

CITRUS COMMUNITY COLLEGE DISTRICT

AGENDA OF REGULAR MEETING OF THE BOARD OF TRUSTEES

MEETING: Regular Meeting in April

DATE: Tuesday, April 6, 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 16, 2010**

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

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

G. INFORMATION AND DISCUSSION

1. Educational Programs Committee Administrative Procedures – Irene Malmgren, Vice President of Academic Affairs (Page 4)
2. Counseling and Advisement Center Program Review – Jeanne Hamilton, Vice President of Student Services (Page 12)
3. Program Review – Natural History 2009-2010 – Irene Malmgren, Vice President of Academic Affairs (Page 48)
4. Purchasing, Warehouse, Transportation, and Risk Management Departments Program Review – Carol R. Horton, Vice President of Finance and Administrative Services (Page 73)

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	Board of Trustees	Action	_____
DATE	April 6, 2010	Resolution	_____
SUBJECT:	Educational Programs Committee Administrative Procedures	Information	_____ X
		Enclosure(s)	_____ X

BACKGROUND

The majority of the 4000-series of the Educational Programs Committee Board Policies went through the prescribed revision process and were adopted by the Board by the end of 2009.

The attached Administrative Procedures are now being submitted as information items. All of the Board Policies related to the following Administrative Procedures have been Board approved.

AP4025 Philosophy/Criteria for Degree & Gen Ed. (BP 4025 adopted 7/21/09); AP4026 Philosophy/Criteria for International Ed. (BP 4025 adopted 7/21/09); AP4500 News Media (no related BP); AP4550 Recording and Broadcasting (no related BP); AP4610 Instructional Service Agreements (no related BP).

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

RECOMMENDATION

No action necessary; information only.

Irene Malmgren
Recommended by

/_____
Moved Seconded

Approved for Submittal

Aye __ Nay __ Abstained __

Item No. G.1.

CITRUS COMMUNITY COLLEGE DISTRICT ACADEMIC AFFAIRS

AP 4025 PHILOSOPHY AND CRITERIA FOR ASSOCIATE DEGREE & GENERAL EDUCATION

References:

Title 5 Sections 55061
Accreditation Standard II.A.3

General Education

Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College-educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, General Education should lead to better self-understanding.

The graduation requirements for Associate Degrees are set forth in AP 4100. The college's General Education Requirements are as follows:

General Education Requirement

Completion of twenty-two units of general education distributed according to the following pattern:

- a. **Natural Sciences:** One or two courses, four units minimum, including one laboratory course OR one course from Biological Science and One course from Physical Science.

Courses in the natural sciences examine the physical universe, its life forms, and its natural phenomena. They assist in developing an appreciation and understanding of the scientific method and encourage an understanding of the relationships between science and other human activities.

This category includes introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, physics, physical geography, physical anthropology, and other scientific disciplines.

- b. **Social and Behavioral Sciences:** Two courses, six units minimum including one course from History and Political Science and one course from Behavioral Science.

Courses in the social and behavioral sciences focus on people as members of society. They assist in developing an awareness of the

methods of inquiry used by the social and behavioral sciences. Critical thinking is stimulated about the ways people act and have acted in response to their societies, and appreciation is developed of how societies and social groups operate.

This category includes introductory or integrative survey courses in cultural anthropology, economics, history, political science, psychology, sociology, cultural geography, and related disciplines.

- c. **Arts and Humanities:** Two courses, six units minimum, one course from two different areas which include Fine Arts, Foreign Language, Humanities, Literature and Philosophy.

Courses in the arts and humanities study the cultural activities and artistic expressions of human beings. They assist in developing an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation, and in developing an aesthetic understanding and an ability to make value judgments. This category includes introductory or integrative courses in the arts, foreign languages, literature, philosophy and religion.

- d. **Language and Rationality:**

- Students following the mathematics competency requirement using the mathematics assessment test are required to complete two courses, six units minimum, including one course from English Composition and one course from either Mathematics or Communication and Analytical Thinking; or
- Students who have not satisfied the mathematics competency are required to complete three courses from English Composition, one Course from Mathematics and one course from Communication and Analytical Thinking.
- Courses in language and rationality develop the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses.

CITRUS COMMUNITY COLLEGE DISTRICT ADACEMIC AFFAIRS

AP 4026 PHILOSOPHY AND CRITERIA FOR INTERNATIONAL EDUCATION

Reference:

Education Code Section 66015.7

International education should encourage programs that support learning about other cultures, global issues, and the exchange of Californians and international students and scholars. For domestic students, such a program should:

- Develop courses of study in a variety of fields to increase students' understanding of global issues and cultural differences.
- Offer courses in languages other than English to train students to communicate effectively in other cultures and to enhance their understanding of other nations' values.
- Provide opportunities for students in a variety of majors to participate in study abroad programs to enrich their academic training, perspectives, and personal development.
- Provide opportunities for domestic and international students to interact effectively and routinely share their views, perceptions, and experiences in educational settings.

For international students and scholars, a program in international education should:

- Encourage the presence of qualified students from other countries with sufficient geographic diversity to inspire an appreciation for differences among cultures and a deeper understanding of the values and perspectives of other people.
- Recruit and retain faculty to educate California's students as globally competent citizens.

Office of Primary Responsibility: Academic Affairs

CITRUS COMMUNITY COLLEGE DISTRICT ACADEMIC AFFAIRS

AP 4500 NEWS MEDIA

Reference:

No references

Philosophy

College news media are any news/feature publications issued under the name of the college, funded by the District, and produced by students as an integral part of instruction in the Communications program. It may include, but is not limited to, student newspaper reporting, magazine publication, broadcast news journalism, and internet news journalism. The term "editorial" refers to all content other than advertising.

College news media, as laboratory publications of the Communications program curriculum, provide vehicles to train students for careers in mass communication. College news media also serve the entire college community by reporting the news, including college events and activities, providing a forum for comment and criticism, and encouraging free expression as guaranteed in the First Amendment to the Constitution of the United States.

College news media are valuable aids in establishing and maintaining an atmosphere of free and responsible discussion. College news media shall exercise editorial freedom in order to maintain their integrity as vehicles for free inquiry and free expression in the college community. At the same time, the editorial freedom of the college news media shall entail corollary responsibilities.

Each college newspaper or other news medium is published as a learning experience, offered under the Communications program. The editorial and advertising materials published in each news medium, including any opinions expressed, are the responsibility of the student staff. An editorial board should be formed for the news media involved. Under appropriate state and federal court decisions, these materials are free from prior restraint by virtue of the First Amendment to the United States Constitution. These procedures are adopted so as to encourage a responsible exercise of such freedom.

Office of Primary Responsibility: Academic Affairs

CITRUS COMMUNITY COLLEGE DISTRICT ACADEMIC AFFAIRS

AP 4550 RECORDING AND BROADCASTING

Except as otherwise provided in AP 3710, recording and broadcasting (television, radio, internet, still images, and digital media) of activities, performances, and events (not including lectures or presentations by an instructor) at Citrus College shall be the property of the District (with the exception of personal photographs, videos and audio recordings taken with consent, which shall belong to the individual taking the photo/video or making the audio recording).

When more than one request is made to record or broadcast activities, performances, and events, permission may be granted as deemed appropriate. All funds generated shall be deposited in the appropriate division ASO or Foundation account.

Students or their representatives may record (audio and/or video) an instructor's lecture or presentation only with the instructor's consent. Such consent grants to the student a license to use such recording for that student's personal educational improvement. Such consent does not transfer to the student any ownership rights in the material recorded. The recording may not be reproduced, sold, shared, transferred, donated, posted or broadcast by the student or the student's representative without the express written consent of the instructor.

This procedure shall be administered by the Vice President of Academic Affairs and the appropriate division office.

Office of Primary Responsibility: Academic Affairs

CITRUS COMMUNITY COLLEGE DISTRICT ACADEMIC AFFAIRS

AP 4610 INSTRUCTIONAL SERVICE AGREEMENTS

References:

Education Code Section 78015;
Title 5 Sections 51006, 53410, 55002, 55005, 55300-55302, 55600 et seq., 55805.5, 58051(c) – (g), 58051.5, 58055, 58056, 58058(b), and 58100-58110

The following criteria shall be used as a guide in preparing contracts or agreements:

- Delegation of responsibility for instructional service agreements;
- Compliance with relevant policies and procedures ;
- The responsibility of the Board of Trustees, prior to establishing a career/technical program, to conduct a job market study of the labor market area, and determine whether or not the results justify the proposed career/technical program;
- A written agreement or contract with the contractor stating the responsibilities of each party and that the college or District is responsible for the educational program conducted on site;
- The inclusion of procedures, terms and conditions relating to: 1) enrollment period; 2) student enrollment fees; 3) the number of class hours sufficient to meet the stated performance objectives; 4) supervision and evaluation of students; and 5) withdrawal of students prior to completion of a course or program.

The agreement/contract shall contain terms and conditions relating to cancellation and termination of the arrangement.

Instruction claimed for apportionment under the agreement/contract, shall be under the immediate supervision and control of an employee of the Citrus Community College District who has met the minimum qualifications for instruction.

Where the instructor is not a paid employee, the Citrus Community College District shall have a written agreement or contract with each instructor conducting instruction for which full-time employees are to be reported and stating that the District has the primary right to control and direct the instructional activities of the instructor. The District shall list the minimum qualifications for instructors teaching these courses and ensure that the qualifications are consistent with requirements in other similar courses given in the District.

All courses or programs must be held at facilities which are clearly identified as being open to the general public. Enrollment in the course must be open to any

person who has been admitted to the District and has met any applicable prerequisites. Board policy on open enrollment must be published in the District catalog, schedule of classes, and any addenda to the schedule of classes, along with a description of the course and information about whether the course is offered for credit and is transferable.

Degree and certificate programs must have been approved by the System Office and courses that make up the programs must be part of the approved programs, or the District must have received delegated authority to approve those courses locally.

The courses of instruction are specified in the agreement. The outlines of record for such courses are approved by the District's curriculum committee and the Board of Trustees, as meeting Title 5 course standards.

The District will assure that faculty teaching different sections of the same course teach in a manner consistent with the approved outline of record. The faculty covered under the agreement and students shall be held to a comparable level of rigor.

Records of student attendance and achievement shall be maintained by the District. Records will be open for review at all times by officials of the District and submitted on a schedule developed by the District.

It is agreed that both contractor and the District shall insure that ancillary and support services are provided for the students.

Citrus Community College District must certify that it does not receive full compensation for the direct education costs of the course from any public or private agency, individual or group.

The District is responsible for obtaining certification verifying that the instructional activity to be conducted will not be fully funded by other sources.

The District shall comply with the requirements of Title 5 Sections 55230-55232 concerning approval by adjoining high school or community college districts and use of non-District facilities, if classes are to be located outside the boundaries of the District.

Office of Primary Responsibility: Academic Affairs

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	Board of Trustees	Action	_____
DATE	April 6, 2010	Resolution	_____
SUBJECT:	Counseling and Advisement Center Program Review	Information	_____ X
		Enclosure(s)	_____ X

BACKGROUND

The Counseling and Advisement Center has completed the program review process for non-instructional programs based on a 6-year cycle.

The Counseling and Advisement Center program review document follows the newly adopted outline for non-instructional program review and was approved by the Steering Committee on March 8, 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.2.

Counseling & Advisement Center



Non-Instructional Program Review

FALL 2009



Counseling & Advisement Center Non-Instructional Program Review

Term: Fall 2009

Prepared by

Lucinda Over and full-time counselors listed below

Counseling & Advisement Center Review Committee Members

<u>Name:</u>	<u>Title:</u>
Claudia Castillo	Counselor, Counseling & Advisement Center
Marilyn Eng	Counselor, College Success Program
Keleigh Lanphear	Counselor, Honors Program
Alicia Longyear	Counselor, Athletic Program
Robin McBurney	Counselor, Early Alert Coordinator
Lisa Villa	Counselor, Counseling & Advisement Center
Laura M. Villegas	Counselor, Counseling & Advisement Center

NON-INSTRUCTIONAL PROGRAM REVIEW

Counseling & Advisement Center

The final summary of the program review process for the Counseling & Advisement Center is attached to this page.

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

Dr. Lucinda L. Over, Dean of Counseling Programs and Services

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.

NON INSTRUCTIONAL PROGRAM REVIEW

I. Introduction

- A. Provide a brief overview of the program, including:
The Counseling and Advisement Center supports Citrus College's mission to help students realize their full potential. Our primary objective is to provide opportunities for students to clarify their values and goals so they can make informed decisions about their educational, career/transfer, and life pursuits. We are dedicated to cultivating future leaders by providing encouragement and support towards our students achieving their goals.

1. Relationship to college mission.
The Counseling and Advisement Center aids the college mission by providing quality instruction and counseling to help students understand the educational process and empower students to compete globally. The program is dedicated to fostering a diverse educational community and supporting students to develop educational plans that support student success.
2. Program description, purpose, goals and objectives.
The goal of the Counseling and Advisement Center is to provide all Citrus College students with current information, personal support, and college study skills so that each student can achieve their stated goal(s). Section 51018 of Title #5 of the California Code of Regulations requires that each community college offer a comprehensive counseling program that includes:
 - Academic counseling and advisement to assist students in assessing, planning and implementing his or her immediate long range academic goals;
 - Transfer counseling to ensure accurate information for successful transition for transfer to four-year institutions;
 - Career counseling, assisting students in assessing his or her aptitudes abilities, and interests, and is advised concerning the current and future employment trends;
 - Personal counseling, where the student is assisted with personal, family or other social concerns;
 - Coordination with the counseling aspects of other services such as programs for students with special needs, skills testing programs, financial assistance programs, outreach to high schools, and job placement services.

In addition, statewide matriculation program standards require the college to provide:

- Admissions;
- Assessment;
- Orientation and pre-orientation services;
- Counseling which provides a Student Educational Plan for all non-exempt students;
- Counseling for students who are enrolled in basic skills/college success courses;
- Counseling for students who are undecided about a major or educational goal;
- Early Alert retention program;
- Probation counseling for individuals and groups;
- Appropriate referrals;
- Services for at risk students;
- Services for students with disabilities;

3. Number, type of staff.

#	Credit Matriculation Positions (Counseling/Advisement)	Hours Week	Funding Source	
			Credit Matric	Other
1	Dean – Over	40	25%	75%
9	Full-Time Faculty – Castillo, ****Eng, Lanphear, Longyear, McBurney, *Plug, Villa, and Villegas	30		100%
13	Part-time Adjunct Faculty – Avila, Burch, Gropp, Iott, Loaiza, and Opulencia *****9-adjuncts laid off Aug 2009	17.5		100%
3	Full-Time Educational Advisors – Chappie, Miyabe, and **Pinedo	40		100%
2	Full-Time Educational Advisors – Jacquet and Tinoco	40	100%	
1	Full-Time Educational Advisors – ***Sanchez	40	50%	50%
1	Part-Time Educational Advisors – Ho	19.5	49%	
2	Part-Time Department Aide – Leale and 1-vacancy (Mendez)	19.5		49%
2	Student Aide – Alvarez and Williams	20		100%
1	Admin Clerk I – Mullin	40		100%
1	Admin Clerk II – Cross (vacancy)	19.5		49%
1	Admin Clerk II – Erbe	19.5		49%
1	Admin Secretary II – Ryan	40		100%
1	Secretary – Gonzales	40		100%

*Plug housed in Career/Transfer Center

**Pinedo 20% Counseling and 80% EOP&S

***Sanchez 50%Credit Matriculation and 50% Career/Transfer; housed in Career/Transfer Center

****Eng housed in ED219

*****Due to budget cuts 9-adjunct counselors were laid off in August 2009

(Bregman, Briones, Gordon, Jacquet, Lee, Miyabe, Nassar, Ortiz, Ponciano, Rose)

a) Staff preparation and training.

Several levels of staff work in the Counseling & Advisement Center and each requires a different level of training. Clerical staff meet at least two times each semester to discuss updates for the office and training needs. They are invited to take part in Flex Day activities.

Counselors and advisors attend several conferences each year to stay up-to-date on transfer requirements, personal counseling, shared governance, teaching strategies, and many other topics.

Educational Advisors possess bachelor's degrees and participate in training offered each year by counselors. They attend conferences and have on the job training to stay up-to-date on changes to advisement and outreach activities. Additionally, they attend monthly counseling program and department meetings where they receive policy/procedure updates for students.

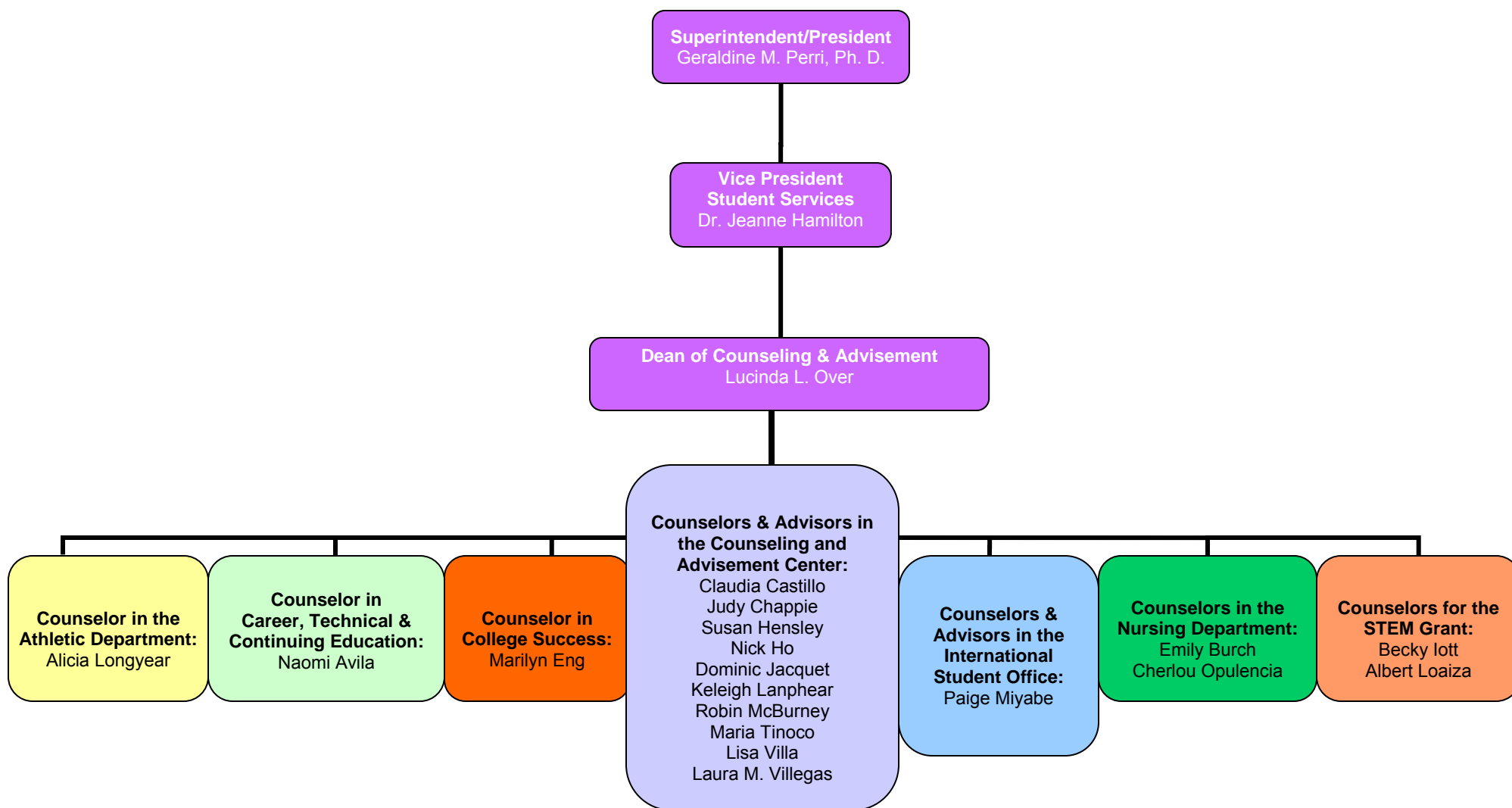
Counseling faculty must meet minimum qualifications for counselors. To stay current they attend conferences, training, and weekly meetings.

b) Faculty minimum qualifications, diversity and credentials.

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

c) Organizational chart. See chart below.

Counseling and Advisement Organizational Chart



4. Approximate number of students served annually.

Appointment Attendance & Student Contact Summary Report

Appointments Attended	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
General Counseling	10,952	10,580	11,810	11,198	10,626	11,115	13,902
Counseling Counter Questions	N/A	N/A	6,219	3,224	3,757	5,622	2,692
** Additional Student Contacts (See detailed breakdown below)	352	350	574	992	728	**12,745	**14,790
Athletics	N/A	N/A	N/A	332	968	1,285	685
International Students Office	N/A	N/A	1,102	1,491	1,533	1,939	1,785
College Success Counselor	N/A	N/A	N/A	N/A	25	721	986
*Nursing Counselor	N/A	N/A	N/A	N/A	N/A	N/A	2072
*Career, Technical, and Continuing Ed. Counselor	N/A	N/A	N/A	N/A	N/A	N/A	312
*STEM Counselors	N/A	N/A	N/A	N/A	N/A	N/A	105
Total Student Contacts (Appointments, Additional Contacts, and Counter)	11,304	10,930	19,705	17,237	17,637	33,427	37,329

* = NEW THIS YEAR

** ADDITIONAL STUDENT CONTACT DETAIL	2007-08	2008-09
Drop-in	244	91
Email	78	35
Phone	207	66
Other (not specified)	227	78
High School visits & Early Decision	961	672
Parent Night	199	201
Off Campus Testing Spring 2009 (by Susan Hensley)	-0-	308
Honors class visits	117	116
Art Portfolio	135	101
College Success/ Fall	65 (FA 07)	822 (FA 08)
Early Alert Workshop: Spring	835 (SP 08)	796 (SP 09)
Basic Skills visits: Fall	4920 (FA 07)	5485 (FA 08)
Spring	3745 (SP 08)	4705 (SP 09)
Counseling Classes: Fall	571 (FA 07)	630 (FA 08)
Spring	441 (SP 08)	684 (SP 09)
Total Additional Contacts:	12,745	14,790

5. Facilities/Location.
The Counseling and Advisement Center is located on the first floor in the Administration building. We are scheduled to move into the new Student Services Building in 2010.
6. Progress on prior program review recommendations 2002-03.
 - Increase articulation officer to 100% due to increase of workload. Complete.
 - Hire two generalist counselors-one with an emphasis on student athletes and one with online counseling responsibilities. The college hired an athletic counselor in 2005-06. Another counselor in the department is taking the lead in securing an online counseling platform.
 - One counselor with instruction assignments. The department continues to discuss this option. At present, 3 counselors in the Counseling and Advisement Center are teaching on load and working in learning communities. The College Success counselor is also teaching in the learning communities program as well as the athletic counselor.
 - One clerk typist for added support for counselors and educational advisors. The college did not hire a full-time clerk typist but did agree to hire two 49% positions.
 - Give full time counselors the option to teach at least 3 units of counseling classes as part of load. Implemented and ongoing discussion.
 - Increase appointments from 30 minutes to 45 minutes. This would provide time for quality counseling, particularly for at risk (undecided about major or goal, first generation, probation, returning from dismissal, test into basic skills/college success courses), veterans, returning, and new students. Although there is continual dialog about this option, appointments remain at 30 minutes.
 - The department needs two traditional classrooms dedicated to counseling classes. The instruction program is working with counseling to provide a room in the Life Long Learning Center for counseling courses. Classroom space for counseling courses continues to be a challenge.
 - Need more office space.
 - The present use of space for secretaries and clerical staff needs a more efficient configuration. The college provided new partitions for better space utilization. The college is building a new Student Services Building and this should alleviate the concern.
 - The student waiting area used to cause problems for students in wheel chairs and compromised confidentiality. The waiting area is now separate from the counseling offices and is working much better.
 - The department needs space on the intranet server for the use of the Counseling and Advisement Center. TeCS is making space available on the network to store counselor documents and student data.
 - Automate the Early Alert program. The Early Alert counselor is working with the Academic Senate and TeCS to use the SARS system for Early Alert Program. The pilot program is an email based system and began in 2008.
 - Update the college transcripts to a state of the art document. With the move to Banner, a new transcript is in the works. The dean of admissions and records is working with counselors, and TeCS to make improvements to the transcript. Although improvements have been made, counselors feel that there are many more improvements that need to be made.

II. Integration and Coordination with Other Programs

- A. How does this program coordinate with the other Instructional and/or Student Services programs on campus?
Many of the programs share students and referrals; for example, The Early Decision project was implemented in spring 2007, and works with instruction to promote learning communities, College Success courses, and to provide a preliminary schedule so that

students may develop an education plan. A second example of our work together is a summer workshop series called "POWER Math". POWER Math works with the instructional program to prepare students for math classes in the fall and retest and improve their placement level. Below you will find more examples of our collaboration with other programs:

- Referrals to Financial Aid, EOP&S, DSP&S, and student activities.
 - Veterans counseling/Boots to Books.
 - Collaboration with the College Success Program by providing a full-time counselor, teaching workshops, and coordination with the Testing Center.
 - Provide SEPS for DSP&S.
 - Works closely with the Career/Transfer Center to discuss probation/dismissal, career, transfer and other specialty services.
 - Counselors in the Counseling and Advisement Center assisted the Career/Transfer Center with the UC transcript review project (spring 2009).
 - Nursing orientations.
 - Advisor and counselor outreach to local high schools.
 - The department is working with all counseling programs to create an online counseling format.
 - Collaborating with TeC Services and instructional programs to implement online counseling.
 - The department provides college success visits and Early Alert workshops in cooperation with instructional programs.
 - The Counseling and Advisement Center invites instructional and student service programs to provide counseling staff development/training for educational advisors, full-time counselors, and adjunct counselors/instructors.
 - The Counseling and Advisement Center works with all counseling programs to offer a retreat. Recent topics include *Student Educational Plan Philosophies*, *Online Counseling Presentations*, and *Team Building Activities*.
 - The Counseling and Advisement Center supports the Honors Program by providing a dedicated Honors Counselor. The Honors Counselor provides counseling, classroom presentations, assists students with Honors application, attends Citrus Honors Council meetings, works with Admissions and Records to ensure Honors Program completion is reflected on transcripts, attends monthly Honors Transfer Council of California meetings, processes TAP certification forms every spring semester, and co-coordinates special events for Honors students. The Honors Counselor co-created the Honors Orientation.
 - Each counseling program assists with the annual High School Counselor Breakfast.
 - The Counseling and Advisement Center has several counselors taking the lead in learning communities. Counseling and instructional faculty participate in learning communities where academic (primarily basic skills) courses are paired with counseling courses.
 - Counselors are invited by the outreach office to participate in planning the Welcome Day event for new students.
 - A Counseling and Program Services meeting is scheduled once per month which includes updates, training items, and guest speakers.
 - The Counselor Work Group is scheduled twice a month and full-time counseling faculty participate. Topics for improvement of student services include; probation/dismissal, orientation, online counseling, student educational plans, and collaboration with instructional programs. Counselors work on academic and professional matters.
 - All programs in counseling collaborate with TeCS and Admissions and Records to implement our new ERP system, Banner.
- B. How does this program work with Research and TeCS?
- TeCS works with each categorical program to create reporting databases. The college recently converted to a new Enterprise Resource Project (ERP) system.

The new ERP system “Banner” provides more options for data reporting. TeCS is creating new reports based on requests from student service managers.

- Citrus College recently hired a researcher who is actively engaged in learning about the college and categorical programs. She recently provided input and data analysis for SLO development and measurement. The college is in the process of establishing research priorities for the position.
- The college recently upgraded the appointment scheduling and tracking system, which the TeCS staff will maintain.
- The Counseling and Advisement Center worked with the Matriculation and Assessment Committee, and the College Success Committee to purchase and implement an online orientation program (Cynosure).
- TeC Services is working with the Counseling and Advisement Center to implement online counseling.
- TeC Services works with Early Alert to support an online referral program using SARS.

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

- **Access:** Counseling programs participate in meeting the goals of the student equity plan. Advisors and counselors from the Counseling and Advisement Center are responsible for outreach. Educational Advisors visit our feeder high schools weekly. We also assist with the Umoja program, Citrus College Youth Conference, Welcome Day, CAHSEE grant activities, High School Counselor Breakfast, and Early Decision Program.
- **Course completion:** The Early Alert Coordinator is responsible for working with faculty and contacting students who demonstrate early academic difficulty. She regularly revises and reviews interventions to improve effectiveness. In addition, the college recently assigned a college success counselor to meet the needs of basic skills students in the credit programs. A goal for this program includes providing outreach to basic skills courses and recommending an educational plan for each student.
- **ESL and Basic Skills Completion:** Counselors participate in learning communities designed for freshmen who place into college success/basic skills courses. The college success/basic skills counselor is now responsible for meeting with ESL students to review placements and provide counseling to support their successful transition into college.
- **Degree and certificate completion:** Students learn about the certificate and degree programs at Citrus through many avenues including: online orientation, new student workshops, counseling courses, summer bridge program, non-credit orientation, DSP&S orientation and one-on-one appointments with a counselor or educational advisor.
- **Transfer:** The Counseling and Advisement Center works with Career/Transfer Center staff to increase transfer rates. All counselors and educational advisors are familiar with tools provided by CSU, UC, and private colleges needed to assist students with this goal.

III. Program Self-Evaluation

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

IIA Instructional Programs

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

IIB Student Support Services

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

IIC Library and Learning Support Services

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

A. MIS Data Reporting (if applicable).

1. Is data accurate?

The director of TeCS reviewed Matriculation data with the dean of counseling over the last two years and we believe the data is not accurate.

Prior to 2006, the dean had limited involvement in the review of MIS data. As of spring 2006, all program coordinators are included in a campus wide MIS work group, whose goal is to ensure that the dean and program coordinators understand and take ownership of their data. Reporting of credit and non-credit data is still a problem.

2. Is the program coordinator involved in review of the data before it is submitted?

The coordinators and director are trained on data collection methods and given an understanding of the MIS data structure and how the various categorical data files interact. The next step will be to ensure program directors are able to review their data before it is submitted to the Chancellor's Office. The college has held one training session with Chancellor's Office MIS staff and will continue to have additional sessions

3. If not, please explain.

N/A

B. Access.

1. How accessible is the program?

a) Compare demographic data from the college to the program, including ethnicity, gender, age, students with disabilities, if appropriate.

The data for this review was provided by the Chancellors Office in 2007. It is based on the completion of matriculation components. Additional data comes from the 2007 counseling survey.

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

Students who do not receive financial aid may not be using counseling services to their advantage. The Matriculation and Assessment Committee will explore developing incentives for these students.

Survey Data

Data used to answer this question comes from the spring 2007 Counseling Student Survey given to 266 students at graduation practice. Most of the students (81%) attended class during the day; 44.8% were 21-24 years old. The ethnic profile of these students was Hispanic, 44.4%; white, 28.4%; Asian, 14.6%; African American, 7.0%; and other 5.6%

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

The Counseling and Advisement Center does not track services by ethnicity, age, or underrepresented status.

The following information is from the Chancellor's Office:

Counseling and Matriculation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

C. Success.

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

According to the spring 2007 and 2008, Citrus College Counseling Student Surveys, graduating students met with a counselor frequently (4-6 times), indicating that counseling services are essential for most students to attain their goal.

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

2. Include (where applicable)
 - a) Number of degrees and certificates awarded.
 - b) Number of transfer-prepared students.
 - c) Number of transfers.
 - d) Achievement of non-credit educational goals.

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

D. Student Learning Outcomes.

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

a) List the program SLOs. Charts included below.

- What process was used to develop the SLOs? Counselors and Advisors attended a two-day training session (fall 2006) to develop SLOs. In addition, the Academic Senate sponsored an SLO Extravaganza in May 2008 where two counseling faculty members were in attendance. As a result, SLOs for the Counseling and Advisement Center were updated and presented at the Counseling Programs and Services Meeting June 10, 2008. A counselor Work Group meets every two weeks, and SLOs are also discussed in this group.
- What activities are used to achieve the SLOs? See **IV** on the following pages

2. How are you assessing the outcomes?

See **IV** on the following pages

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

- The counseling department has written SLOs for all counseling courses, Early Alert workshops, online orientation, and probation workshops.

See **VI** on the following pages



Student Learning Outcomes 2008-09

Counseling & Advisement SLO 1.1 Degree Requirements

Program: _____

I	II	III	IV	V	VI
Program Purpose	Core Competency	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results 2008-09	Use of Results 2008-09
<p>The Counseling and Advisement Center supports Citrus College's mission to help students realize their potential.</p> <p>The goal of the Counseling and Advisement Center is to provide all Citrus College students with current information; personal support and college study skills so that each student can achieve their stated goals (s). See Section 51018 in Title 5.</p>	<p>Communication and information competency</p> <p>Creative, critical and analytical thinking</p>	<p>Students participating in commencement will understand the requirements for one of the following: certificate programs, associate degree, or transfer to a four year college.</p>	<p>Graduating students who have participated in counseling services will be given a survey at graduation practice to determine if they understand the requirements for the associate degree, certificate or transfer to a four-year college.</p>	<p>Results will be collected and the Office of Research will compile the results.</p>	<p>Discussed at the Counseling and Advisement Center meeting January 27, 2009:</p> <p>Of the 153 respondents surveyed in June 2008, <u>82%</u> of the respondents understood certificate requirements; <u>95%</u> understood associate degree requirements; <u>82%</u> understood transfer requirements; <u>98.1%</u> of the respondents saw a counselor/advisor more than once. Given the positive nature of the results, we do not need to make changes to the program at this time.</p> <p>Addendum June 2009 results: Of the students surveyed in June 2009, <u>76.9%</u> of understand or completely understand certificate requirements. <u>95.2%</u> understand associate degree requirements. <u>84.1%</u> understand four-year university requirements.</p>



Student Learning Outcomes 2008-09

Counseling and Advisement SLO 1.2 Orientation

Program: _____

I	II	III	IV	V	VI
Program Purpose	Core Competency	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results 2008-09	Use of Results 2008-09
<p>The Counseling and Advisement Center supports Citrus College's mission to help students realize their potential.</p> <p>The goal of the Counseling and Advisement Center is to provide all Citrus College students with current information; personal support and college study skills so that each student can achieve their stated goals (s). See Section 51018 in Title 5.</p>	<p>Communication and information competency</p> <p>Creative, critical and analytical thinking</p>	<p>Students participating in commencement and who have completed an orientation appointment or workshop will understand the meaning of placement scores.</p>	<p>Graduating students who have participated in orientation (as new students) will be given a survey at graduation practice to determine if they understood their assessment/placement scores in math, English, and reading</p>	<p>Results will be collected and the Office of Research will compile the results.</p>	<p>Discussed at the Counseling and Advisement Center meeting January 27, 2009:</p> <p>Citrus has not held regular in-person orientation workshops for student throughout the year. New Student Orientation workshops are offered close to registration and many students receive their orientation in an appointment.</p> <p>Of the 170 students surveyed in June 2008,</p> <ul style="list-style-type: none"> • <u>45.9%</u> received an orientation in a counseling appointment. • <u>5.3%</u> attended an orientation workshop. • <u>5.9%</u> completed the online orientation. • Of the students who participated in orientation, <u>30.6%</u> understood their assessment scores thoroughly. <p>The Matriculation Assessment Committee will explore options for mandatory orientation and consult with the Counselor Workgroup and College Success Committee (2008-09).</p> <p>Addendum June 2009 results:</p> <ul style="list-style-type: none"> • In summer 2008, only <u>30.6%</u> of students surveyed, understood their assessment scores. • We piloted a mandatory orientation

					<p>project (during winter and summer 2009) and received support to implement the full program.</p> <ul style="list-style-type: none">• The winter 2009, the orientation pilot program ran from January 5 to February 12, 2009, and served 690 new students.• The summer 2009, the orientation pilot program ran from June 15 to August 14, 2009, and served over 3000 new students.• Students who complete the online orientation will complete a pre and post test evaluation to see if they understood their test scores.
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Student Learning Outcomes 2008-09

Counseling & Advisement SLO 1.3 Online Orientation

Program: _____

I	II	III	IV	V	VI
Program Purpose	Core Competency	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results 2008-09	Use of Results 2008-09
<p>The Counseling and Advisement Center supports Citrus College's mission to help students realize their potential.</p> <p>The goal of the Counseling and Advisement Center is to provide all Citrus College students with current information; personal support and college study skills so that each student can achieve their stated goals (s). See Section 51018 in Title 5.</p>	<p>Communication and information competency</p> <p>Creative, critical and analytical thinking</p> <p>Computation</p>	<p>Students participating in commencement and who have completed on line orientation will understand information on course selection.</p>	<p>Graduating students who have participated in on-line orientation (as new students) will be given a survey at graduation practice to determine if they understood course selection.</p>	<p>Results will be collected and the Office of Research will compile the results.</p>	<p>Discussed at the Counseling and Advisement Center meeting January 27, 2009: Of the 170 students who completed the survey in June 2008, almost half did not use the Online orientation with another quarter not responding to the question. Of the 24.2% that did use Online orientation, half of them understood the information on course selection.</p> <p>The Matriculation /Assessment Committee will explore options to update Online orientation products and consult with the Counselor Workgroup and College Success Committee (2008-09). The groups will discuss the possibility of including an SLO assessment to measure student comprehension immediately after completing the online orientation.</p> <p>Addendum June 2009 results: In March 2009, we purchased an online orientation product. The new orientation will provide a pre and post test for our SLOs. This will give us more information about if students understand the course selection information.</p>



Student Learning Outcomes 2008-09

Counseling & Advisement SLO 1.5 Probation

Program: _____

I	II	III	IV	V	VI
Program Purpose	Core Competency	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results 2008-09	Use of Results 2008-09
<p>The Counseling and Advisement Center supports Citrus College's mission to help students realize their potential.</p> <p>The goal of the Counseling and Advisement Center is to provide all Citrus College students with current information; personal support and college study skills so that each student can achieve their stated goals (s). See Section 51018 in Title 5.</p>	<p>Communication and information competency</p> <p>Creative, critical and analytical thinking</p> <p>Community/global consciousness and responsibility</p>	<p>Students participating in commencement who were on probation while attending Citrus, and participated in a probation intervention (appointment or workshop) understood how to "get back on track".</p>	<p>Graduating students who have participated in a probation intervention will be given a survey at graduation practice to determine if they understood how to "get back on track".</p>	<p>Results will be collected and the Office of Research will compile the results.</p>	<p>Discussed at the Counseling and Advisement Center meeting January 27, 2009: Of the 170 respondents surveyed in June 2008, 44 students responded that they were placed on probation. 30 found the probation intervention very helpful and 10 found the invention helpful.</p> <p>The Counselor Workgroup will continue to review the probation contract and content for the probation workshops and make adjustments to improve the intervention (spring 2009).</p> <p>Addendum June 2009 results: Of the 251 respondents surveyed in June 2009, 48 students (19.1%) responded that they were placed on probation. 19 of the 48 students (39.3%) found the probation intervention very helpful, and 15 of the 48 students (30.4%) found the invention helpful. 37 of the 48 students (77.59%), met with a counselor. 11 of the 48 students (22.5%) attended a workshop.</p> <p>In 2009-10, the Counseling & Advisement Center plans to test this SLO immediately following the probation workshops.</p>

Citrus College Core Competencies

The General Education Competencies (as set forth in the Academic Senate minutes dated August 25th, 2004) are as follows:

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 certificates from Citrus College, must demonstrate effectively assessed awareness, understanding, knowledge, skills, and abilities in the selected competencies.

