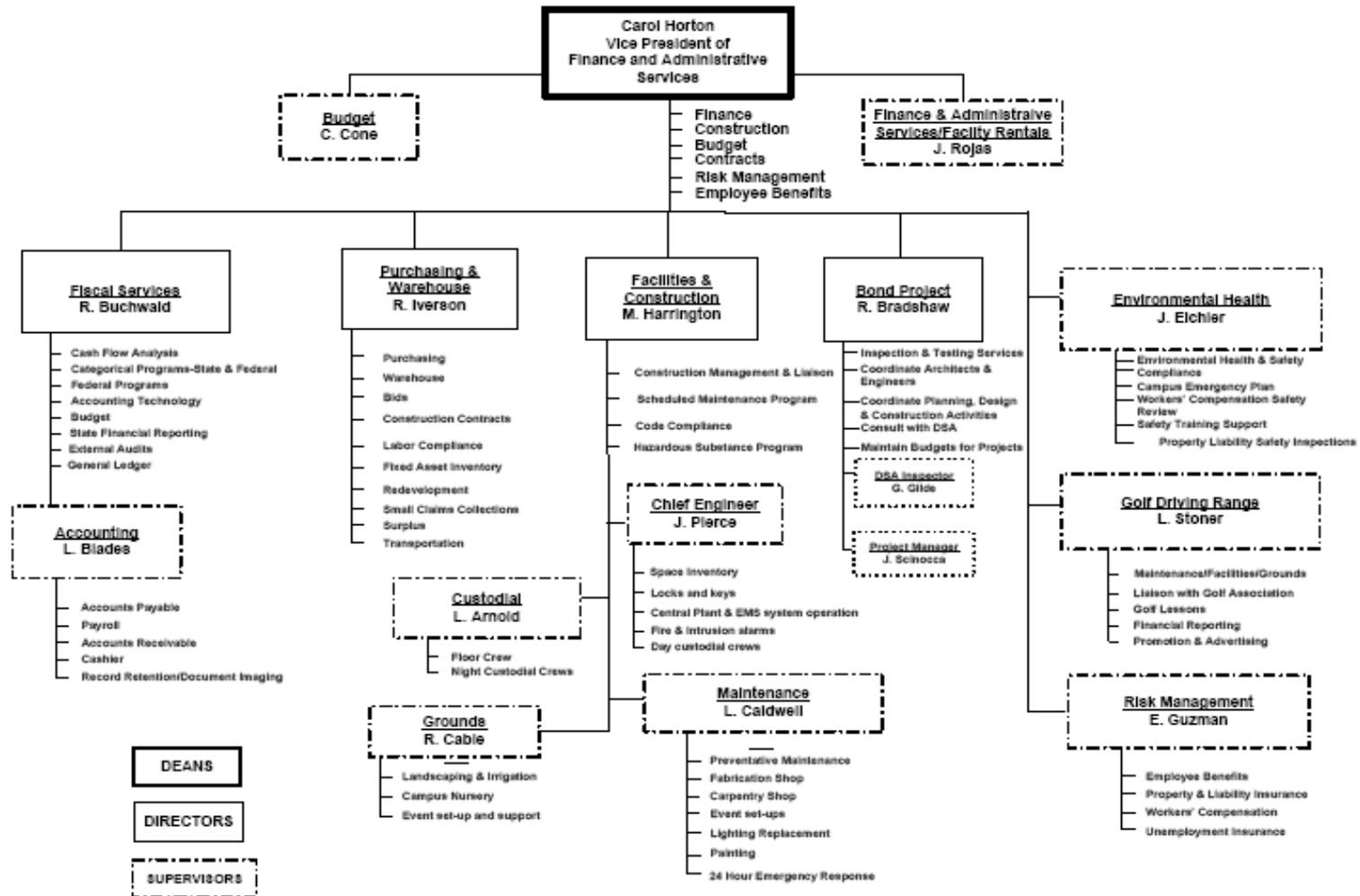
- Los Angeles County Department of Public and Social Services
- Los Angeles County Department of Rehabilitation
- Foundation for California Community Colleges
- The Community Colleges Foundation
- Vicenti, Lloyd & Stutzman
- Keenan and Associates
- Los Angeles County Office of Education
- Sixten and Associates
- South Bay Workforce Investment Board
- Various local renters

Staff Resources

Organization

The Administrative and Fiscal Services Department employs 19 individuals plus 11 seasonal staff to perform its vital functions in support of the college's mission. These employees include account clerks, cashiers, accounting technicians, payroll technicians, a bursar, a payroll coordinator, supervisors and managers. The following organization chart depicts the operational organization of the department and shows how our staff resources are allocated.

FINANCE & ADMINISTRATIVE SERVICES



March 2008

Assignments and Specialties

The Administrative and Fiscal Services Department comprises an effective and diverse team of accounting professionals, the composition of which is driven by the needs of the college and the necessity to delivery services in an efficient, cost-effective manner.

QTY	POSITION	ASSIGNMENT OR SPECIALTY
1	Vice President, Finance and Administrative Services	Executive/Division Administrator
1	Director of Fiscal Services	Department Manager
1	Accounting Supervisor	Supervisor of the Accounting Section
1	Budget Supervisor	Supervisor of the Budget Section
1	Finance and Administrative Services/Facilities Rental Supervisor	Supervisor of Facilities Rental, and administrative assistant to the Vice President
1	Payroll Coordinator	Coordinates the payroll functions; assistant to the Supervisor
1	Bursar/Banner Coordinator	Coordinates the cashier functions; assistant to the Supervisor
4	Accounting Technician	Provides technical GL accounting services. Maintains financial records for categorical and special funds.
2	Payroll Technician	Prepares, processes, and maintains payroll for academic, classified, hourly, and special payrolls.
1	Account Clerk III	Processes and completes accounting transactions, posting, assembling, tabulating, and preparing data for financial statements.
1	Account Clerk II	Responsible for one or more elements within a complete accounting system such as accounts receivable, accounts payable and fund accounts.
3	Account Clerk/Cashier	Performs financial record keeping duties with cash control, accounts receivable, accounts payable and fund accounts.
1	Account Clerk I	Performs regularly recurring and standardized duties associated with verifying, reviewing, and entering data to computer-aided financial accounting systems.
11	Administrative Clerk I	Performs seasonal duties associated with collection of in-person registration payments from students during peak periods.

Staff Preparation and Training

Members of the Administrative and Fiscal Services Department have undergone a variety of specialized trainings to maintain the fiscal integrity of the data and increase their knowledge, expertise and proficiency in their specialized areas.

Some of these trainings have included:

- 1099 Reporting Concepts
- 403(b) Regulations
- Accounting Concepts
- Accounts Payable
- ASB Accounting
- Banner Training
- Communication Skills for Conflict Management
- Emergency Preparedness Training
- Employee and Independent Contractor Tax
- Flex Day
- Human Resource System Migration Orientation
- Job Alike Workshop
- Leadership Development Program for Higher Education
- Leaves of Absence
- Microsoft Office Training
- Payroll Reporting and Compliance
- PC Products
- PeopleSoft
- Public Employees Retirement System
- Quality Customer Service
- Retirement Reporting
- Sales & Use Tax
- School Business Finance
- Small Business Workshop
- State Basic Payroll Tax Seminar
- State Mandated Cost Workshop
- STRS/PERS Audit Workshop
- Table Maintenance
- W-2 HRS Users Meeting
- Webpage Development
- XTender Document Imaging Training
- Year-End Closing

Professional Activities and Committee Participation

The individuals of the Administrative and Fiscal Services Department are active in a variety of professional organizations and participate in numerous committees both inside and outside the college community. Considering the wide range of issues faced by the department — technical, legal, political, economical and logistical — networking and dialoging with our peers and colleagues is absolutely essential. The following lists some of the professional organizations and committees with which our staff is affiliated:

- Association of School Business Officials (ACBO)
- Statewide ACBO Facilities Task Force member
- Association of California Community College Administrators
- Business Officials of Southern California Community Colleges Committee
- California Association of School Business Officials
- California Community College Banner Group
- Citrus College Accreditation Committee – Standard 2B
- Citrus College Banner Working Group
- Citrus College Bond Construction Program Committee
- Citrus College Campuswide Information Technology Committee
- Citrus College Classified Staff Development Committee
- Citrus College Code of Ethics Committee
- Citrus College Diversity Committee
- Citrus College Fiscal Resources Committee
- Citrus College Foundation Board Member
- Citrus College Institutional Research & Planning Committee
- Citrus College Management Team
- Citrus College Physical Resource Committee
- Citrus College Steering Committee
- Community College Payroll Network Meetings
- Los Angeles County Office of Education
- Protected Insurance Program for Schools (PIPS), Executive Board of Directors, Workers Compensation, Vice President
- Statewide Association of Community Colleges (SWACC), Executive Board of Directors, Treasurer
- Citrus College Student Learning Outcomes Committee

Future Needs

The implementation of Banner has allowed the Accounts Receivable Section to move toward a more paperless environment. Gone are the days of hiring short-term non-academic employees to file thousands of sheets of paper. On-line registration has allowed us to reduce in-person registration personnel and hours. However the enhancements have created additional responsibilities for the department.

Increased workload created by the implementation of Banner includes; 1) a new refund auditing process which has been implemented to address registration fee and financial aid disbursement; 2) a new 1098T process that allows us to select and process the required IRS data; and 3) a new process to the district, an auditing of Veterans, Chapter 33/911 payments.

The goals of the Payroll Section are to use Banner to account for leave balances for all employees and to create an environment to track and record employee work time in paperless environment. Further, the Payroll Section continually reviews hardcopy historical documents for current and former employees with issues ranging from buying back years of service, reporting sick leave balances, and addressing other retirement related issues.

To enhance campus communication and fiscal transparency the Administrative and Fiscal Services Departments need to create user friendly access to on line information via electronic signage, intranet updates and internet communication. In order to meet the above listed increased workload tasks as well as department goals it is recommended to add the following positions:

- Account Clerk/Cashier – to address the workload increases created by Banner
- Document Imager/Researcher – to reduce the volume of paper and transfer it to digital media and to handle the flow of data requests.
- Administrative Secretary – to keep the flow of work and information moving out to the customers that we serve

Physical Resources

Administrative and Fiscal Services Offices

The Administrative and Fiscal Services offices are located on the second floor of the administration building. They comprise of 2500 sq. ft. and contain the following: A vault, seven office suites, an imaging room, a payroll file room, a break room, two individual restrooms, and workstations for office staff.

Seasonal Cashier Station

The seasonal cashier station is located on the first floor of the administration building. It is comprised of 111 sq. ft. and contains workstations to process walk-in registration.

Student Business Office

The student business office is located in the Ross L. Handy Campus Center. It is comprised of 360 sq. ft. and contains a secure money counting room, workstations, and file cabinets.

Tools and Equipment

The Administrative and Fiscal Services Departments possesses a full complement of office technology. There are computers, credit card scanners, pin pads, labelers, calculators, copier, fax, typewriter, imager/scanner, printers, and shredders. Both departments utilize the intranet to communicate with faculty and staff regarding monthly financial updates, payroll information, consultant agreement requests, facility usage requests, expense vouchers, ASO payment requests and account code definitions. The internet is used to communicate with faculty, staff, students and the community regarding Bond Oversight information, 1098T information, Bursar forms, refund procedures, fee assessment, citations, payroll information, and revolving cash.

Future Needs

The Administrative and Fiscal Services Departments will be moving to temporary housing during 2011 while the Administration Building is remodeled. The space will have to accommodate the department work stations.

It is anticipated the newly remodeled space will allow the Administrative and Fiscal Services offices, the seasonal cashier station, and the student business office to consolidate, as well as create new work stations for the additional staffing needs. The remodel will also include a document imaging station.

Funds will need to be available to upgrade office technology to address future data protection and security issues as well as equipment upgrades needed to enhance campus communication and fiscal transparency. Electronic signage in our wait areas and at other key locations across campus are necessary to communicate more effectively to departments regarding timelines, payroll distribution dates, and other messages from Administrative and Fiscal Services. Student information such as timelines, parking permit pick up points will also be communicated with these technological upgrades.

Fiscal Resources

The Administrative and Fiscal Services areas have five principle sources of fiscal resources to support its operations:

1. Moneys allocated from the District's general fund.
2. Moneys allocated by the Child Development Fund for one full-time equivalent Accounting Technician.
3. Moneys allocated by the Bookstore Fund for an Accounting Technician and an Account Clerk/Cashier.
4. Moneys allocated by the Cafeteria Fund for an Accounting Technician and an Account Clerk/Cashier.
5. Moneys allocated by the Associated Students Fund for an Accounting Technician, and two Account Clerk/Cashiers.

The following table provides detailed information on the allocation and expenditures of funds from the General Fund for the 2008-2009 fiscal year. Annual expenditures for prior years can be found in District budgets.

Administrative Services General Fund Budget

		2008-2009
	01.000.0-00000-00447-XXXX-6600000	
2100	SALARY CLASSIFIED REG	349,800
2300	SALARY CLASSIFIED HOURLY	5,000
3120	STRS CLASSIFIED	16,126
3220	PERS CLASSIFIED	14,550
3320	OASDI CLASSIFIED	9,879
3360	MEDI CLASSIFIED	5,145
3420	H & W BENEFITS CLASSIFIED	44,937
3520	UN EMP INS CLASSIFIED	1,064
3620	WK COMP CLASSIFIED	7,096
4300	SUPPLIES - GENERAL	10,000
5100	CONSULTANT	75,000
5300	MEMBERSHIPS	100,000
5600	RENTS LEASES REPAIRS	1,000
5710	AUDIT	75,000
5720	LEGAL	85,000
5800	OTHER SERVICES	5,000
6400	EQUIPMENT	20,000
	TOTAL EXPENDITURE	824,597

Fiscal Services General Fund Budget

		2008-2009
	01.000.0-00000-00451-XXXX-6720000	
2100	SALARY CLASSIFIED REG	858,764
2300	SALARY CLASSIFIED HOURLY	105,000
3220	PERS CLASSIFIED	80,964
3320	OASDI CLASSIFIED	59,753
3360	MEDI CLASSIFIED	13,975
3420	H & W BENEFITS CLASSIFIED	199,996
3520	UN EMP INS CLASSIFIED	2,891
3620	WK COMP CLASSIFIED	19,275
4300	SUPPLIES - GENERAL	15,000
5800	OTHER SERVICES	40,000
5810	SERVICE AGREEMENTS	13,000
5840	OTHER SERVICES-PBAS/HRS	95,000
5870	BAD DEBT	40,000
5880	OTHER SERVICES CREDIT CARD SERVICE	150,000
6400	EQUIPMENT	10,000
6450	EQUIPMENT – NONCAPITALIZED	15,000
	TOTAL EXPENDITURE	1,718,619

Child Development Allocation

The Child Development Center has three federally funded programs, eight state funded programs, and seven local sources of funds totaling just fewer than three million dollars. These programs require varying levels of reporting. The fund pays salary and benefits for one full-time equivalent Accounting Technician totaling \$56,719.

Bookstore Allocation

The Bookstore has a 5.3 million dollar budget. The bookstore pays for 25.5 percent of an Account Clerk/Cashier who counts and deposits the daily receipts for the bookstore. The bookstore also pays for 70 percent of an Accounting Technician who does all the bookkeeping for the account. Examples of duties include paying vendors, billing various agencies for product purchases, reconciling bank statements, reconciling payroll, and providing profit and loss statements to management. The fund pays salary and benefits totaling \$112,185.

Cafeteria Allocation

The Cafeteria has a half million dollar budget. The cafeteria pays for 8.5 percent of an Account Clerk/Cashier who counts and deposits the daily receipts for the cafeteria. The cafeteria also pays for 30 percent of an Accounting Technician who does all the bookkeeping for the account. Examples of duties include paying vendors, billing for catered events, reconciling bank statements, reconciling payroll, and providing profit and loss statements to management. The fund pays salary and benefits totaling \$31,594.

Associated Students Allocation

The Student Business Office has two account clerk/cashiers. One of the clerks counts and deposits the daily receipts for the various Associated Student accounts. The second clerk handles the sale of movie, discount attraction, and special event tickets as well as providing students with parking permits and ASCC stickers. The bookkeeping functions are performed by an Accounting Technician who works in Fiscal Services. The fund pays salary and benefits totaling \$82,432.

Program Performance

Summary

The Administrative and Fiscal Services Departments, as described in Section I of this Program Review, perform a wide variety duties and tasks to support the college's mission. This section of the Program Review endeavors to objectively measure the performance of the department by identifying the quantity of work performed and the quality of the data produced by this work.

Quantitative Performance Measurements by Section

ADMINISTRATIVE SERVICES

Associated Student Business. As described in Section I of this Program Review, the Associated Student Business Section of the Administrative Services Department performs a host of duties and tasks related to the disbursing, posting, processing and oversight of the financial records of the associated students of citrus college and the associated student organization. In 2008 – 2009 the associated student business section performed the following specific duties:

- Issued 2,925 checks totaling \$2.4 million of which less than \$200,000 was for the ASCC and outside scholarships.
- Recorded 4,125 receipts into the financial system.
- Implemented a new remote site computer generated receipt system.
- Maintains 344 general ledger accounts.
- Prepared 41 1099's at year end.
- Sold 10,598 event and attraction tickets to students.

Bond Oversight. As described in Section I of this Program Review, the Bond Oversight Section of the Administrative Services Department performs a host of duties and tasks related to the Measure G Citizen's Oversight Committee. In 2008 – 2009 the bond oversight section performed the following specific duties:

- Prepared a schedule of financial trends, an estimated three year needs list, for the 2009 Series C bond rating.
- Reviewed and updated the Preliminary Official Statement, County Resolution, time schedule, interested parties list, for the 2009 Series C issuance.
- Issued Series C \$29,995,302 on June 25, 2009.
- Scheduled and arranged four committee meetings in accordance with the Brown Act.
- Prepared nine forms and final documents for the committee.

Budget. In performing its function within the Administrative Services Department, the Budget Section develops, monitors, and revises the budget. In 2008 – 2009 the budget section performed the following specific duties:

- Developed and submitted to the Board of Trustees an adopted budget for approval. This document contained budget information for eleven funds and totaled \$134 million dollars.
- The budget contains 5,193 accounts strings for 99 different cost centers.
- Maintained position control of 172 full time faculty, 307 classified employees, 70 managers and supervisors and 300 plus adjunct faculty positions. Reconciliation of budget to actual is performed monthly.
- Approved 1,356 hire forms.
- Took budget revisions to the Board of Trustees twice for the 2008-2009 fiscal year, totaling 2,003 revised changes to all funds.
- Budget checked 3,350 purchase requisitions using the Escape system.
- Coordinated six mandated cost claims. Total revenue pending reimbursement from the state equals \$4.98 million dollars.
- Provided five individual and group budget training sessions.
- Developed budget assumptions for the 2009–2010 budget year and sent out preliminary budget figures to all cost center managers in the spring.

- Developed and submitted to the Board of Trustees a 2009–2010 tentative budget for approval. This document totaling \$125 million dollars.

Contracts. As described in Section I of this Program Review, the Contracts Section of the Administrative Services Department compiles, coordinates, develops and approves district contracts. In 2008 – 2009 the contracts section performed the following specific duties:

- Reviewed and submitted for Board of Trustee approval 740 consulting agreements and contracts. Once approved, processed contract documents and distributed executed contracts.

Facility Rentals. As described in Section I of this Program Review, the Facility Rentals Section of the Administrative Services Department coordinates events. In 2008 – 2009 the contracts section performed the following specific duties:

- Advertised and promoted 16 district venues along with a variety of classrooms and offices throughout campus.
- Conducted 20 tours and show facilities to interested parties.
- For rentals requiring coordination of various departments, organized and facilitated over 200 event meetings.
- Tracked and billed for district expenses for 165 events.
- Grossed \$560,000 in rental income.

FISCAL SERVICES

Accounts Payable. As described in Section I of this Program Review, the Accounts Payable Section of the Fiscal Services Department processes vendor payments and prepares all required federal and state reports. They also process travel reimbursements for employees. In 2008–2009 the accounts payable section performed the following specific duties:

- Prepared 8,559 pay vouchers from invoices, matching contracts or purchase orders and receiving documents.
- Audited and processed 1,176 travel reimbursements.
- Interfaced 11,974 Financial Aid payments totaling \$10.7 million dollars between Banner and PeopleSoft.
- Processed 5,721 student refunds.
- Processed 350 W-9's and 250 590's.
- Reconciled 212 IRS 1099 reports for all independent contractors, non-corporation vendors and retirees.
- Processed 1,156 encumbrances into PeopleSoft totaling \$29.5 million dollars.
- Processed 367 lost or stale dated B-warrant requests.

Accounts Receivable. As described in Section I of this Program Review, the Accounts Receivable Section of the Fiscal Services Department receives, reconciles and deposits district revenue, which includes collection of student registration fees, child care fees, parking fines, and library fines. In 2008 – 2009 the accounts receivable section performed the following specific duties:

- Processed 11,844 receipts for revenue received through the cashier window.
- Released 1,660 checks per month on payday.
- Processed 762 child care payments.
- Processed 63 library deposits.
- Sent 130, 1494, 278, and 1832 debt letters to students for Summer 2008, Fall 2008, Winter 2009 and Spring 2009, respectively.
- Processed 309 cosmetology deposits.
- Collected 2886 parking citation fines.
- Invoiced 25 third party payers of student registration fees.
- Processed 60 stop payment requests.

- Processed 19,756 student 1098-T's.

Audit. As described in Section I of this Program Review, the Audit Section of the Fiscal Services Department coordinates the external audit activities. A binder is received prior to the firm arriving, requesting all records for review. In 2008 – 2009 the audit section performed the following specific duties:

- Scheduled SAS99 interviews with one board member and five district employees.
- Completed 15 internal control questionnaires.
- Produced 14 audit narratives regarding fiscal procedures.
- Addressed 18 state compliance requirements.
- Addressed 8 federal compliance requirements.
- Provided the auditors with the Managements' Discussion and Analysis to be included in the audit report.

Capital Outlay and Revenue Bond Funds Management. As described in Section I of this Program Review, the Capital Outlay and Revenue Bond Funds Management Section of the Fiscal Services Department monitors budgets, reconciles project expenses and prepares claims for state reimbursement. It also monitors and reconciles the Revenue Bond Construction Fund. In 2008 – 2009 the capital outlay and revenue bond funds management section performed the following specific duties:

- Prepared, monitored, reconciled and maintained 29 capital outlay and revenue bond projects.
- Submitted 17 capital outlay claims to the Chancellor's Office totaling \$9.6 million dollars.

Financial Reporting. As described in Section I of this Program Review, the Financial Reporting Section of the Fiscal Services Department maintains accurate financial data and reports the results to various internal and external entities to ensure fiscal accountability. In 2008 – 2009 the financial reporting Section performed the following specific duties:

- Prepared 38 monthly, quarterly, and annual categorical reports for the Chancellor's Office
- Prepared 7 categorical reports for federal agencies.
- Prepared 3 categorical reports for local agencies.
- Prepared 13 child care program reports for federal, state, and local agencies.
- Processed 47 time distribution sheets for employees funded by multiple programs.

General Ledger. As described in Section I of this Program Review, the General Ledger Section of the Fiscal Services Department maintains cash management and monitors journal entries to the district financial records. In 2008 – 2009 the general ledger section performed the following specific duties:

- Processed 2,800 journal entries. 220 of them were corrections to payroll information and the balance were entries to post accruals, deferrals, prepaids, journal vouchers accounting adjustments and general ledger transactions.
- Processed 16 cash loans from the General Unrestricted Fund to five other funds this year.
- Uploaded five financial reports in 12 monthly periods plus 7 weekly updates through year end closing.

Payroll. As described in Section I of this Program Review, the Payroll Section of the Fiscal Services Department maintains financial and statistical records relating to payroll. In 2008 – 2009 the payroll section performed the following specific duties:

- Produced 17,172 paychecks in the amount of over \$59,918,750 year-to-date.
- Processed 205 payroll deductions.
- Processed 45 health and welfare payments for employees.
- Maintained sick leave and vacation balances for 365 employees.

- Maintained and disbursed worksheets recording the days and hours worked by 2,000 short term non-academic employees.
- Maintained and reported CalWork and Federal Work Study worksheets for 175 student employees.
- Processed 45 supplemental and/or retroactive payrolls.
- Prepared 2,075 IRS W2's for employees.
- Processed 30 lost or stale dated paycheck requests.

Record Retention. As described in Section I of this Program Review, the Record Retention Section of the Fiscal Services Department images permanent and optional records, and maintains disposable records and destruction of records. In 2008 – 2009 the record retention Section imaged and disposed of 15,000 payroll records including payroll registers, time cards, attendance reports, absence reports and employee files.

Qualitative Performance Measurements

Audit Report

The Administrative and Fiscal Services Departments strive to provide quality financial information to all. The financial statements are the responsibility of the district's management. It is the responsibility of the external auditors to express an opinion on these financial statements based on their audit.

The audit is conducted in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States.

In the auditor's opinion, the basic financial statements present fairly, in material aspects, the financial position of the district as of June 30, 2008. The operations, changes in net assets and cash flows for the fiscal year ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with Government Auditing Standards, the district was issued an unqualified opinion.

An unqualified opinion is an auditor's opinion of the financial statements, given without any reservations. Such an opinion basically states that the auditor feels the company followed all accounting rules appropriately and that the financial reports are an accurate representation of the company's financial condition.

This is the thirteenth year the district has achieved an unqualified opinion from its external auditors.

**CITRUS COLLEGE STRATEGIC PLAN
PROGRESS REPORT 2008-2009**

1) Student Success; 2) Student Learning Outcomes and Assessment; 3) Fiscal Transparency; 4) Communication

	<u>Strategic Planning Goals</u>	<u>Objectives</u>	<u>Primary Contact</u>	<u>Specific Activities</u>	<u>Update of Activities</u>
3.	Fiscal Transparency	3.1. Promote college understanding on roles and responsibilities of the district structure and function through board policies and procedures relating to financial resources.	Financial Resources Committee	3.1.A. Review and develop board policies and procedures relating to financial resources.	Completed 20 Board Policies and 17 Administrative Procedures were approved by Financial Resources Committee and the Steering Committee in fall 2008 and spring 2009.
				3.1.B. Receive final approval of board policies.	Completed The Board of Trustees approved 3 Board Policies on 2/3/09 and approved 17 Board Policies and reviewed 20 Administrative Procedures on 7/2/09.
		3.2. Make reliable, comprehensive, understandable, and timely district fiscal data available to the college constituency groups.	Financial Resources Committee	3.2.A. The vice president of finance and administrative services will hold budget presentations at various committees and meetings.	Completed and Institutionalized The vice president of finance and administrative services attended constituent group meetings and provided budget presentations to the following groups: ASCC on 10/16/08, Management Team on 11/5/08 and Academic Senate on 11/12/08.
				3.2.B. Continue to disseminate emails from the chancellor's and the CCLC.	Completed and Institutionalized Seventy-four recipients including the management team, supervisor confidential team and the board of trustees received over 80 email updates from the CCLC and over 70 email updates from the California Community Colleges Chancellor's Office.

	<u>Strategic Planning Goals</u>	<u>Objectives</u>	<u>Primary Contact</u>	<u>Specific Activities</u>	<u>Update of Activities</u>
					Deans and directors forwarded this information on to faculty and classified staff.
				3.2.C. Publish detailed accounting reports on the intranet.	Completed and Institutionalized Detailed expenditure reports are produced and posted on the intranet for all 11 district funds and available to cost center managers.
		3.3. Continue the practice of open budget preparation, execution, and reporting. Provide an operating budget that reflects the proposed cuts by the Governor due to the economic uncertainty in the state.	Financial Resources Committee	3.3.A. Publish the budget development flow chart and make it known to college constituency groups.	Completed and Ongoing The budget flow chart was approved by the Financial Resources Committee on 3/17/09 and by the Board of Trustees on 4/7/09. The flow chart was included in the Organizational and Governance Handbook which was approved by the Board of Trustees on 6/16/09. 100 copies of the handbook were printed and it was posted to the Citrus website.
				3.3.B. The vice president of financial and administrative services will hold a budget forum explaining the budget development flowchart and information in the budget process.	Completed and Ongoing Two budget forums were held on 9/23/08 and 2/26/09. Of those 67 who attended the 2/26 forum, 98% agreed or strongly agreed that the program was well organized and informative, 88% reported they had a better understanding of the state and college budget, and 97% said they would like to attend future budget forums.
				3.3.C. The superintendent/president and vice president of financial and	Completed and Ongoing Two budget forums were held on 9/23/08 and 2/26/09. Of those 67 who attended the

	<u>Strategic Planning Goals</u>	<u>Objectives</u>	<u>Primary Contact</u>	<u>Specific Activities</u>	<u>Update of Activities</u>
				administrative services will hold a mid-year budget forum to bring updated budget information to the college.	2/26 forum, 84% agreed or strongly agreed that they feel more knowledgeable talking about the budget issues and everybody (100%) believed that it is critical to have periodic college budget forums.
		3.4 Promote assurances of financial integrity.	Financial and Admin. Services departments	3.4.A. Follow the annual audit process.	Completed and Ongoing The 2007-2008 audit had 0 findings.
				3.4.B. Provide fraud training.	Completed and Ongoing The Risk Management Supervisor provided Fraud Training on 12/6/07 to the Academic Senate for 20 attendees, on 12/20/07 to the Supervisor/Confidential Group for 20 attendees, on 1/10/08 for the Deans and Directors for 15 attendees and on 1/15/08, 1/24/08 and 1/30/08 to CSEA with 90 attendees between the three meetings.
				3.4.C. Disseminate WeTIP whistleblower information to college groups.	Completed and Ongoing The Risk Management Supervisor provided WeTIP Training on 12/6/07 to the Academic Senate for 20 attendees, on 12/20/07 to the Supervisor/Confidential Group for 20 attendees, on 1/10/08 for the Deans and Directors for 15 attendees and on 1/15/08, 1/24/08 and 1/30/08 to CSEA with 90 attendees between the three meetings. The college has received 4 anonymous reports since the inception of the WeTIP

	<u>Strategic Planning Goals</u>	<u>Objectives</u>	<u>Primary Contact</u>	<u>Specific Activities</u>	<u>Update of Activities</u>
					Program in 2007.



Finance & Administrative Services Program Plans 2008-2009

Program: Fiscal Services

1. Please include goals appropriate to your area from the campus strategic plan, Board goals, superintendent/president goals and compliance requirements. Please include new and/or revised activities, not routine items.

GOAL	Responsible Person	Due Date	Updates
Go Live with Banner Financial Aid.	R Buchwald/L Blades	First scheduled Financial Aid disbursement 09/2/08.	Completed. Beginning on 9/11/08, the Financial Aid Office processed 18 automated and 54 manual disbursements through banner accounts receivable totaling \$10.8 million in 2008-2009.
Implement Banner Accounts Receivable full accrual process.	L Blades/R Zuniga/E Taylor	Scheduled a SIG Consultant for 12/16/08.	Completed. Working with a SIG consultant, staff successfully implemented the full accrual process.
Assist with Accreditation Standard III: Resources, D. Financial Resources.	C Horton/R Buchwald	01/27/09	Completed. Provided narrative and evidence for the Self Study.
Monitor cashflow and initiate processes for	R Buchwald	Due 08/28/08 for 09/09/08	Completed. This is an annual

temporary cash loans through LACOE.		Board meeting.	and ongoing process that is now part of daily routines.
Monitor cash needs for Fund 42.0 Revenue Bond Construction Fund. If funds spent by 4/25/09 we may not owe arbitrage.	R Buchwald	4/25/09	Completed. Issued Series C Bonds on June 26, 2009 to meet cash needs.
Attend training and develop Emergency Preparedness processes/binder.	R Buchwald – Finance Coordinator for EOC	08/09	Completed. The Finance Team has been developed and job assignments made of key Fiscal Services staff. SEMS, ICS, NIMS and NRF training was successfully completed.
Complete a Program Review for Fiscal Services Department.	R Buchwald/Program Review Committee	08/09	Completed. Needs to be reviewed by all constituent groups and submitted for Board Approval.

