

# LOS RIOS COMMUNITY COLLEGE DISTRICT



## BOARD MEETING AGENDA

Wednesday, May 11, 2016

5:30 pm

### MEETING LOCATION:

American River College  
Student Center Board Room  
4700 College Oak Drive  
Sacramento, CA 95841

### 1. CALL TO ORDER

Board President

### 2. ORAL COMMUNICATIONS

*The public may comment on any items within the board's jurisdiction, even if the items are not on the agenda only during this portion of the meeting. However, the law prohibits action by the Board on non-agenda items. A yellow "Speaker's Card" must be submitted to the clerk of the board and comments are limited to three (3) minutes.*

### 3. CONSENT CONSIDERATIONS

*A member of the Board may request that an item be removed for further discussion and separate action.*

A. Board Meeting Minutes: April 13, 2016	Brian King
B. Curriculum Proposals: ARC/CRC/FLC/SCC	Susan Lorimer
C. Non-Substantive Board Policy Revisions: Grade Point Average and Student Honors (P-7251); Grading Practice and Standards (P-7252); Remedial Course Limit (P-7261)	JP Sherry
D. Claim – Wesley Williams	JP Sherry
E. Claim – Dane Lawless	JP Sherry
F. Proposal: Reclamation District 900 Operations and Maintenance	JP Sherry
G. District Quarterly Financial Status Report (311Q)	Theresa Matista
H. Los Rios Foundation – Quarterly Investment Report	Theresa Matista
I. Special Event Authorization	JP Sherry
J. Ratify: Grants and Contracts Awarded	Susan Lorimer
K. Ratify: New Contracts and Renewals	Theresa Matista
L. Ratify: Affiliation and Other Agreements	Theresa Matista
M. Ratify: Bid Transactions	Theresa Matista
N. Disposition of Surplus Equipment	Theresa Matista
O. Purchase Orders, Warrants, Checks and Wires	Theresa Matista
P. 2016-17 Sabbaticals/Professional Development Leaves	Brian King
Q. Regular Human Resources Transactions	Brian King

### 4. FIRST READING

A. Board Policy Creation: Emeriti: P-5166, P-6626, P-9415	JP Sherry
B. Board Policy Revisions: Changes to Hiring Processes re: Felony Convictions: P-5121, P-5122, P-6122, P-6123, P-9121, P-9123	JP Sherry
C. Five Year Construction Plan and FPP's	Theresa Matista

<b>5. ACTION</b>	
A. <a href="#">Los Rios Strategic Plan</a>	Susan Lorimer
B. <a href="#">Resolution No. 2016-07: Recognizing Classified Employees</a>	Brian King
C. <a href="#">Equal Employment Opportunity Plan</a>	Brian King

<b>6. INFORMATION</b>	
A. <a href="#">American River College New Faculty Academy</a>	Thomas Greene

**7. BOARD MEMBER REPORTS**

**8. FUTURE AGENDA ITEMS**

<b>9. REPORTS and COMMENTS</b>
<ul style="list-style-type: none"> <li>▪ Student Association</li> <li>▪ Classified Senate</li> <li>▪ Academic Senate</li> <li>▪ Other Recognized Constituencies</li> <li>▪ Chancellor’s Report</li> </ul>

<b>10. CLOSED SESSION</b>
<i>Closed session may be held as authorized by law for matters including, but not limited to collective bargaining (Rodda Act), Education Code provisions, pending litigation, etc.</i>
A. Pursuant to Government Code section 54956.8; Conference with Real Property Negotiators; Property: Sacramento County APN: 277-0285-003-0000; District Negotiators: Brian King, Theresa Matista, Pablo Manzo and Susan Lorimer.

**11. OPEN SESSION: REPORT OF ANY ACTION TAKEN IN CLOSED SESSION, IF NECESSARY**

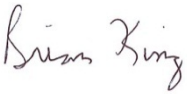
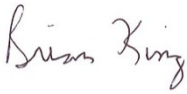
**12. ADJOURNMENT**

<b>LOS RIOS BOARD OF TRUSTEES</b>			
<b>Deborah Ortiz</b> President ▪ Area 6	<b>Ruth Scribner</b> Vice President ▪ Area 4	<b>Dustin Johnson</b> ▪ Area 1 <b>Robert Jones</b> ▪ Area 2 <b>John Knight</b> ▪ Area 3	<b>Pamela Haynes</b> ▪ Area 5 <b>Kay Albiani</b> ▪ Area 7 <b>Cameron Weaver</b> ▪ Student Trustee
Regular Board Meetings are generally held every second Wednesday of the month at 5:30 pm ▪ <i>Note:</i> Meeting times and locations are subject to change. For current information, call the District Office at (916) 568-3021.			
June 8, 2016 ▪ Regular Board Meeting ▪ Location: District Office			
Public records provided to the Board for the items listed on the open session portion of this agenda are available at the District Office located at 1919 Spanos Court, Sacramento, CA, during normal business hours. The Board agenda is posted on the District’s website: <a href="http://www.losrios.edu">www.losrios.edu</a>			
<b>Help Us Help You</b>			
Los Rios Community College District strives to make reasonable accommodations in all of its programs, services and activities for all qualified individuals with disabilities. Notification (568-3021) 48 hours in advance will enable the District to make arrangements to ensure meeting accessibility. When you arrive, please contact a staff member if you need assistance (Pursuant to Govt Code § 54954.2).			

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 11, 2016

<b>SUBJECT:</b>	Board Meeting Minutes: April 13, 2016	ATTACHMENT: Yes	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item A	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	Brian King 	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	Brian King 	ACTION	
		INFORMATION	

**STATUS:**

The minutes of the Board of Trustees meeting held on April 13, 2016 are attached for Board review and consideration.

**RECOMMENDATION:**

It is recommended that the Board of Trustees approve the minutes of the meeting held on April 13, 2016.



**LOS RIOS COMMUNITY COLLEGE DISTRICT**  
**Board Meeting Minutes**  
**Wednesday, April 13, 2016**

## **1. CALL TO ORDER**

The board meeting was called to order by President Ortiz at 5:30 p.m., in the District Office Board Room, 1919 Spanos Court, Sacramento, California.

### ***Present:***

Ms. Deborah Ortiz, President  
Ms. Ruth Scribner, Vice President  
Ms. Kay Albiani  
Ms. Pamela Haynes  
Mr. Dustin Johnson  
Mr. John Knight

Mr. Cameron Weaver, Student Trustee

Dr. Brian King, Chancellor

### ***Absent:***

Mr. Robert Jones

## **2. ORAL COMMUNICATIONS**

Kimberly Bankston-Lee, Senior Program Director of Breathe California, and David Miller, Public Health Advisor of the San Francisco Regional Office of the U.S. Department of Health and Human Service Tobacco Free College Campus Initiative, recognized Board President Deborah Ortiz and American River College President Thomas Greene for ARC's smoke/tobacco/vape free policy, which is considered Platinum Plus, the highest attainable level. In addition, Cristina Salazar, Legislative Aid to Assemblymember Kevin McCarty, 7th District, presented a certificate of recognition to the Board of Trustees.

Laurie Jones addressed the Board of Trustees regarding student government matters.

## **3. CONSENT CONSIDERATIONS**

*A motion was made by Ms. Haynes, seconded by Ms. Albiani, that the Board of Trustees approve Consent Consideration items A through R.*

*Roll Call Vote:*

*Aye: Albiani, Haynes, Johnson, Knight, Ortiz, Scribner*

*No: None*

*Absent: Jones*

*Motion carried; 6:0*

*Student Advisory Vote: Aye*

A. *Board Meeting Minutes: March 4-5 and 16, 2016*

*That the Board of Trustees approve the minutes of the meetings held on March 4-5 and 16, 2016.*

B. *Curriculum Proposals: ARC/CRC/FLC/SCC*

*That the Board of Trustees approve the curriculum proposals for American River, Cosumnes River, Folsom Lake and Sacramento City College.*

C. *Resolution No. 2016-05: Authorizing Execution of a Contract from the Sacramento Employment and Training Agency (Veterans' Employment Assistance Program)*

*That the Board of Trustees approve Resolution No. 2016-05 authorizing the Chancellor or his designee(s) to execute the contract and any future augmentations, amendments, renewals, extensions, or other modifications to the agreement.*

D. *Non-Substantive Board Policy Revisions: News Media Communication (P-1111)*

*That the Board of Trustees approve the proposed revisions to board policy 1111.*

E. *Board Policy Revision: Compensation and Reimbursement (P-3221)*

*That the Board of Trustees approve the proposed revisions to board policy 3221.*

F. *Board Policy Revision: Administrative (P-4111)*

*That the Board of Trustees approve the proposed revisions to board policy 4111.*

G. *Board Policy Creation: Recruitment: College President (P-9123); Initial Selection: College President (P-9124)*

*That the Board of Trustees approve the proposed new board policies 9123 and 9124.*

H. *Board Policy Revision: Assignment to Faculty (P-9136)*

*That the Board of Trustees approve the proposed revisions to board policy 9136.*

I. *Naming of Sacramento City College Photography Gallery*

*That the Board of Trustees approve the naming of the Sacramento city College Photography Gallery in the Student Services Building as the "Russ Solomon Gallery."*

J. Disposition of Stale Records

That the Board of Trustees approve the destruction of the documents referenced in the April board agenda packet.

K. Ratify: Grants and Contracts Awarded

That the Board of Trustees ratify and/or approve the grant and contract awards listed herein pursuant to Board Policy 8315.

Title, Description, Term, Project Administrator	College/Unit	Amount	Source
Child Development Training Consortium – Campus Coordinator and Instructional Agreement (renewal) <ul style="list-style-type: none"> <li>• Funds to support coordination of and instruction in the Child Development Training Program.</li> <li>• 9/1/2015 through 6/30/2016</li> <li>• Administrator: Dale van Dam, Dean, Instruction</li> </ul>	FLC	\$11,900	Yosemite CCD

L. Ratify: New contracts and Renewals

That the Board of Trustees ratify and/or approve the contracts listed herein.

CONTRACTS					
Description	Agreement Amount	Initial (I) Renewal (R)	Valid Dates	Consultant/ Contractor	Department Sponsor
SCC Mohr Hall Project Cost Estimating services for modernization project consisting of demolition of existing, site improvements	\$29,200.00	(I)	03/13/16 - 03/31/18	Sierra West Group	Facilities Management
District Wide Camera Security Assessment	\$49,100.00	(I)	03/11/16 - 03/31/18	Exante360 LLC	Facilities Management
Engineering Consulting Services for the Replacement of Variable Speed Drives DW Proposition 39	\$15,500.00	(I)	02/10/16 - 12/31/16	Engineering Enterprise	Facilities Management
SCC Mohr Hall Commission Services, develop commissioning plan including specific equipment, early drafts, tests, procedures	\$67,890.00		03/13/16 - 03/31/20	Enovity, Inc.	Facilities Management

M. Ratify: Affiliation and Other Agreements

That the Board of Trustees ratify and/or approve the agreements listed in the April board agenda packet pursuant to Board Policy 8315.

N. Ratify: Bid Transactions

That the Board of Trustees ratify the bid transactions as listed herein pursuant to Board Policy 8315.

BID AWARDS					
Bid No	Description	No of Responses	Award Date	Successful Vendor	Contract Amount
16014	District Wide Fire Alarm Testing	4	3/4/2016	SecureCom, Inc.	\$84,000.00
16013	CRC Elk Grove Center Monument Sign	3	3/28/16	Abide Builders, Inc.	\$72,000.00

O. Disposition of Surplus Equipment: Salvage Value Greater than \$5,000

That Board of Trustees approve the disposal of the items listed in the April board agenda packet, which are valued at \$5,000 or more, pursuant to Education Code section 81450-81450.5.

P. Disposition of Surplus Equipment

That Board of Trustees approve the disposal of the surplus items listed in the April board agenda packet, which are valued at \$5,000 or less, pursuant to Education Code section 81452.

Q. Purchase Orders, Warrants, Checks and Wires

That the Board of Trustees approve the numbered purchase orders, warrants, checks, and wires issued during the period of February 16, 2015 through March 15, 2016.

PURCHASE ORDERS		
General Fund	0001085453-0001085936 B116720-B116734	\$ 2,904,464.75
Capital Outlay Fund	0003016674-0003016719 -	
Child Development Fund	-	
Self-Insurance Fund	0009000352-0009000353	
WARRANTS		
General Fund	727416-728709	\$ 9,233,877.85
General Fund-ARC Instructional Related	006051-006154	
General Fund-CRC Instructional Related	022134-022198	
General Fund-FLC Instructional Related	030810-030842	
General Fund-SCC Instructional Related	044968-045049	
Capital Outlay Fund	830621-830726	
Child Development Fund	954186-954195	

Self-Insurance Fund	976296-976305	
Payroll Warrants	300890-302786	\$ 20,395,857.16
Payroll-Direct Deposit	775694-780324	
March Leave Process	302787-304232	
Payroll Vendor Warrants	59972-60140	
CHECKS		
Financial Aid Disbursements	2238230-2242362	\$ 3,699,215.61
Clearing Checks	2608-2609	\$ 1,752.00
Parking Checks	2925-2927	\$ 282.00
Bookstore Fund – ARC	30234-30394	\$ 1,117,539.71
Bookstore Fund – CRC	026569-026666	
Bookstore Fund – FLC	9274-9313	
Bookstore Fund – SCC	048141-048213	
Student Clubs Agency Fund – ARC	4883-4908	\$ 52,112.48
Student Clubs Agency Fund – CRC	3913-3935	
Student Clubs Agency Fund – FLC	2055-2065	
Student Clubs Agency Fund – SCC	3313-3338	
Foundation – ARC	4755-4770	\$ 47,595.44
Foundation – CRC	2046-2059	
Foundation – FLC	1087-1110	
Foundation – SCC	3566-3605	
Foundation – DO	0735-0741	
Associated Students Trust Fund – ARC	0770-0776	\$ 6,820.30
Associated Students Trust Fund – CRC	-	
Associated Students Trust Fund – FLC	0565-0569	
Associated Students Trust Fund – SCC	-	
Regional Performing Arts Center Fund	USI Check System 3751-3831 Manual Checks 9125-9125	\$ 374,318.37
WIRES		
Board of Equalization	-	\$ 10,000.00
PARS	-	\$ 28,756.86
Vendors	-	\$ 7,845.92
Backup Withholding	-	\$ 524.70
Retiree Health Trust	-	\$ -
Self-Insurance	-	\$ -

R. Regular Human Resource Transactions

That the Board of Trustees approve the human resources transactions listed in the April board agenda packet.

**4. ACTION**

A. Resolution No. 2016-06: District General Election

A motion was made by Ms. Albiani, and seconded by Mr. Johnson, that the Trustees adopt Resolution No. 2016-06 that describes the specifications for the November 8, 2016 election.

Roll Call Vote:



*Aye: Albiani, Haynes, Johnson, Knight, Ortiz, Scribner*  
*No: None*  
*Absent: Jones*  
*Motion carried; 6:0*  
*Student Advisory Vote: Aye*

## **5. INFORMATION**

### *A. Los Rios Safety and Security Update*

Los Rios Police Chief Cheryl Sears provided an update on the District's preparedness for emergency response and our focus on campus safety. The presentation outlined the District's efforts to maintain campus safety and security, as well as a constant state of readiness for effectively dealing with emergency situations.

### *B. Los Rios Sustainability Program Update*

Associate Vice Chancellor of Facilities Pablo Manzo provided an update regarding districtwide sustainability efforts in construction and operational programs, and provided highlights of the colleges' efforts to support and promote sustainability as a goal throughout the District.

## **6. BOARD MEMBER REPORTS**

Trustees Albiani, Haynes, Johnson and Knight participated in the districtwide strategic planning charrette.

Trustee Haynes attended the Yolo veterans' art show at the West Sacramento Center. She also attended the White House Initiative on Educational Excellence for African American Students and shared her perspective on the experience.

Trustee Ortiz reminded everyone about the event details of the Jewish-Latino Festival on Sunday, April 17.

## **7. FUTURE AGENDA ITEMS**

No future agenda items were discussed.

## **8. REPORTS AND COMMENTS**

The following constituency representatives presented reports to the Board:

Marianna Sousa, President, Sacramento City College Student Association  
Sandra Belmares, President, Sacramento City College Classified Senate  
Ginni May, President, Districtwide Academic Senate  
Robert Perrone, Representative, LRCFT

Chancellor's Report:

**District:** The statewide accreditation workgroups led by the Community College CEO Board will begin on April 21, and nominations are in process for the four open seats on the ACCJC Commission. American River College is hosting a visit from a new manufacturing facility that is being coordinated this week through Greater Sacramento and the Governor's Economic Development Office. California is one of three national locations being considered, which is an exciting opportunity for Sacramento.

**ARC:** American River College students excelled at the recent SkillsUSA regional competition. In welding fabrication, the team of Josh Porter, Manuel Pascal and Brett Mendes won gold medals, and the team of Jay Baldrige, Victor Dragni and Douglas Vilhauer won silver. Both welding teams advanced to state competition. In MIG welding, Matthew Beltran won the gold and Tsuji Dante won silver. Both advance to state. Automotive student Miguel Hernandez won silver in the job interview competition, and he will also go to state to compete. Miguel also won bronze in the diesel job skill demo competition.

**CRC:** World-renowned fine art photographer Joyce Tenneson was a recent guest speaker at Cosumnes River College. She presented "A Life in Photography," showing many of her images, including some that have appeared on the covers of magazines such as Time, Life, Newsweek, Esquire and The New York Times Magazine. Ms. Tenneson spent the night in Sacramento and then returned to CRC the next day for the first ever "Portfolio Day," in which she presented on "The Ultimate Portrait." CRC photography professors gave demonstrations on a variety of topics as well. In all, more than 200 students attended the day's activities.

**FLC:** At its March 21 meeting, the California Community Colleges Board of Governors unanimously voted to approve Folsom Lake College's Rancho Cordova Center as an official state educational center. To reach this goal, faculty, staff and managers worked together to expand and realign both instructional programs and student services, complete a phased move-in to a new facility, and tripled the number of students served during a period of flat enrollment (a 200% increase!). The Rancho Cordova Center is the sixth and final center outlined in the district's 2001 "Plan for Educating a Region."

**SCC:** Sacramento City College has been selected by the state Chancellor's Office to receive a \$1.5 million grant, over three years, to provide a new framework for basic skills students. The "Triple C" grant, for Contextualized Collaborative Cohorts, will help SCC provide a model to keep basic skills students from disappearing before they complete a college-level gateway course. It will also allow SCC to help CTE students entering the workforce with the basic skills of reading and writing English, and performing elementary math. More than 80 community colleges throughout the state applied for the grant; 43 were funded.

*Chancellor King announced the following retirements:*

Retirement			Years of Service
Gregory Hayman	Director III, Administrative Services	SCC	10+
Leilani Rexius	Educational Media and Web Design Specialist	ARC	15+

Shishir Kumar	Electronics Technology Professor	SCC	17
Brian Bates	Humanities Professor	ARC	18+
Cheryle Christiansen	Nursing Professor	ARC	26
Nanci Stewart	Custodian	ARC	27+

## 9. ADJOURNMENT

*A motion was made by Mr. Weaver, seconded by Ms. Haynes, that the meeting be adjourned.*

*Motion carried; 6:0*

President Ortiz adjourned the meeting at 8:39 p.m.

---

### **BRIAN KING**

Chancellor and Secretary to the Board of Trustees

*Draft Minutes presented to the Board of Trustees: May 11, 2016*  
*jd*

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 11, 2016

<b>SUBJECT:</b>	Curriculum Proposals: American River, Cosumnes River, Folsom Lake and Sacramento City colleges	ATTACHMENT: Yes	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item B	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	Susan L. Lorimer <i>Susan L. Lorimer</i>	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	Brian King <i>Brian King</i>	ACTION	
		INFORMATION	

**STATUS:**

The District Curriculum Coordinating Committee reviews college proposals for new, modified, or deleted courses and programs; general education guidelines, graduation competencies, grading policies, course placement into disciplines, and discusses and acts on other curriculum related issues. The enclosed curriculum was approved at the April 29, 2016 meeting.

The District Curriculum Coordinating Committee membership includes the following representatives: American River College – Al Ahmadi, Joe Gilman, Bill Simpson (Chair), Marie Schirmer, Colleen Owings; Cosumnes River College – Brian Noel, Lee Weathers-Miguel, Amanda Wolcott-Paskey, Whitney Yamamura; Folsom Lake College – Eric Wada, John Alexander, Monica Pactol; Sacramento City College – Dyan Pease, Brett Thomas, Richard Yang, Mary Turner; District Senate – Ginni May; Articulation Officer – Lynn Fowler; District Office – Jamey Nye; and Student Representative: Daniel Moreno.

**RECOMMENDATION:**

It is recommended that the Board of Trustees approve the curriculum proposals for American River, Cosumnes River, Folsom Lake and Sacramento City colleges.

# Los Rios Community College District

## Recommendation for Adoption by the Board of Trustees

May 11, 2016

### COURSE PROPOSALS

#### Course Deletions

---

*American River College*

1. **AT 176 Bureau of Automotive Repair (BAR) Emissions Update (1.00 unit)**

**Justification:** This course no longer meets the needs of our students.

2. **CARPT 102 Worker Safety and Tool Skills (1.40 units)**

**Justification:** This course no longer meets the needs of our students.

3. **CARPT 104 The Apprentice and the Trade (2.00 units)**

**Justification:** This course no longer meets the needs of our students.

4. **CARPT 200 Construction Mathematics & Introduction to Working Drawing (2.00 units)**

**Justification:** This course no longer meets the needs of our students.

5. **IW 181 Architectural/Ornamental II (1.50 units)**

**Justification:** This course no longer meets the needs of our students.

6. **IW 182 Architectural/Ornamental III (1.50 units)**

**Justification:** This course no longer meets the needs of our students.

7. **IW 184 Detailing I (2.00 units)**

**Justification:** This course no longer meets the needs of our students.

8. **IW 185 Detailing II (1.50 units)**

**Justification:** This course no longer meets the needs of our students.

9. **PACT 400 Track and Field (1.00 unit)**

**Justification:** This course is no longer being offered. These course topics are now being taught in SPORT 396, Off Season Conditioning for Track and Field.

10. **PMED 103 EMT-Basic Introduction to Basic Life Support (3.50 units)**

**Justification:** This course is being moved into the EMT designator.

11. **PMED 104 EMT-Basic Application of Basic Life Support (1.50 units)**

**Justification:** This course is being moved into the EMT designator.

12. **TA 460 Rehearsal and Performance (0.50 - 3.00 units)**

**Justification:** TA 460s/470s courses are being replaced by the TAP courses.

13. **TA 461 Rehearsal and Performance - Drama (0.50 - 3.00 units)**

**Justification:** TA 460s/470s courses are being replaced by the TAP courses.

14. **TA 462 Rehearsal and Performance - Comedy (0.50 - 3.00 units)**

**Justification:** TA 460s/470s courses are being replaced by the TAP courses.

15. **TA 463 Rehearsal and Performance - Classical (0.50 - 3.00 units)**

**Justification:** TA 460s/470s courses are being replaced by the TAP courses.

16. **TA 464 Rehearsal and Performance - Children's Show (0.50 - 3.00 units)**

**Justification:** TA 460s/470s courses are being replaced by the TAP courses.

17. **TA 465 Rehearsal and Performance - Musical (0.50 - 3.00 units)**

**Justification:** TA 460s/470s courses are being replaced by the TAP courses.

18. **TA 470 Rehearsal and Performance II (0.50 - 3.00 units)**

**Justification:** TA 460s/470s courses are being replaced by the TAP courses.

19. **TA 472 Rehearsal and Performance III (0.50 - 3.00 units)**

**Justification:** TA 460s/470s courses are being replaced by the TAP courses.

20. **TA 475 Fundamentals of Repertory Production (0.50 - 6.00 units)**

**Justification:** TA 460s/470s courses are being replaced by the TAP courses.

21. **TA 477 Repertory Production - II (0.50 - 6.00 units)**

**Justification:** TA 460s/470s courses are being replaced by the TAP courses.

22. **TA 478 Repertory Production - III (0.50 - 6.00 units)**

**Justification:** TA 460s/470s courses are being replaced by the TAP courses.

### *Cosumnes River College*

1. **ESL 90 Language Skills Laboratory (0.50 - 1.00 units)**

**Justification:** This course is being deleted from the CRC ESL program. It has been replaced by a series of level specific lab courses (ESL 20, ESL 30, ESL 40, and ESL 50).

2. **ESLG 57 Intermediate-Mid English Grammar (3.00 units)**

**Justification:** This course has been replaced by a series of smaller, skill specific courses (ESLG 41, ESLG 51) in response to faculty research and student interest as reflected in the Spring 2015 sabbatical project conducted by Rhonda Farley and Jenna Francisco and addressed in the 2015 midterm PrOF report.

3. **SILA 495 Independent Studies in Sign Language Studies (1.00 - 3.00 units)**

**Justification:** All SILA courses have been moved to the new designator, DEAF. SILA 495 is now DEAF 495.

4. **WELD 135 Introduction to the Gas Metal Arc Welding Process (1.50 units)**

**Justification:** WELD 135 is being deleted to allow WELD 125 to be the new course for training students. The welding industry in Sacramento for manufacturing is leading more towards Gas Metal Arc Welding on sheet metal.

---

### *Folsom Lake College*

1. **CISC 306 Introduction to Web Page Creation (1.00 unit)**

**Justification:** This course no longer meets the needs of the CIS program.

2. **CISW 326 Intermediate Web Site Development using Dreamweaver (3.00 units)**

**Justification:** This course no longer meets department needs because the subject matter is outdated.

3. **ENGR 300 Introduction to Engineering (1.00 unit)**

**Justification:** This course was inherited from CRC and has never been and will likely never be offered at FLC.

4. **ESLW 86 Spelling (2.00 units)**

**Justification:** The FLC ESL department is deleting ESLW 86 from our program. Only students at ESL level 50 or higher are eligible to take the course based on the prerequisite of ESLR 40 (Intermediate-Low Reading) and ESLW 40 (Intermediate-Low Writing) with grades of "C" or better; or placement through the LRCCD ESL assessment process. The ESL department sees a greater need for a lower level spelling course and would like to replace this course with a Spelling course for students at ESL levels 20, 30, and 40.

5. **HEED 322 CPR/BLS for the Professional Rescuer and Health Care Provider (1.00 unit)**

**Justification:** Due to changes in completion requirements from the external agencies that certify students completing this course, (American Red Cross and American Heart Association) this is no longer a viable course for our department.

6. **MUIVI 300 Beginning Instruments (1.00 - 2.00 units)**

**Justification:** This course no longer meets the needs our students. Curriculum has been updated and other courses have been revised to ensure students' needs are being met.

7. **MUSM 112 The Business of Music/Artist Management (3.00 units)**

**Justification:** This course no longer meets the needs our students. Curriculum has been updated and other courses have been revised to ensure students' needs are being met.

8. **MUSM 321 Contemporary Songwriting (3.00 units)**

**Justification:** This course no longer meets the needs our students. Curriculum has been updated and other courses have been revised to ensure students' needs are being met.

---

*Sacramento City College*

1. **AERO 360 Nondestructive Testing I (3.00 units)**

**Justification:** This course would require the purchase of significant updated equipment, allocation of additional lab/lecture space, and specialized consumables.

2. **AERO 361 Nondestructive Testing II (3.00 units)**

**Justification:** This course would require the purchase of significant updated equipment, allocation of additional lab/lecture space, and specialized consumables.

3. **AERO 362 Nondestructive Testing III (3.00 units)**

**Justification:** This course would require the purchase of significant updated equipment, allocation of additional lab/lecture space, and specialized consumables.

4. **AERO 363 Nondestructive Testing IV (3.00 units)**

**Justification:** This course would require the purchase of significant updated equipment, allocation of additional lab/lecture space, and specialized consumables.

5. **AERO 364 Nondestructive Testing V (3.00 units)**

**Justification:** This course would require the purchase of significant updated equipment, allocation of additional lab/lecture space, and specialized consumables.

6. **AERO 365 Nondestructive Testing VI (3.00 units)**

**Justification:** This course would require the purchase of significant updated equipment, allocation of additional lab/lecture space, and specialized consumables.

7. **BIOL 394 Natural History Field Study: Mojave Desert (2.00 units)**

**Justification:** BIOL 394 has been replaced by BIOLFS 310 in the course catalog. BIOLFS is a new course designator for field courses in biology. The two courses are identical, thus we are deleting BIOL 394.



8. **BIOL 395 Natural History Field Study: Advanced Mojave Desert (2.00 units)**

**Justification:** BIOL 395 has been replaced by BIOLFS 311 in the course catalog. BIOLFS is a new course designator for field courses in biology. The two courses are identical, thus we are deleting BIOL 395.

9. **BIOL 398 Natural History Field Study: Sierra Nevada Plants (2.00 units)**

**Justification:** BIOL 398 has been replaced by BIOLFS 350 in the course catalog. BIOLFS is a new course designator for field courses in biology. The two courses are identical, thus we are deleting BIOL 398.

10. **CISW 405 Interactive Design I (3.00 units)**

**Justification:** This class is offered by GCOM and is not a computer science class. CIS faculty voted to delete during February 5, 2016 CIS Department meeting.

11. **CISW 411 Middleware Scripting Database Web Applications (2.00 units)**

**Justification:** This course is no longer offered. Materials for the course are covered in CISW410 and CISP350.

12. **CISW 420 Server-side Web Scripting (4.00 units)**

**Justification:** This course is no longer offered. Content covered in other courses.

13. **ET 320 Semiconductor Theory (5.00 units)**

**Justification:** ET-320 will be replaced by ET-322. ET-322 covers similar topics but they are more up-to-date. The lab hours for ET-322 are reduced to 3 hours per week because students do not need as much time to learn and operate the newer, more advanced lab equipment.

14. **ET 330 Analog and Digital Integrated Circuit Applications (5.00 units)**

**Justification:** ET-330 will be replaced by ET-335. ET-335 covers similar topics but they are more up-to-date. The lab hours for ET-335 are reduced to 3 hours per week because students do not need as much time to learn and operate the newer, more advanced lab equipment.

15. **SOCS 300 Introduction to Ethnic Studies (3.00 units)**

**Justification:** SOCS 300 was deleted from the SCC catalog and replaced by ETHNS 300.

16. **SOCS 320 Socio-Cultural, Economic and Political Experience of the African-American (3.00 units)**

**Justification:** SOCS 320 was deleted from the SCC catalog and replaced by ETHNS 320.

17. **SOCS 325 Asian Experience in America (3.00 units)**

**Justification:** SOCS 325 was deleted from the SCC catalog and replaced by ETHNS 330.

18. **SOCS 330 Mexican-Americans in the United States (3.00 units)**

**Justification:** SOCS 330 was deleted from the SCC catalog and replaced by ETHNS 340.

19. **SOCS 332 The Sociology and Psychology of Mexicans and Latinos in the United States (3.00 units)**

**Justification:** SOCS 332 was deleted from the SCC catalog and replaced by ETHNS 341.

20. **SOCS 335 Introduction to Native-American Studies (3.00 units)**

**Justification:** SOCS 335 was deleted from the SCC catalog and replaced by ETHNS 350.

21. **SOCS 336 Native-American Culture and the Impact of Federal Policy (3.00 units)**

**Justification:** SOCS 336 was deleted from the SCC catalog and replaced by ETHNS 351.

22. **SOCS 350 Introduction to Women's Studies (3.00 units)**

**Justification:** SOCS 350 was deleted from the SCC catalog and replaced by WGS 300.

23. **SOCS 352 Global Women's Issues (3.00 units)**

**Justification:** SOCS 352 was deleted from the SCC catalog and replaced by WGS 302.

## New to District Courses

---

### *American River College*

1. **ARTH 335 Survey of Photography (3.00 units)**

*Prerequisite:* None.

*Advisory:* Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.

*54.00 hours lecture*

This course is a survey of photography. It explores the evolution of the photographic medium, its impact on art, culture, and history from the inception of photography to current trends. This survey covers various genres, including fine art, journalism, science, and social media. Field trips may be required. This course is not open to students who have completed ARTPH 345.

**Justification:** This course expands offerings in Art History and Art Photography, and broadens the scope of interactivity and conceptual awareness between art genres. By stressing the historical and social relevance of photography and its influence on other mediums, this course advances photo history beyond previous barriers and conceptual limitations, while putting photography into the immediate context of students' present day lives.

2. **ARTPH 345 Survey of Photography (3.00 units)**

*Prerequisite:* None.

*Advisory:* Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.

*54.00 hours lecture*

This course is a survey of photography. It explores the evolution of the photographic medium, its impact on art, culture, and history from the inception of photography to current trends. This survey covers various genres, including fine art, journalism, science, and social media. Field trips may be required. This course is not open to students who have completed ARTH 335.

**Justification:** This course expands offerings in Art History and Art Photography, and broadens the scope of interactivity and conceptual awareness between art genres. By stressing the historical and social relevance of photography and its influence on other mediums, this course advances photo history beyond previous barriers and conceptual limitations, while putting photography into the immediate context of students' present day lives.

3. **CARPT 131 Introduction to Working Drawings, Construction Math and Fire Stop Installation (1.50 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Insulator Apprentice.

*24.00 hours lecture, 12.00 hours laboratory*

This course introduces Insulator Apprentices to construction math, basic blueprint reading, and fire stop installation. It also covers safe use and maintenance of hand tools.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Insulator Apprentice program, covering working drawings, construction math, and fire stop installation.

4. **CARPT 132 Residential Blueprint Reading and Forklift Safety (1.50 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Insulator Apprentice.

*24.00 hours lecture, 12.00 hours laboratory*

This course introduces Insulator Apprentices to residential blueprint terminology and interpretation. Forklift safety is also included.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Insulator Apprenticeship program, covering residential blueprint reading and forklift safety.

5. **CARPT 133 Residential Insulation and Weatherization (1.50 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Insulator Apprentice.

*24.00 hours lecture, 12.00 hours laboratory*

This course introduces the Insulator Apprentice to insulation and weatherization installation. Topics include environmental impact on traditional construction and organizations that provide guidelines and certification for residential insulation and weatherization.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Insulator Apprentice program, covering residential insulation and weatherization.

6. **CARPT 134 Commercial Blueprint Reading and Mobile Tower Scaffolds (1.50 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Insulator Apprentice.

*24.00 hours lecture, 12.00 hours laboratory*

This course introduces Insulator Apprentices to commercial blueprint terminology and interpretation. It also covers the erection of and safe practices for welded frame mobile and rolling tower scaffolds.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Insulator Carpentry Apprenticeship program, covering commercial blueprint reading and mobile tower scaffolds.

7. **CARPT 135 Commercial and Industrial Insulation and Aerial Lift (1.50 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Insulator Apprentice.

*24.00 hours lecture, 12.00 hours laboratory*

This course introduces the Insulator Apprentice to commercial and industrial insulation installation. It also covers the rules and regulations governing the safe use of aerial lifts.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Insulator Apprentice program, covering commercial and industrial insulation and aerial lift use and safety.

8. **CARPT 136 Energy Conservation Codes and Standards (1.50 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Insulator Apprentice.

*24.00 hours lecture, 12.00 hours laboratory*

This course introduces the Insulator Apprentice to energy conservation codes and standards. It also covers Green Advantage certification and CalGreen building code requirements.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Insulator Apprentice program, covering energy conservation codes and standards.

9. **CARPT 144 Grid Ceiling Installation (1.50 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Acoustical Installer Apprentice.

*24.00 hours lecture, 12.00 hours laboratory*

This course introduces the Acoustical Apprentice to the installation of grid ceilings. It also covers rolling scaffold and tool safety.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Acoustical Installer Carpentry Apprenticeship program, covering grid ceiling installation.

10. **CARPT 145 Specialty Ceiling Systems (1.50 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Acoustical Installer Apprentice.

*24.00 hours lecture, 12.00 hours laboratory*

This course introduces the Acoustical Apprentice to the installation of special ceiling systems. It also covers aerial lift use and safety.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Acoustical Installer Carpentry Apprenticeship program, covering special ceiling systems installation.

11. **CARPT 146 Integrated Ceilings and Special Techniques (1.50 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Acoustical Apprentice.

*24.00 hours lecture, 12.00 hours laboratory*

This course introduces the Acoustical Apprentice to the installation of integrated ceiling systems and situations which require special installation techniques. It also covers industry standards and manufacturers' recommendations for proper installation of engineered ceiling and proper tool selection and safety.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Acoustical Installer Carpentry Apprenticeship program, covering the installation of integrated ceilings and special techniques.

12. **CARPT 181 Tools of the Trade and Installation of Hardwood Floors (1.50 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Hardwood Floor Layer Apprentice.

*24.00 hours lecture, 12.00 hours laboratory*

This course introduces Hardwood Floor Layer Apprentices to the installation of hardwood floors per industry standards. It covers tool and equipment identification, safety, and proper maintenance procedures.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Hardwood Floor Layers Apprentice program, covering installation, tool and equipment safety, and maintenance.

13. **CARPT 225 Layout Procedures for Millwrights (1.00 unit)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Millwright Apprentice.

*22.00 hours lecture, 14.00 hours laboratory*

This course introduces the Millwright Carpentry Apprentice to layout procedures using applied blueprint techniques. It also covers the safe use of lift trucks and rough terrain lift practices.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Millwright Carpentry Apprentice program, covering layout procedures per industry standards.

14. **CARPT 226 Precision Optical Instruments (1.50 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Millwright Apprentice.

*24.00 hours lecture, 12.00 hours laboratory*

This course introduces the Millwright Apprentice to the precision optical instruments currently used by contractors for shaft alignment. It also covers General Electric (GE) turbine familiarization as well as blueprint reading.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Millwright Carpentry Apprenticeship program, covering precision optical instruments.

15. **CARPT 228 Millwright Rigging (2.00 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Millwright apprentice.

*35.00 hours lecture, 5.00 hours laboratory*

This course introduces the Millwright Apprentice to rigging. It addresses the safety regulations and practices related to rigging and rigging hardware.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Millwright Carpentry Apprenticeship program, covering rigging.

16. **CARPT 231 Conveyors for Millwrights (1.00 unit)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Millwright Apprentice.

*16.00 hours lecture, 20.00 hours laboratory*

This course introduces the Millwright Apprentice to various types of conveyor systems including the major components and applications. It covers the methods and components used to install conveyor systems per industry standards.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Millwright Carpentry Apprenticeship program, covering conveyors.

**17. CARPT 232 Machinery Installation (1.50 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Millwright Apprentice.

*16.00 hours lecture, 20.00 hours laboratory*

This course introduces the Millwright Apprentice to the proper installation of machinery per industry standards.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Millwright Carpentry Apprenticeship program, covering machinery installation.

**18. CARPT 233 Machinery Maintenance for Millwrights (1.50 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Millwright Apprentice.

*24.00 hours lecture, 12.00 hours laboratory*

This course covers the basics of millwright machinery maintenance, troubleshooting, and repair.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Millwright Carpentry Apprenticeship program, covering machine maintenance.

**19. CARPT 234 Precision Tools for Millwrights (1.50 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Millwright Apprentice.

*24.00 hours lecture, 12.00 hours laboratory*

This course introduces Millwright Apprentices to precision tools, accurate measurements for layout, leveling practices, and alignment per manufacturer and industry standards.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Millwright Carpentry Apprenticeship program, covering precision tools.

20. **CARPT 235 Turbines (1.50 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Millwright Apprentice.

*24.00 hours lecture, 12.00 hours laboratory*

This course introduces Millwright Apprentices to hydro, gas, and steam turbines. It covers proper assembly, installation, and maintenance per manufacturer and industry standards.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Millwright Carpentry Apprenticeship program, covering turbines.

21. **CARPT 236 Cutting and Welding III (1.50 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Millwright Apprentice.

*24.00 hours lecture, 12.00 hours laboratory*

This course expands on CARPT 229 and furthers the Millwright Apprentice's knowledge of shielded Flux Core Arc Welding (FCAW) procedures and welding equipment. It also covers the safe use of welding and cutting with plasma and carbon arc equipment, as well as the American Welding Society (AWS) requirements for welding 3G and 4G, horizontal, vertical, and overhead groove joints with FCAW.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Millwright Carpentry Apprenticeship program, covering flux core arc welding.

22. **CARPT 241 Pile Driver Math Applications (2.00 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Pile Driver Apprentice.

