

LOS RIOS COMMUNITY COLLEGE DISTRICT



BOARD MEETING AGENDA

Wednesday, July 13, 2016

5:30 pm

MEETING LOCATION:

Los Rios Community College District
Board Room
1919 Spanos Court
Sacramento, CA 95825

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: June 8, 2016	Brian King
B. Board Policy Revision: Auxiliary Organizations (P-1612)	JP Sherry
C. Board Policy Revision: Sexual Assault, Domestic Violence, Dating Violence, and Stalking (P-2541)	JP Sherry
D. Application to Present Late Claim: Mariyana Biza	JP Sherry
E. Resolution No. 2016-11: Authorizing Execution of a Contract from the Department of Rehabilitation (Workability III)	Susan Lorimer
F. Acceptance of Gifts: Colleges and Foundations	Theresa Matista
G. District Bank Accounts	Theresa Matista
H. Disposition of Stale Dated Records	Theresa Matista
I. Ratify: Grants and Contracts Awarded	Susan Lorimer
J. Ratify: New Contracts and Renewals	Theresa Matista
K. Ratify: Affiliation and Other Agreements	Theresa Matista
L. Ratify: Bid Transactions	Theresa Matista
M. Disposition of Surplus Equipment	Theresa Matista
N. Purchase Orders, Warrants, Checks and Wires	Theresa Matista
O. Classification of Contract Employees	Brian King
P. Regular Human Resources Transactions	Brian King

4. ACTION

A. Resolution No. 2016-12: Kindergarten Through Community College Public Education Facilities Bond Act of 2016	JP Sherry
B. Contract Award: Davis Center Phase 2	Theresa Matista
C. Contract Award: District Alert System	Theresa Matista
D. 2016 SCC Distance Education Substantive Change Report	Michael Poindexter

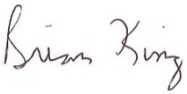
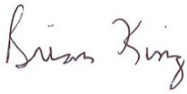
5. INFORMATION	
A. Enrollment Management Overview	Brian King
6. BOARD MEMBER REPORTS	
7. FUTURE AGENDA ITEMS	
8. REPORTS and COMMENTS	
<ul style="list-style-type: none"> ▪ Student Association ▪ Classified Senate ▪ Academic Senate ▪ Other Recognized Constituencies ▪ Chancellor’s Report 	
9. ADJOURNMENT	

LOS RIOS BOARD OF TRUSTEES			
Deborah Ortiz President ▪ Area 6	Ruth Scribner Vice President ▪ Area 4	Dustin Johnson ▪ Area 1 Robert Jones ▪ Area 2 John Knight ▪ Area 3	Pamela Haynes ▪ Area 5 Kay Albiani ▪ Area 7 Marianna Sousa ▪ 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.			
August 10, 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: www.losrios.edu			
Help Us Help You			
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: July 13, 2016

SUBJECT:	Board Meeting Minutes: June 8, 2016	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Brian King 	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King 	ACTION	
		INFORMATION	

STATUS:

The minutes of the Board of Trustees meeting held on June 8, 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 June 8, 2016.



LOS RIOS COMMUNITY COLLEGE DISTRICT
Board Meeting Minutes
Wednesday, June 8, 2016

1. CALL TO ORDER

The board meeting was called to order by President Ortiz at 5:30 p.m., in the Tiff Martinez 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. Robert Jones
Mr. John Knight

Ms. Marianna Sousa, Student Trustee

Dr. Brian King, Chancellor

2. ORAL COMMUNICATIONS

Rosalie Amer and Lanny Hertzberg each addressed the Board of Trustees to express their support of the new board policies for emeriti on the consent agenda.

3. SPECIAL ORDER OF BUSINESS

A. Seating of Student Trustee

President Ortiz administered the Oath of Office to Student Trustee Marianna Sousa.

4. CONSENT CONSIDERATIONS

A motion was made by Mr. Knight, seconded by Ms. Albiani, that the Board of Trustees approve Consent Consideration items A through R, with the removal of agenda item D.

Roll Call Vote:

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

No: None

Motion carried; 7:0

Student Advisory Vote: Aye

A. Board Meeting Minutes: May 11, 2016

That the Board of Trustees approve the minutes of the meeting held on May 11, 2016.

B. Board Policy Creation: Emeriti (P-5166, P-6626, P-9415)

That the Board of Trustees approve the proposed policies.

C. Board Policy Revisions: Changes to Hiring Processes re: Felony Convictions (P-5121, P-5122, P-6122, P-6123, P-9121, P-9123)

That the Board of Trustees approve the proposed revisions to board policies P-5121, P-5122, P-6122, P-6123, P-9121, P-9123.

D. Claim – John Tiner

This item was removed from the June consent agenda.

E. Claim – Robert Harris

That the Board of Trustees reject the claim of the claimant and refer the matter to the District's insurance administrators.

F. Proposal: SAFCA Consolidated Capitol Assessment District 2

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 ballots to the agency.

G. Contract Award: SCC South Campus Utility Improvements

This item was moved to the Action portion of the agenda.

H. Child Development Centers Program Self-Evaluation

That the Board of Trustees approve the program self-evaluations for CCTR-5187 and CSPP-5364 contracts for the fiscal year 2015-16.

I. Resolution No. 2016-08: Five Year Construction Plan and FPP's

That the Board of Trustees approve the Five Year Construction Plan and FPP's and supporting Resolution No. 2016-08 for submission to the State on July 1, 2016.

J. Resolution No. 2016-09: 2016-17 Appropriation Limitation

That the Board of Trustees approve the appropriation limitation of \$376,592,579 for 2016-17 by adopting Resolution No. 2016-09.

K. 2015-16 Budget Revision No. 2

That the Board of Trustees approve the 2015-16 Budget Revision No 2 for the General, Instructionally Related, Child Development, Capital Outlay Projects, Self-Insurance, Bookstore, Regional Performing Arts (Harris) Center, and the Student Financial Aid Funds shown on the attached schedules, and that the related documents be filed with the County Superintendent of Schools.

L. Special Event Authorization

That the Board of Trustees approve the applications listed in the June board agenda packet.

M. Ratify: Affiliation and Other Agreements

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

N. Ratify: Bid Transactions

That the Board of Trustees ratify and/or approve 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
16018	CRC Science & Business hydronic replacement in buildings 100,200,300, 400, re-route pipes into the roof and attaching to structure	5	5/12/16	California Environmental Systems, Inc.	\$483,614.00

O. Disposition of Surplus Equipment

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

P. 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 April 16, 2016 through May 15, 2016.

PURCHASE ORDERS		
General Fund	0001086464-0001087247 B116747-B116753	\$ 3,252,589.38
Capital Outlay Fund	0003016772-0003016827	
Child Development Fund	0006000769-0006000770	
Self-Insurance Fund	0009000355-0009000355	

WARRANTS		
General Fund	730634-731935	\$ 5,346,208.86
General Fund-ARC Instructional Related	006272-006386	
General Fund-CRC Instructional Related	022241-022296	
General Fund-FLC Instructional Related	030859-030870	
General Fund-SCC Instructional Related	045115-045218	
Capital Outlay Fund	830827-830908	
Child Development Fund	954212-954226	
Self-Insurance Fund	976308-976316	
Payroll Warrants	307748-309611	\$ 20,557,991.72
Payroll-Direct Deposit	785013-789762	
May Leave Process	309612-311153	
Payroll Vendor Warrants	60314-60481	
CHECKS		
Financial Aid Disbursements	2264341-2266004	\$ 1,895,854.75
Clearing Checks	2610-2612	\$ 1,048,981.41
Parking Checks	-	\$ 66.00
Bookstore Fund – ARC	30457-30495	\$ 660,198.11
Bookstore Fund – CRC	026683-026705	
Bookstore Fund – FLC	9351-9380	
Bookstore Fund – SCC	048250-048299	
Student Clubs Agency Fund – ARC	4928-4951	\$ 72,945.03
Student Clubs Agency Fund – CRC	3955-3996	
Student Clubs Agency Fund – FLC	2076-2086	
Student Clubs Agency Fund – SCC	3361-3382	
Foundation – ARC	4785-4804	\$ 158,722.75
Foundation – CRC	2067-2089	
Foundation – FLC	1126-1138	
Foundation – SCC	3620-3644	
Foundation – DO	0749-0763	
Associated Students Trust Fund – ARC	0785-0795	\$ 28,611.01
Associated Students Trust Fund – CRC	0648-0663	
Associated Students Trust Fund – FLC	0576-0578	
Associated Students Trust Fund – SCC	-	
Regional Performing Arts Center Fund	USI Check System 3900-3933	\$ 102,638.49
WIRES		
Board of Equalization	-	\$ 27,319.00
PARS	-	\$ 25,769.23
Vendors	-	\$ -
Backup Withholding	-	\$ -
Retiree Health Trust	-	\$ -
Self-Insurance	-	\$ -

Q. Short Term Temporary Employees

That the Board of Trustees approve districtwide anticipated short-term temporary employee classifications listed in the June board agenda packet, authorizing employment of short-term employees for the period July 1, 2016 through December 31, 2016. The Human Resources Department will place the names of the short-term temporary employee hires on the subsequent board agendas.

R. Regular Human Resource Transactions

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

5. FIRST READING

A. Board Policy Revision: Changes to Auxiliary Organizations: P-1612

Revisions to board policy P-1612 were presented to the Board of Trustees as First Reading for review and discussion.

B. Board Policy Revision: Changes to Sexual Assault, Domestic Violence, Dating Violence, and Stalking: P-2541

Revisions to board policy P-2541 were presented to the Board of Trustees as First Reading for review and discussion.

6. ACTION

A. Resolution No. 2016-10: Declare Tribute Road Property Surplus and Authorize Offers to Public Entities.

A motion was made by Ms. Albiani, and seconded by Mr. Johnson, that the Board of Trustees approve Resolution No. 2016-10 authorizing the Chancellor or designee to commence the process for the offering of the Tribute Road Property to the entities listed in Education Code, section 81363.5 and Government Code, section 54222 and engage in negotiations as appropriate.

Roll Call Vote:

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

No: None

Motion carried; 7:0

Student Advisory Vote: Aye

B. Pay Rate Schedules 2016-17: Employment Service Agreement Professional Expert Agreement Special Rate – Temporary Classified

A motion was made by Ms. Haynes, and seconded by Ms. Scribner, that the Board of Trustees approve the salary schedules listed in the June board agenda packet.

Roll Call Vote:

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

No: None

Motion carried; 7:0

Student Advisory Vote: Aye

C. Cosumnes River College Mission Statement

A motion was made by Ms. Scribner, and seconded by Ms. Albiani, that the Board of Trustees approve the proposed mission statement of Cosumnes River College.

Roll Call Vote:

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

No: None

Motion carried; 7:0

Student Advisory Vote: Aye

D. Sacramento City College Mission Statement

A motion was made by Ms. Scribner, and seconded by Ms. Albiani, that the Board of Trustees approve the proposed mission statement of Sacramento City College.

Roll Call Vote:

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

No: None

Motion carried; 7:0

Student Advisory Vote: Aye

E. 2016-17 Institutional Effectiveness Goals

A motion was made by Mr. Jones, and seconded by Ms. Scribner, that the Board of Trustees approve the institutional effectiveness goals for American River College, Cosumnes River College, Folsom Lake College, Sacramento City College, and the Los Rios Community College District for submission to the California Community Colleges Chancellor's Office by the June 15, 2016 submission deadline.

Roll Call Vote:

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

No: None

Motion carried; 7:0

Student Advisory Vote: Aye

F. 2016-17 District Tentative Budgets

A motion was made by Mr. Knight, and seconded by Ms. Albiani, that the Board of Trustees adopt the 2016-17 tentative budgets for the General Fund (Z budget), Instructionally-Related Sub-Fund, Special Revenue, Capital Projects, Debt Service, Enterprise, Internal Service, Fiduciary, Trust and Auxiliary Funds of the District for filing with the appropriate county/state agencies.

Roll Call Vote:

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

No: None

Motion carried; 7:0

Student Advisory Vote: Aye

G. Contract Award: SCC South Campus Utility Improvements

A motion was made by Ms. Haynes, and seconded by Mr. Knight, that the Board of Trustees award the contract for Bid #16020 to Diede Construction, Inc. for the base bid (\$3,009,500.00) and no alternate for a total contract amount of \$3,009,500.00.

Roll Call Vote:

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

No: None

Motion carried; 7:0

Student Advisory Vote: Aye

7. BOARD MEMBER REPORTS

Trustee Haynes recognized Kim Goff for receiving the statewide Classified Employee of the Year award. She attended the Andy Warhol exhibit at American River College and the Faculty Tenure Reception.

Trustee Scribner attended a student art show at Sacramento City College, the Faculty Tenure Reception, and Cosumnes River College's commencement.

Trustee Knight participated in Folsom Lake College's commencement, noting it was the largest number of graduates to walk at the college. He also attended the American River College nursing program pinning ceremony, the Andy Warhol exhibit, and met with Brian Bedford of Align Capital Region (formerly NextEd).

Ms. Albiani thanked Dr. Lorimer and all the Sacramento City College staff who were involved in hosting Secretary Hillary Clinton. She also participated in Cosumnes River College's commencement.

Trustee Sousa shared that she spoke at Sacramento City College's commencement.

Trustee Ortiz participated in Sacramento City College's commencement. She will serve as a representative of the Board on the Capital Align Region advisory committee (formerly the NextEd organization).

Trustee Johnson participated in American River College's commencement and was formally awarded his AA degree.

8. FUTURE AGENDA ITEMS

Trustee Scribner requested a comprehensive update on enrollment and the District's marketing efforts.

Trustee Scribner also requested information regarding "road blocks" students may encounter in the enrollment process due to holds from previous semesters, including details about how the criteria is established and the appeal process.

9. REPORTS AND COMMENTS

The following constituency representatives presented reports to the Board:

Rochelle Franco, President, Folsom Lake College Classified Senate
Shannon Mills, Academic Senate

Chancellor's Report:

ARC: ARC awarded 2,889 degrees to the graduating class of 2016, a total that is up 14% over the previous year. That total includes 1,320 associate in science degrees and 1,569 associate in arts degrees. The class average GPA was 3.04, with 557 graduates earning "great distinction" (3.5 or above). The average age of the graduates was 30, with the youngest 18 and the oldest 80. ARC was especially honored to award a degree to Trustee Dustin Johnson!

CRC: The art, music, theater, photography and English departments collaborated to celebrate the 10th annual Cosumnes River Journal at the end of the spring semester. To mark a decade of publishing emerging and established writers and artists, a retrospective show took place in the art gallery. Large posters displaying the covers of the Journal were hung on the walls and attendees were entertained with a mini theatre performance, a dramatic poetry reading and a guitar performance. Twelve of the writers featured in the most recent volume also read pieces of their work. This was the first time an event like this has taken place and turnout surpassed expectations.

FLC: Folsom Lake College alumni are off to a great start this summer! Adam Hartigan (Class of 2014), now attending William Jessup University, secured a prestigious summer internship with computer technology corporation Oracle. Adam credits much of his academic drive to his time as a Falcon. "School, academia, studying, challenging my mind in those ways – that was my own personal version of the Seventh Circle in Dante's Inferno," Adam said. "Once I stepped foot onto the [FLC] campus, I became acclimated to the pristine academic environment and came under the tutelage of the amazing professors at the school. I developed a deep desire to learn." Also of note, during Sacramento State's recent commencement celebrations, Payam Hojjat (Class of 2015) was selected by President Robert S. Nelsen to receive the 2016 President's Medal. Payam was recognized for his inspiring story as he was declared a genius at age 8 and then developed abnormal brain activity that resulted in 79 grand mal seizures. He persevered to finish high school in two years, began his higher education career at Folsom Lake College,

and then transferred to CSUS where he just earned his bachelor’s degree in Management Information Systems.

SCC: Presidential candidate Hillary Clinton held a rally in Sacramento City College’s North Gym to a standing-room only crowd of nearly 1,000 community members on Sunday, June 5. Hundreds more stood outside the gym to listen to her speak. Other notable guests included State Assemblymember Kevin McCarty, State Senator Richard Pan, Congresswoman Doris Matsui and Mayor Kevin Johnson.

Chancellor King announced the following retirements:

Retirement			Years of Service
James Huntington	Lead Instruction Assistant – Writing/English/Reading	ARC	15+
Colleen Owings	Vice President of Instruction	ARC	20
Albert Reese Jr.	Lead Electrician	FM	25+
Barbara Jefferis	Custodian	ARC	26+

10. CLOSED SESSION

General Counsel Sherry announced closed session as listed below. The following board members went into closed session at 8:00 pm: Ms. Albiani, Ms. Haynes, Mr. Johnson, Mr. Jones, Mr. Knight, Ms. Ortiz, and Ms. Scribner.

- A. Pursuant to Government Code section 54956.9: Conference with Legal Counsel- Existing Litigation; WCAB Nos. ADJ8874615; unassigned.
- B. Pursuant to 54957: Complaint against Public Employee: two matters.

*Closed Session Adjourned: 8:10 pm
 Open Session: 8:12 pm*

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

In closed session under item 10.A, the Board of Trustees authorized the settlement of the workers’ compensation claims identified in the agenda for a payment of \$47,500. The Board voted to settle this matter by a vote of 7 to 0.

In closed session, under item 10.B, the Board of Trustees voted to reject the appeal of a claim of discrimination filed by the student. The Board voted to reject this claim by a vote of 7 to 0.

In closed session, under item 10.B, the Board of Trustees voted to reject the appeal of a claim of discrimination filed by the applicant. The Board voted to reject this claim by a vote of 7 to 0.

12. ADJOURNMENT

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

Motion carried; 6:0

President Ortiz adjourned the meeting at 8:14 p.m.

BRIAN KING

Chancellor and Secretary to the Board of Trustees



Draft Minutes presented to the Board of Trustees: July 13, 2016

jd

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: July 13, 2016

SUBJECT:	Board Policy Revision: Auxiliary Organizations (P-1612)	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item B	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	JP Sherry 	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King 	ACTION	
		INFORMATION	

BACKGROUND:

As part of the continuing review of the District’s policies and administrative regulations by the Vice Chancellors, this policy on auxiliary organizations required some minor changes.

STATUS:

Section 10.3.2 has been amended to clarify that the annual audited statements of financial conditions for auxiliary organizations that primarily serve the Board of Trustees (i.e. the Los Rios Foundation) must be presented to the Board at a board meeting (which is the current practice). College-serving auxiliaries (which the District currently does not have) would be required to publish notice about the existence and availability of those statements in the college newspaper or college bulletin. Sections 9.3 and 11.2.12 have been updated with the correct Education Code references, and section 10.3 reflects a change in the name of the California Community College Auxiliary Organization Accounting Reporting Manual. Additionally, a handful of nonsubstantive formatting changes have been made to the policy.

RECOMMENDATION:

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

[Policy - 1000 Community](#) || [Table of Contents](#) || [Back](#)

1.0 Recognition and Establishment-

1.1 Recognition of the establishment of an auxiliary organization by the **Los Rios Community College District** Board of Trustees pursuant to Education Code, ~~Section-section~~ 72672(c) and California Code of Regulations, Title 5, ~~Sections sections~~ 59255 et seq. shall require:

1.1.1 That a recommendation is submitted to the Board of Trustees by the Chancellor;-

1.1.2 A public hearing on the recommendation;-

1.1.3 Approval of the establishment of the auxiliary organization by the Board of Trustees, including a designation of the recognized services, programs and functions, and an identification of the number and categories of members of the Board of Directors of the organization; and

1.1.4 A written agreement between the **Los Rios Community College** District and the organization specifying which functions described in **California Code of Regulations, Title 5, Ssection** 59259 are to be performed.

2.0 Recognized Services, Programs, and Functions-

2.1 Organizations may be established for provision of support services and specialized programs for the benefit of the ~~Los Rios Community College~~ District or any of the programs of the ~~Los Rios Community College~~ District.- Services, programs, and functions which may be undertaken by auxiliary organizations include:

2.1.1 Student association or organization activities;

2.1.2 Alumni activities;-

2.1.3 Gifts, bequests, devises, endowments, and trusts;

2.1.4 Public relations programs.

2.2 No organization shall be authorized to engage in any other function unless the Board of Governors amends ~~Section-section~~ 59259 of Title 5 by adding said function to the list of approved functions of auxiliary organizations; or unless said function is essential to satisfy the nonprofit corporation or tax laws of the State of California or the Federal tax laws.

2.2.1 In accordance with Education Code, ~~Section-section~~ 72671, functions may be performed by an auxiliary organization as part of a joint powers agreement with any Federal, State, or local government entity pursuant to Article 1 (commencing with ~~Section-section~~ 6500) of Chapter 5 of Division 7 of Title 1 of the Government Code.

3.0 Composition of Board of Directors-

3.1 The Board of Directors of each auxiliary organization shall have the following composition:

3.1.1 Student Associations or Organizations.

The Board of Directors shall consist of students. ~~The District Chancellor~~ may attend and participate in meetings of the Board of Directors in order to advise on policy and to provide for the control and regulation required by Education Code, ~~s~~Section 76060.

3.1.2 Other Auxiliary Organizations-

Any other organization established pursuant to ~~S~~section 72670 et seq of the Education Code shall have a Board of Directors as specified by the organization's Articles of Incorporation or Bylaws and consisting of voting membership from at least one of the following categories:

- a. Administration and staff;
- b. Faculty;
- c. Members of the community;
- d. Students.

3.1.3 Size of Board of Directors.

The size of the Board of Directors shall be determined by the Bylaws or Articles of Incorporation of the organization.

3.1.4 Professional Assistance.

Each organization formed pursuant to ~~Section-section~~ 72670 et seq of the Education Code shall have the benefit of the advice and counsel of at least one attorney admitted to practice in this State and at least one licensed certified public accountant; however, neither the attorney nor the certified public accountant need be a member of the Board of Directors.

4.0 Business Meetings-

4.1 The Board of Directors of each auxiliary organization shall conduct business in public meetings in accordance with Section 54950 et seq of the Government Code; and shall, during each fiscal year, hold at least one business meeting each quarter.

5.0 Salaries, Working Conditions, and Benefits of Full-time Employees-

5.1 Except as otherwise provided in this ~~Section-section~~ 5, the Board of Directors of each organization shall, pursuant to Education Code, ~~Section-section~~ 72672(c),

provide salaries, working conditions, and benefits for its full-time employees comparable to those provided District employees performing similar services.- For full-time employees whose duties are not comparable to classes in the District, salaries shall be at least equal to salaries prevailing in other area educational institutions or commercial operations of like nature.- The organization may withhold retirement benefits or permanent status benefits or both from temporary employees. For the purposes of this ~~Section~~**section**, a temporary employee is:

- a. An employee for a research project, workshop, institute, or other special project funded by any grant, contract, or gift;
- b. An employee whose contract is for a fixed term not exceeding three years.

5.2 The Board of Directors of each organization may withhold permanent status and benefits from executive employees.- For the purposes of this ~~Section~~**section**, an executive employee is any management employee with responsibility for the development and execution of auxiliary organization policy and includes, but is not limited to, general managers, managers, directors, etc., as determined by the Board of Directors of each organization.

5.3 Should retirement benefits be provided, they may but need not be provided by the Public Employees' Retirement System.- A newly created organization is exempted from the requirement of providing retirement benefits for three years from the date on which the Board of Trustees recognizes the establishment of such organization.

6.0 Expenditures and Appropriations:-

6.1 The Board of Directors of an auxiliary organization shall approve expenditure authorizations.- Appropriations of funds for use outside of normal business operations of the organization shall be approved in accordance with regulations and policies of the State Chancellor and District Board of Trustees.

7.0 Accounting and ~~reporting~~**Reporting**:-

7.1 The Board of Directors of an auxiliary organization except those exempted in ~~Section~~**section** 72673 of the Education Code, shall:

- 7.1.1 Utilize standard accounting and reporting systems established by the State Chancellor.
- 7.1.2 Implement financial standards to assure fiscal viability of auxiliary organizations.- Standards shall include provisions for professional management, adequate working capital, adequate reserve funds for current operations, capital replacements, contingencies and adequate provisions for new business requirements. Organizations shall submit programs and budgets for review by the District Chancellor.- If the Chancellor determines that a program or appropriation planned by an organization violates District ~~policy~~**Policy**, the program or appropriation shall not be implemented.- Programs and appropriations shall be reviewed for

compliance with policies of the Board of Governors and the District.

Non-complying programs or appropriations shall be discontinued at the direction of the Chancellor.

- 7.1.3 The District Chancellor shall submit organization programs and budgets to the State Chancellor.

8.0 Funds

8.1 Funds of Student Auxiliary Organizations.

- 8.1.1 Money collected by or on behalf of a student body auxiliary organization, except money collected from commercial services, shall be deposited in trust by the chief fiscal officer of the District. - Funds of student auxiliary organizations shall, subject to the Chancellor's approval and approval of the organization's financial officer, be deposited or invested, pursuant to ~~Sections~~ **sections** 76063 and 76064 of the Education Code.

- 8.1.2 The chief fiscal officer of the District shall be the custodian of unexpended funds and money collected by or on behalf of a student body auxiliary organization and shall provide accounting records and controls for such funds. - Funds may be expended by the custodian upon the submission of any appropriate claim schedule by officers of the organization.

8.2 Trust funds shall be used for the purpose designated in the trust instrument.

8.3 An organization's funds shall be used for purposes consistent with District **P**olicy, and shall not be used:

- a. To support or oppose candidates for public office, or to support or oppose any issue before the voters of this State or any subdivision thereof, except where the organization determines that an issue will have a direct benefit on education.
- b. To make personal loans for non-educationally related purposes, except when specifically authorized by a trust instrument under which the funds were received.

8.4 An indemnity bond shall be obtained by organizations for fiscal officers who are responsible for handling funds.

8.5 Grants, bequests, trusts, donations and gifts accepted by an organization shall be maintained in accordance with the State Chancellor's policies and regulations.

8.6 Funds derived by an organization from indirect cost payments which are not needed to provide adequate working capital, reserve funds for current operations, capital replacements, contingencies and adequate provisions for new business requirements shall be appropriated according to District ~~policy~~ **Policy**; and regularly reported to the

Board of Trustees by the District Chancellor.

8.7 No funds or resources, except those derived from gifts or bequests, shall be transferred by the District, or by any program within the District, to any organization for the purpose of either avoiding laws or regulations which constrain community college districts or providing the District with an unfair advantage with respect to the application of any State funding mechanism. -State funding mechanisms include, but are not limited to, general apportionment funding, capital outlay funding, Extended Opportunity Programs and Services funding, and funding for programs and services for disabled students.

9.0 Authority and Responsibility of Auxiliary Organizations:

9.1 Organizations shall not offer courses or programs for which State funding is received.

9.2 Services, programs and activities undertaken by organizations shall be maintained for the general benefit of the education program of the District.- Upon Board of Trustees approval, an organization may assume any of the services, programs and activities listed in Section 2 of these regulations in order:

- a. To provide fiscal means and management procedures that allow the District to carry on educationally related activities not normally funded by the State;
- b. To provide effective operation and to eliminate undue difficulty arising from governmental budgetary, purchasing and other fiscal controls;
- c. To provide fiscal procedures allowing coordination of the auxiliary activities with the District in accordance with sound business practice.

9.3 The District Chancellor shall decide whether a donor's proposed unallocated gift to the District should be accepted by the District or referred to an auxiliary organization. Gifts to the District shall be accepted pursuant to Education Code, [Section section 72241 or 7230372205](#).- Gifts to an organization shall be accepted as authorized by these regulations.

9.4 An organization may not enter into any contract or other business arrangement involving real property either by lease involving payments of more than \$25,000 per annum and duration terms of more than one year, or by purchase without prior consultation with the District Chancellor.

9.5 Student loans, scholarships, stipends, and grants-in-aid to be awarded by an auxiliary organization shall only be given to currently admitted students.- No scholarship, stipend, or grant-in-aid shall exceed the amount necessary to cover books, school fees, and living expenses, except as provided under Section 8.2 of these regulations. Records of financial assistance shall be sent to the campus financial aid's office and documented on student financial aid recipient records of that office.- Financial assistance provided from student body organization funds shall be in accordance with

District ~~policies~~-**Policies** and shall not exceed amounts provided under regulations of Federal and State financial aid programs.

9.6 The District shall maintain a list of all auxiliary organizations in good standing.

9.6.1 All auxiliary organizations which, after review as specified by Sections 10.2 and 10.3 of these policies, are found to be in compliance with applicable laws and regulations, shall be included.

9.6.2 When the District Chancellor believes that an organization should be removed from this list, he/she shall give the Board of Directors of the organization notice of a conference to examine grounds for removal. Representatives of the Board of Directors may be heard at the conference. The District Chancellor shall decide whether the organization should be removed from the list, and shall report any action to the Board of Trustees.

10.0 Record Keeping-

10.1 Records and Annual Audit.

10.1.1 An auxiliary organization shall maintain adequate records and prepare an annual report showing its operations and financial status.

10.2 Compliance Review by District Chancellor.

~~10.1.2~~**10.2.1** The District Chancellor shall inspect and review organization procedures, practices, and activities for compliance with policies, rules and regulations of the Board of Governors and the District, and make recommendations to the Board of Directors of the organization at the end of the first complete year and at least every three years thereafter.- The District Chancellor shall determine compliance after comments from the Board of Directors of the organization.

10.3 Audit.

10.3.1 Each organization shall have an annual fiscal audit performed by a certified public accountant in accordance with procedures prescribed by the Board of Governors, as contained in the California Community College Auxiliary Organization Accounting Reporting System Manual. The annual audit report shall be submitted to the Board of Trustees and the Board of Governor's office within 30 days after receipt by the organization, and shall be a public record, except as otherwise provided by law.- Audits may be conducted as part of a fiscal audit of the District itself.

~~10.1.3~~**10.3.2** Organizations shall annually publish an audited statement of financial condition to be disseminated as widely as feasible and be available to any person on request.- A reasonable fee may be charged to cover the costs of providing a copy.- ~~The organization shall comply by An~~

organization that primarily serves the Board of Trustees shall comply by distributing the audited statements of its financial condition at regularly scheduled Board of Trustees meetings. An organization that primarily serves a single College of the District shall comply by:

- a. Publishing the statement in a campus newspaper; or
- b. Publishing a notice in campus newspaper indicating the on-campus location where the financial statement may be obtained or reviewed; or
- c. Publishing or noticing the statement in a campus bulletin or other appropriate medium if a campus newspaper is unavailable.

11.0 Written Agreement-

11.1 A written agreement between the ~~Los Rios Community College~~-District and each auxiliary organization is required for performance of any of the functions listed in Section 2.

11.2 The written agreement shall provide for the following:

- 11.2.1 The services and activities of the organization.
- 11.2.2 The reasons said services and activities will be performed by the organization rather than the District.
- 11.2.3 Areas of authority and responsibility of the organization and the District.
- 11.2.4 Facilities and services to be made available by the District to the organization.
- 11.2.5 Rental to be paid to the District by the organization for the facilities used or services provided. -The rental shall not require involved methods of computation, and should be determined in advance of the time it is incurred.
- 11.2.6 Full reimbursement to the District for its services in support of the organization. -Student body auxiliary organizations may be exempt from full reimbursement. -Methods of proration shall be simple and equitable.
- 11.2.7 A simple, equitable method of determining in advance the organization's liability for costs relating to federally-sponsored programs.
- 11.2.8 Responsibility for maintenance and payment of operating expenses.
- 11.2.9 Proposed expenditures for public relations. -The organization may expend such funds as approved by its Board of Directors. -The Board of Directors shall file with the District Chancellor a statement of policy on accumulation and use of public relations funds specifying procedures for

solicitation of funds, sources of funds, amounts, purposes, allowable expenditures, and control procedures.

11.2.10 Proposed disposition of new earnings derived from the operation of facilities owned or leased by the organization and provisions for reserves.

11.2.11 Proposed disposition of new assets upon dissolution.

11.2.12 The covenant of the organization to operate in accordance with sections 72670-72682 of the Education Code and with the regulations contained in Chapter ~~5-4~~ (commencing with Section 59250) of ~~Division~~ **Chapter** 10, ~~Part IV~~ **Division 6** of Title 5 of the California ~~Administrative~~ Code.

12.0 Use of Program, College, or District Name:

12.1 Except for student body associations organized and operating under Education Code, ~~S~~ **Section** 76060 et seq., no organization may use the name of the District or a ~~college~~ **College** of the District or otherwise represent a relationship with either unless it has been established as an auxiliary organization by the Board of Trustees and is in good standing.

13.0 Amendment:

13.1 The District Chancellor shall provide and revise rules and procedures implementing these regulations.

14.0 Definitions:

14.1 Board of Directors. ~~The~~ term “Board of Directors” means the governing board of an auxiliary organization.

14.2 Board of Trustees. ~~The~~ term “Board of Trustees” means the Board of Trustees of the Los Rios Community College District.

14.3 Board of Governors. ~~The~~ term “Board of Governors” means the Board of Governors of the California Community Colleges.

14.4 District Chancellor. ~~The~~ term “District Chancellor” means the Chancellor of the Los Rios Community College District or designee of the Chancellor.

14.5 State Chancellor. ~~The~~ term “State Chancellor” means the Chancellor of the California Community Colleges.

14.6 District. The term “District” means the Los Rios Community College District.

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Policy Revised: 2/2/00

Policy Reviewed:


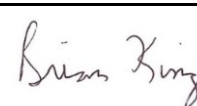
Adm. Regulation: None

DRAFT 4/1/16

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: July 13, 2016

SUBJECT:	Board Policy Revision: Sexual Assault, Domestic Violence, Dating Violence, and Stalking (P-2541)	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item C	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	 JP Sherry	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	 Brian King	ACTION	
		INFORMATION	

BACKGROUND:

Recent amendments to the Clery Act by the Violence Against Women Reauthorization Act and subsequent regulations, and continued guidance on Title IX from the Department of Education, require changes to the District’s policy on sexual assault.

STATUS:

The name of the policy has been updated to include sexual violence and relationship violence. In section 1.1, the policy is amended to more clearly state the District prohibits sexual assault, and explicitly adds sexual violence, relationship violence, domestic violence, dating violence, and stalking to this prohibition. This policy sets forth the District’s plan for addressing these issues. Throughout the policy, specific references to sexual assault have been augmented to also specifically include sexual violence, relationship violence, domestic violence, dating violence, and stalking. Definitions for these terms are added in section 2.0 and additional language is added to clarify the definition of affirmative consent.

New language on consent is added to section 3.0. Section 3.1 is amended to clarify that consent must be ongoing by both parties at all times during any sexual activity. Section 3.2 clarifies that a person’s intoxication by drugs or alcohol does not diminish that person’s responsibility to obtain consent. Section 3.3.2 adds language that defines incapacitation. Additionally, section 3.3.4 states the age of consent in California is 18 years old.

Section 4.0 provides the procedures the District will use to respond to reports of sexual violence, relationship violence, domestic violence, dating violence, sexual assault, and stalking. Section 4.1 provides policy language to encourage the prompt reporting of all crimes to the police. It directs that sexual violence, relationship violence, domestic violence, dating violence, sexual assault, and stalking be reported to the college’s Equity Officer, Title IX Officer and the police. The policy designates the Los Rios Police Department as responsible for reporting crimes for compliance purposes and for handling the criminal aspects of reported crimes. Section 4.2 moves language about reporting sexual assault from the definitions section into the procedures section. Section 4.3 identifies the District’s existing discrimination and harassment procedures as the appropriate method for resolving complaints at the college level and for imposing discipline. Section 4.4 is amended to allow complainants and third parties to make confidential

reports. Section 4.5 requires de-identified data to be provided to the Los Rios Police Department and the Title IX Officer for those confidential reports. Section 4.13 is amended to require each college to continue developing prevention and awareness programs for all incoming students and new employees. In this area, the District has recently instituted the video “Not Anymore” program, which is required for all new students and employees. In addition, a trauma-informed approach to handling these matters has been shared with the Los Rios Police Department, the Title IX Officers, the Equity Officers and the Student Discipline Officers.

Sections 5.2 and 5.3 have been amended to state that ongoing prevention and awareness campaigns shall be made available to students, staff, and faculty, and that students, staff, and faculty may obtain information about registered sex offenders from the Los Rios Police Department.

RECOMMENDATION:

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

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1.0 Statement of Intent

- 1.1 ~~It is the intent of the Los Rios Community College District Board of Trustees to implement, at each of the Colleges in the Los Rios Community College District, written procedures to ensure, to the fullest extent possible, that students, faculty, and staff who are victims of~~ **The Los Rios Community College District Board of Trustees prohibits sexual violence, relationship violence, domestic violence, dating violence, sexual assault and stalking**~~sexual assault,~~ that is committed at or upon the grounds of, or upon off-campus grounds or facilities maintained by the **Los Rios Community College District/ and its Colleges.** **This District Policy sets forth the District's comprehensive plan concerning sexual misconduct and its, educational programs and procedures to prevent and provide redress for sexual violence, relationship violence, domestic violence, dating violence, sexual assault and stalking. Those who have experienced this misconduct at or upon the grounds of or upon off-campus grounds or facilities maintained by the District/College** shall receive information and referrals to local community treatment centers.

2.0 Definitions ~~Related to Sexual Assault (Ed. Code, § 67385)~~

- 2.1 **“Complainant” is the person who alleges sexual assault occurred.**
- 2.2 **“Respondent” is the person alleged to have committed sexual assault.**
- 2.3 **“Sexual assault” is broader than sexual violence and includes, but is not limited to, rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, domestic violence, dating violence, stalking, or threat of sexual assault.** ~~Sexual assault is a form of sexual harassment and should be reported under the District's Discrimination and Harassment Procedures Policy and Administrative Regulation (P/R-2423). It should also be reported to the District Police Department or other appropriate law enforcement.~~
- 2.4 **“Relationship violence” is term that includes dating and domestic violence. Relationship violence is physical violence relating to a current or former romantic or intimate relationship regardless of the length of the relationship or gender/gender identity of the individuals in the relationship. Relationship violence includes conduct that would cause a reasonable person to be fearful for his or her safety.**
- 2.4.1 **“Dating violence” is violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the following factors: (a) the**

length of the relationship; (b) the type of relationship; and (c) the frequency of interaction between the persons involved in the relationship. Dating violence does not include acts covered under the definition of domestic violence.

~~2.1.12.4.2~~ **2.4.2** “Domestic violence” means abuse committed against an adult or a minor who is a spouse, former spouse, cohabitant, former cohabitant, or person with whom the suspect has had a child or is having or has had a dating or engagement relationship. For purposes of this subdivision, “cohabitant” means two unrelated adult persons living together for a substantial period of time, resulting in some permanency of relationship. Factors that may determine whether persons are cohabiting include, but are not limited to: (1) sexual relations between the parties while sharing the same living quarters; (2) sharing of income or expenses; (3) joint use or ownership of property; (4) whether the parties hold themselves out as husband and wife; (5) the continuity of the relationship; and (6) the length of the relationship. (Pen. Code, § 13700, sub. (b).)

2.5 “Stalking” means willfully, maliciously, and repeatedly following or willfully and maliciously harassing another person and making a credible threat with the intent to place a person in reasonable fear for his or her safety, or the safety of his or her immediate family. (Pen. Code, § 646.9, subd. (a).)

2.6 “Affirmative consent” means affirmative, conscious, and voluntary agreement to engage in sexual activity. It is the responsibility of each person involved in the sexual activity to ensure that he or she has the affirmative consent of the other or others to engage in the sexual activity.

2.6.1 **Consent means positive cooperation in the act or expression of intent to engage in the act pursuant to an exercise of free will.** Lack of protest or resistance does not mean consent, nor does silence mean consent.

2.6.2 Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. **Consent to some form of sexual activity does not imply consent to other forms of sexual activity.** The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent.

2.6.3 **Consent must be given without coercion, force, threats, or intimidation.**

~~2.1.22.6.4~~ **2.6.4** **Consent cannot be given when a person is incapacitated or**

otherwise unable or incapable of providing consent. A person cannot consent if she or he is unconscious or coming in and out of consciousness. A person cannot consent if she or he is under the threat of violence, bodily injury or other forms of coercion. A person cannot consent if her or his understanding of the act is affected by a physical or mental impairment.

~~2.2 —“Complainant” is the person who alleges sexual assault occurred.~~

~~2.3 —“Respondent” is the person alleged to have committed sexual assault.~~

3.0 Evaluation Standards

3.1 **Valid Affirmative consent must be given by both parties to sexual activity at all times during the sexual conduct.**

3.2 In the evaluation of complaints in any **investigation or** disciplinary process, it shall not be a valid excuse to alleged lack of affirmative consent that the respondent believed that the complainant consented to the sexual activity under either of the following circumstances:

3.2.1 The respondent’s belief in affirmative consent arose from the intoxication or recklessness of the respondent. **Being intoxicated by drugs or alcohol does not diminish one’s responsibility to obtain consent.**

3.2.2 The respondent did not take reasonable steps, in the circumstances known to the accused at the time, to ascertain whether the complainant affirmatively consented.

3.3 In the evaluation of complaints in ~~the~~**any investigation or** disciplinary process, it shall not be a valid excuse that the respondent believed that the complainant affirmatively consented to the sexual activity if the respondent knew or reasonably should have known that the complainant was unable to consent to the sexual activity under any of the following circumstances:

3.3.1 The complainant was asleep or unconscious.

3.3.2 The complainant was incapacitated due to the influence of drugs, alcohol, or medication, so that the complainant could not understand the fact, nature, or extent of the sexual activity. **Incapacitation is defined as the physical and/or mental inability to make informed, rational judgments. States of incapacitation include, but are not limited to, unconsciousness, sleep, and blackouts. Where alcohol or drugs are involved, incapacitation is defined with respect to how the alcohol or other drugs consumed affects a person’s decision-making capacity,**

awareness of consequences, and ability to make fully informed judgments. The factors to be considered when determining whether consent was given include whether the person accused (respondent) knew, or whether a reasonable person should have known, that the complainant was incapacitated.

