LOS RIOS COMMUNITY COLLEGE DISTRICT

	BOARD MEETING AGENDA Wednesday, February 8, 2017 5:30 pm

MEETING LOCATION: Folsom Lake College FL1-20 Community Room 10 College Parkway Folsom, CA 95630

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: January 11, 2016 *(page 3)*	Brian King
B.	Board Representation to Education Associations *(page 14)*	Brian King
C.	Curriculum Proposals: ARC/CRC/FLC/SCC *(page 15)*	Susan L. Lorimer
D.	Statement of Legislative Principles *(page 25)*	JP Sherry
E.	District Quarterly Financial Status Report (311Q) *(page 29)*	Theresa Matista
F.	Los Rios Foundation Quarterly Investment Report *(page 33)*	Theresa Matista
G.	Special Event Authorization *(page 36)*	JP Sherry
H.	Ratify: Grants and Contracts Awarded *(page 37)*	Brian King
I.	Ratify: New Contracts and Renewals *(page 39)*	Theresa Matista
J.	Ratify: Affiliation and Other Agreements *(page 40)*	Theresa Matista
K.	Ratify: Bid Transactions *(page 42)*	Theresa Matista
L.	Disposition of Surplus Equipment *(page 43)*	Theresa Matista
M.	Purchase Orders, Warrants, Checks and Electronic Transfers *(page 44)*	Theresa Matista
N.	Regular Human Resources Transactions *(page 46)*	Brian King

4. FIRST READING	
A.	Board Policy Revision: P-9414 Retirement Benefits *(page 78)*	JP Sherry

5. COLLECTIVE BARGAINING	
A.	Public Hearing: 2017-2020 Initial Collective Bargaining Proposals for LRCEA and LRCCD *(page 85)*	Theresa Matista

6. ACTION	
A.	CA Community Colleges Classified Employee of the Year *(page 121)*	Brian King
B.	ACCJC Substantive Change Proposal for New Programs: Certificate of Achievement in Computed Tomography *(page 123)*	Kathleen Kirklin
C.	Resolution No. 2017-03: 2016-17 Budget Revision No. 1 *(page 141)*	Theresa Matista
D.	Contract Awards: SCC Swing Space Portables and Remodel Swing Space Portables *(page 155)*	Theresa Matista
E.	Contract Award: ARC East Well Pump Station Improvements *(page 156)*	Theresa Matista

F. District Technology Plan *(page 157)*	Susan L. Lorimer
G. Contract Award: District Information Technology Services *(page 221)*	Susan L. Lorimer
H. Accreditation Follow-Up Report for American River College *(page 222)*	Susan L. Lorimer
I. Accreditation Follow-Up Report for Cosumnes River College *(page 223)*	Susan L. Lorimer
J. Accreditation Follow-Up Report for Folsom Lake College *(page 224)*	Susan L. Lorimer
K. Accreditation Follow-Up Report for Sacramento City College *(page 225)*	Susan L. Lorimer

7. INFORMATION	
A. Folsom Lake College Makerspace: Making Across the Curriculum *(page 226)*	Kathleen Kirklin

8. BOARD MEMBER REPORTS

9. FUTURE AGENDA ITEMS

10. REPORTS and COMMENTS
- Student Association
- Classified Senate
- Academic Senate
- Other Recognized Constituencies
- Chancellor's Report

11. CLOSED SESSION

Closed session may be held as authorized by law for matters including, but not limited to collective bargaining (Rodda Act), Education Code provisions, pending litigation, etc.

A. Pursuant to Government Code section 54957: Complaint Against Public Employee

B. Pursuant to Government Code section 54956.9, subd. (a): Conference with Legal Counsel- Existing Litigation; WCAB No.'s: ADJ9912520 and ADJ10377695

C. Pursuant to Government Code section 54957.6; Conference with Labor Negotiators – Agency designated representative: Brian King, Theresa Matista, JP Sherry, Ryan Cox; Employee Organizations: SEIU, LRSA

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

13. ADJOURNMENT

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** February 8, 2017

SUBJECT:	Board Meeting Minutes: January 11, 2017	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Brian King, Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor	ACTION	
		INFORMATION	

STATUS:

The minutes of the Board of Trustees meeting held on January 11, 2017 are attached for Board review and consideration.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the minutes of the meeting held on January 11, 2017.

LOS RIOS COMMUNITY COLLEGE DISTRICT
Board Meeting Minutes
Wednesday, January 11, 2017

1. CALL TO ORDER

The board meeting was called to order by President Scribner at 5:30 p.m., in the Tiff Martinez Board Room at Los Rios Community College District, 1919 Spanos Court, Sacramento, California.

Present:

Ms. Ruth Scribner, President
Ms. Pamela Haynes, Vice President
Mr. Dustin Johnson
Mr. Robert Jones
Mr. John Knight
Ms. Tami Nelson
Ms. Deborah Ortiz

Ms. Marianna Sousa, Student Trustee

Dr. Brian King, Chancellor

2. ORAL COMMUNICATIONS

Harpreet Kooner, Amelia Owens and Patty Sabala each addressed the Board of Trustees regarding the Closed Session matter on the agenda.

3. SPECIAL ORDER OF BUSINESS: ANNUAL ORGANIZATIONAL MEETING

A. *Representation to Education Associations*

President Scribner made the following appointments:

ACTIVITY/ASSOCIATION	CURRENT REPRESENTATIVES
American Association of Community Colleges (AACC)	Dustin Johnson
Association of Community College Trustees (ACCT)	Deborah Ortiz
California Community College Trustees (CCCT)	Pam Haynes
Los Rios Foundation	Pam Haynes
Yolo County School Boards Association (YCSBA)	Ruth Scribner Alternate: Dustin Johnson

A motion was made by Mr. Johnson, seconded by Mr. Knight, that the Board of Trustees approve the association and committee appointments as listed.

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Roll Call Vote:
Aye: Haynes, Johnson, Jones, Knight, Nelson, Ortiz, Scribner
No: None
Motion carried; 7:0
Student Advisory Vote: Aye

4. CONSENT CONSIDERATIONS

Item 4.C was removed from the consent agenda to be considered as a separate action item.

A motion was made by Ms. Haynes, seconded by Mr. Johnson, that the Board of Trustees approve Consent Consideration items A through L, with the exception of C.

Roll Call Vote:
Aye: Haynes, Johnson, Jones, Knight, Nelson, Ortiz, Scribner
No: None
Absent: None
Student Trustee: Aye
Motion carried; 7:0

    A.   *Board Meeting Minutes: December 14, 2016*

That the Board of Trustees approve the minutes of the meeting held on December 14, 2016.

    B.   *Resolution No. 2017-01: Board of Trustees Absences*

That the Board of Trustees adopt Resolution № 2017-01, which specifies that trustees be compensated for absences as indicated.

    C.   *Resolution No. 2017-02: Deferred Action for Childhood Arrivals (DACA) Program Students and Employees*

This item was removed from the consent agenda to be considered as a separate action item.

    D.   *Board Policy Revision: P-8611 Conflict of Interest Code*

That the Board of Trustees approve the proposed revisions to Conflict of Interest Code Policy P-8611.

    E.   *Board Policy Revision: P-8122 Budget Planning*

That the Board of Trustees approve the proposed revisions to Budget Planning Policy P-8122.

    F.   *Board Policy Creation: P-2218 Dual Enrollment*

That the Board of Trustees approve and adopt Dual Enrollment Policy P-2218.

G.   *Ratify: Grants and Contracts Awarded*

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

Title, Description, Term, Project Administrator	College/Unit	Amount	Source
CA Early Childhood Mentor Program Supplemental Grant – • Funds to support the Mentor program. • 7/14/2015 through 6/15/2016 • Administrator: Marjorie Duffy / Interim Dean, Business and Family Science	CRC	$1,000	Chabot-Los Positas CCD
CDTC - Instructional & Campus Coordinator Funding to provide technical assistance and support college planning. • Funds to support coordination of and instruction in the Child Development Training Program • 9/01/2016 through 6/30/2017 • Administrator: Dale Van Dam / Dean of Instruction	FLC	$10,200	Yosemite CCD/State of CA
CDTC Instructional Agreement • Funds to support coordination of and instruction in the Child Development Training Program • 9/01/2016 through 6/30/201 • Administrator: Marjorie Duffy / Interim Dean, Business and Family Science	CRC	$16,150	Yosemite CCD/State of CA
FLC Outdoor Lab and Student Garden • Funding to support the FLC outdoor lab and garden. • 12/2016 through 11/2017 • Administrator: Gary Hartley / Dean of Instruction	FLC	$1,500	Folsom Garden Club

H.   *Ratify: Affiliation and Other Agreements*

That the Board of Trustees ratify and/or approve the agreements identified in the January board agenda packet.

I.   *Ratify: Bid Transactions*

That the Board of Trustees ratify and/or approve the bid transactions as listed herein.

BID AWARDS					
Bid №	Description	№ of Responses	Award Date	Successful Vendor	Contract Amount
California Multiple Award Schedule (CMAS) * State bid contract # - 12-78-0063A	ARC track. Supply and install new 7MM embedded overlay over existing oval, chutes and event areas	N/A	N/A	Beynon Sports Surfaces, Inc.	$372,000

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17007	Lighting Controls Upgrade ARC & DO	4	12/9/16	Rosendin Electric, Inc.	$242,700

BID AWARDS- BIDDERS FOR 17007 ARC & DO LIGHTING CONTROLS	
Contractor Name	Total Bid
Alessandro Electric Inc.	$ 275,650.00
Big Valley Electric	$ 338,000.00
Wulff Electric Inc.	$ 276,000.00

J.   Disposition of Surplus Equipment

That the Board of Trustees approve the disposal of the items as listed in the January board agenda packet per Education Code section 81452.

K.   Purchase Orders, Warrants, Checks, and Electronic Transfers

That the Board of Trustees approve the numbered purchase orders, warrants, checks, and electronic transfers issued during the period of November 16, 2016 through December 15, 2016.

PURCHASE ORDERS		
General Fund	0001090027-0001090509 B117727-B117738	$ 3,856,700.29
Capital Outlay Fund	0003017044-0003017085 -	
Child Development Fund	0006000782-0006000784	
Self-Insurance Fund	0009000370-0009000372	
WARRANTS		
General Fund	739721-741372	$ 13,877,072.88
General Fund-ARC Instructional Related	006939-007071	
General Fund–CRC Instructional Related	022468-022506	
General Fund–FLC Instructional Related	030968-030977	
General Fund–SCC Instructional Related	045716-045782	
Capital Outlay Fund	831418-831492	
Student Financial Aid Fund	900032-900044	
Child Development Fund	954290-954309	
Self-Insurance Fund	976348-976354	
Payroll Warrants	331573-333430	$ 8,533,079.72
Payroll Vendor Warrants	61328-61484	
December Leave Process	333431-334937	
CHECKS		
Financial Aid Disbursements (E-trans)	-	$ 3,553,936.90
Clearing Checks	2631-2634	$ 1,346,335.81
Parking Checks	-	$ -
Bookstore Fund – ARC	31026-31098	$ 503,323.76
Bookstore Fund – CRC	026988-027001	
Bookstore Fund – FLC	9602-9635	
Bookstore Fund – SCC	048673-048735	
Student Clubs Agency Fund – ARC	5112-5130	$ 60,733.62
Student Clubs Agency Fund – CRC	4176-4201	

Student Clubs Agency Fund – FLC	2186-2199	
Student Clubs Agency Fund – SCC	3530-3542	
Foundation – ARC	5156-5182	$ 26,976.71
Foundation – CRC	2218-2223	
Foundation – FLC	1242-1257	
Foundation – SCC	3936-3947	
Foundation – DO	0824-0828	
Associated Students Trust Fund – ARC	0829-0833	$ 4,875.18
Associated Students Trust Fund – CRC	0680-0681	
Associated Students Trust Fund – FLC	0599-0602	
Associated Students Trust Fund – SCC	-	
Regional Performing Arts Center Fund	USI Check System 4296-4359	$ 497,323.58
ELECTRONIC TRANSFERS		
Board of Equalization	-	$
PARS	-	$ 63,902.97
Vendors	-	$ 19,612.00
Backup Withholding	-	$ 1,577.40
Retiree Health Trust	-	$ -
Self-Insurance	-	$ 46,795.05
Bookstore	-	$ 82,386.87
Payroll Direct Deposit Advices	820834-825565	$ 12,340,486.85
Other Payroll Transactions		$ 11,191.26

L.   *Regular Human Resources Transactions*

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

4. CONSENT CONSIDERATIONS: SEPARATE ACTION

C.   *Resolution No. 2017-02: Deferred Action for Childhood Arrivals (DACA) Program Students and Employees*

A motion was made by Ms. Ortiz, seconded by Ms. Haynes, that the Board of Trustees adopt Resolution Number 2017-02 in support of students and employees covered by the Deferred Action for Childhood Arrivals (DACA) Program.

5. FIRST READING

A.   *Statement of Legislative Principles*

A draft Statement of Legislative Principles was submitted to the Board of Trustees as First Reading for review and discussion.

6. COLLECTIVE BARGAINING

A. *Public Hearing: 2017–2020 Initial Collective Bargaining Proposals for LRCFT and LRCCD*

Public Hearing: President Scribner declared a public hearing open in the matter of the 2017-2020 Initial Collective Bargaining Proposals for LRCFT and LRCCD. There were no comments. The hearing was declared closed.

A motion was made by Ms. Haynes, seconded by Mr. Johnson, that the Board of Trustees adopt the initial collective bargaining proposals for LRCCD and receive the initial collective bargaining proposals for LRCFT.

Roll Call Vote:
Aye: Haynes, Johnson, Jones, Knight, Nelson, Ortiz, Scribner
No: None
Absent: None
Student Trustee: Aye
Motion carried; 7:0

B. *Public Hearing: 2017–2020 Initial Collective Bargaining Proposals for SEIU and LRCCD*

Public Hearing: President Scribner declared a public hearing open in the matter of the 2017-2020 Initial Collective Bargaining Proposals for SEIU and LRCCD. There were no comments. The hearing was declared closed.

A motion was made by Mr. Johnson, seconded by Ms. Haynes, that the Board of Trustees adopt the initial collective bargaining proposals for LRCCD and receive the initial collective bargaining proposals for SEIU.

Roll Call Vote:
Aye: Haynes, Johnson, Jones, Knight, Nelson, Ortiz, Scribner
No: None
Absent: None
Student Trustee: Aye
Motion carried; 7:0

C. *2017–2020 Initial Collective Bargaining Proposals for LRCEA and LRCCD*

A motion was made by Ms. Ortiz, seconded by Mr. Knight, that the Board of Trustees schedule a public hearing on February 8, 2017 to allow public input regarding the initial collective bargaining proposals submitted by the District and the Los Rios Classified Employees Association.

Roll Call Vote:
Aye: Haynes, Johnson, Jones, Knight, Nelson, Ortiz, Scribner
No: None
Absent: None
Student Trustee: Aye
Motion carried; 7:0

7. ACTION

A.   CCCT Board of Directors Election - 2017

A motion was made by Ms. Ortiz, seconded by Mr. Knight, that the Board of Trustees approve the nomination of Trustee Pamela Haynes for the California Community College Trustees (CCCT) Board election.

Roll Call Vote:
Aye: Haynes, Johnson, Jones, Knight, Nelson, Ortiz, Scribner
No: None
Absent: None
Student Trustee: Aye
Motion carried; 7:0

B.   2017-18 Non-Resident Tuition & Student Capital Outlay Fees

A motion was made by Mr. Jones, seconded by Mr. Johnson, that the Board of Trustees adopt for 2017-18 a nonresident tuition fee rate of $234 per unit effective for the summer 2017 term. In addition, it is recommended that the Board of Trustees adopt for 2017-18 the student capital outlay fee of $16 per unit to be assessed to all nonresident students also effective for the summer 2017 term.

Roll Call Vote:
Aye: Haynes, Johnson, Jones, Knight, Nelson, Ortiz, Scribner
No: None
Absent: None
Student Trustee: Aye
Motion carried; 7:0

8. INFORMATION

A.   Align Capital Region Update

Align Capital Region President and CEO Brian Bedford provided an update on the efforts to implement the collective impact model across the broader region and on the areas of focus for Align Capital Region: 1) College Readiness; 2) Educational Attainment; 3) Career Readiness; and 4) Community Vitality.

B.   2016-17 Program Development Funds

Vice Chancellor Theresa Matista presented information on Program Development Funds, which are comprised of the District's discretionary funds per established formulas and certain categorical or special revenues for allocation to new, continuing and one-time only purposes.

9. BOARD MEMBER REPORTS

Trustee Haynes thanked her colleagues for their support on her California Community College Trustees (CCCT) nomination.

10. FUTURE AGENDA ITEMS

No future agenda items were discussed.

11. REPORTS AND COMMENTS

The following constituency representatives presented reports to the Board:
        Vonnie Shane, President, American River College Classified President
        Ginni May, President, Districtwide Academic Senate
        Dean Murakami, President, LRCFT

Chancellor's Report:

ARC: ARC math students excelled in the recent American Mathematics Association of Two-Year Colleges (AMATYC) Student Mathematics League national competition. After the fall competition, ARC is in seventh place nationally. The annual contest consists of two rounds: one in the fall semester and one in the spring. Each round consists of multiple-choice questions on a variety of topics in pre-calculus mathematics: algebra, geometry, trigonometry, functions, graphing, probability, combinatorics and elementary statistics. Participating in AMATYC is a prestigious academic extracurricular activity for ARC STEM students and these types of activities are helpful to students in a competitive transfer process.

CRC: Math professor Roy Simpson was honored with an award for Excellence in Teaching from the California Mathematics Council of Community Colleges, a sub-group of the American Mathematical Association of Two-Year Colleges. Professor Simpson was nominated by his colleagues in the math department and collected the award during their annual conference in December.

FLC: The Folsom Lake College women's soccer team finished its fourth season with its fourth consecutive conference title. In post season play, the Falcons made it to the Final Four in the state playoffs, farthest in the program's history. The National Soccer Coaches Association of America (NSCAA) ranks the team #5 in the nation. In another first for the thriving program, Midfielder Karina Torres was named to the 2016 NSCAA Junior College Division Women's All-

America Team. Congratulations to the Lady Falcons and the coaching staff of Donny Ribaudo, Pat Powers, and Kyle Perez.

SCC: SCC has begun engaging with the City of West Sacramento on the implementation of a College Promise program for West Sacramento residents. The program aims to increase access to Sacramento City College for West Sacramento residents by paying for college fees for high school graduates and potentially providing additional scholarship opportunities as well. Voters in West Sacramento approved funding for the program on November 8 as part of Measure E. The district is anxious to learn from the implementation of this exciting program, along with a similar model in Rancho Cordova, with the goal of creating a blueprint for a region-wide model.

Chancellor King announced the following retirements:

Retirement			Years of Service
Kim Toledo	Student Personnel Assistant – Extended Opportunity Programs and Services	FLC	15
Genevieve Sullivan	Grant Coordination Clerk	ARC	16
Preston Harris	Custodial / Receiving Supervisor	ARC	18+
Susan Lorimer	Deputy Chancellor	DO	29+

12. CLOSED SESSION

General Counsel Sherry announced closed session. The following Board members went into closed session at 7:25 pm to consider the matters listed below: Ms. Haynes, Mr. Johnson, Mr. Jones, Mr. Knight, Ms. Nelson, Ms. Ortiz, and Ms. Scribner.

A.   Pursuant to Government Code section 54957: Complaint Against Public Employee.

Closed Session Adjourned: 8:20 pm
Open Session: 8:22 pm

13. OPEN SESSION: REPORT OF ANY ACTION TAKEN IN CLOSED SESSION

In the closed session matter identified as Item 12.A, the Board of Trustees voted to deny the appeal of the student based on sexual orientation, and to remand for further investigation of allegations presented at the Board Meeting. The Board voted to reject this appeal by a vote of 7 to 0.

14. ADJOURNMENT

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

President Scribner adjourned the meeting at 8:24 p.m.

BRIAN KING
Chancellor and Secretary to the Board of Trustees

Draft minutes presented to the Board of Trustees: February 8, 2017.
jd

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** February 8, 2017

SUBJECT:	Board Representation to Education Associations	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item B	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Brian King, Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

At the January 11, 2017 board meeting, President Scribner appointed representatives to various offices, associations or committees as listed below:

ACTIVITY/ASSOCIATION	CURRENT REPRESENTATIVES
American Association of Community Colleges (AACC)	Dustin Johnson
Association of Community College Trustees (ACCT)	Deborah Ortiz
California Community College Trustees (CCCT)	Pam Haynes
Los Rios Foundation	Pam Haynes
Yolo County School Boards Association (YCSBA)	Ruth Scribner Alternate: Dustin Johnson

STATUS:

Subsequent to that meeting, Trustee Jones expressed an interest in serving on the Los Rios Foundation Board.
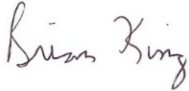
RECOMMENDATION:

It is recommended that the Board of Trustees approve the appointment of Trustee Jones to represent the Board of Trustees on the Los Rios Foundation Board.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** February 8, 2017

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

STATUS:
The District Curriculum Coordinating Committee reviews college proposals for new, modified, or deleted courses and programs; general education guidelines, graduation competencies, grading policies, course placement into disciplines, and discusses and acts on other curriculum related issues. The enclosed curriculum was approved at the January 27, 2017 meeting.

The District Curriculum Coordinating Committee membership includes the following representatives: American River College – Hugh Howard, Joe Gilman, Marie Schirmer, Frank Kobayashi; Cosumnes River College – Michael Lawlor (Chair), Brian Noel, Lee Weathers-Miguel, Amanda Wolcott-Paskey, Whitney Yamamura; Folsom Lake College – Eric Wada, John Alexander, Monica Pactol; Sacramento City College – Dyan Pease, Brett Thomas, Richard Yang and Don Palm; District Senate – Ginni May; Articulation Officer – Lynn Fowler; District Office – Jamey Nye; and Student Representative: Daniel Moreno and CJ Costa.

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

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Los Rios Community College District

Recommendation for Adoption by the Board of Trustees

February 8, 2017

COURSE PROPOSALS

Course Deletions

Cosumnes River College

1. **BIOL 366 Introduction to Toxicology: The Biology and Chemistry of Poisons (3.00 units)**

    Justification: As a result of program review we have found that this course no longer meets student needs. The relevant content from this course is now being covered in other Biology courses.

2. **BIOL 470 Behavioral Biology (3.00 units)**

    Justification: As a result of program review we have found that this course no longer meets student needs. The relevant content from this course is now being covered in other Biology courses.

3. **BIOL 480 Honors Seminar in Biology- Coastal Field Biology (1.00 unit)**

    Justification: This course is being removed from the Honors curriculum and a similar course is being offered under the Biology designator, which is a more appropriate place for this course offering.

4. **BIOL 481 Honors Seminar in Biology - Human Cadaver Dissection (1.00 unit)**

    Justification: This course is being removed from the Honors curriculum and a similar course is being offered under the Biology designator, which is a more appropriate place for this course offering.

5. **HONOR 380 Honors Seminar in Biology- Coastal Field Biology (1.00 unit)**

    Justification: This course is being removed from the Honors curriculum and a similar course is being offered under the Biology designator, which is a more appropriate place for this course offering.