1. Communication (personal expression and information acquisition) information competency

Reading analytically and critically	Speaking articulately
Writing with clarity and fluency	Listening actively

2. Computation

Technology	Computer proficiency
Math proficiency	Decision analysis
Analyzing and using numerical data	(Synthesis and evaluation)
Application of mathematical concepts and reasoning	

3. Creative, Critical, and Analytical Thinking

Curiosity	Research
Analysis	Learning Strategies
Synthesis	Problem Solving
Evaluation	Decision making
Creativity	Aesthetic awareness

4. Community/Global Consciousness and Responsibility

Respect for other beings	Citizenship
Cultural awareness	Interpersonal skills
Ethics	Lifelong learning
Community service	Self esteem
Integrity	Empathy

5. Technology/information competency

Basic computing and word processing

6. Discipline/subject Area Specific Content Material (Student Services)

Adulthood Independence

E. Compliance (if applicable)

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

The following information describes how the Counseling and Advisement Center works with the components of matriculation to encourage student achievement.

The following information is adapted from the Categorical Site Visit, May 2008

Orientation

A. What modes of orientation are available to students?

Citrus College offers online orientation as well as in-person orientation called New Student Orientation. Students from feeder high schools receive assessment and orientation through the college's Early Decision program. In addition, the college developed a DVD to describe student services. The DVD and the student orientation handbook are available online. Counselors also teach several orientation courses each fall.

In spring 2009, the college purchased an online orientation product that includes a new interactive system. The Matriculation and Assessment Committee conducted a focus group with ASCC students to determine which modes of orientation they prefer. Implementation scheduled for fall 2009. The New Student Orientation Subcommittee will continue to monitor the effectiveness of the college orientation programs and work toward implementation of mandatory orientation.

B. What topics are covered in orientation? Is there a script, PowerPoint presentation or outline available? If yes, please provide a copy (a copy of our script will be included as an attachment at the end of the report).

During orientation, students learn about student services, how the assessment qualifies them for specific courses, and the sexual assault policy. The sexual assault policy is also available in the Citrus College Planning Guide in compliance with Assembly Bill 1088. A script is available for use at New Student Orientation (NSO) and Early Decision. The recently purchased orientation product will include a Power Point orientation to be used with in-person orientation. The New Student Orientation is available on our web site at:

www.citruscollege.edu

C. Are modified modes of orientation available for ethnic or language minority groups? Online orientation is available in Spanish. The new Cynosure interactive orientation includes an accessible and Spanish version as well as sign language for the hearing impaired.

Assessment

A. Are all validation studies for the college's assessment instruments up to date? Validation studies for credit programs were completed fall 2007. The prior study was completed in 2004. We recently discovered the chemistry department is using a homegrown chemistry diagnostic exam that was never submitted to the Chancellor's Office for approval. We began the process of seeking approval in fall 2007 and a new exam is now in place.

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

C. Identify the test instruments used for placement. We use Accuplacer for English, math and reading. We recently adopted Accuplacer for ESL. We use a chemistry diagnostic exam for placement into advanced chemistry.

Counseling and Advisement

A. How do we address the counseling needs of? :

- **Students who speak languages other than English?** Several counselors speak Spanish. We also have counselors that speak Dutch, Greek, and Vietnamese.
- **Evening and weekend students?** All counseling offices have evening hours; the Counseling and Advisement Center is open Monday – Thursday until 7 p.m.
- **Students attending summer or inter-sessions?** Counselors are available any time classes are in session.
- **Students who are only distance education students?** We schedule phone appointments if a student can not get to campus. We also return email. The college recently purchased HEAT, a

product that can be adapted for online counseling. A counseling faculty member is taking the lead to implement the program.

- **Other students who seek online counseling support?** In spring 2009, we purchased HEAT software to assist with the online counseling component.
- A. Describe how paraprofessionals are used in the provision of counseling/advisement?** Educational Advisors provide pre-enrollment services and are assigned to our feeder high schools one day a week. In addition, they provide classroom visits to basic skills/college success courses, encouraging students to make a counseling appointment and to develop a SEP. Educational Advisors see students seeking information about transfer, a degree or certificate and explain these processes during appointments as well as at New Student Orientation (NSO) and Early Decision orientations for high school seniors.
- B. Describe the activities associated with developing Student Educational Plans (SEPs).**
 - **At what point in the counseling/advisement process is the SEP initiated?** Once a student completes an application for admissions and assessment, students go to an orientation workshop (New Student Orientation or Early Decision). These orientations include a one semester course plan (not a formal SEP). Students are referred from orientation to make an appointment with a counselor to complete a full SEP. An SEP is a requirement in counseling courses, learning communities, some basic skills/college success classes, and some vocational courses.
 - **How many SEPs are written by counselors or advisors each term?** We do not have exact numbers. We use SARS data to track our services and 4,030 SEPs are recorded for 2005-06, 2,690 SEPs are recorded for 2006-07, and 3,692 SEPs are recorded for 2007-08.
 - **How often are SEPs updated?** We encourage students to update the SEP each term or whenever their plans change.
 - **Are SEPs available in an electronic format?** No.

Student Follow-Up

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

- **How are students selected for follow-up?** Students enrolled in basic skills/college success, undecided, or on probation or dismissal status are selected for follow-up. Students receive a letter urging them to seek counseling. Educational Advisors and Counselors visit basic skills/college success courses to tell students about services. In April 2007, the college appointed a College Success counselor who implemented a pilot project consisting of an expanded orientation for 30 sections of basic skills classes. As a result the pilot project, a college success guidebook, was developed to help students better understand the college culture, improve their study skills, be aware of helpful services, and provide a sample SEP to help students understand the importance of a counseling appointment. Probationary students cannot register until they attend a workshop or see a counselor. Students returning from dismissal status must see a counselor and develop an SEP before they are reinstated.
- **How does instructional faculty participate in follow-up?** Since Citrus College updated the computer data base to Banner (Wingspan) two years ago, the Early Alert retention program was forced to revamp and update to an online student referral system in order to maintain its viability. The technology of email makes an Early Alert letter current (to the day of the specific problem) when identifying academic student concerns. Students are advised to follow-up with various counseling programs and services, workshop referrals, tutoring, lab work, or an appointment with the instructor, as the instructor deems appropriate. This spring 2009, faculty are being trained on how to access the Early Alert e-form and how to send individual and group emails.

Early Alert is also working in conjunction with the Basic Skills Grant by offering fifty minute workshops to all Basic Skills classes in order to improve student study skills. The workshops include, Goal Setting, Memory Skills, Math Anxiety and Study Skills, Note taking, Stress Management, Learning Styles, Study Skills, Test-taking, and Time Management. We are in our third semester of this project, and it has been very successful.

- **Does the college utilize an Early Alert program?** Yes, the Early Alert program is described above.

Program Requirements

Coordination and Training

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

- Admissions- the dean of admissions and records, Lois Papner
- Assessment-assessment supervisor, Gerald Helm (Interim)
- Orientation- the dean of counseling programs and services, Lucinda Over
- Counseling- the dean of counseling programs and services, Lucinda Over
- Follow-up- the dean of counseling programs and services, Lucinda Over
- Coordination and Training-the dean of counseling programs and services, Lucinda Over
- Research and Evaluation- director of institutional research, Lan Hao
- Prerequisites, Co-requisites, and Advisories on Recommended Preparation-the dean of counseling programs and services, Lucinda Over.

B. What types of matriculation training are provided to faculty, staff and administrators (e.g. FLEX activities etc.)? The dean of counseling programs and services works with the Academic Senate to co-chair a Matriculation and Assessment Committee comprised of faculty, classified staff and administrators. The committee had been, inactive but was reformed in 2005, and meets monthly. We trained the team during a January 2007 Flex Day activity and held training sessions on pre-requisites for Senate representatives.

Research and Evaluation

- A. Describe the resources available and committed for matriculation research.** The college hires a research consultant to validate cut scores for assessment. We recently adopted Accuplacer ESL and began work to get the chemistry diagnostic exam on the Chancellor's Office approved list of tests.
- B. Describe the research agenda supporting matriculation and what studies have been completed.** After a long vacancy, the college hired a researcher, who will soon organize and chair a research committee.

Prerequisites, Co-requisites and Advisories on Recommended Preparation

- A. Are there local board-adopted policies governing prerequisites?** Yes.
- B. Have all prerequisites been approved by the curriculum committee?** Yes.
- C. Does the college follow the Model District Policy?** Yes.

Funding, Expenditures and Accountability

- A. Are you familiar with the distinctions between the formulas and their elements and how these determine the college/district allocations? Would you like technical assistance in this area?** Yes! Directors recently attended training in Sacramento which provided useful funding information. Future training or workshops will be beneficial.
- B. How do you ensure Matriculation funds are only used to pay allowable expenses?** The matriculation officer is familiar with the regulations and approves expenditures. Our accounting office is also very well versed in categorical funding.
- C. Describe the process for developing and approving a Matriculation Budget and Expenditures.** The dean of counseling prepares and approves expenditures for matriculation.
- D. Identify the process for completing the Matriculation Year-End Report and relationship to the district's year-end accounting program.** The Fiscal Services office works with the dean of counseling to prepare the year-end report.

Other:

- A. **With which other departments or areas on campus do you coordinate to provide services to students?** Assessment, Admissions and Records, Athletics, Career/Transfer Center, Center for Teacher Excellence, College Success Program, DSP&S, EOP&S, CARE, CalWORKs, Financial Aid, Health Center, International Student Office, Non-credit Matriculation, and Outreach.

F. Student Eligibility (if applicable)

1. Describe eligibility requirements for participation in your program.

The Student Services Categorical and Technical Site Review team recommended that we update the matriculation exemption criteria in Board Policy. The following updated Board Policy was approved by the Board of Trustees on May 19, 2009.

Proposed Citrus Community College District Policy

CCLC No. 5050

Student Services

BP 5050 MATRICULATION

References:

- Education Code Sections 78210 et seq.;
- Title 5 Sections 55500 et seq.

It is the policy of the Citrus Community College District that Citrus College shall implement a Matriculation Plan for non-exempt students which provides for orientation programs, assessment processes, counseling and advising, and monitoring academic progress. The superintendent/president shall develop and implement procedures which are consistent with statute, Title 5 administrative procedures for this policy.

Criteria for Exemption from Matriculation Activities

A student may be exempted from matriculation activities including orientation, assessment, counseling or advisement based on one or more of the following:

1. Completed an Associate degree or higher from a regionally accredited college.
2. Is enrolled in coursework to advance in current job, or to pursue personal enrichment, or to maintain a certificate/license, **AND** is enrolled in fewer than five (5) units.
3. Completed the assessment/orientation components at another college, with placement scores on file at Citrus College.

Criteria for Exemption from Non-Credit Matriculation Activities

1. Completed an associate degree or higher from a regionally accredited college.

Date Adopted: 5/19/09

(Replaces current Citrus College Policy P-5010)

G. Program Services

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

Counseling and advisement appointment statistics for the following programs:

- Athletics Counseling
- Career, Technical and Continuing Education (CTCE)
- College Success/Basic Skills
- Counseling and Advisement Center
- International Students Office
- Nursing Counseling
- Science, Technology, Engineering, & Math (STEM)

Orientation Statistics
Online Orientation Hits

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Total webpage hits	738	1,420	1,604	816	722	335

New Student Registration & Orientation
Individual Appointments

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Athletics	*N/A	*N/A	29	66	75	265
Counseling & Advisement	797	698	474	523	1379	2635
International Students	*N/A	7	12	3	202	213

*N/A – these departments were not in operation at this time.

New Student Registration & Orientation
Workshop Appointments

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Counseling & Advisement	13	488	326	329	423	851

*Other areas not available before 2008

All Counseling Class (Orientation) Enrollment

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Summer	272	227	272	252	264	341
Fall	193	433	462	462	263	629
Winter	*N/A	*N/A	*N/A	*N/A	102	145
Spring	258	367	375	242	477	694
Total enrollment :	723	1,027	1,109	956	1,106	1,809

*N/A – Winter counseling courses were not offered during these periods.

Accuplacer Assessment Counts by Test Type & Year

July 1 - June 30	ENG	ESL	READ	MATH	TOTAL
2003 - 2004	5,342	* N/A	5,467	5,696	16,505
2004 - 2005	5,035	* N/A	5,420	5,191	15,646
2005 - 2006	4,585	* N/A	4,991	4,740	14,316
2006 - 2007	4,484	139	4,883	4,708	14,214
2007 - 2008	5,016	385	5,495	5,216	16,112
2008 - 2009	5,816	350	6,305	6,176	18,647
TOTAL	30,278	874	32,561	31,727	95,440

*N/A – ESL scores were combined with English scores for during these fiscal years.

Basic Skills Classroom Contacts

Academic Year	# of Classes	Total
2003-04	157	4067
2004-05	210	4775
2005-06	223	5825
2006-07	337	6795
2007-08	385	7602
2008-09	258	7066

Basic Skills Mailings

Academic Year	Fall Semester	Spring Semester
2003-04	*N/A	1600
2004-05	1779	608
2005-06	2016	624
2006-07	3037	1813
2007-08	385	2350
2008-09	2544	1919

*N/A – data is not available.

Major/Undecided Major Appointments

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Counseling & Advisement	342	410	283	228	353	1109
College Success	*N/A	*N/A	*N/A	2	4	8
International Students	*N/A	27	21	37	374	234

*N/A – these departments were not in operation at this time.

Undecided Major Mailings

Academic Year	Fall Semester	Spring Semester
2003-04	N/A	5369
2004-05	5493	N/A
2005-06	N/A	2529
2006-07	5097	N/A
2007-08	N/A	N/A
2008-09	4425	2840

*N/A – due to the conversion of our IRMS system, this data has been lost.

Please note: The Counseling office currently does two separate Undecided Major Mailings; New Student Undeclared Major and Undecided Major 30 unit +. At one time the office also did Undecided Major 45 units +, but because of an over-lap in contacts, restricted it to three. Records for these are incomplete in the office. Some of these numbers represent only one mailing and not the full 2 or 3 that were done that semester. Currently research is being done to secure these numbers from other sources.

Early Alert Counseling Appointments / Contacts

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Counseling & Advisement	34	146	83	25	76	116
International Students	N/A	1	7	N/A	N/A	1

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

Early Alert Workshop Attendance

Academic Year	# Students attended
2003-04	210
2004-05	272
2005-06	35
2006-07	164*
2007-08	948**
2008-09	828

*Incomplete record

**Including Summer in-class workshops

Early Alert Mailings

Academic Year	# letters sent
2003-04	4361
2004-05	4472
2005-06	4680
2006-07	3785
2007-08	1970**
2008-09	1403

**Note: In spring 2008 Citrus converted to SARS ALERT. There was no Early Alert program during the transition.

**Probation Numbers
Individual Appointments and Group Workshops**

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Athletics	N/A	N/A	5	2	0	1
Counseling & Advisement	1378	1856	1688	1542	591	1932
Basic Skills/College Success	N/A	N/A	N/A	2	11	18
International Students	0	2	13	34	28	50

*N/A – these departments were not in operation during this period(s).

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

H. Funding, Expenditure & Accountability (if applicable)

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

Discussions about the budget begin before the governor sends the revised May budget and continues until a budget is adopted. One example is budget discussions held in April 2007 and 2008. All Counseling Programs and Services staff attended a meeting with the Vice President of Student Services who delivered a budget overview. Counselors and Advisors made suggestions about budget augmentations which included:

- Funds to investigate online counseling software
- Funding for a Counseling Program retreat
- Funding for an Honors Program Reception
- Banners for Career/Transfer Center promotion
- Funding for a Northern California University tour
- Funding to produce a transfer planning guide

As a result, the dean of counseling submitted a memo to the vice-president of student services and all of the programs above received funding.

Categorical funds like Matriculation have spending restrictions. The Matriculation coordinator attends trainings each fall to get updates about allowable expenses. Our accounting office is also well versed in categorical funding. The dean of counseling prepares and approves expenditures and works with the fiscal services office to prepare the year end report.

2. WSCH/FTES generated by each program.
3. Census & FTE trend.

I. Environmental impact

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

We recycle paper and use paperless documents whenever possible. Early Alert went from mailed letters to direct email.

J. Technology needs

1. What technology needs currently exist in your program (include justification)?
2. Given your plans for future growth and development, what technology needs do you anticipate in the future?

Counselors would like to implement ESARS, online counseling, degree audits, and an electronic SEP.

IV. Effective Practices

- A. Describe what is working well.
1. Learning communities that pair counseling courses with basic skills classes. The College Success counselor is housed near the Testing Center so students are able to make appointments immediately after assessment testing. In addition, students working in the Success Center are able to drop by with quick questions for the counselor.
 2. Locating the counselor for student athletes near coaches and adding the Scholar Baller Program to reward athletes for academic success. A new study hall for athletes in basic skills courses is being considered. The athletic counselor is in the Counseling and Advisement Center half day each week.
 3. The nursing counselor provides academic and career counseling for students who are interested in the nursing field. The counselor provides workshops and works closely with the nursing department. In addition the counselor also reviews applications for the LVN and RN program.
 4. College Success classroom visits are conducted by counselors/educational advisors and reach many students who may not seek help otherwise. College Success/Early Alert workshops are provided in ED231 and individual classes as requested by instructors.
 5. Early Alert program reaches students experiencing academic difficulty and involves both instructors and counselors in student success.
 6. The Matriculation and Assessment Committee meets monthly to discuss issues related to student success.
 7. The New Student Orientation Subcommittee is an excellent example of collaboration between Counseling, Testing Center, Admissions, and TeCS.
- B. What exemplary practices and services do you offer that could be shared with other departments or other campuses?
- C. What successful pilot projects have been implemented by your program?

The New Student Assessment and Orientation pilot program served 690 students (50 assessment and orientation workshops) between 1/05/09 and 2/12/09 (winter 2009 semester).

- 497 have taken the full assessment / orientation
- 193 additional students; comprised of walk-ins, rescheduled orientations, and those not taking a full assessment, have received orientations.
- 50 took the assessment, but were “no-shows” for orientations (6.4 %). Please note: this percentage will be decreasing over time.

Results

1. There were a number of students that elected to reschedule the assessment test because of outside influences that would negatively impact their performance.
2. Several students, usually students returning to college, have decided to take advantage of computer programs offered to brush up on their skills prior to taking the exam. Also available to students is the Power Math program, an eight day session offered each summer to students who place into math 020 or 029.
3. The more formal approach to delivering the test appears to make students more aware that this is an exam to take seriously.
4. There appears to be a larger number of students taking longer to complete their assessments.
5. There appears to be a reduction in the number of students re-testing.
6. The students seem to have adjusted well to the block assessment times and have had no registration complaints. The block times appear to work within student's life schedules.

- D. How do faculty, administrators, staff and students participate in improving the effectiveness of the Counseling and Advisement Center program?
1. College Success Committee makes recommendations for program improvement based on shared experiences and data.
 2. Counselor Work Group meetings allow faculty to identify student needs and make recommendations accordingly.
 3. Counselors give a survey each June to test SLOs and make improvements to our programs.
 4. Program improvements are also the subject of most meetings.
 5. Counselors also attend conferences and trainings to improve services we offer.
 6. Through participation in the Student Services Committee.

V. Opportunities for Improvement, Recommendations and Needs Identification

A. Staffing needs:

1. The department needs to continue to monitor and evaluate the effectiveness of "satellite services" including athletic counselor, career, technical, and continuing education counselor, college success counselor, international student counselor, nursing counselor, and STEM counselor. The department is developing much needed expertise in these areas. At the same time the knowledge needs to be disseminated to everyone in the department and specialists need to get exposure to what happens in the main office.
2. Faculty plan to begin active discussions in fall 2009 pertaining to the office function of the new Student Service building. In addition, faculty have recommended that we hold a retreat during the spring 2010 to involve all constituents in developing a model for working together in the new building.
3. The department has invested in several part-time specialist counselors but counselors in the main office feel the need for 2 full-time generalists. With the change to the new MOU and the emphasis on teaching in learning communities, the office has fewer counselors in the summer to oversee the implementation of mandatory orientation and other programs to orient students to the college (Welcome Day, Early Decision, probation workshops, Early Alert, College Success).
4. The need for an upgrade of the 49% advisor position from part-time to full-time is evident. The college is making a commitment to the Basic Skills/ College Success classroom visits, and mandatory orientation as well as outreach functions (Parent Night, Careers in Engineering, Art Portfolio Panel).
5. The need for an upgrade of the current Administrative Clerk I to Secretary is evident. With the move to Banner, and the adoption of several options for scheduling (SARS Alert, ESARS, SARS Call, and SARS Grid drop in screen) the Administrative Clerk has taken on the super user function. The Administrative Clerk is training clerical staff in satellite offices to set up SARS schedules, and in some cases, the position is responsible for the set up and scheduling. In addition, the College Success Program requires liaison relationships with several departments to schedule workshops, and establish good working relationships with instructors, counselors, directors and deans. The move from simple scheduling to complex coordination, with several departments has already occurred.

Technology needs:

1. The department needs support to implement online counseling. This will require some release time for a full-time counselor to coordinate.
2. The department needs space on the campus server to implement online orientation. The college purchased a program in spring 2009.
3. The department needs TeCS support so that Banner and SARS interface to implement all SARS functions and complete MIS reporting. ESARS was purchased in 2007 but MIS has not had the staff to help us with implementation.
4. The department will need new computers in the new building, and maintenance based on the schedule.
5. Accurate data collection for matriculation concerning exemption criteria, orientation, counseling, follow-up, and assessment.
6. The department needs to identify and purchase an electronic SEP and degree audit system.
7. New technologies should be implemented with full participation of faculty and staff.

New Plans:

1. Full-time counselors support developing a new faculty representative position at the Counseling and Advisement Center. The role of the new faculty representative is to provide leadership for the Counseling & Advisement Center, to assist in the improvement of overall departmental communication, and to assist the dean with projects that require faculty leadership.

Responsibilities include:

- Attend coordinator meetings to share ideas and coordinate efforts in the development of counseling programs and activities
- Report to faculty on pertinent topics following the coordinator meetings to assure the active participation of faculty in decision-making and departmental activities.
- Provide leadership in the program review and student learning outcome process to ensure proper faculty involvement and timeliness of reporting requirements
- Assist the Dean of Counseling with planning departmental and division meeting agendas
- Collaborate with classified staff to schedule orientation and probation workshops
- Provide input on budget expenditures and report back regarding the status of the departmental budget
- Assist the dean with a variety of organizational duties, including orientations, workshops, classroom visits, high school breakfast
- Develop priorities for training opportunities and provide updates on new degrees, certificates, skill awards and changes to Banner
- Meet weekly with the dean to review activities and progress

This is a year-to-year assignment, with up to three hours per week scheduled to attend to the above duties. Additional time may be granted by the Dean of Counseling if a project or assignment has an urgent timeline.

2. Counselors are requesting liaison relationships for the honors, College Success, Nursing, Athletics, STEM, and other instructional departments.
3. Honors would like to request a steady funding stream for the Honors Reception each year.
4. The department would like to request money for a 2-day retreat in spring 2010 to discuss the move to the new student services building. Plans are underway to put this on the agenda at department meetings each month.
5. Director of TeC Services and the dean of counseling will work together to link SARS scheduling data to MIS reporting elements. Counselors will receive training for SARS reporting.
6. Counselors would like to assign someone to review and update orientation to make sure all information is current and continues to meet student needs.

Governance:

1. Develop a formal program review process for the Counseling Division that parallels that of Academic Affairs and supports broad faculty participation as recognized by the Citrus College Academic Senate. This process should not only include the formal six-year program review, but annual reviews as well.
2. Collaborate with the Office of Institutional Research to collect available data for faculty review with the goal of using outcomes and evidence to drive decisions for program improvement in the Counseling Division. Provide faculty training to support this effort.

VI. Technical Assistance/Training needs

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

The department is supportive of making sure that everyone who sees students has the opportunity to become a well-informed advisor or counselor. Therefore, the department values sending full-time counselors, part-time counselors, and educational advisors to training appropriate for their role.

Training for teaching:

On Course to Success training, Myers/Briggs-Strong II workshops at Citrus, Learning Communities Institute (Evergreen State College), Strengths Quest training, Keys to Success training, Umoja Conference, Region 7 Career Development Training.

Training for Counseling:

UC and CSU Annual Conferences, Ensuring Transfer Success, trainings at various universities, Honor Transfer Council of California, STOMP, TAP, Ready Minds for online counseling ethics and protocol.

Technical Assistance:

MIS staff from the Chancellor's Office visited us two years ago, another visit would be welcome. The Chancellor's Office Site Visit Team visited us and provided training on November 6, 2008 but more work is needed so that all categorical programs understand reporting requirements and how this affects funding.

VII. Supplemental Information

- A. Provide copies of materials that you provide to students in your program.
- B. Describe any additional reports your program provides to regulatory bodies, if appropriate.

Please provide copies of materials that you provide to students in your program. Also describe any additional reports your program provides to regulatory bodies, if appropriate.

The college prepares and updates the matriculation plan as needed. The last update was 2005. Counselors in the Counseling and Advisement Center participate in writing the Self-Study report. We also publish an annual list of accomplishments.

- College Planning Guide
- Annual workshop calendar
- Counseling Center brochure
- Student Services Annual Planning meeting
- Grant reporting as requested
- Categorical program site review

VIII. Addenda (as applicable)

Copies of the following addenda are on file in the office of The Dean of Counseling Programs and Services and/or the Citrus College website.

- A. Program data – Include a copy of the following:
 - o [Articulation agreements](#)
 - o [Course outlines of record](#)
 - List of courses with requisites not validated
 - o Syllabi for all courses
 - o [Catalog pages pertaining to program](#) (pages 17-19)
 - o [New Student Orientation](#)

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

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

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	Board of Trustees	Action	_____
DATE	April 6, 2010	Resolution	_____
SUBJECT:	Program Review – Natural History 2009-2010	Information	X
		Enclosure(s)	X

BACKGROUND

The Natural History 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. _____



Natural History Instructional Program Review 2009-2010

Fall 2009

Prepared by

Name	Title
Robert Goodman	Faculty
Eric Rabitoy	Dean

Natural History Program Review Committee Members

Robert Goodman	Faculty
Nicki Shaw	Academic Senate Representative
Gloria Ramos	Curriculum Representative
Eric Rabitoy	Dean of Physical and Natural Sciences
Irene Malmgren	Vice President of Academic Affairs
Jim Woolum	Program Review Coordinator
Michelle Plug	Articulation Officer



PROGRAM REVIEW – Natural History

The final summary of the program review process for Natural History 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.

Eric Rabitoy, Dean of Physical and Natural Sciences

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 Natural History program review process has been an insightful and intuitive procedure with interaction among faculty and administration across campus. It has given those involved the opportunity to appreciate and better understand current and future parameters of the Natural History Program. With the utilization and implementation of the review team's recommendation, this program will be enhanced for the betterment of our community. A summary of the current recommendations for the Natural History Program are presented below:

- Consider incorporating more Natural History courses into the Study Abroad Program. Potential field locations for Natural History classes offered as a part of the Study Abroad Program include the Galapagos Islands, Peru, and Belize.
- Explore the inclusion of Natural History courses into the proposed A.S. in Wildland Resources and Forestry.
- Evaluate potential avenues to increase the ethnic diversity of students participating in the program.
- Explore the possibility of establishing a certificate of achievement, skills award, and/or A.S. degree in Natural History and the establishment of an Advisory Committee.
- Consider offering a Natural History course as a part of a learning community with a class in Art or Photography.
- Evaluate the labor market data available on the Chancellor's Office website for market trends in Natural History.
- Establish contact with the Los Angeles County Office of Education to determine if the program might be an asset to train outdoor education specialists.
- Survey local school districts and inquire whether or not our Natural History courses are on their list of approved courses for teachers to collect continuing education units.
- Enhance the experience of Natural History students by offering classes in locations not typically utilized in recent years. These locations include Alaska, Colorado Plateau, Hawaii, and other regions in the southwestern portion of the United States.
- Explore the possibility of offering Natural History courses as a part of an Alaskan cruise during the summer.

- Evaluate the need to offer Natural History courses during the summer session, including the Study Abroad Program.
- Consider the purchase of camping and additional field equipment to enhance the experience, and ensure the safety, of class participants.
- Currently, the program is funded directly from the Biology budget. A new budget account should be established for the Natural History Program. The budget should include \$1,000/year for equipment and supplies and funds for instructor overload salary.
- Faculty in the program should consider the utilization of the campus Blackboard platform for Natural History courses.
- Ensure that transportation vehicles are available and safe for student travel and use.

2. Faculty

Full-Time Faculty
Robert Goodman

Adjunct Faculty

3. List of Program Courses

The three courses associated with the Natural History Program are offered as either 2 or 3 units. Offering classes in this manner provides scheduling flexibility and accommodation of diverse student needs.

Subject & Course No.	Title	Units
NAT 180 A	Natural History Series - Deserts A	2
NAT 180 B	Natural History Series - Deserts B	3
NAT 181 A	Natural History Series - Coastal Mountains, Coastlines, Tropical Regions & Islands A	2
NAT 181 B	Natural History Series - Coastal Mountains, Coastlines, Tropical Regions & Islands B	3
NAT 182 A	Natural History Series - Inland Mountains, Valleys & Alaska A	2
NAT 182 B	Natural History Series - Inland Mountains, Valleys & Alaska B	3

Classes not offered in the last two years:

Subject & Course No.	Title	Units
none		

4. List of Degrees

none

5. List of Certificates and Awards

none

6. List of Industry-Based Standard Certificates and Licenses

none

7. Advisory Committee or Council

none

8. Program Student Learning Outcomes

The Natural History 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 Natural History Program will have acquired the following competencies:

1) Communication (personal expression and information acquisition)

Articulate an understanding of biological, ecological, geological, and climatological processes and use scientific terminology for the purpose of understanding human's role in the region.

2) Computation

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

- a) Evaluate information released from various federal, state, and local agencies regarding the utilization and protection of the natural environment.
- b) Explore energy flow mechanisms to explain the diversity of living organisms in a variety of ecosystems.
- c) Analyze the intra- and interspecific actions and relationships among living organisms.
- d) Investigate genetic variations and adaptations among plant and animal species to understand natural selection and evolution.

4) Community/Global Consciousness and Responsibility

Examine how human activities in diverse cultures have contributed to positive and negative changes in the environment to better understand and discuss past, current, and future environmental issues.

5) Technology

6) Discipline

Matrix of Mapping Course-level SLOs with Program-level SLOs

	Core Competency #1 Communication	Core Competency #2 Computation	Core Competency #3 Creative, Critical, Analytical thinking and Information Competency	Core Competency #4 Community/Global Consciousness and Responsibility	Core Competency # 5 Technology	Core Competency # 6 Discipline/Subject Area Specific Content
Program –level SLOs →						
NAT 180A						
SLO #1	X		X	X		
SLO #2			X			
SLO #3				X		
NAT 180B						
SLO #1	X		X	X		
SLO #2			X			
SLO #3				X		
NAT 181A						
SLO #1	X		X	X		
SLO # 2			X			
SLO #3				X		
NAT 181B						
SLO 1#	X		X	X		
SLO #2			X			
SLO #3				X		
NAT 182A						
SLO #1	X		X	X		
SLO # 2			X			
SLO #3				X		
NAT 182B						
SLO #1	X		X	X		
SLO #2			X			
SLO #3				X		

9. Program Description / Mission

The Natural History program provides a diversity of educational experiences to students interested in learning about the topography, climate, geology, ecology, life zones, wildlife, plant life, and human history of areas throughout the western United States, and abroad. These courses serve a diverse segment of the community, including career teaching professionals, as well as our own student population for general interest as a component of life-long learning. They are appropriate for students majoring in a natural science where an exposure to a field-oriented learning experience complements the traditional lecture/lab experience common to the science transfer program.

10. Program Goals and Objectives

The goals of the Natural History program include the following:

- a) Provide general education elective courses for transfer credit to four-year colleges and universities.
- b) Meet the student learning outcomes and core competencies institutionalized by Citrus College.
- c) Provide fundamental Natural History knowledge and skills of the areas visited for students.
- d) Provide field oriented learning experience for students to help them gain an appreciation for diverse ecosystems and cultures.

11. Curriculum Review and Student Learning Outcomes Assessment

Course Number	Course Name	Last Reviewed by Curriculum Committee	*Date for next revision (six year cycle)	Date Last Offered	SLO's Written	**Most Recent SLO's Assessed
NAT 180A	Natural History Series – Deserts A	12/04/07	2013	¹ Sp 2010	Yes	⁴ No
NAT 180B	Natural History Series – Deserts B	12/04/07	2013	² Fa 2007	Yes	⁴ No
NAT 181A	Natural History Series – Coastal Mountains, Coastlines, Tropical Regions and Islands A	6/17/08	2014	Fa 09	Yes	Yes
NAT 181B	Natural History Series – Coastal Mountains, Coastlines, Tropical Regions and Islands B	6/17/08	2014	Win 09	Yes	⁴ No
NAT 182A	Natural History Series - Inland Mountains, Valleys and Alaska A	6/17/08	2014	³ Fa 2008	Yes	⁴ No
NAT 182B	Natural History Series – Inland Mountains, Valleys and Alaska B	6/17/08	2014	Win 09	Yes	⁴ No

*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.

¹Sp 2010: Class was scheduled to be offered in spring of 2010, but was cancelled due to budgetary constraints.

²Fa 2007: Course content offered under heading of Natural History of Death Valley during Fall 2007.

³Fa 2008: Course content offered under heading of Natural History of Owens and Eastern Sierra Nevada during Fall 2008.

⁴These course-level SLO's have not been assessed because budgetary constraints have not allowed the courses to be offered.

12. Degree/Certificate Review

none

13. Evaluation Criteria – Mission

The Natural History Program provides coursework for students leading to an A.A. degree, transfer opportunities, and the development of personal achievement. The coursework within the program addresses the core competencies established by the district. Analysis of student demographic data indicates that students enrolled in the program reflect the gender and age distribution characteristic of the larger campus population. The ethnic distribution of students participating in the program indicates a higher percentage of Caucasian students and a lower percentage of Hispanic students when compared to campus-wide data. Student retention and success in the program has remained high over the past six years (95.7% and 84%, respectively).

Commendations

- a) This program conforms with the District's mission to provide transfer and associate degree courses.
- b) This program serves as a community resource for non-traditional life-long learners.
- c) Expanding this program into the evenings has increased the opportunities for life-long learners to participate.
- d) Course offerings were modified to adhere to a new curriculum management system.

Previous Recommendations Completed

- a) Recommendation: Some elements of existing courses in the series should be evaluated for possible inclusion in the Study Abroad program or, possibly, some new courses could be developed.
Response: Natural History was incorporated with Study Abroad (Costa Rica) in Winter 2009.
- b) Recommendation: This program incorporates a cross-discipline approach to learning using field-centered instruction, but could be enhanced by inclusion of

course content from areas outside of the natural sciences, areas such as photography and fine arts.

Response: Recent growth of the program and current budgetary constraints inhibit the integration of new disciplines within the course parameters.

Recommendations

Recommendation								
Consider incorporating more Natural History courses into the Study Abroad Program. Potential field locations for Natural History classes offered as a part of the Study Abroad Program include the Galapagos Islands, Peru, and Belize.								
			Impact					
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
Identify and develop a timeline for discussion of inclusion of additional courses into the Study Abroad Program.	Fa 2010	Goodman Rabito	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Recommendation								
Explore the inclusion of Natural History courses into the proposed A.S. in Wildland Resources and Forestry.								
			Impact					
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
Engage in discussion with science faculty to evaluate initial steps in the implementation of recommendation.	Sp 2010	Goodman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Recommendation								
Evaluate potential avenues to increase the ethnic diversity of students participating in the program.								
			Impact					
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
Produce program fliers and web advertisement using photos from Natural History fieldtrips with diverse student participants.	Fall 2010	Goodman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

14. Evaluation Criteria – Need

Student enrollment has remained strong in the program. Over the past six years the Natural History courses have experienced an average fill rate of 78.5%. The courses associated with the program typically enroll traditional college students as well as members from the local community. Course offerings are provided in the evenings and on weekends in order to accommodate the needs of our diverse student body. The program provides curriculum leading to an Associates degree and provides students the opportunity to experience field-related activities within the western United States and abroad.

Commendations

- This program currently meets the needs of the students as stated in the mission statement.
- The courses in this program have undergone extensive review to afford a unique educational experience to students from diverse cultural backgrounds.
- Specific efforts have been made to accommodate students with disabilities in the field program.

Previous Recommendations Completed

- Recommendation: The science faculty should be encouraged to link Natural History courses to appropriate courses in biology, forestry, astronomy, GIS, and geology in order to offer students an opportunity to participate in a discipline-specific field experience.
Response: Students from listed programs within this recommendation have participated in the Natural History Program.

Recommendations

Recommendation			Impact					
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
Explore the possibility of establishing a certificate of achievement, skills award, and/or A.S. degree in Natural History and the establishment of an Advisory Committee.								
Initiate discussion with Dir. of Workforce Development regarding feasibility of recommendation.	Fa 2010	Goodman Rabito	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Recommendation
 Evaluate the labor market data available on the Chancellor's Office website for market trends in Natural History.

Action/Activities	Target Date	Person Responsible	Impact					
			FNIC	Facilities	Software	Equipment	Personnel	Other
Obtain labor market information from the Chancellor's Office website.	Fa 2010	Goodman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Recommendation
 Establish contact with the Los Angeles County Office of Education to determine if the program might be an asset to train outdoor education specialists.