3.3.3 The complainant was unable to communicate due to a mental or physical condition.

~~3.3.~~**3.3.4** The complainant was under eighteen years old. (Pen. Code, § 261.5.)

4.0 Procedures Upon the Receipt of a Report of Sexual Assault, Relationship Violence, or Stalking

- 4.1** The District/Colleges encourage the accurate and prompt reporting of all crimes to the Los Rios Police Department and the appropriate local police agencies where the victim wants to or is unable to make such a report. The District/Colleges encourage the accurate and prompt reporting of all incidents of sexual violence, relationship violence, domestic violence, dating violence, sexual assault and stalking to the College's Equity Officer or Title IX Officer and the Los Rios Police Department and the appropriate local police agencies. The Los Rios Police Department shall be responsible for reporting crimes as required by Federal and State law and coordinating the criminal aspects of the report.
- 4.2** Sexual assault is a form of sexual harassment or sexual discrimination and should be reported under the District's Discrimination and Harassment Procedures Policy and Administrative Regulation (P/R-2423). Domestic violence, dating violence and stalking which are based on gender are also forms of sexual harassment or sexual discrimination and should be reported under the District's Discrimination and Harassment Procedures Policy and Administrative Regulation (P/R-2423).
- 4.3** The District/College shall utilize its Discrimination and Harassment Procedures Policy and Administrative Regulation (P/R-2423) and the Student Due Process Policy and Regulation (P/R-2442) to resolve complaints of sexual violence, relationship violence, domestic violence, dating violence, sexual assault and stalking and to impose the appropriate discipline. These procedures shall provide a prompt, fair, and impartial investigation and resolution of the matter.
- 4.4** Complainants and third parties may make confidential reports of sexual violence, relationship violence, domestic violence, dating violence, sexual

assault and stalking. The District/College shall respect the privacy of individuals involved in ~~a these~~ reports ~~of sexual assault~~ and shall keep the name of the complainant confidential. If compelled to reveal the complainant's name to the respondent, the District/Colleges shall inform the complainant prior to the commencement of the investigation. Complainants and third parties may make confidential reports **to designated confidential reporters.**

4.14.5 If the complainant requests confidentiality or asks that a complaint not be pursued, the District shall take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation. **De-identified data shall be provided to the Los Rios Police Department and the College's Title IX Officer.** At the same time, the District shall evaluate the request in the context of its responsibility to provide a safe and nondiscriminatory environment for all students. The request for confidentiality shall be weighed against the following factors: the seriousness of the alleged harassment; the complainant's age; whether there have been other harassment complaints about the same respondent; and the respondent's rights to receive information about the allegations if the information is maintained by the District/College. Generally, the District/College shall conduct an investigation, **despite a request that it not do so**, if:

4.1.14.5.1 The respondent is alleged to have committed one or more prior sexual **acts of sexual violence, relationship violence, domestic violence, dating violence, sexual assault and stalking** ~~assaults~~, or used a weapon in ~~those reported sexual assault~~ **prior act(s); or**

4.1.24.5.2 **Sexual violence, relationship violence, domestic violence, dating violence, sexual assault and stalking** ~~sexual assaults that occur~~ repeatedly in a particular location or against a particular group.

4.24.6 In its initial response, each College shall provide the complainant with information to assist the complainant. This information shall include written documentation about preserving evidence and the identification and location of witnesses.

4.7 The District/Colleges shall respond to reports of non-stranger **sexual violence, relationship violence, domestic violence, dating violence, sexual assault and stalking** ~~sexual assault~~ in the same manner as it does to reports of **a stranger** ~~sexual assault~~ **committing those acts.** This response shall include appropriately reporting the matter to the police as well as engaging the discrimination and harassment complaint procedures **and discipline procedures.**

4.34.8 The review of ~~the any~~ incident **of sexual violence, relationship violence, domestic violence, dating violence, sexual assault and stalking** shall examine

the role that alcohol or drugs may have played in the incident. Further, complainants and witnesses in an investigation of **sexual violence, relationship violence, domestic violence, dating violence, sexual assault and stalking**~~sexual assault~~ shall not be subject to discipline ~~for~~**under** the student Standards of Conduct unless the violation was egregious. An egregious violation is an action that places the health or safety of any other person at risk or involves plagiarism, cheating, or academic dishonesty.

4.44.9 The complainant shall be interviewed by District/College personnel with **annual** training in responding to **sexual violence, relationship violence, domestic violence, dating violence, sexual assault and stalking**~~sexual assault~~. The District/College personnel shall coordinate their response with law enforcement to the extent feasible to minimize the impact of the investigation on the complainant. The Colleges shall develop a complainant interview protocol, which shall include a comprehensive follow-up complainant interview, if appropriate. The complainant shall be asked about the identities and location of witnesses. The complainant shall have the right to have the participation of ~~complainant~~ advocates and other supporting persons throughout the process.

4.54.10 The respondent shall be contacted and interviewed by the ~~District~~**Los Rios** Police Department or local law enforcement. Following those interviews, the respondent shall be interviewed by the District/College personnel with training on responding to reports of **sexual violence, relationship violence, domestic violence, dating violence, sexual assault and stalking**~~sexual assault~~. The respondent shall be asked about the identities and location of witnesses.

4.64.11 The complainant shall be provided with written notification about the availability of, and contact information for, on-campus and off-campus resources and services, and coordination with law enforcement, as appropriate. In addition, the complainant shall be provided with information about criminal prosecutions; civil prosecutions; the disciplinary process through the College; and the availability of mediation, academic assistance alternatives, and mental health counseling.

4.74.12 The District shall provide a comprehensive, trauma-informed, training program for District/College officials involved in investigating and adjudicating **sexual violence, relationship violence, domestic violence, dating violence, sexual assault and stalking**~~sexual assault~~ cases.

4.84.13 In addition to the foregoing, each College shall develop **primary prevention and awareness programs for all incoming students and new employees and** complainant-centered written procedures that shall contain, at a minimum, the following information:

~~4.8.14.13.1~~ The **primary prevention and awareness program shall include:**

the District/College Policy regarding prohibiting sexual violence, relationship violence, domestic violence, dating violence, sexual assault and stalking; definitions of those terms; the definition of consent; and provide safe and positive options for bystander intervention that may be carried out by an individual to prevent harm or intervene in cases of a risk of sexual violence, relationship violence, domestic violence, dating violence, sexual assault and stalking.
~~on campus.~~

4.8.24.13.2 Personnel at the College who should be notified, and procedures for notification, with the consent of the complainant.

4.8.34.13.3 Legal reporting requirements and procedures for fulfilling them.

4.8.44.13.4 A description of College services and resources available to complainants, as well as appropriate off-campus services.

4.8.54.13.5 Procedures for ongoing case management, including procedures for keeping the complainant informed of the status of any student disciplinary proceedings in connection with **the sexual violence, relationship violence, domestic violence, dating violence, sexual assault and stalking**~~sexual assault~~, and the results of any disciplinary action or appeal, and helping the complainant deal with academic difficulties that may arise because of the victimization and its impact.

5.0 Dissemination Education

5.1 The College written procedures shall be published in all student, faculty, and staff handbooks and shall be given to any student or employee who is the victim of a **sexual violence, relationship violence, domestic violence, dating violence, sexual assault and stalking**~~sexual assault~~.

5.2 **Ongoing prevention and awareness campaigns shall be made available to students, staff and faculty.**


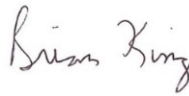
5.3 **Faculty, staff and students may obtain information about registered sex offenders from the Los Rios Police Department.**

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LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: July 13, 2016

SUBJECT:	Application to Present Late Claim: Mariyana Biza	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item D	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	JP Sherry 	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King 	ACTION	
		INFORMATION	

BACKGROUND:

Mariyana Biza submitted a claim for damages to the District on May 23, 2016 alleging a claim of personal injury occurring on May 20, 2015. On May 23, 2016, the District returned her claim because it occurred more than six months prior to the date the claim was filed.

STATUS:

On June 8, 2016, Ms. Biza mailed the attached application for leave to submit a late claim pursuant to Government Code section 911.4. The General Counsel’s office advised that the application was likely insufficient and invited further information—Ms. Biza did not respond to that letter.

Under Government Code sections 911.4 and 911.6, a claimant may file an application for leave to file a late claim if they fail to file it within six months of the date of the accrual of the cause of action and their failure is based on mistake, inadvertence, surprise, or excusable neglect. This application must be filed within a reasonable time, but no more than one year from the accrual of the cause of action and must contain a copy of the proposed claim (Gov. Code, § 911.4). An application filed more than a year after the claim accrued is ineffective. Further, an application that does not show mistake, inadvertence, surprise or excusable neglect, should be rejected (Gov. Code, § 911.6). Mistake, inadvertence, surprise or excusable neglect is the act or omission of a reasonably prudent person under the same circumstances.

As noted above, Ms. Biza submitted this application more than one year after her cause of action arose (May 20, 2015) and thus it is ineffective. Further, Ms. Biza’s application is not in the appropriate format and does not state a proper basis for the relief sought.

RECOMMENDATION:

It is recommended that the Board of Trustees reject the application to file a late claim and refer the matter to the District’s insurance administrators for further handling.

June 3, 2016

1919 Spanos Court
Sacramento, CA 95825

RECEIVED
JUN - 8 2016
OFFICE OF THE GENERAL COUNSEL

Re: Application to File a Late Claim

To Whom It May Concern:

The failure to present the claim was through mistake, inadvertence, surprise or excusable neglect and the public entity was not prejudiced in its defense of the claim by the failure to present the claim within the time specified in Section 911.2.

Reasons that I could not submit claim in a timely manner is that English is a second language, was still in treatment, the cover letter received with the claim did not include a date or time frame in which the claim needed to be submitted. Needed help of my daughter to help submit paperwork and to take me to treatments; which were included with the claim form we have submitted. Please contact us as soon as possible. Thank you.

Sincerely,

Mariyana Biza



8154 Rockbury Way
Antelope, CA 95843

LOS RIOS

COMMUNITY
COLLEGE
DISTRICT



American River College
Cosumnes River College
Folsom Lake College
Sacramento City College

1919 Spanos Court
Sacramento, CA 95825
Phone: 916 568-3021
Fax: 916 568-3023
www.losrios.edu

June 13, 2016

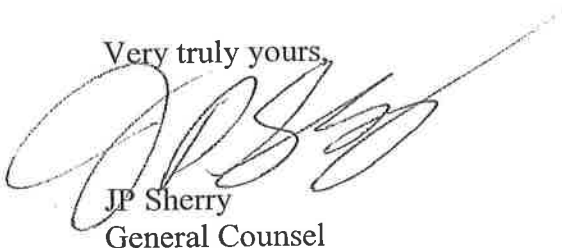
Mariyana Biza
8154 Rockbury Way
Antelope, CA 95843

Re: Application to File Late Claim

Dear Ms. Biza:

The District is in receipt of your application to file a late claim. It is not in the appropriate format and does not state a proper basis for the relief you seek. I will present it to the Board of Trustees at its July meeting "as is," but you may wish to consult an attorney and file the document in the proper format with the proper attachments. If I do not hear from you by June 30, I will assume you would like me to have the Board consider your request as received and will advise you of the outcome of that request.

Very truly yours,



JP Sherry
General Counsel

JPS:kh

Cc: Jon Aasted ✓
Debbie Turner ✓
Amanda Pebler, CorVel ✓

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: July 13, 2016

SUBJECT:	Resolution No. 2016-11: Authorizing Execution of a Contract from the Department of Rehabilitation (Workability III)	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item E	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Susan L. Lorimer <i>Susan L. Lorimer</i>	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King <i>Brian King</i>	ACTION	
		INFORMATION	

BACKGROUND:

The State of California, Department of Rehabilitation (DOR) is requiring contractors to provide a Board resolution authorizing a person or position to sign and execute any and all documents required by the DOR in the execution of the Workability III program, Contract No. 29985. The purpose of the contract is to provide training, resources, and employment assistance to students with disabilities at Sacramento City College.

STATUS:

Sacramento City College is serving as a contractor for the Workability III program.

<u>Contract Name</u>	<u>Contract Number</u>	<u>Contract Amount</u>
Workability III	29985	\$634,395

RECOMMENDATION:

It is recommended that the Board of Trustees approve Resolution No. 2016-11 authorizing the Chancellor or his designee(s) to execute the contract and any future augmentations, amendments, renewals, extensions, or other modifications to the agreement.



LOS RIOS COMMUNITY COLLEGE DISTRICT

American River ▪ Cosumnes River ▪ Folsom Lake ▪ Sacramento City Colleges

RESOLUTION

№ 2016-11

Authorizing Execution of a Contract from the Department of Rehabilitation (Workability III)

WHEREAS, the Los Rios Community College District, a California local governmental entity (hereinafter referred to as "Contractor") desires to enter into a contract with the Department of Rehabilitation (DOR) for the purpose of providing training, resources, and employment assistance to students with disabilities (Contract No. 29985), and authorize the designated personnel to sign contract documents pursuant to Standard Agreement Contract № 29985 ("Standard Agreement"): Now, therefore,

BE IT RESOLVED that the Los Rios Board of Trustees hereby authorizes the execution of Contract № 29985 by and between Contractor and DOR; and

BE IT FURTHER RESOLVED that any individual employed by Contractor in the position(s) of: Deputy Chancellor and Vice Chancellor, Finance and Administration are hereby authorized on behalf of and in the name of Contractor and as its official act and deed to sign and otherwise enter into Contract № 29985 with DOR; and

BE IT FURTHER RESOLVED that any individual employed by Contractor in the positions of: President; Vice President; Associate Vice President; and Dean shall be authorized to act on behalf of Contractor with respect to this Contract № 29985 by and between Contractor and DOR and that DOR may rely upon any communication or act, including telephone communication, made by the individuals authorized to act on behalf of Contractor pursuant to this resolution; and

BE IT FURTHER RESOLVED that the following individuals comprise the entire Los Rios Community College District Board of Trustees, 1919 Spanos Court, Sacramento, CA 95825: Kay Albiani, Pamela Haynes, Dustin Johnson, Robert Jones, John Knight, Deborah Ortiz, and Ruth Scribner; and

BE IT FURTHER RESOLVED that the authority conferred pursuant to this resolution and the representation contained herein shall remain in full force and effect until written notice of the revocation thereof shall have been received by DOR.

PASSED AND ADOPTED as Los Rios Community College District Resolution № 2016-11 this thirteenth day of July, 2016, by the following called vote:

AYES	NOES	ABSENT
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Attest:

Deborah Ortiz, Board President

Brian King
Chancellor and Secretary to the Board

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: July 13, 2016

SUBJECT:	Acceptance of Gifts: Colleges and Foundations	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item F	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Theresa Matista <i>Theresa Matista</i>	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King <i>Brian King</i>	ACTION	
		INFORMATION	

BACKGROUND:

The Los Rios Colleges, the Los Rios Foundation, and the College Foundations receive various in-kind gifts for use in the District’s instructional programs and other support areas. Annually, the Foundations transfer title for these in-kind items to the District. Per Board Policy 8254, the Board of Trustees may accept, on behalf of the District, such gifts.

STATUS:

The gifts received by American River College, Cosumnes River College, Folsom Lake College, and Sacramento City College and/or the college foundations during the 2015-16 academic year are valued at \$220,135.75 per the donors’ estimated values. A schedule of the items donated is attached.

RECOMMENDATION:

It is recommended that the Board of Trustees accept the in-kind gifts amounting to \$220,135.75 as reflected on the attachment.

LOS RIOS COMMUNITY COLLEGE DISTRICT

In-Kind Contributions
July 1, 2015 - June 30, 2016

Date	Donor's Name	Donation	Donor's Estimated Value	College
6/30/2016	Laurence Newman	2005 Honda Civic Hybrid	3,600.00	ARC
6/28/2016	Michael Palmer	25 Tailpipes, 33 Exhaust Pipes, 21 Mufflers	4,677.00	ARC
6/27/2016	A2 Consulting Engineers	A custom made brake booster, master cylinder, break	900.00	ARC
6/23/2016	Dept. of Social Services	20 HP Tablets Model HP2730p	6,000.00	CRC
5/19/2016	CalPERS, Operations Support Services Division	36 Steel Welding Disks - 4' Diameter	36,000.00	CRC
5/17/2016	Keith Tompkins, Nissan North America	2007 Nissan Altima	5,676.00	CRC
5/17/2016	Keith Tompkins, Nissan North America	2008 Nissa Rogue	5,513.00	CRC
5/17/2016	Keith Tompkins, Nissan North America	2012 Nissa Versa	3,332.00	CRC
5/16/2016	JB Radiator Specialties	200 pounds Steel Welding Wire	944.00	ARC
5/10/2016	Estate of Adell Ford	Fabric, notions, magazines, sewing machine, books and videos	2,500.00	SCC
5/5/2016	Sacramento Sports Center	(2) 15'x70' rolls of artificial turf	3,000.00	SCC
3/30/2016	Linda Zarzana	Airfare for guest speaker	995.20	ARC
3/17/2016	Marcus Grindstaff	2009 Hyundai Sonata	7,000.00	CRC
3/7/2016	Ada Lloyd	Fabric Samples and Design Resource Books	500.00	SCC
2/16/2016	Folsom Chamber of Commerce	Gift Basket	600.00	FLC
2/3/2016	Pacific Gas & Electric Company	Air Duct System	1,875.00	SCC
1/30/2016	Sharif Jewelers	Antique ring-Victorian style	700.00	FLC
1/26/2016	John Lee	Dyno-Maha w/portability kit	16,000.00	CRC
1/26/2016	John Lee	SIS905-Bar97 w/Sun450 scope	7,000.00	CRC
1/26/2016	John Lee	SCNR CRT	3,120.00	CRC
1/26/2016	John Lee	Miscellaneous auto supplies	2,087.00	CRC
1/26/2016	John Lee	Cables	1,900.00	CRC
1/26/2016	John Lee	Snap-on Scantools	1,800.00	CRC
1/22/2016	Dr. Ron Sims Back to Health Chiropractic	2 Evaluations, message and accessories	778.00	FLC
1/7/2016	El Dorado Hills Sports Club	One 3 month family membership	748.00	FLC
12/31/2015	Robert E. Aichele	Oil on canvas 48"x46" - "Morning Sits Outside Our Window"	6,000.00	ARC
12/31/2015	Robert E. Aichele	Acrylic on Paper 30"x30" - "Untitled"	6,000.00	ARC
12/31/2015	Terrance Berger	Mixed Media on Canvas 43"x118"	2,800.00	ARC
12/31/2015	William Berger	Acrylic Mixed on Canvas 63"x97"	2,800.00	ARC
12/31/2015	William Berger	Acrylic Mixed on Canvas 23.75"x23.5"	800.00	ARC
12/31/2015	Gregory A. Herrera	Membership to Hispanic Chamber of Commerce	600.00	ARC
12/31/2015	Gregory A. Herrera	Wine for Dr. Greider dinner event	445.82	ARC
12/31/2015	SMUD	Viking Series Stainless Steel Electric Range w/ Oven and Dishwasher	8,000.00	ARC
12/31/2015	Anastasios Hionis	TH 350 Transmission	350.00	ARC
12/31/2015	Anastasios Hionis	Chevy Small Block 350	480.00	ARC
12/21/2015	Farmers Rice Cooperative Laboratory	VWR 1510e and 1540 incubators	6,000.00	SCC
12/19/2015	David J. Grenier	Four 12"x18" photography prints	600.00	FLC
12/14/2015	Gernot Friederich	32 bins of fabric	1,280.00	SCC
12/11/2015	Wounded Veteran Run	Bel-Air Gift Cards=\$2577.32 & Chevron Gift Cards=\$250	5,077.32	FLC
11/24/2015	Profoto Photographic Lighting USA	6 photographic lighting umbrella's	974.85	CRC
11/23/2015	Marjorie Samples	Chemistry Supplies	3,280.00	FLC
10/30/2015	Siemens Rail System Division	Raw material coil stock in 4 & 5 mm thickness	18,077.59	ARC
10/29/2015	Department of General Services	Photography Equipment	10,000.00	CRC
10/7/2015	Nancy Reid	Various Clothes; Mink Coat, Wedding Gown etc.	1,695.00	SCC

LOS RIOS COMMUNITY COLLEGE DISTRICT

In-Kind Contributions
July 1, 2015 - June 30, 2016

Date	Donor's Name	Donation	Donor's Estimated Value	College
10/2/2015	Department of Social Services, Community Care Licensing	HP Laptops	7,600.00	SCC
9/21/2015	John W. Peck	Meterlwork, Tools and Aircraft parts	2,500.00	SCC
9/9/2015	Grant Parker-Instructor	Jupiter Alto Tenor Saxophone	1,995.00	CRC
9/9/2015	Grant Parker-Instructor	Jupiter Bass Clarinet	1,750.00	CRC
9/1/2015	Kikkoman Foods, Inc.	Five \$100 Visa Cards for HCA Volunteer Recognition Event	500.00	FLC
8/24/2015	Dina Maynard	Vintage Clothing	517.00	SCC
7/31/2015	Alan Karp	Hasselblad XPan 35mm camera w/lense and flash meter light	2,550.00	ARC
7/15/2015	Irene G. Bertowcci	Food styling tools, Kitchen Equip	1,197.49	SCC
		Miscellaneous Items	799.00	ARC
		Miscellaneous Items	1,601.48	CRC
		Miscellaneous Items	5,524.00	FLC
		Miscellaneous Items	1,096.00	SCC
TOTAL			220,135.75	

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: July 13, 2016

SUBJECT:	District Bank Accounts	ATTACHMENT: None	
		ENCLOSURE: Bank Accounts	
AGENDA ITEM:	Consent Item G	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Theresa Matista <i>Theresa Matista</i>	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King <i>Brian King</i>	ACTION	
		INFORMATION	

BACKGROUND:

The Budget and Accounting Manual issued by the System Office requires that all separate bank accounts be "...presented to the governing board for its review and confirmation of continuing need." This is the annual report submitted to the Board for such approval.

STATUS:

There are forty (40) active accounts used by the district office, four colleges, and the centers. These accounts are necessary to carry out the many functions of the District. The various accounts include:

Demand Deposits:

Demand deposits are accounts in which the funds are available on demand by the District. Demand deposits are with Bank of America and in the Local Agency Investment fund, which is a pooled fund managed by the State of California for local agencies.

Clearing Account:

The district clearing account is established to handle direct deposits from the colleges and district office which are then sent to the Sacramento County Treasurer's Office.

Self-Insurance:

The District is self-insured for certain prescribed losses. Monies are held in the Sacramento County Treasurer's Pooled Investment Account and transferred to bank accounts to facilitate payments processed by third party administrators on behalf of the District.

Custodial Account for Securities:

Per Government Code 53601, public agencies purchasing securities are required to take delivery of the securities. This account is used for holding securities related to the Other Debt Service Fund.

Imprest Cash Accounts:

Imprest cash accounts are used at a variety of sites to facilitate petty cash transactions.

Disbursements from these accounts which are limited from \$100 to \$1,000 per transaction are reimbursed from the appropriate district/college fund to maintain the imprest cash accounts at their predetermined levels.

Bookstore Accounts:

Each college has a bookstore checking account for daily operations. The Local Agency Investment Fund is also used to maximize interest earnings.

Student Association Accounts:

Each college maintains checking accounts for the Associated Student Body (ASB).

Authorized signatories will be changed, when appropriate, with the retirement or resignation of authorized employees.

RECOMMENDATION:

It is recommended that the Board of Trustees affirm the continuing need for the enclosed separate bank accounts used by the District.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: July 13, 2016

SUBJECT:	Disposition of Stale District Records	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item H	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Theresa Matista <i>Theresa Matista</i>	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King <i>Brian King</i>	ACTION	
		INFORMATION	

BACKGROUND:

Per Title 5, the Board of Trustees is required to approve the destruction of Class 3 (Disposable) records. Accordingly, the District presents to the Board a listing of items recommended for destruction.

STATUS:

In accordance with Title 5, Section 59027, documents listed on the attached have been classified as Class 3 records and are submitted to the Board for recommendation to be destroyed by the required manner of shredding, burning or pulping (Section 59029). It is hereby certified that all records included in the list are not in conflict with the record retention and destruction requirements of Title 5.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the destruction of the documents referenced on the attached lists.

**Los Rios Community College District
American River College**

Fiscal Year Documents Originated	Department	Box #	Documents	Fiscal Year Eligible for Destruction
2013-2014	Business Services		Parking Decal Logs	2016-2017
2013-2014	Business Services		Daily Parking	2016-2017
2013-2014	Business Services		Enrollment Fees & SRF Receipts	2016-2017
2013-2014	Business Services		Counter Files (CDC Parent Fees, Fines, etc)	2016-2017
2013-2014	Business Services		Visa and Deposit Slips	2016-2017
2013-2014	Business Services		Bank Reconciliation	2016-2017
2013-2014	Business Services		Journal and Budget Entries	2016-2017
2013-2014	Business Services		Daily Summary Report (DSR)	2016-2017
2013-2014	Business Services		Voided Revolving and Stale Dated Checks	2016-2017
2013-2014	Business Services		Campuses Based Requisitions/PO's	2016-2017
2011-2012	Business Services		Payroll Worksheets	2016-2017
1997-2002	Community Relations	CR01	Catalogs, misc files	1998-2003
2002-2007	Foundation	CR05	Gift processing batches	2010-2015
2005-2008	Foundation	CR06	Payment files	2010-2013
2006-2008	Community Relations	CR04	PIO Foundation files	2007-2009
2007-2011	Community Relations	CR03	Misc files	2008-2012
2008-2009	Community Relations	CR02	Accreditation proofs	2010-2011

**Los Rios Community College District
District Office - Human Resources**

Fiscal Year Documents Originated	Department	Box #	Documents	Fiscal Year Eligible for Destruction
2010-2011	Human Resources	3558	Employment	2013-2014
2011-2012	Human Resources	3653	Recruitment	2014-2015
2011-2012	Human Resources	3797	Recruitment	2014-2015
2012-2013	Human Resources	3743	Recruitment	2015-2016
2012-2013	Human Resources	3734	Recruitment	2015-2016
2011-2012	Human Resources	3799	Recruitment	2015-2016
2012-2013	Human Resources	3754	Employment	2015-2016
2011-2012	Human Resources	3770	Recruitment	2015-2016
2012-2013	Human Resources	3758	Employment	2015-2016
2012-2013	Human Resources	3757	Employment	2015-2016
2012-2013	Human Resources	3755	Employment	2015-2016
2012-2013	Human Resources	3756	Employment	2015-2016
2011-2012	Human Resources	3798	Recruitment	2015-2016
2012-2013	Human Resources	3771	Recruitment	2015-2016
2012-2013	Human Resources	3769	Recruitment	2015-2016

**Los Rios Community College District
FOLSOM LAKE COLLEGE**

Fiscal Year Documents Originated	Department	Box #	Documents	Fiscal Year Eligible for Destruction
2011-12	Admissions & Records	RA-204	Admissions & Records - Veterans documents	2015-16
2012-13	Admissions & Records	RA-207	Applications	2015-16
2012-13	Admissions & Records	RA-208	Counseling documents	2015-16
2011-12	Admissions & Records	RA-209	Admissions & Records documents	2015-16
2012-13	Admissions & Records	RA-210	Admissions & Records - Veterans documents	2015-16
2012-13	Admissions & Records	RA-211	Admissions & Records documents	2015-16
2011-13	Admissions & Records	RA-212	Admissions & Records - Veterans documents	2015-16
2012-13	Admissions & Records	RA-214	Advanced Education documents	2015-16
2012-13	Admissions & Records	RA-215	Add/Drop forms	2015-16
2012-13	Admissions & Records	RA-216	Counseling documents/Veterans documents	2015-16

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: July 13, 2016

SUBJECT:	Ratify: Grants and Contracts Awarded	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item I	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Susan L. Lorimer <i>Susan L. Lorimer</i>	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	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
California Apprenticeship Initiative – New and Innovative Grant Program <ul style="list-style-type: none"> • Funds to develop a model apprenticeship program in advanced manufacturing and to train 40 apprentices. • 1/21/2016 through 2/28/2017 • Administrator: Jerome Countee, Associate Vice President, Instruction 	ARC	\$788,000	CCCCO
California State Preschool Program (renewal) <ul style="list-style-type: none"> • Funds for the District’s State Preschool Program. • 7/1/2016 through 6/30/2017 • Administrator: Theresa Matista, Vice Chancellor, Finance and Administration 	District-wide	\$803,186	California Dept. of Education
Cultural Arts Award - Sacramento Shakespeare Festival <ul style="list-style-type: none"> • Funds to support the coordination and production of the Sacramento Shakespeare Festival. • 1/01/2016 through 12/31/2016 • Administrator: Dan McCarty, Director, Advancement 	SCC	\$7,623	Sacramento Metro. Arts Commission
California Career Pathways Trust – Capital Academies and Pathways (CAP) <ul style="list-style-type: none"> • Funds to establish a Faculty Champion for Advanced Manufacturing and participate in regional planning. • 1/15/2016 through 12/31/2017 • Administrator: Jerome Countee, Associate Vice President, Instruction 	ARC	\$47,891	Elk Grove Unified School District

<p>California Career Pathways Trust – Capital Academies and Pathways (CAP)</p> <ul style="list-style-type: none"> • Funds to establish Faculty Champions for Agriculture and Engineering and participate in regional planning. • 1/15/2016 through 12/31/2017 • Administrator: Torence Powell, Associate Vice President, Instruction 	CRC	\$95,780	Elk Grove Unified School District
<p>California Career Pathways Trust – Capital Academies and Pathways (CAP)</p> <ul style="list-style-type: none"> • Funds to establish Faculty Champions for Health Services and Information Communications Technology and participate in regional planning. • 1/15/2016 through 12/31/2017 • Administrator: Gabriel Meehan, Associate Vice President, Instruction 	SCC	\$95,780	Elk Grove Unified School District
<p>California Career Pathways Trust – Central Region Agricultural Education Career Pathway (CRAECP)</p> <ul style="list-style-type: none"> • Funds to develop career pathways in Agriscience, Agricultural Mechanics and Ornamental Horticulture, and collaborate with K-12 and industry partners. • 7/1/2015 through 7/20/2018 • Administrator: Bob Johnson, Dean, Careers and Technology 	CRC	\$186,000	Galt Joint Union H.S. District
<p>California Career Pathways Trust – Northern California STREAM Pathways (STREAM)</p> <ul style="list-style-type: none"> • Funds to develop career pathways and summer academies within Yolo County priority industry sectors, align local efforts in CTE and Basic Skills, and participate in the K- 14 STREAM Council. • 1/1/16 through 6/30/2016 • Administrator: Gabriel Meehan, Associate Vice President, Instruction 	SCC	\$51,000	Yolo County Office of Education
<p>Center of Excellence – Labor Market Research</p> <ul style="list-style-type: none"> • Contract to provide labor market data for the North-Far North Region. • 1/15/2016 through 6/30/2016 • Administrator: Jamey Nye, Associate Vice Chancellor, Instruction 	WED	\$10,000	Butte College
<p>Center of Excellence – Labor Market Research (augmentation)</p> <ul style="list-style-type: none"> • Contract to provide labor market data for the North-Far North Region. • 6/1/2016 through 6/30/2016 • Administrator: Jamey Nye, Associate Vice Chancellor, Instruction 	WED	\$13,000	Butte College

<p>Center of Excellence – Research Mini Grant</p> <ul style="list-style-type: none"> • Contract to conduct three surveys for the Small Business Deputy Sector Navigator. • 5/13/2016 through 6/30/2016 • Administrator: Jamey Nye, Associate Vice Chancellor, Instruction 	WED	\$60,000	Woodland College
<p>Distance Education Captioning and Transcription Grant (renewal)</p> <ul style="list-style-type: none"> • Funds to pay for captioning and transcription of multimedia materials used in online classes. • 1/14/2016 through 5/18/2016 • Administrator: Stephen McGloughlin, Dean, Learning Resources and College Technology 	CRC	\$2,784	Santa Clarita CCD
<p>Faculty Entrepreneurship Mini Grant</p> <ul style="list-style-type: none"> • Funds to contextualize 21st century skills into current Business program curricula. • 4/18/2016 through 6/30/2016 • Administrator: Marjorie Duffy, Dean, Business and Family Science 	CRC	\$4,497	Woodland College, Small Business DSN
<p>Foster and Kinship Care Education (Augmentation)</p> <ul style="list-style-type: none"> • Funds to provide education and training to foster parents and relative caregivers. • 7/1/2015 through 6/30/2016 • Administrator: Steven Boyd, Dean, Health and Education 	ARC	\$2,500	CCCCO
<p>General Child Care and Development Programs (renewal)</p> <ul style="list-style-type: none"> • Funds for the District’s General Child Care and Development Programs. • 7/1/2016 through 6/30/2017 • Administrator: Theresa Matista, Vice Chancellor, Finance and Administration 	District-wide	\$3,729	California Dept. of Education
<p>Industry Driven Regional Collaborative Grant</p> <ul style="list-style-type: none"> • Funds to develop an Advanced Imaging program. • 6/1/2016 through 2/28/2018 • Administrator: Monica Pactol, Vice President, Instruction 	FLC	\$247,628	CCCCO
<p>LRCCD MESA Scholarships</p> <ul style="list-style-type: none"> • Scholarship funds for twenty qualified MESA students. • 6/20/2016 through 6/19/2017 • Administrator: Roger Davidson, Dean, Mathematics 	ARC	\$5,000	Teichert Foundation
<p>Prop 39 Program Improvement Fund – Sub-award</p> <ul style="list-style-type: none"> • Funds to enhance green/clean technology programs. • 1/01/2015 through 6/30/2015 • Administrator: Gabriel Meehan, Associate Vice President, Workforce and Economic Development 	SCC	\$47,564	Mendocino College

Wagnelis Foundation Grant <ul style="list-style-type: none"> • Annual funds to support the CRC Ethics Symposium. • 9/25/2015 through 9/25/2016 • Administrator: Edward Bush, President 	CRC	\$8,350	Wagenlis Foundation
Youth Empowerment Strategies for Success (YESS) Program <ul style="list-style-type: none"> • Funds to provide an employability skills workshop series to transitioning foster youth. • 5/30/2016 through 6/3/2016 • Administrator: Shannon Dickson, Dean, Counseling and Student Services 	CRC	\$1,500	Foundation for CA Community Colleges

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: July 13, 2016

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

CONTRACTS					
Description	Agreement Amount	Initial (I) Renewal (R)	Valid Dates	Consultant/ Contractor	Department Sponsor
Additional Testing and Agreement Extension	\$30,050.00	(R)	02/03/15 – 06/30/17	R & A Engineering Solutions Inc.	Facilities Management
SCC Café – Facility Modifications for Subway	\$29,750.00	(I)	5/10/16 - 5/31/17	Gary Roberts Architect, Inc.	Facilities Management
SCC Infrastructure Testing & Inspection Services	\$17,625.00	(I)	6/21/16 - 6/30/18	Youngdahl Consulting Group Inc	Facilities Management

RECOMMENDATION:

It is recommended that the Board of Trustees ratify the contracts listed herein.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: July 13, 2016

SUBJECT:	Ratify: Affiliation and Other Agreements	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item K	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Theresa Matista <i>Theresa Matista</i>	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	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. Agreement between Los Rios Community College District and City of Sacramento to use their Robla Training Facility for confined space entry, trenching and shoring and similar safety training activities in relation to the ARC Power Pathways Utility Operation Training Class held Aug-Oct 2016.
2. A third party, insured by Allstate, damaged a district fence on May 22, 2016. The District signed a "Release of Property Damage Claim form" for Allstate Insurance in exchange for \$1,737.56 made payable to Los Rios Community College District to cover the full cost of repairs.
3. Agreement between Los Rios Community College District and Ford Motor Company covers the usage and disposal of training vehicles provided by Ford Motor Company.
4. Below is a 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
Optimal Rehab Abilities	PTA/OTA	SCC	6/22/2016	Evergreen
Stanislaus County Health Services Agency	PTA/OTA	SCC	6/7/2016	Evergreen
Eskaton	HIT	CRC	6/16/2016	Evergreen
Meristem	PTA/OTA	SCC	6/17/2016	Evergreen
Erica Mckelvey	PTA/OTA	SCC	6/22/2016	Evergreen
Midtown Oaks Post-Acute	PTA/OTA	SCC	6/28/2016	Evergreen

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

* HIT – Health Information Technology

INTERNSHIP AGREEMENTS

Company/Agency	Internship Type	ID Number	Contract Date	Term
Entercom	Broadcast	1214032	6/8/2016	EXP: 7/29/2016
Entercom	Broadcast	1559616	6/8/2016	EXP: 7/29/2016
Entercom	Broadcast	1359652	6/6/2016	EXP: 7/29/2016
Entercom	Broadcast	1618159	6/6/2016	EXP: 7/29/2016
Entercom	Broadcast	1439828	6/7/2016	EXP: 7/28/2016
Entercom	Broadcast	1621237	6/8/2016	EXP: 7/29/2016

5. Below is a list of Facility Use Agreements for events where the facilities are provided free of charge or events where the District has or will receive payment from the user.

FACILITY USE AGREEMENTS FOR ON-CAMPUS

Campus	Type of Agreement	Permit Number (s)
SCC	Facility Use	S17-0003
SCC	Facility Use	S17-0100
SCC	Facility Use	S17-0103
SCC	Facility Use	S17-0073
SCC	Facility Use	S17-0010
SCC	Facility Use	S16-0106
SCC	Facility Use	S16-0107
SCC	Facility Use	S16-0071
SCC	Facility Use	S17-0013
SCC	Facility Use	S17-0010
FLC	Facility Use	FLC 16-135
FLC	Facility Use	FLC 16-136
FLC	Facility Use	FLC 16-137
FLC	Facility Use	FLC 16-139
FLC	Facility Use	FLC 16-140
FLC	Facility Use	FLC 16-141
FLC	Facility Use	FLC 16-142
FLC	Facility Use	FLC 16-139
FLC	Facility Use	FLC 16-140
FLC	Facility Use	FLC 16-142
FLC	Facility Use	FLC 16-143
FLC	Facility Use	FLC 16-144
FLC	Facility Use	FLC 16-146
FLC	Facility Use	FLC 16-147
FLC	Facility Use	FLC 16-148
FLC	Facility Use	FLC 16-149
FLC	Facility Use	FLC 16-150
FLC	Facility Use	FLC 16-151

FLC	Facility Use	FLC 16-152
FLC	Facility Use	FLC 16-153
FLC	Facility Use	FLC 16-154
FLC	Facility Use	FLC 16-155
FLC	Facility Use	FLC 16-156
EDC	Facility Use	EDC-2017-001
Harris Center	Facility Use	9837-01
Harris Center	Facility Use	10303-01
Harris Center	Facility Use	9724-01
Harris Center	Facility Use	9160-01
Harris Center	Facility Use	9720-01
Harris Center	Facility Use	9719-01
Harris Center	Facility Use	9642-01
Harris Center	Facility Use	10329-01
Harris Center	Facility Use	9621-01
Harris Center	Facility Use	10266-01
Harris Center	Facility Use	9155-01
Harris Center	Facility Use	9087-01
Harris Center	Facility Use	10347-01
Harris Center	Facility Use	9739
Harris Center	Facility Use	10267
Harris Center	Facility Use	9115
Harris Center	Facility Use	9652
Harris Center	Facility Use	9629
Harris Center	Facility Use	10278
Harris Center	Facility Use	10335
Harris Center	Facility Use	10292
Harris Center	Facility Use	10330
Harris Center	Facility Use	10359
Harris Center	Facility Use	10295

RECOMMENDATION:

It is recommended that the Board of Trustees ratify and/or approve the agreements identified in this board agenda item.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: July 13, 2016

SUBJECT:	Ratify: Bid Transactions	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item L	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Theresa Matista <i>Theresa Matista</i>	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	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
16003	ARC Athletic Fields Improvements	\$166,668.00	2	Diede Construction Inc.	\$5,941,720
15022	SCC Rodda Hall N 3 rd Floor Remodel	\$37,761.00	3	American River Construction	\$2,283,626

BID AWARDS					
Bid No	Description	No of Responses	Award Date	Successful Vendor	Contract Amount
16021	SCC LRC Generator Addition	2	6/9/16	Tri-Powers Systems	\$160,288
16025	District Wide Custodial Supplies Various Commodity Groups Awarded to 3 Separate Suppliers	10	6/15/16	Cole Supply Co. \$295,936 Hillyard, Inc. \$53,136 SAC-VAL Janitorial \$83,239	\$432,311
16024	SCC North Gym Flooring replacement	3	6/7/16	Hur Flooring	\$139,880

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: July 13, 2016

SUBJECT:	Disposition of Surplus Equipment	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item M	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Theresa Matista <i>Theresa Matista</i>	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	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 amp meter; 1 astrograph; 1 balance; 4 bassinets; 4 bed wheels; 1 binding punch; 1 blood pressure gauge; 1 bookshelf; 2 boxes of cables; 2 calculators; 3 chairs; 2 chair arms; 2 clocks; 5 coffee makers; 102 computers; 5 correction film ribbons; 10 correction tapes; 1 couch; 1 counter; 1 cutting board; 2 desks; 1 display overlay; 1 set of earphones; 1 electric stapler; 6 fax machines; 10 file cabinets; 4 file frames; 1 filmstrip combo; 2 boxes of filmstrips; 7 boxes of filter paper; 3 foam splints; 1 folding table; 1 freezer; 3 Geiger counters; 10 glass shelves; 2 IV set-ups; 1 key rack; 1 keyboard tray; 6 keyboards; 2 lab chairs; 4 lamps; 4 lockers; 1 box of locks; 1 magnifier; 4 maps; 2 boxes of micro slide holders; 2 microscope cabinets; 31 microscopes; 1 mixer board; 3 models; 210 monitors; 1 mouse; 1 box of optical flashers; 4 overhead projectors; 17 pH electrodes; 1 box of photographic plates; 2 boxes of Physics items; 1 portable stereo; 1 portable vacuum; 4 power supplies; 16 printers; 3 printer stands; 2 radios; 1 refrigerator; 1 seismograph; 1 shredder; 1 skeleton cabinet; 1 box of slide binders; 5 slide boxes; 1 slide set; 31 slide trays; 1 smart board; 1 soil test kit; 2 speakers; 4 study carrels; 44 switches; 1 table; 1 tripod; 3 typewriters and 1 utility cart. These items have a value of less than \$5,000.00.