6. **HONOR 383 Honors Seminar in Biology - Human Cadaver Dissection (1.00 unit)**

    Justification: This course is being removed from the Honors curriculum and a similar course is being offered under the Biology designator, which is a more appropriate place for this course offering.

7. **HORT 301 Introduction to Horticulture Laboratory (0.50 units)**

    Justification: As a companion course to Horticulture 300, Hort 301 has not served the needs and purposes that it was intended to, nor has it generated the enrollment that statistics indicated it could. The SLOs and objectives have been moved back into the advanced courses from which they originated, and this course is no longer being offered. A hands-on lab component is being considered for Hort 300, and

should a strong and defined need be realized, Hort 300 will be revised to add a laboratory component; making Hort 301 unnecessary.

Folsom Lake College

1. **ADMJ 380 PC832 Arrest, Search & Seizure (3.00 units)**

   Justification: After reviewing the program and its offerings, the Administration of Justice department decided to discontinue offering P.O.S.T. classes.

2. **ADMJ 381 PC832 Firearms (1.00 unit)**

   Justification: After reviewing the program and its offerings, the Administration of Justice department decided to discontinue offering P.O.S.T. classes.

3. **ART 322 Design: Image and Content (3.00 units)**

   Justification: The PSLO assessment for the AA in Studio Art prompted the deletion of this course because it overlaps with an existing core requirement making it redundant.

4. **ART 330 Mural Painting (3.00 units)**

   Justification: The department has reviewed the program and determined that this course should be removed.

5. **CHEM 321 Environmental Chemistry (3.00 units)**

   Justification: The Department does not believe this is an appropriate entry level course and there has been no demand for this course from students.

6. **CHEM 322 Environmental Chemistry Laboratory (1.00 unit)**

   Justification: It is the companion lab course to Chem 321, the lecture component, which has been requested to be deleted as well.

7. **CISA 300 Beginning Word Processing (1.00 unit)**

   Justification: This course has been replaced by BUSTEC 360.

8. **CISA 301 Intermediate Word Processing (1.00 unit)**

   Justification: This course has been replaced by BUSTEC 361.

9. **CISA 308 Exploring Word Processing and Presentation Software (1.00 unit)**

   Justification: This course is being deleted because it has been replaced with BUSTEC 333.

10. **CISA 310 Introduction to Electronic Spreadsheets (1.00 unit)**

    Justification: This course has been replaced by other courses at FLC.

11. **CISA 311 Intermediate Electronic Spreadsheets (1.00 unit)**

    Justification: This course has been replaced by other courses at FLC.

12. **CISC 305 Introduction to the Internet (1.00 unit)**

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

13. **CISC 308 Exploring Computer Environments and the Internet (1.00 unit)**

    Justification: This course no longer meets program needs.

14. **CISC 320 Operating Systems (1.00 unit)**

    Justification: This course is being deleted because it does not meet program needs.

15. **CISP 365 Windows API Programming with C (4.00 units)**

    Justification: This course does not meet department needs for transfer articulation or workforce training.

16. **CISP 371 Intermediate Visual Basic (4.00 units)**

    Justification: This course does not meet department needs for transfer articulation or workforce training.

17. **CISP 453 Introduction to Systems Programming in UNIX (4.00 units)**

    Justification: This course does not meet department needs for transfer articulation or workforce training.

18. **ECE 334 Laboratory with Infants and Toddlers (1.00 unit)**

    Justification: There are not enough infant-toddler centers that meet the criteria for student placement in this course.

19. **ENERGY 305 Introduction to Energy Efficiency and Alternative Energy Systems (3.00 units)**

    Justification: After reviewing degree requirements, this course was found to not meet student needs.

20. **FT 310 Fire Service Hydraulics (3.00 units)**

    Justification: The department reviewed degree requirements, and this elective course was found to not prepare students.

21. **GERON 331 Interviewing, Counseling the Elderly (3.00 units)**

    Justification: The department reviewed the program and found that this course does not meet student and community needs.

22. **GERON 333 Techniques of Individual and Group Counseling of the Elderly (4.00 units)**

    Justification: The department reviewed the program and found that this course does not meet student and community needs.

23. **HSER 364 Techniques of Group Counseling (4.00 units)**

   Justification: This course is being deleted because it contains a lab. Students, faculty, and the Dean indicated that the lab component of the course does not fit into the overall program needs at this times. This course is being replaced by a 3 unit course Techniques of Group Counseling course that does not have a lab.

24. **NATR 302 Introduction to Wildlife Biology (4.00 units)**

   Justification: After reviewing degree requirements, this course was found to not meet student needs.

25. **NATR 304 The Forest Environment (3.00 units)**

   Justification: After reviewing degree requirements, this course was found to not meet student needs.

26. **NATR 320 Principles of Ecology (4.00 units)**

   Justification: After reviewing degree requirements, this course was found to not meet student needs.

27. **PHIL 304 Introduction to Asian Philosophy (3.00 units)**

   Justification: PHIL 352: World Religions covers most of the same material and is a popular course at FLC.

28. **PHIL 338 Contemporary Philosophy (3.00 units)**

   Justification: The department reviewed the courses offered, and is moving towards streamlining course offerings for students.

29. **PHIL 356 Introduction to the Bible (3.00 units)**

   Justification: The department reviewed the courses offered, and is moving towards streamlining course offerings for students.

30. **PHIL 360 Social/Political Philosophy (3.00 units)**

   Justification: The department reviewed the courses offered, and is moving towards streamlining course offerings for students.

31. **PHOTO 302 Beginning Digital Photography (3.00 units)**

   Justification: After reviewing degree requirements, this course was found to not meet student needs.

32. **PHOTO 400 Digital Imaging (3.00 units)**

   Justification: After reviewing degree requirements, this course was found to not meet student needs.

33. **PHOTO 410 Advanced Digital Imaging (3.00 units)**

   Justification: After reviewing degree requirements, this course was found to not meet student needs.

34. **PSYC 354 The Psychology of Family Life and Intimate Relationships in a Diverse Society (3.00 units)**

   Justification: This course is being deleted because it no longer serves the needs of our students.

35. **RE 130 Real Estate Finance (3.00 units)**

   Justification: The department voted to delete this course due to low student demand.

36. **RE 140 Real Estate Appraisal (3.00 units)**

   Justification: The department voted to delete this course due to low student demand.

New to District Courses

American River College

1. **CARPT 101 Aerial Lift Safety, Construction Math, and the Apprentice (1.50 units)**

   Prerequisite: None.

   Enrollment Limitation: Must be a registered carpenter apprentice.

   24.00 hours lecture, 12.00 hours laboratory

   This course introduces the beginning carpenter apprentice to industry safety procedures for aerial lift use, and hand and power tool safety and maintenance. It also covers construction math, financial literacy, and the role and responsibilities of the apprentice.

   Justification: This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Carpenters Apprenticeship program, covering equipment and tool safety and maintenance, construction math, and the roles and responsibilities of an apprentice.

2. **CARPT 210 The Acoustical Apprentice, Safety, and the Trade (1.50 units)**

   Prerequisite: None.

   Enrollment Limitation: Must be a registered carpentry acoustical apprentice.

   24.00 hours lecture, 12.00 hours laboratory

   This course introduces the acoustical apprentice to fall protection, tool safety and maintenance, and scaffold safety and maintenance. It also covers Occupational Safety and Health Administration (OSHA) 10, First Aid and CPR certifications.

   Justification: This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Acoustical Installer Carpentry Apprenticeship program, covering safety and industry rules and regulations.

3. **CARPT 211 Acoustical Installer Safety (1.50 units)**

   Prerequisite: None.

   Enrollment Limitation: Must be a registered carpentry acoustical apprentice.

   24.00 hours lecture, 12.00 hours laboratory

   This course introduces the beginning acoustical apprentice to safe work practices in the use of rolling scaffold systems, lasers, and hand and power tools. It also covers the necessary skills to obtain a welded frame scaffold qualification card from the United Brotherhood of Carpenters (UBC).

   Justification: This course is part of a new apprenticeship program we are creating at American River College. It is a required course in the State of California mandated Acoustical Installer Carpentry Apprenticeship program, covering safety and industry rules and regulations.

4. **CARPT 212 Infection Control Risk Assessment and Hospital Code for Acoustical Installers (1.50 units)**

   Prerequisite: None.

   Enrollment Limitation: Must be a registered Acoustical Installer Apprentice.

   24.00 hours lecture, 12.00 hours laboratory

   This course introduces the acoustical installer apprentice to the safety procedures for hospital work Infection Control Risk Assessment (ICRA). It also covers applicable building codes of acoustical ceiling systems used in hospitals.

   Justification: This course is part of a new apprenticeship program we are creating at American River College. It a required course in the State of California mandated Acoustical Installer Carpentry Apprenticeship program, covering Infection Control Risk Assessment (ICRA) and hospital building codes.

5. **ENGRD 316 Reading Across the Disciplines for Content Courses II (0.50 units)**

   Prerequisite: ENGRD 315

   9.00 hours lecture

   This course offers individualized or small-group sessions to help students who have already completed ENGRD 315 improve classroom performance. It focuses on application of inferential and critical reading strategies and study skills to specific content classes and programs. Topics include learning style assessment, how to implement appropriate reading strategies, and how to choose the best study methods. Students must come to the RAD Center and meet with a RAD staff member before enrolling. Pass/No Pass only.

   Justification: This course covers an advanced level of reading strategies to help students improve their understanding of content-area readings. It is designed for students who already took and passed ENGRD 315 but are now taking a different content-area course that requires learning new reading strategies to understand and retain the reading material. Students in this course will learn to effectively and

independently assess their reading process and determine the best study strategies for their current content-area course, leading to higher retention.

Cosumnes River College

1. **WELD 111 Basic Pipe Welding Procedures (4.00 units)**

   Prerequisite: WELD 100 or 160 with a grade of "C" or better; The WELD 111 student needs safety training on gas cutting equipment and electric arc welding machinery to be eligible for the WELD 111 course.

   54.00 hours lecture, 54.00 hours laboratory

   Basic Pipe Welding Procedures covers personal safety, hand and power tool safety, machinery safety and operational procedures for preparing metal for welding. The student will be introduced to the proper procedures of beveling pipe with a cutting torch and grinder, welding in the 5G and 6G positions with the SMAW, FCAW, GMAW or the GTAW process. The course will also include Metallurgy, Materials, Fabrication, Welding Codes, Industry Standards, Welding Procedures, Welding Inspection and Welder Qualification and Testing Procedures.

   Justification: The Welding Program at Cosumnes River College needs to implement a basic pipe welding course to better prepare welding students for a successful career in the welding industry, as recommended by the welding program's advisory board members.

Sacramento City College

1. **SPORT 326 Off-Season Conditioning for Women's Cross Country (0.50 - 3.00 units)**

   Prerequisite: None.

   27.00 - 162.00 hours laboratory

   This course involves sport specific training, conditioning, and technical skill development specific to the sport of cross country for the off-season student athlete. Course content includes: sport specific skill development, event specific strength training, cardiovascular conditioning, agility training, plyometric drills, anaerobic speed development, and enhancement of flexibility. This course may be taken up to four times for credit.

   Justification: This course will provide off-season cross country athletes with the necessary physical and technical training needed to increase speed, strength, and conditioning to prevent injuries and prepare them for their competition season.

PROGRAM PROPOSALS

Program Deletion(s)

Folsom Lake College

1. **Real Estate**

   Justification: After reviewing the completion data the Business faculty are recommending that this program be deleted effective spring 2018. This deletion will not affect planned department course offerings. Concurrently, due to low enrollment or not being offered recently, RE 130: Real Estate Finance and RE 140: Real Estate Appraisal are being processed for deletion.

New Programs

American River College

1. **Insulator Apprenticeship**

   This program concentrates on training insulator apprentices to the specific levels required for the construction industry and has been approved by the State of California Division of Apprenticeship Standards. It includes safety, blueprint reading, commercial construction processes, building codes, estimation, and various insulator topics.

   Justification: American River College is taking over the administration of several existing apprenticeship training programs in the region. This certificate contains all of the coursework used in the Insulator Apprentice training program.

2. **Pile Driver Apprenticeship**

   This program concentrates on training pile driver apprentices to the specific levels required for the construction industry and has been approved by the State of California Division of Apprenticeship Standards. It includes safety, blueprint reading, commercial construction processes, building codes, estimation, welding, and various pile driving topics.

   Justification: American River College is taking over the administration of several existing apprenticeship training programs in the region. This certificate contains all of the coursework used in the Pile Driver Apprentice training program.

3. **Scaffold Erector Apprenticeship**

   This program concentrates on training scaffold erector apprentices to the specific levels required for the construction industry and has been approved by the State of California Division of Apprenticeship Standards. It includes safety, blueprint reading, commercial construction processes, building codes, estimation, welding, and proper scaffold erection.

Justification: American River College is taking over the administration of several existing apprenticeship training programs in the region. This certificate contains all of the coursework used in the Scaffold Erector Apprentice training program.

Cosumnes River College

1. **Field Data Mapping and Geographic Information Systems (GIS)**

   Students interested in research related to field data collection and analysis will need certain skills to correctly find locations in the field, identify locations, map sites, and integrate collected data into a Geographic Information System (GIS) for display and analysis. This interdisciplinary certificate program provides students with the tools needed to collect, map, display, and analyze data collected in a field-based setting and coordinate this with other mapping data and sources.

   Justification: Our current GIS certificate has a complicated course listing. It also has an excessive unit requirement when considering the needs of certificate recipients over the past several years. We hope to provide a more simple GIS certificate with a better focus on the needs of our students. If this program proposal is accepted, we then plan on removing the pre-existing program from the catalog.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** February 8, 2017

SUBJECT:	Statement of Legislative Principles	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item D	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	JP Sherry, General Counsel	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:
The Board of Trustees' Policy P-3115 Legislative Matters requires the Board to annually adopt a Statement of Legislative Principles.

STATUS:
At its May 2016 meeting, the Board of Trustees approved a new Strategic Plan for the district, which included a new mission and vision, new values statements for the district, and five new broad goal areas to better achieve the district's mission and vision while supporting its values. As a result, the Board's Statement of Legislative Principles has been revised to reflect each of the five new goal areas and the corresponding strategies for success in each of those goal areas. Staff received input from the Board of Trustees at its January 2017 meeting regarding further amendments, and has revised the Statement of Legislative Principles to reflect that input.

RECOMMENDATION:
It is recommended that the Board of Trustees approve the proposed 2017 Statement of Legislative Principles.

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LOS RIOS COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES

Annual Statement of Legislative Principles

This Statement of Legislative Principles is adopted by the Board of Trustees for the Los Rios Community College District on behalf of itself and its four separately accredited Colleges (American River College, Cosumnes River College, Folsom Lake College and Sacramento City College) under Board Policy P-3115. This Statement is intended to support the District's Strategic Goals: **to establish effective pathways that optimize student access and success; to ensure equitable academic achievement across all racial, ethnic, socioeconomic and gender groups; to provide exemplary teaching and learning opportunities; to lead the region in workforce development; and to foster an outstanding working and learning environment.**

This Statement of Legislative Principles provides guidelines for the Chancellor when addressing matters before the California Legislature and Congress, and constitutes the core principles guiding the development of the District's position on legislation.

The District shall not support or oppose legislation unless the outcome will have a significant effect on the District, its students or its employees. The District will remain neutral on most matters affecting local collective bargaining. However, the District will take appropriate positions where that legislation will have a material impact on the District. The District will remain neutral on matters affecting only another single district or small group of district(s), except where policy precedents, or resource allocations, have the significant potential of affecting the Los Rios Community College District or the California Community College System generally. Where issues are raised in the budget process, the District shall seek legislative support or opposition in accordance with the principles established in this document. Where legislation is likely to impede the policy principles set forth, the District is likely to oppose that legislation unless there are significant countervailing reasons.

The Board of Trustees' Legislative Principles align with the District's Vision, Mission, Values, Goals and Strategies, as enumerated in the District's Strategic Plan, as follows, but do not reflect every strategy under each goal area**. The District will support those legislative efforts enumerated under each Goal.**~~:~~

1. **ESTABLISH EFFECTIVE PATHWAYS THAT OPTIMIZE STUDENT ACCESS AND SUCCESS.**

   - **Obtain resources to support pathway programs.**
   - Implement appropriate measures to improve student success.
   - Support the provision of comprehensive student support services.
   - Strengthen the academic preparation of K-12 students to support success at a community college.
   - Support collaborative efforts with four-year institutions designed to provide additional transfers for our students and legislation that promotes transfers.
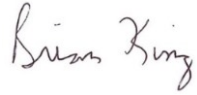
- Support flexibility for dual enrollment and remove barriers as appropriate.

- **Enhance student financial aid opportunities (including, but not limited to, Cal Grant Funding and Promise Programs) and reduce the overall cost of attending college for students.**

- **Assist students with the application process for attending a community college.**

- **Support the enhancement of existing educational programs and the development of needed new programs.**

- **Support high quality distance education while minimizing regulatory barriers and additional reporting requirements.**

2. **ENSURE EQUITABLE ACADEMIC ACHIEVEMENT ACROSS ALL RACIAL, ETHNIC, SOCIOECONOMIC AND GENDER GROUPS.**

   - **Close the achievement gap.**

   - **Support the Dream Act and efforts to expand the institutional capacity for diversity.**

   - Increase effective delivery of English, ESL and mathematics basic skills education.

   - **Enhance opportunities for underserved constituencies.**

3. **PROVIDE EXEMPLARY TEACHING AND LEARNING OPPORTUNITIES.**

   - **Support professional development for faculty, staff and administrators that is designed to support student success inside and outside of the classroom.**

4. **LEAD THE REGION IN WORKFORCE DEVELOPMENT.**

   - Develop effective and relevant career and technical programs in collaboration with external partners.

   - Increase efforts that align career technical education curriculum and program development among community colleges, K-12 and industry.

   - Integrate community colleges in the Workforce Investment Board and provide for community college courses to qualify for state and federal funding of workforce development activities.

   - Support the efforts of the Los Rios Foundation in its efforts to develop additional funding resources for the District, Colleges, faculty, staff and students.

5. **FOSTER AN OUTSTANDING WORKING AND LEARNING ENVIRONMENT.**

   - Maintain local authority and control in the administration of the District and its Colleges.

   - Maintain locally elected Boards of Trustee governance in the administration of the District and its Colleges.

- Promote the health, safety and welfare of students, faculty, staff and administrators**, including mental health**.

- Support the District's and its Colleges' efforts to attract, recruit and retain the most qualified employees, and assure appropriate staffing levels.

- Support participatory decision making.

- Increase the District's efforts in sustainable practices, including energy and resource conservation, while retaining appropriate flexibility.

- Strengthen the District's ability to use its capital outlay, infrastructure bonds and property management funds efficiently.

- Support the elimination of duplicative and/or needless regulatory oversight and reporting obligations, and provide adequate funding for the oversight and reporting requirements that are necessary.

- Protect the fiscal integrity of the system.

- Support funding sustainable mechanisms for CalSTRS and CalPERS liabilities.

- Support backfill of property tax shortfalls.

- **Provide information and support for students, faculty, staff and administrators in the DACA programs to support inclusivity and ensure that the District and its Colleges remain a place where all students are provided with an opportunity to fulfill their educational goals and dreams.**

- **Support a model for alignment of accreditation that improves outcomes for our students.**

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** February 8, 2017

SUBJECT:	District Quarterly Financial Status Report (311Q)	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item E	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	*Theresa Matista* Theresa Matista, Vice Chancellor Finance & Administration	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	*Brian King* Brian King, Chancellor	ACTION	
		INFORMATION	

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

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

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

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

	Adopted Budget	YTD Activity
BEGINNING FUND BALANCE, JULY 1		
Uncommitted	$ 16,840,407	$ 16,840,407
Committed	34,502,125	34,502,125
Restricted	4,676,380	4,676,380
TOTAL BEGINNING FUND BALANCE	**56,018,912**	**56,018,912**
REVENUE:		
GENERAL PURPOSE		
Total Computational Revenue	289,734,498	110,271,904
Lottery Funds	6,784,837	469,856
Apprentice/Other General Purpose/Interfund Transfers	28,405,017	16,458,121
TOTAL GENERAL PURPOSE	**324,924,352**	**127,199,881**
SPECIAL PROGRAMS	**72,651,975**	**42,133,341**
TOTAL REVENUE AND TRANSFERS IN	**397,576,327**	**169,333,222**
TOTAL REVENUE, TRANSFERS AND BEGINNING FUND BALANCE	**$ 453,595,239**	**$ 225,352,134**
APPROPRIATIONS/EXPENDITURES:		
Academic Salaries	$ 158,520,619	66,788,672
Classified Salaries	89,927,393	38,152,565
Employee Benefits	89,499,125	38,243,101
Supplies and Materials	10,773,674	3,235,388
Other Operating Expenses and Services	51,557,676	16,096,902
Capital Outlay	9,119,313	2,333,497
Payments to Students	15,500	8,095
Other Outgo	13,858,705	10,223,060
TOTAL APPROPRIATIONS/EXPENDITURES AND TRANSFERS OUT	**423,272,005**	**175,081,280**
ENDING FUND BALANCE		
Uncommitted	16,840,407	
Committed	11,397,125	
Restricted	2,085,702	
TOTAL ENDING FUND BALANCE	**30,323,234**	
TOTAL APPROPRIATIONS/EXPENDITURES AND ENDING FUND BALANCE	**$ 453,595,239**	

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

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

CHANGE THE PERIOD ⌄

Fiscal Year: 2016-2017

District: (230) LOS RIOS   Quarter Ended: (Q2) Dec 31, 2016

Line	Description	Actual 2013-14	Actual 2014-15	Actual 2015-16	Projected 2016-2017
	Unrestricted General Fund Revenue, Expenditure and Fund Balance:				
A.	Revenues:				
A.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	272,673,655	285,917,982	345,267,515	323,890,792
A.2	Other Financing Sources (Object 8900)	6,662,575	1,197,079	933,839	1,033,560
A.3	Total Unrestricted Revenue (A.1 + A.2)	279,336,230	287,115,061	346,201,354	324,924,352
B.	Expenditures:				
B.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	270,653,700	273,802,399	300,086,778	337,528,581
B.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	8,980,297	9,827,661	29,535,622	10,500,771
B.3	Total Unrestricted Expenditures (B.1 + B.2)	279,633,997	283,630,060	329,622,400	348,029,352
C.	Revenues Over(Under) Expenditures (A.3 - B.3)	-297,767	3,485,001	16,578,954	-23,105,000
D.	Fund Balance, Beginning	31,576,344	31,278,577	34,763,578	51,342,532
D.1	Prior Year Adjustments + (-)	0	0	0	0
D.2	Adjusted Fund Balance, Beginning (D + D.1)	31,576,344	31,278,577	34,763,578	51,342,532
E.	Fund Balance, Ending (C. + D.2)	31,278,577	34,763,578	51,342,532	28,237,532
F.1	Percentage of GF Fund Balance to GF Expenditures (E. / B.3)	11.2%	12.3%	15.6%	8.1%

Annualized Attendance FTES:

G.1	Annualized FTES (excluding apprentice and non-resident)	50,211	52,171	52,177	52,761

I. Total General Fund Cash Balance (Unrestricted and Restricted)

		As of the specified quarter ended for each fiscal year			
		2013-14	2014-15	2015-16	2016-2017
H.1	Cash, excluding borrowed funds		8,323,197	21,334,177	46,432,266
H.2	Cash, borrowed funds only		0	0	0
H.3	Total Cash (H.1+ H.2)	3,203,949	8,323,197	21,334,177	46,432,266

I. Unrestricted General Fund Revenue, Expenditure and Fund Balance:

Line	Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to-Date Actuals (Col. 3)	Percentage (Col. 3/Col. 2)
I.	Revenues:				
I.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	323,890,792	323,890,792	126,773,065	39.1%
I.2	Other Financing Sources (Object 8900)	1,033,560	1,033,560	426,816	41.3%
I.3	Total Unrestricted Revenue (I.1 + I.2)	324,924,352	324,924,352	127,199,881	39.1%
J.	Expenditures:				
J.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	337,528,581	337,528,581	140,391,830	41.6%
J.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	10,500,771	10,500,771	9,332,042	88.9%
J.3	Total Unrestricted Expenditures (J.1 + J.2)	348,029,352	348,029,352	149,723,872	43%

K.	Revenues Over(Under) Expenditures (I.3 - J.3)	-23,105,000	-23,105,000	-22,523,991	
L	Adjusted Fund Balance, Beginning	51,342,532	51,342,532	51,342,532	
L.1	Fund Balance, Ending (C. + L.2)	28,237,532	28,237,532	28,818,541	
M	Percentage of GF Fund Balance to GF Expenditures (L.1 / J.3)	8.1%	8.1%		

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

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

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

* As specified in Collective Bargaining Agreement or other Employment Contract

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

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

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

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

If yes, what are the problems and what actions will be taken? (Enter explanation below, include additional pages if needed.)
The District did not meet its enrollment goal for 2015-16 and received stability funding. For 2016-17, the District has focused additional resources toward achieving its enrollment goal. The goal is to achieve at least our base level of FTES in 2016-17. The District is confident it will have sufficient FTES to reach this goal and maintain its base funding in 2016-17. However, as a precaution, it has set aside reserves to offset a reduction in revenues.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** February 8, 2017

SUBJECT:	Los Rios Foundation – Quarterly Investment Report	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item F	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Theresa Matista, Vice Chancellor Finance & Administration	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

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

As an auxiliary organization, the Foundation is not required to operate under GC 53600 investment restrictions. The Foundation Board has adopted a Statement of Rules, Objectives and Guidelines to govern the investment of funds, which was revised October 2016. The funds should be invested with care, skill, prudence and diligence with the goal of producing returns equal to or exceeding prevailing standards among foundations of similar asset size, as well as for the protection of funds held in perpetual duration. The Statement defines the investment guidelines for specified asset classes for endowed funds as follows: equities, defined as common stock, convertible preferred stock, convertible bonds, and convertible stock, shall represent 25-60% of the total fund assets; fixed-income securities, defined as investments with maturities greater than one year that pay a fixed rate of return, shall represent 17-50% of the total assets; alternative investments, defined as fund-of-fund investments, shall represent up to 20% of the total fund assets; and cash, defined as maturities shorter than one year, shall represent 2-10% of the total fund assets. In addition, the Statement provides guidelines for investing non-endowed funds based upon the purpose of the donation and the horizon of time for the use of funds. The three non-endowed portfolio funds available are cash management, fixed income and balanced funds.

