

**CITRUS COMMUNITY COLLEGE DISTRICT**

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

**MEETING:** Regular Meeting in April

**DATE:** Tuesday, April 5, 2011

**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**

Patricia Rasmussen, President  
Joanne Montgomery, Vice President  
Edward C. Ortell, Clerk/Secretary  
Susan M. Keith, Member  
Gary L. Woods, Member  
Alejandra Delgado, 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**  
**Roberta Eisel, Academic Senate President**  
**Steve Siegel, Classified Employees**  
**Alejandra Delgado, Student Trustee**  
**Members of the Board of Trustees**

**(CONTINUED)**

**E. MINUTES**

- 1. Approval of the Regular Meeting Minutes of March 15, 2011**

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

- 1. Per Section 54954.5(f) and 54957.6: CONFERENCE WITH LABOR NEGOTIATOR, ROBERT SAMMIS, DISTRICT CHIEF NEGOTIATOR — Employee Organization(s): Citrus College Adjunct Faculty Federation, (CCAFF) Local 6352 of the American Federation of Teachers; Citrus College Faculty Association/CTA/NEA (CCFA); and California School Employees Association (CSEA) Citrus College Chapter Local 101.**
- 2. Per Section 54956.9: CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION AND CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION**
- 3. Per Section 54954.5(e) and 54957: PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**

## **G. INFORMATION AND DISCUSSION**

### **Academic Affairs**

1. Automotive Technology program presentation – Irene Malmgren, Ed.D., Vice President of Academic Affairs (Page )
2. Program Review – Instrumental Music – Irene Malmgren, Ed.D., Vice President of Academic Affairs (Page )

### **Student Services**

3. Admissions and Records Program Review – Jeanne Hamilton, Ph.D., Vice President of Student Services (Page )
4. Campus Safety Program Review – Jeanne Hamilton, Ph.D., Vice President of Student Services (Page )

**CITRUS COMMUNITY COLLEGE DISTRICT**

TO:	BOARD OF TRUSTEES	Action	_____
DATE	April 5, 2011	Resolution	_____
SUBJECT:	Automotive Technology program presentation	Information	X _____
		Enclosure(s)	_____

BACKGROUND

The Automotive Technology program has created and produced an information and recruiting video. James Lancaster, Dean of Career, Technical and Continuing Education will provide an informational presentation on the Citrus College Automotive Technology Program.

This item was prepared by Jerry Capwell, administrative assistant, Academic Affairs.

RECOMMENDATION

Information item only; no action required.

Irene Malmgren  
Recommended by \_\_\_\_\_

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

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

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

Item No. G.1.

**CITRUS COMMUNITY COLLEGE DISTRICT**

TO:	Board of Trustees	Action	_____
DATE	April 5, 2011	Resolution	_____
SUBJECT:	Program Review – Instrumental Music	Information	X
		Enclosure(s)	X

**BACKGROUND**

The Instrumental Music program has undergone the prescribed program review process based on a 6-year cycle and was approved at the December 6, 2010 Educational Programs Committee meeting and March 7, 2011 Steering Committee Meeting:

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

**RECOMMENDATION**

Information only, no action is required.

Irene Malmgren  
Recommended by

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

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

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

Item No. G.2.



**Program Review  
Executive Summary**

Program: Instrumental Music

Date: April 5, 2011

**Program History/Description:**

The Instrumental Music Program Review was conducted in Winter/Spring 2010 primarily by full-time instructors Gino Munoz and Bill Hoehne, the adjunct faculty, and the Dean of Fine and Performing Arts.

The instrumental music program at Citrus remains robust despite the budgetary and scheduling cuts occurring campus-wide. Course sections have often been combined concurrently to maintain offerings as a result of these cuts, and curricular needs formerly met in eliminated ticketed classes have been integrated into courses still offered (i.e., concert percussion and world percussion). Multiple performance opportunities remain for music students at Citrus and have not as yet been seriously affected by budgetary difficulties. Goals for the next six years include reinstatement of sequential and independent course offerings and increased assessment of course and program SLO's.

**Strengths/Effective Practices:**

- The range and quality of individual and ensemble instruction and performance has produced outstanding results: Gwen Stefani, recordings, concert and television appearance; Wind Symphony recognition at the 29<sup>th</sup> Annual Lawrence Sutherland Wind Symphony Festival at California State Fresno; Citrus College is a destination for United States Armed Forces performing groups.; Citrus College Jazz ensemble is called upon to perform regularly with numerous professional artists and for national music associations.
- The instrumental music faculty is admirably cooperative, communicative and flexible in efforts to coordinate facility use.
- Both full and part-time instrumental music faculty continue to maintain a high profile in the professional arena, guaranteeing a balance of academic and practical educational experience for instrumental music students.
- For instrumental musicians on any career path Citrus College provides superior instruction taught by world class faculty.

**Weaknesses/Lessons Learned:**

- The instrumental music program has continued to grow, but facilities and funding are not available to address the need for adequate individual practice rooms.
- Adequate instrumental music library space and storage for instruments, both individually-owned and school-owned, is severely lacking.

### **Recommendations/Next Steps:**

1. Hire new full time faculty or support staff to allow restoration of previous level of classes.
2. Establish a stable funding source and an inventory development plan for instruments and equipment, instrument and equipment storage, library storage, and technology.
3. Emphasize curriculum development pertaining to instrumental and commercial musical skills.
4. Establish a liaison from Counseling to Fine Arts students.
5. Remodel and acoustically treat rehearsal spaces to meet OCIA standards and requirements.
6. Develop stronger relationships with four-year institutions and conservatories to better articulate pedagogical literature requirements for matriculation.
7. Identify space for small ensemble rehearsals and individual practice space.
8. Encourage a broad range of styles and diverse themes in classes and concerts.
9. Work with librarians to provide students with additional music research materials and music videos for viewing resources.



# **Instrumental Music Instructional Program Review 2009-2010**

**Fall 2009**

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## **Prepared by**

Gino Munoz                      Full-time Instructor

Bill Hoehne                      Full-time Instructor

## **Instrumental Music Program Review Committee Members**

Gino Munoz                      Full-time Instructor

Bill Hoehne                      Full-time Instructor





## PROGRAM REVIEW – Instrumental Music

The final summary of the program review process for Instrumental Music is attached to this page.

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

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Robert Slack , Dean of Fine and Performing Arts

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date

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Michelle Plug, Articulation Officer

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date

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David Kary, Chair of Curriculum Committee

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date

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Irene Malmgren, Vice President of Academic Affairs

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date

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Jack Call, Academic Senate President

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date

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Geraldine M. Perri, Superintendent/President

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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 Instrumental Music Program Review was conducted in Winter/Spring 2010 primarily by full-time instructors Gino Munoz and Bill Hoehne, the adjunct faculty, and the Dean of Fine and Performing Arts. The instrumental music program at Citrus remains robust despite the budgetary and scheduling cuts occurring campus-wide. Course sections have often been combined concurrently to maintain offerings as a result of these cuts, and curricular needs formerly met in eliminated ticketed classes have been integrated into courses still offered (i.e., concert percussion and world percussion). Multiple performance opportunities remain for music students at Citrus and have not as yet been seriously affected by budgetary difficulties. Goals for the next six years include reinstatement of sequential and independent course offerings and increased assessment of course and program SLO's.

Recommendations for the Instrumental Music Program:

1. Hire new full time faculty or support staff to allow restoration of previous level of classes.
2. Establish a stable funding source and an inventory development plan for instruments and equipment, instrument and equipment storage, library storage, and technology.
3. Emphasize curriculum development pertaining to instrumental and commercial musical skills.
4. Establish a liaison from Counseling to Fine Arts students.
5. Remodel and acoustically treat rehearsal spaces to meet OCIA standards and requirements.
6. Develop stronger relationships with four-year institutions and conservatories to better articulate pedagogical literature requirements for matriculation.
7. Identify space for small ensemble rehearsals and individual practice space.
8. Encourage a broad range of styles and diverse themes in classes and concerts.
9. Work with librarians to provide students with additional music research materials and music videos for viewing resources.

## **2. Faculty**

### **Full-Time Faculty**

Gino Munoz  
Bill Hoehne

### **Adjunct Faculty**

Steven Cotter  
Robert Slack  
Alan Waddington  
Wei Sun

### 3. List of Program Courses

Courses in the Instrumental Music program and their unit values:

<b>Subject &amp; Course No.</b>	<b>Title</b>	<b>Units</b>
Mus 105	Elementary Piano I	2
Mus 106	Elementary Piano II	2
Mus 107	Jazz Ensemble	4
Mus 109	Brass and Percussion Techniques	1
Mus 122	Beginning Guitar I	2
Mus 123	Beginning Guitar II	2
Mus 124	Intermediate Guitar I	2
Mus 125	Intermediate Guitar II	2
Mus 138	World Percussion Instrumentation/Technique	1
Mus 152	Jazz Combos	1
Mus 153	Chamber Jazz	4
Mus 154	Jazz Improvisation	3
Mus 157	Percussion Ensemble I	1
Mus 158	World Percussion Ensemble I	3
Mus 205	Intermediate Piano I	2
Mus 206	Intermediate Piano II	2
Mus 207	Laboratory Band	2
Mus 208	Studio Orchestra	4
Mus 217	Chamber Winds I	4
Mus 223	Handbell Ensemble	2
Mus 226	Brass Choir II	3
Mus 229	Summer Instrumental Music Academy	3
Mus 234	Wind Symphony I	4
Mus 235	Advanced Piano I	2
Mus 236	Advanced Piano II	2
Mus 244	Wind Symphony II	4
Mus 252	Fusion Ensemble	1

#### **Classes not offered in the last two years:**

<b>Subject &amp; Course No.</b>	<b>Title</b>	<b>Units</b>
Mus 108	Woodwind Techniques	1
Mus 137	Standard Percussion Technique/Instrumental	1
Mus 155	The Professional Pianist	2
Mus 161	Keyboard Skills for the Music Major	3
Mus 216	Brass Choir I	3
Mus 221	Drum and Bugle Corps	2
Mus 227	Chamber Winds II	4

#### **4. List of Degrees**

A.A. Music

#### **5. List of Certificates and Awards**

No Certificates of Achievement or Skill Awards are offered.

#### **6. List of Industry-Based Standard Certificates and Licenses**

None.

#### **7. Advisory Committee or Council**

Jenni Scott	Woodwind consultant
Timothy Troy	Percussion consultant
Charles Davis	Brass consultant
Michael Sushel	Keyboard consultant
Gunnar Eisel	Guitar consultant

#### **8. Program Student Learning Outcomes**

The Instrumental Music 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 Instrumental Music Program will have acquired the following competencies:

**1) Communication (personal expression and information acquisition)**

a) Convey artistic intentions of music through successful completion of practicum applications of various stylistic techniques.

**2) Computation**

a)

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

a) Display creative awareness of music through individual performance techniques.

**4) Community/Global Consciousness and Responsibility**

a) Exhibit perspective on historical and stylistic components of music through successful completion of Instrumental Music SLOs.

**5) Technology**

a) Demonstrate the ability to utilize technological instrumental music instructional tools [i.e. digital tuners and metronomes, computer based accompaniment systems] and instrument specific performance technology [i.e. amplification and microphone technique].

**6) Discipline / (Subject Area Specific Content Material)**

a) Demonstrate a functional knowledge of performance techniques and practice techniques through the beginning and intermediate level by successful completion of instrumental music SLOs.

Matrix of Mapping Course-level SLOs with Program-level SLOs								
	Communication	Computation	Critical Analytical Thinking	Global Consciousness		Technology	Subject Area Content	
MUS Program-level SLOs								
<b>Course-Music 105</b>								
SLO #1A (CM)	x-CA							
SLO #1B (CM)	x-CA							
SLO #2A (CR)			x-CA					
SLO #2B (CR)			x-CA					
SLO #3A (CG)				x-CA				
SLO #4A (DS)							x-CA	
SLO #4B (DS)							x-CA	
<b>Course-Music 106</b>								
SLO #1A	x-CA							
SLO #1B			x-CA					
SLO #1C				x-CA				





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

	Communication	Computation	Critical Analytical Thinking	Global Consciousness		Technology	Subject Area Content	
MUS Program-level SLOs								
<b>Course-Music 137</b>								
SLO #1A (CM)	x-CA							
SLO #1B (CM)	x-CA							
SLO #2A (CR)			x-CA					
SLO #2B (CR)			x-CA					
SLO #2C (CR)			x-CA					
SLO #2D (CR)			x-CA					
SLO #3A (CM)				x-CA				
SLO #3B (CM)				x-CA				
<b>Course-Music 138</b>								
SLO #1A (CM)	x-CA							
SLO #1B (CM)	x-CA							
SLO #2A (CR)			x-CA					
SLO #2B (CR)			x-CA					
SLO #2C (CR)			x-CA					
SLO #2D (CR)			x-CA					
SLO #2E (CR)			x-CA					
SLO #3A (CM)				x-CA				
SLO #3B (CM)				x-CA				
<b>Course-Music 152</b>								
SLO #1A (CM)	x-CA							
SLO #2A (CG)				x-CA				
SLO #2B (CG)				x-CA				
SLO #3A (DS)							x-CA	
SLO #3B (DS)							x-CA	
SLO #3C (DS)							x-CA	
<b>Course-Music 153</b>	x-F10							



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

	Communication	Computation	Critical Analytical Thinking	Global Consciousness		Technology	Subject Area Content	
MUS Program-level								
SLOs								
<b>Course-Music206</b>								
SLO #1A	x-CA							
SLO # 2A			x-CA					
SLO #3A				x-CA				

<b>Course-Music 207</b>	x-F10							
<b>Course-Music 208</b>								
SLO #1A (CM)	x-CA							
SLO #2A (CR)			x-CA					
SLO #3A (DS)							x-CA	
SLO #3B (DS)							x-CA	
SLO #3C (DS)							x-CA	
SLO #4A (CG)				x-CA				
SLO #4B (CG)				x-CA				
SLO #4C (CG)				x-CA				
<b>Course-Music 216</b>								
SLO #1A (CM)	x-CA							
SLO #2A (CR)			x-CA					
SLO #2B (CR)			x-CA					
SLO #3A (DS)							x-CA	
SLO #3B (DS)							x-CA	
SLO #4A (CG)				x-CA				
SLO #4B (CG)				x-CA				
SLO #4C (CG)				x-CA				



Matrix of Mapping Course-level SLOs with Program-level SLOs								
	Communication	Computation	Critical Analytical Thinking	Global Consciousness		Technology	Subject Area Content	
MUS Program-level SLOs								
<b>Course-Music 235</b>								
SLO #1A	x-CA							
SLO # 2A			x-CA					
SLO #2B								
SLO #2C								
SLO #3A				x-CA				
<b>Course-Music 236</b>								
SLO #1A	x-CA							
SLO # 2A			x-CA					
SLO #3A				x-CA				
<b>Course-Music 244</b>	x-F10							
<b>Course-Music 252</b>								
SLO #1A (CM)	x-CA							
SLO # 2A (CG)				x-CA				
SLO #2B (CG)				x-CA				
SLO #3A (DS)							x-CA	
SLO #3B (DS)							x-CA	
SLO #3C (DS)							x-CA	
SLO #3D (DS)							x-CA	

## 9. Program Description / Mission

The Citrus College music department provides a diverse music curriculum to meet the educational needs, the musical interests and the cultural development of the students and communities of the San Gabriel Valley. The department is comprised of five primary programs: vocal music, instrumental music, music history, music theory and musicianship, and commercial music.

The instrumental music program offers multi-level individual and ensemble performance and pedagogy instruction in coordination with the other music department program curricula. Areas of specialization include instrumental performance in bass, brass, guitar, percussion, piano and woodwinds.

## 10. Program Goals and Objectives

Develop a certificate program

The goals and objectives of the Instrumental Music Program are:

- To provide a sequential instrumental music curriculum as a component of an associate arts degree.
- To prepare students for successful transfer at the junior level into various bachelor of music degree programs at four year institutions.
- To offer a diverse music curriculum to meet the educational and vocational needs, musical interests and cultural development of the students and communities of the San Gabriel Valley.
- To provide for the development of musical skills necessary for employment within the professional music industry.

## 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
MUS 105	Beginning Piano I	2008	2014	SP10	YES	See Matrix
MUS 106	Beginning Piano II		2010	F08	NO	"
MUS 107	Jazz Ensemble	2008	2014	F09	YES	"
MUS 109	Brass and Percussion Techniques	2009	2015	F08	YES	"
MUS 122	Beginning Guitar I	2008	2014	F09	YES	"
MUS 123	Beginning Guitar II	2008	2014	F09	YES	"
MUS 124	Intermediate Guitar I	2008	2014	F09	YES	"
MUS 125	Intermediate Guitar II	2008	2014	F09	YES	"
MUS 138	World Percussion Techniques	2007	2013	F08	YES	"
MUS 152	Jazz Combos	2010	2016	F09	YES	"
MUS 153	Chamber Jazz		2010	W10	NO	"
MUS 154	Jazz Improvisation	2003	2010	SP09	NO	"
MUS 157	Percussion Ensemble I	2007	2013	F09	YES	"
MUS 158	World Percussion Ensemble	2007	2013	SP09	YES	"
MUS 205	Intermediate Piano I		2010		NO	"
MUS 206	Intermediate Piano II		2010		YES	"
MUS 207	Laboratory Band		2010	F09	NO	"
MUS 208	Studio Orchestra	2010	2016	SP10	YES	"
MUS 217	Chamber Winds I		2010	W10	NO	"
MUS 223	Handbell Ensemble	2009	2015		YES	"
MUS 226	Brass Choir II	2009	2015		YES	"
MUS 227	Chamber Winds II		2010		NO	"
MUS 229	Summer Inst. Music Academy		2010	SU09	NO	"
MUS 234	Wind Symphony I		2010	F09	NO	"
MUS 235	Advanced Piano I		2010		YES	"
MUS 236	Advanced Piano II		2010		YES	"
MUS 244	Wind Symphony II	2008	2014	SP10	NO	"
MUS 252	Fusion Ensemble	2009	2015	SP10	YES	"

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

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

## 12. Degree/Certificate Review

Citrus College has, for years, been foremost of the community colleges (and Universities) in preparing students for a career in the music industry. The Music department has succeeded brilliantly in fulfilling the first part of the Citrus 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.” It has also offered the courses to fulfill the second section: “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.” Unfortunately, because of the unique nature of BA and BFA programs in Music (and the Arts in general) and entrance requirements, the current degree structure at Citrus is deficient in preparing students to transfer into those programs.

Citrus currently offers an AA degree in Fine and Performing Arts. A student can qualify for this degree by meeting campus general education requirements as well as completing 18 units of any Fine and Performing Arts courses. Students often take only performing courses, and find themselves starting from square one upon reaching university. The structure of this degree was designed to parallel BA and BFA lower division requirements, and provide students with a solid musical foundation to enable success on the university level.

The AA in Music contains five key elements: Theory, Music History, Piano, Techniques/Application, and Performance. Students completing this degree will acquire basic knowledge/skills in each of these areas, which are essential to transfer success, both in admission to programs, and achievement when there.

The AA degree in Music is designed to provide students a foundational musical background, including music theory, history, rudimentary piano competency, performance and techniques/application. Students receiving this degree will be better prepared to transfer into a BA or BFA music program.

Upon successful completion of this program, the student should be able to:

- Demonstrate a foundational knowledge in music theory through successful completion of Musicianship and Harmony SLOs, and collaborative research by the faculty into music pedagogy and effectiveness.
- Exhibit perspective on historical and stylistic components of music and musical literature through the successful completion of Music History SLOs.
- Demonstrate a rudimentary piano proficiency through successful completion of piano SLOs, and faculty evaluation of piano standards.
- Demonstrate competency in performance skills and ability through successful completion of Performance SLOs and faculty evaluation of performance courses.
- Display basic proficiency in a specific instrumental, vocal, or creative techniques or styles through successful completion of Techniques and Application SLOs.

The instrumental music program submitted an AA in Music to the Curriculum Committee in 2008/2009. It was not understood that submission through the Chancellor's Office was also required. It is recommended that this submission to the State occur in Spring 2010 in order to implement the AA degree as quickly as possible.

Degree or Certificate Title	Date last reviewed by Curriculum	Average number of awards each year	Date SLOs written	Date SLOs Assessed	Date last reviewed by Advisory Council
A.A.Music	08/09	0	Yes 08/09	projected 2010/2011	Spring 2010

### 13. Evaluation Criteria – Mission

#### Commendations

- a) The Citrus College instrumental music program complies with the mission of Citrus College by providing a diverse music curriculum to meet the educational and vocational needs, musical interests and cultural development of the students and the communities of the San Gabriel Valley.
- b) The instrumental music program presents instrumental music students opportunities to prepare for the academic rigor of the pursuit of a bachelor degree in music, including the pursuit of a California Teaching Credential, by offering introductory and intermediate level music curricula in applied brass, guitar, percussion, piano, and woodwind performance. In addition, the program offers instruction in a wide variety of both large and small ensembles.
- c) The instrumental music program offers students and the community opportunities to study and observe an assortment of cultural and historical music ensemble styles, including symphonic, classical chamber, jazz, pop rock, and pop/Latin music.
- d) The instrumental music program offers a wide variety of instructional and performance experiences that promote the building of self-esteem and improvement of inter-personal communications. Instrumental music program classes and activities provide an environment in which students can enhance general life skills.
- e) The various instrumental performing ensembles present numerous performances and host touring events and festivals to expose the community intermediate, high school and adult instrumental musicians to the scope and quality of the instrumental music program at Citrus College.



**Previous Recommendations Completed**

- a) The Instrumental Music Program will continue to develop and communicate course sequences for instrumental music students that will support their successful transfer into such programs as bachelor degree and California Teaching Credential curriculum requirements continue to evolve at four-year institutions.
- b) The Instrumental Music Program will continue to develop connections and articulation with the music departments of four year institutions as the number of students interested in transferring to bachelor degree in music programs continues to grow.
- c) The Instrumental Music Program will continue to develop curricula to satisfy growing ethnic musical interests.

**Recommendations**

<b>Recommendation</b>								
With the remodel of the Hayden Library, there should be a focus toward providing students with additional music research materials and music videos for viewing resources. The opportunity for students to independently research will greatly benefit the instrumental music program. Due to the nature of music videos being primarily in musical form without narration, a solution will need to be researched and implemented.								
			<b>Impact</b>					
<b>Action/Activities</b>	<b>Target Date</b>	<b>Person Responsible</b>	<b>FNIC</b>	<b>Facilities</b>	<b>Software</b>	<b>Equipment</b>	<b>Personnel</b>	<b>Other</b>
Work with new librarians on possible solutions	2012	Munoz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**14. Evaluation Criteria – Need**

**Commendations**

- a) The instrumental music program has sustained dramatic growth in FTE: 103.46 in 2004-05 to 161.03 in 2008-2009. Course offering reductions caused by budget cuts in 2009 reduced instrumental program FTE to 112.94.
- b) Although the instrumental music program maintains a comprehensive curriculum, the current course offerings are limited to multiple level jazz ensemble and wind symphony. It is a high priority to restore the multiple levels of piano and guitar classes, percussion ensemble and technique classes, and to develop multiple level jazz improvisation curricula.
- c) Current labor market data reflects a growth of employment of musicians, and related workers during the 2006-2016 decade. The internet and other new forms of media may provide independent musicians alternative employment opportunities to distribute music. The U.S. Department of Labor Bureau of Statistics reports the median hourly earnings of wage and salary musicians were \$19.73 in May of 2006. Median annual earnings of salaried music directors and composers were \$39,750 in May of 2006. The ten year forecast for projected job

growth in the various industry occupations averages 12%. For instrumental musicians on any career path Citrus College provides superior instruction taught by world class faculty.

**Previous Recommendations Completed**

- a) The instrumental music program should develop a system of liason counsleing to guide instrumetnal music students in an efficient accumulation of credits and skills for success in achieving their goals: NOT COMPLETED: However, requests have been submitted to counseling.
- b) The instrumental music program should investigate alternative schedule configurations of some instrumental music classes and ensemble to increase enrollment, and maximize accessibility. COMPLETED

**Recommendations**

<b>Recommendation</b>								
Restore the multiple levels of piano and guitar classes, percussion ensemble and technique classes, and to develop multiple level jazz improvisation curricula.								
Action/Activities	Target Date	Person Responsible	Impact					
			FNIC	Facilities	Software	Equipment	Personnel	Other
percussion ensemble and technique classes	2011-2012	Hoehne/Munoz	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
multiple level piano classes	2011-2012	Hoehne/Munoz	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
multiple level guitar classes	2011-2012	Hoehne/Munoz	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
develop a comprehensive sequential jazz improvisation curriculum	2011-2012	Hoehne/Munoz	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
develop a comprehensive sequential percussion curriculum	2011-2012	Hoehne/Munoz	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
create a larger piano lab	2011-2012	Hoehne/Munoz	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

<b>Recommendation</b>								
Hire new full time faculty or support staff.								
Action/Activities	Target Date	Person Responsible	Impact					
			FNIC	Facilities	Software	Equipment	Personnel	Other
New full-time instrumental music (percussion) position should be instituted within the next three to four years dependent on budget and FNIC availability.	2011-2012	Slack, Munoz	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Requests for Student workers are ongoing and respectfully request no budget reductions in this area.	2010	Slack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

## 15. Evaluation Criteria – Quality

### Commendations

- a) The mission of the instrumental music program has been fully embraced by the instrumental music faculty. The range and quality of individual and ensemble instruction and performance has produced outstanding results: Gwen Stefani, recordings, concert and television appearance; Wind Symphony recognition at the 29<sup>th</sup> Annual Lawrence Sutherland Wind Symphony Festival at California State Fresno; Citrus College is a destination for United States Armed Forces performing groups.; Citrus College Jazz ensemble is called upon to perform regularly with current artists such as Debbie Boone, Dale Kristien, Lorna Luft, Jimmy Borges, and for national music associations such as ASCAP (American Society of Composers and Publishers)
- b) The faculty is developing sequential curricula to support successful student transfer to the junior level at four year institutions.
- c) The jazz combos have been developed to not only serve the school and community but perform frequently for meeting and conferences such as CCLC (Community College League of California).

### Previous Recommendations Completed

- a) Administrative review and support of improved teacher-to-student ratio as it pertains to all levels of instrumental music classes. NOT COMPLETED due to higher enrollment due to lack of classes being offered.

- b) Continued emphasis on curriculum development relevant to a growing diversity of cultural and ethnic musical interests. PARTIALLY COMPLETED: With budget cuts, the growth of the ethnic and cultural courses have been thwarted.
- c) The development of relationships with four year institutions and conservatories to better articulate requirements for matriculation. PARTIALLY COMPLETED: The Instrumental music departments has successfully established a relationship with Azusa Pacific University.

### Recommendations

<b>Recommendation</b>								
Develop a stronger relationship with four-year institutions and conservatories to better articulate pedagogical literature requirements for matriculation								
Action/Activities	Target Date	Person Responsible	Impact					
			FNIC	Facilities	Software	Equipment	Personnel	Other
This needs to be continually improved upon. Possible actions would include melding of the vocal program, history and theory program, commercial music program and recording arts program	2010/2011	Munoz/ Green/ Shrope/ Eisel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	EPC
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Recommendation</b>								
Emphasize curriculum development pertaining to instrumental and commercial musical skills.								
Action/Activities	Target Date	Person Responsible	Impact					
			FNIC	Facilities	Software	Equipment	Personnel	Other
	2011	Munoz, Hoehne, Shrope, Vaughan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Recommendation</b>								
Encourage a broad range of styles and diverse themes in classes and concerts								
Action/Activities	Target Date	Person Responsible	Impact					
			FNIC	Facilities	Software	Equipment	Personnel	Other
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## 16. Evaluation Criteria – Feasibility

### Commendations

- a) In spite of the budget caused reduction of course and section offerings the instrumental music faculty has worked to continue to serve the interests of instrumental music students by tolerating over-cap class enrollment.
- b) The instrumental music faculty is admirably cooperative, communicative and flexible in efforts to coordinate facility use.
- c) Both full and part-time instrumental music faculty continue to maintain a high profile in the professional arena, guaranteeing a balance of academic and practical educational experience for instrumental music students.