Action/Activities	Target Date	Person Responsible	Impact					
			FNIC	Facilities	Software	Equipment	Personnel	Other
Initiate discussion with proper authorities to determine validity of recommendation.	Sp 2011	Goodman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Recommendation
 Survey local school districts and inquire whether or not our Natural History courses are on their list of approved courses for teachers to collect continuing education units.

Action/Activities	Target Date	Person Responsible	Impact					
			FNIC	Facilities	Software	Equipment	Personnel	Other
Contact area school districts to obtain information regarding continuing education needs of faculty and staff.	Sp 2011	Goodman Rabbitoy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Recommendation
 Consider offering a Natural History course as a part of a learning community with a class in Art or Photography.

Action/Activities	Target Date	Person Responsible	Impact					
			FNIC	Facilities	Software	Equipment	Personnel	Other
Contact Carsten Dau to determine interest and feasibility.	Sp 2011	Goodman Rabbitoy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

15. Evaluation Criteria – Quality

The Natural History Program offers six separate lecture-based courses with unit values ranging between 2 and 3 units. Academic success in the program remains high and the nature of the courses provides the opportunity to devise flexible scheduling patterns. All Natural History courses are instructed by a discipline-specific individual within the Biological Sciences Department. The course outlines of record for all Natural History courses include Student Learning Outcomes supporting an emphasis on critical thinking, problem solving, written expression, and have been updated within the past two years. Program-level Student Learning Outcomes have been established and the assessment cycle is in place for all courses. The nature of the program provides development opportunities for participating faculty to travel both within and outside of the United States.

Commendations

- a) Transfer credits for the courses in this program are accepted by all CSU campuses.
- b) The courses in this series have a strong component of cross-discipline instruction.
- c) Considerable efforts have been made by the science faculty to make these courses relevant to students already taking other traditional natural science courses.
- d) The single full-time faculty member teaching Natural History courses has extensive background in field-centered instruction.
- e) The science faculty has incorporated considerable instructional technology into the program, particularly the use of presentation software and web-based resources.
- f) The original 20 Natural History courses have been condensed to six Natural History series courses (NAT 180A, 180B, 181A, 181B, 182A, 182B) to adhere to the new curriculum system.

Previous Recommendations Completed

- a) No previous recommendations

Recommendations

Recommendation			Impact						
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other	
Enhance the experience of Natural History students by offering classes in locations not typically utilized in recent years. These locations include Alaska, Colorado Plateau, Hawaii, and other regions in the southwestern portion of the United States.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Feasibility of recommendation is based on statewide budgetary constraints.	Fa 2010	Goodman Rabito							

Recommendation Explore the possibility of offering Natural History courses as a part of an Alaskan cruise during the summer.								
			Impact					
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
Contact travel agents and cruise lines to evaluate feasibility and cost.	Sp 2011	Goodman Rabitoy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

16. Evaluation Criteria – Feasibility

The Natural History Program schedules courses during the evening, weekend and winter session in order to provide opportunities for both traditional and non-traditional students with varied schedules. Campus facilities, equipment, and library resources are adequate and meet the needs of the program. Courses within the program are instructed by a single full-time faculty member with an academic background that meets the minimum qualifications to teach in the discipline. The program is currently funded through the Biology budget and does not have its own district-adopted budget.

Commendations

- a) The members of the science faculty who teach in this program spend many hours in the field with their students. Much of this time is beyond the hours for which they receive compensation.
- b) The courses in this program are often conducted during non-traditional instruction times such as weekends. The faculty members give up their own free time in order to work with their students during these non-traditional class times.
- c) The courses in this program have been restructured to more accurately portray the manner in which the instruction is actually provided. Natural History faculty members have experimented with alternative delivery methods for the lecture portion of the courses in this program, including web-based instruction and activities prior to field trips where hands-on application of knowledge is employed.
- d) The Natural History program effectively utilizes District resources when organizing and managing field-oriented instruction.
- e) A Natural History webpage has been constructed and actively utilized by both faculty and students.
- f) The program's design relies on instructional technology, but does not require a significant allocation of instructional classroom space.

Previous Recommendations Completed

- a) Recommendation: The science faculty should explore the feasibility of adding a basic field Natural History course that would serve as a techniques prerequisite to be taken before enrolling in specific Natural History courses.

Response: Curriculum for the program has been redesigned into three separate courses, all of which cover field techniques.

- b) Recommendation: Faculty should consider creating a field techniques/principles course as a capstone for the program if a certificate is offered.

Response: Field techniques have been incorporated into the three existing Natural History courses.

- c) Recommendation: Because the program is not a part of the core transfer curriculum in the sciences, courses have not been offered during the State budget crisis. When funding returns to normal levels, the courses should be reinstated.

Response: Recent changes to the curriculum have resulted in a total of six Natural History classes, one of which is typically offered during the fall, winter, and spring terms.

Recommendations

Recommendation Evaluate the need to offer Natural History courses during the summer session, including the Study Abroad Program.								
			Impact					
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
Engage in discussion with Study Abroad Administrator.	Fa 2010	Goodman Rabito	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Recommendation Consider the purchase of camping and additional field equipment to enhance the experience, and ensure the safety, of class participants.								
			Impact					
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
Identify and purchase appropriate equipment based on funding availability.	Sp 2010	Goodman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> >\$1,000	<input type="checkbox"/>	

Recommendation Currently, the program is funded directly from the Biology budget. A new budget account should be established for the Natural History Program. The budget should include \$1,000/year for equipment and supplies and funds for instructor overload salary.								
			Impact					
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
Request budgetary allocation for Natural History during budget planning process.	Sp 2010	Rabito	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Recommendation
 Faculty in the program should consider the utilization of the campus Blackboard platform for Natural History courses.

Action/Activities	Target Date	Person Responsible	Impact					
			FNIC	Facilities	Software	Equipment	Personnel	Other
Explore feasibility of utilizing Blackboard as a tool to enhance student participation and SLO assessment.	Sp 2010	Goodman	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

17. Evaluation Criteria – Compliance

Courses within the Natural History Program have established Student Learning Outcomes that meet requirements established by the Citrus College Curriculum Committee. The facilities in which courses are offered meet ADA and CAL-OSHA requirements.

Commendations

- a) Faculty members have worked with the DSPS office, Testing Center, and Web Office to ensure that faculty web sites comply with federal regulations.

Previous Recommendations Completed

- a) No previous recommendations

Recommendations

Recommendation
 Ensure that transportation vehicles are available and safe for student travel and use.

Action/Activities	Target Date	Person Responsible	Impact					
			FNIC	Facilities	Software	Equipment	Personnel	Other
Maintain communication with Transportation Warehouse Coordinator.	ongoing	Goodman Rabitoy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

18. Evaluation Criteria – Other

19. Attachment A: Curriculum Course Outlines of Record

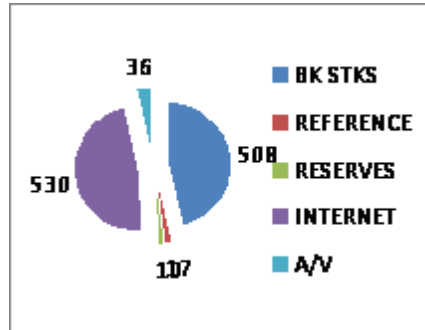
20. Attachment B: Catalog Pages & Sample Syllabi

21. Attachment C: Library Resources Report

STATISTICS REPORT -- PR0910:Nat Hist : prev0910nathist
 Number of records processed : 973

Location Name	# of Records
av	26
c	2
g	506
i	402
r	16
ra	1
x	10
Multi	10

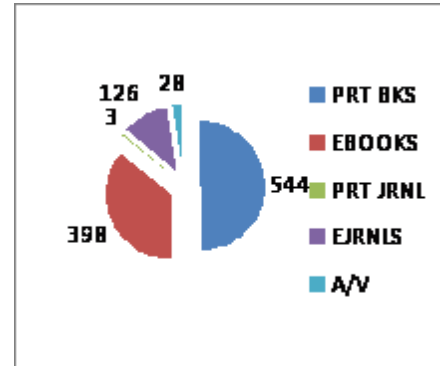
BK STKS	508
REFERENCE	17
RESERVES	10
INTERNET	530
A/V	36



STATISTICS REPORT -- PR0910:Nat Hist : prev0910nathist
 Number of records processed : 973

Type	Code	Meaning	# of Records
SKIP	0		721
	2		29
	3		6
	4		217
BIB LVL	m	MONOGRAPH	944
	s	SERIAL	27
	x	TO DELET	2
MAT TYPE	a	PRT MATL	543
	f	MS MAP	1
	i	SPKN REC	1
	m	COMP FILE	3
	n	EBOOKS	398
	v	VHS	18
	w	DVD	6
	z	MAGAZINE	3
BCODE3	-		970
	n	SUPPRESSION	3

PRT BKS	544
EBOOKS	398
PRT JRNL	3
EJRNLS	126
A/V	28

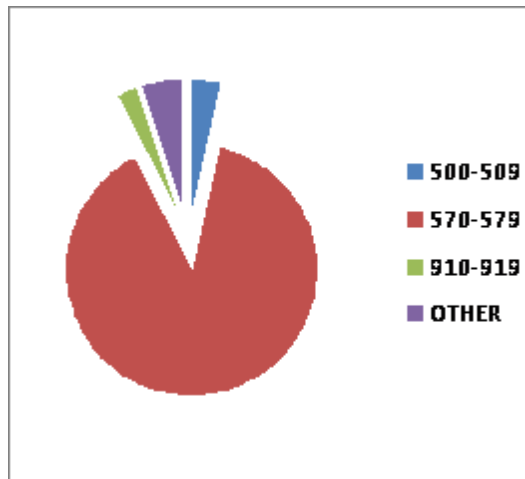


PRev0910 : Natural History
 STATISTICS REPORT -- PR0910:Nat Hist :
 Number of records processed : 973

Call Numbers # of Records

Dewey		
Call	330-	
No.	339.99	1
	370-	
	379.99	3
	500-	
	509.99	35
	540-	
	549.99	3
	570-	
	579.99	864
	590-	
	599.99	8
	610-	
	619.99	2
	740-	
	749.99	3
	800-	
	809.99	1
	810-	
	819.99	6
	870-	
	879.99	1
	910-	
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	970-	
	979.99	5
	Children's	1
Records not in table		15

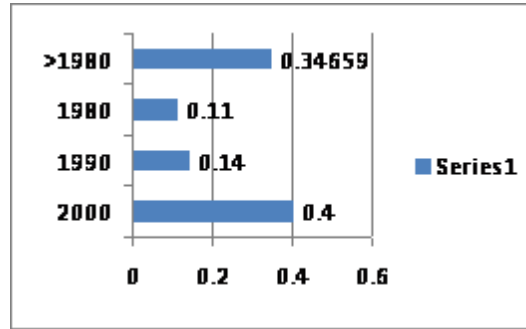
DEWEY CALL #	
500-	
509	35
570-	
579	864
910-	
919	26
OTHER	48
	973



	2000 - 2009	1990 -1999	1980 - 1989	1970 -1979	1960 - 1969	1950 - 1959	1940 -1949	1930 - 1939	1920 - 1929	1910 - 1919	<1909	No Date	TOTAL
500-509.99	163	67	35	26	21	14	0	0	2	1	3	17	349
570-579.99	393	135	71	75	106	23	2	4	0	0	0	20	829

910-919.99	327	116	139	193	177	26	8	4	2	0	2	41	1035
	883	318	245	294	304	63	10	8	4	1	5	78	2213
	40%	14%	11%	13%	14%	3%	0%	0%	0%	0%	0%	4%	100%

2000	40%
1990	14%
1980	11%
>1980	35%
	100%



22. Attachment D: Articulation Status

23. Attachment E: Academic Senate Checklist

24. Attachment F: Curriculum Checklist

25. Attachment G: Other

Performance Indicators

	Key Performance Indicators	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
3	Courses Offered			1	1	1	1
4	Sections Offered			1	1	1	1
5	Morning (Prior to 11:59AM)						
6	Afternoon (12:00 to 4:29PM)						
7	Evening (4:30PM or Later)			1	1	1	
8	Arranged Hour						1
9	Weekend						
10	Short Term			1	1		
11	Distance Ed Full-Term						
12	Distance Ed Short-Term						
13	Enrollment			31	33	26	28
14	Weekly Student Contact Hours (WSCH)			58.5	60.6	48.9	59.4
15	Full-Time Equivalent Students (FTES)			2.01	2.08	1.51	1.83
16	FTEF			0.11	0.11	0.09	0
18	WSCH/FTEF			531.82	551	543.22	
19	FTES/FTEF			18.27	18.91	16.78	
20	Fill Rate			74.0	102.6	47.9	67.5
21	Course Retention			93.5	97.0	88.5	96.4
22	Course Success			93.5	87.9	69.2	92.9

	Key Performance Indicators	Spring 2004	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
3	Courses Offered		1	1	1	1	1
4	Sections Offered		1	1	1	1	1
5	Morning (Prior to 11:59AM)						
6	Afternoon (12:00 to 4:29PM)						
7	Evening (4:30PM or Later)		1	1	1	1	
8	Arranged Hour						1
9	Weekend						
10	Short Term						
11	Distance Ed Full-Term						
12	Distance Ed Short-Term						
13	Enrollment		53	49	28	21	35
14	Weekly Student Contact Hours (WSCH)		98.8	88.8	52.3	36.3	73.7
15	Full-Time Equivalent Students (FTES)		3.39	3.05	1.79	1.12	2.27
16	FTEF		0.11	0.11	0.11	0.17	0
18	WSCH/FTEF		897.73	807.55	475.73	213.53	
19	FTES/FTEF		30.82	27.73	16.27	6.59	

20	Fill Rate		106.0	108.0	94.7	43.8	87.5
21	Course Retention		86.8	93.9	100.0	100.0	100.0
22	Course Success		67.9	79.6	92.9	66.7	90.9

	Key Performance Indicators	Summer 2003	Summer 2004	Summer 2005	Summer 2006	Summer 2007	Summer 2008
3	Courses Offered						
4	Sections Offered						
5	Morning (Prior to 11:59AM)						
6	Afternoon (12:00 to 4:29PM)						
7	Evening (4:30PM or Later)						
8	Arranged Hour						
9	Weekend						
10	Short Term						
11	Distance Ed Full-Term						
12	Distance Ed Short-Term						
13	Enrollment						
14	Weekly Student Contact Hours (WSCH)						
15	Full-Time Equivalent Students (FTES)						
16	FTEF						
18	WSCH/FTEF						
19	FTES/FTEF						
20	Fill Rate						
21	Course Retention						
22	Course Success						

	Key Performance Indicators	Winter 2008	Winter 2009
3	Courses Offered	1	2
4	Sections Offered	1	2
5	Morning (Prior to 11:59AM)		
6	Afternoon (12:00 to 4:29PM)		
7	Evening (4:30PM or Later)	1	
8	Arranged Hour		2
9	Weekend		
10	Short Term	1	2
11	Distance Ed Full-Term		
12	Distance Ed Short-Term		
13	Enrollment	28	36
14	Weekly Student Contact Hours (WSCH)	52.8	120.0
15	Full-Time Equivalent Students (FTES)	1.63	3.7

	Key Performance Indicators	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
1	Gender												
2	Female			22	41.5%	17	28.8%	26	55.3%	29	46.8%	36	55.4%
3	Male			31	58.5%	14	23.7%	21	44.7%	32	51.6%	28	43.1%
4	Not Reported				0.0%	28	47.5%		0.0%	1	1.6%	1	1.5%
5	Total			53	100.0%	59	100.0%	47	100.0%	62	100.0%	65	100.0%
6	Age												
7	19 or younger			10	18.9%	5	8.5%	4	8.5%	15	24.2%	14	21.5%
8	20-24			23	43.4%	14	23.7%	21	44.7%	23	37.1%	31	47.7%
9	25-29			6	11.3%	8	13.6%	10	21.3%	9	14.5%	6	9.2%
10	30-34			5	9.4%	2	3.4%	4	8.5%	5	8.1%	4	6.2%
11	35-39			2	3.8%		0.0%		0.0%	1	1.6%	1	1.5%
12	40-49			3	5.7%	1	1.7%	4	8.5%	2	3.2%	4	6.2%
13	50 and above			4	7.5%	1	1.7%	4	8.5%	7	11.3%	5	7.7%
14	Not Reported				0.0%	28	47.5%		0.0%		0.0%		0.0%
15	Total			53	100.0%	59	100.0%	47	100.0%	62	100.0%	65	100.0%
16	Ethnicity												
17	Asian			4	7.5%	2	3.4%	4	8.5%	2	3.2%	1	1.5%
18	African American				0.0%		0.0%		0.0%		0.0%	1	1.5%
19	Caucasian			25	47.2%	18	30.5%	26	55.3%	34	54.8%	31	47.7%
20	Hispanic			17	32.1%	5	8.5%	12	25.5%	12	19.4%	14	21.5%
21	Native American/Alaskan Native			2	3.8%	2	3.4%	2	4.3%	3	4.8%	5	7.7%
22	Other			2	3.8%	1	1.7%	1	2.1%	1	1.6%	1	1.5%
23	Decline to State			3	5.7%	3	5.1%	2	4.3%	6	9.7%	3	4.6%
24	Not Reported				0.0%	28	47.5%		0.0%	4	6.5%	9	13.8%
25	Total			53	100.0%	59	100.0%	47	100.0%	62	100.0%	65	100.0%
26	Educational Goal												
27	AA/AS			2	3.8%		0.0%	3	6.4%	4	6.5%	7	10.8%
28	Degree & Transfer			24	45.3%	10	16.9%	17	36.2%	6	9.7%	13	20.0%
29	Transfer			9	17.0%	8	13.6%	10	21.3%	2	3.2%	2	3.1%
30	Certificate			4	7.5%	4	6.8%	5	10.6%	1	1.6%	1	1.5%
31	License			1	1.9%	2	3.4%	2	4.3%		0.0%		0.0%
32	Job Skills				0.0%	1	1.7%	1	2.1%	7	11.3%	4	6.2%
33	Basic Skills				0.0%		0.0%		0.0%	1	1.6%	2	3.1%
34	Personal				0.0%		0.0%		0.0%	1	1.6%	4	6.2%
35	Undecided				0.0%		0.0%		0.0%	1	1.6%	6	9.2%
36	Not Reported			13	24.5%	34	57.6%	9	19.1%	39	62.9%	26	40.0%
37	Total			53	100.0%	59	100.0%	47	100.0%	62	100.0%	65	100.0%

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	_____
DATE	March 16, 2010	Resolution	_____
SUBJECT:	Purchasing, Warehouse, Transportation, and Risk Management Departments Program Review	Information	X
		Enclosure(s)	X

BACKGROUND

The Purchasing, Warehouse, Transportation and Risk Management Departments have undergone the prescribed program review process.

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

RECOMMENDATION

No action required; information only.

Carol R. Horton
Recommended by

/_____
Moved Seconded

Aye ___ Nay ___ Abstained ___

Approved for Submittal

Item No. G.4.

CITRUS COMMUNITY COLLEGE

Program Review



Purchasing, Warehouse, Transportation and Risk Management

*Study Author:
Robert Iverson, Director of Purchasing and Warehouse*

YEAR

2009 – 2010

CITRUS COMMUNITY COLLEGE

Purchasing, Warehouse, Transportation, and Risk Management Program Review 2009 – 2010

Committee Members:

Bernece Deck, Buyer

Dawn Dineley, Mailroom Coordinator

Grant Dineley, Warehouse Coordinator

Eric Guzman, Risk Management Supervisor

Robert Iverson, Director of Purchasing and Warehouse

Robert Lopez, Senior Buyer

Eunice Low, Administrative Secretary I

Judy Proctor, Buyer

Craig Smith, Transportation/Warehouse Coordinator

Purchasing, Warehouse, Transportation Department, and Risk Management 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.

Functions of the Purchasing, Warehouse, Transportation Department and Risk Management Department

Executive Summary

In support of the college's mission, the Purchasing, Warehouse, and Transportation Department procures, receives, and delivers all goods and services for all college departments, with the exception of the bookstore and cafeteria, and maintains a fleet of vans, trucks, and buses for staff, faculty and student transportation needs in support of the college's teaching and learning environment. The department is committed to obtaining the right goods and services at the right price at the right time in support of departments' needs. For this reason, we take pride in procuring quality goods and services that exceeds our stakeholders' expectations.

The Risk Management Department's purpose is to reduce the District's exposure to unforeseen losses and ensure the welfare of the District, its employees, students and visitors. This supports the District's teaching and learning environment by proactively dealing with potential obstacles that may impede educational operations. The department is committed to being a resource to the District in a variety of general risk management techniques. Risk Management procures and manages the District's property and casualty insurance program and responds to all notices of claims received by the District in a timely manner. The department also manages all workers' compensation and industrial leave benefits. Finally, it manages the employee benefits program.

Department Function by Section

Purchasing. The Purchasing section of the Purchasing, Warehouse, and Transportation Department is primarily responsible for procuring goods and services in support of college departmental needs, disposing of obsolete equipment, and providing contract management and labor compliance for publicly bid projects. To accomplish this, the Purchasing staff performs the following functions and duties:

- Coordinates purchasing services with departments and vendors
- Reviews specifications from departments to ensure accuracy and compliance with district needs and standards.
- Employs a variety of computer software related to procurement.
- Oversees the training, management and maintenance of ESCAPE OnLine, an online requisition and purchasing software program.
- Prepares plans, specifications, CAD drawings and other documents necessary for the public bidding.
- Prepares requests for proposals from vendors, conducts job walks and evaluates contractor proposals and bids.
- Maintains and manages publicly bid public-works project contracts and bid documents.
- Coordinates labor compliance on public works projects.
- Participates in the design and furnishing of new and remodeled buildings.
- Conducts inspections to ascertain needs and find solutions
- Researches services and products to meet college needs
- Establishes product and quality standards for equipment, hardware and materials used in instructional and non-instructional environment
- Participates in furnishing, furniture, and equipment planning, design, and procurement.
- Organizes and archives large quantities of procurement data for timely identification and retrieval.
- Maintains fixed asset equipment inventory records in ESCAPE OnLine database

- Coordinates the re-use and disposal of surplus/obsolete inventory and equipment
- Works cooperatively in a team environment to support the educational mission of the college.

Warehouse. The Warehouse section of the Purchasing, Warehouse, and Transportation Department is primarily responsible for effectively and efficiently receiving purchased goods and delivering these goods to campus staff in support of the instructional needs of the college. To accomplish this mission, the Warehouse section performs the following functions and duties:

- Utilizes Fix-It OnLine, a Facilities Department campus-wide computer work order program, to process Warehouse staff work requests, prioritize and assign work, track work order progress and costs, and communicate with requestors regarding the status of their work requests. Effectively, this work order program facilitates an open and ongoing dialogue between the Warehouse section and all of its customers for deliveries, paper stock orders, surplus equipment pickups, furniture moves and copier repair requests.
- Delivers and set-ups for furniture on campus.
- Receives, inspects and delivers procured goods to departments
- Updates the ESCAPE OnLine asset management system
- Stores and safeguards warehoused equipment and supplies
- Operates and maintains warehouse equipment and vehicles
- Coordinates and conducts periodic physical inventories
- Receives and processes received supplies and equipment from UPS, Fed Ex, and freight carriers

Transportation. The Transportation section of the Purchasing, Warehouse, Transportation Department is primarily responsible for effectively and efficiently providing for the transportation needs of students and staff with a fleet of vans,

busses, trucks and utility carts. To accomplish this mission, the Transportation section performs the following functions and duties:

- Assures College vehicles are safe and available to operate
- Coordinates vehicle inspections with Motor Carrier Safety Compliance Program
- Trains and orients drivers for use of Class B vehicles
- Administers Class B driving test
- Maintains Class B drivers driving and medical records
- Maintains vehicle maintenance and service records
- Inspects and monitors driver log books, reports and timesheets
- Coordinates and assigns vehicles to College staff
- Processes DMV smog test and registration documentation

Mail Operations. The Mail Operations section of the Purchasing, Warehouse, Transportation Department is primarily responsible for processing on-campus delivery of U.S. Postal Service and inter-office mail for the College. This is accomplished by establishing delivery and pickup schedules, routines and procedures that ensure safe, secure and cost appropriate and apportioned services to respective cost centers. To accomplish this mission, the mail operations section performs the following functions and duties:

- Mail is received from the post office, sorted, bagged and delivered to designated departments each day. Small packages are also included in this delivery.
- A second delivery and pick-up is made to the Administration Building and the Child Development Center each day at 2 p.m.
- The mailroom provides special services such as DHL, Federal Express, Registered and Certified Mail. These items must be received in the mailroom by 2:30 p.m. to be processed that day.
- Routine and non-routine bulk and first class mailings are prepared, compiled and maintained.

- Confidential and overnight mailings are prepared.
- For large on-campus mailings to faculty and staff, the mailroom provides name or department labels, making the distribution process more efficient.
- For large off-campus mailings, the mailroom provides help in preparing a bulk mail. Instructions and "Request for Postage" forms are available from the mailroom. This procedure keeps the cost of the mailing at its lowest.
- Postal expenditures to departments are allocated.
- Mailing equipment and supplies inventory are maintained.

Risk Management.

Property – Casualty Program

With a total insured value of \$250,000,000, the District not only has substantial insurance coverage in force, but the department works to continually identify potential risks. Loss prevention and loss control are at the foundation of this successful program. Experienced personnel with firsthand knowledge of the District quickly resolve any safety or risk issues that may arise. Additionally, a longstanding relationship with our liability administrator has the effect of enhancing the expertise needed to maintain the program through trainings, periodic inspections and site visits.

In addition to this, any claims that are submitted are thoroughly reviewed and processed by the department and experienced claim specialists. This has resulted in an excellent claim history that is expected to continue. Related to this is the program of contractual transfer which reduces the District's liability when dealing with other insured parties. The program is run according to set standards, and ability to contract with the District must meet these guidelines. The District also thoroughly reviews any contract and will only extend additional insured status subject to strict standards. This results in a program that manages risk efficiently.

Workers Compensation & Industrial Leave Program

The District's workers' compensation program is focused on the safety and health of all workers. This program covers all classes of employees: permanent, temporary and student workers. The number insured exceeds 1000 workers. Hazards are continually monitored and addressed to ensure their mitigation. The District takes all reasonable steps to run a program which is aimed at keeping workers safe on the job and returned to work after being released to regular or modified duties.

The District accomplishes these goals in a number of ways. All mandated training is conducted as required. In addition, loss patterns are reviewed on a regular basis. Any area needing specific attention receives specific training over a period of time either by District personnel or trained loss control experts. The District undergoes regular inspections by loss control personnel to evaluate the premises and working areas.

The District works closely with a workers' compensation claims administrator to administer all claims. Injured workers are entitled to all benefits mandated by the Department of Industrial Relations. Specifically in the public educational setting, the District complies with all industrial leave benefits which go beyond traditional temporary disability benefits. Injured workers receive all medical treatment until completion of the claim process. Temporary and permanent disability benefits will also be paid as determined by medical professionals. The goal of the entire program is not mere compliance with the law, but the maintenance and expectation of a safe working environment.

Employee Benefits Program

The District is committed to the health and welfare of its employees. All eligible permanent staff are given the option of electing group medical benefits under an HMO (Kaiser Permanente) or a PPO (Blue Shield). In addition, this group of employees is automatically enrolled in the District's dental, vision and life insurance programs. For those employees who choose to waive the medical portion of their benefits, they are eligible to open a tax sheltered annuity which the District will contribute to on a tenthly basis. The number of active employees covered under

these programs averages 450 per month. Currently the District pays 100% of all premiums for these programs for employees and dependents.

Upon conclusion of active employment, the District complies with federal law by offering continuation coverage through Cobra. Former employees and qualified beneficiaries are extended all available options to elect this coverage.

The District also offers eligible retirees the option to continue with District paid insurance benefits for a specified number of years post retirement. If certain criteria are met, eligible retirees can continue with this paid for benefit until age 67, 68 or 69. The benefits offered are medical, dental and vision. Life insurance is not extended as an ongoing benefit.

This same group of retirees also is given the choice at retirement to instead opt for an annual cash payment for life in lieu of group insurance benefits. The payment ranges from \$1000 to \$2500 annually. Finally, even after the District paid portion of insurance benefits expires, retirees are given the option to self pay any of their current coverage which may include medical, dental or vision. In sum, the District offers a generous employee benefits program to both eligible employees and retirees.

Service Recipients

Summary

In support of the college's educational mission, the Purchasing, Warehouse and Transportation Department and Risk Management Department functions to serve the entire college. Consequently, our service recipients comprise the entire student, staff and faculty population, and supports the Maintenance and Facilities Department with grounds, buildings and other facilities that make up the physical campus by providing contracting and procurement of needed supplies, equipment and services.

Student Population

The size and make up 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	21,468	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. The 2005-2006 recalculation data were not available at the time of this report.

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 Served

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 make up of the employee population at Citrus College is described in table 2.5 below.

Table 2.5

Citrus College Employee Classification

	Number at Citrus
Classified Employees	318
Confidential/Supervisory	33
Full-Time Faculty	168
Part-Time Faculty	618
Management	30
Subtotal of Non-student Workers	1,067
Student Workers*	648*
Total	1,715

Source: CCCCO MIS Database, 02/2009, (* Citrus Community College Student Employment 06/2009)

Campus Facilities Served by Purchasing, Warehouse, Transportation Department and Risk Management Department

The Purchasing, Warehouse, Transportation Department and Risk Management Department provides its services to meet the needs of the college facilities which is comprised of an 104-acre campus with approximately 40 buildings that total almost 650,000 square feet of classrooms, labs and office space. The buildings range in age from 77 years old to a new Field House and Concessions Building and Vocational Technology Building, Phase 1, completed in the summer of 2009.

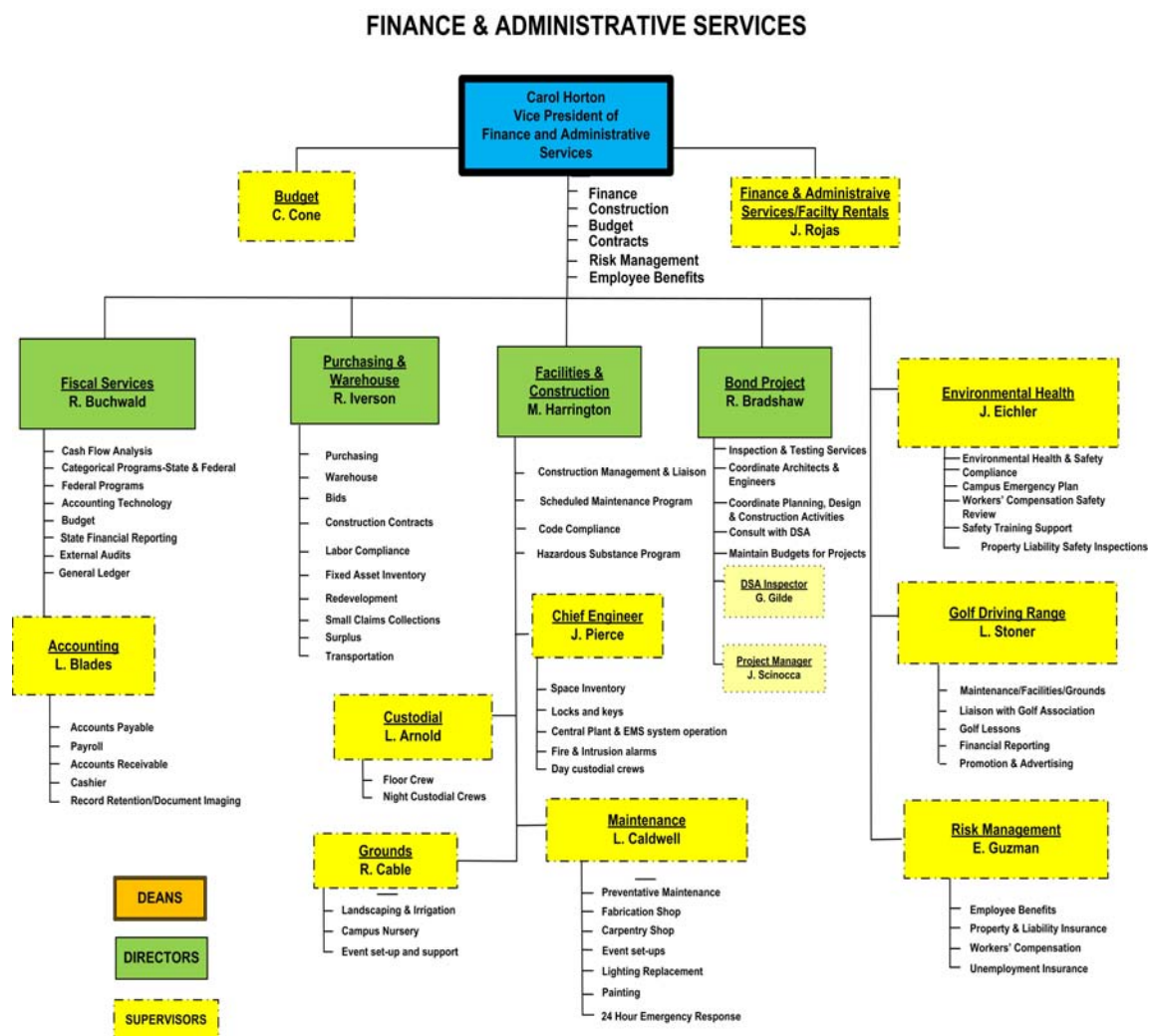
The campus grounds comprise over 90 acres of walkways, roadways, parking lots, landscape areas and athletic facilities.

Two new buildings, including a Student Services building due for completion in the Fall of 2010, and the Vocational Technology Phase 2 building, due for completion Summer 2009 are currently under construction. Additionally, construction of a new Security building and remodeling of the main gymnasium has recently begun. An improved entrance to the campus was constructed by the City of Azusa on Citrus Avenue and was opened for the Fall 2009 semester.

Department Resources

Staff Resources and Organization

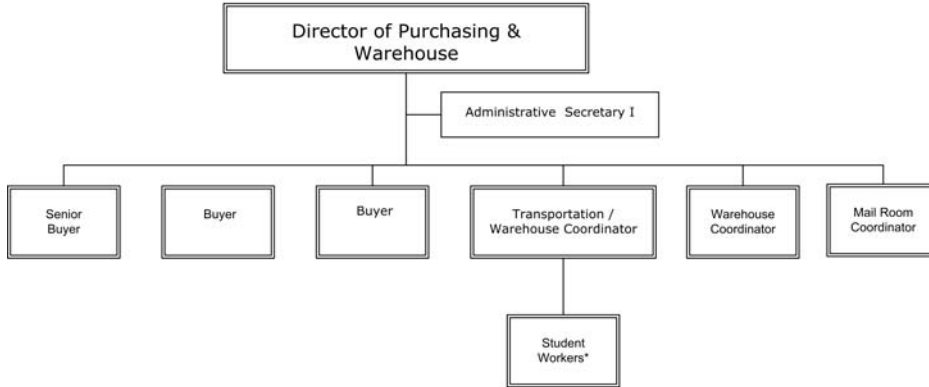
The Purchasing, Warehouse, Transportation Department and Risk Management Department employs eight full-time permanent individuals to perform its vital functions in support of the college's mission. These employees include student workers, purchasing, warehousing, transportation, mail services, clerical and management personnel. The following organization chart depicts the operational organization of the department and shows how our staff resources are allocated.





Organizational Chart

Purchasing, Warehouse, Transportation Department



*May include Short-Term Non-Academic Employees

Staff Assignments and Specialties

The Purchasing, Warehouse and Transportation Department and Risk Management Department comprise an effective and diverse team of seasoned, experienced professionals, dedicated to provide quality service to all stakeholders.

The following table 3.1 below lists the positions in the Purchasing Department and indicates the assignment or specialty for each position:

QTY	POSITION	ASSIGNMENT OR SPECIALTY
1	Director of Purchasing and Warehouse	Department Manager
1	Senior Buyer	Technical, technology, maintenance & custodial commodities procurement
2	Buyer	Instructional, office, furniture commodities procurement
1	Transportation Coordinator	Transportation fleet scheduling
1	Warehouse Coordinator	Receiving and distribution of purchased commodities
1	Mail Room Coordinator	Processes routine and special mailings
1	Administrative Secretary I	Assists department staff, department web page development, copier repair dispatch
1	Risk Management Supervisor	Department Manager

Staff Preparation and Training

Members of the Purchasing, Warehouse, Transportation Department and Risk Management Department have undergone a variety of specialized trainings to help create an effective, productive, safe and professional workplace by increasing their knowledge, expertise and proficiency in their specialized areas. Some of these trainings have included:

- Bid Law Update & Review
- Cal OSHA – Essentials of Safety
- California Construction Law
- California Legal Code Updates
- Disaster Survival Skills
- Emergency Planning & Preparedness Training for MINS & SEMS
- Green Purchasing
- How to Handle Difficult People
- Management Skills
- Managing Multiple Projects
- Managing School Construction
- Managing Skills
- Prevailing Wage Law
- Unacceptable Behavior
- Ethics
- Gender & Diversity Sensitivity
- Certified Forklift Operator Training
- ESCAPE OnLine Purchasing System
- Certified Material Handling

Staff Professional Activities and Committee Participation

Purchasing, Warehouse, Transportation and Risk Management staff are active in a variety of professional and trade organizations and participate in numerous committees both inside and outside the college community. Considering the wide range of issues faced by our 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:

- Los Angeles County Office of Education Commercial Claims Unit
- Community College Purchasing Cooperative
- California Community College Purchasing Network
- Citrus College Physical Resources Committee
- California Campus Environmental Health and Safety Association
- California Community College Disaster Resistance Assessment Group

- San Gabriel Valley Purchasing Managers Association
- SWACC Joint Powers Association - Property and Liability Insurer
- PIPS Joint Powers Association - Worker Compensation Insurer
- California Association of School Business Officials (CASBO)
- California School Employees Association (CSEA)
- Association of Chief Business Officials (ABCO)

Special Accomplishments

- Warehouse Coordinator, enrolled in Masters degree program
- Director of Purchasing and Warehouse, enrolled in Masters degree program
- Director of Purchasing and Warehouse, enrolled in Association of Chief Business Officials (ABCO) institute
- Enhanced department online web pages
- Upgraded ESCAPE Online electronic purchase order system

Physical Resources

Facilities of the Purchasing, Warehouse, Transportation and Risk Management Departments

The Purchasing, Warehouse and Transportation Department is located on the south perimeter of the campus, south of the baseball field in a complex it shares with Facilities and Maintenance. At this location is staff office space of approximately 1100 square feet and 2200 square feet of enclosed and secured warehouse space. An additional 3200 square feet of outside paved space is available for storage of Transportation vehicles and surplus material storage needs.