STATUS:

This report represents the investment activity for the quarter ended December 31, 2016. The investments are directed by the Los Rios Foundation Finance Committee and realized and unrealized earnings are shown in the accompanying schedules. The return for the endowed portfolio of $8.5 million for the quarter ended December 31, 2016 was 1.86% compared to 1.08% for the composite benchmark. The yield for the quarter ended December 31, 2016 for the total managed portfolio of $11.3 million is 1.09%. This compares to the composite benchmark of 0.58% for the same period. In accordance with generally accepted accounting principles, investments are restated to market value as of each fiscal year-end.

RECOMMENDATION:

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

Los Rios Foundation
Investment Portfolio
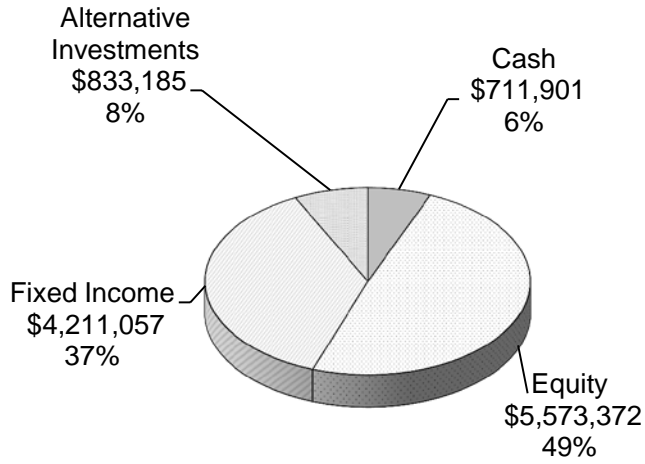### For the Period July 1, 2016 - December 31, 2016

TOTAL PORTFOLIO	Guidelines	Opening Balance July 2016	Net Deposits/ Withdrawals	Unrealized Gains/(Losses)	Realized Gains/(Losses)	Interest / Dividends	Total YTD Earnings	YTD Fees	Market Value (a)	% of Total Current Market Value
Managed (Endowed):										
Cash (Scholarship)	2-10%	156,012	133,661			14	14		289,687	4%
Fixed Income										
Breckinridge*		1,739,484	71,827	(54,840)	1,513	20,761	(32,566)	(6,423)	1,772,322	21%
Total Fixed Income	17-50%	1,739,484	71,827	(54,840)	1,513	20,761	(32,566)	(6,423)	1,772,322	21%
Equities										
Parametric Portfolio		2,392,999	(119,856)	118,581	59,938	31,843	210,362	(9,588)	2,473,917	29%
Snow		644,358	(36,000)	84,172	23,041	6,285	113,498	(3,636)	718,220	8%
NFJ International (Formerly: JP Morgan International)		667,969	(36,712)	63,761	(7,315)	6,741	63,187	(3,797)	690,647	8%
Hansberger International		661,618		28,997	15,601	4,423	49,021	(3,769)	706,870	8%
MLP (Master Limited Partnership)		264,520		(927)	26,906	12,682	38,661	(811)	302,370	4%
Brandes International Small Cap		168,538		3,706		2,775	6,481	(509)	174,510	2%
Brandes EM		473,062		27,953	1,941	7,146	37,040	(3,264)	506,838	6%
Total Equities	25-60%	5,273,064	(192,568)	326,243	120,112	71,895	518,250	(25,374)	5,573,372	65%
Alternative Investments										
Liquid Alternatives		819,451	442	8,971	1,270	7,532	17,773	(4,481)	833,185	10%
UBP		441	(441)				-		-	0%
Total Alternative Investments	up to 20%	819,892	1	8,971	1,270	7,532	17,773	(4,481)	833,185	10%
Total Managed (Endowed)		7,988,452	12,921	280,374	122,895	100,202	503,471	(36,278)	8,468,566	100%
Managed (Non-endowed):										
Madison Short Duration Fixed Income*		2,394,811	85,000	(64,390)	2,914	31,593	(29,883)	(11,193)	2,438,735	
Total Managed (Endowed & Non-endowed)		10,383,263	97,921	215,984	125,809	131,795	473,588	(47,471)	10,907,301	
Non-Endowed:										
Cash Management - Money Market		400,406	15,525			41	41		415,972	
Total Non-Endowed		2,795,217	100,525	(64,390)	2,914	31,634	(29,842)	(11,193)	2,854,707	
Cash Clearing Account										
Gift Receipt		2,732	3,506	(5,593)	5,593	4	4		6,242	
TOTAL PORTFOLIO		10,786,401	116,952	210,391	131,402	131,840	473,633	(47,471)	11,329,515	

(a) Market Value from UBS Financial Services, Inc. statement dated 12-31-16.
*Includes accrued interest

Los Rios Foundation
Account Summary
as of December 31, 2016

Asset Allocation as of December 31, 2016

Alternative Investments $833,185 8%

Cash $711,901 6%

Fixed Income $4,211,057 37%

Equity $5,573,372 49%

Portfolio Change July 2016 through December 2016

Market Value

	1st Qtr 2016	2nd Qtr 2016	3rd Qtr 2017	4th Qtr 2017
☐ July 2016 MV & FYTD Net Contributions	10,775,597	10,903,353	-	-
☐ Ending Market Value	11,118,006	11,329,515	-	-
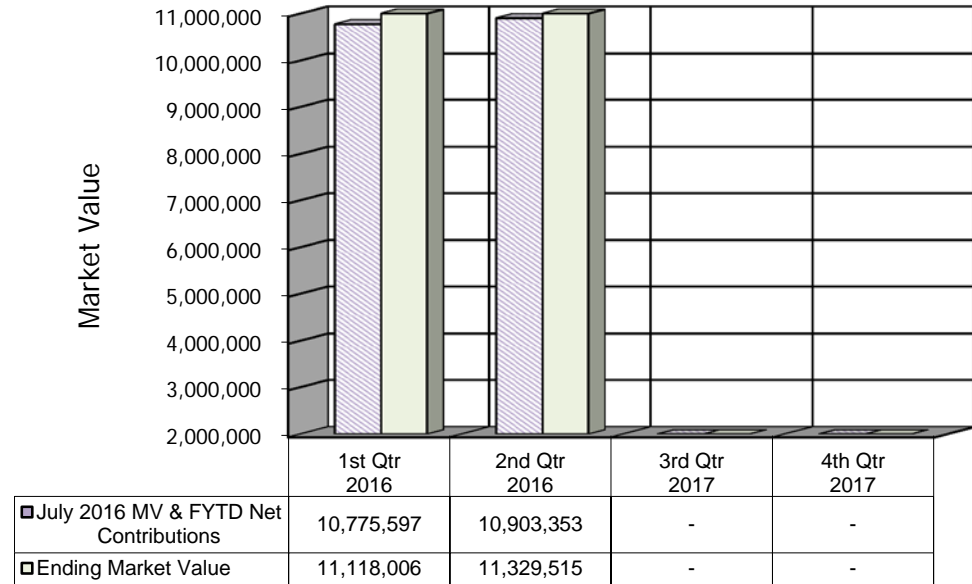
Performance Analysis as of December 31, 2016

Rates of Return (%)

	Latest Quarter	One Year	Three Years
☐ *Los Rios Foundation	1.09	7.61	3.12
☐ **Composite Benchmark	0.58	6.93	3.31
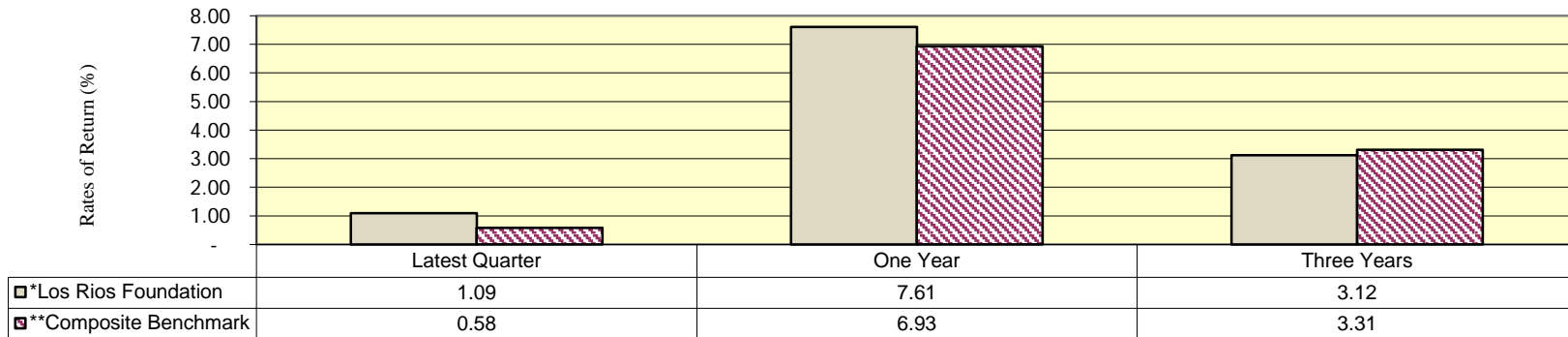
*The definition of Los Rios Foundation Return is Managed Portfolio Net Time Weighted Returned which is net of fees.

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

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LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** February 8, 2017

SUBJECT:	Special Event Authorization	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item G	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	JP Sherry, General Counsel	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor	ACTION	
		INFORMATION	

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

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

Community/External Events

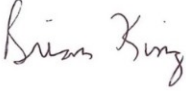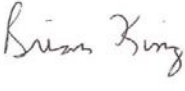| Date of Event	College	Location	Name of Event	Alcohol
Feb. 4, 2017	SCC	Performing Arts Center	Camellia Symphony Orchestra	Wine
March 18, 2017	FLC	Harris Center for the Arts	CORE Contemporary Dance	Wine

RECOMMENDATION:
It is recommended that the Board of Trustees approve or ratify the applications as listed.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** February 8, 2017

SUBJECT:	Ratify: Grants and Contracts Awarded	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item H	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	*Brian King* Brian King, Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	*Brian King* Brian King, Chancellor	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
Veteran Student Emergency Fund • Funds to provide emergency assistance to veteran students on all LRCCD campuses. • 1/1/2017 through 12/31/2017 • Administrator: Kristin Frame / Director of Institutional Advancement	LRF	$45,000	Wells Fargo Foundation
CARES • Funds to provide childcare consulting services to Child Action, Inc. • 7/01/2016 through 6/30/2017 • Administrator: Frank Malaret / Dean, Behavioral & Social Sciences	SCC	$7,500	Child Action, Inc.
Greater Sacramento Region Promise Planning • Funding to support the planning process for an Awards for College Innovations / Promise Planning Grant application • 11/16/2016 through 2/3/2017 • Administrator: Kristin Frame / Director of Institutional Advancement	LRF	$20,000	College Futures Foundation
Align Capital Region Partnership • Funding to support the planning process for an Awards for College Innovations Planning Grant application • 11/16/2016 through 2/3/2017 • Administrator: Kristin Frame / Director of Institutional Advancement	LRF	$20,000	College Futures Foundation
Career Tech Ed Program Culinary Art - Folsom • Funds To provide a Culinary Arts program to inmates at	CRC	$100,000	California Prison

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Folsom Women's Facility • 1/1/2017 through 12/31/2017 • Administrator: Kim Harrell / Dean, Careers & Technology			Industry Authority
Faculty Entrepreneurship Champion Mini-Grant • Funds To allow the Business Department to implement the Entrepreneurship program at CRC and at Valley High School • 10/22/2016 through 6/30/2017 • Administrator: Marjorie Duffy / Interim Dean, Business & Family Sciences	CRC	$7,500	Small Business Sector Navigator
FLC MakerSpace (Proposal Development) • Funding for colleges to create makerspaces as part of an educational and workforce strategy. • 12/1/2016 through 6/30/2017 • Administrator: Gary Hartley / Dean, Instruction	FLC	$40,000	California Community Colleges Chancellors Office
Sierra College Basic Skills Partnership Program Pilot • Funds To facilitate Math faculty awareness and involvement with the Basic Skills initiative and develop partnerships between High Schools, COE and CSUS. • 7/1/2016 through 6/30/2018 • Administrator: Roger A. Davidson / Dean, Math	ARC	$100,000	California Community Colleges Chancellors Office
MakerSpace Start-up • Funding for colleges to create makerspaces as part of an educational and workforce strategy. • 12/1/2016 through 6/30/2017 • Administrator: Gabriel Meehan / Associate Vice President, Economic & Workforce Development	SCC	$40,000	California Community Colleges Chancellors Office

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:** February 8, 2017

SUBJECT:		ATTACHMENT: None
	Ratify: New Contracts and Renewals	ENCLOSURE: None
AGENDA ITEM:	Consent Item I	TYPE OF BOARD CONSIDERATION:
RECOMMENDED BY:	*Theresa Matista* Theresa Matista, Vice Chancellor Finance & Administration	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	*Brian King* Brian King, Chancellor	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
ARC Parking Lot Professional engineering/drawing for asphalt replacement	$23,000.00	I	12/21/16 – 4/30/18	Wood Rodgers Inc.	FM
CRC College Center expansion CEQA initial study and mitigated negative declaration	$27,980.00	I	1/11/17 – 12/31/17	Petralogix Engineering	FM
IT 5-yr maintenance and support for Liebert UPS (Uninterruptible Power Systems) and batteries	$32,774.00	I	1-23-17 – 1-24-22	Emerson Network Power	DO
IT Project Management methodology assessment	$115,000.00	I	12-14-16 – 06-30-17	Dynamic Campus Solutions, Inc.	DO
District wide Canvas remote help desk support service	$21,544.00	I	1-4-2017- 12/30/2017	Instructure Inc.	DO
Consulting, Grant Development Services	$40,000	I	11-18-2016- 11/17/2017	Hanover Research Council LLC	SCC

RECOMMENDATION:

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

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** February 8, 2017

SUBJECT:	Ratify: Affiliation and Other Agreements	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item J	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	*Theresa Matista* Theresa Matista, Vice Chancellor Finance & Administration	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	*Brian King* Brian King, Chancellor	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. 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
Folsom Cordova Unified School District	SLPA	ARC	12/16/2016	EXP: 6/30/2019
The Swain Center	SLPA	ARC	1/5/2017	Evergreen
The Rock Church	IPP	ARC	1/6/2017	Evergreen
Roseville Fire Department	EMT	ARC	1//9/2017	EXP: 1/9/2020
Anova Education and Behavior Consultation, Inc.	SLPA	ARC	1/10/2017	Evergreen
Singh Paramjit, DDS	Dental Asst.	SCC	1/17/2017	Evergreen
Mountain Manor	LVN	SCC	1/25/2017	Evergreen
NorCal Ambulance	EMT	CRC	1/25/2017	EXP: 1/25/2020

* SLPA- Speech & Language Pathology Assistant
* IPP- Interpreter Preparation Program
* EMT- Emergency Medical Technician
* LVN – License Vocation Nursing

INTERNSHIP AGREEMENTS

Company/Agency	Internship Type	ID Number	Contract Date	Term
Entercom	Broadcast	1465607	1/14/2017	EXP: 5/17/2017
Entercom	Broadcast	1384579	1/14/2017	EXP: 5/17/2017

2. 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
Harris Center	Facility Use	10939
Harris Center	Facility Use	10851
Harris Center	Facility Use	10935
Harris Center	Facility Use	10907
Harris Center	Facility Use	10934
Harris Center	Facility Use	10908
Harris Center	Facility Use	10890
Harris Center	Facility Use	10369
Harris Center	Facility Use	10847
Harris Center	Facility Use	10297
Harris Center	Facility Use	10860
Harris Center	Facility Use	10939
Harris Center	Facility Use	10851
Harris Center	Facility Use	10935
Harris Center	Facility Use	10907
Harris Center	Facility Use	10934
Harris Center	Facility Use	10908
Harris Center	Facility Use	10890
Harris Center	Facility Use	10369
Harris Center	Facility Use	10847
Harris Center	Facility Use	10297
Harris Center	Facility Use	10860
Harris Center	Facility Use	10939
FLC	Facility Use	FLC 16-198
EDC	Facility Use	EDC-2017-008
EDC	Facility Use	EDC-2017-010
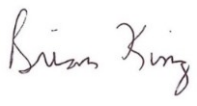
RECOMMENDATION:
It is recommended that the Board of Trustees ratify and/or approve the agreements identified in this board agenda item.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** February 8, 2017

SUBJECT:	Ratify: Bid Transactions	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item K	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	*Theresa Matista* Theresa Matista, Vice Chancellor Finance & Administration	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	*Brian King* Brian King, Chancellor	ACTION	
		INFORMATION	

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

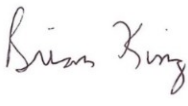| CHANGE ORDERS					
Bid №	Description	Change Amount	Change Number	Vendor	New Contract Total
16015	SCC Mohr Hall Installation of Replacement Chiller	$18,148.00	1	ACCO Engineered Systems, Inc.	$367,598.00

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:** February 8, 2017

SUBJECT:	Disposition of Surplus Equipment	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item L	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	*Theresa Matista* Theresa Matista, Vice Chancellor Finance & Administration	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	*Brian King* Brian King, Chancellor	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 of, such as outdated desks, computers, and other miscellaneous office items. 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 bulletin board; 1 cabinet; 1 box of cables; 1 cart; 14 chairs; 1 fax machine; 1 keyboard; 1 print press; 1 printer; 1 safelight; 1 stapler; 2 tables and 1 typewriter. 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:** February 8, 2017

SUBJECT:	Purchase Orders, Warrants, Checks and Electronic Transfers	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item M	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Theresa Matista, Vice Chancellor, Finance & Administration	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:
A listing of purchase orders, warrants, checks and wires issued during the period of December 16, 2016 through January 15, 2017 is on file in the District Business Services Office for review.
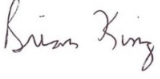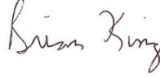

RECOMMENDATION:
It is recommended that the Board of Trustees approve the numbered purchase orders, warrants, checks and electronic transfers that are reflected on the attached schedule.