### Previous Recommendations Completed

- a) Adequate individual practice room availability. INCOMPLETE: The instrumental music program has continued to grow, but facilities and funding are not available to address this problem.
- b) Adequate individually-owned instrument storage lockers. INCOMPLETE: Funding is not available to address this problem.
- c) Adequate school-owned instrument and equipment storage space and cabinetry. INCOMPLETE: Because of the continued growth of the program, most of the space originally intended for instrument and equipment storage is currently being used for instruction. The instrument and equipment storage potential of the perimeter of PA 154 (the band room) is restricted due to its current instrumental music library storage use. However, the unfinished video control room (VT 116) is being used as a storage facility.
- d) An instrumental music library room. INCOMPLETE: Currently PA 154's use as an instrumental music rehearsal space (with instrument storage) is negatively impacted because of its use for music library storage.
- e) Adequate sound equipment for ensemble tours and secondary education outreach programs. PARTIALLY COMPLETE: New sound system equipment has been purchased; however, it requires constant upkeep and replacement.
- f) A complete and suitable symphonic wind instrument inventory. INCOMPLETE: Budget constraints limit the acquisition of a suitable symphonic wind instrument inventory.
- g) A fully equipped small ensemble room. PARTIALLY COMPLETE: PA 151 has been made available for use as a small ensemble room, however it is insufficiently equipped.

### Recommendations

Recommendation				Impact					
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other	
Establish a liaison from Counseling to Fine Arts students, including instrumental music.									
This request will be submitted to Academic Senate in Spring of 2010	Spring 2010	Vaughan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

<b>Recommendation</b> Establish a stable funding source and an inventory development plan for instruments and equipment, instrument, and equipment storage, library storage and technology.								
				<b>Impact</b>				
<b>Action/Activities</b>	<b>Target Date</b>	<b>Person Responsible</b>	<b>FNIC</b>	<b>Facilities</b>	<b>Software</b>	<b>Equipment</b>	<b>Personnel</b>	<b>Other</b>
		Hoehne, Munoz	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Recommendation</b> Remodel and acoustically treat rehearsal spaces to meet OIC standards and requirements								
				<b>Impact</b>				
<b>Action/Activities</b>	<b>Target Date</b>	<b>Person Responsible</b>	<b>FNIC</b>	<b>Facilities</b>	<b>Software</b>	<b>Equipment</b>	<b>Personnel</b>	<b>Other</b>
	2012		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Recommendation</b> Identify space for small ensemble rehearsals and individual practice space.								
				<b>Impact</b>				
<b>Action/Activities</b>	<b>Target Date</b>	<b>Person Responsible</b>	<b>FNIC</b>	<b>Facilities</b>	<b>Software</b>	<b>Equipment</b>	<b>Personnel</b>	<b>Other</b>
	2012	Munoz, Hoehne	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## 17. Evaluation Criteria – Compliance

### Commendations

- a) All courses are in compliance with State, District and agency regulations. Courses that are designed for transference have never been challenged by universities with regard to acceptance. Our curriculum is consistent with accepted methods of instruction while implementing the highest innovative professional standards.

### Previous Recommendations Completed

- a) No previous recommendations.

### Recommendations

None

## **18. Evaluation Criteria – Other**

### **Commendations**

Foundation scholarships available to instrumental students:

- Howard Braun Memorial Music Scholarship Fund \$500
- Otto & Gladys Baumann Memorial Scholarship \$300
- Paul Martin Nissen Scholarship \$250

## 19. Attachment A: Performance Indicators

	<b>Key Performance Indicators</b>	Fall04	Fall05	Fall06	Fall07	Fall08	Fall09
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Program Access</b>							
1	Majors (total)						
2	New Majors						
3	Courses Offered	13	14	12	12	10	12
4	Sections Offered	25	26	25	26	21	23
5	Morning Sections	12	13	11	13	10	15
6	Afternoon Sections	7	7	8	7	5	4
7	Evening Sections	4	3	3	3	3	1
8	Arranged Sections	2	3	3	3	3	3
9	Weekend Sections	0	0	0	0	0	0
10	Short Term Sections	0	0	1	3	3	3
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections						
13	Enrollment	1183	1158	1116	1139	1099	1213
14	Weekly Student Contact hours (WSCH)	3525.3	3427.1	3241.4	3162.7	3767.1	4028.3
15	Full-Time Equivalent Students (FTES)	120.9	117.5	111.1	97.6	116.2	124.3
<b>Program Resources</b>							
16	Full-Time Equivalent Faculty (FTEF)	4.1	4.2	4.1	4.0	3.9	4.2
17	Credit Reimbursement Rate	<b>\$2,922.30</b>	<b>\$3,259.71</b>	<b>\$3,476.34</b>	<b>\$3,668.28</b>	<b>\$3,834.46</b>	<b>\$3,834.46</b>
<b>Program Operation</b>							
18	WSCH/FTEF	870.4	814.0	798.4	788.7	956.1	970.7
19	FTES/FTEF	29.8	27.9	27.4	24.3	29.5	30.0
20	Fill Rate at Census	84.8	79.2	79.1	72.9	83.5	94.1
<b>Program Success</b>							
21	Course Retention	95.5	94.1	94.9	96.1	97.0	96.5
22	Course Success	62.8	59.8	67.7	61.6	67.4	71.6



Key Performance Indicators					Winter08	Winter09	Winter10
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Program Access</b>							
1	Majors (total)						
2	New Majors						
3	Courses Offered				3	2	2
4	Sections Offered				3	2	2
5	Morning Sections				2	1	0
6	Afternoon Sections				1	0	1
7	Evening Sections				0	1	1
8	Arranged Sections				0	0	0
9	Weekend Sections				0	0	0
10	Short Term Sections				3	2	2
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections						
13	Enrollment				79	70	50
14	Weekly Student Contact hours (WSCH)				371.0	375.6	469.4
15	Full-Time Equivalent Students (FTES)				11.5	11.6	14.5
<b>Program Resources</b>							
16	Full-Time Equivalent Faculty (FTEF)				0.5	0.3	1.1
17	Credit Reimbursement Rate				<b>\$3,668.28</b>	<b>\$3,834.46</b>	<b>\$3,834.46</b>
<b>Program Operation</b>							
18	WSCH/FTEF				700.0	1104.6	447.0
19	FTES/FTEF				21.6	34.1	13.8
20	Fill Rate at Census				76.3	81.3	71.0
<b>Program Success</b>							
21	Course Retention				94.9	92.9	100.0
22	Course Success				82.3	85.7	100.0

	<b>Key Performance Indicators</b>	Spring05	Spring06	Spring07	Spring08	Spring09	Spring10
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Program Access</b>							
1	Majors (total)						
2	New Majors						
3	Courses Offered	15	16	16	12	13	6
4	Sections Offered	21	22	23	18	16	6
5	Morning Sections	9	12	10	9	9	4
6	Afternoon Sections	7	5	7	4	3	1
7	Evening Sections	5	5	6	5	4	1
8	Arranged Sections	0	0	0	0	0	0
9	Weekend Sections	0	0	0	0	0	0
10	Short Term Sections	0	0	0	0	0	0
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections						
13	Enrollment	412	410	411	402	401	200
14	Weekly Student Contact hours (WSCH)	1456.4	1407.8	1589.6	1150.2	1921.1	1392.5
15	Full-Time Equivalent Students (FTES)	49.9	48.3	54.5	35.5	59.3	43.0
<b>Program Resources</b>							
16	Full-Time Equivalent Faculty (FTEF)	4.0	4.1	4.3	2.8	3.8	2.1
17	Credit Reimbursement Rate	<b>\$2,922.30</b>	<b>\$3,259.71</b>	<b>\$3,476.34</b>	<b>\$3,668.28</b>	<b>\$3,834.46</b>	<b>\$3,834.46</b>
<b>Program Operation</b>							
18	WSCH/FTEF	364.1	343.4	368.0	409.3	506.9	650.7
19	FTES/FTEF	12.5	11.8	12.6	12.6	15.6	20.1
20	Fill Rate at Census	81.6	77.5	76.6	88.6	97.8	120.8
<b>Program Success</b>							
21	Course Retention	93.7	90.7	93.7	93.8	95.3	94.5
22	Course Success	79.4	72.2	76.9	71.9	74.8	83.0

	<b>Key Performance Indicators</b>	Summer04	Summer05	Summer06	Summer07	Summer08	Summer09
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Program Access</b>							
1	Majors (total)						
2	New Majors						
3	Courses Offered			1	1	3	1
4	Sections Offered			1	1	3	1
5	Morning Sections			1	1	2	1
6	Afternoon Sections			0	0	0	0
7	Evening Sections			0	0	1	0
8	Arranged Sections			0	0	0	0
9	Weekend Sections			0	0	0	0
10	Short Term Sections			1	1	3	1
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections						
13	Enrollment			24	20	68	24
14	Weekly Student Contact hours (WSCH)			163.3	107.6	405.3	172.3
15	Full-Time Equivalent Students (FTES)			5.6	3.7	12.5	5.3
<b>Program Resources</b>							
16	Full-Time Equivalent Faculty (FTEF)			0.4	0.3	1.1	0.2
17	Credit Reimbursement Rate	<b>\$2,922.30</b>	<b>\$3,259.71</b>	<b>\$3,476.34</b>	<b>\$3,668.28</b>	<b>\$3,834.46</b>	<b>\$3,834.46</b>
<b>Program Operation</b>							
18	WSCH/FTEF			429.8	358.5	378.8	1013.5
19	FTES/FTEF			14.7	12.3	11.7	31.3
20	Fill Rate at Census			16.0	25.0	70.8	40.0
<b>Program Success</b>							
21	Course Retention			100.0	100.0	100.0	100.0
22	Course Success			95.8	95.0	94.1	95.8



	Demographics	04-05	05-06	06-07	07-08	08-09	09-10						
		Year1	Year2	Year3	Year4	Year5	Year6						
<b>Gender</b>													
	Female	166	31.4%	167	29.3%	168	30.1%	203	33.4%	215	32.4%	101	30.0%
	Male	363	68.6%	402	70.7%	390	69.9%	398	65.5%	428	64.6%	227	67.4%
	Missing							7	1.2%	20	3.0%	9	2.7%
	Total	529	100.0%	569	100.0%	558	100.0%	608	100.0%	663	100.0%	337	100.0%
<b>Age</b>													
	19 or younger	194	36.7%	195	34.3%	201	36.0%	259	42.6%	275	41.5%	132	39.2%
	20-24	245	46.3%	260	45.7%	261	46.8%	257	42.3%	287	43.3%	145	43.0%
	25-29	40	7.6%	43	7.6%	38	6.8%	34	5.6%	54	8.1%	43	12.8%
	30-34	13	2.5%	22	3.9%	16	2.9%	13	2.1%	12	1.8%	5	1.5%
	35-39	4	0.8%	12	2.1%	8	1.4%	8	1.3%	13	2.0%	6	1.8%
	40-49	20	3.8%	19	3.3%	15	2.7%	11	1.8%	6	0.9%	4	1.2%
	50 and above	13	2.5%	18	3.2%	19	3.4%	24	3.9%	15	2.3%	1	0.3%
	Missing							2	0.3%	1	0.2%	1	0.3%
	Total	529	100.0%	569	100.0%	558	100.0%	608	100.0%	663	100.0%	337	100.0%
<b>Ethnicity</b>													
	Asian	103	19.5%	102	17.9%	99	17.7%	92	15.1%	58	8.7%	18	5.3%
	Black or African American	20	3.8%	22	3.9%	29	5.2%	33	5.4%	40	6.0%	16	4.7%
	Hispanic/Latino	198	37.4%	228	40.1%	210	37.6%	260	42.8%	272	41.0%	99	29.4%
	American Indian or Alaska Native	5	0.9%	3	0.5%	6	1.1%	6	1.0%	8	1.2%	5	1.5%
	Native Hawaiian or Other Pacific Islander							3	0.5%	5	0.8%	1	0.3%
	White	170	32.1%	181	31.8%	165	29.6%	150	24.7%	148	22.3%	63	18.7%
	Two or More Races											1	0.3%
	Unknown/Non-Respondent	33	6.2%	33	5.8%	49	8.8%	64	10.5%	132	19.9%	134	39.8%
	Total	529	100.0%	569	100.0%	558	100.0%	608	100.0%	663	100.0%	337	100.0%
<b>Educational Goal</b>													
	Degree & Transfer	232	43.9%	238	41.8%	244	43.7%	81	13.3%	135	20.4%	125	37.1%
	Transfer	138	26.1%	139	24.4%	120	21.5%	23	3.8%	41	6.2%	25	7.4%
	AA/AS	25	4.7%	26	4.6%	25	4.5%	61	10.0%	111	16.7%	45	13.4%
	License	17	3.2%	26	4.6%	24	4.3%	6	1.0%	6	0.9%		
	Certificate	42	7.9%	52	9.1%	37	6.6%	5	0.8%	6	0.9%	2	0.6%
	Job Skills	12	2.3%	9	1.6%	15	2.7%	37	6.1%	55	8.3%	23	6.8%
	Basic Skills							37	6.1%	52	7.8%	12	3.6%
	Personal											9	2.7%
	Undecided							42	6.9%	72	10.9%	40	11.9%
	Not Reported	63	11.9%	79	13.9%	93	16.7%	316	52.0%	185	27.9%	56	16.6%
	Total	529	100.0%	569	100.0%	558	100.0%	608	100.0%	663	100.0%	337	100.0%

**CITRUS COMMUNITY COLLEGE DISTRICT**

TO:	BOARD OF TRUSTEES	Action	_____
DATE	April 5, 2011	Resolution	_____
SUBJECT:	Admissions and Records Program Review	Information	X
		Enclosure(s)	X

BACKGROUND

The Office of Admissions and Records has completed the program review process for non-instructional programs based on a 6-year cycle.

The Admissions and Records program review document follows the newly adopted outline for non-instructional program review and was approved by the Student Services Committee on December 16, 2010 and the Steering Committee on March 7, 2011.

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

RECOMMENDATION

For information only. No action required.

Jeanne Hamilton  
Recommended by

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

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

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

Item No. G.3.



**Program Review  
Executive Summary**

Program: Admissions and Records  
Date: April 5, 2010

**Program History/Description:**

The Admissions and Records Office serves as the primary student enrollment and information collection/dissemination point for the college. The office processes approximately 29,000 applications each year and registers 35,000 students into college programs. The office collects, processes and maintains more than 120,000 student grades and certifies program and degree completions. The staff determines student residency status, processes transcript requests, and enforces academic regulations such as academic probation and dismissal, academic renewal, and exceptional action petitions. Finally, the office is responsible for accurate attendance reporting to the state for the college's apportionment.

**Strengths/Effective Practices:**

The Admissions and Records Office has implemented many online services to students since the last comprehensive program review, including online applications, online registration, enrollment verifications, online academic history and online grades. All of these services enable students to access the college online rather than driving to campus and waiting in line in the office. The office does an excellent job of problem-solving when problems occur with BANNER or catalog/schedule issues.

**Weaknesses/Lessons Learned:**

The office surveyed students to identify areas where services could be improved. After analyzing the responses, the department has identified the following priorities: (1) update customer service training of staff to better serve students, (2) provide additional training on state and federal regulations, (3) implement remaining BANNER services to students, particularly Luminus, (4) adapt work and services to the new building layout.

**Recommendations/Next Steps:**

- Seek additional technical support to implement remaining BANNER functionality
- Provide additional customer service and federal/state regulation training

# Admissions and Records



Non-Instructional Program Review

Fall 2010





**Admissions and Records  
Non-Instructional Program Review**

**Fall 2010**

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**Prepared by**  
Lois Papner

**Admissions and Records Review Committee Members**

<b><u>Name</u></b>	<b><u>Title</u></b>
<b>Lois Papner</b>	<b>Dean of Admissions and Records</b>
<b>Judith Heinrichs</b>	<b>Registrar</b>
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<b>Jamie Richmond</b>	<b>Administrative Secretary II</b>
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# **Admissions and Records Program Review**

## **I. Introduction**

### **A. Overview of the Program**

The Admissions and Records Office serves as the primary student enrollment and information collection or dissemination point for the college. The Admissions staff performs an impressive array of services, processing approximately 29,000 applications each year and registering nearly 35,000 students yearly while fielding a myriad of questions regarding all aspects of the college. The Admissions and Records staff focuses on the collection, processing and maintenance of more than 120,000 student grades and the certification of student academic attainment yearly. Admissions and Records is also responsible for determining residency, distributing and correction of grades, maintaining and evaluating academic records including prior credit evaluations and certifications, processing and issuing transcripts, evaluating records for graduation, and enforcing academic regulations. Admissions and Records will make the final decision on exceptional action petitions, academic renewal petitions, late add petitions and prerequisite challenge petitions that students submit asking for exceptions to be made.

#### **1. Relationship to college mission**

The Admissions and Records functions have a direct relationship with the mission of the college because the Admissions and Records Office teaches students how to successfully apply for admission to the college and to register for and complete classes in a timely manner so that they can achieve their educational goals which will allow them to compete in a global society.

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

As the custodian of records, the Admissions and Records Office provides support for the faculty and administration as well as students. Accuracy of student enrollment and grading records is crucial in assisting faculty to provide quality instruction to the students and to assist the administration in enrollment management. Our goal is to provide accurate and timely service to the students, staff, faculty and administration within district financial and technological resources. The Admissions and Records Office is responsible for the state reporting and attendance accounting for the apportionment allocated to Citrus College.

#### **3. Number of staff and type**

The Admissions and Records staff is comprised of the following members:

- One Dean (100%)
- One Registrar (100%)
- One Admissions and Records Coordinator (100%)
- One Transcript Evaluator (100%)
- One Administrative Secretary II (100%)
- One Admissions and Records Specialist (100%)
- Four Admissions and Records Technician III (100%)
- One Admissions and Records Technician III (49%)
- Three Admissions and Records Technician II (100%)

- One Admissions and Records Technician II (49%)
- One Guest Relations Assistant (100%)
- Six On-Call Admissions and Records Technician
- Three Student Workers

Due to our budget cuts, several of our vacancies have remained unfilled. Currently there are three vacancies in the Admissions and Records Office.

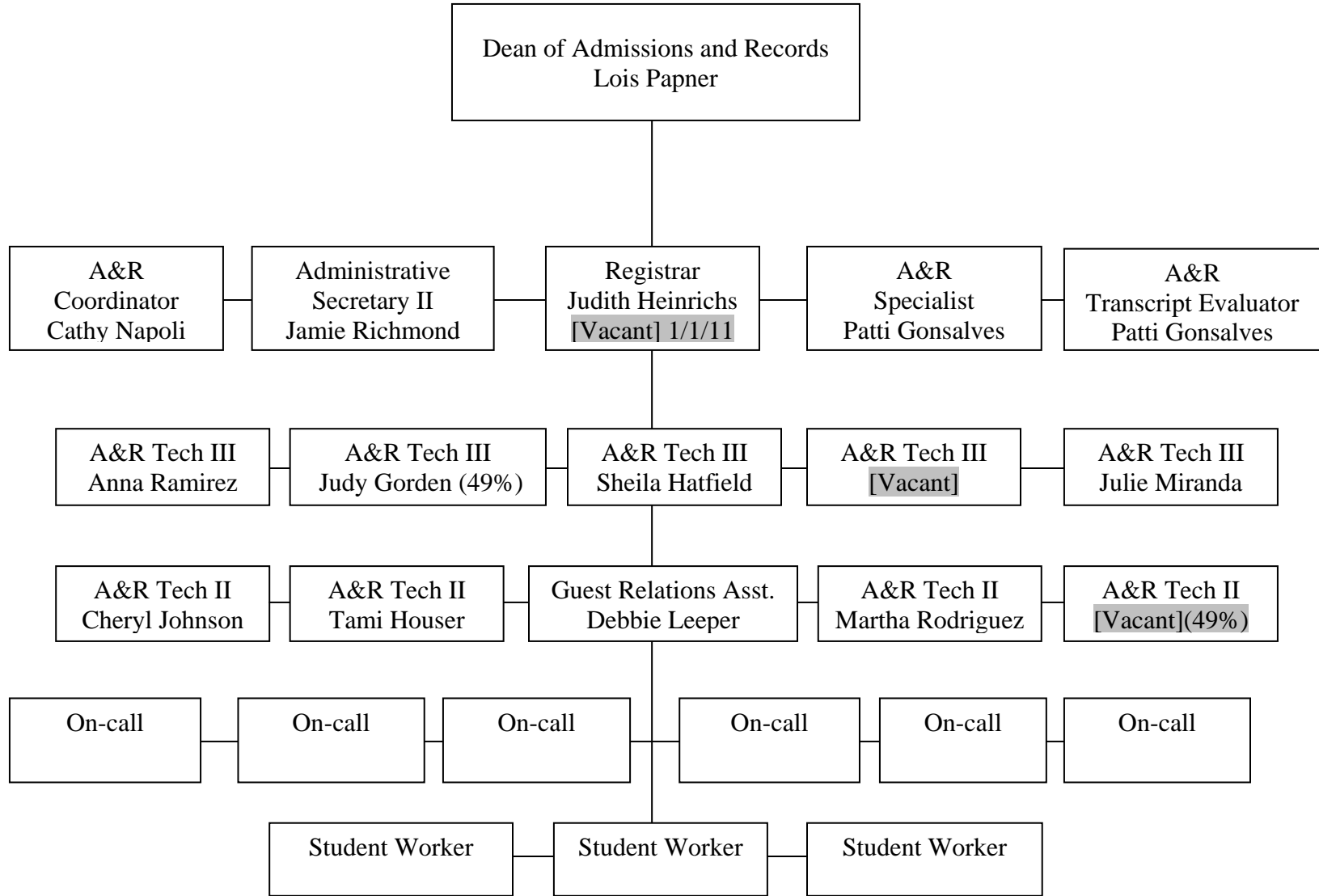
1. 49% Technician II since spring 2008
2. 100% Technician III since spring 2010
3. 100% Registrar December 2010

**a. Staff preparation and training**

The Admissions and Records staff participates in different forms of training in preparation to better serve students in the Admissions and Records Office. The staff attends electronic webinars provided by other agencies. The Dean of Admissions and Records conducts periodic staff meetings and provides additional training to staff. The Admissions and Records staff has participated in many Banner trainings. Most staff were very involved with the two years of training from SunGard consultants during the implantation phase of Banner. Since the implementation many of the Admissions and Records staff continues to have training from TeC Services and independent consultants. The Admissions and Records staff also participates in conferences when district funding permits.

**b. Organizational Chart**

**Admissions and Records Organizational Chart**



#### 4. Approximate number of students served annually

The average number of students served on an annual basis by the Admissions and Records Office staff is roughly 35,000 students. This figure is based on the last three years of credit students enrolled divided by the three years.

#### Number of credit students served annually:

Award Year	04-05	05-06	06-07	07-08	08-09	09-10
Number of Admissions Applications	16,888	16,188	12,139	28,032	26,680	30,123
Number of Credit Students Enrolled	29,125	28,572	27,191	36,181	35,425	32,051

The Admissions and Records Office did not collect statistical data on non-credit students in the same manner as credit students therefore data is not being supplied in this program review for non-credit students.

#### 5. Facilities/Location

The Admissions and Records Office is centrally located in the Administration Building on the first floor and has day and evening hours to serve all students, faculty and administration. The office will move to the new Student Services Building in spring 2011.

#### 6. Progress on prior program review recommendations

Most of our prior program review recommendations have been accomplished. The following bullets were the recommendations from our 2003 Program review.

- **Assess ways to improve public service image and provide additional training in this area.**  
Our public image has improved with the implementation of our ERP system in summer 2007. Long lines of students waiting to be served have been reduced to almost no lines for admission, registration and payments.
- **Clarify signage between the hallway and the different admissions and records stations.**  
New signage was installed in spring of 2007 which clearly identifies the entrance of offices. We no longer have stations or lines of students registering because they do all of this online.
- **Pursue implementation of a web-based application for admissions.**  
We began our web-based admissions application when we implemented Banner in summer 2007. Since Banner was plagued with problems with their admissions application we then changed to CCCApply online application in spring 2009.
- **Pursue immediate processing of PIN number reset; 24 hour delay is inconvenient.**  
With the implementation of our ERP system students receive their PIN within 24 hours of applying for admissions and we can now easily reset a PIN immediately without any delay.

- **Military programs should have their own program review.**  
Military programs are now under the Financial Aid Director and have not been identified as a separate program for having its own program review. However, this program has grown and is developing into its own department and will have its own program review.
- **Implement electronic transfer of transcripts; data exchange.**  
While we have moved to an online transcript we have not yet moved to electronically sending transcripts between schools. This may be possible in the next few years.
- **Increase communication between the Admissions and Records Office and the Academic Senate so that faculty are more informed and have more participation in departmental decisions.**  
This communication has increased through the Dean's attendance at most of the academic senate meetings, other staff presenting information through adjunct orientation meetings and department meetings that staff attend and present information on FERPA.

## II. Integration and Coordination with Other Programs

### A. Program coordination with other instructional and/or Student Services programs on campus.

In accordance with Family Educational Rights and Privacy Act (FERPA) regulations the Admissions and Records Office coordinates with the following student service programs and non-student service programs as needed.

- Assessment
- Counseling
- EOPS
- Disabled Student Program and Services
- Financial Aid
- Honors
- Athletics
- External Relations
- Fiscal Services / Bursars Office
- Foundation
- School Relations / Outreach
- Student Employment Services
- Veterans Center
- Child Development Center
- International Student Office
- Instructional Departments
- Institutional Research
- TeC Services

## **B. Program coordination with Research and TeC Services.**

Since the implementation of the Enterprise Resource Project (ERP)-Banner integrated system the Admissions and Records Office has the ability to coordinate efforts with the Institutional Research Office by sharing data from the Admissions and Records database with the assistance from TeC Services when meeting deadlines for institutional, federal and state reports and satisfaction surveys.

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

The Admissions and Records Office participates in meeting the goals of the student equity and strategic planning by providing students with the tools they need to apply for Admission to the college. For example;

- **Student Success:** The Admissions and Records computer center provides students with online access to complete their application for admission to the college and register for classes which contributes towards student success. Students are also able to request official transcripts and prepare themselves for transferring to other institutions.
- **Student Learning Outcomes (SLOs) and Assessment:** The Admissions and Records Office is involved with the institution in developing SLOs to better understand the needs of the students applying for Admission to the college.
- **Fiscal Transparency:** The Admissions and Records Office works closely with Fiscal Services to assure fiscal transparency in the development of the department budget and in the reporting of the apportionment.
- **Communication:** The Admissions and Records Office provides a variety of forms of communication with students and the community. For example, the college website has online services as well as the college catalog and schedule and Admissions and Records general information all of which can be found online. The “Student Portal” will be implemented during spring 2011 and will improve how we connect with our students.

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

Self-evaluation is based on the WASC Accreditation Standard IIB-Student Support Services

### **IIB Student Support Services**

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



## A. MIS Data Reporting

The Dean of Admissions and Records reviews Management Information System (MIS) data before it is submitted to the State Chancellor's Office. If the data is incorrect, the dean and designated staff investigate the reasons student's information for any discrepancies and make the appropriate corrections to the data to ensure it is being reported accurately. Once the Dean of Admissions and Records and the Technology and Computer Services (TeC Services) staff have fully evaluated the data, it is then submitted to the State Chancellor's Office.