Special Accomplishments

Awards / Scholarships

Each year, the district agrees to grant release time and reimbursement to classified members who request to attend:

- Class (es) that directly relates to the member's current job classification,
- Class (es) that leads to a Citrus College Associate degree,
- A workshop(s) or other program(s) that directly relates to the unit member's current job classification.

The Professional Growth Committee has awarded reimbursement and release time for employees within the Fiscal Services Department. Four employees began their Bachelor of Science degrees and two employees received their Bachelor of Science degrees. The two BS graduates are currently taking courses towards their Master's degrees.

Community Involvement/Leadership

During their personal time, department staff volunteer in a variety of community programs like the Rotary Club of Azusa, the Association for the Advancement of Filipino American Arts & Culture and advise the student members of the Rotaract Club of Citrus Community College. They can be seen at a welcome table at a City of Hope fundraiser, a booth during Duarte's Route 66 Rendezvous, or organizing the 18th Annual Festival of Philippine Arts and Culture, to name a few programs.

Staff have also taken advantage of leadership programs like the Association of Chief Business Official's CBO training, the Leadership Development Program for Higher Education and Leadership Education for Asian Pacifics.

Program Effectiveness

Resources for the College and Greater Community

Administrative and Fiscal Services staff seek to ensure the financial integrity of the institution by providing accurate and comprehensive financial services, while being responsive to the needs of students, faculty, staff and the community. The hiring of qualified and professional staff, maximizing training opportunities, the implementation of effective internal controls, and communicating timely financial information allows the college to make knowledgeable budget decisions. The management of college resources allows for timely receipt of funds and payment of district obligations, thereby maintaining the professional integrity of the college.

Effects on Student Outcomes

The value achieved through professional financial services allows funds to be maximized, providing the instructional resources for students and staff and allows departments to stretch budget dollars to allow for or enhance programs to improve the services and the physical conditions making for an environment more conducive to learning, and include:

- Managing the campus budget and helping each department manage its financial resources ensures faculty and staff are there to provide instruction and support services for students.
- Monitoring cash flow and developing alternate cash sources, if and when they become necessary, ensures the college can meet its financial obligations.
- Signing Contracts sees to it that the necessary equipment, supplies and services are available to keep the campus operating.
- Proper handling of financial resources maximizes interest earnings making funds available for future campus needs.
- Proper handling of vendor payment request eliminates duplicate payments to vendors reducing the need to expend resources to recuperate college funds.
- Timely utility payments ensure a safe and comfortable learning environment.

- Professional financial practices allows vendor relationships to remain intact, ensuring resources are available in the classroom.
- Timely reporting to federal, state and local agencies protects our eligibility for future funds that enhance the programs and services we can provide our students.

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	Board of Trustees	Action	_____
DATE	March 16, 2010	Resolution	_____
SUBJECT:	Program Review – Heating & Air Conditioning 2009-2010	Information	X
		Enclosure(s)	X

BACKGROUND

The Heating & Air Conditioning instructional program has undergone the prescribed program review process based on a 6-year cycle and was approved at the December 1, 2009 Educational Programs Committee meeting and February 22, 2010 Steering Committee Meeting:

This item was prepared by Jerry Capwell, Administrative Assistant, Instruction.

RECOMMENDATION

Information only; no action required.

Irene Malmgren
Recommended by

Moved / Seconded

Aye__Nay__Abstained__

Approved for Submittal

Item No. G.3.



Heating & Air Conditioning Instructional Program Review 2009-2010

Fall 2009

Prepared by

Name	Title
Kim Holland	Director, Workforce Development

Heating & Air Conditioning Program Review Committee Members

Name	Title
Wayne Boothby	Mike Diamond, Inc.
Paul Fallat	Adjunct Faculty, Heating & A/C
Robert Helbing	President, Air Tro
Kim Holland	Director, Workforce Development
Dennis Korn	Faculty, Curriculum Committee
James Lancaster	Dean, Career Technical Education
Husein Tabat	Baldwin Park Adult School
James Toda	Adjunct Faculty, Heating & A/C
Sheryl Walz	Faculty, Academic Senate



PROGRAM REVIEW – Heating & Air Conditioning

The final summary of the program review process for Heating & Air Conditioning is attached to this page.

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

James Lancaster, Dean of Career Technical Education

date

Michelle Plug, Articulation Officer

date

David Kary, Chair of Curriculum Committee

date

Irene Malmgren, Vice President of Academic Affairs

date

Jack Call, Academic Senate President

date

Geraldine M. Perri, Superintendent/President

date

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

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1. Executive Summary

The Program Review process has confirmed that the Heating and Air Conditioning Program is aligned with the Citrus College Mission and also confirmed the Need for this instructional program. The Quality of the program was thoroughly examined, along with Feasibility and Compliance, to the satisfaction of all Review Team members. Previous recommendations have been addressed over the past six years, and Student Learning Outcomes have been written for the program and every course in Heating and Air Conditioning. SLO Assessment Matrices will be completed by 2012.

Instructors in this program demonstrate dedication to their students and their curriculum, volunteering their time to develop SLOs and curriculum updates. Options for a new lab facility are being explored both on-campus and off-campus. Class rotations, despite budget course deletions, allow students to completed the Certificate of Achievement within two years. A high percentage of students leave the program before completing their Certificate because they meet their career and educational goals.

The review team's recommendations were:

1. Hire a full-time faculty position in the Public Services Department to provide technical leadership, curriculum development, and representation on committees
2. Add a safety statement to all syllabi
3. Add a new class, HEAT 175 Basic Electrical, as a prerequisite for HEAT 184 Electricity for Heating and Air Conditioning
4. Track students' progress toward their Certificate of Achievement and Degree
5. Reduce the number of Student Learning Outcomes for the courses and the program
6. Add a reading schedule to syllabi
7. The lab facility for the program lacks proper air conditioning and heating, sound abatement, and instructional technology. An appropriate facility needs to be identified so that students can learn in a professional environment

2. Faculty

Full-Time Faculty
None

Adjunct Faculty
Paul Fallat
James Toda

3. List of Program Courses

Subject & Course No.	Title	Units
HEAT 170	Air Conditioning I	2
HEAT 180	Air Conditioning II	2
HEAT 182	Heating - Electrical and Gas	2
HEAT 184	Electricity for Heating and Air Conditioning	2
HEAT 186	Control Systems	2
HEAT 188	Trouble Shooting Heating and Air Conditioning	2
HEAT698A	Cooperative Work Experience Education	1
HEAT698B	Cooperative Work Experience Education	2
HEAT698C	Cooperative Work Experience Education	3
HEAT698D	Cooperative Work Experience Education	4
HEAT699A	Cooperative Work Experience Education	1
HEAT699B	Cooperative Work Experience Education	2
HEAT699C	Cooperative Work Experience Education	3
HEAT699D	Cooperative Work Experience Education	4

Classes not offered in the last two years:

Subject & Course No.	Title	Units
HEAT698A	Cooperative Work Experience Education	1
HEAT698B	Cooperative Work Experience Education	2
HEAT698C	Cooperative Work Experience Education	3
HEAT698D	Cooperative Work Experience Education	4
HEAT699A	Cooperative Work Experience Education	1
HEAT699B	Cooperative Work Experience Education	2
HEAT699C	Cooperative Work Experience Education	3
HEAT699D	Cooperative Work Experience Education	4

*Though not requested by students in the last two years,
Cooperative Work Experience Education classes will be part of
the new Certificates of Achievement in Energy Systems
Technology.

4. List of Degrees

None at this time. A degree is being developed.

5. List of Certificates and Awards

In 2009, the Heating & Air Conditioning Skill Award was upgraded to a Certificate of Achievement, according to Title V changes effecting 12-unit certificates. In the past six years, Citrus College has issued Heating & Air Conditioning Skill Awards:

2003-2004: 7
2004-2005: 2
2005-2006: 6
2006-2007: 7
2007-2008: 6
2008-2009: 3

Heating & Air Conditioning Certificate of Achievement

Required Courses:

HEAT 170 Air Conditioning I
HEAT 180 Air Conditioning II
HEAT 182 Heating - Electrical and Gas
HEAT 184 Electricity for Heating and Air Conditioning

Plus two of the following:

HEAT 186 Control Systems
HEAT 188 Trouble Shooting Heating and Air Conditioning
DRAF 101 CAD (Computer Aided Design) and Mechanical Drawing
DRAF 154 Commercial and Industrial Buildings
PUB 164 Plan Interpretation and Cost Estimating
EST 150 Green Building Systems Technology
ELEC 101 Electronics Fundamentals
TECH 100 Principles of Technology

6. List of Industry-Based Standard Certificates and Licenses

The Environmental Protection Agency (EPA) exam is required by all who plan to enter the field of Heating and Air Conditioning. The Heating & Air Conditioning program classes prepare students to pass the EPA exam, and it is proctored by one of the Citrus College adjunct professors.

7. Advisory Committee or Council

Frank Acosta	RS Air Conditioning & Heating, Inc.
Justin Bass	Solar City
Paul Beeson	Solar World California
Wayne Boothby	Mike Diamond Plumbing, Inc.
Vickie Burch	Baldwin Park Unified School District
John Copley	Danco
Diego DiBenedetto	Canyon Air Service Inc
Don Dietiker	J.J.A.T.C. - Air Conditioning Training Center
Susie Evans	Institute of Heating and Air Conditioning Industries
Paul Fallat	L.A.U.S.D - HVAC Fitter Tech
Wayne Freiman	Cypress College
Mary Ann Garcia	Institute of Heating and Air Conditioning Industries
Humberto Gomez	So. California District Council of Laborers
Lucas Greg	Value Solar
Robert Helbing	Air Tro Inc.
Bob Hernandez	Crown Heating & Air Conditioning Services
Kim Holland (Chair)	Citrus College
Kevin Holme	RCC Solar
Bill Korthoff	Energy Efficiency Solar
Elsa Lopez	Water Replenishment District of So. California
Lee Mai	Verengo Solar Plus
Thomas Martinez	NECA & IBEW Local 11
Harry Panjabi	Rama Enterprises
Sergio Rascon	Laborers' Local 300 Administrative Office
Luis Reyes	Johnson Controls
Jorge Rodriguez	Laborers' Local 300 Administrative Office
Raul Romero	United Domestic Workers of America
Alex Sanchez	Indoor Comfort News
Roy Schwartz	Solar Power Partners
Ray Serrato	RS Air Conditioning & Heating, Inc.
Mimi Skinner	Mike Diamond Plumbing, Inc.
Dan Tanaka	Southern California Pipe Trades
James Thompson	Mike Diamond Plumbing, Inc.
Jim Toda	Conditioning Components
Frank Tom	Solar Monkey
Charles Trevino	Upper San Gabriel Valley MWD
Ralph Velador	So. California District Council of Laborers
Somerset Waters	Solar City

8. Program Student Learning Outcomes

The Heating & Air Conditioning Program has adopted the Institutional General Education Competencies of Citrus College (as approved by Steering December 8, 2008). General education competencies serve as a common set of core curricular components identified

and defined by faculty. Student learning outcomes are behaviors based on these competencies.

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

Students completing courses in the Heating & Air Conditioning Program will have acquired the following competencies:

1) Communication (personal expression and information acquisition)

a) n/a

2) Computation

a) n/a

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

a) Using a disabled training panel, demonstrate the ability to read a schematic wiring diagram in order to accurately diagnose heating and air conditioning problems.

4) Community/Global Consciousness and Responsibility

a) Describe the correct handling of refrigerants and related safety and environmental issues in order to pass the Environmental Protection Agency (EPA) exam, required by law for Heating and Air Conditioning technicians

5) Technology

a) Diagram and describe, in writing, reversing valves in heat pump systems in order to demonstrate a clear understanding of heat technology.

b) Demonstrate in a lab setting how to wire a thermostat in order to properly install heating and air conditioning systems.

c) Draw a complete refrigeration system, demonstrating knowledge required for diagnosis and safety.

6) Discipline / (Subject Area Specific Content Material)

a) Describe in detail Ohm's Law on a written exam, exhibiting a thorough knowledge for practical application and safety.

b) Describe the refrigeration cycle in a written exam, demonstrating a fundamental skill required for employment in the Heating and Air Conditioning industry.

c) Explain the purpose and various uses of refrigerant in a written exam, knowledge of which is basic to this industry.

d) Illustrate and describe in detail the theory of gas in order to comply with professional safety standards.

(See attached SLO map.)

Heating & Air Conditioning Student Learning Outcome Map

	Core Competency #1 <i>Communication</i>	Core Competency #2 <i>Computation</i>	Core Competency #3 <i>Creative, Critical, and Analytical Thinking and Information Competency</i>	Core Competency #4 <i>Community, Global Consciousness and Responsibility</i>	Core Competency #5 <i>Technology</i>	Core Competency #6 <i>Discipline/ Subject Area Specific Content</i>
Program SLOs			Using a disabled training panel, demonstrate the ability to read a schematic wiring diagram in order to accurately diagnose heating and air conditioning problems.	Describe the correct handling of refrigerants and related safety and environmental issues in order to pass the Environmental Protection Agency (EPA) exam, required by law for Heating and Air Conditioning technicians.	Diagram and describe, in writing, reversing valves in heat pump systems in order to demonstrate a clear understanding of heat technology. Demonstrate in a lab setting how to wire a thermostat in order to properly install heating and air conditioning systems. Draw a complete refrigeration system, demonstrating knowledge required for diagnosis and safety.	Describe in detail Ohm's Law on a written exam, exhibiting a thorough knowledge for practical application and safety. Describe the refrigeration cycle in a written exam, demonstrating a fundamental skill required for employment in the Heating and Air Conditioning Industry. Explain the purpose and various uses of refrigerant in a written exam, knowledge of which is basic to this industry. Illustrate and describe in detail the theory of gas in order to comply with professional safety standards.
Course	170	170	170	170	170	170
SLO		Calculate problems using the formula for Ohm's voltage and amperage on a written exam so that on-the-job calculations can be performed.	Compare and contrast, on a written exam, the different types of evacuation procedures required by industry.		Determine high, medium and low temperature ranges and discuss their applications on a written exam, as required by the heating and air conditioning industry.	
SLO			Compare and contrast parallel services and parallel circuits on a written exam, which will enhance the ability to read and understand electrical diagrams.		Determine the four image components, the types of components, and other functions, on a written exam, demonstrating an ability to draw these components as if in operation.	

SLO			Determine and analyze how types of heat and heat transfer effects of refrigeration on a written exam, as is necessary in the refrigeration industry.		Identify, on a written exam, electrical and mechanical hazards, and describe how to take appropriate safety precautions as are implemented on a daily basis at the worksite.	
SLO					Identify tools and equipment used in the air conditioning and refrigeration industry by visual and practical exam.	
SLO					Demonstrate installation of proper fasteners to the appropriate applications as required on the job.	
SLO					Demonstrate the ability to braze, cut, and flare in the lab and on written exam, per industry standards.	
Course	180	180	180	180	180	180
SLO		Calculate total heat on written exam using raw data and total heat formula, in order to determine capacity of a cooling unit.	Plot psychometric chart on written exam using raw data, in order to determine environmental comfort conditions.		Identify the components of an air conditioning system on written exam, to establish refrigeration basics.	
SLO		Calculate Energy Efficiency Ratio on written exam using raw data, in order to correlate efficiency and power consumption.	Plot air friction chart on written exam using raw data, in order to select proper size duct diameters.		Identify the four types of duct systems on written exam, in order to recognize jobsite system types.	
Course	182	182	182	182	182	182
SLO		Calculate cubic feet per minute on written exam using raw data and sensible heat formula, in order to troubleshoot an electric heat unit.	Distinguish between pictorial and schematic wiring diagrams on written exam, in order to analyze low and high voltage circuits.		Identify the components of a gas furnace on written exam, to comprehend gas heat systems.	
SLO			Plot pump curve on written exam using raw data, in order to determine pump performance capabilities.		Identify the components of a gas boiler on written exam, to comprehend boiler basics.	
SLO					Define various types of filters on written exam, in order to distinguish applications for different filters.	

SLO					Diagram an air source heat pump refrigeration cycle on written exam, to differentiate heat pumps from air conditioning systems.	
Course	184	184	184	184	184	184
SLO		Calculate, on a written exam, problems using Ohm's Law and the connection with series, parallel, and compound circuits and their applications, according to industry standards.	Compare and contrast various types of motor controls and identify electrical terminals and control windings for each device, in a lab demonstration, according to industry standards.		Describe and explain on a written exam the theory of electricity and how electricity is produced, in order to understand these concepts on the job.	
SLO		Measure current flow, voltage, and resistance with an electrical test meter in a lab exam, as required by industry.	Analyze the basic physical and electrical characteristics of the most common types of conductors in a lab test, as required in the heating and air conditioning field.		Describe and explain on a written exam magnetism and electron flow to understand how electrical devices operate in the heating and air conditioning field.	
SLO					Illustrate electric power and the effect on resistors and fuses in an oral presentation, according to industry standards.	
SLO					Explain the theory of electromagnetism, solenoids, transformers, and magnetic circuits, as required by industry.	
SLO					On a written exam, draw an alternating current electrical diagram, in order to understand these concepts on the job.	
Course	186	186	186	186	186	186
SLO			Compare and contrast, on a written exam, various types of controls in the air conditioning and refrigeration industry.		Diagnose electrical problems typical to a control circuit, in lab and written exams, as required in the heating and air conditioning industry.	
SLO			On a written exam, analyze the various problems that arise with controls and explain their maintenance and repair, as required in the industry.		Evaluate electrical problems in basic control systems and apply proper procedures to correct them, in lab and written exams, according to industry standards.	

SLO			Create a wiring diagram on a written exam including the controls used in an air conditioning or refrigeration electrical circuit, per industry standards.			
Course	188	188	188	188	188	188
SLO		Using appropriate calculations, diagnose problems encountered in air conditioning, heating and refrigeration systems and identify whether they are electrical, mechanical or sealed system problems, in lab demonstrations and written exams, according to industry standards.	Analyze system problems and then demonstrate the ability to make minor repairs and adjustments to the mechanical and electrical systems, in lab demonstrations and written exams, as required on the job.		Describe in a written exam how to locate, through testing, the cause of short cycling and the proper procedure to repair leaks found in a sealed system, according to industry standards.	
SLO			Analyze the symptoms caused by moisture in a sealed system and provide the solution to correct the problem on written exams, as required in the heating and air conditioning field.		Demonstrate in a lab exercise the procedure used to determine if a compressor is mechanically stuck, and the proper procedure to start a stuck compressor, are required in the industry.	
SLO					Identify safety procedures for working on air conditioning and refrigeration systems, in a lab demonstration.	

9. Program Description / Mission

This program is designed to prepare students who wish to seek employment in the heating and air conditioning industry or qualify for a more responsible position within the field. Courses prepare students for the EPA exam which is required in this industry. Employment as a technician is available in both the public and the private sectors.

10. Program Goals and Objectives

The Heating and Air Conditioning program is designed to prepare students who wish to seek employment in the heating and air conditioning industry or qualify for a more responsible position within the field. Courses prepare student for the EPA exam, which is required in this industry. Employment as a technician is available in both the public and the private sectors.

The goals and objectives of the Heating & Air Conditioning Program are:

- a) Students will gain a fundamental understanding of refrigeration cycles and safety
- b) Students will gain a fundamental understanding of electrical circuits and controls and safety
- c) Students will become Environmental Protection Agency (EPA) certified

11. Curriculum Review and Student Learning Outcomes Assessment

All courses in the program should be listed here, along with information on how current the course outline is and the status on SLO writing and assessment.

Course Number	Course Name	Last Reviewed by Curriculum Committee	*Date for next revision (six year cycle)	Date Last Offered	SLO's Written	**Most Recent SLO's Assessed
HEAT 170	Air Conditioning I	Sum 2006	2015	Fall 09	Yes	Fall 2009
HEAT 180	Air Conditioning II	Fall 2009		Fall 09	Yes	Fall 2009
HEAT 182	Heating - Electrical and Gas	Fall 2009		Spr 09	Yes	Fall 2009
HEAT 184	Electricity for Heating and A/C	Fall 2009		Smr 09	Yes	Fall 2009
HEAT 186	Control Systems	Sum 2006		Fall 08	Yes	Fall 2009
HEAT 188	Trouble Shooting Heating A/C	Fall 2006		Spr 08*	Yes	Fall 2009
HEAT698A	Cooperative Education	Fall 2009			Yes	Fall 2009
HEAT698B	Cooperative Education	Fall 2009		Coop Ed	Yes	
HEAT698C	Cooperative Education	Fall 2009		offered	Yes	
HEAT698D	Cooperative Education	Fall 2009		at	Yes	
HEAT699A	Cooperative Education	Fall 2009		student	Yes	
HEAT699B	Cooperative Education	Fall 2009		request	Yes	
HEAT699C	Cooperative Education	Fall 2009			Yes	
HEAT699D	Cooperative Education	Fall 2009		*188	Yes	
		Coop Template reviewed 09		cancelled Fall 09 due to budget		

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

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

12. Degree/Certificate Review

All degrees and certificates in the program should be listed here, along with information regarding time to completion, course access/availability, SLO status, assessment status, and date of last review and revision. Attach a degree/certificate “map” that shows the planned progressive sequence of courses by semester as applicable to an on-level student entering in the fall semester and attending full-time (whenever possible). Include all mandatory and recommended/silent prerequisites in the map.

Heating and Air Conditioning has one Certificate of Achievement which requires six classes. Since only evening classes are offered in this program and most students are employed during the day, the typical student takes one or two classes each semester. This would make finishing the Certificate in three or four semesters feasible. Students begin in the Air Conditioning I class and continue in a sequence that the rotation of classes and their schedule permits. Trouble-Shooting for Heating and Air Conditioning is the capstone class for most students. Class offerings are rotated in a manner that permits reasonable access to all of the Heating and Air Conditioning courses.

Curriculum for the Heating and Air Conditioning program is reviewed annually by the Advisory Council. Employers and faculty make any necessary recommendations to revise the Certificate requirements and electives to best meet the needs of the industry. When the new HEAT 175 Basic Electrical class is developed and approved, it will be inserted into the Certificate requirements. All courses included Student Learning Outcomes and the program has Student Learning Outcomes. Assessment matrices are being developed by faculty, with several already in place and reviewed by the Advisory Council. Plans are being discussed to align the Heating and Air Conditioning program with the new Baldwin Park Adult School, which will be opening a new Heating and Air Conditioning facility by 2011. This may include the offering of Citrus College credit classes at the new facility, in order to bridge the Adult School students into the College credit program in Heating and Air Conditioning.

Degree or Certificate Title	Date last reviewed by Curriculum	Average number of awards each year	Date SLOs written	Date SLOs Assessed	Date last reviewed by Advisory Council
Heating & Air Conditioning Certificate of Achievement	Fall 2009	2	May 2008	SLO Assessment Matrices Being Created by Faculty	10-15-09

13. Evaluation Criteria – Mission

The Heating and Air Conditioning program meets the District's mission by delivering high quality instruction that empowers students to compete globally and to contribute to the economic growth of today's society. The program supports student success in pursuit of academic excellence, economic opportunity, and personal achievement.

The Heating and Air Conditioning program meets the established core competencies through its program Student Learning Outcomes.

The program has an extremely high percentage of male students; and consistently, approximately 50% of the students are Hispanic. The highest numbers of students are in the 20-24 age range, followed closely by the 40-49 year olds. The primary educational goal was Certificate until 2007, when the primary goal shifted to job skills.

The fill rate in the Spring 2009 semester was 107.8% and course retention was 98.9%. The student success rate has risen to 73%.

Commendations

a) None

Previous Recommendations Completed

a) None

Recommendations - none

14. Evaluation Criteria – Need

The need for the Heating and Air Conditioning program is validated annually through labor market data, enrollment trends, and feedback from employers on the Advisory Council. Core Indicators for TOP Code 0946.00 Environmental Control Technology show data in five areas for the Citrus College Heating and Air Conditioning program. The Core Indicators only count concentrators in a program who have taken several classes within the TOP code. The Heating and Air Conditioning students show 100% skill attainment and 33% persistence to the sequential classes. The employment rate for our Heating and Air Conditioning students is 100%. Nontraditional participation is only 1.2% females, with no nontraditional completers of a Certificate or Degree in Heating and Air Conditioning.

In addition to the program at Citrus College, Heating / Ventilation and Air Conditioning (HVAC) programs are offered at five other colleges in Los Angeles and Orange counties: El Camino, Trade Tech, Mt. SAC, Cypress, and Orange Coast. The closest college is Mt. SAC, with two full-time faculty and a full day-time schedule in addition to their evening program.

The new Energy Systems Technology program at Citrus College draws heavily from the Heating and Air Conditioning course offerings. Advisory Council members requested several of the HEAT classes for the new Certificates of Achievement in Building Systems Design Technology and Building Systems Maintenance & Operations Technology. Combined with the increased enrollment in existing class offerings, the new EST program will create higher demand for the Heating and Air Conditioning courses.

EDD Data: Occupational Wages

Area	Year	Period	Hourly Range
Los Angeles-Long Beach-Glendale	2009	1st Qtr	\$15.29 - \$27.89

Projections of Employment (also called "Outlook" or "Demand")

Area	Year	Employment	Openings	Percent Growth
Los Angeles County	2006 - 2016	3,920	160	4.3

Commendations

- There is an ongoing need for Heating and Air Conditioning technicians in our region, demonstrated by labor market data and the input of employers on the Advisory Council.
- Core Indicators show a 100% employment rate for Heating and Air Conditioning program concentrators.

Previous Recommendations Completed

- "Program growth is not recommended at this time, due to the larger program at a neighboring college." The Heating and Air Conditioning program has grown, despite budget restrictions and a larger program at a neighboring college.
- "Students should be encouraged to visit the Job Placement office to receive help in resume writing, interviewing skills, and job placement." Faculty continue to refer students to the Student Employment Office, and job openings are also sent from employers through the Workforce Development Office to faculty and disseminated to students.

Recommendations

Recommendation									
Track students' progress toward their Certificate of Achievement and Degree									
Action/Activities	Target Date	Person Responsible		Impact					
				FNIC	Facilities	Software	Equipment	Personnel	Other
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Recommendation Hire a full-time faculty position in the Public Services Department to provide technical leadership, curriculum development, and representation on committees									
				Impact					
Action/Activities	Target Date	Person Responsible		FNIC	Facilities	Software	Equipment	Personnel	Other
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

15. Evaluation Criteria – Quality

Curriculum for the Heating and Air Conditioning program is reviewed annually by the Advisory Council. All courses have Student Learning Outcomes and the program has Student Learning Outcomes. Assessment matrices are being developed by faculty, with several already in place and reviewed by the Advisory Council. Critical thinking, problem solving, and written assignments are an important part of each course and lab. Faculty meet the criteria for vocational education instruction. Since there are no full-time faculty in this department, staff development is not available through the district, and adjunct are generally not able to allocate time. Grants are sometimes able to support travel and stipends for adjunct faculty. A full-time faculty member in the Public Services Department would benefit the overall outcomes by providing continuity, committee representation on campus, and curriculum development. Student success rates have risen to 73%.

The Core Indicators only count concentrators in a program who have taken several classes within the TOP code. The Heating and Air Conditioning students show 100% skill attainment and 33% persistence to the sequential classes. The employment rate for our Heating and Air Conditioning students is 100%. Nontraditional participation is only 1.2% females, with no nontraditional completers of a Certificate or Degree in Heating and Air Conditioning.

Commendations

- a) This curriculum is regularly reviewed and updated with Advisory Council and adjunct faculty in order to meet current industry needs.

Previous Recommendations Completed

- a) "Coursework in sales for the industry could provide an excellent bridge into other relevant careers." This recommendation has been reviewed annually, and is no longer slated for implementation. The Advisory Council feels that coursework should focus on the development of technicians and that some completers with ability and interest will be drawn to the sales side of the industry.

Recommendations

Recommendation Add a new class, HEAT 175 Basic Electrical, as a prerequisite for HEAT 184 Electricity for Heating and Air Conditioning									
				Impact					
Action/Activities	Target Date	Person Responsible		FNIC	Facilities	Software	Equipment	Personnel	Other
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Recommendation Add a safety statement to all syllabi									
				Impact					
Action/Activities	Target Date	Person Responsible		FNIC	Facilities	Software	Equipment	Personnel	Other
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Recommendation Reduce the number of Student Learning Outcomes in courses and for the program									
				Impact					
Action/Activities	Target Date	Person Responsible		FNIC	Facilities	Software	Equipment	Personnel	Other
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

16. Evaluation Criteria – Feasibility

At this time, classes are rotated and scheduled so that students can complete the courses necessary for the Certificate of Achievement in two years or less. A part-time counselor has been hired with VTEA funding to focus on career and technical program student success. She is available to see students in the Heating and Air Conditioning programs.

Facilities for the Heating and Air Conditioning program are satisfactory for the lecture portion of the curriculum, but not for the lab coursework. Alternative locations are being explored and some grant funding has been accessed to provide equipment and supplies beyond the limited district budget for this program.

Commendations

- a) Counselor tracking of student progress will increase Certificate of Achievement awards.

- b) Despite a reduction in course offerings due to the budget, scheduling still allows students to complete the Heating and Air Conditioning Certificate of Achievement in two years.

Previous Recommendations Completed

- a) Tech D, the building in which all the Heating and Air Conditioning classes and labs are held, lacks a proper air conditioning and heating system, which can make learning challenging in the summer and winter. Temperature control in these rooms would provide a more appropriate learning environment. However, this building is scheduled for demolition when the new Technology building is approved.

Plans for a new Heating and Air Conditioning lab in the Technology E building were cancelled. Heating and Air Conditioning classes and labs have been held in the Diesel Technology building. When the Technology E building opened, lecture space was made available to the Heating and Air Conditioning faculty. However, the lab continues to be inadequate due to space, room temperature control, and technology access. Alternative locations both on campus and off campus are being considered.

Recommendations

Recommendation The lab facility for the program lacks proper air conditioning and heating, sound abatement, and instructional technology. An appropriate facility needs to be identified so that students can learn in a professional environment.									
				Impact					
Action/Activities	Target Date	Person Responsible		FNIC	Facilities	Software	Equipment	Personnel	Other
				<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

17. Evaluation Criteria – Compliance

Course requisites and course outlines of record meet state, district, and federal requirements. The Heating and Air Conditioning Advisory Council meets regularly and minutes are attached to this program review.

Commendations

- a) Program faculty proctor the Environmental Protection Agency exam so that students are eligible for employment.

Previous Recommendations Completed

- a) None

Recommendations - none

18. Evaluation Criteria – Other

none

19. Attachment A: Curriculum Course Outlines of Record

20. Attachment B: Catalog Pages & Sample Syllabi

21. Attachment C: Library Resources Report

22. Attachment D: Articulation Status

23. Attachment E: Academic Senate Checklist

24. Attachment F: Curriculum Checklist

25. Attachment G: Other

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	Board of Trustees	Action	_____
DATE	March 16, 2010	Resolution	_____
SUBJECT:	Owl Bookshop Program Review	Information	X
		Enclosure(s)	X

BACKGROUND

The Owl Bookshop has completed the program review process for non-instructional programs based on a 6-year cycle.

The Owl Bookshop program review document follows the newly adopted outline for non-instructional program review and was approved by the Steering Committee on February 22, 2010.

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

RECOMMENDATION

Information only; no action required.

Jeanne Hamilton
Recommended by

Moved / Seconded

Aye__Nay__Abstained__

Approved for Submittal

Item No. G.4.