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: July 13, 2016

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

BACKGROUND:

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

RECOMMENDATION:

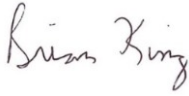

It is recommended that the Board of Trustees approve the numbered purchase orders, warrants, checks and wires that are reflected on the attached schedule.

PURCHASE ORDERS		
General Fund	0001087248-0001087685	\$ 2,367,098.64
Capital Outlay Fund	0003016828-0003016863	
Child Development Fund	0006000771-0006000772	
Self-Insurance Fund	0009000356-0009000358	
WARRANTS		
General Fund	731936-733132	\$ 10,434,309.67
General Fund-ARC Instructional Related	006387-006545	
General Fund-CRC Instructional Related	022297-022329	
General Fund-FLC Instructional Related	030871-030895	
General Fund-SCC Instructional Related	045219-045331	
Capital Outlay Fund	830909-831018	
Child Development Fund	954227-954233	
Self-Insurance Fund	976317-976321	
Payroll Warrants	311154-312965	\$ 23,358,198.47
Payroll-Direct Deposit	789763-795259	
May Leave Process	312966-314773	
Payroll Vendor Warrants	60482-60644	
CHECKS		
Financial Aid Disbursements	2266005-2269258	\$ 2,513,932.50
Clearing Checks	2613-2620	\$ 3,237.70
Parking Checks	2930-2934	\$ 456.00
Bookstore Fund – ARC	30496-30599	\$ 902,527.26
Bookstore Fund – CRC	026706-026741	
Bookstore Fund – FLC	9381-9405	
Bookstore Fund – SCC	048300-048351	
Student Clubs Agency Fund – ARC	4952-4978	\$ 58,435.77
Student Clubs Agency Fund – CRC	3997-4035	
Student Clubs Agency Fund – FLC	2087-2096	
Student Clubs Agency Fund – SCC	3383-3418	
Foundation – ARC	4805-4831	\$ 328,562.17
Foundation – CRC	2090-2101	
Foundation – FLC	1139-1165	
Foundation – SCC	3645-3838	
Foundation – DO	0764-0783	
Associated Students Trust Fund – ARC	0796-0807	\$ 3,752.20
Associated Students Trust Fund – CRC	0664-0665	
Associated Students Trust Fund – FLC	0579-0583	
Associated Students Trust Fund – SCC	-	
Regional Performing Arts Center Fund	USI Check System 3934-3991	\$ 232,866.42
WIRES		
Board of Equalization	-	\$ 15,700.00
PARS	-	\$ 24,520.67
Vendors	-	\$ -
Backup Withholding	-	\$ 745.20
Retiree Health Trust	-	\$ -
Self-Insurance	-	\$ -
Wire Transfers	-	\$ 101,655.29

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: July 13, 2016

SUBJECT:	Classification of Contract Employees 2016-17	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item O	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	 Brian King	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	 Brian King	ACTION	
		INFORMATION	

STATUS:

Per Education Code Section 87477, governing boards of community college districts shall classify as contract employees, those faculty members who have not been classified as regular employees or as temporary employees.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the attached changes in certificated personnel employment status effective July 1, 2016.

FROM FIRST-YEAR CONTRACT TO SECOND-YEAR CONTRACT STATUS

American River College	Cosumnes River College	Folsom Lake College	Sacramento City College
Beasley, AnnMarie M. Beaushaw, Frank W. Blaney, Julie Bradford, Aaron R. Diaz, Melissa Domokos, Cristina I. Gustafson, Karla Lal, Rajinder Lester, William M. Leung, Noue Y. Messier, Christopher D Meyer, Jordan S. Nazareno, Randy P. Overgard, Jayne A. Register, James M. Reynolds, Tera L Rose, Valarie M. Sanchez, Brett Aaron Shrope-Austin, David S Squire, Martha Anne Valdez, Judith Williamson, Kate C. Yatsenko, Tatyana	Carlisle, Eli A. Chappell, Mike L. Davtian, Anna Francisco, Joao R. Kim, Steve Miller, Nathan D. Mojica, Edward Mulhern, Jeannette L. Nguyen, Nhat N. O'Brien, Teresa L. Peshkoff, Alexander A. Pollock, Sarah M. Russell, Michael W. Saller, Brandon D. Seamons, John E. Winter, Dionne B.	Accooe, Reynando J Brinkley, Amy E Brown, Krisi L. Clayton, Keith Fernandez, Joshua Giordano, Rose M. Javier, Miriam P. Johnson, Justin Louis Jones, Kalinda Mahoney, Maximillian E. Morrison, Jill Mowrer, Richard P. Nguyen, Bi V. Raskin, Samuel W.	Carbary, Kathleen Dao, Binh C. DeMartini, Dawna L. DeMey, Suzanne L. DuVernay, Tara N. Felker, Jeffery J. Frazier, Surangi Goehring, Kevin S Grofe, Michael J. Hanson, Steven A. Lepe, Leonela G. Lopez, Antonio J. Lum, Belinda C. Malik, Jamil I. Marchi, Annemarie A. Newman Ritchards, Toni J. Nguyen, Anh H. Rodriguez, Tanya Stone, Leila M. Valcu, Sanda I. Wallace, Shanda L. Yaroshevich, Nataliya Zaragoza, Diana A.

FROM SECOND-YEAR CONTRACT TO THIRD-YEAR CONTRACT STATUS

American River College	Cosumnes River College	Folsom Lake College	Sacramento City College
Allie, Diana J. Arellano, Catherine Arnott, Michele Lynn Dieli, Alice Gott, Sharon E. Laflam, Jennifer M. Osterhout, Jonathan C. Rust, Joseph D. Whipple, Pamela S.	Reed, Diana M. Reeves, Erica N. Wagner, Lauren M.	Considine, Daniel T. Newnham, David A. Ribaud, Donald N. Siegfried, Daniel J.	Allen, Randy K. Allender, Julia Angel, Jodelle R. Buonauro, John C. Costello, Linda D. Dennis, Mark Anthony Iredale, Michael J. Ishchuk, Alexandr A. Krofchok, Bryan Mom, Brian W. Ngai, Tsz Yan P. Paulson, Daniel I. Richard Robicheau, Loretta J. Tercho, Karen L. Thompson, Irwin S.

FROM THIRD-YEAR CONTRACT TO FOURTH-YEAR CONTRACT STATUS

American River College	Cosumnes River College	Folsom Lake College	Sacramento City College
Andronas, Jennifer L. Brown-Wood, JaNay E. de la Cruz, Damon N. Dillon, Vivian O. Gilbert-Valencia, Daniel H. Haag, Brooke A. Hammerwold, Walter Lovering, Janay N. Payne, Michael D. Ramones, Susan F.	Le, Phuong M. Leung, Amy M. Lugo, Donnisha C. Morgan-Nance, Kathryn L. Sertich, Sangchin P.	Fowler, Caleb L. Pedro, Jason R.	Beadles, Lynette R. Clark, Bonnie M. Guzman, Sandra G. Hodge, Tracey L. Johnson, Ilana Leonard, Duane E. Marks, Carrie S. Parks, Karen D. Quandt, Timothy Sullivan, Derek J.

FROM FOURTH-YEAR CONTRACT TO REGULAR CONTRACT STATUS

American River College	Cosumnes River College	Folsom Lake College	Sacramento City College
Brock, Michelle D. Mitchell, Emilie B. Moore, Christopher E. O'Brien, Kathleen P. Owens, Rocio A.	Phan, Man	Collier, Julie A. Prelip, Angela N. Wallace, Ian B	Camarena, Sandra Lane, Tammie R.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: July 13 2016

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

M A N A G E M E N T

APPOINTMENT(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>Cosumnes River College</u>	
Sorensen, Kathryn H.	Dean of Science, Mathematics and Engineering (Ph.D., University of Texas at Austin)	08/09/16 (Revised)
	<u>Folsom Lake College</u>	
Williams, Melissa A.	Director of Administrative Services (M.B.A., Drexel University)	08/01/16
	<u>Sacramento City College</u>	
Mountain, Carel M.	Director of Nursing Program (D.N.P., California State University, Fresno)	08/01/16

APPOINTMENT TO TEMPORARY POSITION(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>American River College</u>	
Booth, Derrick W.	Interim Dean of Kinesiology and Athletics (Ph.D., University of Washington, Seattle)	03/01/16 – 06/30/17 (Revised)
Geary, Parrish J.	Interim Dean of Enrollment Services (M.A., California State University, Sacramento)	02/29/16 – 12/31/16 (Revised)
	<u>Cosumnes River College</u>	
Casareno, Alexander B.	Interim Dean, College Planning and Research (Ph.D., University of California, Berkeley)	07/01/16 - 12/31/16
Duffy, Marjorie B.	Interim Dean, Business and Family Science (M.S., California State University, Sacramento)	07/14/16 – 06/30/17
	<u>District Office</u>	
Cuny, Theresa M.	Interim Director of Human Resources (B.S., California State University, Sacramento)	07/06/16 – 12/31/16
	<u>Folsom Lake College</u>	
Jaques, Kathleen F.	Interim Vice President of Student Services (M.A., California State University, Sacramento)	07/18/16 – 12/31/16

M A N A G E M E N T

APPOINTMENT TO TEMPORARY POSITION(S) continued

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>Folsom Lake College</u>		
Snuggs, Jean C. (M.S., Northern Illinois University)	Interim Dean of Instruction - Kinesiology, Health, Athletics, and Career Technical Education	09/26/16 – 12/16/16
Warzecka, Greg D. (M.S., California State University, Hayward)	Interim Dean of Instruction – Kinesiology, Health, Athletics, and Career Technical Education	08/15/16 – 09/25/16

LEAVE(S) OF ABSENCE

<u>Name</u>	<u>Subject/Position</u>	<u>Type</u>	<u>Effective Date(s)</u>
<u>Folsom Lake College</u>			
Bell, Bryon	Vice President of Student Services	Medical	06/15/15 – 08/23/16 <i>(Revised)</i>

RETIREMENT(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>District Office</u>		
Benson, Mitchel D.	Associate Vice Chancellor, Communication & Media Relations (After 3 years of service)	09/02/16
<u>Folsom Lake College</u>		
Clinchy, David G.	Director, Facilities, Planning and Construction (After 25 years of service)	12/31/16
<u>Sacramento City College</u>		
Turner, Mary K.	Vice President of Instruction (After 32 years of service)	08/31/16

M A N A G E M E N T

INTERJURISDICTIONAL EXCHANGE (per Government Code Section 19050.8)

<u>Name</u>	<u>Position</u>	<u>Effective Dates(s)</u>
Bedford, Brian A.	Interjurisdictional Exchange To Sacramento Metro Chamber of Commerce, NextEd From Dean of Business and Family Science	08/03/15 – 05/31/17 <i>(Revised)</i>

FACULTY

APPOINTMENT(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>American River College</u>		
Jenkins, Arthur (M.S., Alabama State University)	Extended Opportunity Program and Services (EOP&S) Counselor	07/14/16
Sichi, Cielo P. (B.S., California Polytechnic State University)	Horticulture Assistant Professor	08/18/16
<u>Folsom Lake College</u>		
Keller, Mary F. (Ph.D., University of California, Davis)	Biology/Zoology Assistant Professor	08/18/16

APPOINTMENT TO TEMPORARY POSITION(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>Sacramento City College</u>		
Taylor, Elisher M. (B.S., California State University, Sacramento, plus M.S. Equivalence)	Workability III Program Counselor, 50%/ Workability III Program Coordinator, 50%	08/24/15 – 06/30/16 (Revised)

LEAVE(S) OF ABSENCE

<u>Name</u>	<u>Subject/Position</u>	<u>Type</u>	<u>Effective Date(s)</u>
<u>American River College</u>			
Chung, Julie T.	Mathematics Professor	Personal	01/12/17– 05/17/17
<u>Cosumnes River College</u>			
Lee, Mark S.	Chemistry Professor	Type C	01/12/17 - 05/17/16
<u>Sacramento City College</u>			
Strella, Cheryl L.	Nursing Professor	Medical	08/18/16 – 09/07/16

FACULTY

RECISION OF PRE-RETIREMENT WORKLOAD REDUCTIONS(S)

<u>Name</u>	<u>Subject/Position</u>	<u>FTE</u>	<u>Effective Date(s)</u>
<u>American River College</u>			
Schirmer, Marie A.	Nutrition Professor	.500 to 1.00	08/18/16
<u>Sacramento City College</u>			
Burrell, Karen I.	English Reading Professor	.600 to 1.00	08/18/16

RESIGNATION(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>Sacramento City College</u>		
Dodson, Teresa L.	Nursing (VN) Assistant Professor	05/19/16
Hagerty, David D.	Human Career Development Professor	05/19/16

RETIREMENT(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>American River College</u>		
Collins, Lynne	English Professor (After 27 years of service)	05/19/16
<u>Sacramento City College</u>		
Harris, Patricia A.	Physical Therapist Assistant (After 22 years of service)	05/19/16
Martensen, Carol	Mathematics Lab Coordinator (After 19 years of service)	12/22/16
Wei, Timothy T.	Computer information Science Professor (After 16 years of service)	05/19/17

FACULTY

INTERJURISDICTIONAL EXCHANGE (per Government Code Section 19050.8)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>Cosumnes River College</u>	
Aldredge, Teresa W.	Interjurisdictional Exchange To Chaffey Community College District/ Umoja Community Education Foundation (60%) From Counselor	01/19/16 – 05/31/16 <i>(Revised)</i>

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

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Hellesen, Richard S.	Dramatic Arts	9 %
Kwong, Kenneth Richard	Administration of Justice	1 %
Yuen, Tiffany W.	Counselor	1 %

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

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Dillon, Jeffrey T.	Counselor	42 %
Lorenzo, Gina M.	Counselor	49 %
McGhee, Kelly F.	Counselor	61 %
Rahman Jackson, Lishia	Counselor	35 %
Snow, Camille D	Counselor	15 %
Wong, Calvin J	Coordinator	23 %
Yang, Kou	Counselor	54 %

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

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Piazza, Lisa R.	Cosmetology and Barbering	64 %

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

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Gilbert-Valencia, Daniel H.	Computer Infrastructure and Support	20 %
Hartin, Robert G.	Counselor	36 %
Herrell, Kim E.	Counselor	2 %
Mays, Judy L.	Counselor	2 %
Miller, Bonnie	Counselor	1 %

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

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Degn, Frances K.	Coordinator	40 %

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

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Javier, Miriam P.	Counselor	2 %

**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	20 %
Garcia-Gomez, Yolanda	Coordinator	2 %
Rodriguez, Irma S.	Coordinator	2 %

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
American River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Abdul,Alisher S.	Mathematics, General	60 %
Adamzadeh,Azra	Mathematics, General	20 %
Al Juboori,Suha H	Computer Programming	20 %
Albrecht,Christian	Administration of Justice	1 %
Alexander,Carie D.	Counselor	29 %
Alkhayat,Hanadi	Physical Education	30 %
Allen,Thomas J.	Psychology, General	20 %
Allred-Powless,Jeanette	Adapted Physical Education	10 %
Almaraz,Ruben T.	Chemistry, General	57 %
Anaya,Marc J.	Counselor	15 %
Andrews,Dean S.	Accounting	27 %
** (A2) Angelone,Michael A.	English	60 %
Anishchenko,Svetlana V.	Mathematics, General	17 %
Avila,Adrienne M.	Mathematics, General	53 %
Ayala,Connie C.	Coordinator	41 %
Ayers,Harold R.	Administration of Justice	1 %
Bagos,Albert J.	Administration of Justice	2 %
Bassett,Jason M.	Administration of Justice	1 %
Bennett,Heidi Jillen-Fuller	Business and Commerce, General	40 %
Bernacchi,Christopher S.	Administration of Justice	1 %
Bevens,Megan D.	Counselor	6 %
** (B5) Bibb,Akbar M.	Administration of Justice	1 %
Bowden,Ellen	Anthropology	40 %
** (A2) Bowles,Christy M.	Natural Resources	4 %
Boyer,Alba M.	Spanish	9 %
Brabander,Phuong Thao	Counselor	15 %
** (B4) Bradshaw,Don A.	Administration of Justice	2 %
Bradshaw,Kathryn G.	Natural Resources	10 %
Bredok Coyne,Cynthia A.	Mathematics, General	33 %
Brown,Orie A.	Administration of Justice	1 %
Brown-Wood,JaNay E.	Child Development/Early Care and Educatio	20 %
Burke,John P.	Mathematics, General	53 %
Burleson,B. Kathryn	Dramatic Arts	12 %
Cameron,Don S.	Administration of Justice	1 %
Campas,Steven	Administration of Justice	1 %
Campbell,Morgan T.	Chemistry, General	60 %
Cardenas,Theresa M.	Counselor	15 %
** (A2) Carr,Lisa A.	Child Development/Early Care and Educatio	20 %
Carrier,Nicole	Spanish	27 %
Castillo,N. Scott	Administration of Justice	1 %
Caybut,Avis C.	Administration of Justice	1 %
Chisholm,Matthew M.	Administration of Justice	1 %
Chong,Eun A	Mathematics, General	20 %
Chou,Susan S.	Nutrition, Foods, and Culinary Arts	40 %
Chung,Jackson	Mathematics, General	60 %
Coldiron,John L.	Health Education	3 %
Coldiron,John L.	Health Occupations, General	20 %
Collins,Michael D.	History	20 %

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

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Condos,Marc A.	Business and Commerce, General	20 %
Condos,Rachna K.	Business and Commerce, General	60 %
** (A2) Connors,Valerie S.	English	47 %
Corbin,Kirsten Bunce	Reading	17 %
Crump,Daniel J.	Librarian	12 %
** (B4) Daley, Frank L.	Administration of Justice	1 %
Davalle,Nathan A.	Administration of Justice	1 %
Davis,Alicia A.	Mathematics, General	53 %
Davis,Danielle R.	History	20 %
Davis,William E.	Coordinator	23 %
de la Cruz,Damon N.	Mortuary Science	27 %
DeCecco,Chalmer A.	Administration of Justice	1 %
DeLeon,Daniel W.	Administration of Justice	1 %
Deleon,Leonel	Mathematics, General	33 %
Delgado,Diane C.	Guidance	7 %
Delgado,Diane C.	Counselor	1 %
Delgado,Lisa M.	Adapted Physical Education	10 %
Denman,David S.	History	20 %
DeSouza,Kara D.	Psychology, General	20 %
Diamond,Robert Vaughn	Accounting	40 %
Diaz,Pete	Administration of Justice	1 %
Dilgard,Paul H	ESL Reading	27 %
Dilgard,Sylvia B.	Academic Guidance	1 %
Dilgard,Sylvia B.	Counselor	40 %
Diller,Shane	Administration of Justice	1 %
Dillon,Donald E.	Physical Education	15 %
Dillon,Roger G.	Administration of Justice	1 %
Domek,Anna L.	Counselor	31 %
Dorris,Tamara L.	Real Estate	20 %
Downs,Pamela R.	Dramatic Arts	40 %
Duan,Xin-Ran	Mathematics, General	60 %
Duax,Paul L.	Speech Communication	40 %
** (A2) Dumais,Laurence W.	Software Applications	35 %
** (A2) Dumais,Laurence W.	Computer Networking	18 %
Dvorak,Michael C.	Mathematics, General	33 %
Eberhardt,Claire E.	History	21 %
Echeverria,Nick V.	Administration of Justice	1 %
Eckley,Terri L.	Psychology, General	40 %
Econome,Jennie G.	Academic Guidance	20 %
Econome,Jennie G.	Counselor	31 %
Eiteneer-Harmon,Daria N.	Physics, General	50 %
Eklund,Justin R.	Administration of Justice	1 %
Engler,Denise M.	English	3 %
Engler,Denise M.	Reading	23 %
Esque,Melanie E.	Administration of Justice	1 %
Ezenwa,Emmanuel C	Welding Technology	28 %
Falloon,Matthew T.	English	20 %
Farahnak,Fereydoon	Microbiology	40 %
Farias,Imelda	Counselor	43 %
Fernandez,Joyce M.	Academic Guidance	20 %
Fernandez,Joyce M.	Counselor	9 %
Finnecy,Timothy J.	Physical Education	30 %
Finnerty,Kevin C.	Administration of Justice	1 %
Fleishman,Dane R.	Mathematics, General	40 %

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

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Flood,Jennifer M,	Anthropology	20 %
Fong,Angela J.	Counselor	8 %
Fong,Angela J.	Counselor	3 %
Fong,Angela J.	Counselor	3 %
Fong,Angela J.	Counselor	12 %
Forehand,James R.	Mathematics, General	33 %
Fortman,Anita J.	Counselor	9 %
Fox,David E.	Software Applications	53 %
Fox,David E.	Drafting Technology	5 %
Fox,Kathleen A.	Other Health Occupations	7 %
Fratello,Natasha M.	Psychology, General	40 %
** (B5) French,Scott D.	Administration of Justice	1 %
Funderburg,Kelly L.	Guidance	7 %
Funderburg,Kelly L.	Job Seeking/Changing Skills	13 %
Gable,Monica L.	Paralegal	20 %
Gale,Deborah N.	Mathematics, General	33 %
Gangursky,Behnaz Y	Physiology (Includes Anatomy)	50 %
Garasanin,Olivera	History	20 %
Garfield,Elizabeth T.	Physiology (Includes Anatomy)	50 %
Garvey,Andrea P.P.	Psychology, General	40 %
Gaynor,Carolyn R.	Administration of Justice	1 %
Gebo,Rebecca A.	Health Education	20 %
Geren,Lisa C.	English	27 %
Ghasemiyeh,Soraya Z.	Chemistry, General	11 %
Gilgun,John	Speech Communication	20 %
Girard,Bhavani Toni	Physical Education	15 %
Giusti,Anthony R.	Nutrition, Foods, and Culinary Arts	40 %
Goldbar,Christine A.	English	60 %
** (A1) Gomez,Martin	Guidance	10 %
** (A1) Gomez,Martin	Counselor	6 %
Gonsalves,Jana L.	Nutrition, Foods, and Culinary Arts	60 %
Gonzalez,Robert J.	Business Administration	60 %
Goold,Grant B.	Paramedic	60 %
Gorsuch,Susan C.	Administration of Justice	1 %
Gottke,Darren J.	Chemistry, General	57 %
Gourdine,Traci L.	English	20 %
Gourdine,Traci L.	Creative Writing	20 %
** (B2) Green,Wesley P.	Computer Networking	13 %
Greenhill,Paul G.	Administration of Justice	1 %
Griffin,Robert C.	Counselor	2 %
Griffith,David A.	Physics, General	20 %
Guerin,Jeanne G.	English	40 %
Gutowsky,Edward A.	English	40 %
Hake,Patricia L.	English	60 %
Hamkar,Behzad	History	20 %
** (A1) Hansen,Gina	Health Education	10 %
Hansen,Paul D.	Intercollegiate Athletics	15 %
Hanson,Delwin W.	Administration of Justice	1 %
Hanstad,Janet A.	Biology, General	60 %
Harlan,Michael J.	Classics-Humanities	40 %
Hartin,Robert G.	Counselor	34 %
Hatcher,Scott A.	Emergency Medical Services	34 %
Hawley,Amber Renee	Administration of Justice	1 %
** (A5) Hayes,David V.	Administration of Justice	1 %

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

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Herman,Kathryn M.	Counselor	33 %
Herman,Kathryn M.	Counselor	1 %
Herzog,Rebecca A.	Political Science	20 %
Hoag,Steven E.	Counselor	30 %
Howe,Susan R.	English	40 %
Hudson,Michael R.	Administration of Justice	1 %
Huerta,Teresa A.	Administration of Justice	2 %
Huggins,Ross R.	Administration of Justice	1 %
Hughes,Heather V.	Counselor	39 %
Hurner,Sheryl Marie	Speech Communication	43 %
Inozemteva,Olga	Chemistry, General	50 %
James,Mary E.	Administration of Justice	1 %
Jameson,Richard L	Administration of Justice	1 %
Jenkins,Arthur	Counselor	14 %
Jenkins,Arthur	Counselor	5 %
Jenkins,James C.	Administration of Justice	1 %
Jeydel,Alana S.	Political Science	20 %
Johnston,Diana L.	Registered Nursing	3 %
Jones,Jenny L.	Counselor	5 %
Jones,Robert B.	Mathematics, General	33 %
Jones,Vincent W	Mathematics, General	27 %
Jungkeit,James J.	Administration of Justice	1 %
Kaneyuki,Brent Y.	Administration of Justice	1 %
Kaufmann,Amy E.	Biology, General	20 %
** (A1) Kawamoto,Walter T.	Sociology	20 %
Keene,Kristina T.	Music	9 %
Keyser,Vadim	Philosophy	20 %
Kientz,Michelle L.	Counselor	23 %
Kinoshita,Rory M.	Mathematics, General	20 %
Kinuthia,F. Kamau	Economics	40 %
Kirchner,Scott D.	Speech Communication	40 %
Kitching,Dale E.	Administration of Justice	1 %
Kiteck,Peter J.	Mathematics, General	27 %
Kloss,John T.	Sociology	40 %
Knight,Joanna Lee	Counselor	15 %
Knirk,Brian D.	Culinary Arts	20 %
Knirk,Brian D.	Restaurant and Food Services Management	33 %
Knox,Paul Douglas	English	20 %
Konstantynov,Dmytro	Counselor	30 %
Konstantynov,Dmytro	Counselor	6 %
Koscheski,Frances M.	Nurse	13 %
Kovar,Timothy J.	Small Business and Entrepreneurship	20 %
Kriletich,Michael	Administration of Justice	1 %
Kubo,Kenneth M.	Biotechnology & Biomedical Technology	13 %
Kwong,Kenneth Richard	Administration of Justice	2 %
Lagergren,Paul C.	Speech Communication	20 %
Lam,Chanthou	Physical Education	15 %
Lam,Chanthou	Dance	15 %
Lam,Nam Hai	Mathematics, General	33 %
Lambating,Julita Gabunada	Mathematics, General	53 %
Lapierre,Arthur	Music	60 %
Larabee,Charles	Software Applications	29 %
Larabee,Charles	Database Design and Administration	11 %
Larabee,Linda G.	Reading	20 %

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

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Laughton,Barbara A.	English	47 %
Lavender,Brian E.	Computer Programming	35 %
Lawrence,Aaron Preston Sakai	Counselor	4 %
Lazo,Carol M.	Small Business and Entrepreneurship	20 %
Lehmann,Sarah R.	Librarian	8 %
Leveille,Rebecca A.	Office Technology/Office Computer Applicati	9 %
Lievens,Sarah C.	Chemistry, General	60 %
Limmaneeprasert,Oranit	ESL Integrated	27 %
Lindgren,Erica	Physiology (Includes Anatomy)	35 %
Lingsweiler,Ryan W.	Speech Communication	20 %
Logan,Thomas E.	English	60 %
Lommori,Michael L.	Administration of Justice	1 %
Longhitano,Amber L.	Academic Guidance	20 %
Longhitano,Amber L.	Counselor	34 %
Longhitano,Amber L.	Counselor	6 %
Lopez,David	Philosophy	40 %
Lopez,Veronica	Nutrition, Foods, and Culinary Arts	20 %
Lowe,Aisha N.	Psychology, General	20 %
** (A5) Lysinger,Diana	Russian	27 %
Machado,Geraldine M.	Psychology, General	20 %
Maero,Raye Beth	Intercollegiate Athletics	8 %
Maero,Raye Beth	Adapted Physical Education	10 %
Mahmood,Khalid	Mathematics, General	53 %
Manduca,Jerry A.	Administration of Justice	20 %
Mann,Scott T.	Administration of Justice	1 %
Manukyan,Knarik	Mathematics, General	33 %
Mar,James K.	Counselor	14 %
Marchi,Annemarie A.	Nursing	20 %
Marion,Derrick T.	Administration of Justice	1 %
Marmer,Richard	Psychology, General	20 %
** (A1) Matsumoto,Gerald Y.	Mathematics, General	20 %
Matsunami,Joline R.	Physical Education	15 %
Mattson,Sarah S.	Painting & Drawing	28 %
Mays,Judy L.	Counselor	5 %
McCann,Sean P.	Administration of Justice	1 %
McCarroll,Sharleen M.	Mathematics, General	20 %
McCleary,Rebecca Marie	Mathematics, General	33 %
McCormac,Gregory	Biology, General	54 %
** (B5) McCormack,John J.	Automotive Technology	13 %
** (A2) McCurry,Leslie K.	Mathematics, General	53 %
McCusker,David N.	Librarian	2 %
McFadden,Dennis	English	20 %
McKee,Steven C	Administration of Justice	1 %
Medcalf,John C.	Mathematics, General	33 %
Medkeff,Robert T.	Coordinator	1 %
Melkonyan,Gegham	Mathematics, General	33 %
Menard,Sigrid A.	Counselor	23 %
Messer,Carter-Ryan	Mathematics, General	40 %
Messier,Christopher D	Welding Technology	28 %
Michaels,Craig	Administration of Justice	1 %
Mickela,Anthony E.	Counselor	11 %
Miller,Nancy G	Gerontology	3 %
Miller,Roger Steven	Physics, General	15 %
Mirzaagha,Mohammad E.	Mathematics, General	33 %

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

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Montoya,Sally E.	Administration of Justice	1 %
Morris,Ronald Ray	Marketing & Distribution	40 %
** (A2) Moser,Richard M.	English	40 %
Mueller,Robert G	Administration of Justice	2 %
Mulvihill,Shauna Marie	History	20 %
Munger,Teri B.	Coordinator	17 %
Narvand,Payam	Business and Commerce, General	20 %
Narvand,Payam	Business Administration	20 %
Nazareno,Randy P.	Counselor	23 %
Neale,Jennifer C.	Natural Resources	8 %
** (A5) Nedorezov,Svetlana	Mathematics, General	33 %
Nelson,Douglas S.	Administration of Justice	1 %
Nelson,Elizabeth L.	Psychology, General	40 %
Ngo,Tu C.	Mathematics, General	47 %
Nguyen,Alfonso K.	Counselor	3 %
Nguyen,Dung	Mathematics, General	33 %
** (B4) O'Brien,Roxanne	Culinary Arts	43 %
Odell,Ashley R.	Counselor	15 %
Osterhout,Jonathan C.	Physical Education	15 %
Osterhout,Jonathan C.	Intercollegiate Athletics	15 %
Overgard,Jayne A.	Mathematics, General	40 %
Overton,Steven T.	Counselor	5 %
Padgett,Christopher D.	History	40 %
Palaspas,Candice	Counselor	3 %
** (B5) Parisius,Mark J.	Administration of Justice	1 %
Parker,John S.	Administration of Justice	1 %
Payroda,Dinesh C.	Coordinator	9 %
** (A2) Petraru,Marius	Geography	50 %
Pezone,John P.	Administration of Justice	1 %
Pfister,Nancianne	Speech Communication	20 %
** (B5) Phariss,Jess E.	Administration of Justice	1 %
Pico,Glenn A.	Mathematics, General	33 %
Pollard,Margaret P.	Accounting	53 %
Ponce,Carlos F	Administration of Justice	1 %
Porter,Cherri J.	English	40 %
Powers,Matthew T.	Administration of Justice	2 %
Preciado,Monica Isabel	Counselor	16 %
Preciado,Monica Isabel	Counselor	13 %
Purvis,Robert F.	Welding Technology	22 %
Ramos,Gabriel F.	Administration of Justice	2 %
Rath,Jeffrey A.	Administration of Justice	1 %
Rawlins,Jenna L.	Sociology	20 %
Reed,Arthur L.	Geology	15 %
Reichel,Sonya J.	Mathematics, General	53 %
Riese,Kelly L.	Speech Communication	40 %
Rink,Shelley F.	Music	9 %
Robison,Bradley O.	Administration of Justice	1 %
Rogers,Andrew B.	Philosophy	20 %
Rogers,Kristina S.	English	20 %
Romani,Annette L.	Mathematics, General	20 %
Romo,Angela S.	Chemistry, General	57 %
Rosario,Brian P.	Economics	40 %
** (B4) Rose,David A.	Administration of Justice	1 %
Rose,Valarie M.	Mortuary Science	20 %

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American River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Rowe,Harold E.	Administration of Justice	1 %
** (A1) Ruiz,Aracely	Counselor	15 %
** (A3) Russell,Gail	Dramatic Arts	32 %
Rust,Joseph D.	Academic Guidance	20 %
Rutaganira,Thomas	Mathematics, General	33 %
Ryther,Jane E.	ESL Integrated	15 %
Sabzevary,Iraj	Information Technology, General	20 %
** (A1) Safvi,Syed A.	Mathematics, General	47 %
Salakova-Cervantes,Stilyana D.	Business and Commerce, General	20 %
** (A2) Salluzzo,Michelle Anne	Child Development Administration and Mana	20 %
Samborski,Dan W.	Fine Arts, General	20 %
** (A2) Samudio,Benjamin M.	Chemistry, General	35 %
Sanchez,Brett Aaron	Mathematics, General	53 %
Saria,Robert J.	Administration of Justice	1 %
Sarmiento,Meredith A.	Librarian	9 %
Saw,Alexander	Physics, General	20 %
Saw,Alexander	Astronomy	20 %
Saxton,John R.	Economics	3 %
Schindler,Craig R.	Applied Photography	13 %
Schneider,Harold L.	English	40 %
Schuster,Randall O.	Drafting Technology	5 %
Scott,Margaret L.	Psychology, General	40 %
Scott,Steven	Biology, General	40 %
Shapiro,Lynn	English	20 %
Shearer,Kirt B	Dramatic Arts	1 %
** (A3) Shearer,Tracy F.	Dramatic Arts	25 %
Shepherd,Elden B.	Administration of Justice	1 %
Silva,Douglas J.	Restaurant and Food Services Management	28 %
Silva,Nancy E.	Dramatic Arts	55 %
Simmons,Floyd Raymond	Administration of Justice	1 %
** (B2) Sjolund,Joe P.	Counselor	55 %
** (A1) Slutsky,Daniel A.	Physiology (Includes Anatomy)	50 %
Smith,Carlos D.	Administration of Justice	2 %
Smith,Craig N.	Fine Arts, General	20 %
Smith,Craig N.	Art	28 %
Smith,Sunny	Dramatic Arts	1 %
Sneed,Jacquelyn	Gerontology	3 %
Specker,Elizabeth	ESL Integrated	15 %
Spino,Frank G.	Administration of Justice	1 %
Spurgeon,Michael L.	Creative Writing	20 %
Squire,Martha Anne	Librarian	11 %
Starkey,Danielle F	English	40 %
Stevens,Briagha E.	English	20 %
Stincelli,Carl A.	Administration of Justice	1 %
** (A1) Stokes,Clarence C.	Software Applications	18 %
Sukkary,Tamir	Political Science	40 %
Sullivan-Torrez,Kathleen E.	Physical Education	15 %
Sundin,Daniel R.	Microbiology	40 %
Supin,Vitaliy	Mathematics, General	50 %
Swanson,Maureen A.	Administration of Justice	1 %
Sweeney,Thomas D.	Administration of Justice	1 %
Tabrizi,Setareh H.	English	47 %
Tandon,Suman	Mathematics, General	33 %
Telleen,Adam C.	Microbiology	40 %

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American River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Thompson,Steven Dean	Music	60 %
Thurman,Melissa	Counselor	15 %
** (A2) Topinka,John R.	Biology, General	20 %
Torrano,Mary	Natural History	25 %
Torres,Santos	Sociology	40 %
Truong,Binh X.	Mathematics, General	60 %
Uptegrove,Jim L.	Administration of Justice	2 %
** (B5) Urkofsky, Teresa E.	Culinary Arts	22 %
** (A2) Valdez,Judith	Guidance	7 %
Valenzona,Deborah A.	Reading	40 %
Valle,Jesus D.	English	40 %
VanRegenmorter,Merlyn J.	Music	20 %
Vasquez,Karen M.	Speech Communication	40 %
Vervilos,Vasseliki	Accounting	53 %
Villena,Elaine Grace G	Chemistry, General	46 %
Vitaich,Jason M.	Political Science	40 %
Vittitow,Linda M.	Anthropology	20 %
Vlamis,Christopher M.	Administration of Justice	2 %
Voigt,Kurt D.	Horticulture	15 %
Waechter,J. Trenton	Paramedic	10 %
Walker,Eric S.	Administration of Justice	1 %
Ward,Alison S.	Counselor	15 %
Warman,James L.	Health Occupations, General	20 %
Warren,Marshall T.	Administration of Justice	1 %
Watters,Stephen W	Anthropology	20 %
Webb,Marni B.	English	27 %
Webb,Marni B.	Reading	20 %
Welter, Lee O.	Paramedic	10 %
Westre,Barbara J	Counselor	34 %
Williams,Samuel W.	Dramatic Arts	40 %
Williamson,Andrew D.	English	27 %
Williamson,Kate C.	Library Science, General	7 %
Williamson,Kate C.	Librarian	14 %
Wilson,Keri K.	Administration of Justice	2 %
** (B5) Wilson,Steven	Electronics & Electric Technology	13 %
Winford,Geoffrey M.	Administration of Justice	1 %
Wolf,Mary E.	Coordinator	17 %
Wolfe,David E.	Biology, General	50 %
** (A2) Wolff,Denise M.	Child Development/Early Care and Educatio	43 %
Won,Dean K.	Physiology (Includes Anatomy)	50 %
Wong, Kim W.	Administration of Justice	1 %
Wood,Patricia Emma	Fine Arts, General	20 %
Wood,Patricia Emma	Painting & Drawing	28 %
Wooden,Tami D.	Physical Education	15 %
Wooden,Tami D.	Intercollegiate Athletics	15 %
Worley,Katrina M.	Anthropology	20 %
Wrightson,William C.	History	27 %
Yatsenko,Tatyana	Guidance	7 %
Young,Shih-Wen M.	Astronomy	20 %
Youngs,Cynthia	Reading	40 %
Yuen,Tiffany W.	Counselor	14 %
Yuen,Tiffany W.	Counselor	15 %
Zeng,Zhi F.	Mathematics, General	53 %
** (A4) Zhang,Lingling	Accounting	35 %

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

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Amer,M. Rosalie C.	Librarian	4 %
Arden-Ogle,Ellen A.	Speech Communication	60 %
Barkley,Michelle P.	Nurse	6 %
Betz,Deborah Y.	Counselor	2 %
BoarerPitchford,Julie K.	Nutrition, Foods, and Culinary Arts	20 %
Brewer,Janet L.	Diagnostic Medical Sonography	7 %
Burns,Cori B.	Medical Assisting	13 %
** (A5) Calhoun,Ruby R.	Business and Commerce, General	20 %
** (A5) Calhoun,Ruby R.	Office Technology/Office Computer Applicati	13 %
Chavez,Jocelyn R.	Counselor	1 %
Connally,Ryan	Environmental Technology	37 %
Crawford,Robert L.	Mathematics, General	33 %
Cruz,Adriel B.	Physiology (Includes Anatomy)	20 %
Dang,Tina G.	Counselor	1 %
Dartez,Gail A	Dramatic Arts	20 %
Degn,Frances K.	Counselor	1 %
Diehl,Kellie	Physical Education	15 %
Dimond,Alison G.	Nutrition, Foods, and Culinary Arts	60 %
** (A2) Dimond,Iris J.	Child Development/Early Care and Educatio	20 %
Doan,Anna N.	Counselor	23 %
Domek,Anna L.	Counselor	4 %
Donovan,Geri M.	Fine Arts, General	40 %
DuBray,Daniel T.	Speech Communication	20 %
Emetarom,Chitoh M.	Chemistry, General	30 %
Esty,Juana T.	Counselor	3 %
Evans,Debra L.	Computer Support	27 %
Fagin,Edwin D.	Economics	40 %
Falloon,Matthew T.	English	20 %
Fernandez,Daniel S.	Counselor	1 %
Fishman,Wendell	Website Design and Development	18 %
Fishman,Wendell	Information Technology, General	13 %
Fitz Gibbon,Linda S.	Sculpture	28 %
Fong,Angela J.	Counselor	13 %
Fong,Hoyt S.	Counselor	1 %
Ford,Kelsey P.	English	20 %
** (A5) Fortin,Cheri L.	Dramatic Arts	20 %
Gale,Lesley D.	English	27 %
Garcia,Delayna F.	Counselor	2 %
Garcia,Yolanda D.	Counselor	4 %
Geissler,Markus	Information Technology, General	27 %
Geissler,Markus	Software Applications	13 %
** (A5) George,Nyenbeku C.	Sociology	50 %
Ghuman,Maninder K.	Librarian	7 %
Gilgun,John	Speech Communication	20 %
Gordon,Henry P.	Librarian	12 %
Granquist,Eric A.	Business Administration	20 %
Granquist,Eric A.	Real Estate	20 %
Green,Charlene K.	Counselor	1 %
Guan,Bao J.	Mathematics, General	33 %
Gutierrez,Alicia I.	Counselor	1 %