### 1. Is data accurate?

The MIS data provided to the Dean of Admissions and Records in a report showing errors to be corrected is fairly accurate. However, when discrepancies occur the dean coordinates with TeC Services to correct data elements that were entered incorrectly so that our information is properly reported.

### 2. Program coordination in reporting MIS data.

TeC Services policy encourages coordination between departments to review data before submitting to the State Chancellors Office

## B. Access.

### 1. How accessible is the program?

The Admissions and Records Office makes every effort to provide students with the necessary information to successfully apply for admissions and to register for classes and complete them. The Admissions and Records information is available online, in the college catalog and class schedule. Students can apply online or any place that they have access to an internet connection as well as in person in the Admissions and Records Office. We have ADA compliant computers in our computer center.

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

Because every credit and non-credit student is served by Admissions and Records, this question is not applicable. However, to compare demographic data of the college to statewide averages, the following data is provided from the Chancellor's Office Data Mart system. The Admissions and Records Office statistics show that we served 12,710 actual credit students for spring 2010 semester.

### B1a. Table1.

**Spring 2010** Data Comparisons from Citrus College to the Statewide Averages:

	Citrus College	Statewide Averages
<b>Gender</b>		
Female	54.6%	53.3%
Male	43.4%	45.5%
Unknown	2.0%	1.2%
<b>Ethnicity</b>		
Am. Indian or Alaskan Native	0.5%	0.6%
Asian or Pacific Islander	5.8%	14.4%

Black Non-Hispanic	3.8%	6.9%
Hispanic	32.3%	30.5%
Two or more races	0.5%	1.4%
White Non-Hispanic	22.9%	32.0%
Unknown	34.2%	14.1%
<b>Age</b>		
19 or Less	28.5%	22.8%
20-24	39.0%	30.7%
25-29	10.4%	13.3%
30-34	4.7%	7.7%
35-39	3.0%	5.7%
40-49	4.6%	9.0%
50 +	9.8%	10.3%
Unknown	0.02%	0.4%
<b>Disability</b>		
Yes	5.7%	6.9%
No	94.3%	93.1%
<b>Total Students</b>	<b>12,710</b>	<b>1,748,611</b>

**B1b. How effective is the program in enabling success for underprepared and underrepresented students?**

According to the data provided by the Office of Institutional Research at Citrus College, underprepared and underrepresented students are successfully maintaining a GPA that is close to the average GPA and meeting the Admissions and Records satisfactory academic progress standards. For example, see illustration below.

	Citrus College
Average GPA	2.24
Underprepared	2.01
Underrepresented	2.14

**C. Success.**

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

**(See C2a Table)**

**2. Include (where applicable)**

**a. Number of degrees and certificates awarded. (See C2a Table)**

**b. Number of transfer-prepared students. (See C2b Table)**

The data obtained is from the Transfer Velocity Cohort from the chancellor's Office. This data is created by evaluating all first time freshmen six years after their entry. Those students who have completed twelve credit units and attempted a transfer level math or English course are included.

**c. Number of transfers.**

This program is in the process of collecting this data.

**d. Achievements of non-credit educational goals.**

This program is in the process of collecting this data.

**C2a. Table - Number of degrees and certificates awarded for award year 2009-2010**

	<b>Citrus College</b>	<b>Statewide Averages</b>
Associate of Arts (A.A.) degree	34.3%	45.2%
Associate of Science (A.S.) degree	31.8%	17.7%
Certificate 18 to < 30 units	13.3%	7.5%
Certificate 30 to < 60 units	17.1%	13.4%
Certificate 6 to < 18 units	3.5%	7.8%
Total Awards	<b>1,509</b>	<b>134,588</b>

**C2b. Table - Number of transfer-prepared students**

	<b>Citrus College</b>	<b>Statewide Averages</b>
Transfer-Prepared	13% (158 out of 1,230)	15% (18,603 out of 124,462)

**D. Student Learning Outcomes**

**1. Describe your progress in the development and implementation of Program's Student Learning Outcomes (SLOs).**

**a. List the program's SLOs**

(See attachment # 1-3 pgs. 22-27 for SLOs for 08-09, 09-10 and 10-11).

- **What process was used to develop the SLOs?**

The Dean of Admissions and Records attended meetings and workshops held by campus committees as well as regional meetings on developing SLOs. Discussions were held within the department to brainstorm and discuss department SLOs. In addition, the Vice President of Student Services held meetings to develop and refine SLOs.

- **What activities are used to achieve the SLOs?**

One form of assessing the Admissions and Records SLOs was through a voluntary satisfaction survey. The first survey was obtained in fall 2008 through distributing them to random students and faculty giving them to their students in classes. The second survey was sent fall 2010 in the form of an email blast to all currently enrolled students. Students completed this survey through the Survey Monkey program.

## **2. How are you assessing the outcomes?**

(See attachment # 4 pgs. 28-38 for survey results).

The Admissions and Records Office conducted a satisfaction student survey in fall 2010 as one of the methods to assess the student learning outcomes (SLOs). The survey concluded that ninety eight percent of the students own a computer at home and eighty seven percent found the WingSpan application instructions easy to understand when applying through our online process. Nearly eighty percent of the students understood that their welcome letter contained their Citrus ID number and pin number. Eighty seven percent of students knew where to view their appointment online. Eighty three percent knew that they would be dropped from classes if they did not pay their fees by the indicated deadline.

The satisfaction survey also gave a clear indication of areas where the Admissions and Records office and staff need to make improvements, as indicated below. However, based on the survey results, it conclusively provided the Admissions and Records Office with the means of assessing our number one student leaning outcome goal, which was to assess if students had gained the knowledge and ability to complete the online application process and register for classes.

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

Based on the results of the initial assessment some of the recommendations to improve services in the Admissions and Records Office are as follows:

- **Need to improve customer service through workshops, conferences, staff development and staff meetings.**
- **Need to improve Admissions and Records Banner functionality to provide students with clearer error messages.**
- **Need to improve on sending emails to students for reminders to pay. Only 44% stated they received a reminder.**
- **Need to improve on the communication to students regarding the fact that if classes were added after the semester begins, they would not be dropped for non-payment.**
- **Implement the waitlist process in WingSpan.**
- **Increase our email message reminders for when to view appointments and when registration begins.**
- **Possibly move the VATEA survey to the end of the registration process.**

- **Resolve issues with WingSpan during high peak times at registration where the website often freezes or crashes.**

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

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

The institution must be approved by the Western Association of Schools and Colleges. The Admissions and Records programs must adhere to federal and state regulations in order for the institution to maintain its accreditation. We must adhere to the Family Educational Rights and Privacy Act (FERPA), attendance accounting procedures for completing and sending the apportionment report to the state and internal auditors who audit the records each year.

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

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

- Citrus College is an open access institution, offering admission to high school graduates or person who are at least 18 years of age and possess a high school diploma, GED, certificate of proficiency, or the equivalent.
- Citrus College offers selected programs and classes for high school students who are in the 11<sup>th</sup> and 12<sup>th</sup> grades. These students must be enrolled concurrently at their high schools and at Citrus College. They are required to complete and submit an admission application and a high school registration authorization form. This form, which requires signatures from a parent and from a counselor or principal, is available online at [www.citruscollege.edu/ar](http://www.citruscollege.edu/ar).

## **G. Program Services**

### **1. List and describe the services/components offered by your program.**

The Admissions and Records Office provides the following services:

- **Assistance to students when completing their admissions application, registration and requesting transcripts:** The Admissions and Records Office provide personalized assistance in English and Spanish to students applying for Admissions, registering for classes and requesting transcripts in person or over the phone.
- **Computer Center:** The Admissions and Records Office has a computer center to assist students with their online application process, registration or obtaining academic transcripts.
- **Admissions and Records Counter:** The Admissions and Records Office provides assistance over the counter regarding grading questions, transcript requests, petitions for exceptional action, information on deadlines and withdrawing from classes.

- **Documentation Process:** The Admissions and Records Office provides assistance to students in gathering the appropriate documentation to complete the admissions application process.
- **Study Abroad:** The Admissions and Records Office coordinates with the institutional Study Abroad program and Financial Aid by providing assistance to students with their admissions application, registration and transcripts. This enriches the student's educational experience in a global setting.

**a. Include numbers of students in each component, if available.**

Our program does not compile this type of data statistics.

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

The only comparison that can be done in this program is to show statistical data among other colleges similar in size and statewide averages for credit, non-credit and distance education students. The following G2 table depicts this data.

**G2. Table -Comparison of Admissions and Records Programs between Surrounding Community Colleges [Based on 2009-2010 Data]**

COLLEGE	CREDIT FTES	NON-CREDIT FTES	%OF NON-CREDIT	DIST. ED FTES	% OF DIST. ED
CITRUS	11,082	769	6.9%	1,165	10.5%
ANTELOPE VALLEY	10,595	69	0.7%	794	7.5%
CHAFFEY	15,891	499	3.1%	945	5.9%
GLENDALE	14,139	3,477	24.6%	1,066	7.5%
<b>Overall Averages 4 Colleges</b>	12,926	1,029	8.8%	992	7.9%
<b>[Statewide Averages]</b>	10,673	719	6.7%	2,206	20.6%

Therefore, based on the comparison made, it appears that Citrus is above average in distance education FTES among the four colleges listed but considerably under the statewide averages.

## **H. Funding, Expenditures & Accountability (if applicable)**

### **1. How does this program work with the Business Office to monitor expenditures and fiscal reporting?**

Admissions and Records Office works closely with the Business Office to maintain proper spending in the Department's budget and in completing the attendance apportionment report.

### **2. WSCH/FTES generated by each program.**

This program does not generate WSCH/FTES but is the department responsible for completing the attendance apportionment report that is sent to the Chancellor's office that reports our WSCH/FTES figures.

### **3. Census & FTE trend.**

This program does monitor WSCH/FTES from semester to semester and gives updated reports to the President's cabinet.

## **I. Advancement of green environment**

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

The Admissions and Records Office makes every effort to comply with the Department of Education Paperwork Reduction Act of 1995. One of the methods in which the Admissions and Records Office contributes to a greener environment is to go paperless. Most documents received in person, by mail or FAX is scanned into the Banner Admissions and Records database. Also, the Admissions and Records Office participates in the district wide process of shredding documents for the purpose of recycling paper therefore contributing to a greener environment. This office is also moving to an online noncredit application, online transcript ordering request, online attendance rosters, online positive attendance rosters, online faculty drop rosters to record census data, online BOGG application. All of these processes once implemented will reduce paper.

## **J. Technology needs**

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

The Admissions and Records Office will need to continue using Banner baseline. Baseline means that we are not modifying the basic delivered product from SunGard, therefore we need to adapt some of our procedures to the program. This will require that we continue to work closely with the Chief Information System Officer (CISO) and staff, to make sure all Admissions and Records program needs are met to assure we are in compliance and meet federal and state agency reporting requirements.

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

The Admissions and Records Office will need to work closely with the CISO and staff to anticipate any future technological changes with the Banner system, in addition to any or all technological system upgrades. This may require upgrading system hardware and software programs. Currently, the Admissions and Office will be implementing an online noncredit application, online transcript request and online drop rosters for faculty to drop students electronically.

Moreover, the Admissions and Records Office will need to expand the computer center to accommodate the increase in students that will apply for Admissions and Records online in the future. The Admissions and Records Office will also need to continue to depend on consultants to assist with the ongoing development of the Banner baseline integrated system.

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

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

###### **1. Include awards and special recognitions.**

The Admissions and Records Office has made remarkable strides in the past six years. The following reflects some of those accomplishments.

- Online processes implemented to become more efficient and cost effective–Web Registration, view appointments, enrollment verifications, apply for admissions and register through Banner, final grades posted, unofficial transcripts by students, CCCApply implemented
- Summer no-shows were given appointments automatically
- The TeleReg operators were reduced from 12 to 8 to 6 to 4 and then it became the help desk.
- In summer 2007 with the implementation of Banner the office had 4 part-timers on the help desk. By summer 2009 the help desk was eliminated.
- Reminder notice sent the week before WebReg to notify students about viewing their appointment and giving dates for scheduled registration.
- 15 computer stations available in A & R
- Student workers helped students register
- Students applied online at <https://wingspan.citruscollege.edu>
- Students registered online at <https://wingspan.citruscollege.edu>
- Class Schedule had complete instructions on using wingspan



- Summer 2007 through winter 2008, students who had not paid before the beginning of class did NOT get rolled-out for Non-Payment
- The college moved to the 16 week flex calendar, however cosmetology stayed on the 18 weeks
- Veterans services moved to Financial Aid
- Citrus did not dismiss students from Fall 2007 until Fall 2009 who would have normally been dismissed. This Banner process was not working properly.
- Several positions vacated through resignations and retirement not filled at this time.
- Athletic Eligibility process moved to the Admissions and Records Office.
- Weekly Roll-Out for non-payment began spring 2009.
- Summer 2009 Class Schedule offered online only. Few copies were printed for staff.
- Work began on NCPACE student migration into Banner.
- The non-credit application was updated to include Matriculation information such as High School Education and Educational Goal and questions added to determine residency.
- Citrus budget cuts caused reduction of nearly all part-time workers in fall 2009.

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

According to Education Code Section 68040, Title 5 Section 54010 regulations and the Student Attendance Accounting Manual page 2.01 “General”), students who apply for non-credit classes must have their residency determined by answering the same questions as credit students do on their admissions application. These questions were added to the non-credit application in summer 2009 as well as some information regarding matriculation.

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

The computer center stationed in Admissions and Records consists of fifteen computers, of which two are ADA compliant. The computer center has been utilized heavily on a constant basis by our students, which allows them to apply for admission, register for classes, request enrollment verification, and request transcripts.

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

One of the ways in which students participated in improving the effectiveness of Admissions and Records was through a satisfaction survey in where they made recommendations and suggestions. Through open dialog with faculty, staff and administrators students are encouraged to make contact with the Admissions and Records staff when having difficulties with the many processes.

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

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

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

Based on the satisfaction survey responses the following areas have been identified as areas that need improvement. Below are strategies to improve Admissions and Records services:

- **Customer Service:** Provide customer service training to the Admissions and Records staff to better serve students.
- **Training:** Provide staff trainings to update federal and state regulations.
- **Increase Student Online Services:** Utilize Banner baseline online self-services for students. This would include implementing Luminus.
- **Technical Support:** Continue to get support from TeC Services and outside consultant to better utilize Banner baseline.
- **New Student Services Building:** When construction is done the new building will include a new Admissions and Records Office which will improve services by providing more space to house staff and students.
- **Fill Vacancies:** In an effort to provide better customer service to students and the general public, it is essential that the Admissions and Records Office have sufficient staff.

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

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

To meet the needs for program staffing, growth and restructuring, the institution is in the process of constructing a new Student Services One Stop Center. The vice president of student services is the responsible person for implementing the plans for the new Student Services Building. The building is scheduled to be occupied by summer 2011.

The Admissions and Records Office will continue to move processes to online as much as possible. This will allow the staff to be most efficient therefore not requiring additional staff as the number of students increase. As the program grows, so does the need for more technology to help the staff perform their duties. The Admissions and Records

Office has been restructuring the office since fall 2003. We had sixteen staff members then and we still currently have sixteen in the budget with three vacancies.

**3. Technology needs.**

**a. What Technology needs currently exist in your program (include justification).**

It is essential that the Admissions and Records Office continue to rely on the institution's integrated system to better serve students.

Therefore, in coordination with TeC Services we will continue to utilize the Banner system to provide students with the most effective online services. These efforts would reduce paper and long lines.

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

Currently the Admissions and Records Office relies on an outside consultant to assist with the progress and expansion of the Banner baseline integrated system. This type of specialized assistance and/or consultation will need to continue in order for the Admissions and Records Office to provide quality service to students.

**VI. Technical Assistance /Training needs**

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

The Admissions and Records Office would improve its effectiveness if technical assistance was provided on a daily basis to expand the functionality of the Banner student module. Therefore, a fulltime technical assistant position would assist with the day to day trouble shooting which would improve the Admissions and Records process within the Banner student module.

**VII. Supplemental Information**

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

- Admissions and Records welcome letter (see attachment # 5 pg. 39).
- New Student Orientation flyer information (see attachment # 6 pg. 40).
- Campus map (see attachment # 7 pg. 41).
- Various forms (see attachment # 8 pgs. 42-50).

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

Integrated Postsecondary Education Data System (IPEDS) is a Federal data collection of all statistical data on our college. The input of most of this data is the responsibility of the Admissions and Records Office.

Attendance Apportionment reports are submitted three times a year to the Chancellor's Office and reports the college's WSCH/FTES for the college to receive state funds.

Independent surveys from various agencies request data from the Admissions and Records Office and publish this data for students to gain knowledge about Citrus College.

The Admissions and Records Office coordinates with Fiscal Services in yearly audits conducted by the district auditors. To this day the state audits have been very successful with only one negative finding in the past six years.

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

### **A. Catalog pages pertaining to program.**

(See attachment # 9 pgs. 51-65).

### **B. Program data.** Additional program information provided to students:


- Admissions and Records information in class schedule (see attachment # 10 pgs. 66-72).
- Admissions and Records information on online process (see attachment # 11 pgs. 73-74).

## NON-INSTRUCTIONAL PROGRAM REVIEW Admissions and Records

The final summary of the program review process for the Admissions and Records 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.

 _____ Lois Papner, Program Coordinator	<u>12/13/10</u> date
--	-------------------------

 _____ Lois Papner, Dean of Program	<u>12/13/10</u> date
--	-------------------------

 _____ Dr. Jeanne Hamilton, Vice President of Student Services	<u>12/13/10</u> date
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It will be the department's responsibility to communicate review recommendations with additional offices and services.

**CITRUS COMMUNITY COLLEGE DISTRICT**

TO:	BOARD OF TRUSTEES	Action	_____
DATE	April 5, 2011	Resolution	_____
SUBJECT:	Campus Safety Program Review	Information	X
		Enclosure(s)	X

**BACKGROUND**

The Office of Campus Safety has completed the program review process for non-instructional programs based on a 6-year cycle.

The Campus Safety program review document follows the newly adopted outline for non-instructional program review and was approved by the Student Services Committee on December 16, 2010 and the Steering Committee on March 7, 2011

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

**RECOMMENDATION**

For information only. No action required.

Jeanne Hamilton  
Recommended by

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

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

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

Item No. G.4.



**Program Review  
Executive Summary**

Program: Campus Safety  
Date: April 5, 2011

**Program History/Description:**

The Department of Campus Safety is committed to ensuring the safety of students, faculty, staff and visitors while on property owned and operated by the college. The department is committed to protecting the property and facilities of the district, its students, employees and guests. Recognizing that students are in a time of development and transition in their lives, the department promotes the continued development of responsibility by emphasizing personal accountability through enforcement of campus policies, particularly the student code of conduct. During the 09-10 academic year, the department fielded 3,245 service calls to assist staff and students and issued over 11,000 parking citations.

**Strengths/Effective Practices:**

The department is the first responder to nearly all incidents, emergencies and medical problems on campus. The staff deescalates and contains volatile situations on campus before they grow. With a problem solving attitude, most incidents are handled on site without having to call in police support. The department has developed a strong relationship with the Glendora Police Department and Azusa Pacific University over the last four years, participating in training drills and sharing information about incidents of concern. The campus safety supervisor and lead officer have been active participants in EOC training.

**Weaknesses/Lessons Learned:**

While a large majority of students stated that they felt safe on campus and had positive interactions with campus safety officers, a majority of students were not familiar with college policies, particularly the code of student conduct. A majority also reported that they did not know how to get in touch with the department. A survey of staff within the department indicated a need to improved communication between officers and between shifts.

**Recommendations/Next Steps:**

- Identify specific steps to increase student awareness of the code of student conduct and how to contact the campus safety department.
- Identify ways to increase communication between officers and between shifts.

# Department of Campus Safety



Non-Instructional Program Review

Spring 2011





## **Department of Campus Safety Non-Instructional Program Review**

**Spring 2011**

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**Prepared by**

Martha McDonald, Dean of Students

Anthony J. Giannone, Campus Safety Supervisor

Benjamin Macias, Campus Safety Lead Officer

### **Campus Safety Review Committee Members**

<b>Anthony J. Giannone</b>	<b>Campus Safety Supervisor</b>
<b>Benjamin Macias</b>	<b>Campus Safety Lead Officer</b>
<b>Kalia Mullin</b>	<b>Campus Safety Secretary</b>
<b>Cece Dauden</b>	<b>Campus Safety Part Time Secretary</b>
<b>Cynthia Patino</b>	<b>Campus Safety Part Time Secretary</b>

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# Campus Safety

## Non-Instructional Program Review

### I. INTRODUCTION

The Department of Campus Safety is a non-sworn department that provides a safe and secure learning and working environment for the Citrus College community per Board Policy BP-3500 and Administrative Procedure AP-3500.

Campus Safety Officers (CSO's) receive their authority, limited to district property, from the Board of Trustees of Citrus College and the California Penal, Education, and Vehicle Code, respectively. Officers are non-sworn and do not possess peace officer status or police authority. CSO's may make, or may assist others in making, private citizen's arrest pursuant to section 837 of the Penal Code. CSO's may detain offenders for local law enforcement officers. Additionally, CSO's are authorized to enforce traffic and parking regulations on district property, under the auspices of California Vehicle Code (CVC) 21113.

Furthermore, the Department of Campus Safety has the authority to enforce Citrus College Board Policies (BP) and Administrative Procedures (AP). They include the Standards of Conduct - BP 5500, and Parking Regulations - AP 6750. In addition, per the Education Code Section 72330.5, the Department of Campus Safety is the liaison with local police departments in all cases of criminal actions. Any action which is a violation of the California Penal Code must also be reported to local police. It is the responsibility of the Department of Campus Safety to make contact with the appropriate law enforcement and emergency response agencies.

The Department of Campus Safety is located on the south west corner of the campus in the Campus Safety (CS) building. The CS building is situated near the college's main entrance off of Citrus Avenue and Foothill Boulevard. Campus Safety's office hours are Monday through Thursday, 8:00 a.m. to 8:00 p.m., and Friday 8:00 a.m. to 4 p.m. Campus Safety Officers are on campus 24 hours a day, seven days a week, 365 days a year.

In addition to providing a safe and secure learning environment, the Department of Campus Safety provides a variety of services to the college community. Services provided include safety escorts, vehicle jumpstarts, vehicle unlocks, lost and found, vehicle parking permits, as well as citation payment and citation appeal information.

*The mission of Citrus College is to deliver high quality instruction that empowers students to compete globally and to contribute to the economic growth of today's society. Citrus college is dedicated to fostering a diverse educational community and cultural learning environment that supports student success in pursuit of academic excellence, economic opportunity, and personal achievement.*

The Department of Campus Safety supports the college mission by taking a pro-active approach in providing a safe and secure campus in which higher learning can take place. Thus, physical, mental and social well-being of students is achieved, which is conducive to academic success.

The goal of Campus Safety is to provide a safe, friendly, accessible environment where all students and community members may optimize their academic, career, and personal goals.

## A. Departmental Objectives

1. The Department of Campus Safety is committed to ensuring the safety of students, faculty, staff and visitors while on property owned and operated by the college, as well as protecting the property and facilities of the district, its students, employees and guest.
2. Realizing that college students are at a time of development and transition in their lives, the Department of Campus Safety promotes the continued development of responsibility by emphasizing personal accountability via enforcement of Citrus College and Campus Safety policies and procedures.

## B. Number of Staff and Type

- One Campus Safety Supervisor (Full Time)
- One Campus Safety Lead Officer (Full Time)
- 11 Campus Safety Officers (4 Full Time, 3 Part Time, 4 Part Time On Call)
- One Campus Safety Secretary (Full Time)
- Two Part Time Secretaries (Part Time On Call)
- Two Clerical Support Staff (student assistants)
- 10 Owl Patrol (student safety assistants; varies by semester)

## C. Staff Preparation and Training

Under the supervision of the dean of students and the vice-president of student services minimum qualifications of the Campus Safety Supervisor include possession of a valid, current California drivers license, completion of School Security Officers' Training (SB 1626) as required by ED Code 72330.5, Certificate of completion of PC 832 course ("limited peace officer" training), valid First Aid and CPR Certificate, and possession of a bachelors degree.

All CSO's are also required to complete School Security Officers' Training (SB 1626) as required by ED Code 72330.5, certificate of completion for PC 832, possession of a valid driver's license, and valid First Aid and CPR Certificate, which is to be renewed annually.

SB 1626 – School Security Officers' Training: The bill requires completion of a 24 hour training course using a curriculum developed by the Department of Consumer Affairs' Bureau of Security and Investigative Services (BSIS) and the Commission on Peace Officers Standards and Training (POST).

The BSIS regulates Private Patrol Operators (PPO's) and security guards who are employed by PPO's. PPO's are contracted to provide security to persons and property. A Local Education Agency (LEA) may contract with a PPO to provide security to students. Employees of an LEA that provide security to students are not regulated by BSIS. However, all security personnel employed by a PPO who contract with an LEA to provide security to students, and all security officers employed by an LEA who provides security to students, must complete a course of training mandated by SB 1626, (Chapter 745, Statutes of 1998), if the security guard or officer works more than 20 hours per week performing the function of school security. These functions are defined as: providing security services as a watchperson, security guard, or patrolperson, on or

about premises owned or operated by a school district to protect persons or property, to prevent theft or unlawful taking of district property of any kind, or to report any unlawful activity to the district and local law enforcement agencies (Education Code Section 38001.5 (c)).

PC 832 – Limited Peace Officer Training: A "limited function peace officer" includes peace officers *other than* a regular police officer, sheriff's deputy, or highway patrol officer. Some other public officials other than peace officers are also required to complete 832 PC training to exercise certain duties. Those required to complete 832 PC training generally include county probation and correctional officers, animal control officers, city and county park rangers, state hospital peace officers, special investigators of certain state departments and fire officials assigned as arson investigators and others who may need to issue citations for violations or make arrests for criminal offenses. Others taking the course include some federal officers working in California, such as forest rangers and Department of Defense police officers.

This course consists of 28 hours of classroom instruction covering topics such as Professionalism and Ethics, Criminal Law, Search and Seizure, Report Writing, Investigation, and Laws of Arrest. The classroom portion culminates in a comprehensive, 100 questions (approximate) multiple choice, state constructed examination that tests each of the required learning domains given over a two-hour period. The minimum passing score for the examination is 75%.

The last ten hours of the course are spent learning and practicing physical arrest methods, including searching, handcuffing, and control holds. In the final hours, each student participates in a practical evaluation, demonstrating competence in performance of the skills they have learned. The practical evaluation is graded on a pass/fail basis. All CSO's must pass both portions of the PC 832 course as a condition of their employment.