PURCHASE ORDERS		
General Fund	0001090510-0001090799 B117739-B117742	$ 2,111,892.24
Capital Outlay Fund	0003017086-0003017118	
Child Development Fund	0006000785-0006000785	
Self-Insurance Fund	-	
WARRANTS		
General Fund	741373-741920	$ 3,277,112.67
General Fund-ARC Instructional Related	007072-007114	
General Fund–CRC Instructional Related	022507-022522	
General Fund–FLC Instructional Related	030978-030984	
General Fund–SCC Instructional Related	045783-045817	
Capital Outlay Fund	831493-831546	
Student Financial Aid Fund	900045-900047	
Child Development Fund	954310-954313	
Self-Insurance Fund	976355-976356	
Payroll Warrants	334938-336712	$ 8,032,770.31
Payroll Vendor Warrants	61485-61633	
January Leave Process	336713-338158	
CHECKS		
Financial Aid Disbursements (E-trans)	-	$ 3,584,551.00
Clearing Checks	-	$ -
Parking Checks	2943-2944	$ 71.00
Bookstore Fund – ARC	31099-31140	$ 226,270.57
Bookstore Fund – CRC	027002-027024	
Bookstore Fund – FLC	9636-9651	
Bookstore Fund – SCC	048736-048748	
Student Clubs Agency Fund – ARC	5131-5147	$ 42,864.39
Student Clubs Agency Fund – CRC	4202-4223	
Student Clubs Agency Fund – FLC	2200-2210	
Student Clubs Agency Fund – SCC	3543-3549	
Foundation – ARC	5183-5203	$ 77,193.93
Foundation – CRC	2224-2233	
Foundation – FLC	1258-1266	
Foundation – SCC	3948-3952	
Foundation – DO	0829-0832	
Associated Students Trust Fund – ARC	0834-0834	$ 1,699.90
Associated Students Trust Fund – CRC	0682-0684	
Associated Students Trust Fund – FLC	0603-0604	
Associated Students Trust Fund – SCC	-	
Regional Performing Arts Center Fund	USI Check System 4360-4407 Manual checks 9128-9128	$ 287,811.42
ELECTRONIC TRANSFERS		
Board of Equalization	-	$ 5,700.00
PARS	-	$ 32,265.64
Vendors	-	$ -
Backup Withholding	-	$ 1,924.80
Retiree Health Trust	-	$ -
Self-Insurance	-	$ 94,162.17
Bookstore	-	$ 188,638.48
Payroll Direct Deposit Advices	825566-830439	$ 11,479,138.30
Other Payroll Transactions		$ 10,123.43

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** February 8, 2017

SUBJECT:	Regular Human Resources Transactions	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item N	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	*Brian King* Brian King, Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor *Brian King*	ACTION	
		INFORMATION	

RECOMMENDATION:

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 TO TEMPORARY POSITION(S)

Name	Subject/Position	Effective Date(s)

American River College

Hicks, Diana L.   Interim Dean of Humanities   01/18/17 – 06/30/17
   (M. A., California State University, Sacramento)

Peterson, Susan E.   Interim Director, Nursing Academic Program   01/12/17 – 06/30/17
   (M.S.N., University of California, San Francisco)

Stephenson, Jeffrey W.   Interim Associate Vice President of Student Services   12/01/16 – 03/15/17
   (Ph.D., Capella University)   *(Revised)*

Cosumnes River College

Alexander Casareno B.   Interim Dean, Elk Grove Center   02/01/17 – 06/30/17
   (Ph.D., University of California, Berkley)

McCormac, Gregory   Interim Dean of Humanities and Social Science   08/01/16 – 06/30/17
   (M.S., California State University, Sacramento)   *(Revised)*

Montañez, Robert L.   Interim Vice President of Instruction   02/01/17 – 06/30/17
   (Ph.D., University of California, Santa Cruz)

Folsom Lake College

Siwabessy, Genevieve Interim Dean of Student Success   01/12/17 – 06/30/17
   (Ed.D., University of California, Davis)   *(Revised)*

F A C U L T Y

APPOINTMENT TO TEMPORARY POSITION(S)

Name	Subject/Position	Effective Date(s)

American River College

Bimbi, Pamela J.   Distance Education Coordinator, LTT   01/18/17 – 06/30/17
  (M. S., California State University, San Jose)

Cosumnes River College

Charters, Suzette M.   Mathematics Assistant Professor, LTT   08/18/16 – 05/17/17
  (M. S., University of California, Santa Clara)   *(Revised)*

Knudsen, Mark J.   Chemistry Assistant Professor, LTT   01/12/17 – 05/17/17
  (Ph.D., University of California, Davis)

Markalanda, Piyali D.   Mathematics Assistant Professor, LTT   08/18/16 – 05/17/17
  (M. S., California State University, Long Beach)   *(Revised)*

Folsom Lake College

Hopkins, Don R.   Inmate Education Coordinator, LTT   01/12/17 – 05/17/17
  (M. S., California State University, Sacramento)

Sacramento City College

Bratton, Clayton G.   Physics/Astronomy Assistant Professor, LTT   01/12/17 – 05/17/17
  (Ph.D., University of California, Davis)

Knowles, Deborah J. F.   Campus Life Coordinator, LTT   02/09/17 – 06/30/17
  (M.S., John F. Kennedy University)

Spritzer, Terrie R.   Learning Disabilities Assistant Professor, LTT   01/23/17 – 05/17/17
  (M. S., University of Southern California, Los Angeles)

LEAVE(S) OF ABSENCE

Name	Subject/Position	Type	Effective Date(s)

American River College

| Brown-Wood, JaNay E. | Early Childhood Education Professor | Maternity | 01/27/17 – 03/19/17 |
| Corcoran, Amanda J. | English Professor | Medical (20%) | 12/15/16 – 05/17/17 |

Cosumnes River College

| Bond, Emily F. | Librarian | Maternity | 01/23/17 – 04/24/17 |

FACULTY

LEAVE(S) OF ABSENCE (Continued)

Name	Subject/Position	Type	Effective Date(s)
	Folsom Lake College		
Tyler, Erica A.	Anthropology Professor	Medical	01/17/17 – 04/17/17
	Sacramento City College		
Haag, Janis L.	Journalism/English Professor	Type C	08/17/17 – 12/15/17

PRE-RETIREMENT WORKLOAD REDUCTION(S)

Name	Subject/Position	FTE	Effective Date(s)
	American River College		
Martinelli, Ester	Foreign Language Professor	1.00 to .500	08/17/17 – 05/31/22

RESIGNATION(S)

Name	Subject/Position	Effective Date(s)
	American River College	
Chung, Julie C.	Mathematics Professor	01/28/17
De la Cruz, Damon N.	Funeral Services Professor/Coordinator	12/16/16
	Sacramento City College	
Marchi, Annemarie A.	Nursing Professor	05/18/17

RETIREMENT(S)

Name	Subject/Position	Effective Date(s)
	American River College	
Hartin, Robert G.	Counselor	07/01/17
(After 29 years of service)		
	Cosumnes River College	
Hendrix, L. Ralph	Counselor	07/01/17
(After 27 years of service)		
Olsen, Carol A	Business Education Professor	05/18/17
(After 27 years of service)		

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TEMPORARY, PART-TIME EMPLOYEES Fall 2016
American River College

Name	Subject	FTE
Kovar,Timothy J.	Real Estate	2 %
Magee,Stephen R.	Software Applications	13 %
Miller,Roger Steven	Physics, General	42 %

REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2016
Cosumnes River College

Name	Subject	FTE
Noel,Brian E	Automotive Technology	27 %

REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2016
Sacramento City College

Name	Subject	FTE
Tuifua,Amelia S.	Academic Guidance	4 %

TEMPORARY, PART-TIME EMPLOYEES Spring 2017
American River College

Name	Subject	FTE
Adams,Grant C.	Spanish	53 %
**(A1) Adams,Jane P.	Job Seeking/Changing Skills	7 %
**(A1) Adams,Jane P.	Academic Guidance	20 %
**(A1) Adams,Jane P.	Counselor	28 %
Adamzadeh,Azra	Mathematics, General	47 %
Agostinelli,John P.	Welding Technology	28 %
Akawi,Robin	Psychology, General	40 %
Albers,Shannon	Landscape Design & Maintenance	28 %
Alexander,Carie D.	Academic Guidance	7 %
Alexander,Carie D.	Counselor	43 %
Alexander,Carie D.	Counselor	11 %
Allen,John E.	History	40 %
Almaraz,Ruben T.	Physical Sciences, General	15 %
Almaraz,Ruben T.	Chemistry, General	35 %
Amrhein,Jeannette A.	Child Development/Early Care and Educatio	20 %
Anaya,Dan A.	Computer Programming	20 %
Anderegg,Kristen M.	Counselor	10 %
Andersen,James A.	Emergency Medical Services	1 %
Anderson,Frank E.	Geography	35 %
Anderson,Kathleen	Psychology, General	40 %
Anishchenko,Svetlana V.	Mathematics, General	60 %
Arai,Elizabeth L.	ESL Writing	27 %
Aranda,Amanda	Counselor	24 %
Araujo,Frank P.	Anthropology	40 %
Austin,Daniel R.	English	47 %
Austin,Debra L.	Reading	63 %
Avila,Adrianne M.	Mathematics, General	40 %
Badea-Mic,Mihaela C.	Physiology (Includes Anatomy)	35 %
Bagley,Patricia M.	Registered Nursing	48 %
**(A5) Bahm,Naomi I.	Psychology, General	20 %

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TEMPORARY, PART-TIME EMPLOYEES Spring 2017
American River College

Name	Subject	FTE	
Bailey,Katherine A.	Dance	15	%
Bailey,Madeleine R.	Emergency Medical Services	1	%
Bains,Neelam	English	67	%
Ball,Kimberly A.	Job Seeking/Changing Skills	13	%
Bastian,Gregory A.	Business Administration	40	%
Bastian,Gregory A.	Real Estate	20	%
Baum,Lori S.	Reading	30	%
Baxter,Kenneth W.	Political Science	20	%
Beattie,Brandon L.	Welding Technology	28	%
Beckum,LaQuisha	Psychology, General	20	%
Beezley,Shareen G.	Paralegal	20	%
**(A5) Belton,Linda V.	Physical Education	30	%
Bertaccini,Lisa Anne	Human Services	20	%
Bertinuson,Joy A	Painting & Drawing	57	%
Beuttel,Michelle	Reading	17	%
Blackthorne,Henry N.	English	47	%
Boal,Keith F.	Counselor	6	%
Boling,Patrick V.	Diesel Technology	64	%
Boroughs,Terry J.	Earth Science	20	%
Borowiak,Margaret A.	Gerontology	20	%
Boskovich,Mary A.	Fashion	20	%
Bowden,Ellen	Anthropology	15	%
Bowden,Ellen	Archaeology	20	%
**(A2) Bowles,Christy M.	Natural Resources	18	%
Boyer,Alba M.	Spanish	49	%
Bradford,Chris E.	Automotive Technology	35	%
Braun,Marlia M.	Dietetic Services and Management	20	%
Britton,Rebecca L.	Political Science	20	%
Brown,Melissa R.	Child Development/Early Care and Educatio	20	%
Brownell,Eric M.	English	67	%
Brunkala,Joel T.	English	60	%
Brynelson,Julia D.	Paralegal	60	%
Buch,Dipali D	Coordinator	20	%
Buchanan-Cello,Shelly A.	Library Science, General	20	%
Buljan,Laurette C.	English	47	%
Burke-Polana,Sharon R	Drafting Technology	33	%
Burrhus,Braden	Emergency Medical Services	1	%
**(B5) Byrd,Steven D.	Automotive Collision Repair	35	%
**(B5) Byrd,Steven D.	Welding Technology	28	%
Bystrom,Helen C.	English	27	%
Bystrom,Helen C.	Reading	27	%
Cabral,Colette H.	Sign Language	53	%
Campbell,Morgan T.	Chemistry, General	60	%
Campos,David A	Counselor	5	%
Cannon,Christina M.	Sociology	20	%
Cardenas,Theresa M.	Counselor	27	%
Carleton,Christopher J.	Automotive Technology	35	%
**(B5) Carlisle,Ralph R.	Automotive Technology	15	%
Carlson,Don L.	Sales and Salesmanship	20	%
Carney,Diane	Biology, General	35	%
Carpenter,Demille R.	Counselor	15	%
Carr,John N.	Fire Technology	20	%
**(A2) Carr,Lisa A.	Child Development Administration and Mana	27	%
Carrier,Nicole	Spanish	53	%

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TEMPORARY, PART-TIME EMPLOYEES Spring 2017
American River College

Name	Subject	FTE	
Cartan,Jennifer A.	Spanish	27	%
**(A1) Carter,Kathy A.	Child Development/Early Care and Educatio	20	%
Caspersen Schultz,Julie A.	ESL Speaking/Listening	27	%
Chamness,Jon F.	Emergency Medical Services	1	%
**(B2) Chapek,Carl W.	Software Applications	47	%
**(A4) Chevraux,Renee M.	Gerontology	27	%
Chicoine,Kari J.	Drafting Technology	67	%
Chochezi,Victoire S.	Speech Communication	20	%
Chong,Eun A	Mathematics, General	40	%
Chung,Jackson	Mathematics, General	53	%
Clinciu,Dorin G.	Automotive Technology	35	%
Codd,Andrew R.	Landscape Design & Maintenance	28	%
Codd,Andrew R.	Nursery Technology	28	%
Cody,Mary L	Psychology, General	40	%
Colby,Shannon R.	Psychology, General	60	%
Conant,Jessica L.	Academic Guidance	20	%
**(A2) Connors,Valerie S.	English	67	%
Conrad,Peter K.	Administration of Justice	40	%
Constante,David	Sociology	20	%
Constantino,Valerie	Art	28	%
Cook,Frank D.	Commercial Music	30	%
Cooper,Paul G.	History	20	%
Corwin,Charles H.	Chemistry, General	27	%
Cotton,Gary D.	Software Applications	12	%
Currea,Ana Maria S.	Reading	47	%
Curtis,Lindsay J.	ESL Writing	27	%
Cylinder,Paul D.	Natural Resources	20	%
Czaja,Diane E.	Respiratory Care/Therapy	60	%
Davies,Peter RA	Political Science	20	%
Davis,Alicia A.	Mathematics, General	27	%
Davis,Danielle R.	History	40	%
Dean,Cynthia M.	ESL Reading	27	%
Decker,Noah P.	Nutrition, Foods, and Culinary Arts	40	%
Delgadillo,Marisol	Anthropology	30	%
DeSouza,Kara D.	Psychology, General	28	%
Deubert,Michelle M.	Psychology, General	40	%
Devaney,Karen M.	English	53	%
Diclementine,Jacqueline C.	Philosophy	40	%
**(B5) Dieu,Anne Lenere	Fashion	28	%
**(B5) Dieu,Anne Lenere	Fashion Design	28	%
Dilgard,Paul H	ESL Writing	27	%
Dilgard,Paul H	ESL Reading	27	%
Dilgard,Sylvia B.	Academic Guidance	20	%
Dilgard,Sylvia B.	Counselor	40	%
Dolce,Thomas F.	Computer Programming	20	%
Domek,Anna L.	General Work Experience	20	%
Dorris,Tamara L.	Real Estate	60	%
Driscoll,John A.	Computer Graphics and Digital Imagery	28	%
Drobot,Mikhail	Diesel Technology	60	%
Duan,Xin-Ran	Mathematics, General	60	%
Dube,Smile	Economics	20	%
Dubois,Dara L.	Automotive Technology	13	%
Duffey,Brendan C.	Commercial Music	57	%
**(A5) Dunmore,Steven E.	Intercollegiate Athletics	49	%

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TEMPORARY, PART-TIME EMPLOYEES Spring 2017
American River College

Name	Subject	FTE
Duran,James J.	Mathematics, General	60 %
Durden,Michelle L.	Sociology	20 %
Duval,Beverly K.	Librarian	33 %
Dvorak,Michael C.	Mathematics, General	53 %
Dyer,Daniel P.W.	English	57 %
Earle,Robert E	Geographic Information Systems	20 %
Eberhardt,Claire E.	History	20 %
Eckley,Terri L.	Psychology, General	40 %
Econome,Jennie G.	Academic Guidance	40 %
Econome,Jennie G.	Counselor	20 %
**(B5) Elledge,Clayton E.	Emergency Medical Services	1 %
Engstrom,Karina H.	Biology, General	40 %
Ensch,Elena G.	Russian	27 %
Evans,Merle L.	Registered Nursing	3 %
Ezenwa,Emmanuel C	Welding Technology	62 %
Fagiolo,Catherine E.	Music	5 %
Falloon,Matthew T.	English	20 %
Farahnak,Fereydoon	Microbiology	40 %
Farias,Imelda	Counselor	54 %
**(B5) Farnham,Cynthia B.	Sign Language Interpreting	27 %
Fassler,Amie Y.	Mathematics, General	20 %
Feely,Abigail B.	History	40 %
Fernandez,Joyce M.	Academic Guidance	20 %
Fernandez,Joyce M.	Counselor	6 %
Fitzgerald,Timothy R.	Physical Education	13 %
Fleshman,Dane R.	Mathematics, General	60 %
Flynn,Lorraine M.	English	40 %
Fong,Angela J.	Academic Guidance	7 %
Fong,Angela J.	Counselor	14 %
Forehand,James R.	Mathematics, General	40 %
Fountain,Mark BV	Biomedical Instrumentation	35 %
Fox,Lori L.	English	47 %
Freas,Kristina M.	Emergency Medical Services	1 %
Freund,Laura	English	43 %
Gale,Deborah N.	Mathematics, General	53 %
Garasanin,Olivera	History	20 %
**(A1) Garbutt,Jared J.	Nutrition, Foods, and Culinary Arts	20 %
Garcia,Louie G.	Electrical	62 %
Garcia,Monica R.	Spanish	53 %
Garfield,Elizabeth T.	Physiology (Includes Anatomy)	50 %
Garg,Purwa	Fashion	20 %
Garrido-Guerrero,Denise M.	Sign Language Interpreting	3 %
Gaudard,Rolf R.	History	20 %
Gause,Cynthia R.	Landscape Design & Maintenance	20 %
Gebo,Rebecca A.	Health Education	20 %
Gerhart,Karen L.	Biology, General	43 %
Gerlis,Rachel A.	Sign Language	27 %
Gessler,Martin J.	Fine Arts, General	20 %
Ghamami,Omid	Marketing & Distribution	20 %
Ghasemiyeh,Soraya Z.	Biology, General	8 %
Ghasemiyeh,Soraya Z.	Chemistry, General	50 %
Ghosh,Rupa	Reading	23 %
Gillespie,Sean B.	Emergency Medical Services	1 %
Giusti,Emily M.	Registered Nursing	50 %

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TEMPORARY, PART-TIME EMPLOYEES Spring 2017
American River College

Name	Subject	FTE
Glenn,Daniel J.	ESL Writing	27 %
Glenn,Daniel J.	ESL Speaking/Listening	27 %
Glickman,James A.	Real Estate	23 %
Glynn,Harley A.	Commercial Music	28 %
Goldbar,Christine A.	English	40 %
Gorchoff,Sara M.	Psychology, General	60 %
Gottke,Darren J.	Chemistry, General	57 %
Grider,Ronald O.	Chemistry, General	57 %
Griffith,David A.	Physics, General	20 %
Gruber,Corey M.	English	47 %
Gruber,Corey M.	Reading	3 %
Grueneberger,Arthur R.	World Wide Web Administration	12 %
Guadalupe,Krishna L.	Sociology	20 %
Guerra,Jorge E.	Mathematics, General	33 %
Gunn,Martin E.	Automotive Technology	35 %
Guthrie,Shannon J.	Dietetic Services and Management	45 %
Gutierrez,Julio S.	Automotive Technology	53 %
Gutowsky,Edward A.	English	20 %
Ha,Annette A.	English	27 %
Hall,Neda Nicole	Infants and Toddlers	19 %
Hanson,Christopher James	Emergency Medical Services	1 %
Hartman,Galen L	Automotive Collision Repair	63 %
Hatcher,Scott A.	Emergency Medical Services	17 %
Heathington,Michelle K	Sign Language	27 %
Hedayati,Stefanie	Microbiology	40 %
Hein,Randall D.	Emergency Medical Services	1 %
Herrera,Daniel A.	Computer Graphics and Digital Imagery	28 %
Herzog,Rebecca A.	Political Science	20 %
**(A5) Hickman,Lauren Rose	Child Development/Early Care and Educatio	36 %
Hoffman,Ana B.	Spanish	53 %
**(A5) Hollenbeck,Shelly M.	Mathematics, General	20 %
Holmes,Brett C.	Mathematics, General	27 %
Hurner,Sheryl Marie	Business and Commerce, General	20 %
Hurner,Sheryl Marie	Speech Communication	20 %
Hynson,Melissa Rene	Librarian	4 %
Jacobs,David C.	Philosophy	40 %
Jantz,Darlene H.	ESL Reading	20 %
Jones,Robert B.	Mathematics, General	33 %
Kantner,Amber	ESL Writing	27 %
**(A1) Kawamoto,Walter T.	Sociology	40 %
Keith,Jason D	Automotive Technology	20 %
Kempa,David Nathaniel	Journalism	28 %
Kiteck,Peter J.	Mathematics, General	60 %
Kloss,John T.	Sociology	20 %
Knox,Paul Douglas	English	60 %
Krause,Arlene D.	Gerontology	7 %
Kronzer,Matthew	English	60 %
Kurzer,Kendon C	ESL Writing	27 %
Lagergren,Paul C.	Speech Communication	20 %
Lam,Nam Hai	Mathematics, General	53 %
Laman-Maharg,Abigail R	Psychology, General	20 %
Lambating,Julita Gabunada	Mathematics, General	20 %
Laughton,Barbara A.	English	47 %
Law,Barbara J.	Emergency Medical Services	1 %

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TEMPORARY, PART-TIME EMPLOYEES Spring 2017
American River College

Name	Subject	FTE	
Lazo,Carol M.	Business and Commerce, General	20	%
Lee,Houa	Counselor	53	%
Lewis,Olivier Robert	French	27	%
Liu,Ka Man	Biomedical Instrumentation	13	%
Livi,Marcella	French	27	%
Livi,Marcella	German	27	%
Lodi,Rose-Marie	French	27	%
Mahmood,Khalid	Mathematics, General	53	%
Maiello,Nancy T.	Mathematics, General	20	%
Manker,Nicole M	Dance	14	%
Manukyan,Knarik	Mathematics, General	60	%
Marmer,Richard	Psychology, General	40	%
Martin,Dominik N.	Emergency Medical Services	1	%
Martin,Susannah J.	German	27	%
Martinez,Maricela C.	Spanish	27	%
McCartney,Michael Lake	Emergency Medical Services	1	%
**(A2) McCurry,Leslie K.	Mathematics, General	33	%
McHenry,Jennifer L.	Geographic Information Systems	3	%
McKaig,Sandra L.	Mathematics, General	20	%
McKenna,Michael Francis	Fire Technology	20	%
Medcalf,John C.	Mathematics, General	33	%
Medkeff,Robert T.	Coordinator	0	%
Moftakhar,Hossein	Psychology, General	20	%
Montalbo,Joseph Louis	English	60	%
Morris,Jessie	Paralegal	20	%
**(A2) Moser,Richard M.	English	50	%
Narvand,Payam	Computer Support	20	%
Nathaniel,Brianna Lynn	Emergency Medical Services	1	%
**(A5) Nedorezov,Svetlana	Mathematics, General	20	%
**(A5) Nedorezov,Svetlana	Mathematics Skills	7	%
Ngo,Tu C.	Mathematics, General	60	%
Oneal,Jennifer L	Librarian	7	%
Parkman,Sharon	Registered Nursing	48	%
Pavlovich,Lorraine M.	Paralegal	60	%
**(A5) Penwell,Robyn S.	Physical Education	15	%
Perez,Kristine A.	Biology, General	35	%
Pfister,Nancianne	Speech Communication	20	%
Platte,Daniel J.	Diesel Technology	57	%
Powell,Gregory M.	Emergency Medical Services	1	%
Powers,Matthew T.	Administration of Justice	20	%
Preciado,Monica Isabel	Counselor	48	%
Pristupa,Natalia P	Mathematics, General	53	%
**(B2) Pyrev,Sergey	Drafting Technology	20	%
Quirarte,Vicki D.	Technical Communication	20	%
Reams,Rebecca E.	Speech Communication	20	%
Reed,Linda M.	Gerontology	13	%
**(B5) Reeves,Leslie	Coordinator	0	%
Reichel,Sonya J.	Mathematics, General	60	%
Reisinger,Michele A.	Registered Nursing	23	%
Riley,Robert R.	Emergency Medical Services	1	%
Rivera-Carpenter,Veronica M.	Child Development/Early Care and Educatio	20	%
Robinson,Clinton J.	Physical Education	15	%
Rodriguez-Rutten,Paula	Mathematics, General	60	%
Rojas,Briana	Psychology, General	20	%