THE OWL BOOKSHOP



Non-Instructional Program Review

FALL 2009



THE OWL BOOKSHOP Non-Instructional Program Review

Fall 2009

Prepared by

Martha McDonald, Dean of Students

Eric Magallon, Bookstore Supervisor

The Owl Bookshop Review Committee Members

Michael Bilbrey	Operations Coordinator
Andrew Cress	Student Trustee
Joshua Gaglia	ASCC Textbook Sub-Committee Chair
Jack Holt	Shipping Receiving Clerk
Eric Magallon	Bookstore Supervisor
Martha McDonald	Dean of Students
Vincent Patino	On-line Coordinator
Rose Sayre	Evening Coordinator
Jason Segura	Textbook Coordinator
Adrienne Thompson	Student Life & Leadership Development Supervisor
Stefano Saltalamacchia	ASCC President

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OWL BOOKSHOP PROGRAM REVIEW

I. INTRODUCTION

The Owl Bookshop is an institutionally owned retail establishment operated by the Associated Students of Citrus College as a service to students, staff, management, faculty, alumni, and the district community with the purpose of making available educational materials and support items. The Owl Bookshop, located in the center of campus adjacent to the Ross Handy Campus Center operates five days a week. The Owl Bookshop is closed on weekends, school holidays and Fridays during the summer. Operating hours are extended the first week of spring and fall semesters to accommodate students' needs during rush periods. Profits from operations are used to fund staffing, activities, grants, scholarships, equipment purchases, and campus improvements.

The Owl Bookshop provides a local resource for required and recommended textbooks and supplies for all classes offered by Citrus College. In fiscal year 2007-2008, textbooks made up 83% in overall sales at the Owl Bookshop through store, on-line web portal, and scholarship/aid programs. The www.owlbookshop.com website makes it possible for students to order their textbooks on-line with the option of orders sent by UPS or available for pick up at a special "pick-up" window on the north side of the bookstore. The site makes it possible for the Owl Bookshop to serve distance education students and offer the option for students to avoid long lines at the beginning of the semester.

The Owl Bookshop also provides: needed department supplies, greeting cards and gifts, snacks and drinks, sundries, computer hardware and software, imprinted clothing and gifts, telephone cards, study aids, trade books, art supplies, copy/fax/shipping and vending services, decorations and marketing items for campus events and donations to community groups.

The mission of Citrus College is to deliver high quality instruction that empowers students to compete globally and to contribute to the economic growth of today's society. Citrus College is 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 Owl Bookshop supports this objective by providing the tools necessary for learning excellence and properly training student workers to be successful entrepreneurs and/or employees.

The objective of Citrus College is to provide a safe, friendly, accessible environment where all students and community members may optimize their academic, career, and cultural development. The Owl Bookshop supports this objective by providing tools necessary for learning excellence, an inviting place to shop, safely spend time between classes, premier customer service, and individual assistance to customers with disabilities. Services are provided to the entire campus and local community.

A. Objectives

1. To support the mission and vision of Citrus College by contributing to the academic success of students and to the overall quality of life at Citrus College.
2. To promote textbook affordability through effective communication with students, staff and faculty as well as using Legislative directive to guide textbook policy change.
3. To render outstanding service to the entire college and local community, not only through the wide range of goods and services it makes available, but also by providing support to a broad range of campus programs and organizations through its annual dividend to the Associated Students.
4. To meet the various opportunities for change by identifying and implementing productive innovations including, but not limited to, those of a technological nature. This analytical approach to the constantly changing environment will enable the bookshop to maintain both competitive pricing and premium customer service.
5. To be a dynamic and rewarding place to work. Store employees will be supportive of each other and of the store's values. They will personify ethical conduct and professionalism.
6. To encourage staff members to be in leadership roles in many of the college's committees. This involvement will not only provide store employees with the opportunity to enhance their leadership skills and techniques, but also with the opportunity to model these same behaviors for other members of the campus community.
7. To encourage staff to have a strong commitment to creating the store's future, not merely allowing it to occur. This will be demonstrated by an ongoing program of student learning outcomes.

B. Staffing

The Bookstore relies on classified, on-call, and student staff to insure an effective operation and to provide premium customer service. Rush periods require substantially more student and on-call resources. Rush periods include the two to three weeks before and after the first day of spring and fall semester and a week before and after the first day of summer and winter sessions.

- 1 full time Bookstore Supervisor
- 1 full time Operations Coordinator
- 1 full time On-line Coordinator
- 1 full time Textbook Coordinator
- 1 full time Evening Coordinator
- 1 full time Shipping/Receiving Clerk
- 1 part time 49% Assistant Textbook Coordinator
- 1 on-call Shipping/Receiving Assistant
- 1 on-call Administrative Secretary
- 2 on-call Student Services Assistants
- 20 – 50 Student Workers

C. Credentials

The bookstore team is the most valuable resource and is responsible for its success. It is imperative that the bookstore team maintains and acquires knowledge of the college bookstore industry and that quality customer service is provided. Continued staff development is critical for a knowledgeable, trained staff. There are excellent resources available for staff development directly targeted for the college bookstore industry at the state and national level. Bookstore team members are encouraged to attend national and/or regional annual meetings on a rotating schedule as budget permits. Regular scheduled team meetings are held to maintain open communication, establish timelines for the bookstore master calendar, verify status of goals/objectives, review events, and brainstorm planning.

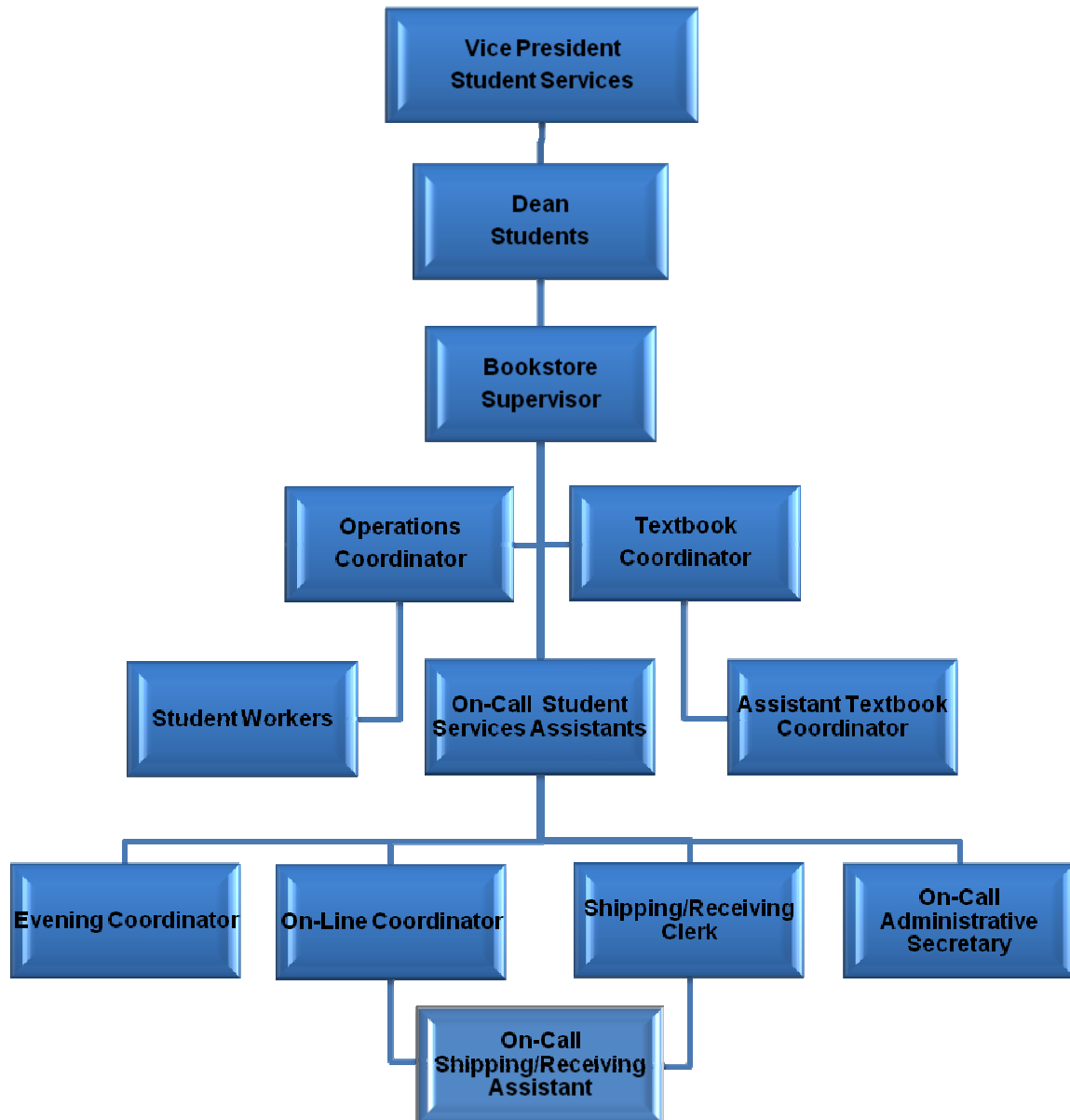
The bookstore team is able to continuously change operations to better fit the changing dynamics of student educational needs and wants through:

- Ability to provide excellent customer service.
- Knowledge of the college bookstore industry and retail operations.
- Knowledge of and ability to process financial aid programs, purchases and comply with policies.
- Knowledge of and ability to perform income based accounting principles and financial management for a retail operation.
- Knowledge of and ability to perform warehousing, shipping & receiving procedures.
- Knowledge of and the ability to perform purchasing procedures, merchandising, and sales projections.
- Knowledge of and the ability to implement inventory controls.
- Cross-training to ensure efficient operations during sickness and/or vacations.

D. Diversity

Ethnicity	Bookstore (2007-2008)	Campus (2007-2008)
African-American Non-Hispanic	6%	5.4%
American Indian/Alaskan Native	3%	0.7%
Asian	8%	7.6%
Filipino	3%	3.0%
Hispanic	54%	41.0%
Other Non-White	0%	2.1%
Pacific Islander	0%	0.6%
Unknown	0%	8.2%
White Non-Hispanic	26%	31.4%

E. Organizational chart



F. Progress made on prior program review recommendations

1. The committee recommends that the program explore ways to communicate to students regarding costs and profits of text sales.

In compliance with fiscal transparency and to communicate to students the cost of profit of textbooks, information is published in the class schedule, catalogue, newspaper, refund policy, and in the store. The following statement is used to communicate to students: “profits from bookstore operations are used to fund staffing, activities, grants, scholarships, equipment purchases, and campus improvements” shortly after the last program review. The Academic Senate Textbook Committee continues to meet as needed. The bookstore sent out surveys to the campus community, and the Associated Students of Citrus College formed a Textbook Taskforce in fall 2008 to improve communication and understanding of the textbook process and find affordable alternatives to new textbooks.

To better network and gather new information on textbook affordability, the bookstore supervisor became the Citrus College representative for the Community College Consortium for Open Educational Resources (CCCOER) in 2008 and began to serve on the Community College Committee of the California Association of College Stores (CACS) board in 2007. The Bookstore continues to make textbook affordability a top priority.

2. The committee recommends that the program improve promotion of the book buyback and refund policy.

The bookstore has partnered with Follett to review and improve textbook buyback. The bookstore added a second location on campus near the Art Center but due to technical limitations, the decision was made to purchase a tent with the help of Follett and place buyback in a more visible outdoor location at the west end of the bookstore. An additional location at the new west satellite in the new Student Services Building will be added in 2011 and in 2014 an east satellite location near Cosmetology. Besides placing posters on campus, the bookstore has added flag and lawn signs and added buyback dates and times in their full page ad in the Clarion and on the Owl Bookshop website.

The Refund policy is now located on the website and full page colored sheets are stapled with the receipt during rush periods. A shorter policy will be printed on the back of the cash register receipts in the spring of 2010.

3. The committee recommends that the program communicate with faculty and instructional deans about the consequences to students of the new options being offered by publishers. The options often reduce the ability of the bookshop to sell used texts.

The bookstore supervisor and textbook coordinator continue to attend faculty senate, deans, and textbook committee meetings and individually meet with the vice president of instruction, deans, and faculty. Continued communication is critical to inform deans and faculty about the consequences to students of adoption decisions made each semester. Round table meetings were held from fall 2008 through spring 2009 to facilitate the creation of a new textbook adoption policy which included textbook affordability language. ([See Appendix A](#))

- 4. The committee recommends that the program review their hours of operation and consider staying open late on Friday afternoons.**

At the time of the last program review, the hours of operations on Fridays were 7:30 a.m. to 2:00 p.m. The hours were extended to 7:30 am to 5:00 pm as a result of the recommendation. With the implementation of the new shorter semester schedule, the bookstore changed Friday hours to 8:00 a.m. to 4:00 p.m., and is now closed on Fridays during the summer session.

- 5. The committee recommends that the program work to get the class schedule earlier to allow more turnaround time for text requests.**

The bookstore held meetings with key faculty, deans, Vice President of Academic Affairs, TeC Services, and student groups from 2007 to 2009. In early 2008, the bookstore connected to the campus network to gain more accurate information of class enrollment and TeC Services began to send early versions of the class schedule to the textbook coordinator. In spring 2009, the Textbook Adoption Policy was revised, and a plan put into place to digitize the current adoption process and have textbook information available on the posted class schedule by July 2010.

II. INTEGRATION AND COORDINATION WITH OTHER PROGRAMS

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

The bookstore program coordinates with other student services programs through the adoption process, program textbook aid, and department purchase orders. The bookstore team works closely with instructional departments to ensure an exchange of information through the entire book adoption process, attending faculty senate and deans, and textbook committee meetings throughout the year. The bookstore team coordinates with Extended Opportunity Programs and Services (EOP&S), Cooperative Agencies Resources for Education (CARE), California Work Opportunity and Responsibility for Kids (CalWORKs), Veterans, Department of REHAB, Los Angeles County Children Services and Disabled Student Programs & Services (DSP&S) to provide textbooks for students. The bookstore team maintains and coordinates ordering of supplies for 82 departments and programs on campus through open purchase orders. In addition to student services, the bookstore coordinates with the Foundation, outside groups, President's Office and Board of Trustees to provide marketing materials, event décor, and office supply needs.

B. How does this program work with research and TeC Services?

The bookstore program works with the Director of Institutional Research who assisted with the development of survey questions for focus groups and SLO assessment. A workshop was held to train focus group facilitators on how to facilitate a focus group. Questions were developed, do's and don'ts were reviewed, categorization of data collected, and summarization of findings were all produced under supervision of the Director of Institutional Research. Tec Services is critical in maintaining computer systems and collaborating with Sequoia retail services in maintaining the Point of Sale system.

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

The bookstore program is integrated with student equity through the support of diverse product options which is sensitive to our culturally diverse student population including Extended Opportunity Programs and Services (EOP&S), Cooperative Agencies Resources for Education (CARE), California Work Opportunity and Responsibility for Kids (CalWORKs), Veterans, Department of REHAB, Los Angeles County Children Services and Disabled Student Programs & Services (DSP&S). The bookstore program is integrated with strategic planning through the continued involvement in Student Learning Outcomes with the assistance of the Student Learning Outcomes and Assessment Coordinator. Data gathered from focus groups and student surveys are also part of strategic planning. Planning also includes attendance at the annual Student Services Planning retreat where annual goals are presented and discussed and holding regularly scheduled bookstore team meetings.

The bookstore participates in meeting the goals of the student equity and strategic planning by providing students with the tools they need to assist them with their educational goals. For example;

- **Student Success:** The Bookstore directly supports students through providing the tools for learning excellence consisting of textbooks, study aids, course supplies, and healthy snacks.

- **Student Learning Outcomes (SLOs) and Assessment:** The Bookstore is involved with the institution in developing and assessing SLOs to better understand the needs of student customers.
- **Fiscal Transparency:** The Bookstore works closely with Fiscal Services to assure fiscal transparency through the annual budget process.
- **Communication:** The Bookstore provides a variety of forms of communication with students and the community. For example, the bookstore website provides required textbook information for course offerings, informational packets sent to departments, and a full page ad is placed in the Clarion. Regular discussions take place with bookstore staff, Associated Students of Citrus College (ASCC), Student Services Committee (SSC), the Textbook Affordability Task Force, and the Academic Senate Textbook Committee.

III. PROGRAM SELF-EVALUATION

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

The bookstore program assessed the opinions of faculty, administrators, staff, students and the bookstore team to ensure that it is providing an acceptable level of service. The opinions were gathered from surveys used during the student learning outcome process, ASCC focus groups, and regularly scheduled bookstore team meetings. The surveys measured the refund process, the availability of textbooks by the first day of class, and customer levels of satisfaction regarding bookstore facilities, personnel, merchandise, operations, and policies. The textbook affordability focus groups were facilitated by the Associated Students of Citrus College. The surveys, ASCC focus groups, and bookstore team meetings were reviewed for workable suggestions, and then implemented to improve service.

A. Access

1. How accessible is the program?

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

The bookstore program is available to everyone. All Citrus College demographics are served with focused outreach to International Students, Extended Opportunity Programs and Services (EOP&S), Cooperative Agencies Resources for Education (CARE), California Work Opportunity and Responsibility for Kids (CalWORKs), Veterans, Department of REHAB, Los Angeles County Children Services and Disabled Student Programs & Services (DSP&S) students.

There is no current tracking mechanism in place to identify whether or not the student population is truly represented but based on transaction sales data, one can determine that the bookstore is serving the majority of the student population. While student IDs are added to the receipt during the rush sales process, there is no direct connection to Banner for detailed reports. The actual number of students served is also difficult to determine as there is no differentiation between students, staff, faculty and campus guests done at the registers, and vending machines.

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

The bookstore program assists underprepared and underrepresented students procure textbooks and/or supplemental materials by working with programs such as Extended Opportunity Programs and Services (EOP&S), Cooperative Agencies Resources for Education (CARE), California Work Opportunity and Responsibility for Kids (CalWORKs), and Disabled Student Programs & Services (DSP&S) students. Textbook affordability is

a key factor to accessibility. Alternatives to the categorical programs include various scholarships such as Readers to Leaders, Bright Futures, and assorted foundation scholarships, used books, buyback, working with the Veterans, Department of REHAB, and Los Angeles County Children Services.

B. Success

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

The bookstore program provides required and optional textbooks, course packs, study aids, and required supplies needed to complete each course. These tools enable students to achieve learning excellence and complete their educational goals. The bookstore works closely with instruction to provide the necessary textbooks for courses to meet articulation requirements.

C. Student Learning Outcomes.

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

The bookstore program has completed three SLO cycles. The first and second SLO cycles focused on the availability and the correct procurement of textbooks. Students, with the assistance of bookstore staff, should receive correct course textbooks and supplemental materials. Bookstore staff surveyed students during the spring 2007 & 2008 refund period to identify reasons why a textbook was being returned.

The bookstore team works cooperatively with academic affairs and faculty to ensure, to the degree possible, that textbooks and supplemental materials for every class are available to students on the first day of each semester. The bookstore team verified the availability of required textbooks and supplemental materials in numbers sufficient to meet the projected need for each course selection and noted which books were not on the shelf by the first day of class.

For the third SLO cycle the bookstore assessed the opinions of its clientele in fall 2008 to ensure that it was providing an acceptable level of service as measured through bookstore facilities, personnel, merchandise, operations, and policies. Below are improvements made based on the survey results:

- Increased stock availability of textbooks.
- Increased selection of general and reference books.
- Reduced pricing of several textbooks.
- Reduced pricing of non-textbook items.
- Reduced check-out time at beginning of term.
- Improved out of stock communication.
- Revised book buyback policies.

For the fourth SLO cycle the bookstore will assess the opinions of its clientele with a second duplicate survey in fall 2009 to measure the effect of changes made from the first survey.

2. Include copy of SLO (See Appendix B)

D. Compliance.

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

Because of the critical nature and complexity of new state and federal regulations the following table is included to outline actions taken by the bookstore in response to legislative direction. Further details from the California Association of College Stores, the National Association of College Stores, and the California State Auditor/Bureau of State Audits are included in [Appendix C](#).

Legislative Direction	
AB 2477	Bookstore Actions
Bookstores are required to work with Academic Senate to review timelines for textbook adoption.	The bookstore has and continues to meet with academic senate, deans and faculty at least once a semester to work on ways to improve the textbook adoption process.
Required to work with academic senate to review procedures for textbook adoption.	The bookstore held round table meetings from fall 2008 through spring 2009 to facilitate the creation of a new textbook adoption policy (BP4080 and AP4080) which included textbook affordability language.
Required to work with faculty and publisher representatives to create economically sound bundles that deliver cost savings to students.	The bookstore meets with academic senate, deans and faculty to discuss the effect of bundling on textbook affordability.
Encouraged to disclose retail prices to faculty for each course.	The bookstore discloses pricing to faculty when requested or through publisher representatives.
AB1548	Bookstore Actions
Each public postsecondary educational institution is required to encourage adopters, with course material selection responsibilities, to place their orders with sufficient lead time, whenever possible, to enable the university-managed bookstore or contract-managed bookstore to confirm the availability of the requested materials.	The bookstore, Office of Academic Affairs, deans, Academic Senate, and TeC Services are currently working together to improve adoption return rates through improved information access and open communication.
Each campus bookstore at any public postsecondary educational institution shall post in its store or on its internet web site a disclosure of its retail pricing policy on new and used textbooks.	The bookstore has posted the appropriate disclosure on its website and inside the store at customer service.

A campus bookstore is prohibited from soliciting faculty for the purpose of the sale of instructor copies or complimentary teacher editions of textbooks that have been provided by a publisher at no charge to a faculty member or other employee.	The bookstore has adopted this policy and has an agreement with Follett used book company restricting the purchase of instructor copies at buyback.
A campus bookstore shall not engage in any trade of any course material marked, or otherwise identified, as instructor copies or complementary teacher's editions of textbooks.	The Bookstore has adopted this policy.
The Higher Education Opportunity Act of 2008	Bookstore Actions
Course schedules posted on the internet must have textbook information.	The bookstore, Office of Academic Affairs, deans, Admissions, and TeC Services are currently working together on a solution to this legislative direction and scheduled to be completed by July 2010.
Printed schedules must explain how students may look up textbook information on the internet.	The bookstore, Office of Academic Affairs, deans, Admissions, and TeC Services are currently working together on a solution to this legislative direction and scheduled to be complete by July 2010.
Colleges must supply certain information to the bookstores which it owns or operates or are under a management contract (lease).	The bookstore, Office of Academic Affairs, deans, Admissions, and TeC Services are currently working together on a solution to this legislative direction and scheduled to be complete by July 2010.
An institution is encouraged to disseminate to students information regarding textbook affordability.	The bookstore is designing a web page on textbook affordability to be attached to the Citrus College website and/or the Owl Bookshop website. Scheduled completion date is May 2010.

E. Student Eligibility

1. Describe eligibility requirements for participation in your program.

The Bookstore is available to all students, faculty, staff, and the local community. There are no eligibility requirements for participating in the bookstore program.

F. Program Services

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

The bookstore not only assists the college in its mission, "to provide education and training", by having readily available the instructional materials for each class taught at or through Citrus College, but it is also dedicated to offering specialized services to all students of the

college, partnering with instruction to ensure the materials selected are current and as affordable as possible, and by creating an atmosphere that enhances the college experience through:

- New and used textbook sales
- Study aids
- Required and recommended educational supplies
- Monthly textbook buy backs
- Web orders
- College logo clothing and imprinted items
- Healthy food, beverage, snack, and sundry items
- Special faculty author events
- Discount tickets for movie theaters and amusement parks
- Philanthropy
- Communication with faculty and deans on new editions, prices, and course packet options

The bookstore continues to improve services and selection based on Student Learning Outcomes. As evident in the chart below, item sales have increased over the past 7 years.

Bookstore Fiscal Year	Transactions
2002 - 2003	252,788 items
2003 - 2004	315,200 items
2004 - 2005	348,680 items
2005 - 2006	355,596 items
2006 - 2007	352,975 items
2007 - 2008	403,701 items
2008 - 2009	417,589 items

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

Bookstores throughout the college store industry are either institutionally owned or contracted out. According to the National Association of College Stores, as of 2008, 63 % of college stores are institutionally owned. Many community colleges including outlying colleges such as Chaffey College, Mount San Antonio College, Glendale Community College, and Pasadena City College operate institutionally owned bookstores. Being an institutionally owned store has enabled the bookstore to become an integral part of Citrus College operations.

G. Funding, Expenditure & Accountability

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

The current computer software application (Sequoia retail systems), is utilized to order, receive and return required and supplemental textbooks and educational materials. The Sequoia Point of Sale cash register system allows inventory information to be kept up to date by recording the sales information. The bookstore works closely with Fiscal Services on a daily basis to ensure fiscal responsibility. The bookstore receives monthly financial reports from fiscal services and works with the Dean of Students in the annual budget process. The bookstore manager is also a member of the Financial Resources Committee.

The bookstore is a self-funded operation on campus, meaning it is income based not fund based; no general funding is appropriated for the bookstore. The bookstore is not a profit center; rather a service center that focuses on the quality of services provided to the campus community and meeting the financial needs of operation. The bookstore is managed by projecting income, cost of goods, and expenses, based on prior year activity and enrollment in conjunction with monitoring current trends. Please see table below:

Bookstore Fiscal Year	Income	(-) Expenses <i>(Expenses include operational, ASCC dividend, and Food Service contribution)</i>	(=) Profit/Loss
2002 - 2003	\$ 3,628,295	\$ 3,607,779	\$ 20,516
2003 - 2004	\$ 4,149,679	\$ 4,061,296	\$ 88,383
2004 - 2005	\$ 4,270,786	\$ 4,249,356	\$ 21,430
2005 - 2006	\$ 4,271,945	\$ 4,510,861	\$ (238,916)
2006 - 2007	\$ 4,221,070	\$ 4,275,656	\$ (54,586)
2007 - 2008	\$ 5,238,662	\$ 5,077,379	\$ 161,283
2008 - 2009	\$ 5,035,034	\$ 5,064,737	\$ (29,702)

In addition to the operational expenses, over the past 7 years, the bookstore contributed \$1,398,435 to Student Life and \$667,802 to Food Services. Please see the table below:

Bookstore Fiscal Year	Student Life Dividend	Food Service Contribution
2002 - 2003	\$ 189,109	\$ -
2003 - 2004	\$ 203,797	\$ 149,471
2004 - 2005	\$ 209,648	\$ 103,463
2005 - 2006	\$ 225,327	\$ 118,191
2006 - 2007	\$ 190,554	\$ 142,307
2007 - 2008	\$ 190,000	\$ 62,983
2008 - 2009	\$ 190,000	\$ 91,387

The bookstore continues to work on increasing the fund balance to at least 1.5 million. The fund balance provides the necessary income to maintain a basic inventory of textbooks and supplies (\$1,100,000) and cash/receivables to pay bills during the lean months (\$400,000). It is critical that any excess profit is used to increase/pay back the ending fund balance. Due to uncertain state budget funding for 2009 through 2014, increasing the end of year fund balance may take longer than originally projected. For more financial details please [see Appendix D](#).

Bookstore Fiscal Year	Fund Balance
2002 - 2003	\$ 1,009,210
2003 - 2004	\$ 1,054,953
2004 - 2005	\$ 1,122,770
2005 - 2006	\$ 860,833
2006 - 2007	\$ 779,227
2007 - 2008	\$ 938,391
2008 - 2009	\$ 908,689

The chart to the left demonstrates that the bookstore has reversed the practice of borrowing from equity (inventory) to pay bills/dividend. Another way to look at it is if one owns a 1.1 million dollar home (inventory) and is mortgaging it to pay for monthly household expenses (bills). For fiscal year 2008-2009, the bookstore decreased its fund balance due to an unexpected jump in the Food Service deficit.

H. Advancement of Green Environment

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

The bookstore recycles textbooks through the purchase and resale of used textbooks and through reusing cardboard boxes, packing materials, and wooden pallets received from ordered merchandise. Aluminum cans, plastic bottles, batteries, paper, and glass are also recycled. Scrap metal from displays, shelving and old equipment are recycled by the district. Throughout the store old product displays are refurbished and/or reused for other products. Ink and laser cartridges are sent back to manufacturers after their use.

The bookstore promotes newly introduced recycled products from vendors. Recycled merchandise offered for sale consists of textbooks, testing materials, clothing, various office and educational supplies, Citrus imprinted items, giftware, and previously viewed DVDs. The bookstore also introduced reusable recycled bags that are given out with online and in-store textbook sales. In 2009 the bookstore team received the first Citrus College Staff Environmental Award.

I. Technology Needs

1. What technology needs currently exist in your program?

The bookstore values technology and continues to embrace technological change to improve work performance, enhance service to customers, and provide solutions mandated by legislative directives. The bookstore is in contract with Sequoia to ensure that all current software needs of the Point of Sale, Textbook Partner, e-POS, registers, and pocket PCs are met and that needed changes brought by the Owl Bookshop team are collaboratively planned for and mutually agreed upon. Legislative directive requiring textbook information to be

posted with the on-line schedule will require interfacing Sequoia with Banner. The current security camera system is ineffective and requires replacement.

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

- In spring 2010 a “windows environment” system upgrade is required for the current Point of Sale software. For improved textbook adoption, Sequoia Textbook Partner must be able to interface with academic affairs to incorporate an electronic adoption process. A textbook rental process, currently awaiting legislative direction, will require software upgrades and interfacing with administrative student information. For improved communication, an efficient e-newsletter format and online delivery process is needed. For improved security, a camera surveillance system and security sensors are needed.
- The east satellite (Cosmetology) requires a camera surveillance system networked to the bookstore main server to monitor the cash register station and retail product displays.
- The purpose of the west satellite location is to sell art supplies, educational materials, and provide a comfortable safe environment with Wi-Fi access. The new bookstore west satellite is scheduled to be completed in fall 2010. Technological requirements include the addition of two POS registers and a camera surveillance system networked to the bookstore main server.

IV. EFFECTIVE PRACTICES

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

Notable achievements since the last program review have come from a practice of developing goals at the beginning of a fiscal year and reporting on the progress at the conclusion of the fiscal year. The achievements include:

1. Work closely with instructional deans to improve textbook ordering process

- The textbook coordinator continues to work closely with instructional administrators and faculty through one-on-one meetings and educational memos to improve the textbook ordering process.
- An adoption cover sheet was redesigned to improve the adoption process.
- Dialogue has continued concerning the need for the bookstore to be kept in “the loop” during the schedule creation process. This has lead to receiving an early copy of the term schedule so adoption forms are created in a timely manner.
- The bookstore supervisor and textbook coordinator continue to visit faculty senate concerning ongoing problems with packaged and old edition text books.

2. Improved communication with the campus community

- In collaboration with TeC Services, in fall 2007 the bookstore was connected to the campus network system in an effort to improve communication and information flow to the campus community.
- In fall 2007 the bookstore began placing a different full-page ad in each issue of the Clarion.
- Information packets are sent to departments at various times throughout the year marketing goods and services.
- Annual surveys are distributed to assess the customer’s perceptions, needs and wants.

3. Worked towards more affordable alternatives to new textbooks

- The bookstore continues to develop ways to decrease textbook prices through increased used book sales, increased buybacks, implementing e-textbook purchasing, and improving the website textbook procurement process. The chart below shows an increase of used textbook purchases.

Follett Fiscal Year (4/1 to 3/31)	Direct From Follett Used Book Purchases	Follett Student On- campus Purchases	Total Used Textbook Purchases
2004 - 2005	\$17,000	\$221,000	\$238,000
2005 - 2006	\$21,000	\$147,000	\$168,000
2006 - 2007	\$45,000	\$203,000	\$248,000
2007 - 2008	\$91,000	\$256,000	\$347,000

- The bookstore improved its relationship with the learning resource center by providing timely course information to procure more copies of current textbooks available for

students. The bookstore also began to donate old editions of books to the library enabling more students to have workable self study material.

- To ease the process of students selling textbooks among themselves, 5x8 card slats were installed outside on the opposite wall of the store exit for student textbook swap.
- The bookstore continues to improve the buyback process by increasing retail buys and adding a second satellite buyback station during fall 2007.

4. Improved store design, environment and product offering

- The interior trim of store was painted, reflective grid installed in fluorescent ceiling fixtures, better interior directional signage installed, and entry improved.
- The bookstore improved merchandising throughout the store to better meet the needs of customers.
- The bookstore improved product offering as recommended from Student Learning Outcomes.
- The bookstore improved customer service by adding one more register to decrease check-out wait time during rush, updating the credit/debit processing system to include new card readers to process credit card transactions through the internet, redesigning cash register lines for better traffic flow, and cross-training student staff members throughout the store.