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

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Hendrix,L. Ralph	Counselor	5 %
Hewell Starnes,Tracy	Counselor	15 %
Hicks,Charity C.	Information Technology, General	13 %
Hoang,Linda	Mathematics, General	67 %
Hoskins,Ninfa E.	Counselor	1 %
James,Jonathan B.	Intercollegiate Athletics	15 %
Jones,Jenny L.	Counselor	8 %
Jones,Jenny L.	Counselor	5 %
Jones,Vincent W	Mathematics, General	33 %
Kagan,Alexander	Counselor	1 %
Kandel,Hom	Mathematics, General	33 %
Kandel,Hom	Mathematics Skills	15 %
Kelkar,Poonam S.	Counselor	1 %
Kloster,Thomas Edward	Mathematics, General	27 %
Kloster,Thomas Edward	Mathematics Skills	15 %
Knudsen,Mark James	Chemistry, General	57 %
Komarova,Irina N.	Mathematics, General	27 %
Larsen,Lawrence C.	Mathematics, General	40 %
Le,Phuong M.	Mathematics Skills	20 %
Leo,Regina S.	Counselor	1 %
Leung,Amy M.	Economics	40 %
Lindsey,William N.	Counselor	1 %
Lopez,Veronica	Nutrition, Foods, and Culinary Arts	30 %
Ly,Lap T.	Mathematics, General	33 %
Madden,William P.	Counselor	1 %
Marchak,Taras R.	English	20 %
Marslek,Michael R.	Accounting	27 %
Martin,Mary S	Mathematics, General	27 %
Mathis,Jaqueline S.	Academic Guidance	27 %
Mathis,Jaqueline S.	Counselor	2 %
McCollum,John M.	Automotive Technology	27 %
McDowell,Stephen C.	Chemistry, General	50 %
McNee,Shay D.	History	20 %
Mendoza,Erica D.	Counselor	1 %
Miller,Casey R.	English	40 %
Miller,Nathan D.	Speech Communication	20 %
Mills,Shannon L.	Anthropology	20 %
Miranda,Yolanda O.	Counselor	1 %
Mnichowicz,Bernard J.	Real Estate	20 %
Monnot,Andrew E.	Mathematics, General	27 %
Morales,Martin F.	Political Science	60 %
Moreno,Camille	Mathematics Skills	7 %
Mulhern,Jeannette L.	Child Development/Early Care and Educatio	20 %
Murakami-Smith,Lynne M.	Physical Education	15 %
Murakami-Smith,Lynne M.	Physical Fitness and Body Movement	15 %
Navarro,Murray F.	Mathematics, General	33 %
Navarro,Murray F.	Mathematics Skills	15 %
Nelsenador,Matt B.	Mathematics, General	67 %
Neves,Megan G.	Counselor	1 %
Nguyen,Alfonso K.	Counselor	2 %
Nguyen,Alfonso K.	Counselor	13 %
Nguyen,Nhat N.	Mathematics, General	33 %
Nguyen,Nhat N.	Mathematics Skills	20 %
Nguyen,Yen Thi	Vietnamese	35 %

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

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Noel,Brian E	Automotive Technology	45 %
Ochoa,Jerry	Counselor	1 %
Osman,Mohammed	Information Technology, General	13 %
Osman,Mohammed	Software Applications	20 %
Otiono,Erica N.	Child Development/Early Care and Educatio	20 %
Padilla-Alvarado,Sharon L.	Coordinator	9 %
** (A1) Parker,Dawn S.	Counselor	28 %
Parker,Grant	Music	20 %
Pereira,Michael J.	Automotive Technology	45 %
Peshkoff,Alexander A.	History	40 %
Pinkerton,Matthew S.	Other Humanities	20 %
Plasencia,Cesar	Intercollegiate Athletics	8 %
Post,Kari C.	Physical Education	15 %
Preble,Ronald E.	Intercollegiate Athletics	8 %
Pressnell,Jeffery L.	English	27 %
Procsal,Amanda R.	Psychology, General	40 %
** (A5) Reeves,Erica N.	English	20 %
Robbins,Destiny J	Counselor	1 %
Roberts,Jason M.	Welding Technology	28 %
Rogan,Patrick D.	Accounting	53 %
Sage,Leslie C.	Intercollegiate Athletics	15 %
Salzman,Julie	Counselor	1 %
Sands-Pertel,Judith A.	Music	20 %
Schrumpf,David J.	History	20 %
Seamons,John E.	Reading	20 %
Segal,Jonathan E.	Mathematics Skills	20 %
Shaver,Shelley L	English	27 %
Sigauke,Emmanuel	English	20 %
Sneed,Linda C.	English	20 %
Snowden,Robert L.	Mass Communications	20 %
Snowden,Robert L.	Academic Guidance	20 %
Soria Martin,Domingo DG	Mathematics, General	33 %
Speckman,Christian J.	Anthropology	15 %
Spisak,John H.	Computer Support	18 %
Stassi,Trinidad	Information Technology, General	20 %
Steensland,Mark H.	Film Studies	20 %
Stewart,Lora	Mathematics, General	20 %
Strong,Michael W.	Astronomy	20 %
Tavares,Tyrone Michael	Counselor	1 %
Tenneson,Brian B.	Mathematics, General	67 %
Thomas,Andree K.	Counselor	1 %
** (A5) Tierney,Joan W.	Physical Education	15 %
Tittle,Matt G	English	27 %
Torres,Gabriel S.	Spanish	35 %
Truong,Thanh V.	Mathematics, General	27 %
VanPatten,Charles R.	Philosophy	40 %
Vargas,Rianna L.	Counselor	1 %
Velazquez,Elizabeth	Counselor	1 %
Vest,Jefferson D.	Business Management	20 %
Wagner,Lauren M.	Film History and Criticism	20 %
Weathers-Miguel,Lee L.	Counselor	3 %
** (A5) Weinshilboun,David H.	English	13 %
Welkley,Debra L.	Sociology	20 %
Wellington,Erica M.	Counselor	10 %

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

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Welty,Ann E.	Counselor	4 %
Wen,Michael X	Mathematics, General	33 %
Whited,Gloria	English	27 %
Wildie,Kevin J.	History	20 %
** (A2) Williams-Brito,Kimberly	Mathematics, General	33 %
Wilson,James B.	ESL Reading	13 %
Winter,Dionne B.	Health Occupations, General	20 %
Winter,Dionne B.	Diagnostic Medical Sonography	13 %
** (A1) Wright,Tatyana N.	Counselor	5 %
Wunibald,Denise M.	English	27 %
Yarbrough,Michael	Mathematics, General	33 %
Young,Cicely N.	English	20 %
Zisk,Paul	Sociology	60 %

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

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
** (A5) Alexander,John E.	Coordinator	20 %
Arnfeld,Rebecca J.	Fine Arts, General	20 %
Baltimore,Paul R.	History	40 %
Baltimore,Paul R.	Coordinator	20 %
Beese,Michelle A.	Counselor	13 %
Brabander,Phuong Thao	Counselor	5 %
Clark,Christopher S.	Counselor	9 %
** (A1) Clarke,Alan L.	Political Science	1 %
Cooper,Paul G.	History	40 %
Cruz,Ronald J.	English	27 %
Curran,Timothy M.	Mathematics, General	53 %
Danner,Lisa A.	English	27 %
Dao,Phong C.	Chemistry, General	42 %
Darr-Glynn,Kristina D.	Counselor	15 %
Davis,Danielle R.	History	20 %
DeVille,Rebecca A.	Classics-Humanities	60 %
Dillon,Jeffrey T.	Counselor	31 %
Domek,Anna L.	General Work Experience	20 %
Eitel,Joseph E.	Mathematics, General	50 %
Ellerman,Curtis H.	Business and Commerce, General	20 %
Evans,Scott Dale	Counselor	9 %
Funderburg,Kelly L.	General Work Experience	20 %
Gaffaney,Timothy J.	Political Science	20 %
Garrett,Mark D.	Counselor	9 %
Green,Dominik J.	Chemistry, General	60 %
Greene,Calvin D.	Mathematics, General	33 %
Gross,Bryan E.	Psychology, General	20 %
Herzberger,Benjamin R.	Other Humanities	20 %
Javier,Miriam P.	Counselor	9 %
Johnson,Justin Louis	Intercollegiate Athletics	15 %
Jones,Amy Rebecca	Counselor	12 %
Jordan,Denis M.	Mathematics, General	33 %
Kraemer,Jennifer L.	Family Studies	20 %
Larry-Kearney,Debor Ann	English	20 %
Larry-Kearney,Debor Ann	Reading	20 %
LeFebvre,Edith E.	Speech Communication	20 %

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

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Lorenzo,Gina M.	Counselor	15 %
Mabry,Morice L.	Marketing & Distribution	20 %
Machado,Geraldine M.	Psychology, General	20 %
McConnell,Joel E.	Counselor	15 %
McDonald,Zhrinna D.	Counselor	15 %
McGhee,Kelly F.	Counselor	15 %
McHenry,Jennifer L.	Geography	20 %
Morrison,Jill	Counselor	11 %
Oliver,Noelle E.	English	20 %
Palomares,Carmelita	Study Skills	20 %
Palomares,Carmelita	Counselor	12 %
Pietromonaco,Dean J.	Mathematics, General	33 %
Pipkin,Kevin L.	Mathematics, General	33 %
Piskun,Yelena	Counselor	15 %
Pittman,Jason W.	Earth Science	20 %
Price,Yvonne E.	English	20 %
Raines,Barbara S	Psychology, General	23 %
Reese,David A.	Political Science	20 %
Ribaud,Donald N.	Intercollegiate Athletics	15 %
Robinson,Mitzi L.	Study Skills	20 %
** (A1) Rodriguez,Julie L.	Psychology, General	20 %
** (A2) Royer,Tina L.	English	20 %
Rush,John A.	Anthropology	20 %
** (A2) Salluzzo,Michelle Anne	Child Development Administration and Mana	20 %
** (A2) Samarron,Sandra L.	Nutrition, Foods, and Culinary Arts	20 %
Sapra,Lisa M.	English	20 %
Siegfried,Daniel J.	English	40 %
Skelly,Paul	Accounting	27 %
** (A5) Smith,Carolyn D.	Economics	40 %
Smith,Leon T.	Other Humanities	20 %
Suter,Tracy	Mathematics, General	33 %
Sutton,Amber M.	Child Development/Early Care and Educatio	20 %
** (A5) Taheri,Mansour	Mathematics, General	60 %
** (A1) Telles,James W.	Librarian	10 %
Thiessen,Stacia S.	Librarian	3 %
Thompson,Janel D.	Anthropology	2 %
Tikhonova,Inna V.	Counselor	32 %
Torrez,Matthew	Intercollegiate Athletics	15 %
Upton Benton,Tyffani A.	Speech Communication	20 %
Wai,Newton Y.	Mathematics, General	27 %
Waterson,Michael C.	Mathematics, General	60 %
Watson,Bethany R.	Mathematics, General	33 %
Welty,Margaret M.	Painting & Drawing	28 %
Whitt,David	Fire Technology	20 %
Winters,Frances A.	Speech Communication	20 %
Works,Bethany C.	Speech Communication	20 %
Worth,Debra N.	Anthropology	20 %
Wright,Cheryl A.	Business Management	20 %
Wright,Matthew L.	Health Education	20 %

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

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Alfaro,Ricardo	Mathematics, General	33 %
Alino,Vera R.	Chemistry, General	57 %
Allender,Julia	Physical Education	15 %
Anderson,Brandon H.	Geology	3 %
Anderson,Jared A.	Speech Communication	40 %
Austin,Grace W.	Psychology, General	20 %
Barry,Mathew A.	Physical Therapy Assistant	8 %
Belair,Diane M.	Counselor	7 %
Birdsall,Derik Dylan	Mathematics, General	33 %
Boyd,Halsey	Mathematics, General	27 %
** (A5) Bui,Dinh N.	Counselor	9 %
Burg,Thomas J.	Aviation and Airport Management and Servic	19 %
Castagna,Christine N.	Geography	20 %
Cerri,Dominic A.	History	20 %
Constantine,John H	Economics	40 %
Cook,Onisha S.	Counselor	16 %
Cortes,Angelica	Mathematics, General	33 %
Cox,Chad L.	Nutrition, Foods, and Culinary Arts	20 %
Crawford,Robert L.	Mathematics, General	33 %
Crumpton,Debra J.	Business Management	20 %
Crumpton,Debra J.	Small Business and Entrepreneurship	20 %
Crumpton,Debra J.	Office Technology/Office Computer Applicati	20 %
Cruz,Adriel B.	Physiology (Includes Anatomy)	39 %
Cuckovich,Jessica L.	English	27 %
Dana,Maureen Woodard	English	27 %
Dao,Binh C.	Chemistry, General	50 %
Dao,Thanh-Thuy N.	Coordinator-Instruct LAB	38 %
Davatz,Holly C.	English	27 %
Davis,Tony P.	Academic Guidance	20 %
DeMartini,Dawna L.	English	27 %
Dennis,Mark Anthony	Psychology, General	20 %
Diamond,Anne	Accounting	53 %
Diaz-Gastelum,Gloria	Spanish	27 %
Dicus,Michelle M.	Chemistry, General	20 %
Diehl,Nicholas J.	Philosophy	40 %
Dilley,Paul J	History	40 %
Dixon,Michael A.	Computer Programming	35 %
Doonan,William F.	Anthropology	40 %
Dunne,Michael R.	Dental Hygienist	19 %
DuVernay,Tara N.	Mathematics, General	33 %
Edelson,Rachel G.	English	20 %
Edwinson,Shawn A.	Child Development/Early Care and Educatio	20 %
Eigenheer,Richard A.	Geography	20 %
Eskandari,Vahid	Chemistry, General	40 %
** (B5) Estabrook,Paul H.	Applied Photography	28 %
Farias,Imelda	Counselor	5 %
Farrelly,Joseph T.	Sociology	20 %
Fayko,Robyn E.	Anthropology	35 %
Felker,Jeffery J.	Reading	35 %
Fellman,Melissa	Dental Hygienist	54 %
** (A5) Ferrara-Jones,Julie D.	Physical Fitness and Body Movement	5 %
Fonda,Gioia A.	Art	28 %
Fore,Dana Y.	English	20 %
Frank,Paul E.	Political Science	40 %

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

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Fraser,Linda	English	1 %
Freas,Adam C.	Academic Guidance	20 %
French,Catherine A.	English	20 %
Fulgham,Roietta J.	Office Management	20 %
Gambrell,Deborah M.	Counselor	10 %
Gander,Therese A.	Mathematics, General	33 %
** (A1) Garbutt,Jared J.	Nutrition, Foods, and Culinary Arts	20 %
Garcia-Gomez,Yolanda	Coordinator	3 %
Garner,Lyndale T.	Child Development/Early Care and Educatio	21 %
Garner,Lyndale T.	Family Studies	20 %
Gee,Jenny A.	Mathematics, General	33 %
Gilbert,David J.	Philosophy	20 %
** (A5) Gilley,Shannon R.	Counselor	1 %
Gmelin,Robert P.	English	20 %
Goehring,Kevin S	Aeronautical & Aviation Technology	22 %
Goldberg,Sherrri B.	Counselor	12 %
Gonzalez,Mauricio	Academic Guidance	20 %
Gonzalez,Mauricio	Counselor	2 %
Gore,Robert W.	Technical Theater	10 %
Gossett,Julie M.	Registered Nursing	30 %
Gould,Kelly L.	Administration of Justice	60 %
Greenwell,Andrea L.	Physiology (Includes Anatomy)	20 %
Gregory MacMillan,Marcella	Japanese	27 %
** (A5) Griffin,David A.	Physical Education	15 %
Grueneberger,Arthur R.	Software Applications	18 %
Gunn,Alexander	Chemistry, General	20 %
Guzman,Sandra G.	Counselor	6 %
Hanson,Luther E.	Dramatic Arts	15 %
Hernandez-Neil,Priscilla R.	Counselor	1 %
Hernandez-Neil,Priscilla R.	Counselor	5 %
** (B3) Hillenbrand,Collin D.	Sign Language	53 %
Hung,Gary W.	Counselor	2 %
Janssen,Kristine M.	Counselor	5 %
Jeppeson,Marsha S.	Speech Communication	20 %
Jones,Andrew B.	Physical Education	15 %
Jones,Christine M.	Dental Hygienist	36 %
Jones,Samira Soyini	Nutrition, Foods, and Culinary Arts	20 %
Jones-Thomas,Brandy S.	Counselor	4 %
Kagan,Alexander	Counselor	2 %
Kagan,Alexander	Counselor	5 %
Kalar,Barry D.	Administration of Justice	40 %
Keller,Mary F.	Physiology (Includes Anatomy)	4 %
Knowles,Deborah J. F.	Counselor	7 %
Koch,Kristen V.	Fine Arts, General	40 %
Korp,Norbert Gunter	Dental Hygienist	7 %
Lee,Pao	Counselor	4 %
Lee,Pao	Counselor	25 %
Lepe,Leonela G.	Academic Guidance	20 %
Lepe,Leonela G.	Counselor	2 %
Lewis,Ann	English	33 %
Leyva,John James	English	10 %
Logan,Shane P.	Sociology	40 %
Lopez,Antonio J.	Librarian	10 %
Lopez,Carlos J.	Spanish	27 %

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

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Lorenz,Norman H.	Family Studies	40 %
Maningo,Rita A.	Counselor	8 %
Mao,Alvin W.	Chemistry, General	15 %
Marchak,Taras R.	Reading	40 %
Marshall,Doris F.	Licensed Vocational Nursing	15 %
Martinez,Jesus E.	Mathematics, General	53 %
Martinez,Jesus R.	History	40 %
** (B5) Masterson,Patricia J.	Sign Language	53 %
May,Alexander Ross	Mathematics, General	33 %
McDaniel,Arrickia R.	Counselor	10 %
McLearan,Susan H.	Dental Hygienist	3 %
Mehadi,Ahmed	Chemistry, General	15 %
Mendez-Nunez,Luis R.	Mathematics, General	27 %
Meyer, Virginia C.	Natural History	11 %
Miller,Nicholas B.	Sociology	40 %
Miller,Scott J.	Aviation and Airport Management and Servic	19 %
Milton,Piper Isabeau	Fine Arts, General	40 %
Mom,Brian W.	Business and Commerce, General	20 %
Mom,Brian W.	Business Administration	20 %
Monsen,Richard Shawn	Computer Networking	25 %
Moore,Thomas G.	Information Technology, General	24 %
Moylan-Aube,Joanne	Counselor	34 %
Mukherjee,Sharmila	Chemistry, General	20 %
** (A2) Myers,Linda B.	Reading	22 %
Myers,Troy A.	English	20 %
Nash,Laurie J.	Physical Education	15 %
Nasiri,Melekeh	Chemistry, General	35 %
Navarro,Avelina G.	Mathematics, General	25 %
Needham,Heather Elise	Speech Communication	20 %
Neilson,Wendy N.	Occupational Therapy Technology	13 %
Newman Ritchards,Toni J.	Counselor	3 %
** (A5) Ng,Wang C.	Electronics & Electric Technology	22 %
** (A2) Ngai,Tsz Yan P.	Mathematics, General	7 %
Ngassam,Valery N.	Astronomy	35 %
Nguyen,Alfonso K.	Counselor	12 %
Nguyen,Alfonso K.	Counselor	8 %
Nguyen,Anh H.	Counselor	1 %
Niyati,Fatemeh	Chemistry, General	57 %
O'Neill,Zachary M.	English	20 %
Opiela,Cassandra	English	7 %
Pacheco,David B.	Physical Education	15 %
Pacheco,David B.	Physical Fitness and Body Movement	10 %
Pandey,Rajeev R.	Chemistry, General	57 %
Parker,Leslie A.	Counselor	12 %
** (B5) Perez,Pedro R.	Applied Photography	28 %
Peterson,Terry P.	Painting & Drawing	28 %
Petite,Lori M.	Speech Communication	40 %
Phillips,Joseph H.	Mathematics, General	47 %
Piedra,Erica A.	Spanish	27 %
** (A2) Poe,Kathleen A.	Music	40 %
Port,Andrew A.	Mathematics, General	53 %
Redmond,Patti A.	Speech Communication	20 %
Regalado,Maria Carmen	Psychology, General	40 %
Reynolds,Linda K.	Business and Commerce, General	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
Sacramento City College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Reynolds,Linda K.	Marketing & Distribution	20 %
Rice,Helen M.	Licensed Vocational Nursing	15 %
Richmond,Pamela R.	English	47 %
Rishard,Truman A.	Accounting	47 %
Roberts,Joshua M.	English	53 %
Rodriguez,Andres B.	Ethnic and Cultural Studies	20 %
Rodriguez,Hector	Mathematics, General	20 %
Roggli,Kurt W.	Philosophy	20 %
Rose,Gregory S.	Economics	40 %
Rosenberger,Randy	Mathematics, General	60 %
Rowland,Martha E.	Library Technician (Aide)	20 %
** (A2) Salazar,Rosalinda R.	English	20 %
** (A2) Samarron,Sandra L.	Nutrition, Foods, and Culinary Arts	20 %
Schmid,Melody Paula	Microbiology	20 %
Schmid,Melody Paula	Physiology (Includes Anatomy)	4 %
Schumacher,Robert J.	Painting & Drawing	28 %
** (A2) Schutte,Matthew L.	Mathematics, General	60 %
Screechfield,Rosalie M.	Mathematics, General	7 %
Shiflet,Kurt J.	Music	40 %
Singh,Jatinder P.	Computer Programming	35 %
Sjovold,Carl-Petter	History	20 %
Spore,Jennifer R.	Economics	40 %
** (A5) Spruce-Veatch,L Renee	English	20 %
Srivatsa,Sankar	Computer Programming	35 %
Starkey,Danielle F	English	1 %
** (B3) Steele,Marlene M.	Health Occupations, General	47 %
Steever,Joseph M.	Mathematics, General	58 %
** (B5) Stevenson,Elizabeth	Coordinator	21 %
Stone,Leila M.	Job Seeking/Changing Skills	7 %
Stone,Leila M.	Counselor	1 %
** (A4) Strella,Cheryl L.	Licensed Vocational Nursing	8 %
Strimling,Amy K.	Child Development/Early Care and Educatio	20 %
Sughrue,Wesley	Chemistry, General	40 %
** (A5) Sullivan,Derek J.	Physical Education	15 %
** (A5) Sullivan,Derek J.	Physical Fitness and Body Movement	10 %
Tambert,Roxanne R.	Cosmetology and Barbering	4 %
Taylor,Timothy K.	Computer Networking	53 %
Tedla,Dagne	Political Science	40 %
Tercho,Karen L.	Librarian	6 %
Testeza,Tess	Russian	27 %
Thomas,Michael A.	Intercollegiate Athletics	8 %
Thomas-Val,Jacinth P.	English	20 %
Times,Kenneth J.	Academic Guidance	20 %
Tittle,Matt G	English	27 %
Tracy,Gwyneth J.	Counselor	8 %
Treon,Caron L.	English	10 %
Tromborg,Chris T.	Psychology, General	40 %
Tuifua,Amelia S.	Counselor	6 %
Tuifua,Amelia S.	Counselor	29 %
** (A5) Ulrich,Walter D.	Intercollegiate Athletics	15 %
Valcu,Sanda I.	Study Skills	15 %
Van Warmerdam,Wim L. G.	Mathematics, General	33 %
** (A2) Vaughn,Starlette L.	English	33 %
Veal,James M.	Health Occupations, General	20 %

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

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
** (A5) Walker, Dannie E.	Intercollegiate Athletics	34 %
Wallace, Jason	English	20 %
Wang, Hsiao J.	Mathematics, General	40 %
Ward-Richardson, Joycelyn M.	Child Development/Early Care and Educatio	20 %
Watson-Perez, Heather L.	English	47 %
Weinsheink, Shawn E.	Technical Theater	35 %
Wheeldon, Sandra M.	Dental Assistant	27 %
Wheeldon, Sandra M.	Dental Hygienist	10 %
Williams, Angelo A	Sociology	20 %
Williams, Nichelle	Counselor	3 %
Wingard, Benjamin J.	Librarian	7 %
Wiseman, Maury I.	History	40 %
Wong, Malcolm E.	Mathematics, General	33 %
Wood, Eric S.	Art	28 %
Woodmansee, Rick D.	Mathematics, General	47 %
** (A1) Woolley, Nicole B.	Study Skills	7 %
** (A1) Wrenn, Robert Alan	Music	20 %
Wynn, Brita J.	Anthropology	35 %
Wynne, Daniel B.	Geology	18 %
Xiao, Alex H.	Political Science	40 %
Yapundich, Diane M.	Political Science	20 %
Yi, Terence	Mathematics, General	60 %
Zamora, Frank	Painting & Drawing	28 %
Zeh, Jonathan P.	Environmental Control Technology (HVAC)	7 %
Zellmer, Matthew A.	English	20 %
Zimmerman, Lance C.	Physiology (Includes Anatomy)	53 %
Zuercher, Connie A.	Health Education	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

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C L A S S I F I E D

APPOINTMENT(S)			
<u>Name</u>	<u>Position</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Cabrera, Alvaro	Account Clerk I	ARC	06/01/16
Lytte, Andrew S.	Library Media Technical Assistant	ARC	06/06/16
Murti, Kendalyne K.	Clerk III	ARC	07/11/16
Oleynik, Stanislav	Instructional Assistant – Mathematics, 9 months, 25%	ARC	08/18/16
Reid, Jodilee D.	Administrative Assistant I	ARC	06/27/16
Withey, Rebecca C.	Educational Media Design Specialist, 50%	FLC	06/06/16
Wyatt, Leon	Utility Worker	FM	06/15/16

INTERJURISDICTIONAL EXCHANGE (per Government Code Section 19050.8)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Dates(s)</u>
Marshall, Jeri	Interjurisdictional Exchange To Chaffey Community College District/Umoja Community Education Foundation (30%) From Outreach Specialist at CRC	01/19/16-06/30/16 REVISED

LEAVE(S) OF ABSENCE				
<u>Name</u>	<u>Position</u>	<u>Type of Leave</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Calhoun, Ruby R.	Instructional Assistant- Office Technology, 11 months	Personal, 35.6%	CRC	06/06/16-06/10/16
		Personal, 75.6%		06/13/16-06/30/16
		Personal, 40%		08/01/16-08/05/16
Love, Laura E.	Administrative Assistant I	Child Care, 100%	SCC	08/11/16-10/09/16
Martinez, Christina M.	Clerk III	Child Care, 100%	CRC	05/12/16-05/31/16
		Child Care, 60%		06/01/16-06/30/16 REVISED
Miranda, Mee	Financial Aid Officer	Long-term Staff Development, 100%	CRC	08/29/16-12/16/16

CLASSIFIED

**LEAVE(S) OF ABSENCE,
CONTINUED**

<u>Name</u>	<u>Position</u>	<u>Type of Leave</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Ralphs, Heather A.	Student Personnel Assistant-Student Services Athletic Program and Transfer Services Program	Child Care, 100%	SCC	06/16/16-01/23/17
Smith, Indya L.	Children's Center Clerk, 43.8%/ Clerk III, 50%	Long-term Staff Development, 100%	SCC	08/20/16-12/15/16
Thornton, Crystal J.	Clerk III	Child Care, 40% Child Care, 50%	SCC	06/06/16-06/10/16 06/13/16-08/17/16

PROMOTION(S)

<u>Name</u>	<u>New Position (Current Position)</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Bonner, Temperance R.	Assistant Financial Aid Officer, 12 months (Clerk III, 9 months)	SCC ARC)	07/08/16
Fuller, Dorothy A.	Assistant Financial Aid Officer (Financial Aid Clerk II)	FLC FLC)	06/01/16
Lor, Pammy	Payroll Accountant (Payroll Technician)	DO DO)	06/07/16

**REASSIGNMENT(S)/
TRANSFER(S)**

<u>Name</u>	<u>New Position (Current Position)</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Masika Wamala, Brenda	Admissions/Records Clerk III, 12 months 100% (Admissions/Records Clerk III, 10 months, 60%)	FLC CRC)	06/20/16
Scott, Traci N.	Student Personnel Assistant-Student Services (Student Personnel Assistant-Assessment/Testing)	SCC FLC)	06/07/16

C L A S S I F I E D

**RELEASED FROM
RE-EMPLOYMENT LIST**

<u>Name</u>	<u>Position</u>	<u>Assigned To</u>	<u>Effective Dates(s)</u>
Yiu Lee, Yuet S.	Custodian	CRC	06/02/16

RESIGNATION(S)

<u>Name</u>	<u>Position</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Azevedo, Melissa M.	Account Clerk II, 50%	ARC	06/25/16
Flores, Crystalyn E.	Clerk III	ARC	08/02/16
Michels, Timothy D.	Graphic Designer	ARC	06/09/16
Neves, Megan G.	Student Success and Support Program Specialist	ARC	06/09/16
Panag, Jennifer E.	Administrative Assistant I	CRC	07/02/16
Romani, Annette L.	Instructional Assistant- Learning Resources, 9 months, 50%	SCC	06/01/16
Thao, Michael	Clerk II	SCC	06/03/16

RETIREMENT(S)

<u>Name</u>	<u>Position</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Hanamoto, Claire M.	Laboratory Technician – Science (After 14+ years of service)	SCC	12/31/16
Weller, Diane Y.	Accountant (After 21+ years of service)	SCC	08/11/16

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>			
Albert, Lisa I.	Advanced Interpreter	07/01/2016	06/30/2017
Al-Hindi, Ihsan J. R.	Campus Patrol	07/01/2016	06/30/2017
Ali, Nimo	Counseling Clerk II	07/01/2016	06/30/2017
Alshaikh Saeed, Raneem M.	Special Projects	07/01/2016	06/30/2017
Amato, Gary G.	Campus Patrol	07/01/2016	06/30/2017
Anderson, Greg W.	Campus Patrol	07/01/2016	06/30/2017
Anderson, Megan E.	Special Projects	07/01/2016	06/30/2017
Arias Jr., Rafael G.	Campus Patrol	07/01/2016	06/30/2017
Arkova, Elena	Clerk I	07/01/2016	06/30/2017
Arkova, Elena	Clerk II	07/01/2016	06/30/2017
Arushanova, Nailya N.	Instructional Assistant	07/01/2016	06/30/2017
Atkinson, Andrea A	Advanced Interpreter	07/01/2016	06/30/2017
Avagyan, Noreta	Clerk I	07/01/2016	06/30/2017
Azevedo, Denise L.	Beginning Interpreter	07/01/2016	06/30/2017
Baiz, Louis E	Instructional Assistant	07/01/2016	06/30/2017
Banks, Ladra Q.	Instructional Assistant	07/01/2016	06/30/2017
Battles, Avalon K. L.	Beginning Interpreter	07/01/2016	06/30/2017
Blanchard, Sarah E	Advanced Interpreter	07/01/2016	06/30/2017
Bojonca, Veaceslav	Campus Patrol	07/01/2016	06/30/2017
Brand-Payne, Suzette S.	Special Projects	07/01/2016	06/30/2017
Bucciarelli, Jacob A.	Special Projects	07/01/2016	06/30/2017
Buckner, Mallory R.	Student Personnel Assistant	07/01/2016	06/30/2017
Byrne, Linda J.	Asst. Financial Aid Officer	07/01/2016	06/30/2017
Caileanu, Larisa R.	Instructional Assistant	07/01/2016	06/30/2017
Cao, Vivian T.	Instructional Assistant	07/01/2016	06/30/2017
Catena, Kira A	Special Projects	07/01/2016	06/30/2017
Chaidez, Luz N	Instructional Assistant	07/01/2016	06/30/2017
Claunch, Brandon A.	Campus Patrol	07/01/2016	06/30/2017
Colmenares, Mayra I.	Student Personnel Assistant	06/23/2016	06/30/2016
Culmsee, Rochelle R.	Advanced Interpreter	07/01/2016	06/30/2017
Dean, Mary J.	Special Projects	07/01/2016	06/30/2017
Del'Nero, Christina M	Clerk I	07/01/2016	06/30/2017
Derevyanchuk, Aleksandr	Media Systems/Resources Tech I	07/01/2016	06/30/2017
Dew, Dennis C.	Campus Patrol	07/01/2016	06/30/2017
Donovan, Adam D.	Specialty Coach	06/07/2016	06/30/2016
Duncan, Brittany L.	Beginning Interpreter	07/01/2016	06/30/2017
Dunn, John G	Special Projects	06/02/2016	06/30/2016
Dutton, Haley M	Swimming Instructor II	06/01/2016	06/30/2016

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
<u>American River College (Continued)</u>			
Edwards, Alina N.	Beginning Interpreter	07/01/2016	06/30/2017
Evans, Casey R.	Campus Patrol	07/01/2016	06/30/2017
Fields, Aaron	Campus Patrol	07/01/2016	06/30/2017
Fink, Brandon C.	Campus Patrol	07/01/2016	06/30/2017
Frye, Chelsea C	Swimming Instructor II	06/01/2016	06/30/2016
Garcia, Emily C.	Campus Patrol	07/01/2016	06/30/2017
Gilreath, Satyndahl B.	Financial Aid Clerk I	07/01/2016	06/30/2017
Gomez-Baranda, Gabriela K.	Instructional Assistant	06/01/2016	06/30/2016
Gomez-Baranda, Gabriela K.	Instructional Assistant	07/01/2016	06/30/2017
Gonzalez Bermudez, Jorge L.	Campus Patrol	07/01/2016	06/30/2017
Goodenough, Cynthia D.	Bookstore Clerk I	07/01/2016	06/30/2017
Graham, Kimberly M.	Campus Patrol	07/01/2016	06/30/2017
Green, Loralyn J.	Advanced Interpreter	07/01/2016	06/30/2017
Harbison, Eisha N.	Financial Aid Clerk II	07/01/2016	06/30/2017
Harmon, Harold W.	Campus Patrol	07/01/2016	06/30/2017
Harris, Bettie M	Administrative Asst. I	06/01/2016	06/30/2016
Harris, Bettie M	Administrative Asst. I	07/01/2016	06/30/2017
Harun, Shina B.	Instructional Assistant	07/01/2016	06/30/2017
Heinel, Judy L.	Account Clerk I	07/01/2016	06/30/2017
Helms, Sharon E.	Special Projects	07/01/2016	06/30/2017
Hernandez, Joanna S.	Campus Patrol	07/01/2016	06/30/2017
Hicks, Jarrad M.	Student Personnel Assistant	06/07/2016	06/30/2016
Holt, Amelia R.	Special Projects	07/01/2016	06/30/2017
Ismailyan, Elethabeth G.	Campus Patrol	07/01/2016	06/30/2017
Jackson, Jeffery W.	Campus Patrol	07/01/2016	06/30/2017
January, Brandon J.	Financial Aid Clerk II	07/01/2016	06/30/2017
Jenkins, Tanisha L.	Clerk I	07/01/2016	06/30/2017
Joe-Fenton, Jeanne O.	Graphic Designer	07/01/2016	06/30/2017
Jones, Kimberlee K	Advanced Interpreter	07/01/2016	06/30/2017
Justmann, Niki L	Clerk II	08/01/2016	06/30/2017
Karl, Jeff R.	Special Projects	07/01/2016	06/30/2017
Karpova, Tetiana	Counseling Clerk I	07/01/2016	06/30/2017
Keller, Ashley A.	Intermediate Interpreter	07/01/2016	06/30/2017
Kumpf, Andrew K.	Campus Patrol	07/01/2016	06/30/2017
Lagrutta, Rick V.	Art Model	07/01/2016	06/30/2017
Lannan, Judith L.	Financial Aid Clerk II	07/01/2016	06/30/2017
Leidolph, James J	Laboratory Technician	07/01/2016	06/30/2017
Liang, Yuanhang	Financial Aid Clerk I	07/01/2016	06/30/2017
Liashchynski, Uladzimir	Custodian	07/01/2016	06/30/2017
Llanos, Damien A.	Campus Patrol	07/01/2016	06/30/2017
Losinets, Inna G.	Account Clerk I	07/01/2016	06/30/2017
Lutsuk, Alla	Student Personnel Assistant	07/01/2016	06/30/2017

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
<u>American River College (Continued)</u>			
MacGill, Brie R	Art Model	07/01/2016	06/30/2017
Malone, Jenifer N.	Intermediate Interpreter	07/01/2016	06/30/2017
McClurg, Melanie A	Special Projects	07/01/2016	06/30/2017
Medkeff, Robert T.	Recruit Training Officer	05/16/2016	06/30/2016
Mezer, Khaleel	Custodian	07/01/2016	06/30/2017
Mitchell, Veronica Owen Euthema	Intermediate Interpreter	07/01/2016	06/30/2017
Moog, Christa E.	Beginning Interpreter	07/01/2016	06/30/2017
Mostovaya, Liliya	Financial Aid Clerk II	07/01/2016	06/30/2017
Mundling, Lisa M.	Special Projects	07/01/2016	06/30/2017
Muscardini, Pamela C.	Advanced Interpreter	07/01/2016	06/30/2017
Nabok, Anastasiya	Clerk I	06/07/2016	06/30/2016
Nabok, Anastasiya	Clerk I	07/01/2016	06/30/2017
Naumova, Larisa	Financial Aid Clerk I	07/01/2016	06/30/2017
Ng, Kenneth Ka Hin	Special Projects	07/01/2016	06/30/2017
Ng, Paul Y.	Beginning Interpreter	07/01/2016	06/30/2017
Nobriga, Kimberly J	Advanced Interpreter	07/01/2016	06/30/2017
Norris, Jonathan P.	Specialty Coach	06/01/2016	06/30/2016
O'guinn, Heather L.	Advanced Interpreter	07/01/2016	06/30/2017
On, Gia Phuc N.	Student Personnel Assistant	07/01/2016	06/30/2017
Ondricka, Kelly E.	Library/Media Tech Assistant	07/01/2016	06/30/2017
Otto, Silvia	Instructional Assistant	07/01/2016	06/30/2017
Pfister, Anthony Michael	Campus Patrol	07/01/2016	06/30/2017
Platte, Daniel J.	Toolroom Equip Attendant	07/01/2016	06/30/2017
Poncini, Carol A.	Asst. Financial Aid Officer	07/01/2016	06/30/2017
Puckett, Tyler J.	Campus Patrol	07/01/2016	06/30/2017
Quinn, Rachel Ruth	Intermediate Interpreter	07/01/2016	06/30/2017
Rivera, Esmeralda B.	Clerk I	07/01/2016	06/30/2017
Rizk, Georges Y.	Account Clerk I	07/01/2016	06/30/2017
Rocha, Eduardo I.	Instructional Assistant	07/01/2016	06/30/2017
Rodgers, Kirsten B.	Advanced Interpreter	07/01/2016	06/30/2017
Rodriguez, Karla E	Financial Aid Clerk I	07/01/2016	06/30/2017
Rogers, James C	DSP&S Clerk	07/01/2016	06/30/2017
Rosca, Liliana	Instructional Assistant	07/01/2016	06/30/2017
Saldivar, Vinson J.	Clerk I	07/01/2016	06/30/2017
Sanchez, Gladis L.	Student Personnel Assistant	07/01/2016	06/30/2017
Schaefer, Laura G.	Advanced Interpreter	07/01/2016	06/30/2017
Schuster, Shannon N.	Art Model	07/01/2016	06/30/2017
Serpa, Jennifer A.	Special Projects	07/01/2016	06/30/2017
Shemereko, Lyubov	Financial Aid Clerk I	07/01/2016	06/30/2017
Simpson, Dawn M	Beginning Interpreter	07/01/2016	06/30/2017
Skryagina, Yekaterina	Clerk III	07/01/2016	06/30/2017

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
<u>American River College (Continued)</u>			
Smith, Jimmy	Campus Patrol	07/01/2016	06/30/2017
Sneed, Nancy A.	Advanced Interpreter	07/01/2016	06/30/2017
Spencer, Caitlyn N.	Counseling Clerk I	07/01/2016	06/30/2017
Summit, Megan J.	Beginning Interpreter	07/01/2016	06/30/2017
Svyatoshchik, Anastasiya	Financial Aid Clerk I	07/01/2016	06/30/2017
Talbott, Beth A.	Clerk I	07/01/2016	06/30/2017
Tauber, Edris	Instructional Assistant	07/01/2016	06/30/2017
Tavera Ruiz de Azua, Hector M.	Beginning Interpreter	07/01/2016	06/30/2017
Thomas, Akira F	DSP&S Clerk	07/01/2016	06/30/2017
Van Arkel, John R.	Laboratory Technician	08/01/2016	06/30/2017
Velichko, Liana A	Clerk I	07/01/2016	06/30/2017
Vivian, Kaela	Clerk III	07/01/2016	06/30/2017
Waldrep, Kimberly K.	Instructional Assistant	07/01/2016	06/30/2017
Washington, Carlisha J.	Clerk I	05/23/2016	06/30/2016
Watson, Terrence J.	Campus Patrol	07/01/2016	06/30/2017
Williams, Brian C	Instructional Assistant	07/01/2016	06/30/2017
Williams, Grace M.	Beginning Interpreter	07/01/2016	06/30/2017
Willson, Vernalee A	Account Clerk I	07/01/2016	06/30/2017
Winfield, Corey D.	Special Projects	07/01/2016	06/30/2017
Winford, Amy Lynn	Special Projects	07/01/2016	06/30/2017
Wyatt, Kelly M.	Advanced Interpreter	07/01/2016	06/30/2017
Yanez, Joshua J	Instructional Assistant	07/01/2016	06/30/2017
Yuen, Tiffany W.	Financial Aid Officer	07/01/2016	06/30/2017
Zwane, Jessica R.	Child Dev Ctr Teacher	07/01/2016	06/30/2017
<u>Cosumnes River College</u>			
Abboushi, Dalal Z.	Instructional Assistant	07/01/2016	06/30/2017
Adger, Wesley J	Campus Patrol	07/01/2016	06/30/2017
Allen, Shalanda L.	Clerk I	05/10/2016	06/30/2016
Allenby, Derek E.	Student Personnel Assistant	07/01/2016	06/30/2017
Brisco, Kevin L.	Campus Patrol	07/01/2016	06/30/2017
Buenafior, Sharon M.	Swimming Instructor II	06/06/2016	06/30/2016
Burgos, Jasmine E.	Financial Aid Clerk II	07/01/2016	06/30/2017
Cameron, Dawn C	Account Clerk II	07/01/2016	06/30/2017
Canales, Olga M.	Sports Instructor I	06/15/2016	06/30/2016
Carrasco, Carlos G.	Special Projects	06/15/2016	06/30/2016
Casillas, Griselda	Student Personnel Assistant	07/01/2016	06/30/2017
Chapel, Jerome	Campus Patrol	07/01/2016	06/30/2017
Delacerda, Elia L.	Clerk III	07/01/2016	06/30/2017
Dinwiddie, Dyllon T.	Campus Patrol	07/01/2016	06/30/2017
Do, Thuan D.	Financial Aid Clerk I	07/01/2016	06/30/2017