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American River College

Name	Subject	FTE
Rojas,Evelyn R	ESL Writing	27 %
Rojas,Teresa M.	Physical Education	15 %
**(A1) Roltsch,Irene A.	Nutrition, Foods, and Culinary Arts	1 %
Roome,Elizabeth C.	ESL Writing	27 %
Roome,Elizabeth C.	ESL Speaking/Listening	27 %
**(B5) Rossman,Leslie A.	Welding Technology	15 %
Rowe,Stephanie A.	Accounting	20 %
Ruckels,Melynda S.	Registered Nursing	18 %
**(A2) Safvi,Syed A.	Mathematics, General	33 %
Salisbury,Roy D.	World Wide Web Administration	12 %
**(A2) Salluzzo,Michelle Anne	Child Development/Early Care and Educatio	20 %
Samadi,Parisa	Reading	53 %
Samborski,Dan W.	Painting & Drawing	57 %
Saur,Denise M.	ESL Writing	27 %
Saur,Denise M.	ESL Reading	27 %
Schleeter,Mary A.	Gerontology	7 %
Schroeder-Evans,Kimbra S.	Spanish	33 %
Skelton,Nathan E.	Mortuary Science	13 %
Soghomonians,Arlen	Emergency Medical Services	15 %
**(A5) Solso,Allison E.	English	20 %
Sowinski,Lisa M	Mathematics, General	20 %
Stagner,Elaine R.	Sign Language	25 %
Starkey,Danielle F	English	40 %
Stevens,Briagha E.	English	20 %
Stevens,Janis L.	Dramatic Arts	1 %
**(B5) Stewart,Dale R.	Emergency Medical Services	30 %
**(B5) Stickel,Mike E.	Automotive Collision Repair	63 %
Strawn,Gregory D.	English	27 %
Sturgis,Krista M.	Music	18 %
Sukkary,Tamir	Political Science	40 %
Supin,Vitaliy	Mathematics, General	67 %
Tabrizi,Setareh H.	English	53 %
Tadlock,Duane A	Administration of Justice	0 %
Taylor,Karen V.	Child Development/Early Care and Educatio	20 %
Tees,Jonathan M.	Philosophy	20 %
Telleen,Adam C.	Microbiology	20 %
**(B3) Thaten,Kristeena B.	Sign Language	33 %
**(B3) Thaten,Kristeena B.	Sign Language Interpreting	28 %
Thomas,Michael A.	Intercollegiate Athletics	49 %
Thurman,Melissa	Counselor	12 %
Tintiangco,Zachary T.	Mathematics, General	33 %
Toledo,Kim K.	Counselor	36 %
Toomey,Daniel P.	Administration of Justice	40 %
Torres,Santos	Sociology	20 %
Travis,Margaret A.	English	27 %
Travis,Margaret A.	ESL Reading	27 %
Tzou,Ann S.	ESL Writing	27 %
Tzou,Ann S.	ESL Speaking/Listening	27 %
Umhauer,Teri J.	Fashion Design	57 %
Valenzona,Deborah A.	Reading	60 %
VanElls,Deborah B.	History	40 %
**(A5) VanRegenmorter,Heidi L.	Music	46 %
Vasquez,Karen M.	Speech Communication	60 %
Verhage,Beth L	ESL Writing	27 %

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American River College

Name	Subject	FTE
Verhage,Beth L	ESL Reading	27 %
Villalobos,Everardo	Emergency Medical Services	1 %
Villalpando,Janel C	ESL Writing	27 %
Villalpando,Janel C	ESL Reading	27 %
Vitaich,Jason M.	Political Science	40 %
Wakeley,James M.	Automotive Technology	28 %
Walters,Kimberly	Child Development/Early Care and Educatio	19 %
Warman,James L.	Health Occupations, General	20 %
Watkins,Lori J.	Child Development/Early Care and Educatio	20 %
Webb,Marni B.	Reading	60 %
Welch,David P.	Drafting Technology	28 %
Welch,Nicole M.	Business Management	40 %
Welter,Lee O.	Emergency Medical Services	1 %
West Oyedele,Erica V.	Sign Language Interpreting	16 %
Westre,Barbara J	Counselor	43 %
Wetzel,Eric A.	Emergency Medical Services	1 %
White,Bryan C.	Mathematics, General	20 %
Wilkinson,Cheryl	ESL Writing	27 %
Wilkinson,Cheryl	ESL Reading	27 %
Wiltz,Paul O.	English	40 %
Wolfley,Ronald E.	Emergency Medical Services	1 %
Wong,Kevin	Diesel Technology	35 %
Wonnell,Tamalpais	Technical Communication	40 %
Wonnell,Tamalpais	Cross Term	12 %
Wood,Laura D.	Librarian	6 %
Wooden,Tami D.	Physical Education	28 %
Wooden,Tami D.	Intercollegiate Athletics	15 %
Young,Cicely N.	English	27 %
Young,Kelly	Reading	7 %
Zimny,Paul L.	Dance	15 %

TEMPORARY, PART-TIME EMPLOYEES Spring 2017
Cosumnes River College

Name	Subject	FTE
Abrams,Elizabeth A.	Intercollegiate Athletics	49 %
**(A5) Adams,Jon	Health Education	40 %
**(A5) Adams,Jon	Coordinator	20 %
Ahmadi,Abbas	Computer Networking	31 %
Allen,Cheryl A.	Children with Special Needs	20 %
Allen,Cheryl A.	Family Studies	20 %
Aly,Mohamed A. E.	Physiology (Includes Anatomy)	50 %
Amer,M. Rosalie C.	Librarian	6 %
Amini,Behrooz	Accounting	27 %
Anderson,Lauren G.	Physical Education	15 %
Apple,George W.	Fire Technology	20 %
Aptekar,Rachel M.	Biology, General	50 %
Aranda,Amanda	Counselor	18 %
Babka,Cary M.	Film Studies	20 %
Ballard,Sheryl L.	Child Development/Early Care and Educatio	40 %
Ballard,Sheryl L.	The School Age Child	20 %
Balsamo,Andrea	Business and Commerce, General	20 %
Bass,Charles W.	Chemistry, General	30 %
Benevent,Richele L.	Mathematics, General	33 %

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TEMPORARY, PART-TIME EMPLOYEES Spring 2017		
Cosumnes River College		

Name	Subject	FTE
Bennett-Cauchon,Benjamin B.	Mathematics, General	53 %
Bennett-Cauchon,Benjamin B.	Mathematics Skills	7 %
Benskin,Karena T.	Small Business and Entrepreneurship	20 %
Binder,Marnie	Other Humanities	20 %
Blank,Patricia D.	Business and Commerce, General	20 %
Borders,Angela M.	English	20 %
Brooks,James K.	Mathematics, General	33 %
Brown,Shelley J.	Librarian	11 %
Buchanan-Cello,Shelly A.	Librarian	11 %
Cann,John Allen	English	40 %
Cannon,Christina M.	Sociology	20 %
Carinci,Sherrie T	Business and Commerce, General	40 %
Charles-Tollerup,Jennifer J.	Biology, General	40 %
Cherry,Julius J.	Business Administration	20 %
Chow,Nicholas	Mathematics, General	53 %
Cochran,Miles	Speech Communication	40 %
Conway,Sandra L.	Accounting	27 %
Dang,Tina G.	Academic Guidance	20 %
Dang,Tina G.	Counselor	1 %
Davenport,Lon	Business Administration	40 %
Domek,Anna L.	Counselor	2 %
Dowell,Michael E.	Economics	20 %
Doyle,Laurel C.	Child Development/Early Care and Educatio	40 %
Doyle,Laurel C.	Infants and Toddlers	20 %
Drake,Laura	Accounting	27 %
Dunn,Cynthia Y.	Business and Commerce, General	20 %
Dunne,Vanessa P.	Microbiology	60 %
Edmonds,Jason L.	Anthropology	20 %
Ellis,Brandon L.	Intercollegiate Athletics	49 %
Farnam,Farhad	Economics	40 %
Favorite,Robert W.	Veterinary Technician (Licensed)	28 %
Ferry-Perata,Elizabeth A.	Family Studies	20 %
Fong,Angela J.	Counselor	33 %
Foster,William H.	Physiology (Includes Anatomy)	50 %
Fowler,Elmira F.	Mathematics, General	67 %
Frey,Atticus M.	Librarian	3 %
Garcia,Yolanda D.	Office Technology/Office Computer Applicati	13 %
Ghuman,Maninder K.	Librarian	49 %
Gilmore,Cassandra C.	Anthropology	55 %
Gordon,Henry P.	Librarian	41 %
Grahn,Robert A.	Biology, General	55 %
Green,Charlene K.	Counselor	3 %
**(A5) Green-Clark,Michelle R.	Dance	60 %
Greer,Albert A.	Physics, General	35 %
Guan,Bao J.	Mathematics, General	53 %
Higgins,Kathleen Ann	Applied Photography	57 %
Holden,Cherrelle L.	English	60 %
Howe,Dawn M.	Equine Science	15 %
Inoue,Faye S.	Health Occupations, General	40 %
Jensen,Robert Carstens	Psychology, General	20 %
Joseph,Erica H.	Human Services	20 %

TEMPORARY, PART-TIME EMPLOYEES Spring 2017
Cosumnes River College

Name	Subject	FTE
Kaufman,Justin Daniel	Culinary Arts	55 %
Koch,Kristen V.	Fine Arts, General	20 %
Komarova,Irina N.	Mathematics, General	33 %
Kor,Samra Z.	ESL Reading	27 %
Kor,Samra Z.	ESL Speaking/Listening	27 %
Lane,Jim W	Film History and Criticism	40 %
Leo,Regina S.	Counselor	3 %
Limon,Kimberly T.	English	5 %
Lindsey,William N.	Counselor	5 %
Livsey,Cristiane E.	Biology, General	20 %
Mahmood,Ghazanfar B	Health Occupations, General	40 %
Mansourirad,Ehsanollah	Mathematics, General	33 %
Marchak,Taras R.	English	7 %
Mathur,Reena	Mathematics, General	33 %
McCarthy,Patti J.	Film Studies	40 %
McCoy,Kelly I.	Culinary Arts	40 %
McEachen,Kate M	Other Humanities	20 %
McGee,Patti Maria	Radio and Television	28 %
Meyers,Dennis	Economics	20 %
Mohamed,Noha	Biology, General	20 %
Moulin,Nicole K	Veterinary Technician (Licensed)	40 %
Mullen,Carrie D.	Technical Theater	28 %
Mullerworth,Trudi Fields	English	47 %
Ngassam,Valery N.	Physics, General	20 %
Nguyen,Yen Thi	Vietnamese	27 %
Ogilvie,Sheila M.	Academic Guidance	20 %
Otiono,Erica N.	Child Development/Early Care and Educatio	20 %
Pandey,Rajeev R.	Chemistry, General	53 %
Pansius,Deborah H.	English	67 %
Patrick,Jennifer P.	Information Technology, General	7 %
Patten Armbrust,Evelyn T.	Psychology, General	20 %
Perkins-Moore,Deirdre	Computer Networking	23 %
Poeppelman,Timi L.	Journalism	20 %
Poeppelman,Timi L.	Mass Communications	20 %
Prather,Troy D.	Accounting	20 %
**(A5) Quinn,Linda C.	English	47 %
Redmond,Rebecca J.	Technical Theater	28 %
Reed,Arthur L.	Geology	20 %
Samano,Shamiran	Radio	28 %
Samano,Shamiran	Film Studies	20 %
Schrumpf,David J.	History	20 %
Somadhi,Kakwasi	English	13 %
Spisak,John H.	Computer Support	13 %
Stayton,Ashleigh N.	Speech Communication	20 %
Stevenson,Christina L.	English	20 %
Sultanova,Narmina	Music	18 %
Sy,Joanne	Mathematics, General	53 %
Tavares,Tyrone Michael	Counselor	21 %
Tawlks,Krysta R.	ESL Writing	27 %
Thrapp,Sandra L.	Sign Language	57 %
Tittle,Matt G	English	7 %

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TEMPORARY, PART-TIME EMPLOYEES Spring 2017
Cosumnes River College

Name	Subject	FTE	
Tsuboi,Kendra D.	English	47	%
VanAcker,Gregory	Information Technology, General	13	%
Vest,Jefferson D.	Business Management	20	%
Vezzoli,Giuseppe	Biology, General	50	%
Wellington,Erica M.	Counselor	2	%
Welty,Ann E.	Counselor	2	%
Weyland Watson,Desirae M.	Physiology (Includes Anatomy)	20	%
Whalen,Jessica L.	Anthropology	20	%
Wright-MacColl,Shellie L.	Child Development Administration and Mana	20	%
Wunibald,Denise M.	English	53	%
Young,Cicely N.	English	20	%
Zbierski,Meganne Elaine	Health Occupations, General	40	%

TEMPORARY, PART-TIME EMPLOYEES Spring 2017
Folsom Lake College

Name	Subject	FTE	
Abney,Cort D.	Water and Wastewater Technology	20	%
Bates,Andrew G.	Administration of Justice	19	%
Beda,Brandy L.	English	27	%
Beese,Michelle A.	Counselor	65	%
Bettencourt,Laurie	Administration of Justice	20	%
Cannon,Christina M.	Sociology	20	%
Cherok-Fenner,Natalie J.	Phlebotomy	26	%
**(A5) Ciampa,Catherine S.	Human Services	20	%
Cone,Bryan A	Psychology, General	20	%
Daniels,Joyce Anne	Child Development/Early Care and Educatio	20	%
Dao,Phong C.	Biology, General	8	%
Dao,Phong C.	Physiology (Includes Anatomy)	50	%
Darr-Glynn,Kristina D.	Counselor	44	%
Davis,Michael R.	Database Design and Administration	12	%
DeMercurio,Dana M.	Speech Communication	40	%
Dillon,Jeffrey T.	Counselor	39	%
Evans,Scott Dale	Counselor	8	%
Ferry-Perata,Elizabeth A.	Child Development/Early Care and Educatio	20	%
Funderburg,Kelly L.	Study Skills	20	%
Gaffaney,Timothy J.	Political Science	20	%
Gaviola,Frank E.	Physical Education	30	%
**(A4) Germany,Talver J.	Painting & Drawing	57	%
Glenn,Phillip D.	Accounting	22	%
Harris,Michael P	English	40	%
Hauschildt,Sean	Sign Language	27	%
Hensley,Angelina C	Human Services	40	%
Herrmann,David M.	Water and Wastewater Technology	40	%
Jones,Amy Rebecca	Coordinator	43	%
Kashi,Jasmin	ESL Reading	27	%
Knudson,Anita L.	History	20	%
Kwong,Kenneth Richard	Fire Technology	20	%
Laird,Michelle L.L.	Psychology, General	40	%
Lee,Michelle K.	Physiology (Includes Anatomy)	50	%
Lewis,Barbara	Study Skills	20	%

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TEMPORARY, PART-TIME EMPLOYEES Spring 2017
Folsom Lake College

Name	Subject	FTE
Lynch,Blair N.	Psychology, General	20 %
Miller,Windy Sioux	Medical Laboratory Technology	35 %
Milton,Piper Isabeau	Fine Arts, General	40 %
Mukarram,Abida	Database Design and Administration	12 %
Osorio,Cecilia G.	Biology, General	23 %
Patten Armbrust,Evelyn T.	Psychology, General	40 %
Pechenova,Mariia	Music	25 %
Rink,Shelley F.	Music	27 %
Roberts,Mark E.	Mathematics, General	40 %
Rowe,Stephanie A.	Accounting	20 %
Rush,John A.	Anthropology	50 %
Saur,Theodore J.	ESL Writing	27 %
Sherrell-Davis,Elizabeth A.	Business and Commerce, General	20 %
Smith,Leon T.	Other Humanities	20 %
Sporov,Evgeniy V.	Music	15 %
Stanphill,Cindy D.	English	67 %
Starkey,Danielle F	English	27 %
Sughrue,Wesley	Biology, General	8 %
Suter,Tracy	Mathematics, General	33 %
Sutton,Amber M.	The School Age Child	20 %
Tharalson,Julie A.	Nutrition, Foods, and Culinary Arts	20 %
Thompson,Janel D.	Anthropology	35 %
Tully,David D.	Computer Programming	47 %
Vitaich,Jason M.	Political Science	20 %
Wallace,Jennifer C.	Dramatic Arts	20 %
Watters,Stephen W.	Anthropology	20 %
White,Daniel E.	Business and Commerce, General	20 %
Wise,William M.	ESL Writing	27 %
Wise,William M.	ESL Speaking/Listening	27 %
Works,Bethany C.	Speech Communication	40 %
Wright,Cheryl A.	Business Management	40 %
Yeager,Curtis L.	Microbiology	20 %
Yeager,Curtis L.	Health Occupations, General	20 %
Youngblood,Brandon S.	Psychology, General	40 %
Zarecky,Barry V.	Intercollegiate Athletics	49 %
Zhang,Ying	Mathematics, General	33 %

TEMPORARY, PART-TIME EMPLOYEES Spring 2017
Sacramento City College

Name	Subject	FTE
Abrams,Ellen A.	English	40 %
Ackley,Robert	Psychology, General	20 %
Acosta,Ruben	Job Seeking/Changing Skills	13 %
Ahlenstorf,Tracy	Counselor	6 %
Aldabe,Bertrand C.	Environmental Control Technology (HVAC)	48 %
Aldrich,Cathleen	Reading	15 %
Anapolsky,Carol S.	Digital Media	21 %
Anapolsky,Carol S.	Computer Graphics and Digital Imagery	21 %
Apostol,Consorcia	Filipino (Tagalog)	27 %
Arack,James N.	Psychology, General	48 %

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TEMPORARY, PART-TIME EMPLOYEES Spring 2017
Sacramento City College

Name	Subject	FTE
Aranda,Amanda	Counselor	19 %
**(A1) Areson,Mark H.	Physical Fitness and Body Movement	50 %
Armstrong,Charles H.	Physics, General	35 %
Asuncion,Robert J.	Physical Therapy Assistant	32 %
**(A2) Austin,April J.	English	40 %
Avramenko,Liliana P.	Russian	27 %
**(A5) Bair,Lewis E	Information Technology, General	27 %
Barry,Mathew A.	Physical Therapy Assistant	8 %
Batarseh,Yousef M.	History	20 %
Bechtold,Mary K.	Physical Therapy Assistant	15 %
Bennett,Gary N.	Computer Networking	15 %
Bergman,Jacqueline J.	Nutrition, Foods, and Culinary Arts	20 %
Betz,Deborah Y.	Counselor	32 %
Borders,Angela M.	English	27 %
Borenstein,Jennifer G.	Economics	40 %
Boyd,Rebecca M.	Library Science, General	7 %
Boyd,Rebecca M.	Librarian	36 %
Brough,Michelle I.	English	40 %
Brown,Melissa R.	Child Development/Early Care and Educatio	20 %
Buchanan-Cello,Shelly A.	Library Science, General	20 %
Burch,Andrew R.	Biology, General	15 %
Cardenas,Theresa M.	Counselor	27 %
Carney,Diane	Biology, General	20 %
Carson,Connie S.	Physical Education	30 %
Castagna,Christine N.	Environmental Studies	20 %
Castillo,David C.	Environmental Control Technology (HVAC)	42 %
Chape,Elizabeth A.	Physical Therapy Assistant	10 %
**(B2) Chapek,Carl W.	Software Applications	18 %
Cheung,Lawrence	Sign Language	53 %
Clark,Terri A.	Librarian	44 %
Clem,Renata L.	General Work Experience	20 %
Cook,Onisha S.	Counselor	12 %
Cooper,Kevin D.	Nutrition, Foods, and Culinary Arts	40 %
Covarrubias,Xavier	Computer Electronics	50 %
Crain,Michael R.	Music	20 %
Cuckovich,Jessica L.	English	27 %
Dang,Tina G.	Counselor	10 %
Dang,Tina G.	Counselor	6 %
Dao,Thanh-Thuy N.	Computer Programming	35 %
Day,Jacie L.	Business and Commerce, General	20 %
Day,Jacie L.	Office Technology/Office Computer Applicati	20 %
**(A2) DeLappe,Lori A.	Dramatic Arts	50 %
Denman,Tiffany N.	English	20 %
Diaz-Gastelum,Gloria	Spanish	53 %
Diaz-Vaughn,Andrea V.	Graphic Art and Design	42 %
Dicus,Michelle M.	Chemistry, General	50 %
Dobbs,Charles K.P.	English	40 %
Dowdall,Richard J	Psychology, General	40 %
Downie,Tyler S.	Counselor	7 %
Eckley,Terri L.	Psychology, General	20 %
Edmonds,Jason L.	Anthropology	20 %

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TEMPORARY, PART-TIME EMPLOYEES Spring 2017			
Sacramento City College			

Name	Subject	FTE	
Farias,Imelda	Counselor	6	%
Farrelly,Joseph T.	Sociology	40	%
**(A5) Ferrara-Jones,Julie D.	Physical Fitness and Body Movement	50	%
Fore,Dana Y.	English	40	%
French,Catherine A.	English	60	%
Gaffaney,Timothy J.	Political Science	40	%
Galves,Fred	Business Administration	40	%
Gander,Therese A.	Mathematics, General	25	%
Garcia,Maria	Spanish	27	%
Gifford,Christina M.	English	20	%
Gmelin,Robert P.	English	20	%
Goldberg,Sherri B.	Counselor	12	%
Goodchild,Rebecca D	Librarian	22	%
Gordon,Henry P.	Library Technician (Aide)	7	%
Gossett,Julie M.	Nursing	45	%
Grady,Kevin R.	Learning Skills, Learning Disabled	65	%
Graham,Frank D.	English	20	%
Graves,Sherri D	Biology, General	20	%
Graves,Sherri D	Physiology (Includes Anatomy)	40	%
Grawey,Kathleen R.	Cosmetology and Barbering	4	%
Gregory,M. Anne	Painting & Drawing	57	%
Grueneberger,Arthur R.	Information Technology, General	18	%
Gunn,Alexander	Chemistry, General	20	%
Gutierrez,Alicia I.	Counselor	51	%
Harris,Richard A.	Administration of Justice	21	%
Heisinger,Kurt D.	Accounting	27	%
Hoskins,David L.	Physical Fitness and Body Movement	13	%
Imagine,Eve M.	Reading	40	%
Jackson,Angela M.	Coordinator-Instruct LAB	33	%
Jones,Evan A.	English	20	%
Jones,Woodrow D	Computer Graphics and Digital Imagery	21	%
**(A4) Kajikyan,Ruzanna	Nursing	60	%
Kehl,Anthony J.	Physical Fitness and Body Movement	40	%
Kellogg,Cynthia	English	20	%
Kennedy,Carol E.	ESL Speaking/Listening	1	%
**(A5) Kiehn,Kenneth	English	47	%
Koster,Kristin E	French	25	%
Krueger,Kristen E.	Health Professions, Transfer Core Curriculum	7	%
Kuwamoto,Jill	Fashion Production	57	%
Lee,Pao	Counselor	41	%
Lee,Pao	Counselor	9	%
Lee,Pao	Counselor	11	%
Lossin,Christoph	Physiology (Includes Anatomy)	50	%
Lower,Nancy S.	Music	12	%
Mark,Arthur	Information Technology, General	18	%
McDaniel,Arrickia R.	Job Seeking/Changing Skills	7	%
McLearan,Susan H.	Dental Hygienist	64	%
Meza,Ryan Angel	Applied Photography	14	%
Millendez,Stacy M	Cosmetology and Barbering	36	%
Mumma,Julie E.	Administration of Justice	20	%
Neilson,Wendy N.	Occupational Therapy Technology	31	%