Additionally some Campus Safety staff is trained in:

- AED
- USMC Communication Certification
- USMC Security Forces
- Baton
- Guard Card
- Chemical Weapons
- Notary Public
- NIMS/SEMS/NCIS
- Non Violent Crisis Intervention

Campus Safety staff members have the following degrees:

- Nine Associates Degrees
- Three Bachelor's Degrees
- Several have various degrees in progress

## D. Diversity

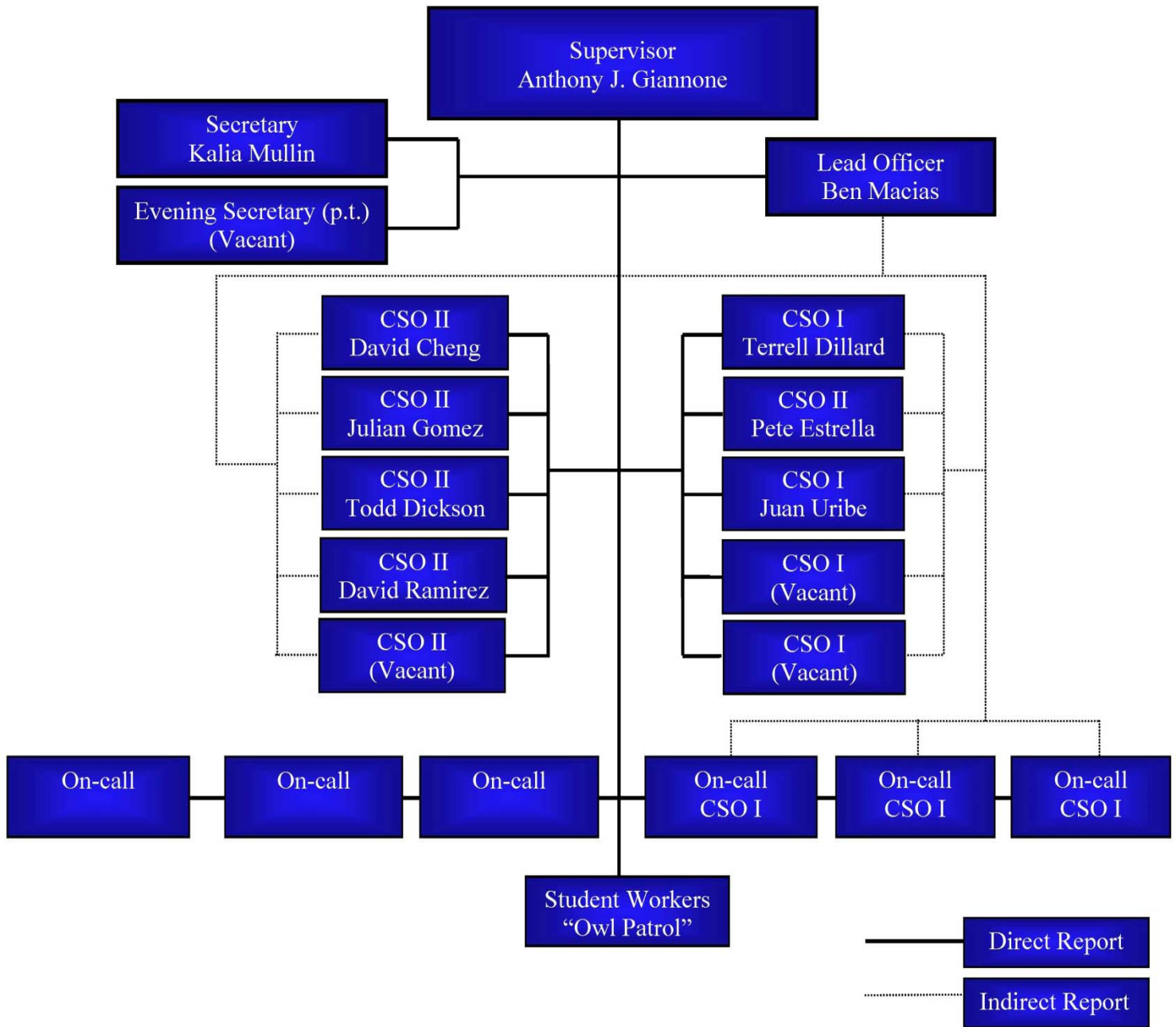
Ethnicity	Campus	Campus
	(2009-2010)	Safety (2010)
African-American Non-Hispanic	5.2%	8.3%
American Indian/Alaskan Native	0.7%	0%
Asian	6.8%	12.5%
Filipino	2.8%	4.2%
Hispanic	38.5%	62.5%
Pacific Islander	0.7%	0%
Unknown	18%	4.2%
White Non-Hispanic	27.4%	8.3%

### Other Languages Spoken within the Department of Campus Safety include:

- Spanish
- Chinese
- French
- German
- Tagalog
- Khmer

## E. Organizational Chart

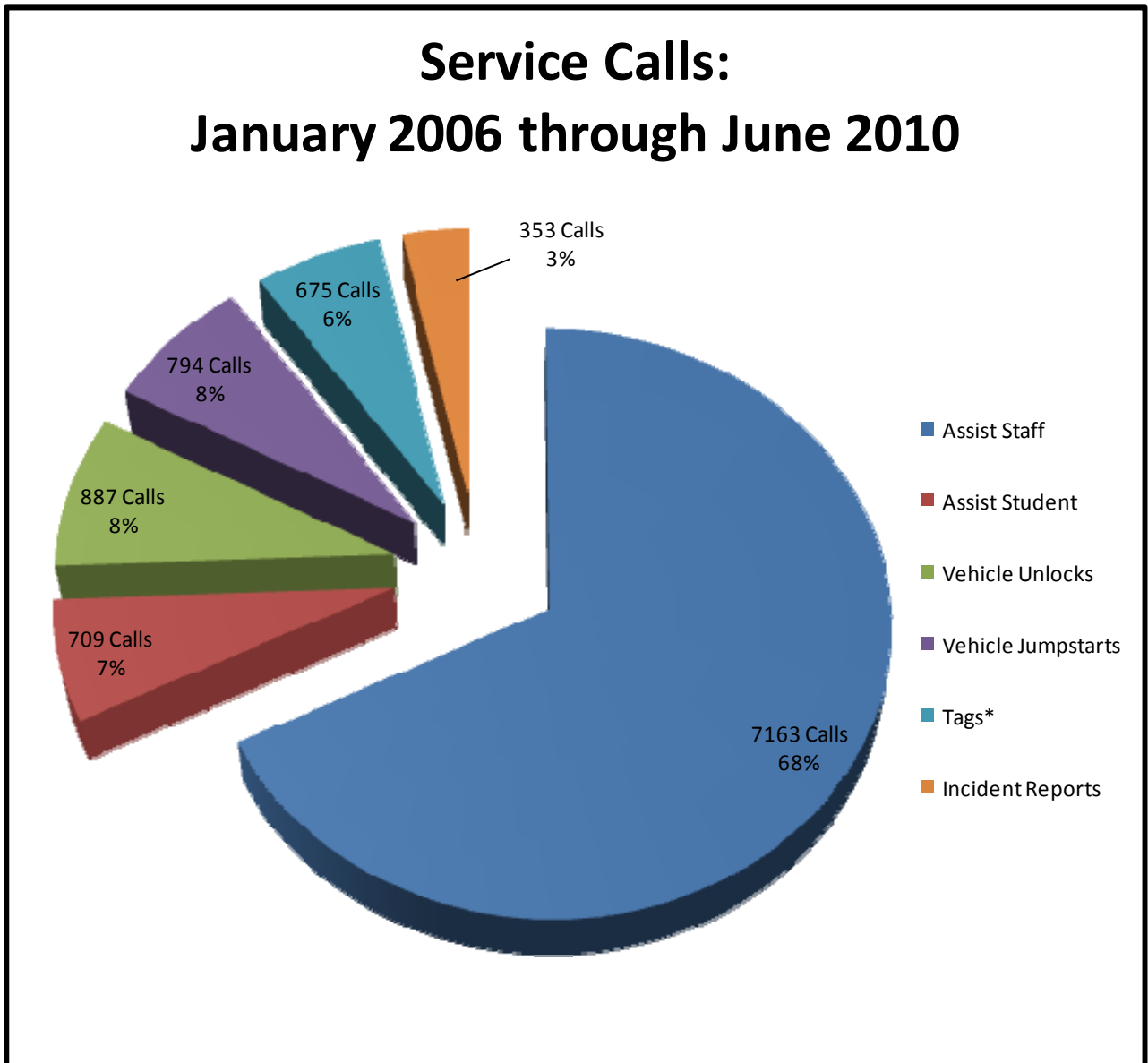
### Department Of Campus Safety Organizational Chart



## F. Number of Students Served Annually

The average number of students served on an annual basis by the Department of Campus Safety is roughly 788 per year. The average number of employees served on an annual basis by the Department of Campus Safety is roughly 1556, per year. These figures are based on the total number of daily student contacts, Incident Reports, TAGS, and Assist Student/Assist Staff service calls. These figures do not include citations issued and/or citations dismissed.

The following chart shows the number of service calls (requests for assistance) the Department of Campus Safety has received from 2006 through 2010.





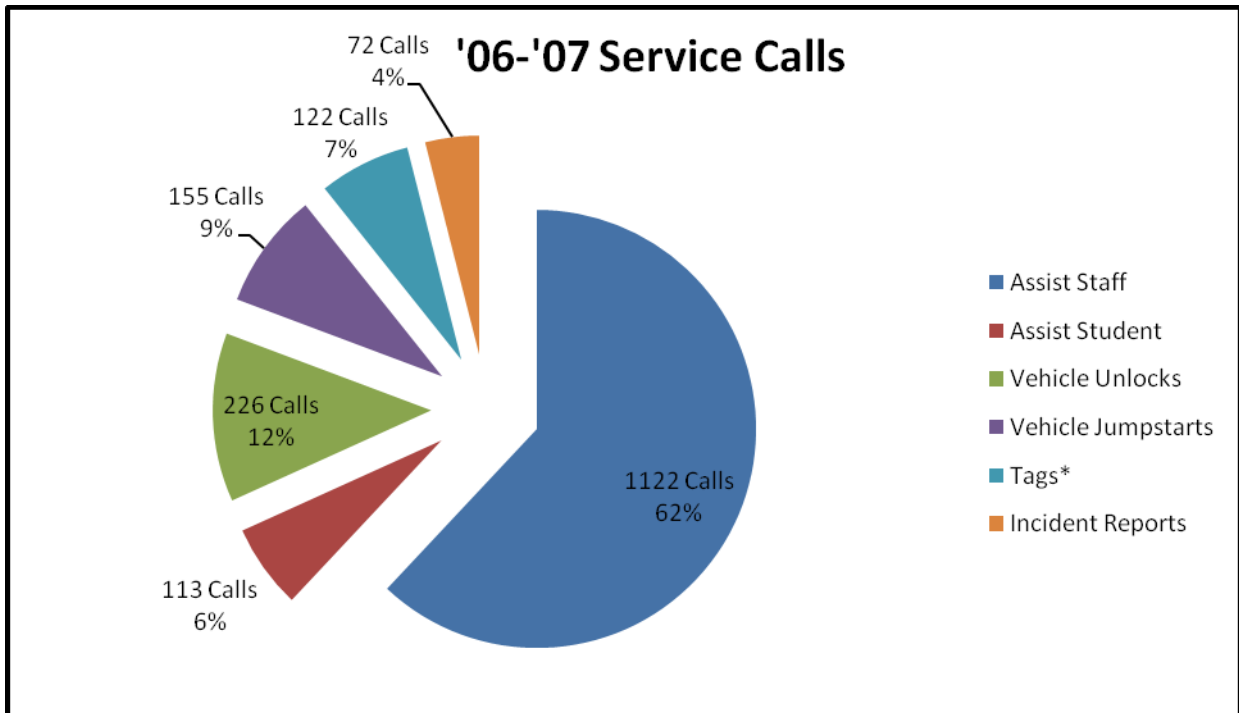
Between January 2006 and June 2010, the Department of Campus Safety received 10,581 calls for assistance.

- **68% Assist Staff** calls. Services rendered included with unlocking and/or securing doors, offices, etc.
- **32% Assist Student** calls. Services rendered included lock cuts, retrieving lost and found items from rooms, vehicle unlocks, vehicle jumpstarts, as well as taking TAG information and Incident Reports.
- **3% Incident Reports.** Incident Reports are not official police reports. Incident Reports are written by Campus Safety officers for crimes that occur on property owned and operated by Citrus College. Incident reports are also generated for violations of Board Policy 5500, (BP 5500 - Standards of Conduct) and for incidents that require further follow up and/or potential litigation towards Citrus College. Serious medical emergencies also fall under this category.
- **6% TAGS.** TAGS are routine informational calls that do not require extensive follow up, such as traffic collisions (without injury), general medical issues, disagreements over parking stalls (without violations to the Standards of Conduct; Board Policy 5500) and other items of this nature

Additionally, the aforementioned chart is broken up into the preceding charts, by year. Beginning with January 2006 through June 2010, the following charts demonstrate the significant increase in students and staff served on an annual basis by the Department of Campus Safety.

Services include:

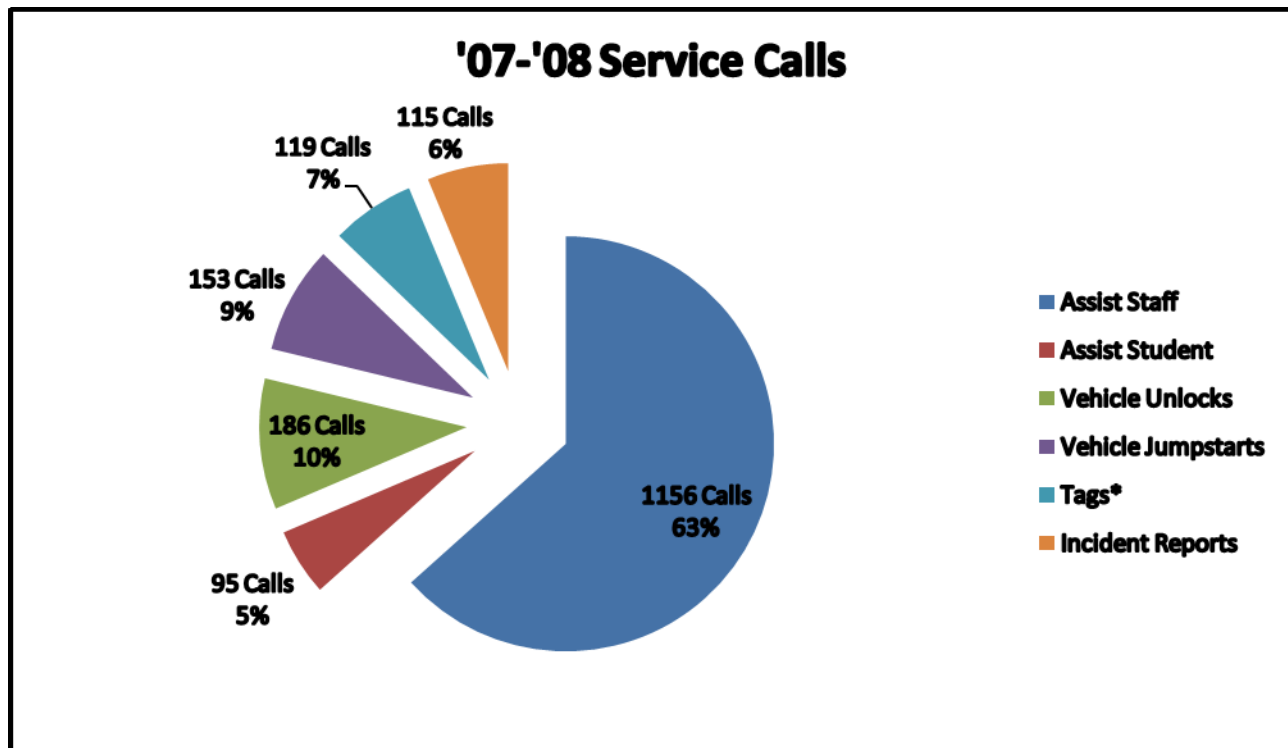
- Vehicle jumpstarts
- Vehicle unlocks
- Lost and Found property storage and claim
- Safety escorts
- Access to buildings and/or classrooms
- Securing of classrooms and/or offices for staff
- Lock cuts
- Incident Reports
- TAGs



- A total of **1,810** service calls were received by the Department of Campus Safety for the academic year of 2006-2007.
- **62% Assist Staff** calls. Services rendered were unlocking and/or securing doors, offices, etc.
- **38% Assist Student** calls. Services rendered included lock cuts, retrieving lost and found items from rooms, vehicle unlocks, vehicle battery jumpstarts, as well as taking TAG information and Incident Reports

Additionally, the types of Incident Reports for 2006 included:

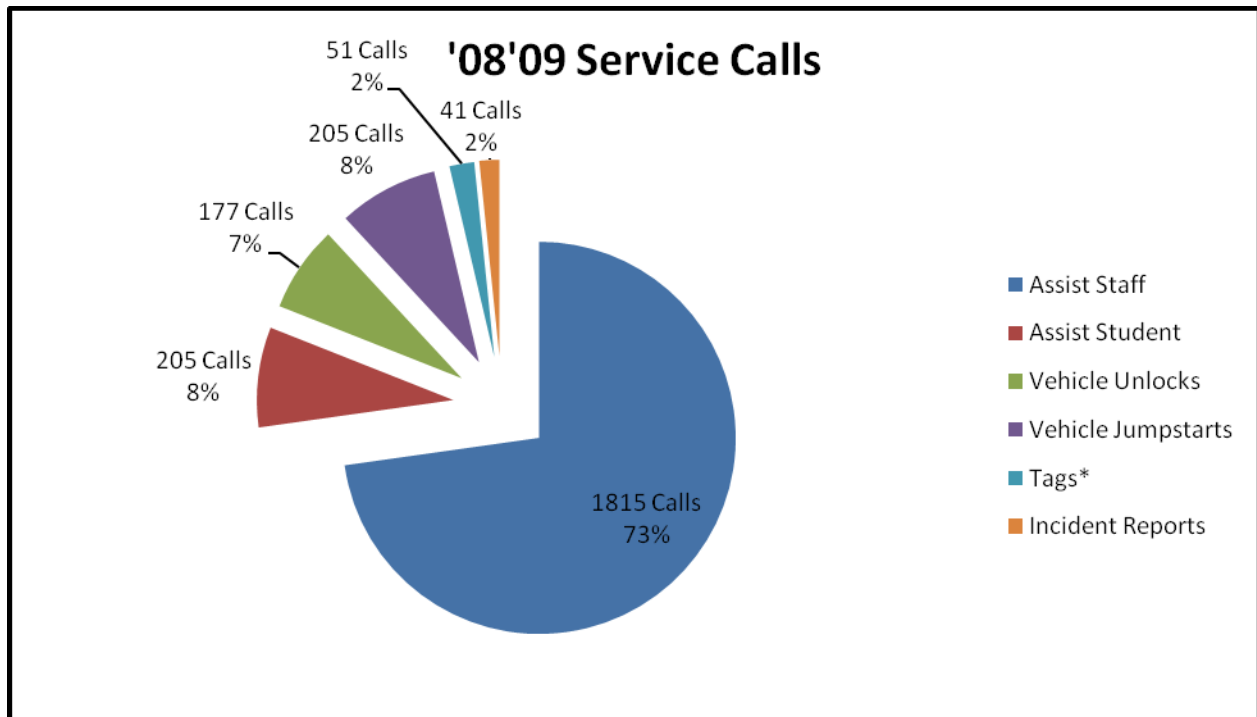
- |                          |                        |
|--------------------------|------------------------|
| • Vehicle Vandalism      | • Physical Altercation |
| • Grand Theft Auto(5)    | • Attempted Robbery    |
| • Assault                | • Assault & Battery    |
| • Stolen Property        | • Theft                |
| • Vehicle Burglary (2)   | • Vandalism            |
| • Petty Theft (2)        | • Sexual Harassment    |
| • Student Misconduct (3) | • Injury               |
| • Injured Student (2)    | • Trespassing          |
| • Hit & Run (2)          | • Verbal Dispute       |
| • Medical Emergency      | • Terrorist Threat     |
| • Harassment (2)         |                        |



- A total of **1,824** service calls were received by the Department of Campus Safety for the academic year of 2007-2008.
- **63% Assist Staff** calls. Services rendered were unlocking and/or securing doors, offices, etc.
- **37% Assist Student** calls. Services rendered included lock cuts, retrieving lost and found items from rooms, vehicle unlocks and vehicle jumpstarts, as well as taking TAG information and incident reports.

Additionally, the types of Incident Reports for 2007 included:

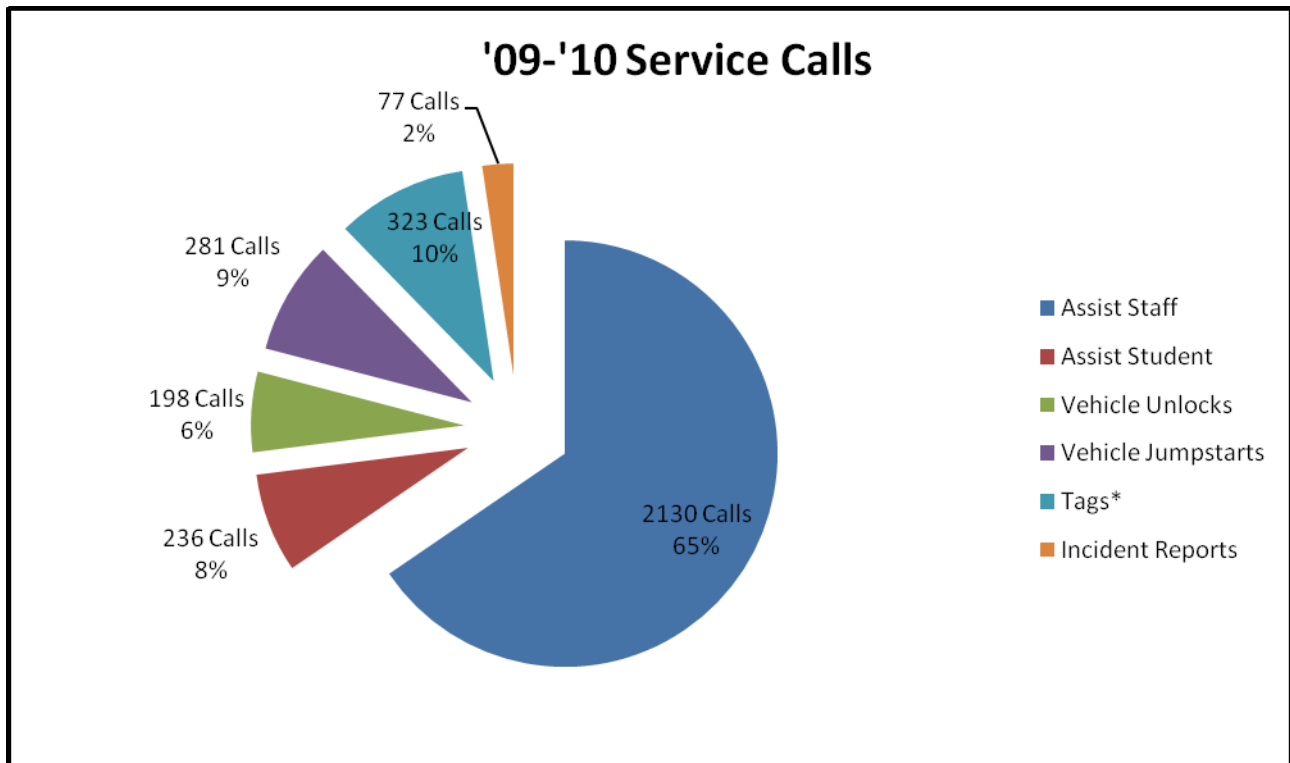
- |                        |                      |
|------------------------|----------------------|
| • Reckless Driving     | • Indecent Exposure  |
| • Theft (2)            | • Property Damage    |
| • Student Misconduct   | • Grand Theft Auto   |
| • Physical Altercation | • Disruptive Student |
| • Vehicle Vandalism    | • Injury             |
| • Suspicious Person    |                      |



- A total of **2,494** service calls were received by the Department of Campus Safety for the academic year of 2008-2009.
- **73% Assist Staff** calls. Services rendered included unlocking and/or securing doors, offices, etc.
- **27% Assist Student** calls. Services rendered included lock cuts, retrieving lost and found items from rooms, vehicle unlocks and vehicle jumpstarts, as well as taking TAG information and incident reports.

Additionally, the types of Incident Reports for 2008 included:

- |                          |                         |
|--------------------------|-------------------------|
| • Battery                | • Theft (2)             |
| • Vehicle Break In       | • Injury                |
| • Animal Cruelty         | • Hit & Run (2)         |
| • Stolen Property        | • Employee Injury (3)   |
| • Student Misconduct (5) | • Attempted Kidnap      |
| • Stalking (2)           | • Indecent Exposure     |
| • Grand Theft Auto (2)   | • Missing Student       |
| • Student Injury (2)     | • Visitor Injury        |
| • Harassment (4)         | • Vehicle Vandalism (2) |
| • Petty Theft (4)        |                         |

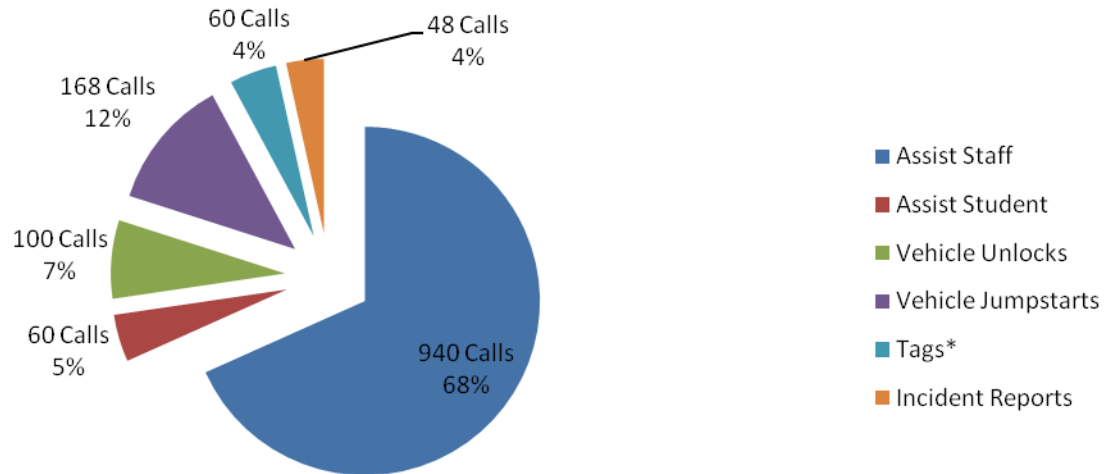


- A total of **3,245** service calls were received by the Department of Campus Safety for the academic year of 2009-2010.
- **65% Assist Staff** calls. Services rendered were unlocking and/or securing doors, offices, etc.
- **35% Assist Student** calls. Services rendered were lock cuts, retrieving lost and found items from rooms, vehicle unlocks and vehicle jumpstarts, as well as taking TAG information and Incident Reports.

Additionally, the types of Incident Reports for 2009 included:

- |                          |                        |
|--------------------------|------------------------|
| • Disruptive Student     | • Burglary             |
| • Drunk in Public        | • Theft                |
| • Student Misconduct (2) | • Battery              |
| • Vehicle Vandalism      | • Grand Theft Auto (2) |
| • Theft & Vandalism      | • Property Damage      |
| • Vandalism (2)          | • Hit & Run (2)        |
| • Harassment (2)         | • Petty Theft          |
| • Disorderly Conduct     |                        |

## '10-'11 Service Calls through June



- A total of **1,376** service calls were received by the Department of Campus Safety for the academic year of 2010-2011 (through June 2010).
- **68% Assist Staff** calls. Services rendered were unlocking and/or securing doors, offices, etc.
- **32% Assist Student** calls. Services rendered included lock cuts, retrieving lost and found items from rooms, vehicle unlocks and vehicle jumpstarts, as well as taking TAG information and Incident Reports.