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
<u>Cosumnes River College (Continued)</u>			
Fang, Alexander S	Bookstore Aide	07/20/2016	06/30/2017
Farmer, Daniel K.	Swimming Instructor II	06/06/2016	06/30/2016
Finnegan, Joyce A.	Clerk III	07/01/2016	06/30/2017
Fong, David C	Student Personnel Assistant	07/01/2016	06/30/2017
Galloway, Gloria M.	Administrative Asst. I	06/06/2016	06/30/2016
Galloway, Gloria M.	Administrative Asst. I	07/01/2016	06/30/2017
Garcia, Juan C	Bookstore Clerk I	07/01/2016	06/30/2017
Gaydarzhi, Lyudmila	Financial Aid Clerk I	07/01/2016	06/30/2017
Gelotte, Danielle	Student Personnel Assistant	07/01/2016	06/30/2017
Gibson, David R.	Campus Patrol	07/01/2016	06/30/2017
Gizzo, Anastacia C.	Asst Sports Program Director	06/15/2016	06/30/2016
Gjibinskaia, Vladislava S.	Financial Aid Clerk I	07/01/2016	06/30/2017
Gratto-Bachman, Andrew S.	Student Personnel Assistant	07/01/2016	06/30/2017
Harris, Willie Jr	Campus Patrol	07/01/2016	06/30/2017
Her, Charlis Theng	Campus Patrol	07/01/2016	06/30/2017
Her, Paul	Campus Patrol	07/01/2016	06/30/2017
Ibrahim, Khalil I.	Instructional Assistant	06/01/2016	06/30/2016
Jacobs, Rachel A.	Sports Instructor I	06/24/2016	06/30/2016
Lantay, Cory R.	Instructional Assistant	07/01/2016	06/30/2017
Lemmons, Morgan P	Clerk I	05/25/2016	06/30/2016
Lewis, Ronnie R.	Financial Aid Clerk II	07/01/2016	06/30/2017
Lin, Jingjing	Swimming Pool Cashier	06/06/2016	06/30/2016
Lopez, Troy R.	Campus Patrol	07/01/2016	06/30/2017
Lopez-Gollas, Nereida G	Swimming Instructor II	06/06/2016	06/30/2016
Luong, Jackie W.	Financial Aid Clerk I	07/01/2016	06/30/2017
Mack, J Hannah C.	Swimming Instructor II	06/06/2016	06/30/2016
Mack, Jerramiah C.	Swimming Instructor II	06/06/2016	06/30/2016
Martin-Marr, Magalean	Student Personnel Assistant	07/01/2016	06/30/2017
Melis, Michelle T.	Student Personnel Assistant	07/01/2016	06/30/2017
Mena, Edgar	Student Personnel Assistant	07/01/2016	06/30/2017
Naguna, Danielle L.	Swimming Instructor I	06/06/2016	06/30/2016
Nguyen, Cathy P.	Asst. Financial Aid Officer	07/01/2016	06/30/2017
Nguyen, Thuy A	Instructional Assistant	07/01/2016	06/30/2017
Orozco Solorio, Leonardo D.	Campus Patrol	07/01/2016	06/30/2017
Perez, Elizabeth	Account Clerk I	07/01/2016	06/30/2017
Pham, Vu A.	Instructional Assistant	07/01/2016	06/30/2017
Pilapil, Val Lorenzo S.	Swimming Instructor II	06/06/2016	06/30/2016
Potch, Jessica K	Swimming Instructor II	06/06/2016	06/30/2016
Rahimi, Qudsia	Instructional Assistant	07/01/2016	06/30/2017
Reyes, Marylou C.	Custodian	07/01/2016	06/30/2017
Riaz, Angeela S.	Student Personnel Assistant	07/01/2016	06/30/2017
Roa, Jacob B.	Swimming Instructor I	06/03/2016	06/30/2016
Roa, Jacob B.	Swimming Instructor I	07/01/2016	06/30/2017

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
<u>Cosumnes River College (Continued)</u>			
Robinson, Michal S	Instructional Assistant	07/01/2016	06/30/2017
Rodriguez Madrigal, Jessica Alejandra	Clerk I	07/01/2016	06/30/2017
Rogers, Jeremy P.	Campus Patrol	07/01/2016	06/30/2017
Rosas, Ronnie A.	Campus Patrol	07/01/2016	06/30/2017
Saechao, Low Meng	Clerk III	07/01/2016	06/30/2017
Saevang, Tracy F	Clerk I	07/01/2016	06/30/2017
Sanchez, Gracie M.	Asst Sports Program Director	06/06/2016	06/30/2016
Sanchez, Jesse A.	Campus Patrol	07/01/2016	06/30/2017
Schimandle, Jamie M	Student Personnel Assistant	07/01/2016	06/30/2017
Singh, Krit K.	Clerk I	07/01/2016	06/30/2017
Sledz, Oleksandr	Senior IT Technician	05/18/2016	06/30/2016
Sledz, Oleksandr	Instructional Assistant	07/01/2016	06/30/2017
Smithhart, Joseph M.	Campus Patrol	07/01/2016	06/30/2017
Solano, Bianka J	Clerk III	07/01/2016	06/30/2017
Spikes, Shona M	Swimming Instructor I	06/06/2016	06/30/2016
Stewart, Rick W.	Clerk I	05/25/2016	06/30/2016
Thompson, Stephanie R.	Clerk I	07/01/2016	06/30/2017
Waits, Barbara M.	Printing Services Operator II	07/01/2016	06/30/2017
Woodall, Margaret Gay	Clerk I	07/01/2016	06/30/2017

District Office / Business and Economic Development Center / Facilities Management / Police Services

Aasted, Carina M.	Special Projects	07/01/2016	06/30/2017
Ameerzada, Ahmad Sear	Special Projects	07/01/2016	06/30/2017
Barkley, Colin A.	Clerk I	07/01/2016	06/30/2017
Baxter, Deborah	Clerk III	07/01/2016	06/30/2017
Camp, Laurie L.	Clerk III	07/01/2016	06/30/2017
Chadwick, Sera L	Administrative Asst. I	07/01/2016	06/30/2017
Ernster, Michelle	Clerk III	07/01/2016	06/30/2017
Holley, Brittney R.	Clerk I	07/01/2016	06/30/2017
Ilg, Andrew W.	Campus Patrol	07/01/2016	06/30/2017
Johnson, Stephanie A.	Special Projects	07/01/2016	06/30/2017
Jones-Hayes, Shana I.	Clerk I	07/01/2016	06/30/2017
Khripunov, Nighina	Clerk III	07/01/2016	06/30/2017
Kurk, Alexandria L.	Clerk I	07/01/2016	06/30/2017
Lee, Tzee Nyia B.	Campus Patrol	07/01/2016	06/30/2017
Leyva, Dawn E.	Clerk III	07/01/2016	06/30/2017
Low, Brandon T	Clerk I	07/01/2016	06/30/2017
Mussario, Anthony J.	Campus Patrol	07/01/2016	06/30/2017
Mussario, Anthony J.	Clerk I	07/01/2016	06/30/2017
Narayan, Ashley	Special Projects	07/01/2016	06/30/2017
Nemitz, Julie H.	Special Projects	06/01/2016	06/30/2016
Nowak, Daniel E.	Special Projects	07/01/2016	06/30/2017

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
<u>District Office / Business and Economic Development Center / Facilities Management / Police Services</u>			
<u>(Continued)</u>			
Reifschneider, Stephanie M.	Clerk III	07/01/2016	06/30/2017
Robinowitz, Jasmine Louis	Clerk I	07/01/2016	06/30/2017
Sobers, Nicole E.	Clerk I	07/01/2016	06/30/2017
Tran, Hong T.	Special Projects	07/01/2016	06/30/2017
Visaya, Michelle A.	Clerk II	07/01/2016	06/30/2017
Wescoatt, Erika K	Special Projects	07/01/2016	06/30/2017
Yang, Wyler	Student Personnel Assistant	07/01/2016	06/30/2017
Ycmat, Dalisay B	Clerk II	07/01/2016	06/30/2017
<u>Folsom Lake College</u>			
Abas, Aliaa K.	Student Personnel Assistant	05/26/2016	06/30/2016
Abas, Aliaa K.	Student Personnel Assistant	07/01/2016	06/30/2017
Abzalov, Davron	Campus Patrol	07/01/2016	06/30/2017
Altrock, Stephanie K.	Admissions/Records Clerk I	07/01/2016	06/30/2017
Anderson, James E.	College Recv Clerk/Storekeeper	07/01/2016	06/30/2017
Barrett, Brandon A.	Custodian	07/01/2016	06/30/2017
Bickel, Victor W.	Bookstore Clerk I	05/25/2016	06/30/2016
Brackenhoff, Julia S.	Clerk III	07/01/2016	06/30/2017
Brooke, Justin P	Special Projects	07/01/2016	06/30/2017
Brooks, Richard L	Bookstore Clerk II	07/01/2016	06/30/2017
Burrage, Michael E.	Special Projects	07/01/2016	06/30/2017
Clanton, Grace D.	Counseling Clerk II	07/01/2016	06/30/2017
Coburn, Jay T.	Campus Patrol	07/01/2016	06/30/2017
De Vera, Shawn C.	Instructional Assistant	07/01/2016	06/30/2017
Diaz, Aurelio R	Custodian	07/01/2016	06/30/2017
Dimitropoulos, Dean A	Clerk I	07/01/2016	06/30/2017
Dubin, Ila B.	Special Projects	07/01/2016	06/30/2017
Dubinet, Aleksandr N.	Clerk II	07/01/2016	06/30/2017
Dugan, Richard J.	Special Projects	07/01/2016	06/30/2017
Dwyer, Jacob D.	Campus Patrol	07/01/2016	06/30/2017
Falls, Lynnette K.	Student Personnel Assistant	07/01/2016	06/30/2017
Fisher, Barbara J. D.	Special Projects	07/01/2016	06/30/2017
Flynn, Amy R	Admissions/Records Evaluator I	07/01/2016	06/30/2017
Fynes, John w.	Special Projects	07/01/2016	06/30/2017
Gallegos, Erin L.	DSP&S Clerk	07/01/2016	06/30/2017
Granier, Theodore R. E.	Special Projects	07/01/2016	06/30/2017
Grechev, Roman I.	Campus Patrol	07/01/2016	06/30/2017
Halsell, Jared B.	Special Projects	07/01/2016	06/30/2017
Harrell, Courtney E.	Special Projects	07/01/2016	06/30/2017
Haydn, Gerald A.	Special Projects	07/01/2016	06/30/2017
Henley, William Dalton	Bookstore Clerk I	07/01/2016	06/30/2017

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
<u>Folsom Lake College (Continued)</u>			
Heuer, Jessica E.	Campus Patrol	07/01/2016	06/30/2017
Hickey, Milena M.	Special Projects	07/01/2016	06/30/2017
Hoffman, Shirley B.	Bookstore Clerk I	07/01/2016	06/30/2017
Hounnou, Stephanie A.	Instructional Assistant	07/01/2016	06/30/2017
Hoyt, Cameron	Special Projects	07/01/2016	06/30/2017
Johnson, Meghan N	Clerk I	06/20/2016	06/30/2016
Johnson, Meghan N	Clerk I	07/01/2016	06/30/2017
Johnson, Meghan N	Clerk I	07/01/2016	06/30/2017
Karle, Sierra R.	Instructional Assistant	07/01/2016	06/30/2017
Kirlin, Richard K.	Special Projects	07/01/2016	06/30/2017
Kline, Tyler L	Instructional Assistant	05/25/2016	06/30/2016
Kline, Tyler L	Instructional Assistant	07/01/2016	06/30/2017
Koob, Ramona	Clerk I	07/01/2016	06/30/2017
Larson, Niels E.	Special Projects	07/01/2016	06/30/2017
Lazaro-Thompson, Lorna J.	Clerk I	08/15/2016	06/30/2017
Lee, Matthew A.	Campus Patrol	07/01/2016	06/30/2017
Leshchuk, Roman P.	Campus Patrol	07/01/2016	06/30/2017
Lewis, Devante I.	Campus Patrol	07/01/2016	06/30/2017
Llontop, Carlos A	Special Projects	07/01/2016	06/30/2017
Lomastro, Charmaign S.	Special Projects	07/01/2016	06/30/2017
Lopez, Sergio R.	Campus Patrol	07/01/2016	06/30/2017
Lozano, Karla R.	Student Personnel Assistant	07/01/2016	06/30/2017
Maclean, Jillian L.	Tutorial Services Assistant	07/01/2016	06/30/2017
Makhnovskaya, Margarita Y	Clerk I	07/01/2016	06/30/2017
Mayfield, Stephen T.	Clerk II	05/31/2016	06/30/2016
Mayfield, Stephen T.	Clerk II	07/01/2016	06/30/2017
McCarthy, Logan J.	Clerk I	07/01/2016	06/30/2017
McCarty, Jason S.	Special Projects	07/01/2016	06/30/2017
McDade, Patrick M.	Campus Patrol	07/01/2016	06/30/2017
McDoniels, Lee Ray	Special Projects	07/01/2016	06/30/2017
McDoniels, Linda S.	Special Projects	07/01/2016	06/30/2017
Mclane, Jennifer K. T.	Graphic Designer	07/01/2016	06/30/2017
Meier, David B.	Campus Patrol	07/01/2016	06/30/2017
Melton, Marguerite A.	Bookstore Clerk I	07/01/2016	06/30/2017
Mendoza, Jessica S	DSP&S Clerk	07/01/2016	06/30/2017
Menley, Mason T.	Campus Patrol	07/01/2016	06/30/2017
Monger, Nancy	Clerk I	07/01/2016	06/30/2017
Moore, Harry M.	Bookstore Clerk I	07/01/2016	06/30/2017
Naresh, Trisha R	Clerk II	07/01/2016	06/30/2017
Nielsen, Daniel L	Printing Services Operator II	07/01/2016	06/30/2017
Ohl, Jazlyn I.	Bookstore Clerk I	07/01/2016	06/30/2017
Olson, Mason S.	Clerk I	07/01/2016	06/30/2017

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
<u>Folsom Lake College (Continued)</u>			
Padash, Nooshin N	Student Personnel Assistant	07/01/2016	06/30/2017
Pamma, Inderpal S.	Financial Aid Clerk I	05/31/2016	06/30/2016
Pamma, Inderpal S.	Financial Aid Clerk I	07/01/2016	06/30/2017
Powers, Patrick W.	Assistant Coach	07/01/2016	06/30/2017
Pressley, Jessica D.	Student Personnel Assistant	07/01/2016	06/30/2017
Pressley, Jessica D.	TANF/CalWORKs Specialist	07/01/2016	06/30/2017
Pronina, Alina	Counseling Clerk II	07/01/2016	06/30/2017
Proshak, Valeriya	Admissions/Records Clerk I	07/01/2016	06/30/2017
Quinn, Anthony D	Reader/Tutor	06/01/2016	06/30/2016
Randall, William E.	Campus Patrol	07/01/2016	06/30/2017
Reade, David S.	Instructional Assistant	07/01/2016	06/30/2017
Reisner, Christine A.	Reader/Tutor	07/01/2016	06/30/2017
Reyes, Deena L.	Clerk I	09/01/2016	06/30/2017
Reyes, Deena L.	Special Projects	07/01/2016	06/30/2017
Romero, Cynthia A.	Special Projects	07/01/2016	06/30/2017
Ross, Carrie D	Clerk II	07/01/2016	06/30/2017
Roth, Donna	Clerk I	07/01/2016	06/30/2017
Samet, Jonathan R.	Student Personnel Assistant	07/01/2016	06/30/2017
Schmalz, Deena L.	Counseling Clerk II	07/01/2016	06/30/2017
Sha, Mabel M.	Clerk I	07/01/2016	06/30/2017
Singh, Jagpreet	Special Projects	05/25/2016	06/30/2016
Snodgrass, Hayden C.	Bookstore Clerk I	07/01/2016	06/30/2017
Sobotka, Devon S.	Campus Patrol	07/01/2016	06/30/2017
Sood, Shuchi M.	Financial Aid Clerk I	07/01/2016	06/30/2017
Southern, Jane E	Special Projects	05/23/2016	06/30/2016
Southern, Jane E	Clerk I	07/01/2016	06/30/2017
Southern, Jane E	Clerk I	07/01/2016	06/30/2017
Spencer, Lynn I.	Bookstore Clerk I	07/01/2016	06/30/2017
Spring Wenzel, Susan M.	Clerk II	07/01/2016	06/30/2017
Sturgill, Matthew Allen	Campus Patrol	07/01/2016	06/30/2017
Sweeney, Patrick M.	Special Projects	07/01/2016	06/30/2017
Tamashiro, Brian M.	Reader/Tutor	07/01/2016	06/30/2017
Tanner, Jacob R.	Campus Patrol	07/01/2016	06/30/2017
Tarzia, Joshua R.	Admissions/Records Clerk I	07/01/2016	06/30/2017
Toney, James J.	Special Projects	07/01/2016	06/30/2017
Tucker, Jennifer N.	Instructional Assistant	07/01/2016	06/30/2017
Urquiza, Erika J.	Campus Patrol	07/01/2016	06/30/2017
Valine, Matthew H.	Instructional Assistant	07/01/2016	06/30/2017
Vaughn, Scott C.	Campus Patrol	07/01/2016	06/30/2017
Walker, Kenneth P.	Student Personnel Assistant	07/01/2016	06/30/2017
Wilson, Consuelo G.	Bookstore Clerk I	07/01/2016	06/30/2017

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
<u>Sacramento City College</u>			
Aimin, Emorn	Special Projects	07/01/2016	06/30/2017
Allen, Michael J.	Art Model	07/01/2016	06/30/2017
Alvarez, Carlos R.	Campus Patrol	07/01/2016	06/30/2017
Atai, Hamid	Instructional Assistant	07/01/2016	06/30/2017
Athey, Nicole E.	Assistant Coach	05/24/2016	06/30/2016
Athey, Nicole E.	Assistant Coach	07/01/2016	06/30/2017
Baisa, Denn S.	Campus Patrol	07/01/2016	06/30/2017
Bernstein, Stacy N.	Educational Services Aide	07/01/2016	06/30/2017
Berry, Lashonda	Clerk I	07/01/2016	06/30/2017
Blankert, Christine E.	Financial Aid Clerk I	07/01/2016	06/30/2017
Bradley, Janis A	Special Projects	07/01/2016	06/30/2017
Bravo, Santos J.	Campus Patrol	07/01/2016	06/30/2017
Burgos, Irma E	Special Projects	07/01/2016	06/30/2017
Carmichael, Jeffery S.	Financial Aid Clerk II	07/01/2016	06/30/2017
Chindelas, Christopher M.	Clerk I	05/31/2016	06/30/2016
Chindelas, Christopher M.	Clerk I	07/01/2016	06/30/2017
Clark, Jeri E	Special Projects	07/01/2016	06/30/2017
Cole, Latrice L.	Student Personnel Assistant	07/01/2016	06/30/2017
Cortes, Diana L.	Counseling Clerk I	06/23/2016	06/30/2016
Davison, Jenny L.	Clerk I	07/01/2016	06/30/2017
Dodgin, Kyle J.	Special Projects	07/01/2016	06/30/2017
Dodgin, Kyle J.	Special Projects	07/01/2016	06/30/2017
Edwards, Alina N.	Beginning Interpreter	07/01/2016	06/30/2017
Fedorko, John T.	Special Projects	07/01/2016	06/30/2017
Florez, Reynaldo C.	Custodian	07/01/2016	06/30/2017
Frazier, Melanie A.	Student Personnel Assistant	07/01/2016	06/30/2017
Garcia, Jaime E.	Custodian	07/01/2016	06/30/2017
Gill, Stephen J.	Special Projects	07/01/2016	06/30/2017
Girardi, Cynthia D.	Administrative Asst. I	07/01/2016	06/30/2017
Gloria, Reonell O.	Campus Patrol	07/01/2016	06/30/2017
Granados, Ana K.	Clerk I	07/01/2016	06/30/2017
Gregory, Robin L.	Instructional Assistant	07/01/2016	06/30/2017
Grey, Rhonda G.	Student Personnel Assistant	07/01/2016	06/30/2017
Gudino, Joaquin S.	Clerk I	07/01/2016	06/30/2017
Gutierrez, Vanesa	Special Projects	07/01/2016	06/30/2017
Gutierrez-Medina, Nayeli	Campus Patrol	07/01/2016	06/30/2017
Hang, Kevin K.	Campus Patrol	07/01/2016	06/30/2017
Harbor, Nathaniel L.	Campus Patrol	07/01/2016	06/30/2017
Harris, Jazmine G	Financial Aid Clerk I	07/01/2016	06/30/2017
Haviland, Michael F	Instructional Assistant	07/01/2016	06/30/2017
Henning, Joshua B.	Special Projects	07/01/2016	06/30/2017
Hernandez, Valentin	Campus Patrol	05/01/2016	06/30/2016


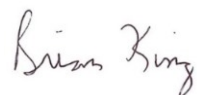
<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
<u>Sacramento City College (Continued)</u>			
Hogan, Amber L.	Financial Aid Clerk I	07/01/2016	06/30/2017
Holden, Ebonie M.	Clerk I	05/23/2016	06/30/2016
Holden, Ebonie M.	Clerk I	07/01/2016	06/30/2017
Hottman, Brandon	Campus Patrol	07/01/2016	06/30/2017
Humphrey, Alicia	Instructional Assistant	08/15/2016	06/30/2017
Kardooni, James C	Campus Patrol	05/28/2016	06/30/2016
Kehl, Anthony J.	Instructional Assistant	07/01/2016	06/30/2017
Keller, Nicole L	Clerk I	07/01/2016	06/30/2017
Knapp, Matthew J.	Instructional Assistant	07/01/2016	06/30/2017
Kraehling, Lynn C.	Instructional Assistant	07/01/2016	06/30/2017
Kwong, Rachel B.	Instructional Assistant	07/01/2016	06/30/2017
Lahann, Gordon M.	Instructional Assistant	07/01/2016	06/30/2017
Lake, Janet E.	Administrative Asst. I	05/18/2016	06/30/2016
Lake, Janet E.	Clerk III	07/01/2016	06/30/2017
Le, Andy Nguyen	Studnt Succs & Supp Prgm Spec	07/01/2016	06/30/2017
Le, Mindy T.	Instructional Assistant	07/01/2016	06/30/2017
Lee, Eva J	Clerk I	07/01/2016	06/30/2017
Levels, Lena L.	Special Projects	07/01/2016	06/30/2017
Lim, Samson K.	Sports Instructor I	06/24/2016	06/30/2016
Lim, Serena L.	Clerk I	06/02/2016	06/30/2016
Lim, Serena L.	Clerk I	07/01/2016	06/30/2017
Linares, Fernanda S	Special Projects	07/01/2016	06/30/2017
Lopez, Natalie	Clerk II	07/01/2016	06/30/2017
Maalouf, Sonia S.	Admissions/Records Clerk III	07/01/2016	06/30/2017
Martinez, Angela	Studnt Succs & Supp Prgm Spec	07/01/2016	06/30/2017
Mathews, Mona M.	Special Projects	07/01/2016	06/30/2017
Matulich, Richard J.	Clerk II	07/01/2016	06/30/2017
McLean Haas, Samantha I.	Special Projects	07/01/2016	06/30/2017
Menda, Gregory N	Bookstore Clerk I	07/01/2016	06/30/2017
Mendez, Vanessa S.	Student Affairs Specialist	07/01/2016	06/30/2017
Meza, Rudolph	Special Projects	07/01/2016	06/30/2017
Mitchell, Veronica Owen Euthema	Beginning Interpreter	07/01/2016	06/30/2017
Mohsin, Meem	Clerk I	07/01/2016	06/30/2017
Murray, Lynette T	Financial Aid Clerk II	07/01/2016	06/30/2017
Noureddine, Soha Mohammad	Clerk I	07/01/2016	06/30/2017
Nurse-Williams, Leon D.	Campus Patrol	07/01/2016	06/30/2017
Nurse-Williams, Marquise L.	Campus Patrol	07/01/2016	06/30/2017
Oliva-Moreno, Tania	Child Dev Ctr Assoc. Teacher	07/01/2016	06/30/2017
Ortiz, Rodion B.	Custodian	07/01/2016	06/30/2017
Pair, Jacqueline S.	Custodian	07/01/2016	06/30/2017
Payne, Lauryn A.	Financial Aid Clerk I	07/01/2016	06/30/2017
Pea, Sarah O.	Clerk II	06/08/2016	06/30/2016

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
<u>Sacramento City College (Continued)</u>			
Rasul, David G.	Outreach Specialist	07/01/2016	06/30/2017
Razo, Heather H	Instructional Assistant	07/01/2016	06/30/2017
Rea, Eduardo F.	Special Projects	07/01/2016	06/30/2017
Rendon, Rosendo	Campus Patrol	07/01/2016	06/30/2017
Reule, Dennis L.	Campus Patrol	07/01/2016	06/30/2017
Reyes Valenzuela, Jocelin G.	Clerk I	07/01/2016	06/30/2017
Reyes, Ericson S. R.	Campus Patrol	07/01/2016	06/30/2017
Reyes, Luis E	Clerk I	07/01/2016	06/30/2017
Rodriguez, Nicholas V.	Special Projects	07/01/2016	06/30/2017
Romo Cuellar, Nancy	Clerk I	07/01/2016	06/30/2017
Rybikov, Andrey	Financial Aid Clerk I	07/01/2016	06/30/2017
Sayson, Edwin V.	Campus Patrol	07/01/2016	06/30/2017
Schnabel, Melissa S.	Beginning Interpreter	07/01/2016	06/30/2017
Seremai, Dj-Lou	Financial Aid Clerk I	07/01/2016	06/30/2017
Serpa, Jennifer A.	Special Projects	07/01/2016	06/30/2017
Sherry, Thomas John	Clerk I	05/26/2016	06/30/2016
Sieng, Sophanna	Student Personnel Assistant	07/01/2016	06/30/2017
Silva, Donald T.	Instructional Assistant	07/01/2016	06/30/2017
Singh, Neha N.	Campus Patrol	07/01/2016	06/30/2017
Smith, Darrell L	Custodian	07/01/2016	06/30/2017
Stetsenko, Olga V	Clerk I	07/01/2016	06/30/2017
Sturges, Matthew W.	Special Projects	07/01/2016	06/30/2017
Sylvia, Alexander Ernest	Financial Aid Clerk II	07/01/2016	06/30/2017
Thuston, Marrin D	Student Personnel Assistant	07/01/2016	06/30/2017
Tong, David	Campus Patrol	07/01/2016	06/30/2017
Tran, Cam Tu Mai	Custodian	07/01/2016	06/30/2017
Vargas-Onate, Jacqueline	Student Personnel Assistant	07/01/2016	06/30/2017
Velasquez, Joshua L	Assistant Coach	07/01/2016	06/30/2017
Velasquez, Joshua L	Sports Program Director	07/01/2016	06/30/2017
Vue, Rodgie S.	Instructional Assistant	07/01/2016	06/30/2017
Wartan, Anna L.	Special Projects	07/01/2016	06/30/2017
Whitenight, Carrie B.	Special Projects	07/01/2016	06/30/2017
Wisner, Heather K.	Beginning Interpreter	07/01/2016	06/30/2017
Wright, Andrew C.	Financial Aid Clerk I	07/01/2016	06/30/2017
Younger, Karen S.	Financial Aid Clerk II	07/01/2016	06/30/2017
Zhang, Songsong	Special Projects	07/01/2016	06/30/2017

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: July 13, 2016

SUBJECT:	Resolution 2016-12: Kindergarten Through Community College Public Education Facilities Bond Act of 2016	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Action Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	JP Sherry 	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King 	ACTION	X
		INFORMATION	

BACKGROUND:

The State has fully allocated its last two bond authorizations for educational facilities, Proposition 1A passed in 1998 and Proposition 1D passed in 2006. As such, there is no funding to support the \$478 million for 21 projects approved by the Board of Governors. Further, the California Community College Chancellor’s Office estimates unmet community college facilities needs of approximately \$29.2 billion through 2020-21.

STATUS:

The Community College League has requested that Boards of Trustees of California Community College Districts pass resolutions supporting a Bond Act this year to complete these capital improvement projects across the state. In Los Rios, the Bond Act would most directly impact the construction of the American River College Natomas Center Phase 2 and 3 and the Folsom Lake College Phase 2A. State support is absolutely necessary to meet the facilities needs of our students and our community.

RECOMMENDATION:

It is recommended that the Board of Trustees adopt Resolution 2016-12 supporting the passage of a Kindergarten Through Community College Public Education Facilities Bond Act of 2016.



LOS RIOS COMMUNITY COLLEGE DISTRICT

American River ▪ Cosumnes River ▪ Folsom Lake ▪ Sacramento City Colleges

RESOLUTION

№ 2016-12

Support for Kindergarten Through Community College Public Education Facilities Bond Act of 2016

WHEREAS, the California Community College system is the largest postsecondary system of education in the world, enrolling approximately 2.1 million students each year at 72 districts; and

WHEREAS, Article 1, Section 28 of the California Constitution states that public schools, including community colleges, shall be safe, secure and peaceful; and

WHEREAS, the primary mission of the California Community Colleges is to offer academic and vocational instruction. Colleges may grant associate in arts degrees, associate in science degrees, and select Baccalaureate Degrees; and

WHEREAS, California Community Colleges also perform essential functions in the State's interest by providing workforce training and improvement services, remedial instruction, English as a Second Language courses, adult noncredit instruction, and community service courses; and

WHEREAS, the State has met its historic policy of access to higher education by providing consistent State bond capital outlay resources; and

WHEREAS, the California Community College Chancellor's Office estimates unmet community college facilities needs of approximately \$29.2 billion through 2020-21; and

WHEREAS, the State is out of community college capital outlay bond funds and is unable to provide \$478 million for 21 projects approved by the Board of Governors; and

WHEREAS, the Kindergarten Through Community College Public Education Facilities Bond Act of 2016 provides \$2 billion to community colleges for construction of new classrooms to accommodate enrollment growth, repair of health and safety issues, equipping classrooms with essential technology, and renovation of facilities; and

WHEREAS, the Los Rios Community College District has \$511 million in facility needs which may be partially funded by State bonds; and

WHEREAS, passage of the Kindergarten Through Community College Public Education Facilities Bond Act of 2016 would provide the Los Rios Community College District with \$26.3 million to be used to construct Natomas Center Phase 2 and 3 combined; and

WHEREAS, the California unemployment rate is greater than the national unemployment rate; and

WHEREAS, 13,000 middle class jobs are created for each \$1 billion in school facility infrastructure investment; and

WHEREAS, these jobs will be created throughout California and will include almost all building trades; and

WHEREAS, quality community college facilities enhance the education and training of a skilled 21st Century workforce, in furtherance of the State's academic and economic goals; and

WHEREAS, the Kindergarten Through Community College Public Education Facilities Bond Act of 2016 State funds will reduce the need for additional local property taxes for school facilities.

BE IT RESOLVED that the Board of Trustees of the Los Rios Community College District supports the Kindergarten Through Community College Public Education Facilities Bond Act of 2016.

PASSED AND ADOPTED as Los Rios Community College District Resolution No 2016-12 this thirteenth day of July, 2016, by the following called vote:

AYES	NOES	ABSENT
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Attest:

Deborah Ortiz, Board President

Brian King, Chancellor and Secretary to the Board

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: July 13, 2016

SUBJECT:	Contract Award: Davis Center Phase 2	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Action Item B	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Theresa Matista <i>Theresa Matista</i>	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King <i>Brian King</i>	ACTION	X
		INFORMATION	

BACKGROUND:

The Long Range Capital Needs Plan includes the construction of additional phases for the District’s educational centers. The initial phases of the centers were funded with local bond funds only with the plan for the cost of future phases to be funded with local bond and State capital outlay funds. The second phase of the Davis Center was approved for funding with residual State capital outlay funds from the last bond measure passed in the State. The State is funding approximately 65% of the total cost of the facility.

This project will construct a new 15,806 ASF instructional building and associated site work and parking. HGA Architecture was contracted to work with College and District staff to design the project. The estimated total construction cost is \$11,289,169.

STATUS:

The plans and specifications were publicly advertised for bids. Bidders were asked to provide a total bid amount. A total of eight (8) bids were received.

<u>Contractor</u>	<u>Total Bid</u>
Broward Builders, Inc.	\$11,282,000.00
Otto Construction	\$11,317,944.00
Diede Construction	\$11,580,000.00

RECOMMENDATION:

It is recommended that the Board of Trustees award the contract contingent upon State Chancellor’s Office approval of award for Bid #16017 to Broward Builders, Inc. for the total base bid \$10,777,000.00 and all alternates for a total contract amount of \$11,282,000.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: July 13, 2016

SUBJECT:	Contract Award: District Alert System	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Action Item C	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Theresa Matista <i>Theresa Matista</i>	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King <i>Brian King</i>	ACTION	X
		INFORMATION	

BACKGROUND:

Since 2011, the Los Rios Community College District has been using a software program called W.A.R.N. to send out text messages, emails, and phone calls to faculty, staff and students to inform them about situations at the District and Colleges that may require emergency notification. Prior to the shooting incident on September 3, 2015 at Sacramento City College, the District had been reviewing alternative notification systems as many technological advances had been made since the implementation of W.A.R.N. The District also received a recommendation that it should determine if W.A.R.N. still met our needs in terms of capabilities and functionality. The District Preparedness Assessment Team appointed a sub-committee comprised of individuals from the colleges, information technology, the public information offices, the Los Rios Police Department, and purchasing to conduct the vendor selection process. The Committee issued an RFP on February 19th, 2016 for a district-wide, Emergency Notification System that would support the size and organizational structure of the District. The desired system would need to provide interactive, reliable, high-speed notifications and allow for the recipient to be able to select options for additional information or clarification. The system would also deliver messages via text message, email, voice and social media to mobile devices and through existing computer networks and electronic solutions.

STATUS:

On March 24th, 2016, the District received numerous proposals in response to the RFP and the committee evaluated each of them. The committee selected three vendors to participate in presentations on April 8th 2016 at the District Office. At the conclusion of the presentations, the committee chose RAVE, one of the three finalists. Some members of the committee also visited UC Davis, which uses RAVE before making the selection. Upon completion of the site visit, the committee determined that RAVE provided the best product and service to meet the needs of the District and therefore, awarded the contract to RAVE.


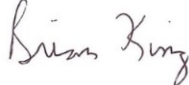
RECOMMENDATION:

It is recommended that the Board of Trustees ratify the Master Services Agreement with RAVE with an effective date of June 30, 2016 for a term of five years.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: July 13, 2016

SUBJECT:	2016 SCC Distance Education Substantive Change Report	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Action Item D	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Michael Poindexter 	CONSENT/ROUTINE	<input type="checkbox"/>
		FIRST READING	<input type="checkbox"/>
APPROVED FOR CONSIDERATION:	Brian King 	ACTION	x
		INFORMATION	<input type="checkbox"/>

BACKGROUND:

Sacramento City College makes a conscious effort to support student learning and make changes as needed to improve that learning. As part of that effort, SCC has approved additional courses to be offered in a DE modality. When curriculum changes result in degrees and certificates having more than half of the program units in courses approved for DE, a college is required to submit a Substantive Change Proposal to ACCJC. All required elements of the ACCJC "Policy on Distance Education and Correspondence Education" are followed.

STATUS:

Over the past few semesters curriculum approvals have resulted in an additional 6 SCC certificates and 26 SCC degrees with more than half of the program units in courses approved for Distance Education.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the 2016 Sacramento City College Distance Education Substantive Change Report for submission to ACCJC.

**Substantive Change Proposal
Sacramento City College**

**Potential DE Programs:
Programs with 50% or more of the units in courses
approved for a Distance Education modality**

**Sacramento City College
3835 Freeport Blvd.
Sacramento, CA 95822**

**Los Rios Community College District
1919 Spanos Court
Sacramento, CA 95825**

Submitted 2016

**M. Buechner
Dean of Planning, Research and Institutional Effectiveness
Accreditation Liaison Officer**

President's signature: _____

Date: _____

Substantive Change Proposal

Table of Contents

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G	Evidence that accreditation standards are met	23
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ATTACHMENTS:

1. Distance Education 2016-17 Program Plan
2. Effective Practices for Online Learning
3. Academic Senate Department Guidelines for DE Offerings
4. Regular and Effective Contact Guidelines for DE Courses
5. Financial Aid Satisfactory Academic Progress Policies
6. SCC Organizational Chart
7. Examples of SCC Unit Plan objectives related to DE
8. Services provided for DE students
9. Distance Education Strategic Plan
10. BoT minutes (date) showing approval of 2016 DE Substantive Change Proposal

Key Links:

- Webpage for DE students: <http://www.scc.losrios.edu/online/>
- Webpage for DE faculty: <http://www.scc.losrios.edu/distance/>
- Academic Senate DE subcommittee: <http://www.scc.losrios.edu/distance/academic-senate-de-subcommittee/>
- Academic Senate DE Guidelines: <http://www.scc.losrios.edu/distance/academic-senate-guidelines/>
- Regular and effective contact guidelines: <http://www.scc.losrios.edu/distance/regular-effective-contact/>
- LRCCD Regulation 7145- DE: <http://losrios.edu/legal/Regulations/R-7000/R-7145.pdf>
- SCC Program Plans: <http://www.scc.losrios.edu/prie/planning/family-plans/program-page/>
- SCC college catalog: <http://www.scc.losrios.edu/Current Students/From Enrollment to Graduation/Catalog.htm>

Report development was coordinated by the College ALO with information from the following: Office of the President, Office of Instruction, Student Services Office, Learning Resources Division, College Distance Education Coordinator, and Tutoring Coordinator.

A. Description of proposed change and rationale for the change

Sacramento City College is a large urban college located in the heart of the Sacramento metropolitan area. The College serves over 23,000 day and evening students and has one of the most diverse student bodies in the region. It is part of the Los Rios Community College District.

Description of the change

Sacramento City College has been offering Distance Education (DE) courses for many years. As more courses are approved for offering in a DE modality it is becoming feasible for the college to offer instructional programs via DE. The current report provides an inventory of programs in which course approval patterns are such that the program could potentially be offered online based on the following definitions:

Distance Education courses = those courses for which more than 50% of the instructional time, excluding assessment or orientation, is approved for delivery in any DE modality.

ACCJC Distance Education programs = those degree or certificate programs for which more than 50% of total program units are in courses that have been approved to be offered by DE under the course definition above.

The total units in a program include the core units, General Education units, and elective units required for an AA or AS degree. This definition aligns with the definition in the ACCJC Substantive Change Manual.

Relationship of Change to Stated Mission

The college mission includes an emphasis on open access to a wide range of educational opportunities for a diverse student body. Development of Distance Education courses increases the range of educational opportunities that the college can offer. It extends access to a population of potential students who are unable take the in-person sections of the courses. It also supports a diverse student population and the range of learning styles they embrace.

SCC Mission Statement:

Sacramento City College is an open-access, comprehensive community college, serving a diverse student population. We provide a wide range of educational opportunities and support services designed to foster the success of all students seeking transfer, career advancement, Associate degree and certificate attainment, basic skills development, and personal enrichment. Our commitment to continuous improvement through outcome-guided assessment, planning, and evaluation promotes student learning. Through these efforts, we contribute to the intellectual, cultural, and economic vitality of the community.

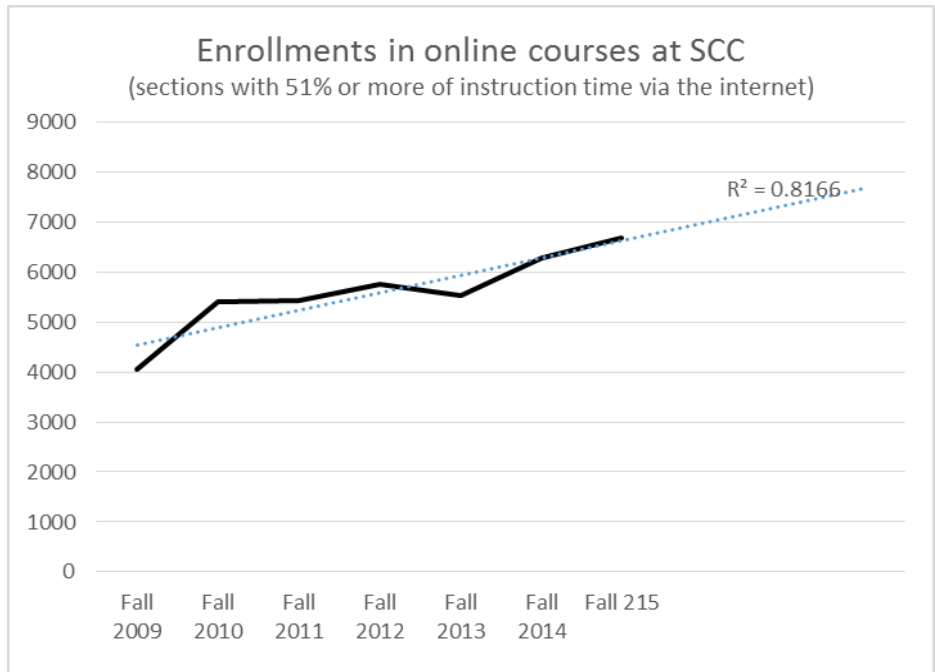
Rationale for Change

Sacramento City College makes a conscious effort to support student learning and make changes as needed to improve that learning. As part of that effort, SCC has approved additional courses to be offered in a DE modality resulting in additional programs meeting the ACCJC definition of DE programs. While enrollment at the college overall has been decreasing over the past few years, enrollment in DE courses has been increasing and new DE sections fill quickly. In recent years, in response to enrollment patterns, limited space, and student interest, SCC has increased the number of online course offerings. All required elements of the ACCJC “Policy on Distance Education and Correspondence Education” are followed.