TEMPORARY, PART-TIME EMPLOYEES Spring 2017
Sacramento City College

Name	Subject	FTE
Nguyen,Alfonso K.	Counselor	14 %
Nguyen,Thanh V.	Vietnamese	1 %
Nicholson,J. Christine	Dramatic Arts	20 %
Oehler,Dylan Olivia	English	20 %
Paden,Sylvia S.	Nursing	45 %
Palmi,Jason R	Administration of Justice	20 %
Perkins,Brett T.	English	60 %
Prilepina,Tamara F.	Mathematics, General	20 %
Propper,Ralph	Chemistry, General	7 %
Prudhel,Bradley K.	Environmental Control Technology (HVAC)	57 %
Pytel,Darren L.	Administration of Justice	40 %
Quiggle,Dexter	Dental Hygienist	7 %
Reach,Lorna	Counselor	61 %
Rendon Hall,Velma	Cosmetology and Barbering	6 %
Richmond,Pamela R.	English	47 %
Rickgauer,Donald R.	Psychology, General	31 %
Rowland,Martha E.	Library Technician (Aide)	13 %
Royal,Joy R.	Information Technology, General	53 %
**(A1) Ruiz,Aracely	Counselor	30 %
Screechfield,Rosalie M.	Mathematics, General	25 %
Singh,Jatinder P.	Computer Programming	35 %
Stupka,Edwin H.	Counselor	33 %
**(A5) Swafford,Derek L.	Counselor	9 %
Szabo,Paula N.	Psychology, General	53 %
**(B5) Talle,Tricia	Coordinator-Instruct LAB	50 %
Tavares,Tyrone Michael	Counselor	4 %
Taylor,Elisher M.	Counselor	51 %
Tharalson,Julie A.	Nutrition, Foods, and Culinary Arts	20 %
Thorpe,Wade S.	Administration of Justice	20 %
Torres,Christopher P.	Counselor	6 %
Torres,Christopher P.	Counselor	6 %
Torres,Laura	English	53 %
Torres,Santos	Sociology	40 %
Toy-Moy,Victoria T	ESL Reading	10 %
Treon,Caron L.	English	20 %
Truax,Casey M.	Occupational Therapy Technology	12 %
Tungol,Ferdinand	Dental Hygienist	18 %
**(A5) Ulrich,Walter D.	Intercollegiate Athletics	30 %
Uram,Peter	Mathematics, General	60 %
Uram,Tatyana A.	Mathematics, General	53 %
Van Dusen,Jody	English	27 %
Van Warmerdam,Wim L. G.	Mathematics, General	53 %
Velasquez,Elizabeth	Counselor	60 %
Villec,John Lee	Music	40 %
Vinsant,Denise T	Counselor	10 %
Walker,Melissa C.	Dental Assistant	30 %
Waltonen,Karma	English	20 %
Weast,Jonathan L	Graphic Art and Design	21 %
Wheeldon,Sandra M.	Dental Assistant	62 %
Williams,Angelo A	Sociology	40 %
Wong,Cissy	ESL Speaking/Listening	2 %

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TEMPORARY, PART-TIME EMPLOYEES Spring 2017
Sacramento City College

Name	Subject	FTE
**(A1) Wrenn,Robert Alan	Music	40 %
**(A1) Wright,Tatyana N.	Counselor	33 %
**(A1) Wright,Tatyana N.	Counselor	20 %
Wynne,Daniel B.	Geology	20 %
Yapundich,Diane M.	Political Science	40 %
Yi,Terence	Mathematics, General	27 %
Youngblood,Brandon S.	Psychology, General	20 %
Zanartu,Luis A	Sociology	20 %
Zeimet,Lois M	Psychology, General	40 %
Zellmer,Matthew A.	English	47 %
Zheng,Tan Yi	Japanese	27 %
Zimlich,Susan A.	Fashion Production	57 %

REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2017
American River College

Name	Subject	FTE
Abdul,Alisher S.	Mathematics, General	40 %
**(B2) Aguilar,Gary L.	Drafting Technology	53 %
Ahmadi,Al	Electronics & Electric Technology	15 %
Ahmadi,Al	Telecommunications Technology	30 %
Allie,Diana J.	Academic Guidance	20 %
Andre,Susan	Job Seeking/Changing Skills	13 %
Andronas,Jennifer L.	Automotive Technology	40 %
**(A2) Angelone,Michael A.	English	40 %
**(A2) Angelone,Michael A.	Cross Term	12 %
Aubert,John E.	Geography	35 %
Auyeung,Tak	Computer Programming	15 %
Ayala,Connie C.	Coordinator	20 %
Badilla,Araceli	Job Seeking/Changing Skills	13 %
Baldi,Alessandro	Physics, General	20 %
Beaushaw,Frank W.	Diesel Technology	31 %
Beckhorn,Nisha B.	Coordinator	8 %
Bell,John T.	English	7 %
Bennett,Heidi Jillen-Fuller	Business and Commerce, General	20 %
Bertoglio,Nancy A.	Reading	7 %
**(A5) Bethel,Paul B.	History	20 %
Blaney,Julie	Health Occupations, General	20 %
Bovard,Victoria A.	Psychology, General	40 %
Bradford,Aaron R.	English	7 %
Burke,John P.	Mathematics, General	27 %
Burleson,B. Kathryn	Technical Theater	60 %
Casale,Kristin G.	Chemistry, General	30 %
Chao,Pamela H.	Sociology	40 %
Chen,Chiuping	Economics	20 %
Chou,Susan S.	Nutrition, Foods, and Culinary Arts	40 %
Collihan,Kathleen	Social Sciences, General	10 %
Collihan,Kathleen	Political Science	20 %
Condos,Marc A.	Business Management	40 %
Condos,Rachna K.	Business and Commerce, General	40 %

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REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2017
American River College

Name	Subject	FTE
Cooper,Michaela B.	English	40 %
Corbin,Kirsten Bunce	Reading	7 %
Davis,William E.	Biology, General	20 %
Davis,William E.	Coordinator	10 %
Davis,William E.	Coordinator	15 %
Delgado,Diane C.	Coordinator	8 %
Diamond,Robert Vaughn	Accounting	30 %
Domokos,Cristina I.	Mathematics, General	20 %
Downs,Pamela R.	Dramatic Arts	15 %
Duax,Paul L.	Speech Communication	40 %
**(A2) Dumais,Laurence W.	Software Applications	7 %
**(A2) Dumais,Laurence W.	Computer Networking	20 %
Eifertsen,Dyne C.	Music	34 %
Engler,Denise M.	Reading	30 %
Evangelisti,Fred C.	Electronics & Electric Technology	15 %
Finnecy,Timothy J.	Physical Education	15 %
Fish,Melissa M.	Business Management	20 %
Fox,David E.	Software Applications	13 %
Fox,David E.	Cross Term	8 %
Fratello,Natasha M.	Psychology, General	60 %
French,Benjamin R.	Automotive Technology	35 %
Garvey,Andrea P.P.	Psychology, General	20 %
Gelfman,Linda R.	Ceramics	13 %
George,Gary Thomas	Electronics & Electric Technology	20 %
Gilbert-Valencia,Daniel H.	Computer Networking	8 %
Gilman,Joseph A.	Music	45 %
**(A1) Gomez,Martin	Guidance	7 %
**(A1) Gomez,Martin	Counselor	8 %
Gonsalves,Jana L.	Nutrition, Foods, and Culinary Arts	40 %
Gonzalez,Robert J.	Business and Commerce, General	40 %
Goold,Grant B.	Paramedic	70 %
Gorre,Charissa E.	Administration of Justice	40 %
Gott,Sharon E.	Mathematics, General	20 %
Hamre,Susan M.	Music	5 %
Hashima,Edward T.	History	20 %
Holden,Dennis J.	Philosophy	20 %
Hughes,Ralph E.	Music	30 %
Iannone,Albert J.	Fire Technology	40 %
Ilaga,Lisa Hunsaker	Respiratory Care/Therapy	30 %
Jaecks,Glenn S.	Geology	20 %
Jones,Vincent W	Mathematics, General	47 %
Knirk,Brian D.	Culinary Arts	30 %
Knirk,Brian D.	Restaurant and Food Services Management	27 %
Kraft,Mary Ellen	Registered Nursing	10 %
Kubo,Kenneth M.	Biotechnology & Biomedical Technology	5 %
**(A1) Laflam,Jennifer M.	Reading	7 %
Lapierre,Arthur	Music	33 %
Lovering,Janay N.	English	27 %
Machado,Geraldine M.	Human Services	40 %
Maddox,Michael W.	Chemistry, General	30 %
Mattson,Sarah S.	Painting & Drawing	13 %

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REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2017
American River College

Name	Subject	FTE	
McCarroll,Sharleen M.	Mathematics, General	20	%
**(B5) McCormack,John J.	Automotive Technology	40	%
Meador,Dianne L.	Chemistry, General	30	%
Messer,Carter-Ryan	Mathematics, General	33	%
Messier,Christopher D	Welding Technology	42	%
Munger,Teri B.	Coordinator	40	%
Murakami,Dean M.	Psychology, General	15	%
**(B4) O'Brien,Roxanne	Culinary Arts	45	%
Overgard,Jayne A.	Mathematics, General	40	%
Parker,Laura L.	Sculpture	13	%
Parks,Judith	Restaurant and Food Services Management	20	%
Parrinella,Lisa M.	Non Instructional Assignment	20	%
Pico,Glenn A.	Mathematics, General	33	%
Pries,Shannon S.	Reading	13	%
Quintero,Robert A.	Academic Guidance	20	%
Reese,Mark A.	Art	4	%
Rosario,Brian P.	Economics	40	%
**(A3) Russell,Gail	Dramatic Arts	11	%
Rust,Joseph D.	Academic Guidance	40	%
Rutaganira,Thomas	Mathematics, General	47	%
Ryther,Jane E.	ESL Integrated	23	%
Sabzevary,Iraj	Computer Programming	15	%
Sabzevary,Iraj	Database Design and Administration	28	%
Sanchez,Brett Aaron	Mathematics, General	33	%
Sarmento,Meredith A.	Library Science, General	13	%
Schuster,Randall O.	Drafting Technology	30	%
Scott,Margaret L.	Psychology, General	20	%
**(A2) Shimizu,Yujiro	Psychology, General	40	%
Silva,Douglas J.	Restaurant and Food Services Management	35	%
Silva,Nancy E.	Dramatic Arts	48	%
Sizemore,James T.	Physics, General	15	%
**(B2) Sjolund,Joe P.	Physical Education	15	%
Smith,Craig N.	Fine Arts, General	20	%
Smith,Craig N.	Painting & Drawing	28	%
Smith,Sunny	Dance	5	%
Stoehr,Matthew L.	Multimedia	13	%
Stoehr,Matthew L.	Animation	15	%
Stoker,Richard A.	Construction Crafts Technology	4	%
Sukkary-Stolba,Soheir E.	Anthropology	20	%
Thomas,Geoffrey P.	Digital Media	13	%
Thompson,Steven Dean	Music	40	%
Thomsen,Charles E.	Geography	15	%
**(A2) Topinka,John R.	Biology, General	40	%
**(B5) Urkofsky,Teresa E.	Culinary Arts	20	%
**(B5) Urkofsky,Teresa E.	Restaurant and Food Services Management	20	%
Valle,Jesus D.	English	40	%
VanRegenmorter,Merlyn J.	Music	20	%
VanRegenmorter,Merlyn J.	Commercial Music	15	%
VanRegenmorter,Merlyn J.	Cross Term	12	%
Weissbart,Brian	Chemistry, General	30	%
Williams,Samuel W.	Dramatic Arts	28	%

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REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2017
American River College

Name	Subject	FTE	
Williamson,Kate C.	Library Science, General	7	%
Wolf,Mary E.	Coordinator	14	%
Wood,Patricia Emma	Art	28	%
Wood,Patricia Emma	Painting & Drawing	28	%
Yatsenko,Tatyana	Guidance	7	%
Young,Shih-Wen M.	Physics, General	30	%
Young,Shih-Wen M.	Astronomy	20	%
Zarzana,Linda	Chemistry, General	20	%
**(A4) Zhang,Lingling	Accounting	38	%

REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2017
Cosumnes River College

Name	Subject	FTE	
Aldredge,Teresa W.	Human Services	15	%
Breitenbach,Ronald W.	Mathematics, General	33	%
Calamar,Jeanne M.	Adapted Physical Education	47	%
Chapman,Gregory Dennis	Computer Programming	35	%
Charters,Suzette M.	Mathematics, General	20	%
Degn,Frances K.	Academic Guidance	20	%
Fagin,Edwin D.	Economics	20	%
Fishman,Wendell	Information Technology, General	7	%
Fishman,Wendell	Software Applications	13	%
Garcia-Gomez,Yolanda	Counselor	3	%
Granquist,Eric A.	Business Administration	40	%
Hendrix,L. Ralph	Counselor	3	%
Huffman,Elizabeth A.	Political Science	40	%
Kagan,Alexander	Counselor	3	%
Knudsen,Mark James	Chemistry, General	27	%
LaDue,Cheri L.	Physical Education	8	%
Lawlor,Michael J.	Physics, General	47	%
Lewis,Melanie A.	English	20	%
Mathis,Jaqueline S.	Counselor	4	%
Mederos,Lisa-Marie	Business Management	20	%
Mills,Shannon L.	Anthropology	15	%
Newman,Jason C.	History	20	%
Ninh,Thien-Huong T	Sociology	20	%
Post,Kari C.	Physical Education	23	%
Post,Kari C.	Physical Fitness and Body Movement	15	%
**(A5) Reeves,Erica N.	English	27	%
Rogers,Kevin M.	Automotive Technology	30	%
Russell,Michael W.	Chemistry, General	30	%
Seamons,John E.	Reading	20	%
Simpson,Roy W.	Mathematics Skills	13	%
Stewart,Lora	Mathematics Skills	13	%
VanPatten,Charles R.	Philosophy	40	%
Yarbrough,Michael	Mathematics, General	27	%
Zisk,Paul	Sociology	20	%

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REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2017
Folsom Lake College

Name	Subject	FTE	
Aghabeigi,Farah	Accounting	27	%
**(A5) Alexander,John E.	Coordinator	15	%
Boylan,Catherine A.	Speech Communication	40	%
Cahoon,Autumn K.	Anthropology	40	%
DeVille,Rebecca A.	Classics-Humanities	20	%
DeVille,Rebecca A.	Other Humanities	20	%
**(A5) Dowell,Zachary J.	Coordinator	20	%
Fletcher,Francis	English	20	%
Hwang,Eunyoung	Art	13	%
Johnson,Justin Louis	Exercise Sciences/Physiology and Movemen	20	%
Lacy,David J	English	20	%
Newnham,David A.	Music	20	%
Oberth,Christine H.	Biology, General	8	%
Pedro,Jason R.	Medical Laboratory Technology	39	%
Prelip,Angela N.	Speech Communication	40	%
Price,Yvonne E.	English	20	%
**(A2) Royer,Tina L.	English	20	%
Siegfried,Daniel J.	English	20	%
**(A5) Smith,Carolyn D.	Business Management	20	%
Torrez,Matthew	Health Education	20	%
Torrez,Matthew	Exercise Sciences/Physiology and Movemen	40	%
**(A2) Wada,Eric B.	Biology, General	23	%
**(A2) Wada,Eric B.	Botany, General	30	%

REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2017
Sacramento City College

Name	Subject	FTE	
Allen,Randy K.	Applied Photography	13	%
**(A1) Alviar-Agnew,Maria S.	Chemistry, General	15	%
Andrews,Dean S.	Accounting	37	%
Austin,Grace W.	Psychology, General	20	%
Bacod,Maristella A.	Counselor	3	%
Beadles,Lynette R.	Occupational Therapy Technology	9	%
Belair,Diane M.	Counselor	8	%
Block,Angela M.	Sociology	40	%
**(A5) Button,Donald W.	Website Design and Development	13	%
Cheung,Joseph L.	Computer Networking	26	%
Chevraux-FitzHugh,Adrian L.	Sociology	20	%
Copely,Douglas M.	Physics, General	7	%
Crandley,Patrick A.	Electronic Game Design	8	%
Crumpton,Debra J.	Office Technology/Office Computer Applicati	20	%
Dao,Binh C.	Chemistry, General	27	%
Davis,Tony P.	Academic Guidance	13	%
Davis,Tony P.	Counselor	6	%
De Guzman,Emmylou V.	Licensed Vocational Nursing	20	%
Dennis,Mark Anthony	Psychology, General	28	%
Dixon,Michael A.	Computer Programming	20	%

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REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2017
Sacramento City College

Name	Subject	FTE
Doonan,William F.	Anthropology	60 %
Felker,Jeffery J.	Reading	15 %
Fellman,Melissa	Dental Hygienist	23 %
Fitzpatrick,Kenneth E.	Drafting Technology	15 %
Foley,Jo-Ann C.	Child Development/Early Care and Educatio	27 %
Frank,Paul E.	Political Science	40 %
Freas,Adam C.	Counselor	6 %
Gambrell,Deborah M.	Counselor	11 %
Gambrell,Deborah M.	Counselor	6 %
**(A5) Gilley,Shannon R.	Counselor	6 %
Goehring,Kevin S	Aeronautical & Aviation Technology	47 %
**(A5) Griffin,David A.	Physical Education	15 %
Guzman,Sandra G.	Counselor	6 %
Haag,Janis L.	Journalism	13 %
**(B5) Handy,Mae F.	Cosmetology and Barbering	31 %
Jones,Christine M.	Dental Hygienist	8 %
**(A1) Kirkpatrick,Nadine J.	Nutrition, Foods, and Culinary Arts	20 %
Lambert,Angelena	Mathematics, General	27 %
Lewis,Ann	English	20 %
Manriquez,Paul M.	Mathematics, General	33 %
Marshall,Doris F.	Licensed Vocational Nursing	20 %
Miller,Nicholas B.	Sociology	7 %
Newman,Forrest L.	Physics, General	15 %
**(A5) Ng,Wang C.	Electronics & Electric Technology	13 %
Parks,Karen D.	Software Applications	25 %
Phillips,Joseph H.	Mathematics, General	47 %
Piedra,Erica A.	Spanish	27 %
Redmond,Patti A.	Speech Communication	20 %
Richardson,Michael B.	Physics, General	7 %
Rodriguez,Irma S.	Coordinator	11 %
Sheppard,Laurie C.	Nursing	7 %
Stewart,Rachel R	Job Seeking/Changing Skills	13 %
**(A5) Sullivan,Derek J.	Physical Fitness and Body Movement	14 %
Tedla,Dagne	Political Science	40 %
Thompson,Irwin S.	Physical Therapy Assistant	7 %
Times,Kenneth J.	Counselor	6 %
Tromborg,Chris T.	Psychology, General	20 %
Tuifua,Amelia S.	Counselor	6 %
Villanueva,Maria C.	Counselor	7 %
Weinsheink,Shawn E.	Technical Theater	50 %
Williams,Nichelle	Interpersonal Skills	17 %
Wong,Peter W.	Cosmetology and Barbering	31 %
Woodmansee,Rick D.	Mathematics, General	47 %
**(A1) Woolley,Nicole B.	Study Skills	13 %
Xiao,Alex H.	Political Science	40 %
Young,Robert W	Film Production	13 %
Zamora,Frank	Art	28 %
Zannakis,Amanda	Information Technology, General	10 %
Zaragoza,Diana A.	Education, General	13 %

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Name	Subject	FTE
Zeh,Jonathan P.	Environmental Control Technology (HVAC)	27 %

REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2017
Sacramento City College

CLASSIFIED

APPOINTMENT(S)

Name	Position	Assigned to	Effective Date(s)
Abdulwahhab, Samara Q.	Clerk II	ARC	01/23/17
Do, Harry V.	Student Personnel Assistant-Disabled Students Programs and Services	SCC	01/09/17
Farlow, Kristin L.	Administrative Assistant II	ARC	01/17/17
Gamage, Richard A.	Instructional Assistant-Tutorial Center	SCC	01/09/17
Grijalva, Caesar A.	Custodian	ARC	01/23/17
Likes, Russell W.	Lead Maintenance Electrician	FM	02/13/17
Mathur, Pankaj K.	Information Technology Business / Technical Analyst I	DO	02/01/17
Moore, Julie C.	Facilities Planning and Engineering Specialist	FM	02/06/17
Osai, Elisabeth	Financial Aid Clerk II	SCC	02/06/17
Paischer, Silvia	Instructional Assistant-Costuming and Makeup (60%)	ARC	01/23/17
Poole, Tamara D.	Athletic Trainer	SCC	01/09/17
Romero, Daniel I.	Athletic Trainer	SCC	01/09/17
Somov, Tatyana	Accountant	SCC	01/17/17
Talbott, Beth A.	Administrative Assistant I	ARC	02/01/17
Tamang, Shanti	Instructional Assistant-Costuming and Makeup (30%)	ARC	01/17/17

LEAVE(S) OF ABSENCE

Name	Position	Type of Leave	Assigned to	Effective Date(s)
Johnson, Michaela Z.	Administrative Assistant I	Child Care (40%)	DO	08/09/16 – 06/27/17
Lepper, Haley L.	Instructional Services Assistant II	Maternity	SCC	01/30/17 – 06/19/17
Poole, Ashley N.	Human Resources Specialist III	Child Care	DO	11/09/16 – 02/28/17 (Revised)

CLASSIFIED

PROMOTION(S)

Name	New Position (Current Position)	Assigned to	Effective Date(s)
Cheung, Man P.	Clerk III (Clerk II	SCC ARC)	01/09/17
De La Torre, Gina M.	Administrative Assistant I (Maintenance / Operations Clerk	CRC CRC)	12/20/16
Singleton, Lolita J.	Administrative Assistant II (Instructional Services Assistant II	SCC SCC)	02/01/17

REASSIGNMENT(S)/ TRANSFER(S)

Name	New Position (Current Position)	Assigned to	Effective Date(s)
Sala, Marianne	Instructional Assistant-Horticulture, 82.5% (Instructional Assistant-Horticulture, 50%	ARC ARC)	01/01/17
Tran, Trang T.	Account Clerk III (Account Clerk III	DO SCC)	02/06/17

RESIGNATION(S)

Name	Position	Assigned to	Effective Date(s)
Cottor, Laura E.	Bookstore Clerk II	ARC	02/04/17
Hollis, Samantha J.	Public Relations Technician	CRC	01/20/17
Marusich, Gennadiy	Information Technology Specialist I	FLC	02/24/17
Osterholt, Stephen B.	Instructional Assistant-Accounting Lab	SCC	12/31/16
Rafael, James S.	Information Technology Systems / Data Base Administration Analyst I	DO	01/28/17
Ralphs, Heather A.	Student Personnel Assistant-Kinesiology, Health and Athletics	SCC	01/24/17
Shiferaw, Woubejig	Student Success and Support Program Specialist	SCC	01/27/17
Williams, Mark O.	Senior Information Technology Network Administration Analyst	DO	02/04/17
Zoloty, Katherine	Research Analyst	SCC	01/21/17

RETIREMENT(S)