The Risk Management Department is located on campus in the Administration Building, President's Office area, and consists of one office space.

Equipment Resources of the Purchasing, Warehouse, Transportation and Risk Management Departments

Vehicles The Purchasing, Warehouse and Transportation Department utilizes a variety of vehicles and equipment to performs its functions and includes:

- Two 33-passenger buses
- One 25-passenger bus
- One box van
- One stake-bed truck with lift gate
- Four 7-passenger vans
- Six 12-passenger vans
- Two cargo vans
- Three electric carts
- One surrey cart
- One forklift

Equipment The Purchasing, Warehouse and Transportation Department utilizes a variety of equipment including forklift, pallet jacks, mail processing equipment, computer and other electronics.

Fiscal Resources

The Purchasing, Warehouse, Transportation Department and Risk Management Department

1. Funding allocated from the District General Fund
2. State Capital Improvement funding for furniture and equipment
3. General Obligation Bond funds for capital improvements

The following tables provide detailed information on the allocation of financial resources for the Purchasing, Transportation and Risk Management Departments.

Purchasing and Warehouse General Fund Budget

Purchasing & Warehouse			Horton	Iverson	
Fund 01.0 00000.0 00000			Unaudited	Adopted	Budget
Department 00457 xxxx		Actuals	Actuals	Budget	Increases
6770000		07-08	08-09	09-10	Decreases
2100	Salary Classified Reg	465,360	469,046	491,356	22,310
2300	Salary Classified Hourly	52,831	34,443	20,500	-13,943
2375	Salary Classified CalWORKs	560	4,399	0	-4,399
3220	PERS Classified	42,998	44,227	47,706	3,478
3320	OASDI Classified	28,416	30,366	31,735	1,369
3360	MEDI Classified	7,004	7,102	7,422	320
3420	H & W Benefits Classified	82,158	82,143	97,740	15,597
3520	Un Emp Ins Classified	245	1,469	1,536	66
3620	Wk Comp Classified	12,010	10,277	10,237	-40
4300	Supplies Non-Inst-Stores	76,490	109,270	110,000	730
5100	Consultant	0	0	0	0
5200	Conference Mileage	1,015	760	0	-760
5610	Rentals, Leases	328	0	1,000	1,000
5630	Repairs	567	100	1,000	900
5790	Advertising	9,293	4,200	5,000	800
5800	Other Services Misc	3,550	1,314	5,000	3,686
5810	Service Agreements	87,157	77,147	90,000	12,853
5840	Ser Agr Escape Software	0	180	7,000	6,820
5850	UPS, Postage Delivery Service	171,974	147,315	150,000	2,685
5890	Hazardous Waste Disposal	0	0	0	0
6200	Buildings – Remodel	0	0	0	0
6400	Equipment Furniture Copiers	75,220	23,662	30,000	6,338
Total Expenditure		1,117,176	1,047,422	1,107,231	59,809

Transportation General Fund Budget

TRANSPORTATION		Horton	Iverson		
Fund 01.0 00000.0 00000		Unaudited	Adopted	Budget	
Department 00434 xxxx		Actuals	Budget	Increases	
6499000		07-08	09-10	Decreases	
		Actuals	Budget		
		08-09	09-10		
2300	Salary Classified Hourly	58,600	59,072	23,750	-35,322
3220	PERS Classified	5,084	5,573	2,306	-3,267
3320	OASDI Classified	3,633	3,663	1,473	-2,191
3360	Medicare Classified	850	857	344	-513
3370	Medicare Other	0	0	0	0
3520	Unemployment Ins Classified	34	177	71	-106
3620	Wk Comp Classified	1,395	1,181	475	-706
4300	Supplies - General	0	987	4,000	3,013
4360	Supplies Gas, Oil, Tires	20,143	13,768	20,000	6,232
5200	Conference Travel	55	0	0	0
	Field Trips-Driver				
5220	Expenses	21	0	0	0
5610	Rental Vans	6,041	1,244	5,000	3,756
5630	Repair Vans	27,025	11,925	15,000	3,075
5800	Other Services	17,446	0	500	500
6400	Equipment	52,120	-2,446	10,000	12,446
	TOTAL EXPENDITURE	192,447	96,001	82,919	-13,082

Risk Management General Fund Budget

RISK MANAGEMENT

Horton

Fund 01.0 00000.0
 00000
 Department 00460
 xxxx 6770000

		Unaudited	Adopted	Budget	
	Actuals	Actuals	Budget	Increases	Decreases
	07-08	08-09	09-10		
2100	Salary Classified Reg	135,480	140,946	144,270	3,324
2300	Salary Classified Hourly	11,074	19,696	7,500	-12,196
2397	Salary Classified FWS	0	0	0	0
3220	PERS Classified	12,608	15,066	14,007	-1,059
3320	OASDI Classified	8,400	9,908	9,410	-498
3360	Medi Classified	2,125	2,650	2,201	-449
	H & W Benefits				
3420	Classified	27,916	29,916	30,126	210
3520	Un Emp Ins Classified	74	548	455	-93
3620	Wk Comp Classified	3,371	3,690	3,035	-655
	Supplies Non-				
4300	Instructional	2,425	5,467	6,000	533
5100	Consultant	0	5,800	6,000	200
5200	Conference Mileage	522	1,132	0	-1,132
5400	Insurance Liability	428,647	411,447	425,000	13,553
5600	Rents, Leases, Repairs	0	2,130	5,000	2,870
5800	Other Services	15,226	9,756	10,000	244
	Other Services				
5805	SCAQMD	15,141	4,433	15,000	10,567
	Other Services				
5810	Contracts	25,391	632	1,200	568
5850	Other Services - UPS	0	0	0	0
5860	Bandaid Claim	2,936	10,643	15,000	4,357
	SCAQMD Ecrp Analysis				
5880	Fee	467	15,950	17,000	1,050
	Other Services Haz				
5890	Waste	38,008	25,774	30,000	4,226
6100	Site Improvement	0	0	0	0
6400	Equipment	0	1,687	7,000	5,313
	Total Expenditure	729,811	717,271	748,205	30,934

Program Performance

Summary

The Purchasing, Warehouse, Transportation Department and Risk Management Department perform a wide variety of duties and tasks in support of the college's mission. This section of the Program Review will objectively measure the performance of the departments by identifying the quantity of work performed and quality of the service produced by this work. In the Spring of 2010, Purchasing, Warehouse, Transportation and Risk Management will be included in the District's Campus-wide Survey.

Quantitative Performance Measurements by Section

Purchasing. In performing its function within the department, Purchasing receives user requisitions for routine and non-routine goods and services, and sources and procures those goods and services with the goal of providing the right product at the right price at the right time so as to obtain the best value for the college. The department manages construction contracts, disposal of surplus property and coordinates department office moves. In the 2008/2009 fiscal year, the Purchasing section completed the following:

- Finalized furniture and equipment installation for new Center for Innovation Building
- Finalized construction contract for Softball Fields project
- Finalized public works contract for landscape and irrigation project
- Finalized public works project for installation of new basketball goals
- Finalized public works contract for football and baseball fields marquee project
- Initialized construction contract for Student Services Building
- Initiated public works contract for library building energy conservation project

- Initiated public works contract for campus walkway improvements
- Initiated public works contract for re-roofing Professional Technology and Tech C buildings
- Developed bid package for Campus Security Building
- Developed specifications for furniture and equipment for new Vocational Technology building
- Developed specifications for furniture and equipment for new Field House and Concessions project
- Processed 3,900 Purchase Orders and Change Orders totaling \$6,356,000 for supplies, equipment, service agreements, repairs and rentals

Warehouse. In performing its function within the department, the Warehouse receives goods procured by purchasing as a part of the procurement process. The department manages receipt of packages and pallets from common freight carriers in addition to UPS, DHL, Fed-X, United States Postal Service and other delivery services. Goods are received on the ESCAPE OnLine purchasing system, identification tags assigned if required, staged for delivery to the end-user or stored in the warehouse for later use. The department also assists with on-campus moves of furniture and equipment including surplus and obsolete items.

In the 2008/2009 fiscal year, the Warehouse section completed the following

- Processed received goods and deliveries for over 1,800 purchase orders for supplies and equipment
- Processed 720 requests for warehouse stock items
- Assisted in staff and equipment moves for the various departments

Transportation. In performing its function within the department, Transportation maintains three small buses, two service/delivery vehicles, twelve vans and several support vehicles for the transportation needs of students, staff, faculty and for the transportation of goods and equipment between departments and for off-site events. Transportation coordinates the checkout of vehicles to meet the transportation needs of recording arts, music, physical science, physical education and other programs to transport safely and efficiently to their respective

destinations. Buses are operated by Class B drivers on that are contracted and coordinated by Transportation. Transportation processes the California Department of Motor Vehicle paperwork for vehicle purchases, renewals, disposals and donations as well as the DMV testing of Class B drivers.

Mail Operations. In performing its function within the department, Mail Operations receives, sorts and processes all outgoing on-campus and U.S. Postal Service mail and sorts and processes all incoming mail from the U.S. Postal Service and other delivery companies that are non-parcel in nature. A critical function is the processing of standard mailings (bulk mailings) that require detailed attention of large mailings that are at a highly reduced mailing rate. Mail Operations maintains on-campus mail stations and updates staff listings each semester. Mail Operations trains and counsels staff on the least costly, most efficient manner in which to process mailings.

Mail Operations performs the following:

- Annually send out 6,000 parcels
- Annually receive 12,000 parcels
- Annually receive, sort and deliver 120,000 pieces of mail
- Annually process 240,000 pieces of out-going mail totaling \$98,000 in postage
- Incoming Mail and parcels are delivered to all departments and buildings
- Outgoing mail and parcels are sent out via U.S. Postal Service and other commercial carriers for both international and domestic delivery

Risk Management. In performing its function within its own department, Risk Management works to minimize District exposure to loss, human and property, and oversees the employee worker compensation program, injured worker medical program, fringe benefit program, the District property and casualty program and processes injury/loss claims and is liaison to the worker compensation and property and liability insurance JPA third-party administrators. The

Risk Management Department performs the following:

- Worker Compensation coordination for over 1,000 workers
- Fringe Benefit coordination for over 1,000 workers
- Property and Casualty insurance claim coordination for over \$250,000,000 of property
- Provides staff training and counsel on insurance, safety, worker injury and property loss claims processing

Qualitative Performance Measurements

Purchasing Department and Risk Management Department endeavor to provide all stakeholders with professional, prompt, respectful service at all times. Measuring service performance in a qualitative fashion is perhaps at best subjective in nature and a more objective measure is expected following the results to be obtained in the 2010 Citrus College office of Institutional Research's All Employee Survey to be conducted in the Spring of 2010. The two departments were not a part of the 2007 survey.

Goals and Objectives

The principal goal of the Purchasing Department and Risk Management Department is one of support for the Citrus College mission and is realized by the prompt, efficient, professional delivery of the respective department's services to get the most value from every dollar of funds available for goods, equipment, services, contracts and construction. This is accomplished by clear and frequent communication between departments on the needs to be met and the time constraints to meet those needs. Department staff communicates with peers and regularly attends peer group meetings to keep abreast of opportunities to further maximize the available financial resources for procurement of goods and services.

Program Effectiveness

Resources for the College and Greater Community

The value achieved by dedicated, conscientious and professional department staff allows the college to maximize the benefits from each dollar available for procurement of the goods and services requested by campus departments. These value conscious purchases allow department budgets to obtain a higher quantity or higher quality of goods and services by the prudent procurement with district funds. These prudent value-conscious purchases translate easily to enhanced facilities and resources for the college, its students, workers, visitors and the community at large that may enjoy a more functional, attractive, modern, safe and friendlier campus experience given the added goods and services afforded by the hard work putting limited dollars to maximum use. We do this with pride and enthusiasm.

Effects on Student Learning and Achievement Outcomes

The Purchasing department uses professional procurement practices and procedures that result in reduced costs of goods and services. This stretching of the purchasing dollar means more resources are available to create environmental conditions conducive to learning and include:

Efficient transportation operations. Van and bus pool allows for safe, efficient transportation group travel needs allowing for more funds to be retained for instructional programs.

Efficient mail operations. Use of special mailing rates and scheduling of mailings offers rate reductions of as much as 80% saving thousands of dollars to be retained for instructional programs.

Efficient procurement operations allow for improvements in indoor air quality. Smart procurement allows for funding air filter changes at regular intervals

Efficient procurement operations allow improvements in lighting. Smart procurement allows for funding of newer lighting and controls and changing out of dimming bulbs on a more frequent routine

Efficient procurement operations allow improvements in classroom acoustics. Smart procurement allows for funding of low-noise motors, carpet, ceiling tiles, and wall treatments to minimize interruptive sounds and noises

Efficient procurement operations allow improvements in energy conservation. Smart procurement allows for funding energy conservation that leads to improved comfort and a 'Greener' environmental footprint

Efficient procurement operations allow improvement in ergonomics. Smart procurement allows for funding of ergonomically friendly furniture, furnishings and equipment that makes for a less fatiguing and more comfortable learning and teaching environment

Efficient procurement operations allow improvements in technology. Smart procurement allows for the funding of new and replacement technology that enhances the learning experience and allows students to be more competitive in the workplace.

Future Goals and Areas for Improvement

Purchasing, Warehouse and Transportation. To better serve the college students, staff and community, improvements in department resources by modernizing and replacing obsolete equipment is necessary. When funding is available, the department will implement the following:

- Replacement of 1996 bus and 1999 van experiencing increased down-time and repairs will be increasingly cost effective.
- Conversion of indoor motor-equipment to clean-burning propane for improved indoor air quality for warehouse staff.
- Installation of evaporative coolers and low wattage lighting in the warehouse

to improve the warehouse staff working conditions and provide cost savings through energy efficiency.

- Adoption of an automated system for tracking receipt and delivery of warehouse packages.

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 109)
- b. Authorization is requested to approve facility rentals and usage. (Page 111)
- c. Authorization is requested to authorize W & N Luxor Construction, Inc. to substitute Wesco Fire Protection Company of Glendale, CA for Century Fire Protection of Glendale, California, the listed subcontractor. (Page 113)
- d. Authorization is requested to allow staff to prepare specifications and formally bid Project #04-0910, Campus Safety Landscape Project. Funding will be from State Scheduled Maintenance funds. Award of contract will be by Board action. (Page 115)

Personnel Recommendations

- e. Authorization is requested to approve the personnel actions with regard to the employment, change of status, and/or separation of academic employees. (Page 116)
- f. Authorization is requested to approve the personnel actions with regard to the employment, change of status, and/or separation of classified employees. (Page 121)

CONTINUED

H. ACTION ITEMS

1. Consent Items (continued)

- g. Authorization is requested to approve the employment of short-term, non-academic employees and substitutes. (Page124)

INDEPENDENT CONTRACTOR AGREEMENT
Board of Trustees Meeting – April 6, 2010

<u>CONTRACTOR CONSULTANT/ DEPARTMENT</u>	<u>RATE</u>	<u>FUNDING SOURCE</u>	<u>PERIOD</u>	<u>SERVICE</u>
<u>ADMINISTRATIVE SERVICES</u>				
Total Compensation Systems, Inc.	\$6,000.00max	District	4/1/10-10/31/10	Actuarial Services to Comply With GASB Requirements
Total Compensation Systems, Inc.	\$1,600.00per mtg	District	4/1/10-10/31/10	Actuarial Services On-Site Meetings
<u>CAREER, TECHNICAL AND CONTINUING EDUCATION</u>				
Shaw, Dr. Lynn	\$12,000.00max	Grant	4/7/10-6/30/10	Implement Events & Activities Under LA/OC & Cabrillo WIB Award
<u>CHILD DEVELOPMENT CENTER</u>				
Carson, Kelly Lynn	\$7,603.00max	Grant	7/1/09-6/30/10	Foster Care Ed
Hernandez, Jaime	\$4,872.50max	Grant	7/1/09-6/30/10 <i>Revision</i>	Foster Care Ed
<u>FINE AND PERFORMING ARTS</u>				
Sears, Tony	\$1,300.00max	District	4/6/10-6/30/10	Photography Services
<u>HEALTH SCIENCE</u>				
Mejia, Marc	\$1,400.00max	Grant	3/23/10-6/30/10	Videographer for Medical Emergency Scenario for Nursing, CNA, Dental & CAN
Pomona Valley Hospital Medical Center	no fee	no fee to district	3/3/10-3/3/11	Clinical Education
Santa Teresita Skilled Nursing Facility	no fee	no fee to district	3/26/10-3/26/11	Clinical Education
Westmed Ambulance Service	no fee	no fee to district	4/6/10-4/6/11	Clinical Education
<u>STEM GRANT</u>				
Courter, Rebecca	\$75.00max	Grant	4/8/10-4/8/10	Guest Speaker – STEM Event "Sharing the Experience"

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

**Use of Facilities
April 6, 2010**

ORGANIZATION	FACILITY	ACTIVITY	DATE(S)	CHARGE
CHOC Foundation	Recording Arts Studio	Vocal Overdubbing	3/2/2010	\$500.00
TELACU	Recording Arts Studio	Basic Tracking	3/3/2010	\$200.00
Tryptich Productions	Recording Arts Studio	Basic Tracking	3/5 & 3/6/10	\$800.00
Joe Utar	Recording Arts Studio	Basic Tracking	3/10/2010	\$50.00
Aram Mandossian	Recording Arts Studio	Basic Tracking	3/10/2010	\$350.00
FLS International	Library Fishbowl	Orientation and Testing	3/15 and 4/19/10	\$100.00 plus additional labor if required
Tryptich Productions	Recording Arts Studio	Overdubbing and Mixing	3/17, 3/19 & 3/22/10	\$2,200.00
Charter Oak High School	Pool	Swim Team Practice	3/17, 3/19, 3/22 & 3/23/10	\$440.00 plus additional labor if required
FLS International	CI159	Orientation and Testing	3/22/2010	\$100.00 plus additional labor if required
Westwind Musical Productions	Recording Arts Studio	Basic Tracking	3/23, 3/24, 3/25 & 3/26/10	\$2,240.00
J. C. Productions	Recording Arts Studio	Vocal Overdubbing	3/24/2010	\$300.00
Centre Stage, Inc.	Recording Arts Studio	CD Production	3/25/2010	\$75.00
FLS International	PA192 and LL113	Classes	3/29, 3/31 & 4/1/10	\$250.00 plus additional labor if required
Metropolitan Educational Theatre Network	Performing Arts Center	Children's Theatre Performances	5/24, 5/25, 5/26, 5/27, 5/28 & 5/29/10	\$8,100.00 plus additional labor charges
Glendora High School	Stadium	Graduation	6/9/2010	No rental fee. Labor charges only if necessary.
Adage Dance Center	Performing Arts Center	Dance Recital	6/11 & 6/13/10	\$5,736.25 plus additional labor if required
Shin Dance Academy	Performing Arts Center	Dance Performance	6/18 & 6/20/10	\$3,800.00 plus additional labor if required
County Sanitation District of Los Angeles	Stadium Parking Lot S6	Household Hazardous Waste Collection	7/30 & 7/31/10	Labor charges only
Crescendo Performing Arts	Performing Arts Center	Dance Recital	11/18 & 11/20/10	\$3,850.00 plus additional labor if required
St. Christopher Church	Performing Arts Center	Fundraiser Concert	11/17 & 11/19/10	\$3,100.00 plus additional labor if required
Miss Azusa Scholarship	Performing Arts Center	Miss Azusa Pageant	2/5/2011	\$3,200.00 plus additional labor if required

March 26, 2010

Century Fire Protection
Attn: Klod Grigorian
1053 Linden Ave., Suite #6
Glendale, CA 91201
Phone 818 450-7997
Fax 818 244-8790
CenturyFire@charter.net

Re: Notification of the substitution of a listed subcontractor by the prime contractor for Citrus College Bid #02-0607, Main Gym Remodel

Century Fire Protection is listed as the subcontractor for fire sprinkler portion of the Citrus College bid #02-0607, Main Gym Remodel. W & N Luxor Construction, Inc., the prime contractor, has requested authorization by the District to replace your firm with another subcontractor citing your failure or refusal to execute a written contract.

Public Contract Code section 4107 requires the project owner to notify you of this request and affords you, the subcontractor, with certain rights. I understand from our phone conversation this morning that you are aware of this substitution request. Please contact me with any questions or concerns with regard to this substitution request.

Sincerely,

Robert Iverson
Director of Purchasing and Warehouse

Cc: Carol R. Horton, Vice President of Finance and Administrative Services, Citrus College
Robert J. Bradshaw, Construction Program Manager, Citrus College
Nader Youssef, W & N Luxor Construction, Inc.
Bid File #02-0607, Main Gym Remodel

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u>X</u>
DATE	April 6, 2010	Resolution	_____
SUBJECT:	Authorization to Bid – Project #04-0910, Campus Safety Landscape Project	Information	_____
		Enclosure(s)	_____

BACKGROUND

The Board of Trustees requires prior approval for projects that are formally bid under Section PCC 20651 of the Public Contract Code. District staff has identified requirements to bid Project #04-0910, Campus Safety Landscape Project. The project will be funded from State Scheduled Maintenance funds.

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

RECOMMENDATION

Authorization is requested to allow staff to prepare specifications and formally bid Project #04-0910, Campus Safety Landscape Project. Funding will be from State Scheduled Maintenance funds. Award of contract will be by Board action.

Carol R. Horton
Recommended by

Moved / Seconded

Aye ___ Nay ___ Abstained ___

Approved for Submittal

Item No. _____ H.1.d. _____

**ACADEMIC EMPLOYEES
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS
APRIL 6, 2010**

NAME	CLASSIFICATION	STATUS	ASSIGNMENT	DEPARTMENT	BEGIN	END	RATE	
Phelps, Christin	Applied Music Tutor		Hourly as needed	Music	04/07/10	06/30/10	\$44.90	hr.
Phelps, Christin	Instructor		Hourly as needed	Music	04/07/10	06/30/10	\$44.90	hr.
Rugeley, Barbara	Librarian	Head Librarian	Stipend	Library	08/28/09	12/19/09	\$1,000.00	tl.
Rugeley, Barbara	Librarian	Head Librarian	Stipend	Library	02/16/10	06/12/10	\$1,000.00	tl.
Silva, Daniel	Applied Music Tutor		Hourly as needed	Music	04/07/10	06/30/10	\$44.90	hr.
Orso, Robert	Instructor		Hourly as needed	Art	04/19/10	06/30/10	\$44.90	hr.

**ACADEMIC EMPLOYEES
SPRING 2010 ADJUNCT
APRIL 6, 2010**

NAME	Department/Discipline	Lecture	Placement	Unit Rate	Hourly Rate
Kramer, Henry	Mathematics	Lecture	4-6	\$1,281	\$73.17
Orso, Robert	Art	Lecture	3-6	\$1,230	\$70.28
Wiesenfeld, Alexandra	Art	Lecture	3-4	\$1,129	\$64.51

**ACADEMIC EMPLOYEES
SUMMER 2010 ADJUNCT
APRIL 6, 2010**

NAME	Department/Discipline	Lecture	Placement	Unit Rate	Hourly Rate
Smedley, Deanna	Counseling	Lecture	2-3	\$1,077	\$61.56

**ACADEMIC EMPLOYEES
FALL 2010 ADJUNCT
APRIL 6, 2010**

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

**CLASSIFIED EMPLOYEES
EMPLOYMENT/CHANGE OF STATUS
APRIL 6, 2010**

NAME	CLASSIFICATION	REASON	DEPT.	MOS.	PRCT.	BEGIN	END	RANGE & STEP	MONTHLY RATE
Cortez, Jorge	Gardener III	End Temporary Upgrade	Grounds		100%	7/16/08	4/6/10	31-2	\$3,208.61
Cortez, Jorge	Gardener III	Upgraded to 100% employee	Grounds	12	100%	4/7/10		31-2	\$3,208.61
Horton, Julian	Physical Education/Athletics Facilities Supervisor	Employment	P.E.	12	100%	4/19/10		7-2	\$4,648.00
Kouba, Gary	Grounds Supervisor	Temporary Upgrade	Grounds		100%	4/7/10	6/30/10	11-1 (8-1+3A)	\$5,380.00
Weninger, Adam	Custodian	Upgraded to 100% employee	Custodial	12	100%	6/1/09		23-3 (22-3+1I)	\$2,903.40

**CLASSIFIED EMPLOYEES
SEPARATIONS/LEAVES
APRIL 6, 2010**

Name	Classification	Department	Reason	Date(s) of Separation
Gallardo, Jessica	Grant Project Specialist	Vocational Education	Resignation	3/20/10

**CLASSIFIED EMPLOYEES
SHORT-TERM, HOURLY,
SUBSTITUTES
APRIL 6, 2010**

NAME	CLASSIFICATION	REASON	DEPARTMENT	BEGIN	END	RANGE & STEP	HOURLY RATE/TOTAL
Berendes, Diane	Stipend	Graphic Design F & PA brochures/artwork	Music	4/10/10	4/20/10		\$750/tl.
Cabrales, Cecilia	Department Aide	Office help	TANF	4/7/10	6/30/10	3-1	\$9.27/hr
Khan, Ehsan A.	Guest Relations Assistant	Office help	Golf Driving Range	4/19/10	6/30/10	10-1	\$11.02/hr.
Marsh, Brian	Student Services Assistant	Develop media for use with student entering/exiting an articulation program	Tech Prep	4/7/10	6/30/10	17-1	\$13.10/hr
McCullough, Jennifer	Stipend	Lighting Design Women's Ensemble Pop Show On the Radio	Music	5/20/10	5/25/10		\$500/tl.
Navarro, Andres	Administrative Clerk I	Assist clerical with the English PAGE program	Bridges to Success Grant	4/7/10	6/30/10	19-1	\$13.76/hr
Patrick, John	Stipend	Set Design Women's Ensemble Pop Show	Music	4/7/10	4/20/10		\$800/tl.

2009-2010 Coaches

ASSISTANT COACHES (Short-term Non-Academic) SPRING

Name	Sport	Major	Class/Step	Season	
Quinto, Mark	Swimming	Assistant	Major 5 1-1	\$2,433	SP 3/22/2010

Volunteer Coaches SPRING

Wall, Corey	Football	Assistant		SP
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Professional Expert
April 6, 2010

Name	Classification	Begin	End	Department	Rate
Harrington, Elena	PE Facility Supervisor	4/7/10	4/18/10	PE/Athletics	\$4,430.00/mo./prorated

H. ACTION ITEMS (continued)

Business Services

2. Authorization is requested to approve the 2010-11 Budget Development Assumptions and Budget Calendar that were approved by the Financial Resources Committee on March 3, 2010. (Page 130)

Academic Affairs

3. Authorization is requested to adopt Resolution No. 2009-10-05, certifying Geraldine M. Perri, Ph.D., Superintendent/President, as the Board authorized representative of Citrus Community College District to approve a contract with the California Department of Education for the Tech Prep Regional Coordination Project – Region 7 for 2009-2010. (Page 134)
4. Authorization is requested to approve the reimbursement of actual cost for busing and substitute teachers with Azusa USD, Claremont USD, Duarte USD, Glendora USD and Monrovia USD, for STEM Days 2010. (Page 136)
5. Approve the establishment of purchase orders with Monrovia USD, Los Angeles County Office/ROP, and ABC USD to reimburse costs for the delivery of Strengths Based Leadership content. (Page 137)
6. Authorization is requested to accept, and execute, the agreement between Cabrillo College and Citrus Community College in the amount of \$20,000 for the March 1, 2010 – June 30, 2010 time period. (Page 138)

Personnel Recommendations

7. Authorization is requested to declare salaries for all management, classified supervisors, confidential, and other unrepresented employees indefinite for the 2010/2011 fiscal year, as a result of financial uncertainties, negotiations, legislation, and other factors. (Page 144)

General

8. Authorization is requested to approve the first reading of Board Policy BP 3720 - Computer and Network Use. (Page 145)
9. Authorization is requested to approve the first reading of Board Policies BP 4100 – Graduation Requirements; BP 4226 – Multiple/Overlapping Enrollment; and BP 4270 – Minimum Class Size. (Page 182)

(CONTINUED)

H. ACTION ITEMS (continued)

10. Authorization is requested to approve the first reading of Board Policies BP 7100 – Equal Employment Opportunity; BP 7101 – Non-Discrimination; BP 7102 – Prohibition of Harassment: Students and Employees; BP 7103 – Drug and Alcohol-Free Environment and Drug and Alcohol Prevention Program; BP 7104 – Whistleblower Protection; BP 7106 – Political Activity; BP 7107 – Nepotism; BP 7108 – Communicable Disease; BP 7110 – Fingerprinting; and BP 7111 – Salary Deductions. (Page 204)
11. Authorization is requested to accept nominations from the Board of Trustees and approve their vote for candidates for election to the California Community College Trustees Board of Directors of the Community College League of California. (Page 258)

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

I. ADJOURNMENT

Dates to remember:

April 11-16, 2010	Spring Break
May 4, 2010	Board of Trustees Meeting
May 18, 2010	Retiree & Tenuree Reception & Board of Trustees Meeting
June 8, 2010	Board of Trustees Meeting

July 8, 2010

Board of Trustees Meeting & Board Goal Setting Work Session

CITRUS COMMUNITY COLLEGE DISTRICT
2010-2011 BUDGET DEVELOPMENT ASSUMPTIONS
GENERAL FUND UNRESTRICTED

REVENUES

- A. Base Revenue: Program-based funding apportionment budgeted:
 - 1. 2010-11 base apportionment COLA @ 0%
 - 2. Local property taxes @ 2009-10 actual
 - 3. Enrollment fees @ 2009-10 actual
 - 4. Growth @ 0%

- B. Lottery revenue budgeted:
 - 1. \$110 per FTE @ 12,030 FTES

- C. Interest budgeted:
 - 1. 2009-10 actual earnings
 - 2. Interest rate projections

- D. Non-resident tuition budgeted:
 - 1. 2009-10 actual FTE 526
 - 2. @ \$220 per credit hour less facility fee of \$37

- E. Local revenue budgeted:
 - 1. 2009-10 actual revenue
 - 2. Adjustment for one-time revenues in current year or anticipated budget year

EXPENDITURES

- A. Salaries budgeted: (1000s and 2000s)
 - 1. 2010-11 existing positions
 - 2. 2010-11 approved additional positions - academic and classified
 - 3. Step and column/class adjustments

- B. Benefits budgeted: (3000s)
 - 1. Statutory benefits at 2009-10 rates - STRS 8.25%; PERS 9.70%; OASDI 6.20% Medicare 1.45%; Unemployment 0.72%; Workers Comp 2.00%
 - 2. Health Benefits increases: Blue Shield 10%, Kaiser 10%

- C. Instructional materials and supplies budgeted: (4000s)
 - 1. 2009-10 budget amounts

- D. Other expenses budgeted: (5000s)
 - 1. 2009-10 budget amounts
 - 2. 2010-11 service agreements and memberships
 - 3. Utilities - estimated adjustments

- E. Capital outlay budgeted: (6000s)
 - 1. 2009-10 budget amounts

- F. Transfers budgeted: (7000s)
 - 1. Scheduled Maintenance / Instructional Material Match /Capital Outlay Projects
 - 2. Categorical program required contributions and general fund support levels

ENDING BALANCE @5.00%

ALL OTHER FUNDS WILL BE BUDGETED WITH THE SAME ASSUMPTIONS AS THE GENERAL FUND, TAKING INTO CONSIDERATION UNIQUE FUNDING AND EXPENDITURE REQUIREMENTS

CITRUS COMMUNITY COLLEGE DISTRICT
Office of the Vice President of Finance and Administrative Services

BUDGET CALENDAR
FY 2010-2011

- 3/03/10** **Budget Calendar and Budget Assumptions approved by
Financial Resources Committee**
- 4/06/10** **Budget Calendar and Budget Assumptions provided to Board of Trustees**
- 4/07/10** **Budget worksheets out to Superintendent, Vice Presidents and Cost Center
Managers**
- 5/07/10** **Budget worksheets due to Business Office**
- 6/02/10** **Tentative Budget reviewed by Financial Resources Committee**
- 6/08/10** **Adoption of Tentative Budget by Board of Trustees**
- July
and
August** **Monitor State budget developments making modifications to Tentative
Budget**
- 9/7/10** **Budget Forum**
- 9/14/10** **Adopt District Budget for 2010-2011**

Revised 2/18/10

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	April 6, 2009	Resolution	X
SUBJECT:	Tech Prep Demonstration Project – Preparation for Competitive Grant Application	Information	
		Enclosure(s)	

BACKGROUND

Citrus College served as the lead college partner for the Tech Prep Regional Coordination Project (Region 7: Los Angeles County) for three years. The California Department of Education has recently changed the project purpose, name, and process for distribution of funds. Beginning with awards for the 2010-11 academic year, funding will be distributed on a competitive grant basis.

Citrus College is now preparing to submit a competitive application in the amount of \$100,000, designed to strengthen the Automotive Technology/Engine Design and Drivetrain Technologies Programs of Study. The application is due May 3, 2010, and requires the inclusion of a Board resolution which certifies the Superintendent/President as their designee to submit the application and accept any potential award for the July 1, 2010 – June 30, 2011 grant period.

This item was prepared by Marti DeYoung, CTE Supervisor.

RECOMMENDATION

Authorization is requested to adopt Resolution No. _____, certifying Geraldine M. Perri, Ph.D., Superintendent/President, as the Board authorized representative of Citrus Community College District to approve a contract with the California Department of Education for the Tech Prep Regional Coordination Project – Region 7 for 2009-2010.

Irene Malmgren
Recommended by

Moved / Seconded

Aye ___ Nay ___ Abstained ___

Approved for Submittal

Item No. H.3.

**CITRUS COMMUNITY COLLEGE DISTRICT
RESOLUTION # 2009-10-05**

Whereas, this resolution must be adopted in order to certify the approval of the Citrus College to accept a grant agreement awarded by the California Department of Education for the Tech Prep Demonstration Site Project.

The purpose of the Tech Prep Demonstration Site grant is to support an effective and efficient partnership of secondary, postsecondary and business/agency entities that collaborate to implement an articulated program of study in Advance Automotive Technologies. The project will connect two years of secondary education with Citrus Community College and upon earning an Associate Degree, project will support transfer to 4-year university partners; business industry stakeholders will support curriculum development and opportunities for work/learning experience across the continuum. Goals and objectives will comply with the Carl D. Perkins Vocational and Technical Education Act of 2006.

Now, therefore, be it resolved, that the Governing Board of the Citrus College does hereby order that Geraldine M Perri, Ph.D., Superintendent/President be authorized as representative to sign said agreement on behalf of the Governing Board.

In witness whereof, the foregoing Resolution was passed and adopted by the Board of Trustees of Citrus College this 6 of April 2010.

Ayes: _____
Noes: _____
Absent: _____
Abstain: _____

Gary L. Woods
President, Board of Trustees

Attest:

Joanne Montgomery
Clerk of the Board



6500 Soquel Drive
Aptos, CA 95003

AGREEMENT WITH AN INDEPENDENT CONTRACTOR

Contract Name: Citrus Community College District-CCCWIB-09-10

Agreement by and between CABRILLO COMMUNITY COLLEGE DISTRICT (referred to as District) and CITRUS COMMUNITY COLLEGE DISTRICT (referred to as Contractor) for the scope of work described as Los Angeles-Orange County Region Community College-WIB Partnership Project.

Contract documents under this agreement consist of this five-page description of conditions and the nature of services to be provided, accompanied by authorized signatures of the parties and any other attached specifications, drawings, specific or general conditions, or attachments intended to be included in the Agreement.

1) **The Term of this Agreement** shall be from March 1, 2010 to June 30, 2010, subject to the provisions of section 10.

2) General Conditions

a) Relationship of the Parties

It is understood that this is an agreement by and between Contractor and District (two independent contractors) and is not intended to, and shall not be construed to, create the relationship of agent, employee, partnership, joint venture or association, or any other relationship whatsoever.

b) Indemnification

Contractor shall indemnify, defend and hold the District, its Board of Trustees, officers, agents, and employees harmless from any and all claims, damages, losses, causes of action and demands, including reasonable attorney's fees and costs, incurred in connection with or in any manner arising out of Contractor's performance of the work contemplated by this Agreement.

c) Insurance

Acceptance of this agreement constitutes that Contractor is not covered under District's general liability insurance and that Contractor agrees, during the term of this Agreement, to maintain, at the Contractor's sole expense, all necessary insurance for its officers, agents, and employees including property & liability coverage and any other coverage required by law.

d) Nonassignability

Contractor shall not assign performance under this Agreement or any portion thereof to a third party without the prior written consent of District. Any attempted assignment without such prior written consent in violation of this section shall automatically terminate this Agreement.

e) **Work Product**

Contractor hereby acknowledges that any work product including property rights belongs to either the District or the Granting Entity, and interest in it shall belong to the District or Granting Entity unless otherwise agreed to by the District in writing.

3) **Equipment and Facilities**

Contractor will provide all necessary equipment and facilities to render Contractor services pursuant to this Agreement unless the parties to this Agreement specifically agree in writing that said equipment and facilities will be provided in a different manner.

4) **Employment of Additional Workers by Contractor**

Contractor will not be prohibited from employing additional workers or subcontractors necessary for the completion of this Agreement. However, these individuals must be fully qualified to complete their assigned tasks and shall not be employees of the District. The provisions of this Agreement are applicable to such Contractor's employees and/or subcontractors as they are to the Contractor. District will be promptly notified in writing of any and all subcontracting under this Agreement and reserves the right to disapprove any subcontractor.

5) **Attorney Fees**

If any action at law or in equity is brought to enforce or interpret the provisions of this Agreement, the prevailing party shall be entitled to reasonable attorney's fees in addition to any other relief to which prevailing party may be entitled.

6) **Governing Law**

The validity of this Agreement and any of its terms or provisions as well as the rights and duties of the parties hereunder shall be governed by the laws of the State of California.

7) **Contact with Students**

Contractor certifies that no employee or agent who has a record of conviction for a serious or violent felony will be assigned to perform services under this Agreement which permit or require them to come in contact with students unless District first receives notice from Contractor and District grants written permission under defined conditions.

8) **Withholding/Tax Reporting**

District shall not withhold or set aside any money on behalf of the Contractor for federal income tax, state income tax, social security tax, unemployment insurance, disability insurance or any other federal or state fund whatsoever. It shall be the sole responsibility of Contractor to account for all of the above. The provisions of this section shall not apply if it is determined by District that payment must be made through Payroll in compliance with IRS guidelines.