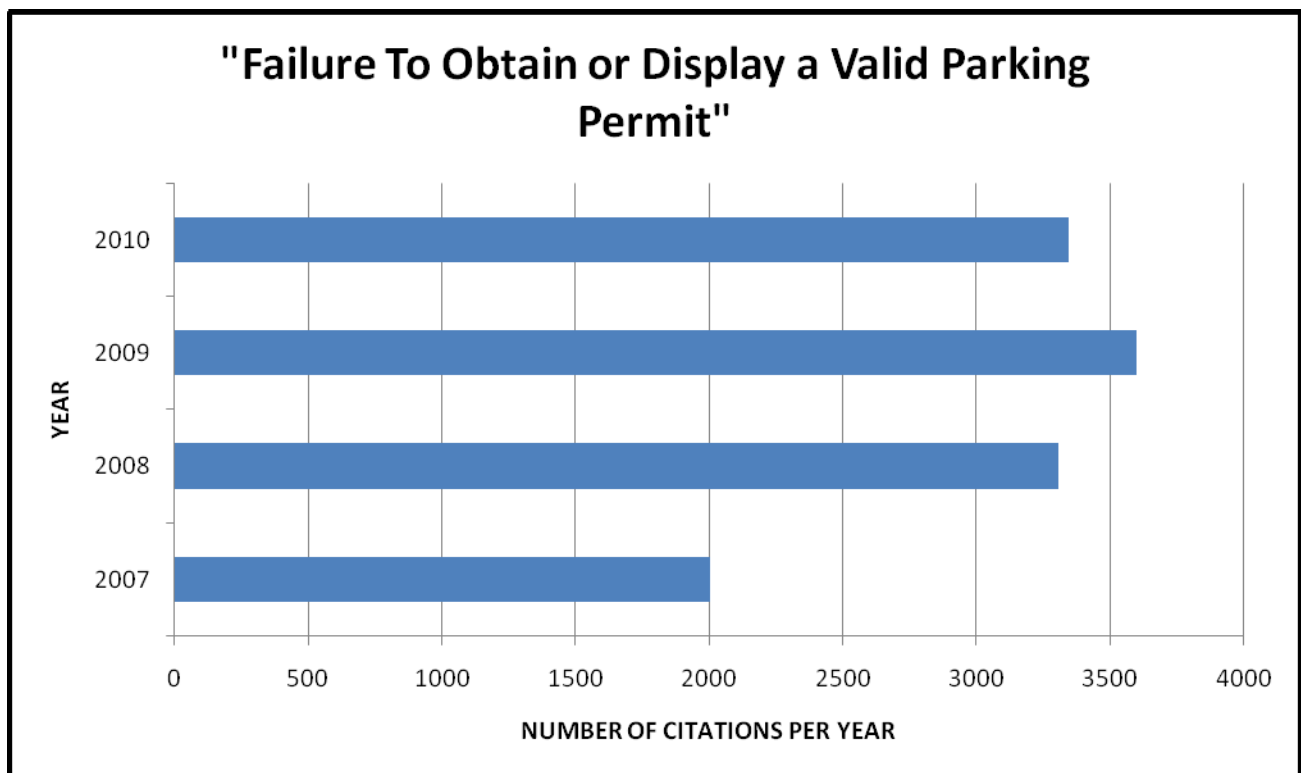
Additionally, the types of Incident Reports for 2009 included:

- Vehicle Damage
- Drunk in Public (2)
- Petty Theft (10)
- Battery
- Burglary (2)
- Grand Theft (5)
- Grand Theft Auto (2)
- Vandalism (2)
- Theft (6)
- Student Misconduct (2)
- Student Injury
- Hit & Run (5)
- Property Damage
- Possession (2)
- Domestic Violence
- Vehicle Burglary
- Injury

Department of Campus Safety Officers are authorized to enforce traffic and parking regulations per California Penal Code, California Vehicle Code, and provisions established by the Citrus Community College District Board of Trustees. Traffic rules and regulations were adopted by the Citrus Community College District Board of Trustees to facilitate vehicular movement and parking, while providing for the safety of all persons using the campus

The following graphs illustrate the number of citations issued by officers. The graphs are broken down by citations issued per year, the number of citations issued for *Failure to Obtain / Display a Current Parking Permit*, the number of citations issued for *Facing Out of a Parking Stall*, as well as the number of citations dismissed (per year) per the departments "One Time Dismissal" policy.

Also included is the total amount of revenue generated (by fiscal year) from parking citations.

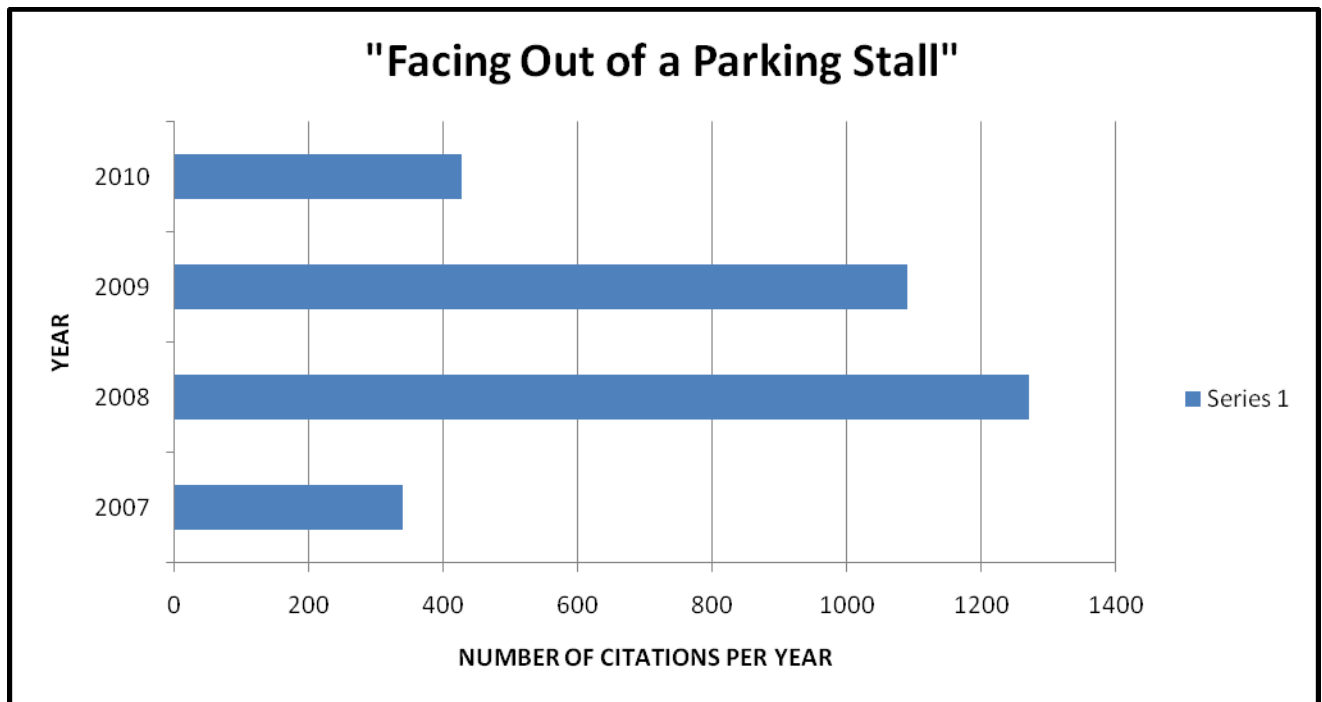


2,005 citations were issued for *Failure To Obtain or Display a Valid Parking Permit* in 2007.

3,308 citations were issued for *Failure To Obtain or Display a Valid Parking Permit* in 2008.

3,600 citations were issued for *Failure To Obtain or Display a Valid Parking Permit* in 2009.

3,344 citations were issued for *Failure To Obtain or Display a Valid Parking Permit* in 2010.



339 citations were issued for *Facing Out of a Parking Stall* in 2007.

1,271 citations were issued for *Facing Out of a Parking Stall* in 2008.

1,089 citations were issued for *Facing Out of a Parking Stall* in 2009.

427 citations were issued for *Facing Out of a Parking Stall* in 2010.

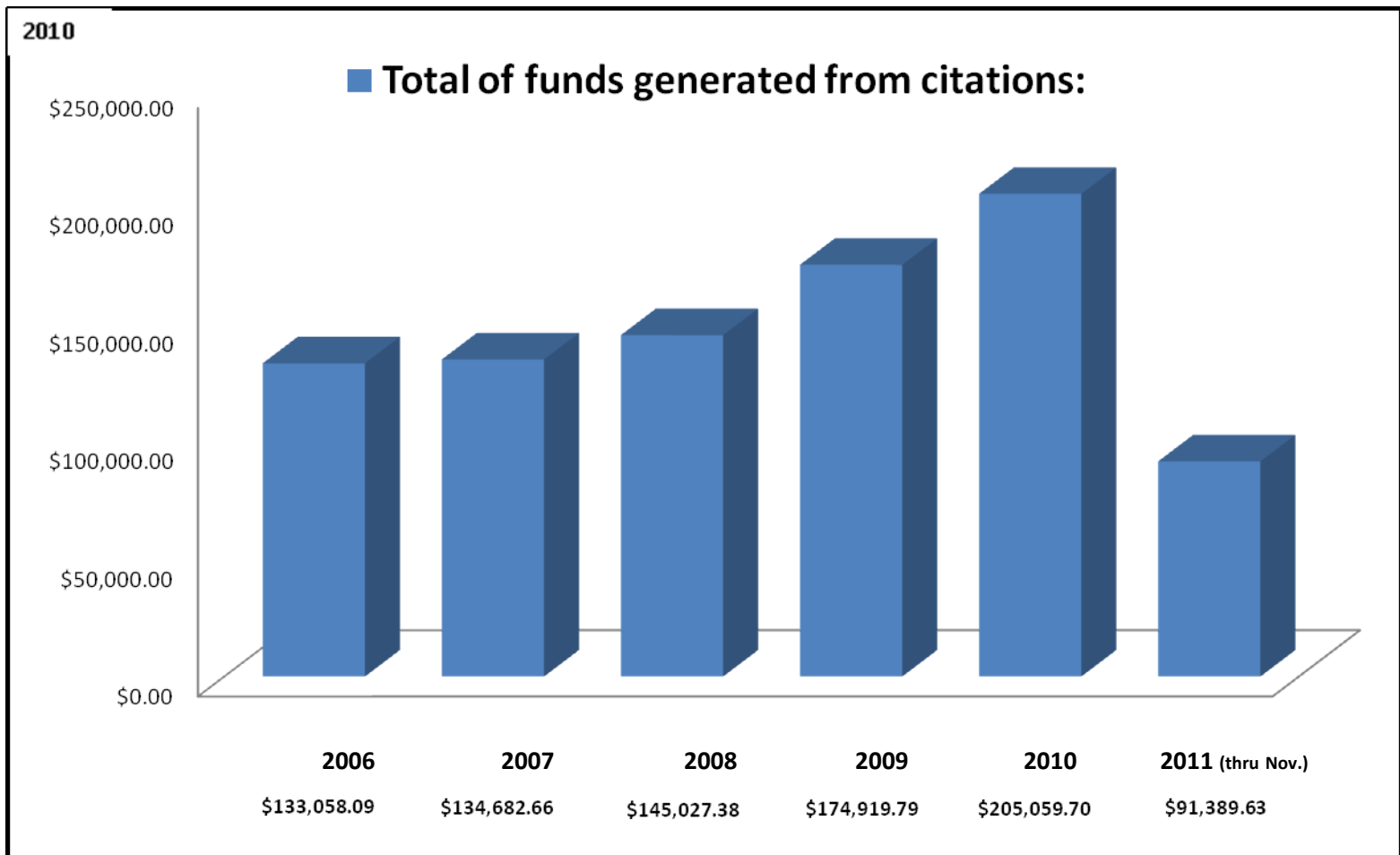
In 2009 there were 574 citations were dismissed per the "One Time Dismissal" policy. Of those, 23 were repeat offenders.



**Citations Issued:**

	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
January	809	965	464	575	743
February	587	777	407	297	1143
March	736	389	1424	1272	1394
April	476	549	1120	366	552
May	494	338	805	356	1016
June	714	474	932	591	966
July	636	385	1065	931	940
August	936	206	149	384	823
September	762	1334	1470	1731	2254
October	791	850	763	1220	940
November	647	317	341	1015	626
December	174	164	307	554	
<b>TOTAL</b>	<b>7,762.00</b>	<b>6,748.00</b>	<b>9,247.00</b>	<b>9,292.00</b>	<b>11,397.00</b>

**Revenue generated by citations:**



## G. Facilities/Location

The Department of Campus Safety is located in the CS building near the main entrance of the college, off of Citrus Avenue and Foothill Boulevard.

## H. Progress on Prior Program Review Recommendations from 2003.

### 1. The committee recommends inviting the lead officer to Facilities Committee.

It is the current practice for the Campus Safety Supervisor to attend the Facilities committee.

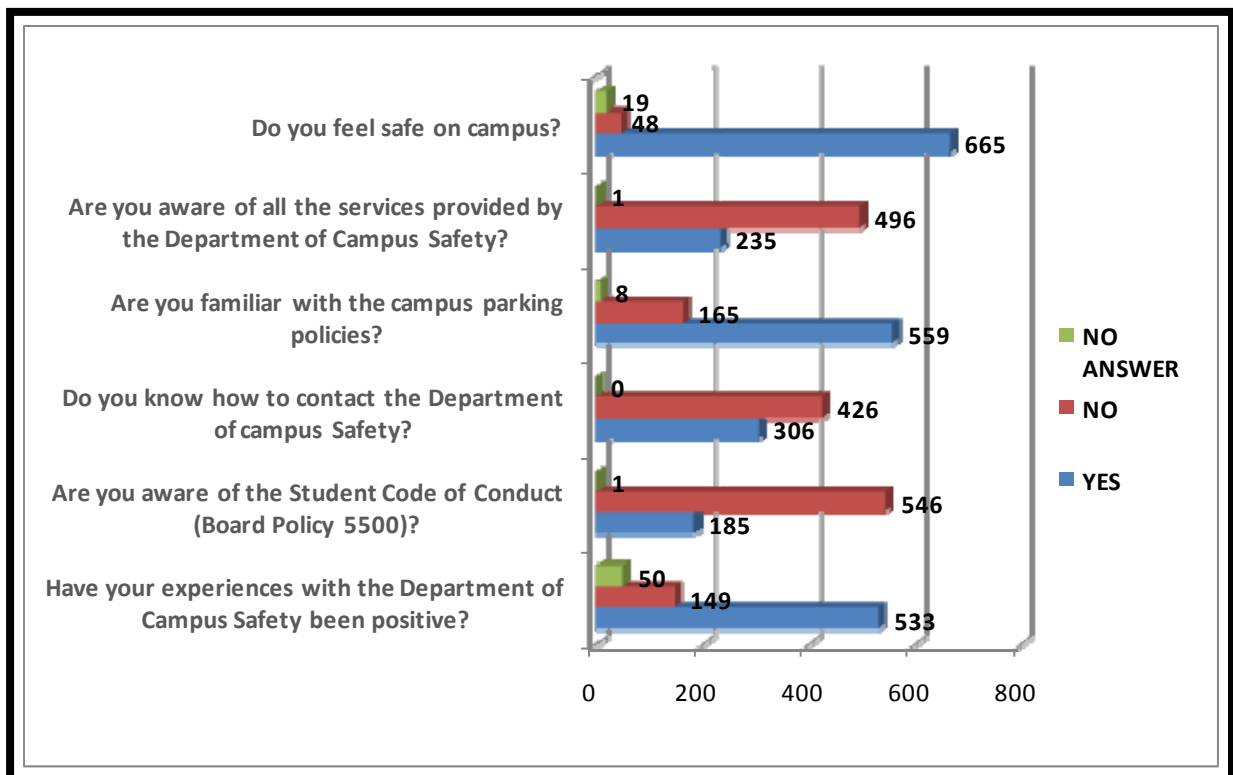
### 2. The committee recommends for the department to continue improving courtesy to students and staff.

The Department of Campus Safety continues to strive to provide a safe, welcoming and friendly environment while being professional and courteous at all times. During the Fall 2010 semester Campus Safety conducted a student survey. The survey was taken from a pool of 732 students from various parts of campus / classes. Daytime and nighttime students were included. The results were as follows:

#### Questions asked:

1. Do you feel safe on campus?
2. Are you aware of all the services provided by the Department of Campus Safety?
3. Are you familiar with campus parking policies?
4. Do you know how to contact the Department of Campus Safety?
5. Are you aware of the Student Code of Conduct (Board Policy 5500)?
6. Have your experiences with the Department of Campus Safety been positive?

#### Results:



**3. The committee recommends the department investigate concerns about inappropriate parking in automotive area.**

This issue no longer exists as the Vocational Education building (TD, TE) has been completed. A cement cinder block wall, with sliding metal gates, encloses this area, preventing student access.

**4. The committee recommends reviewing hiring needs and hiring appropriately.**

In order to provide a more effective, adequate, and immediate response to meet the safety and security needs of the Citrus College community, the Campus Safety vacant positions must be filled: one permanent full time officer position, two permanent part time officer positions and one permanent part time secretary. However, due to the current budgetary climate, it is unknown when these positions will be filled.

**5. The committee recommends review of schedules regarding shift changes.**

The Department of Campus Safety rotates shifts of full-time officers every three months. Officers' cycle through shifts including a day shift, mid-day shift, swing shift, and the grave yard shift. Previously, shifts rotated every six months.

**6. The committee recommends the department standardize and document training.**

Officers document on the job training and training exercises on the department's daily log. The daily log is a legal binding document that lists all of the officer's actions throughout the day. Additionally, Human Resources maintain certificates of completion pertaining to officer training such as SB 1626, PC 832. First Aid and CPR training are also required and renewed every two years. The department has not had standardized training.

**7. The committee recommends clarification of roles of officers and owl patrol.**

Owl Patrol are the "eyes and ears" for the Department of Campus Safety. They patrol the campus, mainly parking lots, and convey any infractions to the Campus Safety Officers. Campus Safety Officers are the first responders to any situation on campus.

**8. The committee recommends the completion of a procedures manual.**

The Lead Officer is currently working on an officer manual with estimated projected completion date of January 2011. A Campus Safety Officer has been assigned to create an Owl Patrol manual, and administrative support staff has been assigned to create an inner office procedure manual. Upon the completion of these documents, expectations, policies and procedure will be clearly defined. The result will be a more consistent, standardized and efficient way of serving the campus community.

**9. The committee recommends review status of campus alarms and emergency phones and correct as needed.**

All intruder alarms have been modified to reflect a similar alarm panel. Intruder alarms are placed in nearly every building on campus and are monitored by McNeil Alarms and the Department of Campus Safety.

Emergency phones in all campus elevators were tested and fixed during the spring 2010 semester. Phones were tested for activation, volume, clarity, and connection. All emergency phones are routed directly to Campus Safety.

**10. The committee recommends the review of campus lighting at night.**

Campus Safety continually monitors lighting and submits work orders for repair regarding security concerns. Officers report physical security concerns as needed. Lighting improvements are routinely evaluated. Physical security improvements include installation of high intensity lights in buildings, parking lots, areas with heavy landscaping and trees, and along pathways frequently traveled by students and staff.

**11. The committee recommends the review of parking guidelines and campus safety publications to make sure they publicize escort services.**

Parking guidelines have been updated to reflect current Administrative Procedure AP 6750. Parking guidelines are printed and distributed to students and employees during distribution of parking permits. Parking guidelines are also printed on the back side of the permit itself. Additionally, signs are posted in every parking lot informing drivers of parking guidelines.

Campus Safety publications include information pertaining to parking, campus events, campus safety and security issues, and services offered. This information is available in class catalogs and on the Citrus College website under campus safety.

**II. INTEGRATION AND COORDINATION WITH OTHER PROGRAMS**

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

The Campus Safety Supervisor is an active participant in the Annual Student Service Planning meeting, Physical Resource Committee, Student Services Committee, and Student Conduct Committee and attends monthly Student Affairs Supervisors meetings all of which serve to enhance services available to students.

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

Campus Safety relies on TeC Services to provide e-mail, telephone and computer equipment support, including Wingspan. Additionally, faculty and staff register their vehicles online, and parking permits are automatically assigned. Citation appeals may also be submitted online.

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

Campus Safety is integrated with student equity by providing a diverse staff that closely mirrors the student population. Campus Safety staff is multi-cultural and fluent in several different languages.

The Campus Safety program is integrated with strategic planning through the continued involvement in student learning outcomes, student surveys, and annual Student Service Planning meetings.

- **Student Success** – Campus Safety contributes to student success by promoting and pro-actively maintaining a safe and secure environment, which harbors learning.
- **Student Learning Outcomes** – Campus Safety has completed two cycles of SLOs during the 2007- 2008 and 2008 - 2009 academic years. A revised version of SLOs was created in 2010.
- **Fiscal Transparency** - Fiscal transparency is accomplished through the published annual budget.
- **Communication** – Campus Safety provides communication through the college website, campus outreach, campus safety brochures, classroom presentations, college newspaper, Weekly Bulletin, open posting boards, the college catalog, college electronic marquee, Courtesy Notices, security alerts, and *Timely Warnings*.

### III. PROGRAM SELF-EVALUATION

Self-evaluation is based on the WASC Accreditation Standard 11B-Student Support Services

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

#### A. MIS Data Reporting

As mandated by the *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act* (Clery Act), the Department of Campus Safety reports all necessary crime statistics to the Department of Education. These statistics can be viewed on the Campus Safety web site ([www.citruscollege.edu](http://www.citruscollege.edu)) or by logging onto the Department of Education’s security data web site: <http://ope.ed.gov/security/GetOneInstitutionData.aspx>.

Citrus Community College District’s Annual Security Report includes statistics for the prior three years concerning reported crimes that occurred on campus; in certain off-campus facilities, such as annex parking lots; and on public property within or immediately adjacent to and accessible from the campus. The report also includes institutional policies concerning campus security, such as sexual assault and other matters. A copy of this report may be obtained by contacting the Department of Campus Safety (626) 914-8611 or at [www.citruscollege.edu](http://www.citruscollege.edu).

## B. Access

### 1. How accessible is the program?

Campus Safety personnel and services are available to all students, faculty, staff and visitors; 24 hours a day, seven days a week, 365 days a year. Campus Safety information is available on the college website, college catalog, handouts and Campus Safety brochure.

#### a. Compare demographic data from the college to the program, including ethnicity, gender, and age.

When comparing the demographic data of the college to Campus Safety, evidence indicates that there are similarities between the institution and department staff.

B1a. Table 1.

Data Comparisons from College (June, 30 2010) to Campus Safety Staff (Fall 2010):

	College	Campus Safety
<b>Gender</b>		
Female	54.2 %	16.6 %
Male	43.1 %	83.4 %
Unknown	2.7 %	
<b>Ethnicity</b>		
Am. Indian or Alaskan Native	0.7 %	0.0 %
Asian	6.8 %	12.5 %
African American	5.2 %	8.3 %
Filipino	2.8 %	4.2 %
Hispanic	38.5 %	62.5 %
Pacific Islander	0.7 %	0.0 %
White Non-Hispanic	27.4 %	8.3 %
Unknown	18.0 %	4.2 %
<b>Age</b>		
Less than 19	32.3 %	Data not available
20-24	34.3 %	
25-49	24.4 %	
Over 49	9.0 %	
Unknown	0.0 %	

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

Services offered by the Department of Campus Safety are free of charge for all students. For services that cannot be provided by the department, such as vehicle towing, a list of community referrals is available. It is the ideal program for low socio-economic students who are traditionally under prepared and under-represented students.

## C. Success

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

Campus Safety supports students on their journey to attaining their educational goals by providing a safe and secure environment, in which higher learning can take place.

## D. Student Learning Outcomes

### 1. Describe your process in the development and implementation of Program Student Learning Outcome (SLO)?

Campus Safety has completed 3 cycles of SLOs. In 2007- 2008, SLOs focused on parking citation effectiveness. In 2010, the Campus Safety Supervisor, the Campus Safety Lead Officer, and the Campus Safety secretary attended meetings and workshops held by campus committees to develop SLOs. Meetings with the Vice President of Student Services and Dean of Students were also held to develop and refine SLOs.

Review of department goals, student surveys, and statistical data were used to achieve the SLOs. Students were asked to complete a three item questionnaire mid way through the fall 2010 semester. This three item questionnaire was designed to assess perceived effectiveness of Campus Safety. In 2009- 2010, SLOs focused on student perception of safety on campus and the effectiveness of parking citations. Overall department effectiveness was measured by tallying the numbers of "Assist Student" service calls, Incident Reports, TAG documentation, emergency response calls, and a breakdown of parking citations issued, per offense.

### 2. Included copy of SLO (*see Appendix C*)

## E. Compliance

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

State government codes and education codes specify regulations for campus security programs. The Department of Campus Safety is in compliance with these regulations.

Additionally, the Department of Campus Safety prepares an Annual Security Report in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. The Annual Security Report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus facilities, such as annex parking lots; and on public property within or immediately adjacent to and accessible from the campus. This report is prepared in cooperation with the local law enforcement agencies surrounding Citrus College and annex parking facility. Each entity provides updated information on their educational efforts and programs to comply with the Act. The report also

includes institutional policies concerning campus security, such as sexual assault and other matters.

Campus crime, arrest and referral statistics include those reported to the Department of Campus Safety, designated campus officials (including but not limited to directors, deans, department heads, advisors to students, athletic coaches), and local law enforcement agencies. These statistics may also include crimes that have occurred in private residences or businesses and is not required by law. California law (11160 of the California Penal Code) requires prompt, mandatory reporting to the local law enforcement agency by health care practitioners when they provide medical services to a person they know or reasonably suspects is suffering from wounds inflicted by a firearm or is a result of assaultive or abusive conduct.

Furthermore, due to confidentiality laws, the Department of Campus Safety must also comply with the Family Educational Rights Act (FERPA), The Americans with Disabilities Act and the Health Insurance Portability and Accountability Act, (HIPPA) a patient privacy act.

The Department of Campus Safety has not only maintained status quo, but has in fact expanded the types of services offered.

## **F. Student Eligibility**

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

There are no eligibility requirements. The Department of Campus Safety provides services to all students, employees and visitors.

## **G. Program Services**

### **1. List and describe the services/components offered by your program.**

The goal of the Department of Campus Safety is to provide professional assistance to students, employees and visitors of Citrus College. The Department of Campus Safety strives to promote and maintain a safe and secure learning environment, conducive to high-quality education. Additionally, the department strives to ensure the safety and security of both vehicles and pedestrians in the parking lots, while maximizing the utility of the lots.

Campus Safety provides a number of important services to the campus and plays a key role in maintaining the safety and comfort level of the campus. The Department of Campus Safety provides the following services for all students, employees, and visitors:

- Vehicle jumpstarts
- Vehicle unlocks
- Lost and Found
- Safety escorts
- Daily parking permits / overnight parking permits
- Information regarding parking citations and citation appeals
- General campus information
- Access to buildings and/or classrooms



Additionally, daily duties include:

- Providing a continuous “security” presence by having uniformed officers on campus 24 hours a day, seven days a week, year round.
- Securing of campus buildings, gates, restrooms, elevators.
- Opening / unlocking of campus buildings, gates, restrooms, and activating elevators and handicapped switches.
- Posting of notices informing students that class has been cancelled.
- Providing non-stop patrols of campus and campus parking lots via gas powered vehicles, electric vehicles, and by foot.
- Campus Safety Officers are generally the “first responders” when emergency situations or incidents occur on campus. Campus Safety Officers are trained to render First-Aid and CPR.

The Department of Campus Safety is the liaison with local law enforcement agencies. Campus Safety is responsible for contacting law enforcement and emergency response personnel when an emergency arises.