5. Successful transition from a “brick and mortar” store to a fully integrated online service

- The bookstore created an online service in fiscal year 2003 – 2004. See chart below for transaction and sales information.

ONLINE ORDERS	# Transactions	Total Sales	% of Text Sales
2003 - 2004	1795	\$291,675	8%
2004 - 2005	2413	\$438,439	12%
2005 - 2006	2534	\$483,272	14%
2006 - 2007	1902	\$377,852	11%
2007 - 2008	2691	\$475,651	12%
2008 - 2009	2627	\$495,298	13%

- The bookstore has increased its online service and improved marketing such by providing free shipping and recycled bags to increase on-line sales and decrease rush traffic in the store.

6. Upgraded POS servers' operating systems & software

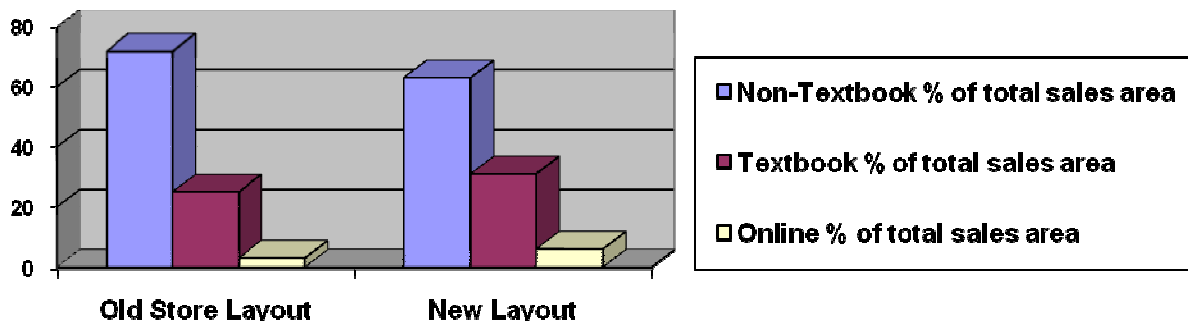
- The installation of the Textbook Partner system improved textbook operations and enabled a seamless communication between textbook services and the Sequoia POS system.
- In 2005 the Textbook Partner and POS servers were upgraded from UNIX to Linux Operating Systems.
- Six Months after the upgrade, the Textbook Partner Server reached capacity and useful age requiring a replacement in early 2007. The bookstore replaced aging servers with a single server so that point of sale, on-line, and textbook operations could be consolidated.

7. Purchased scanner for main sales floor to allow customers to scan items for prices

- In 2006 a Scanner Kiosk was purchased and installed at the rear of the store.
- The Scanner Kiosk was fitted with a multidirectional scanner in 2007 to improve inconsistent readability issues.

8. Reorganization of sales floor

- The reorganization of the sales floor was completed in 2005 with very positive results. The chart below shows the percentage change in space utilization.



- **Textbook Sales Area** (Old: 1,000 sq ft – New: 1,230 sq ft) **Outcome;** (a) More space for new titles, (b) Eliminated hazardous over stock piles, (c) Better traffic flow.
- **Online ordering Area** (Old: 96 sq ft – New: 253 sq ft) **Outcome;** (a) More working and shelving space to fill online orders, (b) Additional computer station reduced unnecessary travel to and from the front offices to fill orders, (c) New online order pick-up window decreased store crowds and improved security through customers not carrying filled orders through the store, (d) Moving back register to the front decreased in-store check-out-line wait time.
- **Main Sales Area** (Old: 2,904 sq ft – New: 2,517 sq ft) **Outcome;** (a) By reducing gift and non-selling items we increased space for quick selling and required supplies, (b) Better customer flow within main sales area, (c) Continued dialogue with faculty on supply selection and kits, (d) Customer Service Island produced improved customer service.

9. Review and revised security procedures to control theft of student backpacks

- A bag check-in station was set up next to the entrance of the bookstore for the fall 2006 rush. This change in procedure resulted in no backpack thefts and an improved positive perception of customer service. This service has been expanded and moved outside at the front of the store during the fall and spring rush periods.
- Once the New Customer Service Island is built at the front of the store, bags will be checked in throughout the year but, due to the increased volume of bags at rush, a temporary manned station outside will continue.

- Research began in Spring 2008 on the best CTTV system to replace the current old antiquated system.

10. Philanthropy

- The Bookstore continued its tradition of supporting various events throughout the campus and local community.
- The Bookstore worked on the committee to expand “Bright Futures” scholarship to include continuing Citrus College students with the addition of the “Readers to Leaders” scholarship.

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

The primary strength of the bookstore is its flexibility to consistently enhance student and staff experiences. The bookstore works closely with academic affairs and programs on campus to ensure an exchange of information resulting in the complete selection of required and recommended materials throughout the year. The bookstore has developed an efficient open PO system for campus departments which, continues to grow due to the fast turnaround and personal delivery service. Customer service assists students with general campus information such as location of classes, financial aid, registration, and event questions.

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

The bookstore implemented many successful pilot projects over the years. These projects include: See’s candy sales, shipping/printing/fax service, table top decorations for events, department PO’s, personalized delivery, online textbook services, healthy grab-n’-go snacks, informational flyer packages, gift cards, and supply vending.

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

Participation of faculty, administrators, staff, and students are critical in improving the effectiveness of the bookstore program. ASCC student textbook focus groups are conducted. The bookstore distributes surveys to students, faculty, staff, and administrators during the Student Learning Outcome process. The textbook committee meets to discuss bookstore policy on textbooks and to update the textbook adoption policy. The bookstore supervisor continuously meets with administrators, deans, faculty, senate and students. The bookstore works with the Associated Students of Citrus College (ASCC) to hold focus groups to solicit input from students and staff in an effort to improve communication, gain insight, and improve textbook affordability.

V. OPPORTUNITIES FOR IMPROVEMENT, RECOMMENDATIONS AND NEEDS IDENTIFICATION

A. Identify areas where you may need to make adjustments or changes in order to better serve students.

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

The bookstore program has been assessed through various sources during the past three years. ASCC student textbook focus groups were conducted in 2008, and students and staff participated in surveys during the past three years through student learning outcomes. The findings of these evaluations as well as, this program review have allowed us to identify areas in need of improvement. Below are strategies to improve bookstore services:

- **Textbook Affordability:**
Textbook affordability should be a primary goal throughout the bookstore planning process. The planning process should include development of a long-term strategic business plan implementing a variety of strategies including; Improving student perceptions of textbook affordability through the creation of a textbook affordability web page, reevaluate textbook margins, exploring rentals as legislation direction warrants, and expanding e-book, i-chapter, used book, faculty course packs, and open package selections.
- **Future Sources of Income and Services:**
Textbook sales make up 83% of bookstore sales. As the textbook format changes, the bookstore must plan for new products and services to replace lost textbook sales. The bookstore must evolve to become a facilitator of learning resources between students and faculty while providing needed services to the campus community.
- **Improved Communication:**
The bookstore should continue to improve communication with students, faculty, deans, staff and the local community through the creation of a monthly newsletter and with direct email notification for out-of-stock text, faculty author signing and other events, new product introductions, sales/promotions, and to receive feedback on services.
- **Increased Space:**
The bookstore lacks sufficient space to serve the needs of the current and future Citrus College students. A long term plan is needed to expand space for improved bookstore accessibility and services. The plan should include a possible east satellite to cover cosmetology, automotive, nursing and student snack needs on the east end of campus.
- **Improved Security:**
The bookstore will install a new CTTV system in the main store, east satellite, and west satellite for improved security and student safety.
- **Integrate District Services:**
The Bookstore integrates district services to better serve students needs. These should include digitizing the adoption process, partnering with district wide surveys, partnering with financial aid, sharing student purchase information for tax deduction purposes, and incorporating bookstore in the district master calendar planning.
- **Staffing:**

The opening of the west satellite (Cyber Café and Art Store) will require three additional 49% classified staff. Due to the increase in workload by adding one additional term and the increasing federal and state legislative requirements for textbook procurement, the textbook coordinator needs an additional 49% classified staff assistant. The current bookstore supervisor position does not match industry requirements or follow many Community College practices of merging the bookstore manager position into a director of auxiliary services position to better reflect current and future district/business needs.

- **Equipment:**

The opening of the west satellite (Cyber Café and Art Store) will require a new cart to travel and carry product between locations, cash registers, barista equipment, ice machine, blenders, merchandising display, lighting, and outdoor furniture. New Merchandising displays, cashier/customer Service Island, cash registers, and new flooring are required in the current bookstore location.

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

- The need to upgrade current Sequoia POS to a windows environment.
- The need for student/staff/faculty email addresses for better communication of textbook and instructional material availability.
- The need to transfer student financial aid student information in order for financial aid students to purchase textbooks by the first day of class.
- The ability to integrate with banner and for an electronic adoption process.
- The addition of three 49% classified employees for the new west bookstore satellite, an additional classified 49% Textbook Assistant, and the upgrade of current Bookstore Supervisor position to Director of Retail/Auxiliary Services.
- Expand on services to students beyond textbooks such as on-demand printing, instruction information sharing and “affordable alternatives to textbooks” support.
- Working with Human Resources to reevaluate classified descriptions.

3. Technology needs.

The Owl Bookshop values technology and continues to embrace technological change to improve work performance, enhance service to customers, and provide solutions mandated by legislative directives.

- A “windows environment” system upgrade is required for the current Point of Sale software.
- Sequoia Textbook Partner must be able to interface with instruction to incorporate an electronic adoption process.
- Legislative directive requiring textbook information to be posted with the on-line schedule will require interfacing Sequoia with Banner.
- A textbook rental process, currently awaiting legislative direction, will require software upgrades and interfacing with administrative student information.
- For improved communication, an efficient e-newsletter format and online delivery process is needed.
- New computer hardware is needed to support new software and services.
- For improved security, a camera surveillance system and security sensors are needed for the main, east satellite, and west satellite bookstore locations.

VI. TECHNICAL ASSISTANCE/TRAINING NEEDS

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

Each year the California Association of College Stores has a local conference filled with educational seminars that are worthwhile for staff to attend. National Association of College Stores also has online webinars, and educational sessions during the national annual conference. Sequoia has an annual user group meeting that staff are encouraged to attend.

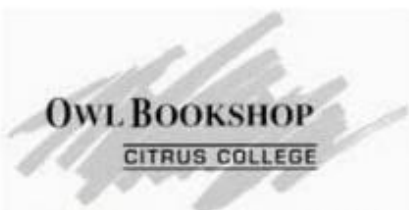
VII. SUPPLEMENTAL INFORMATION

A. Copies of materials that we provide to students.

Refund Hours:

**SAME AS
POSTED
Bookstore Hours**

NO RECEIPT - NO REFUND



www.owlbookshop.com • Info Line: (626) 914-8620

**NO RECEIPT
NO REFUND**

**RETURNED
CHECK FEE
\$25 PER CHECK**

REFUND POLICY • FALL SESSION 2009

1. FALL SESSION 2009 – TEXTBOOKS ARE RETURNABLE FROM AUGUST 31 TO SEPT. 14
2. COSMETOLOGY/LATE START/DISTANCE ED. Textbooks are returnable for 5 school days from the class start date.
CANCELLED CLASSES – Textbooks are returnable for 5 school days from date the class is cancelled. Proof of cancellation date /start date must be presented for a refund.
NO REFUNDS WITHOUT A RECEIPT
2. STATE REHAB. STUDENTS - all purchases made prior to receiving your state checks will not be refunded after dates shown above.
3. **FOR A FULL REFUND YOU MUST HAVE A RECEIPT, REGISTRATION SLIP AND ID CARD. TEXTBOOKS MUST BE IN MINT CONDITION.** No exceptions!!!
4. During the refund period, new returnable books not in their original purchase condition will be bought back as a used book at a percentage of the new book price. You are responsible for the condition of the books you buy. Check them carefully before purchasing. Used books are not guaranteed. New books with manufacturer's defects will be replaced.
5. All textbooks that are not returnable have an **ABSOLUTELY NO REFUNDS!** sticker on them. Please check to see if each book is returnable before you buy.
6. Supplies, shrink-wrapped textbooks, supplementary text, workbooks, dictionaries, paperbacks, candy, pharmacy and Apple products will NOT be accepted for refund.
7. If you pay by CASH or CHECK, you will receive a cash refund. If you pay by ATM/CHARGE, you will receive a chargeback on your account. You must have your card present to receive a credit.
8. You must have your REGISTRATION SLIP so that you receive the correct text for each class.
9. Computer programs are refundable if unopened and returned within 3 days of purchase.

BUY BACK POLICY — GET A RETURN ON YOUR INVESTMENT


Sell your new and used books for cash!

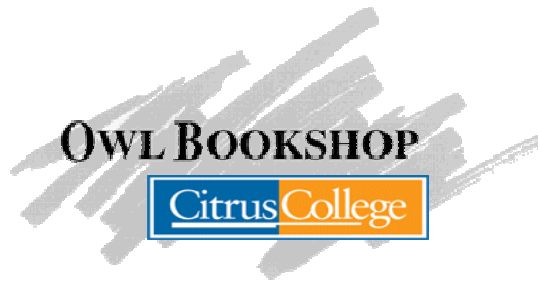
Check the bookstore for dates and times. Books bought back for the store will pay up to 50%. Follett will pay wholesale for books that have current market value but not needed for the store.

The bookstore cannot guarantee the buy back of any book.

Shopping on campus helps support campus programs and facilities.

Example of Clarion Newspaper Ad

STORE HOURS MON 8AM TO 8PM TUES 8AM TO 8PM WED 8AM TO 8PM THURS 8AM TO 8PM FRI 8AM TO 4PM	 OWL BOOKSHOP 	SHOP ONLINE WWW.OWLBOOKSHOP.COM INFO LINE: (626) 914-8620
<div><u>CASH FOR BOOKS</u></div> <div>OCT 28 NOV 18 DEC 2</div> <div>9AM TO 6PM</div>		
<div>OCTOBER = HOPE</div> <div>20% OFF</div> <div></div> <div>ALL BREAST CANCER TITLES AND MERCHANDISE</div> <div>Breast Cancer Awareness Month</div>	<div>ATTN: <u>ASCC STICKER HOLDERS</u></div> <div>STOP BY THE CUSTOMER SERVICE COUNTER TO GET YOUR MONTHLY SPECIAL!!</div> <div><i>OCT SPECIAL</i></div> <div></div> <div>FREE HALLOWEEN BAG W/SURPRISE</div>	
<div>HALLOWEEN BOOKS AND FALL GIFTS</div> <div>ON SALE NOW</div> <div></div> <div>15% OFF (WITH THIS AD)</div>	<div>SEE'S CANDIES AND THE OWL BOOKSHOP</div> <div>HOLIDAY DISCOUNT CANDY SALE</div> <div></div> <div>WE ARE CURRENTLY TAKING ORDERS. SEE CUSTOMER SERVICE FOR ORDER FORMS ORDERS DUE BY NOV. 23</div> <div>ORDER ONLINE AT WWW.OWLBOOKSHOP.COM</div> <div>THE MORE YOU ORDER THE MORE YOU SAVE PRIZES FOR TOP SELLERS</div>	



"Providing the Tools for Learning Excellence"



For over 40 years, from recycling our own waste materials to selling recycled products, the Owl Bookshop has been at the forefront of recycling efforts at Citrus College.

In the early days, we began to recycle textbooks through the purchase and resale of used textbooks and through reusing cardboard boxes and packing materials received from ordered merchandise. Aluminum cans, plastic bottles, and glass were recycled, and paper would be saved and shredded for packing material. We saved used batteries to be recycled before the importance of proper battery disposal became the norm. Scrap metal from displays, shelving and old equipment were picked up for recycling. Throughout the store old product displays were refurbished and/or reused for other products. As ink and laser manufacturers began to offer recycling of their cartridges, we sent back old cartridges after their use.

When Citrus College began to actively recycle, our recycling life became easier. We continue to recycle waste in all areas but now rely on the college for cardboard, wooden palette, paper, equipment, scrap metal, light bulb, ink/laser cartridge, and trash pick-up for recycling.

As our vendors introduced recycled products we began to promote this merchandise. Recycled merchandise offered for sale in our store consists of textbooks, testing materials, various office and educational supplies, Citrus imprinted items, giftware, and previously viewed DVDs. Recently, the Owl Bookshop introduced reusable recycled bags given with online and in-store textbook purchases, and clothing made from recycled materials.

The Owl Bookshop is proud to be an active participant in “Greening our world”.



Citrus College Foundation "Taste of Autumn" Fundraiser Program Ad



OWL BOOKSHOP



PROUDLY SUPPORTS

THE CITRUS COLLEGE FOUNDATION

We are owned and operated by the Associated Students of Citrus College. Profits from our operations are used to fund student activities, grants, scholarships, equipment purchases, and campus improvements.

39 - A Taste of Autumn 2009

VIII. APPENDIX

A. Textbook Board Policy and Administrative Procedure

CITRUS COMMUNITY COLLEGE DISTRICT ACADEMIC AFFAIRS

BP 4080 INSTRUCTIONAL MATERIALS AND TEXTBOOK ADOPTION AND PROCUREMENT

It is recognized by the Board of Trustees at Citrus College that selection of educational materials (both print and nonprint along with necessary supplies) is a professional responsibility of the administration and faculty of the College. It is further recognized by the Board that interested citizens may wish to express themselves with reference to instructional materials selected, including library print and nonprint resources and textbooks. The administration is directed to develop procedures whereby such reactions may be received, and evaluated with subsequent recommendations to the Board of Trustees. All complaints and/or comments shall be presented in writing for study and evaluation before any action regarding a given book or instructional material is taken.

Board Approved 07/21/09

CITRUS COMMUNITY COLLEGE DISTRICT ACADEMIC AFFAIRS

AP 4080 INSTRUCTIONAL MATERIALS AND TEXTBOOK ADOPTION AND PROCUREMENT

The textbook(s) and other instructional materials (collectively referred to herein as “instructional materials”) to be used in a course are normally included in the course outline presented to the Curriculum Committee when the course is first submitted for approval. Subsequent revisions of or updates to course outlines through the curriculum process may also include updates to the instructional materials. The process by which a change may be made to the instructional materials for a course is as follows:

1. Course outline addendum. If a faculty member teaching a course wants to use instructional materials that are not included in the course outline, he or she will submit an addendum to the course outline to the Curriculum Committee for approval. The criteria for approval will be whether the materials are congruent with the content and student learning outcomes as indicated in the course outline of record. If approved, the new course materials will be included as alternates to the previously approved course materials. Once approved, the new materials may be used by any faculty member

teaching that course who meets the deadline for ordering them set by the College Bookstore.

2. **Timeline.** Prior to the start of each term, the College Bookstore will notify the faculty, through the deans and their secretaries, of the deadline for submitting a change in instructional materials, including a change in quantities, for each upcoming term. Each individual faculty member is responsible for submitting the request for a change by that deadline. If the faculty member does not submit a request for a change, the Bookstore will provide the same materials as were used in that section the last term it was taught by that faculty member. The deans, in cooperation with the College Bookstore, are responsible for ensuring that the quantities ordered match the expected class size. Faculty members may request new instructional materials only if those materials have been approved through the process outlined in paragraph 1.
3. **Default materials.** Faculty members will select default materials for each course from the approved list and submit them to the deans. In the event a faculty member is hired to teach a course at such a late date that it is impossible for him or her to meet the deadline set by the College Bookstore, the dean will notify the Bookstore of the correct quantities required for the course section and of the Bookstore will order the default materials.
4. **Cost reduction efforts.** Faculty members will strive to utilize the same instructional materials for a period of at least two years. In addition, faculty members will keep in mind the costs of instructional materials when adopting them, striving to keep costs to a minimum. However, faculty members will balance a concern with cost reduction with the goal of adopting instructional materials that are effective in achieving course objectives and student learning outcomes. It is the responsibility of the College Bookstore to provide faculty members, upon request, with the net cost to students of instructional materials, as soon as that information becomes available.
5. **Change in edition.** A course outline addendum is needed to cancel an older edition or to adopt a new or revised edition of a currently adopted textbook. However, in the event that a change in editions by the publisher, coupled with an inadequate supply of the old edition, makes it necessary for the new edition to be adopted even though it is impossible for the course outline addendum process to be completed in time, the new edition shall be considered as tentatively approved for that term only. In such a case, it is the responsibility of the College Bookstore to so inform the affected faculty member(s), through the dean. For subsequent terms the affected faculty member(s) will then have a choice whether to complete the course outline addendum process for the new edition or for a different textbook altogether, in accordance with the timeline of paragraph 2, or else to adopt one of the already approved alternatives in the course outline of record. If a faculty member fails to do this in accordance with the timeline provisions of paragraph 2, the College Bookstore will order the default materials for that course section.
6. **Communication with the College Bookstore.** Many problems in procurement of course materials can be avoided and cost reduction efforts can be improved, through clear communication between faculty members and the College Bookstore. Faculty members are encouraged to communicate directly with the College Bookstore, as well as to do so indirectly through their deans, about any special requirements or permissions affecting their course sections. For instance, if a faculty member is willing to allow students to use either an older edition of a textbook or a new edition, he or she should so inform the College Bookstore. Similarly, the College Bookstore is encouraged to communicate with

the faculty, either directly or through the deans, any new information relevant to instructional materials adoption and procurement or cost reduction efforts.

INPUT FROM INTERESTED CITIZENS

Interested citizens may have comments, concerns or complaints relative to instructional materials in use at the College, including library print and non-print resources and textbooks. If an interested citizen wishes to have his or her concerns considered by the College, the process is as follows:

1. The citizen shall set forth the concerns in writing.
 2. The citizen shall submit the written concerns to the Dean of Library and Information Services.
 3. Within a reasonable time after receipt of the written concerns (in no event more than 60 days thereafter), a Community Response Team will be convened which consists of the Academic Senate President or their designee, the Bookstore Committee chairperson, and the faculty member(s) who selected the instructional materials (if they would like to be present), the Dean of Library, an academic dean selected by the Vice President of Instruction, and the Vice President of Instruction (or designee) shall meet to consider and evaluate the written concerns.
 4. Following this meeting, the Vice President of Instruction shall determine if a recommendation to the Board of Trustees is appropriate.
 5. If a recommendation is deemed appropriate, the Vice President of Instruction shall make such recommendation to the Board of Trustees.
 6. The Board of Trustees will make a final determination and notify the Community Response Team of the decision.
- Board Approved 07/21/09

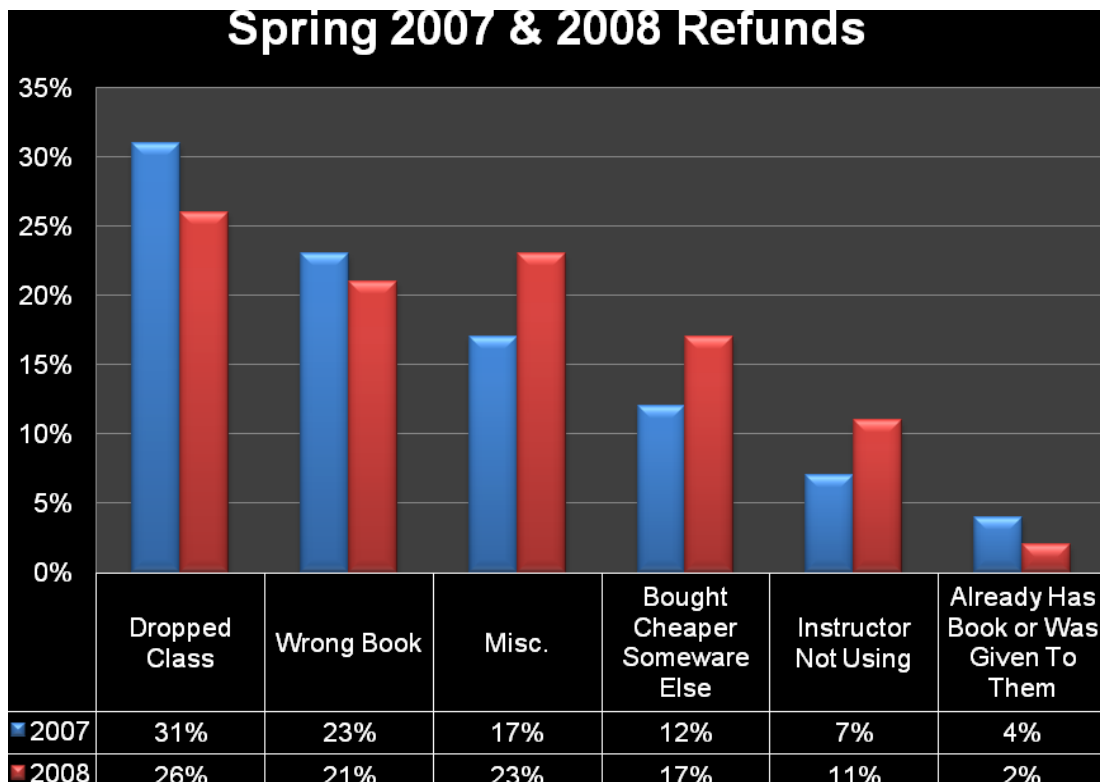
B. Student Learning Outcomes



Student Learning Outcomes 2007 & 2008

The Owl Bookshop Assessment #1

I	II	III	IV	V	VI
Program Purpose	Core Competency	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results 2007-2008	Use of Results 2007-2008
<p><u>Applicable college mission objective:</u> "Citrus College delivers high quality instruction..."</p> <p><u>Department goal:</u> One critical factor in delivering high quality instruction is through students receiving the correct textbooks for their courses.</p>	<p>Community/Global Consciousness and Responsibility</p> <p>Lifelong Learning</p> <p>Discipline/subject Area Specific Content Material</p> <p>Adulthood Independence</p>	<p>Students, through their interaction with bookstore staff, should receive correct course textbooks and supplemental materials.</p>	<p>Bookstore staff will survey each student during the Spring 2007 & 2008 refund process to find reasons why a textbook is being returned. Receiving an incorrect textbook will be the primary focus of these assessments.</p> <p>Other findings will be examined and used in future planning and assessments.</p> <p>While actively working to clarify shelf tags, and reeducate staff to hand out proper textbooks, success will be defined experiencing a decrease of 5% in the percentage of returns caused by purchasing the incorrect textbook used for a class.</p>	<p>Survey data shows a decrease of only 2% in the return of wrong textbooks.</p> <p>Other results showed a 5% decrease in returning textbooks for dropped classes, a 4% increase in returns because instructor not using, and a 5% increase of returns due to buying cheaper textbooks somewhere else.</p> <p>Of note is a 6% increase in miscellaneous reasons for returning books. This will require a further selection of reasons given to survey recipients.</p>	<p>Collecting and analyzing the data will allow the bookstore staff to identify and correct trends experienced through assessment results gained from spring 2007 & 2008 refund surveys.</p> <p>As evidenced by the unsuccessful 2% decrease in the return of wrong textbooks, the bookstore staff will meet and continue to work on retraining, improve signage, and other chosen ways to decrease the amount of incorrect textbooks bought by students.</p> <p>Improving instructor communication is needed to find more reasons why they are not using adopted textbooks. The bookstore must also continue to develop cheaper alternatives to new textbooks.</p> <p>A new survey will be developed for 08 -09 SLO's.</p>



Misc. Reasons

Not needed until late-start
 Charged twice
 Optional
 Found their book
 Qualified for program (EOPS, REHAB, etc.)
 Class canceled
 In wrong class
 Don't need
 Needs new book
 Wants used

Did not like the book
 Using different credit card
 Using old edition
 Changed class
 Bought two
 Charged wrong price
 Change Schedule
 Teacher using book online
 Needs money for other books



Student Learning Outcomes 2007 & 2008

The Owl Bookshop Assessment #2

I	II	III	IV	V	VI
Program Purpose 2007	Core Competency 2007	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results 2007	Use of Results 2007
<p><u>Applicable college mission objective:</u> "Citrus College delivers high quality instruction..."</p> <p><u>Department goal:</u> One critical factor in delivering high quality instruction is the ready availability of the appropriate textbooks and supplemental materials in the college bookstore at the beginning of each semester.</p>	<p>Community/Global Consciousness and Responsibility</p> <p>Lifelong Learning</p> <p>Discipline/subject Area Specific Content Material</p> <p>Adulthood Independence</p>	<p>So that students have the materials needed for a successful completion of their chosen courses, the bookstore staff will work cooperatively with the district and faculty to ensure, to the degree possible, that textbooks and supplemental materials for every class are available to students on the first day of each semester.</p>	<p>Bookstore staff will verify the presence of required textbooks and supplemental materials in numbers sufficient to meet the projected need for each.</p> <p>After the eighth week of the semester, bookstore staff will audit subsequent orders placed for these materials to determine the reason(s) these orders were necessary.</p> <p>Success will be defined as having ten or fewer textbooks and/or supplemental material items not available for sale on the first day of the semester.</p>	<p>Data shows that, of a total of 540 textbook titles that were ordered for the fall 2006 semester, eight were not on the store shelves the first day of that semester. Of those eight, four were in a single order from Norton that had been signed for by warehouse staff but then left on the truck and taken back by Yellow Freight.</p> <p>Re-orders were found to be primarily caused from classes added during the registration process. This is a common factor that must require the textbook coordinator to be diligent in checking daily for class additions and order titles the day a class is added.</p> <p>Collecting and analyzing the data allow bookstore staff to identify and work to prevent errors similar to those experienced in fall 06.</p>	<p>Even though the bookstore had less than ten textbooks and/or supplemental materials not available by the first day of class, some issues related to books not available had to be addressed.</p> <p>As evidenced by the problem with the Norton order shipped via Yellow Freight, store staff must broaden their approach to preventing these problems by initiating discussions with college warehouse personnel and various shippers' representatives as well as faculty members, instructional Deans and Publisher's reps. The Bookstore must also receive course information in a timely manner.</p>

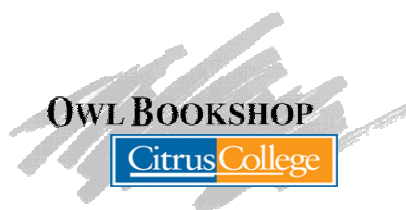
I	II	III	IV	V	VI
Program Purpose 2008	Core Competency 2008	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results 2008	Use of Results 2008
<p><u>Applicable college mission objective:</u> “Citrus College delivers high quality instruction...”</p> <p><u>Department goal:</u> One critical factor in delivering high quality instruction is the ready availability of the appropriate textbooks and supplemental materials in the college bookstore at the beginning of each semester.</p>	<p>Community/Global Consciousness and Responsibility</p> <p>Lifelong Learning</p> <p>Discipline/subject Area Specific Content Material</p> <p>Adulthood Independence</p>	<p>So that students have the materials needed for a successful completion of their chosen courses, the bookstore staff will work cooperatively with the district and faculty to ensure, to the degree possible, that textbooks and supplemental materials for every class are available to students on the first day of each semester.</p> <p>Using the results from fall 2006, the bookstore spent time working to improve receiving control through increasing visits to the district warehouse by the shipping/receiving clerk and communicating with the shippers to send shipments directly to the bookstore. Bookstore staff also met with TEC Services to work on connecting the bookstore to the campus backbone to improve campus information sharing.</p>	<p>Bookstore staff will verify the presence of required textbooks and supplemental materials in numbers sufficient to meet the projected need for each.</p> <p>After the eighth week of the semester bookstore staff will audit subsequent orders placed for these materials to determine if reorders are caused by added classes.</p> <p>Success will be defined as having five or fewer textbooks and/or supplemental material items not available for sale on the first day of the semester.</p>	<p>Data shows that, of a total of 513 textbook titles that were ordered for the fall 2007 semester, four were not on the store shelves the first day of that semester. Three titles were custom editions consisting of one business book and two Spanish workbooks. The fourth was a math workbook that was “out of print”</p> <p>Reorders were caused by added classes. By being diligent with keeping track of new classes, most orders were received before books ran out on the shelves. Also, improved access to course information helped reduce order lag time.</p> <p>Results also proved success in dealing with lost Citrus warehouse packages and in actively communicating with shippers the need to deliver small orders of product to the bookstore loading dock.</p>	<p>As evidenced by the problem with custom editions the bookstore approach to preventing these problems will rely on initiating discussions with Publisher’s reps to find out causes and solutions to delays in custom textbook orders.</p> <p>As of June 08, dialogue is still taking place with publisher’s reps. Unresolved discussions will go on to faculty to try to solve the problem.</p> <p>Partial success has been made through two faculty members changing publishers to improve text availability.</p> <p>Communication continues to improve with faculty senate, deans, and faculty on campus.</p>



Student Learning Outcomes 2008-2009

The Owl Bookshop Assessment #3

I	II	III	IV	V	VI
Program Purpose	Core Competency	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results 2008-2009	Use of Results 2008-2009
<p><u>Applicable college mission objective:</u> "Citrus College delivers high quality instruction..."</p> <p><u>Department goal:</u> One critical factor in delivering high quality instruction is through students receiving the correct textbooks for their courses.</p>	<p>Community/Global Consciousness and Responsibility</p> <p>Lifelong Learning</p> <p>Discipline/subject Area Specific Content Material</p> <p>Adulthood Independence</p>	<p>The Owl Bookshop will assess the opinions of its clientele in fall 2008 to ensure that it is providing an acceptable level of service as measured through bookstore facilities, personnel, merchandise, operations, and policies.</p>	<p>A survey of customers will be conducted which will measure their levels of satisfaction regarding bookstore facilities, personnel, merchandise, operations, and policies.</p> <p>The survey will be sent to all college staff and distributed to students.</p> <p>The survey will be conducted using a five- point Likert scale in which: 1 = "Strongly Disagree" 2 = "Disagree" 3 = "Neutral" 4 = "Agree" 5 = "Strongly Agree"</p> <p>For those items measuring satisfaction, a mean value of at least 4.00 will constitute success.</p>	<p>The results are located on the next page.</p> <p>Data indicate that the Owl Bookshop is successful in 16 out of 23 areas measured.</p> <p>Textbook pricing fell on the bottom with a mean score of 3.45.</p>	<p>Collecting and analyzing the data allows the bookstore supervisor to identify and work to improve in the areas identified. When the choices were averaged together, most respondents responded with agreement and strong agreement.</p> <p>Areas in need of improvement are:</p> <ul style="list-style-type: none"> • Stock availability of Textbooks. • Selection of general and reference books. • Pricing of textbooks. • Pricing of non-textbook items. • Check-out time at beginning of term. • Out of stock communication. • Book buyback policies. <p>Improvements were made in these areas during fall 2008 and spring 2009. The bookstore survey will be sent out again in fall 2009.</p>



Bookstore Survey

We value your input! To help us better serve you, please complete this survey, return it to the bookstore, and redeem your coupon at your convenience before June 13, 2008. Thank you!