*36.00 hours lecture*

This course covers mathematical processes in the construction trade with specific focus on the pile driving industry. It also covers personal financial responsibilities.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Pile Driver Carpentry Apprenticeship program, covering math applications.

23. **CARPT 243 Form Detailing, Construction, and Erection for Pile Drivers (1.50 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Pile Driver Apprentice.

*24.00 hours lecture, 12.00 hours laboratory*



This course introduces the Pile Driver Apprentice to planning and building of form work, construction and erection of various concrete forms, and the materials and methods used. It also covers new building materials such as recycled and alternative materials.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Pile Driver Carpentry Apprenticeship program, covering concrete formwork.

24. **CARPT 244 Welding I: Introduction to SMAW (1.50 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Pile Driver Apprentice.

*24.00 hours lecture, 12.00 hours laboratory*

This course introduces the Pile Driver Apprentice to the safety procedures while performing Shielded Metal Arc Welding (SMAW). It also covers equipment identification and welding consumables.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Pile Driver Carpentry Apprenticeship program, covering introduction to shielded metal arc welding.

25. **CARPT 245 Introduction to Land and Water Pile Driving (1.50 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Pile Driver Apprentice.

*24.00 hours lecture, 12.00 hours laboratory*

This course introduces the Pile Driver Apprentice to pile driving practices on land and in water. Topics covered include safety, pile driving equipment, aerial lifts, cranes, and booms.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Pile Driver Apprentice program, covering introduction to land and water pile driving practices.

26. **CARPT 247 Advanced Land and Water Pile Driving (1.00 unit)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Pile Driver Apprentice.

*18.00 hours lecture, 18.00 hours laboratory*

This course introduces the Pile Driver Apprentice to advanced pile driving practices on land and in water. Topics covered include understanding pile driving equipment, cranes and booms, rigs, accessories, and pile driving hammers.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Pile Driver Apprentice program, covering advanced land and water pile driving practices.

27. **CARPT 248 Wharfage and Marine Structures (1.00 unit)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Pile Driver Apprentice.

*18.00 hours lecture, 18.00 hours laboratory*

This course introduces the Pile Driver Apprentice to pile driving practices used in bridge erection, and the construction of wharf and marine structures. Topics include various types of lumber and heavy timber, their selection, proper application, natural defects, and basic repair work.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Pile Driver Apprentice program, covering wharfage and marine structures.

28. **CARPT 249 Welding III: Advanced SMAW (1.50 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Pile Driver Apprentice.

*24.00 hours lecture, 12.00 hours laboratory*

This course expands on CARPT 246 and the Pile Driver Apprentice's knowledge of the appropriate safety procedures when using Shielded Metal Arc Welding (SMAW) and oxy-fuel cutting and the associated components. This course focuses on welding vertical groove joints (3G). It also covers American Welding Society (AWS) requirements for achieving a welder certification in 3G with SMAW.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Pile Driver Carpentry Apprenticeship program, covering advanced Shielded Metal Arc Welding (SMAW) and AWS certification requirements.

29. **CARPT 251 Advanced Structural Blueprints and Bridge Building (1.50 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Pile Driver Apprentice.

*24.00 hours lecture, 12.00 hours laboratory*

This course introduces Pile Driver Apprentices to advanced structural blueprint reading and bridge building. Topics include bridge building practices, safety, pre-stressing, post-tensioning, and steel reinforcement of concrete. Basic concrete testing is also covered.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Pile Driver Carpentry Apprenticeship program, covering advanced structural blueprint reading and bridge building.

30. **CARPT 256 Welding VI: FCAW 4G Certification (1.50 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Pile Driver Apprentice.

*24.00 hours lecture, 12.00 hours laboratory*

This course expands on CARPT 255 and the Pile Driver Apprentice's knowledge of the appropriate safety procedures when using Flux Core Arc Welding (FCAW) and oxy-fuel cutting and the associated components. This course focuses on welding vertical groove joints (4G). It also covers American Welding Society (AWS) requirements for achieving a welder certification in 4G with FCAW.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Pile Driver Carpentry Apprenticeship program, covering advanced flux core arc welding and AWS certification requirements.

**31. CARPT 263 Hazard Awareness for Scaffold Erectors (1.50 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Scaffold Erector Apprentice.

*26.00 hours lecture, 10.00 hours laboratory*

This course introduces the Scaffold Erector Apprentice to hazards of erecting and dismantling scaffolds. It also covers aerial lift rules and regulations per industry standards.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Scaffold Erector Carpentry Apprenticeship program, covering hazard awareness.

**32. CARPT 264 Suspended Scaffolds and Shoring Systems (1.00 unit)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Scaffold Erector Apprentice.

*20.00 hours lecture, 16.00 hours laboratory*

This course introduces the Scaffold Erector Apprentice to the safety procedures and industry rules and regulations for suspended scaffolds.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Scaffold Erector Carpentry Apprenticeship program, covering suspended system scaffolds.

**33. CARPT 265 Tube and Clamp Scaffold (1.00 unit)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Scaffold Erector Apprentice.

*20.00 hours lecture, 16.00 hours laboratory*

This course introduces the Scaffold Erector Apprentice to the safety procedures and industry rules and regulations for erecting tube and clamp scaffold systems.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Scaffold Erector Carpentry Apprenticeship program, covering tube and clamp scaffolds.

34. **CARPT 266 Blueprint Reading for Scaffold Erectors (1.50 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Scaffold Erector Apprentice.

*24.00 hours lecture, 12.00 hours laboratory*

This course introduces the Scaffold Erector Apprentice to scaffold blueprint reading.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Scaffold Erector Apprentice program, covering blueprint reading.

35. **CARPT 275 Machinery Maintenance for Mill Cabinet (1.50 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Mill Cabinet Apprentice.

*24.00 hours lecture, 12.00 hours laboratory*

This course covers the basics of mill cabinet machinery maintenance, troubleshooting, and repair.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Mill Cabinet Carpentry Apprenticeship program, covering machinery maintenance.

36. **CARPT 276 Cabinet Hardware Installation (1.50 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Mill Cabinet Apprentice.

*24.00 hours lecture, 12.00 hours laboratory*

This course introduces new Mill Cabinet Apprentices to basic cabinetry hardware installation procedures.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Mill Cabinet Carpentry Apprenticeship program, covering cabinet hardware installation.

37. **CARPT 277 Sanding, Stains, and Finish Preparation (1.50 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Mill Cabinet Apprentice.

*24.00 hours lecture, 12.00 hours laboratory*

This course introduces the Mill Cabinet Apprentice to the processes of surface preparation for the staining and finishing of solid wood and veneered cabinetry.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Mill Cabinet Carpentry Apprenticeship program, covering sanding, stains and finish preparation.

38. **CARPT 278 Advanced Machinery Operation (1.50 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Mill Cabinet Apprentice.

*24.00 hours lecture, 12.00 hours laboratory*

This course introduces new Mill Cabinet Apprentices to advanced machinery operation procedures.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Mill Cabinet Carpentry Apprenticeship program, covering advanced machinery operation.

39. **CARPT 279 Advanced Blueprint Reading for Mill Cabinet (1.50 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Mill Cabinet Apprentice.

*24.00 hours lecture, 12.00 hours laboratory*

This course introduces Mill Cabinet Apprentices to advanced blueprint terminology and interpretation.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Mill Cabinet Carpentry Apprenticeship program, covering advanced blueprint reading.

40. **CARPT 280 Advanced Cabinet Making (1.50 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Mill Cabinet Apprentice.

*24.00 hours lecture, 12.00 hours laboratory*

This course introduces Mill Cabinet Apprentices to advanced cabinetry building procedures.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Mill Cabinet Apprenticeship program, covering advanced cabinet making.

41. **CARPT 281 Veneers, Laminate, and Finishing (1.50 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Mill Cabinet Apprentice.

*24.00 hours lecture, 12.00 hours laboratory*

This course introduces the Mill Cabinet Apprentice to the processes of surface preparation for the finishing of laminate, and veneered cabinetry.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Mill Cabinet Carpentry Apprenticeship program, covering veneers, laminate, and finishing.

42. **CARPT 282 CAD Basics for Mill Cabinetry (1.50 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Mill Cabinet Apprentice.

*24.00 hours lecture, 12.00 hours laboratory*

This course introduces the Mill Cabinet Apprentice to computer-aided design and drafting using AutoCAD, Cabinet Vision, and Alphacam software systems.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Mill Cabinet Carpentry Apprenticeship program covering, computer aided design (CAD) basics.

43. **CARPT 283 Introduction to CNC (1.50 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Mill Cabinet Apprentice.

*24.00 hours lecture, 12.00 hours laboratory*

This course introduces the Mill Cabinet Apprentice to the operation processes, maintenance, and tooling of Computer Numeric Controlled (CNC) machines.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Mill Cabinet Carpentry Apprenticeship program, covering introduction to CNC machinery.

44. **CARPT 284 Solid Surface Material, Fabrication, and Installation (1.50 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Mill Cabinet Apprentice.

*24.00 hours lecture, 12.00 hours laboratory*

This course introduces the Mill Cabinet Apprentice to constructing counter tops and back splashes, and finishing products according to industry standards.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Mill Cabinet Carpentry Apprenticeship program, covering solid surface materials, fabrication, and installation.

45. **CARPT 285 Advanced Project for Mill Cabinet (1.50 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Must be a registered Mill Cabinet Apprentice.

*24.00 hours lecture, 12.00 hours laboratory*

This course introduces the Mill Cabinet Apprentice to advanced cabinetry building procedures per industry standards.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Mill Cabinet Carpentry Apprenticeship program, covering advanced cabinet projects.

46. **FT 298 Work Experience in Fire Technology (1.00 - 4.00 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Indentured in the Wildland Firefighter Apprenticeship Program (W.F.A.P.).

*75.00 - 300.00 hours laboratory*

This course provides students the opportunity to work in the Wildland Firefighter Apprenticeship Program (W.F.A.P.) for the purpose of developing specific skills to meet the goals and objectives of the National Interagency Joint Apprenticeship Committee (N.I.J.A.C.). Students complete work experience hours at approved training sites. Students may take up to 16 units total across all Work Experience course offerings. This course may be taken up to four times when there are new or expanded learning objectives. Only one Work Experience course may be taken per semester.

**Justification:** The FT 298 curriculum will create a partnership between American River College and a federal apprenticeship program through the National Interagency Joint Apprenticeship Committee (N.I.J.A.C.) to offer college credit for the Wildland Firefighter Apprenticeship Program (W.F.A.P.).

---

***Cosumnes River College***

1. **ETHNS 344 The Latino Experience in America (3.00 units)**

*Prerequisite:* None.

*Advisory:* Completion of ENGWR 101 or ESLW340 with a grade of "C" or better

*54.00 hours lecture*

This interdisciplinary course examines the social, political, economic, and cultural experience of racial and ethnic minority groups in the United States using concepts, theories, and terminology from distinct disciplines within the social sciences. As an ethnic studies course, it has a culturally relativistic approach. Specifically, this course redefines the lives of Latino American subgroups through their own experiences: from the inside looking out at the world.

**Justification:** This course will be an elective for those pursuing an ADT degree in the proposed Social Justice-Ethnic Studies program at CRC. As articulation with CSU, IGETC, and UC have been requested, it may meet the following requirements: General Education: AA/AS Area V(b); AA/AS Area VI; CSU Area D3; IGETC Area 4C

and it may meet the UC/CSU transfer requirement. This course also fulfills a need for Ethnic Studies to include courses that reflect the diverse experiences of Latino subgroups living in the U.S.

2. **WELD 125 Introduction to the Gas Metal Arc Welding Process (1.50 units)**

*Prerequisite:* None.

*18.00 hours lecture, 27.00 hours laboratory*

The Gas Metal Arc Welding course is an introductory welding course designed for the career or non-career welding student who requires the proper safety training and welding procedures to perform the GMAW process to meet industry standards.

**Justification:** WELD 125 is replacing WELD 135 and is needed to train welders.

3. **WELD 126 Gas Metal Arc Welding of Plate & Pipe (3.00 units)**

*Prerequisite:* WELD 100 with a grade of "C" or better

*36.00 hours lecture, 54.00 hours laboratory*

Gas Metal Arc Welding process of Plate and Pipe focuses on safety, shop machinery, welding parameters, welding code, power supplies and welding techniques to perform quality welds to meet or exceed industry standards.

**Justification:** This course WELD 126 is replacing the newly created WELD 131. The WELD 126 course is needed to train students to attain employment with high manufacturing demand in Sacramento.

4. **WELD 127 Gas Metal Arc Welding Process of Sheet Metal (3.00 units)**

*Prerequisite:* None.

*36.00 hours lecture, 54.00 hours laboratory*

Gas Metal Arc Welding Process of sheet metal is a welding course that specializes in the safety, shop machinery, power supply, welding codes and welding techniques of the Gas Metal Arc Welding process on medium carbon and stainless steel sheet-metal for the purpose of achieving welder operator qualification records in fillet and groove welds.

**Justification:** The WELD 127 welding course is needed at Cosumnes River College for the purpose of training individuals to become skilled welding operators with the Gas Metal Arc Welding Process in order to become certified to The American Welding Society or The American Society of Mechanical Engineers welding code standards to attain employment with Siemens.

5. **WELD 128 Gas Tungsten Arc Welding of Aluminum Alloys (3.00 units)**

*Prerequisite:* WELD 100 or 160 with a grade of "C" or better

*36.00 hours lecture, 54.00 hours laboratory*

Gas Tungsten Arc Welding of Aluminum Alloys focuses on safety, shop machinery, welding codes, welding inspection, power supplies, welding technique and welding parameters.

**Justification:** The purpose of WELD 128, gas tungsten arc welding of aluminum alloys is to train welding students how to weld aluminum to meet or exceed the welding industry standards to the purpose of employment in the Sacramento area. Currently, welding aluminum is in high demand for the welding industry, such as Siemens.



6. **WELD 129 Gas Tungsten Arc Welding of Stainless Steel (3.00 units)**

*Prerequisite:* WELD 100 or 160 with a grade of "C" or better

*36.00 hours lecture, 54.00 hours laboratory*

Gas Tungsten Arc Welding of stainless steel focuses on the safety, shop machinery, welding codes, welding inspection, power supplies, welding technique and welding parameters.

**Justification:** The purpose of WELD 129, gas tungsten arc welding of stainless steel is to train welding students how to weld stainless to meet or exceed the welding industry standards to the purpose of employment in the Sacramento area. Currently, welding stainless steel is in high demand for the welding industry, such as Siemens.

---

**Folsom Lake College**

1. **CISC 315 Introduction to Computer Game Design (3.00 units)**

*Prerequisite:* None.

*54.00 hours lecture*

This course introduces students to the fundamentals of game design with an emphasis in applying those fundamentals to the creation of computer games. Students will explore the various genres of computer games, including hardware and mobile games. No programming skills are required. Students will explore the relationship between player experience and game mechanics.

**Justification:** This course is a foundation in the methods, techniques and practices in developing games; with emphasis on applying those methods, techniques and practices to creating computer games. It employs the scientific method to generate and analyze data used in game creation.

2. **EMT 101 Emergency Medical Technician Training (7.00 units)**

*Prerequisite:* All EMT 101 students must have an American Heart Association BLS for the Health Care Provider CPR card (required under NHTSA and California Regulations) prior to the first day of class.

*Advisory:* AH 110; students are also advised to take an anatomy and physiology course prior to taking this course.

*Enrollment Limitation:* Students will be required to complete background checks/drug screens, purchase uniforms, verify immunizations, obtain Tb clearance, and fulfill other requirements as determined by site for the clinical component of this course. This course is not open to students with a current EMT - Basic certificate.

*81.00 hours lecture, 135.00 hours laboratory*

This course provides instruction to the level of Emergency Medical Technician (previously called EMT Basic or EMT-I). Topics include skills necessary to provide emergency medical care at a basic life support level with a fire, ambulance, or other specialized service. EMT students gain clinical experience in an ambulance and in emergency departments of hospitals. This course is recognized by both the Sacramento and El Dorado County Health Departments, Division of Emergency Medical Services, which are the certifying agencies for Sacramento and El Dorado Counties by the State of California. This certification is mandatory for all who wish to pursue a career working on an ambulance as a paramedic. EMT certification is also a pre-employment requirement for most fire departments. To be compliant with OSHA regulations, students may not have a beard or any facial hair below the lip. A final grade of "B" or better is required for a course completion certification. All students must bring a watch with seconds displayed each day to class. Students will also be required to have PPE (gloves) and other EMT equipment to participate in the clinical component. All students must purchase an EMT student T-shirt to be worn to

all class sessions. Dark blue work pants will be required for the ER and ambulance experience. Students must purchase liability insurance from the college.

**Justification:** Title 22 §100074(a) requires a combined minimum of 160 hours of instruction, including at least 136 hours of didactic lecture and lab instruction and a minimum of 24 hours of supervised practical experience in an ambulance and emergency room. Additional hours beyond the minimum required cannot be supported by the El Dorado County Emergency Medical Services Authority. Therefore, this course is intended to replace EMT 100.

3. **IMAGE 340 Magnetic Resonance Imaging I (1.50 units)**

*Prerequisite:* None.

*Corequisite:* IMAGE 350

*Enrollment Limitation:* Acceptance into the Magnetic Resonance Imaging program.

*27.00 hours lecture*

This course will introduce the student to the key aspects of Magnetic Resonance Imaging (MRI). The fundamental components of the scanner, safety concerns, and basic concepts of the imaging process will be introduced. Students will also be provided with basic protocols of an MR scan as well as given information regarding the common types of scans. This course will be taken in conjunction with IMAGE 350, the introductory lab course in MRI.

**Justification:** Yuba College and Delta College are the only local non-profit, community college providers of radiology technology training in the region. Graduates from these programs have nowhere to go in Northern California to receive advanced imaging modality training. FLC will pioneer this effort and has been approved to develop advanced modalities in CT, MRI, and Interventional Radiology. The regional imaging advisory board is in support of these efforts. The Magnetic Resonance program is the second of these programs.

4. **IMAGE 341 Magnetic Resonance Imaging II (3.00 units)**

*Prerequisite:* IMAGE 340 with a grade of "C" or better

*Corequisite:* IMAGE 351

*Enrollment Limitation:* Acceptance into the Magnetic Resonance Imaging program.

*54.00 hours lecture*

This lecture course will emphasize review of actual MRI scans that have been rendered identity neutral. Reading scans as well as continued training in safety and protocols for the ARRT technologist will be emphasized. Additionally, there will be an overview of the ARRT standards and requirements for the MRI certification exam. This course will be taken in conjunction with IMAGE 351.

**Justification:** This class is taken while the student is also in IMAGE 351, the primary clinical experience course. Review of actual scans for technique and quality as well as preparation for the MRI certification examination are the two primary functions of this course.

5. **IMAGE 350 Magnetic Resonance Imaging Lab I (0.50 units)**

*Prerequisite:* None.

*Corequisite:* IMAGE 340

*Enrollment Limitation:* Acceptance into the Magnetic Resonance Imaging program.

*27.00 hours laboratory*

The ARRT Magnetic Resonance Technologist simulation training is a technique for practicing and learning all aspects of performing ARRT Magnetic Resonance Imaging procedures. Students will use actual MRI equipment on dummies that simulate human physiology in order to become proficient enough to enter the live MRI environment. This course will be taken in conjunction with IMAGE 340.

**Justification:** Students in this course will be in a simulated live MRI environment and must successfully complete this aspect of their training in order to enter the clinical internship next. This first lab class in MRI is taken in conjunction with IMAGE 340.

6. **IMAGE 351 Magnetic Resonance Imaging Lab II (7.00 units)**

*Prerequisite:* IMAGE 350 with a grade of "C" or better

*Corequisite:* IMAGE 341

*Enrollment Limitation:* Acceptance into the Magnetic Resonance Imaging program.

*378.00 hours laboratory*

This lab course is the primary clinical experience for the MRI program. The clinical experience requirements are established by the ARRT in their Rules and Regulations. As part of the educational program, candidates must demonstrate competence in the clinical activities identified below. They must be signed off in all general patient care procedures, MRI safety requirements, quality control tests, the 18 required MRI Procedures and 10 of the 24 elective MRI Procedures. These will be detailed in the topics of this course outline as well as the student handbook for the MRI program.

**Justification:** This is the primary course of the entire MRI program. Yuba College and Delta College are the only local non-profit, community college providers of basic radiology technology training in the region. Graduates from these programs have nowhere to go in Northern California to receive advanced imaging modality training. FLC will pioneer this effort and has been approved to develop advanced modalities in CT, MRI, Interventional Radiology. The regional imaging advisory board is in support of these efforts.

---

**Sacramento City College**

1. **HCD 118 College Readiness - Success Academy (3.00 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Instructor consent required for enrollment.

*54.00 hours lecture*

This course provides students with an introduction to student learning expectations and the outcomes of higher education. The course will introduce students to strategies for graduating from community college and university systems by exploring four central themes: (1) Academic Success, (2) Community, (3) Transition, and (4) Safety and Wellness. Success strategies and support services are integrated through the course in the following areas: team building activities, student and faculty mentoring, academic skills, personal life management, and educational navigation.

**Justification:** College Readiness - Success Academy has the intended purpose of providing students with specific resources, support, and programming to allow for a successful transition and acclimation into Sacramento City College and higher education in general.

## Program Deletion(s)

---

### *American River College*

1. **Automotive Collision Technology-Advanced**

**Justification:** After more research, the department has decided not to offer this program.

2. **CIS: Network Administration: Cisco**

**Justification:** This program has been replaced by the CIS: Computer Networking Management certificate, which has a Cisco concentration.

3. **CIS: Network Administration: Linux**

**Justification:** This program has been replaced by the CIS: Computer Networking Management certificate, which has a Linux concentration.

4. **CIS: Network Administration: Microsoft Windows**

**Justification:** This program has been replaced by the CIS: Computer Networking Management certificate, which has a Windows concentration.

5. **Marketing**

**Justification:** The department has decided not to offer this program in its current form. They will be creating a new Marketing certificate in the near future.

---

### *Sacramento City College*

1. **Ethnic Studies, African-American Emphasis**

**Justification:** This program now resides in the new Ethnic Studies program with the ETHNS designator.

2. **Ethnic Studies, Asian-American Emphasis**

**Justification:** This program has been replaced by the Ethnic Studies degree.

3. **Ethnic Studies, Mexican-American Emphasis**

**Justification:** This program has been removed from the Social Science Department and moved to the new Ethnic Studies program under the ETHNS designator.

4. **Ethnic Studies, Native-American Emphasis**

**Justification:** This program has been moved to the new Ethnic Studies program designated as ETHNS.

5. **Nondestructive Testing**

**Justification:** This program would require the purchase of significant updated equipment, allocation of additional lab/lecture space, and specialized consumables.

## 6. **Nondestructive Testing**

**Justification:** This program would require the purchase of significant updated equipment, allocation of additional lab/lecture space, and specialized consumables.

## New Programs

---

### *American River College*

#### 1. **Film**

This degree provides a broad overview of film history, theory, and practice. It combines the critical study of film as an art form and societal influence, including studies in diversity and genres, with opportunities for practical experience in film acting, writing, production, and post-production. It provides students with a foundation for further study in cinematic arts, as well as preparation for career opportunities which employ those arts.

**Justification:** We are creating a new A.A. degree in Film to complement our existing Film certificate.

#### 2. **Intermediate-High Proficiency in English as a Second Language**

This certificate recognizes attainment of English language abilities at an intermediate-high level in listening, speaking, reading, writing, and grammar.

**Justification:** We have decided to add certificates at the ESL 40 and ESL 310 levels in order to encourage students to continue in the ESL department. Also, by adding the option of completing some of the units for the certificate in the ESL Center, we are trying to encourage more students to round out their English skills by taking courses in all of the skills at this particular level.

#### 3. **Intermediate-Low Proficiency in English as a Second Language**

This certificate recognizes attainment of English language abilities at an intermediate-low level in listening, speaking, reading, and writing.

**Justification:** We have decided to add certificates at the ESL 40 and ESL 310 levels to encourage more students to round out their English skills by taking courses in all of the skills at this particular level.

#### 4. **Universal Design**

This certificate prepares students to work in the field of interior design with an emphasis on Universal Design. Multi-generational or universal design addresses the needs and abilities of people of all ages. Universal Design gives careful consideration to space planning, accessibility, security, and privacy issues, to create an environment that promotes independent living for every member of the household.

**Justification:** This proposal creates a certificate which focuses on the fastest growing career specialty of interior design. Interior designers who specialize may benefit by becoming an expert in this particular area. By specializing in a unique area of design, interior designers can use their knowledge of products to better fulfill customer requests\*.  
\*Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2014-15 Edition, Interior Designers.

---

### *Folsom Lake College*

#### 1. **Information Technology**

This degree allows students to acquire basic core Information Technology competencies that will prepare them for a career in Computer Networking, Cybersecurity, and related fields.

**Justification:** The Associate's degree in Information Technology prepares students for careers or further education in information technology. This program represents a rigorous academic degree program with significant relevance

to our modern technological society. In addition, there is considerable employment opportunity in the field of information technology. This Associate's degree is based on the Information Technology Model Curriculum for California Community Colleges, recently approved by the statewide Academic Senate for California Community Colleges as part of the C-ID effort.

## 2. **Magnetic Resonance Imaging**

For certified Radiologic Technologists, there are a number of advanced forms of imaging that may be pursued. This certificate is designed for Magnetic Resonance Imaging, commonly called "MRI." This program will prepare the student for the American Registry of Radiologic Technologist's MRI certification. Students must apply and be accepted into the program. Liability insurance must be purchased by the student as well as the HIPAA training during the program orientation.

**Justification:** Folsom Lake College has a longstanding relationship with Sutter Health, UC Davis, and Dignity Health. Our hospital partners have requested we fill the training void in the industry for radiological technologists who are cross-trained in multiple modalities. This Magnetic Resonance Imaging program (MRI) proposal will help fill this void, boosting employment in healthcare in the region and helping to meet the growing demand for imaging from patients.

## 3. **Political Science**


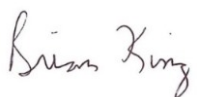
The Associate in Arts degree in Political Science for Transfer provides a clearly articulated curricular track for students who wish to transfer to a CSU campus, while also serving the diverse needs of students interested in the breadth and depth of the field of Political Science. Additionally, this degree exposes students to the core principles and practices of the field in order to build a foundation for their future personal, academic, or vocational paths. The Associate in Arts degree in Political Science for Transfer provides students with a major that fulfills the general requirements of the California State University for transfer. Students with this degree will receive priority admission with junior status to the California State University system. The Associate in Arts degree in Political Science for Transfer (A.A.-T.) may be obtained by the completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program outlined below (earning a C or better in these courses) and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

**Justification:** Beginning to offer opportunities for students to graduate from Folsom Lake College with an Associate of Arts in Political Science.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 11, 2016

<b>SUBJECT:</b>	Non-Substantive Board Policy Revisions: Grade Point Average and Student Honors (P-7251); Grading Practice and Standards (P-7252); Developmental Course Limit (P-7261)	ATTACHMENT: Yes	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item C	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	JP Sherry 	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	Brian King 	ACTION	
		INFORMATION	

**BACKGROUND:**

Staff has continued its regular review of district policies and administrative regulations. As part of the review of the 7000 series, policies 7251, 7252 and 7261 were identified as needing title, style, and other nonsubstantive changes. Where changes are minor and no policy issues are raised, board policy P-3112 authorizes changes to be enacted within a single reading.

**STATUS:**

Policy 7251 contains nonsubstantive formatting changes. It also changes “Pass (P)” to “Credit (CR)” due to the California Code of Regulations change for that grading symbol. Policy 7252 contains nonsubstantive formatting changes, and updates the California Code of Regulations Title V reference in Section 5.1. Policy 7261 updates the Title V reference in Section 3.1.2 and replaces the outdated word “remedial” with “developmental.” As with all the policies that come through for Board of Trustees approval, there are several changes to continue our work to make sure those policies match the District’s policy style manual.

**RECOMMENDATION:**

It is recommended that the Board of Trustees approve the proposed revisions to the attached policies.



[Policy - 7000 Instruction](#) || [Table of Contents](#) || [Back](#) || [Next](#)

## 1.0 Honors and High Honors

1.1 An Honors list will be established at each ~~college~~ **College of the Los Rios Community College District** every semester and will include names of students who earned a grade point average of 3.0 or ~~more~~ **higher** in twelve (12) or more units. Nine (9) of these units must be graded on a letter grade basis exclusive of ~~Credit (CR)~~ **Pass (P)**.

1.2 A High Honors list will be established at each ~~college~~ **College** every semester and will include names of students who earned a grade point average of 3.5 **or higher** in twelve (12) or more units. Nine (9) of these units must be graded on a letter grade basis exclusive of ~~Credit (CR)~~ **Pass (P)**.

## 2.0 Degrees with Distinction

2.1 The Associate in Arts Degree and Associate in Science Degree will be granted “with honors” or “with distinction” if a student has a grade point average of **at least** 3.0 in all work attempted and “with high honors” or “with great distinction” if a student has a grade point average of 3.5 **or higher** in all work attempted.

LRCCD

Policy Adopted: 3/10/65  
Policy Revised: 1/28/81; 4/21/82  
Policy Reviewed:  
Adm. Regulation: None

**DRAFT 3/18/16**

[Policy - 7000 Instruction](#) || [Table of Contents](#) || [Back](#) || [Next](#)

### 1.0 Academic Grades

1.1 Student work in all credit courses offered by the Los Rios Community College District shall be graded in accordance with the grading scale in California Code of Regulations Title 5, Section 55023.

1.2 Non-~~Evaluative~~ **evaluative** symbols may be used in regard to incomplete work or credit course work without complete records. (Cal. Code Regs, tit. 5, § 55023)

### 2.0 Pass/No ~~pass~~ **Pass** Courses (Cal. Code Regs, tit. 5, § 55022)

2.1 Each College may offer courses wherein students may elect a pass/no pass or letter grade option.

2.2 Each College may offer courses in which all students are evaluated on a pass/no pass (P/NP) basis.

2.3 Each College may designate courses not subject to P/NP grading.

### 3.0 Credit by Examination

3.1 The District shall develop **Administrative #R**egulations pertaining to credit by examination for specific catalog courses in accordance with Title 5 regulations. (Cal. Code Regs, tit. 5, § 55050)

### 4.0 Repetition of Courses

4.1 The District shall develop **Administrative #R**egulations whereby courses taken in an accredited college may be repeated. (Cal. Code Regs, tit. 5, §§ 55040 and 55041)

### 5.0 Academic Renewal

5.1 The District shall develop **Administrative #R**egulations whereby previous substandard academic performance earned within the District may be alleviated if the previous substandard performance is not reflective of the student's current demonstrated ability. (Cal. Code Regs, tit. 5, § ~~55044~~**55046**)

### 6.0 Probation Status (See Policy [P-2231](#))

### 7.0 Dismissal (See Policy [P-2231](#))

### 8.0 Grade Reports to Students

8.1 Instructors have the responsibility to inform each student of his/her academic standing at mid-point in each course.

8.2 At the end of each term, final grades assigned by instructors shall be made available to each student.

9.0 Final Examination (Formerly P-7221)

9.1 Final projects, portfolios, performances, examinations, or other assessments must be completed by students enrolled in all courses.

9.2 A schedule of final examinations will be announced each semester.

10.0 Grade Changes (Educ. Code, § 76224; Cal. Code Regs., tit. 5, § 55025)

10.1 In any course of instruction for which grades are awarded, the instructor in the course shall determine the grade to be awarded each student in accordance with Section 1.0 of this policy.

10.2 The determination of the student's grade by the instructor shall be final in the absence of mistake, fraud, bad faith, or incompetency. Procedures for the correction of grades given in error shall include expurgating the incorrect grade from the record.

11.0 Implementation of Academic Standards and Progress

11.1 In concert, the District and the four Colleges will develop appropriate procedures for the implementation of policies in this entire section.

11.2 Each College will clearly set forth these policies and procedures in the College's appropriate publications.

[Policy - 7000 Instruction](#) || [Table of Contents](#) || [Back](#) || [Next](#)

LRCCD

Policy Adopted: 3/10/65

Policy Revised: 4/15/70; 3/15/72; 6/18/75; 11/19/80; 1/28/81; 4/21/82; 3/1/00; 5/17/06;  
10/15/08

Policy Reviewed:

Adm. Regulation: [R-7252](#)

**DRAFT 3/18/16**

[Policy - 7000 Instruction](#) || [Table of Contents](#) || [Back](#) || [Next](#)

### 1.0 ~~Remedial-Developmental~~ Course Work

- 1.1 For purposes of this section, ~~remedial~~**developmental** course work refers to pre-collegiate basic skills courses as defined in Title V, Section 55502. Such courses include reading, writing, computation, learning skills, and study skills designed to ensure acquisition of those skills necessary for completion of associate degree, transfer, and occupational courses.

### 2.0 ~~Remedial-Developmental~~ Limit

- 2.1 Except as specifically exempted, no student shall accrue more than 30 semester units of credit for ~~remedial~~**developmental** course work at ~~colleges~~**Colleges** within the Los Rios Community College District. Non-exempt students who have exhausted the unit limitation shall be referred to appropriate alternate local educational service providers with which the District has established referral agreements.

### 3.0 Exemptions from Limitations

- 3.1 The following classifications of students are exempted from limitations on ~~remedial~~**developmental** course work:

3.1.1 Students enrolled in one or more courses of English as a Second Language.

3.1.2 Students identified as learning disabled according to Title V, Section **5601456029**.

### 4.0 Waiver of Limitation

- 4.1 A waiver of the 30 semester unit limitation may be granted to any non-exempt student who demonstrates significant, measurable progress toward the development of appropriate skills. Such waivers shall be given for specified periods of time or for specified numbers of units.

---

LRCCD

Policy Adopted: 1/15/92

Policy Revised:

Policy Reviewed:


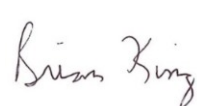
Adm. Regulation: None

**DRAFT 4/26/16**

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 11, 2016

<b>SUBJECT:</b>	Claim: Wesley Williams	ATTACHMENT: Yes	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item D	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	JP Sherry 	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	Brian King 	ACTION	
		INFORMATION	

**STATUS:**

Claimant is seeking damages from Los Rios Community College District.

**RECOMMENDATION:**

It is recommended that the Board of Trustees reject the claim of Claimant and refer the matter to the District's insurance administrators.



# Claim for Damages Form

ONCE SUBMITTED, THIS IS A PUBLIC DOCUMENT

LRCCD Use Only  
**Received**  
**APR 22 2016**  
 Office of the General Counsel  
 Los Rios Community College District

<b>Claimant Information</b>	First Name <b>Wesley</b>	MI	Last Name <b>Williams</b>								
	Date of Birth (MM/DD/YY)*		Social Security No.*								
	Driver's License No.	License State	Receives or is eligible for SSDI or Medicare? * (Yes/No) <b>Yes</b>								
	Home Address (Number/Street) <b>3301 N. Park Drive, #112</b>					Business Name (if including business address)					
	City <b>Sac</b>	State <b>CA</b>	Zip Code <b>95835</b>			Business Address (Number/Street)					
Mail Notices to which address? <input type="checkbox"/> Home <input type="checkbox"/> Business <input checked="" type="checkbox"/> Attorney				City	State	Zip Code					
Date injury/damage occurred (MM/DD/YY) <b>10/28/15</b>		Time of day injury/damage occurred		Where did injury/damage occur? (College site, street address, intersection, other locations, etc.) <b>See attached</b>							
How did injury /damage occur? (Describe accident or occurrence in complete detail/attach additional pages if needed)  <b>See attached</b>											
Name(s) of Los Rios employees involved <b>Unknown</b>			Police Report No. <b>N/A</b>								
What action or inaction of Los Rios employee(s) causes your injury/damages? <b>Failure to properly repair damage to the sidewalk either on or directly adjacent to property owned, managed and maintained by the district.</b>											
<b>Injury/ Damage Information</b>						What injuries/damages did you suffer? <b>Fracture to left wrist which required surgery and open reduction.</b>					
						State the amount of the claim, if less than \$10,000					
Include the estimated amount of any prospective injury, damage or loss, insofar as it may be known at the time the claim is presented, and list the basis for the computation of the amount claimed <b>Medical expenses \$91,000.00</b> <b>Wage loss in excess of \$10,000.00</b> <b>Future medical expenses in excess of \$25,000.00</b>											
If the dollar amount of the claim is more than \$10,000, no dollar amount will be stated, but please indicate whether the claim is a limited civil case claim (total dollar amount less than \$25,000) <input type="checkbox"/> Yes, it is a limited civil case claim <input checked="" type="checkbox"/> No, it is not a limited civil case claim											
<i>By signing below, I certify that all information furnished on this form is accurate, truthful, and complete, and that I understand that the presentation of a false claim is a felony (refer to CA Penal Code Sec 72).        Note: If the signer is not the Claimant, indicate the relationship of the signer to the Claimant (parent, attorney, etc.) and address.</i>											
<b>Certification</b>		Signature 	Date <b>4-22-16</b>	Relationship and address (if not Claimant) <b>Steven Heller, Attorney 555 University Ave., #131, Sac, CA 95825</b>							
<b>Directions for Submission</b>				<b>Return completed form to:</b>							
Attach and include with this form any bills for medical treatment or expenses/estimates for personal property damage.				Los Rios Community College District ATTN: General Counsel 1919 Spanos Court Sacramento, CA 95825							
Once submitted, this form becomes a public document. However, please note that Claimant's <b>Date of Birth</b> , <b>Social Security No.</b> , and <b>Driver's License No.</b> <u>WILL REMAIN CONFIDENTIAL</u> .											

\*Responses REQUIRED for Federal Medicare Secondary Payer Reporting

**Attachment to Claim Against Los Rios Community College District  
Re: Wesley Williams**


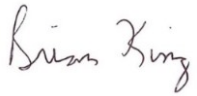
How did the injury occur? Mr. Williams was walking on the sidewalk, he tripped and fell over a damaged uneven section of the concrete sidewalk which created a rise between panels in his direction of travel of several inches. This rise had apparently been partially repaired with asphalt that had since fallen away. Mr. Williams had just utilized the services of Paratransit in the vicinity since he is legally blind and cannot drive.

Where did injury/damage occur? The accident happened on the north side of Folsom Boulevard, adjacent to Rosie's Restaurant. The nearest cross street was Mather Field Road.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 11, 2016

<b>SUBJECT:</b>	Claim: Dane Lawless	ATTACHMENT: Yes	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item E	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	JP Sherry 	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	Brian King 	ACTION	
		INFORMATION	

**STATUS:**

Claimant is seeking damages from Los Rios Community College District.

**RECOMMENDATION:**

It is recommended that the Board of Trustees reject the claim of Claimant and refer the matter to the District's insurance administrators.