9) Changes or Alterations

This Agreement may be modified or amended at any time by written mutual agreement of the parties. No changes, alterations or variations of any kind to this agreement are authorized without the written consent of the District. Only the District President, Vice President of Business Services, or designee within their authority, as defined by District procedures, may authorize extra and/or changed work. The parties expressly recognize that other district personnel are without authorization to either order extra and/or changed work or waive contract requirements, and the Contractor, after any unauthorized extra work, shall be entitled to no compensation whatsoever for the performance of such work.

10) Termination

District may terminate this Agreement and be relieved of the payment of any consideration to Contractor should Contractor fail to perform the covenants herein contained at the time and in the manner herein provided. In addition the District may terminate this agreement for the District's convenience and without fault, neglect, or default on the part of the independent contractor. In the event this Agreement is terminated for convenience, the District shall pay the independent contractor the actual direct costs incurred up to the time of termination, but not to exceed the contract amount.

11) Severability

In the event any portion of this Agreement is determined by any court of competent jurisdiction to be invalid or unenforceable, such provision shall be deemed void and the remainder of this Agreement shall continue in full force and effect.

12) Contractor Information

District or College Name: Citrus Community College District
Primary Contact for this Contract: Lyla Eddington/Marti DeYoung
Title: Chair, Los Angeles Orange County Regional Consortium
Mailing Address: Citrus College, 1000 W. Foothill Blvd., Glendora, CA 91741
Business Phone: 818.599.4212/626.914.8702 Fax: 626.961.2919/626.857.4185
Mobile Phone: 818.599.4212
E-mail: Lylaedd@aol.com/mdeyoung@citruscollege.edu
Federal Tax ID Number: 95-6006670

13) Payment

Total cost of this Agreement will not exceed \$20,000.00
Fixed fee to be paid for all described services \$20,000.00

14) District obligations other than payment – List below if applicable

15) Other Conditions

Payments to Contractor pursuant to this Agreement will be reported to Federal and State taxing authorities as required by law.

16) Description of Services to be Rendered and Payment Terms

Los Angeles-Orange County Region

Objectives: Develop partnerships between colleges and workforce investment boards that strengthen our collective capacity to provide workforce development.

Activities:

1. Identify additional colleges and WIBs that could benefit from technical assistance and partnership relationships.
2. Update Single Point of Contact for each of the 28 colleges within the region.
3. Assist with statewide CCC-WIB survey.
4. Update the roster of WIBs and One-Stops within the region
5. Plan, coordinate, and facilitate a meeting between the WIB/One-Stop staff and the community colleges within the region. Partner with Orange County WIB. Follow up with 28 colleges to ensure collaboration.
6. Plan, coordinate, and facilitate a faculty meeting related to Energy Conservation/Sustainability with faculty and WIB/One-Stop staff with a similar interest. Partner with South Bay WIB.
7. Plan, coordinate, and facilitate a faculty meeting related to Photovoltaic/Solar and WIB/One-Stop staff and community colleges within the region.

Outcomes:

1. Revised Single Point of Contact list for all 28 colleges within the region, posted on LA/OC website.
2. Revised roster of WIBs and One-Stops within the region, posted on website.
3. List of WIB/CC meeting attendees from April 5, 2010, meeting in Newport Beach. Compile list of next steps for participants.
4. Energy Conservation/Sustainability Faculty Meeting agenda, list of attendees, and evaluation of meeting.
5. Photovoltaic/Solar Faculty Meeting agenda, list of attendees, and evaluation of meeting.
6. Notes from each meeting where technical assistance provided, including names, activities, and outcomes.

CCC-WIB Grant Requirements:

1. Participation by a project representative in the following conference calls:
 - a. kickoff conference call (at which these requirements will be reviewed and perhaps modified)
 - b. 2 progress report conference calls
 - c. final evaluation conference call
2. Participation in web-based survey to be sent to conference participants prior to the meeting and two weeks after the meeting to determine expectations and to assess what was valuable.
3. Provide copy of the evaluation of the workshop by the participants to be completed during the workshop.
4. Provide two to four digital pictures that convey the character of your meeting.
5. Provide two to six PowerPoint slides that summarize the activities and outcomes of your project.
6. Provide a roster of participants with identification of institutional affiliation.
7. Provide electronic copies of major work products produced during the course of the project (reports, plans, etc.).
8. Provide one- to two-page final evaluation with lessons learned, recommendations for next steps; due June 11, 2010.

Invoice and Payment Schedule

50% of the total grant award will be paid in April upon submission of invoice and documentation/work products demonstrating satisfactory progress towards completion of the objectives and deliverables.

The progress report and invoice is due March 26, 2010.

The balance will be paid upon submission of a final project report including the deliverables specified above.

The final report is due on June 11, 2010.

Unless specified otherwise in this section, payment terms are Net 30 days, computed either from the date of delivery and acceptance of the contract services or from the date of receipt of correct and proper invoices prepared in accordance with the terms of this Agreement, whichever date is later. Invoices should be sent to the District contract originator for approval and forwarding to Accounting.

17) Signatures

CONTRACTOR

By: _____ Date: _____
Person with Primary Responsibility for Executing Contract

Lyla Eddington/Marti DeYoung _____

Printed Name, Title

By: _____ Date: _____
Contractor Signature, College/District Approving Authority

Carol Horton, Vice President Finance and Administrative Services _____

Printed Name, Title

CABRILLO COMMUNITY COLLEGE DISTRICT

By: _____ Date: _____
Rock Pfothenauer, Dean CEED

By: _____ Date: _____
Shelley West, Grants Finance and Budget Manager

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	April 6, 2010	Resolution	
SUBJECT:	Board Policy – First Reading	Information	
		Enclosure(s)	X

BACKGROUND

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

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

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

This Board policy has been reviewed and approved by the College Information Technology Committee (03/09/09) and by the Steering Committee (02/22/10), and is being submitted to the Board for a first reading. Attached to the policy, for information only, are the related administrative procedures (AP 3720 Acceptable Computer and Network Use, AP 3721 Computer and Network Account and Password Management, AP 3722 Computer and Network Connectivity and Access, AP 3723 Electronic Mail and Bulk Electronic Distribution, AP 3724 Data and Information Protection, AP 3725 Electronic Equipment Disposition, and AP 3726 Telephone Services).

RECOMMENDATION

Authorization is requested to approve the first reading of Board Policy BP 3720 - Computer and Network Use.

Linda Welz
Recommended by

Moved / Seconded

Approved for Submittal

Aye__Nay__Abstained__

Item No. H.8.

BP 3720 COMPUTER AND NETWORK USE

Employees, faculty and students who use District computers and networks, the information they contain, and related resources have a responsibility not to abuse those resources and to respect the rights of others. The President/Superintendent shall establish procedures that provide guidelines to employees, faculty and students for the appropriate use of information technologies.

References: Education Code Section 70902 Reference: Education Code Section 70902; 17 U.S.C. Section 101 et seq.; Penal Code Section 502, Cal. Const., Art. 1 Section 1; Government Code Section 3543.1(b)

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

Date Approved:

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

CITC	3/10/09
ASCC	11/17/09
CSEA	12/4/09
Mgmt Team	12/2/09
Senate	12/9/09
Supv/Conf	11/6/09
Steering	2/22/10

AP 3720 ACCEPTABLE COMPUTER AND NETWORK USE

1.0 Purpose

In support of its educational mission, Citrus Community College District (CCCD) provides computing facilities, networking, and information technology resources for use by employees, faculty, students, community members and members of the Board of Trustees. The district encourages the use of its computing facilities to manage and share information, to improve communication, and to develop and exchange ideas.

2.0 Scope

This procedure applies to all users of computing resources owned or managed by the district. Individuals covered by the policy include (but are not limited to) faculty and visiting faculty, staff, students, alumni, the Board of Trustees, guests or external individuals and organizations accessing network services via the district's computing facilities.

Computing resources include all district owned, licensed, or managed hardware and software, and use of the college network via a physical or wireless connection, regardless of the ownership of the computer or device connected to the network. This procedure applies to technology administered in individual departments, the resources administered by central administrative departments, personally owned computers and devices connected by wire or wireless to the district network, and to off-district computers that connect remotely to the district's network services.

3.0 Procedures

3.1 User Rights and Responsibilities

Computers and networks can provide access to resources on- and off-campus, as well as the ability to communicate with other users worldwide. Such open access requires that individual users act responsibly. Users must respect the rights of other users, respect the integrity of the systems and related physical resources, and observe all relevant laws, regulations, and contractual obligations.

Those that use district computing facilities are expected to do so responsibly and to comply with state and federal laws, and policies and procedures of the district. In all instances, users are expected to comply with the district's code of conduct policy.

Users of district systems have the responsibility to:

- Use the systems in compliance with the procedures presented.
- Comply with all applicable laws.
- Access systems only as authorized.
- Keep passwords secret and maintain password and account security.
- Prevent use of their account by others.
- Use the system with proper etiquette and respect for other users.
- Refrain from acts that are discriminatory, defamatory, harassing, or illegal.
- Agree that the district is not responsible for the content of external networks and for actions by individual users of the systems in violation of these rules.

3.2 Acceptable Use

Acceptable use means respecting the rights of other computer users, the integrity of the physical facilities and all related license and contractual agreements. The application of this principle to district computing resources includes the following for each user:

- Use only the computers, computer accounts, and computer files for which authorization has been provided. Do not use another individual's account, or attempt to capture or guess other users' passwords.
- Be responsible for appropriate use of all resources assigned including the computer, the network address or port, software and hardware.
- Guard against unauthorized users to access the network by using a district computer or a personal computer that is connected to the district network.
- Comply with all such agreements when using such resources, as the district is bound by its contractual and license agreements respecting certain third party resources.
- Make a reasonable effort to protect passwords and to secure resources against unauthorized use or access.
- Do not access restricted portions of the network, an operating system, security software or other administrative applications without appropriate authorization by the system owner or administrator.
- Comply with the policies and guidelines for any specific set of resources to which access has been granted. When other policies are more restrictive than this policy, the more restrictive policy takes precedence.
- Do not develop or use programs that may disrupt other computer or network users or that damage software or hardware components of a system.
- Do not download and/or use tools that are normally used to assess security or to attack computer systems or networks (e.g., password "crackers," vulnerability scanners, network sniffers, etc.) unless specifically authorized to do so by the Technology and Computer Services Department.
- Report perceived vulnerabilities to the district's services or hosted applications.

In contrast, examples of misuse include but are not limited to:

- Using an unauthorized computer account.
- Using the district network to gain unauthorized access to any computer systems or information.
- Knowingly performing an act that will interfere with the normal operation of computers, terminals, peripherals, or networks.
- Knowingly running or installing on any computer system or network, or giving to another user, a program intended to damage or to place excessive load on a computer system or network. This includes but is not limited to programs known as computer viruses, Trojan horses, and worms.
- Attempting to circumvent data protection schemes or uncover security vulnerabilities.
- Violating terms of applicable licensing agreements.
- Using electronic mail to harass others.
- Masking the identity of an account or machine.
- Posting materials on electronic bulletin boards that violate existing local, state and federal laws or district policies.
- Attempting to monitor or tamper with another user's electronic communications, or reading, copying, changing, or deleting another user's files or software without the explicit agreement of the owner.
- Using district resources for commercial purposes or for personal financial gain.
- Using district resources for creation or distribution of unauthorized promotional materials or other forms of solicitation.

3.3 Adherence with Federal, State and Local Laws

All existing laws (federal, state and local) and district policies and administrative procedures apply, including not only those laws, policies and procedures that are specific to computers and networks, but also those that may apply generally.

All computer and information technology equipment, including software and data communication links owned by the district, are district property.

3.4 Privacy and Personal Rights

Users should be aware that they have no expectation of privacy in the use of the district network and computer resources. The district reserves the right to monitor all use of the district network and computers to assure compliance with these policies. The district will exercise this right for only legitimate district purposes, including but not limited to ensuring compliance with this procedure and the integrity and security of the system.

District employees and others are prohibited from “seeking out, using, or disclosing” personal information contained in electronic records without authorization. All users are required to take necessary precautions to protect the confidentiality of personal information encountered in the performance of their duties or otherwise. If personal information is inadvertently encountered, the individual encountering the information shall not further disclose this information to another individual unless this information reveals a possible violation of laws or regulations, in which case that individual shall report the situation to his or her supervisor.

This procedure does not address the ownership of intellectual property that has been created by employees of the district for use in performing their job responsibilities or intellectual property that has been created by employees using district technology resources. Ownership of intellectual property is governed by law and other district policies, procedures, and contracts.

3.5 User Compliance

Misuse of computing, networking, or information technology resources may result in the loss of access to computing resources. Users may be held accountable for their conduct under any applicable district policies, procedures, or collective bargaining agreements, as well as federal, state and local laws. Complaints alleging misuse of district resources will be directed to the appropriate supervisor or administrator.

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

Date Approved:

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

CITC	3/31/09
ASCC	11/17/09
CSEA	12/4/09
Mgmt Team	12/2/09
Senate	12/9/09
Supv/Conf	11/6/09
Steering	2/22/10

**General Institution
DRAFT as of 03/20/09**

**AP 3721 COMPUTER AND NETWORK ACCOUNT AND PASSWORD
MANAGEMENT**

1.0 Purpose

The purpose of this procedure is to establish a standard for the administration of computer and network accounts that facilitate access or changes to Citrus Community College District institutional data and the requirements for acceptable password selection and maintenance related to those accounts. Accounts that access electronic computing and information resources require prudent oversight. An account, at minimum, consists of a user ID and a password that grant access to some set of services and resources.

Passwords are the most frequently utilized form of authentication for accessing a computing resource. Due to the use of weak passwords, the proliferation of automated password-cracking programs, and the activity of malicious hackers and spammers, passwords are very often also the weakest link in securing data. Password use must therefore follow the procedure guidelines listed below.

This procedure establishes guidelines for issuing accounts, creating password values, and managing accounts. It provides guidance on creating and using passwords in ways that maximize security of the password and minimize misuse or theft of the password.

2.0 Scope

This procedure applies to anyone accessing systems that hold or transmit district data. Systems include, but are not limited to: personal computers, laptops, district issued cell phones, and small factor computing devices (e.g., PDAs, USB memory keys, electronic organizers), as well as district electronic services, systems and servers.

This procedure also applies to those responsible for the management of user accounts or management of access to shared information, network devices or information that can be held within a database, application or shared file space. This procedure covers departmental accounts as well as those managed centrally.

3.0 Procedure

3.1 Issuing Computer and Network Accounts

The owners of district data shall make decisions regarding access to their respective data (e.g., the Dean of Admissions and Records will determine who has access to registration data, and what kind of access each user has). Account setup and modification shall require the signature of the requestor's supervisor.

Managers shall make written requests to the Technology and Computer Services (TeCS) Department for employee access to district computer resources. To maintain system security, managers shall immediately notify the TeCS Department in writing when system access is no longer required or authorized for an employee. Managers shall be responsible to provide general supervision of departmental employee adherence to the rules and procedures presented herein.

The TeCS Department shall issue a unique account to each individual authorized to access that networked computing and information resource. It is also responsible for the prompt deactivation of accounts when necessary, i.e., accounts for terminated individuals shall be removed/disabled/revoked from any computing system at the end of the individual's employment or when continued access is no longer required. Also, the accounts of transferred individuals may require removal/disabling to ensure changes in access privileges are appropriate to the change in job function or location.

When establishing accounts, standard security principles of "least required access" to perform a function must always be used, where administratively feasible. For example, a root or administrative privileged account must not be used when a non-privileged account will do. Account passwords shall not be emailed. The date when the account was issued should be recorded in an audit log.

The identity of users must be authenticated before providing them with account and password details. If an automated process is used, then the account holder should be asked to provide several information items that in totality could only be known by the account holder. In addition, it is highly recommended that stricter levels of authentication (such as face-to-face) be used for those accounts with privileged access (e.g., user accounts used for email do not require an identity validation process as thorough as for those user accounts that can be used to modify department budgets).

3.2 Managing Accounts

The data owner shall review all accounts at least annually to ensure that access and account privileges are commensurate with job function, need-to-know, and

employment status. The TeCS Department may also conduct periodic reviews for any system connected to the district network.

All guest accounts (for those who are not official members of the district community) with access to district computing resources shall contain an expiration date of one year or the work completion date, whichever occurs first. All guest accounts must be sponsored by the appropriate authorized member of the administrative entity managing the resource.

3.3 Password Creation and Maintenance

All passwords (e.g., email, web, desktop computer, etc.) should be strong passwords and should follow the guidelines below. In general, a password's strength will increase with length, complexity and frequency of changes.

Greater risks require a heightened level of protection. Stronger passwords augmented with alternate security measures such as multi-factor authentication, should be used in such situations. High-risk systems include but are not limited to: systems that provide access to critical or sensitive information, controlled access to shared data, a system or application with weaker security, and administrator accounts that maintain the access of other accounts or provide access to a security infrastructure.

All passwords must meet the following guidelines, except where technically infeasible:

- Be at least eight alphanumeric characters long.
- Contain digits or punctuation characters as well as letters (e.g., 0-9, !@#%&^&() ~-=`{}"'.')
- Contain both upper and lower case characters (e.g., a-z, A-Z).
- Not be solely based on easily guessed personal information, names of family members, pets, etc.

To help prevent identity theft, personal or fiscally useful information such as Social Security or credit card numbers must never be used as a user ID or a password. All passwords are to be treated as sensitive information and should never be written down or stored online unless adequately secured. Do not use the password storage feature offered on Windows or other operating systems as this feature creates a password file that is vulnerable to hackers.

The following guidelines describe password usage.

- Passwords should not be inserted into email messages or other forms of electronic communication.

- Passwords that could be used to access sensitive information must be encrypted in transit.
- It is recommended that passwords be changed at least every six months and some district systems will enforce a password change.
- Individual passwords should not be shared with anyone, including administrative assistants or Technology and Computer Services (TeCS) Department staff. Necessary exceptions must have a primary responsible contact person. Shared passwords used to protect network devices, shared folders or files require a designated individual to be responsible for the maintenance of those passwords, and that person will ensure that only appropriately authorized employees have access to the passwords.
- If a password is suspected to have been compromised, it should be changed immediately and the incident reported to the TeCS Department.
- The TeCS Department or its delegates, with the cooperation and support from the appropriate system administrator, may perform password cracking or guessing on a periodic or random basis. If a password is guessed or cracked during one of these scans, the password owner will be required to change it immediately.

3.4 Desktop Administrator Passwords

In addition to the password guidelines listed above in this procedure, the following apply to desktop administrator passwords, except where technically and/or administratively infeasible:

- These passwords must be changed at least every six months.
- Where technically and administratively feasible, attempts to guess a password should be automatically limited to ten incorrect guesses. Access should then be locked for a minimum of ten minutes, unless a local system administrator intercedes.
- Failed attempts should be logged, unless such action results in the display of a failed password. It is recommended that these logs be retained for a minimum of 30 days. Administrators should regularly inspect these logs and any irregularities or compromises should be immediately reported to the TeCS Department.

3.5 Server Administrator Passwords

In addition to the general password guidelines listed in this procedure, the following apply to server administrator passwords, except where technically and/or administratively infeasible:

- Passwords for servers must be changed as personnel changes occur.

- If an account or password is suspected to have been compromised, the incident must be reported to the TeCS Department and potentially affected passwords must be changed immediately.
- Attempts to guess a password should be limited to ten incorrect guesses. Access should then be locked for a minimum of ten minutes, unless a local system administrator intercedes.
- Uniform responses should be provided for failed attempts, producing simple error messages such as "access denied." A standard response minimizes clues that could result from hacker attacks.
- Failed attempts should be logged, unless such action results in the display of the failed password. It is recommended that these logs be retained for a minimum of 30 days. Administrators should regularly inspect these logs and any irregularities such as suspected attacks should be reported to the TeCS Department.

3.6 Guest Passwords

Guest users who do not have accounts on district computers may have accounts, including email accounts, assigned to them for use in conducting district business.

3.7 Departmental Accounts

For access to sensitive information managed by a department, account management should comply with the standards outlined above. In addition, naming conventions must not cause contention with centrally managed email addresses or usernames. Should the potential for contention arise, the applicable system(s) shall not be connected to the district network until a mutually satisfactory arrangement is reached.

Managers shall have the right to impose additional departmental rules or procedures. In the event of conflict, the rules and procedures presented herein shall take precedence over departmental rules and procedures.

3.8 Shared Accounts

Use of shared accounts is not allowed except when necessary to support the functionality of a process, system, device (such as servers, switchers or routers) or application (e.g., management of file shares). Such exceptions will require documentation which justifies the need for a shared account; a copy of the documentation will be shared with the TeCS Department.

Each shared account must have a designated owner who is responsible for the management of access to that account. The owner is also responsible for the above

mentioned documentation, which should include a list of individuals who have access to the shared account. The documentation must be available upon request for an audit or a security assessment.

3.9 Application and System Standards

Applications developed at district or purchased from a vendor should contain the following security precautions:

- Where technically or administratively feasible, shared ID authentication should not be permitted.
- Authentication should occur external to an application, i.e., applications should NOT implement their own authentication mechanism. Instead, external authentication services should be relied upon, provided by the host operating system, the web server, or the servlet container. [In general, applications programmers are not necessarily familiar with the techniques associated with security protocols, and may inadvertently create security holes. Security services available from these external environments are much more likely to provide a high level of security.]
- Passwords must not be stored in clear text or in any easily reversible form.
- Role-based access controls should be used whenever feasible, in order to support changes in staff or assigned duties.
- Systems should allow for lock-outs after a set number of failed attempts (ten is the recommended number). Access should then be locked for a minimum of ten minutes, unless a local system administrator intercedes. Lock-outs should be logged unless the log information includes password information.

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

Date Approved:

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

CITC	3/19/09
ASCC	11/17/09
CSEA	12/4/09
Mgmt Team	12/2/09
Senate	12/9/09
Supv/Conf	11/6/09
Steering	2/22/10

**General Institution
DRAFT as of 03/20/09**

AP 3722 COMPUTER AND NETWORK CONNECTIVITY AND ACCESS

1.0 Purpose

Citrus Community College District must provide a secure network for student, instructional and administrative needs and services. An unsecured computer on the network allows denial of service attacks, viruses, Trojans, and other compromises to enter the district's network, thereby affecting many computers as well as the network's integrity. Damages from these compromises could include the loss of sensitive and confidential data, interruption of network services and damage to critical district internal systems. Educational institutions that have experienced severe compromises have also experienced damage to their public image. Therefore, individuals who connect computers, servers and other devices to the district network must follow specific standards and take specific actions.

This procedure defines the standards for connecting computers, servers or other devices to the district's network, and is designed to protect the district network and the ability of members of the Citrus community to use it. The procedure minimizes the potential exposure of the district to damages (including financial, loss of work, and loss of data) that could result from computers and servers that are not configured or maintained properly. The procedure also ensures that devices on the network are not taking actions that could adversely affect network performance.

2.0 Scope

This procedure applies to all members of the district community or visitors who have any device connected to the district network, including, but not limited to, desktop computers, laptops, servers, wireless computers, specialized equipment, cameras, environmental control systems, and telephone system components. The procedure also applies to anyone who has systems outside the district network that access the district network and resources. The procedure applies to district-owned computers (including those purchased with grant funds), and personally owned or leased computers that connect to the district network.

3.0 Procedures

3.1 Appropriate Connection Methods

Devices may be connected to the district network at appropriate connectivity points including voice/data jacks, through an approved wireless network access point, via a Virtual Private Network (VPN) or Secured Shell (SSH) tunnel, or through remote access mechanisms such as Digital Subscriber Line (DSL), cable modems, and traditional modems over phone lines.

Modifications or extensions to the network can frequently cause undesired effects, including loss of connectivity. These effects are not always immediate, nor are they always located at the site of modifications. As a result, extending or modifying the Citrus network must be done under supervision of the Technology and Computer Services (TeCS) Department. Exceptions will be made by TeCS for approved personnel in departments who can demonstrate competence with managing the aforementioned hardware.

The California State University 4CNET provides district connection to the World Wide Web. As a member, the district is responsible for following the 4CNET Acceptable Use Procedures.

3.2 Network Registration

Users of the district network may be required to authenticate when connecting a device. Users may also need to install an agent on their computers before they are allowed on the network. The role of such an agent would be to audit the computer for compliance with security standards as defined in this procedure.

TeCS maintains a database of unique machine identification, network address and owners for the purposes of contacting the owner of a computer when it is necessary. For example, TeCS would contact the registered owner of a computer when his or her computer has been compromised and is launching a denial of service attack or if a copyright violation notice has been issued for the internet protocol (IP) address used by that person.

3.3 Responsibility for Security

The TeCS Department has the primary responsibility for setting security on devices connected to the district network including ensuring that all devices meet the relevant security standards and managing the security of the equipment and the services that run on it.

3.4 Security Standards

These security standards apply to all devices that connect to the district network through standard district ports, through wireless services, and through home and off-campus connections.

Every computer or other device connected to the network, including a desktop computer has an associated owner (e.g. a student who has a personal computer) or caretaker (e.g. a staff member who has a computer in her office). For the sake of these procedures, owners and caretakers are both referred to as owners.

- Owners must ensure that all computers and other devices capable of running anti-virus/anti-malware software have Citrus-licensed anti-virus software (or other appropriate virus protection products) installed and running. Owners should update definition files at least once per week.
- Computer owners must install the most recent security patches on the system as soon as practical or as directed by the TeCS Department. Where machines cannot be patched, other actions may need to be taken to secure the machine appropriately.
- Owners of computers that contain sensitive district data should apply extra protections. The TeCS Department will provide consultations on request to computer owners who would like more information on further security measures. For instance, individuals who are maintaining files with Social Security information or other sensitive personal information should take extra care in managing their equipment and securing it appropriately.

3.5 Centrally-Provided Network-Based Services

The TeCS Department is responsible for providing reliable network services for the entire district. As such, individuals or departments may not run any service that disrupts or interferes with centrally provided services. These services include, but are not limited to, email, Domain Name System (DNS), Dynamic Host Configuration Protocol (DHCP), and Domain Registration. Exceptions will be made by the TeCS Department for approved personnel in departments who can demonstrate competence with managing the aforementioned services. Also, individuals or departments may not run any service or server that requests from an individual their district maintained password.

3.6 Protection of the Network

The TeCS Department uses multiple methods to protect the Citrus network including monitoring for external intruders, scanning hosts on the network for suspicious anomalies and blocking harmful traffic. All network traffic passing in or out of Citrus's network is monitored by an intrusion detection system for signs of

compromises. By connecting a computer or device to the network, users are acknowledging that the network traffic to and from their computer may be scanned.

The TeCS Department routinely scans the Citrus network, looking for vulnerabilities. At times, more extensive testing may be necessary to detect and confirm the existence of vulnerabilities. By connecting to the network, users agree to have their computer or device scanned for possible vulnerabilities.

The TeCS Department reserves the right to take necessary steps to contain security exposures to the district and or improper network traffic. TeCS will take action to contain devices that exhibit the behaviors indicated below, and allow normal traffic and central services to resume. Such behaviors include but are not limited to:

- Imposing an exceptional load on a district service.
- Exhibiting a pattern of network traffic that disrupts centrally provided services.
- Exhibiting a pattern of malicious network traffic associated with scanning or attacking others.
- Exhibiting behavior consistent with host compromise.

The TeCS Department reserves the right to restrict certain types of traffic coming into and across the Citrus network. The TeCS Department will restrict traffic that is known to cause damage to the network or hosts on it. The TeCS Department also may control other types of traffic that consume too much network capacity, such as file-sharing traffic.

By connecting to the network, users acknowledge that a computer or device that exhibits any of the behaviors listed above is in violation of these procedures and will be removed from the network until it meets compliancy standards.

3.7 Enforcement

Access to district computing facilities may be wholly or partially restricted by the district without prior notice and without the consent of the user when there is reason to believe that violations of policy or law have taken place, or, in exceptional cases, when required to meet time-dependent, critical operational needs. Such restriction is subject to established district procedures or, in the absence of such procedures, to the approval of the Superintendent/President or Chief Information Service Officer, or appropriate designee.

Individuals may report suspected violations of these guidelines to the alleged abuser's manager, supervisor, instructor, and/or dean as appropriate. The District also provides anonymous reporting options. Disciplinary action may be taken in accordance with one or more of the following: district policies, California law, and/or the laws of the United States.

Minor infractions of these guidelines or those that appear accidental in nature are typically handled internally by the TeCS Department in an informal manner. In some situations it may be necessary, however, to suspend account or computer access to prevent ongoing misuse while the situation is under investigation.

More serious infractions, such as unauthorized use, attempts to steal passwords or data, unauthorized use or copying of licensed software, violations of district policies, or repeated violations of minor infractions may result in the temporary or permanent loss of access to computing facilities.

Offenses that are clearly in violation of local, state, or federal laws will result in the immediate loss of access to computing resources and will be reported to the appropriate law enforcement authorities. In addition, disciplinary action, up to and including dismissal, may be applicable under other district policies, guidelines, or collective bargaining agreements.

Users do not own accounts on district computers, but accounts including email accounts are assigned to individuals for use in conducting district business. Under the Electronic Communications Privacy Act of 1986 users are entitled to privacy regarding information contained on these accounts. This act, however, allows system administrators or other district employees to access user files in the normal course of their employment when necessary to protect the integrity of computer systems or the rights or property of the district. For example, system administrators may examine or make copies of files that are suspected of misuse or that have been corrupted or damaged. User files may be subject to search by law enforcement agencies under court order if such files contain information that may be used as evidence in a court of law. In addition, records maintained by the district on district computer facilities are considered "educational records" under the Family Educational Rights and Privacy Act of 1974.

3.8 Technology and Computer Services Department Rights and Responsibilities

In the normal course of systems administration, the TeCS Department may need to examine files, electronic mail, and printer output in order to gather sufficient information to diagnose and correct system problems or perform technical maintenance. In the course of this work, the staff may, without notice to the manager and employee, inspect, copy, remove, or otherwise modify any data, file, or system resources which has the potential to adversely affect the system. In addition, the TeCS Department reserves the right to restrict system access of any user who violates the rules/procedures presented in this document. Although the TeCS Department has the right to examine any system files without notice to the manager and employee, they also have a responsibility to maintain users' privacy to the maximum extent possible.

NOTE: New language is indicated by underline, deleted language is indicated by ~~strike through~~, and subsequent changes to language are indicated by **shading**.

Date Approved:

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

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**General Institution
DRAFT as of 03/31/09**

**AP 3723 ELECTRONIC MAIL AND BULK ELECTRONIC
DISTRIBUTION**

1.0 Purpose

Citrus Community College District electronic mail (email) services support the educational and administrative activities of the district and serve as a means of official communication by and between users and the district. The purpose of this procedure is to ensure that this critical service remains available and reliable, and is used for appropriate purposes.

Email is a strategic tool for carrying out the mission of Citrus College. In addition, other electronic methods for distributing information to large groups are becoming available. These methods include but are not limited to phone voice mail, phone text message, and internet portal channels. These methods can be used to easily, quickly, and effectively communicate with large groups of people.

The district provides email services to faculty, staff and students, and to other affiliated classes of individuals, including alumni and official visitors. Use of district email services must be consistent with the district's educational goals and comply with local, state and federal laws and district policies.

2.0 Scope

This procedure applies to all members of the district who are entitled to email services and other electronic bulk distribution services. Users of district electronic mail services are to be limited to district employees, Board of Trustee members, students, and members of associated groups or individuals for purposes that conform to the requirements of this procedure.

Generally, official messages come from the administration or its representatives and are to be sent to the entire community or large subgroups. Mass distribution of messages can have a significant impact on the availability and performance of computing and telephone resources. As such, all bulk electronic message distribution should be authorized as an "official communication" and its distribution and content requires approval prior to distribution.

3.0 Procedure

3.1 Email Addresses and Accounts

Faculty and Staff

Email services are available for faculty and staff to conduct and communicate District business. Incidental personal use of email is allowed with the understanding that the primary use is job-related, and that occasional use does not adversely impact work responsibilities or the performance of the network.

Email services are provided only while a user is employed by the district. Once the user's electronic services are terminated, that user's email services are also terminated and the employee may no longer access the contents of their mailboxes.

Faculty and staff email users are advised that electronic data (and communications using the District network for transmission or storage) may be reviewed and/or accessed by authorized district officials for purposes related to District business. The district has the authority to access and inspect the contents of any equipment, files or email on its electronic systems.

Students

Email services are available for students to support learning and for communication by and between the district and themselves. The services are provided only while a student is enrolled in the district and once a student's electronic services are terminated, students may no longer access the contents of their mailboxes.

Student email users are advised that electronic data (and communications using the District network for transmission or storage) may be reviewed and/or accessed in accordance with the district's Acceptable Computer Use Procedure and Regulation. The district has the authority to access and inspect the contents of any equipment, files or email on its electronic systems.

Alumni and Others

Individuals with special relationships with the district, such as alumni or official visitors are granted limited email privileges, including an email address, commensurate with the nature of their special relationship. The district is free to discontinue these privileges at any time.

3.2 Acceptable Email Use

Email users have a responsibility to learn about and comply with the district's Computer and Network Use policy (BP 3720) and related administrative procedures. Violation of district policies and administrative procedures may result in disciplinary action dependent upon the nature of the violation. Examples of prohibited uses of email include:

- Intentional and unauthorized access to other people's email;
- Sending "spam," chain letters, or any other type of unauthorized widespread distribution of unsolicited mail;
- Use of email for commercial activities or personal gain (except as specifically authorized by district policy and in accord with district administrative procedures);
- Use of email for partisan political or lobbying activities;
- Sending of messages that constitute violations of the district's Standards of Student Conduct or the Employee Responsibilities & Rights handbook.
- Creation and use of a false or alias email address in order to impersonate another or send fraudulent communications;
- Use of email to transmit materials in a manner that violates copyright laws.

District electronic mail services may not be used for unlawful activities; commercial purposes; personal financial gain; personal use inconsistent with this document; or uses that violate other district policies, administrative procedures or guidelines.

District electronic mail services may be used for incidental personal purposes provided that, in addition to the foregoing constraints and conditions, such use does not:

- Directly or indirectly interfere with the district operation of computing facilities or electronic mail services;
- Burden the district with incremental cost; or
- Interfere with the e-mail user's employment or other obligations to the district.

Electronic mail users shall not give the impression that they are representing, giving opinions, or otherwise making statements on behalf of the district or any unit of the District unless appropriately authorized (explicitly or implicitly) to do so. Where appropriate, an explicit disclaimer shall be included unless it is clear from the context that the author is not representing the District. An appropriate disclaimer is: "These statements are my own, not those of Citrus College."

District e-mail users shall not employ a false identity. Email might, however, be sent anonymously provided this does not violate any law or these guidelines or any District policy, and does not unreasonably interfere with the administrative business of the District. An example of such anonymous e-mail would be e-mail sent by a system administrator using the Postmaster account.

District e-mail services shall not be used for purposes that could reasonably be expected to cause, directly or indirectly, excessive strain on any computing facilities, or unwarranted or unsolicited interference with others' use of e-mail or e-mail systems. Such uses include, but are not limited to, the use of e-mail services to:

- Send or forward e-mail chain letters;
- "Spam," that is, to exploit list servers or similar broadcast systems for purposes beyond their intended scope to amplify the widespread distribution of unsolicited e-mail;
- "Letter-bomb," that is, to resend the same e-mail repeatedly to one or more recipients to interfere with the recipient's use of e-mail.

The district email will be delivered to a user's district managed mailbox. Email is not considered a secure mechanism and should not be used to send information that is not considered public.

3.3 Message Content

The official bulk service is restricted to those messages that meet one of more of the following tests:

- The message is essential to the proper execution of daily business.
- It notifies the community of significant events or changes in governance, policy, and practice.
- It alerts the community to situations around health and safety (examples include crime, weather or natural disaster alerts).
- It keeps segments of the community informed of their business. For example, in the case of official committees, the messages could contain minutes, updates, and announcements. This would include instructors who send official email to the students in their courses.

Announcements that do not meet these requirements of urgency and/or critical information, should seek other methods of relaying their information.

3.4 List ownership

It is acknowledged that the membership list of particular groups belongs to the offices that maintain them. As such, these list owners have the right to communicate with their constituents as they deem best, and may send out bulk email to those groups without need of further authorization. In addition, these offices can delegate to other offices or individuals the authority to communicate with these groups. In general, it is expected that this delegation will parallel the existing delegation models of paper-based mailings.

3.5 Requests for Bulk Email

Requests to send out bulk email to the following populations must have the approval of the owning offices and must meet the criteria listed above. Contact the Help Desk to coordinate any requests only if they meet these requirements. Bear in mind that a request will not be honored if it does not meet the requirements specified above.

The following chart indicates the authorizing offices and provides a summary of acceptable use bulk emailing:

<u>Authorizing Department</u>	<u>Mailing Lists</u>	<u>Examples of General Use</u>
<u>President's Office</u>	<u>All faculty</u> <u>All staff</u> <u>All students</u>	<u>Alerts, significant announcements, policy changes impacting all or most of the community</u>
<u>Vice-Presidents of Finance and Administrative Services, Academic Affairs, and Student Services</u>	<u>All faculty</u> <u>All staff</u> <u>All students</u>	<u>High level announcements not including routine or repetitive announcements, related to respective area</u>
<u>Director of Human Resources</u>	<u>All faculty</u> <u>All staff</u>	<u>Matters related to employment (benefits, payroll, campus closure)</u>
<u>Director of Communications or Executive Director of Development and External Relations</u>	<u>All faculty</u> <u>All staff</u> <u>All students</u>	<u>Alerts, significant announcements, policy changes impacting all or most of the community</u>
<u>Chief Information Services Officer</u>	<u>All faculty</u> <u>All staff</u> <u>All students</u>	<u>High level announcements not including routine or repetitive announcements</u>

3.6 Security and Privacy of Email

The district attempts to provide secure, private and reliable email services by following sound information technology practices. However, the district cannot guarantee the security, privacy or reliability of its email service. Such confidentiality may be compromised by law or policy, including these guidelines, by unintended redistribution, or because of inadequacy of current technologies to protect against

unauthorized access. Users should exercise extreme caution in using e-mail to communicate confidential or sensitive matters.

3.7 Archiving and Retention

The District does not maintain central or distributed electronic mail archives of all electronic mail sent or received. Electronic mail is normally backed up, only to assure system integrity and reliability, not to provide for future retrieval, although back-ups may at times serve the latter purpose incidentally.

3.8 Best Practices in Use of Email

The following guidelines describe best practices for email use.