Providing the Tools for Learning Excellence

Statement	(208 respondents)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	mean
Bookstore Facilities							
Attractive and visually appealing store fixtures and physical facilities.	75	107	21	5	0		4.21
Well organized store layout.	98	82	19	9	0		4.29
Helpful in-store signs.	73	82	44	8	1		4.05
Bookstore Personnel							
Adequate number of bookstore personnel to assist you.	97	88	21	2	0		4.35
Easily identifiable bookstore personnel.	98	86	22	2	0		4.35
Courteous personnel, even during busiest times.	103	86	16	3	0		4.39
Personnel are neat in their appearance and dress.	117	73	17	1	0		4.47
Personnel are knowledgeable and fully answer my questions.	103	82	18	5	0		4.36
Personnel are prompt, reliable, and friendly.	113	79	13	3	0		4.45
Bookstore Merchandise							
Textbooks for courses are always in-stock.	55	73	61	18	1		3.78
Good selection of general and reference books.	65	81	53	8	1		3.97
Good selection of non-book items.	74	91	40	3	0		4.13
Competitive prices of textbooks.	45	58	61	33	11		3.45
Competitive prices of non-book items.	46	74	61	20	7		3.63
Bookstore Operations							
Fast check-out at beginning of term.	72	75	45	14	2		3.93
Fast check-out during middle of term.	91	88	26	3	0		4.28
Accuracy in transactions.	104	90	13	1	0		4.42
Responsiveness to special orders and requests.	85	71	49	2	1		4.14
Reliability in informing you of out-of-stock textbook status.	71	65	66	5	1		3.96
Bookstore Policies							
Operating hours are convenient for you.	104	84	15	3	2		4.37
Reasonable refund/exchange policies.	76	81	44	5	2		4.08
Reasonable book buy-back policies	75	66	49	12	6		3.92
My overall experience with the bookstore has been positive.	121	71	14	2	0		4.50
Additional Comments (See Page 44)							

Information About You

So that we may group your responses with customers similar to yourself, please provide us with the following information about yourself:

Gender

- ☐ Male **73**
- ☐ Female **135**

Customer Category

- ☐ Student **147**
- ☐ Faculty **19**
- ☐ Administration/Staff **40**
- ☐ Visitor/Guest **2**

Age

- ☐ Under 20 **37**
- ☐ 20 – 22 **73**
- ☐ 23 – 30 **42**
- ☐ 30 – 40 **17**
- ☐ Over 40 **39**

Classification

- ☐ Full-time **149**
- ☐ Part-time **55**

Approximate number of times you've browsed in this bookstore in the past month

- ☐ 1 – 4 **81**
- ☐ 5 – 10 **58**
- ☐ 11 – 20 **28**
- ☐ Over 20 **39**

Would you recommend this college store to a friend?

- ☐ Yes **195**
- ☐ No **12**

Approximate number of times you've purchased items in this bookstore in the past month

- ☐ 1 – 4 **82**
- ☐ 5 – 10 **62**
- ☐ 11 – 20 **31**
- ☐ Over 20 **32**

Have you shopped our website?

- ☐ Yes **74**
- ☐ No **134**

**OWL BOOKSHOP**
Citrus College

25% | **food discount coupon**

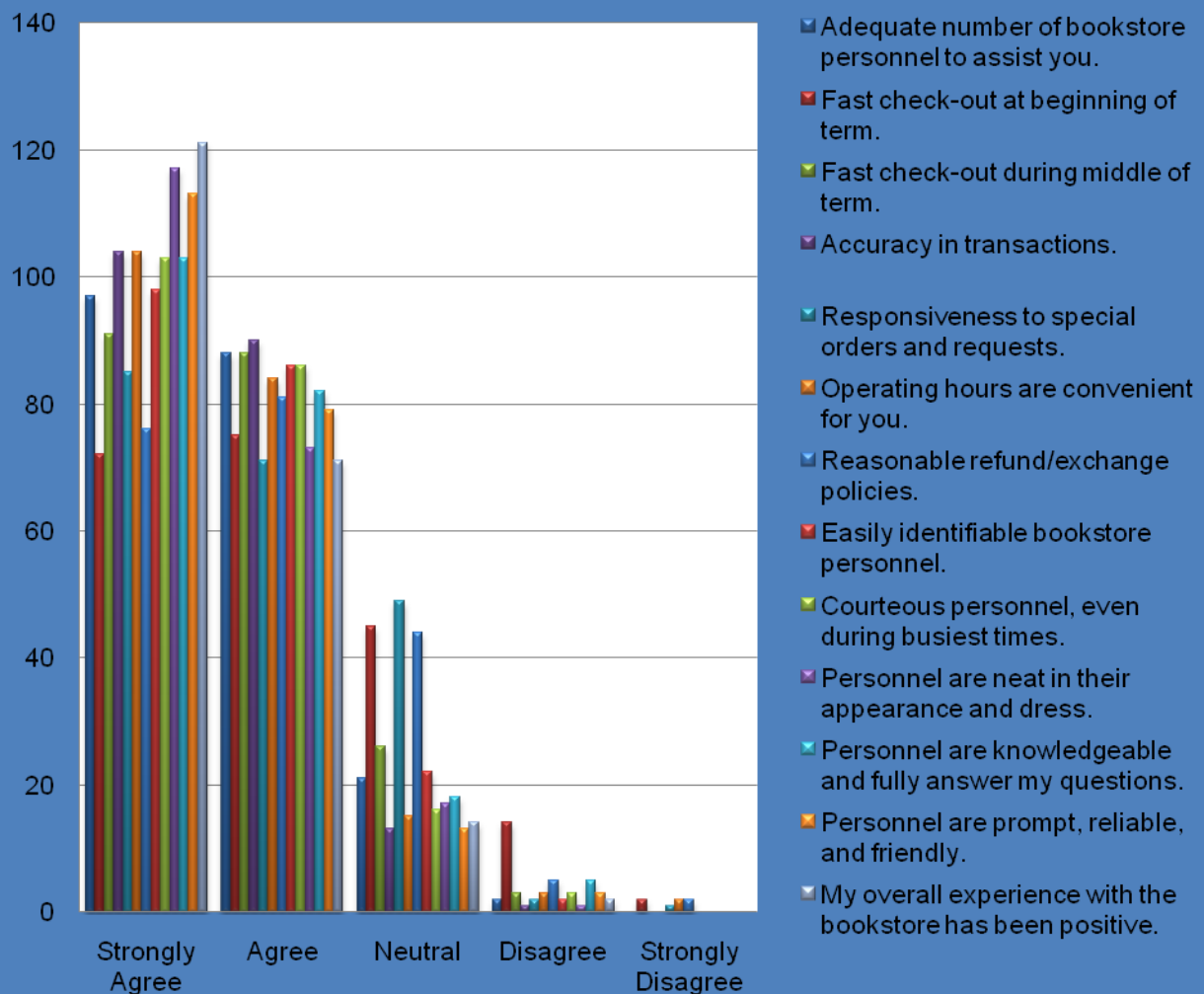
Receive **25% OFF ANY DRINK & SNACK PURCHASE**

Expires June 25, 2008

www.owlbookshop.com

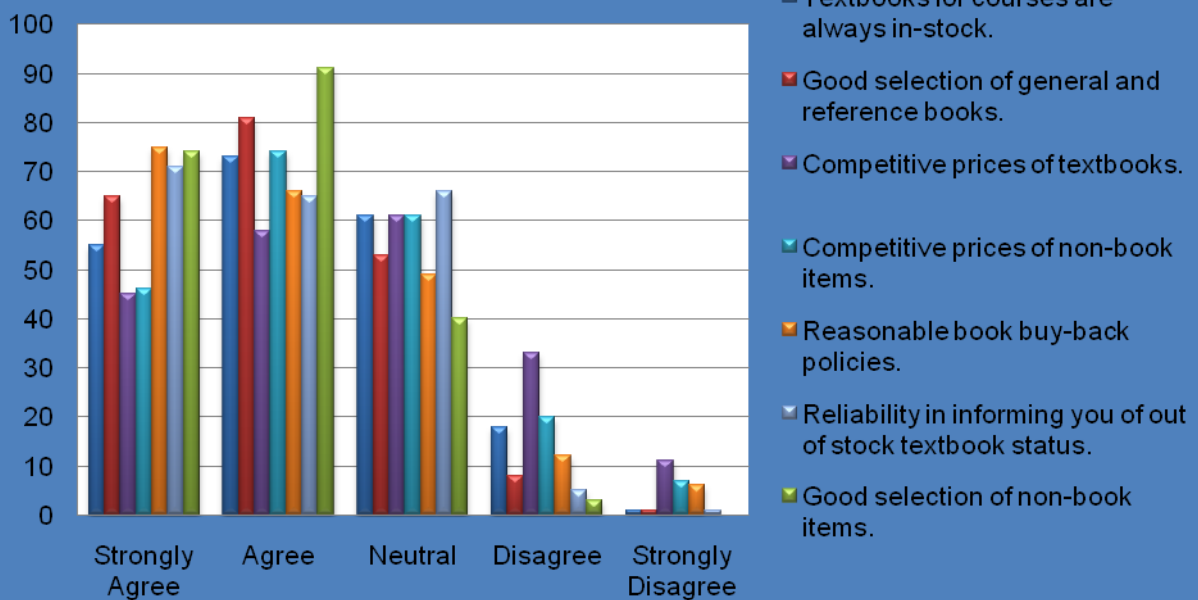
Spring 2008 Survey Results

Customer Service

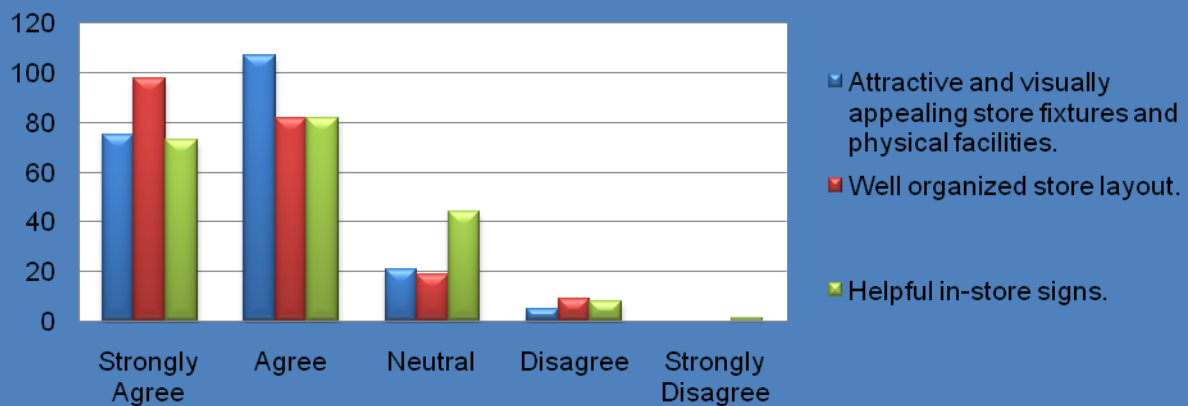


- Adequate number of bookstore personnel to assist you.
- Fast check-out at beginning of term.
- Fast check-out during middle of term.
- Accuracy in transactions.
- Responsiveness to special orders and requests.
- Operating hours are convenient for you.
- Reasonable refund/exchange policies.
- Easily identifiable bookstore personnel.
- Courteous personnel, even during busiest times.
- Personnel are neat in their appearance and dress.
- Personnel are knowledgeable and fully answer my questions.
- Personnel are prompt, reliable, and friendly.
- My overall experience with the bookstore has been positive.

Spring 2008 Survey Results Textbooks



Spring 2008 Survey Results Bookstore Facilities



Observations from Bookstore Surveys **and Focus Groups**

(Comments from respondents that occur more than once)

- Need Longer hours of operation
- Need more well trained employees
- Great work, hard workers
- Friendly Personnel
- Need a Bigger store, the store isn't big enough with all the things you carry.
- Too much stuff inside the store. Should focus on fewer items some of the Items in the store have been around for longer than 4 years, those products should be removed and not reordered since they obviously aren't helpful for generating revenue and all the manage to do is get in the way. A few examples of this are a number of the art supplies and the backpacks that are never purchased or hardly move from the shelves.
- Reorganize the layout current layout doesn't work.
- Vending machines for scantrons, pens and pencils.
- More signs
- Open P.O. system for Departments?
- Some overpriced merchandise.
- Staff is great and very helpful.
- Earlier availability of textbooks (not possible?)
- Student employees are very helpful.
- The bookstore generally has friendly, courteous, and efficient service.
- During the off-rush periods, there is usually a fast checkout.
- There are sufficient school books on hand at the beginning of the semester.
- The Owl Bookshop has a good candy section available to customers.
- The Owl Bookshop has very competitive prices and a great selection of art supplies
- A student can purchase required school supplies at the bookstore.
- The Owl Bookshop is located in the middle of campus.
- The bookstore has convenient hours for the students.
- The bookstore has a neat and clean atmosphere.
- The variety of merchandise allows customers to usually find what they want.
- There are impressive seasonal displays throughout the store.
- Special services are available to many students.
- The bookstore staff are always willing to help anyone at anytime during club rush, spring fest, Latin youth conference, AGS, etc.
- The bookstore makes generous donations to Citrus clubs, staff development, and the surrounding communities.

When the choices were averaged together none of the statements in the survey resulted with a negative Statement. Most averaged with agreement while some had strong agreement, with one averaging with neutrality. It would appear that out of the 208 surveys a majority of those questioned agreed with how we maintain the facilities and the quality of the personnel. We also received a number of comments which can be helpful in improving the store.

More than half of the recovered surveys had Strong Disagreement, Disagreement or Neutrality regarding our competitiveness of textbook and non-textbook prices. Also a number of people survey disagree with our Refund/exchange policies as well as buyback policies. It would also appear that a number of faculty and administration/staff disagree with many of our methods as well, although more of the faculty as well as administration/staff agree with how we run the store overall.

C. ED CODE and Legislative Directives Pertaining To Program

AB 2477 became section 66406 of the California Education Code on January 1, 2005. The law essentially dramatizes the need for all parties named to assist in any way they can in keeping textbook prices as low as possible. The legislature appears to have conceded that they have only powers of persuasion over publishers. They have required that colleges look into their own operations to make sure that cost savings are high on the list of faculty concerns and that practical steps are taken by bookstores to assist in this process.

- a. Required to Work with Academic Senates to review timelines for textbook adoption.
- b. Required to Work with Academic Senates to review procedures for textbook adoption.
- c. Required to Work with Faculty & Publishers to create economically sound bundles that deliver cost savings to students.
- d. Encouraged to disclose retail prices to faculty for each course.

AB 1548 became section 66406.7 of the California Education Code on October 13, 2007. This section shall be known and may be cited as the College Textbook Transparency Act. The law essentially supplements AB 2477 in dramatizing the need for all parties named to assist in any way they can in keeping textbook prices as low as possible by adding required deadlines and increased transparency.

- a. Each public postsecondary educational institution are required to encourage adopters, with course material selection responsibilities to place their orders with sufficient lead time, whenever possible, to enable the university-managed bookstore or contract-managed bookstore to confirm the availability of the requested materials.
- b. Each campus bookstore at any public postsecondary educational institution shall post in its store or on its Internet Web site a disclosure of its retail pricing policy on new and used textbooks.
- c. A campus bookstore is prohibited from soliciting faculty for the purpose of the sale of instructor copies or complimentary teacher editions of textbooks that have been provided by a publisher at no charge to a faculty member or other employee.
- d. A campus bookstore shall not engage in any trade of any course material marked, or otherwise identified, as instructor copies or complementary teacher's editions of textbooks.

AB 2261 Original bill: Authorizes the Board of Governors of the California Community Colleges to launch a competitive grant pilot program for establishing open education resources (OER) centers at community colleges, funded by state lottery monies. Recipients would develop course content based on open-source or public domain course materials. Grantees also would create an introduction to OER concepts and production methodologies for faculty, staff, and others. After two years, a third-party consultant would evaluate the program.

Committee amendments: Omits lottery monies. Allows colleges to use state, federal, or private funding for pilots. (4/16/08) Omits consultant evaluation. Requires participants to report information to chancellor. (5/22/08) Omits "competitive grant" language; designates that a lead community college district will be selected. Results to be reported to governor and legislature by January 2012. (8/18/08)

Final status: Signed into law as Chapter 671 by governor, 9/30/08.

The Higher Education Opportunity Act of 2008 added section 133 to the Higher Education Act. Effective date July 1, 2010. "The purpose of this section is to ensure that students have access to affordable course materials by decreasing costs to students and enhancing transparency and disclosure with respect to the selection, purchase, sale, and use of course materials. It is the intent of this section to encourage all of the involved parties, including faculty, students, administrators, institutions of higher education, bookstores, distributors, and publishers, to work together to identify ways to decrease the cost of college textbooks and supplemental materials for students while supporting the academic freedom of faculty members to select high quality course materials for students."

COURSE SCHEDULES

1. Course Schedules posted on the internet must have textbook information.
2. Printed schedules must explain how students may look it up on the internet.

To the maximum extent practicable:

1. ISBN and Retail Price must be listed on the college's internet course schedule or linked from the schedule to another appropriate web site such as the bookstore.
2. If ISBN is not known the author, title, and copyright date must be posted.
3. If the college determines this information is not available or posting this information is not practical, then the college must post "to be determined" for any such affected course.

INFORMATION FOR COLLEGE BOOKSTORES

Colleges must supply certain information to the bookstores which it owns or operates itself or under a management contract (lease.)

All colleges must supply this information to their bookstore (s):

1. The course schedule for the next term
2. The adoption information.
3. The number of students enrolled
4. The maximum student enrollment for such course or class.

ADDITIONAL INFORMATION

An institution disclosing the information required by subsection (d)(1) is encouraged to disseminate to students information regarding—

If a college has these programs they are encouraged to publicize information about them.

1. Available programs for renting textbooks or for purchasing used textbooks;
2. Available guaranteed textbook buy-back programs;
3. Any available institutional alternative content delivery programs; or
4. Other available cost-saving strategies.

PUBLISHER REQUIREMENTS

1. Must be sure faculty & other adopters on campus are aware of net price, copyright date history, and alternate formats and net prices of those alternates, if any

2. Bundles must be available in parts, each separately priced, except for integrated textbooks (read the definition of bundles)

Affordability of College Textbooks:

Textbook Prices Have Risen Significantly in the Last Four Years, but Some Strategies May Help to Control These Costs for Students

California State Auditor/Bureau of State Audits
Summary of Report 2007-116 - August 2008

AUDIT HIGHLIGHTS

Our review of the affordability of college textbooks in the University of California (UC), California State University (CSU), and California Community Colleges (community colleges) systems revealed the following:

- Increases in textbook prices have significantly outpaced median household income, which makes it more likely that some students will forgo or delay attending college because of the financial burden that postsecondary education imposes.
- Students can somewhat offset rising textbook costs by purchasing used books or purchasing textbooks from third parties that advertise their textbooks with online retailers.
- Several key players in the textbook industry believe the used textbook market drives up the cost of new textbooks and may play a role in how frequently publishers issue new editions.
- Of 23 textbooks we reviewed, publishers released a new edition about every four years on average; however, many of the deans, department chairs, and faculty members that we interviewed stated that revisions to textbooks are minimal and are not always warranted.
- Even though bookstore managers claim that timely textbook adoptions enable them to pay students more for used textbooks and allow them to procure more used books to sell in the next term, the majority of faculty submits textbook adoptions after the initial deadline.
- Campus bookstores have implemented several strategies to reduce students' textbook costs; however they have not consistently employed them.
- The community colleges and CSU, with some participation from UC, have explored possible solutions for the rising costs of textbooks, including open educational resources and the Digital Marketplace, both of which offer means of content delivery that differ from that of traditional textbooks.

RECOMMENDATIONS

To increase awareness and transparency about the reasons why campus bookstores add markups to publishers' invoice prices for textbooks, the UC, CSU, and the **community**

colleges should consider requiring their campuses to reevaluate bookstores' pricing policies to ensure that markups are not higher than necessary to support bookstore operations. If bookstore profits are deemed necessary to fund other campus activities, the campuses should seek input from students to determine whether such purposes are warranted and supported by the student body. Additionally, campuses should direct bookstores to publicly disclose on an annual basis any amounts they use for purposes that do not relate to bookstore operations, such as contributions they make to campus organizations and activities.

UC, CSU, and the **community colleges** should issue guidance on the process of selecting textbooks and to delineate the factors affecting textbook costs so that the systems can make certain that faculty understand how their own textbook choices influence textbook costs for students. This guidance should direct campuses to do the following:

- Communicate the provisions contained within recent state laws regarding textbook affordability to ensure faculty are aware of the existence of the laws and steps they can take to possibly reduce textbook costs.
- Require faculty to submit textbook adoption information to the campus bookstores by the due dates so that the bookstores can obtain as many used textbooks as possible and also purchase books back from students at higher prices.
- Encourage faculty to consider textbook prices when they evaluate materials for their classes and to consider adopting less costly textbooks if doing so will not compromise the quality of the education that students receive or the academic freedom of faculty.

The system offices of UC, CSU, and the **community colleges** should continue taking steps to promote the awareness, development, and adoption of open educational resources as alternatives to textbooks and other learning materials. Further, CSU should continue its efforts to develop, implement, and promote the Digital Marketplace. While doing this, CSU should monitor any resistance from students and faculty to ensure that the Web based education content aligns with their needs and preferences.

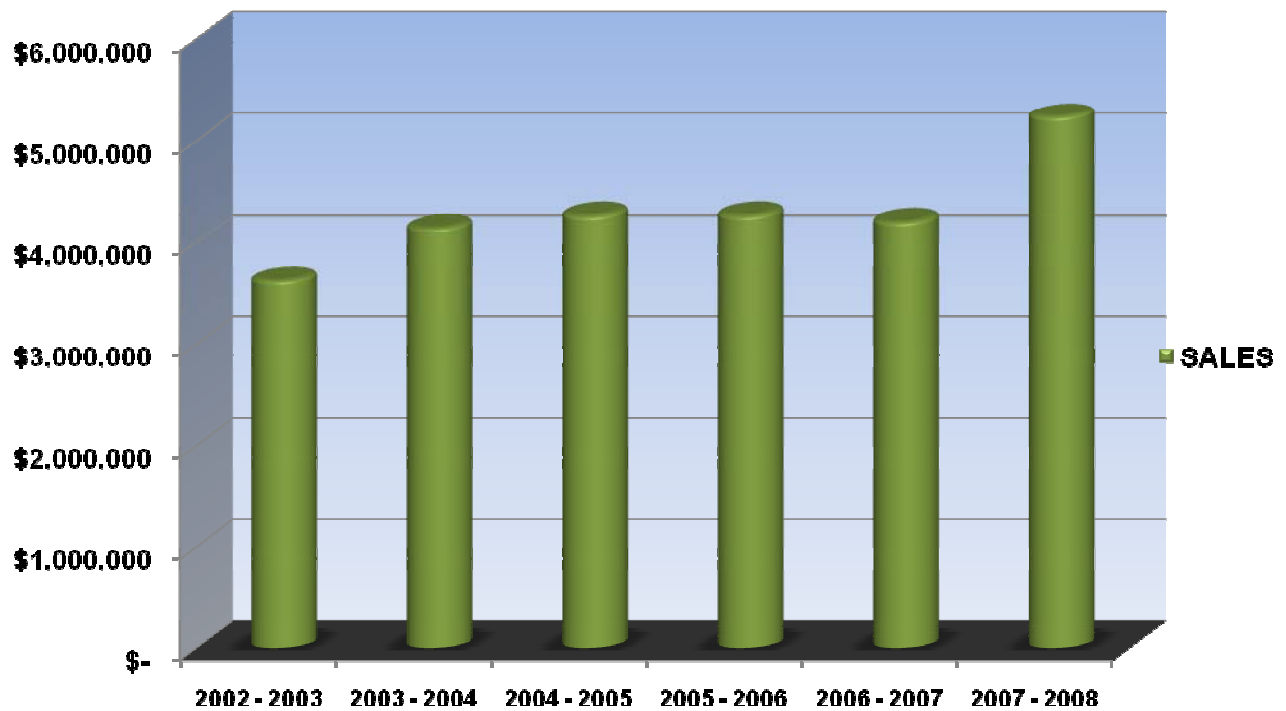
AGENCY COMMENTS

UC agrees with the recommendations contained in the report and believes they will be helpful, especially in terms of ensuring that the system is employing the most successful strategies to ensure textbooks are affordable. Although CSU does not specifically agree or disagree with our recommendation that the system should require campuses to reevaluate bookstores' pricing policies and to seek input from students as necessary to determine whether bookstore profits are needed to fund campus activities, CSU agrees with the remaining recommendations.

Finally, while the community colleges stated the report will be useful to the system in its efforts to improve textbook affordability for students, the community colleges assert that the system office and the board of governors do not have the authority to direct colleges or require districts to take the actions recommended in the report without additional statutory authority.

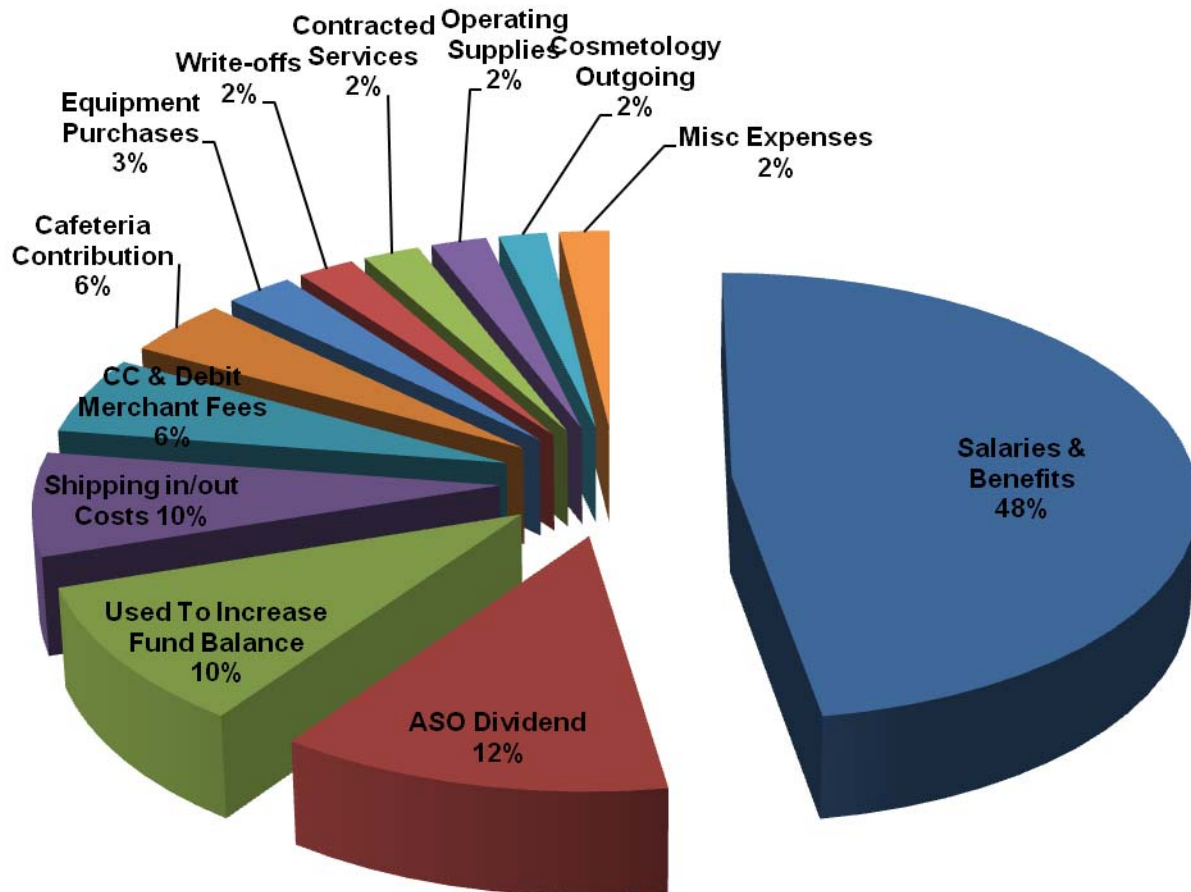
D. Financial Outlook

Owl Bookshop 6 Year Sales Comparison



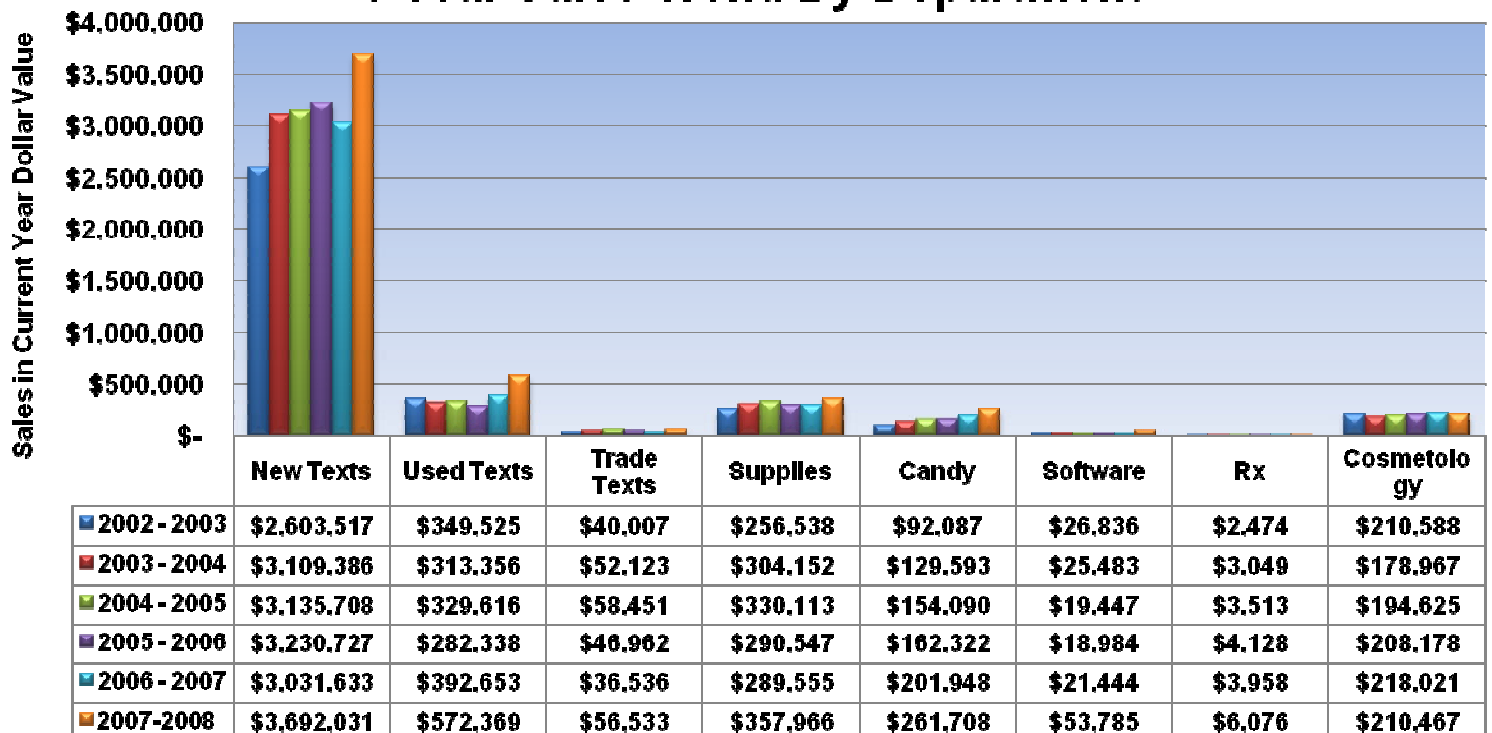
Sales for 2007-2008 included a onetime increase in sales from an extra rush period created by the changeover from the old to the new school year schedule.