# LOS RIOS

COMMUNITY COLLEGE DISTRICT

## Claim for Damages Form

ONCE SUBMITTED, THIS IS A PUBLIC DOCUMENT

LRCCD Use Only

Received

APR 28 2016

Office of the General Counsel

Los Rios Community College District


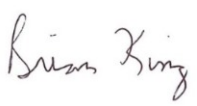
<b>Claimant Information</b>	First Name <b>Dane</b>	MI <b>A</b>	Last Name <b>Lawless</b>		
	Date of Birth (MM/DD/YY)*		Social Security No.*		
	Driver's License No.*	License State <b>CA</b>	Receives or is eligible for SSDI or Medicare? * (Yes/No)		
	Home Address (Number/Street) <b>8428 Edgecliff ct</b>		Business Name (if including business address)		
	City <b>Citrus Heights</b>	State <b>California</b>	Zip Code <b>95610</b>	Business Address (Number/Street)	
	Mail Notices to which address? <input checked="" type="checkbox"/> Home <input type="checkbox"/> Business <input type="checkbox"/> Attorney		City	State	Zip Code
	<b>Injury/Damage Information</b>				
Date injury/damage occurred (MM/DD/YY) <b>01/21/16</b>		Time of day injury/damage occurred <b>between 6-9 pm</b>		Where did injury/damage occur? (College site, street address, intersection, other locations, etc.) <b>on campus</b>	
How did injury /damage occur? (Describe accident or occurrence in complete detail/attach additional pages if needed) <b>I was sitting down, on my phone, I heard a faint "crack" noise and I looked up to see a tree falling down in my direction. I did not have enough time to react to the situation.</b>					
Name(s) of Los Rios employees involved <b>Jason Douglas (police officer)</b>			Police Report No. <b>#16-0026</b>		
What action or inaction of Los Rios employee(s) causes your injury/damages? <b>n/a, employee did not cause injury</b>					
What injuries/damages did you suffer? <b>- Injury to back of head (swollen and bruised) - Injury to back left of neck (still in mild pain to this day)</b>					
State the amount of the claim, if less than \$10,000 <b>\$3603.36</b>					
Include the estimated amount of any prospective injury, damage or loss, insofar as it may be known at the time the claim is presented, and list the basis for the computation of the amount claimed					
If the dollar amount of the claim is more than \$10,000, no dollar amount will be stated, but please indicate whether the claim is a limited civil case claim (total dollar amount less than \$25,000) <input type="checkbox"/> Yes, it is a limited civil case claim <input type="checkbox"/> No, it is not a limited civil case claim					
<b>Certification</b> By signing below, I certify that all information furnished on this form is accurate, truthful, and complete, and that I understand that the presentation of a false claim is a felony (refer to CA Penal Code Sec 72). Note: If the signer is not the Claimant, indicate the relationship of the signer to the Claimant (parent, attorney, etc.) and address.					
Signature 		Date <b>4/20/16</b>	Relationship and address (if not Claimant)		
<b>Directions for Submission</b> Attach and include with this form any bills for medical treatment or expenses/estimates for personal property damage. Once submitted, this form becomes a public document. However, please note that Claimant's Date of Birth, Social Security No., and Driver's License No. <u>WILL REMAIN CONFIDENTIAL.</u>			<b>Return completed form to:</b> Los Rios Community College District ATTN: General Counsel 1919 Spanos Court Sacramento, CA 95825		

\*Responses REQUIRED for Federal Medicare Secondary Payer Reporting

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 11, 2016

<b>SUBJECT:</b>	Proposal: Reclamation District 900 Operations and Maintenance	ATTACHMENT: Yes	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item F	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	JP Sherry 	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	Brian King 	ACTION	
		INFORMATION	

**BACKGROUND:**

Reclamation District 900 (RD 900) operates and maintains the levees that surround West Sacramento and the internal drainage system (canals, ditches, pump stations, and detention basins). According to RD 900, the current level of assessments of \$577,000 is insufficient to carry out the work of the District. As a result, RD 900 has proposed an increase those assessments to \$2.6 million and will include public agencies in the assessments. The District owns three parcels that are affected by this proposal and the District’s projected annual share of those assessments is \$1,410.08. Currently, the District does not pay any assessments to RD 900.

**STATUS:**

A sample copy of the official ballot is attached. A public hearing has been scheduled for Monday, June 6, 2016 for the RD 900 to consider this proposal.

**RECOMMENDATION:**

It is recommended that the Board of Trustees support the proposed assessment of District property and authorize the Chancellor or his designee to sign and submit the official ballot to the agency.



# RECLAMATION DISTRICT 900

EST. 1911

FOR OFFICIAL USE ONLY



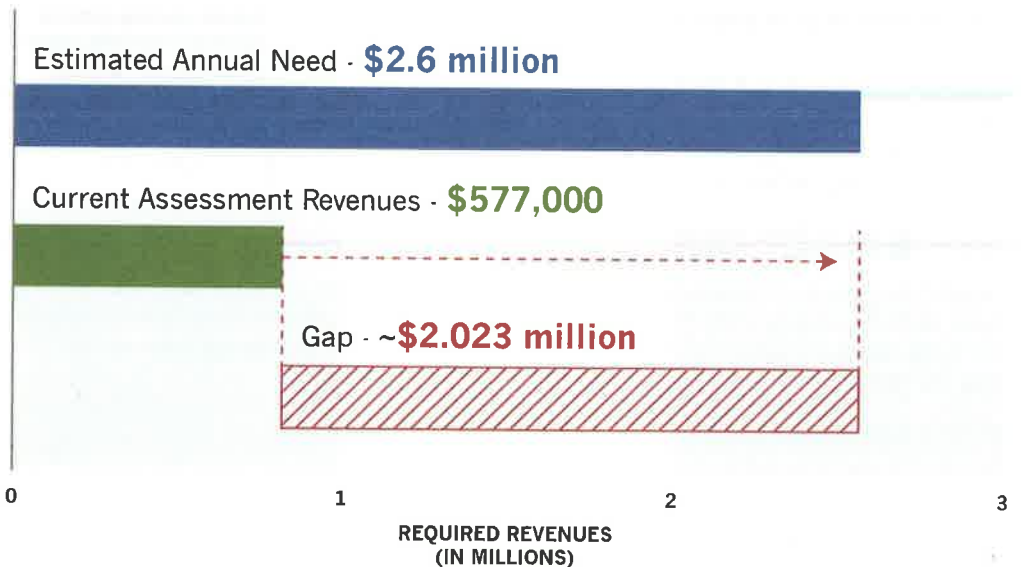
## PROPOSED ANNUAL ASSESSMENT: RECLAMATION DISTRICT 900

Formed in 1911, Reclamation District 900 (RD 900) is responsible for operating and maintaining 13.6 miles of levees that surround West Sacramento. RD 900 is also responsible for operating and maintaining the internal drainage system – canals, ditches, pump stations and detention basins – that collects and removes rain and storm waters to prevent flooding. RD 900 is a fiscally conservative agency that carries no bond debt. RD 900 is overseen by an elected Board comprised of owners of property within RD 900's boundaries.

Currently, RD 900 has six employees who are responsible for operations and maintenance of both the internal drainage system and the levee system. Costs for levee operations and maintenance are funded by the West Sacramento Area Flood Control Agency (WSAFCA). These funds may not be used to operate and maintain the internal drainage system.

RD 900 has not increased its assessment since 1996. As a result, RD 900's revenues are not sufficient to cover the current and future anticipated costs of properly maintaining the internal drainage system and reducing flood risk for your property.

1 T41 P1 9570 \*\*\*\*\*AUTO\*\*3-DIGIT 958  
Los Rios Comm College Dist  
Attn Jan Sherry  
1919 Spanos Ct  
Sacramento, CA 95825-3905



**AMOUNT TO BE RAISED BY PROPOSED ASSESSMENT**

**\$2.6 MILLION**

If the proposed assessment is approved by property owners and adopted by the RD 900 Board, RD 900's existing assessment would be suspended.

If the proposed assessment is not approved, RD 900 will not have sufficient funding to properly maintain the internal drainage system. Properties will be exposed to greater flood risk, as the internal drainage system will not provide 100-year flood protection. As a result, properties served by RD 900 will likely be mapped into a FEMA Special Flood Hazard Area, otherwise known as a high-risk flood zone. If that occurs, properties with federally backed mortgages would be subject to mandatory flood insurance requirements and all properties would be subject to building restrictions.

Please read the Ballot Information Guide for additional information. The Preliminary Engineer's Report detailing the methodology for calculating assessments can be viewed online at [www.rd900.org](http://www.rd900.org).



Owner, Parcel Number, Proposed Assessment



15549

Los Rios Comm College Dist

067-310-036-000; 1236 Merkley Ave; \$431.72
067-310-069-000; Ave; \$25.00
067-310-075-000; 1141 West Capitol Ave; \$953.36

Total Annual Assessment(s):

\$1,410.08

HOW TO COMPLETE YOUR BALLOT

- 1. Mark an "X" in the box next to "Yes" or No"
2. PRINT and sign your name in the space provided, and provide date
3. Place the ballot into the postage-paid official ballot return envelope and return to RD 900 by either
1) mailing the ballot
2) delivering the ballot by hand prior to 4 p.m., Friday, June 3, 2016, to RD 900, 1420 Merkley Ave, Suite 4
3) deliver by hand to the public hearing: 6:30 p.m., Monday, June 6 at West Sacramento Community Center, 1075 W. Capitol Ave

Ballots must be received before the close of the public hearing. Ballots received after the close of the public hearing cannot be accepted as per state law.

BALLOT QUESTION

Shall Reclamation District 900 suspend its current operations and maintenance assessment established in 1990 and establish a new maximum assessment commencing in fiscal year 16/17 as set forth in the Preliminary Engineers Report dated April 14, 2016? Annual revenue from the proposed assessment will be used to: 1) pay for the annual operations and maintenance costs to provide drainage services; and 2) fund a reserve for long-term repair, rehabilitation and replacement of drainage facilities.

THIS IS A WEIGHTED BALLOT. The total votes for this ballot equal the total annual assessments in the box above.

[ ] YES, I support the proposed maximum annual assessment.

[ ] NO, I oppose the proposed maximum annual assessment.

This assessment will not be imposed if a majority of the weighted ballots are opposed to the proposed maximum annual assessment.

Property Owner/Authorized Representative must sign in his/her own handwriting for ballot to be counted:

SIGNATURE of Owner/Authorized Representative (DO NOT PRINT) Date

Name of Owner/Authorized Representative (PRINT) Witness Signature\*

\*Only required if property owner is unable to sign due to illness or injury. In that case, he/she may make a mark witnessed by one person.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 11, 2016

<b>SUBJECT:</b>	District Quarterly Financial Status Report (311Q)	ATTACHMENT: Yes	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item G	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	Theresa Matista <i>Theresa Matista</i>	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	Brian King <i>Brian King</i>	ACTION	
		INFORMATION	

**BACKGROUND:**

Pursuant to the provisions of AB 2910, Chapter 1486, Statutes of 1986, each quarter districts must report their financial condition on forms prescribed by the California Community Colleges Chancellor’s Office. This prescribed report (form CCFS-311Q) must be submitted to the Chancellor’s Office and to the County Superintendent of Schools within forty-five (45) days following the end of each quarter for the first three quarters. The fourth quarter report is due no later than August 31. The Chancellor’s Office staff will then review the prescribed quarterly reports and notify districts if further action is necessary.

**STATUS:**

In accordance with AB 2910, the Governing Board should review the enclosed prescribed report (CCFS-311Q) at a regularly scheduled meeting and enter the report as part of the minutes of the meeting. As required, the District’s Chief Executive Officer (Chancellor) and Chief Business Officer have certified that the information for the quarter ended March 31, 2016 contained in this report is correct.

**RECOMMENDATION:**

It is recommended that the Board of Trustees receive the March 31, 2016 Quarterly Financial Status Report (CCFS-311Q) and the related financial statements.

LOS RIOS COMMUNITY COLLEGE DISTRICT  
GENERAL FUND  
STATEMENT OF APPROPRIATIONS, REVENUE & EXPENDITURES  
FOR THE QUARTER ENDED March 31, 2016  
UNAUDITED

	<b>Revised Budget</b>	<b>YTD Activity</b>
<b>BEGINNING FUND BALANCE, JULY 1</b>		
Uncommitted	\$ 14,575,434	\$ 14,575,434
Committed	20,188,144	20,188,144
Restricted	4,095,064	4,095,064
<b>TOTAL BEGINNING FUND BALANCE</b>	<b>38,858,642</b>	<b>38,858,642</b>
<b>REVENUE:</b>		
<b>GENERAL PURPOSE</b>		
Total Computational Revenue	282,415,842	204,193,261
Lottery Funds	7,414,112	2,602,136
Apprentice/Other General Purpose/Interfund Transfers	45,044,785	37,346,953
<b>TOTAL GENERAL PURPOSE</b>	<b>334,874,739</b>	<b>244,142,350</b>
<b>SPECIAL PROGRAMS</b>	<b>67,999,624</b>	<b>45,903,795</b>
<b>TOTAL REVENUE AND TRANSFERS IN</b>	<b>402,874,363</b>	<b>290,046,145</b>
<b>TOTAL REVENUE, TRANSFERS AND BEGINNING FUND BALANCE</b>	<b>\$ 441,733,005</b>	<b>\$ 328,904,787</b>
<b>APPROPRIATIONS/EXPENDITURES:</b>		
Academic Salaries	\$ 152,181,231	101,210,167
Classified Salaries	83,623,433	55,844,523
Employee Benefits	74,124,117	53,789,250
Supplies and Materials	16,452,134	4,695,442
Other Operating Expenses and Services	48,142,561	22,549,494
Capital Outlay	12,882,885	5,239,003
Payments to Students	7,728	5,998
Other Outgo	29,332,169	27,376,512
<b>TOTAL APPROPRIATIONS/EXPENDITURES AND TRANSFERS OUT</b>	<b>416,746,258</b>	<b>270,710,389</b>
<b>ENDING FUND BALANCE</b>		
Uncommitted	13,917,327	
Committed	8,898,144	
Restricted	2,171,276	
<b>TOTAL ENDING FUND BALANCE</b>	<b>24,986,747</b>	
<b>TOTAL APPROPRIATIONS/EXPENDITURES AND ENDING FUND BALANCE</b>	<b>\$ 441,733,005</b>	

**CALIFORNIA COMMUNITY COLLEGES  
CHANCELLOR'S OFFICE**

**Quarterly Financial Status Report, CCFS-311Q  
VIEW QUARTERLY DATA**

CHANGE THE PERIOD 

Fiscal Year: 2015-2016

District: (230) LOS RIOS

Quarter Ended: (Q3) Mar 31, 2016

Line	Description	As of June 30 for the fiscal year specified			
		Actual 2012-13	Actual 2013-14	Actual 2014-15	Projected 2015-2016
<b>I. Unrestricted General Fund Revenue, Expenditure and Fund Balance:</b>					
A.	<b>Revenues:</b>				
A.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	258,910,910	272,673,655	285,917,982	333,678,338
A.2	Other Financing Sources (Object 8900)	6,644,836	6,662,575	1,197,079	1,196,401
A.3	<b>Total Unrestricted Revenue (A.1 + A.2)</b>	<b>265,555,746</b>	<b>279,336,230</b>	<b>287,115,061</b>	<b>334,874,739</b>
B.	<b>Expenditures:</b>				
B.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	260,617,446	270,653,700	273,802,399	320,596,229
B.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	6,973,175	8,980,297	9,827,661	26,226,617
B.3	<b>Total Unrestricted Expenditures (B.1 + B.2)</b>	<b>267,590,621</b>	<b>279,633,997</b>	<b>283,630,060</b>	<b>346,822,846</b>
C.	<b>Revenues Over(Under) Expenditures (A.3 - B.3)</b>	<b>-2,034,875</b>	<b>-297,767</b>	<b>3,485,001</b>	<b>-11,948,107</b>
D.	<b>Fund Balance, Beginning</b>	<b>33,611,219</b>	<b>31,576,344</b>	<b>31,278,577</b>	<b>34,763,578</b>
D.1	Prior Year Adjustments + (-)	0	0	0	0
D.2	<b>Adjusted Fund Balance, Beginning (D + D.1)</b>	<b>33,611,219</b>	<b>31,576,344</b>	<b>31,278,577</b>	<b>34,763,578</b>
E.	<b>Fund Balance, Ending (C. + D.2)</b>	<b>31,576,344</b>	<b>31,278,577</b>	<b>34,763,578</b>	<b>22,815,471</b>
F.1	Percentage of GF Fund Balance to GF Expenditures (E. / B.3)	11.8%	11.2%	12.3%	6.6%

**II. Annualized Attendance FTES:**

G.1	<b>Annualized FTES (excluding apprentice and non-resident)</b>	50,380	50,211	52,171	52,199
-----	--	--------	--------	--------	--------

**III. Total General Fund Cash Balance (Unrestricted and Restricted)**

	Description	As of the specified quarter ended for each fiscal year			
		2012-13	2013-14	2014-15	2015-2016
H.1	Cash, excluding borrowed funds		19,910,545	47,802,661	57,236,956
H.2	Cash, borrowed funds only		0	0	0
H.3	<b>Total Cash (H.1+ H.2)</b>	<b>-33,936,858</b>	<b>19,910,545</b>	<b>47,802,661</b>	<b>57,236,956</b>

**IV. Unrestricted General Fund Revenue, Expenditure and Fund Balance:**

Line	Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to-Date Actuals (Col. 3)	Percentage (Col. 3/Col. 2)
<b>I. Revenues:</b>					
I.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	337,097,488	333,678,338	243,252,362	72.9%
I.2	Other Financing Sources (Object 8900)	1,162,151	1,196,401	889,988	74.4%
I.3	<b>Total Unrestricted Revenue (I.1 + I.2)</b>	<b>338,259,639</b>	<b>334,874,739</b>	<b>244,142,350</b>	<b>72.9%</b>
<b>J. Expenditures:</b>					
J.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	330,304,304	320,596,229	210,664,823	65.7%
J.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	24,245,335	26,226,617	25,394,938	96.8%
J.3	<b>Total Unrestricted Expenditures (J.1 + J.2)</b>	<b>354,549,639</b>	<b>346,822,846</b>	<b>236,059,761</b>	<b>68.1%</b>



K.	Revenues Over(Under) Expenditures (I.3 - J.3)	-16,290,000	-11,948,107	8,082,589
L	Adjusted Fund Balance, Beginning	34,763,578	34,763,578	34,763,578
L.1	Fund Balance, Ending (C. + L.2)	18,473,578	22,815,471	42,846,167
M	Percentage of GF Fund Balance to GF Expenditures (L.1 / J.3)	5.2%	6.6%	

V. Has the district settled any employee contracts during this quarter? **NO**

If yes, complete the following: (If multi-year settlement, provide information for all years covered.)

Contract Period Settled (Specify) YYYY-YY	Management		Academic				Classified	
	Total Cost Increase	% *	Permanent		Temporary		Total Cost Increase	% *
Total Cost Increase			% *	Total Cost Increase	% *			
<b>a. SALARIES:</b>								
Year 1:								
Year 2:								
Year 3:								
<b>b. BENEFITS:</b>								
Year 1:								
Year 2:								
Year 3:								

\* As specified in Collective Bargaining Agreement or other Employment Contract

c. Provide an explanation on how the district intends to fund the salary and benefit increases, and also identify the revenue source/object code.

VI. Did the district have significant events for the quarter (include incurrence of long-term debt, settlement of audit findings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANS), issuance of COPs, etc.)? **NO**

If yes, list events and their financial ramifications. (Enter explanation below, include additional pages if needed.)

VII. Does the district have significant fiscal problems that must be addressed? **NO**  
 This year? **NO**  
 Next year? **NO**


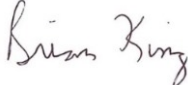
If yes, what are the problems and what actions will be taken? (Enter explanation below, include additional pages if needed.)



# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 11, 2016

<b>SUBJECT:</b>	Los Rios Foundation – Quarterly Investment Report	ATTACHMENT: Yes	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item H	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	 Theresa Matista	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	 Brian King	ACTION	
		INFORMATION	

**BACKGROUND:**

Since 1998, the District and Foundation adopted a Master Agreement whereby the Foundation became an auxiliary organization of the District. All college foundation investment activities were combined under the Los Rios Foundation. UBS Financial Services Inc. is the investment consultant for the Foundation.

As an auxiliary organization, the Foundation is not required to operate under GC 53600 investment restrictions. The Foundation Board has adopted a Statement of Rules, Objectives and Guidelines to govern the investment of funds. The funds should be invested with care, skill, prudence and diligence with the goal of producing returns equal to or exceeding prevailing standards among foundations of similar asset size, as well as for the protection of funds held in perpetual duration. The Statement defines the investment guidelines for specified asset classes for endowed funds as follows: equities, defined as common stock, convertible preferred stock, convertible bonds, and convertible stock, shall represent 15-70% of the total fund assets; fixed-income securities, defined as investments with maturities greater than one year that pay a fixed rate of return, shall represent 20-50% of the total assets; alternative investments, defined as fund-of-fund investments, shall represent up to 20% of the total fund assets; and cash, defined as maturities shorter than one year, shall represent 2-10% of the total fund assets. In addition, the Statement provides guidelines for investing non-endowed funds based upon the purpose of the donation and the horizon of time for the use of funds. The three non-endowed portfolio funds available are cash management, fixed income and balanced funds.

**STATUS:**

This report represents the investment activity for the quarter ended March 31, 2016. The investments are directed by the Los Rios Foundation Finance Committee and realized and unrealized earnings are shown in the accompanying schedules. The return for the endowed portfolio of \$7.9 million for the quarter ended March 31, 2016 was 0.60% compared to 1.15% for the composite benchmark. The yield for the quarter ended March 31, 2016 for the total managed portfolio of \$10.4 million is 0.91%. This compares to the composite benchmark of 1.31% for the same period. In accordance with generally accepted accounting principles, investments are restated to market value as of each fiscal year-end.

**RECOMMENDATION:**

It is recommended that the Board of Trustees receive the Foundation Quarterly Investment Report for the quarter ended March 31, 2016.

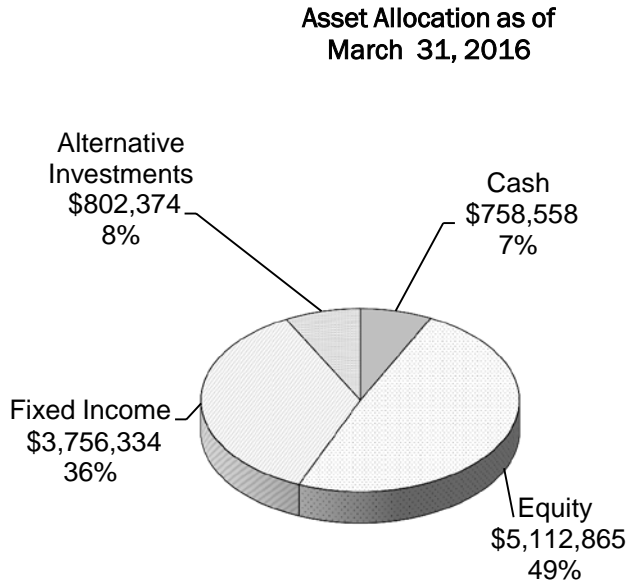
**Los Rios Foundation  
Investment Portfolio**  
For the Period July 1, 2015 - March 31, 2016

TOTAL PORTFOLIO	Guidelines	Opening Balance July 2015	Net Deposits/ Withdrawals	Unrealized Gains/(Losses)	Realized Gains/(Losses)	Interest / Dividends	Total YTD Earnings	YTD Fees	Market Value (a)	% of Total Current Market Value
<b>Managed (Endowed):</b>										
Cash (Scholarship)	2-10%	182,176	82,288			29	29		264,493	4%
<b>Fixed Income</b>										
Breckinridge*		1,294,174	331,387	28,021	(193)	25,894	53,722	(8,167)	1,671,116	21%
Spectrum		290,543	(306,871)	(5,035)	10,510	12,932	18,407	(2,079)	-	0%
<b>Total Fixed Income</b>	20-50%	<b>1,584,717</b>	<b>24,516</b>	<b>22,986</b>	<b>10,317</b>	<b>38,826</b>	<b>72,129</b>	<b>(10,246)</b>	<b>1,671,116</b>	<b>21%</b>
<b>Equities</b>										
Parametric Portfolio		2,453,361	86,357	(157,415)	96,364	46,718	(14,333)	(14,530)	2,510,855	32%
Snow		703,026	101,599	(77,614)	(41,481)	14,316	(104,779)	(5,509)	694,337	9%
JP Morgan International		603,657	36,525	(65,743)	(17,143)	13,227	(69,659)	(4,514)	566,009	7%
Hansberger International		674,794	(20,000)	(73,277)	(6,619)	5,162	(74,734)	(5,032)	575,028	7%
Structured Note*		113,557	(78,215)	88,400	(121,785)	(1,957)	(35,342)	-	-	0%
MLP (Master Limited Partnership)			200,000	4,321	-	1,150	5,471	(76)	205,395	3%
Brandes International Small Cap		158,746	(9,750)	(33,543)	31,954	3,047	1,458	(768)	149,686	2%
Brandes EM		302,681	135,000	(5,767)	(22,931)	6,247	(22,451)	(3,675)	411,555	5%
<b>Total Equities</b>	15-70%	<b>5,009,822</b>	<b>451,516</b>	<b>(320,638)</b>	<b>(81,641)</b>	<b>87,910</b>	<b>(314,369)</b>	<b>(34,104)</b>	<b>5,112,865</b>	<b>65%</b>
<b>Alternative Investments</b>										
Liquid Alternatives		623,199	190,000	(28,839)	(16,056)	27,302	(17,593)	(6,509)	789,097	9%
UBP		14,867		(6,426)		4,836	(1,590)		13,277	1%
<b>Total Alternative Investments</b>	up to 20%	<b>638,066</b>	<b>190,000</b>	<b>(35,265)</b>	<b>(16,056)</b>	<b>32,138</b>	<b>(19,183)</b>	<b>(6,509)</b>	<b>802,374</b>	<b>10%</b>
<b>Total Managed (Endowed)</b>		<b>7,414,781</b>	<b>748,320</b>	<b>(332,917)</b>	<b>(87,380)</b>	<b>158,903</b>	<b>(261,394)</b>	<b>(50,859)</b>	<b>7,850,848</b>	<b>100%</b>
<b>Managed (Non-endowed):</b>										
Madison Short Duration Fixed Income*		2,053,236		2,089	(754)	44,272	45,607	(13,625)	2,085,218	
<b>Total Managed (Endowed &amp; Non-endowed)</b>		<b>9,468,017</b>	<b>748,320</b>	<b>(330,828)</b>	<b>(88,134)</b>	<b>203,175</b>	<b>(215,787)</b>	<b>(64,484)</b>	<b>9,936,066</b>	
<b>Non-Endowed:</b>										
Cash Management - Money Market		44,987	449,007			40	40		494,034	
<b>Total Non-Endowed</b>		<b>2,098,223</b>	<b>449,007</b>	<b>2,089</b>	<b>(754)</b>	<b>44,312</b>	<b>45,647</b>	<b>(13,625)</b>	<b>2,579,252</b>	
<b>Cash Clearing Account</b>										
Gift Receipt		929,599	(929,599)	3,516	(3,516)	31	31		31	
<b>TOTAL PORTFOLIO</b>		<b>10,442,603</b>	<b>267,728</b>	<b>(327,312)</b>	<b>(91,650)</b>	<b>203,246</b>	<b>(215,716)</b>	<b>(64,484)</b>	<b>10,430,131</b>	

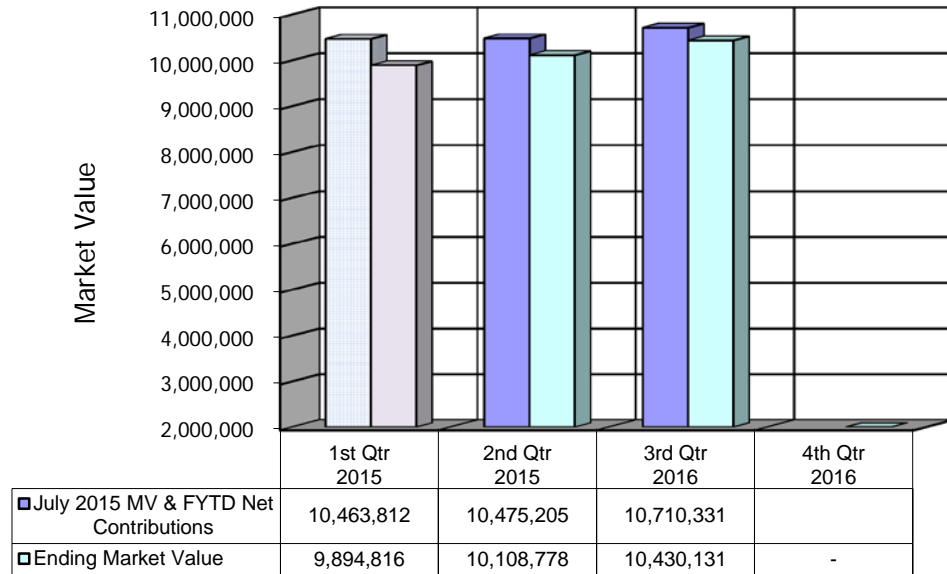
(a) Market Value from UBS Financial Services, Inc. statement dated 3-31-16.

\*Includes accrued interest

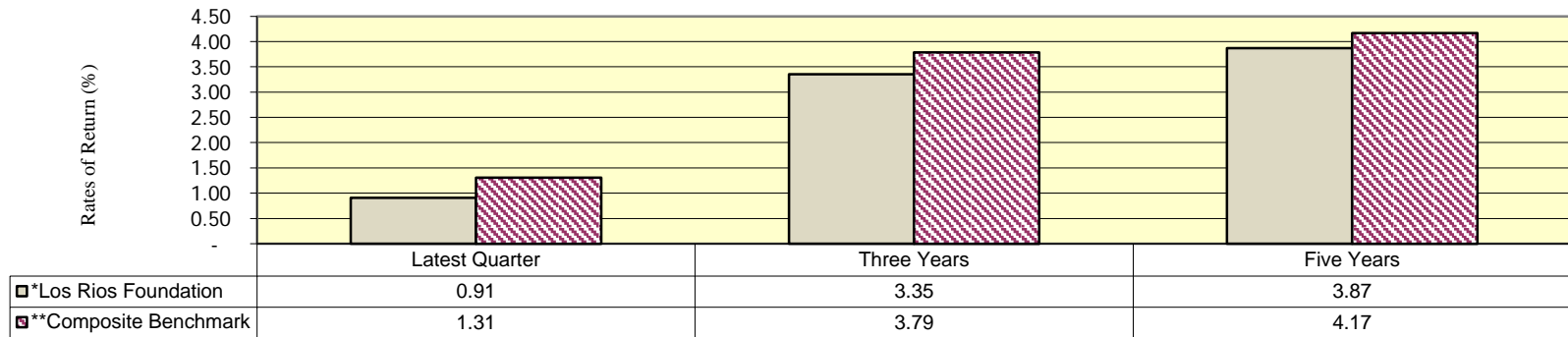
**Los Rios Foundation  
Account Summary  
as of March 31, 2016**



**Portfolio Change July 2015 through March 2016**



**Performance Analysis as of March 31, 2016**





\*The definition of Los Rios Foundation Return is Managed Portfolio Net Time Weighted Returned which is net of fees.

\*\*Provided by UBS Financial Services, Inc. Composite benchmark is composed of various market indices selected by UBS to approximate the Foundation's asset allocation.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 11, 2016

<b>SUBJECT:</b>	Special Event Authorization	ATTACHMENT: None	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item I	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	JP Sherry 	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	Brian King 	ACTION	
		INFORMATION	

**BACKGROUND:**

Pursuant to board policy P-1414, special events are shows, private parties, concerts, theatrical productions, and other events held on a District premises for which the principal attendees are members of the general public or invited guests and not students of the District.

**STATUS:**

At the below-listed special events, event sponsors have submitted applications for permission to serve alcohol.

**Community/External Events**

Date of Event	College	Location	Name of Event	Alcohol
May 26, 2016	ARC	ARC Theatre	SummerWords Reading	Wine
May 27, 2016		Lobby	Reception	
May 28, 2016	ARC	ARC Theatre	SummerWords Keynote	Beer/Wine
		Lobby	BBQ Reception	
June 10, 2016	FLC	Harris Center	Harris Center Season	Wine
			Preview	

**RECOMMENDATION:**

It is recommended that the Board of Trustees approve the applications as listed.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 11, 2016

<b>SUBJECT:</b>	Ratify: Grants and Contracts Awarded	ATTACHMENT: None	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item J	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	Susan L. Lorimer <i>Susan L. Lorimer</i>	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	Brian King <i>Brian King</i>	ACTION	
		INFORMATION	

**BACKGROUND:**

Pursuant to Board Policy 8315, executed agreements for the following grant and/or contract awards are hereby presented for approval and/or ratification.

Title, Description, Term, Project Administrator	College/Unit	Amount	Source
CA Early Childhood Mentor Program <ul style="list-style-type: none"> <li>• Funds to support the Mentor Program.</li> <li>• 8/1/2015 through 7/31/2016</li> <li>• Administrator: Dale van Dam, Dean, Instruction</li> </ul>	FLC	\$650	Chabot-Las Positas CCD

**RECOMMENDATION:**

It is recommended that the Board of Trustees ratify and/or approve the grant and contract awards listed herein, pursuant to Board Policy 8315.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 11, 2016

<b>SUBJECT:</b>	Ratify: New Contracts and Renewals	ATTACHMENT: None	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item K	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	Theresa Matista <i>Theresa Matista</i>	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	Brian King <i>Brian King</i>	ACTION	
		INFORMATION	

**BACKGROUND:**

Pursuant to Board Policy 8315, the following executed agreements and/or extensions for the following contracts are hereby presented for approval and/or ratification:

CONTRACTS					
Description	Agreement Amount	Initial (I) Renewal (R)	Valid Dates	Consultant/ Contractor	Department Sponsor
Workforce research, compile and analyze findings, develop and write reports	\$15,000	I	3/21/16 – 6/30/16	Karen Beltramo	Workforce & Economic Development
District Wide Compliance Testing for Underground Fuel Storage Tanks	\$21,015	R	1/1/16 – 6/30/17	Walton Engineering, Inc.	Facilities Management

**RECOMMENDATION:**

It is recommended that the Board of Trustees ratify and/or approve the contracts herein listed.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**

**DATE:** May 11, 2016

<b>SUBJECT:</b>	Ratify: Affiliation and Other Agreements	ATTACHMENT: None	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item L	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	Theresa Matista <i>Theresa Matista</i>	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	Brian King <i>Brian King</i>	ACTION	
		INFORMATION	

**BACKGROUND:**

Pursuant to Education Code section 81655, and Board Policy 8315, all agreements to which the District is party must be approved by or ratified by the Board of Trustees. Where agreements are not authorized or ratified by other means, this Board item is used to ensure compliance with this obligation.

**STATUS:**

Pursuant to Board Policy 8315, the following agreements and/or extensions for the following contracts are hereby presented for approval/ratification:

1. The list of Allied Health Agreements for clinical placements and Internships for Los Rios students. While the District is obligated under these agreements to cooperate and provide educational services pursuant to these agreements, none of them require payment or receipt of funds.

### ALLIED HEALTH AGREEMENTS FOR CLINICAL PLACEMENTS

Agency	Clinical Program*	Campus	Contract Date	Term
Fitzpatrick Physical Therapy	PTA/OTA	SCC	4/15/2016	Evergreen
El Dorado Physical Therapy	PTA/OTA	SCC	4/15/2016	Evergreen
Delta Physical Therapy/Team Movement for Life	PTA/OTA	SCC	4/15/2016	Evergreen
Orchard Hospital Medical Specialty Center	PTA/OTA	SCC	4/15/2016	Evergreen
Capital Physical Therapy	PTA/OTA	SCC	4/15/2016	Evergreen
Excel Physical Therapy	PTA/OTA	SCC	4/15/2016	Evergreen
Performance Physical Therapy	PTA/OTA	SCC	4/20/2016	Evergreen
Motion Recovery Physical Therapy	PTA/OTA	SCC	4/20/2016	Evergreen
Integrated Physical Therapy Services	PTA/OTA	SCC	4/20/2016	Evergreen
Valponi & Wagner Physical Therapy	PTA/OTA	SCC	4/20/2016	Evergreen
Sacramento Spine & Physical Therapy	PTA/OTA	SCC	4/20/2016	Evergreen
Jennifer Liu, DDS/MD	Dental Asst.	SCC	4/26/2016	Evergreen
Voltaire Sambajon, DDS/MS	Dental Asst.	SCC	4/26/2016	Evergreen
Enhanced Dental Concepts	Dental Asst.	SCC	4/28/2016	Evergreen

\* PTA – Physical Therapy Assistant, OTA – Occupational Therapy Assistant.

**RECOMMENDATION:**

It is recommended that the Board of Trustees ratify and/or approve the agreements identified.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 11, 2016

<b>SUBJECT:</b>	Ratify: Bid Transactions	ATTACHMENT: None	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item M	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	Theresa Matista <i>Theresa Matista</i>	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	Brian King <i>Brian King</i>	ACTION	
		INFORMATION	

**BACKGROUND:**

Pursuant to Board Policy 8315 the bid transactions herein listed are presented for approval and/or ratification.

CHANGE ORDERS					
Bid No	Description	Change Amount	Change Number	Vendor	New Contract Total
16004	El Dorado Campus Buildings A & B plaster repair due to water intrusion	\$8,539.27	1	Treehenge Construction Inc.	\$331,539.27
16004	El Dorado Campus Buildings A & B plaster repair due to water intrusion	\$6,463.30	2	Treehenge Construction Inc.	\$338,539.27
16004	El Dorado Campus Buildings A & B plaster repair due to water intrusion	None	3	Treehenge Construction Inc.	\$338,539.27

BID AWARDS					
Bid No	Description	No of Responses	Award Date	Successful Vendor	Contract Amount
16015	SCC Mohr Hall Chiller Replacement	2	4/8/16	ACCO	\$349,450.00
16009	District Wide Vending Machine Services	2	4/19/16	Canteen	LRCCD to receive 25.3% from profits of snacks, 32.6% hot beverages and 7.6% general merchandise



**RECOMMENDATION:**

It is recommended that the Board of Trustees ratify and/or approve the bid transactions herein listed.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 11, 2016

<b>SUBJECT:</b>	Disposition of Surplus Equipment	ATTACHMENT: None	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item N	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	Theresa Matista <i>Theresa Matista</i>	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	Brian King <i>Brian King</i>	ACTION	
		INFORMATION	

**BACKGROUND:**

The Education Code regulates the procedures by which a community college district can dispose of real and personal property. Education Code section 81452 provides that the governing board may, by unanimous vote, dispose of items valued at \$5,000 or less by private sale without advertising or selling the items at public auction. The District has held previous auctions but they have generally cost more than they have netted for the District. In 1998, the District began transferring such surplus items to the State of California since the cost to store and sell such surplus items is greater than potential revenues.

**STATUS:**

The District has a quantity of surplus materials that need to be disposed, such as outdated desks and computers. The State of California has accepted some of the surplus items but will not take surplus items deemed unsaleable. The District has located a scrap dealer who will take the remaining surplus items for recycling.

The surplus items to be disposed of are either irreparable, obsolete, in poor condition, or not needed for district/college operations and include the following: 1 battery; 1 lot of books; 6 cabinets; 70 cables; 2 boxes of cables; 8 carts; 1 cartridge; 1 cassette player; 1 catapult; 14 chairs; 21 computers; 10 containers; 1 copier; 23 cords; 1 desk; 2 disk readers; 8 displays; 1 extender; 3 fax machines; 1 hard drive; 2 headphones; 3 holders; 3 hose reels; 52 keyboards; 2 kits; 1 ladder; 33 laptops; 1 mailbox; 4 manuals; 17 monitors; 28 monitor stands; 8 mouses; 1 pod leg; 1 power mac; 5 power supplies; 1 power book; 21 printers; 36 projectors; 3 racks; 2 receivers; 3 remote systems; 2 servers; 4 shelves; 1 shredder; 1 sound board; 3 splits; 2 sprayers; 1 stamper; 1 stool; 4 switches; 1 table; 48 phones; 2 phone systems; 8 televisions; 1 toner; 3 towers; 1 box of trays; 1 typewriter; 2 video players; 12 video cassette recorders and 14 workcenter stands. These items have a value of less than \$5,000.

**RECOMMENDATION:**

It is recommended that the Board of Trustees approve the disposal of the listed items per Education Code section 81452.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 11, 2016

<b>SUBJECT:</b>	Purchase Orders, Warrants, Checks and Wires	ATTACHMENT: Yes	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item O	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	Theresa Matista <i>Theresa Matista</i>	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	Brian King <i>Brian King</i>	ACTION	
		INFORMATION	

**BACKGROUND:**

A listing of purchase orders, warrants, checks and wires issued during the period of March 16, 2016 through April 15, 2016 is on file in the District Business Services Office for review.

**RECOMMENDATION:**

It is recommended that the Board of Trustees approve the numbered purchase orders, warrants, checks and wires that are reflected on the attached schedule.