		Assigned	Effective

CLASSIFIED

Name	Position	to	Date(s)
Meisner-Bell, Eva L.	Student Personnel Assistant-Career Center (After 24+ years of service)	ARC	04/29/17
Myart, James O.	Custodian (After 24+ years of service)	CRC	12/31/16
Petty, Cynthia J.	Administrative Assistant II (After 25 years of service)	CRC	04/01/17
Schwimley, Victoria G.	Account Clerk III (After 15 years of service)	DO	03/21/17

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

Name	Title	Effective Date	End Date

American River College

Name	Title	Effective Date	End Date
Ahmad, Nureen	Student Personnel Assistant	1/11/2017	6/30/2017
Ali, Nimo	Student Personnel Assistant	1/3/2017	6/30/2017
Anderson, Kalina A.	Intermediate Interpreter	1/3/2017	6/30/2017
Awabdy, Amira D.	Clerk III	1/18/2017	6/30/2017
Blank, Lauren M	Clerk I	1/23/2017	6/30/2017
Bristol, Lauren R.	Clerk I	1/23/2017	6/30/2017
Bristol, Lauren R.	Clerk I	1/23/2017	6/30/2017
Campe, Kimberly A.	DSP&S Clerk	1/25/2017	6/30/2017
Danial, Sara N.	Custodian	1/9/2017	6/30/2017
Davis, Samantha Louise	Bookstore Aide	1/21/2017	6/30/2017
Filomeo, Melany R	Bookstore Aide	1/21/2017	6/30/2017
Hakoupian, Marisa	Special Projects	1/12/2017	6/30/2017
Hassani, Zahra	DSP&S Clerk	1/18/2017	6/30/2017
Hernandez Perez, Rocio G	Special Projects	1/10/2017	6/30/2017
Hoffpauir, Christien D.	Instructional Assistant	1/11/2017	6/30/2017
Jassim, Areej M.	Financial Aid Clerk I	1/5/2017	6/30/2017
Khadzhi, Yuliya	Clerk I	1/3/2017	6/30/2017
Lebeau, Alexander H	Special Projects	1/10/2017	6/30/2017
Leonard, Derek K.	Instructional Assistant	1/19/2017	6/30/2017
Liang, Yuanhang	Financial Aid Clerk II	1/3/2017	6/30/2017
Loucks, Jessie A	Instructional Assistant	1/11/2017	6/30/2017
Loucks, Jessie A	Instructional Assistant	1/11/2017	6/30/2017
Lowry, Catherine L.	Advanced Interpreter	12/25/2016	6/30/2017
Martinez, Julie E.	Student Personnel Assistant	1/11/2017	6/30/2017
Monahan, Alena M.	Instructional Assistant	1/17/2017	6/30/2017
Roscrow, Morey T.	Specialty Coach	1/1/2017	6/30/2017
Souv, Anita	Bookstore Aide	12/25/2016	6/30/2017
Stevenson, Kyle R.	Art Model	12/12/2016	6/30/2017
Sullivan, Ryan C.	Advanced Interpreter	1/25/2017	6/30/2017
Twilling, Henry M.	Custodian	1/3/2017	6/30/2017
Walton, Princess D	Financial Aid Clerk II	1/17/2017	6/30/2017
Williams, Caresse M.	Specialty Coach	1/13/2017	6/30/2017
Willis, Chantelle J.	Clerk II	1/3/2017	6/30/2017
Wood, Richard C	Instructional Assistant	1/9/2017	6/30/2017

Cosumnes River College

Cha, Cari	Clerk I	1/9/2017	6/30/2017
Chavez Calderon, Jennifer M	Financial Aid Clerk I	1/3/2017	6/30/2017
Eke, Anthony L	Bookstore Aide	12/25/2016	6/30/2017
Gizbrekht, Karolina	Clerk I	1/9/2017	6/30/2017
Keefer, Kevin A.	Assistant Coach	1/1/2017	6/30/2017
Luu, Tony V.	Clerk I	1/9/2017	6/30/2017
McDonald, James A.	Instructional Assistant	1/9/2017	6/30/2017
Nguyen, Thao T	Instructional Assistant	1/5/2017	6/30/2017
Pham, Vu A.	Instructional Assistant	1/9/2017	6/30/2017
Phung, Christopher Q	Clerk I	1/9/2017	6/30/2017
Regalado, Elias C.	Clerk I	1/5/2017	6/30/2017
Tinoco Valencia, Ricardo	Instructional Assistant	1/9/2017	6/30/2017
Yang, Jennifer S.	Student Personnel Assistant	1/3/2017	6/30/2017
Zamora-Rocha, Maritza	Clerk I	1/17/2017	6/30/2017

Name	Title	Effective Date	End Date

District Office / Business and Economic Development Center / Facilities Management

Torres, Zitlali	Student Personnel Assistant	1/14/2017	6/30/2017
Balsamo, Alessandra L.	Administrative Asst. I	1/17/2017	6/30/2017
Ho, Thomas Khac	Campus Patrol	1/23/2017	6/30/2017
Rocha, Janessa M	Clerk I	1/12/2017	6/30/2017
Rosas, Ronnie A.	Campus Patrol	12/10/2016	6/30/2017
Ruziev, Mirzokhid	Campus Patrol	1/17/2017	6/30/2017

Folsom Lake College

Baker, Ryan N.	Special Projects	1/17/2017	6/30/2017
Calise, Thomas M	Clerk I	1/3/2017	6/30/2017
Chatigny, Kimberlee M.	Financial Aid Clerk I	1/6/2017	6/30/2017
Clark, Brian M.	Athletic Trainer	1/19/2017	6/30/2017
Elam, Andrew C	Bookstore Clerk I	1/17/2017	6/30/2017
Fletcher, Amber N.	Special Projects	1/17/2017	6/30/2017
Hennessy, Cori N.	Special Projects	1/25/2017	6/30/2017
Li, Meiqing	Clerk I	1/17/2017	6/30/2017
Matas, Aimee L.	Special Projects	1/17/2017	6/30/2017
McEntire, Madison N.	Reader/Tutor	1/6/2017	6/30/2017
Randhawa, Navreen K.	Clerk I	1/17/2017	6/30/2017
Sansing, Annette H.	Bookstore Clerk I	1/19/2017	6/30/2017
Stack, Kimberly A.	Special Projects	1/9/2017	6/30/2017
Troquato, Gina M.	Reader/Tutor	1/9/2017	6/30/2017
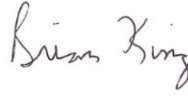
Sacramento City College

Burge, Samone H	Special Projects	1/23/2017	6/30/2017
Creed, Timothy J.	Art Model	12/20/2016	6/30/2017
Dimichele, Anthony P.	Clerk I	1/9/2017	6/30/2017
Dorn, Candace J.	Clerk I	1/10/2017	6/30/2017
Ghera, Austin S.	Reader/Tutor	12/25/2016	6/30/2017
Hans, Janice	Administrative Asst. I	1/3/2017	6/30/2017
Haroun, Husham	Instructional Assistant	1/17/2017	6/30/2017
Lehman, William B.	Custodian	1/12/2017	6/30/2017
Rubio, April L.	Special Projects	1/25/2017	6/30/2017
Shutak, Elizabeth A	Library/Media Tech Assistant	1/25/2017	6/30/2017
Smith, Jessica L. D.	Instructional Assistant	1/3/2017	6/30/2017
Smith, Lyda	Clerk I	1/25/2017	6/30/2017
Van Ness, Hillary G.	Beginning Interpreter	1/17/2017	6/30/2017
Young, Haley M.	Clerk II	12/25/2016	6/30/2017
Zhang, Songsong	Child Dev Ctr Teacher	1/23/2017	6/30/2017

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** February 8, 2017

SUBJECT:	Board Policy Revision: P-9414 Retirement Benefits	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	First Reading Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	JP Sherry, General Counsel *JP Sherry*	CONSENT/ROUTINE	
		FIRST READING	X
APPROVED FOR CONSIDERATION:	Brian King, Chancellor *Brian King*	ACTION	
		INFORMATION	

BACKGROUND:

The district provides medical and dental insurance programs to eligible retirees. Changes in legislation as well as an interest in making our plans more accessible to our retirees have resulted in a need to revise the current policy governing management and confidential employees. These changes mirror the provisions in the district's current collective bargaining agreements with LRCFT and LRSA and will be included in the negotiation of the renewals for LRCEA and SEIU.

STATUS:

The revised policy creates a definition of the requirements for retirement and specifies the two benefits that retirees can qualify for: contribution to post-employment health plan benefits and participation in the district's retiree health plans. In order to retire, an employee must have five years of service with the district and be at least 55 (or 50 if they are receiving disability). The proposed policy continues the existing eligibility requirements for the district's contribution to the retiree health plan costs and the retiree's eligibility to participate in the district's retiree health plans. The proposed policy also specifies how and when employees may enter the district's retiree health plans. Generally, employees over 65 must enter at retirement. Employees under 65 at retirement may enter the district's retiree health plans either at retirement or when they turn 65. If employees opt out of the district's retiree health plan, they can still qualify for and receive reimbursement of their contributions to their own health plan. The policies for classified and certificated personnel will also be submitted after they are vetted with the collective bargaining groups. It is our expectation that many of the qualifications for those groups will be contained in the final collective bargaining agreement and hence those policies will be shorter than the proposed policy for managers.

RECOMMENDATION:

This policy is presented for first reading.

1.0   Retirement from District Service

   1.1   ~~Employees retiring from~~ **To be eligible for retirement, confidential or management employees must have the equivalent of five (5) years of full-time service with** Los Rios Community College **District and**

       1.1.1   **Be at least age fifty-five (55), or**

       1.1.2   **Between the ages of fifty (50) and fifty-five (55) and receiving disability income under the District's Disability Income Protection Plan immediately prior to retirement.**

   1.2   **Retirement from the** District ~~service shall receive~~**requires** ~~all~~ **both** ~~legal entitlements provided under~~**of** the ~~State Teachers'~~ **following:**

       1.2.1   **Submission of a request for** ~~R~~**r**etirement ~~System~~ **to Human Resources; and**

       1.2.2   **Acceptance of the retirement request by the Chancellor,** or ~~the~~ **designee.**

       ~~1.1.1   Public Employees' Retirement System and Old Age, Survivors, Disability Insurance (Social Security).~~

2.0   District Benefits **for Retirees**

   2.1   **The District provides a contribution toward healthcare premiums for certain retirees. Eligibility requirements for the District contribution are defined in section 3.0. This benefit and the eligibility requirements are distinct from eligibility to participate in the retiree health insurance plans.**

   2.2   **The District provides group health insurance plans for retirees and their dependents. Eligibility to participate in the District's health insurance plans for retirees and their dependents is defined in sections 4.0 and 5.0. This benefit and the eligibility requirements are distinct from eligibility for contributions toward healthcare premiums**

3.0   **District Contribution Toward Healthcare Premiums**

   ~~2.1~~**3.1** District health premium contributions for eligible identified District retired employees shall be provided as ~~approved by the Governing Board. Eligible retirees fall under two categories, as stated below:~~**authorized by the Los Rios Community College District Board of Trustees.**

   3.2   **In order to receive the District contribution toward healthcare premiums (District Contribution), the confidential or management employee must have retired from the District as defined in section 1.0 and be collecting retirement benefits from either PERS or STRS.**

3.3   The confidential or management employee must also meet the requirements of section 3.3.1 or 3.3.2.

    3.3.1   Retirees granted contributory status on June 11, 1980 are eligible for the District Contribution.

        3.3.1.1 District retirees who were granted contributory status on June 11, 1980 by the ~~Los Rios Community College~~ Board of Trustees ~~who met all of the following conditions:~~**are those employees ~~that~~who retired between the years 1969 through June 30, 1978, and had remained on the District recognized health plan, and had served the District for a minimum three (3) years, and were drawing benefits from STRS or PERS retirement system on June 11, 1980.**

    ~~2.1.1~~**3.3.2   District retirees with an effective retirement date after June 30, 1978 are eligible for the District Contribution as established below:**

        ~~1.1.1.1 retired between the years 1969 through June 30, 1978 and~~

        ~~1.1.1.2 had remained on the District recognized health plan and~~

        ~~1.1.1.3 had served the District for a minimum three (3) years and~~

        ~~1.1.1.4 were drawing benefits from STRS - PERS retirement system on June 11, 1980.~~

    ~~1.1.2   District retirees who retired since July 1, 1978 who were eligible for District health insurance contribution in effect upon retirement shall be eligible for retirement benefits per this District Policy.~~

~~2.0 Effective Date of District Contribution~~

    ~~Effective July 1, 2015, the District contribution for eligible retirees shall be established at $256.00 per month. The contribution is provided for the District retiree only.~~

~~2.1 Should the District monthly contribution exceed the monthly District health plan premiums for retirees, such excess contribution shall be available to retiree for payment of Medicare Part A, B and D premium costs. District monthly contribution shall be limited to the total District health plan premium cost established for retirees and the Medicare Part A, B and D premium cost.~~

~~2.2 Amounts relating to District contributions for retiree health benefit plans apply to active employees who will be retiring under the provisions of the District Policy and practice in effect at time of retirement.~~

~~2.3 Retirees must participate continuously in the plan in order to remain in the selected District health plan.~~

2.4 The retiring employee may elect to be covered by a health plan other than a District health plan, and the established monthly District contribution level shall apply. Once a health plan other than the District's plan is selected, the retiring employee or retiree will not be allowed to reenroll in a District health plan.

2.5 The monthly District contribution for health care benefits for the retiree shall be processed electronically utilizing the retiree's selected financial institution.

3.0 Eligibility Requirements for District Contribution

3.1 In order to receive the District contribution, the employee must be vested in either the California State Teachers Retirement System (STRS) or the California Public Employees Retirement System (PERS) and be collecting retirement benefits from either PERS or STRS. The employee must resign his/her District position.

3.2 The confidential and management employee must be at least age 55 years or more at the time of retirement. The District monthly contribution shall also apply for full-time regular employees who retire between the ages of 50 and 55, if the employee was receiving disability income under the District's disability income protection plan just prior to retirement and the qualifying years of service have been met.

3.3 The confidential and management employee must also have the minimum number of years of immediate service as follows:

2.1.1.1**3.3.2.1** Confidential and management employees hired into a confidential or management position prior to January 1, 2013 must have **the** minimum years of immediate full-time service with the District as follows:

	Required Full-time Service
3.3.1.1 Employed before June 30, 1984	Three prior years
3.3.1.2 Employed between July 1, 1984 and June 30, 1990	Seven prior years
3.3.1.3 Employed after June 30, 1990	Ten prior years

3.3.2.1.1 **Employed before June 30, 1984: three (3) years**

3.3.2.1.2 **Employed between July 1, 1984 and June 30, 1990: seven (7) years**

3.3.2.1.3 **Employed between July 1, 1990 and December 31, 2012: ten (10) years**

3.3.2.1.4 **Employed after January 1, 2013: fifteen (15) years**

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2.1.1.2**3.3.2.2 Employees initially hired or rehired after January 1, 2017 must also have three (3) years of full-time service immediately preceding retirement. The three (3) years is not in addition to the years required by 3.3.2.1.**Confidential and management employees hired into a confidential or management position on or after January 1, 2013 must have a minimum of fifteen years of immediate full-time service with the District.

2.2**3.4** Full-time service requirement for ~~prior years' service~~**3.3.2** may be fulfilled in any regular position of the District and the definition of full-time service or one hundred percent full-time equivalent (1.00 FTE) of that position shall apply.

~~4.0 Changes in District Contribution~~

3.5   ~~Future changes in~~ **Effective July 1, 2015, the District Contribution for eligible retirees shall be established at a maximum of $256.00 per month. The District Contribution is provided for the District retiree only.**

3.6   ~~Should~~**If the monthly District Contribution exceeds the monthly health plan premium for a retiree, any excess contribution shall be available to the retiree for payment of Medicare** ~~Part A, B and D~~ **premium costs.**

3.7   **The maximum monthly District Contribution amount is the lesser of the amount listed in 3.5 or the total combined health care and Medicare** premiums ~~shall be~~ **for an individual retiree.**

3.8   **The monthly District Contribution for the retiree shall be processed electronically utilizing the retiree's selected financial institution.**

3.9   **Eligible retirees do not need to participate in the District's retiree medical program to receive the District Contribution. Documentation for retirees with coverage outside the District's plans must be submitted annually verifying that the retiree is covered by health insurance and the monthly cost for the retiree's insurance.**

2.3**3.10**   **The District Contribution amount will be reviewed at least bi-annually and brought to the Board of Trustees for any** recommended ~~at least biannually during the District's budgetary process and are~~**change. The District Contribution level is** subject to the ~~District's~~**District's** ability to pay. Any changes in the ~~contribution rate for retiree health insurance~~**District's Contribution** shall become effective the first of the month following adoption of the new rate or as determined by the Board **of Trustees**.

4.0   District Health Insurance for Retired employees – Early Retirees

4.1   Employees retiring before age sixty-five (65) may participate in the District's early retiree health plans if they either are eligible for the District Contribution or have at least ten (10) years of full-time service with the District. In order to participate in the early retiree health plan, the confidential or management employee must have retired from the District as

defined in section 1.0 and be collecting retirement benefits from either PERS or STRS. An early retiree may enroll at any time following retirement through age sixty-five (65). An early retiree who enrolls in the District's early retiree health plan and then leaves the plan will not be allowed to re-enroll in the early retiree program but will be eligible to participate in the District's plan for retirees over age sixty-five (65) as defined below.

4.1.1   Upon turning sixty-five (65), early retirees must elect a District health plan. If the enrollment paperwork is not received in Employee Benefits within the 7-month window of turning sixty-five (65), the retiree will not be able to enroll at a later date. The 7-month window coincides with the Medicare enrollment window and includes the three (3) months prior to turning sixty-five (65), the month of turning sixty-five (65), and the three (3) months after turning sixty-five (65). The retiree must be enrolled in Medicare Parts A and B.

4.1.2   Upon becoming Medicare eligible for a health-related, or any other, reason, prior to turning age sixty-five (65), the retiree must elect a District health plan. If the enrollment paperwork is not received in Employee Benefits within the 7-month window of becoming Medicare eligible, the retiree will not be able to enroll at a later date. The 7-month window coincides with the Medicare enrollment window and includes the three (3) months prior to becoming Medicare eligible, the month of becoming Medicare eligible, and the three (3) months after becoming Medicare eligible. The retiree must be enrolled in Medicare Parts A and B.

4.1.3   If the retiree is not enrolled in a District early retiree health plan at the time of enrollment in the age sixty-five (65) plan or upon becoming eligible for Medicare, the retiree must provide evidence of continued coverage from the date of retirement to the age of sixty-five (65) or the date of becoming eligible for Medicare, as well as provide evidence of enrollment in Medicare, to enroll in a District age sixty-five (65) or over health plan.

5.0   **District Health Insurance for Retired employees – Age 65 or Older**

5.1   Employees who retire at age sixty-five (65) or over may participate in the District's group health insurance plans if they either meet the requirements for the District Contribution or have at least ten (10) years of full-time equivalent service with the District. To participate in the District's plans for age sixty-five (65) and over, a retiring employee must participate continuously upon retirement or upon becoming eligible for Medicare. Employees that retire at age sixty-five (65) or over and elect coverage through a non-District plan are not eligible to participate at a later date.

6.0   **Open Enrollment and Dependent Coverage**

6.1   A retiree may enroll in any of the District's plans upon retirement.

6.2 **An open enrollment will be offered annually at which time retirees may change plans or enroll in a plan if they have not been participating previously (early retirees only as defined in 4.1 and 4.1.1).**

6.3 **Dependents of retired employees are eligible to participate in the District's plan if enrolling at the same time as the retiree. Enrolled dependents may continue to participate in a District plan following the retiree's death.**

7.0 Dental

The District may offer a group dental insurance plan to retirees. The District contribution cannot be used toward dental premiums.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** February 8, 2017

SUBJECT:	Public Hearing: 2017-2020 Initial Collective Bargaining Proposals for LRCEA and LRCCD	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Collective Bargaining Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Theresa Matista, Vice Chancellor Finance and Administration	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor	ACTION	X
		INFORMATION	

BACKGROUND:

Pursuant to Government Code Section 3547, et seq., all initial proposals of exclusive representatives of recognized employee groups and of the District are required to be presented at a public meeting of the District.

The Board and representatives of the Los Rios Classified Employees Association (LRCEA) have agreed to engage in negotiations. The collective bargaining agreement with LRCEA expires on June 30, 2017. The parties wish to commence negotiations as soon as possible, with the goal of attempting to reach agreement as early as possible before the contract expires.

Consistent with the applicable code sections, the public has a right to be informed of those areas that the parties will be negotiating and to invite public comment at a meeting of the public school employer.

STATUS:

Consistent with local regulations, on January 11, 2017, the Board of Trustees scheduled a public hearing for the February 8 meeting to allow public comments regarding the collective bargaining proposals. The enclosed initial collective bargaining proposals of the LRCEA and the District have been available for public review since being presented to the Board of Trustees at the January 11, 2017 meeting.

RECOMMENDATION:

It is recommended that the Board of Trustees conduct a public hearing and adopt the initial collective bargaining proposals of the District and receive the LRCEA's proposal.

Los Rios Classified Employees Association (LRCEA)
701 Howe Avenue, Suite D-39, Sacramento, California 95825

December 5, 2017

Board of Trustees
Los Rios Community College District
1919 Spanos Court
Sacramento, California 95825

Dear President and Members of the Board of Trustees:

    Re: Initial Proposal - New Collective Bargaining Agreement

Pursuant to the Educational Employment Relations Act commencing with Section 3540 of the Government Code, LRCEA hereby submits its Initial Proposal for a new collective bargaining agreement, the term of which is proposed to be July 1, 2017 through June 30, 2020. This LRCEA Initial Proposal is attached hereto. When reviewing this Initial Proposal consider the following:

1. Language carried over unchanged from the current agreement (2014-2017) to the new agreement (3027-2020), is noted as such.

2. New language proposed is underlined and printed in bold print.

3. Current language to be deleted is printed in bold print and has a horizontal line through it.

4. Dates that must be changed to comply with the term of the new agreement are noted.

5. Issues involving salary, fringe benefits and other cost items, to be determined through negotiations, are referred to as being subject to negotiations.

Should you have questions regarding this initial LRCEA proposal, do not hesitate to contact me.

Respectfully,

Edward Bartholome, LRCEA President

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Preamble

No change to current language in the Agreement.

Article 1 - Recognition and Bargaining Unit

Except for changes to the language of the current agreement (2014-2017) noted below, language from that current agreement is carried over to the new agreement (2017-2020).

1.2   Bargaining Unit

Job classification titles for classifications added to the unit during the term of the current Agreement, and job classification titles for existing classifications changed during the term of the current Agreement, must be listed in Appendix B of the new Agreement.

1.2.4   (no title)

The District agrees it shall not layoff or reduce the annual, monthly, and/or hourly work schedule of any employee in any position classification in the Unit during the life of this Agreement~~, except as provided for in Appendix A of this Agreement~~.

1.2.5   Contracting Out Bargaining Unit Work Prohibited

The District agrees it will not contract out work performed by or performable by employees in the unit during the term of this Contract, except as expressly required by law.

Article 2 – Organizational Rights

Language from the current agreement (2014-2017) is carried over to the new agreement (2017-2020), unchanged.