Owl Bookshop 2007-2008 Gross Profit



How is \$1,546,667 in Bookstore Gross Profit Spent?

Owl Bookshop 6 Year Sales Trend By Department



Bookstore Department Sales

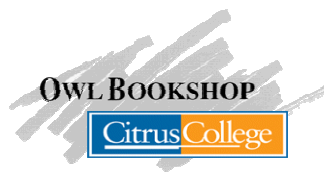
- The chart above divides sales by New, Used, Trade, Supplies, Candy, Software, Rx, and Cosmetology.
- Increased new texts sales can result from; a) an increase in student population, b) selectively matching new text prices with Amazon and Barnes & Noble, c) improve dialogue with the various departments on campus to bring individual faculty issues to their attention, d) promoting programs on campus which help pay for textbooks, e) new editions, f) custom editions, and g) publisher price increases.
- To best offer students affordable alternatives we continually work to increase our used book quantities. While having an effect on new texts sales, increasing the availability of used books is essential to competitiveness, and profit outlook.
- Increased used texts sales can result from: a) increasing our retail buyback numbers through improving adoption return rate b) actively working with Follett and other wholesalers to purchase needed used books, and c) work with faculty to offer used books for those that do not use the “extras” in the bundled textbooks.
- Increased supply sales can result from: a) finding better pricing on items to make pricing more competitive, b) offer required “course supply” packages, and c) working with faculty decrease the flow of students being sent off campus for their supplies.
- Increased candy sales are a result of reorganizing the store and offering improved selection and an introduction of healthier alternatives.

- Future planning must take place for a bookstore expansion that will properly fill the current and future needs of the campus community.

E. Goals and Accomplishments

2007-2008 Accomplishments

1. For better communication with the campus community, the bookstore finally connected to the campus hub, placed a full page add in each issue of the Clarion, sent out “information packs” to departments at various times throughout the year, and passed out surveys for feedback.
2. The bookstore replaced aging servers with a single server to consolidate point of sale, on-line, and textbook operations.
3. The bookstore strived over the past year to improve product offering and display throughout the store to better match customer needs and tastes.
4. The bookstore continued to develop ways to decrease textbook prices through increased used book sales, increased new textbook buyback, implementing e-textbook purchasing, and improving website textbook procurement process.
5. To decrease check-out wait time during rush, the bookstore added one more register, updated credit/debit processing system, and reworked queue system. To improve the check-out wait time during non-rush periods, student staff has been cross-trained throughout the store so that empty registers are staffed.
6. To better serve and protect customer property, the bookstore has implemented a manned bag check-in station during the fall and spring rush periods.
7. The bookstore continued to improve buyback process by increasing retail buys and adding a second satellite buyback station during fall buyback.
8. The bookstore continued its tradition of supporting various events throughout the campus community.



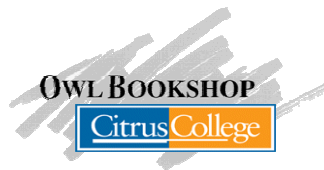
Student Services Program Plans - 2008-2009

Program: BOOKSTORE

“Security, Stability, and Convenience”

Please include goals appropriate to your area from the campus strategic plan, categorical site visit compliance requirements and recommendations, student equity plan, and Board goals.

GOAL	Responsible Person	Due Date
Install a supply vending machine at the front of the store for 24 hour service for test forms and critical supplies. <i>(Student Success)</i>	Eric Magallon	November 08
Review security in the entire store and make changes to better reflect, protect, and serve our customers and employees. Changes include improved CCTV system and theft sensors at the doors. <i>(Fiscal Transparency)</i>	Eric Magallon/Bob Iverson	February 09
Improve adoption rates by 20% by offering a digital alternative for turning in adoptions. <i>(Student Success)</i>	Eric Magallon/Jason Segura	June 09
Offer healthier alternatives to current snack assortment for our evening students. <i>(Student Success)</i>	Eric Magallon/Mike Bilbrey	December 08
Offer gift cards <i>(Fiscal Transparency)</i>	Eric Magallon/Mike Bilbrey	October 08
Offer “e-books” and “i-chapters” alternatives to students. <i>(Student Success)</i>	Eric Magallon/Vince Patino /Jason Segura	February 09
Connect Cosmetology to Bookstore POS system and purchase a new POS register. <i>(Fiscal Transparency)</i>	Eric Magallon/Sequoia	June 09
Update and improve website <i>(Communication)</i>	Eric Magallon/Vince Patino	February 09
Update Textbook policy. <i>(PBG #8)</i>	Eric Magallon/Jeanne Hamilton, Senate	December 08



Student Services Program Plans - 2008-2009

Program: BOOKSTORE

“Improving customer service through: textbooks, supplies, and the internet”

Please briefly describe the progress made on goals from 2007- 2008.

GOAL	Progress
1. Updating website	<ul style="list-style-type: none">• We are now connected to the campus hub and have made some changes to the bookstore website. More changes will be made
2. Review Markups	<ul style="list-style-type: none">• In process, and will continue as a normal part of operations.
3. Replace Bookstore Servers	<ul style="list-style-type: none">• Complete
4. Improved adoption submittal rates	<ul style="list-style-type: none">• In process
5. Improve Follett text buys	<ul style="list-style-type: none">• Complete, with an increase in used book procurement. We will continue as a normal part of operations.

LONG RANGE BOOKSTORE GOALS

Bookstore Needs	Responsible Person/s	Completion Goal	Staffing Needs
<ul style="list-style-type: none"> Offer gift cards <i>(Fiscal Transparency)</i> Connect Cosmetology to Bookstore POS system and purchase a new POS register. <i>(Fiscal Transparency)</i> Offer healthier alternatives to current snack assortment for our evening students. <i>(Student Success)</i> Update Textbook policy. <i>(08-09 BG #8)</i> Install supply vending machine near the bookstore entrance. <i>(Student Success)</i> Create a digital alternative for turning in adoptions including placing textbook information in the schedule. <i>(Student Success)</i> Upgrade General Merchandise Point of Sale System including new registers as needed. <i>(Fiscal Transparency)</i> Improve communication through implementing an E-newsletter. <i>(Communication)(09-10 BG#10)</i> Update and improve website, focusing on textbook affordability. <i>(Communication)(09-10 BG#10)</i> Install improved CCTV system and theft sensors at the doors. <i>(Fiscal Transparency)</i> Purchase Motor Cart/s for improved campus mobility and service. Develop and implement a plan to provide students awaiting financial aid textbooks by the first day of class. <i>(Student Success)(09-10 BG #8)</i> Open Cyber Café & Art Store in new Student Services Building. Requires district assistance for some equipment purchases. <i>(Student Success & Fiscal Transparency)</i> 	<ul style="list-style-type: none"> Eric Magallon/Rose Sayre Eric Magallon/TeC Services Eric Magallon/Mike Bilbrey Instruction Eric Magallon/TeC Services Eric Magallon/Jason Segura Instruction/TeC Services Bookstore Team/Sequoia Eric Magallon/Michael Bilbrey Eric Magallon/Vince Patino Eric Magallon/Bob Iverson Eric Magallon/ASCC Bookstore/Financial Aid/ Fiscal Services/Admissions/ TeC Services Bookstore Team 	<ul style="list-style-type: none"> 2008-2009 2008-2009 2008-2009 2008-2009 2008-2009 2009-2010 2009-2010 2009-2010 2009-2010 2009-2010 2010-2011 2010-2011 2010-2011 	<ul style="list-style-type: none"> 2 more 49% Classified

<ul style="list-style-type: none"> Remodel register/customer Service Island. <i>(Fiscal Transparency)</i> 	Eric Magallon	2010-2011	
<ul style="list-style-type: none"> Offer alternatives to new textbooks such as “e-books”, “i-chapters”, expanded used books, increased buyback, and possible rentals to students. <i>(Student Success)</i> 	Eric Magallon/Jason Segura/ Vince Patino/Sequoia	2010-2011	
<ul style="list-style-type: none"> Rearrange store layout to incorporate space gained from the Art Department Move to the new Cyber Café & Art Store. <i>(Student Success)</i> 	Eric Magallon/Michael Bilbrey	2010-2011	
<ul style="list-style-type: none"> Offer healthier alternatives to current vending assortment for cosmetology students. <i>(Student Success)</i> 	Eric Magallon/Rose Sayre	2010-2011	
<ul style="list-style-type: none"> Incorporate Bookstore needs in the Campus Center expansion/remodel. 	Campus Center Remodel Committee/Eric Magallon	2011-2014	

F. Catalog Pages pertaining to program

Citrus college catalog

Bookstore

Students are required to purchase all books and supplies needed for their courses. To meet this need, the Owl Bookshop is owned and operated by the Associated Students of Citrus College as a service to students, faculty and staff with the purpose of making available educational materials and related items as economically as possible. Profits from its operation are used to fund staff activities, grants, scholarship, equipment purchases and campus improvements.

The bookshop is located adjacent to the Campus Center; hours of operation are listed in each class schedule.

Refund Policy

Books purchased for any current semester session may be returned for refund as indicated on the refund policy received at the time of purchase. The books must be in the same condition as when originally purchased. Do not mar, damage or write in your books. A cash register receipt, proof of registration and student ID are required for all refunds.

Students are encouraged to sell their books back during finals through BUY BACK. A used book company purchases books needed by the bookstore at a percentage of the new book price. The company also buys other books with a current market value at a wholesale price. Receipts are not needed. The bookstore cannot guarantee the buy back of any book.

When purchasing books for a new semester or session, all students must present a copy of their class schedule. Book information will be available one week before the beginning of each semester and session.

The Owl Bookshop accepts MasterCard, VISA, Discover, American Express, cash, ATM or personal check with valid California Driver's License. Books and supplies may also be purchased online at www.owlbookshop.com

OWL BOOKSHOP
CITRUS COLLEGE

Shop online at
www.owlbookshop.com

IT'S WISE
TO SHOP
WITH US!



Shop at the
Owl Bookshop for all your
educational needs.

Winter/Spring
Textbook information will be
available online the week
before school starts.

E-mail:
bookstore@citruscollege.edu
(626) 914-8620

**Citrus College Owl Bookshop
Purchase & Refund Policy**

You can purchase books online @www.owlbookshop.com

The bookstore is owned and operated by the Associated Students of Citrus College. Profits from its operation are used to fund student activities, grants, scholarships, equipment purchases and campus improvements.

All students must present the printout of their class schedule to purchase any text during the first two weeks of the term.

Students may pay for materials by personal check. No temporary checks will be accepted. Purchases may also be made by VISA, MasterCard, Discover or American Express and ATM.

Books purchased for the current semester may be returned for a refund as indicated on the refund policy at the time of purchase, providing they are in the same condition as originally purchased. **No refunds** on study guides, workbooks, practice sets, supplies or supplemental material. **A cash register receipt is required for all refunds.**

Buy back occurs during finals week for fall and spring semesters, summer sessions and other dates assigned during the year. Your receipt is not needed. The Owl Bookshop **does not guarantee the buy back** of any book.

It is the responsibility of each student to adhere to the policies and procedures set forth by the bookstore.

Bookstore

626-914-8620

Shop online at www.owlbookshop.com

bookstore@citruscollege.edu

Rush Hours: Posted in the store and online

Regular Hours: Mon.-Thurs., 8 a.m.-8 p.m.

Fri., 8 a.m.-4 p.m.

Location: BK (adjacent to the Campus Center)

The Owl Bookshop is a retail establishment owned and operated by the Associated Students of Citrus College as a service to students, faculty, management, and staff with the purpose of making available educational materials and related items as economically as possible. The Owl Bookshop operates five days a week with extended hours and days at the beginning of the each semester. Profits from its operations are used to fund staff activities, grants, scholarships, equipment purchases and campus improvements.

The Owl Bookshop services include:

- New and used textbooks and supplies
- Snacks and drinks
- Art supplies
- Computer hardware and software
- Phone cards and stamps
- Foothill Transit bus passes

NON-INSTRUCTIONAL PROGRAM REVIEW

The Owl Bookshop

The final summary of the program review process for the (Name of Program) is attached to this page.

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

(Program Coordinator)

date

(Dean of Program)

date

Dr. Jeanne Hamilton, Vice President of Student Services

date

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

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 141)
- b. Authorization is requested to approve facility rentals and usage. (Page 143)
- c. Authorization is requested to approve A & B Warrants for February 2010. (Page 145)
- d. Authorization is requested to approve purchase orders for February 2010. (Page 147)
- e. Authorization is requested to dispose of the enclosed list of surplus items by exchange for value, private sale, sale at public auction by The Liquidation Company or donation to another public entity. (Page 152)

Academic Affairs

- f. Authorization is requested to approve a field trip for Jeremy Lewis and Cherie Brown to compete/supervise at the National American College Theatre Festival in Washington DC on April 11, 2010, through April 18, 2010. (Page 154)

CONTINUED

H. ACTION ITEMS

1. Consent Items (continued)

Personnel Recommendations

- g. Authorization is requested to approve the personnel actions with regard to the employment, change of status, and/or separation of academic employees. (Page 156)
- h. Authorization is requested to approve the personnel actions with regard to the employment, change of status, and/or separation of classified employees. (Page165)
- i. Authorization is requested to approve the employment of short-term, non-academic employees and substitutes. (Page168)

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u>X</u>
DATE	March 16, 2010	Resolution	<u> </u>
SUBJECT:	Independent Contractor/Consultant Agreements	Information	<u> </u>
		Enclosure(s)	X

BACKGROUND

Independent contractor/consultant agreements within budget.

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

RECOMMENDATION

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

Carol R. Horton
Recommended by

Moved	/	Seconded
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Aye__Nay__Abstained__

Approved for Submittal

Item No. H.1.a.

INDEPENDENT CONTRACTOR AGREEMENT

Board of Trustees Meeting – March 16, 2010

<u>CONTRACTOR CONSULTANT/ DEPARTMENT</u>	<u>RATE</u>	<u>FUNDING SOURCE</u>	<u>PERIOD</u>	<u>SERVICE</u>
<u>ADMINISTRATIVE SERVICES</u>				
Adolph Ziemba, AIA & Associates	\$55,400.00max	Bond	3/17/10-Project Completion	Architectural Services for Restroom Building
<u>CENTER FOR TEACHER EXCELLENCE</u>				
Garnica, Victor	\$2,000.00max	Grant	4/1/10-9/30/10	Conduct Workshops and Orientations
Solano, Dr. Alberto	\$20,000.00max	District	3/12/10-6/30/10	Lead Writing Efforts for Coop Grant
<u>CHILD DEVELOPMENTCENTER</u>				
Barnes, Carla	\$1,710.00max	Grant	8/18/09-6/30/10 <i>Revision</i>	Foster Care Ed
Cash, Karen	\$15,000.00max	Grant	7/1/09-6/30/10 <i>Revision</i>	Foster Care Ed
Smith, TaWanna Jean	\$6,512.00max	Grant	7/1/09-6/30/10 <i>Revision</i>	Foster Care Ed
<u>COMMUNITY EDUCATION</u>				
Debowski, Patricia	40% of fees	Fees	10/27/09-10/27/10 <i>Revision</i>	Holiday Gifts with Digital Photos
Jim Lindsay Productions, Inc.	60% of fees	Fees	4/5/10-4/9/10	The Reality of Reality & Documentary TV
Tucker, Raymond	50% of fees	Fees	5/21/10-6/11/10 <i>Revision</i>	Floral Design III
Tucker, Raymond	50% of fees	Fees	4/2/10-4/30/10 <i>Revision</i>	Floral Design II
<u>FINE AND PERFORMING ARTS</u>				
Alvarez, Rodolfo Nick	\$1,500.00max	District	3/17/10-6/30/10	Musician Services
Stevenson, Myra	\$300.00max	District	3/17/10-6/30/10	Photography Services
<u>SCHOOL RELATIONS AND OUTREACH</u>				
Mejia, Maria	\$100.00max	District	4/22/10-4/22/10	Translator for Parent Night
<u>TECH PREP</u>				
Tyra, Marie	\$2,375.00max	District	3/17/10-6/30/10	Presentation & Technical Assistance on course to course articulation model
<u>STEM GRANT</u>				
Prendergast, Tom MD, MPH	\$250.00max	Grant	3/23/10-3/23/10	Keynote Speaker – STEM Event

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

CITRUS COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

Action	X
--------	---

DATE March 16, 2010

Resolution

SUBJECT: Facility Usage/Rentals

Information

Enclosure(s) X

BACKGROUND

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

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

RECOMMENDATION

Authorization is requested to approve facility rentals and usage.

Carol R. Horton
Recommended by

Moved	/	Seconded
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Approved for Submittal

Aye__Nay__Abstained__

Item No. H.1.b.

**Use of Facilities
March 16, 2010**

ORGANIZATION	FACILITY	ACTIVITY	DATE(S)	CHARGE
No Vacancy Entertainment	Recording Arts Studio	Basic Tracking	1/26/2010	\$800.00
Len Mink Ministries	Recording Arts Studio	Vocal Overdubbing	2/22/2010	\$550.00
FLS International	Library Fishbowl	Orientation	3/4/2010	\$50.00 plus additional labor if required
Azusa Sister City	Performing Arts Center	Mariachi Festival	4/11/2010	\$2,400.00 plus additional labor if required
Charter Oak Gymnastics	Gym	Gymnastics Showcase	5/23/2010	\$1,037.50 plus additional labor if required
Charter Oak Unified School District	Performing Arts Center	Royal Oak Middle School Graduation	6/9/2010	\$1,800.00 plus additional labor if required
Omo Yoruba	LH101 & LH102	Indoor Youth Camp	7/31/10 and 8/1/10	\$1069.00 plus additional labor if required

CITRUS COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

Action	X
--------	---

DATE March 16, 2010

Resolution

SUBJECT: A & B Warrants

Information

Enclosure(s) X

BACKGROUND

A & B Warrants for February 2010. “A” warrants provide payment for employees. “B” warrants provide payments to vendors.

This item was prepared by Lucia Blades, Accounting Supervisor.

RECOMMENDATION

Authorization is requested to approve A & B Warrants for February 2010.

Carol R. Horton
Recommended by

Moved	/	Seconded
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Aye__Nay__Abstained__

Approved for Submittal

Item No. H.1.c.

CITRUS COMMUNITY COLLEGE DISTRICT		
APPROVAL OF A & B WARRANTS		
February, 2010		
B WARRANT AMOUNT PAID TO VENDORS		\$5,149,563.38
GRANT AMOUNT PAID TO STUDENTS		\$3,678.75
NUMBER OF A WARRANTS ISSUED TO EMPLOYEES	REGISTER NUMBER	AMOUNT
193	C1G-G	\$1,645,268.26
4	033-C	\$2,434.39
7	033-N	\$984.70
53	034-C	\$73,951.58
1	035-C	\$2,970.95
189	C3G-C	\$470,996.59
331	C3G-N	\$158,334.50
27	40-N	\$7,044.73
2	48-C	\$1,440.00
4	48-N	\$6,168.31
3	54-N	\$2,342.20
348	C2H-N	\$1,489,021.81
1,162		\$3,860,958.02
ske		
3/12/2010		

CITRUS COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

Action	X
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DATE March 16, 2010

Resolution

SUBJECT: Purchase Orders

Information

Enclosure(s) X

BACKGROUND

Purchase orders February 2009.

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

RECOMMENDATION

Authorization is requested to approve purchase orders for February 2010.

Carol R. Horton
Recommended by

Moved	/	Seconded
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Aye__Nay__Abstained__

Approved for Submittal

Item No. H.1.d.

Includes 02/01/2010 - 02/28/2010

PO#	Vendor Name	Site	Description	Fund/ Object	Amount
10-14186	Cengage Learning	9680	Reference books	01-4300	839.59
10-14535	SectorPoint, Inc.	9100	Web Maintenance & Support	01-5840	25,745.00
10-14536	Dell Computer Corp	9170	Computer	01-6400	1,939.87
10-14539	WARDS NATURAL SCIENCE	0311	Supplies	01-4300	526.17
10-14540	Newegg.com	9300	Voice Recorder	01-4300	177.58
10-14541	Amazon.com Corporate Credit	9100	Books	01-4300	76.03
10-14542	SKYLINE ENGINEERING INC	9100	Gateway Parts	01-4300	335.25
10-14543	HPC COMPUTERS, INC	9100	Supplies	01-6400	2,096.23
10-14544	HOORAY PROMOS	9099	Promotional Supplies	01-4300	1,687.23
10-14545	OWL CAFE	3372	Leadership Refreshment	01-5800	2,910.57
10-14546	CCCAOE	3370	Registration Fee	01-5220	790.00
10-14547	LOS ANGELES COMMUNITY COLLEGE DISTRICT	3372	Presentation & Supplies	01-5800	2,450.00
10-14548	Amazon.com Corporate Credit	9347	Books	01-4300	1,118.35
10-14549	HRC - Cypress College	3371	Catering	01-5800	1,054.53
10-14550	ALBERTSONS	9347	Refreshments	01-4300	93.56
10-14552	Visucate	3370	Revit Software for Drafting	01-4300	19,838.41
10-14553	GENERAL BINDING CORP	9110	Supplies	01-4300	902.82
10-14554	Advantage Distribution	9110	Supplies	01-4300	436.26
10-14555	Yobitech	9100	Supplies	01-4300	122.92
10-14556	LINCO	3020	Engine Stand Supplies	01-4300	384.13
10-14557	HARBOR FREIGHT	3020	Supplies	01-4300	208.42
10-14558	BIOTONE	3040	Supplies	01-4300	456.42
10-14559	R & D BUSINESS INT. 000446	3040	Supplies	01-4300	603.14
10-14560	L.A. COUNTY DEPARTMENT OF PUBLIC HEALTH, #319	9040	Annual Administrative Fees	01-5800	360.00
10-14561	ERNIE'S AUTO PARTS	9040	Supplies	01-4300	148.16
10-14562	HILLYARD INC	9270	Supplies	01-4300	732.58
10-14563	CD PUBLICATIONS	9170	Web Conference Registration	01-5200	299.00
10-14564	WEST-LITE SUPPLY CO., INC.	9430	Blanket PO	01-5890	2,000.00
10-14565	R.F. MacDONALD CO.	9370	Service for Boilers	41-5800	11,160.00
10-14566	MOUNT SAN ANTONIO COLLEGE	3370	Blanket PO - Mt. SAC CTECC Round 2	01-5800	44,000.00
10-14567	RIO HONDO COMMUNITY COLLEGE DISTRICT	3370	Blanket PO - Rio Hondo College CTECC Round 2	01-5800	127,000.00
10-14568	MOVIES UNLIMITED	3160	AV Media	01-6300	564.87
10-14569	HAWKHILL VIDEO	3160	AV Media	01-6300	170.57
10-14570	PBS Video	3160	Av Media	01-6300	766.63
10-14571	TEACHING STRATEGIES INC.	3160	Av Media	01-6300	229.45
10-14572	FILMS MEDIA GROUP	3160	Av Media	01-6300	175.07
10-14573	UNIVERSITY OF LAVERNE	9660	ULV December Monthly Billing - Title V Coop Grant	01-5800	13,451.84
10-14574	DISPLAYS2GO	9672	Poster frames	01-4300	4,355.56
10-14575	HOORAY PROMOS	3372	CTE Prog. Matrix supplies	01-4300	1,126.81
10-14576	OFFICE DEPOT (000043)	9347	Blanket PO	01-4300	6,000.00
10-14577	OWL BOOKSHOP	9347	Blanket PO	01-4300	4,000.00
10-14578	SCARAB GRAPHICS	9110	Supplies	01-4300	883.00
10-14579	FERGUSON MUSIC INC.	0280	Tuba	01-6410	7,463.00
10-14580	Crag Technologies, Inc.	9350	Equipment	01-6400	3,063.58
10-14581	WILTSHIRE URETHANE FOAM COMPANY	9190	Repairs to Print Shop Roof	01-5630	3,000.00
10-14582	ALERT SERVICES	0060	Supplies	01-4300	612.93
10-14583	Dell Computer Corp	9672	Computer	01-6400	1,216.60

Includes 02/01/2010 - 02/28/2010

PO#	Vendor Name	Site	Description	Fund/ Object	Amount
10-14584	Dell Computer Corp	9672	Computers	01-6400	43,328.96
10-14585	Dell Computer Corp	9672	Computers	01-6400	26,971.61
10-14586	Dell Computer Corp	9099	Computers	01-6400	2,613.56
10-14587	WESTIN LONG BEACH	3120	Fee for Conference Lodging	33-5220	1,064.40
10-14588	SEARS COMMERCIAL ONE	9672	Tools	01-4300	471.05
10-14589	WESTERN AUDIO VISUAL CORP	9672	Projector	01-6400	3,013.10
10-14590	ROCKWEST TECNHOLOGY GROUP	9012	Supplies	01-4300	1,448.70
10-14591	CAROLINA BIOLOGICAL SUPPLY	0030	Supplies	01-4300	305.23
10-14592	E.G. BRENNAN & CO., INC. ATTN: LISA	9050	Service Maint Agreement	01-5810	465.85
10-14593	Spicers Paper Inc	WA	Paper - Warehouse stock	01-4300	447.78
10-14594	Positive Promotions	3120	SB-500 Curriculum Aides	33-4300	3,383.05
10-14595	SAFETY KLEEN	3020	Maintenance	01-5600	761.82
10-14596	SAFETY KLEEN	3020	Service	01-5600	329.25
10-14597	BATTERY SYSTEMS OF FONTANA	9240	Gem Car Batteries	01-5630	987.42
10-14598	O. F. WOLFINBARGER INC.	3120	Play Sand	33-4300	1,125.00
10-14599	CCPRO-ATTN:KAI STEARNS	9220	CCPRO entries	01-4300	180.00
10-14600	SEARS HOME CENTRAL PARTS	9040	Supplies	01-4300	411.94
10-14601	LAWRENCE E MARINO (000135) DBA CALIBER POOL & SPA SERVICE	9370	Replace pool backwash valves	41-5600	1,802.00
10-14602	LAWRENCE E MARINO (000135) DBA CALIBER POOL & SPA SERVICE	9370	Replace pool marker tiles	41-5600	3,569.85
10-14603	LAWRENCE E MARINO (000135) DBA CALIBER POOL & SPA SERVICE	9370	Install Deck Drains at AQ	41-5600	4,780.00
10-14604	LAWRENCE E MARINO (000135) DBA CALIBER POOL & SPA SERVICE	9370	Install drain cover per VGBA compliance	41-5600	4,000.00
10-14605	MONTGOMERY HARDWARE	9370	Install doors at PA	41-6100	2,377.00
10-14606	J & J ENVIRONMENTAL CONST	9375	Hazardous Material Abatement - Main Gym	42-5800	12,685.00
10-14607	Toshiba Direct Gov/Ed Western Division	9100	Supplies	01-4300	142.34
10-14608	WOLTERS KLUWER HEALTH	9260	Reference Book	01-6300	52.79
10-14609	Information Publications Inc.	9260	Reference Book	01-6300	157.16
10-14610	CCCAOE	9170	Registration	01-5220	395.00
10-14611	OWL CAFE	9170	Food	01-4300	118.20
10-14612	HARDY DIAGNOSTICS	0030	Supplies	01-4300	921.78
10-14613	Tech Depot An Office Depot Co.	3370	Supplies	01-4300	234.79
10-14614	CALIFORNIA ORGANIZATION OF ASSOCIATE DEGREE NURSING	3370	Registration	01-5220	264.00
10-14615	SODEXO CAMPUS SERVICES	3371	Catering	01-5800	578.55
10-14616	SIGURDSON SALES & SERVICE	9110	Repair	01-5630	823.13
10-14617	Advantage Distribution	9110	Wide Format Supplies For STEM Grant Posters	01-4310	436.26
10-14618	SCARAB GRAPHICS	9110	Wide Format Supplies for STEM Grant Posters	01-4310	447.02
10-14619	GBC/EDUCATION DIVISION	9110	STEM Grant Posters	01-4310	898.01
10-14620	VeriSign Inc	9100	3-Yr Secure Site Certificate	01-5840	2,480.00
10-14621	Positive Promotions	3120	Curriculum Aids	33-4300	13,764.40
10-14622	HENDERSON ENVIRONMENTAL	9430	AQMD Compliance Test	01-5805	810.98