PURCHASE ORDERS		
General Fund	0001085937-0001086463 B116735-B116746	\$ 2,353,514.33
Capital Outlay Fund	0003016720-0003016771 B316005-B316005	
Child Development Fund	-	
Self-Insurance Fund	0009000354-0009000354	
WARRANTS		
General Fund	728710-730633	\$ 14,141,410.64
General Fund-ARC Instructional Related	006155-006271	
General Fund-CRC Instructional Related	022199-022240	
General Fund-FLC Instructional Related	030843-030858	
General Fund-SCC Instructional Related	045050-045114	
Capital Outlay Fund	830727-830826	
Child Development Fund	954196-954211	
Self-Insurance Fund	976306-976307	
Payroll Warrants	304233-306099	\$ 20,103,878.02
Payroll-Direct Deposit	780325-785012	
March Leave Process	306100-307747	
Payroll Vendor Warrants	60141-60313	
CHECKS		
Financial Aid Disbursements	2242363-2264340	\$ 19,158,576.67
Clearing Checks	-	\$
Parking Checks	2928-2929	\$ 66.00
Bookstore Fund – ARC	30395-30456	\$ 751,409.49
Bookstore Fund – CRC	026667-026682	
Bookstore Fund – FLC	9314-9350	
Bookstore Fund – SCC	048214-048249	
Student Clubs Agency Fund – ARC	4909-4927	\$ 49,321.74
Student Clubs Agency Fund – CRC	3936-3954	
Student Clubs Agency Fund – FLC	2066-2075	
Student Clubs Agency Fund – SCC	3339-3360	
Foundation – ARC	4771-4784	\$ 31,192.33
Foundation – CRC	2060-2066	
Foundation – FLC	1111-1125	
Foundation – SCC	3606-3619	
Foundation – DO	0742-0748	
Associated Students Trust Fund – ARC	0777-0784	\$ 8,999.78
Associated Students Trust Fund – CRC	0646-0647	
Associated Students Trust Fund – FLC	0570-0575	
Associated Students Trust Fund – SCC	-	
Regional Performing Arts Center Fund	USI Check System 3832-3899	\$ 158,848.59
WIRES		
Board of Equalization	-	\$
PARS	-	\$ 24,436.37
Vendors	-	\$ -
Backup Withholding	-	\$ 676.80
Retiree Health Trust	-	\$ -
Self-Insurance	-	\$ -

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 11, 2016

<b>SUBJECT:</b>	2016-17 Sabbaticals/Professional Development Leaves	ATTACHMENT: Yes	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item P	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	Brian King <i>Brian King</i>	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	Brian King <i>Brian King</i>	ACTION	
		INFORMATION	

**BACKGROUND:**

The agreement with the Los Rios College Federation of Teachers (LRCFT) provides that at least ten (10) Type A sabbaticals and 2.1 FTE of Type B professional development leaves be granted each year. Type A leaves are leaves of one semester at full pay or one year at half pay. Type B leaves are reassigned time for up to 100% and for up to one year in duration.

The agreement with the LRCFT permits the Professional Standards Committee at each college to recommend the conversion of one or more Type A sabbaticals into equivalent FTE of Type B leaves.

Sabbatical/professional development leave recommendations are presented to the Board in May and November of each year.

The criteria for leaves, as stated in the LRCFT agreement are as follows:

1. Retraining of applicant to allow for future new assignment(s) in a needed area as determined by College and District priorities.
2. Studies, projects or activities that provide staff with opportunities to upgrade academic, technical, and vocational skills and knowledge for current or future assignments.
3. Studies, projects, or activities for the improvement of curriculum, educational delivery systems, student personnel services, or other support services.
4. Studies, projects, or activities for development or revision of certificate or degree programs.
5. Studies, projects, or activities related to feasibility or revision of new or existing programs.
6. Studies, projects, or activities for the enhancement of student access and success at the course, program or institutional levels.

**RECOMMENDATION:**

It is recommended that the Board of Trustees approve the attached sabbatical/professional development leaves for the 2016-17 year.

**Spring 2016 Board Agenda  
Sabbatical Leaves**

**American River College**

**Type A Leave: One (1) Type A Leave requested  
One (1) Type A Leave converted to .500 Type B Leave**

**Type B Leave: 1.100 FTE Type B Leaves requested**

<b><u>Type A Leave Time</u></b>	<b><u>Annual FTE</u></b>
---------------------------------	--------------------------

<b>Eric Martin</b>	<b>Paramedics Professor</b>	<b>50%</b>	<b>Fall 2016</b>	<b>.250 FTE</b>
		<b>50%</b>	<b>Spring 2017</b>	<b>.250 FTE</b>
<i>“Building Leadership Success”</i>				

**Proposal:** The purpose of this proposal is to develop a leadership class specifically tailored to professionals who routinely have to exhibit leadership under stress and pressure in time-sensitive environments such as nursing, paramedic, EMT, firefighting, respiratory care therapy and medical assisting. In addition to the creation of a leadership class, the proposal also includes: 1) creating a centralized online leadership library with the best available resources, 2) researching leadership skills currently taught in outside organizations, 3) sharing information throughout the campus for the benefit of all students, and 4) teaching other faculty and off-campus partners how to debrief medical simulations, multi-casualty incident drills and other trainings with an emphasis on leadership.

**Two (2) Type A Leaves unused during 2015/16**

**One (1) FTE Type A Leave Remains Available for 2016/17 (per LRCFT Section 11.6.8.5)**

<b><u>Type B Leave Time</u></b>	<b><u>Annual FTE</u></b>
---------------------------------	--------------------------

<b>Kathleen Collihan</b>	<b>Political Science Professor</b>	<b>40%</b>	<b>Fall 2016</b>	<b>.200 FTE</b>
<b>Shahla Mokhtarzada</b>	<b>Sociology Professor</b>	<b>40%</b>	<b>Fall 2016</b>	<b>.200 FTE</b>
<i>“Creation of a Global Studies AA-T Degree Program”</i>				

**Proposal:** The goal of this proposal is to create, through a joint project between Political Science and Sociology, a new Global Studies AA-T Program (GLST AA-5), develop two new required core courses and revise three courses to comply with SB 1440. This change will enable students to take their GLST AA-% degree to CSUs as part of their degree pathway and will attract more students to the program.

**Spring 2016 Board Agenda  
Sabbatical Leaves**

**Craig Martinez      Art New Media Professor      20%      Fall 2016      .100 FTE**  
*“Development of Brand, Web and Collateral Materials”*

**Proposal:** The purpose of this project is to refine and update web and print materials which publicly present ARC’s Art New Media department as a cutting edge program with a curriculum that is competitive with any local and regional public or private school yet economically accessible to any hard working student. The department has made concerted outreach efforts to local colleges and high schools with meetings, outreach programs, and introductory events yet the current website and collateral materials are outdated and underutilized.

**Lazette Nowicki      Nursing Professor      40%      Fall 2016      .200 FTE**  
*“Curriculum Implementation Phase I”*

**Proposal:** This request involves the implementation of the newly-developed nursing curriculum in collaboration with and under the guidance of a curriculum coach. Sabbatical leaves in prior semesters have afforded the opportunity to adapt aged curriculum to meet the needs of the community workforce and profession, past practice in other nursing programs has demonstrated that the probability of implementation success will be greatly enhanced with a coach to support the faculty, specifically to guide faculty with the planning, implementation, and evaluation of the new curriculum using best practices.

**Chris Padgett      History Professor      40%      Fall 2016      .200 FTE**  
*“Reading Apprenticeship as a Tool to Improve ARC’s Students’ Success, Retention, and Self Efficacy as Readers”*

**Proposal:** The purpose of this proposal is implement a fully scalable and quantitative research project involving ARC faculty from different disciplines to measure the effectiveness of the Reading Apprenticeship framework on student success, retention and learning of discipline-specific content while at the same time supporting ARC faculty in implementing reading apprenticeship routines in their classroom.

**William Simpson      Physics Professor      40%      Fall 2016      .200 FTE**  
*“Getting Credit for Certificates”*

**Proposal:** This project proposes assisting ARC faculty who have created certificates which are not yet approved by the Chancellor’s Office in gaining that approval so the certificates can appear on students’ transcripts. In addition, a set of materials will be created and made publicly available to faculty which details the process and paperwork involved in getting new degrees and certificates approved by the CCCC.

**.166 FTE Type B Leave unused during 2015/16**

**.166 FTE Type B Leave Remains Available for 2016/17 (per LRCFT Section 11.6.8.5)**

**Spring 2016 Board Agenda  
Sabbatical Leaves**

**Cosumnes River College**

**Type A Leave:           One (1) Type A Leave requested**

**Type B Leave:           .600 FTE Type B Leaves requested**

**Type A Leave Time**

**Annual FTE**

<b>Kathryn Mayo</b>	<b>Photography Professor</b>	<b>100%</b>	<b>Spring 2017</b>	<b>.500 FTE</b>
---------------------	------------------------------	-------------	--------------------	-----------------

*“Selma: A Portrait of Home”*

**Proposal:** An in-depth photographic portrait project of the inhabitants of Selma, Alabama. The project will consist of images of contemporary religious leaders, political leaders and community leaders as well as ordinary citizens, both old and young. My hope is to represent the many cultures that call Selma and the surrounding area “home.” The portraits will be created using the wet plate collodion process, along with other historical processes, to document the changing face of Selma, Alabama – a place that runs deep in American and civil rights history, controversy and a place burdened with many preconceived notions.

**One (1) Type A Leave unused during 2015/16**

**.500 FTE of Type A Leave Remains Available for 2016/17 (per LRCFT Section 11.6.8.5)**

**Type B Leave Time**

**Annual FTE**

<b>Cheri Fortin</b>	<b>Theater Arts Professor</b>	<b>60%</b>	<b>Fall 2016</b>	<b>.300 FTE</b>
---------------------	-------------------------------	------------	------------------	-----------------

*“Innovations in Directing, Arts Integration and Audience Engagement”*

**Proposal:** Shadow the conceptual phase, design, rehearsal and audience engagement work of productions in Fall 2016 at Capital Stage paired with the implementation of a Targeted Marketing Strategy Program.

<b>Georgine Hodgkinson</b>	<b>Communication Professor</b>	<b>60%</b>	<b>Fall 2016</b>	<b>.300 FTE</b>
----------------------------	--------------------------------	------------	------------------	-----------------

*“Autoethnography as Service to Students and Community: Exploring the Culture of Yoga”*

**Proposal:** This proposal outlines an ethnographic research project that enables me to study local yoga culture as a participant-observer. The process of conducting this research benefits students and enhances the quality of instruction in my fall honors course, the Sacramento community, and the visibility of the college. Outcomes of this research include contributions to my academic discipline.

**.396 FTE Type B Leave unused during 2015/16**

**.396 FTE Type B Leave Remains Available for 2016/17 (per LRCFT Section 11.6.8.5)**



**Spring 2016 Board Agenda  
Sabbatical Leaves**

**Folsom Lake College**

**Type A Leave: Zero (0) Type A Leave requested**

**Type B Leave: 0.334 FTE Type B Leaves requested**

**Type A Leave Time**

**Annual FTE**

**One (1) Type A Leave unused during 2015/16**

**0.500 FTE of Type A Leave Remains Available for 2016/17 (per LRCFT Section 11.6.8.5)**

**Type B Leave Time**

**Annual FTE**

<b>Bernadette Anayah</b>	<b>ESL Professor</b>	<b>26.7%</b>	<b>Fall 2016</b>	<b>0.134 FTE</b>
--------------------------	----------------------	--------------	------------------	------------------

*"ESL Program Revision"*

**Proposal:** The purpose of this project is to re-envision the ESL program in response to recent dramatic changes that have resulted in historically low ESL enrollments. A needs assessment will be conducted along with curriculum redesign and a repackaging of ESL course offerings to better meet the needs of our ESL student population. The project seeks to investigate ways (such as lab modules and supplemental workshops) in which ESL students can move more quickly through the ESL program and be better prepared for success in non-ESL college courses.

<b>Paula Haug</b>	<b>Communication Studies Professor</b>	<b>20%</b>	<b>Fall 2016</b>	<b>0.100 FTE</b>
-------------------	--	------------	------------------	------------------

*"CSU Distance Delivery of Oral Communication Pilot"*

**Proposal:** The purpose of this project is to serve as an active faculty participant in a CSU research project / pilot that will ultimately determine if a purely online oral communication course is equivalent to a traditional or hybrid oral communication class. FLC is one of only five community colleges in the state invited to participate in this pilot. Paula's part in the project will require regular meetings with CSU, community college partners, and the CSU Chancellor's office; the creation, implementation, and assessment of appropriate online communication tools; and the acquisition of user proficiency with new apps, software, and other technologies required by the chosen assignment and assessment tools.

<b>Linda Abraham</b>	<b>Biology Professor</b>	<b>20%</b>	<b>Fall 2016</b>	<b>0.100 FTE</b>
----------------------	--------------------------	------------	------------------	------------------

*"Design a Science Boot Camp for Biology Students"*

**Proposal:** The purpose of this project is to identify areas in biological sciences that are obstacles to student success and design an engaging curriculum for a two week intensive boot camp. The proposal includes 3 main parts: conduct a survey of all biology faculty to determine needs and typical roadblocks to student success, design a robust pre- and post-test to evaluate the success of the boot camp, and create an outline for instruction identified topic areas and develop a logistical plan for implementation.

**0.171 FTE Type B Leave unused during 2015/16**

**0.171 FTE Type B Leave Remains Available for 2016/17 (per LRCFT Section 11.6.8.5)**



**Spring 2016 Board Agenda  
Sabbatical Leaves**

<b>David Hagerty</b>	<b>Learning Strategies Professor</b>	<b>40%</b>	<b>Fall 2016</b>	<b>.200 FTE</b>
----------------------	--	------------	------------------	-----------------

*“Survey of Sustainability Achievements and Goals, Part II”*

**Proposal:** The purpose of this project is to complete the STARS (Sustainability Tracking, Assessment, and Rating System) audit for Sacramento City College. The STARS audit findings will provide a baseline for increasing sustainable practices on campus.

<b>Ilana Johnson</b>	<b>Anthropology Professor</b>	<b>20%</b>	<b>Fall 2016</b>	<b>.100 FTE</b>
----------------------	-------------------------------	------------	------------------	-----------------

*“Online Physical Anthropology Laboratory”*

**Proposal:** The purpose of this project is to research, design, and implement an online laboratory course for Anthropology 301, Physical Anthropology Laboratory. Currently there are no online laboratories in the district so the development of this course will allow us to keep pace with other institutions and serve students with different needs, life obligations, and learning styles.

<b>Alan Keys</b>	<b>Psychology Professor</b>	<b>80%</b>	<b>Spring 2017</b>	<b>.400 FTE</b>
------------------	-----------------------------	------------	--------------------	-----------------

*“Student Anxiety in the Classroom: Triggers, Mediation Mechanisms & Student Success”*

**Proposal:** The purpose of this project is to utilize a mixed-methods research design to assess the general extent of anxiety symptoms experienced by students in a class environment (in-person and online) and the ramifications of these symptom’s on their welfare and academic success. It will examine specific triggers of anxiety and successful mediation mechanisms used by students and staff to improve the learning environment. Practical resources for staff and students will be produced that address these challenges to personal welfare and academic success. Multi-media informational/public service materials will be produced and disseminated to increase awareness of anxiety disorders and symptoms and enhance student-staff connection.

**0.339 FTE Type B Leave unused during 2015/16**

**0.339 FTE Type B Leave Remains Available for 2016/17 (per LRCFT Section 11.6.8.5)**

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 11, 2016

<b>SUBJECT:</b>	Regular Human Resources Transactions	ATTACHMENT: Yes	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item Q	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	Brian King <i>Brian King</i>	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	Brian King <i>Brian King</i>	ACTION	
		INFORMATION	

**BACKGROUND:**

It is recommended that the Board of Trustees approve the Human Resources transactions on the attached pages.

MANAGEMENT

**APPOINTMENT(S) TO CATEGORICALLY FUNDED POSITION(S)**

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>American River College</u>	
Dunn, John G. (M.A., California State University, Sacramento)	Interim American Apprenticeship Initiative Grant Project Director	12/02/15 – 06/01/16 <i>(Revised)</i>

**APPOINTMENT TO TEMPORARY POSITION(S)**

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>Sacramento City College</u>	
Lednicky, Margaret (B.A., University of Kansas)	Interim Director of Administrative Services	04/01/16 – 05/25/16

## FACULTY

<b>APPOINTMENT(S)</b>		
<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>Cosumnes River College</u>		
Esty, Juana (M.S., California State University, Fresno)	Counselor (50%)/Articulation Officer (50%)	05/12/16
<u>Folsom Lake College</u>		
Eiteneer-Harmon, Daria N. (Ph.D., University of California, Davis)	Astronomy/Physics Assistant Professor	08/18/16
<u>Sacramento City College</u>		
Andrews, Dean S. (M.S., Loyola University)	Accounting Assistant Professor	08/18/16
Armstrong, Dana (M.A., University of California, Davis)	English Assistant Professor	08/18/16
Burg, Thomas J. (B.S., Rollins College)	Aeronautics Assistant Professor (Flight Tech/ATCAD)	08/18/16
Dibble, Cindy C. (M.A., California State University, Fullerton)	Mathematics Assistant Professor	08/18/16
Gentry, Richard P. (A.A. Equivalence)	Mechanical Electrical Technology (MET) Assistant Professor	08/18/16
Laird, Hayley (M.A., San Francisco State University)	English (Reading) Assistant Professor	08/18/16
Limon Guzman, Jesus A. (M.A., California State University, Sacramento)	English Assistant Professor	08/18/16
Marshall, Doris F. (B.S., California State University, Dominguez Hills)	Nursing (VN) Assistant Professor	08/18/16
Myers, Linda B. (M.A., California State University, Sacramento)	English (Reading) Assistant Professor	08/18/16
Peterson, Terry (M.F.A., University of California, Davis)	Studio Art Assistant Professor (Sculpture/3-Dimensional Art)	08/18/16
Rice, Helen M. (M.S.N., Edgewood College)	Nursing (VN) Assistant Professor	08/18/16

## FACULTY

**APPOINTMENT(S), continued**

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>Sacramento City College</u>		
Sanford, Tricia L. (M.A., San Francisco State University)	Mathematics Assistant Professor	08/18/16
Town, James R. (M.E., University of Vermont)	Business and Computer Information Science Lab Coordinator	07/01/16

**APPOINTMENT(S) TO CATEGORICALLY FUNDED POSITION(S)**

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>Sacramento City College</u>		
Stewart, Rachel (M.S., San Diego State University)	Counselor (50%)/Coordinator (50%)-WorkAbility III Program	05/26/16 – 06/30/16

**APPOINTMENT TO TEMPORARY POSITION(S)**

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>Cosumnes River College</u>		
Stevenson, Elizabeth (M.A., California State University, Sacramento)	Distance Education Coordinator, LTT	03/17/16 – 05/18/16

**LEAVE(S) OF ABSENCE**

<u>Name</u>	<u>Subject/Position</u>	<u>Type</u>	<u>Effective Date(s)</u>
<u>American River College</u>			
Allie, Diana J.	Counselor	Maternity Leave	04/18/16 – 08/08/16
Rooney, Sue A.	Reading Professor	Medical (30%)	01/14/16 – 05/18/16
Stewart, Mark A.	Behavioral Science Professor	Medical	04/04/16 – 08/01/16
<u>Sacramento City College</u>			
Bauduin, Lisa A.	Kinesiology, Health & Athletics Professor	Type C	01/12/17 – 05/17/17

## FACULTY

**REASSIGNMENT / TRANSFER(S)**

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>Sacramento City College</u>	
Garcia Gomez, Yolanda	Coordinator (100%), SCC From Coordinator (75%)/Counselor (25%), CRC	04/15/16 – 06/30/16
Hunter, Mark	Mathematics Professor, SCC From Mathematics Professor, CRC	08/18/16

**RETIREMENT(S)**

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>American River College</u>	
Flower, Deborah J.	Horticulture Professor (After 10 years of service)	12/16/16
Watson, Jane S.	Reading Professor (After 15 years of service)	05/19/16
	<u>Sacramento City College</u>	
Iley, William H.	Physics Professor (After 25 years of service)	12/16/16
Minter, Carol A.	Dental Hygiene Professor (After 38 years of service)	05/19/16



**TEMPORARY, PART-TIME EMPLOYEES Spring 2016  
American River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
** (B5) Byrd, Steven D.	Automotive Collision Repair	12 %
Hartman, Galen L.	Automotive Collision Repair	19 %
Irvin, Robert A.	Cross Term	12 %
McCormack, Nicole Elizabeth	General Work Experience	1 %
Medkeff, Robert T.	Coordinator	60 %
Nelson, Douglas S.	Administration of Justice	1 %
Parker, Jessy L.	Landscape Design & Maintenance	2 %
Ridley, Michael A.	Fire Technology	14 %
Samadi, Parisa	Reading	7 %
** (A3) Shearer, Tracy F.	Dramatic Arts	19 %
West Oyedele, Erica V.	Sign Language Interpreting	11 %
Wilkinson, Cheryl	ESL Writing	3 %
Wilkinson, Cheryl	ESL Integrated	3 %
** (B5) Wilson, Steven	Electronics & Electric Technology	2 %
Wong, Kim W.	Administration of Justice	1 %

**TEMPORARY, PART-TIME EMPLOYEES Spring 2016  
Cosumnes River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Horrell, Eldean J.	Office Technology/Office Computer Applicati	27 %
Jones, Jenny L.	Counselor	8 %
Perkins-Moore, Deirdre	Computer Networking	28 %

**TEMPORARY, PART-TIME EMPLOYEES Spring 2016  
Folsom Lake College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Jacques, Molly M.	Physical Education	15 %
Mitchell, Sunny Staton	Dance	15 %
** (A2) Perez, Craig S.	Physical Education	49 %
Roehr, Rebecca S.	English	62 %
Rutz, Patrick	Physical Education	49 %
Sager, Amanda K. R.	Physical Education	49 %

**TEMPORARY, PART-TIME EMPLOYEES Spring 2016  
Sacramento City College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Crain, Michael R.	Music	28 %
Hernandez-Chaidez, Adan	General Work Experience	13 %
Kang, Rachel E.	Music	49 %
Keene, Hortencia	Office Technology/Office Computer Applicati	10 %
Lower, Nancy S.	Music	32 %
McDaniel, Arrickia R.	Job Seeking/Changing Skills	7 %

**REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2016  
American River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Casper-Denman, Kristina E.	Coordinator	13 %

FTE appearing as 0% for the current or upcoming semester is pending determination of assignment / load. FTE in previous semesters will appear as 1% for assignments between 0% and 1%. \* = New Employee \*\* = Returning Employee

Employees hired under equivalency criteria pursuant to Ed. Code Section 87359, Title V, Section 53430(a), and Board Policy 5123 will be identified as follows: A1;A3;A4;B1;B2;B3;B4=Experience / Education | A2 = Education | A5;B5 = Experience

**REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2016  
American River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Condos,Marc A.	Business and Commerce, General	40 %
Hammerwold,Walter	Journalism	7 %
Hokerson,Lori K.	Psychology, General	15 %
Howe,Susan R.	English	50 %
Klier,Julie A.	Reading	10 %
Sanchez,Brett Aaron	Mathematics, General	3 %

**REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2016  
Cosumnes River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Sharkey,Debra A.	Geography	18 %

**REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2016  
Folsom Lake College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Moreno,Deborah D.	Anthropology	1 %
Sapra,Lisa M.	English	20 %

**REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2016  
Sacramento City College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Bahhur,Riad N.	Type C Non-Instructional	10 %
Bahhur,Riad N.	Type C Non-Instructional	10 %
Belair,Diane M.	Counselor	1 %
Ishchuk,Alexandr A.	Chemistry, General	6 %
Janssen,Kristine M.	Counselor	1 %
Knable,Robert D.	Music	25 %
Stone,Leila M.	Counselor	1 %

**TEMPORARY, PART-TIME EMPLOYEES Summer 2016  
Cosumnes River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Hansen,Priscilla S.	English	40 %
Harding,Matthew James	English	27 %
Harrington,Beverly J.	English	20 %
James,William J.	Spanish	35 %
Kim,Steve	Health Information Technology	24 %
Lewis,Melanie A.	English	20 %
Lugo,Donnisha C.	Sociology	40 %
Mapeso,Ray	Human Services	20 %

**TEMPORARY, PART-TIME EMPLOYEES Summer 2016  
Folsom Lake College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Hale,Daniel R.	Astronomy	40 %

FTE appearing as 0% for the current or upcoming semester is pending determination of assignment / load. FTE in previous semesters will appear as 1% for assignments between 0% and 1%. \* =New Employee \*\*=Returning Employee

Employees hired under equivalency criteria pursuant to Ed. Code Section 87359, Title V, Section 53430(a), and Board Policy 5123 will be identified as follows: A1;A3;A4;B1;B2;B3;B4=Experience / Education | A2 = Education | A5;B5 = Experience

**TEMPORARY, PART-TIME EMPLOYEES Summer 2016  
Folsom Lake College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Hart,Aleris E.	Painting & Drawing	28 %
Haug,Paula R.	Speech Communication	20 %
Hawley,Jenny L.	English	27 %
Henning,Rebecca L.	Physical Education	15 %
Hicks,Andrea Joeleen	Speech Communication	20 %
Hoffman,Dale H.	Anthropology	20 %
Hoffman,Dale H.	Sociology	20 %
Hopkins,Don R.	Administration of Justice	20 %
** (A5) Howerter,Jennifer E.	English	20 %
Hwang,Eunyoung	Fine Arts, General	40 %
Knudson,Anita L.	English	20 %
Knudson,Anita L.	History	20 %
Kraemer,Jennifer L.	Child Development/Early Care and Educatio	20 %
Laurent,Robert H.	Astronomy	20 %
Lewis,Barbara	Study Skills	20 %
Lynch,Blair N.	Psychology, General	20 %
Maddock,Robert A.	History	40 %
Mahoney,Maximillian E.	Chemistry, General	20 %

**TEMPORARY, PART-TIME EMPLOYEES Summer 2016  
Sacramento City College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Handy,Kimberly A.	Business and Commerce, General	40 %
** (A2) Hanson,Jon	Reading	35 %
Hanson,Luther E.	Dramatic Arts	25 %
Hanson,Steven A.	Intercollegiate Athletics	8 %
Harada,Syreeta J.	Political Science	20 %
Harbison,Mark	Mathematics, General	53 %
Harding,Matthew James	English	27 %
** (A1) Haroyan,Satenik	Mathematics, General	52 %
** (A5) Hoerl,Ada Boone	Health Occupations, General	20 %
** (A5) Hoerl,Ada Boone	Occupational Therapy Technology	3 %
Holland,Gina D.	Microbiology	20 %
Howe,Judith D.	Library Science, General	3 %
Hunter,James W.	Business and Commerce, General	20 %
Hur,Soon S.	Asian (Chinese and Japanese excluded)	27 %
Hwang,Joel	Chemistry, General	57 %
Imagine,Eve M.	Reading	20 %
** (A2) Imai,Stephen T.	Chemistry, General	57 %
Iwata,Susan J.	Spanish	27 %
Johnson,Chadwick J.	Business Administration	20 %
Johnson,Denise M.	Physiology (Includes Anatomy)	50 %
Johnson,Illana	Anthropology	20 %
Jones,Erica Leigh	Geography	35 %
Jones,Yuriko	Physics, General	50 %
Kaina,Abdelaziz	Computer Networking	26 %
Keene,Hortencia	Office Technology/Office Computer Applicati	12 %
Kidrick,Valerie	Fine Arts, General	60 %
** (A5) Kiehn,Kenneth	English	40 %
Kiernan,Tim C.	Physical Fitness and Body Movement	35 %
Kjos,Troy A.	Physiology (Includes Anatomy)	20 %
Knable,Robert D.	Music	40 %
Koch,Kristen V.	Fine Arts, General	20 %

FTE appearing as 0% for the current or upcoming semester is pending determination of assignment / load. FTE in previous semesters will appear as 1% for assignments between 0% and 1%. \* =New Employee \*\* =Returning Employee

Employees hired under equivalency criteria pursuant to Ed. Code Section 87359, Title V, Section 53430(a), and Board Policy 5123 will be identified as follows: A1;A3;A4;B1;B2;B3;B4=Experience / Education | A2 = Education | A5;B5 = Experience

**TEMPORARY, PART-TIME EMPLOYEES Summer 2016  
Sacramento City College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Korn,Madeline A.	Fashion	28 %
Lagunas-Carvacho,Magaly A.	Spanish	27 %
Lam,Ben K.	Mathematics, General	33 %
Lambert,Angelena	Mathematics, General	27 %
Lazo,Carol M.	Business and Commerce, General	20 %
Little,Myra M.	Website Design and Development	25 %
Little,Myra M.	Information Technology, General	20 %
Logan,Jason K.	Sociology	20 %
Lum,Belinda C.	Sociology	20 %
Lynch,Blair N.	Psychology, General	20 %
Manriquez,Paul M.	Mathematics, General	53 %
Mansourirad,Ehsanollah	Mathematics, General	53 %
Marshall,Jacqueline A.	English	27 %

FTE appearing as 0% for the current or upcoming semester is pending determination of assignment / load. FTE in previous semesters will appear as 1% for assignments between 0% and 1%. \* = New Employee \*\* = Returning Employee

Employees hired under equivalency criteria pursuant to Ed. Code Section 87359, Title V, Section 53430(a), and Board Policy 5123 will be identified as follows: A1;A3;A4;B1;B2;B3;B4=Experience / Education | A2 = Education | A5;B5 = Experience

## C L A S S I F I E D

<b>APPOINTMENT(S)</b>			
<u>Name</u>	<u>Position</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Cooper, Ruth E.	Custodian	CRC	04/14/16
Hurts, Cedric D.	College Safety Officer	DO	04/13/16
Kiburi, Khalid A.	Student Success and Support Program (SSSP) Specialist	CRC	04/07/16
Melton, Taylor R.	Custodian	FLC	05/02/16
Nariman Hassanabadi, Kourosh	Custodian	FLC	04/11/16
Whitcomb, Irene F.	Instructional Assistant – Writing/English/Reading, 9 months	ARC	04/20/16
Zhang, Steven X.	Clerk III, 75%	CRC	05/04/16

<b>LEAVE(S) OF ABSENCE</b>				
<u>Name</u>	<u>Position</u>	<u>Type of Leave</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
English, Amanda E.	Admissions/Records Evaluator I	Child Care, 100%	ARC	04/23/16 – 06/05/16
Glenn, Ryan B.	Educational Media Design Specialist	Staff Development, 100%	SCC	08/22/16 – 01/02/17
Walter, Mina R.	Information Technology Business/ Technical Analyst I	Child Care, 100%	DO	06/23/16 – 09/11/16
Walter, Mina R.	Information Technology Business/ Technical Analyst I	Child Care, 25%	DO	09/12/16 – 11/18/16

<b>PROMOTION(S)</b>			
<u>Name</u>	<u>New Position (Current Position)</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Kozikowska, Barbara L.	Account Clerk II, 12 months (Account Clerk I, 10 months)	SCC SCC	05/02/16
Petty, Cynthia J.	Administrative Assistant II (Administrative Assistant I)	CRC CRC	04/18/16

## C L A S S I F I E D

**PROMOTION(S)  
CONTINUED**

<u>Name</u>	<u>New Position (Current Position)</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
White, Douglas J.	Custodial Supervisor (Custodial 50%/Stock Clerk 50%)	SCC SCC)	04/11/16

**RESIGNATION(S)**

<u>Name</u>	<u>Position</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Bennett, Mela T.	Instructional Assistant – Campus Computer Laboratory, 50%	ARC	05/21/16
Douglas, Jeanette	Clerk III	FLC	04/30/16
Gavrilchik, Andrey P.	Clerk III, 11 months	ARC	05/03/16
Hernandez, Eulalia	Admissions/Records Clerk III	FLC	05/13/16
Nagin, Farrah N.	Counseling Clerk I	ARC	05/21/16
Raynor, Connie L.	Student Personnel Assistant - Internship Developer	CRC	04/13/16
Walker, January M.	Clerk III, 12 months, 50%	SCC	04/28/16

**RETIREMENT(S)**

<u>Name</u>	<u>Position</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Puccio, Lori J.	Payroll Accountant (After 15+ years of service)	DO	07/06/16

Temporary Classified Employees Education Code 88003 (Per AB 500) <i>The individuals listed below are generally working in short term, intermittent or interim assignments during the time frame designated,</i>
---

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
<u>American River College</u>			
Ali, Nimo	Counseling Clerk II	12/01/2015	06/30/2016
Aram, Beeta	Instructional Assistant	04/25/2016	06/30/2016
Battle, Angel	Clerk II	04/21/2016	06/30/2016
Castillo, Nathanael Alberto	Special Projects	04/11/2016	06/30/2016
Catena, Kira A	Special Projects	04/18/2016	06/30/2016
Gamble, Rose Marie E.	Student Personnel Assistant	03/31/2016	06/30/2016
Garcia, Emily C.	Campus Patrol	03/22/2016	06/30/2016
James, Rolaine M.	Beginning Interpreter	04/11/2016	06/30/2016
January, Brandon J.	Financial Aid Clerk II	04/18/2016	06/30/2016
King-butler, Danielle	Student Personnel Assistant	04/18/2016	06/30/2016
Llanos, Damien A.	Campus Patrol	03/09/2016	06/30/2016
Miller, Stacy H.	Athletic Trainer	04/13/2016	06/30/2016
Orosz, Monica C.	Special Projects	04/04/2016	06/30/2016
Rasoul, Ghulam	Campus Patrol	03/15/2016	06/30/2016
Schaefer, Laura G.	Advanced Interpreter	04/11/2016	06/30/2016
Tuleshkova, Veneta H	Child Dev Ctr Teacher	04/04/2016	06/30/2016
<u>Cosumnes River College</u>			
Fassett, Thomas P.	Instructional Assistant	03/29/2016	06/30/2016
Ingle, De Anna B.	Instructional Assistant	03/29/2016	06/30/2016
Lemmons, Morgan P	Special Projects	04/18/2016	06/30/2016
Leyva, Dawn E.	Clerk III	03/15/2016	06/30/2016
Risse, Paulina A.	Admissions/Records Evaluator I	04/18/2016	06/30/2016
<u>District Office / Business and Economic Development Center / Facilities Management</u>			
Barber, Beverly R.	Special Projects	04/01/2016	06/30/2016
Bieniek, Diane L.	Clerk III	04/07/2016	06/30/2016
Nemitz, Julie H.	Special Projects	04/01/2016	06/30/2016
Nowak, Daniel E.	Special Projects	03/28/2016	06/30/2016
<u>Folsom Lake College</u>			
Harrell, Tyler M.	Special Projects	03/25/2016	06/30/2016
Heuer, Jessica E.	Campus Patrol	03/30/2016	06/30/2016
Kaur, Navjot	Clerk I	04/11/2016	06/30/2016
Koob, Ramona	Clerk I	03/25/2016	06/30/2016


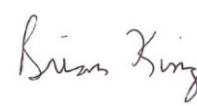
<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
<u>Folsom Lake College (continued)</u>			
Lopez, Sergio R.	Campus Patrol	04/20/2016	06/30/2016
Notareus, Bruce M.	Special Projects	04/13/2016	06/30/2016
Ohl, Jazlyn I.	Bookstore Clerk I	04/25/2016	06/30/2016
Pronina, Alina	Counseling Clerk II	03/25/2016	06/30/2016
Roa, Michael J	Special Projects	03/25/2016	06/30/2016
Rudac, Andrei	Custodian	02/26/2016	06/30/2016
Trifeletti, Frank A.	Reader/Tutor	04/11/2016	06/30/2016
Trifeletti, Frank A.	Special Projects	03/25/2016	06/30/2016
Walker, Kenneth P.	Student Personnel Assistant	04/07/2016	06/30/2016
<u>Sacramento City College</u>			
Clarke, Mark C.	Custodian	03/25/2016	06/30/2016
Graves, Marcus E.	Student Personnel Assistant	03/25/2016	06/30/2016
Lopez, Karla G.	Student Personnel Assistant	03/25/2016	06/30/2016
Loschiavo, Tara E	Student Personnel Assistant	03/24/2016	06/30/2016
Marquardt, Emily M.	Clerk I	04/14/2016	06/30/2016
Martinez, Angela	Studnt Succs & Supp Prgm Spec	03/28/2016	06/30/2016
Nemitz, Julie H.	Police Comm Dispatcher	03/15/2016	06/30/2016
Payne, Lauryn A.	Financial Aid Clerk I	03/25/2016	06/30/2016
Rasul, David G.	Outreach Specialist	04/20/2016	06/30/2016



# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 11, 2016

<b>SUBJECT:</b>	Board Policy Creation: Emeriti (P-5166, P-6626, P-9415)	ATTACHMENT: Yes	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	First Reading Item A	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	JP Sherry 	CONSENT/ROUTINE	
		FIRST READING	X
<b>APPROVED FOR CONSIDERATION:</b>	Brian King 	ACTION	
		INFORMATION	

**BACKGROUND:**

Currently, the District has no formal policies recognizing Emeriti faculty, staff, and administrators or the Emeriti Associations at the four colleges.

**STATUS:**

New board policies are proposed to identify who qualifies to be an Emerita or Emeritus of the colleges and sets forth the requirements to join the Emeriti Associations at each of the four colleges.

Emerita and Emeritus status is an honorary title awarded for distinguished service to the academic community. To qualify, a faculty, staff, or administrator must have worked for the college or District for at least five years and have retired or left the college or District in good standing.

To join the Emeriti Association, the applicant must fill out an application and pay the membership fee for the Association. Benefits of the Emeriti Association include the use of an email account, library access, parking privileges, a membership card, complimentary or discounted admission to college/District events at the discretion of the event sponsor, and use of college computer resources.

**RECOMMENDATION:**

These policies are presented for first reading.

[Policy - 5000 Certificated Personnel](#) || [Table of Contents](#) || [Back](#) || [Next](#)

## **1.0 Policy on Emerita and Emeritus Status**

- 1.1 Emerita/Emeritus status is an honorary title awarded for distinguished service to the academic community. The Los Rios Community College District Chancellor or College President may bestow the title on a faculty member, classified staff member or administrator who is entering retirement or permanently severing his or her employment relationship with the District and meets the eligibility criteria below. The bestowal of Emerita/Emeritus status is a distinctive honor, not a right.**
- 1.2 Emerita/Emeritus may join his or her College Emeriti Association and obtain the benefits designated by this District Policy.**

## **2.0 Eligibility**

- 2.1 Emerita/Emeritus status is limited to tenured faculty members, adjunct faculty members, regular classified staff members or administrators who meet all of the following criteria:**
  - 2.1.1 Have been employed by the College/District for at least five (5) years; and**
  - 2.1.2 Retired or resigned from their employment with the District (adjunct faculty members may submit a letter stating that they intend to no longer seek further employment with the College/District [hereafter separation]); and**
  - 2.1.3 Upon resignation, retirement, or separation are in good standing with no disciplinary issues outstanding.**

## **3.0 Procedures for Joining the College Emeriti Association**

- 3.1 Upon the resignation, retirement or separation, the person seeking to join the Emeriti Association shall submit an application for membership in the College's Emeriti Association.**
- 3.2 If the person meets the eligibility requirements above and submits the required fee, he or she shall be a member of the Emeriti Association at the College.**
- 3.3 To maintain Emeriti Association Membership, the Emerita/Emeritus must submit the required fee to the College's Emeriti Association.**

## **4.0 Benefits for Emeriti Association Member**

- 4.1 As a member of the College Emeriti Association, a faculty member, classified staff member or administrator qualifies for the following benefits from the Colleges/District:**

- 4.1.1 Use of a District email account;
- 4.1.2 Access to the College/District libraries with checkout privileges and access to databases when allowed by vendor licenses;
- 4.1.3 A Emerita/Emeritus parking permit good for parking at the College where he or she is a member of the Emeriti Association;
- 4.1.4 A Emerita/Emeritus membership card;
- 4.1.5 Complimentary or discounted admission to College/District athletic and cultural events at the discretion of the sponsoring group; and
- 4.1.6 Use of college computer resources at the College.

## 5.0 Revocation

- 5.1 The College Presidents are authorized to revoke Emerita/Emeritus status in their absolute discretion at any time.