The Department of Campus Safety takes an active role in informing students and staff members of services offered by the department. Information pertaining to campus safety, security, parking, college policies and procedures, citations and education materials (brochures, fliers, etc) can be found on the departments webpage located at [www.citruscollege.edu](http://www.citruscollege.edu). Information is also made available in semester class catalogs, open postings, and on Power Point presentations which are displayed in the Owl Bookstore, Admissions and Records, and in Financial Aid.

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

With the exception of Pasadena City College and Chaffey College, both of which have an on campus police department with POST certified, armed officers; the Department of Campus Safety is similar to surrounding agencies such as Mount San Antonio College Campus Safety and Azusa Pacific University Department of Campus Safety.

When comparing Citrus College with similar campus safety/security programs in the surrounding community colleges, it appears that Citrus College offers more services to students that are not offered at surrounding institutions. Upon review of surrounding agencies, it was observed that three of the six colleges surveyed do not provide vehicle unlocks. Additionally, some rely on other campus entities, such as facilities to provide lock cuts. Colleges surveyed included Pasadena City College, Glendale Community College, Mt. San Antonio College, Rio Hondo College, Chaffey College, and Azusa Pacific University. Research indicated that neighboring community colleges focused more on the safety and security aspect , and not so much on vehicle unlocks, jump-starts, or lock cuts. In contrast, Citrus

College goes beyond a traditional safety and security service by providing a multifaceted program involving valuable services for students by trained experienced staff at no cost.

## **H. Funding Expenditure & Accountability**

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

The Campus Safety Supervisor works closely with Martha McDonald, Dean of Students and Fiscal Services to monitor expenditures and fiscal reporting. The Department is 75% self funded by funds collected via student parking fees and 25% funded by the college general fund.

Money from meters on campus and the kiosk machine in the S8 parking lot are collected on a weekly basis by the Campus Safety Supervisor and/or the Lead Officer. The money collected is then delivered to the Student Business Office (SBO) for accounting purposes. Weekly deposits are then made to Fiscal Services by the Campus Safety Supervisor and/or the Lead Officer. The sale of daily parking permits follows the same protocol. Funds from these proceeds are deposited to the district's general fund.

## **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...)**

Campus Safety participates in paper / plastic recycling and complies with the hazardous waste program through the Environmental Health and Safety department on campus.

Additionally, the Department of Campus Safety has moved to a web based procedure for registering employee vehicles and issuing staff parking permits. Moreover, citation appeals may also be filled out and submitted online. In both cases paper consumption has been eliminated.

## **J. Technology needs**

### **1. What technology currently exists in your program?**

The Department of Campus Safety has access to Wingspan to determine student verification and student class schedules for emergency purposes. While student information is accessible, only a limited number of Campus Safety staff members have such access. All information is kept confidential, in accordance with FERPA.

All employee parking permits require staff to register their vehicles online. Electronic visitor parking permits are also available for staff members, upon request. Citation appeals are available online and may be submitted electronically.

Anytime a 911 call is placed from an on campus phone, the Department of Campus Safety receives an automated email indicating the date and time the call was placed, as well as the telephone extension.

In addition, all Incident Reports, Daily Logs, and the Crime Log are computer based making them accessible to all Campus Safety staff. Upon approval from the Dean of students, Daily Logs and Incident Reports are then electronically distributed to Citrus College Administration.

Furthermore, the Department of Campus Safety utilizes software by Guard 1, via use of *The Pipe*. *The Pipe*, a comprehensive, yet simple to use time tracking device, records the date and time certain areas and buildings were patrolled. During their duty, CSO's patrol the campus and are responsible for "hitting" touch memory buttons that are strategically placed throughout the campus. Touch memory buttons are the checkpoints used by the Guard1 system. Each button contains a microchip with a unique ID number. *The Pipe* reads and stores the button's ID number, location, time it was hit, and by which officer.

Buttons are dime sized, durable, unobtrusive, and blend right in with the campus. They are waterproof, and resist tampering and abuse, making them ideal for indoor and outdoor applications, as they will not corrode or degrade. Touch memory buttons are the modern, electronic patrol system equivalent of the old-fashioned Detex watchclock station. *The Pipe* is virtually indestructible, water proof, and has a typical battery life of 15-20 years.

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

To better serve the Citrus College community and, in turn, provide greater safety to the campus community and more efficient security response, following are plans for future technology based on growth and development:

- *Computer Aided Dispatch (CAD)* - solution provides call-center and communications center operators with easy-to-use tools to field emergency and non-emergency calls, create and update incidents, and manage critical resources through real-time management of crucial resources. CAD resources, combined with historical and local search capabilities, ensure operators have timely and accurate information available when making urgent decisions. With the automated dispatch feature, *AutoDispatch*, is an optional server-based component used to automate the dispatching of work based on a configured set of rules. In short, it assumes control of the dispatching process and allocates work to field personnel. *AutoDispatch* is used to automatically balance the workload for planned work at the start of day, minimizing cost of service for planned jobs. The determination is based on several criteria, including proximity of officers to call location, skills class and cost of crew, estimated time the call will take versus the time the officers have been working, and the time of the call versus the officer's estimated time of arrival. The dispatcher can override any assignments made by the *AutoDispatch* component.

- E-Citations – electronic handheld ticket writers that are lightweight, single-piece devices with attached printers to enable parking enforcement officers to “write” their tickets on the handheld computer and have the tickets printed at the scene. The printed tickets are legible, durable, weather-proof, and most importantly – accurate.

We are currently exploring a company called Complus Data Innovations, Inc. The company provided the department with brochures and information about the models they utilize. Complus Data currently provides full-service Parking Ticket Management solutions to over 150 municipal and university clients throughout the country. Complus clients achieve an average overall collection rate of 91% on the parking tickets that are issued, with some as high as 96%. The services they provide include:

- State-of-the-art handheld ticket writers with customized programming
- proprietary **FastTrack™** parking ticket processing software for tracking
- Nationwide DMV lookups
- Customized delinquent noticing
- Optional data entry and payment processing services
- Free software and hardware upgrades
- Web-based & Phone-based payment options for violators
- Unlimited training and support
- Comprehensive Management reports
- **ALL AT NO UPFRONT COSTS!**

-

surveillance cameras – the campus poses many unique challenges when it comes to security. A video surveillance system would assist in watching over the diverse assortment of facilities that comprise the Citrus College campus community such as instructional buildings, offices, parking lots, sports complexes and sprawling student grounds, there is a lot to look after. The proper surveillance setup will go a long way in ensuring the safety of students, faculty, and facilities on campus. Cameras would assist in maintaining secure facilities, protecting students, deter crime, prevent vandalism, monitor parking lots, assisting with investigations, and in application of college policies and procedures. Additionally, the cameras would have remote access by Campus Safety staff from anywhere on campus. A video surveillance system operating with IP network technology enables video streams to be sent over the internet for remote monitoring. Footage from cameras throughout the campus can be viewed online from any computer with an internet connection and access to the network.

- Additional Kiosk (ticket dispenser) in S6 – same as the existing kiosk in S8. Currently, there are no options available for students and guest who

choose to park in the S6 lot. In addition, a ticket dispenser in S6 will generate revenue from parking for sporting and special events.

E

- Emergency Phones – The need exists for emergency phones to be strategically placed around campus and in parking lots. These phones allow students the ability to get in direct contact with the Department of Campus Safety. The phones are bright yellow with a blue colored light above them, which would activate during an emergency, for visibility. Emergency phones also include an “emergency” or “help” button that will dial Campus Safety when it is pushed.
- Electronic securing of buildings (Access Control) – Software enabling access control from a computer in our building. Doors would be able to be secured or unlocked by request. Software would be integrated with our current key card hardware and equipment.
- Electronic activation / deactivation of intruder alarms – Control alarms from office computer or off campus location via the internet. This would also send an email notification notifying the recipient that the intruder was set off at a specific time from a specific location.
- Separation of phone lines – Phone lines would be separated into three separate lines:

(626) 914-8611	Emergency line
(626) 914-8765	Citations / Parking Information
(626) 335-7760	Glendora Police line

## IV. EFFECTIVE PRACTICES

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

Currently we are the first responders to nearly all incidents, emergencies, and medical issues on campus. Campus Safety staff is present to deescalate and contain possible volatile situations on campus before they spiral out of control. With a pro-active approach, most incidents are usually rectified on campus without assistance from outside agencies.

Additionally, revenue generated by Campus Safety, primarily from the issuance of citations; has increased significantly during the past five years. To be more specific, during the 2006 fiscal year, the department generated \$133,058.09. During the 2010 fiscal year, the department generated \$205,059.70. These monies do not go directly to the department, but instead are deposited into the general college fund.

Continuing to provide a safe and secure campus has been an essential asset to the overall campus climate. Attending emergency training, collaborating with the Glendora Police Department and having a strong relationship with Azusa Pacific University Department of Campus Safety has allowed us to maintain status quo as it pertains to the safety of the college community. Although the department faces staffing inadequacies and budgetary constraints, the Department of Campus Safety continues to provide year round, professional safety and security services to students and staff members. This has effectively been done although there has been a significant increase in the number of service calls.

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

The Campus Safety Supervisor collaborates periodically with department chiefs and supervisors from surrounding college safety, security, and police agencies in an effort to ensure that similar services are provided and best practices are implemented. The Department of Campus Safety offers exemplary safety and security to the Citrus College Community. Campus Safety staff members also participate and collaborate in the Student Conduct Committee. This endeavor has led to a seamless line of communication regarding student conduct, discipline, expectations, and pro-active measures. By communicating this information with other campus safety staff members, the department's role in the implementation of such policies and pro-active measures is more clearly defined.

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

Within the last five years, the Department of Campus Safety has been revolutionized due to the anticipated growth of the college and its needs. As a result, the Department of Campus Safety Campus has piloted multiple projects. For instance, Campus Safety has taken pro-active measures to prepare for emergencies on campus. As an example, the Campus Safety Supervisor and the Lead Officer are active member of the EOC. Additionally, all CSO's have received course instruction and are certified in *Standardized Emergency Management System (SEMS)*, *ICS-100 for Higher Education*, *ICS-200*, and the *National Incident Management System (NIMS)*.

The department has also devised a plan with the Glendora Police Department (GPD) in the event there is an active shooter on campus. Campus Safety conducted a "walk-through" of the campus with officers from the Glendora Police Department. The purpose of the walk-through was to conduct an assessment of the school's needs in order to prepare for a potential incident. This exercise was designed as an initial evaluation and allowed our liaison from the Glendora Police Department to determine the estimated length of time it would take to lock down or clear the campus, familiarize the officers with our buildings and better prepare for potential incidents. We were able to completely clear the campus in 31 minutes. At the conclusion of the walk-through GPD was impressed with our department's strategic plan, knowledge and expertise. Along with the developed plan, new procedures were implemented. GPD was given two sets of master card keys and two sets of hard keys, along with campus maps and building key identifiers. One set of each will be carried by the Watch Commander on duty; while the other will be carried by FSET (GPD's SWAT team). In the event of a life threatening emergency, GPD would have access to all buildings, classrooms, and gates on campus. GPD is also on our radio frequency and is able to communicate with us during emergencies on campus.

The utilization of an *Evacu-Trak* – evacuation chair, has been solely delegated to the Department of Campus Safety. In the event of a fire, bomb threat or other emergency, elevators should not be used for emergency evacuation of a building. In this situation, CSOs will use the *Evacu-Trak* to lower persons with disabilities from multi-storied buildings. The *Evacu-Trak* has been engineered and rigorously tested to meet the most rigorous demands of an emergency evacuation chair. Currently, there are three of these evacuations chairs on campus. One is kept in the Campus Safety building, another is stored in the west elevator tower of the ED building, and the last is stored in the elevator tower between the PC and TC building. Having the *Evacu-Trak* meets the Americans With Disabilities Act (ADA) compliance, which suggests that building owners and employers have a legal obligation to provide people with disabilities with a fast, safe and dignified means of emergency evacuation. In most emergency situations including fire, gas leaks and terrorist threats it is preferable to evacuate everyone from the building than have people with disabilities wait in a designated area of refuge

Moreover, technological improvements within the department, campus wide distribution of safety, security and parking information and an improved department web site have further enhanced our accessibility and means of communication.

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

One of the ways in which students participate in improving program effectiveness is through our annual satisfaction survey.

The Campus Safety Supervisor is also an active participant in the Annual Student Service Planning meeting, Physical Resource Committee, Student Services Committee, Student Conduct Committee and attends monthly Student Affairs Supervisors meetings all of which serve to enhance services available to students.

## V. OPPORTUNITIES FOR IMPROVEMENT, RECOMMENDATION, AND NEEDS IDENTIFICATION

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

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

Based on feedback from three different surveys (student, campus safety staff, and CSO's), the following areas were identified as areas in need of further development and/or growth:

##### 1. Increase communication with the campus community:

The Department of Campus Safety should continue to improve communication with students, regarding the college's board policies, department policies and services offered. 396 of the students surveyed reported they were not aware of the services Campus Safety offers. 418 stated they did know about Board Policy 5500- Standards of Conduct and 133 reported they were not familiar with on campus parking policies. Additionally, 317 of students surveyed stated they did not know how to get in contact with the Department of Campus Safety. 510 students stated they felt safe on campus and 409 students reported that their experiences with the Department of Campus Safety have been positive.

The department should continue to provide updated information regarding policies and procedures via other means of communication. Ideas include utilization of student email accounts as means of disbursement. Furthermore, the department plans on creating "I.C.E." cards (In Case of Emergency) that will have our contact information as well as safety tips. These cards would be distributed by Campus Safety staff to students on campus during the first of classes. Implementing other techniques to increase student communication is currently being evaluated and considered.

##### 2. Increase communication within the department:

Campus Safety Officers were asked to complete a survey regarding their views on the department and the institution's perception of the department. Using a sliding scale from one to five, 1 meaning *strongly disagree* and 5 being *strongly agree*; CSO's were asked whether they agreed or disagreed with the following statement: "The Department of Campus Safety, as a whole, has good communication." Of the 13 people that participated in the survey, three answered *strongly disagree*, five answered *disagree*, one answered *neither disagree or agree*, two answered *agree*, two answered *strongly agree*.

Plans to improve communication amongst all staff are in the process and will soon be implemented. CSO's have been given the opportunity to anonymously submit suggestions on how to improve this area. A cooperative effort amongst all campus safety staff will help alleviate this issue.



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

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

- Staffing:

An increase in the number of students served, types of services offered and program expansion has required that additional responsibilities be assumed by several staff members. With an increase in the number of staff to coordinate, and the increase in the number of expectations by college community members and affiliates, complex coordination has already occurred.

Upon moving to the new building, staff reorganization should be considered due to the anticipated increase in services, programs and staffing. Departmental and future staffing recommendations to be considered include: additions of two full time officers, two part time officers, and a permanent evening secretary.

As noted throughout this program review, the Department of Campus Safety has grown rapidly with the college's growth. The upkeep demands have greatly impacted the college's expectations of the department. In order to provide a more effective, adequate, and immediate response to meet the safety and security needs of the Citrus College community, the Department of Campus Safety recommends the following additions:

2- Campus Safety Officer II (100%)

- Complete staffing needs; assist with shift coverage
- Provide a safe and secure campus for students, faculty, visitors and staff
- To enforce Board policies and Administrative Procedures

1- Campus Safety Officer I (49%)

- Complete staffing needs; assist with shift coverage
- Provide a safe and secure campus for students, faculty, visitors and staff
- To enforce Board policies and Administrative Procedures

1- Evening Secretary (49%)

- Complete staffing needs
- Assist with office and dispatch duties
- Provide continued support to students, staff, and visitors
- Provide additional support to officers on duty during emergencies

These positions will sustain the effectiveness of the program.

The institution recently constructed a new Campus Safety building, which houses the Department of Campus Safety. Below is information pertaining to the new facility:

- **Physical features of the facility:**

- a. *Drive up window* - provides quick and easy way to assist students, staff, and guests.
- b. *15 minute reserved parking* - provides students, staff and guests access to the Campus Safety office without having to look for parking.
- c. *Larger workspace* - accommodates department personnel; which results in better overall efficiency
- d. *Storage* - Lost and Found, department equipment, vehicles, tools, property etc. are all stored in one building; in the past they were stored in different areas of the campus.
- e. Briefing room / Break room for department staff
- f. Restrooms with lockers and showers for department staff
- g. *Identity* - Gives the department an identity; clearly visible and recognizable to students, staff and visitors
- h. *Interview room* – provides a safe, secure, and private area to interview victims, witnesses, suspects of crimes and/or incident reports

- **Types of services that are available at the facility:**

- a. *Computer kiosk in lobby* - enables students, staff, and visitors, to file citation appeals online. Provides access for students to their account summaries. Allows staff members to register their vehicles online, print screen, and pick up their parking permit.
- b. *Live-Scan fingerprinting* - done by an outside vendor, but is available in our building; finger printing services for Citrus hires are done here.
- c. General information regarding all parking permits, campus facilities, events on campus, access to campus, citation appeals and citation payments; lost and found property claim.

- **Restructure:**

Plans are in discussion to restructure the Department of Campus Safety into three sub-divisions under one entity. Responsibility for each sub-division would be delegated to a chosen Campus Safety Officer who would be supervised by the Campus Safety Supervisor. Each would be responsible for corresponding sections of the Department of Campus Safety. Sub-divisions would be:

**Safety** – responsibilities would include emergency/tactical responses, safety issues concerning students, staff and the general campus, and other things of this nature.

**Security** – responsibilities would include the opening and closing of campus, physical security concerns and things of this nature.

**Parking Enforcement** – responsibilities would include special event parking, issuance of citations, and citation appeals.

### 3. Technology needs

Campus Safety values technology and continues to embrace technological change to improve work performance, enhance service to students, and provide solutions mandated by legislative directives.

Given plans for future growth and development, the program anticipates the need for the staff to be formally trained in computer programs such as Computer Aided Dispatch (CAD) and components of Banner.

Other ideas include:

- Develop and execute a Facebook, Twitter or other social network strategy that will help the program engage students in conversation to raise awareness of campus safety.
- Add interactive components to the campus safety website that will allow students to submit concerns, complaints, or tips/information; regarding safety concerns on campus. The submissions would be able to be made anonymously.

## VI. TECHNICAL ASSISTANCE/TRAINING NEEDS

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

The Department of Campus Safety should participate in conferences and additional training in issues related to campus safety. This will enable staff members to better understand the diverse student population being served and understand the barriers, potential risks, and dangers associated with institutions of higher education. Additionally, strategies to such problems should be sought. Participation in such conferences/training will provide opportunities to share and learn best practices from colleagues in the field.

Office staff members develop various communication materials, therefore it is important that the staff be trained in Adobe Photoshop software and other similar programs related to the design of flyers and other materials.

## VII. SUPPLEMENTAL INFORMATION

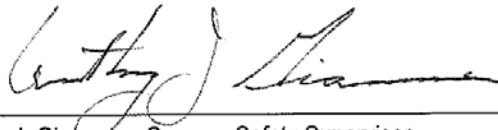
### A. Provide copies of materials that you provide to students in your program.

1. Parking Updates via power point messages in various departments
2. Off Campus Parking
3. Timely Warnings

## NON-INSTRUCTIONAL PROGRAM REVIEW Department of Campus Safety

The final summary of the program review process for the Department of Campus Safety is attached to this page.

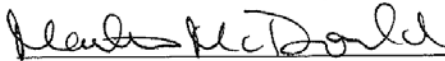
I affirm that this program has been reviewed according to the accepted District procedures for program review and that the final summary accurately reflects the consensus of the members of the review committee.



\_\_\_\_\_  
Anthony J. Giannone, Campus Safety Supervisor

3-1-11

\_\_\_\_\_  
date



\_\_\_\_\_  
Martha McDonald, Dean of Students

3/3/2011

\_\_\_\_\_  
Date



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

3/7/2011

\_\_\_\_\_  
date

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

## H. ACTION ITEMS

### 1. Consent Items

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

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

Remove from consent list: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

#### **Business Services**

- a. Authorization is requested to approve the attached list of independent contractor/consultant agreements as submitted. (Page )
- b. Authorization is requested to approve facility rentals and usage. (Page )
- c. Authorization is requested to approve A & B Warrants for February 2011. (Page )
- d. Authorization is requested to authorize Tek-Up Construction, Inc. to substitute Safeway Electric Building Services of Colton, California for RB Pacific, Inc. of Reseda, California, the listed subcontractor. (Page )

#### **Academic Affairs**

- e. Authorization is requested to approve a field trip for eight (8) students and one (1) faculty to compete/supervise at the NASA Space Center in Houston, Texas June 15-25, 2011. (Page )
- f. Authorization is requested to approve a field trip/tour for thirty-nine (39) students from MUS 150 (Professional Performance Techniques) and MUS 228 (Blue Note Swing Orchestra) and six (6) staff members to perform in Hawaii from June 29 through July 24, 2011. (Page )

**(CONTINUED)**

## **Personnel Recommendations**

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



**INDEPENDENT CONTRACTOR AGREEMENT**  
**Board of Trustees Meeting – April 5, 2011**

<u>CONTRACTOR CONSULTANT/ DEPARTMENT</u>	<u>RATE</u>	<u>FUNDING SOURCE</u>	<u>PERIOD</u>	<u>SERVICE</u>
<u>ADMINISTRATIVE SERVICES</u>				
Adolph Ziemba, AIA & Associates, Inc.	\$56,260.00max	Bond	4/6/11- Project Completion	Architectural Services- East Campus Restrooms
Construction Testing & Engineering, Inc.	\$9,000.00max	Bond	4/6/11-12/30/11	Special Testing & Inspection- East Campus Restrooms
Geobase, Inc.	\$19,790.00max	Bond	4/6/11-12/30/11	Geotechnical Services – East Campus Restrooms
Kroener Environmental Services, Inc.	\$9,370.00max	District	10/20/10-6/30/11 <i>Revision</i>	Environmental Site Assessment
<u>BOARD OF TRUSTEES</u>				
Community College League of CA	\$25,000.00max	District	4/6/11-3/1/12	Redistricting of Trustee Area Boundaries
<u>CHILD DEVELOPMENT CENTER</u>				
Butler, Sarah	\$1,526.00max	Grant	12/7/10-6/30/11 <i>Revision</i>	Foster Care Ed
Cooper, Wanda M.	\$600.00max	Grant	12/7/10-6/30/11 <i>Revision</i>	Foster Care Ed
Meurer, Catherine	\$1,100.00max	Grant	4/5/11-6/30/11	WRAT Assessor
Paddock, LeeAnn	\$8,360.00max	Grant	7/1/10-6/30/11 <i>Revision</i>	Facilitation for Foster Care Ed
Washington, Gwen	\$10,202.00max	Grant	7/1/10-6/30/11 <i>Revision</i>	Foster Care Ed
<u>COLLEGE SUCCESS</u>				
Perez, Imelda	\$125.00max	Grant	5/11/11-5/11/11	Spanish Translation Services for Parent Night
<u>FINE AND PERFORMING ARTS</u>				
Kristien, Dale	\$1,800.00max	District	4/6/11-6/30/11	Musician Services
Malpede, William V.	\$1,000.00max	District	4/6/11-6/30/11	Musician Services
Q1 Designs, Inc.	\$3,000.00max	District	4/6/11-4/15/11	Automated Lighting Programmer

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





**Use of Facilities  
April 5, 2011**

<b>ORGANIZATION</b>	<b>FACILITY</b>	<b>ACTIVITY</b>	<b>DATE(S)</b>	<b>CHARGE</b>
FLS International	Cafeteria Dining Area	Graduation Luncheon	3/11/2011	\$125.00 plus additional labor if required
KG Foundation	Baseball Field	Baseball Game	3/13/2011	\$225.00 plus additional labor if required
FLS International	Campus Center East Wing	Orientation	3/14/2011	\$450.00 plus additional labor if required
Edna Moore	Recording Arts Studio	Basic Tracking	3/14/2011	\$400.00
Joshua Tuburan	Recording Arts Studio	Basic Tracking	3/14/2011	\$400.00
Westwind Musical Productuions	Recording Arts Studio	Basic Tracking	3/14, 3/15 & 3/16/11	\$1,880.00
FLS International	Campus Center East Wing	Orientation	3/28/2011	\$375.00 plus additional labor if required
Red Dragon Karate	Gym	Martial Arts Tournament	4/17/2011	\$1,606.25 plus additional labor if required
Red Dragon Karate	Performing Arts Center	Graduation Ceremony	5/14/2011	\$3,450.00 plus additional labor if required
Red Dragon Karate	Gym	Martial Arts Tournament	6/11 & 6/12/11	\$1,665.00 plus additional labor if required
Adage Dance Center	Performing Arts Center	Dance Recital	6/15 & 6/17/11	\$5,010.00 plus additional labor if required
ITT Technical Institute	Performing Arts Center	Graduation Ceremony	9/30/11 and 12/15/11	\$4,000.00 plus additional labor if required
Crescendo Performing Arts	Performing Arts Center	Dance Recital	11/17 & 11/19/11	\$3,500.00 plus additional labor if required
Southern California Bach Festival	PA133	Music Festival/ Competition	5/15/2011	\$250.00 plus additional labor if required
County Sanitation District of Los Angeles	Stadium Parking Lot S6	Household Hazardous Waste Collection	7/29 & 7/30/11	Labor charges only
Glendora High School - Field Hockey	Practice Football Field	Field Hockey Clinics	7/6,7,8,11,13 & 15/11	\$1,200.00 plus additional labor if required
California State University Northridge	MA225	Masters Exam	8/6/2011	\$900.00 plus additional labor if required
Club Libertad Los Angeles	Gym	Peruvian Folklore Event	10/2/2011	\$1,200.00 plus additional labor if required
Glendora Youth Volleyball	Gym	Volleyball Games	12/3/11 and Saturdays 1/7/12 through 2/25/12	\$2,365.00 plus additional labor if required

**Use of Facilities  
April 5, 2011**

Glendora Kiwanis Club	Campus Center	Fundraiser	1/28/2012	\$1,521.00 plus additional labor if required
Miss Azusa Scholarship Program	Performing Arts Center	Miss Azusa & Outstanding Teen Pageant	2/18/2012	\$3,280.00 plus additional labor if required
Azusa Sister City	Performing Arts Center	Mariachi Festival	4/22/2012	\$3,000.00 plus additional labor if required
Dancecapade, Inc.	Performing Arts Center	Dance Recital	6/3/2012	\$3,355.00 plus additional labor if required
Crescendo Performing Arts	Performing Arts Center	Dance Recital	6/15 and 6/16/12	\$3,500.00 plus additional labor if required



<b>CITRUS COMMUNITY COLLEGE DISTRICT</b>		
<b>APPROVAL OF A &amp; B WARRANTS</b>		
<b>February, 2011</b>		
<b>B WARRANT AMOUNT PAID TO VENDORS</b>		\$1,878,832.24
<b>GRANT AMOUNT PAID TO STUDENTS</b>		\$6,590.00
<b>NUMBER OF A WARRANTS ISSUED TO EMPLOYEES</b>	<b>REGISTER NUMBER</b>	<b>AMOUNT</b>
192	C1G-C	\$1,662,476.91
3	028-N	\$4,812.88
1	031-N	\$1,467.04
181	C3G-C	\$471,810.40
366	C3G-N	\$181,125.41
3	039-C	\$2,622.78
6	039-N	\$10,171.68
6	46-C	\$9,599.39
8	46-N	\$8,340.53
332	C2H-N	\$1,455,852.67
1,098		\$3,808,279.69
ske		
3/31/2011		





CITRUS COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES

Dr. Edward C. Ortell, *President*  
Duarte/Arcadia/Azusa/Monrovia Representative  
Mrs. Susan M. Keith, *Vice President*  
Claremont/Azusa/Pomona Representative  
Dr. Gary L. Woods, *Clerk/Secretary*  
Azusa/Covina/Glendora/Irwindale Representative  
Dr. Patricia Rasmussen, *Member*  
Glendora/Azusa/San Dimas Representative  
Mrs. Joanne Montgomery, *Member*  
Monrovia/Bradbury/Duarte Representative  
Ms. Linda Bermudez, *Student Representative*  
Dr. Michael J. Viera, *Superintendent/President*

March 21, 2011

RB Pacific, Inc  
18839 Cantlay St.  
Reseda, CA 91335

Re: Notification of the substitution of a listed subcontractor by the prime contractor for Citrus College project 03-0910, Restroom Building East Campus

RB Pacific, Inc. is listed as the subcontractor for the electrical work portion of the Citrus College Restroom Building East Campus project. Tek-Up Construction, Inc., the prime contractor, has requested authorization by the District to replace your firm with another subcontractor citing PCC 4107(a)(3) listed subcontractor fails or refuses to perform his or her subcontract.