- Confidential Information - When sending confidential information, it is strongly recommended that the user encrypt the message. Users transmitting confidential documents as email attachments must password protect them.
- Viruses and Spyware - District email users should be careful not to open unexpected attachments from unknown or even known senders, nor follow web links within an email message unless the user is certain that the link is legitimate. Following a link in an email message executes code that can also install malicious programs on the workstation.
- Identify Theft - Forms sent via email from an unknown sender should never be filled out by following a link. Theft of one's identity can result.
- Password Protection - The district requires the use of strong passwords for the protection of email. A strong password should contain digits or punctuation characters as well as letters. Administrative procedure AP 3721, Computer and Network Account and Password Management, describes the procedures for password creation and management.

3.9 Electronic Mail Standards

The district provides central electronic mailbox services, with spam and virus filtering, and a @citruscollege.edu email address. The following are the current standards for handling the inbound and outbound delivery of email through the central services.

Inbound email is scanned for content that may be characterized as SPAM. Where SPAM characteristics are found, the message may be tagged or quarantined. Email is also routinely scanned for viruses and other malware. The scanning for malware may also lead to a modification of email, or further consequences, as explained below.

Because of the potentially harmful nature of the content of many messages or attachments, the district:

- Does not deliver messages containing attachments that have been identified as worms by our current anti-virus solution;
- Deletes attachments that are identified as containing viruses by our current anti-virus solution;
- Blocks messages from external mailers that do not provide the proper identification per DNS. (Some spammers make use of improperly configured SMTP servers in an attempt to mask their true identity.)
- Blocks other incoming email that exhibits characteristics of spam, viruses, trojans, or anything else when it could threaten campus network infrastructure or services.

Outbound email Messages up to 10 MB in size (including attachments) may be sent through the district's email services. Outbound email will be scanned for viruses.

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AP 3724 DATA AND INFORMATION PROTECTION

1.0 Purpose

Data and information are some of Citrus Community College District's most valuable resources and require responsible management by all members of the district community. This procedure establishes specific guidelines for the proper protection of these valuable resources and promotes district's maintenance of strict confidentiality in compliance with applicable policies as well as local, state and federal regulations. These policies include but are not limited to Gramm-Leach-Bliley Act (GLBA), Family Educational Rights and Privacy Act (FERPA) and the US Department of Education regulations. The procedure is also in support of the Citrus College Student Employment FERPA Non-Disclosure/Confidentiality Agreement.

2.0 Scope

This procedure addresses the handling of district data, whether communicated orally, in hard copy or electronic format, for all members of the district community, including staff, faculty, students, affiliates, volunteers or others. This procedure applies to all district information whether stored on centrally maintained servers or storage area networks, employee or staff desktop computer, mobile and cellular devices or moved to media such as CD, tape, flash memory, or paper.

Users shall store only information required for the performance of official district responsibilities on district resources. Many employees, including student employees, generate or are exposed to sensitive district information in the course of their jobs and use it to perform important functions. It is vitally important that all individuals handle district sensitive information properly to protect the individuals whose sensitive information is being processed, as well as those who handle this information. Such information may contain proprietary content, research findings or other intellectual property that cannot be disclosed beyond those who need it. If such information is disclosed to unauthorized parties, the district could be harmed financially, by reputation or both.

Circumventing or attempting to circumvent restrictions on the use and dissemination of district data or information can be considered a serious offense and may result in disciplinary or legal action.

This procedure allows for the release or exchange of district information in accordance with the recommended best practices outlined below. District employees must not divulge confidential information regarding the district to an outside party except for a legitimate business, research, or academic purpose. If such information has not been made public by the district, it should be treated as sensitive.

3.0 Procedures

3.1 Data Classification

The district will classify its information in three categories: restricted, sensitive or public. These data classes are described in the following table:

	<u>Data Classification</u>		
	<u>Restricted</u>	<u>Sensitive</u>	<u>Public</u>
<u>Legal Requirement</u>	<u>Protection of data is required by law (e.g. FERPA, HIPPA, GLBA) and data is subject to external audit</u>	<u>The district has a contractual obligation to protect data</u>	<u>Protection of data is at the discretion of the data owner or custodian</u>
<u>Access</u>	<u>Only those individuals designated with approved access and signed agreements</u>	<u>District employees who have a business need to use the data</u>	<u>District employees, students and affiliates and the general public with a need to know</u>
<u>Examples</u>	<u>- Individual student data - Faculty/staff personnel data - Medical information - Credit card information - Management information</u>	<u>- Research results that are not restricted - Financial transactions that do not include restricted data - Information covered by non-disclosure agreements</u>	<u>- Campus maps - Contact information - College Fact Book - Board of Trustee Reports</u>
<u>Institutional Risk</u>	<u>High - Information that provides access to vital resources</u>	<u>Medium - Information that provides access to a restricted set of resources</u>	<u>Low - General district information that can be shared without damage to the district</u>

3.2 Recommended Best Practices

3.2.1 Handling Information

Faculty, staff and students should exercise care and judgment to ensure adequate protection of district restricted or sensitive information. It is therefore recommended that they:

- Adopt "clean desk practices." Don't leave unattended paper documents containing restricted or sensitive information; protect them from the view of passers-by or office visitors. It is recommended that confidential documents contain a cover sheet. Close office doors when away from your office.
- Add a "Confidential" watermark to a Word document.
- Store paper documents containing restricted or sensitive information in locked files with a controlled key system (a list of individuals who have access should be documented) or an appropriately secured area.
- Lock file cabinets containing restricted or sensitive information before leaving the office each day.
- Do not leave the keys to file drawers containing restricted or sensitive information in unlocked desk drawers or other areas accessible to unauthorized staff.
- Store paper documents that contain restricted or sensitive information in secure file cabinets. Keep copies in an alternate location.
- Shred paper documents containing restricted and sensitive information when they are no longer needed, making sure that such documents are secured until shredding occurs. If a shredding service is employed, the service provider should have clearly defined procedures in the contractual agreement that protect discarded information, and ensure that the provider is legally accountable for those procedures, with penalties in place for breach of contract.
- Immediately retrieve or secure documents containing sensitive information as they are printed on copy machines, fax machines or printers. Double-check fax messages containing confidential information. Recheck the recipient's number before you hit 'Start.' Verify the security arrangements for a fax's receipt prior to sending. Verify that you are the intended recipient of faxes received on your machine. If you are not, contact the intended recipient and make arrangements for the proper dispatch of the fax.
- Do not discuss sensitive information outside of the workplace or with anyone who does not have a specific "need to know." Be aware of the potential for others to overhear communications containing restricted or sensitive information in offices, on telephones, and in public places like elevators, restaurants, and sidewalks.
- Ensure that electronic equipment containing sensitive information is securely transferred or disposed of in a secure manner, per the district's Electronic Equipment Disposition Policy.
- Immediately report the theft of district electronic computing equipment to a supervisor or manager. Loss or suspected compromise of data containing

sensitive information should be immediately reported to the TeCS Department.

3.2.2 Data Stewardship Responsibilities

The district has four roles for proper data stewardship: data owner, manager of policies and procedures for access to that data, manager of the infrastructure and account access, and data user. All information should have an identified owner. Anyone who has been entrusted with restricted or sensitive information has a responsibility to the data's owner for its proper use and protection.

3.3 Non-Disclosure and Non-Use

Sharing district information directly with other colleges and universities may violate anti-trust laws. Particular care should be shown in disclosure of financial aid data, faculty salaries, and fees that are not yet final. Violations of antitrust laws may have serious consequences for the district and individuals. Certain general information may be shared in surveys conducted by other colleges and universities.

Individuals should not disclose any district information that they obtain as a result of their employment at the district to unauthorized persons, nor should they use it for their own personal benefit, or for the profit of others. This obligation continues after an individual's association with the district ends.

Individuals may be asked for information about the district by the media, outside groups, consultants and others collecting information for various purposes. No one should make public statements on behalf of the district in response to external inquiries unless he/she has been authorized to do so. Refer all employment verification and reference requests to the Human Resources Department. When legal requests are made concerning wages, wage garnishments, and employee records Payroll and/or Human Resources should also be notified so they may coordinate the release.

3.4 Proper Disclosure and Release of Information

Confidential information concerning individual students or employees may be released only if the release of such information has been properly authorized. Some individuals must disclose district information as a part of their job responsibilities. Individuals should be certain that they understand what they have been authorized to disclose and to whom, prior to disclosing any Citrus College sensitive information.

Examples of situations in which such information might properly be disclosed are:

- Disclosure of operational data to vendors or consultants in connection with their formal engagement to provide services to the district. A Non-Disclosure Agreement must also be signed by vendors who have access to sensitive information. Vendors must also comply with all applicable federal, state, and local laws/regulations in the production of goods or performance of services.
- Participation in legitimate and authorized surveys.
- Providing data to government agencies as part of required filings.
- An authorized individual responding to media or financial analyst inquiries.

3.5 Computing Requirements

3.5.1 Data Storage and Transmission

Strict control must also be maintained over district information that is stored on personal computers, external media (such as CDs, tapes, or memory sticks) or centrally on servers, as well as transmitted across district's network. The following guidelines should be applied for the storage and transmission of district data:

- Storage
 - Whenever possible, district data should be stored on a centrally managed server and not on a workstation or locally managed server.
 - A local machine storing district data must be in a physically secure location and require a unique logon with a strong password for each individual authorized to use it (i.e. shared accounts and passwords are not permitted).
 - Whether district data is housed on a server or workstation, the machine must meet current operation system, hardware and software support levels.
- Transmission
 - Restricted and sensitive data should never be transmitted over the Internet "in the clear." It should always be transmitted using an encryption mechanism (as listed in section 3.5.2 below).
 - Restricted and sensitive data should not be transmitted via email.
- Backups
 - It is the responsibility of all employees entrusted with district data to back it up and store in a secure location.
 - Backup of district information should be encrypted, whenever technically feasible.
 - Unencrypted backups should be physically secured and not subject to unauthorized personnel at any time.
- Access
 - Access controls to all restricted and sensitive information must be documented.

3.5.2 Encryption and Certification

The transmission of district restricted or sensitive data over the network should be protected by an approved encryption mechanism to ensure its proper protection. Any method of encryption or transmission system other than those listed below should be reviewed and approved by the TeCS Department before being utilized.

- Transport Encryption
 - Hypertext Transfer Protocol Secure (HTTPS)
 - Secure Shell (Secure Copy Protocol (scp)/ SSH File Transfer Protocol (sftp))
 - Secure Socket Layer (SSL)/Transport Layer Security (TLS)
 - File Transfer Protocol Secure (FTPS) (TLS wrapped FTP)
- File/Email Encryption
 - Secure/Multipurpose Internet Mail Extensions (S/MIME) signed and encrypted email
 - PGP (Pretty Good Privacy)/ GNU (Privacy Guard) GnuPG encrypted email and files
 - Password-protected zipfiles
 - Password-protected Microsoft Office documents

3.6 Access

The district shall maintain strict control over access to work locations, records, computer information and other items of value. Individuals who are assigned keys, given special access or assigned job responsibilities in connection with the safety, security or confidentiality of such records, materials or equipment value should use sound judgment and discretion in carrying out their duties and will be held accountable for any wrongdoing or acts of indiscretion. Furthermore, information may not be divulged, copied, released, sold, loaned, reviewed, altered or destroyed except as properly authorized within the scope of applicable federal, state or local laws.

Unauthorized access to any district restricted or sensitive information by students, faculty or staff will be cause for disciplinary and possible legal action. Unauthorized access in situations which indicate that privacy, copyright, anti-trust, or other laws may have been broken, may be referred to legal authorities.

Anyone who may become familiar with another district's or person's confidential information should take care to respect the proprietary nature of this information and not use it or reveal it without authorization.

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AP 3725 ELECTRONIC EQUIPMENT DISPOSITION

1.0 Purpose

This procedure is designed to minimize the potential exposure of Citrus Community College District to damages that could result if equipment is not disposed of properly.

2.0 Scope

This procedure applies to all members of the district who transfer or dispose of district-owned electronic equipment, including those devices purchased with grant funds. Equipment covered includes: computers, keyboards, monitors, scanners, fax machines, printers and other peripheral devices.

3.0 Procedure

While all computing equipment obtained with district funds is ultimately owned by the district, every piece of equipment must have an associated individual responsible for the equipment's proper care and eventual disposal.

3.1 Transfer of Citrus Computing Equipment

Computing equipment capable of storing data must be "sanitized" before it can be transferred to another district user, whether within or between departments.

The Technology and Computer Services Department is responsible for the proper sanitization of its equipment. For the purpose of this procedure, sanitization means a data purge or erasure using a three-pass binary overwrite method at minimum. For equipment that cannot be sanitized via this method, all data must be deleted or the device reset to factory defaults (e.g., some cell phones).

3.2 Disposal of District Computing Equipment

When it has been determined that there is no further use of a piece of computing equipment, either within or beyond the department, the associated user or designee

must arrange for its proper disposal following the procedures defined in district policy, BP 6550 Disposal of Property.

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

Date Approved:

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

CITC	3/31/09
ASCC	11/17/09
CSEA	12/4/09
Mgmt Team	12/2/09
Senate	12/9/09
Supv/Conf	11/6/09
Steering	2/22/10

AP 3726 TELEPHONE SERVICES

1.0 Purpose

The purpose of this procedure is to define appropriate use of Citrus Community College District telephone services.

2.0 Scope

This procedure applies to all telephone services billed to district accounts including traditional telephones, cellular phones, wireless-enabled Personal Digital Assistants, and pagers. It also applies to the use of voice mail, encompassing both the receipt of Voice Mail Broadcasts and those departments requesting such broadcasts. It does not apply to personal telephone devices.

3.0 Procedures

3.1 Prohibited Calls

The following phone calls are prohibited:

- Information Assistance and Operated Assisted Calls.
- 900 Type Calls - If your department has a need to make such calls, contact the Technology and Computer Services (TeCS) Department.
- Collect Calls - Receipt of these calls through the use of a college phone is prohibited.

3.2 Cellular Phone, Pager, and Wireless-enabled Personal Digital Assistant Use

Access and use of district-provided devices is a privilege that is granted in connection with an individual's duties to the college and are to be used for the conducting of college business and/or in furtherance of the educational mission of the college.

The use of district phones for occasional personal calls is allowed with the understanding that their primary use be for work purposes. Should personal calls require more than occasional use, the cost of those calls will need to be reimbursed to the college.

Service for cellular phones, pagers, and wireless-enabled personal digital assistants can be terminated by the college at a supervisor's discretion. Upon termination of employment with the district, all such services are terminated and any district owned or provided devices must be returned to the district. The district does not provide wireless-enabled devices for off-campus communications.

3.3 Review of Phone Use

The Technology and Computer Services (TeCS) Department is responsible for regularly reviewing monthly telephone billing statements and for investigating unusual calling patterns, unexpected charges or unusual call volume. The TeCS Department will also provide consulting and advisory services upon request to assist in clarifying usage questions or in selecting optimal plans based on business needs.

3.4 Privacy in Telephone Services

The use of certain phones at the college may be monitored for quality control and troubleshooting purposes. In such cases, callers will be notified that their call is being monitored for business purposes.

Wireless transmissions are not secure, so employees should use discretion in relaying confidential information via these devices.

3.5 Automated Call Systems

Citrus-Alert

Citrus-Alert is reserved for emergency notifications to all subscribed users. Approval to send messages shall be made by the Superintendent/President or their designee as defined in the Citrus College Emergency Procedures.

SARS-CALL

SARS-CALL, a component of the SARS software suite, is maintained and managed by the dean of counseling for the purpose of contacting students with counseling related information. Call volume is coordinated with the TeCS Department to maintain a use level that does not impact the use of the telephone system by other departments in the college. The TeCS Department will monitor the volume and work

with the Dean of Counseling if the call volume of SARS-Call starts to adversely impact the college's telephone system.

NOTE: New language is indicated by underline, deleted language is indicated by ~~strike through~~, and subsequent changes to language are indicated by **shading**.

Date Approved:

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

CITC	3/31/09
ASCC	11/17/09
CSEA	12/4/09
Mgmt Team	12/2/09
Senate	12/9/09
Supv/Conf	11/6/09
Steering	2/22/10

**Academic Affairs
DRAFT as of 12/9/09**

**BP 4100 GRADUATION REQUIREMENTS FOR DEGREES AND
CERTIFICATES**

References:

Education Code Section 70902(b)(3);
Title 5 Sections 55060 et seq.

The District grants the degrees of Associate in Arts and Associate in Science to those students who have completed the subject requirements for graduation and who have maintained a 2.0 grade point average in courses completed. Students must also complete the general education residency and competency requirements set forth in Title 5 regulations.

Students may be awarded a Certificate of Achievement upon successful completion of a minimum of 18-12 or more semester units of degree-applicable coursework designed as a pattern of learning experiences to develop certain capabilities that may be oriented to career or general education.

The Superintendent/President, in consultation with the Academic Senate, shall establish procedures to determine degree and certificate requirements that include appropriate involvement of the curriculum committee. The procedures shall assure that graduation requirements are published in the District's catalog and included in other resources that are convenient for students.

❖ From current Citrus College Policy P-6121 titled Graduation Requirements

~~The awarding of an Associate Degree at Citrus College is intended to represent more than an accumulation of units. It symbolizes a successful attempt on the part of Citrus College to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.~~

Office of Primary Responsibility: Academic Affairs

Date Adopted:

(Replaces current Citrus College Policy P-6121)

Approved by	ASCC	6/2/09
	CSEA	5/12/09
	Management Team	5/6/09
	Senate	12/9/09
	Supervisors/Confidential	5/17/09
	EPC	3/1/10
	Steering	3/22/10

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

AP 4101 INDEPENDENT STUDY

References:

Title 5 Sections 55230 et seq.

Independent study programs are developed by establishing a learning contract for the specific class and must be signed by the student taking the class, the faculty member teaching the class, and the division dean. The learning contract is established in consultation with a faculty member and must be submitted to the Admissions and Records Office by the deadlines established by the college. It must include the number of units and hours of study required, the work product to be evaluated, and the college facility required.

Academic standards for independent study are the same as those applied to other credit or noncredit courses.

Procedures for evaluation of student progress are the same as those applied to other credit or noncredit courses.

Access to the instructor is the same as that commonly available to students in courses conducted by other instructional methods.

Office of Primary Responsibility: Academic Affairs

Date Approved:

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

Approved by	ASCC	9/22/09
	CSEA	6/9/09
	Management Team	10/7/09
	Senate	10/14/09
	Supervisors/Confidential	11/12/09
	EPC	11/30/09
	Steering	3/22/10

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

Academic Affairs
DRAFT as of 10/14/09

AP 4102 CAREER/TECHNICAL PROGRAMS

References:

Title 5 Sections 55600 et seq.

Career and Technical Program Advisory Council

Section 55601 in Title 5 of the California Code of Regulations requires that all career and technical programs have regularly scheduled advisory council meetings. For the purpose of this administrative procedure, career and technical programs are defined as those with an asterisk (*) TOP code.

Advisory council membership should include working professionals in the appropriate program field whose expertise would benefit the program. These professionals should be the majority of the council membership, selected by the faculty in a particular program, and reviewed and appointed by the D-division D dean. Additional membership on the council may include full-time faculty, adjunct faculty, the director and/or dean, current students, program alumni, secondary partners and undergraduate institutions.

Advisory councils are used for planning purposes, curriculum development, college relations, and maintaining career and technical programs that are relevant to job needs and up-to-date with current field practices.

A. Functions of the Career and Technical Program Advisory Council

- To study the educational needs of a specific career and technical program and to make recommendations to the College program faculty and administration relating to these needs. Such recommendations may be included in the program's academic program review.
- To provide up-to-date information related to emerging trends, current and future employment needs, and future directions for the subject area.
- To assist in identifying the need for and the development of new programs and review existing programs for possible modification to meet the changing needs of the workplace.
- To recommend program quality indicators, including standards for completers, to ensure successful entry-level employment in the subject area.
- To furnish specialized information and advice on technical requirements needed for changes in facilities, equipment, materials and staffing required for effective, up-to-date, and relevant program instruction.

- To assist in marketing the program, recruiting students, and job placement of graduates of the program.
- To further a cooperative relationship between the College and the resource agencies of the community in support of the program.

B. Operation of the Council

- Meetings must be conducted at least once per academic year. It is recommended that the council meet twice a year, once in the fall and once in the spring.
- A faculty member of the particular career and technical program shall serve as chairperson of the council and shall preside at all meetings. If a faculty member is unable or the program faculty elect, a director or dean may serve as the chair.
- The council may appoint subcommittees as needed.
- Council responsibilities of individual members may be designated as needed.
- Meetings shall have prepared agendas that are sent to council members and other appropriate parties in advance of the meeting.
- Minutes of each meeting shall be kept on file in the Division office and recorded in the Office of Academic Affairs. Minutes should reflect the names, title and company or organization of each member.

Provisions for Documenting the Competencies of Students Completing Career and Technical Programs

All programs are responsible for monitoring, documenting, and communicating with their Advisory Council how students are progressing toward the competencies, objectives, and student learning outcomes identified for the particular program. Students may demonstrate proficiency in one or more of the following ways:

- Achieving grades on all assignments and examinations in each course within the program that would enable them to receive a certificate of completion, certificate of achievement, and/or a degree in the particular field.
- Performing all identified skills needed to enter a particular profession at a level that indicates proficiency in the particular skill.
- Completing all required clinical rotations or internships as required by the program.
- Passing all required local, state, and or national certification or licensure tests or examinations.
- Achieving identified course, program, and institutional student learning outcomes.

Office of Primary Responsibility: Academic Affairs

Date Adopted:

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

Approved by	ASCC	9/29/09
	CSEA	6/9/09
	Management Team	10/7/09
	Senate	10/14/09
	Supervisors/Confidential	11/12/09
	EPC	11/30/09
	Steering	3/22/10

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

AP 4103 COOPERATIVE WORK EXPERIENCE

References:

Title 5 Sections 55250 et seq.

The Student Employment Office shall ensure that the District maintains a current plan approved by the California Community Colleges Chancellor's Office for the administration and operation of its cooperative work experience program. This plan will include:

- The systematic design of the program whereby students gain realistic learning experiences through work
- Specific descriptions of the respective responsibilities of the college, the student, the employers and other cooperating agencies
- A description of guidance services offered to prospective and accepted students
- Assurances that there is a sufficient number of qualified academic personnel to direct the program
- Processes that assure students' on-the-job learning experiences are documented with written measurable learning objectives
- Criteria for student participation and evaluation
- The basis for awarding grades and credit
- Information about how adequate clerical and instructional services are provided

Co-op Work Experience records are maintained in the Student Employment Office for seven years after the completion of the work experience. These records include:

- Type and units of work experience
- Location of employer
- Position held by student
- Basis ~~to~~ of determining student qualification
- Student hours worked
- Performance evaluation(s)
- Work permits (if required).

To enroll in a work experience class a student must:

- Be simultaneously enrolled in a class that relates to the Cooperative Work Experience class
- Participate in a Coop Ed Orientation in the Student Employment Office
- Identify ~~their~~ the student's Faculty Advisor in a related discipline and ~~their~~ the student's Worksite Supervisor

- Complete forms from Student Cooperative Work Experience Handbook and ensure Faculty Advisor and Worksite Supervisor complete required forms.

The maximum number of work experience units that may be earned is 16 semester units.

Supervising faculty must maintain records that show consultation with the employer and the student, evaluation of the student's achievement, and the final grade. Final grades will be determined by the work experience instructor who may consult with the employer.

Office of Primary Responsibility: Academic Affairs

Date Adopted:

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

Approved by ASCC	–
CSEA	6/9/09
Management Team	10/7/09
Senate	10/28/09
Supervisors/Confidential	11/12/09
EPC	3/1/10
Steering	3/22/10

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

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

AP 4104 CONTRACT EDUCATION (Instructional Service Agreements)

Reference:

Title 5 Section 55170

The District may contract to offer instructional classes or services for businesses, industry, public agencies, and/or other groups. These contracted activities shall be self-supporting and shall not use the unrestricted general fund of the college. If the contract covers the full cost of the classes, the classes shall not be submitted for apportionment from the state and are not required to be open to the public.

Procedure:

An agreement will be prepared by Continuing Education, reviewed and recommended by the Office of Academic Affairs and/or Office of Finance and Administrative Services, and approved by the Superintendent/President.

The agreement must identify the classes being taught and/or services being offered, length of the contract, the billing cycle and the fees paid to the college.

Proposed contracts will be evaluated for their feasibility using the following criteria:

- The contract shall be congruent with the District's mission, mandates, and goals.
- The scope, objectives, and outcomes of the contract shall be feasible, measurable, and attainable.
- The costs of delivering the contract; including administrative costs, supplies, rentals, etc. shall be recovered from the funds generated by the contract.

Contract Education Options:

- Credit or noncredit classes from the approved curriculum may be offered.
- Students in credit classes may earn college credit upon successful completion.
- Customized classes designed for a particular purpose may be offered, but they will not be credit bearing.
- Specialized services may be offered.

Fees:

The contract fee is determined by the complexity of the client's need. The following factors should be considered when establishing the fee:

- Curriculum development
- Supplies and materials needed
- The required level of expertise of the presenter or instructor
- The total hours of instruction or consultation
- The total hours of staff support and project coordination
- Equipment needed
- Indirect cost

Contract Approval

- Contracts require the approval of the Superintendent/President or his/her designee.

Office of Primary Responsibility: Academic Affairs

Date Adopted:

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

Approved by	ASCC	9/29/09
	CSEA	6/9/09
	Management Team	10/7/09
	Senate	10/14/09
	Supervisors/Confidential	11/12/09
	EPC	11/30/09
	Steering	3/22/10

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AP 4105 DISTANCE EDUCATION

References:

Title 5 Sections 55200 et seq.

Definition: Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.

Course Approval: Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education.

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in AP 4020 titled Program and Curriculum Development. Distance education courses shall be approved under the same conditions and criteria as all other courses.

Certification: When approving distance education courses, the Curriculum Committee will certify the following:

- Course Quality Standards: The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses.
- Course Quality Determinations: Determinations and judgments about the quality of the distance education course were made with the full involvement of the Curriculum Committee approval procedures.
- Instructor Contact: Each section of the course that is delivered through distance education will include regular effective contact between instructor and students.
- Duration of Approval: All distance education courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline.

Office of Primary Responsibility: Academic Affairs

Date Approved:

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

Approved by	ASCC	6/2/09
	CSEA	5/12/09
	Management Team	5/6/09
	Senate	9/9/09
	Supervisors/Confidential	5/17/09
	EPC	9/14/09
	Steering	9/21/09

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

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

BP 4226 MULTIPLE AND OVERLAPPING ENROLLMENTS

Reference:

Title 5 Section 55007

The Superintendent/President shall establish procedures to ensure that students may only enroll in two or more sections of the same credit course during the same term if the length of the course provides that the student is not enrolled in more than one section at any given time.

The Superintendent/President shall establish procedures to ensure that students may only enroll in two or more courses where the meeting times overlap under the conditions specified in Title 5 Section 55007.

Office of Primary Responsibility: Academic Affairs

Date Adopted:

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

Approved by	ASCC	6/2/09
	CSEA	5/12/09
	Management Team	5/6/09
	Senate	9/9/09
	Supervisors/Confidential	5/17/09
	EPC	9/14/09
	Steering	9/21/09

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

AP 4226 MULTIPLE AND OVERLAPPING ENROLLMENTS

Reference:

Title 5 Sections 55007

A student may not enroll in two or more sections of the same credit course during the same term unless the length of the course provides that the student is not enrolled in more than one section at any given time.

A student may not enroll in two or more courses where the meeting times for the courses overlap, unless:

- The student provides a valid justification, other than scheduling convenience, of the need for an overlapping schedule.
- The Vice President of Academic Affairs or designee approves the schedule.
- The student makes up the overlapping hours at some other time during the same week under the supervision of the instructor of the course.

Office of Primary Responsibility: Academic Affairs

Date Approved:

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

Approved by	ASCC	6/2/09
	CSEA	5/12/09
	Management Team	5/6/09
	Senate	9/9/09
	Supervisors/Confidential	5/17/09
	EPC	9/14/09
	Steering	9/21/09

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

AP 4227 REPEATABLE COURSES

References:

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

Under special circumstances, students may repeat courses in which a C or better grade was earned.

Students are allowed to repeat a course without petition when repetition is necessary to enable that student to meet a legally mandated training requirement as a condition of volunteer or continued paid employment. Students can repeat such courses any number of times, even if they received a grade of C or better; however, the grade received by the student each time will be included in calculations of the student's grade point average.

Students may repeat activity courses that have been designated as activity courses and where it is found that the course content differs each time it is offered to enhance the skills and proficiencies of the student. Activity courses are defined as ~~career technical~~ courses where the content differs each time the course is offered, but the primary educational activity remains the same. The District must identify and designate such repeatable courses in its catalog. The District must also determine and certify that each repeatable course is one in which either the course content differs each time the course is offered or the course is an activity course subject to certain criteria. Foreign language courses, English as a Second Language (ESL courses), and non-degree-applicable basic skills courses are not considered "activity courses" based on the above criteria. Examples of activity courses that qualify as repeatable courses include physical education courses and courses in music, fine arts, theater, and dance. Absent substandard academic work, courses may not be repeated for more than three semesters or five quarters including summers and inter-sessions.

Students with disabilities can repeat a special class for students with disabilities any number of times when an individualized determination verifies that such repetition is required as a disability-related accommodation for the student for one of the reasons specified in Title 5, Section 56029.

Students are allowed to repeat a cooperative an occupational work experience course if a college only offers one **course in cooperative occupational** work

experience **course** in a given field and that course is not offered as an open-entry/open-exit course. Where only one occupational work experience course is offered subject to the above conditions, students may be permitted to repeat this course any number of times as long as they do not exceed the limits on the number of units of occupational ~~cooperative~~ work experience set forth in Title 5 Section 55253(a).

The District shall develop and implement a mechanism to allow it to properly monitor course repetition.

Office of Primary Responsibility: Academic Affairs

Date Approved:

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

Approved by	ASCC	9/29/09
	CSEA	6/9/09
	Management Team	10/7/09
	Senate	12/9/09
	Supervisors/Confidential	11/12/09
	EPC	3/1/10
	Steering	3/22/10

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

AP 4228 COURSE REPETITION – SIGNIFICANT LAPSE OF TIME

Reference:

Title 5 Section 55043

Students may be permitted or required to repeat courses in which a “C” or better grade was earned where there was a significant lapse of time since the grade was obtained and:

- The District has defined “significant lapse of time” or has established a recency prerequisite for a course or program; or
- An institution of higher education to which a student wishes to transfer has established a recency requirement that the student cannot satisfy without repeating the course.

When a student needs to repeat an activity course due to a significant lapse of time, each repetition attempt will be counted toward the established repetition limits. However, if a student has already exhausted the number of permitted repetitions, then an additional repetition due to significant lapse of time may be permitted or required by the District.

When a course is repeated due to a significant lapse of time, the District may disregard the previous grade and credit when computing a student’s grade point average.

Office of Primary Responsibility: Academic Affairs

Date Approved:

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

Approved by	ASCC	9/29/09
	CSEA	6/9/09
	Management Team	10/7/09
	Senate	12/9/09
	Supervisors/Confidential	11/12/09
	EPC	3/1/10
	Steering	3/22/10

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

AP 4229 COURSE REPETITION – VARIABLE UNITS

Reference:

Title 5 Section 55044

Students may be permitted to enroll in variable unit open-entry/open-exit courses as many times as necessary to enable them to complete the entire curriculum of the course once.

Students may not repeat variable unit open-entry/open-exit courses unless:

- The course is required for legally mandated training; or
- The course is a special class for students with disabilities which needs to be repeated; or
- Repetition of the course is justified by extenuating circumstances; or
- The student wishes to repeat the course to alleviate substandard work.

Whenever a student enrolls in a physical education activity course offered for open-entry/open exit, the enrollment will count as a repetition of the course.

Office of Primary Responsibility: Academic Affairs

Date Approved:

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

Approved by	ASCC	9/29/09
	CSEA	6/9/09
	Management Team	10/07/09
	Senate	10/14/09
	Supervisors/Confidential	11/12/09
	EPC	11/30/09
	Steering	3/22/10

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

**Academic Affairs
DRAFT as of 10/14/09**

BP 4270 MINIMUM CLASS SIZE

The minimum enrollment for all classes offered at Citrus College will be twenty students, except as noted below. Exemptions to this policy designated below should be the result of collegial consultation among administrative deans, faculty and the Office of Academic Affairs. Classes designated as lecture, laboratory, and seminar are included in this policy. Classes that fall under the following categories may be exempt:

1. Independent study, research, coordinated instruction systems and classes by arrangement;
2. Classes required for graduation;
3. Classes required in a major or career subject area;
4. Classes offered irregularly, based on enrollment and need;
5. Classes offered in limited classroom or laboratory facilities;
6. Experimental or pilot classes;
7. Classes offered to complete a sequence in a program;
8. Classes wherein size is mandated by statute or state regulation.
9. Classes offered in the Honors Program

Any further exceptions must be approved by the Vice President of ~~Instruction~~ Academic Affairs.

Office of Primary Responsibility: Academic Affairs

Date Adopted:

(Replaces current Citrus College Policy P-6125)

Approved by	ASCC	9/29/09
	CSEA	10/6/09
	Management Team	10/7/09
	Senate	10/14/09

Supervisors/Confidential	11/12/09
EPC	3/1/10
Steering	3/22/10

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

BP 7100 Equal Employment Opportunity

References

Education Code, Sections 87100 et seq.
Title 5, Sections 53000 et seq.

~~AFFIRMATIVE ACTION (P-4104)~~

~~The District Board of Trustees is committed to a policy of Nondiscrimination and Affirmative Action in the recruitment, selection, employment, training, reclassification, promotion and retention of employees.~~

~~This policy shall be implemented without regard to race, color, ancestry, national origin, sex, age (over 40), religious creed, marital status, medical condition (including cancer), physical disability (including HIV and AIDS) or mental disability, sexual orientation or military status as a Vietnam-era veteran in any policies, procedures, or practices. It is the stated policy of Citrus Community College District that harassment is prohibited and that regular employees shall not be denied family care leave if eligible under the Fair Employment and Housing Act. All of these categories are protected by the following legislation: Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, the Fair Employment and Housing Act, California Government Code 12900 et seq., and the Americans with Disabilities Act of 1990.~~

~~The District shall actively recruit qualified applicants from protected groups for employment consideration. All decisions concerning recruitment, selection, employment, training, reclassification, promotion and retention of employees shall be based on the individual's qualifications for the position. Reasonable job accommodations for individuals with physical or mental disabilities shall be made.~~

~~This policy shall be made explicit in the District in appropriate Districts manuals and publications. A nondiscrimination clause shall be included in the following: employment announcements and recruitment materials, student catalogues, schedules and program brochures, staff orientation and reclassification forms, and in contracts with suppliers, vendors, and concessionaires. This policy shall be reaffirmed annually by the Board of Trustees.~~

Adopted 4/16/73
Revised..... 4/20/93
 —7/30/96

AFFIRMATIVE ACTION (P-4204)

~~The Citrus College District Board of Trustees is committed to a policy of Nondiscrimination and Affirmative Action in the recruitment, selection, employment, training, reclassification, promotion and retention of employees.~~

~~This policy shall be implemented without regard to race, color, ancestry, national origin, sex, age (over 40), religious creed, marital status, medical condition (including cancer), physical disability (including HIV and AIDS) or mental disability, sexual orientation or military status as a Vietnam-era veteran in any policies, procedures, or practices. It is the stated policy of Citrus Community College District that harassment is prohibited and that regular employees shall not be denied family care leave if eligible under the Fair Employment and Housing Act. All of these categories are protected by the following legislation: Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, the Fair Employment and Housing Act, California Government Code 12900 et seq., and the Americans with Disabilities Act of 1990.~~

~~Citrus Community college District shall actively recruit qualified applicants from protected groups for employment consideration. All decisions concerning recruitment, selection, employment, training, reclassification, promotion and retention of employees shall be based on the individual's qualifications for the position. Reasonable job accommodations for individuals with physical or mental disabilities shall be made.~~

~~This policy shall be made explicit in the District in appropriate Districts manuals and publications. A Nondiscrimination clause shall be included in the following: employment announcements and recruitment materials, student catalogues, schedules and program brochures, staff orientation and reclassification forms, and in contracts with suppliers, vendors, and concessionaires. This policy shall be reaffirmed annually by the Board of Trustees.~~

Adopted 4/16/73
Revised..... 4/20/93

General Provision

The District is committed to employment of qualified administrators, faculty, and staff members who are dedicated to student success. The Board of Trustees recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board of Trustees is committed to hiring and staff development processes that support the goals of equal employment opportunity and diversity, and provide equal consideration for all qualified applicants.

Office of Primary Responsibility: Human Resources

Date Adopted:.....

(Replaces current Citrus College policies P-4104 last revised July 30, 1996, and P-4204 last revised April 20, 1993)

Approved by HR Advisory/Staff Diversity Committee..... October 21, 2009
Academic Senate March 10, 2010
ASCC November 17, 2009
CSEA December 3, 2009
Management Team December 2, 2009
Supervisor/Confidential November 18, 2009

Steering..... March 22, 2010

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

AP 7100 Equal Employment Opportunity

References:

Education Code Sections 87100 et seq.;
Title 5 Sections 53000 et seq. and 59300 et seq.

The Office of Human Resources shall be responsible for overseeing the District's Equal Employment Opportunity Plan. The Manager of Human Resources/Staff Diversity shall oversee the day-to-day implementation of the District's Equal Employment Opportunity Plan. The District's policy and administrative regulation concerning equal employment opportunity and the discrimination complaint procedure shall be disseminated to all employees.

The Manager of Human Resources/Staff Diversity, in implementing this regulation shall:

Oversee the District's Equal Employment Opportunity Plan and work with appropriate staff in ensuring that the District's program receives the broadest possible commitment from the administration, faculty, staff, and students.

Work closely with district personnel and appropriate committees to ensure achievement of equal employment opportunity requirements.

Prepare and publish a workforce analysis to ensure the District meets its equal employment opportunity requirements.

Review job templates, job postings, job descriptions, job specifications, and other job related statements in cooperation with appropriate staff to ensure compliance with equal employment opportunity requirements.

Review selection, retention, tenure, and promotion criteria to ensure that neither qualified nor qualifiable candidates are excluded from consideration.

Help increase the applicant pool by assisting with recruitment and devising ways and means of helping the District to increase the number of qualified members of historically underrepresented groups.