[Policy - 5000 Certificated Personnel](#) || [Table of Contents](#) || [Back](#) || [Next](#)

---

LRCCD

Policy Adopted:

Policy Revised:

Policy Reviewed:

Adm. Regulation: None

**DRAFT 3/4/16**

[Policy - 6000 Classified Personnel](#) || [Table of Contents](#) || [Back](#) || [Next](#)

## **1.0 Policy on Emerita and Emeritus Status**

**1.1 Emerita/Emeritus status is an honorary title awarded for distinguished service to the academic community. The Los Rios Community College District Chancellor or College President may bestow the title on a faculty member, classified staff member or administrator who is entering retirement or permanently severing his or her employment relationship with the District and meets the eligibility criteria below. The bestowal of Emerita/Emeritus status is a distinctive honor, not a right.**

**1.2 Emerita/Emeritus may join his or her College Emeriti Association and obtain the benefits designated by this District Policy.**

## **2.0 Eligibility**

**2.1 Emerita/Emeritus status is limited to tenured faculty members, adjunct faculty members, regular classified staff members or administrators who meet all of the following criteria:**

**2.1.1 Have been employed by the College/District for at least five (5) years; and**

**2.1.2 Retired or resigned from their employment with the District (adjunct faculty members may submit a letter stating that they intend to no longer seek further employment with the College/District [hereafter separation]); and**

**2.1.3 Upon resignation, retirement, or separation are in good standing with no disciplinary issues outstanding.**

## **3.0 Procedures for Joining the College Emeriti Association**

**3.1 Upon the resignation, retirement or separation, the person seeking to join the Emeriti Association shall submit an application for membership in the College's Emeriti Association.**

**3.2 If the person meets the eligibility requirements above and submits the required fee, he or she shall be a member of the Emeriti Association at the College.**

**3.3 To maintain Emeriti Association Membership, the Emerita/Emeritus must submit the required fee to the College's Emeriti Association.**

## **4.0 Benefits for Emeriti Association Member**

**4.1 As a member of the College Emeriti Association, a faculty member, classified staff member or administrator qualifies for the following benefits from the Colleges/District:**

- 4.1.1 Use of a District email account;**
- 4.1.2 Access to the College/District libraries with checkout privileges and access to databases when allowed by vendor licenses;**
- 4.1.3 A Emerita/Emeritus parking permit good for parking at the College where he or she is a member of the Emeriti Association;**
- 4.1.4 A Emerita/Emeritus membership card;**
- 4.1.5 Complimentary or discounted admission to College/District athletic and cultural events at the discretion of the sponsoring group; and**
- 4.1.6 Use of college computer resources at the College.**

**5.0 Revocation**

**4.15.1 The College Presidents are authorized to revoke Emerita/Emeritus status in their absolute discretion at any time.**

[Policy - 6000 Classified Personnel](#) || [Table of Contents](#) || [Back](#) || [Next](#)

LRCCD

Policy Adopted:

Policy Revised:

Policy Reviewed:

Adm. Regulation: None

**DRAFT 3/4/16**

[Policy - 9000 Management and Confidential Personnel](#) || [Table of Contents](#) || [Back](#) || [Next](#)

## **1.0 Policy on Emerita and Emeritus Status**

**1.1 Emerita/Emeritus status is an honorary title awarded for distinguished service to the academic community. The Los Rios Community College District Chancellor or College President may bestow the title on a faculty member, classified staff member or administrator who is entering retirement or permanently severing his or her employment relationship with the District and meets the eligibility criteria below. The bestowal of Emerita/Emeritus status is a distinctive honor, not a right.**

**1.2 Emerita/Emeritus may join his or her College Emeriti Association and obtain the benefits designated by this District Policy.**

## **2.0 Eligibility**

**2.1 Emerita/Emeritus status is limited to tenured faculty members, adjunct faculty members, regular classified staff members or administrators who meet all of the following criteria:**

**2.1.1 Have been employed by the College/District for at least five (5) years; and**

**2.1.2 Retired or resigned from their employment with the District (adjunct faculty members may submit a letter stating that they intend to no longer seek further employment with the College/District [hereafter separation]); and**

**2.1.3 Upon resignation, retirement, or separation are in good standing with no disciplinary issues outstanding.**

## **3.0 Procedures for Joining the College Emeriti Association**

**3.1 Upon the resignation, retirement or separation, the person seeking to join the Emeriti Association shall submit an application for membership in the College's Emeriti Association.**

**3.2 If the person meets the eligibility requirements above and submits the required fee, he or she shall be a member of the Emeriti Association at the College.**

**3.3 To maintain Emeriti Association Membership, the Emerita/Emeritus must submit the required fee to the College's Emeriti Association.**

## **4.0 Benefits for Emeriti Association Member**

**4.1 As a member of the College Emeriti Association, a faculty member, classified staff member or administrator qualifies for the following benefits from the Colleges/District:**

- 4.1.1 Use of a District email account;**
- 4.1.2 Access to the College/District libraries with checkout privileges and access to databases when allowed by vendor licenses;**
- 4.1.3 A Emerita/Emeritus parking permit good for parking at the College where he or she is a member of the Emeriti Association;**
- 4.1.4 A Emerita/Emeritus membership card;**
- 4.1.5 Complimentary or discounted admission to College/District athletic and cultural events at the discretion of the sponsoring group; and**
- 4.1.6 Use of college computer resources at the College.**

**4.05.0 Revocation**

**4.1.1 The College Presidents are authorized to revoke Emerita/Emeritus status in their absolute discretion at any time**

[Policy - 9000 Management and Confidential Personnel](#) || [Table of Contents](#) || [Back](#) || [Next](#)

LRCCD

Policy Adopted:

Policy Revised:

Policy Reviewed:


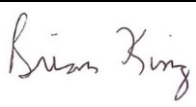
Adm. Regulation: None

**DRAFT 3/4/16**

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 11, 2016

<b>SUBJECT:</b>	Board Policy Revisions: Changes to Hiring Processes re: Felony Convictions: P-5121, P-5122, P-6122, P-6123, P-9121, P-9123	ATTACHMENT: Yes	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	First Reading Item B	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	 JP Sherry	CONSENT/ROUTINE	
		FIRST READING	X
<b>APPROVED FOR CONSIDERATION:</b>	 Brian King	ACTION	
		INFORMATION	

**BACKGROUND:**

In April 2015, the Board of Trustees amended the board policies to provide individualized consideration of employment applicants possessing felony convictions due to Equal Employment Opportunity Commission (EEOC) guidance. The EEOC concludes that a blanket exclusion of applicants from employment due to felony convictions has a disproportionate impact on persons of color and is therefore discriminatory. To avoid a claim of discrimination, each applicant that has a felony conviction must be reviewed to determine if exclusion of the applicant from employment is job-related and consistent with business necessity. This requires reviewing the nature of the conviction, the time since the person was convicted, and the nature of the job sought.

**STATUS:**

The proposed policy changes add the same individualized consideration given to persons with felony convictions to persons with the drug and sex crime convictions identified in the Education Code. The changes allow the District to consider persons with certain controlled substance or sexual offenses to be hired or retained if the person demonstrates he or she has been rehabilitated for five years or has been pardoned. In the accompanying regulations, the Board of Trustees will use the same analysis recently enacted for those with felony convictions (nature of crime, date of conviction, and nature of position sought) to make the determination as to whether an employee has been rehabilitated. The policies delegate the authority to make that determination to the Chancellor, who shall develop the administrative regulations to carry out this policy.

**RECOMMENDATION:**

These policies are presented for first reading.



[Policy - 5000 Certificated Personnel](#) || [Table of Contents](#) || [Back](#) || [Next](#)

## 1.0 Building the Applicant Pool

1.1 The Los Rios Community College District Director, Human Resources, shall take those measures that are legally permissible to build an applicant pool that includes underrepresented groups and disabled persons.

## 2.0 Qualifications

2.1 An applicant must possess the minimum qualifications established for the position class; the individual must be able to perform the essential functions of the position with or without reasonable accommodation.

2.2 An applicant or candidate shall be disqualified for any of the following reasons:

2.2.1 Conviction of a misdemeanor involving sex offenses, controlled or illegal substances as defined in Education Code, sections 87010 and 87011, respectively; or of any felony; or determination that the individual is a sexual psychopath as defined in Education Code, section 87406;. (Ed Code, § 87405) **The Los Rios Community College District Board of Trustees delegates the determination of exceptions to this rule under Education Code, section 87405 to the Chancellor. The Chancellor shall develop Administrative Regulations regarding this issue;**

2.2.1.1 Exception: Applicants **and employees that have applied for or obtained certificates of rehabilitation and pardon and, if the applicant's probation has been terminated and the information or accusation has been dismissed under Penal Code, section 1203.4 for sex offenses, having official certificates of five-year rehabilitation from** controlled or illegal substances convictions may be **retained or** considered for employment. (Ed. Code, §§ **87010, 87011, 87405**)

**2.2.1.2** Exception: Applicants and employees with felony convictions, other than those applicants that are disqualified for service under Education Code, sections 87010, 87011, 87405, or 87406, shall be individually evaluated to determine if disqualification based on their felony conviction(s) is job-related and consistent with business necessity.

~~2.2.1.2~~**2.2.1.3** Exception: Applicants and employees that are **disqualified for service under Education Code, section 87010, 87011, or 87405 may be retained or considered for employment if the Board of Trustees determines from the evidence presented that the person has been rehabilitated for at least five years, or has received a certificate of rehabilitation and pardon, or if the accusation or information against the person has been dismissed and he or she has been released from all**

**disabilities and penalties resulting from the offense pursuant to section 1203.4 of the Penal Code. In order to determine whether an applicant has been rehabilitated for at least five years, the Board of Trustees shall evaluate the applicant to determine if the disqualification is job-related and consistent with business necessity.**

2.2.2 Falsification or attempted deception in statement on the application;

2.2.3 Previous dismissal from District service or nonrenewal of employment by the ~~Los Rios Community College District~~ Board of Trustees;

2.2.4 Positive results from an intradermal skin test and chest X-ray showing active tuberculosis.

### 3.0 Selection of Applicants

3.1 Persons interested in employment with the - District shall complete the District application form and appear for a personal interview, if requested.

### 4.0 Interviewing Applicants

4.1 Processes to assure that equal treatment is afforded to all applicants shall be followed in the interview and selection of candidates.

### 5.0 Internal Candidates

5.1 The District may fill a vacancy by considering only internal applicants where such appointment is not in conflict with equal opportunity requirements.

### 6.0 Selection of Candidates

6.1 A process to assure that equal treatment is afforded to all applicants shall be followed in the interview and selection of candidates.

6.2 The Chancellor will recommend to the Board of Trustees that candidate, whether within or outside the District, whose education, experience, accomplishments, and skill qualifications best equips the individual to fulfill the demands of the position.

### 7.0 Appointment to Positions

7.1 The appointment of candidates to regular positions shall be made by the Board of Trustees. (Ed. Code, § 88003)

7.2 The authority to make all other appointments is delegated to the Chancellor.

### 8.0 Police Records

8.1 Fingerprinting (Ed. Code, § 88024)

8.1.1 All applicants shall be fingerprinted prior to employment with the District.

8.1.2 The Chancellor shall adopt appropriate Administrative Regulations.

[Policy - 5000 Certificated Personnel](#) || [Table of Contents](#) || [Back](#) || [Next](#)

LRCCD

Policy Adopted: 8/15/79

Policy Revised: 9/3/80; 10/20/82; 2/21/90; 12/6/00; 10/1/03; 3/21/07; 5/13/15

Policy Reviewed: 5/13/15

Adm. Regulation: [R-5121](#)

**DRAFT 4/14/16**

[Policy - 5000 Certificated Personnel](#) || [Table of Contents](#) || [Back](#) || [Next](#)

### 1.0 Hiring of Adjunct Faculty

- 1.1 The interests of students and the community are best served by selecting from the available pool of persons in the community those individuals who have special expertise and diverse backgrounds to serve in various adjunct faculty positions.
- 1.2 By encouraging diversity in the pool of adjunct faculty members, the Los Rios Community College District can increase diversity among tenured faculty.

### 2.0 Police Records

- 2.1 All applicants shall be fingerprinted prior to employment with the District.
  - 2.1.1 This District Policy and the corresponding Administrative Regulation shall not apply to any California or Federal Peace Officer currently employed and paid as such.
- 2.2 The Chancellor shall adopt appropriate Administrative Regulations.

### 3.0 Qualifications

- 3.1 An applicant must possess the minimum qualifications established for the position; the individual must be able to perform the essential functions of the position with or without reasonable accommodation.
- 3.2 An applicant or candidate shall be disqualified for any of the following reasons:
  - 3.2.1 Conviction of a misdemeanor involving sex offenses, controlled or illegal substances as defined in Education Code, sections 87010 and 87011 respectively; or of any felony; or determination that the individual is a sexual psychopath as defined in Education Code, section 87406. (Ed. Code, § 87405) **The Los Rios Community College District Board of Trustees delegates the determination of exceptions to this rule under Education Code, section 87405 to the Chancellor. The Chancellor shall develop Administrative Regulations regarding this issue;**
    - 3.2.1.1 Exception: Applicants **and employees that have applied for or obtained certificates of rehabilitation and pardon and, if the applicant's probation has been terminated and the information or accusation has been dismissed under Penal Code, section 1203.4 for sex offenses,** ~~having official certificates of five-year rehabilitation from~~ controlled or illegal substances convictions may be **retained or** considered for employment. (Ed, §§ **87010, 87011**, 87405)
    - 3.2.1.2 Exception: Applicants and employees with felony convictions, other than those applicants that are disqualified for service under Education Code, sections 87010, 87011, 87405, or 87406, shall be individually evaluated to determine if disqualification based on

their felony conviction(s) is job-related and consistent with business necessity.

~~3.2.1.2~~**3.2.1.3 Exception: Applicants and employees that are disqualified for service under Education Code, section 87010, 87011, or 87405 may be retained or considered for employment if the Board of Trustees determines from the evidence presented that the person has been rehabilitated for at least five years, or has received a certificate of rehabilitation and pardon, or if the accusation or information against the person has been dismissed and he or she has been released from all disabilities and penalties resulting from the offense pursuant to section 1203.4 of the Penal Code. In order to determine whether an applicant has been rehabilitated for at least five years, the Board of Trustees shall evaluate the applicant to determine if the disqualification is job-related and consistent with business necessity.**

- 3.2.2 Falsification or attempted deception in statement on the application;
- 3.2.3 Previous dismissal from District service by the ~~Los Rios Community College District~~ Board of Trustees;
- 3.2.4 Positive results from an intradermal skin test and chest X-ray showing active tuberculosis.

[Policy - 5000 Certificated Personnel](#) || [Table of Contents](#) || [Back](#) || [Next](#)

(Formerly P-5119)

LRCCD

Policy Adopted: 2/13/80

Policy Revised: 9/3/80; 10/20/82; 2/21/90; 2/4/98; 12/6/00; 10/1/03; 3/21/07; 5/13/15

Policy Reviewed: 5/13/15

Adm. Regulation: [R-5122](#)

**DRAFT 4/14/16**

[Policy - 6000 Classified Personnel](#) || [Table of Contents](#) || [Back](#) || [Next](#)

## 1.0 Building the Applicant Pool

- 1.1 The Los Rios Community College District Director, Human Resources, shall take those measures that are legally permissible to build an applicant pool that includes significantly underrepresented groups and persons with disabilities.

## 2.0 Qualifications

- 2.1 An applicant must possess the minimum qualifications established for the position class; the individual must be able to perform the essential functions of the position with or without reasonable accommodation.

- 2.2 An applicant or candidate shall be disqualified for any of the following reasons:

- 2.2.1 Conviction of a misdemeanor involving sex offenses, controlled or illegal substances as defined in Education Code, sections 87010 and 87011, respectively; or of any felony; or a determination that the individual is a sexual psychopath as defined in Education Code, sections 87406 or 88023. (Ed. Code, §§ 87405, 88022) **The Los Rios Community College District Board of Trustees delegates the determination of exceptions to this rule under Education Code, section 87405 to the Chancellor. The Chancellor shall develop Administrative Regulations regarding this issue;**

- 2.2.1.1 Exception: Applicants **and employees that have applied for or obtained certificates of rehabilitation and pardon and, if the applicant's probation has been terminated and the information or accusation has been dismissed under Penal Code, section 1203.4 for sex offenses, having official certificates of five-year rehabilitation from** controlled or illegal substances convictions may be **retained or** considered for employment. (Ed. Code, §§ **87010, 87011**, 87405, 88022)

- 2.2.1.2** Exception: Applicants and employees with felony convictions, other than those applicants that are disqualified for service under Education Code, sections 87010, 87011, 87405, 87406, 88022 or 88023 shall be individually evaluated to determine if disqualification based on their felony conviction(s) is job-related and consistent with business necessity.

- ~~2.2.1.2.2.1.3~~ **2.2.1.3** Exception: Applicants and employees that are **disqualified for service under Education Code, section 87010, 87011, or 87405 may be retained or considered for employment if the Board of Trustees determines from the evidence presented that the person has been rehabilitated for at least five years, or has received a certificate of rehabilitation and pardon, or if the accusation or information against the person has been dismissed and he or she has been released from all disabilities and penalties resulting from the offense pursuant to section 1203.4 of the Penal Code. In order to determine**

**whether an applicant has been rehabilitated for at least five years, the Board of Trustees shall evaluate the applicant to determine if the disqualification is job-related and consistent with business necessity.**

2.2.2 Falsification or attempted deception in statement on the application;

2.2.3 Previous dismissal from District service or nonrenewal of employment by the ~~Los Rios Community College District~~ Board of Trustees;

2.2.4 Positive results from an intradermal skin test and chest X-ray showing active tuberculosis.

### 3.0 Selection of Applicants

3.1 Persons interested in employment with the District shall complete the District application form and appear for a personal interview, if requested.

3.2 Human Resources may administer examinations for necessary skills or competencies for all positions within a given class, contact former employers and other references for recommendations, and request evidence of training and proficiency.

### 4.0 Internal Candidates

4.1 The District may fill a vacancy by considering only in-house or internal applicants where such appointment is not in conflict with equal opportunity requirements.

### 5.0 Selection of Candidates

5.1 A process to assure that equal treatment is afforded all applicants shall be followed in the interview and selection of candidates.

5.2 The final selection of a person to fill the open position shall be made by the appropriate administrative officer in cooperation with the supervisor(s) in the area of job opening from among the qualified candidates recommended by Human Resources.

5.3 District employees possessing the requisite qualifications will be considered whenever they apply for promotional positions. All candidates will be selected on the basis of the specific needs of the campus or District division, individual qualifications, capabilities, and personal suitability of the candidate, and in the best interest and needs of the District. Seniority shall be considered only when required by law.

5.4 The Chancellor will recommend to the Board of Trustees that candidate, whether within or outside the District, whose education, experience, accomplishments, and skill qualifications best equips the individual to fulfill the demands of the position.

### 6.0 Appointment to Positions

6.1 The appointment of candidates to regular positions shall be made by the Board of Trustees. (Ed. Code, § 88003)

6.2 The authority to make all other appointments is delegated to the Chancellor.

7.0 Police Records

7.1 Fingerprinting (Ed. Code, § 88024)

7.1.1 All applicants shall be fingerprinted prior to employment with the District.

7.2 The Chancellor shall adopt appropriate Administrative Regulations.

[Policy - 6000 Classified Personnel](#) || [Table of Contents](#) || [Back](#) || [Next](#)

(Formerly P-6113, P-6114, and P-6116)

LRCCD

Policy Adopted: 10/67

Policy Revised: 2/69; 3/70; 10/29/75; 8/15/70; 10/15/80; 10/20/82; 2/21/90; 7/16/97;  
10/1/03; 3/21/07; 5/13/15

Policy Reviewed: 5/13/15

Adm. Regulation: [R-6122](#) (Formerly R-6113, R-6114, and R-6116)

**DRAFT 4/14/16**



[Policy - 6000 Classified Personnel](#) || [Table of Contents](#) || [Back](#) || [Next](#)

## 1.0 Intent

- 1.1 This District Policy is intended to authorize the Los Rios Community College District Chancellor to establish procedures for recruitment, selection, and appointment of temporary employees.
  - 1.1.1 A temporary employee shall not be employed for more than one hundred seventy-five (175) days in any fiscal year.
- 1.2 Because of the limited duration of employment of these employees, the Los Rios Community College District Board of Trustees recognizes that the employment procedures should be less formalized and less cumbersome for the District than in the case of regular employees.
- 1.3 Temporary employees are not classified employees.
- 1.4 Student help, College WorkStudy, and substitute employees are not classified employees.
- 1.5 Temporary employees shall not establish permanence with the District and may be terminated at any time with or without cause. However, no employee shall be terminated for an unlawfully discriminatory purpose.
- 1.6 Before employing a temporary employee, the Board of Trustees shall specify the service to be performed and the ending date of the service.

## 2.0 Categories of Temporary Employees

- 2.1 Long-Term Temporary Employees
  - 2.1.1 Long-term temporary employees are temporary employees hired in an authorized and temporarily vacant regular classified position.
- 2.2 Short-Term Temporary Employees
  - 2.2.1 Short-term temporary employees are all other temporary, nonacademic employees.

## 3.0 Job Qualifications

- 3.1 An applicant must possess the minimum qualifications established for the position and be able to perform the essential functions of the position with or without reasonable accommodation.
- 3.2 An applicant or candidate shall be disqualified for any of the following reasons:
  - 3.2.1 Conviction of a misdemeanor involving sex offenses, controlled or illegal substances as defined in Education Code, sections 87010 and 87011,

respectively; or of any felony; or a determination that the individual is a sexual psychopath as defined in Education Code, sections 87406 or 88023. (Ed. Code, §§ 87405, 88022) **The Board of Trustees delegates the determination of exceptions to this rule under Education Code, section 87405 to the Chancellor. The Chancellor shall develop Administrative Regulations regarding this issue;**

3.2.1.1 Exception: Applicants **and employees that have applied for or obtained certificates of rehabilitation and pardon and, if the applicant's probation has been terminated and the information or accusation has been dismissed under Penal Code, section 1203.4 for sex offenses, having official certificates of five-year rehabilitation from** controlled or illegal substances convictions may be **retained or** considered for employment. (Ed. Code, §§ **87010, 87011,** 87405, 88022)

3.2.1.2 Exception: Applicants and employees with felony convictions, other than those applicants that are disqualified for service under Education Code, sections 87010, 87011, 87405, 87406, 88022, or 88023 shall be individually evaluated to determine if disqualification based on their felony conviction(s) is job-related and consistent with business necessity.

3.2.1.3 **2.2.1.22.2.1.3 Exception: Applicants and employees that are disqualified for service under Education Code, section 87010, 87011, or 87405 may be retained or considered for employment if the Board of Trustees determines from the evidence presented that the person has been rehabilitated for at least five years, or has received a certificate of rehabilitation and pardon, or if the accusation or information against the person has been dismissed and he or she has been released from all disabilities and penalties resulting from the offense pursuant to section 1203.4 of the Penal Code. In order to determine whether an applicant has been rehabilitated for at least five years, the Board of Trustees shall evaluate the applicant to determine if the disqualification is job-related and consistent with business necessity.**

3.2.2 Falsification or attempted deception on the application;

3.2.3 Previous dismissal from District service or nonrenewal of employment by the Board of Trustees;

3.2.4 Positive results from an intradermal skin test and chest X-ray showing active tuberculosis.

#### 4.0 Police Records

4.1 Successful applicants shall be fingerprinted prior to employment with the District.

4.2 Temporary employees are subject to the same requirements regarding disqualification based on criminal history as regular classified employees.

5.0 Implementation

5.1 The Chancellor shall adopt Administrative Regulations for the recruitment, selection, and appointment of temporary employees covered by this District Policy.

[Policy - 6000 Classified Personnel](#) || [Table of Contents](#) || [Back](#) || [Next](#)

LRCCD

Policy Adopted: 7/16/97  
Policy Revised: 2/4/98; 10/1/03; 5/13/15  
Policy Reviewed: 5/13/15  
| Adm. Regulation: [R-6123](#)

**DRAFT 4/14/16**

[Policy - 9000 Management and Confidential Personnel](#) || [Table of Contents](#) || [Back](#) || [Next](#)

#### 1.0 Authority to Recruit

- 1.1 The Chancellor of the Los Rios Community College District will determine whether a vacant position will be filled on a regular, interim, or acting basis.

#### 2.0 Building the Applicant Pool

- 2.1 The Director, Human Resources, shall take those measures which are legally permissible to build an applicant pool that includes significantly underrepresented persons with disabilities.

#### 3.0 Chancellor's Staff

- 3.1 For purposes of these District Policies and Administrative Regulations, the Chancellor's staff shall consist of those management employees reporting directly to the Chancellor.

#### 4.0 Qualifications

- 4.1 An applicant must possess the minimum qualifications established for the position class; the individual must be able to perform the essential functions of the position with or without reasonable accommodation.

- 4.2 An applicant or candidate shall be disqualified for any of the following reasons:

- 4.2.1 Conviction of a misdemeanor involving sex offenses, controlled or illegal substances as defined in Education Code, sections 87010 and 87011, respectively; or of any felony; or a determination that the individual is a sexual psychopath as defined in Education Code, sections 87406 or 88023. (Ed. Code, § 87405, 88022) **The Los Rios Community College District Board of Trustees delegates the determination of exceptions to this rule under Education Code, section 87405 to the Chancellor. The Chancellor shall develop Administrative Regulations regarding this issue.;**

- 4.2.1.1 Exception: Applicants **and employees that have applied for or obtained certificates of rehabilitation and pardon and, if the applicant's probation has been terminated and the information or accusation has been dismissed under Penal Code, section 1203.4 for sex offenses, having official certificates of a five-year rehabilitation from** controlled or illegal substances convictions may be **retained or** considered for employment. (Ed. Code, §§ **87010, 87011, 87405, 88022**)

- 4.2.1.2** Exception: Applicants and employees with felony convictions, other than those applicants that are disqualified for service under Education Code, sections 87010, 87011, 87405, 87406 or 88022,

shall be individually evaluated to determine if disqualification based on their felony conviction(s) is job-related and consistent with business necessity.

**4.2.1.24.2.1.3 Exception: Applicants and employees that are disqualified for service under Education Code, section 87010, 87011, or 87405 may be retained or considered for employment if the Board of Trustees determines from the evidence presented that the person has been rehabilitated for at least five years, or has received a certificate of rehabilitation and pardon, or if the accusation or information against the person has been dismissed and he or she has been released from all disabilities and penalties resulting from the offense pursuant to section 1203.4 of the Penal Code. In order to determine whether an applicant has been rehabilitated for at least five years, the Board of Trustees shall evaluate the applicant to determine if the disqualification is job-related and consistent with business necessity.**

- 4.2.2 Falsification or attempted deception in statement on the application;
- 4.2.3 Previous dismissal from District service by the ~~Los Rios Community College District~~ Board of Trustees;
- 4.2.4 Positive results from an intradermal skin test and chest X-ray showing active tuberculosis.

[Policy - 9000 Management and Confidential Personnel](#) || [Table of Contents](#) || [Back](#) || [Next](#)

(Formerly P-9115)

LRCCD

Policy Adopted: 12/14/77

Policy Revised: 8/15/79; 2/18/81; 6/16/82; 2/21/90; 12/9/98; 10/1/03; 5/13/15

Policy Reviewed: 5/13/15

Adm. Regulation: [R-9121](#) (Formerly R-9115)

**DRAFT 4/14/16**

[Policy - 9000 Management and Confidential Personnel](#) || [Table of Contents](#) || [Back](#) || [Next](#)

### 1.0 Authority to Recruit

1.1 The Chancellor of the Los Rios Community College District will determine whether a vacant position of the College President will be filled on a regular, interim, or acting basis.

### 2.0 Building the Applicant Pool

2.1 The Associate Vice Chancellor of Human Resources shall take those measures which are legally permissible to build an applicant pool that includes significantly underrepresented persons with disabilities.

### 3.0 Qualifications

3.1 An applicant must possess the minimum qualifications established for the position class; the individual must be able to perform the essential functions of the position with or without reasonable accommodation.

3.2 An applicant or candidate shall be disqualified for any of the following reasons:

3.2.1 Conviction of a misdemeanor involving sex offenses, controlled or illegal substances as defined in Education Code, sections 87010 and 87011, respectively; or of any felony; or a determination that the individual is a sexual psychopath as defined in Education Code, sections 87406 or 88023. (Ed. Code, § 87405, 88022) **The Los Rios Community College District Board of Trustees delegates the determination of exceptions to this rule under Education Code, section 87405 to the Chancellor. The Chancellor shall develop Administrative Regulations regarding this issue;**

3.2.1.1 Exception: Applicants **and employees that have applied for or obtained certificates of rehabilitation and pardon and, if the applicant's probation has been terminated and the information or accusation has been dismissed under Penal Code, section 1203.4 for sex offenses, having official certificates of a five-year rehabilitation from** controlled or illegal substances convictions may be **retained or** considered for employment. (Ed. Code, §§ **87010, 87011,** 87405, 88022)

**3.2.1.2** Exception: Applicants and employees with felony convictions, other than those applicants that are disqualified for service under Education Code, sections 87010, 87011, 87405, 87406 or 88022, shall be individually evaluated to determine if disqualification based on their felony conviction(s) is job-related and consistent with business necessity.

**~~3.2.1.2~~3.2.1.3 Exception: Applicants and employees that are disqualified for service under Education Code, section 87010, 87011, or 87405 may be retained or considered for employment if the Board of Trustees determines from the evidence presented that the person has been rehabilitated for at least five years, or has received a certificate of rehabilitation and pardon, or if the accusation or information against the person has been dismissed and he or she has been released from all disabilities and penalties resulting from the offense pursuant to section 1203.4 of the Penal Code. In order to determine whether an applicant has been rehabilitated for at least five years, the Board of Trustees shall evaluate the applicant to determine if the disqualification is job-related and consistent with business necessity.**

- 3.2.2 Falsification or attempted deception in statement on the application;
- 3.2.3 Previous dismissal from District service by the ~~Los Rios Community College District~~ Board of Trustees;
- 3.2.4 Positive results from an intradermal skin test and chest X-ray showing active tuberculosis.

[Policy - 9000 Management and Confidential Personnel](#) || [Table of Contents](#) || [Back](#) || [Next](#)

LRCCD

Policy Adopted: 4/13/16

Policy Revised:

Policy Reviewed:

Adm. Regulation: [R-9123](#)

**DRAFT 4/14/16**

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 11, 2016

<b>SUBJECT:</b>	Five Year Construction Plan and Final Project Proposals (FPPs)	ATTACHMENT: Yes	
		ENCLOSURE: Five Year Plan and FPPs	
<b>AGENDA ITEM:</b>	First Reading Item C	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	Theresa Matista <i>Theresa Matista</i>	CONSENT/ROUTINE	
		FIRST READING	X
<b>APPROVED FOR CONSIDERATION:</b>	Brian King <i>Brian King</i>	ACTION	
		INFORMATION	

**BACKGROUND:**

The State Chancellor’s Office has a prescribed capital outlay process and calendar for requesting State funds for capital outlay projects. Each year, the District must file a Five Year Construction Plan which lists all proposed projects, whether State funded or not. Additionally, Final Project Proposals (FPPs) to request State funding for projects listed in the Five Year Construction Plan are also to be submitted with the Five Year Construction Plan. The deadline for submission of the five year plan and any FPPs is July 1<sup>st</sup>.

Although a district may qualify for State bond funding, all districts are competing with each other for the limited funds available. There is currently a multi-billion dollar backlog of funding requests for capital projects on file with the State. Facility capacity/load ratios (enrollment growth) and the amount of local funds a District contributes are key elements in the State’s prioritization of funding capital projects. Add: The District considers these criteria in selecting which FPPs to submit to identify which projects will be competitive. An additional criterion is the State will allow only one project per college or center to be submitted in a given year.

**STATUS:**

This year the District plans to submit four FPPs along with the Five Year Construction Plan. These four FPPs will compete for potential State funding in 2018.

This report is a first reading of the draft Five Year Construction Plan and the four FPPs that the Board will be asked to approve as final on June 8, 2016. The attached executive summary describes the Five Year Construction Plan and FPPs.

The FPPs proposed for submission this year are: American River College, Technical Education Building Modernization; Elk Grove Center, Phase 2 Building; Folsom Lake College, Instructional Building Phase 2.1; and Sacramento City College, Lillard Hall Modernization.

**RECOMMENDATION:**

First reading – the final Five Year Construction Plan and four FPPs will be brought to the Board on June 8, 2016 for approval.



**State Five Year Construction Plan  
And  
Final Project Proposals**

**Executive Summary**

**State Five Year Construction Plan:**

The basic intent and purpose of the Plan is to analyze enrollment forecasts and determine the amount and type of spaces that will be needed to meet increases in enrollment and changes in the educational program. The Plan is used to determine overall estimated costs and identify possible funding sources.

The major components of the Plan are: Forecasted student load (enrollment/WSCH), facilities capacity to handle load, proposed new space, proposed modernizations and possible funding sources. The first three components are compiled into “capacity/load ratios”. Capacity load ratios represent, as a percentage, the facility capacity to handle forecasted student load (or demand). These ratios are the primary tool used by the State to determine which projects will be approved. Also the State uses a priority system resulting in districts competing against each other to offer the State the least cost alternative. Because of this many of the projects have a local contribution indicated. The local contribution is included to make our projects more competitive for scarce State funding.

This year’s State Five Year Construction Plan lists 21 projects, comprised mainly of new construction projects and modernization projects.

**Possible Sequencing of State Funded Projects**

The State has not had a bond measure on the ballot for several years. This has caused a multi-year delay in the funding schedule for FPPs. A bond will be on the November 2016 ballot. If approved by the voters, then the funding schedule for Los Rios FPPs could be as follows:

FPPs previously submitted and scheduled for 2017-18 State funding

- ARC Natomas Center Phase 2 & 3

FPPs to be submitted this year for potential State funding in 2018-19

- ARC Technical Education Building Modernization
- CRC Elk Grove Center Phase 2
- FLC Instructional Building Phase 2.1
- SCC Lillard Hall Modernization

Following is a brief Description of these FPPs:

ARC Natomas Center Phase 2 and 3 This project combines Phase 2 and 3 into one project and will provide approximately 35,400 ASF of new instructional and related support space at Natomas Center. This new building will be connected to the existing Phase 1 building at Natomas. The estimated total cost of this project is \$37,573,000. The total request for State funding is \$26,271,000 for portions of the Preliminary Plans, Working Drawings and Construction of this project. Los Rios is proposing to fund the remaining cost of this project, to include portions of the Preliminary plans, Working drawings and Construction and all of the Equipment; for a total District contribution of \$11,266,000.

ARC Technology Building Modernization This project will modernize, by replacing, the existing Technology building. The current use of the building, primarily Automotive, Welding and Electronics will remain the same in the new modernized building. The size of the new building will be 60,552 ASF by incorporating the space from several portable buildings adjacent to the Technology building that will be removed as part of this project. The estimated total cost of this project is \$44,576,775. The total request for State funding is \$22,539,057 for portions of the preliminary plans, working drawings and construction of this project. Los Rios is proposing to fund the remaining portion of the preliminary plans, working drawings, construction and all of the equipment, totaling \$22,037,718.

CRC Elk Grove Center Phase 2 This project will construct the second phase of the new educational center in Elk Grove. It will provide 15,200 ASF of instructional, office and related spaces in a new multi-story building near the current Phase 1 building. The estimated total cost of this project is \$13,241,734. The total request for State funding is \$6,753,821 for portions of the preliminary plans, working drawings and construction of this project. Los Rios is proposing to fund the remaining portion of the preliminary plans, working drawings, construction and all of the equipment, totaling \$6,487,913.



FLC Phase 2.1 Instructional Buildings This project will provide new science instructional space for Folsom Lake College. The project adds 48,900 ASF of instructional, office and related spaces in a new multi-story science building near the front of the campus. The estimated total cost of this project is \$45,933,830. The total request for State funding is \$23,417,222 for portions of the preliminary plans, working drawings and construction of this project. Los Rios is proposing to fund the remaining portions of the preliminary plans, working drawings and construction costs and the entire equipment cost, totaling \$22,516,608.

SCC Lillard Hall Modernization This project will modernize the existing Lillard Hall science building. The current use of the building, primarily chemistry and biology will remain the same in the new modernized building. The size of both the current and planned building is 28,230 ASF. The estimated total cost of this project is \$18,260,358. The request for State funding is \$9,135,217 for portions of the preliminary plans, working drawings and construction of this project. Los Rios is proposing to fund the remaining portion of the preliminary plans, working drawings, construction and all of the equipment, totaling \$9,125,141.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 11, 2016

<b>SUBJECT:</b>	Los Rios Community College District 2016 Strategic Plan	ATTACHMENT: Yes	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Action Item A	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	Susan Lorimer 	CONSENT/ROUTINE	
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	Brian King 	ACTION	X
		INFORMATION	

**BACKGROUND:**

The Los Rios Community College District’s 2011 Strategic Plan will complete its scheduled cycle at the end of spring 2016. In anticipation of the completed cycle, the district began working on the 2016 Strategic Plan in fall 2015. The planning work was facilitated by The Weiss Group consulting firm and overseen by the Chancellor’s Cabinet, which represents district-wide constituency leaders and serves as the District Strategic Planning Committee. The planning process began with a Board of Trustees workshop and a meeting with the Strategic Plan Committee. Town Hall Meetings were then held at each college to seek input from all interested participants. In addition, a student focus group session was held at each college and two focus groups for community and business leaders were held at the district office. A district-wide Planning Charrette was held on April 5 for college and district representatives to receive feedback on the draft-to-date and to propose strategies to accomplish the goals. A Strategic Plan Steering Committee and Goal Indicator and Strategies Groups also met periodically to further refine the draft plan for Strategic Plan Committee final review, revision, and recommendation. The planning process was also supported by an external environmental scan of the greater Sacramento area completed by the district’s office of institutional research. A strategic plan website was created to provide information throughout the planning process about the plan’s development and to seek comments about the proposed contents of the plan.

**STATUS:**

The draft Los Rios Community College District 2016 Strategic Plan proposes new mission, vision, and values statements for the district and five broad goal areas to better achieve the district’s mission and vision while supporting the district’s values. The goals are supported by goal indicators of achievement and strategies to accomplish the goals.

**RECOMMENDATION:**

It is recommended that the Board of Trustees approve the Los Rios Community College District 2016 Strategic Plan for implementation.

# LOS RIOS

COMMUNITY  
COLLEGE  
DISTRICT

## STRATEGIC PLAN

2016–2021

FINAL DRAFT

MAY 04, 2016

---

---

## MISSION STATEMENT

The Los Rios Colleges provide a vibrant learning environment that empowers all students to achieve their educational and career goals.

## VISION STATEMENT

To transform the lives of students and enhance the vitality of our region.

## VALUES

Our Values guide and inspire how we manage the Los Rios District, interact with our students, colleagues and community, and establish programs that promote student success.

### **Students Are Our Highest Priority**

*Student Access:* We are committed to providing educational opportunities that serve the needs of the greater Sacramento region's diverse population.

*Student Success:* We support our students' efforts to achieve success in their educational and career goals and as contributing members of society.

*Lifelong Learning:* We encourage a limitless spirit of openness and intellectual curiosity as enduring pursuits.

*Student Support and Services:* We promote a safe and supportive environment that serves the individual learning needs of all students.

### **Employees**

*Safe and Secure Work Environment:* We embrace an accepting, inclusive and nurturing work environment that is free of threats and intimidation.

*Professionalism:* We encourage, promote and support the continuous professional development of all employees, acknowledging their unique contributions to creating a collegial workplace that is diverse in composition and thought.

*Well-Being:* We believe in a work-life balance and support the physical, mental and emotional well-being of our staff and faculty.

## **Community**

*Serving the Community:* We address the cultural, economic and social needs of the region by building meaningful connections between our colleges and their communities.

## **Academic Excellence**

*Quality:* We strive to deliver the highest quality programs, services and activities.

*Academic Rigor:* Los Rios' educational standards emphasize critical thinking and writing, analysis and excellence in educational experiences, stimulating faculty members to challenge themselves and their students in an atmosphere that inspires thoughtful teaching and learning.

*Academic Integrity and Freedom:* Los Rios is committed to academic integrity and embracing forthright, honest and ethical behavior.

## **Equity**

*Social Justice:* We acknowledge and embrace our responsibility to empower underrepresented segments of our community and to ensure that all populations have the same access, support and opportunities to succeed.

## **Diversity**

*Building Community:* We recognize that diverse backgrounds and perspectives contribute to the Los Rios District's strength as a dynamic, inclusive educational community.

## **Relationships**

*Mutual Respect and Consideration:* We believe effective working relationships are central to achieving our Mission and employ an interest-based approach to solving problems through collaboration, empathy, mutual respect and integrity.

## **Participatory Governance**

*Encouraging the Contributions of All Our Members:* All members of the Los Rios community have the ability to contribute to our organizational success and are encouraged to do so.

*Informed, Collaborative and Integrated Decision-Making:* We value informed decisions made by people with diverse perspectives who are close to the issues.

## **Sustainability**

*Building a Culture of Sustainability:* The Los Rios community is a wise steward for all its resources, protecting, preserving and nurturing its people, its environment, its property, its capital and its educational programs.