Public Contract Code section 4107 requires the project owner to notify you of this request and affords the subcontractor with certain rights. Please contact me with any questions or concerns you may have

Sincerely,

A handwritten signature in cursive script that reads "Robert Iverson".

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  
Kambiz Mileki, Tek-Up Construction, Inc

1000 West Foothill Boulevard  
Glendora, CA 91741-1899  
tel: 626 963.0323  
www.citruscollege.edu

## CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	April 5, 2011	Resolution	
SUBJECT:	Citrus Gravi Team Travel and Participation in NASA's Reduced Gravity Education Flight Program Houston, Texas, June 15-25, 2011	Information	
		Enclosure(s)	X

### BACKGROUND

Students attending all Minority Servicing Institutions (MSI) and Community Colleges in the United States have been given the opportunity by NASA's Office of Education to conduct research in a unique reduced gravity environment. This is part of NASA's Reduced Gravity Education Flight Program which gives aspiring explorers a chance to propose, design and fabricate a reduced gravity experiment. The overall student experience includes scientific research, hands-on experimental design, test operations and educational/public outreach activities.

Citrus College's proposal, "The Impact of Viscosity on the Ability of Capillary-Driven Liquids to Spin an Axial Blade under Microgravity," was one of the few proposals selected to be tested and evaluated aboard a microgravity aircraft which flies about 30 roller-coaster-like climbs and dips to produce periods of micro and hyper gravity, ranging from 0 g's to 2 g's during the flight.

The Reduced Gravity Education Flight Program is directly tied to NASA's major education goal of strengthening NASA and the nation's future workforce. Through this college and university program, NASA will identify and develop the critical skills and capabilities needed to achieve the Vision for Space Exploration.

Citrus College's team, "Citrus Gravi Team," is formed of nine (9) students (the complete list of their names and student ID's is attached) and one (1) faculty advisor. The team of students consists of five flyers and four ground crew members.

The team member's participation in the Reduced Gravity Education Flight Program (June 16-June 25) requires them to:

- (a) build and ship the apparatus that they proposed in their project;
- (b) complete administrative paperwork;

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

Item No. \_\_\_\_\_ H.1.e. \_\_\_\_\_



- (c) complete medical examination and physiological training at Johnson Space Center in Houston, TX
- (d) fly in the reduced gravity aircraft
- (e) complete outreach and final report by August 31, 2011.

The reduced gravity aircraft generally flies 30 parabolic maneuvers over the Gulf of Mexico. This parabolic pattern provides about 30 seconds of hypergravity (about 1.8G-2G) as the plane climbs to the top of the parabola. Once the plane starts to “nose over” the top of the parabola to descend toward Earth, the plane experiences about 25 seconds of microgravity (0G). At the very top and bottom of the parabola, flyers experience a mix of partial G's between 0 and 1.8 (called “dirty air”).

Lucia Riderer, full time Citrus faculty member, is the faculty advisor of the Citrus Gravi Team. Eight of the nine students will participate in NASA's Program. They will fly to Houston on June 15, 2011, and return to Glendora on June 25, 2011. Mrs. Riderer will drive to Houston to transport the apparatus and stay with the students for the duration of their program. Travel expenses for the students (airfare, hotel and meals) are covered by the ASCC. The Citrus College foundation will fund the materials necessary to build the apparatus, and the faculty will submit a District Travel request and a Staff Development request.

RECOMMENDATION

Authorization is requested to approve a field trip for eight (8) students and one (1) faculty to compete/supervise at the NASA Space Center in Houston, Texas June 15-25, 2011.

Irene Malmgren  
Recommended by

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

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

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

Item No.           H.1.e.

# Estimated Budget

## Citrus GraviTeam Participation in NASA's Reduced Gravity Education Flight Program Houston, Texas June 15-25, 2011

<u>Description</u>	<u>Estimated Cost</u>
Travel for 8 students roundtrip LAX--HOU	\$3,311.20
Hotel for 8 students/10 nights	2,318.00
Meals for 8 students	670.80
Materials and supplies to build apparatus for experiments	2,000.00
<hr/>	
<b>Sub total</b>	<b>8,300.00</b>
ASCC	- 6,300.00
<u>Citrus College Foundation</u>	<u>- 2,000.00</u>

**Cost to District -0-**

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### Participating Students

Craig Stremel  
Harrison Ruiz  
Jacqueline Deeb  
Josh Huffaker  
Wesley Gunter  
Phoebe Sulzen  
Randall Acosta  
Gabriel Grier

## CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	April 5, 2011	Resolution	
SUBJECT:	Instrumental Music Field Trip/Tour June 29 – July 24, 2011	Information	
		Enclosure(s)	X

**BACKGROUND**

This year the instrumental music program will again be touring Hawaii from June 29 – July 24, 2011. While in Hawaii, the Blue Note Swing Orchestra MUS 228 as well as MUS 150 (Night Shift) will again be performing at the Hyatt Regency Hotel. Students perform 6-8 hours each day at various venues throughout the hotel. **On July 9<sup>th</sup> an evening performance of “The Great American Songbook” starring Dale Kristien, Jimmy Borges and The Blue Note Orchestra has been added to the original schedule which was board approved on January 18, 2011. The expenses for the event will be shared with the hotel that will be providing free accommodation for the four string players and Dale Kristien. Compensation for performance fees will be provided from Instrumental Music performance fees.** These travel opportunities give our students the opportunity to experience the reality of a touring musician’s life.

The tour is funded by four (4) separate sources:

- 1) Performance fees generated from various ensembles during the year;
- 2) Ticket sales from instrumental music performances at the Haugh Performing Arts Center;
- 3) Donations, and;
- 4) The annual Kenshu program developed and implemented by faculty/staff and students.

Family and chaperones will pay for their own expenses separately from tour accounts.

This item was prepared by Robert Slack, Dean of Fine and Performing Arts and Denise Mitchell, Secretary for Fine & Performing Arts.



# HAWAII TOUR LIST

**June 29 – July 24, 2011**

## Students

1. Ablaza, Janize
2. Aguiniga, Raul
3. Avila, Mariah
4. Bonner, Anthony
5. Bustamante, Vanessa
6. Castro, Luis
7. Cervantez, Emanuel
8. Chadwick, William
9. Cruz, Ulises
10. Duenos, Armando
11. Elias, Carlos
12. Ferrer, Josh
13. Flores, Paul
14. Gutierrez, Chantylle
15. Hanza, Maharasih
16. Jenkins, Jeremy
17. Khalil, Karim
18. Lawrence, Jennifer
19. Lopez, Danny
20. Lopez, Julius
21. McCloud, Rondrequel
22. McBride, Adrienne
23. McPherson, Curtis
24. Moreno, Robert
25. Pfirman, Melanie
26. Phakpiset, Nick
27. Quintana, Joseph
28. Ramirez, Steven
29. Ramos, Jessica
30. Rashkin, Daniel
31. Reyes, Andrew
32. Sandate, Tatiana
33. Sato, Harumi
34. Spinella, Fabio
35. Tanaka, Ai
36. Thompson, Tameka
37. Williams, Ewen
38. Williams, Jacob

## Staff

1. LeBrun, Michael
2. McCarns-Yolland, Jon
3. Munoz, Gino
4. Polk, Randall
5. Slack, Robert
6. Waddington, Alan

## Contracted Musicians/Performers

1. **Kristien, Dale**
2. **Lanier, Nathan**
3. **Lanier, Victoria**
4. **Geller, Ilona**
5. **Rodolfo, Nick Alvarez**

## Chaperones – Dates to be determined

1. Perri, Dr. Geraldine
2. Malmgren, Dr. Irene
3. Slack, Joanne
4. Rubin, Matt and Jackie
5. Lopipero, Sheila
6. Slack, Steven and Karen
7. Bollinger, Ben and Lois

## Family

1. Slack, Thomas
2. Slack, Patrick
3. Slack, Katelyn

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3/24/2011 Revision 3



**ACADEMIC EMPLOYEES  
SPRING 2011 NON CREDIT  
APRIL 5, 2011**

<b>Name</b>	<b>Department/Discipline</b>	<b>Placement</b>	<b>Hourly Rate</b>
Mercado, Andrew	Non Credit (start date 03/15/11)	1-1	\$38.43

**ACADEMIC EMPLOYEES  
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS  
APRIL 5, 2011**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>STATUS</b>	<b>ASSIGNMENT</b>	<b>DEPARTMENT</b>	<b>BEGIN</b>	<b>END</b>	<b>RATE</b>	
Bobo, Michael D.	Instructor		Hourly as needed	Social and Behavioral Sciences	03/28/11	06/18/11	\$44.90	hr.
Smolin, Robert	Instructor	During unassigned time	Hourly as needed	Business	04/06/11	06/30/11	\$50.72	hr.
Waddington, Brian	Instructor	Research Advisor	Stipend	Language Arts	02/24/11	06/17/11	\$950.00	tl.





**CLASSIFIED EMPLOYEES  
SHORT-TERM, HOURLY,  
SUBSTITUTES  
APRIL 5, 2011**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>REASON</b>	<b>DEPARTMENT</b>	<b>BEGIN</b>	<b>END</b>	<b>RANGE &amp; STEP</b>	<b>HOURLY RATE/TOTAL</b>
Kelly, Sean	Instructional Lab Assistant II	Set constructional and supervision of student workers	Performing Arts	4/6/11	6/30/11	29-1	\$17.62hr.
Redding, Eric	Account Clerk/Cashier	Assist as needed	Cafeteria, Bookstore & Associated Students	3/14/11	6/30/11	29-1	\$17.62hr.

**PROFESSIONAL EXPERT**  
**April 5, 2011**

<b>Name</b>	<b>Classification</b>	<b>Department</b>	<b>Status</b>	<b>Begin</b>	<b>End</b>	<b>Rate</b>
Tamashiro, Dustin	Professional Expert - Research Analyst	Bridges to Success Grant	New Hire	04/06/11	06/30/11	\$22.00/hr. (not to exceed \$10,000/yr)
Mixon, Vonetta	Professional Expert - Guest Artist for rehearsals and performances in musical "Ragtime"	Fine & Performing Arts	New Hire	04/11/11	04/17/11	\$300.00/Ttl

## **H. ACTION (continued)**

### **Business Services**

2. Authorization is requested to approve the 2011-2012 Budget Development Assumptions and Budget Calendar that were approved by the Financial Resources Committee on March 2, 2011. (Page )
3. Authorization is requested to approve the contract with and accept grant funds from the Board of Governors, California Community Colleges, Chancellor's Office to develop a Sustainability Plan Template in the amount of \$265,780 from December 1, 2010, through July 30, 2012. (Page )
4. Authorization is requested to approve the award of RFP 2011-01, Sustainability Plan Template to Newcomb, Anderson, McCormick of San Francisco, California and authorize the Vice President of Finance and Administrative Services to execute the contract on behalf of the District. The bid amount of \$242,610.00 is within budget and will be funded from a grant from the California Community Colleges Chancellor's Office. (Page )

### **Academic Affairs**

5. Authorization is requested to approve a \$60,000 contract between Citrus College and Rio Hondo College for the San Gabriel Valley Career Technical Education Community Collaborative Round Three for the period of February 17, 2010, through December 31, 2011. (Page )
6. Authorization is requested to approve a \$60,000 contract between Citrus College and Mt. San Antonio College for the San Gabriel Valley Career Technical Education Community Collaborative Round Three for the period of February 17, 2010, through December 31, 2011. (Page )
7. Authorization is requested to approve the Memorandum of Understanding regarding Discipline: Suspension, Demotion, and Dismissal (Permanent Classified Employees). (Page )

### **General**

8. Authorization is requested to approve Resolution #2010-11-12 to order the Biennial Governing Board Election, Tuesday, November 8, 2011. (Page )
9. 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 )
10. Authorization is requested to approve the second and final reading of Board – CEO Protocols. (Page )

**(CONTINUED)**

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

**I. ADJOURNMENT**

**Dates to remember:**

April 18-23, 2011

May 3, 2011

May 17, 2011

June 18, 2011

June 21, 2011

Spring Break

Board of Trustees Meeting (*Board Self Evaluation Work Session*)

Board of Trustees Meeting (*Retiree & Tenuree Reception*)

Commencement

Board of Trustees Meeting

**CITRUS COMMUNITY COLLEGE DISTRICT**

TO:	BOARD OF TRUSTEES	Action	X
DATE	April 5, 2011	Resolution	
SUBJECT:	2011-2012 Budget Development Assumptions and Calendar	Information	
		Enclosure(s)	X

BACKGROUND

Annually the Financial Resources Committee approves the District Budget Development Assumptions and Budget Calendar. The calendar specifies major goals and target dates for the creation of the adopted budget and is also presented in a flow chart format. The Budget Development Assumptions are guidelines used to create the budget. These guidelines include projected changes in revenue and expenses for the upcoming fiscal year based on the state budget information, enrollment, salaries, benefits and other variable factors.

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

RECOMMENDATION

Authorization is requested to approve the 2011-2012 Budget Development Assumptions and Budget Calendar that were approved by the Financial Resources Committee on March 2, 2011.

Carol R. Horton  
Recommended by

/  
Moved      Seconded

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

Approved for Submittal

Item No. H.2.

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

**BUDGET CALENDAR**  
**FY 2011-2012**

- 3/02/11**      **Budget Calendar and Budget Assumptions approved by Financial Resources Committee**
- 3/29/11**      **Financial Forum**
- 4/05/11**      **Budget Calendar and Budget Assumptions provided to Board of Trustees**
- 4/07/11**      **Budget worksheets out to Superintendent, Vice Presidents and Cost Center Managers**
- 5/11/11**      **Budget worksheets due to Business Office**
- 6/01/11**      **Tentative Budget reviewed by Financial Resources Committee**
- 6/06/11**      **Budget Forum**
- 6/21/11**      **Adoption of Tentative Budget by Board of Trustees**
- July and August**      **Monitor State Budget developments making modifications to Tentative Budget**
- 8/29/11**      **Budget Forum**
- 9/07/11**      **Budget reviewed by Financial Resources Committee**
- 9/13/11**      **Adopt District Budget for 2011-2012**

**CITRUS COMMUNITY COLLEGE DISTRICT**

**2011-2012 BUDGET DEVELOPMENT ASSUMPTIONS**

**GENERAL FUND UNRESTRICTED**

**REVENUES**

- A. Base Revenue Apportionment: (1<sup>st</sup> scenario -\$2,870,000)  
(3<sup>rd</sup> scenario -\$7,966,000)**
  - 1. 2011-12 base apportionment COLA @ 0%**
  - 2. Local property taxes @ 2010-11 actual**
  - 3. Enrollment fees @ 2010-11 actual**
  - 4. Growth @ 0%**
  
- B. Lottery revenue budgeted:**
  - 1. \$115 per FTE @ 12,096 FTES**
  
- C. Interest budgeted:**
  - 1. 2010-11 actual earnings**
  - 2. Interest rate projections**
  
- D. Non-resident tuition budgeted:**
  - 1. 2010-11 actual FTE 442 – P1 2010-2011**
  - 2. @ \$220 per credit hour less facility fee of \$43**
  
- E. Local revenue budgeted:**
  - 1. 2010-11 actual revenue**
  - 2. Adjustment for one-time revenues in current year or anticipated budget year**



## **EXPENDITURES**

- A. Salaries budgeted: (1000s and 2000s)**
  - 1. 2011-12 existing positions
  - 2. Step and column/class adjustments
  
- B. Benefits budgeted: (3000s)**
  - 1. Statutory benefits at 2011-12 rates - STRS 8.25%; PERS 11.20%; OASDI 6.20%; Medicare 1.45%; Unemployment 0.72%; Workers Comp 2%
  - 2. Health Benefits increases: Blue Shield 15%, Kaiser 15%
  
- C. Instructional materials and supplies budgeted: (4000s)**
  - 1. 2010-11 budget amounts
  
- D. Other expenses budgeted: (5000s)**
  - 1. 2010-11 budget amounts
  - 2. 2011-12 service agreements and memberships
  - 3. Utilities - estimated adjustments
  
- E. Capital outlay budgeted: (6000s)**
  - 1. 2010-11 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

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**ENDING BALANCE @ 5%**

**DISCRETIONARY FUNDS IN THE UNRESTRICTED GENERAL FUND ALLOCATE RESOURCES LINKED TO PROGRAM REVIEW AND STRATEGIC PLANNING. THE RESOURCE ALLOCATION PROCESSES FOLLOW THE COLLEGE'S INSTITUTIONAL GOALS AND WILL BE BUDGETED AS ESTABLISHED IN THE INTEGRATED PLANNING MANUAL.**

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

03-01-11



**CITRUS COMMUNITY COLLEGE DISTRICT**

TO:	BOARD OF TRUSTEES	Action	X
DATE	April 5, 2011	Resolution	
SUBJECT:	Award of RFP 2011-01, Sustainability Plan Template	Information	
		Enclosure(s)	X

**BACKGROUND**

The Board of Trustees approves the award of all contracts for consultants. Five bids were received for RFP 2011-01, Sustainability Plan Template on March 22, 2011. The most responsive and responsible bid was submitted by Newcomb, Anderson, McCormick of San Francisco, California. The bid amount of \$242,610.00 is within budget and will be funded from a grant from the California Community Colleges Chancellor's Office.

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

**RECOMMENDATION**

Authorization is requested to approve the award of RFP 2011-01, Sustainability Plan Template to Newcomb, Anderson, McCormick of San Francisco, California and authorize the Vice President of Finance and Administrative Services to execute the contract on behalf of the District. The bid amount of \$242,610.00 is within budget and will be funded from a grant from the California Community Colleges Chancellor's Office.

Carol R. Horton  
\_\_\_\_\_  
Recommended by

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

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

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

Item No.     H.4.

RFP 2011-01, Sustainability Plan Template Scoring

Vendor	Understanding of the Scope of Work	Firm's Relevent Experience	Relevent Community College Experience	Proposed Staff's Relevent Experience	Method of Approach to Scope of Work	Ability to Perform	Pricing	Total	Consultant's Not to Exceed Bid Amount
<b>NAM</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>2</b>	<b>32</b>	<b>\$242,610</b>
NTD	5	3	3	4	4	4	2	25	\$235,000
SolasO'brien	4	4	3	4	4	4	0	23	\$304,428 *
Green Dinosaur	3	3	2	4	3	2	5	22	\$85,870
O'Brien & Co.	3	3	1	3	4	2	5	21	\$61,705

\* exceeds grant amount







**MEMORANDUM OF UNDERSTANDING BETWEEN**

**CITRUS COMMUNITY COLLEGE DISTRICT**

1000 West Foothill Boulevard  
Glendora, California 91741-1899

**AND**

**CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION  
AND ITS CITRUS COLLEGE CHAPTER 101**

**Discipline: Suspension, Demotion, and Dismissal (Permanent Classified Employees)**

The Citrus Community College District, and the California School Employees Association and its Citrus College Chapter 101, hereby mutually agree to include the recently negotiated and approved discipline procedure as an addendum to the current Collective Bargaining Agreement. This discipline procedure-is subject to the grievance process; however, the final decision of the Board of Trustees is not subject to grievance.

It is so agreed:

\_\_\_\_\_  
President, Board of Trustees  
Citrus Community College District

Date \_\_\_\_\_

\_\_\_\_\_  
President  
California School Employees Association  
And Its Citrus College Chapter 101

Date \_\_\_\_\_

\_\_\_\_\_  
Chief Negotiator  
Citrus Community College District

Date \_\_\_\_\_

\_\_\_\_\_  
Chief Negotiator  
California School Employees Association  
And Its Citrus College Chapter 101

Date \_\_\_\_\_



## **Discipline: Suspension, Demotion, and Dismissal (Permanent Classified Employees)**

22.1 A permanent classified employee may be suspended, demoted, or dismissed by the Board of Trustees upon the recommendation of the Superintendent/President.

### **I. DEFINITIONS**

22.2 Suspension means the temporary removal of an employee with loss of pay as a result of disciplinary measure.

22.3 Demotion means the reassignment of an employee to a lower classification at the rate of pay appropriate for that classification.

22.4 Dismissal means the separation, discharge, or permanent removal of employees from his/her position for cause in accordance with the provisions of the Education Code 88013 and these rules.

22.5 Mediation Review means the employee's opportunity to respond orally or in writing to the charges contained in a Notice of Proposed Disciplinary Action.

22.6 Mediator means the person appointed by the State Mediation and Conciliation Service to conduct a requested review of a Notice of Proposed Disciplinary Action.

22.7 Hearing Officer means the person selected to act as the Hearing Officer for purposes of an appeal of a Notice of Proposed Disciplinary Action.

### **II. CAUSES FOR DISCIPLINE**

22.8 One or more of the following are declared to be causes for the suspension, demotion, or dismissal of any permanent employee in the classified service.

- A. Incompetency.
- B. Inefficiency, inattention to or dereliction of duty, lack of ability or failure to perform the assigned duties in a satisfactory manner.
- C. Insubordination, failure to obey reasonable directions, including but not limited to, refusal to do assigned work, or observe reasonable Board Policies and Administrative Procedures, or willful and repeated violation of the provisions of the Education Code.
- D. Conviction of a felony or conviction of a misdemeanor involving moral turpitude.
- E. Engaging in political activity during the assigned hours of employment.
- F. Discourteous treatment of the public, students or of fellow employees.
- G. Use of, possession of, and/or reporting to or being on the job while under the influence of controlled substances, including alcoholic beverages, narcotics or other illegal restricted or unauthorized substances.
- H. Committing any dishonest act, which adversely affects in any way the District, its employees, students and/or public; and/or the operation or purpose of a District position.

- I. Carelessness or negligence in the performance of duty or in the care of use of District property.
- J. Absence and/or repeated tardiness without authority or sufficient reason.
- K. Abuse of illness leave privileges.
- L. Evident unfitness for service.
- M. Sleeping while on or during assigned work hours.
- N. Falsifying any information supplied to the District, including but not limited to, information supplied on application forms, employment records or any other district records or documents.
- O. Persistent violation or refusal to obey safety rules or regulations made applicable to public schools by the governing board or by any appropriate state or local governmental agency.
- P. Abandonment of position, which shall be interpreted to mean an absence without continued notification in excess of one day, except when conditions prevail that makes it impossible for the employee to contact the District.
- Q. Offering of anything of value or offering any service in exchange for special treatment in connection with the employee's job or employment, or the accepting of anything of value or any service in exchange for granting any special treatment to another employee or to any member of the public.
- R. Taking for personal use from any person in connection with work any fee, gift or other valuable thing when such fee, gift or other valuable thing has been given in the hope or expectation of receiving a favor or better treatment than that accorded other persons.
- S. Inducing or attempting to induce any person, firm, or corporation doing business with the school district to show any material favor or consideration of any kind to any person including giving employment to any person.
- T. Inducing or attempting to induce an employee of the District to commit an unlawful act or to act in violation of any lawful and reasonable departmental or official regulation or order.

### **III. PROGRESSIVE DISCIPLINE**

- 22.9 Prior to implementing formal discipline of suspension, demotion, and/or termination, the District will first utilize progressive discipline, except where the Director of Human Resources, or designee, determines that the employee's conduct requires immediate and more serious corrective action.
- A. Progressive discipline shall include the following steps:
    - 1. verbal warning(s)
    - 2. written warning(s)
    - 3. formal written reprimand(s)
  - B. Written confirmation of a verbal warning and written warnings may be placed in the personnel file at the time of issuance. If such warnings or confirmation of verbal warnings may be used in support of a formal disciplinary action, the warning shall be placed in the personnel file. All formal written reprimands shall be placed in the personnel file. The employee shall be given

written notice of the placement of the document in his/her file. The employee shall have an opportunity to submit a written response for inclusion in the personnel file within ten (10) workdays of the notice of intended placement of the document in his/her file. In addition, an employee who is issued a written warning or a formal written reprimand may, within ten (10) working days of receipt of a written warning or formal written reprimand, request a conference with the next level supervisor above the manager/supervisor issuing the written warning or formal written reprimand, for the purpose of contesting the statements contained in any such warning or reprimand which are believed by the employee to be false.

- C. Written warnings may include references to the employee's formal evaluation.
- D. The steps in progressive discipline under this article are not subject to the grievance procedure.

#### **IV. PROCEDURE FOR DISCIPLINARY ACTION**

22.10 The District may, for disciplinary purposes, suspend, demote, or dismiss any employee holding a position in the classified service. Demotion may include reduction in pay from a step within the class to one or more lower steps. Except as provided for in the Education Code, discipline may only be implemented after the employee has exhausted his/her hearing rights as set forth in Section V below.

##### **A. Notice of Proposed Discipline**

For employees to be suspended, demoted, or dismissed the District shall provide the effected employee:

##### **1. Notice of Proposed Disciplinary Action**

Whenever the District intends to suspend an employee, demote the employee, or dismiss the employee, s/he shall be given a written notice of the proposed discipline, signed by the Superintendent/President or his/her designee, which sets forth the following:

- a) The disciplinary action intended.
- b) The specific charges upon which the proposed action is based.
- c) A factual summary of the grounds upon which the charges are based.
- d) A copy of all written materials, reports, and documents upon which the proposed discipline is based.
- e) Notice of the employee's right to a mediation review and formal hearing rights.
- f) Notice that failure to respond at the time specified shall constitute a waiver of the right to respond prior to final discipline being imposed.
- g) The Notice will also be sent to the employee's representative, if any.
- h) The Notice will be personally delivered or sent by certified mail to the employee's address contained in the District's Human Resources Office records.

##### **2. Appeal of Proposed Disciplinary Action: Request for Mediation Review and/or Formal Hearing**

Mediation Review of Notice of Proposed Disciplinary Action

An employee who is served with a Notice of Proposed Disciplinary Action may request a mediation review of the causes and charges set forth in the Notice of Proposed Disciplinary Action. Such request must be made within ten (10) working days of the receipt of the Notice of Proposed Disciplinary Action by filing a written request for mediation review with the Human Resources Office on the form provided for that purpose.

Within five (5) working days of such a request, the District will request the services of a mediator from the California State Mediation and Conciliation Service.

The function of the Mediator shall be to facilitate a conversation between the District and the employee and his/her representative concerning the proposed disciplinary action and, where appropriate, to recommend terms for possible resolution. The Mediator shall not have the authority to impose a settlement upon the parties.