Assist in developing in-service and Equal Employment Opportunity Plans for administration, faculty, staff, and students.

Receive and seek resolution of unlawful discrimination complaints. Publicize complaint procedures, receive, investigate, and seek resolution of affirmative action and unlawful discrimination complaints, working with appropriate staff.

Provide an annual written notice to appropriate community-based and professional organizations concerning the District's Annual Report and the need for assistance from such organizations in identifying qualified applicants.

Definitions

1. Adverse Impact: "Adverse impact" means that a statistical measure (such as those outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures") is applied to the effects of a selection procedure and demonstrates a disproportionately negative impact on any group defined in terms of ethnic group identification, gender, or disability. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison
2. Business Necessity: "Business necessity" means circumstances which justify an exception to the requirements of Title 5, Section 53021(b)(1) because compliance with that section would result in substantial additional financial cost to the District or pose a significant threat to human life or safety. Business necessity requires greater financial cost than mere business convenience. Business necessity does not exist where there is an alternative, which will serve business needs equally well.
3. Equal Employment Opportunity: "Equal employment opportunity" means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion, and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories listed in Title 5, Section 53004(a). Ensuring equal employment opportunity also involves creating an environment, which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination by this subchapter.
4. Equal Employment Opportunity Plan: An "Equal Employment Opportunity Plan" is a written document in which a District's workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.
5. Equal Employment Opportunity Plans: "Equal Employment Opportunity Plans" means the various methods by which equal employment opportunity are ensured. Such methods include, but are not limited to, using nondiscriminatory

employment practices, actively recruiting, monitoring, and taking additional steps consistent with the requirements of Title 5, Section 53006.

6. Ethnic Minorities: "Ethnic minorities" means American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/African-Americans, and Hispanics/Latinos.
7. Goals for Persons with Disabilities: "Goals for persons with disabilities" means a statement that the District will strive to attract and hire additional qualified persons with a disability in order to achieve the level of projected representation for that group by a target date established by taking into account the expected turnover in the workforce and the availability of persons with disabilities who are qualified to perform a particular job. Goals are not "quotas" or rigid proportions.
8. In-house or Promotional Only Hiring: "In-house or promotional only hiring" means that only existing District employees are allowed to apply for a position.
9. Monitored Group: "Monitored group" means those groups identified in Title 5, Section 53004(b) for which monitoring and reporting are required pursuant to Title 5, Section 53004(a).
10. Person with a Disability: "Person with a disability" means any person who: (1) has a physical or mental impairment as defined in Government Code Section 12926, which limits one or more of such person's major life activities; (2) has a record of such an impairment; or, (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.
11. Projected Representation: "Projected representation" means the percentage of persons from a monitored group determined by the Chancellor to be available and qualified to perform the work in question.
12. Reasonable Accommodation: "Reasonable accommodation" means the efforts made on the part of the District to remove artificial or real barriers which prevent or limit the employment and upward mobility of persons with disabilities. "Reasonable accommodations" may include the items designated in Title 5, Section 53025.
13. Screening or Selection Procedure: "Screening or selection procedure" means any measure, combination of measures, or procedure used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including, but not limited to, traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.
14. Significantly Underrepresented Group: "Significantly underrepresented group" means any monitored group for which the percentage of persons from that group employed by the District in any job category listed in Title 5, Section 53004(a) is

below eighty percent (80%) of the projected representation for that group in the job category in question.

Annual Evaluation

The Manager of Human Resources/Staff Diversity shall, in cooperation with the Human Resources Advisory/Staff Diversity Committee, conduct an annual survey of District employees and applicants in order to evaluate progress in implementing the District's Equal Employment Opportunity Plan and to provide data needed for the analyses required pursuant to Title 5, Sections 53003, 53006, 53023, and 53024. The results of the annual survey shall be forwarded to the California Community Colleges Chancellor's Office.

The annual report shall identify each employee as belonging to one of the following seven job categories:

1. executive/administrative/managerial
2. faculty and other instructional staff
3. professional non-faculty
4. secretarial/clerical
5. technical and paraprofessional
6. skilled crafts
7. service maintenance

Each employee and applicant shall be afforded the opportunity to identify his/her gender, ethnicity, and, if applicable, disability. An employee and/or applicant may designate multiple ethnic groups with which he/she identifies. However, an employee or applicant may be counted only in one group for reporting purposes. For purposes of this report, Chinese, Japanese, Filipinos, Koreans, Vietnamese, Asian, Indians, Hawaiians, Guamanians, Samoans, Laotians, and Cambodians are to be counted and reported as part of the Asian/Pacific Islander group as well in separate subcategories. In determining whether additional steps are necessary to ensure that monitored groups have not been excluded on an impermissible basis, analysis of the separate subgroups is not necessary.

The District will review the annual survey to determine to what degree, if any, monitored groups are underrepresented in comparison to the number of persons from such groups whom the California Community Colleges Chancellor determines to be available and qualified to perform the work required of each such job category, and whether or not the underrepresentation is significant.

If the District determines that a particular monitored group is significantly underrepresented with respect to one or more of the job categories as set forth above, the District shall take the following steps:

1. Review the recruitment procedure and identify, and implement any additional measures, which might reasonably be expected to attract candidates from the significantly underrepresented group.
2. Consult with legal counsel to determine whether there are other, additional measures that may be undertaken that are required and/or permitted by law.
3. Consider various other means of reducing the underrepresentation, which do not involve taking monitored group status into account, and implement any such techniques that are feasible.
4. If significant underrepresentation persists, monitor on an on-going basis, review each locally established job qualification (i.e. any requirements beyond the minimum qualifications established by the Chancellor's Office) to determine if it is job related and consistent with business necessity; discontinue the use of any non-job related local qualification; and continue using job related local qualifications only if no alternative standard is reasonably available.

Human Resources Advisory/Staff Diversity Committee

The Human Resources Advisory/Staff Diversity Committee ("Advisory Committee") shall serve as the equal employment opportunity advisory committee to assist and advise the District in implementing the District's Equal Employment Opportunity Plan.

The Advisory Committee shall consist of the following composition, and shall include a diverse membership whenever possible: District Administrators – 3, Full-Time Faculty – 2, Part-Time Faculty – 1, Supervisor/Confidential – 2, Classified Staff – 2, and Students – 2.

The responsibilities of the Advisory Committee shall include, but shall not be limited to, the following:

1. Review and advise on recruitment efforts, interview protocols, retention efforts and other aspects that impact the District's ability to attract and retain a diverse faculty and staff;
2. Advise on implementation of the District's obligation to hire faculty and administrators with a demonstrated sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students;
3. Develop communications among departments to foster understanding of the District's Equal Employment Opportunity Plan;
4. Advise on special training or staff development needs;

5. Review the Equal Employment Opportunity Plan and monitor its progress;
6. Recommend any changes needed in the Equal Employment Opportunity Plan and;
7. Review and approve the annual written report submitted to the Superintendent/President, Board of Trustees, and the California Community Colleges Chancellor's Office.

Employment Procedures

The following shall apply to all hiring procedures.

1. Job Analysis: The Manager of Human Resources/Staff Diversity shall assure that a proper job analysis is performed for every academic position filled by the District to determine and validate the knowledge, skills, abilities and characteristics an employee must possess to perform the job satisfactorily. A statement of essential functions and minimum qualifications shall be developed for all positions. For classified positions, it shall be the responsibility of the Director of Human Resources to assure that a proper job analysis is performed and a statement of essential functions and minimum qualifications are completed for each classified position.
2. Recruitment: All job templates and job postings shall contain a statement in substantially the following form: "The District is an equal opportunity employer." The policy of the District is to encourage applications from ethnic and racial minorities, women, persons with disabilities, and Vietnam-era veterans. No person shall be denied employment because of ethnicity or race, color, sex, age, religion, marital status, disability, sexual orientation, national origin, medical conditions, status as a Vietnam-era veteran, ancestry, or political or organizational affiliation.

The District will conduct an open recruitment for all new full-time and part-time positions. Interim hires may be utilized provided the interim hire appointment shall not exceed one year.

Recruitment for administrative and faculty positions (full- and part-time) shall include, as appropriate: advertisement in professional journals, job registries, websites, and newspapers of general circulation; distribution of job postings to the EEO Registry, K-12 districts, two and four year colleges, and graduate schools where candidates might be enrolled; recruitment at conferences, fairs and professional meetings; and, notices to institutions and professional organizations that primarily serve members of the monitored groups that are underrepresented in the District. For classified positions, the Office of Human Resources shall be encouraged to advertise for classified positions as broadly as

appropriate and should include sending job postings to the Employment Development Department.

All employment applications shall afford each applicant an opportunity to identify himself or herself voluntarily as to gender, ethnicity and, if applicable, his or her disability. This information shall be maintained in confidence and shall be used only for research, validation, monitoring, evaluation of the Equal Employment Opportunity Plan, or as authorized by law. The identification information of an individual applicant shall not be shared with members of a screening/selection committee.

3. Applicant Pool: After the application deadline for a position has passed, the initial applicant pool shall be analyzed to determine whether the projected representation has been achieved for monitored groups. If these projections have not been met, the District shall immediately determine whether the failure to meet the projected representation of monitored groups in the initial pool was due to discriminatory practices. If not, the hiring process may continue to the next level. If, however, the District determines that discriminatory practices caused the underrepresentation, the District shall immediately, and before the selection process continues, consult with legal counsel to determine what, if any, corrective action is required and/or permitted by law.
4. Screening and Selection: The screening, selecting, and interviewing of candidates for all positions shall include thorough and fair procedures that are sensitive to the issues of diversity. The process shall require that a reasonable number of candidates are identified for an interview and selection shall be based solely on the stated job criteria.

Screening and selection committees shall include a diverse membership when possible, and no one who has provided a candidate with a written letter of recommendation shall be permitted to serve on the screening and selection committee.

All members of a screening committee shall receive appropriate training on the requirements of this Administrative Procedure and applicable state and federal non-discrimination laws.

Every screening and selection committee shall include an individual trained to monitor conformance with equal employment opportunity requirements and this Administrative Regulation.

The Manager of Human Resources/Staff Diversity shall monitor all screening and selection committees to ensure that the questions to be used during an interview are job related; shall maintain records of screening checklists and rating scales and maintain all notes from interviews and record relevant factual reasons stating

why a candidate was not hired or was not invited to interview and; shall monitor the hiring process for adverse impact issues.

If the District determines that a particular monitored group is significantly underrepresented in the group of candidates to be interviewed and that such exclusion was due to discriminatory practices, the District shall immediately, and before the interviews occur, consult with legal counsel to determine what, if any, corrective action is required and/or permitted by law.

Office of Primary Responsibility: Human Resources

Date Adopted:.....

(New administrative procedure not replacing any existing Citrus College regulation)

Approved by	HR Advisory/Staff Diversity Committee	October 21, 2009
	Academic Senate	March 10, 2010
	ASCC	November 17, 2009
	CSEA	December 3, 2009
	Management Team	December 2, 2009
	Supervisor/Confidential	November 18, 2009
	Steering.....	March 22, 2010

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

BP 7101 Non-Discrimination

References:

Education Code Sections 66250 et seq., 72010 et seq., and 87100 et seq.;

Government Code Sections 12926.1 and 12940 et seq.;

Title 5, Sections 53000 et seq. and 59300 et seq.;

NONDISCRIMINATION

~~Citrus Community College District does not discriminate on the basis of race, color, ancestry, national origin, sex, age, (over 40), religious creed, marital status, medical condition, (including cancer), physical disability (including HIV and AIDS), mental disability, sexual orientation or military status as a Vietnam-era veteran in any policies, procedures or practices. In addition, it is the stated policy of Citrus Community College District that harassment is prohibited and that regular employees shall not be denied family care leave if eligible under the Fair Employment and Housing Act. All of these categories are protected by the following legislation: Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, the Fair Employment and Housing Act, California Government Code 12900 et seq., and the Americans with Disabilities Act of 1990.~~

Adopted 2/23/93

Revised..... 4/20/93

General Provisions

The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, religion, age, sex or gender, race, color, medical condition, ancestry, sexual orientation, marital status, physical or mental disability, or because he or she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The Superintendent/President shall establish administrative procedures that ensure all members of the college community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 Regulations

and those of other agencies that administer state and federal laws regarding nondiscrimination.

No District funds shall ever be used for membership, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of national origin, religion, age, sex or gender, race, color, medical condition, ancestry, sexual orientation, marital status, physical or mental disability, or because he or she is perceived to have one or more of the foregoing characteristics, or because of his or her association with a person or group with one or more of these actual or perceived characteristics.

Office of Primary Responsibility: Human Resources

Date Adopted:.....

(Replaces current Citrus College policy P-1005 last revised April 20, 1993)

Approved by	HR Advisory/Staff Diversity Committee.....	October 21, 2009
	Academic Senate	March 10, 2010
	ASCC	November 17, 2009
	CSEA	December 3, 2009
	Management Team.....	December 2, 2009
	Supervisor/Confidential	November 18, 2009
	Steering.....	March 22, 2010

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

**AP 7101 Discrimination Complaint Procedure:
Students, Employees, and Job Applicants**

Reference:

Title 5, California Code of Regulations, Sections 59320-59362

General Provisions

The District will provide all job applicants, employees, and students with an expeditious and effective procedure for resolution of complaints alleging unlawful discrimination and sexual harassment (hereinafter referred to as “Discrimination”) as defined under Board Policy 7101 and 7102. Investigations shall be conducted in a manner that seeks to balance issues of confidentiality and privacy with the need to conduct thorough, objective investigations of all complaints. Rights of Complainants to freedom from retribution shall be protected.

A student, job applicant, or employee who seeks to resolve an allegation of discrimination through this Administrative Procedure is referred to as a “Complainant”. While a Complainant is strongly encouraged to submit his/her complaint in writing, the District will investigate any allegation of unlawful discrimination that it becomes aware of unless the Complainant specifies in writing that he/she does not want the District to investigate his/her allegation(s). All complaints shall be filed within one year of the date of the alleged unlawful discrimination or within one year of the date on which the Complainant knew or should have known of the facts underlying the allegation of unlawful discrimination.

Informal Complaint Procedure

The District encourages the resolution of complaints through the informal process. The informal complaint procedure provides an opportunity to explore an allegation of discrimination and consider prompt alternative means for resolution before resorting to the formal complaint procedures. Participation in the informal complaint process is voluntary on the part of the Complainant.

1. Filing Complaint: An informal complaint alleging unlawful discrimination shall be filed in person with the Director of Human Resources, or designee, or the employee's immediate supervisor as soon as possible following the occurrence, which gave rise to the complaint.

2. Formal Resolution of Complaint: The complaint shall be reviewed by the Director of Human Resources, or designee, or the employee's immediate supervisor. If a prima facie case supporting the complaint is determined to exist, appropriate steps shall be taken to safeguard the right(s) of the Complainant to fair consideration until final determination of the complaint has been made. The Director of Human Resources, or designee, may discuss with the Complainant options to resolve the issue(s) set forth in the complaint.
3. Direct Complaint to Compliance Agencies: At any time, before or during the informal complaint procedure, a Complainant may directly file his/her complaint with the California Department of Fair Employment and Housing Commission (DFEHC), U. S. Equal Employment Opportunities Commission (EEOC), Office for Civil Rights of the U.S. Department of Education (OCR), or the Chancellor's Office of the California Community Colleges.
4. Timelines for Informal Resolution of Complaints: Within 30 days of the beginning of the Informal Complaint Procedure, the Complainant will be notified as to the determination whether the complaint sets forth a prima facie case of discrimination and, if any, the recommended remedy. However, efforts to informally resolve the complaint may continue during the time period set forth below for the processing of a formal complaint.
5. Reports of Informal Complaints: In the event that the informal complaint process is conducted by a District administrator, manager, or supervisor other than the Director of Human Resources, or designee, any such person shall notify the Director of Human Resources, or designee, of all informal complaints and their resolution.

Formal Complaint Procedure

When a complaint cannot be resolved through the informal procedure, the Complainant may submit a formal complaint.

Filing Complaint

In the event that the Complainant exercised his/her rights under the Informal Complaint Procedure, a formal complaint alleging unlawful discrimination shall be filed in writing with the Director of Human Resources, or designee, or the Chancellor of the California Community Colleges on the District approved complaint form within 10 days following the determination of an informal complaint. In the event that the allegation(s) of unlawful discrimination was not addressed pursuant to the Informal Complaint Procedure, a complaint must be filed within one year of the date of the alleged unlawful discrimination or within one year of the date on which the Complainant knew or should have known of the facts underlying the allegation of unlawful discrimination.

Investigation of Complaint

The complaint shall be investigated by the Director of Human Resources, or designee. Upon filing of the complaint, the Director of Human Resources, or designee, shall take the steps necessary to safeguard the right(s) of the Complainant to fair consideration until final determination of the complaint has been reached. The District reserves the right to utilize an investigator hired by the District. The investigator shall conduct an impartial fact-finding investigation and may question witnesses and collect information.

The results of the investigation shall be set forth in a written report, which shall include at least all of the following:

1. A description of the circumstances giving rise to the complaint;
2. A summary of the testimony provided by each witness, including the Complainant and any witnesses identified by the Complainant in the complaint;
3. An analysis of any relevant data or other evidence collected during the course of the investigation;
4. A specific finding as to whether discrimination did or did not occur with respect to each allegation in the complaint; and
5. Any other information deemed appropriate by the District.

Timeline for Concluding Formal Complaints

Within 90 days of receiving a formal complaint, the District shall complete its investigation and forward all of the following to the Complainant:

1. A written Administrative Determination summarizing the investigation and setting forth:
 - a) The determination as to whether discrimination did or did not occur with respect to each allegation in the complaint;
 - b) A description of actions taken, if any, to prevent similar problems from occurring in the future;
 - c) The proposed resolution of the complaint; and,
 - d) The Complainant's right to appeal to the District Board of Trustees and the Chancellor.

Direct Complaint to Compliance Agencies

The filing of a formal unlawful discrimination complaint with the District shall in no way prevent the Complainant from filing a complaint with the California Department of Fair Employment and Housing Commission (DFEHC), U. S. Equal Employment Opportunities Commission (EEOC), Office for Civil Rights of the U.S. Department of Education (OCR), or the Chancellor's Office of the California Community Colleges

Appeal of Decision

If the Complainant is not satisfied with the results of the Administrative Determination, the Complainant may, within 15 days, submit a written appeal to the Board of Trustees. The Board of Trustees shall review the original complaint, the investigative report, the Administrative Determination and the appeal, and issue a final District decision in the matter within 45 days after receiving the appeal. A copy of the final District decision rendered by the Board of Trustees shall be forwarded to the Complainant and to the Chancellor of the California Community Colleges. The Complainant shall also be notified of his or her right to appeal this decision. If the Board of Trustees does not act within 45 days, the Administrative Determination shall be deemed approved and shall become the final District decision in the matter.

In any case not involving employment discrimination, the Complainant shall have the right to file a written appeal with the Chancellor of the California Community Colleges within 30 days after the Board of Trustees issues the final District decision or permits the Administrative Determination to become final.

In any case involving employment discrimination, the Complainant may, at any time before or after the final District decision is rendered, file a complaint with the Department of Fair Employment and Housing (DFEH), or the Equal Employment Opportunity Commission (EEOC).

Information to be Sent to the Chancellor's Office

Within 150 days of receiving a complaint, the District will forward the following to the Chancellor:

1. The original complaint;
2. The report required describing the nature and extent of the investigation conducted by the District;
3. A copy of the notice sent to the Complainant;
4. A copy of the final District decision rendered by the Board of Trustees or a statement indicating the date on which the Administrative Determination became final;

5. A copy of the required notice to the Complainant; and
6. Such other information as the Chancellor may require.

Requests for Extension of Time to Complete Investigation

If the District, for reasons beyond its control, is unable to comply with the 150-day deadline for submission of material to the Chancellor of the California Community Colleges, the District may file a written request that the Chancellor grant an extension of the deadline. The request shall be submitted not later than 10 days prior to the expiration of the deadline and shall set the reasons for the request and the date by which the District expects to be able to submit the required materials.

A copy of the request for an extension shall be sent to the Complainant who may file written objections with the Chancellor within five (5) days of receipt. The Chancellor may grant the request unless delay would be prejudicial to the Complainant.

If the District fails to comply by the required deadline, including any extension granted pursuant to this section, the Chancellor may proceed to review the case based on the original complaint and any other relevant information then available.

Title IX Complaints

The procedures for Title IX, complaints shall be the same as for unlawful discrimination complaints except that job applicants, employees, and students may file informal complaints with the designated Title IX Facilitator.

Office of Primary Responsibility: Human Resources

Date Adopted:.....

(New administrative procedure not replacing any existing Citrus College regulation)

Approved by	HR Advisory/Staff Diversity Committee	October 21, 2009
	Academic Senate	March 10, 2010
	ASCC	November 17, 2009
	CSEA	December 3, 2009
	Management Team	December 2, 2009
	Supervisor/Confidential	November 18, 2009
	Steering.....	March 22, 2010

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

BP 7102 Prohibition of Harassment: Students and Employees

References:

Education Code Sections 212.5, 44100, 66252, and 66281.5;
Government Code Section 12950.1;
Title VII of the Civil Rights Act of 1964, 42 U.S.C.A., Section 2000e

~~SEXUAL HARASSMENT (P-4103)~~

~~Recognizing that sexual harassment is a form of sex discrimination that subverts the educational mission of the District Citrus College, detracts from the learning environment, creates a hostile work environment, and threatens the well-being of faculty, staff, and students, the Citrus Community College District intends by this policy to prevent such behavior within the District.~~

~~Sexual harassment is especially serious when it threatens relationships between teacher and student or supervisor and subordinate. In such situations, sexual harassment unfairly exploits the unequal power inherent in the faculty member's or supervisor's position. The District's educational mission is promoted by professionalism in faculty/student, as well as supervisor/subordinate relationships. Trust and respect are diminished when those in positions of authority abuse their power or authority. Faculty who date students while in their classes, or supervisors who date employees, may find themselves vulnerable to a potential complaint.~~

~~These situations may subject both the District and the employee to potential liability in matters of sexual harassment. It shall be a violation of this policy for any employee of Citrus Community College District, or anyone who is authorized to transact business or perform others acts or services on behalf of the Citrus Community College District, and any student enrolled, to engage in sexual harassment as defined below.~~

~~Definition of Sexual Harassment~~

~~Sexual harassment is defined as unwelcomed sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature.~~

~~Sexual harassment occurs when:~~

- ~~1. Sexual conduct is explicitly or implicitly used as a term or condition of an individual's educational status or employment;~~
- ~~2. Unsolicited written, verbal, physical and/or visual contact with sexual overtones are made;~~
- ~~3. Reprisals are made following a negative response to any of the above activity.~~

Adopted 4/7/92
Revised 7/30/96

(Reference Section 703 of Title VII of the United States Civil Rights Act of 1964, as interpreted by the United States Equal Employment Opportunity Commission, 29 CFR 1604.11; and Section 7287.6 of Title 2 of the California Administrative Code.)

SEXUAL HARASSMENT (P-4203)

Recognizing that sexual harassment is a form of sex discrimination that subverts the educational mission of Citrus College, detracts from the learning environment, creates a hostile work environment, and threatens the well-being of faculty, staff, and students, the Citrus Community College District intends by this policy to prevent such behavior within the District.

Sexual harassment is especially serious when it threatens relationships between teacher and student or supervisor and subordinate. In such situations, sexual harassment unfairly exploits the unequal power inherent in the faculty member's or supervisor's position. The District's educational mission is promoted by professionalism in faculty/student, as well as supervisor/subordinate relationships. Trust and respect are diminished when those in positions of authority abuse their power or authority. Faculty who date students while in their classes, or supervisors who date employees, may find themselves vulnerable to a potential complaint. These situations may subject both the District and the employee to potential liability in matters of sexual harassment.

It shall be a violation of this policy for any employee of Citrus Community College District, or anyone who is authorized to transact business or perform others acts or services on behalf of the Citrus Community College District, and any student enrolled, to engage in sexual harassment as defined below.

Definition of Sexual Harassment

Sexual harassment is defined as unwelcomed sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature.

Sexual harassment occurs when:

1. Sexual conduct is explicitly or implicitly used as a term or condition of an individual's educational status or employment;
2. Unsolicited written, verbal, physical and/or visual contact with sexual overtones are made;
3. Reprisals are made following a negative response to any of the above activity.

Adopted 4/7/92

Reference

(Reference Section 703 of Title VII of the United States Civil Rights Act of 1964, as interpreted by the United States Equal Employment Opportunity Commission, 29 CFR 1604.11; and Section 7287.6 of Title 2 of the California Administrative Code.)

General Provision

All forms of harassment are contrary to basic standards of conduct between individuals and are prohibited by state and federal law, as well as this policy, and will not be tolerated. The District is committed to provide an academic and work environment that respects the dignity of individuals and groups. The District shall be free of sexual harassment and all forms of sexual intimidation and exploitation. It shall also be free of other unlawful harassment, including that which is based on any of the following statuses: race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation of any person, or because he/she is perceived to have one or more of the foregoing characteristics.

The District seeks to foster an environment in which all employees and students feel free to report incidents of harassment without fear of retaliation or reprisal. Therefore, the District also strictly prohibits retaliation against any individual for filing a complaint of harassment or for participating in a harassment investigation. Such conduct is illegal and constitutes a violation of this policy. All allegations of retaliation will be swiftly and thoroughly investigated. If the District determines that retaliation has occurred, it will take all reasonable steps within its power to stop such conduct. Individuals who engage in retaliatory conduct are subject to disciplinary action, up to and including termination or expulsion.

Any student or employee who believes that he/she has been harassed or retaliated against in violation of this policy should immediately report such incidents by following the procedures described in AP-7102 titled "*Prohibition of Harassment: Students and Employees.*" Supervisors are mandated to report all incidents of harassment and retaliation that come to their attention.

This policy applies to all aspects of the academic environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any community college activity. In addition, this policy applies to all terms and conditions of employment, including but not limited to hiring, placement, promotion, disciplinary action, layoff, recall, transfer, leave of absence, training opportunities and compensation.

To this end the Superintendent/President shall ensure that the institution undertakes education and training activities to counter discrimination and to prevent, minimize and/or eliminate any hostile environment that impairs access to equal education opportunity or impacts the terms and conditions of employment.

The Superintendent/President shall establish procedures that define harassment on campus. The Superintendent/President shall further establish procedures for employees, students, and other members of the campus community that provide for the investigation and resolution of complaints regarding harassment and discrimination, and

procedures for students to resolve complaints of harassment and discrimination. All participants are protected from retaliatory acts by the District, its employees, students, and agents.

This policy and related written procedures shall be widely published and publicized to administrators, faculty, staff, and students, particularly when they are new to the institution. They shall be available for students and employees in all administrative offices.

Employees who violate the policy and procedures may be subject to disciplinary action up to and including termination. Students who violate this policy and related procedures may be subject to disciplinary measures up to and including expulsion.

Office of Primary Responsibility: Human Resources

Date Adopted:.....

(Replaces current Citrus College policies P-4103 last revised July 30, 1996, and P-4203 last revised April 7, 1992)

Approved by	HR Advisory/Staff Diversity Committee	October 21, 2009
	Academic Senate	March 10, 2010
	ASCC	November 17, 2009
	CSEA	December 3, 2009
	Management Team	December 2, 2009
	Supervisor/Confidential	November 18, 2009
	Steering.....	March 22, 2010

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

AP 7102 Prohibition of Harassment: Students and Employees

References:

Education Code Sections 212.5, 44100, and 66281.5;
Title 5, Sections 59320 et seq;
Title VII of the Civil Rights Act of 1964;
42 U.S. Code, Section 2000e;
Title IX Education Amendments of 1972

General Provisions

The District is committed to providing an academic and work environment free of unlawful harassment. This procedure defines sexual harassment and other forms of harassment on campus, and sets forth a procedure for the investigation and resolution of complaints of harassment by or against any staff or faculty member or student within the District.

Definitions

General Harassment – Harassment based on race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation of any person, or the perception that a person has one or more of these characteristics is illegal and violates District policy. Gender-based harassment does not necessarily involve conduct that is sexual. Any hostile or offensive conduct based on gender can constitute prohibited harassment. For example, repeated derisive comments about a person’s competency to do the job, when based on that person’s gender, could constitute gender-based harassment. Harassment comes in many forms, including, but not limited to, the following conduct:

- **Verbal:** Inappropriate or offensive remarks, slurs, jokes or innuendoes based on a person’s race gender, sexual orientation, or other protected status. This may include, but is not limited to, inappropriate comments regarding an individual's body, physical appearance, attire, sexual prowess, marital status, or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats or intimidation; or sexist, patronizing, or ridiculing statements that convey derogatory attitudes based on gender, race nationality, sexual orientation or other protected status.
- **Physical:** Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to,

kissing, patting, lingering, or intimate touches, grabbing, pinching, leering, staring, unnecessarily brushing against, or blocking another person, whistling or sexual gestures. It also includes any physical assault or intimidation directed at an individual due to that person's gender, race, national origin, sexual orientation, or other protected status.

- **Visual or Written:** The display or circulation of visual or written material that degrades an individual or group based on gender, race, nationality, sexual orientation, or other protected status. This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics, or electronic media transmissions.
- **Environmental:** A hostile academic or work environment exists where it is permeated by sexual innuendo; insults or abusive comments directed at an individual or group based on gender, race, nationality, sexual orientation, or other protected status; or, gratuitous comments regarding gender, race, sexual orientation or other protected status that are not relevant to the subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom or work environment. It can also be created by an unwarranted focus on, or stereotyping of, particular racial or ethnic groups, sexual orientations, genders or other protected statuses. An environment may also be hostile toward anyone who merely witnesses unlawful harassment in his/her immediate surroundings, although the conduct is directed at others. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual's learning or work.

Sexual Harassment – In addition to the above, sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other conduct of a sexual nature when:

- submission to the conduct is made a term or condition of an individual's employment, academic status, or progress;
- submission to, or rejection of, the conduct by the individual is used as a basis of employment or academic decisions affecting the individual;
- the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; or,

- submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the community college.

This definition encompasses two kinds of sexual harassment:

"**Quid pro quo**" sexual harassment occurs when a person in a position of authority makes educational or employment benefits conditional upon an individual's willingness to engage in or tolerate unwanted sexual conduct.

"**Hostile environment**" sexual harassment occurs when unwelcome conduct based on a person's gender is sufficiently severe or pervasive to alter the conditions of an individual's learning or work environment, unreasonably interfere with an individual's academic or work performance, or create an intimidating, hostile, or abusive learning or work environment. The victim must subjectively perceive the environment as hostile, and the harassment must be such that a reasonable person of the same gender would perceive the environment as hostile.

Sexually harassing conduct can occur between people of the same or different genders. The standard for determining whether conduct constitutes sexual harassment is whether a reasonable person of the same gender as the victim would perceive the conduct as harassment based on sex.

Examples -- Harassment includes, but is not limited to the following misconduct:

- **Verbal:** Inappropriate or offensive remarks, slurs, jokes, or innuendoes based on a person's protected status, including but not limited to sex. This may include, but is not limited to, inappropriate comments regarding an individual's body, physical appearance, attire, sexual prowess, marital status, or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats or intimidation of a sexual nature; or sexist, patronizing, or ridiculing statements that convey derogatory attitudes about a particular gender.
- **Physical:** Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering, or intimate touches, grabbing, pinching, leering, staring, unnecessarily brushing against, or blocking another person, whistling, or sexual gestures.
- **Visual or Written:** The display or circulation of offensive sexually-oriented or other discriminatory visual or written material. This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics, or electronic media transmissions.

- **Environmental:** An academic or work environment that is permeated with racially or sexually-oriented talk, innuendo, insults, or abuse not relevant to the subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom or work environment. An environment may be hostile if unwelcome sexual behavior or other harassing behavior based on a protected status is directed specifically at an individual or if the individual merely witnesses unlawful harassment in his/her immediate surroundings. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual's learning or work.

Consensual Relationships

Romantic or sexual relationships between supervisors and employees, or between administrators, faculty, or staff members and students are discouraged. There is an inherent imbalance of power and potential for exploitation in such relationships. A conflict of interest may arise if the administrator, faculty, or staff member must evaluate the student's or employee's work or make decisions affecting the employee or student. The relationship may create an appearance of impropriety and lead to charges of favoritism by other students or employees. A consensual sexual relationship may change, with the result that sexual conduct that was once welcome becomes unwelcome and harassing. In the event that such relationships do occur, the District has the authority to transfer any involved employee to eliminate or attenuate the supervisory authority of one over the other, or of a teacher over a student. Such action by the District is a proactive and preventive measure to avoid possible charges of harassment and does not constitute discipline against any affected employee.

Complaint Procedure

Allegations of sexual harassment will be reviewed pursuant to the complaint procedure set forth under Administrative Procedure 7101- Discrimination Complaint Procedure: Students, Employees, and Job Applicants. The terms "discrimination" or "unlawful discrimination" as used in Administrative Procedure 7101 shall include sexual harassment.

Academic Freedom and Sexual Harassment

The District is committed to creating an environment where there is the full and free discussion of ideas and where students are free from a hostile learning environment. In general, works of art and literature, readings and other written, auditory, or visual course materials, including lectures and discussions, which are used in a learning context or

which are a part of academic or cultural programs, would not violate the prohibition against creating a hostile learning environment for students.

Office of Primary Responsibility: Human Resources

Date Adopted:.....

(New administrative procedure not replacing any existing Citrus College regulation)

Approved by HR Advisory/Staff Diversity Committee October 21, 2009
Academic Senate March 10, 2010
ASCC November 17, 2009
CSEA December 3, 2009
Management Team December 2, 2009
Supervisor/Confidential November 18, 2009

Steering..... March 22, 2010

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

BP 7103 Drug and Alcohol-Free Environment and Drug and Alcohol Prevention Program

References:

20 U.S. Code Section 1145g, (Drug Free Schools and Communities Act Amendment of 1989);

34 Code of Federal Regulations (C.F.R.) Sections 86.1 et seq;

41 U.S. Code Section 702 (Federal Drug Free Workplace Act of 1988).

✳From current Citrus College Policy P-5114 titled Drug Free Environment✳

General Provisions

The ~~DistrictCollege~~ is committed to maintaining an environment free from the unlawful possession, use, or distribution of illegal substances and alcohol by students and employees.

With the exception of alcohol products intended fully for use in classroom scientific experiments, and not intended for human consumption, the unlawful manufacture, distribution, dispensing, possession or use of alcohol or any other controlled substance is prohibited on ~~DistrictCollege~~-owned or controlled property, at ~~DistrictCollege~~-sponsored or supervised functions, or related to or arising from ~~DistrictCollege~~ attendance or activity.

All employees are required to comply with this policy as a condition of their employment and continued employment.

Any student or employee who violates this policy will be subject to disciplinary action, which may include referral to an appropriate rehabilitation program, suspension, demotion, dismissal, or expulsion. Any employee convicted under a criminal drug and/or alcohol statute for conduct in the workplace must report this conviction within five days to the ~~College~~-Superintendent/President.

The Superintendent/President shall ensure that the ~~DistrictCollege~~ distributes annually to each student and employee the information required by the Drug Free Schools and Communities Act Amendments of 1989 and complies with other requirements of the Act.

Also see BP/AP 3560 titled, "Alcoholic Beverages", as well as AP 3570 titled, "Smoking on Campus".

Office of Primary Responsibility: Human Resources

Date Adopted:.....

(New board policy not replacing any existing Citrus College policy)

Approved by HR Advisory/Staff Diversity Committee October 21, 2009
Academic Senate March 10, 2010
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**Human Resources
DRAFT as of 03/22/10**

AP 7103 Drug and Alcohol-Free Environment and Drug and Alcohol Prevention Program

References:

- 20 U.S. Code Section 1145g (Drug Free Schools and Communities Act Amendment of 1989);
- 34 Code of Federal Regulations (C.F.R.) Sections 86.1 et seq;
- 41 U.S. Code Section 702 (Federal Drug Free Workplace Act of 1988).

General Provisions

The purpose of this regulation is to implement the requirements of the Federal Drug Free Workplace Act of 1988 as set forth in Board Policy 3012. The District is committed to provide its employees and students with a drug free workplace and campus environment. The District emphasizes prevention and intervention through education.

The District will publish a statement, which notifies employees and students that it is unlawful to manufacture, distribute, or possess a controlled substance in the workplace and campus environment, and that appropriate action will be taken against an employee or a student who violates this regulation.

The District will establish a Drug and Alcohol-Free Awareness Program for employees that will:

1. Outline the dangers of drug and alcohol abuse in the workplace.
2. Review the District's Drug and Alcohol-Free Environment and Drug and Alcohol Prevention Program Policy.
3. Identify the penalties that may be imposed for drug and/or alcohol use and violations occurring in the workplace.
4. Notify all regular full- and part-time employees that, as a condition of employment, he or she will abide by the terms as stated in Board Policy 3550.

Office of Primary Responsibility: Human Resources

Date Adopted:.....

(New administrative procedure not replacing any existing Citrus College regulation)

Approved by	HR Advisory/Staff Diversity Committee.....	October 21, 2009
	Academic Senate	March 10, 2010
	ASCC	November 17, 2009
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BP 7104 Whistleblower Protection

References:

- Education Code Sections 87160-87164;
- Government Code Section 53296;
- Labor Code Sections 1102.5 and 2698 (Private Attorney General Act of 2004)

General Provision

The Superintendent/President shall establish procedures regarding the reporting and investigation of suspected unlawful activities by District employees, and the protection from retaliation of those who make such reports in good faith and/or assist in the investigation of such reports. For the purposes of this policy and any implementing procedures, “unlawful activity” refers to any activity—intentional or negligent—that violates state or federal law, local ordinances, or District policy.

The procedures shall provide that individuals are encouraged to report suspected incidents of unlawful activities without fear of retaliation, that such reports are investigated thoroughly and promptly, remedies are applied for any unlawful practices and protections are provided to those employees who, in good faith, report these activities and/or assist the District in its investigation.

Furthermore, District employees shall not: (1) retaliate against an employee or applicant for employment who has made a protected disclosure, assisted in an investigation, or refused to obey an illegal order; or, (2) directly or indirectly use or attempt to use the official authority or influence of his/her position for the purpose of interfering with the right of an applicant or an employee to make a protected disclosure to the District. The District will not tolerate retaliation, and will take whatever action may be needed to prevent and correct activities that violate this policy, including discipline of those who violate it up to and including termination.

Office of Primary Responsibility: Human Resources

Date Adopted:.....