Data related to DE courses

SCC enrollment in DE courses is currently almost entirely in online courses. Some other DE modalities, which had lower course success rates and less demand, have been phased out at SCC. Video conference courses and video-on-demand courses were phased out in previous years and televised courses have recently been discontinued. Enrollment in online courses shows an upward trend from Fall 2009 through Fall 2014. If growth in online courses continues in the same pattern, future online enrollment will be substantial.

SCC Enrollment in Online Courses* – 6 year trend <i>*Course/section delivers 51% or more of the instruction time through the internet. PRIE Data</i>						
Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
4049	5408	5434	5763	5522	6273	6672



The great majority of DE students have addresses located within 25 miles of the college (PRIE Data). A very small number of students taking DE classes list addresses in zip codes a long distance from the college (e.g. in southern California).

Home zip code distance from SCC 2014-15 academic year, PRIE data	% of DE students
less than 10 miles	60.9%
less than 25 miles	87.5%
less than 50 miles	96.4%
less than 100 miles	98.6%
total	100.0%

Students in online courses are a diverse group with respect to age, gender, and ethnicity. DE students are similar to the overall SCC student population, with a few relatively small differences. For example, the percentage of students aged 25-39 is somewhat greater for DE students than for the overall student population.

SCC enrollment in courses offered more than 50% by DE by Demographic Group												
<i>Course/section delivers 51% or more of the instruction time through the internet. PRIE Data</i>												
Age Group	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	N	%	N	%	N	%	N	%	N	%	N	%
18 - 20	968	17.90%	1091	20.08%	1088	18.88%	1080	19.56%	1261	20.10%	1360	20.38%
21 - 24	1392	25.74%	1362	25.06%	1537	26.67%	1444	26.15%	1541	24.57%	1688	25.30%
25 - 29	1093	20.21%	1109	20.41%	1189	20.63%	1080	19.56%	1331	21.22%	1319	19.77%
30 - 39	1121	20.73%	1063	19.56%	1088	18.88%	1071	19.40%	1211	19.30%	1338	20.05%
40+	809	14.96%	792	14.57%	845	14.66%	828	14.99%	904	14.41%	903	13.53%
Under 18	25	0.46%	17	0.31%	16	0.28%	19	0.34%	25	0.40%	64	0.96%
Gender												
F	3225	59.63%	3152	58.01%	3236	56.15%	3189	57.75%	3626	57.80%	3843	57.60%
M	2135	39.48%	2228	41.00%	2477	42.98%	2268	41.07%	2515	40.09%	2686	40.26%
U	48	0.89%	54	0.99%	50	0.87%	65	1.18%	132	2.10%	143	2.14%
Ethnicity												
African American	790	14.61%	710	13.07%	828	14.37%	808	14.63%	860	13.71%	851	12.75%
Asian	885	16.36%	867	15.96%	1027	17.82%	935	16.93%	1045	16.66%	1133	16.98%
Filipino	142	2.63%	143	2.63%	165	2.86%	172	3.11%	165	2.63%	181	2.71%
Hispanic/Latino	994	18.38%	1100	20.24%	1219	21.15%	1219	22.08%	1466	23.37%	1789	26.81%
Multi-Race	259	4.79%	276	5.08%	375	6.51%	354	6.41%	435	6.93%	445	6.67%
Native American	36	0.67%	28	0.52%	40	0.69%	43	0.78%	42	0.67%	30	0.45%
Other Non-White	53	0.98%	48	0.88%	58	1.01%	50	0.91%	43	0.69%	28	0.42%
Pacific Islander	75	1.39%	62	1.14%	67	1.16%	79	1.43%	56	0.89%	77	1.15%
Unknown	450	8.32%	531	9.77%	114	1.98%	125	2.26%	133	2.12%	86	1.29%
White	1724	31.88%	1669	30.71%	1870	32.45%	1737	31.46%	2028	32.33%	2052	30.76%
Total	5408	100%	5434	100%	5763	100%	5522	100%	6273	100%	6672	100%

Course success for online courses is similar to the overall SCC rate. Course success rates in previously used DE modalities (video and TV) were lower; those modalities are no longer used. Course retention is slightly lower for DE courses than for SCC courses overall. The SCC Distance Education Academic Senate subcommittee reviews data on course success rates by course modality and discusses needed improvements to reduce any gaps. The 2016-17 Distance Education Program Plan reflects that review and discussion (Attachment 1 - DE Program Plan).

Course Success by Modality	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Courses offered 51% or more online	64%	64%	64%	64%
SCC Overall	66%	66%	65%	66%
Course retention by Modality	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Courses offered 51% or more online	77%	78%	77%	78%
SCC overall	82%	81%	81%	82%
From PRIE planning data website <i>Online course/section = more than 50% of the instruction time through the internet.</i> <i>Successful course completion = grade of A, B, C, Pass or Credit.</i> <i>Course retention = percent of students getting a grade other than a W in the course</i>				

The 2015 SCC Student Accreditation Survey showed that over 80% of respondents who had taken DE classes, as well as those who had not taken DE classes, agreed or strongly agreed with items related to their access to college information and services. (<http://www.scc.losrios.edu/prie/research/college-planning-and-data-reports/scc-survey-reports/>)

2015 SCC Student Accreditation Survey results related to student satisfaction with information and services. (PRIE data)		
Percent Agree + Strongly Agree with the following items:	Has taken DE classes	Has not taken DE classes
I have access to current and accurate information about the college through college publications and the college website. [Standard II]	94%	91%
I have access to any needed student services (counseling, orientation, etc.) [Standard II]	91%	89%
I have access to any needed learning support services (tutoring, computer labs, etc.) [Standard II]	89%	90%
The college provides students with clear expectations concerning the principles of academic honesty. [Standard II]	94%	91%
The college demonstrates an understanding of, and concern for, issues of fairness and diversity. [Standard II]	87%	84%
The college library provides adequate resources and materials for my academic needs. [Standard II]	87%	83%
<i>Online course/section = more than 50% of the instruction time through the internet.</i>		

On the 2015 survey, DE students also indicated satisfaction with nearly all aspects of course quality and availability. The lowest satisfaction score was to a question about there being courses at enough times and locations. Expansion of DE course offerings may help with this student concern.

2015 SCC Student Accreditation Survey results related to student satisfaction with courses and instructional programs. (PRIE data)		
Percent Agree + Strongly Agree with the following items:	Has taken DE classes	Has not taken DE classes
My professors know their subject matter.	95%	93%
My professors explain course requirements, objectives and grading policies.	94%	94%
My classes use technology effectively.	86%	80%
I am aware of what skills and knowledge I need to learn to succeed in my classes.	93%	90%
There are enough courses offered at varied times and locations for me to achieve my educational goals in a reasonable amount of time.	56%	65%
SCC provides educational programs and learning support services to students with different needs.	79%	80%
<i>Online course/section = more than 50% of the instruction time through the internet.</i>		

B. Description Potential SCC DE Programs

The College provides course work in the following areas: human career development, basic skills, lower division (first two years of college-level course work), career-technical education, and enrichment. All of the degree and certificate programs at the college are composed of credit courses. The complete description of these programs is available in the college catalog, which can be found at the following link: (http://www.scc.losrios.edu/Current_Students/From_Enrollment_to_Graduation/Catalog.htm). The following tables show all SCC certificate (Table 1a) and degree (Table 1b) programs for which more than 50% of the units are in DE courses. Certificates and degrees approaching the “more than 50%” rule are also shown. New DE programs (6 certificates and 26 degrees) are indicated by an asterisk and bold text. All other DE programs in the tables were reported in the SCC 2013 DE Substantive Change Report.

TABLE 1a – All SCC certificate programs in which 50% or more of the total units are in courses approved to be offered by Distance Education (DE courses)

New DE programs are indicated by an asterisk * and **bold text**. All other programs in the table were listed as DE programs in the SCC 2013 DE Substantive Change Report.

Certificate Title	Total units in required program (minimum)	Proportion of units that are in courses approved for DE	Percent of program that can be completed by DE
Advanced CISCO Networking	18	18	100.00%
Management	18	18	100.00%
Real Estate	38	37	97.37%
Network Design	31.5	30.5	96.83%

Office Administration, Clerical General Office, Level A	17	16	94.12%
Network Administration	27	25	92.59%
Commercial Music, Music Business Management Emphasis	30	27	90.00%
Office Administration, Virtual Office and Management Technologies, Level D	31	27	87.10%
Business, Marketing	18	15	83.33%
Small Business Management	18	15	83.33%
Full Charge Bookkeeper *	45.5	37.5	82.42%
Office Administration, Business Operations and Management Technology, Level C	29	23	79.31%
Office Administration, Introduction to Computerized Office Technologies, Level B	29	23	79.31%
Business, Retail Management	31	24	77.42%
Accounting Clerk *	23	17	73.91%
School-Age Care and Education Teacher	22	16	72.73%
Web Production Specialist *	18	13	72.22%
Gerontology	26	18	69.23%
Pre-Allied Health and Nursing *	19	13	68.42%
Information Systems Security	22	15	68.18%
Library and Information Technology	23.5	15.5	65.96%
Athletic Coaching Certification	19	11	57.89%
Community Studies Program (emphasis on Direct Services)	21	12	57.14%
Fitness Instructor Certification *	21	12	57.14%
Mechanical Systems Technician	23	12	52.17%
Family Child Care	12	6	50.00%
Front-End Web Developer *	29	13	44.83%
HVAC Systems Design	30	13	43.33%
Instructional Assisting, General	28	12	42.86%
Mechanical (HVAC/Plumbing Systems)	29	12	41.38%
Infant Care and Education Teacher	25	10	40.00%

TABLE 1b –All SCC degree programs in which 50% or more of the total units are in courses approved to be offered by Distance education (DE)

New DE programs are indicated by an asterisk * and **bold text**. All other programs in the table were listed as DE programs in the SCC 2013 DE Substantive Change Report.

Degree Title	Degree Type	Units in core program that are in courses approved for DE	Units in core program (min)	Total units = core program + GE + electives	Number of total units that are in courses approved for DE	Percent of total units that are in courses approved for DE
Administration of Justice	A.S. for Transfer (AS-T) Degree	18	18	60	60	100.00%
Business Administration *	A.S. for Transfer (AS-T) Degree	26	26	60	60	100.00%
Interdisciplinary Studies: Arts and Humanities *	A.A. Degree	18	18	60	60	100.00%
Interdisciplinary Studies: Math and Science *	A.A. Degree	18	18	60	60	100.00%
Interdisciplinary Studies: Social and Behavioral Sciences *	A.A. Degree	18	18	60	60	100.00%
Management	A.S. Degree	38	38	68	68	100.00%
Social Sciences	A.A. Degree	18	18	60	60	100.00%
Sociology	A.A. for Transfer (AA-T) Degree	19	19	60	60	100.00%
Sociology	A.A. Degree	18	18	60	60	100.00%
Real Estate	A.S. Degree	37	38	68	67	98.53%
Geography *	A.A. for Transfer (AA-T) Degree	18	19	60	59	98.33%
Network Administration	A.S. Degree	25	27	60	58	96.67%
Business, Marketing	A.S. Degree	34	37	67	64	95.52%
Commercial Music, Music Business Management Emphasis	A.A. Degree	27	30	60	57	95.00%
Environmental Literacy *	A.A. Degree	15	18	60	57	95.00%
Office Administration, Virtual Office and Management Technologies, Level D	A.S. Degree	27	31	61	57	93.44%
Anthropology	A.A. Degree	21	25	60	56	93.33%
Nutrition (CSU Path)	A.S. Degree	15	19	57	53	92.98%
Information Systems Security	A.S. Degree	24	29	60	55	91.67%
Business, General	A.S. Degree	28	34	64	58	90.63%
English *	A.A. for Transfer (AA-T) Degree	13	19	60	54	90.00%
Gerontology	A.S. Degree	12	18	60	54	90.00%
History *	A.A. for Transfer (AA-T) Degree	12	18	60	54	90.00%

Journalism *	A.A. for Transfer (AA-T) Degree	12	18	60	54	90.00%
Political Science *	A.A. for Transfer (AA-T) Degree	9	15	60	54	90.00%
Psychology	A.A. for Transfer (AA-T) Degree	13	19	60	54	90.00%
International Studies	A.A. Degree	15	22	60	53	88.33%
Library and Information Technology	A.S. Degree	15.5	22.5	60	53	88.33%
Nutrition (UC Path)		15	22	60	53	88.33%
Accounting	A.S. Degree	37	48	78	67	85.90%
Administration of Justice	A.S. Degree	15	24	60	51	85.00%
Anthropology *	A.A. for Transfer (AA-T) Degree	9	18	60	51	85.00%
Communication Studies	A.A. for Transfer (AA-T) Degree	9	18	60	51	85.00%
Community Studies Program (emphasis on Direct Services)	A.A. Degree	12	21	60	51	85.00%
Ethnic Studies *	A.A. Degree	12	21	60	51	85.00%
History	A.A. Degree	6	15	60	51	85.00%
Psychology	A.A. Degree	10	19	60	51	85.00%
Network Design	A.S. Degree	21.5	31.5	61.5	51.5	83.74%
Journalism	A.A. Degree	6	16	60	50	83.33%
Business, Marketing, Advertising	A.S. Degree	24	36	66	54	81.82%
English	A.A. Degree	16	28	60	48	80.00%
Ethnic Studies, African-American Emphasis	A.A. Degree	6	18	60	48	80.00%
Ethnic Studies, Native-American Emphasis	A.A. Degree	6	18	60	48	80.00%
Political Science	A.A. Degree	6	18	60	48	80.00%
Kinesiology	A.A. for Transfer (AA-T) Degree	12	25	60	47	78.33%
Instructional Assisting, Bilingual/Bicultural Emphasis	A.A. Degree	6	18	49	37	75.51%
Chemistry	A.S. Degree	0	15	60	45	75.00%
Communication	A.A. Degree	3	18	60	45	75.00%
Ethnic Studies, Asian-American Emphasis	A.A. Degree	3	18	60	45	75.00%
Ethnic Studies, Mexican-American Emphasis	A.A. Degree	3	18	60	45	75.00%
Small Business Management	A.S. Degree	21	38	68	51	75.00%
Theatre Arts *	A.A. for Transfer (AA-T) Degree	3	18	60	45	75.00%

Spanish *	A.A. for Transfer (AA-T) Degree	3	19	60	44	73.33%
Instructional Assisting, General	A.A. Degree	12	28	59	43	72.88%
Early Childhood Education *	A.A. for Transfer (AA-T) Degree	9	26	60	43	71.67%
Electric (Power-Lighting Systems)	A.S. Degree	10	27	60	43	71.67%
HVAC Systems Design	A.S. Degree	13	30	60	43	71.67%
Information Processing	A.S. Degree	7	24	60	43	71.67%
Mechanical (HVAC/Plumbing Systems)	A.S. Degree	12	29	60	43	71.67%
Elementary Teacher Education *	A.A. for Transfer (AA-T) Degree	28	52	82	58	70.73%
Family and Consumer Science	A.A. Degree	15	34	64	45	70.31%
Architectural/Structural Drafting	A.S. Degree	6	24	60	42	70.00%
Intercultural Studies	A.A. Degree	6	24	60	42	70.00%
Nondestructive Testing	A.S. Degree	0	18	60	42	70.00%
Philosophy *	A.A. for Transfer (AA-T) Degree	0	18	60	42	70.00%
Women and Gender Studies *	A.A. Degree	0	18	60	42	70.00%
Web Professional *	A.S. Degree	14	34	64	44	68.75%
Railroad Operations	A.S. Degree	0	19	60	41	68.33%
Commercial Music, Performance Emphasis	A.A. Degree	14	35	65	44	67.69%
Pre-Allied Health and Nursing *	A.S. Degree	22	49	79	52	65.82%
Commercial Music, Songwriting/Arranging Emphasis	A.A. Degree	14	37	67	44	65.67%
Commercial Music, Audio Production Emphasis	A.A. Degree	14.5	38.5	68.5	44.5	64.96%
Instructional Assisting, Special Education	A.A. Degree	6	29	65	42	64.62%
Mathematics	A.S. for Transfer (AS-T) Degree	0	22	60	38	63.33%
Mathematics	A.S. Degree	3	25	60	38	63.33%
Music *	A.A. for Transfer (AA-T) Degree	0	22	60	38	63.33%
Early Childhood Education Administration	A.A. Degree	13	38	68	43	63.24%
Mechanical-Electrical Technology	A.S. Degree	18	47	77	48	62.34%
Engineering Design Technology	A.S. Degree	14	41	71	44	61.97%
Computer Science	A.S. Degree	12	38	68	42	61.76%
Biology	A.S. Degree	0	23	60	37	61.67%

Chemical Technology	A.S. Degree	3	26	60	37	61.67%
Management Information Science	A.S. Degree	10	35	65	40	61.54%
Kinesiology--Exercise Science	A.A. Degree	13	40	70	43	61.43%
Art	A.A. Degree	0	24	60	36	60.00%
Art History	A.A. Degree	3	27	60	36	60.00%
Art History *	A.A. for Transfer (AA-T) Degree	0	24	60	36	60.00%
Early Childhood Education Teacher	A.A. Degree	10	39	72	43	59.72%
Microcomputer Technician *	A.S. Degree	4.5	29.5	60	35	58.33%
Child Development	A.A. Degree	6	32	62	36	58.06%
Web Developer	A.S. Degree	17	51	81	47	58.02%
Interior Styling, Staging, and Production *	A.A. Degree	0	26	60	34	56.67%
Photography	A.A. Degree	0	26	60	34	56.67%
Surveying/Geomatics	A.S. Degree	0	26	60	34	56.67%
Custom Apparel Construction and Alterations	A.A. Degree	0	27	60	33	55.00%
Graphic Communication	A.S. Degree	3	30	60	33	55.00%
Studio Arts *	A.A. for Transfer (AA-T) Degree	0	27	60	33	55.00%
Theatre Arts, Acting-Directing Emphasis	A.A. Degree	3	30	60	33	55.00%
Theatre Arts, Technical Production Emphasis	A.A. Degree	3	30	60	33	55.00%
Music, General	A.A. Degree	6	36	66	36	54.55%
Occupational Therapy Assistant	A.S. Degree	22.5	67	97	52.5	54.12%
Geology *	A.S. for Transfer (AS-T) Degree	0	28	60	32	53.33%
Nursing, Vocational	A.S. Degree	12	51	81	42	51.85%
Physical Therapist Assistant	A.S. Degree	17.5	63	93	47.5	51.08%
Applied Apparel Studies Production	A.A. Degree	0	30	60	30	50.00%
Film *	A.A. Degree	0	30	60	30	50.00%
Flight Technology	A.S. Degree	0	30	60	30	50.00%
Aircraft Dispatcher	A.S. Degree	0	33.5	63.5	30	47.24%
Dental Assisting	A.S. Degree	0	33.5	63.5	30	47.24%
Automated Systems Technician	A.S. Degree	3	44	74	33	44.59%
Powerplant	A.S. Degree	0	42	72	30	41.67%
Air Traffic Control	A.S. Degree	0	44	74	30	40.54%
Telecommunications Technician	A.S. Degree	0	44	74	30	40.54%

Policies, Guidelines and Standards

LRCCD policy ensures that DE courses are subject to the same requirements as face-to-face courses for curriculum rigor, attendance, student rights and responsibilities, student services, access, satisfactory progress, and academic credit (LRCCD Policy P-7145).

Sacramento City College provides a coordinated and academically rigorous approach to distance education. Sacramento City College courses are approved for each DE mode by the Sacramento City College Curriculum Committee to ensure equivalent learning experience and academic rigor. (The Curriculum Handbook and committee minutes are available on the SCC Curriculum Committee webpage <http://www.scc.losrios.edu/instructionalservices/curriculum/curriculum-committee-2015-16/>). Distance These courses meet the same standards, have the same rigor, and have the same SLOs as face-to-face sections of the same courses. The approval of courses for offering in a DE modality is conducted under clear guidelines for effective practices. (Attachment 2 - Effective Practices for Online Learning; Attachment 3 - Sacramento City College Academic Senate Departmental Guidelines for Distance Education Offerings). These guidelines and practices apply to all DE courses, including pre-collegiate developmental courses. The college's policy on academic freedom applies to DE courses. (<http://www.scc.losrios.edu/catalog/wp-content/blogs.dir/180/files/Faculty.pdf>).

All DE courses at SCC are credit courses (SCC offers very few non-credit courses). Many of the College's general education courses are available by DE. This is communicated to students via the college website (<http://www.scc.losrios.edu/online/online-general-education/>).

SLO assessment is conducted for courses regardless of modality. Currently, comparison of SLO achievement by modality is the purview of the instructional department. The new online SLO assessment reporting system at SCC includes information about the modality of the course section for which SLO assessment results are reported. This will allow for a more systematic college-wide evaluation of the effectiveness of DE courses with respect to SLOs. Instructional Program Review includes an analysis of the strengths and challenges of the program, the anticipated resource needs of the program, and achievement of program SLOs.

Regular and substantive interaction is defined for DE courses (Attachment 4 - Regular and Effective Contact Guidelines for DE Courses <http://www.scc.losrios.edu/online/regular-effective-contact/>). Information on best practices for DE teaching is also provided for faculty (<http://www.scc.losrios.edu/distance/bestpractices/>). The SCC Distance Education Committee has developed a set of recommendations for the design, structure and delivery of DE courses. (<http://www.scc.losrios.edu/distance/course-design-recommendations/>)

Processes are in place to assure that a student who registers for a DE course is the same person who participates in the course or program by verifying the student's identity via a secure password and log-in. SCC DE courses utilize a unique username (student ID) and password for each student; this provides authentication of the DE students. In addition, many DE courses require students to come to onsite orientation sessions or assessment activities (e.g. final exams). SCC is participating in discussions with the LRCCD Educational Technology Committee related to ways to further strengthen our approach toward student authentication in DE courses.

The "About the College" website includes information for all students about their privacy protections under FERPA (e.g. via a link on consumer information page (<http://www.scc.losrios.edu/about-the-college/consumer-information/>)). Faculty training is provided on this topic (e.g.

<http://www.scc.losrios.edu/distance/2014/04/30/us-dept-ed-issues-new-guidance-regarding-student-privacy-online-resources-ferpa/>).

Policies regarding satisfactory academic progress are inclusive of both DE and face-to-face courses (Attachment 5 - Financial Aid Satisfactory Academic Progress Policy (<http://www.scc.losrios.edu/financialaid/sap-policy/>)). Attendance in DE courses is ensured by instructor initiated contact that determines if students are participating regularly in the activities in the course.

C. Description of planning processes related to Distance Education

Distance Education is a component of District and College planning from the strategic planning level to the operation work of the college departments.

Distance education is part of LRCCD district planning. The 2011 LRCCD Strategic Plan includes DE as a key strategy supporting teaching and learning effectiveness in the 2011 LRCCD Strategic Plan:

Strategy B1. Distance Education: Support high-quality distance education as an option for increasing access and promoting student success.

As the use of distance education has increased over the past five years, so has the need to support the development of distance education and to leverage innovations and best practices across the District. Distance education classes must continue to share the same high standards as traditional classes, and the colleges must help students develop the skills needed to keep pace with changing technology. Staff and faculty must also receive support to ensure their proficiency in the use of these technologies.

The LRCCD Education Technology Committee is actively involved in coordinating DE planning across the District. For example, the ET Committee is discussing additional ways to strengthen student authentication in DE courses beyond the authentication by unique student username and password already required. The committee has established processes to ensure that the District and Colleges are in compliance with federal, state, and ACCJC requirements; complete a District DE plan; review options for online tutoring; and review mobile device options for instruction (https://www.losrios.edu/lrc/district/minutes/edtech/Minutes_EdTech_08-28-14.pdf).

Los Rios Board Policy and Administrative Regulation 7145 governs methods in which distance education courses are delivered within the District, including assurances about the quality of DE instruction and its equivalence to the face-to-face modality by including the requirement that there be “regular substantive and effective faculty initiated contact with students.” That Board Policy (7145) was revised January 14, 2015.

(<http://www.losrios.edu/downloads/minutes/trustee/2015/Board%20Minutes%20-%20January-14-2015.pdf>) (<http://www.losrios.edu/legal/Policies/P-7000/P-7145.pdf>).

Distance Education is integrated into the planning processes of the College at all levels from the College Goals & Strategies to the development of specific courses. The SCC College Goals and Strategies include a focus on equivalent student outcomes for all modalities:

SCC Goal Strategy: A5. Deliver services, curriculum, and instruction that result in equivalent student outcomes for all modalities and locations.

The 2015 SCC Education Master Plan notes: "...due to the increasingly competitive educational environment, the college needs to evaluate the role of distance education across the curriculum to determine if and when it is a viable primary delivery modality for courses, programs and services and, if so, make the necessary modifications to the schedule of classes." This process is guided by the SCC DE Strategic Plan, which was approved by the Academic Senate DE Subcommittee in 2016 (Attachment 9, <http://www.scc.losrios.edu/distance/academic-senate-de-subcommittee/>).

The SCC Distance Education Program Plan is the main operational planning document for the implementation of quality distance education across the college (Attachment 1 - SCC Distance Education Program Plan. <http://www.scc.losrios.edu/prie/planning/family-plans/program-page/>). The 2016-17 Distance Education Program Plan includes three primary outcomes:

1. increase student enrollment in distance education classes
2. increase student completion of DE classes
3. increase institutional knowledge and application of DE best practices.

It also includes clear Academic Unit Outcomes for DE at SCC and measures by which the effectiveness of the DE will be evaluated.

The SCC Distance Education Committee (a subcommittee of the Academic Senate) coordinates college activities related to distance education, including curriculum, policies, best practices, course delivery and assessment, planning and implementation. The committee also provides input to the district-wide activities so that college interests are included in the district decision-making process. (<http://www.scc.losrios.edu/distance/academic-senate-de-subcommittee/>)

College instructional divisions determine which courses to offer by DE; support is provided by the IT and Learning Resource divisions (Attachment 6 – SCC Organizational Chart). This planning is based on data about enrollment, student success and student achievement. It is done in consultation between faculty and managers of the division.

Student service and learning resource divisions plan the operational delivery of services for students, including those in DE courses (Attachment 6 - Organizational Chart). For example, in summer 2014, online counseling was piloted to distance education students. Online counseling was expanded in fall 2014, and a web-link with instructions on how to schedule an appointment was posted to notify distance education students of this option. This planning is integrated into Unit Plans (Attachment 7 - Examples of Unit Plan Objectives Related to DE) and cross-divisional Program Plans (e.g. Library Unit Plan; Learning, Tutoring & Academic Technology Unit Plan; Library Book & Media Program Plan; Tutoring Program Plan (<http://www.scc.losrios.edu/prie/planning/family-plans/program-page/>)).

D. Provision of Adequate Resources

Human and Administrative Resources:

All faculty and adjunct faculty are hired in accordance with the district hiring policies and procedures and comply with relevant local, state and federal laws and regulations, as well as with the current collective bargaining agreements. When hiring new faculty, the college places an emphasis on the ability of the new hires to teach distance learning through the position announcement and interview process.

Distance education course and program development takes place with oversight from the Vice President of Instruction. Quality measures are in place, including evaluation of indicators such as student satisfaction, success, retention, and student learning outcomes. The Distance Education Coordinator provides continuity for maintaining an effective distance education program, and is proactive in monitoring local, national and global trends in distance education, and advocates for compliance with external guidelines and regulations (such as the ACCJC and CCCCCO).

The Learning Resources Division provides support for Distance Education. For example, the Learning, Tutoring and Academic Technology Department long-range (3-5 year) goals for DE and Instructional Development include Distance Education and Instructional Development. (Excerpted from the SCC Education Master Plan, <http://www.scc.losrios.edu/prie/planning/family-plans/institutional-plans-2/>).

Faculty and staff are kept informed about learning needs and pedagogical approaches related to DE. Faculty are offered training in the design and implementation of online courses to assist them in meeting the needs and learning styles of students. The Distance Education and Instructional Development Coordinators are available for individual consulting and workshops regarding distance education and educational technology. Resources are available for faculty including information about policies and guidelines, a technology toolkit, online training videos, etc. The College offers drop-in assistance and workshops to help faculty acquire the necessary technical and pedagogical skills to convert courses to a Distance Ed mode. The college also provides information for DE students and faculty (<http://www.scc.losrios.edu/distance/>).

Services to Students:

The Vice President of Student Services and the Dean of Learning Resources ensure that the college provides access to a range of comprehensive support services for distance education students that parallels, as closely as possible, those available to on-campus students. The College provides a variety of student support services to facilitate access and success, with all essential services available online. Surveys are used to assess the need for and effectiveness of services delivered to online students (http://irweb.losrios.edu/do_research/DistanceEdSurveysReports/DistanceEd_2013Survey/DEsurvey13_SCCFreq.pdf). Survey responses indicate a strong degree of student satisfaction with the services available to online students.

Equivalent services are available for both on campus and DE students. Students are able to apply to SCC, add and drop classes, pay for classes and purchase parking permits by using “eServices” which is reached from the Online Services webpage. College Orientation is available online (<http://success.losrios.edu/orientation.php>). Scholarship applications for students are available online. The College Catalog and schedule of classes are available online. Transcripts can be requested online (http://www.losrios.edu/lrc/lrc_transcript.php). A process is in place so that students who live at a distance from the college can take the English and Math assessment tests in their local communities if they make arrangements to have the test proctored at a local college or university testing center. (<http://www.scc.losrios.edu/assessment/state-testing/>). A picture ID and Los Rios student identification number are required for all assessment tests (<http://www.scc.losrios.edu/assessment/>). The Counseling Department has education planning available online (<https://www.scc.losrios.edu/counseling/how-to-meet-counselor/meet-with-a-counselor-online/>) and is expanding that option.

The SCC library website has a link for distance learning and online services from which students can access the Library Catalog (LOIS), Research Databases, and ways to directly contact a librarian online.

The library website (<http://www.scc.losrios.edu/library/>) has extensive information and provides many services for students. The library website also prominently features the “Ask a Librarian” chat feature, which allows any student, including distance education or outreach center students, to consult a research librarian online to get help with any question or research need. The college received a commendation for the library website from the 2015 ACCJC visiting team.

The SCC Learning Skills and Tutoring Program includes Beacon tutoring groups that support online and hybrid classes. In these situations, the Beacon tutors utilize the discussion boards and chat features of D2L to interact with students. The college is currently substantially expanding the availability of online tutoring.

Student readiness for distance education is addressed by the college. Students have access to an ‘Is Distance Ed Right for You?’ quiz to assess both the technical and learning skills necessary to take an online class on the “What to expect from an online, hybrid or televised/streaming course” website <http://www.scc.losrios.edu/online/what-to-expect/>. This webpage includes an overview of online classes, information on communicating effectively online, taking exams online, and staying motivated and disciplined in online courses.

The alternate media department produces books and other class materials in a format that is accessible to students with disabilities. This includes online students. Students are encouraged to make such requests as soon as they enroll in a class. Students may request alternative materials in a wide variety of alternate formats.

The IT help desk assists students with understanding the tools and features in Desire2Learn (D2L). D2L is a web-based learning management system designed to create a rich online learning environment for students. In addition, students may receive “live” assistance on D2L, Gmail, and eServices (<http://d2lresources.losrios.edu/>).

Additional information about services for online students can be found in Attachment 8.

Financial Resources:

The college’s financial stability is grounded in sound financial practices initiated at the district level. Historically, the district has maintained financial stability due to conservative business practices and solid accounting principles. The district budget is developed to ensure that spending is authorized only at the level of realized revenues. The district maintains fiscal reserves that meet or exceed minimum requirements, including a general fund reserve of three to five percent. The programs and services funded through the district are a reflection of the district’s strategic plan, statutory obligations, and the requirements of the accrediting commission.

The LRCCD District Information Technology Department (IT), under the direction of the Associate Vice Chancellor of Information Technology, is responsible for all services related to district-wide infrastructure (network and cabling) and information systems (student services, business services, library system, telephone system, voicemail, internet, Web services, etc.) and district systems which support distance education, including the help desk resources.

The SCC Resource Management & Capital Outlay Plan provides a summary of capital outlay and resource allocation processes. In the College environment, resources are defined in five categories: facilities, financial, faculty, classified staff, and information technology. This plan provides an overview

of these resource areas and helps ensure their integration. Procedures for resource allocation of the five basic resources areas are further outlined in their respective Resource Allocation Plans, which are part of the Family of Plans described in the Strategic Master Plan for the College. (See the institutional plans webpage: <http://www.scc.losrios.edu/prie/planning/family-plans/institutional-plans-2/>)

The SCC Financial Resource Plan is designed to provide planning guidance for allocation of financial resources needed to implement the College's strategic planning process. This resource allocation plan provides the mechanisms associated with allocation of discretionary financial resources that are available to the College. The types of funding with discretionary aspects covered in this planning document include Instructionally Related (IR) funds, categorical funds, and other fund types typically managed through the campus budget committee. (See the resource plans webpage: <http://www.scc.losrios.edu/prie/planning/family-plans/resource-plans/>).

Financial support for online courses follows the same planning process as the support for on-campus courses. Financial planning also supports College planning work at the level of the individual departments and for inter-departmental programs. To determine how to meet their objectives, departments across the college indicate resource requests on their annual unit plans. Financial requests supporting the work of individual departments offering DE classes are part of the unit planning process. (See the SCC Unit Plan webpage: <http://www.scc.losrios.edu/prie/planning/family-plans/unit-plans/>)

Areas with responsibilities that occur across multiple college departments, such as Distance Education, complete annual program plans that specify financial and other resource requests (See SCC Program Plan webpage: <http://www.scc.losrios.edu/prie/planning/family-plans/program-page/>). The 2015-16 DE Program Plan was funded for \$24,750; this represents funding in addition to that provided to individual departments via their unit plans.

IT Resources

SCC provides academic technology support services and college-wide coordination for distance/online education. The majority of SCC's distance education classes utilize the district-wide LMS. Students can login to one location for online, hybrid or Web-enhanced classes offered by the colleges in the district. Students are automatically linked to the course sites, and the sites are archived at the end of each semester and preserved for at least three years. Server maintenance and support is managed by the district IT staff, where both full-time staff and contractors are used to maintain the system and monitor for problems. The LMS runs on a virtualized server system with 13 Web servers, one large database server, a chat server, and a content server. The entire system uses load balancing to channel requests and maintain quick response times. Backups are preformed hourly in case of catastrophic failure and daily backups are stored in case a need exists.

Sacramento City College provides help and support resources for faculty and students using Desire2Learn for online and hybrid courses. For example, SCC Instructional Development partners with the other colleges in the Los Rios District to offer online tutorials on Desire2Learn and Google Apps for both faculty and students (<https://itc.arc.losrios.edu/gapps/basic-apps/introduction-to-los-rios-google-apps/>), (<http://www.scc.losrios.edu/instrdev/d2l-quick-start/>).

Faculty can find assistance with educational technology from Instructional Development Coordinators (<http://www.scc.losrios.edu/instrdev/0>). D2L has a separate, comprehensive help site (<http://media.scc.losrios.edu/D2L/v10/support.html72>). Instructional Development supports access to cloud-based programs and storage through Google Apps, as well as online faculty and staff training

through Lynda.com. For assistance with hardware concerns or log in issues, faculty calls the SCC IT help desk. Training is also available through third-party vendors, such as Lynda.com and @One, which provide tutorials on software programs as well as distance education instruction (<http://www.lynda.com/>), (<http://www.scc.losrios.edu/instrdev/one/>).

LRCCD maintains the D2L student support center (<http://d2lresources.losrios.edu/>). The SCC DE website directs students to assistance from the LRCCD help desk. Students can also find assistance in the SCC Academic Computing Labs. These labs are staffed by Instructional Assistants who can assist with using computers, D2L, and other common computer programs (such as Microsoft Word, PowerPoint, Internet Explorer, or Mozilla Firefox).

The District office employs technology planning processes, including a project planning system in which software initiatives are identified at the College and District level and then prioritized by a District-wide technology planning committee with representatives from both the colleges and District who have knowledge at the technical and operational level. LRCCD is currently developing a new district-wide Technology Plan. Technology planning also occurs in processes related to facilities maintenance and construction. Planning for new hires involves analyzing technology requirements for new staff.

The assessment of the effective use of technology is conducted in a number of ways. Academic computer labs utilize tracking software to log lab use. The College Educational and Information Technology Committee (EITC) and the District Education Technology (Edtech) Committee assess the implementation and use of technology (<http://www.scc.losrios.edu/prie/institutional-effectiveness/governance/participatory-governance/standing-committees/educational-information-technology/>). The instructional development and distance education coordinators from the four colleges meet weekly to discuss issues related to learning management system (D2L) issues and objectives.

Surveys of students and faculty provide information about satisfaction with IT resources (e.g. http://irweb.losrios.edu/do_research/DistanceEdSurveysReports/DistanceEd_2013Survey/DESurvey13_cover.htm) Surveys are conducted on an annual basis by the College's IT department. Minutes from committee meetings show regular consideration of current and future IT needs (for instance, on September 12, 2014, the committee discussed current wi-fi improvements, distance education standards, and the planning process) (<http://www.scc.losrios.edu/prie/institutional-effectiveness/governance/participatory-governance/standing-committees/educational-information-technology/2014-15-educational-information-technology-committee-minutes-agendas/>), (https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/459ec16e-bdf6-4906-b7c2-30a6de8a771b/Minutes_EITC_14-09-12_Final.pdf). The EITC also has members from the Academic Senate Distance Education Subcommittee, and the two committees share information (<http://www.scc.losrios.edu/distance/academic-senate-de-subcommittee/>).

E. Internal and External Approvals

All courses, degrees and certificates offered by the Los Rios Community College District are approved by the College, the District's Curriculum Coordinating Committee, the Los Rios Community College District Board of Trustees and by the California Community College Chancellor's Office. The degrees

and certificates described in this Substantive Change Proposal have received all necessary internal and external approvals.

At SCC, all courses are reviewed and approved through the curriculum process established and governed by the SCC Curriculum Committee and the Los Rios Community College District. DE courses require a separate vote of approval at the College Curriculum Committee. All courses taught at SCC, without regard to delivery modality, maintain the same goals, objectives, student learning outcomes, and academic rigor. When a faculty member submits a course that includes a request to teach the course through one or more distance education mode(s), the faculty member must include additional information as justification for and in support of the distance education approval. Instruction methods and means of assessing student learning are defined for all courses submitted to the Curriculum Committee, including those approved for DE.

The SCC Curriculum Committee has a Distance Education sub-committee that reviews the distance education sections of a course outline and submits courses for separate distance education approval during the regular curriculum committee meetings. (The Curriculum Handbook and committee minutes are available on the SCC Curriculum Committee webpage <http://www.scc.losrios.edu/instructionalservices/curriculum/curriculum-committee-2015-16/>).

Regular instructional contact is defined by college guidelines (Attachment 4 - Regular and Effective Contact Guidelines). This includes face-to-face meetings, discussions, e-mails, chats, phone calls, etc.

The SCC Curriculum Committee adheres to board policies and participates in the District Curriculum Coordinating Committee to make recommendations to both for new and deleted courses and programs as appropriate. The LRCCD Board of Trustees approves all courses and programs, including DE courses. Student authentication for DE courses is required and is based on individual unique student ID and password necessary to participate in the course. In addition, many DE courses require students to attend an onsite orientation and/or to take onsite assessments (e.g. exams).

SCC and LRCCD attend to changes in regulations for distance education through a variety of means including CIO listserv and the work of the college Distance Education Coordinator. The Distance Education Coordinator provides continuity for maintaining an effective distance education program, is proactive in monitoring local, national and global trends in distance education, and advocates for compliance with external guidelines and regulations (such as the ACCJC, CCCCO, and US DOE). The College and District have exercised due diligence in complying with regulatory requirements and legal mandates.

The DE substantive change proposal was approved by the Los Rios Board of Trustees at its _____ meeting (Attachment 10 - BoT Minutes) **TO BE COMPLETED FOLLOWING THE BoT MEETING**

F. Evidence that the Eligibility Requirements are met

- 1. Authority:** Sacramento City College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges and is approved under regulations of the California State Department of Education and the California Community Colleges. The college most recently received notification of its continued accreditation in 2016. The following SCC programs have specific accreditation through industry or governmental groups: Occupational Therapy Assistant, Physical Therapist Assistant,

Associate Degree Nursing, Vocational Nursing, Dental Assisting, and Dental Hygiene
(<http://www.scc.losrios.edu/prie/institutional-effectiveness/accreditation/>)

2. **Operational Status:** Sacramento City College is operational with more than 23,000 students enrolled. Most students are actively pursuing courses leading to vocational certificates, associate degrees and/or transfer to four-year institutions. DE course offerings are part of the college degree and certificate programs.
3. **Degrees:** Consistent with its mission, SCC offers Associate of Arts, Associate of Arts for Transfer, Associate of Science, Associate of Science for Transfer degrees, Certificates of Achievement and Certificates of Completion. Certificates and degrees offered through distance education courses have the same rigor and requirements as on-campus programs. The majority of SCC course offerings are in programs leading to degrees, as described in the College Catalog.
4. **Chief Executive Officer:** The Sacramento City College President is a full-time employee appointed by the Los Rios Community College District Board of Trustees and reports to the district chancellor. Currently, Michael Poindexter is serving as the Interim President of Sacramento City College. A new president is expected to be named during the 2016-17 academic year.
5. **Financial Accountability:** Los Rios Community College District regularly undergoes and makes available an external financial audit for the district and its colleges by a certified public accountant. The LRCCD annual audit encompasses all operating units of the district and colleges. The audit is conducted by an independent certified public accountant and complies with federal auditing standards and the standards of the California community colleges. LRCCD colleges, including SCC, demonstrate compliance with all federal requirements.
6. **Mission:** Sacramento City College's educational mission as a community college is clearly defined and published in its catalog and the college Web site. The educational mission is aligned with the Los Rios Community College District's educational mission statement. The SCC mission statement clearly defines the college's commitment to student learning. The mission statement is periodically reviewed and reaffirmed by district and college. Distance Education courses offered by the College align with the College mission. The college mission includes an emphasis on open access to a wide range of educational opportunities for a diverse student body. Distance Education courses extend access to a greater population of potential students. DE also supports a diverse student population and the range of learning styles they embrace. It increases the range of educational opportunities that the college can offer.
7. **Governing Board:** Sacramento City College is one of four colleges within the Los Rios Community College District. The chancellor is appointed by and reports to the LRCCD Board of Trustees, which is an independent policy-making body that reflects constituent and public interests. The Board of Trustees approves all courses and programs offered in the district.
8. **Administrative Capacity:** Sacramento City College has academic and support services administrative staff members with appropriate preparation and experience to provide the administrative services necessary to support the college's mission and purpose. Administrative capacity is adequate to support the DE courses and programs of the college. For example, the

administrative staff of the Instructional Technology area, the Learning Resources Division and the Office of Instruction, as well as instructional Deans, support DE courses and programs.