## **Innovation**

*Fostering Innovation and Responsible Risk-Taking:* Los Rios supports and invests in change that increases the effectiveness of our programs, the productivity of our work and the successful outcomes of our students.

## **Integrity**

*The Highest Ethical Standards:* Los Rios values integrity, transparency, accountability, honesty and professionalism, both in the workplace and the classroom.

## GOALS

1. Establish effective pathways that optimize student access and success.
2. Ensure equitable academic achievement across all racial, ethnic, socioeconomic and gender groups.
3. Provide exemplary teaching and learning opportunities.
4. Lead the region in workforce development.
5. Foster an outstanding working and learning environment.



## **Goal 1: Establish effective pathways that optimize student access and success.**

### **Indicators of Achievement:**

1. Increase the student degree and certificate completion rate from 12% to 17% by 2021.
2. Increase the number of students who are transfer-ready by 5% by 2021.
3. Define and increase the number of clearly identified pathways by 25% by 2021.
4. Increase the percentage of full-time students from 30% to 35% by 2021.
5. Provide maximum access to enrollment based on annual state funding (TBD annually).

### **Strategies:**

1. Inventory and evaluate existing pathways and identify opportunities for improvement, expansion and increased promotion to students.
2. Implement improved class scheduling system to better meet student needs.
3. Promote communication channels that increase awareness of course offerings, deadlines, services, programs, resources and events.
4. Monitor student progress and proactively engage with at-risk students prior to key milestones (first semester, 30 units, 70 units, etc.).
5. Develop a comprehensive recruitment and persistence plan to achieve enrollment goals.

## **Goal 2: Ensure equitable academic achievement across all racial, ethnic, socioeconomic and gender groups.**

### **Indicators of Achievement:**

1. Achieve 71% course success rate for each student group by 2021.
2. Achieve a 17% degree and certificate completion rate for each student group by 2021.
3. Achieve proportionality in transfer-ready preparation rates for each student group by 2021.
4. Recruit faculty, staff and administrators to reflect the demographics of the District's service area.
5. Increase enrollment rates among groups who are traditionally underrepresented in higher education within the District's service area.

### **Strategies:**

1. Develop and use culturally relevant curriculum and instruction.
2. Address the disproportionate impact of assessment, placement and prerequisites.
3. Promote courageous conversations that address institutional barriers and systems of oppression.
4. Institute professional development programs that teach effective strategies for promoting inclusivity and social justice as well as mitigating bias inside and outside the classroom.
5. Increase recruitment outreach to diversify applicant pools.

## **Goal 3: Provide exemplary teaching and learning opportunities.**

### **Indicators of Achievement:**

1. Provide districtwide resources to ensure all new faculty have the opportunity to participate in a faculty academy at all four colleges by fall 2018.
2. Increase student course success from 68% to 71% by 2021.
3. Increase the number of students who say they feel “engagement with their learning experience” by 5% by 2021, as measured by the Community College Survey of Student Engagement.

### **Strategies:**

1. Collaborate with faculty to develop a new faculty academy at each of the colleges.
2. Increase professional development opportunities related to teaching methods, equity, instructional technology, discipline-specific knowledge and student services.
3. Explore the personnel review and evaluation process to improve the effectiveness of mentoring, peer input and student evaluations.
4. Ensure that all classroom personnel, with a focus on new and adjunct faculty, have the necessary resources to engage in improvement of curriculum, teaching and learning.
5. Ensure each college has regular opportunities outside of FLEX to support the scholarship of teaching and learning.
6. Provide resources to enhance student learning outcomes, development and assessment.
7. Improve the assessment-for-placement process through diagnostic assessment, multiple measures and increased preparation prior to assessment.
8. Offer academic events, internships and other opportunities for teaching and learning outside the classroom.

## **Goal 4: Lead the region in workforce development.**

### **Indicators of Achievement:**

1. Increase the number of students who participate in work-based learning experiences in their areas of study by 15% by 2021.
2. Complete an enhanced industry alignment review of all CTE programs by 2021 to ensure the District is addressing regional workforce needs.
3. Increase the number of completers and skills builders who secure employment at a living wage by 10% by 2021.
4. Increase external funding by 50% by 2021 to support workforce and economic development.

### **Strategies:**

1. Develop regional advisory committees by industry sector to inform the program development process.
2. Assess current CTE program offerings and align them with emerging and current regional industry needs.
3. Increase dual enrollment for CTE programs.
4. Expand work-based internships and learning opportunities by integrating these activities into CTE courses and programs.
5. Increase marketing of CTE programs to students, employers and community partners.
6. Increase support for CTE job placement services.

## **Goal 5: Foster an outstanding working and learning environment.**

### **Indicators of Achievement:**

1. Increase employee satisfaction by 5% as measured by the biennial District Employee Satisfaction Survey to be conducted in spring 2017, 2019 and 2021.
2. Increase the number of employees who participate in safety training programs by 25% by 2018.
3. Complete the implementation of the District's 2016 Five-Year Technology Plan by 2021.
4. Expand and enhance a comprehensive wellness program by 2018.
5. Produce an Annual Sustainability Report that highlights District efforts and results beginning in 2017.

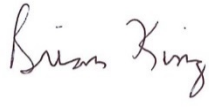
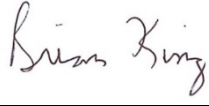
### **Strategies:**

1. Increase staff and manager participation in professional development activities.
2. Encourage broader participation in safety, health and wellness programs and explore developing employee incentives for engaging in health and wellness programs.
3. Support leadership and career pathways for interested employees by utilizing professional development inventories and assessment tools and identifying cross-training and mentorship opportunities.
4. Coordinate and communicate college sustainability efforts to further implement best practices across the District.
5. Complete and implement a District Technology Plan.
6. Streamline business processes, including appropriate use of technology to improve workforce efficiency and better serve students.
7. Foster positive and respectful relationships across all constituencies.
8. Maintain competitive salary and benefits packages for the District workforce.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 11, 2016

<b>SUBJECT:</b>	Resolution No. 2016-07: Recognizing Classified Employees	ATTACHMENT: Yes	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Action Item B	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	 Brian King	CONSENT/ROUTINE	
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	 Brian King	ACTION	X
		INFORMATION	

**STATUS:**

Pursuant to Education Code § 88270, a resolution has been prepared to recognize the contributions that classified employees make to the Los Rios Community College District educational community.

**RECOMMENDATION:**

It is recommended that the Board of Trustees adopt Resolution No. 2016-07 recognizing classified staff contributions to the District.



# LOS RIOS COMMUNITY COLLEGE DISTRICT

American River ▪ Cosumnes River ▪ Folsom Lake ▪ Sacramento City Colleges

## RESOLUTION

№ 2016-07

### RECOGNIZING CLASSIFIED EMPLOYEES

**WHEREAS**, the Los Rios Community College District employs over 2,000 classified employees in diverse areas of professional support from fiscal services, clerical and administrative support, to specialized areas in human resources, information technology and telecommunications, campus security and emergency services, health care, food services, grounds keeping, custodial services, energy and utility resources, engineers and electrical maintenance, construction and facilities management, and food service workers; and

**WHEREAS**, the third week of May has been recognized as Classified School Employee Week; and

**WHEREAS**, classified staff endeavors and support are critical to the District's ongoing strategic plan framework of vision, mission, and values for developing, maintaining and promoting organizational effectiveness, community, economic and workforce development and student success: Now, therefore,

**BE IT RESOLVED** that the Board of Trustees of the Los Rios Community College District extends sincere appreciation to all classified staff districtwide for their unparalleled service, notable enthusiasm, distinguished professionalism, and ongoing remarkable contributions to our entire District and college service communities.

**PASSED AND ADOPTED** as Los Rios Community College District Resolution № 2016-07 this eleventh day of May, 2016, by the following called vote:

AYES	NOES	ABSENT
------	------	--------

\_\_\_\_\_  
Deborah Ortiz, Board President

*Attest:*

\_\_\_\_\_  
Brian King  
Chancellor and Secretary to the Board

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 11, 2016

<b>SUBJECT:</b>	Equal Employment Opportunity Plan	ATTACHMENT: Yes	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Action Item C	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	Brian King <i>Brian King</i>	CONSENT/ROUTINE	<input type="checkbox"/>
		FIRST READING	<input type="checkbox"/>
<b>APPROVED FOR CONSIDERATION:</b>	Brian King <i>Brian King</i>	ACTION	X
		INFORMATION	<input type="checkbox"/>

**BACKGROUND:**

California Community College Districts are responsible for the preparation of an Equal Employment Opportunity (EEO) plan to be submitted and approved by the California Community College Chancellor’s Office every three years, per California Education Code and Title 5 regulations, other applicable state and federal non-discrimination statutes, and best practices for improving the equality of opportunity.

**STATUS:**

The Los Rios Community College District (LRCCD) maintains its commitment to equal opportunity and diversity in education, hiring and employment practices. The LRCCD EEO plan has been reviewed, revised and updated in accordance with revised Title 5 EEO regulations, the Chancellor’s Office model EEO plan, most recent Chancellor’s Office advisories, and has been reviewed by the District’s shared governance constituents.

**RECOMMENDATION:**

It is recommended that the Board of Trustees approve the Los Rios Community College District Equal Employment Opportunity Plan.





## Los Rios Community College District

# Updated Equal Employment Opportunity Plan

**Presented to the Los Rios CCD Board of Trustees  
for approval: May 11, 2016**

## Table of Contents

<b>Purpose of EEO Plan</b> .....	<i>ii</i>
<b>Objectives of EEO Plan</b> .....	<i>ii</i>
<b>Adoption of District Equal Employment Opportunity Plan</b> .....	<i>ii</i>
<b>Chancellor’s Message</b> .....	<i>iv</i>
<b>Plan Components</b> .....	
1. Introduction.....	1
2. Definitions.....	1
3. Policy Statement .....	3
4. Delegation of Responsibility, Authority and Compliance .....	4
5. Advisory Committee .....	5
6. Complaints .....	5
7. Notification to District Employees .....	7
8. Training for Screening/Selection Committees.....	7
9. Annual Written Notice to Community Organizations .....	8
10. Analysis of District Workforce and Applicant Pools .....	8
11. Analysis of Degree of Underrepresentation and Significant Underrepresentation.....	39
12. Methods to Address Underrepresentation.....	39
13. Additional Steps to Remedy Significant Underrepresentation .....	39
14. Additional Measures to Support Diversity and Ensure Equal Employment Opportunity....	40
15. Persons with Disabilities.....	42
16. Graduate Assumption Program of Loans for Education.....	42
17. Meeting Education Code Section 87482.6.....	42
<b>Equal Employment Opportunity Plan: Compliance Checklist</b> .....	44

## **Purpose of the EEO Plan**

The Los Rios Community College District's Equal Employment Opportunity (EEO) Plan addresses the requirements of Education Code section 87106(b) for compliance with the Board of Governors regulations on equal employment opportunity hiring and applicable state and federal nondiscrimination statutes, and for guidance in improving the equality of opportunity.

California community college districts are responsible for the preparation of an equal employment opportunity plan to be submitted and approved by the Chancellor's Office. "Equal Employment Opportunity" means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels and in all job categories listed in section 53004(a) of title 5 of the California Code of Regulations (henceforth referred to as "title 5" or referenced by section number). Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to all individuals. An "Equal Employment Opportunity Plan" is a written document in which a district's workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.

## **Objectives of EEO Plan**

The objectives of the District's Equal Employment Opportunity Plan and Guidelines are to:

- Address the legal requirements for the District's Equal Employment Opportunity Plan, pursuant to section 53003 of Title 5.
- Provide guidance that will assist in the goal of achieving a diverse workforce.
- Assist in the development of materials to train faculty and staff on the components of the Equal Employment Opportunity Plan requirements.

## **Adoption of District Equal Employment Opportunity Plan**

The District's Equal Employment Opportunity Plan (*Plan*) was adopted by the governing board on May 11, 2016. The *Plan* reflects the District's commitment to equal employment opportunity. It is the District's belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment which is welcoming to all, will foster diversity, promote excellence and provide a positive student learning experience.

Through an educational experience in an inclusive environment, our students will be better prepared to work and live in an increasingly global society. The *Plan's* immediate focus is equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations (section 53000 et seq.) and the steps the District shall take in the event of underrepresentation of monitored groups. The *Plan* contains an analysis of the demographic makeup of the District's workforce population. The *Plan* also includes the requirements for a complaint procedure for noncompliance with the Title 5 provisions relating to equal employment opportunity programs; complaint procedures in instances of unlawful

discrimination; establishment of an Equal Employment Opportunity Advisory Committee; methods to support equal employment opportunity and an environment which is welcoming to all; and procedures for dissemination of the *Plan*. To properly serve a growing diverse population, the District will endeavor to hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body and community it serves.

The Los Rios Community College District has maintained its commitment to equal employment opportunity and diversity processes and practices which were in place prior to the passage of Proposition 209, and thereafter. LRCCD continues to affirm equal employment opportunity and diversity as part of the District's core values.

## CHANCELLOR’S MESSAGE

### Chancellor’s Message

We are proud of the diversity of our student body at the Los Rios Colleges, and it is vital to our students’ success that our faculty and staff reflect that diversity and cultural awareness and competence both inside and outside the classroom.

Our colleges and District have embraced a long-standing commitment to hiring and nurturing a faculty and staff that are sensitive to and embrace an understanding of the diverse academic, socioeconomic, ethnic, cultural, gender identity and sexual orientation backgrounds of community college students – including those with physical and learning disabilities. We want our workforce to mirror the diversity of our community and our student body.

By offering our students a stellar educational experience in an inclusive environment, they will be better prepared to work and live in an increasingly global and complex society. We continue to explore all avenues to attract to and retain the best and most diverse employees at our colleges and District.

The latest statistics from the state Chancellor’s Office help illustrate our commitment and progress. Statewide, the underrepresented full-time faculty hired for California’s 113 community colleges for fall 2015 represented 26 percent of all full-time faculty hires. For comparison, our underrepresented full-time Los Rios faculty hired for fall 2015 represented 40 percent of all full-time faculty hires – with nearly 19 percent of them Hispanic or Latino and nearly 6 percent of them graduates of our Faculty Diversity Internship Program.

Looking ahead, the District and the Los Rios Colleges will continue to focus on providing a supportive learning environment where *all* students can find their success. Our vision is a learning environment enriched by a diverse faculty, staff and student body that promote personal and professional enrichment, leadership, innovation, responsibility and a sense of community through the principles and practices of EEO.

---

Chancellor’s Signature

## **Plan Component 1: Introduction**

Los Rios Community College District is an *Equal Opportunity Employer* and we encourage applications from all groups which reflect diversity. To that wit, the District utilizes nondiscriminatory employment practices and promotes workforce diversity. The achievements and accomplishments within the District are the products of highly talented, productive, motivated, flexible, and diverse staff that are committed to the District's mission, goals and values.

Indeed, the principal asset of our quality workforce, which has and continues to become more diverse over time, is predicated on sound Equal Employment Opportunity practices and principles.

Valuing the diversity and creativity of the District's workforce is a core asset that is supported by organizational policies, procedures and training. Those attributes are achieved through effectively implementing EEO processes that promotes greater awareness, understanding, respect and inclusion for all members of the workforce; while assuring continued excellence through the appreciation of multiculturalism and diversity. The Los Rios Community College District has an extensive array of educational, community, and business outreach programs that focus on providing opportunities for all constituents. Such outreach activities include but are not limited to: employment workshops, participating in diversity related job fairs and community activities, full and complete recruitment processes which include focused outreach to diverse organizations and publications, and a faculty diversity intern program.

EEO continues to be a district-wide priority and is the key element in workforce and succession planning. We consider that growing a diverse workforce through equal opportunity factors to be vital as we are committed to maintaining a work environment in which all employees can contribute to their fullest and feel valued in their role. Through the combined partnership of management, faculty, staff and the community, we seek to create and foster a work environment that stimulates and encourages all employees to contribute to the District's mission, vision and values to the maximum extent of their abilities. This objective is achieved by ensuring that management systems and practices function in a manner that guarantees equal access to opportunities, values and enhances diversity and facilitates a positive and professional working and learning environment.

## **Plan Component 2: Definitions**

The Los Rios Community College District uses the following definitions to provide clarification and understanding of specific terms used to help define EEO vocabulary. The definitions are taken from Title 5, section 53001. The definition of "diversity" is not in Title 5, but it encompasses important considerations of inclusion that appear throughout the District's Plan.

## **Definitions**

*Adverse Impact:* a statistical measure (such as those outlined in the EEO Commission's *Uniform Guidelines on Employee Selection Procedures*) that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.

*Diversity:* means a condition of broad inclusion in an employment environment that offers equal employment opportunity and respect for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability and socio-economic backgrounds.

*Equal Employment Opportunity:* means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment within the District. Equal employment opportunity should exist at all levels in the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves:

- (1) identifying and eliminating barriers to employment that are not job related; and
- (2) creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to both women and men, persons with disabilities, and individuals from all ethnic, racial and other groups protected from discrimination pursuant to Government Code section 12940.

*Equal Employment Opportunity Plan:* a written document in which a district's workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.

*Equal Employment Opportunity Programs:* all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to: using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of section 53006.

*Ethnic or Racial Group Identification:* means an individual's identification in one or more of the ethnic or racial groups reported to the Chancellor pursuant to section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.

*In-house or Promotional Only Hiring:* means that only existing district employees are allowed to apply for a position.

Monitored Group: means those groups identified in section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a).

Person with a Disability: any person who (1) has a physical or mental impairment as defined in Government Code, section 12926 which limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.

Reasonable Accommodation: the efforts made on the part of the district in compliance with Government Code section 12926.

Screening or Selection Procedures: any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.

Significantly Underrepresented Group: any monitored group for which the percentage of persons from that group employed by the district in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

### **Plan Component 3: Policy Statement**

The Los Rios Community College District is committed to the principles of equal employment opportunity and will implement a comprehensive program to put those principles into practice. It is the district's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the district on the basis of **ethnic group identification, race, color, national origin, religion, age, sex, physical disability, mental disability, ancestry, sexual orientation**, language, accent, citizenship status, transgender status, parental status, marital status, economic status, veteran status, medical condition, **or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.**<sup>1</sup> The district will strive to achieve a workforce that is welcoming to both women and men, persons with disabilities and individuals from all races, ethnic and other groups to ensure the district provides an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy and free expression of ideas. An Equal Employment Opportunity Plan will be maintained to ensure the

---

<sup>1</sup> Individuals in the protected categories bolded above, and those perceived as having or associated with persons or groups having or perceived to have one or more of these characteristics, are covered by the nondiscrimination regulations adopted by the Board of Governors (title 5, sections 59300 et seq.). Individual districts may broaden the scope of protected categories, and in some cases may be required to do so by other law or local ordinance. Although districts may broaden who is protected under their nondiscrimination statement, these additional groups will not be entitled to the safeguards under the title 5 regulations in regards to appeal and/or review by the Chancellor's Office.



implementation of equal employment opportunity principles that conform to federal and state laws.

#### **Plan Component 4: Delegation of Responsibility, Authority and Compliance**

It is the goal of the Los Rios Community College District that all employees promote and support equal employment opportunity because equal employment opportunity requires a commitment and a contribution from every segment of the district. The general responsibilities for the prompt and effective implementation of this *Plan* are set forth below.

*Governing Board:* The Governing Board is ultimately responsible for proper implementation of the District's *Plan* at all levels of district and college operation, and for ensuring equal employment opportunity as described in the *Plan*.

*Chief Executive Officer:* The Governing Board delegates to the Chancellor the responsibility for ongoing implementation of the *Plan* and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The Chief Executive Officer shall advise the governing board concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on *Plan* implementation. The Chief Executive Officer shall evaluate the performance of all administrative staff who report directly to him/her on their ability to follow and implement the *Plan*.

*Equal Employment Opportunity Officer:* The District has designated the Associate Vice Chancellor Human Resources as its equal employment opportunity officer who is responsible for the day-to-day implementation of the *Plan*. If the designation of the equal employment opportunity officer changes before this *Plan* is next revised, the District will notify employees and applicants for employment of the new designee. The equal employment opportunity officer is responsible for administering, implementing and monitoring the *Plan* and for assuring compliance with the requirements of title 5, sections 53000 et seq. The equal employment opportunity officer is also responsible for receiving complaints described in *Plan* Component 6 and for ensuring that applicant pools and selection procedures are properly monitored.

*Equal Employment Opportunity Advisory Committee:* Each college will establish an Equal Employment Opportunity Advisory Committee (Cultural Competence, Equity and Diversity Committee) to act as an advisory body to the equal employment opportunity officer and the district as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Equal Employment Opportunity Advisory Committees shall assist in the implementation of the *Plan* in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, and provide suggestions for *Plan* revisions as appropriate.

*Agents of the District:* Any organization or individual, whether or not an employee of the

District, who acts on behalf of the Governing Board with regard to the recruitment and screening of personnel, is an agent of the District and is subject to all the requirements of this Plan.

*Good Faith Effort:* The District shall make a continuous good faith effort to comply with all the requirements of its *Plan*.

### **Plan Component 5: Advisory Committee**

The District will establish an Equal Employment Opportunity Advisory Committee as the advisory body to the District in accordance with this *Plan*. The committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The committee may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity. The equal employment opportunity officer shall train the advisory committee on equal employment compliance and the *Plan* itself. The committee should include a diverse membership when possible.

The committee shall be composed of at least four faculty representatives, four classified representatives, the campus Equity/ADA Officers, two students, community members as appointed by the Chancellor, and the District Human Resources Director/Equal Employment Officer (Committee Chair). The Equal Employment Opportunity Advisory Committee will hold a minimum of two (2) meetings per year (fall and spring), with additional meetings as needed to review EEO and diversity efforts, programs, policies, and progress. Appointments shall follow the principals of shared governance and include bargaining unit members whenever possible. A member from each college's Cultural Competence, Equity & Diversity Committee should be included in the District EEO Advisory Committee.

The District EEO Advisory Committee shall work with each college's Cultural Competence, Equity and Diversity committees in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures.

### **Plan Component 6: Complaints**

*Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Section 53026).* The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation.

Complaints alleging violations of the *Plan* that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing. A complainant may not appeal the District's determination pursuant to section 53026 to the Chancellor's Office, but under some circumstances, violations of the equal opportunity regulations in title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the Chancellor's Office, but the complainant will be required to demonstrate that he/she made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the college and/or district level using the process provided by section 53026.

See California Community Colleges Chancellor's Office Legal Division:

<http://extranet.cccco.edu/Divisions/Legal/EEO.aspx>

The district may return without action any complaints that are inadequate because they do not state a clear violation of the EEO regulations. All returned complaints must include a district statement of the reason for returning the complaint without action.

The complaint shall be filed with the Equal Employment Opportunity Officer. If the complaint involves the equal employment opportunity officer, the complaint may be filed with the chief executive officer. To the extent practicable, a written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. The equal employment opportunity officer will forward copies of all written complaints to the Chancellor's Office upon receipt.

In the event that a complaint filed under section 53026 alleges unlawful discrimination, it will be processed according to the requirements of section 59300 et seq.

*Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.)* The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The Associate Vice Chancellor of Human Resources and the Directors of Human Resources are responsible for receiving such complaints and for coordinating their investigation in accordance with established policies. Campus Equity Officers may be assigned investigation responsibilities, as appropriate. The District's discrimination and sexual harassment complaint policies and procedures are stated in the following policies and regulations located at the District website: [www.losrios.edu](http://www.losrios.edu)

#### Certificated

Discrimination Complaint Policy – P-5172, Regulation - R-5172

Sexual Harassment Policy – P-5173

Classified

Discrimination Complaint Policy – P- 6163, Regulations – R-6163

Sexual Harassment Policy – P-6161

Management and Confidential

Discrimination Complaints Policy – P-9152, Regulation – R-9152

Sexual Harassment Policy – P-9153

The District may return without action any complaints that are inadequate because they do not state a clear violation of the EEO regulation. All returned complaints must include a District statement of the reason for returning the complaint without action.

**Plan Component 7: Notification to District Employees**

The commitment of the Governing Board and the Chancellor to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and the *Plan*. The policy statement is printed in the college catalogs and class schedules. The *Plan* and subsequent revisions will be distributed to the District's governing board, the Chief Executive Officer, administrators, the academic senate leadership, union representatives and members of the District Equal Employment Opportunity Advisory Committees. The *Plan* will be available on the District's website, and when appropriate, may be distributed by e-mail. Twice a year the District Office Human Resources will provide all employees with a *Bi-Annual Rights and Responsibility* notice in which the District's Equal Employment Opportunity policy statement is summarized, which is also available on the Human Resources website at [www.losrios.edu](http://www.losrios.edu).

**Plan Component 8: Training for Screening/Selection Committees**

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening/selection of personnel shall receive appropriate training on the requirements of the Title 5 regulations on equal employment opportunity (section 53000 et. seq.); the requirements of federal and state nondiscrimination laws; the educational benefits of workforce diversity; the elimination of bias in hiring decisions; and, best practices in serving on a selection or screening committee. Human resources and campus equal employment opportunity officers are responsible for providing and tracking the required training, which is effective for a two year period. Any individual acting on behalf of the District with regard to recruitment and screening of employees is subject to the equal employment opportunity requirements of Title 5 and the district's Equal Employment Opportunity Plan. This provision includes any individuals who are not employees of the District but are acting on behalf of the District.

The training will be facilitated by campus equal employment opportunity officers at each campus location and the human resource directors at the District office location. The District has established a practice that the training must be updated every two years. A tracking database has been established to track and monitor individuals who have been trained.

### **Plan Component 9: Annual Written Notice to Community Organizations**

The District's Human Resources Department will provide annual written notice to appropriate community-based and professional organizations concerning the *Plan*. The annual written notice is also available at the District's website. The notice will inform these organizations that they may obtain a copy of the *Plan*, and shall solicit their assistance in identifying diverse qualified candidates. The notice will include a summary of the *Plan*. The notice will also include the internet address where the District advertises its job openings and the names, departments and phone numbers of individuals to call in order to obtain employment information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. A list of organizations, which will receive this notice, is attached to this *Plan*. This list may be revised from time to time, as necessary. "Written" notice may include mailings and electronic communications.

### **Plan Component 10: Analysis of District Workforce and Applicant Pool**

The Human Resources Department will annually review the District's workforce composition and shall monitor applicants for employment on an ongoing basis to evaluate the District's progress in implementing the *Plan*, to provide data needed for the reports required by this *Plan*, to determine any needed additional measures to support diversity and ensure equal employment opportunity, and to determine if significant underrepresentation of a monitored group may be the result of non job-related factors in the employment process. Monitored groups are men, women, American Indians/Alaskan Natives, Asians<sup>2</sup>, Native Hawaiian/Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Two or More Races, Caucasians, and persons with disabilities.

Each applicant or employee will be afforded the opportunity to voluntarily identify her or his gender, ethnic group identification or race and, if applicable, her or his disability. Persons may designate as many ethnicities and races with which they identify. This information will be kept confidential and will be separated from the applications that are forwarded to the screening/selection committee and hiring administrator(s). This survey will be done for each college in the District and the District Office. The District will annually report to the CCC Chancellor the results of its annual review of employees. At least every three years the *Plan* will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification,

---

<sup>2</sup> The Asian subgroup breakdown must be reported in the annual reports, but the breakdown by Asian subgroups is not necessary when addressing the issue of under representation in the Plan

race, gender, and disability composition of existing staff and of those who have applied for employment in each of the seven identified job categories listed<sup>3</sup>.

- 1) Executive/Administrative/Managerial
- 2) Faculty and other Instructional Staff: Instructional and Support Services, Career Education, Mathematics, English, Natural Sciences, Health and Physical Education, Social Sciences, Humanities, and Adjunct
- 3) Professional Non-faculty
- 4) Secretarial/Clerical
- 5) Technical and Paraprofessional
- 6) Skilled Crafts
- 7) Service and Maintenance

The analysis of the District's current workforce and most recent applicant pools are reported in the following tables and charts.

The following is an analysis of the District's workforce:

---

<sup>3</sup> Title 5 section 53004(a) does not require the Plan to breakdown the "Faculty and other Instructional Staff" category into discipline and part-time subcategories. However, since these are the categories the CCC Chancellor's Office will likely use when providing availability data, the District has chosen to use the same categories.

**Los Rios Community College District  
Race & Ethnicity  
Annual Comparison of Permanent Employees**

	Total	Total from Under-represented groups	American Indian or Alaska Native		Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
			Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
<b>2015</b>																		
Full-time Faculty	978	317 34.7%	11 1.1%	89 9.1%	58 5.9%	65 6.7%	124 12.7%	5 0.5%	30 3.1%	596 60.9%								
Classified	1,083	462 44.1%	11 1.0%	142 13.1%	88 8.1%	36 3.3%	176 16.3%	4 0.4%	41 3.8%	585 54.0%								
Management	113	45 40.2%	0 0.0%	9 8.0%	12 10.6%	1 0.9%	20 17.7%	0 0.0%	4 3.5%	67 59.3%								
<b>Totals</b>	<b>2,174</b>	<b>824 39.8%</b>	<b>22 1.0%</b>	<b>240 11.0%</b>	<b>158 7.3%</b>	<b>102 4.7%</b>	<b>320 14.7%</b>	<b>9 0.4%</b>	<b>75 3.5%</b>	<b>1,248 57.4%</b>								
<b>2014</b>																		
Full-time Faculty	948	307 34.8%	12 1.3%	83 8.8%	58 6.1%	66 7.0%	116 12.2%	5 0.5%	33 3.5%	575 60.6%								
Classified	1,060	444 43.5%	13 1.2%	138 13.0%	86 8.1%	39 3.7%	162 15.3%	4 0.4%	41 3.9%	577 54.4%								
Management	111	40 36.7%	0 0.0%	8 7.2%	9 8.1%	2 1.8%	19 17.1%	0 0.0%	4 3.6%	69 62.2%								
<b>Totals</b>	<b>2,119</b>	<b>791 39.3%</b>	<b>25 1.2%</b>	<b>229 10.8%</b>	<b>153 7.2%</b>	<b>107 5.1%</b>	<b>297 14.0%</b>	<b>9 0.4%</b>	<b>78 3.8%</b>	<b>1,221 57.6%</b>								
<b>2013</b>																		
Full-time Faculty	968	323 35.9%	14 1.5%	84 8.7%	62 6.4%	68 7.0%	121 12.5%	5 0.5%	37 3.8%	577 59.6%								
Classified	1,065	438 42.9%	12 1.1%	137 12.9%	83 7.8%	43 4.0%	159 14.9%	5 0.5%	42 4.0%	584 54.8%								
Management	112	41 37.6%	0 0.0%	10 8.9%	9 8.0%	3 2.7%	16 14.3%	0 0.0%	6 5.4%	68 60.7%								
<b>Totals</b>	<b>2,145</b>	<b>802 39.5%</b>	<b>26 1.2%</b>	<b>231 10.8%</b>	<b>154 7.2%</b>	<b>114 5.3%</b>	<b>296 13.8%</b>	<b>10 0.5%</b>	<b>85 3.9%</b>	<b>1,229 57.3%</b>								
<b>2012</b>																		
Full-time Faculty	973	305 35.1%	13 1.3%	82 8.4%	57 5.9%	104 10.7%	109 11.2%	5 0.5%	39 4.0%	564 58.0%								
Classified	1,076	436 42.8%	11 1.0%	138 12.8%	85 7.9%	58 5.4%	156 14.5%	4 0.4%	42 3.9%	582 54.1%								
Management	118	40 35.7%	0 0.0%	9 7.6%	10 8.5%	6 5.1%	15 12.7%	0 0.0%	6 5.1%	72 61.0%								
<b>Totals</b>	<b>2,167</b>	<b>781 39.1%</b>	<b>24 1.1%</b>	<b>229 10.6%</b>	<b>152 7.0%</b>	<b>168 7.8%</b>	<b>280 12.9%</b>	<b>9 0.4%</b>	<b>87 4.1%</b>	<b>1,218 56.2%</b>								
<b>2011</b>																		
Full-time Faculty	994	307 35.0%	14 1.4%	84 8.5%	57 5.7%	116 11.7%	107 10.8%	5 0.5%	40 4.0%	571 57.4%								
Classified	1,105	440 42.6%	12 1.1%	138 12.5%	87 7.9%	72 6.5%	158 14.3%	4 0.4%	41 3.7%	593 53.6%								
Management	119	44 38.9%	0 0.0%	8 6.7%	14 11.8%	6 5.0%	16 13.5%	0 0.0%	6 5.0%	69 58.0%								
<b>Totals</b>	<b>2,218</b>	<b>791 39.1%</b>	<b>26 1.2%</b>	<b>230 10.4%</b>	<b>158 7.1%</b>	<b>194 8.7%</b>	<b>281 12.7%</b>	<b>9 0.4%</b>	<b>87 4.0%</b>	<b>1,233 55.6%</b>								

Full-time faculty includes regular and Categoricaly-funded faculty  
Data source: CCCC MIS Database for the reporting periods Fall 2015, 2014, 2013, 2012, 2011.

## Race & Ethnicity By Employee Type - Fall 2015

	Race & Ethnicity	Total	%
<b>Faculty</b>	American Indian or Alaska Native	11	1%
	Asian	89	9%
	Black or African American	58	6%
	Hispanic/Latino	124	12%
	Native Hawaiian or Pacific Islander	5	1%
	Two or More Races	30	3%
	White	596	61%
	Declined to State	65	7%
	<b>Faculty Total</b>		<b>978</b>
<b>Classified</b>	American Indian or Alaska Native	11	1%
	Asian	142	13%
	Black or African American	88	8%
	Hispanic/Latino	176	16%
	Native Hawaiian or Pacific Islander	4	1%
	Two or More Races	41	4%
	White	585	54%
	Declined to State	36	3%
	<b>Classified Total</b>		<b>1083</b>
<b>Manager</b>	Asian	9	8%
	Black or African American	12	11%
	Hispanic/Latino	20	18%
	Two or More Races	4	3%
	White	67	59%
	Declined to State	1	1%
	<b>Manager Total</b>		<b>113</b>
<b>Total</b>	American Indian or Alaska Native	22	1%
	Asian	240	11%
	Black or African American	158	7%
	Hispanic/Latino	320	15%
	Native Hawaiian or Pacific Islander	9	1%
	Two or More Races	75	3%
	White	1248	57%
	Declined to State	102	5%
<b>Grand Total</b>		<b>2174</b>	<b>100%</b>

Data source: CCCCCO MIS Database for the reporting period Fall Term 2015.



## Statewide CCD / Regional Workforce Comparison

<b>Los Rios CCD *</b>		
American Indian or Alaska Native	28	0.8%
Asian	377	10.3%
Black or African American	232	6.3%
Hispanic/Latino	456	12.5%
Native Hawaiian or Pacific Islander	14	0.4%
Two or More Races	125	3.4%
White	2,241	61.3%
Declined to State	185	5.0%
<b>Grand Total*</b>	<b>3,658</b>	<b>100.0%</b>
Female Employees	2,003	54.8%

<b>California Community Colleges Statewide *</b>		
American Indian or Alaska Native	545	0.7%
Asian	8,618	10.8%
Black or African American	5,168	6.5%
Hispanic/Latino	14,243	17.8%
Native Hawaiian or Pacific Islander	350	0.4%
Two or More Races	850	1.1%
White	44,029	55.0%
Declined to State	6,157	7.7%
<b>Grand Total*</b>	<b>79,960</b>	<b>100.0%</b>
Female Employees	43,986	55.0%

<b>Los Rios CCD *</b>		
American Indian or Alaska Native	28	0.8%
Asian	377	10.3%
Black or African American	232	6.3%
Hispanic/Latino	456	12.5%
Native Hawaiian or Pacific Islander	14	0.4%
Two or More Races	125	3.4%
White	2,241	61.3%
Declined to State	185	5.0%
<b>Grand Total*</b>	<b>3,658</b>	<b>100.0%</b>
Female Employees	2,003	54.8%

<b>Civilian Labor Force Greater Sacramento Metropolitan Area **</b>		
American Indian or Alaska Native	6,362	0.7%
Asian	118,785	11.6%
Black or African American	65,628	6.4%
Hispanic/Latino	185,333	18.1%
Native Hawaiian or Pacific Islander	7,838	0.8%
Two or More Races	25,695	2.5%
White	608,926	59.6%
Other Race	2,973	0.3%
<b>Grand Total*</b>	<b>1,021,540</b>	<b>100.0%</b>
Female Employees	488,398	47.8%

\* Includes Adjunct Faculty

Data Source: CCCC MIS Database for reporting period Fall Term 2015; statewide data reflects data reported through 2-4-2016 for Fall Term 2015.

\*\* Data Source: EDD data for affirmative action/EEO plans derived from US Census bureau's EEO tabulation (5 year ACS data) 2006-2010.  
www.labormarketinfo.edd.ca.gov/geography/demoaa.html

Sacramento - Roseville-Arden Arcade Metropolitan statistical area comprises El Dorado, Placer, Sacramento and Yolo counties.