If an agreement is reached during mediation, a written statement of the agreement shall be prepared and signed by the parties. If the mediation process ends without an agreement, then the District shall send notice of disciplinary action, which is to include the following:

- a) The disciplinary action intended.
  - b) The specific charges upon which the action is based.
  - c) A factual summary of the grounds upon which the charges are based.
  - d) A copy of all written materials, reports, and documents upon which the discipline is based.
  - e) Notice of the employee's right to a formal hearing.
  - f) Notice that failure to respond at the time specified shall constitute a waiver of the right to respond prior to final discipline being imposed.
  - g) The Notice will also be sent to the employee's representative, if any.
  - h) The Notice will be personally delivered or sent by certified mail to the employee's address contained in the District's Human Resources Office records.
- 3, Upon receipt of the Notice of Disciplinary Action, the employee may proceed to a formal hearing as provided under Section V below.

#### Request for a Formal Hearing

An employee who is served with a Notice of Proposed Disciplinary Action may request a formal hearing by submitting a written request to Human Resources on the form provided for that purpose. Such request must be filed with Human Resources within ten (10) working days of receipt of the Notice. If the employee requested mediation review of the Notice of Proposed Disciplinary action, then the request for a hearing must be filed within five (5) working days from the receipt of the Notice of Disciplinary Action.

## **V. FORMAL HEARING PROCEDURE**

### 22.11 Time for Hearing

A Hearing Officer shall, within a reasonable time from the filing of the appeal, commence the hearing.

#### 22.12 Selection of the Hearing Officer

The Board shall secure the services of an experienced Hearing Officer within ten (10) working days of receipt of the employee's request for a formal hearing. The Director of Human Resources, or designee, and the employee and/or representative shall attempt to agree upon the individual to hear the matter. If no agreement can be reached, they shall request the California State Mediation and Conciliation Service to provide a roster of seven (7) names of persons experienced in hearing disciplinary matters in public agencies. Each party shall alternately strike a name until only one name remains. The order of striking shall be determined by lot. The remaining name shall be that of the Hearing Officer. If this individual will not be available for the hearing within a reasonable time, not to exceed thirty (30) days, the parties shall secure another list and repeat the selection unless they mutually agree to waive this time provision.

#### 22.13 Failure to Appear

Any employee, having filed an appeal with the Board and having been notified of the time and place of the hearing, who fails to make an appearance before the Hearing Officer without good cause will be deemed to have abandoned his or her appeal. In this event, the Hearing Officer will determine whether there was good cause and may dismiss the appeal.

#### 22.14 Conduct of the Hearing, Record of Proceedings, and Costs

- A. All disciplinary appeal hearings may, at the discretion of either party or the Board of Trustees, be recorded by a court reporter
- B. Any hearing which does not utilize a court reporter shall be recorded by audio tapes.
- C. If a court reporter is requested by either party, that party shall pay the cost of the court reporter.
- D. Evidence

The hearing need not be conducted in accordance with technical rules relating to evidence in California law and witnesses but hearings shall be conducted in a manner most conducive to determination of the truth. Any relevant evidence may be admitted if it is the type of evidence on which responsible persons are accustomed to rely in the conduct of serious affairs, regardless of the existence of any common law or statutory rules, which might make improper the admission of such evidence over objection in civil actions.

Hearsay evidence may be used for the purpose of supplementing or explaining any direct evidence that shall not be sufficient in itself to support a finding unless it would be admissible over objection in civil actions.

The rules dealing with privileges shall be effective to the same extent that they are now or hereafter may be recognized in civil actions. Irrelevant and unduly repetitious evidence may be excluded.

The Hearing Officer shall determine relevancy, weight and credibility of testimony and evidence. Decisions of this nature made by the Hearing Officer shall not be invalidated by any informality in the proceedings.

During examination of a witness, all other witnesses, except the parties, shall be excluded from the hearing upon the motion of either party.

22.15 Burden of Proof

In a disciplinary appeal, the District has the burden of proof by preponderance of the evidence.

22.16 Proceed with Hearing or Request for Continuance

Each side should be asked if it is ready to proceed. If either side is not ready and wishes a continuance, good cause must be stated.

22.17 Testimony under Oath

All witnesses shall be sworn in for the record prior to offering testimony at the hearing.

**VI. WRITTEN FINDINGS, CONCLUSION, AND DECISION OF THE FORMAL HEARING**

22.18 The Hearing Officer shall render findings, conclusions, and decision as soon after the conclusion of the hearing as possible. A finding must be made by the Hearing Officer on each material issue. The Hearing Officer may sustain or reject any or all of the charges filed against the employee. The Hearing Officer may sustain, reject or reduce the disciplinary action invoked against the employee.

22.19 The Hearing Officer will issue a proposed decision to be submitted to the Board of Trustees.

22.20 The proposed decision, the record of the hearing and all documentary evidence shall be available for review by the Board when it deliberates.

22.21 The Board may adopt the proposed decision, modify the proposed decision, or render a new decision. In the event the Board of Trustees upholds a recommendation for disciplinary action, the recommended disciplinary action will be implemented on a date following the Board of Trustees' decision.

**VII. DECISION OF THE BOARD**

22.22 The decision of the Board of Trustees in all cases shall be final.

**CITRUS COMMUNITY COLLEGE DISTRICT**

TO:	BOARD OF TRUSTEES	Action	X
DATE	April 5, 2011	Resolution	X
SUBJECT:	Biennial Governing Board Member Elections, November 8, 2011	Information	
		Enclosure(s)	X

**BACKGROUND**

Pursuant to Education Code §5000, elections will be held on November 8, 2011, to elect members to the governing boards in most of the school and community college districts in Los Angeles County. A blanket "Order of Election," which will cover all governing board elections held on this date, will be issued by the Los Angeles County Office of Education and transmitted to the Los Angeles County Registrar-Recorder/County Clerk. **Governing boards of districts scheduled to hold elections on this date are required to take action to initiate the regular biennial governing board election by adopting a resolution (attached).**

Elections for Trustee Areas 2 (Claremont), 4 (Glendora), and 5 (Monrovia) will be held.

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

**RECOMMENDATION**

Authorization is requested to approve Resolution #2010-11-12 to order the Biennial Governing Board Election, Tuesday, November 8, 2011.

Geraldine M. Perri, Ph.D.  
Recommended by

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

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

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

Item No.     H.8.

**CITRUS COMMUNITY COLLEGE DISTRICT**

Order of Election for the Citrus Community College District of Los Angeles County, California.

**RESOLUTION NO. 2010-11-12  
ORDERING GOVERNING BOARD MEMBER ELECTION**

RESOLVED that pursuant to Education Code (EC) §§5000-5030, the Los Angeles County Superintendent of Schools (County Superintendent) is here by ORDERED to call an election for the purpose, and in accordance with the designations contained in the following specifications of the Election Order made under the authority of §EC 5302, §5304, and §5322.

**SPECIFICATIONS OF THE ELECTION ORDER**

The election shall be held on Tuesday, November 8, 2011. The polling hours shall be from 7:00 a.m. to 8:00 p.m.

The purpose of the election is to submit to the voters of the district the question of whether three (3) members shall be elected to the Governing Board of the Citrus Community College District.

The Los Angeles County Registrar-Recorder/County Clerk (Registrar-Recorder) will perform all the duties incident to the preparation for and holding of the above-mentioned election. The Citrus Community College District will pay the costs of the election. If any agency holds an election on November 8, 2011, the Citrus Community College District shall pay its pro rata share pertaining to the conduct of this election and shall be under the provisions of the appropriate sections of the Education and Election Codes.

IT IS FURTHER ORDERED that the Clerk/Secretary of the district is hereby directed to furnish two copies of this order to the County Superintendent not less than 57 days prior to the date set for the election.

The foregoing Resolution and Order was adopted and affirmed by the Governing Board of the Citrus Community College District of Los Angeles County, being the Board authorized by law to make the designations contained therein, by formal vote as follows:

Ayes: \_\_\_\_\_  
Nays: \_\_\_\_\_  
Absent: \_\_\_\_\_

Signed: \_\_\_\_\_  
Edward C. Ortell  
Clerk/Secretary



**CITRUS COMMUNITY COLLEGE DISTRICT**

TO:	BOARD OF TRUSTEES	Action	X
DATE	April 5, 2011	Resolution	
SUBJECT:	California Community College Trustees (CCCT) Board Election — 2011	Information	
		Enclosure(s)	X

BACKGROUND

The election of members of the CCCT board of the Community College League of California (League) takes place between March 10<sup>th</sup> and April 25<sup>th</sup>. There are eight, three-year vacancies on the board.

Each member community college district board of the League shall have one vote for each of the eight vacancies on the CCCT board. Only one vote may be cast for any nominee or write-in candidate. The eight candidates who receive the most votes will serve three-year terms. In the event of a tie vote for the last position to be filled, the CCCT board will vote to break the tie.

Each community college district chancellor/superintendent has been mailed an official ballot for the election. In addition, chancellors/superintendents received copies of the biographic sketch form and statement of candidacy of each of the twelve candidates.

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

RECOMMENDATION

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.

Geraldine M. Perri, Ph.D.  
Recommended by

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

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

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

Item No.     H.9.

**CITRUS COMMUNITY COLLEGE DISTRICT**

TO:	BOARD OF TRUSTEES	Action	X
DATE	March 15, 2011	Resolution	
SUBJECT:	Board – CEO Protocols	Information	
		Enclosure(s)	X

**BACKGROUND**

As per Accreditation Standard IV.B. – Leadership, and Governance, “In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.”

As such, as a result of recent Board work sessions, a subcommittee of Board President Rasmussen and Board Vice President Montgomery were charged with developing *Board – CEO Protocols*, in accordance with Accreditation Standard IV.B.

The *Board – CEO Protocols* are presented for a first read.

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

**RECOMMENDATION**

Authorization is requested to approve the second and final reading of Board – CEO Protocols.

Geraldine M. Perri, Ph.D.  
Recommended by

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

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

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

Item No.         H.10.

## **CITRUS COLLEGE BOARD–CEO PROTOCOLS**

**DRAFT**

The Board-CEO team performs best when their roles are clear and members seek to meet the expectations for their positions. Employees perform best when they know what is expected of them and have helped to craft the expectations. Boards understand that they have hired the CEO to lead the college and caring boards ensure that the majority of his or her time is devoted to the institution and the community, not to individual Board member needs. CEOs honor Board members and their busy schedules when they provide information in a timely manner and avoid asking Board members to make decisions without adequate time to consider the relevant issues.

To the extent practicable, communication to the CEO should occur at public meetings of the Board of Trustees. Multiple means of communication exist: CEO's Weekly Trustee Updates with appropriate newspaper clippings and attachments of college announcements of upcoming events; confidential blue memos; emails; phone calls; specially requested written reports; special topic memos; minutes of major college committees; Board work sessions; college events; college newsletters; press releases; college wide forums; and college wide information memos.

The Board has created these protocols to ensure a strong, effective relationship with the CEO and will monitor Board effectiveness by reviewing the document each year.

1. The Board acts as a collective body. No individual member should give direction to the CEO.
2. Every action by a member of the Board should be directed toward improving the educational program for students.
3. The Board will recognize its role as a policy making body and shall not concern itself with District management.
4. Good boardsmanship requires loyalty to the entire team including: participation on the discussions of issues and listening respectfully, not making derogatory remarks about other Board members to staff or in public, respecting each Board member's individual opinion, accepting the decisions of the entire Board, dedication to making each Board member and the CEO successful.
5. Board members shall be respectful in all communications with the CEO and staff at all times.
6. Team members shall never discuss confidential personnel or negotiation matters with members of the Bargaining Team.
7. All significant administrative action is to be communicated to all Board members. Information shared by the CEO is sent to all Board members.
8. Board members should respect the CEO's time by not making unnecessary demands. The majority of the CEO's time should be devoted to the institution and the community, not to individual Board member needs.

9. Individual requests for reports, surveys, and projects will be requested in open session evaluated by the entire Board with consideration of staff time involved and the merits of the request.
10. All Board members are to be apprised in a timely manner on any incident to which they may be called upon to answer or explain.
11. Board members will not use the media as a personal forum unless it is clearly indicated that the opinion is personal and not representative of the Board's majority position.
12. Each Board member shall make a courteous effort to share the opportunity to comment at Board meetings.
13. All Board members should be cognizant and respectful of the CEO's time and role in the management of the District.
14. Questions and communications of Board agenda items are to be communicated to the CEO prior to the Board meeting. The CEO will respond in a timely efficient manner.
15. All conversations taking place in closed sessions will remain absolutely confidential.
16. The Board President will meet with the CEO on a regular basis for the pre-Board review.
17. Appointments between the CEO and individual Board members will be conducted during routine business hours at the college between the hours of 7:30 a.m. and 5:30 p.m. and should not last much longer than one hour.
18. Meetings between the CEO and individual Board members are limited to two per year. Additional meetings with the CEO require Board consent.

March 3, 2011

**DRAFT**

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

March 15, 2011

The Board of Trustees of the Citrus Community College District met for the Regular Meeting on Tuesday, March 15, 2011, in the Administration Building Board Room.

Board President Rasmussen called the meeting to order at 4:15 p.m. Student Trustee Delgado 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 Alejandra Delgado (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; Robert Sammis, Director of Human Resources; Stephen Lindsey, Dean of Business, CSIS, Distance Education, and Library, representing Irene Malmgren, Vice President of Academic Affairs; Roberta Eisel, Academic Senate President; Steve Siegel, CSEA President; and Christine Link, Recording Secretary.

**ADMINISTRATORS AND EMPLOYEES SIGNING THE VOLUNTARY SIGN-IN SHEET:**

**Management Team:** Paula Green, Lan Hao, Steve Lindsey, Martha McDonald, Sylvia Smythe, and Linda Welz

**Faculty:** Roberta Eisel

**Supervisors/Confidential:** Tedd Goldstein

**Classified Employees:** None

**Adjunct Faculty:** None

**Students:** Nohemi Camacho, Rhiannon Conrado, Raul Landeros, and Erick Sanzon

**VISITORS:** None

**Geraldine M. Perri, Ph.D., Superintendent/President,** was pleased to report on some of the recent successes of Citrus College students. Dr. Perri congratulated the men's

basketball team for making it to the state championship, where they played against San Francisco City College. The Owls were not victorious, but the game was close and well-played. Dr. Perri congratulated the student athletes, Head Coach Chris Victor and the assistant coaches. She thanked Ms. Jody Wise, Dean of Physical Education and Athletics, for her leadership with all of the college's athletic teams.

Dr. Perri congratulated Mr. Yamato Kaneko, Phi Theta Kappa (PTK) Honor Society student, for being selected to receive PTK's 2011 Guistwhite Scholarship. Mr. Kaneko was selected out of 1,340 applicants nationally to receive a \$5,000 scholarship that will assist him in pursuing his bachelor's degree. Dr. Perri applauded the leadership of the college's PTK advisors.

Dr. Perri reported that four Citrus College photography students placed as finalists in the Photographers Forum International competition. She congratulated the students for their work, and she commended the efforts of Mr. Darrell Carr, Photography instructor.

Reporting on recent activities, Dr. Perri said she had an opportunity to provide an update on the budget and respond to questions at the Academic Senate meeting on March 9, 2011. Dr. Perri and Ms. June Stephens, Executive Director of Development and External Relations, also attended a reception welcoming Dr. Terry Nichols as the new Superintendent of the Duarte Unified School District. Dr. Perri said the college is looking forward to a collaborative working relationship with Duarte Unified School District.

Dr. Perri said news from the Community College League of California (CCLC) indicates that there were several thousand students rallying on the steps of the State Capitol on March 14, 2011, chanting "let the people vote." The positive rally was met with the dire news that the Senate has abandoned talks with the Governor on two significant issues: the length of the tax extensions and specifics of a cap on state spending.

CCLC has provided revised projections for Citrus College in terms of the reductions in FTES, which coincide with three proposed budget scenarios. The first scenario is a \$2.8 million cut with a reduction of 664 FTES equal to 221 sections. The second scenario is a \$5 million cut with a reduction of 1,168 FTES equal to 389 sections. The third scenario is an \$8 million cut with a reduction of 1,843 FTES equal to 614 sections. Dr. Perri reported that the college is preparing two budgets that will address the first and third scenarios.

Dr. Perri asked Ms. Stephens to report on a recent gift to the Citrus College Foundation. Ms. Stephens announced that the Foundation received a \$10,000 contribution to create two scholarship funds: the Albert and Georgia Meissenburg Scholarship and the Eleanor Thatcher Scholarship. The funds are gifts from Mrs. Georgia Meissenburg, a long-time Glendora resident, and were established to give back to Citrus College, where she and her sister Eleanor were students. Both women graduated in 1938.

**Stephen Lindsey, J.D., Dean of Business, CSIS, Distance Education, and Library,** reported on behalf of Dr. Irene Malmgren, Vice President of Academic Affairs. Dr. Lindsey reiterated congratulations to Citrus College students Mr. Yamato Kaneko and Ms. Gabrielle Lamarche, who were selected for the PTK All-California Academic Team. Ms. Carolyn Perry, PTK advisor, will accompany the students to a luncheon honoring the All-California Academic Team in Sacramento on March 21, 2011.

Dr. Lindsey was pleased to report that a team of Citrus College students mentored by Ms. Lucia Riderer, Physics professor, have been selected to participate in a very prestigious NASA competition, the "2011 MSI/CC Reduced Gravity Education Flight Program." The students competed against high-powered schools, including ivy leagues. They will conduct their proposed experiment this spring, and the culminating experience will take place this summer at the Houston Space Center.

Dr. Lindsey announced that Citrus College student Mr. Ricky Lin is eligible to go to the state SkillsUSA competition in April. Last year, Mr. Lin was the state finalist for California in the national SkillsUSA competition held in Kansas City.

On March 9, 2011, Citrus College hosted an early Earth Day event in the Haugh Performing Arts Center where 16-year old Alec Looz encouraged the audience of 1,200 to "Join the Green Revolution." Dr. Lindsey said the event was attended by Citrus College students, faculty and staff; community members; and students from area high schools and middle schools. Mr. Looz also invited those in attendance to join a "Million Youth March" to demonstrate to lawmakers the urgency of climate change.

**Jeanne Hamilton, Ph.D., Vice President of Student Services,** reported that Citrus College has 142 students from Japan this semester. Upon learning of the earthquake, the International Student Center sent an e-mail to all of the Japanese students, expressing concern and letting them know that the student lounge would be open and providing televised news all day. They also offered counseling and assistance in calling home. Ms. Lori Gatto, International Student Technician, used Facebook to contact current students and alumni to offer assistance and encouragement. Mr. Coe Lamoureux, International Student Supervisor, also opened the center on Saturday for part of the day to allow students to use the computers and telephone. The students are discussing fund raising efforts to support relief.

Dr. Hamilton was saddened to report that Mr. Andy Sprogis, DSP&S Instructional Lab Technician, passed away on March 6, 2011. Mr. Sprogis had worked at the college since 1993 and assisted many students with disabilities in using adaptive technology in the High Tech Center. His family requested that a memorial service be held at the college. Dr. Lucinda Over, Dean of Counseling, and the DSP&S staff are planning a service for March 24, 2011, in CI 159.

Dr. Hamilton said that Club Rush took place on the Campus Center Mall on March 8 and 9, 2011. There was a great deal of enthusiasm exhibited by all of the 15 clubs that participated. Huntington Memorial Hospital brought their blood mobile to the event and

was able to collect 86 units of blood. Dr. Hamilton said the Office of Student Life has received inquiries from students wishing to start five new clubs. The college's clubs program is led by Mr. Aaron Bennett, a graduate intern from Azusa Pacific University (APU). The Office of Student Life has also hired two interns from APU who will share the responsibility of developing a Leadership Academy for Citrus College students.

**Carol R. Horton, Vice President of Finance and Administrative Services**, spoke to an agenda related to the award of the Restroom Building East Campus Project to Tek-Up Tek-Up Construction. The District has determined that Tek-Up was the low bidder, can perform the duties for which they did not list a sub-contractor and that there were no grounds for a bid protest. However, Tek-Up will be monitored to ensure that they do the work themselves.

**Roberta Eisel, Academic Senate President**, reported that the Academic Senate met on March 9, 2011. They appreciated the timely and informative presentation by Dr. Perri and Dr. Malmgren, and several faculty members have remarked that the presentation helped them understand the deep challenges the college is facing.

The Academic Senate approved several BPs and APs. In addition, they approved the Physical Education program name change to Kinesiology/Health/Athletics, and they agreed to conduct a survey of the faculty on the work of the department chairs task force, a task that carries over from the earlier work of that group.

Ms. Eisel said the Academic Senate has worked with the Office of Academic Affairs to coordinate a sabbaticals forum on April 7, 2011, where 2009-2010 sabbatical recipients will share their sabbatical projects.

**Alejandra Delgado, Student Trustee**, reported on ASCC activities. On March 30 and 31, 2011, ASCC will host the National Caesar Chavez Blood Drive to help increase blood donations amongst the Latino community. Last year, Citrus College students gathered more blood donations for this national blood drive than many large colleges and universities. Student Trustee Delgado also reported that ASCC will partially sponsor the Citrus College students who will compete in NASA's 2011 MSI/CC Reduced Gravity Education Flight Program.

**Susan M. Keith, Member, Board of Trustees**, reported that she and her husband attended the men's basketball championship game. She said the caliber of the team and the coaches was impressive. She is very proud of the entire team.

Trustee Keith also attended a reception welcoming the Interim Superintendent for Claremont Unified School District, Dr. Gloria Johnston.

**Patricia Rasmussen, President, Board of Trustees**, reported that she was pleased that Citrus College has been proactive with its Disaster Preparedness Plan in light of the disaster in Japan, and she gave kudos to the staff for keeping the plan up to date.



Board President Rasmussen was also pleased that the students are planning to find a way to contribute to aid for Japan.

#### **MINUTES:**

**Item 1:** Moved by Trustee Montgomery and seconded by Trustee Woods to approve the regular meeting minutes of March 1, 2011. 5 Yes.

#### **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.

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

**Item 4:** Moved by Trustee Keith and seconded by Trustee Montgomery to approve purchase orders for February 2011. 5 Yes.

#### **PERSONNEL RECOMMENDATIONS**

**Item 5:** 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 6:** 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 7:** Moved by Trustee Keith and seconded by Trustee Montgomery to approve the employment of short-term, non-academic employees and substitutes. 5 Yes.

*Board President Rasmussen thanked and recognized the retirees.*

#### **BIDS**

**Item 8:** Moved by Trustee Woods and seconded by Trustee Ortell to approve the award of bid #03-0910, Restroom Building East Campus Project to Tek-Up Construction of Woodland Hills, California and authorize the Vice President of Finance and Administrative Services to execute the contract on behalf of the District. The bid price of \$544,340.00 is within budget and will be funded from Measure G Bond funds. 5 Yes.

#### **RESOLUTION**

**Item 9:** Moved by Trustee Keith and seconded by Trustee Montgomery to approve Resolution #2010-11-11 recognizing the Centennial of the City of Glendora. 5 Yes.

**BOARD OF TRUSTEES**

**Item 10:** Moved by Trustee Keith and seconded by Trustee Montgomery to approve the first reading of Board – CEO Protocols.

3 Yes (Trustee Keith, Trustee Montgomery, Board President Rasmussen).  
2 No (Trustee Ortell and Trustee Woods).

There was discussion regarding the Board – CEO Protocols.

Trustee Woods raised the following points: scheduling of workshop without meeting and consent of entire board; cost of workshop not discussed or approved; he is still not aware of the cost of the workshop; committee of Trustees Ortell and Montgomery formed to discuss protocols subsequently Trustee Montgomery announcing to others that she would not work with Trustee Ortell; committee reviewing protocols were to bring back their list to Board before putting on board agenda; at all times he objected to protocols as taking away his right as an elected official to represent his area effectively (examples provided: U.S. Constitution, 1<sup>st</sup> Amendment, U.S Supreme Court – dissenting opinion, Patrick Henry – Give me liberty or give me death), 7:30 a.m. – 5:30 p.m. – he works and can rarely meet with the CEO during these hours, two meetings per year – limits his ability to represent district tremendously.

Trustee Montgomery noted to Trustee Woods that she did not remove Trustee Ortell from the committee. She noted her colleagues did not want her on the committee. She later indicated that the board members were not sure if they were ready at that point to form a sub committee to write protocols.

Trustee Ortell indicated he would not vote in favor of the protocols as they limit his freedom of speech and academic freedom. He mentioned the limitation of meetings to twice a year with the CEO and cited the Education Code. He noted protocols run counter to ward arrangement of a district. He noted continuing objection to the Board Retreat meetings that had been held.

Trustee Keith noted that if there is a minority opinion it should be the Board's role to respect one's colleagues and if in public one would note it was a decision of the board although they may not have agreed.

Trustee Montgomery noted that the intent of the protocols is not aimed at whether they meet with the Superintendent but instead that meetings of the Board be the time for Board discussion and items should not be discussed privately with the CEO. She noted that the Board should operate as one group. She indicated that the first item of the protocols says what it is all about - that the Board acts as a collective body, no individual member shall give direction to the CEO. She noted that the

Board should take action as a Board rather than meet separately with the CEO. She indicated that it is the duty of the Board to do their work in front of the public

Trustee Keith noted that appointments with the CEO should be during routine business hours and should be limited. She indicated that two board members should not be meeting with the CEO on a regular basis. She noted that there are lots of ways to get information and that she has never had a problem doing that.

Board President Rasmussen stated she and Trustee Montgomery worked on the protocols with the aim of ensuring that the business of the board is done in public, with discussion. She indicated that there are multiple ways that the Board receives information from the superintendent aside from face-to-face, one-on-one appointments. She noted that the CEO oversees the daily of the operations of the college and with community events it would be a challenge to meet with five people individually. She indicated that there are 16 Board meetings a year and special work sessions. The goal in establishing the protocols is to position the District in its best possible light especially in regard to the City of Bell scandal. She noted that she wants to ensure there are no perceptions of Brown Act violations or other improprieties by establishing common ways of communicating with the CEO so that the CEO can focus her efforts on the daily operations of the college. She indicated that concerns had been expressed regarding meetings held with the same two trustees and the CEO outside of the District and in the evening hours with other members of the Board not privy to the dialogue. She noted that the protocols codify the ability to have everybody be equal in terms of discussion and that all board action is done in the face of the public.

There was continued discussion regarding the out-of-District meetings and the number of meetings held. Trustee Ortell indicated that there were two meetings in two years. Board President Rasmussen indicated that there were many more than two meetings per year and that it has gone on for decades. Trustee Ortell requested documentation of the meetings.

Trustee Ortell noted that we are going to be facing some difficult times and that this document detracts the Board from that when there isn't evidence that it has been misused. He noted it runs counter to free speech and academic freedom. Trustee Ortell indicated the Brown Act is the law that governs the way boards operate.

Trustee Rasmussen noted that it was unfortunate that the Board had to take the time to discuss this topic. She indicated that there had been conflicting directives between members of the board making an awkward situation for the president. She indicated that the protocols were drafted

up as protocols for board behavior with the purpose of doing the business of the Board in open session.

- Item 11:** Moved by Trustee Woods and seconded by Trustee Ortell to table the first reading of Board – CEO Protocols.
  - 3 No (Trustee Keith, Trustee Montgomery, Board President Keith).
  - 2 Yes (Trustee Ortell and Trustee Woods).

**CLOSED SESSION:** At 5:04 p.m., Board President Rasmussen 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); and California School Employees Association (CSEA) Citrus College Chapter Local 101.**

**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 DISCIPLINE/DISMISSAL/RELEASE**

**RECONVENE OPEN SESSION:** At 5:24 p.m., Board President Rasmussen reconvened the meeting to open session with no action taken.

**ADJOURNMENT:** At 5:25 p.m., it was moved by Trustee Keith and seconded by Trustee Woods to adjourn the meeting.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Edward C. Ortell  
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>