- 9. Educational Programs:** Sacramento City College's degree and certificate programs are congruent with its mission and are based on recognized fields of study. The curriculum committee ensures the programs are of appropriate content and length, and are conducted at levels of quality and rigor appropriate to the degree/certificate offered. All programs meet California Code of Regulations and Title 5 curriculum requirements; degree core program requirements when combined with the general education component, represent two years of full-time academic study. DE courses have the same requirements, have the same student learning outcomes, and meet the same standards as those courses offered on campus.
- 10. Academic Credit:** Sacramento City College awards academic credits based on accepted practices of California community colleges under California Code of Regulations, Title 5. Detailed information about academic credits is published in the college catalog and schedules. DE courses award credit based on the same practices and policies as courses offered on campus.
- 11. Student Learning and Achievement:** Each Sacramento City College degree or certificate program has its requirements and student learning outcomes published in the college catalog (available online at <http://www.scc.losrios.edu>). Student learning outcomes and objectives are also described in course outlines and program outlines, which are on file in the instruction office and online in the college's curriculum database, SOCRATES. In addition, General Education and College level outcomes are available online and appear in the catalog. Student learning is assessed at the course and program level for all course delivery methods and locations. Distance Education educational offerings have the same stated learning outcomes and meet the same standards as those offered on campus.
- 12. General Education:** Students must complete General Education (GE) courses and demonstrate competency in writing, reading and mathematical skills to receive an associate degree. The general education units include an introduction to major areas of knowledge. GE student learning outcomes are available online and in the catalog. Course sections offered via DE can be used to meet General Education requirements; these course sections have the same stated learning outcomes and meet the same standards as sections offered on campus.
- 13. Academic Freedom:** The district and the college agree that academic freedom is the belief that the freedom of inquiry by students and faculty members is essential to the mission of the college. Distance education does not interfere with the academic freedom of faculty or students.
- 14. Faculty:** All faculty meet the minimum requirements for their disciplines based on regulations for the minimum qualifications for California community college faculty established in California Code of Regulations, Title 5. A clear statement of faculty responsibilities exists in the faculty contract, which is available to faculty via the Los Rios Web site at <http://www.losrios.edu>. The College's faculty statement of professional ethics is also available in the college's catalog, which is available online at <http://www.scc.losrios.edu>. DE courses are taught by faculty who meet the minimum requirements for their disciplines and are hired and evaluated through authorized district procedures for online class evaluations. The Academic Senate has published guidelines for Distance Education offerings (Attachment 3 – Academic Senate Department Guidelines for DE Offerings). This document states that appropriate training

of individual faculty for distance education modality will be required before an individual faculty member teaches in that modality.

- 15. Student Support Services:** Sacramento City College provides a comprehensive array of student services for all its students, as well as basic skills courses for those students requiring better preparation for college level work. Students may apply to SCC and enroll in classes by going online to eServices through the SCC Web site (www.scc.losrios.edu). The college catalog and schedule of classes are also available online via the college's website (<http://www.scc.losrios.edu>). Students can apply to the college, register for classes, drop classes, buy textbooks, and pay fees online. The essential services of the college's financial aid office, admissions and records, and other student service programs are available online. Services developed for support of online students are viewed as an opportunity to better serve all students more efficiently and effectively..
- 16. Admissions:** Sacramento City College has adopted and adheres to admission policies consistent with its mission as a public California community college and in compliance with California Code of Regulations, Title 5. Online courses adhere to the same admission policies as the on-campus courses.
- 17. Information and Learning Support Services:** Sacramento City College provides specific long-term access to sufficient print and electronic information and learning resources through its library and programs to meet the educational needs of students and programs. The library Web site has a special link for online students and includes the online catalog, online databases, and online research assistance. In addition, a virtual reference librarian is available online during regular library hours. SCC has recently substantially expanded its online tutoring services.
- 18. Financial Resources:** The district and college are financially stable and operate on the philosophy of committing resources only when the resources have been realized. The district and the college have made a commitment to the funding of online course delivery, for example through the DE Program Plan (Attachment 1).
- 19. Institutional Planning and Evaluation:** Sacramento City College has an established institutional planning process and works with the district to provide planning for the development of the college, including integrating plans for academic personnel, learning resources, facilities, and financial development, as well as procedures for program review and institutional improvement. The college and district systematically evaluate how well and in what ways the college is accomplishing its purpose, including assessment of student learning and documentation of institutional effectiveness. DE courses are included in the department's regular program review and educational planning processes. The major planning document for DE is the Distance Education Program Plan (Attachment 1). Distance Education is also part of strategic planning at SCC through the DE Strategic Plan (Attachment 9).
- 20. Integrity in Communication with the Public:** Sacramento City College publishes in its catalog, college web site and other appropriate places, accurate and current information that describes its purposes and objectives, admission requirements and procedures, rules and regulations directly affecting students, programs and courses, degrees offered and the degree requirements, costs and refund policies, grievance procedures, academic credentials of faculty and administrators, and

other items relative to attending the college and withdrawing from it. Information about online courses is included in the SCC catalog and on the college website (www.scc.losrios.edu).

21. Integrity in Relations with the Accrediting Commission: The Los Rios Community College District Board of Trustees provides assurance that Sacramento City College adheres to the eligibility requirements and accreditation standards and policies of the commission, describes the college in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the commission to carry out its accrediting responsibilities.

G. Evidence that the Accreditation Standards are Met

Standard 1: Mission, Academic Quality and Institutional Effectiveness, and Integrity

A. Mission

The Sacramento City College mission statement states:

“Sacramento City College is an open-access, comprehensive community college, serving a diverse student population. We provide a wide range of educational opportunities and support services leading to transfer, career advancement, basic skills development, degree and certificate attainment, and personal enrichment. Our commitment to continuous improvement through outcome-guided assessment, planning, and evaluation promotes student learning. Through these efforts, we contribute to the intellectual, cultural, and economic vitality of the community.”

This mission statement is published in the catalog and the college website

(<http://www.scc.losrios.edu/about-the-college/mission-vision-values/>). The SCC mission statement and the Los Rios Community College District’s mission statement clearly define the college’s commitment to student learning. It is periodically reviewed by the college and reaffirmed by the college and approved by the governing board. The college mission includes an emphasis on open access to a wide range of educational opportunities for a diverse student body. Distance Education increases the range of educational opportunities available to students and allows the College to more fully meet the learning needs of our diverse student body. Development of Distance Education courses and programs extends access to a population of potential students who, for one reason or another, are unable to travel to campus at the time needed courses are offered. It also supports a diverse student population and the range of learning styles they embrace. It increases the range of educational opportunities that the college can offer.

B. Assuring Academic Quality and Institutional Effectiveness Academic Quality:

SCC has a sustained, substantive and collegial dialog about student outcomes, equity, academic quality, institutional effectiveness and the continuous improvement of student learning and achievement. This dialog as related to DE is evident in the work of SCC participatory governance groups, such as the DE subcommittee of the academic senate (<http://www.scc.losrios.edu/distance/academic-senate-de-subcommittee/>), the Curriculum Committee (<http://www.scc.losrios.edu/instructionalservices/curriculum/curriculum-committee-2015-16/>), and the Educational and Information Technology Committee (<http://www.scc.losrios.edu/prie/institutional->

[effectiveness/governance/participatory-governance/standing-committees/educational-information-technology/](#)).

Established processes are in place to ensure that academic quality is met for all courses and programs, including those offered by DE. As curriculum is revised to designate a distance education (DE) delivery mode, it is reviewed by the Curriculum Committee to ensure that the same quality is maintained for all delivery modes. SCC degree or certificate programs are subject to program review in the same manner regardless of modality. (<http://www.scc.losrios.edu/instructionalservices/program-review/>) Faculty qualifications for all courses, including those offered by DE, include knowledge of subject matter and requisite teaching expertise.

Many of the college's general education courses are available by DE. This is communicated to students via the college website (<http://www.scc.losrios.edu/online/online-general-education/>). These courses meet the same standards, have the same rigor, and have the same SLOs as face-to-face sections of the same courses. This is ensured through the college curriculum approval process, instructor evaluation process, and program review process.

The SCC Academic Senate Guidelines for Distance Education delineate how course sections are chosen for DE and the requirements for instructors of DE courses. Department chairs, in consultation with discipline faculty members, make recommendations to the division dean as to which courses are appropriate for distance education, which courses could be scheduled for distance education, and what percentage of on-ground instruction could be replaced with distance education for each of the courses. (<http://www.scc.losrios.edu/distance/academic-senate-guidelines/>)

Instructors of sections delivered via distance education technology are selected by the same procedures used to determine all instructional assignments. Appropriate training of individual faculty for the distance education modality is required before an individual faculty member teaches in that modality. The faculty member must meet a minimum of 1 of the following criteria:

- Have previously taught using a distance education modality
- Have completed a local (Los Rios campus) DE training program or institute or equivalent
- Have completed a CCC Chancellor's office-sponsored training course or equivalent

(<http://www.scc.losrios.edu/distance/academic-senate-guidelines/>)

Student learning outcomes are defined for SCC courses and programs and learning support services. SLOs for a course or program are the same regardless of delivery modality. Course SLOs are stated on class syllabi and program SLOs are listed in the College Catalog. Assessment of student learning occurs across college courses, programs, and services in all modes of delivery. This data is used to support student learning and achievement. (e.g. see the 2015 Student Learning Outcomes Institutional Effectiveness report: <http://www.scc.losrios.edu/prie/institutional-effectiveness/institutional-effectiveness-reports-2/>; <http://www.scc.losrios.edu/prie/research/college-planning-and-data-reports/scc-survey-reports/>).

Institutionally set standards for student achievement have been established and the assessment of those standards is published online (<http://www.scc.losrios.edu/prie/institutional-effectiveness/college-set-standards/>). The standards apply to all delivery modes of instruction and services. The SCC Research Office produces and disseminates annual reports that outline student achievement on various student success indicators and publishes other research reports in response to other institutional needs as they arise. This includes the disaggregation of data by program type and mode of delivery as well as by

subpopulations of students. The college uses this data to mitigate achievement gaps. (E.g. see the 2015 Student Achievement Institutional Effectiveness Report and the 2015 Student Equity Institutional Effectiveness Report (<http://www.scc.losrios.edu/prie/institutional-effectiveness/institutional-effectiveness-reports-2/>)).

Improving Institutional Effectiveness: Sacramento City College engages in the ongoing evaluation of its programs and services through its engagement in systematic program review, unit planning and strategic planning processes. SCC evaluates policies and practices across the college and communicates the results of that evaluation.

The approval of courses for offering in a DE modality is conducted under clear guidelines for effective practices and through a fully delineated curriculum approval process. (Attachment 2 - Effective Practices for Online Learning; Attachment 3- Sacramento City College Academic Senate Departmental Guidelines for Distance Education Offerings). The Distance Education Subcommittee of the Curriculum Committee performs a separate review of all courses containing a distance education modality. The subcommittee ensures that academic standards and learning outcomes are equivalent to those of the traditional in-person modality. (The Curriculum Handbook and committee minutes are available on the SCC Curriculum Committee webpage <http://www.scc.losrios.edu/instructionalservices/curriculum/curriculum-committee-2015-16/>).

SCC engages in continuous, broad-based, integrated planning and evaluation. The college integrates DE fully into the planning process. This includes attention to the improvement of academic quality and institutional effectiveness for all courses, programs and services regardless of delivery modality. The SCC Distance Education Program Plan is the main cross-divisional planning document for the implementation of quality distance education at the college (Attachment 1 - SCC Distance Education Program Plan. (<http://www.scc.losrios.edu/prie/planning/family-plans/program-page/>)).

The college gathers information about the effectiveness of DE and related student and learning support services. Quality measures are in place, including evaluation of indicators such as student satisfaction, success, retention, and student learning outcomes. The SCC Distance Education Committee reviews data on course success rates by course modality and discusses how college processes might be improved to reduce any gaps in student outcomes between delivery modalities. The 2016-17 Distance Education Program Plan reflects that review and discussion (Attachment 1 - DE Program Plan). Surveys show that the great majority of DE students indicate they were satisfied or very satisfied with their distance education experience at SCC and associated information and services (http://irweb.losrios.edu/do_esearch/DistanceEdSurveysReports/DistanceEd_2013Survey/DEsurvey13_SCCFreq.pdf).

Institutional Integrity:

Sacramento City College provides accurate information to students, prospective students, employees, and the public about its Distance Education courses and programs. The college website and catalog provide the majority of this information. Information about services for students and the public is readily available on the college website. The Services for Online Students webpage (<http://www.scc.losrios.edu/online/services/>) contains information about online education at the college and links to many services for online students. Students receive a full syllabus in DE classes which includes the same information, including SLOs, as found in the syllabus for a face to face course (<http://www.scc.losrios.edu/online/what-to-expect/>).

The college catalog notes that “Sacramento City College is committed to giving our DE students the same individual support, academic standards, and experienced faculty found in our classrooms, along with the freedom to choose the learning modality: Online or On-Campus/Online Hybrid. Learning outcomes of Distance Education courses are equivalent to those established for traditional on-campus courses. All courses offered, regardless of learning modality or scheduling option, meet the requirements and standards established by the college and result in the award of full college credit. All of our DE courses are approved by the Sacramento City College Curriculum Committee to ensure a learning experience and level of academic rigor equivalent to our traditional on-campus courses.” The catalog also provides information on the type of DE courses offered by the college, expected instructor-student contact, and student readiness for DE courses. (2015-16 catalog, page 23, <http://www.scc.losrios.edu/catalog/wp-content/blogs.dir/180/files/LearningResourceCenter.pdf>). Information on student achievement in DE courses is available in the Student Achievement Institutional Effectiveness Report on the college website (<http://www.scc.losrios.edu/prie/institutional-effectiveness/institutional-effectiveness-reports-2/>).

Policies related to academic freedom, student financial aid, and learning resources apply equally to DE courses and face to face courses. The academic freedom policy is elucidated in the college catalog (<http://www.scc.losrios.edu/catalog/wp-content/blogs.dir/180/files/Faculty.pdf>). LRCCD Policy P-7145 ensures that DE courses are subject to the same requirements as face to face courses for financial aid, student services, access, satisfactory progress, etc. Processes are in place to assure that a student who registers for a DE course is the same person who participates in the course or program by verifying the student’s identity via a secure password and log-in.

Standard 2: Student Learning Programs and Services

Instructional Programs:

Faculty ensure that the content and methods of instruction for all courses, including DE courses, meet accepted academic standards, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. Student Learning Outcomes must be adhered to in each course, regardless of delivery modality. Student learning outcomes are established and assessed using established institutional procedures. (Attachment 3 - Academic Senate Department Guidelines for DE Offerings; Attachment 4 - Regular and Effective Contact Guidelines for DE Courses; Curriculum Committee webpage: <http://www.scc.losrios.edu/instructionalservices/curriculum/curriculum-committee-2015-16/>). Competency levels and measurable student learning outcomes are determined by faculty and approved through the curriculum process for DE courses in the same manner as for face-to-face courses.

As curriculum is revised to designate a distance education (DE) delivery mode, the request is reviewed by the DE subcommittee of the Curriculum Committee to ensure that the same course quality is maintained for all delivery modes. Each course proposed for DE approval, including pre-collegiate developmental courses is reviewed to ensure that the quality of instructional methods, typical homework assignments, allocation of instructional time, and regular instructional contact is maintained in the DE version of the course. The curriculum process allows for recommendations for revision of the proposed course prior to approval by the full Curriculum Committee.
<http://www.scc.losrios.edu/instructionalservices/curriculum/curriculum-committee-2015-16/>

Student readiness for distance education is addressed by the college. Students have access to an ‘Is Distance Ed Right for You?’ quiz to assess both the technical and learning skills necessary to take an online class (<http://www.scc.losrios.edu/online/what-to-expect/>).

The SCC Distance Education Committee (a subcommittee of the Academic Senate) provides advice to the college with respect to its DE offerings. The committee is led by the DE Coordinator and assisted by the Instructional Development Coordinator, a full-time college staff member. (<http://www.scc.losrios.edu/distance/academic-senate-de-subcommittee/>)

Faculty and staff are kept informed about learning needs and pedagogical approaches related to DE. The college provides information on up-to-date teaching methodology to meet student learning needs. The DE Committee has developed a set of recommendations for the design, structure and delivery of DE courses (<http://www.scc.losrios.edu/distance/course-design-recommendations/>). Additional information related to effective pedagogical approaches related to DE is provided assisting instructors in meeting the needs of students with various learning styles (<http://www.scc.losrios.edu/distance/bestpractices/>)

Program review is in place to systematically assess curriculum, relevancy, and student outcomes and to revise programs when necessary. Distance Education courses and programs are subject to program review in the same manner as on-campus courses and programs. (<http://www.scc.losrios.edu/instructionalservices/program-review/>) Information regarding the evaluation of student learning and award of credit is published in the College Catalog under Academic Standards. Policies for the award of academic credit are the same for DE classes as for face-to-face classes.

Library and Learning Support Services: SCC supports student learning and achievement by providing library and other learning support services to students. These services are planned for and evaluated via regular college processes (Attachment 1 - DE Program Plan).

The SCC Learning Resources Division, which includes the SCC Library, offers many services for distance learners. The library website, <http://www.scc.losrios.edu/library/>, has a special link for distance learning and online services <http://www.scc.losrios.edu/library/research/>. It includes the Library Catalog (LOIS), access to Research Databases, and ways to seek direct contact with a librarian online. The Library evaluates its effectiveness in serving online students and makes changes to enhance student achievement. For example, the 2015-16 Library Unit Plan included the objective “Improve reliability of online reference services by migrating the library's question-and-answer website to the losrios.edu domain.”

The SCC Distance Education website for students (<http://www.scc.losrios.edu/online/>) provides students with information about online courses, as well as resources for success in these courses. The SCC Learning Resources Division is a well-equipped professionally-staffed facility located in the Library Building that offers students a personal approach to academic success through small classes, independent study, individualized tutoring, group tutoring, and alternative modes of learning.

Students at SCC have access to academic support through the Math Lab, the Reading Lab, the ESL Lab, the Writing Center, and the general Tutoring Center. These professionally-staffed facilities offer students a personal approach to academic success through independent study, individualized tutoring, group tutoring, and alternative modes of learning. Tutoring is available online and SCC has recently expanded the availability of online tutoring (<http://www.scc.losrios.edu/online/services/>). The Academic Computing Labs provide additional tutorial support for students who need assistance navigating their

online courses. The effectiveness of these learning support services is evaluated through the Tutoring Program Plan, the Writing Center Program Plan and the DE Program Plan (<http://www.scc.losrios.edu/prie/planning/family-plans/program-page/>).

Student Support Services: SCC provides student support services that facilitate access and success to students regardless of service location or delivery method. Essential services are all available online (<http://www.scc.losrios.edu/online/services/>). These services have expanded as the enrollment in DE courses has increased. The college catalog and schedule of classes are available online and students may apply to SCC and register for classes by going online to eServices through the SCC website (www.scc.losrios.edu). Students are able to add and drop classes, pay for classes and purchase parking permits online. Comprehensive information about all of the college's support services is available online. Counseling is available to DE students, who may make an appointment to meet online with a counselor (<https://www.scc.losrios.edu/counseling/how-to-meet-counselor/meet-with-a-counselor-online/>).

Students have access to the "What to expect in an online course" website <http://www.scc.losrios.edu/online/what-to-expect/>. This site includes a section called "Is an online/distance education course right for you?", a video based orientation to taking online courses to assess both the technical and learning skills necessary to take an online class. Services developed for support of DE students are viewed as an opportunity to better serve all SCC students more efficiently and effectively.

SCC evaluates the quality of its student support services through a variety of mechanisms, including Program Review. Student Services Program Review uses both quantitative and qualitative data to assess the effectiveness of programs and services, and uses this evaluation as a basis for improvement. Units analyze these data to (1) develop an accurate picture of their programs relative to past performance, identify emerging trends and progress toward achieving previously established college-wide goals and unit objectives; (2) identify potential or realized internal/external drivers that could/have had significant impact on their programs; and (3) assess student learning. (<http://www.scc.losrios.edu/student-services/program-review/>)

Standard 3: Resources

Human Resources: All full-time and adjunct faculty meet state and district minimum qualifications (http://www.losrios.edu/hr/downloads/min_qual%20_revFeb2206.pdf). All personnel are treated equitably, evaluated regularly and systematically, and are provided opportunities for professional development. SCC maintains sufficient faculty, staff, and managers to support effective educational, technology, physical and administrative operations of the institution.

When hiring new faculty, the college places an emphasis on the ability of the new hires to teach distance learning through the position announcement and interview process. Faculty expertise is defined to include knowledge of subject matter and requisite skills for the service(s) to be performed. Faculty job descriptions include teaching skills, development and review of curriculum, and assessment of learning. The job descriptions note that teaching assignments may include online courses. Per the LRCFT Contract (Article 4, Workload, 4.3 Special Teaching Conditions and 4.4 Course Assignment) instructors of sections delivered via distance education technology are selected by the same procedures used to determine all instructional assignments (<http://www.losrios.edu/hr/downloads/LRCFT2014-2017/2014->

[2017LRCFTContract.pdf](#)). Performance review procedures (including peer review, self-study, and student evaluations) apply to those teaching both DE and face-to-face courses.

Support for faculty teaching DE courses is widely available. The Staff Resource Center, the DE Coordinator, the IT Department, the Instructional Developmental Coordinator, and Media Services support all instructors at the college, providing professional development through seminars and workshops to enhance teaching and learning for all of our students. Instructors who wish to teach via a DE modality or provide their students with instructional materials via the Web have access to Web resources, hands-on workshops, self-paced training, summer institutes and online workshops (<http://www.scc.losrios.edu/distance/>). Faculty create virtual orientations for their DE courses, with students attending in-person and live online. The Staff Resource Center provides ongoing workshops and training programs for all SCC staff, including those focused on DE. In addition, information to support online students, including frequently asked questions and a student self-assessment are available.

Physical Resources: The college and district have in place the required physical and technology infrastructure to support all College programs and services. Facility and equipment planning and evaluation are conducted on a regular basis at the District through a Five-Year Capital Outlay Plan and at the College through the SCC Strategic Planning System. The College has linked departmental physical resource needs to the individual unit-planning process through the Facilities Resource Allocation Plan. The Distance Education Program Plan details the resources that support DE at the College (Attachment 1 – 2016-17 DE Program Plan, <http://www.scc.losrios.edu/prie/planning/family-plans/program-page/>).

Technology Resources: Technology planning is integrated with facilities and educational master plan planning activities. The Information Technology Program Plan and Distance Education Program Plan both address the essential need for the college to enhance learning and deliver services effectively and efficiently to all students by continuing to plan and upgrade the college's technology infrastructure in a systematic manner.

IT needs for SCC course and programs are integrated into the IT Program Plan (<http://www.scc.losrios.edu/prie/planning/family-plans/program-page/>) and the IT Resource Allocation Plan (<http://www.scc.losrios.edu/prie/planning/family-plans/resource-plans/>). IT resources for DE are adequately supported and continue to be updated. IT needs are addressed as part of participatory decision making through the work of the Educational and Information Technology Committee.

A wide range of technology tools are available to faculty teaching online courses (<http://www.scc.losrios.edu/instrdev/guides/faculty-toolkit/>). TurnItIn is a plagiarism prevention service that is made available to all SCC faculty through a site license. The Distance Education Captioning and Transcription grant supports captioning and transcription for online courses, hybrid courses, telecourses and live classes that utilize web-based content delivery. All faculty teaching distance education courses now have access to lynda.com, an online subscription library that teaches the latest software tools and skills through high-quality instructional videos. Camtasia Studio/Camtasia for Mac is a tool which can be used to publish video lectures or demonstrations for teaching that can be either be recorded or shown in real-time.

Financial Resources:

Planning: The Financial Resource Allocation Plan provides the framework for allocation of funding at the College (<http://www.scc.losrios.edu/prie/planning/family-plans/resource-plans/>). The Distance Education Program Plan details the resources that support DE at the College (Attachment 1). Program Plans are developed by programs that support college-wide activities and initiatives. These plans link directly to resource allocation through college level funding. They are resourced as individual plans by the institution and reviewed annually. The DE Program Plan is under the supervision of the Learning Resources Division Dean and is written by the DE Coordinator. The Distance Education Advisory Subcommittee of the Academic Senate and the Distance Education Subcommittee of the Curriculum Committee are coordinating groups.

Fiscal Responsibility and Stability: The College and District's financial planning and budget processes provide sufficient and stable support for the college. District Fiscal Services has in place a conservative budget and spending practices that ensure the College and District are well prepared for challenging financial times.

Liabilities: The level of financial resources provides both short and long term solvency. In the 2015 External Evaluation report the Los Rios Community College District was commended for fully recognizing and funding Other Post-Employment Benefits (SCC accreditation website <http://www.scc.losrios.edu/prie/institutional-effectiveness/accreditation/>).

Contractual Agreements: Contractual agreements made by LRCCD, including SCC, are appropriate to the Mission of the College and include appropriate policies and provisions that maintain the integrity of the institution.

Standard 4: Leadership & Governance

Decision-Making Roles and Processes: Decisions at SCC and Los Rios are made by a variety of individuals and groups depending on the nature of the decision. Decision-making responsibilities vary by the type of employee as described in AB 1725 and documented in LRCCD Board Policy and Regulation (<http://www.losrios.edu/legal/GCpolreg.htm>), e.g. Policy 3412 on Governance (<http://www.losrios.edu/legal/Policies/P-3000/P-3412.pdf>). Final decision-making authority rests with the LRCCD Board of Trustees.

Faculty, administrators, classified staff, and students actively participate in the appropriate College and District Governance and operational committees and processes to support their programs and services. All constituency groups on campus have significant roles and a voice in institutional governance and in matters of institutional policies, planning, and budget and work together for the good of the College. The tri-chair approach to leadership of standing and other committees—which is unique among the Los Rios Colleges—helps to ensure representation of all constituencies. The SCC Educational and Information Technology Committee plays a significant role in making recommendations to enhance distance education and distance education support services at SCC.

Chief Executive Officer: The SCC College President provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. LRCCD provides clearly defined roles and lines of authority between the colleges and the district.

Governing Board: Sacramento City College operates within the required governing board policies and regulations, which apply to all programs and services regardless of the delivery modality. The SCC College President provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. All District governing board policies and regulations apply to courses and programs offered by DE in the same manner that they apply to face-to-face programs and courses.

Multi-College Districts or Systems: The LRCCD Chancellor provides leadership, communicates expectations of educational excellence, and supports the effective operation of the college. All district policies and procedures apply to DE educational offerings in the same manner that they apply to face-to-face offerings. The Los Rios Educational Technology Committee, which provides a forum for district-wide discussion and collaboration regarding educational technology and distance education issues.

ATTACHMENTS

1. Distance Education 2016-17 Program Plan
2. Effective Practices for Online Learning
3. Academic Senate Department Guidelines for DE Offerings
4. Regular and Effective Contact Guidelines for DE Courses
5. Financial Aid Satisfactory Academic Progress Policies
6. SCC Organizational Chart
7. Examples of SCC Unit Plan objectives related to DE
8. Services provided for DE students
9. Distance Education Strategic Plan
10. BoT minutes (date) showing approval of 2016 DE Substantive Change Proposal

Attachment 1: Distance Education 2016-17 Program Plan

Sacramento City College
Strategic Planning System



Title: Distance Education

Planning year: 2016-17

Plan Type: Program Plan

OPR: Learning Resources Division

Collaborative Group(s): Distance Education Subcommittee of the Academic Senate
Distance Education Subcommittee of the Curriculum Committee
Educational and Information Technology Committee
Staff Resource Center

Reference documents:

Plan Author: Distance Education Coordinator

SECTION I: Overview & Strategic Information

A. PROGRAM DESCRIPTION

Briefly describe your program and state the overall mission of the program and its role(s) across the college.

The Distance Education (DE) Program consists of a faculty distance education coordinator, a faculty instructional development coordinator, one 10-month classified instructional media technician.

The Distance Education program faculty and staff at Sacramento City College facilitate student success by supporting and training faculty and by improving and aligning current campus practices within the ever-evolving technological and regulatory educational environment. By mobilizing campus and program resources and by collaborating with campus and district faculty and administrators throughout the calendar year, the Distance Education and Instructional Development Coordinators and staff promote and facilitate implementation of distance education best practices.

B. ENVIRONMENTAL SCAN

There are four primary contextual influences that impact the distance education program plan:

* Lack of enrollment growth

Enrollment in the Los Rios District colleges specifically and in the California Community Colleges in general have been shrinking as the economy has improved in the region. Although one particular cause of the enrollment trend has not been identified, corresponding increasing enrollment at Sacramento State and other four-year institutions suggests that the improving economy has boosted students' ability to attend the more expensive CSU as opposed to the less expensive community college.

* Demonstrated student need & preference for online courses (BSS conversion of online courses = immediate enrollment)

Students at SCC have demonstrated their preference for DE courses by immediately filling Fall 2015 sections that were originally listed as non-DE courses in the behavioral and social sciences division, and enrollment in DE courses has increased over the past several semesters. Given student preference for the DE modality, it make sense to use DE as a means of increasing enrollment.

* CCCCCO's Online Education Initiative

The California Community College Chancellor's Office has created a system-wide online education initiative (OEI) that allows all California students the opportunity to receive online counseling, online educational assessment, online educational planning, and online courses. In its pilot phases, this new system provides services previously only available on the campuses of the 112 California Community Colleges. This new system is poised to attract enrollment away from Sacramento City College. It also is poised to supplement the services we offer, helping our students reach completion faster than if they only attended one or more of the four Los Rios colleges. The OEI will also provide low-cost tools such as an LMS, online tutoring, and online proctoring that we can implement.

* Lower success rates in DE courses

Retention and success rates of distance education students is a challenge. While the Public Policy Institute of California reported in May of 2014 that online course success rates are an average of 11-14% lower than success rates for face-to-face courses, Sacramento City College students fare much better. At Sacramento City College, student success rates are roughly 3-5% lower in online courses compared to face-to-face courses; however, when success is measured as the percentage of *retained* students who pass rather than the percentage of *initially enrolled* students who pass, the success rates are equal to or greater than the success rates of face-to-face classes. This indicates that distance education courses have a lower retention rate (higher attrition rate): more students drop or are dropped from distance education courses than drop or are dropped from face-to-face courses, but those students who do finish distance education courses are equally or slightly more likely to pass than those retained in face-to-face courses. For example, in the Fall of 2014, retention rates were 82.71% for on-ground, non-DE courses while DE courses retained students at 77.38%. This approximately 5% difference equates to a loss of 340 more students in one semester in the DE modality than were lost in the on-ground modality. Although a 5% difference could be accounted for by a statistical standard error rate in any given semester, it is a consistent rate of difference throughout the last several semesters. And although the overall success rate differences between DE and on-ground courses remain lower at SCC than at other colleges in the system, the lower retention rates indicate a gap that should be addressed; retaining hundreds more students each semester is a goal worthy of pursuing.

C. MULTI-YEAR DIRECTIONS AND STRATEGIES

The Distance Education program plan outlines our plans to produce three primary outcomes for the next three years:

- 1: increase student enrollment in distance education classes
- 2: increase student completion of DE classes
- 3: increase institutional knowledge and application of DE best practices.

Although these goals are numbered hierarchically, they are somewhat interdependent. Increasing the institutional capacity for the application of DE best practices, for instance, will logically increase our ability to retain students, which facilitates our second outcome of increasing student completion. And, increasing student completion should naturally lead to increased enrollment as more students find success using the DE modality.

Increase Student Enrollment

Specifically, our first outcome of increasing enrollment in DE classes is aligned with College Goal A3—provide students with the tools and resources that they need to plan and carry out their education, complete degrees and certificates, and/or transfer—and will assist the college’s commitment to serve more of the local community. To accomplish this outcome, we plan to communicate our current DE classes and services more effectively so that more people can take advantage of what SCC has to offer. Currently, students and prospective students have a difficult time locating DE classes, enrolling in them, and completing their educational plans to include any DE courses. More clearly identifying and advertising our DE offerings and supportive student services is one way of increasing student enrollment. We will also identify and promote the general education pathways students may pursue via the DE modality. A part of this effort includes collaborating with departments and divisions in order to identify general education courses that could be offered via the DE modality so that students can complete specific GE pathways via online classes. Supporting online counseling and helping counselors promote SCC’s online offerings will help increase DE enrollment. Another means of increasing enrollment includes opening our virtual doors to out-of-state students. Joining WICHE/SARA (Western Interstate Commission for Higher Education State Authorization Reciprocity Agreement) will allow us to serve out-of-state students by way of the reciprocity agreement for which the state legislature is currently making amendments to facilitate.

Increase Student Completion

Increasing student completion of DE classes is aligned with College Goal B—Student completion of educational goals—and is an important goal that the entire DE team has been pursuing for many years. Because of the variety of ways of classifying and offering DE courses, students have often been confused enough to enroll in DE courses without even understanding what they are and what they require. For example, students often do not understand that fully online courses may require meeting on campus for orientation, assessments, or both. Hybrid courses tend to produce even more confusion, as students may have regular course meetings and may not fully comprehend the extent to which they must complete additional work online. As a result, DE classes have lower retention and thus success rates than face-to-face courses. To achieve this outcome of increasing completion, we will begin by aiming to streamline the classifications and general DE discourse across campus. The PRIE committee has committed to assist in these efforts, and we plan to collaboratively gain consensus about DE terminology so that faculty staff and students all have a clear understanding of what hybrid and online courses entail in terms of faculty and student effort. We also plan to increase student digital literacy so that they are more equipped to succeed in DE classes. This will entail assessing current literacy skills and then designing and delivering a pilot program that will increase those skills. Faculty often speak about the negative consequences of poor student digital literacy skills, and this pilot program will address that need. Data tracking with collaboration of the PRIE team will help quantify the impact this will have on student completion rates. We will also increase completion of DE students by providing and heavily promoting online tutoring services. Offering NetTutor services for the hours when students are unable to come to campus to receive tutoring in our learning skills and tutoring center and other campus facilities will allow students to receive assistance and master materials rather than drop classes because of an inability to fit tutoring into their busy schedules.

Increase Institutional Knowledge and Application of DE Best Practices

Herculean efforts across campus are aimed at increasing student success; however, the importance of increasing the faculty and staff and administration’s ability to deliver DE in accordance with best practices cannot be understated. Aligned with College Goal A5—Deliver services, curriculum, and instruction that result in equivalent student outcomes for all modalities and locations—this outcome has

tremendous impact. We simply—as individuals and as an institution—must improve our ability to deliver DE and serve our DE students or we will continue to see decreases in enrollments and completions. People want and will seek DE opportunities whether we offer them, improve them, or not. In order to compete in this environment, we must improve our faculty pedagogy, our faculty facility at technology, and our currency in best practices and the ever-shifting policy environment. This last outcome will be achieved by significantly increasing our opportunities for faculty training, increasing instructional DE support services including providing captioning for internal instructional development materials, and increasing the college’s capacity for adhering to Federal ADA 508 regulation.

Without the provisions to complete our goals as outlined, we risk declining enrollment and declining completion rates. We risk our capacity to serve an increasingly marginalized population of students who—more than ever—need our help in transforming their lives through higher education.

SECTION II: Annual Review and Plan

A: REVIEW OF ACCOMPLISHMENT OF THE PREVIOUS YEAR'S WORK

Outcome (AUO/SLO) <i>(formerly called objectives)</i>	Expected results	Progress to date
Increase faculty access to D2L training	Additional avenues of faculty training and increased participation in training events.	We have augmented our FLEX offerings by offering multiple day workshops with catered lunches for 25-30 participants. This has increased our participation numbers and is proving to be a better model for attracting faculty participation than our middle of the semester, single-session FLEX courses, which traditionally serve 0-5 faculty.
Support faculty access to @ONE training	Faculty gain new skills in online instruction to include best practices for assessment, accessible course creation, and increasing student completion.	We have provided a steady stream of faculty access to @One online courses. Four SCC faculty have completed all five @One courses. Twenty-two have completed the Introduction to Online Learning Course.
Train students to use D2L	Students trained in one-on-one and workshop environment	Workshops held in Fall of 2015, and tutors worked individually with students in academic computing labs.
Streamline website for DE students and streamlining of DE terminology on campus	Clearer web pages for students re: DE courses at SCC	Elimination of old TV categories and instructional modes from the SCC schedule
Raise awareness of DE and faculty best practices: Deans' training	Raised knowledge of deans re: DE best practices and policy environment	Trained total of 6 hours with deans
New Curriculum Guide for developers (co-wrote the DE portion)	New guidelines based on new SOCRATES format for DE review process	Done & published
Summer institute/Innovate	Increase of faculty participant skills	Total of 3 days and 25 faculty and 15 hours
ADA: raise awareness	Faculty would be aware of 508 and their obligations	Presentation by ADA specialist Visits to department & committee meetings Helped faculty with 508 compliance Facilitated closed captioning for 20 faculty. A total of 13,000 minutes were captioned, including library media.
MML integration &	Instructor use of My	My Math Lab integrated into D2L in Fall 2015

support @ campus	Math Lab in D2L	and used by faculty
Online tutoring & services	Pilots completed and technology tested	Successful trials in LSTC and Counseling and writing center
Peer review process initiated	Initial pilot of peer review process	First Flex in August: structure initiated
DE strategic plan drafted	Plan drafted	Under final revision
Revise departmental recommendations	Revised recommendations	Revised and approved by DE Senate subcommittee and academic senate
Increase faculty participation in DE senate subcommittee	More faculty and different faculty attended meetings	8 new faculty attended meetings in 2014-2015

B. UNIT OBJECTIVES: ADMINISTRATIVE UNIT OUTCOMES (AUOs) or STUDENT LEARNING OUTCOMES (SLOs) FOR THE PLANNING YEAR

Distance Education					
AUO/SLO	Procedure	Timeline	Responsible persons	Resource Requirements IT, Staff, Faculties, etc. Show total cost for each item	Funding Source(s) other than General Fund
AUO 1: Increase DE enrollment	Procedure 1a: Identify and market DE general education pathways	Fall 2016, Spring 2017	DE Team		
	Procedure 1b: Collaborate with departments and division to identify opportunities to increase number of DE classes offered	Ongoing	DE Team		
	Procedure 1c: Collaborate with District IT to facilitate transfer of scheduling data to new SCC web pages	Fall 2016	DE Team		
	Procedure 1d: Support online counseling	Fall 2016	DE and ID Coordinators	\$1000 (\$40 x 25) Replace or purchase headsets used by counselors for online counseling	
	Procedure 1e: Become authorized to serve students from other states by joining WICHE/SARA (Western Interstate Commission for Higher	Spring 2017	DE Coordinator	\$6000	

	Education State Authorization Reciprocity Agreement)				
AUO 2: Increase completion in DE courses	Procedure 2a: Gain consistency across campus classifications of DE courses/modalities though analysis of current practices of COMIS reporting, scheduling, and curriculum classification (how hybrid and online are defined and reported to various stakeholders and regulators)	Ongoing	DE coordinator, PRIE committee		
	Procedure 2b: Create pilot program for measuring and increasing student digital literacy	Fall 2016	DE Team and Library team	\$350 anticipated webinar fees and materials fees (e.g. books such as <i>Pogue's Basics</i>)	
	Procedure 2c: Develop and pilot new assessment tool	Spring 2017	DE Team and Library team	\$1500 faculty stipends	
	Procedure 2d: Provide NetTutor services to increase online tutoring capacity	Fall 2016, Spring 2017, Summer 2017	NetTutor (Tutoring Coordinators)	\$3750 (\$25/hour x 5 hours per week x 15 weeks per semester x 2 semesters)	
	Procedure 2e: Support library and instructional software			\$550 (\$300 Survey Monkey \$ 250 Library H3lp)	
AUO 3: Increase institutional knowledge and application of DE best practices	Procedure 3a: Design and deliver training sessions for deans re: DE policy and best practices	Fall 2016, Spring 2017	DE team, LR dean		

	Procedure 3b: Stay current with DE-related regulations and practices, instructional software, and instructional development best practices	Ongoing	DE and ID Coordinators LR Dean	\$6000 Conference and travel-related fees	
	Procedure 3d: Provide DE certification and training opportunities for faculty.	Ongoing	Instructional Development Coordinator	\$1950 (30 Course fees at \$65 each)	
	Procedure 3e: Create and run our own faculty DE readiness institute	Fall 2016	DE & ID coordinators	\$3400: Stipends for faculty trainers 4 @ \$500, \$1400 lunches (on site)	
	Procedure 3f: Facilitate summer faculty DE skills training for intermediate-level faculty, including peer-review	Spring 2017	ID & DE coordinators	\$700 Lunch for 4 days	
	Procedure 3g: Offer access to Lynda.com	Ongoing	ID coordinator	\$3250 for 10 licenses	
	Procedure 3h: Deliver online and face-to-face faculty and student training workshops	Ongoing	ID coordinator and academic computing IA	IA 10-month classified position	Referenced in LR division plan
	Procedure 3i: Provide software licenses (new and renewed), hardware, and other resources as needed to faculty in	Ongoing	ID & DE coordinators	\$3800 E.g. Omnigraffle, instructor headsets, webcams	

	order to assist with creation of engaging content				
	Procedure 3j: Increase capacity of Center for Online and Virtual Education (COVE): Facilitate and support instructor self-service and workshop capture studio in LR 120	Fall 2016	Instructional media	Instructor computers Referenced in LTAT unit plan	Referenced in LTAT Unit plan
	Procedure 3k: Assess ADA (508) compliance in DE course shells and collaborate with faculty to increase compliance when needed	Fall 2016, Spring 2017 and ongoing	Educational media and design specialist	New 12-month classified position	Referenced in LTAT department in LR division
	Procedure 3l: Install screen reader in LR 114 for testing 508 compliance of instructor materials and for training instructors about screen readers	Fall 2016	Education media and design specialist	\$1495 license and support	
	Procedure 3m: Provide captioning for instructional development training materials	Ongoing	DE team and LR division	\$5000 captioning and related fees (e.g. shipping).	
	Procedure 3n: Facilitate campus LMS testing per District LMS Workgroup	Fall 2016	DE Team	\$6000 faculty stipends (10 instructors each at \$600)	
				Grand Total Cost: \$44,745	

Attachment 2: Effective Practices for Online Learning

(Effective practices for online learning webpage: <http://www.scc.losrios.edu/distance/regular-effective-contact/>)

Effective Practices for Online Learning

The following are recommended practices adapted from a document titled *[Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates](#)*, which is available from the [Academic Senate for California Community Colleges](#). If you would like guidance on any of the principles outlined below, please contact the Instructional Development Coordinator or Distance Education Coordinator for assistance.