**Los Rios Community College District  
Workforce Analysis  
Fall 2015**

				American Indian or Alaska Native		Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
	F	M	Total	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
<b>Executive/Administrative/Managerial</b>	50	63	113	0	0.0%	9	8.0%	12	10.6%	1	0.9%	20	17.7%	0	0.0%	4	3.5%	67	59.3%
Faculty - Career Education	82	100	182	2	1.1%	13	7.1%	8	4.4%	17	9.3%	15	8.3%	2	1.1%	2	1.1%	123	67.6%
Faculty - English	83	35	118	1	0.9%	9	7.6%	9	7.6%	8	6.8%	13	11.0%	2	1.7%	4	3.4%	72	61.0%
Faculty - Health and PE	57	34	91	1	1.1%	4	4.4%	4	4.4%	4	4.4%	12	13.2%	0	0.0%	2	2.2%	64	70.3%
Faculty - Humanities	56	68	124	1	0.8%	8	6.4%	3	2.4%	10	8.1%	25	20.2%	1	0.8%	2	1.6%	74	59.7%
Faculty - Instructional Support Services	128	63	191	3	1.6%	22	11.5%	22	11.5%	5	2.6%	32	16.8%	0	0.0%	7	3.7%	100	52.3%
Faculty - Math	41	48	89	1	1.1%	14	15.7%	4	4.5%	4	4.5%	11	12.4%	0	0.0%	4	4.5%	51	57.3%
Faculty - Natural Sciences	57	58	115	1	0.9%	13	11.3%	2	1.7%	14	12.2%	6	5.2%	0	0.0%	9	7.8%	70	60.9%
Faculty - Social Science	35	33	68	1	1.5%	6	8.8%	6	8.8%	3	4.4%	10	14.7%	0	0.0%	0	0.0%	42	61.8%
Faculty - Part Time	767	717	1,484	6	0.4%	137	9.2%	74	5.0%	83	5.6%	136	9.2%	5	0.3%	50	3.4%	993	66.9%
<b>Faculty Subtotal *</b>	<b>1,306</b>	<b>1,156</b>	<b>2,462</b>	<b>17</b>	<b>0.7%</b>	<b>226</b>	<b>9.2%</b>	<b>132</b>	<b>5.4%</b>	<b>148</b>	<b>6.0%</b>	<b>260</b>	<b>10.6%</b>	<b>10</b>	<b>0.4%</b>	<b>80</b>	<b>3.2%</b>	<b>1,589</b>	<b>64.5%</b>
Clerical and Secretarial	340	42	382	7	1.8%	52	13.6%	37	9.7%	7	1.8%	80	21.0%	1	0.3%	13	3.4%	185	48.4%
Professional Non-Faculty	50	47	97	1	1.0%	19	19.6%	3	3.1%	1	1.0%	9	9.3%	0	0.0%	4	4.1%	60	61.9%
Service/Maintenance	36	127	163	1	0.6%	22	13.5%	21	12.9%	7	4.3%	21	12.9%	1	0.6%	7	4.3%	83	50.9%
Skilled Crafts	1	45	46	0	0.0%	4	8.7%	1	2.2%	2	4.3%	8	17.4%	0	0.0%	2	4.3%	29	63.1%
Technical and Paraprofessional	220	175	395	2	0.5%	45	11.4%	26	6.6%	19	4.8%	58	14.7%	2	0.5%	15	3.8%	228	57.7%
<b>Classified Subtotal</b>	<b>647</b>	<b>436</b>	<b>1,083</b>	<b>11</b>	<b>1.0%</b>	<b>142</b>	<b>13.1%</b>	<b>88</b>	<b>8.1%</b>	<b>36</b>	<b>3.3%</b>	<b>176</b>	<b>16.3%</b>	<b>4</b>	<b>0.4%</b>	<b>41</b>	<b>3.8%</b>	<b>585</b>	<b>54.0%</b>
<b>Totals</b>	<b>2,003</b>	<b>1,655</b>	<b>3,658</b>	<b>28</b>	<b>0.8%</b>	<b>377</b>	<b>10.3%</b>	<b>232</b>	<b>6.3%</b>	<b>185</b>	<b>5.0%</b>	<b>456</b>	<b>12.5%</b>	<b>14</b>	<b>0.4%</b>	<b>125</b>	<b>3.4%</b>	<b>2,241</b>	<b>61.3%</b>
Persons with Disabilities			101																

\* Includes Adjunct Faculty

**Los Rios Community College District  
American River College  
Workforce Analysis  
Fall 2015**

	F	M	Total	American Indian or Alaska Native		Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
				Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
<b>Executive/Administrative/Managerial</b>	12	13	25	0	0.0%	4	16.0%	3	12.0%	0	0.0%	4	16.0%	0	0.0%	2	8.0%	12	48.0%
Faculty - Career Education	29	45	74	1	1.4%	4	5.4%	4	5.4%	7	9.4%	8	10.8%	0	0.0%	1	1.4%	49	66.2%
Faculty - English	35	15	50	1	2.0%	4	8.0%	2	4.0%	4	8.0%	5	10.0%	1	2.0%	0	0.0%	33	66.0%
Faculty - Health and PE	26	13	39	0	0.0%	2	5.1%	1	2.6%	2	5.1%	5	12.8%	0	0.0%	1	2.6%	28	71.8%
Faculty - Humanities	19	28	47	0	0.0%	1	2.1%	2	4.3%	5	10.6%	9	19.2%	1	2.1%	0	0.0%	29	61.7%
Faculty - Instructional Support Services	49	22	71	2	2.8%	8	11.3%	7	9.9%	1	1.4%	12	16.9%	0	0.0%	2	2.8%	39	54.9%
Faculty - Math	14	19	33	1	3.0%	4	12.1%	2	6.1%	0	0.0%	3	9.1%	0	0.0%	1	3.0%	22	66.7%
Faculty - Natural Sciences	28	22	50	0	0.0%	6	12.0%	1	2.0%	7	14.0%	3	6.0%	0	0.0%	1	2.0%	32	64.0%
Faculty - Social Science	18	5	23	0	0.0%	3	13.1%	1	4.3%	1	4.3%	4	17.4%	0	0.0%	0	0.0%	14	60.9%
Faculty - Part Time	305	301	606	2	0.3%	39	6.4%	31	5.1%	27	4.5%	56	9.3%	2	0.3%	11	1.8%	438	72.3%
<b>Faculty Subtotal *</b>	<b>523</b>	<b>470</b>	<b>993</b>	<b>7</b>	<b>0.7%</b>	<b>71</b>	<b>7.2%</b>	<b>51</b>	<b>5.1%</b>	<b>54</b>	<b>5.4%</b>	<b>105</b>	<b>10.6%</b>	<b>4</b>	<b>0.4%</b>	<b>17</b>	<b>1.7%</b>	<b>684</b>	<b>68.9%</b>
Clerical and Secretarial	104	14	118	2	1.7%	15	12.7%	14	11.9%	2	1.7%	16	13.6%	0	0.0%	3	2.5%	66	55.9%
Professional Non-Faculty	6	8	14	0	0.0%	3	21.4%	0	0.0%	0	0.0%	2	14.3%	0	0.0%	0	0.0%	9	64.3%
Service/Maintenance	10	26	36	0	0.0%	3	8.3%	7	19.4%	0	0.0%	5	13.9%	1	2.8%	0	0.0%	20	55.6%
Skilled Crafts	0	2	2	0	0.0%	0	0.0%	0	0.0%	1	50.0%	0	0.0%	0	0.0%	0	0.0%	1	50.0%
Technical and Paraprofessional	88	59	147	2	1.3%	7	4.8%	10	6.8%	9	6.1%	16	10.9%	1	0.7%	6	4.1%	96	65.3%
<b>Classified Subtotal</b>	<b>208</b>	<b>109</b>	<b>317</b>	<b>4</b>	<b>1.3%</b>	<b>28</b>	<b>8.8%</b>	<b>31</b>	<b>9.8%</b>	<b>12</b>	<b>3.8%</b>	<b>39</b>	<b>12.3%</b>	<b>2</b>	<b>0.6%</b>	<b>9</b>	<b>2.8%</b>	<b>192</b>	<b>60.6%</b>
<b>Totals</b>	<b>743</b>	<b>592</b>	<b>1,335</b>	<b>11</b>	<b>0.8%</b>	<b>103</b>	<b>7.7%</b>	<b>85</b>	<b>6.4%</b>	<b>66</b>	<b>4.9%</b>	<b>148</b>	<b>11.1%</b>	<b>6</b>	<b>0.5%</b>	<b>28</b>	<b>2.1%</b>	<b>888</b>	<b>66.5%</b>
Persons with Disabilities			42																

\* Includes Adjunct Faculty

**Los Rios Community College District  
Cosumnes River College  
Workforce Analysis  
Fall 2015**

	F	M	Total	American Indian or Alaska Native		Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
				Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
<b>Executive/Administrative/Managerial</b>	6	12	18	0	0.0%	3	16.7%	5	27.8%	1	5.5%	3	16.7%	0	0.0%	1	5.5%	5	27.8%
Faculty - Career Education	14	22	36	0	0.0%	4	11.1%	1	2.8%	4	11.1%	1	2.8%	0	0.0%	1	2.8%	25	69.4%
Faculty - English	15	6	21	0	0.0%	3	14.3%	2	9.5%	3	14.3%	3	14.3%	0	0.0%	1	4.8%	9	42.8%
Faculty - Health and PE	7	4	11	0	0.0%	1	9.1%	0	0.0%	1	9.1%	2	18.2%	0	0.0%	0	0.0%	7	63.6%
Faculty - Humanities	10	14	24	1	4.2%	3	12.5%	0	0.0%	1	4.1%	6	25.0%	0	0.0%	1	4.2%	12	50.0%
Faculty - Instructional Support Services	25	10	35	0	0.0%	5	14.3%	8	22.9%	0	0.0%	5	14.3%	0	0.0%	2	5.7%	15	42.8%
Faculty - Math	10	4	14	0	0.0%	5	35.7%	1	7.1%	0	0.0%	4	28.6%	0	0.0%	1	7.1%	3	21.5%
Faculty - Natural Sciences	9	11	20	1	5.0%	1	5.0%	0	0.0%	0	0.0%	2	10.0%	0	0.0%	2	10.0%	14	70.0%
Faculty - Social Science	4	9	13	0	0.0%	1	7.7%	2	15.4%	2	15.4%	2	15.4%	0	0.0%	0	0.0%	6	46.1%
Faculty - Part Time	120	125	245	0	0.0%	26	10.6%	16	6.5%	18	7.4%	21	8.6%	2	0.8%	17	6.9%	145	59.2%
<b>Faculty Subtotal *</b>	<b>214</b>	<b>205</b>	<b>419</b>	<b>2</b>	<b>0.5%</b>	<b>49</b>	<b>11.7%</b>	<b>30</b>	<b>7.1%</b>	<b>29</b>	<b>6.9%</b>	<b>46</b>	<b>11.0%</b>	<b>2</b>	<b>0.5%</b>	<b>25</b>	<b>6.0%</b>	<b>236</b>	<b>56.3%</b>
Clerical and Secretarial	56	8	64	0	0.0%	14	21.9%	6	9.4%	0	0.0%	18	28.1%	0	0.0%	2	3.1%	24	37.5%
Professional Non-Faculty	7	3	10	1	10.0%	2	20.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	20.0%	5	50.0%
Service/Maintenance	8	17	25	0	0.0%	8	32.0%	2	8.0%	1	4.0%	6	24.0%	0	0.0%	0	0.0%	8	32.0%
Technical and Paraprofessional	38	27	65	0	0.0%	9	13.9%	5	7.7%	3	4.6%	15	23.1%	1	1.5%	1	1.5%	31	47.7%
<b>Classified Subtotal</b>	<b>109</b>	<b>55</b>	<b>164</b>	<b>1</b>	<b>0.6%</b>	<b>33</b>	<b>20.1%</b>	<b>13</b>	<b>7.9%</b>	<b>4</b>	<b>2.4%</b>	<b>39</b>	<b>23.8%</b>	<b>1</b>	<b>0.6%</b>	<b>5</b>	<b>3.1%</b>	<b>68</b>	<b>41.5%</b>
<b>Totals</b>	<b>329</b>	<b>272</b>	<b>601</b>	<b>3</b>	<b>0.5%</b>	<b>85</b>	<b>14.1%</b>	<b>48</b>	<b>8.0%</b>	<b>34</b>	<b>5.7%</b>	<b>88</b>	<b>14.6%</b>	<b>3</b>	<b>0.5%</b>	<b>31</b>	<b>5.2%</b>	<b>309</b>	<b>51.4%</b>
Persons with Disabilities			14																

\* Includes Adjunct Faculty

**Los Rios Community College District  
Folsom Lake College  
Workforce Analysis  
Fall 2015**

	F	M	Total	American Indian or Alaska Native		Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
				Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
<b>Executive/Administrative/Managerial</b>	7	8	15	0	0.0%	0	0.0%	2	13.3%	0	0.0%	2	13.3%	0	0.0%	0	0.0%	11	73.4%
Faculty - Career Education	7	7	14	0	0.0%	1	7.1%	0	0.0%	3	21.5%	1	7.1%	1	7.1%	0	0.0%	8	57.2%
Faculty - English	11	4	15	0	0.0%	1	6.7%	1	6.7%	0	0.0%	2	13.2%	1	6.7%	1	6.7%	9	60.0%
Faculty - Health and PE	1	5	6	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	33.3%	0	0.0%	0	0.0%	4	66.7%
Faculty - Humanities	10	7	17	0	0.0%	1	5.9%	0	0.0%	0	0.0%	4	23.5%	0	0.0%	1	5.9%	11	64.7%
Faculty - Instructional Support Services	14	12	26	0	0.0%	1	3.9%	0	0.0%	1	3.9%	5	19.2%	0	0.0%	1	3.8%	18	69.2%
Faculty - Math	3	10	13	0	0.0%	3	23.1%	1	7.7%	1	7.7%	0	0.0%	0	0.0%	0	0.0%	8	61.5%
Faculty - Natural Sciences	4	8	12	0	0.0%	1	8.3%	0	0.0%	2	16.7%	0	0.0%	0	0.0%	2	16.7%	7	58.3%
Faculty - Social Science	3	5	8	1	12.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7	87.5%
Faculty - Part Time	109	91	200	1	0.5%	19	9.5%	7	3.5%	10	5.0%	10	5.0%	0	0.0%	9	4.5%	144	72.0%
<b>Faculty Subtotal *</b>	<b>162</b>	<b>149</b>	<b>311</b>	<b>2</b>	<b>0.6%</b>	<b>27</b>	<b>8.7%</b>	<b>9</b>	<b>2.9%</b>	<b>17</b>	<b>5.5%</b>	<b>24</b>	<b>7.7%</b>	<b>2</b>	<b>0.6%</b>	<b>14</b>	<b>4.5%</b>	<b>216</b>	<b>69.5%</b>
Clerical and Secretarial	45	4	49	1	2.0%	6	12.3%	1	2.0%	1	2.0%	7	14.3%	0	0.0%	1	2.1%	32	65.3%
Professional Non-Faculty	4	3	7	0	0.0%	1	14.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	85.7%
Service/Maintenance	4	17	21	0	0.0%	3	14.3%	2	9.5%	2	9.5%	5	23.8%	0	0.0%	0	0.0%	9	42.9%
Technical and Paraprofessional	25	13	38	0	0.0%	2	5.3%	2	5.3%	1	2.6%	5	13.2%	0	0.0%	4	10.5%	24	63.1%
<b>Classified Subtotal</b>	<b>78</b>	<b>37</b>	<b>115</b>	<b>1</b>	<b>0.9%</b>	<b>12</b>	<b>10.4%</b>	<b>5</b>	<b>4.4%</b>	<b>4</b>	<b>3.5%</b>	<b>17</b>	<b>14.8%</b>	<b>0</b>	<b>0.0%</b>	<b>5</b>	<b>4.3%</b>	<b>71</b>	<b>61.7%</b>
<b>Totals</b>	<b>247</b>	<b>194</b>	<b>441</b>	<b>3</b>	<b>0.7%</b>	<b>39</b>	<b>8.8%</b>	<b>16</b>	<b>3.6%</b>	<b>21</b>	<b>4.8%</b>	<b>43</b>	<b>9.8%</b>	<b>2</b>	<b>0.4%</b>	<b>19</b>	<b>4.3%</b>	<b>298</b>	<b>67.6%</b>
Persons with Disabilities			11																

\* Includes Adjunct Faculty

**Los Rios Community College District  
Sacramento City College  
Workforce Analysis  
Fall 2015**

				American Indian or Alaska Native		Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
	F	M	Total	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
<b>Executive/Administrative/Managerial</b>	11	13	24	0	0.0%	1	4.2%	2	8.3%	0	0.0%	5	20.8%	0	0.0%	1	4.2%	15	62.5%
Faculty - Career Education	32	26	58	1	1.7%	4	6.9%	3	5.2%	3	5.2%	5	8.6%	1	1.7%	0	0.0%	41	70.7%
Faculty - English	22	10	32	0	0.0%	1	3.1%	4	12.5%	1	3.1%	3	9.4%	0	0.0%	2	6.3%	21	65.6%
Faculty - Health and PE	23	12	35	1	2.9%	1	2.9%	3	8.6%	1	2.8%	3	8.6%	0	0.0%	1	2.8%	25	71.4%
Faculty - Humanities	17	19	36	0	0.0%	3	8.3%	1	2.8%	4	11.1%	6	16.7%	0	0.0%	0	0.0%	22	61.1%
Faculty - Instructional Support Services	40	19	59	1	1.7%	8	13.6%	7	11.9%	3	5.1%	10	16.9%	0	0.0%	2	3.4%	28	47.4%
Faculty - Math	14	15	29	0	0.0%	2	6.9%	0	0.0%	3	10.3%	4	13.8%	0	0.0%	2	6.9%	18	62.1%
Faculty - Natural Sciences	16	17	33	0	0.0%	5	15.2%	1	3.0%	5	15.2%	1	3.0%	0	0.0%	4	12.1%	17	51.5%
Faculty - Social Science	10	14	24	0	0.0%	2	8.3%	3	12.5%	0	0.0%	4	16.7%	0	0.0%	0	0.0%	15	62.5%
Faculty - Part Time	233	200	433	3	0.7%	53	12.3%	20	4.6%	28	6.5%	49	11.3%	1	0.2%	13	3.0%	266	61.4%
<b>Faculty Subtotal *</b>	<b>407</b>	<b>332</b>	<b>739</b>	<b>6</b>	<b>0.8%</b>	<b>79</b>	<b>10.7%</b>	<b>42</b>	<b>5.7%</b>	<b>48</b>	<b>6.5%</b>	<b>85</b>	<b>11.5%</b>	<b>2</b>	<b>0.3%</b>	<b>24</b>	<b>3.2%</b>	<b>453</b>	<b>61.3%</b>
Clerical and Secretarial	87	14	101	2	2.0%	12	11.9%	10	9.9%	2	2.0%	30	29.7%	1	1.0%	4	3.9%	40	39.6%
Professional Non-Faculty	10	5	15	0	0.0%	3	20.0%	1	6.7%	1	6.7%	2	13.3%	0	0.0%	0	0.0%	8	53.3%
Service/Maintenance	6	32	38	0	0.0%	4	10.5%	9	23.7%	2	5.3%	2	5.3%	0	0.0%	1	2.6%	20	52.6%
Skilled Crafts	0	2	2	0	0.0%	0	0.0%	1	50.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	50.0%
Technical and Paraprofessional	62	38	100	0	0.0%	25	25.0%	6	6.0%	3	3.0%	15	15.0%	0	0.0%	3	3.0%	48	48.0%
<b>Classified Subtotal</b>	<b>165</b>	<b>91</b>	<b>256</b>	<b>2</b>	<b>0.8%</b>	<b>44</b>	<b>17.2%</b>	<b>27</b>	<b>10.6%</b>	<b>8</b>	<b>3.1%</b>	<b>49</b>	<b>19.1%</b>	<b>1</b>	<b>0.4%</b>	<b>8</b>	<b>3.1%</b>	<b>117</b>	<b>45.7%</b>
<b>Totals</b>	<b>583</b>	<b>436</b>	<b>1,019</b>	<b>8</b>	<b>0.8%</b>	<b>124</b>	<b>12.2%</b>	<b>71</b>	<b>7.0%</b>	<b>56</b>	<b>5.5%</b>	<b>139</b>	<b>13.6%</b>	<b>3</b>	<b>0.3%</b>	<b>33</b>	<b>3.2%</b>	<b>585</b>	<b>57.4%</b>
Persons with Disabilities			28																

\* Includes Adjunct Faculty

**Los Rios Community College District  
District Office  
Workforce Analysis  
Fall 2015**

				American Indian or Alaska Native		Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White		
	F	M	Total	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	
<b>Executive/Administrative/Managerial</b>	14	17	31	0	0.0%	1	3.2%	0	0.0%	0	0.0%	6	19.4%	0	0.0%	0	0.0%	24	77.4%	
Clerical and Secretarial	48	2	50	2	4.0%	5	10.0%	6	12.0%	2	4.0%	9	18.0%	0	0.0%	3	6.0%	23	46.0%	
Professional Non-Faculty	23	28	51	0	0.0%	10	19.6%	2	3.9%	0	0.0%	5	9.8%	0	0.0%	2	3.9%	32	62.8%	
Service/Maintenance	8	35	43	1	2.3%	4	9.3%	1	2.3%	2	4.6%	3	7.0%	0	0.0%	6	14.0%	26	60.5%	
Skilled Crafts	1	41	42	0	0.0%	4	9.5%	0	0.0%	1	2.4%	8	19.0%	0	0.0%	2	4.8%	27	64.3%	
Technical and Paraprofessional	7	38	45	0	0.0%	2	4.4%	3	6.7%	3	6.7%	7	15.6%	0	0.0%	1	2.2%	29	64.4%	
<b>Classified Subtotal</b>	<b>87</b>	<b>144</b>	<b>231</b>	<b>3</b>	<b>1.3%</b>	<b>25</b>	<b>10.8%</b>	<b>12</b>	<b>5.2%</b>	<b>8</b>	<b>3.5%</b>	<b>32</b>	<b>13.8%</b>	<b>0</b>	<b>0.0%</b>	<b>14</b>	<b>6.1%</b>	<b>137</b>	<b>59.3%</b>	
<b>Totals</b>	<b>101</b>	<b>161</b>	<b>262</b>	<b>3</b>	<b>1.1%</b>	<b>26</b>	<b>9.9%</b>	<b>12</b>	<b>4.6%</b>	<b>8</b>	<b>3.1%</b>	<b>38</b>	<b>14.5%</b>	<b>0</b>	<b>0.0%</b>	<b>14</b>	<b>5.3%</b>	<b>161</b>	<b>61.5%</b>	
Persons with Disabilities			6																	

## **Workforce Data Analysis:**

Los Rios CCD has continued to increase the diversity of its workforce over the last five years, as indicated by the above Annual Comparison of Permanent Employees. Although availability data is no longer available from the state Chancellor's Office for comparison purposes, state-wide CCD demographic averages are available from the state Chancellor's Office website. It should be noted that this does not provide for exact comparisons, but more of a general picture look at Los Rios as compared to the statewide demographic averages. In addition to this comparison, and to provide insight to the local workforce population, Los Rios has included Civilian Labor Force data for the greater Sacramento Metropolitan area. This data provides a more accurate picture of the local labor force in which our colleges reside. It is important to note that the categories differ slightly; the census bureau data does not include the Declined to State group that the CCD data does and instead has an Other Race group that the CCD does not. The other groups are consistently identified between the two data sources. A couple of key differences are the gender diversity for both the Los Rios CCD as well as the State CCD are higher than the local Sacramento workforce data, roughly 55% to 48% respectively. Furthermore, the percentage gap for the White group is reduced when considering the local labor force data compared to Los Rios CCD data opposed to the comparison to the State CCD data. Although this data is interesting and provides a bit more clarity to the local labor force, the following analysis will focus on the comparison between Los Rios CCD and the State CCD data as has been the historical practice.

Currently the overall diversity of the Los Rios CCD resembles the statewide CCD diversity. A further breakdown shows that the Los Rios CCD demographic averages are higher than or equal to (within one-half a percentage point) the statewide CCD demographic averages for American Indian/Alaska Native, Asian, Black/African American, Native Hawaiian/Pacific Islander, Two or More Races and White employees. The only areas in which the Los Rios demographics are below the overall statewide averages are in the Declined to State and Hispanic/Latino employee categories.

Gender diversity at Los Rios mirrors the statewide CCD average (within .2%) and has remained consistent over time. Overall, Los Rios CCD diversity has improved over the past five years. Furthermore, the Declined to State count has been significantly reduced over the past five years and is nearly three percent lower than the statewide average. Since this count is omitted from the divisor in determining diversity ratio of workforce, and considering LRCCD's relatively fixed employee count (2012 to 2015), indicates that Los Rios CCD diversity has improved more than the nominal changes suggest.

The District EEO Advisory Committee will continue its ongoing, multi-pronged recruitment and hiring efforts toward further attracting and retaining a diverse workforce and will continue work with Campus Equity and Diversity Committees toward the shared goal of expanding diversity across the District's workforce. Examples include continuing the Faculty Diversity Internship



Program, focused recruiting and outreach toward Hispanic/Latino, Asian/Native American and African American organizations, publications and websites, as well as soliciting for faculty department input on diversity-based advertising/recruiting sources. The Chancellor has emphasized throughout the organization that a diverse workforce is one of LRCCD's top priorities. He has continued his support for diversity efforts throughout the organization and at the District Office by funding and expanding the District's Faculty Diversity Internship Program, which serves as a gateway for diversifying adjunct and full-time faculty ranks.

The following is a demographic analysis, broken down by employee group, of the District as a whole, as well as each campus and district office:

#### District-wide Workforce Analysis:

- Executive/Administrators: Los Rios demographics are above statewide averages for administrators identifying as Black/African American, Two or More Races, and White. Los Rios is slightly below the statewide demographic averages for administrators identifying as American Indian/Alaska Native, Hispanic/Latino and Native Hawaiian/Pacific Islander. Los Rios is below statewide demographic averages for administrators in the Asian and Declined to State demographic categories. This will be addressed with the District's EEO Advisory committee for appropriate measures, including, but not limited to, focused advertisement and recruitment efforts focused on Asian and Hispanic/Latino populations, organizations, and publications/websites.
- Faculty: Los Rios demographics are above statewide averages for faculty who identify as Two or More Races and White. Los Rios demographics are equal to or within one percentage point of statewide averages, for faculty of American Indian/Alaska Native and Native Hawaiian/Pacific Islander descent. Los Rios demographics are below statewide averages for those in the Asian, Black/African American, Declined to State and Hispanic/Latino categories.
- Classified Staff: Los Rios demographics are above statewide averages for those falling into the American Indian/Alaskan Native, Asian, Black/African American, and Two or More Races categories. Los Rios demographics are equal to or within one percentage point for those identifying as Native Hawaiian/Pacific Islander and White classified staff. Los Rios is below the statewide average for Declined to State and Hispanic/Latino staff.
- Gender diversity: Los Rios administrators (44%) and faculty (53%) are below the statewide average (55%). Los Rios staff are above the statewide average (60%). Overall Los Rios is equal to the statewide average in gender diversity.
- The overall diversity in the District's workforce is 36%, which is below the statewide CCD average of 40% (excluding the Declined to State category).

#### American River College (ARC) Workforce Analysis:

- Administrators/Executive: ARC demographics are above statewide averages for administrators identifying as Asian, Black/African American and Two or More Races. ARC demographics are within one percentage point of statewide averages for administrators falling into the American Indian/Alaska Native and Native Hawaiian/Pacific Islander categories. ARC is below the statewide averages for managers described as Declined to State, Hispanic/Latino and White.
- Faculty: ARC demographics are above statewide averages for Two or More Races and White faculty. ARC demographics are equal to or within one percentage point of statewide averages for American Indian/Alaska Native and Native Hawaiian/Pacific Islander. ARC demographics are below statewide averages for Asian, Black/African American, Declined to State and Hispanic/Latino faculty.
- Classified Staff: ARC demographics are above statewide averages for those identified as American Indian/Alaska Native, Black/African American, Native Hawaiian/Pacific Islander, Two or More Races and White. ARC demographics are below statewide averages for Asian, Declined to State and Hispanic/Latino staff.
- Gender diversity: ARC classified staff are well above statewide averages for gender diversity (66%). ARC administrators (48%) and faculty (53%) are below statewide average for gender diversity.
- Overall diversity in ARC workforce is 30%, which is below the statewide average of 40% (excluding the 'Declined to State' category).
- ARC's demographic data will be presented to the ARC Diversity and Equity committee for consideration of appropriate action and measures to further increase college diversity and cultural competence.

#### Cosumnes River College (CRC) Workforce Analysis:

- Administrators/Executive: CRC demographics are above statewide averages for Asian, Black/African American and Two or More Races administrators. CRC demographics are within one percentage point for administrators in the American Indian/Alaska Native and Native Hawaiian/Pacific Islander categories. . CRC is below the statewide average for Declined to State, Hispanic/Latino, and White administrators.
- Faculty: CRC demographics are above statewide averages for Asian, Black/African American, Two or More Races and White faculty. CRC demographics are within one percentage point of statewide averages for American Indian/Alaska Native and Native Hawaiian/Pacific Islander faculty. CRC is below statewide averages for Declined to State and Hispanic/Latino faculty.
- Classified Staff: CRC demographics are above statewide averages for staff identifying as Asian, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, and Two or More Race. CRC is within one percentage point of statewide averages for staff of

American Indian/Alaska Native descent. CRC is below statewide averages for Declined to State and White staff.

- Gender diversity: CRC administrators (33%) and Faculty (51%) are below the statewide average for gender diversity. CRC staff is well above the statewide average for gender diversity.
- Diversity in CRC workforce was 46% which is above the statewide average of 40% (excludes 'Declined to State' category).
- CRC's demographic data will be presented to the CRC Diversity and Equity committee for consideration of appropriate action and measures to further increase college diversity and cultural competence.

### Folsom Lake College (FLC) Workforce Analysis

- Administrative/Executive: FLC is above statewide averages for Black/African American and White administrators. FLC is within one percentage point of statewide averages for American Indian/Alaska Native, Native Hawaiian/Pacific Islander and Two or More Races administrators. FLC is below statewide averages for administrators identifying as Asian, Declined to State and Hispanic/Latino. It should be noted that FLC has a small number of administrators, so comparisons to statewide averages may not be statistically valid.
- Faculty: FLC is above statewide averages for faculty in the Native Hawaiian/Pacific Islander, Two or More Races and White demographics. FLC is within one percent point for American Indian/Alaska Native faculty. FLC is below statewide averages for Asian, Black/African American, Declined to State and Hispanic/Latino faculty.
- Classified Staff: FLC is above statewide averages for American Indian/Alaska Native Two or More Races and White staff. FLC is within one percentage point of statewide averages for Asian and Native Hawaiian/Pacific Islander staff. FLC is below statewide averages for Black/African American, Declined to State and Hispanic/Latino staff.
- Gender diversity: FLC administrators (47%) and faculty (52%) are below the statewide average for gender diversity. FLC staff is well above the statewide average for gender diversity.
- Overall diversity of FLC workforce is 29%, which is below the statewide average of 40% (excludes 'declined to state' category).
- FLC's demographic data will be presented to the FLC Diversity and Equity committee for consideration of appropriate action and measures to further increase college diversity and cultural competence.

### Sacramento City College (SCC) Workforce Analysis:

- Administrative/Executive: SCC is above statewide averages for administrators identifying as Black/African American, Hispanic/Latino, Two or More Races, and White. SCC is equal to or within one percentage point for American Indian/Alaska Native and Native Hawaiian/Pacific Islander administrators. SCC is below statewide averages for Asian and Declined to State administrators.
- Faculty: SCC is above statewide averages for faculty falling into American Indian/Alaska Native, Two or More Races and White demographics. SCC is equal to or within one percentage point of statewide averages for Asian, Black/African American and Native Hawaiian/Pacific Islander faculty. SCC is below statewide averages for Declined to State and Hispanic/Latino faculty.
- Classified Staff: SCC is above statewide averages for American Indian/Alaska Native, Asian, Black/African American, Hispanic and Two or More Races staff. SCC is within one percentage point of statewide averages for American Indian/Alaska Native staff. SCC is below statewide averages for Declined to State, Hispanic/Latino and White staff.
- Gender diversity: SCC administrators are below statewide average for gender diversity (46%). SCC faculty (55%) is equal to statewide average for gender diversity. SCC staff (65%) is well above the statewide average for gender diversity. Overall diversity at SCC is 39% which is slightly below the statewide average of 40% (excludes the 'declined to state' category).
- SCC's demographic data will be presented to the SCC Diversity and Equity committee for consideration of appropriate action and measures to further increase college diversity and cultural competence.

### District Office (DO) Workforce Analysis:

- Administrative/Executive: DO is above statewide averages for both Hispanic/Latino and White administrators. DO is below statewide averages for American Indian/Alaska Native, Asian, Black/African American, Declined to State, Native Hawaiian/Pacific Islander and Two or More Races administrators. It should be noted that the DO has a small number of administrators, so comparisons to statewide averages and thus may not be statistically valid.
- Classified Staff: DO is above statewide averages for American Indian/Alaska Native Two or More Races and White staff. DO is equal to statewide averages for Asian staff. DO is below statewide averages for Black/African American, Declined to State, Hispanic/Latino, and Native Hawaiian/Pacific Islander staff.
- Gender diversity: DO administrators (45%) are below the statewide average for gender diversity. DO staff (39%) are below the statewide average for gender diversity. One

factor for staff gender diversity at DO is that this data includes Facilities/Maintenance staff, which is a traditionally male-dominated work field.

- Overall diversity at DO is 37%, below the statewide average of 40% (excludes the 'declined to state' category).
- The DO's demographic data will be presented to the District-wide EEO Advisory Committee for consideration of appropriate action and measures to further increase diversity and cultural competence.

## Analysis of Applicant Pools

For 2012-2013, 2013-2014, and 2014-2015, the percentage of candidates claiming diversity in classified, faculty, and management applicant pools are summarized below:

### Applicant Pools

Recruitment Category	3-Year Recruitment Summary: Applicant Diversity
Executive/Administrative/Managerial	<b>47%</b> (48.8%, 43.4%, 48.8%)
Faculty	<b>39.8%</b> (39.9%, 39.7%, 39.9%)
Classified	<b>52.2%</b> (50.8%, 52.1%, 53.7%)

Of the total qualified applicants in the pools, a certain percentage declined to state their ethnic or racial identification as summarized below:

Recruitment Period	Declined to Respond to Ethnic/Racial Identification
2012-2013	8.1%
2013-2014	6.3%
2014-2015	8.2%

Human resources will continue its efforts to reach diverse applicants in accordance with this plan, with additional emphasis on Hispanic applicants based on the workforce analysis. Efforts may include but not be limited to increasing use of Hispanic related job journals and newspapers, websites, accessing the Sacramento Hispanic chamber of commerce and other Hispanic community organizations to advertise job openings and increase outreach/knowledge of the Los Rios CCD.

**Los Rios Community College District  
Applicant Analysis  
2014-2015**

	F	M	Undisclosed	Total	American Indian or Alaska Native		Asian		Black or African American		Declined to State/Unknown		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
					Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
<b>Executive/Administrative/Managerial</b>	351	398	29	778	14	1.8%	68	8.7%	158	20.3%	55	7.1%	104	13.4%	3	0.4%	6	0.8%	370	47.5%
Faculty - Career Education	225	252	16	493	6	1.2%	73	14.8%	50	10.2%	47	9.5%	51	10.4%	5	1.0%	4	0.8%	257	52.1%
Faculty - English	195	151	13	359	5	1.4%	30	8.3%	19	5.3%	28	7.8%	38	10.6%	0	0.0%	0	0.0%	239	66.6%
Faculty - Health and PE	31	67	1	99	0	0.0%	13	13.2%	9	9.1%	3	3.0%	20	20.2%	2	2.0%	0	0.0%	52	52.5%
Faculty - Humanities	180	260	23	463	6	1.3%	25	5.4%	30	6.5%	53	11.5%	52	11.2%	0	0.0%	0	0.0%	297	64.1%
Faculty - Instructional Support Services	652	214	26	892	12	1.3%	103	11.5%	116	13.0%	79	9.0%	150	16.8%	2	0.2%	8	0.9%	422	47.3%
Faculty - Math	58	96	9	163	1	0.6%	54	33.1%	8	4.9%	13	8.0%	8	4.9%	0	0.0%	1	0.6%	78	47.9%
Faculty - Natural Sciences	167	216	18	401	5	1.3%	99	24.7%	25	6.2%	31	7.7%	27	6.7%	2	0.5%	1	0.3%	211	52.6%
Faculty - Social Science	132	164	12	308	4	1.3%	24	7.8%	30	9.7%	30	9.7%	32	10.4%	2	0.7%	3	1.0%	183	59.4%
<b>Faculty Subtotal</b>	<b>1,640</b>	<b>1,420</b>	<b>118</b>	<b>3,178</b>	<b>39</b>	<b>1.2%</b>	<b>421</b>	<b>13.3%</b>	<b>287</b>	<b>9.0%</b>	<b>284</b>	<b>9.0%</b>	<b>378</b>	<b>11.9%</b>	<b>13</b>	<b>0.4%</b>	<b>17</b>	<b>0.5%</b>	<b>1,739</b>	<b>54.7%</b>
Clerical and Secretarial	1,452	424	66	1,942	24	1.2%	302	15.6%	296	15.2%	157	8.1%	334	17.2%	27	1.4%	5	0.3%	797	41.0%
Professional Non-Faculty	211	248	25	484	5	1.0%	97	20.1%	56	11.6%	43	8.9%	74	15.3%	6	1.2%	4	0.8%	199	41.1%
Service/Maintenance	71	332	15	418	9	2.2%	47	11.2%	69	16.5%	21	5.0%	82	19.6%	10	2.4%	5	1.2%	175	41.9%
Skilled Crafts	1	30	3	34	1	2.9%	2	5.9%	2	5.9%	4	11.8%	6	17.6%	0	0.0%	0	0.0%	19	55.9%
Technical and Paraprofessional	711	558	53	1,322	15	1.1%	195	14.7%	177	13.4%	103	7.8%	215	16.3%	6	0.4%	10	0.8%	601	45.5%
<b>Classified Subtotal</b>	<b>2,446</b>	<b>1,592</b>	<b>162</b>	<b>4,200</b>	<b>54</b>	<b>1.3%</b>	<b>643</b>	<b>15.3%</b>	<b>600</b>	<b>14.3%</b>	<b>328</b>	<b>7.8%</b>	<b>711</b>	<b>16.9%</b>	<b>49</b>	<b>1.2%</b>	<b>24</b>	<b>0.6%</b>	<b>1,791</b>	<b>42.6%</b>
<b>Totals</b>	<b>4,437</b>	<b>3,410</b>	<b>309</b>	<b>8,156</b>	<b>107</b>	<b>1.3%</b>	<b>1,132</b>	<b>13.9%</b>	<b>1,045</b>	<b>12.8%</b>	<b>667</b>	<b>8.2%</b>	<b>1,193</b>	<b>14.6%</b>	<b>65</b>	<b>0.8%</b>	<b>47</b>	<b>0.6%</b>	<b>3,900</b>	<b>47.8%</b>

**Los Rios Community College District  
American River College  
Applicant Analysis  
2014-2015**

	F	M	Undisclosed	Total	American Indian or Alaska Native		Asian		Black or African American		Declined to State/Unknown		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
					Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
<b>Executive/Administrative/Managerial</b>	71	85	7	163	4	2.5%	11	6.8%	24	14.7%	11	6.7%	17	10.4%	2	1.2%	0	0.0%	94	57.7%
Faculty - Career Education	38	96	6	140	4	2.9%	16	11.4%	14	10.0%	19	13.6%	12	8.6%	1	0.7%	1	0.7%	73	52.1%
Faculty - English	33	18	3	54	1	1.8%	2	3.7%	4	7.4%	6	11.1%	9	16.7%	0	0.0%	0	0.0%	32	59.3%
Faculty - Health and PE	5	11	0	16	0	0.0%	3	18.8%	5	31.3%	0	0.0%	1	6.2%	0	0.0%	0	0.0%	7	43.7%
Faculty - Humanities	85	76	6	167	2	1.2%	7	4.2%	14	8.4%	21	12.6%	15	9.0%	0	0.0%	0	0.0%	108	64.6%
Faculty - Instructional Support Services	404	125	13	542	7	1.3%	57	10.5%	77	14.2%	45	8.3%	99	18.3%	2	0.4%	5	0.9%	250	46.1%
Faculty - Math	11	27	2	40	0	0.0%	16	40.0%	3	7.5%	1	2.5%	2	5.0%	0	0.0%	1	2.5%	17	42.5%
Faculty - Natural Sciences	41	26	1	68	2	2.9%	5	7.4%	3	4.4%	6	8.8%	6	8.8%	0	0.0%	0	0.0%	46	67.7%
<b>Faculty Subtotal</b>	<b>617</b>	<b>379</b>	<b>31</b>	<b>1,027</b>	<b>16</b>	<b>1.6%</b>	<b>106</b>	<b>10.3%</b>	<b>120</b>	<b>11.7%</b>	<b>98</b>	<b>9.5%</b>	<b>144</b>	<b>14.0%</b>	<b>3</b>	<b>0.3%</b>	<b>7</b>	<b>0.7%</b>	<b>533</b>	<b>51.9%</b>
Clerical and Secretarial	431	146	16	593	8	1.4%	79	13.3%	88	14.8%	49	8.3%	99	16.7%	7	1.2%	2	0.3%	261	44.0%
Professional Non-Faculty	70	36	5	111	1	0.9%	22	19.8%	15	13.5%	8	7.2%	23	20.7%	1	0.9%	2	1.8%	39	35.2%
Service/Maintenance	17	59	0	76	2	2.6%	6	7.9%	22	28.9%	4	5.3%	18	23.7%	4	5.3%	0	0.0%	20	26.3%
Technical and Paraprofessional	358	225	29	612	6	1.0%	93	15.2%	71	11.6%	53	8.7%	104	17.0%	4	0.6%	6	1.0%	275	44.9%
<b>Classified Subtotal</b>	<b>876</b>	<b>466</b>	<b>50</b>	<b>1,392</b>	<b>17</b>	<b>1.2%</b>	<b>200</b>	<b>14.4%</b>	<b>196</b>	<b>14.1%</b>	<b>114</b>	<b>8.2%</b>	<b>244</b>	<b>17.5%</b>	<b>16</b>	<b>1.2%</b>	<b>10</b>	<b>0.7%</b>	<b>595</b>	<b>42.7%</b>
<b>Totals</b>	<b>1,564</b>	<b>930</b>	<b>88</b>	<b>2,582</b>	<b>37</b>	<b>1.4%</b>	<b>317</b>	<b>12.3%</b>	<b>340</b>	<b>13.2%</b>	<b>223</b>	<b>8.6%</b>	<b>405</b>	<b>15.7%</b>	<b>21</b>	<b>0.8%</b>	<b>17</b>	<b>0.7%</b>	<b>1,222</b>	<b>47.3%</b>