Includes 02/01/2010 - 02/28/2010

PO#	Vendor Name	Site	Description	Fund/ Object	Amount
10-14623	Multi-Wing America	9040	Parts for standby generator	01-4300	257.73
10-14624	FIRST CLASS VENDING INC. TULLY COFFEE	3371	Catering for LOWDL	01-5800	920.19
10-14625	GLENDORA POSTMASTER	9250	Renewal of Permit #6	01-5850	185.00
10-14626	SCANTRON	0310	Scantron Forms	01-4300	113.99
10-14627	SOUTHLAND INDUSTRIES	9370	Replace transformers at CI	41-5600	2,335.00
10-14628	PLAZA PRODUCE	9347	Refreshments	01-4300	173.75
10-14629	THOMPSON WEST WEST PAYMENT CENTER	9200	CA Education Code 2010 Pamphlet	01-4300	103.17
10-14630	Positive Promotions	3120	Parenting Supplies	33-4300	2,864.46
10-14631	SNAP-ON INDUSTRIAL	3370	Automotive Supplies	01-4300	2,710.72
10-14632	FAIR-PLAY SCOREBOARDS	0060	Control Console	01-6400	808.38
10-14633	BATTERY SYSTEMS OF FONTANA	9470	Cart batteries	59-4300	939.02
10-14634	CASBO ATTN: SHARON HERNANDEZ	9250	Registration	01-5200	20.00
10-14635	ASSOCIATION FOR INSTITUTIONAL RESEARCH	9300	Publications	01-4300	142.68
10-14636	STEVE WEISS MUSIC	0280	Curved horn	01-4300	18.17
10-14637	BOYCE FOREST PRODUCTS	9030	Supplies - Lumber	01-4300	2,606.56
10-14638	PLAZA PRODUCE	9680	Refreshments	01-4300	25.53
10-14639	OWL CAFE	9672	Refreshments	01-4300	40.06
10-14640	HAMPTON TEDDER ELECTRIC	9370	Repair high voltage power breaker	41-5600	5,000.00
10-14641	Amazon.com Corporate Credit	9300	Books	01-4300	138.54
10-14642	DYNALECTRIC	9370	Blanket PO	41-5600	10,000.00
10-14643	SOUTHLAND INDUSTRIES	9370	Blanket PO for call-out service	41-5600	10,000.00
10-14644	PASCO SCIENTIFIC	0311	Supplies	01-4300	1,907.15
10-14645	W & N Luxor, Inc.	9375	Main Gym Remodel - Contractor	42-6200	3,400,000.00
10-14646	LOS ANGELES AREA CHAMBER OF COMMERCE	3372	May 24th Regional Event Tech Prep	01-5800	1,207.25
10-14647	Ricoh Business Solutions	9672	Blanket PO	01-4300	3,000.00
10-14648	MAINTEX INC.	9270	Supplies	01-4300	1,420.17
10-14649	CLEAN SOURCE	9270	Supplies	01-4300	159.46
10-14650	LYNDA GRAUSO	0309	EGR Purchase - Book for Lynda Grauso	01-4300	63.90
10-14651	JOURNEY EDUCATION	0281	Software Updates for Current OS	01-4300	1,042.53
10-14652	LISA SMOLEN & ASSOC (000249)	9672	Software	01-4300	1,229.20
10-14653	TRI-BEST VISUAL DISPLAY	9375	Markerboard - TE 114	41-4300	729.85
10-14654	SVM, LP	9081	Gas cards for students	01-7600	3,123.95
10-14655	NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT	3372	Train the Trainer in SMART Skills	01-5800	6,500.00
10-14656	McBAIN INSTRUMENTS	9672	Digital cameras	01-6400	5,728.22
10-14657	Dell Computer Corp	9347	Supplies	01-4300	996.50
10-14658	ebags.com	0280	CDwallets - Hoehne	01-4300	88.86
10-14659	Positive Promotions	3120	CPR & Emergency Curriculum Aids	33-4300	6,152.04
10-14660	SPSS Inc.	9300	Software License Renewal	01-5800	1,790.31
10-14661	Dell Computer Corp	0311	Computer Monitor	01-4300	225.84
10-14662	CCLC	9151	Travel	01-5200	250.00
10-14663	SNAP-ON BUSINESS SOLUTIONS	9350	Toyota Parts	01-6400	992.78
10-14664	J & J SPORTS	3160	Supplies Flex-day	01-4300	76.83

Includes 02/01/2010 - 02/28/2010

PO#	Vendor Name	Site	Description	Fund/ Object	Amount
10-14665	GLAXOSMITHKLINE FINANCIAL INC.	9160	Vaccine	01-4300	626.67
10-14666	LABMART	0030	Micro Supplies	01-4300	110.98
10-14667	SPSS Inc.	3270	Software upgrade	01-5840	328.15
10-14668	BRZEZINSKI RACING PRODUCTS INC	9350	Automotive parts/equipment	01-6400	2,796.98
10-14670	SPEEDSKIN, LLC	0040	Keyboarding Instructional Covers	01-6400	118.14
10-14671	ON THE CAPITOL DOORSTEP	3120	Newsletter Annual Subscription	33-4300	85.00
10-14672	JACC ATTN: Timi Ross Poeppelman	0072	Registration Fee	01-4300	.00
				01-5200	200.00
10-14673	EDUCATION TO GO	9330	Enrollment Fees	39-5800	1,205.00
10-14674	EARLY CHILDHOOD TRAINING COURSE	3120	Reg for Online Course & Workshops	33-5220	375.00
10-14675	RANCHO SANTIAGO CCD/ICEED	9451	Conference Registration	01-5220	350.00
10-14676	Avidstore.com	3370	Software Upgrade	01-4300	1,000.00
10-14677	CAPITOL ENQUIRY INC.	9220	Two governmental publications for Marilyn G.	01-4300	36.52
10-14678	OWL CAFE	9220	Hospitality items for events	01-4300	250.00
Total				141	<u>3,920,189.34</u>

Fund Summary

Fund	Description	PO Count	Amount
01	General Fund	118	420,793.27
33	Child Development Fund	8	28,813.35
39	Community Education	1	1,205.00
41	Capital Outlay Projects Fun	11	55,753.70
42	Revenue Bond Construction F	2	3,412,685.00
59	Golf Driving Range	1	939.02
Total		141	<u>3,920,189.34</u>

PO Changes

	New PO Amount	Fund/ Object	Description	Change Amount
10-13013	8,500.00	01-4300	General Fund/Materials and Supplies	8,500.00
10-13480	1,000.00	01-4300	General Fund/Materials and Supplies	1,000.00
10-13573	3,000.00	01-4300	General Fund/Materials and Supplies	1,000.00
10-14359	5,171.81	71-6400	Associated Student Trust	200.00
10-14466	725.00	01-5800	General Fund/Oth Contracted Services	275.00
10-14483	2,743.86	01-4300	General Fund/Materials and Supplies	85.60
10-14534	401.85	01-6400	General Fund/Equipment-Capitalized	46.00
Total PO Changes				<u>11,106.60</u>

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u>X</u>
DATE	March 16, 2010	Resolution	<u> </u>
SUBJECT:	Disposal of Surplus Property	Information	<u> </u>
		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 The Liquidation Company to be sold at public 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
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Approved for Submittal

Aye Nay Abstained

Item No. H.1.e.

Surplus Inventory List

March 16, 2010 Board Agenda

25 - Monitor

10- Computer

2 – Fax machine

5 – LCD projector

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u> x </u>
DATE	March 16, 2010	Resolution	<u> </u>
SUBJECT:	National American College Theatre Festival, Washington D.C., April 11 – April 18, 2010	Information	<u> </u>
		Enclosure(s)	<u> x </u>

BACKGROUND

Citrus College student Jeremy Lewis will be flying to Washington D.C. for the National American College Theatre Festival at the Kennedy Center. He is the Regional winner of the Student Directing Fellowship and will be representing Region VIII. His travel dates will be on Sunday, April 11, 2010, thru Sunday, April 18, 2010. Theatre Director, Cherie Brown will also be in attendance for this event. Her travel dates will be on April 14, 2010, thru April 18, 2010.

The Kennedy Center will be paying all expenses for Jeremy Lewis. Cherie Brown's expenses will be paid out of ASO accounts.

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

RECOMMENDATION

Authorization is requested to approve a field trip for Jeremy Lewis and Cherie Brown to compete/supervise at the National American College Theatre Festival in Washington DC on April 11, 2010, through April 18, 2010.

Irene Malmgren
Recommended by

 /
Moved Seconded

Aye__Nay__Abstained__

Approved for Submittal

Item No. H.1.f.

Estimated Budget

National American College Theatre Festival, Washington DC
Travel dates for Cherie Brown: April 14 – April 18, 2010

<u>Description</u>	<u>Estimated Cost</u>
Round trip flight from LAX to Reagan Airport	\$390
Hotel for Cherie Brown (\$300 x 4 nights)	\$1,200
Per diem (1 faculty x \$40 a day x 5 days)	\$200
Miscellaneous expenditures (Transit costs, tickets for shows and events that are part of the competition, etc.)	\$500
<hr/>	
Total Estimated Cost:	\$2,290
No expense to the District – covered by ASO accounts	

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u>X</u>
DATE	March 16, 2010	Resolution	<u></u>
SUBJECT:	Academic Employees	Information	<u></u>
		Enclosure(s)	<u>X</u>

BACKGROUND

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

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

RECOMMENDATION

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

Robert Sammis
Recommended by

Moved	/	Seconded
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Aye__Nay__Abstained__

Approved for Submittal

Item No. H.1.g.

**ACADEMIC EMPLOYEES
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS
MARCH 16, 2010**

NAME	CLASSIFICATION	STATUS	ASSIGNMENT	DEPARTMENT	BEGIN	END	RATE	
Alvarez, Oscar	Instructor		Hourly as needed	Computer Science & Information Technology	07/01/10	12/31/10	\$44.90	hr.
Bartolf, Carl	Instructor		Hourly as needed	Computer Science & Information Technology	07/01/10	12/31/10	\$44.90	hr.
Beckenham, Susan	Instructor		Hourly as needed	Computer Science & Information Technology	07/01/10	12/31/10	\$44.90	hr.
Borja, Patrick	Instructor		Hourly as needed	Accounting	07/01/10	12/31/10	\$50.72	hr.
Brower, Cecil	Instructor		Hourly as needed	Computer Science & Information Technology	07/01/10	12/31/10	\$44.90	hr.
Burgos, Miriam	Instructor		Hourly as needed	Business	07/01/10	12/31/10	\$44.90	hr.
Burlingame, Robert	Instructor		Hourly as needed	Accounting	07/01/10	12/31/10	\$44.90	hr.
Byaleero, Frederick	Instructor		Hourly as needed	Computer Science & Information Technology	07/01/10	12/31/10	\$44.90	hr.
Castillo, Claudia	Counselor	During unassigned time	Hourly as needed	HSI II Bridges to Success Grant	03/17/10	06/30/10	\$50.72	hr.
Chhabra, Usha	Librarian		Hourly as needed	Library	07/01/10	12/31/10	\$44.90	hr.
Creamer, Frederick	Instructor		Hourly as needed	Computer Science & Information Technology	07/01/10	12/31/10	\$44.90	hr.
De Long, Linda	Instructor		Hourly as needed	Business	07/01/10	12/31/10	\$44.90	hr.
Dillibe, Anne	Librarian		Hourly as needed	Library	07/01/10	12/31/10	\$44.90	hr.

**ACADEMIC EMPLOYEES
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS
MARCH 16, 2010**

NAME	CLASSIFICATION	STATUS	ASSIGNMENT	DEPARTMENT	BEGIN	END	RATE	
Dominic, Alice	Instructor		Hourly as needed	Office Technology	07/01/10	12/31/10	\$44.90	hr.
Durfield, Timothy	Instructor		Hourly as needed	Business	07/01/10	12/31/10	\$50.72	hr.
Durfield, Timothy	Instructor		Hourly as needed	Real Estate	07/01/10	12/31/10	\$50.72	hr.
Durian, Barbara	Librarian		Hourly as needed	Library	07/01/10	12/31/10	\$44.90	hr.
Fischella, James	Instructor		Hourly as needed	Business	07/01/10	12/31/10	\$44.90	hr.
Flores, Richard	Instructor		Hourly as needed	Computer Science & Information Technology	07/01/10	12/31/10	\$50.72	hr.
Foley, William	Instructor		Hourly as needed	Business	07/01/10	12/31/10	\$44.90	hr.
Gamboa, Robert	Counselor	During unassigned time	Hourly as needed	HSI II Bridges to Success Grant	03/17/10	06/30/10	\$44.90	hr.
Gerfen, Thomas	Instructor		Hourly as needed	Computer Science & Information Technology	07/01/10	12/31/10	\$44.90	hr.
Gerloff-Walker, Christine	Librarian		Hourly as needed	Library	07/01/10	12/31/10	\$44.90	hr.
Ghidella, Richard	Instructor		Hourly as needed	Business	07/01/10	12/31/10	\$50.72	hr.
Ghidella, Richard	Instructor		Hourly as needed	Real Estate	07/01/10	12/31/10	\$50.72	hr.
Greene, David	Instructor	FLEX Day workshop	Stipend	HSI II Bridges to Success Grant	02/16/10	02/16/10	\$200.00	tl.
Grinsdale, Marilyn	Instructor	During unassigned time	Hourly as needed	Office Technology	07/01/10	12/31/10	\$44.90	hr.

**ACADEMIC EMPLOYEES
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS
MARCH 16, 2010**

NAME	CLASSIFICATION	STATUS	ASSIGNMENT	DEPARTMENT	BEGIN	END	RATE	
Grossman, Bruce	Instructor		Hourly as needed	Business	07/01/10	12/31/10	\$50.72	hr.
Henderson, Jeff	Instructor		Hourly as needed	Office Technology	07/01/10	12/31/10	\$44.90	hr.
Jabara, Micheline	Instructor		Hourly as needed	Business	07/01/10	12/31/10	\$44.90	hr.
James, Rhoda	Instructor		Hourly as needed	Business	07/01/10	12/31/10	\$50.72	hr.
James, Rhoda	Instructor		Hourly as needed	Office Technology	07/01/10	12/31/10	\$50.72	hr.
Jensen, Scott	Instructor		Hourly as needed	Accounting	07/01/10	12/31/10	\$44.90	hr.
Lucido, Grace	Instructor	FLEX Day workshop	Stipend	HSI II Bridges to Success Grant	02/16/10	02/16/10	\$200.00	tl.
Martin, Patricia	Instructor		Hourly as needed	Business	07/01/10	12/31/10	\$44.90	hr.
Maschler, Katherine	Instructor		Hourly as needed	Office Technology	07/01/10	12/31/10	\$44.90	hr.
McBurney, Robin	Counselor	During unassigned time	Hourly as needed	HSI II Bridges to Success Grant	03/17/10	06/30/10	\$50.72	hr.
McCrumby, Elayne	Instructor		Hourly as needed	Accounting	07/01/10	12/31/10	\$44.90	hr.
Meza, Ralph	Counselor	During unassigned time	Hourly as needed	HSI II Bridges to Success Grant	03/17/10	06/30/10	\$50.72	hr.
Miller, Mark	Instructor		Hourly as needed	Accounting	07/01/10	12/31/10	\$44.90	hr.
Moore, Sean	Instructor		Hourly as needed	Cosmetology	03/29/10	06/30/10	\$44.90	hr.
Mustain, James	Instructor		Hourly as needed	Computer Science & Information Technology	07/01/10	12/31/10	\$50.72	hr.

**ACADEMIC EMPLOYEES
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS
MARCH 16, 2010**

NAME	CLASSIFICATION	STATUS	ASSIGNMENT	DEPARTMENT	BEGIN	END	RATE	
Praeger, Karen	Librarian	During unassigned time	Hourly as needed	Library	07/01/10	12/31/10	\$44.90	hr.
Resch, Amy	Instructor		Hourly as needed	Office Technology	07/01/10	12/31/10	\$44.90	hr.
Richard, Levi	Instructor		Hourly as needed	Business	07/01/10	12/31/10	\$50.72	hr.
Richardson, Patricia	Instructor		Hourly as needed	Accounting	07/01/10	12/31/10	\$44.90	hr.
Richardson, Patricia	Instructor		Hourly as needed	Office Technology	07/01/10	12/31/10	\$44.90	hr.
Rivadeneira, Justina	Counselor	During unassigned time	Hourly as needed	HSI II Bridges to Success Grant	03/17/10	06/30/10	\$50.72	hr.
Rodriguez, Andrea	Instructor		Hourly as needed	Real Estate	07/01/10	12/31/10	\$44.90	hr.
Sanchez, Raul	Counselor	During unassigned time	Hourly as needed	HSI II Bridges to Success Grant	03/17/10	06/30/10	\$44.90	hr.
Shima, Kevin	Instructor		Hourly as needed	Recording Arts	03/17/10	06/30/10	\$44.90	hr.
Smolin, Robert	Instructor		Hourly as needed	Accounting	07/01/10	12/31/10	\$50.72	hr.
Solis, Robert	Instructor		Hourly as needed	Computer Science & Information Technology	07/01/10	12/31/10	\$50.72	hr.
Soll, Debra	Instructor		Hourly as needed	Office Technology	07/01/10	12/31/10	\$44.90	hr.
Swinney, Jacquelyn	Librarian		Hourly as needed	Library	07/01/10	12/31/10	\$44.90	hr.
Thompson, John	Librarian		Hourly as needed	Library	07/01/10	12/31/10	\$44.90	hr.

**ACADEMIC EMPLOYEES
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS
MARCH 16, 2010**

NAME	CLASSIFICATION	STATUS	ASSIGNMENT	DEPARTMENT	BEGIN	END	RATE	
Villa, Elizabeth	Counselor	During unassigned time	Hourly as needed	HSI II Bridges to Success Grant	03/17/10	06/30/10	\$50.72	hr.
Villegas, Laura	Counselor	During unassigned time	Hourly as needed	HSI II Bridges to Success Grant	03/17/10	06/30/10	\$50.72	hr.
Watson, Dawn	Instructor		Hourly as needed	Real Estate	07/01/10	12/31/10	\$44.90	hr.
Yee, Stephanie	Counselor	During unassigned time	Hourly as needed	HSI II Bridges to Success Grant	03/17/10	06/30/10	\$50.72	hr.

**ACADEMIC EMPLOYEES
2010-2011 LAB SUPERVISORS
MARCH 16, 2010**

Name	Adjunct or Full Time	Department	Begin	End	Placement	Hourly Rate
Beckenham, Susan	A	Business	7/1/2010	12/31/10	3-3	\$34.45
Brower, Cecil	A	Business	7/1/2010	12/31/10	1-3	\$30.90
Byaleero, Frederick	A	Business	7/1/2010	12/31/10	1-3	\$30.90
Creamer, Frederick	A	Business	7/1/2010	12/31/10	1-3	\$30.90
Gerfen, Thomas	A	Business	7/1/2010	12/31/10	3-3	\$34.45
Rifle, Gregory	A	Business	7/1/2010	12/31/10	1-3	\$30.90

**ACADEMIC EMPLOYEES
SUMMER 2010 ADJUNCT
MARCH 16, 2010**

NAME	Department/Discipline	Lecture	Placement	Unit Rate	Hourly Rate
Roger, David	Public Services	Lecture	1-1	\$1,025	\$58.54

**ACADEMIC EMPLOYEES
MARCH 16, 2010**

Name	Classification	Department	Reason	Date(s) of Separation
Villeneuve, Anna	Instructor	English	Family Medical Leave	06/10/10-06/17/10 (tentative dates)

SEPARATIONS

CITRUS COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

Action	X
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DATE March 16, 2010

Resolution

SUBJECT: Classified Employees

Information

Enclosure(s) X

BACKGROUND

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

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

RECOMMENDATION

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

Robert Sammis
Recommended by

Moved	/	Seconded
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Approved for Submittal

Aye__Nay__Abstained__

Item No. H.1.h.

**CLASSIFIED EMPLOYEES
EMPLOYMENT/CHANGE OF STATUS
MARCH 16, 2010**

NAME	CLASSIFICATION	REASON	DEPT.	MOS.	PRCT.	BEGIN	END	RANGE & STEP	MONTHLY RATE
Mullin, Andrea	Secretary	Date Change Temporarily upgraded from Administrative Clerk I to Secretary while regular department secretary is on leave	Counseling		100%	3/15/10	5/14/10	29-4 (28-4+1A)	\$3,535.39

**CLASSIFIED EMPLOYEES
SEPARATIONS/LEAVES
MARCH 16, 2010**

Name	Classification	Department	Reason	Date(s) of Separation
Chappie, Judith	Educational Advisor	Counseling	39 month rehire	2/26/10
Zermeno, Diana	Financial Aid Technician	Financial Aid	Family Medical Leave	2/16/10 - 5/4/10

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u>X</u>
DATE	March 16, 2010	Resolution	<u></u>
SUBJECT:	Short-term, Non-academic Employees, Substitutes, and Professional Experts	Information	<u></u>
		Enclosure(s)	<u>X</u>

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
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Aye__Nay__Abstained__

Approved for Submittal

Item No. H.1.i.

**CLASSIFIED EMPLOYEES
SHORT-TERM, HOURLY,
SUBSTITUTES
MARCH 16, 2010**

NAME	CLASSIFICATION	REASON	DEPARTMENT	BEGIN	END	RANGE & STEP	HOURLY RATE/TOTAL
Arzola, Richardo Roman	Guest Relations Assistant	Outdoor Sales	Bookstore	3/17/10	6/30/10	10-1	\$11.02/hr.
Boylan, John	Stipend	Musician Services Battle of the Big Bands Round 7	Performing Arts	3/19/10	3/20/10		\$200/tl.
Boylan, John	Stipend	Video Editing Battle of the Big Bands Round 7	Performing Arts	3/18/10	3/18/10		\$150/tl.
Henault, Corbin	Volunteer		P.E.	3/3/10	6/30/10		
Jaquette, Timothy	Stipend	Video Editing Battle of the Big Bands Round 7	Performing Arts	3/18/10	3/18/10		\$200/tl.
Kim, Jimmy Tong	Campus Security Officer I	Assist with office coverage	Security	3/17/10	6/30/10	22-1	\$14.82/tl.
Lafkas, Daniella	Stipend	Costume Design Cartoon	Performing Arts	3/17/10	3/25/10		\$500/tl.
McCarns-Yolland, Jon	Dept. Aide	Studio clean-up and mic set-up for recording sessions	Recording Arts	3/17/10	6/30/10	3-1	\$9.27/hr.
Moreno, Connie	Stipend	Completion of a planning project for the Student Leadership institution	ASO	3/22/10	6/30/10		\$750/tl.

**CLASSIFIED EMPLOYEES
SHORT-TERM, HOURLY,
SUBSTITUTES
MARCH 16, 2010**

NAME	CLASSIFICATION	REASON	DEPARTMENT	BEGIN	END	RANGE & STEP	HOURLY RATE/TOTAL
Munoz, Gino	Stipend	Music Arranging Battle of the Big Bands Round 7	Performing Arts	3/17/10	3/20/10		\$900/tl.
Patrick, John	Stipend	Set Design Noises Off	Performing Arts	3/17/10	4/23/10		\$1500/tl.
Volonte, Dan	Stipend	Lighting Design "Noises Off"	Performing Arts	3/17/10	4/23/10		\$1000/tl.
Waugh, Christine	Administrative Clerk I	Additional help to cover for an employee who has been temporarily upgraded	HSI Grant	3/15/10	5/14/10	19-1	\$13.76/hr.
Waugh, Christine	Dept. Aide	To assist with Basic Skills and College success projects and student	HSI Grant	5/17/10	6/30/10	3-1	\$9.27/hr.

H. ACTION ITEMS (continued)

Business Services

2. Authorization is requested to approve the attached budget revisions for funds 42.0 and 74.0 for the fiscal year 2009-2010. (Page 172)

Academic Affairs

3. Authorization is requested to approve the Agreement for Services with the Maintenance Superintendents' Association and California Urban Forest Council with payment of \$1,700 to the California Urban Forest Council for assistance in curriculum development, promotion and recruitment, and receive payment of \$615 per student from the Maintenance Superintendents' Association for providing a contract education course, PUB 159 – Urban Forest Management Planning. (Page 177)
4. Authorization is requested to approve the request from University of La Verne to adjust the STEM grant Year 1 allocation to Citrus College from \$570,546 to \$370,546. (Page 184)

<i>At this time, the Board may adjourn to closed session to discuss Item No. F.</i>

I. ADJOURNMENT

Dates to remember:

April 6, 2010	Board of Trustees Meeting (<i>only meeting in April</i>)
April 11-16, 2010	Spring Break
May 4, 2010	Board of Trustees Meeting
May 18, 2010	Retiree & Tenuree Reception & Board of Trustees Meeting

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	March16, 2010	Resolution	
SUBJECT:	Agreement for Services with Maintenance Superintendents' Association and California Urban Forest Council.	Information	
		Enclosure(s)	X

BACKGROUND

The Maintenance Superintendents' Association (MSA) and the California Urban Forest Council (CaUFC) have requested a contract education course, PUB 159 - Urban Forest Management Planning, be provided by Citrus College for MSA members and other Public Works professionals. The course will be offered via Distance Education, beginning on July 1, 2010, culminating with Peer Review at the MSA conference on October 5-7, 2010. The MSA will pay Citrus College \$615.00 per student to provide a qualified instructor, course credit, and other related course materials. In addition, Citrus College will pay \$1,700.00 to CaUFC for assistance in curriculum development, promotion, and recruitment.

This item was prepared by Kim Holland, Director Workforce Development.

RECOMMENDATION

Authorization is requested to approve the Agreement for Services with the Maintenance Superintendents' Association and California Urban Forest Council with payment of \$1,700 to the California Urban Forest Council for assistance in curriculum development, promotion and recruitment, and receive payment of \$615 per student from the Maintenance Superintendents' Association for providing a contract education course, PUB 159 – Urban Forest Management Planning.

Irene Malmgren
Recommended by

Moved	/	Seconded
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Approved for Submittal

Aye Nay Abstained

Item No. H.3.



AGREEMENT FOR SERVICES

This Agreement for Services ("Agreement") is made by and between Citrus Community College District ("District"), the Maintenance Superintendents' Association – MSA, and the California Urban Forests Council - CUFC ("Agency or Agencies") and is dated March 1, 2010, for reference purposes only. District and Agency are referred to herein singularly as a "Party" and together as the "Parties."

Agency desire to conduct a distance education credit class entitled "Urban Forest Management Planning" ("Program") in which participants will develop an urban forest management plan. It is intended for those who manage populations of trees: municipalities, golf courses, educational institutions, public gardens, and property managers. Plans will be based on interdisciplinary activities that influence and are related to urban forest activities. Participants will create a ready-to-use management plan and receive peer review at the MSA conference in October 2010.

In consideration of the agreements, representations and warranties contained in this Agreement, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

1. Definitions.

The following definitions shall apply to this Agreement:

- A. "Attendee" is defined as any participant registered with the Agencies to attend and participate in the Program.
- B. "Campus" is defined as the entire Citrus College campus located at 1000 West Foothill Boulevard, Glendora, California owned by District.
- C. "Program Coordinator" is defined as that person designated by the District responsible for coordinating the Agency's use of District Services and Facilities provided under this Agreement.
- D. "Program Director" is defined as that person designated by the Agencies in responsible charge of the Program during the term of this Agreement and is the Agency representative and agent concerning this Agreement.
- E. "Program Term" is defined as the dates from and including July 1, 2010, through and including December 10, 2010.

2. Term of Agreement.

This Agreement shall begin as of the date of approval of this Agreement by the District's Board of Trustees and execution by the Agency ("Effective Date") and shall continue until December 10, 2010.

3. District Services.

A. During the Contract Term, District shall provide the following:

1. Citrus College will deliver the 3-unit credit course, PUB 159, Urban Forest Management Planning. The class will be delivered online via Distance Education beginning July 1, 2010, with peer review at the MSA Conference in October, and concluding by December 10, 2010.
2. District will hire a faculty member/instructor. Such Instructor will provide training, instruction, evaluation, and assessment to Program Attendees in the area of Urban Forest Management Planning. The name of the Instructor is David Roger; however, the District reserves the right to substitute another Instructor as needed to the extent that the named Instructor is unable to fulfill their respective commitments. District shall consult with Agency in identifying a suitable replacement Instructor as may be required.
3. District will pay for the instructor, student tuition and fees, and \$1700 to CUFC for assistance in curriculum development, promotion, and recruitment.
4. District will assist in student recruitment, process student identification numbers, register students for credit, ensure that students receive quality instruction based on the approved course outline for PUB 159 Urban Forest Management Planning, provide distance education and other student support, ensure that students are appropriately assessed, process grades and post to student transcripts, and keep appropriate records.
5. District will provide a Program Coordinator to facilitate the Program.

4. Compensation to District. The Agency shall pay to the District the sum of \$615 per Program Attendee no later than 15 days prior to commencement of the Program. District reserves the right to cancel the Program in the event that Agency fails to timely pay the District.

5. Agency Responsibilities.

- A. Agency guarantees that no fewer than ten (10) Attendees will participate in the Program.
- B. Attendees will pay \$625 to MSA as they enroll in the course, each Attendee having previously obtained a Citrus College student identification number.
- C. MSA will pay Citrus College \$615 per student enrolled 15 days prior to the beginning of the class. MSA will retain a \$10 per enrollee handling fee.

- D. No later than 30 days prior to the commencement of the On-Site Dates, MSA will provide District with the full names, contact information, and student identification numbers of all Attendees.
- E. In the event that Agency fails to provide District with at least ten (10) names of Attendees, together with the Initial Payment no later than 15 days prior to commencement of the On-Site Dates, District reserves the right to cancel the Program.
- F. Agency will assign a Program Director to liaison with the Program Coordinator at Citrus College.

6. Insurance and Indemnity.

A. Insurance. Agency shall maintain at its own expense, the following insurance coverage in at least the minimum amount provided below. Such coverage shall be primary as to any other insurance. Agency shall furnish the District with Certificates of Insurance evidencing such coverage and naming the District as an additional insured where indicated. The insurance carrier or carriers must have an AM Best's rating of A:X or better, or its equivalent.

1. Worker's Compensation and Employers Liability: Workers' Compensation and Employers Liability Insurance subject to limits of not less than those in accordance with the laws of the State of California. The District shall be named as an additional insured.

2. Commercial General Liability (CGL): CGL Insurance on an occurrence basis with a minimum combined single limit for bodily injury, personal injury, death, property damage, contractual, premises/operations, and independent contractors of not less than One Million Dollars (\$1,000,000). District shall be named as an additional insured.

3. Commercial Automobile Liability: Commercial Automobile Liability Insurance with a minimum combined single limit for bodily injury, personal injury, death and property damage of not less than One Million Dollars (\$1,000,000) per occurrence. This coverage is to include owned, hired and non-owned automobiles. District shall be named as an additional insured.

4. Excess/Umbrella Liability: Excess/Umbrella Insurance, if available, with a minimum limit of Five Million Dollars (\$5,000,000) each occurrence and Ten Million Dollars (\$10,000,000) general aggregate. District shall be named as an additional insured.

5. Professional Liability: Professional Liability Insurance with a minimum combined single limit of not less than Five Million Dollars (\$5,000,000) per occurrence.

B. Agency Indemnification of District. Unless arising solely out of the active negligence, gross negligence or willful misconduct of the District, the Agency shall indemnify, defend and hold harmless the District, its Board members, officers, employees, agents and representatives from and against any and all damages, losses, claims, demands or liabilities or other relief, including, without limitation attorneys fees and costs which arise, in whole or in part, from or related to the acts, omissions or other conduct of the Agency, its agents, officers, employees and representatives related to the Program, including the use of the Campus by the Agency, its Attendees or Invitees or any other persons or

parties authorized by Agency who use the Campus under this Agreement, or otherwise in connection with the Program whether or not related to the use of the Campus. The Agency's obligations under the foregoing include without limitation: (i) injuries to or death of persons; (ii) damage to property; or (iii) theft or loss of property; and (iv) other losses, liabilities, damages or costs resulting from, in whole or part, any acts, omissions or other conduct of the Agency or any other person or entity employed directly or indirectly by the Agency in connection with the Program and their respective agents, officers or employees, including but not limited to claims for copyright, trademark, software license or patent infringement or other intellectual property rights, libel, slander, defamation or invasion of privacy, whether brought or made by any Attendee or Invitee or otherwise.

C. District Indemnification of Agency. District agrees to indemnify, defend and hold harmless Agency, its directors, agents, officers and employees, against actions, claims, or demands for injury, death, loss or damages, by anyone whomsoever, regardless of fault or cause, (except to the extent that such injury, death, loss, or damage was due to the negligent or willful acts or omissions of Agency, its directors, agents, officers or employees), whenever such injury, death, loss or damage is a consequence of, or arises out of, the use or operation of the Campus by District or any other persons or parties authorized by District to use the Campus, other than Agency, its Attendees or Invitees.