When teaching all or part of a class online, it's important to remember the often-cited seven principles should always be kept in mind (Chickering & Gamson, 1987):

- Encourage faculty to student interaction;
- Encourage student to student interaction;
- Promote active learning;
- Communicate high expectations;
- Facilitate time on task;
- Provide rich, rapid feedback;
- Respect diverse learning.

Effective Practices for Course Development and Delivery of Course Content

Courses delivered via distance education should not merely be an online presentation of an instructor's classroom-based lecture or a series of PowerPoint presentations that are used in the classroom. In developing materials for use in an online environment the instructor needs to consider the varied learning styles of his/her students, issues of accessibility, and how to make the online environment engaging.

- Course content should be made available in discrete "chunks" that permit the student to easily complete a meaningful course element in a limited time and allow for the student to readily return to the middle of a section of content;
- The nature of students and how they work should be incorporated into the content structure and course design;
- Repetition, interactivity, and opportunities for self-assessment should be provided;
- All course components should be developed with accessibility in mind.

Effective Practices for Instructor-Student Contact and Interactivity

The visible personality and preferences of the instructor in a course is one of the major factors in predicting retention in online courses. Title 5 regulations require that faculty teaching online courses initiate "regular effective contact" with students. Regular effective contact is not a simple matter, but involves a wide variety of elements that reflect the instructor's participation in

the course content development and implementation. Sacramento City College maintains [guidelines for regular effective contact](#). Some helpful tips are also noted below.

- Ensure that the schedule description and course syllabus clearly establish whether the course is fully online or whether on-campus activities are expected;
- Ensure that instructor–student contact includes regular announcements about what is expected of students, including assignments due, upcoming tests, comments on recent activities in the course, and email;
- Ensure that regular contact also includes regularly added, faculty-created course content. Instructor presence can be established both one-on-one and through global course changes;
- Strive to maintain a regular presence in the course by responding to discussion forums and answering questions regularly;
- In the first weeks of a course, make an extra effort to maintain an active, daily presence;
- Use forum functionality to create asynchronous discussions regarding course content that encourage critical thinking; participation in discussions should be part of the evaluation methodology;
- Create a discussion forum for general questions regarding the course but do not rely on this alone to assist students;
- Address students by name when responding to discussion postings and emails;
- Change subject lines of instructor discussion board responses to match the content of the response, which helps students to find information that is of interest to them;
- Provide activities that incorporate a wide variety of instructional methodologies to address multiple learning styles.

Effective Practices for Technology-Mediated Office Hours

While some instructors may opt to hold on-campus office hours, providing technology-mediated office hours is an option available to all instructors. CCC Confer (www.cccconfer.org) provides all California community college faculty with a phone and/or Internet-based means of communicating synchronously with students. Scheduling such office hours can be a challenge, but the benefits may be worth it.

- Through the use of [CCCConfer](#) and other such technologies, online office hours can be held and archived—allowing for even those students who are not able to attend to benefit;
- In the instance of well-attended online office hours, instructors need to maximize the capabilities of the system employed so as to effectively manage the class;
- Online office hours may be more useful to students, if they are offered outside of the normal business day. Allowing for instructors to conduct office hours from home is a practical solution to meeting the needs of the diverse community of online students;
- Online office hours may also be useful to face-to-face students and face-to-face office hours may be useful for online students. Giving all students both schedules when an instructor teaches the two modalities is a plus;
- In course announcements, mentioning the benefits of recent office hour sessions helps to encourage more students to participate;
- Responding to email can be considered as asynchronous office hours, but synchronous opportunities for student/instructor interaction provide important access to the instructor.

Effective Practices for Use of Learning Management Systems (Desire2Learn) and Publisher Materials

Decisions regarding course management systems and publisher materials happen in various places. Sacramento City College provides access to the Desire2Learn (D2L) learning management system for all courses, as requested by the instructor. The way that publisher materials are incorporated into courses could involve both college conversations and department or individual faculty member decisions.

The following characteristics should be considered when selecting a learning management system that has the functionality needed for effective course delivery:

- Intuitive design and functionality for both instructor and student
- Accessibility for disabled students
- Easy to use course content areas with ability to import material
- Easy to use and organize discussion forum functions
- Robust assessment environment
- Adequate grade-book function
- Ability to produce a wide variety of course statistics (e.g., student tracking)
- Individual faculty members or departments should determine what publisher materials are adopted;
- Publisher materials are most effectively used when they are added as needed to instructor prepared content.

Use of Individual Websites or Online Resources in Place of a Learning Management System

Some faculty members or departments choose to use individual web pages in place of, or in addition to, integrated course management systems. Use of websites should be governed by a computer use policy that includes strong protection of academic freedom. ([The Los Rios Computer Use Policy can be found here.](#)) Other standards for websites are included in the Academic Senate's Spring 2000 Guidelines on Minimum Standards for College Technology. Particularly important are:

- The college should maintain a website with adequate server space for individual faculty, department/ division and local academic senate web pages;
- Faculty should have direct upload access to the appropriate server area;
- Design and technical support should be available to faculty.

Contact the [Instructional Development Coordinator](#) for more information about these resources at SCC.)

Elements that can be incorporated to prevent cheating include:

- Randomized questions, so that each student has a unique assessment experience;
- Timed testing, to minimize/prevent accessing additional resources when not permitted—subject to accommodations for disabilities as required;

- Regular written assignments that allow for routine verification of student identity based on consistency of style and skill;
- Revision of assignments from term to term.

Attachment 3: Academic Senate Department Guidelines for DE Offerings

(Website: <http://www.scc.losrios.edu/distance/academic-senate-guidelines/>)

Sacramento City College Academic Senate Departmental Responsibilities for Distance Education

(Definition of Distance Education: A class that has any in-person instructional time replaced by distance education).

Department chair, in consultation with faculty members, will make recommendations to division dean as to:

- which courses are appropriate for distance education
- which courses could be scheduled for distance education
- what percentage of on-ground instruction could be replaced with distance education for each of the courses

Instructors of sections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments. (Title 5, article 2 of chapter 4 of division 4 of 53410)

(Note: Refer to the LRCFT Contract: Article 4, Workload, 4.3 Special Teaching Conditions and 4.4 Course Assignment. Refer to the LRCFT Contract: Article 8, Peer Review and Appendix C, Forms. *The process for peer review is comparable for in-person and distance education modality.*)

Appropriate training of individual faculty for the distance education modality will be required before an individual faculty member teaches in that modality. The faculty member **must meet a minimum of 1 of the following criteria (a, b, c):**

- a) Have previously taught using a distance education modality
- b) Have completed a local (Los Rios campus) DE training program or institute or equivalent
- c) Have completed a CCC Chancellor's office-sponsored training course (e.g. @One) or equivalent

It is recommended that faculty who teach in the distance education modality would benefit from:

- a. Having taught the same course in an on-ground/non-DE modality
- b. Having a mentor—available through the instructional development coordinator
- c. Having successfully completed (as a student) a distance education course.

(Note: Refer to LRCFT Contract: Article 26, Distance Education, 26.5.2 “training...will be made available to employees who have been assigned to provide instruction through the use of instructional technology, including distance learning.”)

Attachment 4: Regular and Effective Contact Guidelines for DE Courses

(Webpage: <http://www.scc.losrios.edu/distance/regular-effective-contact/>)

SCC Guidelines for Regular and Effective Contact in DE Courses:

The following guidelines have been developed by the SCC Distance Education Subcommittee to inform faculty of their responsibility to maintain regular effective contact with students when teaching courses wherein any portion is completed via distance education technology (as required by Title 5 regulations).

The entire document can be [downloaded here as a PDF file](#).

Background:

In hybrid or fully online courses, ensuring Regular Effective Instructor/Student Contact guarantees that the student receives the benefit of the instructor's presence in the learning environment both as a provider of instructional information and as a facilitator of student learning.

Title 5 regulations do not make a distinction between regular and distance education courses beyond the need to have a separate curriculum approval process and the need to ensure regular effective contact. Therefore, it is assumed that those qualities of regular effective contact described above for the face to face environment, should also be applied to the distance education situation. The DE Guidelines require colleges to develop a policy regarding regular effective contact that addresses "the type and frequency of interaction appropriate to each DE course/section or session". —Distance Education Guidelines for the California Community Colleges

SCC Guidelines:

All DE courses at Sacramento City College, whether hybrid or fully online will include regular effective contact as described below:

- **Initiated interaction:** Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Providing students with an open ended question forum, although appropriate, does not constitute the entirety of effective instructor initiated interaction.
- **Frequency:** DE Courses are considered equivalent to face to face courses. Therefore, the frequency of the contact will be at least the same as would be established in a face to face course. Contact shall be distributed in a manner that will ensure that regular contact is maintained, given the nature of asynchronous instructional methodologies, over the course of a week and should occur as often as is appropriate for the course.
- **Establishing expectations:** An instructor and/or department established policy describing the frequency and timeliness of instructor initiated contact and instructor feedback, will be posted in

the syllabus and/or other course documents that are made available for students when the course officially opens each semester.

Type of Contact:

Regarding the type of contact that will exist in all SCC DE courses, instructors will, at a minimum, use the following resources to initiate contact with students:

- Discussion forums with appropriate instructor participation
- Email
- Weekly announcements in the Learning Management System
- Timely feedback for student work.
- Timely response to student emails or inquiries
- Instructors should also choose to use other forms of communication, as mentioned in section 55211 of Title 5. (“...through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.”) and/or CCCConfer, video conference, podcast, or other synchronous technologies may also be included.

Associated Regulations:

Title 5 and the Distance Education Guidelines for the California Community Colleges state: 55211. *Instructor Contact.*

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district-governing boards shall ensure that:

(a) All approved courses offered as distance education include regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.

(b) All distance education courses are delivered consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors. Regular effective contact is an academic and professional matter pursuant to title 5, section 53200.

Note: Authority cited: Sections 70901 and 66700, Education Code.

Reference: Sections 70901 and 70902, Education Code.

Guideline for Section 55211

This section defines what contact must be maintained between instructor and student:

Subsection (a) stresses the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status. The use of the term “regular effective contact” in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record.

Subsection (b) honors the principle that for DE courses, there are a number of acceptable interactions between instructor and student, not all of which may require in-person contact. Thus, districts will need to define “effective contact, “including how often, and in what manner instructor-student interaction is achieved. It is important that districts document how regular effective contact is achieved. Since regular effective contact was declared an academic and professional matter, this documentation must include demonstration of collegial consultation with the academic senate, for example through its delegation to the local curriculum committee. A natural place for this to occur is during the separate course approval process (see section 55213). Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each DE course/section or session. As indicated in the Guideline to Section 55219, districts need to describe the type and quantity of student-faculty interaction in their annual reports to their local governing boards and the State Chancellor’s Office.

Attachment 5: Financial Aid Satisfactory Academic Progress Policies

(Website: <http://www.scc.losrios.edu/financialaid/sap-policy/>)

Federal regulations require that all students who receive federal aid make satisfactory academic progress

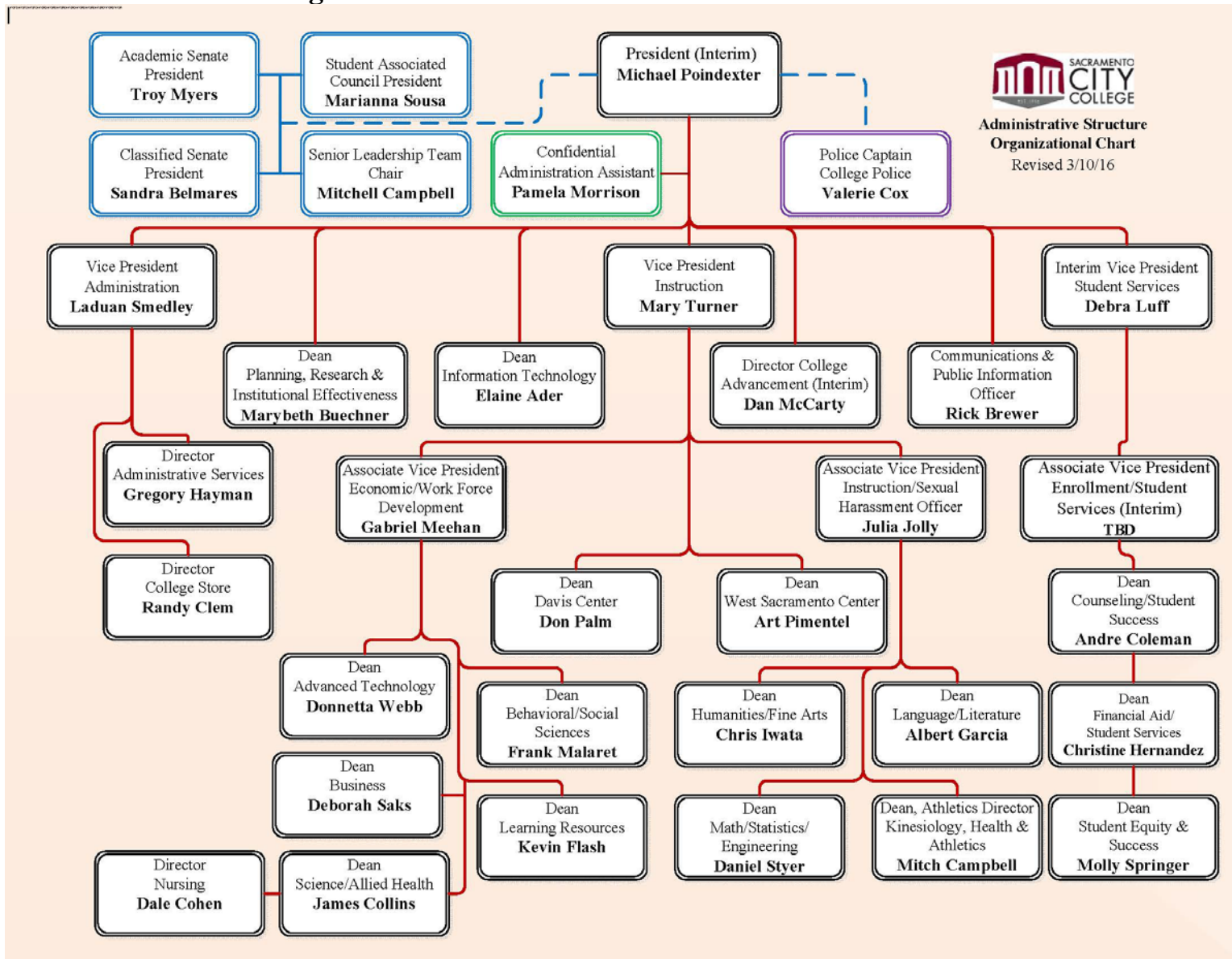
Sacramento City College students are evaluated based on the following standards:

- 1. Maintain Progress** – Complete at least 67% of units enrolled:
Progress Percentage = Total units with a grade of “F”, “NC,” “W,” “NP”, “IP” and “T” divided by the total units attempted. Non-completion percentage must be 33% or less.
- 2. Maintain a minimum of a 2.0** (college) Cumulative Grade Point Average (GPA). Students must maintain a GPA consistent with graduation requirement and have a 2.0 GPA. The GPA will include the last repeated class and also the academic renewal units.
- 3. Maximum Timeframe** – Students who have attempted more than 150% of the units required for a degree or certificate program will be denied financial aid. Units completed at other colleges or taken without the assistance of financial aid are calculated into the total number of units attempted. Up to 30 units of remedial coursework may be deducted from the total units accumulated. ESL classes are counted toward the total number of units attempted. Students who enroll in ESL or excessive remedial courses that don’t apply to their degree or certificate may exhaust their financial aid eligibility.
- 4. Course Repetition:** To determine the student’s GPA, the most recent grade for a repeated course will be used. All units (both current and prior) from repeated courses are counted toward the 150% maximum timeframe of units a student is permitted to attempt. Students are not eligible to receive aid for more than one repetition of a course that has been previously passed.
- 5. Re-establishing Eligibility:** Students who are denied aid due to their failure to meet SAP standards, may regain Title IV eligibility by reestablishing their eligibility by meeting the SAP standards based on their own actions, or by being approved on Appeal.

Students who are denied aid due to unsatisfactory academic progress may be offered the opportunity to appeal the denial. Students who want to appeal must meet the appeal eligibility criteria and submit an appeal form and all supporting documentation to the financial aid office.

Students who have attempted 150 or more units or have BA degree or higher are not eligible to appeal the denial of aid regardless of the reason. (This total attempted units includes units transferred in from other colleges and completed at other LRCCD colleges). If a student has been approved on appeal prior to reaching 150 units, the student may continue to receive aid until the end of their program as long as they meet the requirements of their probation. If the student fails to meet the requirements of their probation and is beyond 150 units, the student is no longer eligible for appeal.

Attachment 6: SCC Organizational Chart



Attachment 7: Examples of SCC Unit Plan objectives related to DE

Examples of 2016-17 SCC Unit Plan objectives related to DE		
Unit	Objective	Outcome Measures
Administration of Justice Department	Offer multiple sections for courses that are needed to fulfill degree requirements and continue to deliver general courses with nontraditional scheduling and delivery options. We continue to evaluate the need to add additional online courses and sections as needed to the main campus and the West Sacramento Center.	Multiple sections of all degree required classes are currently offered in the fall/spring 2015-16 schedule. Three courses are currently being offered as online distance education options (ADMJ300, 302, and 304). One course is being offered on weekends (ADMJ300). Ten classes are being offered during evening hours (ADMJ 300, 301, 302, 320, 321, 322, 323, 331, 340, 346). A new course was developed by Professor Trujillo (AJ335 Terrorism) and is currently being reviewed by Curriculum. The course will be offered in the Fall of 2016.
Behavioral and Social Sciences Division	Support the expansion of online classes to improve productivity across the division	The number of faculty training sessions facilitated and an increase in the number of online classes offered.
Business Department	Improve the faculty's ability and capacity to deliver online education that is effective, efficient, and focused on optimizing student engagement and learning by resourcing faculty with mobile communication equipment, tools, software, knowledge, and related technology. This includes, but is not limited to, laptop computers, tablets, portable information and communication devices, webcams, screen-capturing and video production software, maintenance support and access to materials that strengthen this competency, e.g., subscriptions like Lynda.com and webinars such as those offered by @One. Apple's IPAD, Samsung's Galaxy tablets, and Microsoft's Surface Pro are specific examples of the	<p>SLO assessments and data related to enrollment, productivity, retention, and program completion. Student satisfaction and engagement surveys, faculty assessments of student learning, and faculty self-study plans are additional measures.</p> <p>Maintain knowledge and currency in technology by attending professional development activities in areas related to Computer Information Science and related fields. Continue the study of effective teaching methods to meet the</p>

	types of tablets and portable information and communication devices that would facilitate this competency. Upon request, a dedicated Lynda.com faculty account, one that does not have to be renewed every two weeks.	changing needs of students, support educational programs and meet rapidly changing demands of industry.
Learning, Tutoring and Academic Technology Department	Hire a permanent half-time IA for online tutoring in the Writing Center. This IA would be the lead for online tutoring at the Writing Center--tutoring students online, training other writing center staff doing online tutoring, and troubleshooting problems that come up.	Ability to expand online tutoring and meet the needs of online students and students who have difficulty attending in-person sessions during the hours the Writing Center is open.
Mathematics and Statistics Division	Continue the department distance education committee: to develop a charge and a Math/Stat DE plan and to provide leadership for its implementation.	Charge, plans, and implementation plans written and approved by department vote. Yearly reports to department and added to unit plan accomplishments.
Student Leadership and Development Department	Additional funding of \$1000 to provide an enhanced online presence for greater outreach, access, and engagement of students, including distance education and Centers.	Purchase and use of a camera.
VP Instruction Office	Provide support to address increased accountability measures for distance education	Training for faculty
VP Student Services Office	Continue to seek out new technology to enhance support services for students on ground and online.	Support multiple delivery of services for currency, achievement of SLO's and to reflect the diverse needs and learning styles of students.

Attachment 8: SCC services for DE students

Equivalent services are available for both DE students and students in on campus courses.

Fees can be paid online (http://www.losrios.edu/lrc/lrc_feepay.php). Information about Financial Aid is available online (<http://www.scc.losrios.edu/financialaid/>) and Financial Aid services are available online through the “My City Aid” website (<https://fa.scc.losrios.edu/NetPartnerStudent/Logon.aspx?ReturnUrl=%2fnetpartnerstudent%2f>). The BOG Fee Waiver application can be completed online (<http://www.scc.losrios.edu/financialaid/bog-fee-waiver/>)

College Orientation is available online (<http://success.losrios.edu/orientation.php>). SCC also has a website, “SCC 411 for Success,” for new student that provides updates on important information, strategies for success in college, etc. (<http://www.scc.losrios.edu/411forsuccess/>).

The College **Counseling** department has a Facebook page that alerts students to important deadlines and information. <https://www.facebook.com/SCCCounseling>. Counseling staff are available by email. Academic Skills, a one unit independent study course designed to help students improve their study skills, is available online. The Counseling Department has education planning available online (<https://www.scc.losrios.edu/counseling/how-to-meet-counselor/meet-with-a-counselor-online/>) and is expanding that option.

The **SCC Library** offers many services for distance learners. The library website has a link for distance learning and online services from which students can access the Library Catalog (LOIS), Research Databases, and ways to directly contact a librarian online. Through the online Library Catalog currently registered students, staff, and faculty may request books from other Los Rios libraries, place holds on books currently checked out (except for Reserve books), renew the books they have checked out (one time only online) and access the electronic databases. All subscription databases may be accessed from off-campus. A variety of library materials and course reading may be accessed electronically through electronic reserves. The online catalog provides information about what is available online. Recordings of televised courses are available in the Learning Resource Center. They can be viewed on the premises, or rented out when available. The library website (<http://www.scc.losrios.edu/library/>) has extensive information and provides many services for students.

The library catalog is publically accessible via the Internet, giving direct access for students at the outreach centers and distance education students, in addition to students on the main campus. The catalog lists tangible items such as books, videos, and print periodicals, as well as a subset of the library’s e-books and selected online resources. The catalog allows users to search the collection, view bibliographic information, and submit requests to hold materials at the main campus or one of the outreach centers, or to transfer items from other Los Rios College libraries. To make requests, students must authenticate using the College’s unified authentication system. Students may also renew books online using the library catalog (<http://lois.losrios.edu/search~/Y>). Students may return items to the main campus, the outreach centers, or to any Los Rios library location (<http://www.scc.losrios.edu/daviscenter/student-services/library-services>) and (<http://www.scc.losrios.edu/westsaccenter/library-services>).

Together with the other Los Rios District libraries, the library subscribes to a number of online databases containing full-text periodical, e-book, and multimedia content (http://lois.losrios.edu/screens/research_databases.html). Online access to database content is available to SCC-affiliated users regardless of location, making it accessible for distance education and outreach center students. The library features links to the catalog and to the database portal prominently on its website (<http://www.scc.losrios.edu/library/>). In addition, the library added a tabbed search box to its home page in 2013 that provides access to a number of key resources, including textbook reserves lookup, books in the library catalog, and EBSCO Discovery Service (branded OneSearch at SCC), which provides access to the library's catalog and database content in a single interface.

The library website also prominently features the “Ask a Librarian” chat feature, which allows any student, including distance education or outreach center students, to consult a research librarian online to get help with any question or research need. The library has also created an online version of the information competency workshop, titled Path to Information Literacy Online Tutorial (PILOT), which can be accessed by students regardless of location. A link to PILOT is also displayed on the library's homepage (<http://www.scc.losrios.edu/library/>).

The SCC Learning Skills and **Tutoring** Program includes some Beacon tutoring groups that support online and hybrid classes. In these situations, the Beacon tutors utilize the discussion boards and chat features of D2L to interact with students. The college is currently expanding the availability of online tutoring, which had been in a pilot stage. This will include additional work related to providing and heavily promoting online tutoring services. SCC is considering offering NetTutor services for the hours when students are unable to come to campus to receive tutoring in our learning skills and tutoring center and other campus facilities. (Attachment 1: DE Program Plan; Also see Academic Senate DE Subcommittee minutes, November 19, 2015 <http://www.scc.losrios.edu/distance/academic-senate-de-subcommittee/>)

The SCC **DE website for students** (<http://www.scc.losrios.edu/online/>) provides a great deal of information for student including information about the courses, GE courses offered by DE, services for online students and help for first-time students. Student readiness for distance education is addressed by the college. Students have access to an ‘Is Distance Ed Right for You?’ quiz to assess both the technical and learning skills necessary to take an online class on the “What to expect from an online, hybrid or televised/streaming course” website <http://www.scc.losrios.edu/online/what-to-expect/>. This webpage includes an overview of online classes, information on communicating effectively online, taking exams online, and staying motivated and disciplined in online courses. Services developed for support of online students are viewed as an opportunity to better serve not only online students, but rather all students more efficiently and effectively.

What to Expect from Your Distance Education Course

- Expect to learn the same material that you would in a full-time face-to-face class.
- Expect to receive a full syllabus at the start of the class that includes any orientation, quiz, exam, and assignment due dates

- Expect to have clear instructions for each phase of the course: what to read, what to do, what to turn in and how to submit it.
 - Expect to spend on average 6 hours per week per course unit. Just because classroom time is greatly reduced, it does not mean that learning time is similarly reduced. It will generally increase depending on your reading and writing skills.
 - Expect to have assistance from your instructor. Distance Learning does not mean that you are on your own. Your instructor is available to assist and guide you in your learning and answer your questions throughout the course.
 - Expect to receive information and feedback from your instructor weekly
 - If you feel you are not getting enough assistance, contact your instructor – good communication is the key to a successful distance education experience.
 - If you still feel that you need more help, contact the Tutoring Center, Distance Education office or one of the campus computer labs.
- 1) Distance education courses are exactly the same as face-to-face courses in quality, objectives, credits and learning outcomes. They use a different methodology by using the Internet, instead of or in addition to a classroom.
 - 2) Distance education courses are Student Centered rather than Teacher Centered, so you will not sit and listen to lectures and generally will not be required to log into your course at any specific time. Your teacher is a facilitator and will assist you in learning the material required; explain details clearly in writing; provide you with information links, CD Roms and web materials and references; answer all email questions usually within 24 hours; correct all required work, papers, projects and quizzes in a reasonable time; and post your grade in your grade book on a regular basis.
 - 3) You must be an active learner not passively waiting for your teacher to remind you to do your homework, checking on your progress every day and telling you what you are missing each week. A successful online student will take the responsibility for his or her own learning: completing work on time; emailing the instructor for assistance; keeping the instructor informed of any personal issues and learning assistance you need; communicating with other students in the class; keeping up with readings, case studies and web links; logging into the course daily for updates, emails and information concerning the course; and completing the course on time.
 - 4) Expect to be graded on the value, content and timeliness of your work – not on other issues such as number of emails and questions, class dominance, or past course performance. You can expect your teacher to give you as much of an opportunity to improve throughout your course, but all work must be completed by the timeline on the syllabus.
 - 5) You will find that you learn more than you expected in these courses. By being an active learner, you will remember more of the course and feel more of an accomplishment upon completion. Expect a distance education course to take you more time and energy than a traditional face-to-face course, but the results are often that you learn more, too!
 - 6) Students are often surprised to find that they feel they get to know their teachers and classmates better online than in a classroom, due to the number of emails and contacts, more active class discussions and interactions online than in a traditional

classroom setting. (Shy students often comment that they participate more online than in any previous college classroom courses)

- 7) You will learn more than the content of the course: expect to learn how to do research online, how to utilize and experience new web sites, how to use more computer applications (such as NetMeetings, Adobe Acrobat, file attachments, voice-streaming, PowerPoint(R) presentations, etc.), utilize new search engines and, most importantly, how to express yourself better in writing.

The **alternate media** department produces books and other class materials in a format that is accessible students with disabilities. This includes online students. Students are encouraged to make such requests as soon as they enroll in a class. Students may request alternative materials in a wide variety of alternate formats including:

- Braille
- Tactile graphics
- Electronic text
- MP3 audio
- Large print
- PDF
- DAISY

Information about services for students in online classes is readily available on the college website. For example, the Services for Online Students webpage (<http://www.scc.losrios.edu/online/services/>) contains links to many services for online students:

- [ACCESSIBILITY](#) Get access to alternate media production and assistive technology.
- [HELP DESK](#) Get help with D2L, Los Rios Gmail, eServices, and the Online Roster System
- [LIBRARY SERVICES](#) Access books and ebooks, research databases, online librarian, library workshops, chat with a live librarian, and more.
- [D2L \(ELEARNING\)](#) Access D2L (Los Rios eLearning), our online learning management system.
- [STUDENT E-MAIL](#) Access the Los Rios Gmail account provided to all SCC students.
- [GOOGLE APPS](#) Access Los Rios Google Apps (including Google Drive), which are available to all SCC Students.
- [COUNSELING](#) Contact an SCC counselor, who can assist with academic, career, and personal counseling, crisis intervention, transfer information, and more.
- [WRITING CENTER](#) Book an appointment with a Writing Center tutor for help with writing assignments in your classes.
- [TUTORING SERVICES](#) View the extensive tutoring services available to SCC students.
- [FINANCIAL AID](#) Get information about student financial aid, including fee waivers, student loans, grants, and Federal Work Study.
- [REGISTER / PAY FEES](#) Drop classes, pay fees, purchase a parking permit, manage your contact information, and more.
- [CLASS SCHEDULE](#) Search to find courses that are right for you! Includes Academic Calendar, add, drop, withdrawal, and refund deadlines.

- [TEXTBOOK ORDERS](#) Find and order textbooks for SCC courses through the College Store, as well as college gear and other supplies.
- [411 FOR SUCCESS](#) Learn strategies for college success, get important info, and connect to the campus.

The **IT help desk** assists students with understanding the tools and features in Desire2Learn. D2L is a web-based learning management system designed to create a rich online learning environment for students. The online Help Desk has links to Frequently Asked Questions (FAQ) on Online Classes, Web Enhanced Classes and offers students the opportunity to take a D2L Free Sample Class. These tutorials are meant to assist with developing a deeper understanding of what is expected when enrolling in an online or hybrid based class. In addition, students may receive “live” assistance on D2L, Gmail, and eServices issues at the help desk 7:00 a.m. to 6:00 p.m. Monday through Thursday and 7:00 a.m. to 5:00 p.m. Friday (<http://d2lresources.losrios.edu/>).

Attachment 9: Distance Education Strategic Plan

Distance Education Strategic Plan
Sacramento City College
Spring 2016

Recognizing and Prioritizing Distance Education as Integral to Meeting Campus Goals

Context

Distance education planning requires the consideration of multiple external and internal factors that influence practices at the campus and district levels. Nationally, Sacramento City College—and all other colleges in California—were tasked by President Obama in 2009 with a dramatic increase in the number of college graduates by 2020, a roughly 42-60 % increase for the State of California. California Community Colleges, which help educate “more than half” of the current college graduates in the state, have been called on by the legislature to increase student success rates and transfer rates in order to contribute to the achievement of this goal. And because California community colleges “offer more online credit courses than any other public higher education institution in the country,” distance education is a critical component of the state’s system of higher education. As Bruce Chaloux and Gary Miller assert in “E-learning and the transformation of higher education,” “online distance education will become increasingly important as a strategic response” to the 2020 goal¹. California Governor Brown has thus dedicated funding for the creation of the Online Education Initiative—a multi-part, state-wide distance education system designed to increase community college student success rates and decrease time to degree and time to transfer. This promising initiative will allow students to receive counseling, remediation, tutoring, and complete courses via interconnected components of an online system. This system is a promising source of valuable resources for SCC students who have competency in the technology of distance education.

At Sacramento City College, distance education has been supplemental to face-to-face programs and instruction, offered as a means to serve students with challenging work-life scheduling demands and to supplement face-to-face programs and course offerings. Sacramento City College offers to its diverse student population more than 500 distance education courses every school year and has experienced increasing student enrollment (Figure 1).

¹ Chaloux, Bruce, and Gary Miller. “E-learning and the transformation of higher education.” In *Leading the e-Learning Transformation of Higher Education: Meeting the Challenges of Technology and Distance Education*, edited by Gary Miller, Meg Benke, Bruce Chaloux, Lawrence C. Ragan, Raymond Schroeder, Wayne Smutz, and Karen Swan. Eds. Stylus, 2014. Sterling, VA. (3-22).

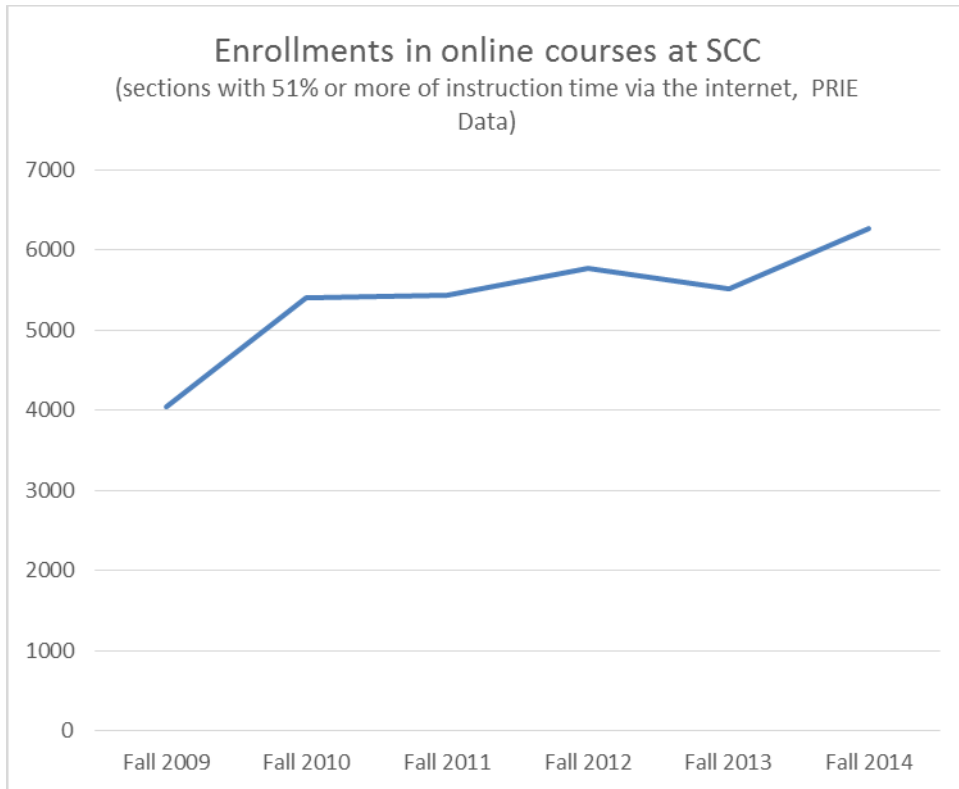


Figure 1: DE Enrollments

Overall, distance education courses are an effective way for students to complete coursework, as evidenced by an increasing student enrollment and more than 83 percent of distance education students who confirmed in a Fall 2013 survey that they were satisfied or very satisfied with their distance education experience at Sacramento City College.

As technology evolves and as programs increase their online course offerings, the campus culture has begun to shift to conceive of distance education as a viable primary modality to serve students rather than a supplementary modality for the delivery of academic programs and certificates. For example, during the 2014-2015 school year, the Distance Education Subcommittee of the Academic Senate’s Curriculum Committee processed more than 130 proposals to teach courses in the Distance Education modality. In the 2013 campus substantive change report submitted to ACCJC, Marybeth Buechner, Dean of Planning, Research, and Institutional Effectiveness, explained that the “development of Distance Education courses extends . . . access [to educational opportunities] to a large population of potential students who, for one reason or another, are unable to travel to campus” (p. 5). However, as that report clarified, “not all SCC courses which have been approved for DE are offered in a DE modality in any given academic year. Thus, the programs that are listed in [the] report as ‘DE programs’ do not typically have the courses offered in a pattern that allows students to complete the program more than 50% by DE” (p. 4). In other words, although the trend on campus is to design curriculum to be delivered in the DE modality, only about 13% of courses during recent semesters are offered in that modality any given semester.

Despite student satisfaction, retention and success rates of distance education students is a challenge. While the Public Policy Institute of California reported in May of 2014 that online course success rates are an average of 11-14% lower than success rates for face-to-face courses, Sacramento City College students fare much better. At Sacramento City College, student success rates are roughly 3-5% lower in online courses compared to face-to-face courses; however, when success is measured as the percentage of *retained* students who pass rather than the percentage of *initially enrolled* students who pass, the success rates are equal to or greater than the success rates of face-to-face classes. This indicates that distance education courses have a lower retention rate (higher attrition rate): more students drop or are dropped from distance education courses than drop or are dropped from face-to-face courses, but those students who do finish distance education courses are equally or slightly more likely to pass than those retained in face-to-face courses. For example, in the Fall of 2014, retention rates were 82.71% for on-ground, non-DE courses while DE courses retained students at 77.38%. This approximately 5% difference equates to a loss of 340 more students in one semester in the DE modality than were lost in the same number of classes taught via the on-ground modality. Although the overall success rate differences between DE and on-ground courses remain lower at SCC than at other colleges in the system, the lower retention rates indicate a gap that should be addressed; retaining hundreds more students each semester is a goal worthy of pursuing.

With the Online Education Initiative drawing attention and state funding to the use of distance education as a means for increasing student success and time-to-transfer and time-to-degree rates, campus faculty are increasingly examining the quality and effectiveness of campus resources and processes for facilitating distance education. Faculty realize that **improving the quality and effectiveness of campus DE courses and resources could directly improve student success rates**. The campus distance education subcommittee of the Academic Senate, the local and district academic senates, and district educational technology committees have all discussed the quality of these elements of the district's distance education: instructor practices, the learning management system, policies and regulations, student success rates, student support services, and professional development. This set of recommendations comes from the Distance Education Subcommittee of the Academic Senate and therefore reflects this campus (and district) focus on quality and effectiveness as a means of impacting student retention and success.

Recommendations:

- 1) Current campus practices reflect the status of DE as supplemental or secondary to face-to-face instruction and service delivery and—in order to serve students more effectively—should ***recognize and prioritize DE as integral to meeting campus goals***.
 - a) Faculty must take responsibility for their primary role in DE program and curriculum development as well as in the analysis of DE course quality.

2) *Increase student enrollment in DE classes*

- a) Identify which courses are in high demand or are critical to GE patterns
- b) Determine which of these courses can be offered successfully in a DE format
- c) Develop courses in the DE format, using incentives for faculty if necessary
- d) Schedule the courses
- e) Market DE as a method to meet student education goals

3) ***Increase student completion of DE classes***

- a) Incorporate technology literacy and information literacy skills assessment and instruction

4) ***Facilitate instructional faculty best practices***

- a) Develop and support the piloted DE educator peer review process to ensure quality courses
- b) Broadly and frequently deliver professional development to cover regulatory requirements such as Regular Effective Contact and distance education and higher education best practices such as video and lecture capture technologies

5) ***Provide DE student support services in parity with those for on-ground students***

- a) Facilitate robust DE tutoring, counseling, and student support services in order to facilitate student access and equity
- b) Broadly and frequently deliver professional development for classified staff and non-classroom faculty who deliver support services

Attachment 10: Board of Trustees Minutes

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES DATE:

July 13, 2016

SUBJECT:	Enrollment Management Overview	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Information Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Brian King <i>Brian King</i>	CONSENT/ROUTINE	<input type="checkbox"/>
		FIRST READING	<input type="checkbox"/>
APPROVED FOR CONSIDERATION:	Brian King <i>Brian King</i>	ACTION	<input type="checkbox"/>
		INFORMATION	<input checked="" type="checkbox"/>

BACKGROUND:

The Los Rios Community College District has almost completed its enrollment accounting processes for the 2015-16 academic year and is reviewing preliminary enrollment results for the 2016-17 year. Despite concerted district-wide efforts to increase enrollments, it appears the District will be unable to meet its enrollment goals for 2015-16 and is at risk for not meeting its 2016-17 goals.

STATUS:

Representatives of the District and colleges will provide an overview of 2015-16 enrollments as well as projected 2016-17 enrollments and their expected impact on the District budget; describe external factors impacting enrollment; detail ongoing instruction, student services, and marketing efforts underway to improve 2016-17 enrollments; and discuss new strategies to improve educational pathways and better communicate with students and potential students.

RECOMMENDATION:

This item is presented for the Board of Trustees' information and discussion.