(New board policy not replacing any existing Citrus College policy)

Approved by HR Advisory/Staff Diversity Committee..... October 21, 2009
Academic Senate..... March 10, 2010

ASCC	November 24, 2009
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AP 7104 Whistleblower Protection

References:

Education Code Sections 87160-87164;

Government Code Section 53296;

Labor Code Sections 1102.5 and 2698 (Private Attorney General Act of 2004)

General Provisions

Individuals are encouraged to report suspected incidents of unlawful activities by District employees in the performance of their duties. Reports will be investigated promptly and appropriate remedies applied. Employees who, in good faith, reported such activities and/or assist the District in the investigation will be protected from retaliation.

This procedure sets out the processes for responding to and investigating reports of unlawful activities and addressing complaints of retaliation for making such reports.

Filing a Report of Suspected Unlawful Activities

Any person may report allegations of suspected unlawful activities. Knowledge or suspicion of such unlawful activities may originate from academic personnel, staff, or administrators carrying out their assigned duties, internal or external auditors, law enforcement, regulatory agencies, customers, vendors, students, or other third parties.

Anonymous reports will be investigated to the extent possible. However, employees are strongly encouraged not to report anonymously because doing so impedes the District's ability to thoroughly investigate the claim and take appropriate remedial measures. As set forth fully below, retaliation against individuals who report suspected unlawful activities will not be tolerated.

Normally, a report by a District employee of allegations of a suspected unlawful activity should be made to the reporting employee's immediate supervisor or other appropriate administrator or supervisor within the operating unit. However, if the report involves or implicates the direct supervisor or others in the operating unit, the report may be made to any another District official whom the reporting employee believes to have either responsibility over the affected area or the authority to review the alleged unlawful activity on behalf of the District. When the alleged unlawful activity involves the Superintendent/President, the report should be made to the President of the Board of Trustees. When the alleged unlawful activity involves the Board of Trustees or one of its members, the report should be made to the Superintendent/President who will confer with the President of the Board of Trustees and/or legal counsel on how to proceed.

Allegations of suspected unlawful activities should be made in writing so as to assure a clear understanding of the issues raised, but may be made orally. Such reports should be factual and contain as much specific information as possible. The receiving supervisor or administrator should elicit as much information as possible. If the report is made orally, the receiving supervisor or administrator shall reduce it to writing and make every attempt to get the reporter to confirm by his/her signature that it is accurate and complete.

Once the receiving supervisor or administrator has received and/or prepared a written report of the alleged unlawful activity, he/she must immediately forward to the Superintendent/President. However, if this process would require submitting the report to an employee implicated in the report, the receiving supervisor or administrator should follow the reporting options outlined, above. The high-level administrator or trustee who receives the written report pursuant to this paragraph is responsible for ensuring that a prompt and complete investigation is made by an individual with the competence and objectivity to conduct the investigation, and that the assistance of counsel and/or an outside investigator is secured if deemed necessary.

In the course of investigating allegations of unlawful conduct, all individuals who are contacted and/or interviewed shall be advised of the District's no-retaliation policy. Each individual shall be: a) warned that retaliation against the reporter(s) and/or others participating in the investigation will subject the employee to discipline up to and including termination; and b) advised that if he/she experiences retaliation for cooperating in the investigation, then it must be reported immediately.

In the event that an investigation into alleged unlawful activity determines that the allegations are accurate, prompt, and appropriate corrective action shall be taken.

Protection from Retaliation

When a person makes a good-faith report of suspected unlawful activities to an appropriate authority, the report is known as a protected disclosure. District employees and applicants for employment who make a protected disclosure are protected from retaliation.

Any employee who believes he/she has been subjected to or affected by retaliatory conduct: (1) for reporting suspected unlawful activity, or (2) for refusing to engage in activity that would result in a violation of law, should report such conduct to the appropriate supervisory personnel (if such supervisory personnel is not the source of or otherwise involved in the retaliatory conduct). Any supervisory employee who receives such a report, or who otherwise is aware of retaliatory conduct, is required to advise the Superintendent/President. If the allegations of retaliation or the underlying allegations of unlawful conduct involve the Superintendent/President, the supervisor shall report to the highest level administrator and/or trustee who is not implicated in the reports of unlawful activity and retaliation.

All allegations of retaliation shall be investigated promptly and with discretion, and all information obtained will be handled on a "need to know" basis. At the conclusion of an investigation, as appropriate, remedial, and/or disciplinary action will be taken where the allegations are verified and/or otherwise substantiated.

Whistleblower Contact Information

Employees who have information regarding possible violations of state or federal statutes, rules, or regulations, or violations of fiduciary responsibility by a corporation or limited liability company to its shareholders, investors, or employees should contact the State Chancellor's Office or the Board of Supervisors of the District. Employees can contact the State Personnel Board with complaints of retaliation resulting from whistleblower activities. The State Personnel Board's Hotline is (916) 653-1403.

Other Remedies and Appropriate Agencies

In addition to the internal complaint process set forth above, any employee who has information concerning allegedly unlawful conduct may contact the appropriate government agency.

Office of Primary Responsibility: Human Resources

Date Adopted:

(New administrative procedure not replacing any existing Citrus College regulation)

Approved by	HR Advisory/Staff Diversity Committee	October 21, 2009
	Academic Senate.....	March 10, 2010
	ASCC.....	November 24, 2009
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	Management Team.....	December 2, 2009
	Supervisor/Confidential	November 18, 2009
	Steering	March 22, 2010

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

BP 7106 Political Activity

References:

Education Code Sections 7054 and 7056;
Government Code Section 8314

General Provision

Employees shall not use District funds, services, supplies, or equipment to urge the passage or defeat of any ballot measure or candidate, including, but not limited to, any candidate for election to the Board of Trustees. This policy prohibits political activity during an employee's working hours, but shall not be construed to prohibit an employee from urging the support or defeat of a ballot measure or candidate during non-working time.

Office of Primary Responsibility: Human Resources

Date Adopted:.....

(New board policy not replacing any existing Citrus College policy)

Approved by	HR Advisory/Staff Diversity Committee.....	October 21, 2009
	Academic Senate	March 10, 2010
	ASCC	November 24, 2009
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	Steering.....	March 22, 2010

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AP 7106 Political Activity

References:

Education Code Sections 7050 et seq.

General Provisions

No restriction shall be placed on the political activities of any employee of the District except as provided in Board Policy and these procedures.

No District funds, services, supplies, or equipment may be used to urge the support or defeat of any ballot measure or candidate, including, but not limited, to any candidate for election to the Board of Trustees.

District resources may be used to provide information to the public about the possible effects of a bond issue or other ballot measure if both the following conditions are met:

- The informational activities are otherwise authorized by the Constitution or laws of the State of California; and,
- The information provided constitutes a fair and impartial presentation of relevant facts to aid the electorate in reaching an informed judgment regarding the bond issue or ballot measure.

Any administrator or Board member may appear before a citizens' group that requests the appearance to discuss the reasons why the Board of Trustees called an election to submit to the voters a proposition for the issuance of bonds, and to respond to inquiries from the citizens' group.

An officer or employee of the District may solicit or receive political funds or contributions to promote the support or defeat of a ballot measure that would affect the rate of pay, hours of work, retirement, civil service, or other working conditions of officers, or employees of the District. Such activities are prohibited during working hours, and entry into buildings and grounds of the District during working hours is prohibited. Such activities are permitted during nonworking time. "Non-working time" means time outside an employees' working hours, whether before or after the work day or during the employees' lunch period or other breaks during the day.

Date Adopted:

(New administrative procedure not replacing any existing Citrus College regulation)

Approved by	HR Advisory/Staff Diversity Committee	October 21, 2009
	Academic Senate.....	March 10, 2010
	ASCC.....	November 24, 2009
	CSEA.....	December 3, 2009
	Management Team.....	December 2, 2009
	Supervisor/Confidential	November 18, 2009
	Steering	March 22, 2010

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

BP 7107 Nepotism

References:

Government Code Sections 1090 et seq. and 12920 et seq.

NEPOTISM (P-4109)

~~The Citrus Community College District provides a work environment free from conflict of interest with regard to the supervisor-subordinate relationships among its employees:~~

~~An employee may not hold a position with direct supervisory responsibilities over his or her relative by marriage or blood within the third degree. The District retains the right of assignment or re-assignment if there is a potential for creating adverse impact~~

~~on supervision, safety, security, morale or involves potential conflicts of interest.~~

~~Adopted: 03/18/03~~

~~References~~

~~*Fair Employment and Housing Regulations, Division 3, Section 12940*~~

NEPOTISM (P-4209)

~~The Citrus Community College District provides a work environment free from conflict of interest with regard to the supervisor-subordinate relationships among its employees:~~

~~An employee may not hold a position with direct supervisory responsibilities over his or her relative by marriage or blood within the third degree. The District retains the right of assignment or re-assignment if there is a potential for creating adverse impact~~

~~on supervision, safety, security, morale or involves potential conflicts of interest.~~

~~Adopted: 03/18/03~~

~~References~~

~~*Fair Employment and Housing Regulations, Division 3, Section 12940*~~

NEPOTISM (P-4309)

~~The Citrus Community College District provides a work environment free from conflict of interest with regard to the supervisor-subordinate relationships among its employees. An employee may not hold a position with direct supervisory responsibilities over his or her relative by marriage or blood within the third degree. The District retains the right of assignment or re-assignment if there is a potential for creating adverse impact on supervision, safety, security, morale or involves potential~~

~~conflicts of interest.~~

~~Adopted: 03/18/03~~

~~References~~

~~Fair Employment and Housing Regulations, Division 3, Section 12940~~

NEPOTISM (P-4409)

~~The Citrus Community College District provides a work environment free from conflict of interest with regard to the supervisor-subordinate relationships among its employees. An employee may not hold a position with direct supervisory responsibilities over his or her relative by marriage or blood within the third degree. The District retains the right of assignment or re-assignment if there is a potential for creating adverse impact on supervision, safety, security, morale or involves potential conflicts of interest.~~

~~Adopted: 03/18/03~~

~~References~~

~~Fair Employment and Housing Regulations, Division 3, Section 12940~~

General Provision

It shall be the policy of the District to hire, appoint, and promote employees in such a way as to avoid any opportunity for unfair advantage or disadvantage through the exercise of supervisory or evaluative responsibilities by a close relative of an employee.

Office of Primary Responsibility: Human Resources

Date Adopted:.....

(Replaces current Citrus College policies P-4109 adopted March 18, 2003, P-4209 adopted March 18, 2003, 1992, P-4309 adopted March 18, 2003, and P-4409 adopted March 18, 2003)

Approved by	HR Advisory/Staff Diversity Committee	October 21, 2009
	Academic Senate	March 10, 2010
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	Supervisor/Confidential	November 18, 2009
	Steering.....	March 22, 2010

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AP 7107 Nepotism

References:

Government Code Sections 1090 et seq. and 12920 et seq.

NEPOTISM (R-4109)

~~No person shall be appointed or promoted to a position in any department in which such person's relative, within the third degree, already holds a position when such employment would result in a supervisor-subordinate relationship.~~

~~For the purpose of this section, a "supervisor-subordinate relationship:" shall be defined~~

~~as one in which one person exercises the right to control, direct, reward or punish another person by virtue of the duties and responsibilities assigned to his or her position, including any and all participation in the evaluation process. "Relative" means~~

~~an adult who is related to the person by marriage or blood within the third degree as~~

~~determined by common law, or an individual in an adoptive relationship within the third~~

~~degree. A "relative within the third degree" is reflected in common law, includes the individual's parents, grandparents, great grandparents, children, grandchildren, and great grandchildren, brothers, sisters, aunts, and uncles, niece, and nephews and the similar family of individual's spouse unless the individual is widowed or divorced.~~

~~If a District employee becomes related within the third degree to another District employee who works within the same department, both employees shall be allowed to~~

~~retain his or her respective positions provided that a supervisor-subordinate relationship~~

~~did not exist between those two positions at the time the relationship was established.~~

~~Where the above circumstances exist and mandate that two relatives within the third degree shall not work in a supervisor-subordinate relationship, the Office of Human Resources will transfer one relative with no reduction in salary to a similar position in~~

~~another District department for which he or she qualifies. Although the wishes of the involved parties as to which of them is to be transferred will be given consideration by~~

~~the District, the controlling factor in determining which relative is to be transferred shall~~

~~be the positive operation and efficiency of the District. The transfer shall not be considered disciplinary in nature and shall not be the subject of any form of administrative appeal.~~

~~The District also retains the right to refuse to place the relative in the same department, division or facility where such has the potential for creating adverse impact on supervision, safety, security, morale or involves potential conflicts of interest.~~

Adopted: 03/18/03

References

Fair Employment and Housing Regulations, Division 3, Section 12940

~~NEPOTISM (P-4209)~~

~~No person shall be appointed or promoted to a position in any department in which such person's relative, within the third degree, already holds a position when such employment would result in a supervisor-subordinate relationship.~~

~~For the purpose of this section, a "supervisor-subordinate relationship:" shall be defined~~

~~as one in which one person exercises the right to control, direct, reward or punish another person by virtue of the duties and responsibilities assigned to his or her position, including any and all participation in the evaluation process. "Relative" means~~

~~an adult who is related to the person by marriage or blood within the third degree as determined by common law, or an individual in an adoptive relationship within the third~~

~~degree. A "relative within the third degree" is reflected in common law, includes the individual's parents, grandparents, great grandparents, children, grandchildren, and great grandchildren, brothers, sisters, aunts, and uncles, nieces, and nephews and the similar family of individual's spouse unless the individual is widowed or divorced.~~

~~If a District employee becomes related within the third degree to another District employee who works within the same department, both employees shall be allowed to~~

~~retain his or her respective positions provided that a supervisor-subordinate relationship~~

~~did not exist between those two positions at the time the relationship was established.~~

~~Where the above circumstances exist and mandate that two relatives within the third degree shall not work in a supervisor-subordinate relationship, the Office of Human Resources will transfer one relative with no reduction in salary to a similar position in~~

~~another District department for which he or she qualifies. Although the wishes of the involved parties as to which of them is to be transferred will be given consideration by~~

~~the District, the controlling factor in determining which relative is to be transferred shall~~

~~be the positive operation and efficiency of the District. The transfer shall not be considered disciplinary in nature and shall not be the subject of any form of administrative appeal.~~

~~The District also retains the right to refuse to place the relative in the same department, division or facility where such has the potential for creating adverse impact on supervision, safety, security, morale or involves potential conflicts of interest.~~

Adopted: 03/18/03

References

Fair Employment and Housing Regulations, Division 3, Section 12940

NEPOTISM (P-4309)

~~No person shall be appointed or promoted to a position in any department in which such person's relative, within the third degree, already holds a position when such employment would result in a supervisor-subordinate relationship.~~

~~For the purpose of this section, a "supervisor-subordinate relationship:" shall be defined~~

~~as one in which one person exercises the right to control, direct, reward or punish another person by virtue of the duties and responsibilities assigned to his or her position, including any and all participation in the evaluation process. "Relative" means~~

~~an adult who is related to the person by marriage or blood within the third degree as~~

~~determined by common law, or an individual in an adoptive relationship within the third~~

~~degree. A "relative within the third degree" is reflected in common law, includes the individual's parents, grandparents, great grandparents, children, grandchildren, and great grandchildren, brothers, sisters, aunts, and uncles, nieces, and nephews and the similar family of individual's spouse unless the individual is widowed or divorced.~~

~~If a District employee becomes related within the third degree to another District employee who works within the same department, both employees shall be allowed to~~

~~retain his or her respective positions provided that a supervisor-subordinate relationship~~

~~did not exist between those two positions at the time the relationship was established.~~

~~Where the above circumstances exist and mandate that two relatives within the third degree shall not work in a supervisor-subordinate relationship, the Office of Human Resources will transfer one relative with no reduction in salary to a similar position in~~

~~another District department for which he or she qualifies. Although the wishes of the involved parties as to which of them is to be transferred will be given consideration by~~

~~the District, the controlling factor in determining which relative is to be transferred shall~~

~~be the positive operation and efficiency of the District. The transfer shall not be~~

~~considered disciplinary in nature and shall not be the subject of any form of administrative appeal.~~

~~The District also retains the right to refuse to place the relative in the same department, division or facility where such has the potential for creating adverse impact on supervision, safety, security, morale or involves potential conflicts of interest.~~

~~Adopted: 03/18/03~~

~~References~~

~~*Fair Employment and Housing Regulations, Division 3, Section 12940*~~

~~NEPOTISM (P-4409)~~

~~No person shall be appointed or promoted to a position in any department in which such person's relative, within the third degree, already holds a position when such employment would result in a supervisor-subordinate relationship.~~

~~For the purpose of this section, a "supervisor-subordinate relationship:" shall be defined~~

~~as one in which one person exercises the right to control, direct, reward or punish another person by virtue of the duties and responsibilities assigned to his or her position, including any and all participation in the evaluation process. "Relative" means~~

~~an adult who is related to the person by marriage or blood within the third degree as~~

~~determined by common law, or an individual in an adoptive relationship within the third~~

~~degree. A "relative within the third degree" is reflected in common law, includes the individual's parents, grandparents, great grandparents, children, grandchildren, and great grandchildren, brothers, sisters, aunts, and uncles, nieces, and nephews and the similar family of individual's spouse unless the individual is widowed or divorced.~~

~~If a District employee becomes related within the third degree to another District employee who works within the same department, both employees shall be allowed to~~

~~retain his or her respective positions provided that a supervisor-subordinate relationship~~

~~did not exist between those two positions at the time the relationship was established.~~

~~Where the above circumstances exist and mandate that two relatives within the third degree shall not work in a supervisor-subordinate relationship, the Office of Human Resources will transfer one relative with no reduction in salary to a similar position in~~

~~another District department for which he or she qualifies. Although the wishes of the involved parties as to which of them is to be transferred will be given consideration by~~

~~the District, the controlling factor in determining which relative is to be transferred shall~~

~~be the positive operation and efficiency of the District. The transfer shall not be~~

~~considered disciplinary in nature and shall not be the subject of any form of administrative appeal.~~

~~The District also retains the right to refuse to place the relative in the same department, division or facility where such has the potential for creating adverse impact on supervision, safety, security, morale or involves potential conflicts of interest.~~

Adopted: 03/18/03

References

Fair Employment and Housing Regulations, Division 3, Section 12940

General Provisions

The District does not prohibit the employment of relatives (or domestic partners as defined by Family Code Section 297 et seq.) in the same department or division, with the exception that they shall not be assigned to a regular position within the same department, division or site that has an immediate family member who is in a position to recommend or influence personnel decisions.

Personnel decisions include appointment, retention, evaluation, tenure, work assignment, promotion, demotion, or salary of the relative (or domestic partner as defined by Family Code Section 297 et seq.).

Immediate family means spouse, parents, grandparents, siblings, children, grandchildren, in-laws, or any other relative living in the employee's home.

The District will make reasonable efforts to assign job duties to minimize the potential for creating an adverse impact on supervision, safety, security, or morale, or creating other potential conflicts of interest.

Notwithstanding the above, the District retains the right where such placement has the potential for creating an adverse impact on supervision, safety, security, or morale, or involves other potential conflicts of interest, to refuse to place immediate family members in the same department, division, or facility. The District retains the right to reassign or transfer any person to eliminate the potential for creating an adverse impact on supervision, safety, security, or morale, or involves other potential conflicts of interest.

Office of Primary Responsibility: Human Resources

Date Adopted:.....

(Replaces current Citrus College regulations R-4109 last revised March 18, 2003, R-4209 last revised March 18, 2003, R-4309 last revised March 18, 2003, and R-4409 last revised March 18, 2003)

Approved by	HR Advisory/Staff Diversity Committee.....	October 21, 2009
	Academic Senate	March 10, 2010
	ASCC	November 24, 2009
	CSEA	December 3, 2009
	Management Team	December 2, 2009
	Supervisor/Confidential	November 18, 2009
	Steering.....	March 22, 2010

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

**Human Resources
DRAFT as of 03/22/10**

BP 7108 Communicable Disease

References:

Education Code Sections 87408, 87408.6, and 88021

General Provision

The District, consistent with applicable provisions of the Education Code and Administrative Procedure 7108, will perform a tuberculin skin test for all employees, volunteer aides and when applicable, student employees.

Office of Primary Responsibility: Human Resources

Date Adopted:.....

(New board policy not replacing any existing Citrus College policy)

Approved by	HR Advisory/Staff Diversity Committee.....	October 21, 2009
	Academic Senate	March 10, 2010
	ASCC	November 24, 2009
	CSEA	December 3, 2009
	Management Team	December 2, 2009
	Supervisor/Confidential	November 18, 2009
	Steering.....	March 22, 2010

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

AP 7108 Communicable Disease

References:

Education Code Sections 87408, 87408.6, and 88021

General Provisions

Prior to employment, all newly hired employees are required to provide the District with a medical certificate, which provides evidence of freedom from active tuberculosis

The District will perform a tuberculin skin test for all employees, volunteer aides and when applicable, student employees. Anyone whose skin test is positive, or who has a previously known positive skin test, will be required to submit a statement by a medical doctor or by the Los Angeles County Health Department that she/he is free of the disease, with a substantiating report of a chest X-ray done within the previous 60 days. Any expenses will be the employee's responsibility.

A tuberculin skin test will be performed on all employees every four years, unless otherwise required more frequently. Those who show a positive reaction to this skin test will be required to submit a statement by a medical doctor or by the Los Angeles County Health Department that they are free of contagious disease, with a substantiating report of a chest x-ray done within the past 60 days. Any expenses will be the employee's responsibility. For those paid employees who are known positive reactors a skin test will not be done, but the District will furnish a chest x-ray at Foothill Presbyterian Hospital, or other more appropriate facility.

Tuberculosis - Requirements

1. An approved intradermal tuberculin test is required within 60 days prior to initial employment with the District, and once every four years thereafter, unless otherwise required more frequently.
2. A skin test will be accepted in lieu of a chest x-ray if an employee is not a known positive reactor to a skin test. An employee may go to the District's Health Office with the appropriate authorization for a tuberculin skin test.
3. An x-ray shall be required if an employee has a positive reaction to a skin test. New employees will be required to obtain an x-ray at his/her own expense. Current employees, at the time of renewal, may, with

the appropriate authorization, make arrangements through the District's Health Office for District paid x-rays.

4. The report of the x-ray or skin test is to be sent to the Health Services Office.

Office of Primary Responsibility: Human Resources

Date Adopted:.....

(New administrative procedure not replacing any existing Citrus College regulation)

Approved by	HR Advisory/Staff Diversity Committee.....	October 21, 2009
	Academic Senate	March 10, 2010
	ASCC	November 24, 2009
	CSEA	December 3, 2009
	Management Team	December 2, 2009
	Supervisor/Confidential	November 18, 2009
	Steering.....	March 22, 2010

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

BP 7110 Fingerprinting

References:

Education Code Sections 87013 and 88024;
Penal Code Section 11077.1

FINGERPRINTS

~~Each person employed in a classified position shall, within ten working days of the date of employment, be fingerprinted in accordance with the provisions of Education Code Section 13588. The Board may require persons to be employed in a classified position to have an 8" x 8" fingerprint card processed, classified and on file in the Personnel Office before regular employment shall commence.~~

~~Fingerprints will be taken by the District Security Office or a local law enforcement agency having jurisdiction in the area of the District. Arrangements for fingerprinting are made by the Personnel Office. The District will pay for the fingerprinting of employees.~~

~~Adopted 6/20/64~~

~~Revised..... 12/14/76~~

~~References~~

~~Education Code 13588~~

General Provision

All new employees, including temporary employees and professional experts, are required to be fingerprinted to be eligible for employment. Fingerprinting will be done in accordance with all applicable laws and consistent with AP 7110.

Office of Primary Responsibility: Human Resources

Date Adopted:

(Replaces current Citrus College policy P-44218 last revised December 14, 1976)

Approved by	HR Advisory/Staff Diversity Committee	October 21, 2009
	Academic Senate.....	March 10, 2010
	ASCC.....	November 24, 2009
	CSEA.....	December 3, 2009
	Management Team.....	December 2, 2009
	Supervisor/Confidential	November 18, 2009
	Steering	March 22, 2010

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

AP 7110 Fingerprinting

References:

Education Code Sections 87013 and 88024;
Penal Code Section 11077.1

General Provisions

All applicants shall be required to disclose any criminal conviction as part of the application process. If an applicant lists a conviction, the Office of Human Resources will evaluate the conviction and determine if the applicant should be disqualified for cause from the hiring process.

All new employees of the District, including those hired as temporary employees or professional experts are required, within 10 days of employment, to have fingerprints taken by a District authorized Live Scan provider.

The electronic fingerprints shall be forwarded to the Department of Justice or any other required government agency to ascertain if the employee has any record of previous convictions.

The Department of Justice, or other reporting agency, will forward its findings to the Office of Human Resources. The District will contract with the Department of Justice to receive subsequent conviction reports. The Office of Human Resources will evaluate all such reports and where a conviction is indicated, determine if the offense for which the employee was convicted is cause to disqualify the employee from continued employment.

In the event that a newly hired person fails to disclose any conviction on his/her application, and it is later discovered through the fingerprinting process that the employee has a conviction that is cause to disqualify the individual from employment, it shall be deemed that the employee has not been legally employed and will be immediately released.

The District may require volunteers, interns, substitutes, and student employees to submit to fingerprinting by a District authorized Live Scan provider as set forth above.

Date Adopted:

(New administrative procedure not replacing any existing Citrus College regulation)

Approved by	HR Advisory/Staff Diversity Committee	October 21, 2009
	Academic Senate.....	March 10, 2010
	ASCC.....	November 24, 2009
	CSEA.....	December 3, 2009
	Management Team.....	December 2, 2009
	Supervisor/Confidential	November 18, 2009
	Steering	March 22, 2010

Note: New language indicated by underline, deleted language indicated by ~~striketrough~~, and subsequent changes to language indicated by shading.

BP 7111 Salary Deductions

References:

Education Code Sections 87040, 87833, 87834, and 88167

General Provision

An employee may request reduction of his or her salary in any amount for any or all of the following purposes:

- participation in a deferred compensation program;
- paying premiums on any policy or certificate of group life insurance or disability insurance or legal expense insurance, or any of them; or,
- paying rates, dues, fees, or other periodic charges on any hospital service contract.

The request provided for above shall be revocable by the employee.

The District shall without charge reduce the salary payment by the amount which the employee has authorized in writing for the purpose of paying his/her membership dues in any local, statewide or other professional organization. Revocation of such authorization shall be in writing and shall be effective beginning with the next pay period.

Office of Primary Responsibility: Human Resources

Date Adopted:.....

(New board policy not replacing any existing Citrus College policy)

Approved by	HR Advisory/Staff Diversity Committee.....	October 21, 2009
	Academic Senate	March 10, 2010
	ASCC	November 24, 2009
	CSEA	December 3, 2009
	Management Team	December 2, 2009
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UNAPPROVED
MINUTES OF THE REGULAR MEETING
OF THE BOARD OF TRUSTEES
CITRUS COMMUNITY COLLEGE DISTRICT

March 16, 2010

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

Board President Woods called the meeting 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; and Christine Link, Recording Secretary.

ADMINISTRATORS AND EMPLOYEES SIGNING THE VOLUNTARY SIGN-IN SHEET:

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

Faculty: Jack Call and Rafael Herrera

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

Classified Employees: None

Adjunct Faculty: None

Students: Alejandra Delgado

VISITORS: John Bartelt

Geraldine M. Perri, Superintendent/President, thanked members of the Board for attending the Metro Gold Line Foothill Extension event at Citrus College on March 5, 2010. She said there was a large turnout, and it was gratifying to see the many elected officials and community, business, education, and student leaders in attendance. Dr.

Perri added that we are looking forward to the day when our students and members of the community will have the option of riding the Gold Line to Citrus College.

Dr. Perri commended our Men's Basketball Team and their coach, Mr. Rick Croy, for their successful record of achievement this season. The team has much to celebrate, with an overall record of 29-3. This is the second greatest season in the program's history.

Dr. Perri was very pleased to report that Citrus College was one of ten community colleges in the state to receive a \$25,000 award from the Sempra Energy Foundation for scholarships. The scholarships will go to students in programs that promote advances in environmental compliance, sustainability planning, and alternative energy. The college received the news following a campus visit and tour by Sempra Energy officials. Dr. Perri thanked Ms. Irene Malmgren, Vice President of Academic Affairs; Mr. James Lancaster, Dean of Career, Technical and Continuing Education; Ms. Kim Holland, Director of Workforce Development; and Ms. Marilyn Grinsdale, Protocol and Government Relations officer; for their participation in the visit.

Dr. Perri was pleased to report that two of our Phi Theta Kappa Honor Society students, Mr. Christian Ramirez and Mr. Allen Tung, have been named to the All-California Academic Team. Students on the All-California Academic Team are selected on the basis of grades, leadership, and community service. Dr. Perri commended the students for this honor and the faculty mentors, Social and Behavioral Sciences instructors Ms. Carolyn Perry and Mr. Brian Waddington, who guided them in the process.

Citrus College has won four awards from the Community College Public Relations Organization (CCPRO). Two awards are for news releases and two are for photography. Dr. Perri congratulated Mr. Edward Trickey, Executive Director of Development and External Relations; Ms. Paula Green, Director of Communications; Ms. Stacy Quillen-Armstrong, Publications Specialist; and Mr. Roy LaBomme, Photographer.

Dr. Perri was also pleased to report that three of our students were selected as finalists in the *Photographers' Forum* magazine's Annual Student Photography Contest and will be featured in a book. Dr. Perri congratulated our students and Mr. Darrell Carr, Fine and Performing Arts instructor, for this honor.

Citrus College will serve as the host site for Senator Bob Huff's Annual Education Summit on March 18, 2010. The event will be attended by elected officials, educators, parents, students, and the community.

Irene Malmgren, Vice President of Academic Affairs, reported that the Fine and Performing Arts Department held an open house on March 10, 2010, for over 1,100 high school students who are interested in pursuing a career in the arts. The students were provided an overview of what Citrus College can offer and ensemble

performances by the Citrus Singers, Concert Choir, Salsa Band, Blue Note Orchestra, and Night Shift. They also attended one of ten workshops.

Ms. Malmgren said on March 13, 2010, AP biology students from Glendora High School performed a bacterial transformation lab at Citrus College. Dr. Scott Mondrala, Biology instructor, and Dr. Eleanor Tsark, STEM Science Coordinator, taught the lab.

Nine representatives from Coastline College came to Citrus College on March 11, 2010, to learn about our College Success Program. They met with Ms. Sylvia Smythe, Director of College Success; Mr. Jim McClain, Dean of Mathematics and Health Sciences; Mr. Sam Lee, Dean of Language Arts and Enrollment Management; Dr. Lucinda Over, Dean of Counseling; Ms. Marilyn Eng, Counselor; and Mathematics instructors Ms. Esmeralda Medrano and Mr. Paul Swatzel. Ms. Malmgren said the group was very impressed with our program and our facilities.

Ms. Malmgren said Supplemental Instruction, which has been so successful in STEM courses, is being piloted this semester in two English 100 classes. English 100 is a “gateway” course that we are targeting with the Bridges to Success grant, in order to improve the retention and success of students.

Jeanne Hamilton, Vice President of Student Services, reported that last month Citrus College participated in Azusa Unified School District’s annual Job Shadow Day. A record 16 college managers, supervisors, and classified staff volunteered to mentor 23 students. The students toured the campus and observed the mentors in their daily activities. Azusa Pacific University hosted a luncheon for the students and mentors following the event. Mr. Tedd Goldstein, Student Employment Services Supervisor, has coordinated our participation in this event for the past three years.

The Counseling Department is beginning their outreach to the basic skill classes, encouraging them to make a counseling appointment to develop an educational plan. Educational advisors will visit 78 classes and speak to approximately 2,400 students. Over 60 early alert workshops have been scheduled to assist students who need study skills and time management assistance.

Dr. Hamilton gave kudos to Ms. Joanne Hinojosa, EOP&S/CARE Supervisor, for being awarded a grant at the Latina Leadership Network (LLN) conference. The grant will fund a mother/daughter tea for high school and junior high school students from the Azusa Unified School District, where a panel of successful women will speak. In addition, our region, which includes Citrus College and 7 other colleges, was presented the “Region of the Year” award by the LLN.

Robert Sammis, Director of Human Resources, was pleased to report that the first section of the Human Resources Board Policies and Administrative Procedures, consisting of human resource issues related to all employees, has now been approved by all of the constituent groups. They will go to the Steering Committee on March 22, 2010.

Dr. Sammis will begin a new training program on March 17, 2010, on "Getting to Know the Faculty Contract." He will be conducting three training sessions.

The classified job description review is moving forward, and all information from employees and managers has now been received. The committee will convene next week and determine next steps.

Carol R. Horton, Vice President of Finance and Administrative Services, provided an update on news from Sacramento. Legislators continue to focus most of their efforts on the budget. A small bit of good news was that the March apportionment will go out on time. It was forecasted earlier that this apportionment might be postponed, but better than projected state revenues has now made the postponement unnecessary.

The capitol project to remodel Hayden Hall will be funded with a 50/50 match, if there is a statewide facilities bond on the November ballot. However, if there is no bond on the ballot this year, the Hayden Hall project will have to go back into the pot along with many other state projects and compete again for funding.

Jack Call, Academic Senate President, said that at their Academic Senate meeting on March 10, 2010, they received a report on the 2012-2013 and 2013-2014 academic calendars from Mr. Steve Odrich, Academic Calendar Committee member. There was a discussion about the merits of an earlier start and earlier end date for the fall semester in both years. They have agreed to survey the faculty and bring the results back for discussion when the calendars return as action items. They also received an update on Program Review from Mr. Jim Woolum, Program Review Coordinator. Ms. Roberta Eisel, Accreditation Co-Chair, reported on the nominations for Academic Senate officers. She also provided an update on the reaffirmation of our accreditation. In addition, they discussed 21 Board Policies and Administrative Procedures from Human Resources and 11 Board Policies and Administrative Procedures from Campus Safety.

Dr. Call also provided a written status report on the work of the Department Chairs Task Force.

Karine Ponce, Student Trustee, reported on ASCC activities. ASCC has approved travel expenses for two students to attend the prestigious Phi Theta Kappa state award ceremony in Sacramento. They are currently making plans for Cinco de Mayo.

Ms. Ponce will attend the March in March in Sacramento, and she will also accompany several other students and a regional Community College League of California representative to speak with Senator Bob Huff about Competitive Cal Grants.

Patricia Rasmussen, Vice President, Board of Trustees, attended the Gold Line celebration on March 5, 2010. There was some discussion of installing a traffic light at the corner of Foothill Boulevard and Citrus Avenue, and Trustee Rasmussen thinks this would be important for pedestrian safety once the Gold Line is open and serving Citrus College.

Dr. Rasmussen thanked the Art Department for once again participating in Glendora's Empty Bowls event. This annual event raises funds for needy people in our community.

Trustee Rasmussen commended the Cosmetology Department for hosting a "Day of Beauty" for 12 students from Whitcomb High School. The event will take place on the day of their prom. The students will receive hairstyling, make-up, and manicures.

Edward C. Ortell, Member, Board of Trustees, has been monitoring the state hearings on the Master Plan for Higher Education. He said Citrus College had taken a leadership role in retaining local control the last time the plan was under review. The statewide Academic Senate had also been helpful, and he hoped they would continue to be supportive this time.

Trustee Ortell suggested the Board recognize our Men's Basketball Team and Coach Rick Croy at a future Board meeting. He said they have had another outstanding season and they deserved a show of appreciation.

MINUTES

Item 1: Moved by Trustee Montgomery and seconded by Trustee Rasmussen to approve the regular meeting minutes of March 2, 2010. 5 Yes.

INFORMATION AND DISCUSSION

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

Dr. Hamilton introduced Mr. Rafael Herrera, Coordinator/Counselor for the Center for Teacher Excellence. Mr. Herrera and his colleague from the University of La Verne, Dr. John Bartelt, presented an overview of the Center for Teacher Excellence, funded by an HSI Title V cooperative grant. The grant is nearing the end of its funding, and they are planning to pursue new funding sources. This grant has served 600 students.

Administrative and Fiscal Services Departments Program Review – Carol R. Horton, Vice President of Finance and Administrative Services

Mrs. Horton provided some highlights of the program review for Fiscal and Administrative Services. She said the program review identifies the symbiotic relationship between Fiscal and Administrative Services and Student Services and Instruction. It also indicates the volume of work they do, despite staffing shortages. Mrs. Horton thanked Ms. Rosalinda Buchwald, Director of Fiscal Services, and her staff for writing the program review.

Heating and Air Conditioning 2009-10 Program Review – Irene Malmgren, Vice President of Academic Affairs

Owl Bookshop Program Review – Jeanne Hamilton, Vice President of Student Services

Dr. Hamilton commented on the Owl Bookshop Program Review. She said the Owl Bookshop has made several improvements since their last program review. They now have better communication with instructional deans; they have worked for more affordable textbook prices; and they have achieved more buybacks. In addition, they have transitioned from a “bricks and mortar” store to a fully integrated online service. Dr. Hamilton expressed her appreciation to Mr. Eric Magallon, Bookstore Supervisor.

INDEPENDENT CONTRACTORS

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

FACILITY USE

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

BUDGET – WARRANTS – FINANCIAL STATEMENT, ETC.

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

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

SURPLUS PROPERTY

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

FIELD TRIP

Item 7: Moved by Trustee Keith and seconded by Trustee Montgomery 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. 5 Yes.

PERSONNEL RECOMMENDATIONS

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

Item 9: Moved by Trustee Keith and seconded by Trustee Montgomery to approve the personnel actions with regard to the employment, change of status, and/or separation of classified employees. 5 Yes.

Item 10: Moved by Trustee Keith and seconded by Trustee Montgomery to approve the employment of short-term, non-academic employees and substitutes. 5 Yes.

BUDGET – WARRANTS – FINANCIAL STATEMENT, ETC.

Item 11: Moved by Trustee Montgomery and seconded by Trustee Rasmussen to approve the attached budget revisions for funds 42.0 and 74.0 for the fiscal year 2009-2010. 5 Yes.

AGREEMENTS

Item 12: Moved by Trustee Rasmussen and seconded by Trustee Keith 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. 5 Yes.

GRANTS

Item 13: Moved by Trustee Keith and seconded by Trustee Montgomery 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. 5 Yes.

CLOSED SESSION: At 5:10 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

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
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**

RECONVENE OPEN SESSION: At 5:54 p.m., Board President Woods reconvened the meeting to open session with no action taken.

ADJOURNMENT: At 5:55 p.m., it was moved by Trustee Keith and seconded by Trustee Rasmussen 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>