**Los Rios Community College District  
Cosumnes River College  
Applicant Analysis  
2014-2015**

	F	M	Undisclosed	Total	American Indian or Alaska Native		Asian		Black or African American		Declined to State/Unknown		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
					Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
<b>Executive/Administrative/Managerial</b>	122	124	6	252	3	1.2%	24	9.5%	75	29.8%	16	6.3%	42	16.7%	1	0.4%	5	2.0%	86	34.1%
Faculty - Career Education	54	80	5	139	0	0.0%	37	26.6%	18	13.0%	11	7.9%	15	10.8%	1	0.7%	1	0.7%	56	40.3%
Faculty - English	71	41	3	115	2	1.7%	17	14.8%	6	5.2%	8	7.0%	16	13.9%	0	0.0%	0	0.0%	66	57.4%
Faculty - Humanities	37	37	3	77	2	2.6%	7	9.1%	5	6.5%	3	3.9%	6	7.8%	0	0.0%	0	0.0%	54	70.1%
Faculty - Instructional Support Services	28	15	0	43	1	2.3%	14	32.6%	6	14.0%	0	0.0%	9	20.9%	0	0.0%	0	0.0%	13	30.2%
Faculty - Math	5	3	0	8	1	12.5%	4	50.0%	1	12.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	25.0%
Faculty - Natural Sciences	79	94	8	181	2	1.1%	47	26.0%	8	4.4%	15	8.4%	13	7.2%	2	1.1%	1	0.5%	93	51.4%
<b>Faculty Subtotal</b>	<b>274</b>	<b>270</b>	<b>19</b>	<b>563</b>	<b>8</b>	<b>1.4%</b>	<b>126</b>	<b>22.4%</b>	<b>44</b>	<b>7.8%</b>	<b>37</b>	<b>6.6%</b>	<b>59</b>	<b>10.5%</b>	<b>3</b>	<b>0.5%</b>	<b>2</b>	<b>0.4%</b>	<b>284</b>	<b>50.4%</b>
Clerical and Secretarial	262	58	10	330	4	1.2%	65	19.7%	64	19.4%	30	9.1%	67	20.3%	5	1.5%	0	0.0%	95	28.8%
Professional Non-Faculty	22	14	0	36	0	0.0%	8	22.2%	3	8.3%	3	8.3%	4	11.1%	0	0.0%	1	2.8%	17	47.2%
Service/Maintenance	19	64	2	85	1	1.2%	21	24.7%	12	14.1%	4	4.7%	13	15.3%	4	4.7%	3	3.5%	27	31.8%
Technical and Paraprofessional	171	114	7	292	2	0.7%	42	14.4%	54	18.5%	17	5.8%	42	14.4%	1	0.3%	1	0.3%	133	45.6%
<b>Classified Subtotal</b>	<b>474</b>	<b>250</b>	<b>19</b>	<b>743</b>	<b>7</b>	<b>0.9%</b>	<b>136</b>	<b>18.3%</b>	<b>133</b>	<b>17.9%</b>	<b>54</b>	<b>7.3%</b>	<b>126</b>	<b>17.0%</b>	<b>10</b>	<b>1.3%</b>	<b>5</b>	<b>0.7%</b>	<b>272</b>	<b>36.6%</b>
<b>Totals</b>	<b>870</b>	<b>644</b>	<b>44</b>	<b>1,558</b>	<b>18</b>	<b>1.1%</b>	<b>286</b>	<b>18.3%</b>	<b>252</b>	<b>16.2%</b>	<b>107</b>	<b>6.9%</b>	<b>227</b>	<b>14.6%</b>	<b>14</b>	<b>0.9%</b>	<b>12</b>	<b>0.8%</b>	<b>642</b>	<b>41.2%</b>

**Los Rios Community College District  
Folsom Lake College  
Applicant Analysis  
2014-2015**

	F	M	Undisclosed	Total	American Indian or Alaska Native		Asian		Black or African American		Declined to State/Unknown		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
					Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
<b>Executive/Administrative/Managerial</b>	60	55	4	119	2	1.7%	10	8.4%	26	21.8%	9	7.6%	15	12.6%	0	0.0%	0	0.0%	57	47.9%
Faculty - Career Education	11	40	1	52	2	3.8%	2	3.8%	2	3.9%	4	7.7%	7	13.5%	0	0.0%	0	0.0%	35	67.3%
Faculty - English	9	12	1	22	1	4.5%	0	0.0%	0	0.0%	2	9.1%	0	0.0%	0	0.0%	0	0.0%	19	86.4%
Faculty - Health and PE	12	43	1	56	0	0.0%	3	5.3%	3	5.3%	2	3.6%	17	30.4%	1	1.8%	0	0.0%	30	53.6%
Faculty - Humanities	42	118	12	172	2	1.2%	4	2.3%	6	3.5%	27	15.7%	26	15.1%	0	0.0%	0	0.0%	107	62.2%
Faculty - Instructional Support Services	182	53	10	245	2	0.8%	25	10.2%	25	10.2%	26	10.6%	35	14.3%	0	0.0%	3	1.2%	129	52.7%
Faculty - Math	36	65	6	107	0	0.0%	30	28.0%	3	2.8%	11	10.3%	6	5.6%	0	0.0%	0	0.0%	57	53.3%
Faculty - Natural Sciences	30	57	4	91	0	0.0%	28	30.8%	7	7.7%	4	4.4%	5	5.5%	0	0.0%	0	0.0%	47	51.6%
Faculty - Social Science	4	4	0	8	0	0.0%	1	12.5%	2	25.0%	0	0.0%	0	0.0%	0	0.0%	1	12.5%	4	50.0%
<b>Faculty Subtotal</b>	<b>326</b>	<b>392</b>	<b>35</b>	<b>753</b>	<b>7</b>	<b>0.9%</b>	<b>93</b>	<b>12.4%</b>	<b>48</b>	<b>6.4%</b>	<b>76</b>	<b>10.1%</b>	<b>96</b>	<b>12.8%</b>	<b>1</b>	<b>0.1%</b>	<b>4</b>	<b>0.5%</b>	<b>428</b>	<b>56.8%</b>
Clerical and Secretarial	233	67	10	310	6	1.9%	44	14.2%	30	9.7%	28	9.0%	46	14.8%	3	1.0%	2	1.3%	151	48.7%
Professional Non-Faculty	14	18	5	37	1	2.7%	4	10.8%	4	10.8%	2	5.4%	2	5.4%	2	5.4%	0	0.0%	22	59.5%
Service/Maintenance	20	117	3	140	5	3.6%	13	9.3%	22	15.7%	5	3.6%	27	19.3%	1	0.7%	0	0.0%	67	47.8%
Technical and Paraprofessional	87	34	3	124	0	0.0%	17	13.7%	7	5.6%	13	10.5%	13	10.5%	1	0.8%	1	0.8%	72	58.1%
<b>Classified Subtotal</b>	<b>354</b>	<b>236</b>	<b>21</b>	<b>611</b>	<b>12</b>	<b>2.0%</b>	<b>78</b>	<b>12.8%</b>	<b>63</b>	<b>10.3%</b>	<b>48</b>	<b>7.8%</b>	<b>88</b>	<b>14.4%</b>	<b>7</b>	<b>1.1%</b>	<b>3</b>	<b>0.5%</b>	<b>312</b>	<b>51.1%</b>
<b>Totals</b>	<b>740</b>	<b>683</b>	<b>60</b>	<b>1,483</b>	<b>21</b>	<b>1.4%</b>	<b>181</b>	<b>12.2%</b>	<b>137</b>	<b>9.2%</b>	<b>133</b>	<b>9.0%</b>	<b>199</b>	<b>13.4%</b>	<b>8</b>	<b>0.5%</b>	<b>7</b>	<b>0.5%</b>	<b>797</b>	<b>53.8%</b>

**Los Rios Community College District  
Sacramento City College  
Applicant Analysis  
2014-2015**

	F	M	Undisclosed	Total	American Indian or Alaska Native		Asian		Black or African American		Declined to State/Unknown		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
					Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
<b>Executive/Administrative/Managerial</b>	32	41	5	78	3	3.8%	7	9.0%	11	14.1%	8	10.3%	13	16.7%	0	0.0%	0	0.0%	36	46.1%
Faculty - Career Education	122	36	4	162	0	0.0%	18	11.1%	16	9.9%	13	8.0%	17	10.5%	3	1.9%	2	1.2%	93	57.4%
Faculty - English	82	80	6	168	1	0.6%	11	6.6%	9	5.4%	12	7.1%	13	7.7%	0	0.0%	0	0.0%	122	72.6%
Faculty - Health and PE	14	13	0	27	0	0.0%	7	25.9%	1	3.7%	1	3.7%	2	7.4%	1	3.7%	0	0.0%	15	55.6%
Faculty - Humanities	16	29	2	47	0	0.0%	7	14.9%	5	10.6%	2	4.3%	5	10.6%	0	0.0%	0	0.0%	28	59.6%
Faculty - Instructional Support Services	38	21	3	62	2	3.2%	7	11.3%	8	12.9%	8	12.9%	7	11.3%	0	0.0%	0	0.0%	30	48.4%
Faculty - Math	6	1	1	8	0	0.0%	4	50.0%	1	12.5%	1	12.5%	0	0.0%	0	0.0%	0	0.0%	2	25.0%
Faculty - Natural Sciences	17	39	5	61	1	1.6%	19	31.2%	7	11.5%	6	9.8%	3	4.9%	0	0.0%	0	0.0%	25	41.0%
Faculty - Social Science	128	160	12	300	4	1.3%	23	7.6%	28	9.3%	30	10.0%	32	10.7%	2	0.7%	2	0.7%	179	59.7%
<b>Faculty Subtotal</b>	<b>423</b>	<b>379</b>	<b>33</b>	<b>835</b>	<b>8</b>	<b>0.9%</b>	<b>96</b>	<b>11.5%</b>	<b>75</b>	<b>9.0%</b>	<b>73</b>	<b>8.7%</b>	<b>79</b>	<b>9.5%</b>	<b>6</b>	<b>0.7%</b>	<b>4</b>	<b>0.5%</b>	<b>494</b>	<b>59.2%</b>
Clerical and Secretarial	323	92	21	436	4	0.9%	76	17.4%	75	17.2%	36	8.3%	86	19.7%	7	1.6%	0	0.0%	152	34.9%
Professional Non-Faculty	68	48	4	120	1	0.9%	24	20.0%	19	15.8%	14	11.7%	22	18.3%	1	0.8%	1	0.8%	38	31.7%
Technical and Paraprofessional	89	121	11	221	6	2.7%	37	16.7%	35	15.8%	18	8.2%	38	17.2%	0	0.0%	1	0.5%	86	38.9%
<b>Classified Subtotal</b>	<b>480</b>	<b>261</b>	<b>36</b>	<b>777</b>	<b>11</b>	<b>1.4%</b>	<b>137</b>	<b>17.6%</b>	<b>129</b>	<b>16.6%</b>	<b>68</b>	<b>8.8%</b>	<b>146</b>	<b>18.8%</b>	<b>8</b>	<b>1.0%</b>	<b>2</b>	<b>0.3%</b>	<b>276</b>	<b>35.5%</b>
<b>Totals</b>	<b>935</b>	<b>681</b>	<b>74</b>	<b>1,690</b>	<b>22</b>	<b>1.3%</b>	<b>240</b>	<b>14.2%</b>	<b>215</b>	<b>12.7%</b>	<b>149</b>	<b>8.8%</b>	<b>238</b>	<b>14.1%</b>	<b>14</b>	<b>0.8%</b>	<b>6</b>	<b>0.4%</b>	<b>806</b>	<b>47.7%</b>

**Los Rios Community College District  
District Office  
Applicant Analysis  
2014-2015**

	F	M	Undisclosed	Total	American Indian or Alaska Native		Asian		Black or African American		Declined to State/Unknown		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
					Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
<b>Executive/Administrative/Managerial</b>	66	93	7	166	2	1.2%	16	9.6%	22	13.3%	11	6.6%	17	10.3%	0	0.0%	1	0.6%	97	58.4%
Clerical and Secretarial	203	61	9	273	2	0.7%	38	13.9%	39	14.3%	14	5.1%	36	13.2%	5	1.8%	1	0.4%	138	50.6%
Professional Non-Faculty	37	132	11	180	2	1.1%	39	21.7%	15	8.3%	16	8.9%	23	12.8%	2	1.1%	0	0.0%	83	46.1%
Service/Maintenance	15	92	10	117	1	0.9%	7	6.0%	13	11.1%	8	6.8%	24	20.5%	1	0.9%	2	1.7%	61	52.1%
Skilled Crafts	1	30	3	34	1	2.9%	2	5.9%	2	5.9%	4	11.8%	6	17.6%	0	0.0%	0	0.0%	19	55.9%
Technical and Paraprofessional	6	64	3	73	1	1.4%	6	8.2%	10	13.7%	2	2.7%	18	24.7%	0	0.0%	1	1.4%	35	47.9%
<b>Classified Subtotal</b>	<b>262</b>	<b>379</b>	<b>36</b>	<b>677</b>	<b>7</b>	<b>1.0%</b>	<b>92</b>	<b>13.6%</b>	<b>79</b>	<b>11.7%</b>	<b>44</b>	<b>6.5%</b>	<b>107</b>	<b>15.8%</b>	<b>8</b>	<b>1.2%</b>	<b>4</b>	<b>0.6%</b>	<b>336</b>	<b>49.6%</b>
<b>Totals</b>	<b>328</b>	<b>472</b>	<b>43</b>	<b>843</b>	<b>9</b>	<b>1.1%</b>	<b>108</b>	<b>12.8%</b>	<b>101</b>	<b>12.0%</b>	<b>55</b>	<b>6.5%</b>	<b>124</b>	<b>14.7%</b>	<b>8</b>	<b>0.9%</b>	<b>5</b>	<b>0.6%</b>	<b>433</b>	<b>51.4%</b>

### District-wide Applicant Analysis:

- Administrators/Executives/Managers: Los Rios applicant demographics are above statewide employment averages for American Indian/Alaska Native and Black/African American administrators. Los Rios is equal to the statewide demographic averages for Native Hawaiian/Pacific Islander administrators. Los Rios is below statewide demographic averages for Asian, Declined to State, Hispanic/Latino, Two or More Races and White administrators. This will be addressed with the District's EEO Advisory committee for appropriate measures, including but not limited to, focused advertisement and recruitment efforts toward Asian and Hispanic/Latino populations, organizations and publications/websites.
- Faculty: Los Rios applicant demographics are above statewide employment averages for American Indian/Alaska Native, Asian, Black/African American and Declined to State faculty. Los Rios applicant demographics are equal to or within one percentage point of statewide averages for Native Hawaiian/Pacific Islander and White faculty. Los Rios is below statewide averages for Hispanic/Latino and Two or More Races faculty.
- Classified Staff: Los Rios applicant demographics are above statewide employment averages for American Indian/Alaska Native, Asian, Black/African American, Declined to State and Native Hawaiian/Pacific Islander classified staff. Los Rios demographics are within one percentage point for Hispanic/Latino classified staff. Los Rios is below the statewide average for Two or More Races and White classified staff.
- Gender diversity: Applicant pools for Los Rios administrator positions are below the statewide average (47%). Applicant pools for Los Rios faculty positions are equal to the statewide average (55%). Applicant pools for Los Rios staff applicants (61%) are above the statewide average. Overall Los Rios applicants are above (57%) the statewide employment average in gender diversity. It should be noted that 4% of Los Rios applicants chose not to disclose their gender.
- The overall diversity in the District's applicant pools for the year 2014-2015 is 48%, which is above the statewide CCD employment average (40%) (excludes 'Declined to State/unknown category).

### American River College (ARC) Applicant Analysis:

- Administrators/Executives/Managers: ARC applicant demographics are above statewide averages for American Indian/Alaska Native, Black/African American, Native Hawaiian/Pacific Islander, and White administrators. ARC is below the statewide averages for Asian, Declined to State, Hispanic/Latino, and Two or More Races administrators.
- Faculty: ARC applicant demographics are above statewide employment averages for American Indian/Alaska Native, Black/African American and Declined to State faculty. ARC applicant demographics are within one percentage point of statewide employment averages for Asian and Native Hawaiian/Pacific Islander faculty. ARC applicant demographics are below the statewide employment averages for Hispanic/Latino, Two or More Races and White faculty.
- Classified Staff: ARC applicant demographics are above statewide employment averages for American Indian/Alaska Native, Asian, Black/African American, Declined to State and

Native Hawaiian/Pacific Islander staff. ARC applicant demographics are within one percentage point of statewide averages for Hispanic/Latino staff. ARC applicant demographics are below statewide averages for Two or More Races and White staff.

- Gender diversity: Applicant pools for ARC administrator positions (46%) are below the statewide employment average for gender diversity. Applicant pools for ARC faculty positions (62%) and staff positions (65%) are above the statewide average (55%). Overall ARC applicants are above (63%) the statewide employment average in gender diversity.
- The overall diversity in ARC's applicant pools for the year 2014-2015 is 48%, which is above the statewide CCD employment average (40%)
- ARC's applicant demographic data will be presented to the ARCC Diversity and Equity committee for consideration of appropriate action and measures to further increase college diversity and cultural competence.

#### Cosumnes River College (CRC) Applicant Analysis:

- Administrators/Executives/Managers: CRC applicant demographics are above statewide employment averages for American Indian/Alaska Native, Black/African American and Two or More Races administrators. CRC applicant demographics are equal to statewide average for Native Hawaiian/Pacific Islander administrators. CRC is below the statewide average for Asian, Declined to State, Hispanic/Latino, and White administrators.
- Faculty: CRC applicant demographics are above statewide employment averages for American Indian/Alaska Native, Asian, Black/African American and Native Hawaiian/Pacific Islander faculty. CRC applicant demographics are below the statewide employment averages for Declined to State, Hispanic/Latino, Two or More Races and White faculty.
- Classified Staff: CRC applicant demographics are above statewide employment averages for American Indian/Alaska Native, Asian, Black/African American and Native Hawaiian/Pacific Islander staff. CRC is within one percentage point of statewide averages for Declined to State and Hispanic/Latino staff. CRC is below statewide averages for Two or More Races and White staff.
- Gender diversity: Applicant pools for CRC administrator (50%) and faculty (50%) positions fall below the statewide employment average (55%) for gender diversity. Gender diversity for CRC staff applicants (66%) is above the statewide average (55%). Overall CRC applicants are above (58%) the statewide employment average in gender diversity. The overall diversity in CRC's applicant pools for the year 2014-2015 is 56%, which is above the statewide CCD employment average (40%).
- CRC's applicant data will be presented to the CRC Diversity and Equity committee for consideration of appropriate action and measures to further increase college diversity and cultural competence.

### Folsom Lake College (FLC) Applicant Analysis

- Administrators/Executives/Managers: FLC applicant demographics are above statewide employment averages for American Indian/Alaska Native and Black/African American administrators. FLC is within one percentage point for Declined to State administrators. FLC is below statewide averages for Asian, Hispanic/Latino, Native Hawaiian/Pacific Islander, Two or More Races and White administrators.
- Faculty: FLC applicant demographics are above statewide employment averages for American Indian/Alaska Native, Asian, Declined to State and White faculty. FLC is within one percentage point for Black/African American, Native Hawaiian/Pacific Islander and Two or More Races faculty. FLC is below statewide averages for Hispanic/Latino faculty.
- Classified Staff: FLC applicant demographics are above statewide averages for American Indian/Alaska Native, Asian, Black/African American, Declined to State and Native Hawaiian/Pacific Islander staff. FLC is within one percentage point of statewide averages for Two or More Races staff. FLC is below statewide averages for Hispanic/Latino and White staff.
- Gender diversity: Applicant pools for FLC administrator (52%) and faculty (45%) positions are below the statewide average (55%). Gender diversity in FLC staff applicants (60%) is above the statewide average (55%). Overall gender diversity for FLC applicants is 52% which is below the statewide average of 55%.
- The overall diversity in FLC's applicant pools for the year 2014-2015 is 41%, which is above the statewide CCD employment average (40%).
- FLC's applicant demographic data will be presented to the FLC Diversity and Equity committee for consideration of appropriate action and measures to further increase college diversity and cultural competence.

### Sacramento City College (SCC) Applicant Analysis:

- Administrative/Executives/Managers: SCC applicant demographics are above statewide employment averages for American Indian/Alaska Native, Black/African American and Declined to State administrators. SCC is below statewide averages for Asian, Hispanic/Latino, Native Hawaiian/Pacific Islander, Two or More Races and White administrators.
- Faculty: SCC applicant demographics are above statewide employment averages for American Indian/Alaska Native, Asian, Black/African American, Declined to State, Native Hawaiian/Pacific Islander, and White faculty. SCC is below statewide averages for Hispanic/Latino and Two or More Races faculty.
- Classified Staff: SCC applicant demographics are above statewide averages for American Indian/Alaska Native, Asian, Black/African American, Declined to State, Hispanic/Latino and Native Hawaiian/Pacific Islander staff. SCC is below statewide averages for Two or More Races and White staff.
- Gender diversity: Applicant pools for SCC administrators (44%) and SCC faculty (53%) are below the statewide average (55%). Applicant pools for SCC classified staff are above the statewide averages (65%). Overall gender diversity for SCC applicants is 58% which is above the statewide employment average of 55%.

- The overall diversity in SCC's applicant pools for the year 2014-2015 is 48%, which is above the statewide CCD employment average (40%).
- SCC's applicant demographic data will be presented to the SCC Diversity and Equity committee for consideration of appropriate action and measures to further increase college diversity and cultural competence.

District Office (DO) Applicant Analysis:

- Administrative/Executives/Managers: DO applicant demographics are above statewide averages for American Indian/Alaska Native, Black/African American and White administrators. DO applicant demographics are below statewide averages for Asian, Declined to State, Hispanic/Latino, Native Hawaiian/Pacific Islander and Two or More Races administrators.
- Classified Staff: DO applicant demographics are above statewide employment averages for American Indian/Alaska Native, Asian, Black/African American and Native Hawaiian/Pacific Islander staff. DO applicant demographics are below statewide averages for Declined to State, Hispanic/Latino, Two or More Races and White staff.
- Gender diversity: Applicant pools for DO administrator (42%) and staff (41%) positions are below the statewide average (55%). Overall DO applicants (41%) are below the statewide employment average in gender diversity (55%). It should be noted though that DO analysis includes Facilities Management with positions that are traditionally male dominated.
- The overall diversity in DO's applicant pools for the year 2014-2015 is 45%, which is above the statewide CCD employment average (40%).

Applicant analysis data will be provided to the District EEO Advisory Committee for consideration of appropriate action and measures to further increase DO diversity and cultural competence.

**Analysis of Student and Faculty Demographics:**

Numerous studies have shown that college students achieve greater success with a culturally competent educational workforce which provides faculty role models who mirror the diversity of our students. The District's Mission, Vision and Values statement includes recognizing and valuing the strengths of our diverse backgrounds and perspectives, and seeks to build a community in which all constituencies are highly qualified. Because diverse perspectives support the District's commitment to equality, equity, and justice, our communities are best served by ensuring that all populations are represented equitably throughout the Los Rios colleges. The below data and analysis compare the District's faculty and student demographics. While we realize student demographics may change much more rapidly than faculty demographics, as many of our faculty stay with the district for twenty, thirty and even forty



years, the below comparison and analysis provides an important picture that we need to continue our efforts towards diversifying our workforce in hiring the best and most talented employees.

**Los Rios Community College District**

**Student Analysis (All)**

**Fall 2015**

					Total from under-represented groups	American Indian or Alaska Native	Asian	Black or African American	Declined to State	Hispanic/Latino	Native Hawaiian or Pacific Islander	Two or More Races	White
	F	M	Unk	Total	Total %	Total %	Total %	Total %	Total %	Total %	Total %	Total %	Total %
ARC	14,813	13,235	604	28,652	14,508 52.6%	186 0.6%	3,333 11.6%	2,720 9.5%	1,089 3.8%	6,293 22.0%	265 0.9%	1,711 6.0%	13,055 45.6%
CRC	7,602	6,147	230	13,979	10,462 75.9%	51 0.4%	4,019 28.7%	1,716 12.3%	196 1.4%	3,522 25.2%	270 1.9%	884 6.3%	3,321 23.8%
FLC	4,650	3,502	192	8,344	3,198 39.1%	70 0.8%	816 9.8%	244 2.9%	169 2.0%	1,501 18.0%	48 0.6%	519 6.2%	4,977 59.7%
SCC	12,451	9,512	475	22,438	15,888 72.1%	123 0.5%	4,809 21.4%	2,456 10.9%	387 1.7%	6,857 30.6%	282 1.3%	1,361 6.1%	6,163 27.5%
<b>Totals</b>	<b>39,516</b>	<b>32,396</b>	<b>1,501</b>	<b>73,413</b>	<b>44,056 61.6%</b>	<b>430 0.6%</b>	<b>12,977 17.7%</b>	<b>7,136 9.7%</b>	<b>1,841 2.5%</b>	<b>18,173 24.7%</b>	<b>865 1.2%</b>	<b>4,475 6.1%</b>	<b>27,516 37.5%</b>

**Los Rios Community College District**

**\*Faculty Analysis**

**Fall 2015**

					Total from under-represented groups	American Indian or Alaska Native	Asian	Black or African American	Declined to State	Hispanic/Latino	Native Hawaiian or Pacific Islander	Two or More Races	White
	F	M	Unk	Total	Total %	Total %	Total %	Total %	Total %	Total %	Total %	Total %	Total %
ARC	523	470	0	993	255 27.2%	7 0.7%	71 7.2%	51 5.1%	54 5.4%	105 10.6%	4 0.4%	17 1.7%	684 68.9%
CRC	214	205	0	419	154 39.5%	2 0.5%	49 11.7%	30 7.2%	29 6.9%	46 11.0%	2 0.5%	25 6.0%	236 56.3%
FLC	162	149	0	311	78 26.5%	2 0.6%	27 8.7%	9 2.9%	17 5.5%	24 7.7%	2 0.6%	14 4.5%	216 69.5%
SCC	407	332	0	739	238 34.4%	6 0.8%	79 10.7%	42 5.7%	48 6.5%	85 11.5%	2 0.3%	24 3.2%	453 61.3%
<b>Totals</b>	<b>1,306</b>	<b>1,156</b>	<b>0</b>	<b>2,462</b>	<b>725 31.3%</b>	<b>17 0.7%</b>	<b>226 9.2%</b>	<b>132 5.4%</b>	<b>148 6.0%</b>	<b>260 10.6%</b>	<b>10 0.4%</b>	<b>80 3.2%</b>	<b>1,589 64.5%</b>

\* includes adjunct faculty

### District-wide Analysis:

LRCCD's student body is more diverse than its faculty by 30.3% (61.6% versus 31.3% respectively). Gender diversity is slightly higher for the student body compared to the faculty, 55% versus 53% respectively. Of the race and ethnicity groups, the groups that are similarly represented are American Indian or Alaska Native and Native Hawaiian or Pacific Islander; both are within 1% when comparing student versus faculty district-wide. The other groups have a wider percentage gap; in some cases the student group's percentage share doubles that of the faculty.

### American River College Analysis:

The student body at ARC is more diverse than the ARC faculty, 52.6% versus 27.2% respectively, reflecting a 25.4% gap. Gender diversity is similar for faculty compared to student body, 52.7% versus 52.8% respectively. The groups similarly represented are the American Indian or Alaska Native and Native Hawaiian or Pacific Islander; both are within .5% when comparing the two populations. The other groups have a wider percentage gap between student and faculty and are identified as 4.4% for Asian, 4.4% for Black/African American, 1.6% for Declined to state, 11.4% for Hispanic/Latino, and 4.3% for Two or More races.

### Cosumnes River College (CRC) Analysis:

The student body at CRC is more diverse than the CRC faculty, 75.9% versus 39.5% respectively, reflecting a 36.4% gap. Gender diversity is greater for the student body compared to the faculty, 55.3% versus 51.1% respectively. Of the race and ethnicity groups, the American Indian or Alaska Native and Two or more Races groups are within 1% when comparing the two populations. The other groups have a wider percentage gap between student and faculty and are identified as 17% for Asian, 5.1% for Black/African American, 5.5% for Declined to state, 14.2% for Hispanic/Latino, and 1.4% for Native Hawaiian or Pacific Islander.

### Folsom Lake College (FLC) Analysis:

The student body at FLC is more diverse than the FLC faculty, at 12.6% (39.1% versus 26.5% respectively). Gender diversity is greater for the student body compared to faculty, 57% versus 52.1% respectively. Of the racially diverse groups, those similarly represented are the American Indian or Alaska Native, Asian, Black or African American and Native Hawaiian or Pacific Islander cohorts; all are within 1.1% when comparing the two populations. The other groups have a wider percentage gap between student and faculty and are identified as 3.5% for Declined to state, 10.3% for Hispanic/Latino, and 1.7% for Two or more Races.

### Sacramento City College (SCC) Analysis:

The student body at SCC is more diverse than the SCC faculty with a spread of 37.7% (72.1% versus 34.4% respectively). Gender diversity is identical for faculty and student body at 56.7%. The groups similarly represented are the American Indian or Alaska Native and Native Hawaiian or Pacific Islanders; they are within 1% when comparing the two populations. The other groups have a wider percentage gap between student and faculty and are identified as 10.7% for Asian, 5.2% for Black/African American, 4.8% for Declined to state, 19.1% for Hispanic/Latino and 2.9% for Two or more Races.

This analysis and data will be provided to the District EEO Advisory Committee and each college's Equity and Diversity Committee for discussion and action measures as they determine.

### **Plan Component 11: Analysis of Degree of Underrepresentation and Significant Underrepresentation**

To the extent data regarding potential job applicants is provided by the State Chancellor, analysis of the degree to which monitored groups are underrepresented and/or significantly underrepresented in comparison to their representation in the field or job category in numbers of persons from such groups whom the Chancellor determines to be available and qualified to perform the work required for each such job category and whether or not the underrepresentation is significant (53003.c.7). The State Chancellor has not currently provided such job applicant information.

### **Plan Component 12: Methods to Address Underrepresentation**

To the extent data regarding potential job applicants is provided by the State Chancellor, analysis of the degree to which monitored groups are underrepresented and/or significantly underrepresented in comparison to their representation in the field or job category in numbers of persons from such groups whom the Chancellor determines to be available and qualified to perform the work required for each such job category and whether or not the underrepresentation is significant (53003.c.7). The State Chancellor has not currently provided such job applicant information.

The district will continue to implement its hiring procedures and policies in compliance with EEO regulations.

### **Plan Component 13: Additional Steps to Remedy Significant Underrepresentation**

To the extent data regarding potential job applicants is provided by the State Chancellor, analysis of the degree to which monitored groups are underrepresented and/or significantly underrepresented in comparison to their representation in the field or job category in numbers of persons from such groups whom the Chancellor determines to be available and qualified to

perform the work required for each such job category and whether or not the underrepresentation is significant (53003.c.7). The State Chancellor has not currently provided such job applicant information.

The district will continue to implement its hiring procedures and policies in compliance with EEO regulations.

#### **Plan Component 14: Additional Measures to Support Diversity and Ensure Equal Employment Opportunity**

The district recognizes that multiple approaches are needed to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnicities, races, and other groups protected from discrimination. The district may consider the following options, among others, to further equal employment opportunity and a diverse workforce:

1. Conduct campus climate studies to identify hidden barriers.
2. Include additional guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees alike.
3. Highlight the district's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications. Include in job announcements language indicating that candidates are required to demonstrate that they can infuse diversity into their major job duties.
4. Conduct additional diversity dialogues, forums, cross-cultural workshops and job fairs.
5. Work with the Campus Curriculum Committee to assist in the development of a Diversity Instructional Tool Kit as a resource for faculty interested in infusing diversity and multiculturalism into their instruction or services to students.
6. Review and revise college/district publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.
7. Continue to recognize and value staff and faculty who have promoted diversity and equal employment opportunity principles by awarding a yearly diversity recognition award.

8. Require a series of EEO/diversity workshops at all instructional improvement days (flex week or staff development day).
9. Establish an Equal Employment Opportunity and Diversity online presence by highlighting the district's diversity and equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures and programs on the district's website. The website will also list contact persons for further information on all of these topics.
10. Promote professional development activities for all employee classifications that will assist the district in achieving its equal employment opportunity and diversity objectives.
11. Promote additional cultural celebrations on campus.
12. Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees.
13. Have a formal diversity program on campus that is visible, valued and adequately funded.
14. Consider providing for alternative educational or experience requirements for nonacademic positions.
15. Develop leadership opportunities with current staff focusing on diversity.
16. Consider establishing a *Community Outreach Advisory Council* to involve community-based organizations in the recruitment and other equal employment opportunity efforts of the college. Recommended membership could include representatives from local business and industry as well as from diverse community groups such as NAACP, Chamber of Commerce, and City Council(s).
17. Ensure that top administrative staff support diversity objectives and that the diversity and/or equal employment opportunity officer position is maintained as a cabinet or other high-level administrative position.
18. Seek direct contact with student, professional, community and other organizations that represent the diverse community we serve. These organizations can serve as resources for referring potential candidates.
19. Conduct exit interviews with employees who voluntarily leave the district, maintain a data base of exit interviews, analyze the data for patterns impacting particular monitored groups, and implement concrete measures that utilize this information.
20. Provide newly-hired employees programs such as mentoring, professional development, and leadership opportunities.

21. Maintain updated curricula, texts, and/or course descriptions to expand the global perspective of the particular course, readings or discipline.
22. Conduct longitudinal analysis of various employment events by monitored group status such as: hiring, promotion, retention, voluntary resignation, termination, and discipline.
23. Target marketing to underrepresented groups.
24. Focus/expand recruitment outreach efforts to underrepresented groups.
25. Continue maintaining and expanding diverse recruitment site data bases.
26. Continue evaluating and addressing diversity challenges in candidate pools.
27. Continue working with District EEO committee to promote EEO goals across the organization.

#### **Plan Component 15: Persons with Disabilities**

Los Rios CCD is committed to providing reasonable accommodation to qualified individuals with disabilities, in accordance with applicable laws and statutes, including the ADA Amendment Act of 2008.

#### **Plan Component 16: Graduate Assumption Program of Loans for Education**

The District will continue to encourage community college students to become qualified for, and seek employment as, community college employees. The District shall encourage faculty to inform students about programs that may assist them to complete their graduate studies and become community college employees. Additional efforts will be made to inform graduate students in local colleges and universities about the benefits of employment at a community college.

#### **Plan Component 17: Meeting Education Code Section 87482.6**

The district will continue to comply with Education Code section 87482.6 regarding the goal of 75% instruction taught by full-time faculty, while ensuring progress toward EEO. To this end, the district will continue its Faculty Diversity Internship Program, which is focused on outreach to diverse individuals who have an interest in teaching and are within a year of meeting the minimum qualifications, providing training and an internship opportunity, as well as workshops on how to get a community college teaching position. This program is geared toward increasing diversity in adjunct faculty ranks, as many interns are subsequently hired as adjuncts. As has been reflected in past hiring statistics, Los Rios full-time faculty new hires are frequently from our adjunct faculty ranks (up to 60% of full-time hires have been from adjunct ranks in previous

years), this program will help to continue to increase diversity in both adjunct and full time faculty ranks. Also, the district will continue its focused outreach toward diverse individuals and organizations when advertising for full-time and adjunct faculty. As a further measure, the Faculty Union contract provides for up to two qualified adjunct faculty to be provided interviews for full-time positions they apply for. Therefore as we continue to diversity our adjunct ranks, this should help to provide for greater diversity in our full-time applicant pools.



## Equal Employment Opportunity Plan: Compliance Checklist

The following compliance checklist is designed to assist the District in the review of their respective Equal Employment Opportunity Plan (Plan). The checklist ensures that the District's Plan includes provisions and components that are required under state law. California Code of Regulations, Title 5, section 53003 and Education Code, sections 87102 and 87106 lists the specific components that must be included in the District's Plan. All references to "sections" refer to the Title 5, California Code of Regulations unless otherwise indicated.

**A. Adoption of Plan [Title 5 Cal. Code Regs. § 53003(a)]**

  N   Does the Plan indicate when the District's governing board adopted the Plan?

**B. Designation of Responsibility, Authority and Compliance [Title 5 Cal. Code Regs. §§ 53003(c)(1) and 53020]**

  N   Did the District describe the governing board's responsibility for proper implementation of the Plan and for making measurable progress?

  N   Did the District designate an Equal Employment Opportunity Officer to oversee the day-to-day implementation of the equal employment opportunity requirements of Title 5?

  N   Did the District describe the administrative structure created by any delegation of authority to the Equal Employment Opportunity Officer or others and is the District designed to ensure prompt and effective implementation of the EEO Title 5 requirements?

  N   Did the District designate a single officer who will have authority to receive complaints under section 53026 and who will monitor selection procedures and applicant pools?

  N   Does the Plan clearly state that anyone who is an agent of the District, with regard to recruitment and screening, is also subject to all the Title 5 equal employment opportunity requirements?

**C. Procedures for Filing a Complaint Pursuant to Section 53026 [Title 5 Cal. Code Regs. §§ 53003(c)(2) and 53026]**

  N   Did the District provide the procedures for filing complaints that allege violation of the equal employment opportunity requirements of Title 5 and designate the person with whom such complaints are to be filed?

  N   Did the District include or reference the procedures for filing complaints that allege

unlawful discrimination and/or harassment and designate the person with whom such complaints are to be filed?

**D. Notification to all District Employees of the Plan and Policy Statement [Title 5 Cal. Code Regs. §§ 53003(c)(3) and 53002]**

   Did the District describe the District's process for notifying all District employees of the provisions of the Plan, and the policy statement required by section 53002?

**E. Employee Training for Screening or Selection Committees [Title 5 Cal. Code Regs. §53003(c)(4)]**

   Did the District describe the District's process for ensuring that District employees participating on screening or selection committees receive appropriate training on Title 5 requirements relating to equal employment opportunity and state and federal nondiscrimination laws, the educational benefits of a diverse workforce, the elimination of bias in hiring decisions, and best practices in serving on a selection or screening committee?

**F. Annual Written Notice to Community-Based and Professional Organizations [Title 5 Cal. Code Regs. § 53003(c)(5)]**

   Did the District describe the District's process for providing annual written notice to appropriate community-based and professional organizations regarding the District's Plan and the need for assistance from the community and such organizations in identifying qualified applicants?

**G. Analysis of District Workforce and Applicant Pool [Title 5 Cal. Code Regs. §§ 53003(c)(6) and 53004]**

   Did the District provide an analysis of the number of persons from monitored groups who are currently employed in the District's workforce for each of the job categories listed in section 53004(a)?

   Did the District provide an analysis of those who have applied for employment, in each of the job categories listed in section 53004(a)?

   Does the Plan state that the review required by section 53004(a) will be done every year?


**H. Additional Measures to Support Diversity and Equal Employment Opportunity [Title 5 Cal. Code Regs. § 53003(10)]**

   Did the District describe any other measures that the District undertakes to further equal employment opportunity and diversity?

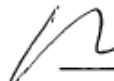
**L. Persons with Disabilities [Title 5 Cal. Code Regs. §§ 53003(d), 53025]**

 Did the District describe its commitment to complying with the Americans with Disabilities Act?

**M. Education Code Requirements Education Code, §§ 87102(a) and 87482.6**

 Did the District describe how the District will make progress in achieving the ratio of full-time to part-time faculty hiring, as indicated in Education Code, section 87482.6, while still ensuring equal employment opportunity?



**N. Education Code, §§ 87106(b)(4) and 69618**

 Did the District describe the steps the District will take to inform students about the Graduate Assumption Program of Loans for Education program and/or other programs designed to encourage community college students to become community college employees?

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 11, 2016

<b>SUBJECT:</b>	American River College New Faculty Academy	ATTACHMENT: None	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Information Item A	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	Thomas Greene 	CONSENT/ROUTINE	<input type="checkbox"/>
		FIRST READING	<input type="checkbox"/>
<b>APPROVED FOR CONSIDERATION:</b>	Brian King 	ACTION	<input type="checkbox"/>
		INFORMATION	<input checked="" type="checkbox"/>

**BACKGROUND:**

The New Faculty Academy (NFA) at American River College serves all incoming tenure-track faculty from across the disciplines. New faculty have varying degrees of teaching experience and expertise. Under the direction of the New Faculty Academy coordinator, tenure-track faculty work as a cohort to create a comprehensive teaching and learning experience that results in an innovative, collaborative, conscious effort towards promoting student success, achievement and equity. No matter how long a faculty member has been teaching (or hasn't), he or she will be in the cohort among other tenure-track faculty members. The cohort experience provides a first-year forum for ongoing dialogue on methods and practices. It also encourages collaboration, shared vision, and a safe space to test innovative practices. It challenges those with older practices to venture into new ones, and it challenges those with less teaching experience to expand their teaching repertoire.

**STATUS:**

A presentation will be made to the Board of Trustees on American River College's New Faculty Academy.

**RECOMMENDATION:**

This item is presented for Board information and discussion.