7. Termination.

A. Termination for Cause. During the term of this Agreement, this Agreement may be terminated by either Party for cause or other legal justification based upon breach of a material term of this Agreement. Notwithstanding the foregoing, neither Party shall terminate on any ground permitted under this Agreement unless the breaching Party is first given written notice specifically describing the term(s) that have been breached, and such Party has not cured the material breach (a) on or before the fifth (5th) day after the date of receipt of the written notice, or (b) if the breach occurs on or before the fifth (5th) day after the start date of the Program, within twenty-four (24) hours of receipt of the written notice.

THE NON-BREACHING PARTY'S SOLE REMEDY AGAINST THE BREACHING PARTY SHALL BE LIMITED TO PROVEN DIRECT, ACTUAL DAMAGES. IN NO EVENT SHALL EITHER PARTY BE LIABLE FOR ANY INDIRECT, INCIDENTAL, RELIANCE, SPECIAL, CONSEQUENTIAL OR PUNITIVE DAMAGES ARISING OUT OF ITS PERFORMANCE OR NON-PERFORMANCE UNDER THIS AGREEMENT OR FOR ANY OTHER REASON, WHETHER OR NOT SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

B. Termination for Convenience. This Agreement may be terminated by either Party without cause no less than forty-five (45) days prior to the beginning of the program. In event of termination, Agencies agree to reimburse District for costs incurred.

8. General Contract Terms and Conditions.

1. Governing Law. This Agreement is entered into and shall be subject to, interpreted, enforced and governed by the laws of the State of California.
2. Relationship of the Parties. Nothing in this Agreement, its provisions or the transactions, obligations and relationships contemplated hereby shall, in and of itself, constitute either party to this Agreement as the agent, employee or legal representative of the other party hereto for any purpose whatsoever, nor shall any party to this Agreement hold itself out as such. This Agreement does not create and shall not be deemed to create a relationship of partners, joint venturers, associates or principal and agent between the Parties hereto.
3. No Personal Liability. It is expressly understood and agreed that no personal liability whatsoever attaches to any member of the Board of Trustees of the District, or any of the officers or employees thereof by virtue of this Agreement.
4. Integrated Agreement. No alteration or variation of the terms of this Agreement shall be valid unless made in writing and signed by the parties hereto and no other understanding or agreement not incorporated herein shall be binding on either of the Parties hereto.
5. Time is of the Essence. Time is of the essence in the performance of the obligations under this Agreement.
6. Confidentiality. The Agencies understand that the District's non-solicitation policy prohibits promotion or solicitation of product or services during the Program.
7. Copyright Infringement. The Agencies warrant that items that are used or distributed during the training are original work or no portion of these items violates copyright protection or similar right of any third party.
8. Compliance with Laws and Regulations. Agencies at their own expense shall comply with all laws, rules and regulations of competent public authority relation to its duties, obligations and performances under this contract, and shall procure all licenses and pay all fees and other charges required thereby.
9. No Discrimination. Agencies agree that they will not discriminate in the selection of any student to receive instruction pursuant to this Agreement because of race, creed, color, national origin, sex, sexual orientation, or age. In the event of Agency's noncompliance with this section, this Agreement may be canceled, terminated or suspended, in whole or part, by the District.
10. Representations and Warranties. Each of the Parties to this Agreement represents and warrants that such Party has the full right, power, legal capacity and authority to enter into this Agreement and perform such Party's respective obligations hereunder, and that such obligations shall be binding upon such Party without the requirement of the approval or consent of any other person or entity.

11. Notices. Any notice required to be provided by the Agreement shall be in writing and shall be deemed given and served upon delivery if delivered personally, or three (3) days after depositing in the United States mail, postage pre-paid, addressed to:

District: Citrus Community College
1000 W. Foothill Boulevard
Glendora, CA 91741
Carol R. Horton, Vice President
Finance and Administrative Services

Agencies: Maintenance Superintendents' Association
Robert Moungey, President
Los Angeles – Orange Area Chapter
13802 Newhope Street
Garden Grove, CA 92843

California Urban Forests Council
Nancy Hughes, President
P. O. Box 823
Novato, CA 94948

12. Headings. Headings contained in this Agreement are for reference purposes only, and are in no way intended to describe, interpret, define or limit the scope, extent or intent of this Agreement or any provision hereof.

IN WITNESS WHEREOF, Agency and District have caused this Agreement to be executed by their duly authorized officers as of the dates indicated below.

MSA LA-Orange Area Chapter
13802 Newhope Street
Garden Grove, CA 92843

California Urban Forests Council
PO Box 823
Novato, CA 94948

Citrus Community College District
1000 West Foothill Blvd
Glendora, CA 91741

SIGNED: _____ SIGNED: _____ SIGNED: _____
Robert Moungey Nancy J. Hughes Carol R. Horton, Vice President
President President Finance and Administrative Svcs

DATE: _____ DATE: _____ DATE: _____

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	March 16, 2010	Resolution	
SUBJECT:	Coop Agreement with University of La Verne (ULV)	Enclosure(s)	X

BACKGROUND

Citrus College is the cooperative partner for the ULV CCCRA STEM grant. Funds designated from ULV to Citrus College were \$570,546 for Year 1 (October 2008-September 2009) and \$396,255 for Year 2 (October 2009-September 2010). This cooperative Performance Agreement was approved by this Board of Trustees at their March 17, 2009.

ULV has requested a revision of Year 1 only funds, from \$570,546 to \$370,546 (see attached letter from ULV). As of March 1, 2010, Citrus has expended approximately \$200,000 of Year 1 funds and zero of Year 2 funds. Approval of the ULV request would provide approximately \$170,546 remaining funds from Year 1, and \$396,255 from Year 2. This amount better reflects anticipated expenditures that meet grant objectives.

The attached original Performance Agreement does not need to be changed because the amount to reimburse Citrus College is listed as “not to exceed” (see number 3).

This item was prepared by Sylvia Smythe, STEM Project Director; Director of College Success

RECOMMENDATION

Authorization is requested to approve the request from University of La Verne to adjust the STEM grant Year 1 allocation to Citrus College from \$570,546 to \$370,546.

Irene Malmgren
Recommended by

Moved	/	Seconded
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Approved for Submittal

Aye Nay Abstained

Item No. H.4.

The University of La Verne (La Verne)
Performance Agreement
Agreement Number OSR 2008-101

This Agreement is entered into by and between the University of La Verne, (hereafter referred to as La Verne), and Citrus College (hereafter referred to as Citrus). This agreement is for the performance of a portion of the work originally awarded to the University of La Verne from the U.S. Department of Education, under the direction of the Project Director. The parties agree to the following terms and conditions:

1. STATEMENT OF WORK: Citrus shall exercise its best efforts to carry out the program objectives, tasks and methods indicated in Exhibit A as part of this agreement. Citrus may deviate from the outlined program only when it is mutually agreed upon and consistent, for the objectives of the project.

2. PERIOD OF PERFORMANCE: The period of performance shall be from October 1, 2008 to September 30, 2010. These dates are subject to the U.S. Department of Education's continued support of La Verne.

3. PAYMENTS: La Verne will reimburse Citrus' actual costs for the performance of work under this agreement in the amount not to exceed \$966,801 over two years, which is based on the budget incorporated into this agreement in Exhibit A. This amount is subject to change, should the U.S. Department of Education not fund the second year of the project (October 1, 2009 to September 30, 2010).

4. INVOICES: La Verne will reimburse Citrus upon receipt of duly submitted monetary invoices. The invoices shall identify expenditures by major budget categories (i.e., salaries, fringe benefits, equipment, travel, supplies, etc.) as provided in Exhibit A, and shall show current request and cumulative expenses. Invoices must include the following certification signed by a designated official of Citrus:

"I certify that this request represents actual costs incurred during the invoice period and that these costs are appropriate and in accordance with this agreement, Citrus further certifies that payment made by La Verne under this agreement shall not duplicate reimbursement of costs and services which are received from other sources."

The final invoice shall be clearly marked "FINAL" and will be submitted to La Verne within 45 days after termination of this agreement. If applicable, the final invoice shall show Citrus College's cost share amounts. Final invoices received after forty-five days following the termination or end date of this agreement shall be honored at the discretion of La Verne, unless another date for submission is agreed upon in advance by La Verne and Citrus.

Invoices shall be dated, numbered, and referenced with the La Verne Agreement Number OSR 2008-101 and Title V STEM Grant Award Number P031C080019 and be mailed to:

Jay Jones, Ph.D., Program Director, University of La Verne, Biology Dept., 1950 Third Street, La Verne, CA 91750.

La Verne reserves the right to withhold payment of Citrus College invoices until acceptance of all services, reports, and or supplies called for in this agreement.

5. PROJECT MANAGEMENT:

La Verne's project director is responsible for the overall conduct of the project. The project director is responsible for program and technical monitoring and guidance. The University of La Verne's project director is responsible for Citrus' portion of the project; therefore, Citrus' project director shall not be permitted any substantive changes without a prior written request to Dr. Jay Jones, and his subsequent written approval.

For Programmatic or Technical Matters:

Jay Jones, Ph.D., STEM Program Director, University of La Verne, Biology Dept., 1950 Third Street La Verne, CA 91750, Phone: (909) 593-3511 x4040, or email at: jonesj@ulv.edu.

For Business Matters:

- For La Verne Sponsored Research: Alfred Clark, Ph.D., Associate Vice President, (909) 593-3511, ext. 4240, or via email at: clarka@ulv.edu
- **For Accounting questions:** Vivian Chu, (909) 593-3511, ext, 4118, or via email at: vchu@ulv.edu
- **For Citrus College:** Sylvia Smythe, STEM Project Director, Citrus College, 1000 W. Foothill, Glendora, CA 91741

6. KEY PERSONNEL: Project activities for Citrus shall be under the direction of Sylvia Smythe, Project Director. Citrus shall notify La Verne in writing of any proposed changes of the Project Director. Any successor proposed by Citrus to replace Sylvia Smythe, Project Director, must have prior written approval of La Verne.

7. REPORTS: Citrus College shall furnish La Verne with program or technical progress reports as required by La Verne's Project Director, and the U.S. Department of Education. At a minimum, the following reports are required:

Interim Performance Report shall be due in late spring, date to be determined.

Annual Program Technical Report shall be submitted 12 months after "begin date."

A Final Program Technical report shall be submitted to La Verne within 45 days of the "project end date", or within 45 days of the termination date, whichever comes first. Reports are to be submitted to:

Jay Jones, Ph.D., STEM Program Director, University of La Verne, Biology Dept., 1950 Third Street, La Verne, CA, 91750.

8. EQUIPMENT ACCOUNTABILITY AND DISPOSITION: For the purposes of this agreement, equipment is defined as non-expendable, tangible property having a useful life of more than one year, and an acquisition cost that equals or exceeds the lesser of the capitalization level established by Citrus for financial statement purposes, or \$5,000. Title to equipment purchased under this agreement vests with Citrus, subject to the provisions of La Verne's Title V award and OMB Circular A-110 Subpart C, Sections .30 through .37 entitled Property Standards.

9. ACCOUNTING RECORDS AND PROGRAM:

9.1 *Accounts and Records.* The accounting for funds awarded under this agreement will be in accordance with the generally accepted accounting principles consistently applied and in accordance with federal cost principals, and Office of Management and Budget circulars, as applicable to Citrus. Citrus shall maintain records to support identifiable charges to the project. Obligations, commitments, encumbrances, or expenditures must be made within the period of the performance as stated in Article 2 of this agreement.

9.2 *Examination of Records.* Citrus agrees that the Controller general of the United States, his duly authorized representatives, or La Verne shall, until the expiration of the three (3) years after final payment under this agreement, have access to and right to examine any directly pertinent books, documents, papers, and records of Citrus' involving transactions related to this agreement. It is understood that, unless agreed to in writing by Citrus, such examination shall be made during Citrus' regularly established business hours.

10. AUDIT:

10.1.1 Citrus agrees to comply with the requirements of OMB Circular A-133. Citrus further agrees to provide La Verne with copies of and independent auditor's reports that report material instances of noncompliance with federal laws, and regulations that bear directly on the performance or administration of this agreement. In cases of such noncompliance, Citrus will provide copies of the complete reporting package as described in section 305© of OMB Circular A-133. Citrus shall cooperate with La Verne in resolving questions La Verne may have concerning the auditors' reports and plan for corrective action.

10.1.2 If Citrus is not subject to the audit requirements of OMB Circular A-133, Citrus agrees that all records pertaining to this agreement will be made available for review or audit by appropriate La Verne representatives.

11. ASSIGNMENT: Citrus shall not assign, transfer, or subcontract its interest or obligations under this agreement without the written consent of La Verne.

12. AMENDMENT: This agreement can only be amended by joint written agreement signed by the authorized representative. No modification will be binding until signed by both parties. The authorized representatives are the signatories noted at the end of this Performance Agreement.

13. ADDITIONAL PROVISIONS: This agreement is made as a result of the U.S. Department of

Education grant awarded cooperatively to La Verne and Citrus. The general provisions of the grant are those covered by the U.S. Department of Education's policies, regulations, etc., that are referenced in this agreement. Citrus agrees to abide by these provisions, including appropriate administrative and cost guidelines. Unless otherwise noted, La Verne shall follow the provisions set forth in OMB Circulars A-21, and -133; plus, the post-award requirements set out in the Education Department General Administrative Regulations (EDGAR), Part 74, Subpart C (Circ. A-110), which can be found at:

<http://www.ed.gov/policy/fund/reg/edgarReg/edlite-part74>

Where approval is required from the U.S. Department of Education, such approval will be sought by La Verne. Citrus certifies by signing this document that the following certifications and assurances that apply to La Verne's prime award are met.

13.1 **Civil Rights.** Compliance with Title VI of the Civil Rights Act of 1964.

13.2 **Handicapped Individuals.** Compliance with Section 504 of the Rehabilitation Act of 1973 as amended.

13.3 **Sex Discrimination.** Compliance with Section 901 of the Title IX of the Education Amendments of 1972 as amended.

13.4 **Age Discrimination.** Compliance with the Age Discrimination Act of 1975 as amended.

13.5 **Patents, Licenses, and Inventions.** Compliance with the Standard Patent Rights clauses as specified in 37 CFR, Part 401.14 and/or 35 U.S.C. 203, whichever is appropriate and applicable.

13.6 **Human Subjects.** Compliance with the requirements of the federal policy concerning the safeguarding of the rights and welfare of human subjects who are involved in activities supported by federal funds.

13.7 **Use of Animals.** Compliance with applicable portions of the Animal Welfare Act (PL 89544 as amended).

13.8 **Debarment and Suspension.** Citrus specifically certifies that it is not debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from participation in this agreement by any Federal department of agency.

13.9 **Non-Delinquency on Federal Debt.** Citrus specifically certifies that neither it nor any person to be paid from funds under this agreement is delinquent in repaying any Federal debit as defined by OMB Circular A-129.

13.10 **Restrictions on Lobbying.** Compliance with PL 101-121, Title 31, Section 1352, which prohibits the use of Federal appropriate funds for lobbying on connection with this particular agreement.

13.11 ***Affirmative Action for disabled Veterans and Veterans of the Vietnam era Compliance with Public Laws 92-540 and 93-508, Executive Order 11701, and the regulations of the Secretary of Labor (41 CFR Part 60-250) in promoting employment opportunities for disabled and Vietnam veterans.***

13.12 ***Conflict of Interest.*** Compliance with (only required under NIH or NSF awards) requirement to maintain a written standard of conduct and comply with 42 CFR Part 50, Subpart F.

13.13 ***Misconduct in Science.*** Compliance (only required under NIH or NSF awards) with 42 CFR Part 50, Subpart A, and Final Rule as published at 54 CFR 32446, August 8, 1989.

15. RECORD RETENTION: Financial records, supporting documents and other records pertaining to this agreement shall be maintained and retained by Citrus for a period of three years from the termination date of this agreement.

16. PUBLICATIONS: Citrus agrees that all publications that result from work under this agreement will acknowledge that the project was supported by Title V under a grant from the U.S. Department of Education.

17. TERMINATION: La Verne may terminate this agreement upon thirty (30) days written notice to Citrus. Citrus will be reimbursed for its costs to the date of termination and non-cancelable obligations properly incurred prior to the date of termination, provided, however, that such costs shall not exceed the amount allowed under this agreement, and that a report of progress to date of termination has been submitted to La Verne.

18. GENERAL PROVISIONS AND CERTIFICATIONS: All terms and conditions set forth in the Education Department General Administrative Regulations (EDGAR) policies shall apply to this agreement and are incorporated herein by reference. In addition Citrus College certifies that:

1. It is not delinquent on the repayment of any federal debt
2. It is presently not debarred, suspended, proposed for debarment, declared ineligible, nor voluntarily excluded from covered transactions by any federal department or agency
3. It is in compliance with the Drug-Free Work Place Act of 1988
4. It is in compliance with Public Law 101-122, Section 1352 which covers restrictions regarding lobbying
5. It has filed the assurances required under PHS final rule entitled "Responsibilities of Awardees and Applicant Institution for Dealing with and Reporting Possible Misconduct in Science"
6. It is in compliance with the federal financial disclosure requirements (PHSINSF only)

19. INDEMNIFICATION:

19.1 The La Verne shall defend, indemnify and hold Citrus harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of La Verne, its officers, agents, employees or students.

19.2 Citrus shall defend, indemnify and hold La Verne harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the Citrus, its officers agents, or employees or students.

19.3 Obligations pursuant to Section 19 shall survive termination or expiration of the Agreement.

20. INSURANCE REQUIREMENTS:

20.1 La Verne and Citrus shall procure and maintain insurance coverage appropriate for their business activities, including liability coverage.

20.2 Citrus, at its sole cost and expense, shall insure the activities of students while on campus in connection with this Agreement by obtaining, keeping in force and maintaining: (1) General liability insurance with limits of at least One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) in the aggregate; (2) Workers compensation coverage that will extend to any injury or illness any study may experience while participating in training at La Verne; (3) Educator Legal Liability Five Million Dollars (\$5,000,000) limit and Professional Liability One Million Dollars (\$1,000,000) and Two Million Dollars (\$2,000,000) in the aggregate; and (4) Such other insurance in such amounts which from time to time may be reasonably required by the mutual consent of the parties against other insurable risks. The coverage referred to in this section shall be endorsed to include La Verne as an additional insured. Upon signing this Agreement, Citrus shall furnish La Verne with Certificates of Insurance evidencing coverage; these Certificates will provide for thirty (30) days' advance written notice to La Verne of any modification, change or cancellation of any of the above insurance coverage.

21. CHANGES: This agreement constitutes the entire agreement between the parties regarding the subject matter herein. Any modification to this agreement shall be made in writing and must be signed by the authorized representatives of both parties.

University of La Verne

_____	signed	_____
_____	printed	_____
_____	title	_____
_____	date	_____

Citrus College

_____	signed	<u>Carol Horton</u>
_____	printed	_____
_____	title	<u>Vice President,</u> <u>Finance/Administrative Services</u>
_____	date	<u>March 3, 2009</u>

Attachment: Exhibit A (Title V HSI Grant proposal)

Draft 6b—2/6/09 (bdh)

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

March 2, 2010

The Board of Trustees of the Citrus Community College District met for the Regular Meeting on Tuesday, March 2, 2010, in the Administration Building Board Room.

Board President Woods called the meeting to order at 4:15 p.m. Board President Woods led the Pledge of Allegiance to the Flag.

TRUSTEE ROLL CALL – Present: Susan M. Keith, Joanne Montgomery, Edward C. Ortell, Patricia Rasmussen, Gary L. Woods, and 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; Steve Siegel, CSEA President; and Christine Link, Recording Secretary.

ADMINISTRATORS AND EMPLOYEES SIGNING THE VOLUNTARY SIGN-IN SHEET:

Management Team: Paula Green, Lan Hao, Sylvia Smythe, and Edward Trickey

Faculty: Jack Call

Supervisors/Confidential: Leigh Buchwald, Eric Magallon, and Adrienne Thompson

Classified Employees: Stacy Armstrong

Adjunct Faculty: None

Students: None

VISITORS: None

Geraldine M. Perri, Superintendent/President, reported that the Chancellor of the California Community Colleges, Jack Scott, held a press conference last week and announced that after five years of enrollment growth, enrollment projections for 2009-2010 indicate a decrease of nearly 1 percent or 21,000 students. This enrollment

forecast parallels historical data that shows community colleges suffer enrollment declines and loss of student access when funding is decreased. Chancellor Scott stressed that enrollment is not dropping due to a lack of demand, but rather to the decrease in class offerings. He noted that last year nearly 3 million students enrolled in the California Community Colleges system.

Dr. Perri said the college has received a letter from CSU Fullerton advising us of their enrollment management plan. The CSU system has declared statewide impaction, and CSU Fullerton has received 20,000 applications for an estimated 3,500 upper division transfer slots.” Their plan to address this problem is to permit students from Orange County community colleges who meet CSU transfer requirements to enroll with a 2.0 GPA, while those from community colleges outside Orange County must have an elevated GPA of 3.8. Dr. Perri has e-mailed SanFACC President, Dr. John Nixon, to ask that a letter be sent to CSU Fullerton, CSU Chancellor Charles Reed, Chancellor Scott, and CCLC President Scott Lay, to call their attention to this situation. Board President Woods called into question the legality of CSU Fullerton’s decision to base their enrollment decisions on region rather than GPA. Trustee Keith said this practice could affect which community colleges students choose to attend. Dr. Perri remarked that the CSU system may be set up regionally, but it is funded statewide. Dr. Perri will continue to keep the board informed on the matter.

Dr. Perri was pleased to announce that our Cosmetology Program has received national recognition by being selected to the President’s Higher Education Community Service Honor Roll. Cosmetology students, faculty, and staff were recognized for their participation in the Foothill Unity Center’s Back-to-School event; the Fred Jordan Mission’s Back-to-School and Mother’s Day events; and last October’s “A Night of Mystical Dreams” hair show that benefited breast cancer. Dr. Perri said this is an outstanding recognition. She thanked the faculty, staff, and students in the Cosmetology Program. She also thanked Mr. Jim Lancaster, Dean of Career, Technical and Continuing Education; and Ms. Gus Brooks, Director of Cosmetology; for their leadership and service orientation.

Dr. Perri said the college is pleased to be the host site for the celebration of the sign unveiling ceremony for the Azusa-Citrus Station of the Metro Gold Line. The event will take place on March 5, 2010.

Irene Malmgren, Vice President of Academic Affairs, reported that our enrollment is at 106 percent. She added, “Our classes are full and that is exciting.”

Ms. Malmgren said the instructional deans are currently working on developing an entire year of class offerings. Dr. Perri commented that we are currently over the state workload level. Trustee Rasmussen expressed concern about the number of students we are turning away. She said there are undoubtedly many students who wish to attend, but cannot find classes. Trustee Montgomery thanked the faculty for being so positive and stepping up during these difficult financial times.

Ms. Malmgren said STEM activities are up and running for spring. The STEM Guest Speaker Series has resumed and will present, "The Best Job in America," which highlights careers in the actuary profession.

Citrus College has been awarded a grant from the Mathematical Association of America. The TENSOR—MAA grant will provide \$6,000 for a program entitled, "Support and Inspire Mentoring Program for Women in Mathematics at Citrus College." Ms. Lucia Riderer, Mathematics instructor, wrote and submitted the grant. Ms. Malmgren said this grant is one of the first grants we have received that was initiated by a faculty member. The grant is designed to provide female students with a support network as they make the transition to upper level mathematics courses.

Ms. Malmgren said Citrus College set up a DNA extraction booth for La Fetra Elementary School students at their recent science fair. Ninety-eight students performed the last two steps in the procedure to extract DNA from strawberries and took a vial of the DNA home with them.

Our Men's Basketball team continues in the state championship playoffs and will play Cuesta College on March 6, 2010. Ms. Malmgren said the entire college is rooting them on.

Jeanne Hamilton, Vice President of Student Services, reported that the annual high school counselor breakfast was very well coordinated and well attended. The high school counselors in attendance received information from Citrus College representatives from admissions, counseling, basic skills, honors, outreach, athletics, and financial aid. Dr. Hamilton thanked Ms. Claudia Castillo, Counselor, for coordinating the event, and ASO, Student Life, and the Owl Bookstore for their contributions.

The UMOJA Program had a successful kickoff on February 24, 2010. Approximately 15 students and several faculty members participated. Dr. Hamilton thanked Ms. Monica Peters, assistant Women's Basketball Coach; and Mr. Dominic Jacquet, Educational Advisor; for coordinating the event.

Dr. Hamilton reported that she and Dr. Perri participated in an ASCC retreat, where they discussed the role of students in shared governance.

Carol R. Horton, Vice President of Finance and Administrative Services, reported that on February 25, 2010, the Legislative Analyst's Office (LAO) released its analysis of the education proposals contained in the Governor's 2010-2011 budget. This annual report is significant in that it provides a starting point for legislative deliberations on the state budget. The LAO recommends that the Legislature consider suspending Proposition 98. Regarding community colleges, the LAO recommends that student fees be raised to \$40 per credit unit to fund the 2.2 percent growth proposed in the budget. The LAO also recommends a rejection of the negative COLA and cuts to EOPS and part-time faculty compensation, as well as a reduction to \$48 million for SB 70 CTE

rather than the \$68 million proposed by the Governor. In addition, the LAO recommends increased flexibility by suspending the full-time faculty obligation; the 50 percent law; and limitations on contracting out for non-instructional activities. The LAO recommends additional flexibility in categorical programs. Mrs. Horton said there is already so much flexibility; colleges cannot budget accurately, as there are no guarantees.

Mrs. Horton said a bill in the Legislature, AB X8 5, will defer our March apportionment from the state until May 1st. She added that we continue to monitor our cash flow on a monthly basis, and we have not had to borrow from the county.

Jack Call, Academic Senate President, said the first Academic Senate meeting of the spring semester would take place on March 10, 2010. They will receive a report from Ms. Roberta Eisel, Accreditation Co-Chair, on the reaffirmation of our accreditation and the follow-up reports that need to be done.

The Department Chairs Task Force will issue a report of their findings by the end of this week. At their last meeting, they worked to fill in the details of the duties that would be performed by a chair in any department, while leaving it open to individual departments to define department-specific duties. The duties fall under the headings of ensuring academic quality; participating in oversight of adjunct faculty, including hiring, evaluations, and mentoring; fostering collegiality; and facilitating student success.

Karine Ponce, Student Trustee, said the recent ASCC meeting was very productive. They approved three new board members who will be an asset to ASCC this semester. They are also planning some excellent spring events, such as a St. Patrick's Day event; the Cesar Chavez blood drive; Social Justice Week; and V-day, which is an event Ms. Ponce is planning, for the support and empowerment of women. Ms. Ponce also thanked Trustee Keith for attending the ASCC meeting, saying the students greatly appreciated the information she contributed.

Several ASCC representatives will be flying to Sacramento to participate in the "March in March" rally on March 22, 2010, against budget cuts.

Edward C. Ortell, Member, Board of Trustees, said that, in light of the recent natural disasters around the world, he would like to thank all of the individuals who participated in last year's emergency preparedness training.

Joanne Montgomery, Clerk/Secretary, Board of Trustees, said she attended the LVN graduation and it was a wonderful event. She had the opportunity to speak to many students and their family members. They were all very complimentary regarding their experience at Citrus College.

Susan M. Keith, Member, Board of Trustees, reported that she was very impressed with the ASCC meeting she attended. She has volunteered to serve as an advisor during their trip to Sacramento for "March in March."

Trustee Keith also complimented the students, faculty, and staff who were involved in the production of *Hello Dolly*. She noted the spontaneous standing ovation that the cast received.

Board President Woods attended the Men's Basketball game on February 27, 2010. Although the Owls were behind at the beginning of the game, they caught up by half time. Trustee Woods said it was a very exciting and interesting game, with Citrus College winning 81-65 over Santa Ana College. Dr. Woods added, "Congratulations to our Fighting Owls."

MINUTES

Item 1: Moved by Trustee Rasmussen and seconded by Trustee Montgomery to approve the regular meeting minutes of February 16, 2010. 5 Yes.

INFORMATION AND DISCUSSION

Student Services Administrative Procedures – Jeanne Hamilton, Vice President of Student Services

Administrative Procedure 5075 Course Adds and Drops – Jeanne Hamilton, Vice President of Student Services

Dr. Hamilton noted several administrative procedures for Student Services that were part of the agenda for information only.

INDEPENDENT CONTRACTORS

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

FACILITY USE

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

SURPLUS PROPERTY

Item 4: Moved by Trustee Keith and seconded by Trustee Rasmussen to dispose of the enclosed list of surplus items by exchange for value, private sale, sale at public auction by The Liquidation Company or donation to another public entity. 5 Yes.

PERSONNEL RECOMMENDATIONS

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

BUDGET – WARRANTS – FINANCIAL STATEMENT, ETC.

Item 8: Moved by Trustee Montgomery and seconded by Trustee Keith to approve the attached budget revisions for funds 01.0, 01.3 and 33.0 for the fiscal year 2009-2010. 5 Yes.

EMPLOYMENT – FACULTY

Item 9: Moved by Trustee Keith and seconded by Trustee Montgomery to approve the Reduced Work Load Agreement between the Citrus Community College District and Ms. Marilyn Eng a full-time counselor, commencing July 1, 2010, and ending on June 30, 2011. The agreement decreases Ms. Eng's counseling load by 25% and specifies additional conditions on the status of her employment. The agreement complies with the eligibility requirements of the State Teachers' Retirement System, the California Education Code, and the notification requirements of the Los Angeles County Office of Education. 5 Yes.

Item 10: Moved by Trustee Rasmussen and seconded by Trustee Montgomery to approve the employment of Mr. Alvin Cao as a temporary, one semester, full-time, non-tenure track instructor in the Health Sciences Department beginning on February 16, 2010, and ending on June 12, 2010, at a salary placement of Class 1, Step 2 on the Full-Time Faculty Salary Schedule (pending verification of qualifications and experience) totaling \$25,359.00 annually (pro rated) plus \$10,521.58 in health and statutory benefits. 5 Yes.

Item 11: Moved by Trustee Keith and seconded by Trustee Ortell to approve the employment of Ms. Angela Clark as a temporary, one semester, full-time, non-tenure track instructor in the Health Sciences Department beginning on February 16, 2010, and ending on June 12, 2010, at a salary placement of Class 2, Step 5 on the Full-Time Faculty Salary Schedule (pending verification of qualifications and experience) totaling \$29,448.00 annually (pro rated) plus \$11,012.26 in health and statutory benefits. 5 Yes.

- Item 12:** Moved by Trustee Rasmussen and seconded by Trustee Montgomery to approve the employment of Ms. Stephanie Dingwall as a temporary, one semester, full-time, non-tenure track instructor in the Biological Sciences Department beginning on February 16, 2010, and ending on June 12, 2010, at a salary placement of Class 1, Step 2 on the Full-Time Faculty Salary Schedule (pending verification of qualifications and experience) totaling \$25,359.00 annually (pro rated) plus \$10,521.58 in health and statutory benefits. 5 Yes.

CLOSED SESSION: At 5:00 p.m., Board President Woods adjourned the meeting to closed session per the following sections of the Government Code:

Per Section 54954.5(f) and 54957.6: CONFERENCE WITH LABOR NEGOTIATOR, ROBERT SAMMIS, DISTRICT CHIEF NEGOTIATOR — Employee Organization(s): Citrus College Adjunct Faculty Federation, (CCAFF) Local 6352 of the American Federation of Teachers; Citrus College Faculty Association/CTA/NEA (CCFA).

Per Section 54954.5(e) and 54957 PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

Per Section 54956.9: CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION AND CONFERENCE WITH LEGAL COUNSEL- ANTICIPATED LITIGATION

RECONVENE OPEN SESSION: At 5:39 p.m., Board President Woods reconvened the meeting to open session with no action taken.

ADJOURNMENT: At 5:40 p.m., it was moved by Trustee Keith and seconded by Trustee Ortell to adjourn the meeting.

Date

Joanne Montgomery
Clerk/Secretary
Board of Trustees

For the supplemental documents as presented in this meeting, go to:
<http://www.citruscollege.edu/admin/bot/Documents/Board%20Meeting%20Agendas>