Article 3 - Organizational Security

Language from the current agreement (2014-2017) is carried over to the new agreement (2017-2020), unchanged.

Article 4:   Evaluation of Job Performance

Except as noted below, language from the current agreement
(2014-2017) is carried over to the new agreement (2017-2020),
unchanged.

4.1.4   Special Evaluation

A Special Evaluation of job performance may be made more
frequently**, only when the overall rating of the employee's
regular evaluation of job performance is "needs to improve" or
"unacceptable" and, only when that overall rating is the same
rating as qualifying factors 1, 2 and/or 3 on the regular
evaluation of job performance** ~~to address qualifying factors in
the Report of Job Performance if deemed advisable by the
administrative officer~~. If a Special Evaluation of job
performance is conducted, the Evaluator will clearly define the
employee job performance factor(s) needing improvement and the
review timeline/period(s) **during which the special evaluation
will be conducted and results provided to the employee in
writing**. At the conclusion of the Special Evaluation period(s)
feedback will be provided and a normal evaluation cycle will
resume or the Special Evaluation period will be extended.
**However, when an employee is put on Special Evaluation the
District shall provide him/her with a reasonable period during
which to improve his/her job performance in the area(s)
documented as deficient, and shall provide him/her with the
necessary resources to assist him/her during the special
evaluation period to improve his/her job performance.**

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Article 5 - Work Periods

Except as noted below, language of the current agreement (2014-2017) is carried over to the new agreement (2017-2020), unchanged.

5.4   Rest Periods

All employees shall be granted a fully compensated fifteen (15) minute rest period for each four (4) hours of continuous work in the approximate middle of each four (4) hours of continuous work in the approximate middle of each shift. **However, when an employee has a work day that is less than eight (8) hours he/she shall, be granted a fully compensated fifteen (15) minute rest period in the middle of the first four (4) hours of continuous work, and a fully compensated fifteen (15) minute rest period after the sixth (6th) hour of that continuous work, taking into account the meal period after the first four (4) hours of continuous work during his/her work day.** Appropriate times for rest periods for employees shall be arranged by the immediate supervisor.

5.7 Alternate Work Schedule

The following alternate work schedule applies to all employees in the Unit:

5.7.1   Work Week Five (5) Consecutive Eight (8) Hour Work Days

Any employee with a regular work week consisting of five (5) consecutive eight (8) hour work days may request permanent reassignment to one of the following alternate work week schedules:

5.7.1.1   4-10-40 Schedule

This alternate work week schedule consists of four (4) consecutive ten (10) hour work days during each forty (40) hour work week.

Article 5 - Work Periods - continued

5.7.1.2   9-80 Schedule

This alternate work week schedule covers a fourteen (14) consecutive calendar day period and consists of two (2) work weeks, one (1) with four (4) consecutive nine (9) hour work days, and one (1) work week with four (4) consecutive nine (9) hour work days and one (1) eight (8) hour work day, together having a total of eighty (80) regular duty hours during that fourteen (14) consecutive calendar day period.

5.7.2   Work Week Consisting of Five (5) Consecutive Less Than Eight (8) Hour Work Days

An employee having a regular work week schedule consisting of less than forty (40) hours, but with five (5) consecutive work days, may request permanent reassignment to one of the alternate work week schedules described in Sections 5.7.1.1 or 5.7.1.2 of this Agreement, however, the regular work week duty hours of the employee would be divided among the five (5) consecutive work days in the particular alternate work week schedule of the employee.

5.7.3   Applying for Permanent Alternate Work Schedule

An employee in the Unit may apply for permanent assignment to one of the alternate work week schedules described in Sections 5.7.1.1, 5.7.1.2, or 5.7.2 of this Agreement, in writing, to his/her immediate supervisor or administrator. The District will notify the applying employee of its decision on the request for the permanent reassignment not more than forty-five (45) calendar days of receiving the employee's application for that permanent reassignment.

5.7.4~~7~~   Alternate Summer Work Schedule

No change to the language in the current Agreement.

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Article 6 - Overtime

Language from the current agreement (2014-2017) is carried over to the new agreement (2017-2020), unchanged.

Article 7 - Leaves with Pay

Except as noted below, language from the current agreement (2014-2017) is carried over to the new agreement (2017-2020), unchanged.

Section 7.16.1 Accrual with Less Than Ten (10) Years of Service

Full-time classified employees with less than ten (10) full years of employment earn vacation days at the rate of **1.50** ~~1.25~~ working days per month or **eighteen (18)** ~~fifteen (15)~~ working days each fiscal year.

~~Section 7.16.3 Accrual for Employees Paid from Salary Schedule B as of September 30, 2005~~

~~Full-time regular classified employees paid from Salary Schedule B as of September 30, 2005, will continue to earn vacation allowance per the following as long as the employee is in continuous employment and is in a position classification that was paid from Salary Schedule B as of September 30, 2005.~~

~~Section 7.16.3.1   Accrual If Employed as of June 30, 2000 - Salary Schedule B~~

~~Full-time classified employees in continuous employment who were hired prior to July 1, 2000, and who were paid from Salary Schedule B as of September 30, 2005, will continue to earn vacation days at the rate of 1.75 working days per month or twenty-one (21) working days each fiscal year as long as they are in a position classification that was paid from Salary Schedule B as of September 30, 2005.~~

~~7.16.3.2 Accrual If Hired After July 1, 2000, and Before October 1, 2005: Salary Schedule B~~

~~Full-time classified employees in continuous employment who were hired between July 1, 2000, and September 30, 2005, and who were paid from Salary Schedule B as of September 30, 2005, will continue to earn vacation days at the rate of 1.50 working days per month or eighteen (18) working days each fiscal year as long as they are in a position classification that was paid from Salary Schedule B as of September 30, 2005, however, upon completion of ten (10) full years of employment and continuing~~

Article 7 - Leaves with Pay - continued

~~thereafter, such employees will earn vacation allowance of 1.75 working days per month or twenty-one (21) working days per fiscal year.~~

~~7.16.4 Accrual for Employees Effected by 1999 Fair Labor Standards Act Study~~

~~Full-time regular classified employees whose positions were moved from Salary Schedule B to Salary Schedule A as a result of the 1999 Fair Labor Standards Act Study will continue to earn vacation allowance of 1.75 working days period month or twenty-one (21) working days per fiscal year as long as the employee is in continuous employment and is in a position classification that was moved from Salary Schedule B to Salary Schedule A as a result of the study.~~

7.16.9.1 Submission of Vacation Requests

Each employee eligible for vacation shall submit his or her vacation schedule request **for five or more work days of vacation** to his or her immediate supervisor **not less than thirty (30)** ~~one hundred twenty (120)~~ calendar days prior to the proposed start date of the vacation request. **When an employee requests vacation for less than five (5) work days of vacation he or she must do so not less than forty-eight (48) hours prior to the proposed start date of the requested vacation. The immediate supervisor/manager of the employee who requests the vacation time will notify the requesting employee in writing if the vacation request is or is not approved, and will do so within five (5) calendar days of his/her receipt of that vacation request.** The immediate supervisor of an employee who has not submitted a vacation schedule request and who may exceed the maximum accrual limit in 7.16.9.3 will meet with the employee to establish a vacation schedule to be in compliance with the accrual limit.

7.16.9.3 Vacation Accrual Limit

A full-time employee may accrue up to **four hundred eighty (480)** ~~three~~ hundred ~~sixty (360)~~ hours **sixty (60)** ~~forty-five (45)~~ days] of unused vacation days as of September 1 of each fiscal year. The District will bi-annually provide written notification to employees of their vacation balances at six (6) month intervals. If an approved written request for use of accrued vacation days

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Article 7 - Leaves with Pay - continued

is subsequently denied and the days cannot be scheduled during the remainder of the year, the employee will be allowed to carry the requested amount as excess to the above stated amounts into the following year.

7.22.2.3 Solicitation of

~~Annually~~ Two (2) times during each contract year, the District shall solicit donations to the Catastrophic Illness and Injury Leave Bank. These annual solicitations shall occur in October and April. More frequent solicitations by the District may be made if the Catastrophic Illness or Injury Committee deems it appropriate.

Article 8 - Leaves Without Pay

Language from the current agreement (2014-2017) is carried over to the new agreement (2017-2020), unchanged.

Article 9 - Compensation 2017 - 2020

Language from the current agreement (2014-2017) is carried over to the new agreement (2017-2020), unchanged.

Article 10 - Fringe Benefits

Except at noted below, language from the current agreement (2014-2017) is carried over to the new agreement (2017-2020), unchanged.

   10.2.1   (No Title - Text Only)

The maximum District contribution amount in **2017-18** ~~**2014-15**~~ is currently established at **subject to meeting and negotiating** ~~**$1,130.16**~~ per month for Kaiser Health, Western Health Advantage and Sutter Health participants. Increases to the District contribution level for **2018-19 and 2019-20** ~~**2015-16 and 2016-17**~~ shall be funded from defined revenues described in Appendix A of this Agreement, and are subject to meeting and negotiating with LRCEA. Such negotiations shall occur after the Insurance Review Committee has recommended the plans for the ensuing year and any changes to the District contribution should be agreed to prior to the commencement of open enrollment. Any change in the District's contribution shall be effective July 1 of the contract year.

   10.3.1   (No Title - Text Only)

The maximum District contribution amount in **2017-18** ~~**203-14**~~ is currently established at **Subject to Negotiations** ~~**$129.00**~~ per month and any increase above this level shall be funded from defined revenues described in Appendix A of this Agreement.

Article 11 - Grievance Procedure

Except as noted below, language from the current agreement (2014-2017) is carried over to the new agreement (2017-2020), unchanged.

11.5.2.2 ~~No Strike Clause~~

Note: Sections 11.5.2.3, 11.5.2.4 and 11.5.2.5 would be renumbered to accommodate the No Strike Clause in Section

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Article 12 - Health & Safety

Language from the current agreement (2014-2017) is carried over to the new agreement (2017-2020), unchanged.

Article 13 - Non-Discrimination

Language from the current agreement (2014-2017) is carried over to the new agreement (2017-2020), unchanged.

Article 14 - Transfers and Reassignments

Except as noted below, language from the current agreement (2014-2017) is carried over to the new agreement (2017-2020), unchanged.

14.5.4.1 (No Title - Text Only)

Within the work location - minimum of **five (5)** ~~two (2)~~ working days; or,

14.5.4.2 (No Title - Text Only)

To a satellite of the work location - minimum of **fifteen (15)** ~~five (5)~~ working days; or

14.5.4.3 (No Title - Text Only)

To other locations - minimum of **fifteen (15)** ~~ten (10)~~ working days.

Article 15 - Working Out of Classification and Reclassification

Except as noted below, language from the current agreement (2014-2017) is carried over to the new agreement (2017-2020), unchanged.

   15.1.8   (No Title - Text Only)

LRCEA and the District shall each select three (3) representatives to serve on a workgroup to review and make recommendations for potential modifications regarding the temporary out of classification procedure. Such workgroup shall be formed and meet within sixty (60) days of contract ratification and complete a report of its findings no later than June 30, 201817.

Article 16 - Professional Growth and Career Development

Except as noted below, language from the current agreement (2014-2017) is carried over to the new agreement (2017-2020), unchanged.

16.2 Reimbursement of Enrollment Fees and Books - Los Rios Courses

The District will reimburse enrollment fees, including the Universal Transit Pass and Student Representation Fee, and cost of books, not to exceed **$1200.00** $~~1100.00~~ per Los Rios fiscal year, for any regular employee who enrolls in any of the District colleges and outreach centers. Classes must be taken outside the employee's scheduled work assignment and books must be purchased at a Los Rios bookstore and required for the classes taken and completed under this section. Receipts and grade reports or transcripts must accompany the request for reimbursement. Any amount received from selling back books must be deducted from the original cost of the books. The employee must submit the appropriate receipts and grade report or transcript with the request for reimbursement within three (3) months of conclusion of the class.

16.3 Reimbursement of Tuition Fees - Non Los Rios College

The District will reimburse tuition fees up to **$1200.00** $~~1100.00~~ per Los Rios fiscal year, not to exceed a lifetime maximum of **$2400.00** $~~2200.00~~ for any regular employee who enrolls in and completes priors-approved classes with a grade of "C" or higher at any accredited college, providing the following criteria have been met:

16.3.1   (No Title - Text Only)

PFE Classified Staff Development Funds shall be used for any tuition reimbursement above $1800.00, up to a lifetime maximum of **$2800.00** $~~2200.00~~.

Article 17 - Miscellaneous Provisions

Except as noted below, language from the current agreement (2014-2017) is carried over to the new agreement (2017-2020), unchanged.

17.5.2   Supplemental Uniform Allowance

The District agrees to provide regular uniform allowance for Police Communication Dispatchers of **$450.00** ~~$400.00~~ for each fiscal year after the first year of the initial issuance of uniform. This allowance may only be used to purchase items specified in Section 17.5.1.

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Article 18 - Savings Provision

Language in the current agreement (2014-2017) is carried over to the new agreement (2017-2020), unchanged.

Article 19 - Support of Agreement

Language from the current agreement (2014-2017) is carried over to the new agreement (2017-2020), unchanged.

Article 20 - Effect of Agreement

Language from the current agreement (2014-20176) is carried over to the new agreement (2017-2020), unchanged.

As noted below, LRCEA proposes to remove the no strike and not lockout language from the new agreement (2017-2020).

Article 21 - No Strike and No Lockout Clause

21.1 No Strike

Employees represented by LRCEA and LRCEA agree not to sanction or participate in any strike, work stoppage, slow-down, picketing, or refusal or failure to fully and faithfully perform job functions and responsibilities, or other interference with the operations of the District, including compliance with requests by other labor organizations to do so, during the term of this Agreement.

21.2 No Lockout

Similarly, the District agrees that it will not conduct a lockout of employees during the term of this Agreement.

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Article 22 – Management Rights

Language from the current agreement (2014-2017) is carried over to the new agreement (2017-2020), unchanged.

Article 23 - Committee Participation

Language from the current agreement (2014-2017) is carried over to the new agreement (2017-2020), unchanged.

Article 24 - Term of Agreement

Except as noted below, language from the current agreement (2014-2017) is carried over to the new agreement (2017-2020), unchanged.

24.1 (No Title - Text Only)

This Agreement shall be effective as of July 1, **2017** ~~2014~~, and shall be binding upon the Board and LRCEA and its members; this Agreement shall remain in full force and effect through June 30, **2020** ~~2017~~. Provisions of this Agreement apply to those unit members who are employees of record on the effective date of this Agreement and those employed throughout its Term.

24.3 (No Title - Text Only)

The District and LRCEA shall meet, if requested by either party by February 1st, each Spring of the **2017-20** ~~2014-17~~ contact to OLRCEA's proportionate share of available revenues defined per Appendix A of the **2017-20** ~~2014-17~~ Agreement. It is understood that the cost of funding any step increments that may be allocated or committed in the preceding fiscal years which relate to the implementation of LRCEA's existing salary schedule shall have priority of such available funds.

Appendix A - Salary & Benefits

Except as noted below, the language in the current agreement (2014-2017) is carried over to the new agreement (2017-2020), unchanged.

A.2.3.1   (No Title - Text Only)

The amount of District contribution will be subject to meeting and negotiating for the new 2017-2020 agreement.

A.2.4   (No Title - Text Only)

The amount of District contribution will be subject to meeting and negotiating for the new 2017-2020 agreement.

A.2.4.1   (No Title - Text Only)

The amount of District contribution will be subject to meeting and negotiating for the new 2017-2020 agreement.

A.2.5   (No Title - Text Only)

The amount of District contribution will be subject to meeting and negotiating for the new 2017-2020 agreement.

A.5   (No Title - Text Only)

The District and LRCEA shall meet, if requested by either party by February 1st, each Spring of the **2017-20** ~~2014-17~~ contract to negotiate over possible options for the redistribution of LRCEA's proportionate share of available revenues defined per Appendix A of the **2017-18** ~~2014-17~~ Agreement.

A.16 Layoff Provision

No unit member will be laid off for fiscal reasons during the **term of this agreement** ~~contract year if all the following conditions exist: 1) District revenues (Basic Allocation, COLA, and Growth provisions) for the contract year are maintained at the amount received in the prior year; 2) categorical funding remains at the same level for the contract year as the prior year; and 3) there are no operational deficits in the contract year for auxiliary services~~.

Attachment 1:   Calculation of Available Growth Revenues &
                Related Growth Costs **2017-2020** ~~2014-2017~~

Except as noted below, the language in the current agreement
(2014-2017) is carried over to the new agreement (2017-2020),
unchanged.

1. Dates must be changed to correspond to the term of the new
   agreement (2017-2020).

2. Dollar amounts must reflect the amount that will apply
   during the new agreement (2017-2020).

3. Staffing levels must reflect levels that will apply during
   the new agreement (2017-2020).

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Appendix B - Salary Schedule

This salary schedule must be amended to reflect salaries during the new agreement (2017-2020).

Further, job classification titles that have been added, changed, or deleted during the term of the current agreement (2014-2017), must be included in this Appendix (B) for the term of the new agreement (2017-2020).

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Appendix C - Forms

The forms included in the current agreement (2014-2017) are carried over to the new agreement (2017-2020), except as noted below:

1. Grievance Form - a new grievance form was agreed to during the term of the current agreement, and that new form will be included in the new agreement (2017-2020).

2. Staff Development Leave - this form is Appendix D in the current agreement (2014-2017), but should be included in Appendix C in the new agreement (2017-2020) along with other forms agreed to by the parties.

LRCEA 2017-2020 Negotiations
District Interests
(Not prioritized)

Article 2: Organizational Rights
To better reflect current practice and provide flexibility, the District has an interest to discuss language regarding the distribution of the Board agenda and minutes.

Article 4: Evaluation of Job Performance
The District has an interest to provide further clarification of the contract language regarding input from lead employees in the evaluation process.

Article 5: Work Periods
The District has an interest in reviewing contract language to provide clarification of rest periods for less than full time employees.

Article 7: Leaves With Pay
For purposes of providing better clarification of processes, the District has an interest in reviewing the current language for content of a physician's statement; the use of vacation for illness absence; transfer of paid sick leave; jury duty leave; proration of personal necessity and business leave; personal business; bereavement leave; payment for accrued vacation upon separation; holiday pay for less than twelve month employees; staff development leave; and the catastrophic illness and injury leave program.

Article 10: Fringe Benefits
For purposes of providing better clarification of processes, the District has an interest in reviewing the current language for medical and dental coverage, including with regard to work assignment increases; use of the Section 125 plans; and disability income protection.

The District has an interest in modifying the eligibility for participation in the Districts retiree health programs and updating certain other provisions.

Appendix A Salary & Benefits and Attachment One
The District has an interest to update the language for currency and incorporation of memorandums of understanding if applicable.

Contract Language Updates
The District has an interest in incorporating applicable MOUs, and in re-examining contract language with respect to consistency and currency, including:
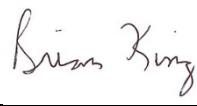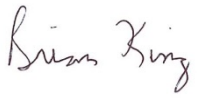
- Review of the definition of terms for updated language
- Update of language to reflect compliance with new and existing laws
- Expanded definition of physician
- Revise or delete references to expired years or obsolete language

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** February 8, 2017

SUBJECT:	California Community Colleges Classified Employee of the Year	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Action Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Brian King	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King	ACTION	X
		INFORMATION	

BACKGROUND:

Each year at their May meeting, the Board of Governors of California Community Colleges honor classified employees who demonstrate the highest level of commitment to professionalism and community colleges. Recipients are nominated by their colleagues and endorsed by the local Board of Trustees. Award winners are selected by representatives of the Community Colleges Board of Governors, Chancellor's Office, and the Foundation for California Community Colleges.

STATUS:

Each local Board of Trustees may forward to the California Community Colleges Chancellor's Office the name of one nominee for the Community College Classified Employee of the Year Award. This year, the District chose to nominate a member of our service and maintenance staff - both to acknowledge the work of our nominee and to express appreciation for all the staff that help create and maintain our campuses. The physical environment of the campus is sometimes overlooked, but very essential to learning. Los Rios prides itself on providing a clean, safe, and comfortable environment that minimizes distractions that can lessen the focus on instruction and learning. The staff members primarily tasked with maintaining the physical environment on our campuses are the members of the District's classified service unit (comprised of custodial, maintenance, and police). These employees often work behind the scenes and unfortunately their work is sometimes only appreciated when something goes wrong. The District is pleased to nominate Eric Fisher, HVAC Mechanic at ARC, for the Chancellor's Community College Classified Employee Staff of the Year Award. Some background information on Eric:

- Eric is the primary HVAC mechanic for the District's largest campus of almost 30,000 students. He has been a permanent employee of the District for over six years, and has been largely responsible for improving the HVAC system at the ARC campus. Under his watch, the ARC system has gone from the District's most problematic with the highest number of trouble tickets, to one of our most efficient.
- Infrastructure systems at ARC are continuously working near capacity without interruption or significant system failures, and this wouldn't be possible without Eric's

exhaustive knowledge of our systems and his remarkable dedication to meet our needs of our students, faculty and staff.

- Eric has earned the respect and confidence of the campus faculty and staff because he has repeatedly demonstrated a commitment to the Facilities Management Department's mission of ensuring our facilities enhance the learning and working environment at ARC.
- Eric is held in high regard by his peers as someone with a wealth of knowledge and experience that is willing to share his knowledge with others, either in a one-on-one or group setting. He frequently facilitates open discussions with his peers to help determine the best course of action when challenges are encountered.
- He is a leader who works in a highly collaborative manner and provides effective and "common sense" solutions resulting in significant savings in maintenance costs for the District.
- He frequently goes above and beyond by working late if necessary, coming in on weekends and holidays or planning work in off hours so as to minimize any impacts to our campus customers.

RECOMMENDATION:

It is recommended that the Board of Trustees endorse the nomination of Eric Fisher, HVAC Mechanic at American River College for the 2017 California Community Colleges Classified Employee of the Year Award.

PRESENTED TO BOARD OF TRUSTEES   **DATE:** February 8, 2017

SUBJECT:	ACCJC Substantive Change Proposal for New Programs: Certificate of Achievement in Computed Tomography	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Action Item B	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Kathleen Kirklin, *Kathleen Kirklin* Interim President, Folsom Lake College	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor *Brian King*	ACTION	X
		INFORMATION	

BACKGROUND:

The U.S. Department of Education (USDE) regulations require that accrediting agencies have adequate policies and procedures to ensure that any substantive changes to the institution, its educational mission, or programs do not adversely affect the capacity of the institution to continue to meet Eligibility Requirements, Accreditation Standards, and Commission policies Federal law mandates that accrediting agencies require institutions to obtain accreditor approval of a substantive change before it is included in the scope of the accreditation granted to the institution. Because institutions are in continual processes of change, the Commission requires that substantive changes be evaluated and approved to ensure that the Commission's Standards continue to be met. The substantive change review process provides the Commission a means for ensuring that a college maintains the educational quality and institutional integrity of its programs and services, and that the substantive change is consistent with the institutional mission.

STATUS:

The Certificate of Achievement in Computed Tomography proposal was reviewed by the curriculum committee's program development and planning subcommittee as well as by the district's program placement council. Once the program proposal was approved for further development, college administrators and faculty engaged in extensive dialogue with colleagues at transfer institutions and local businesses to ensure the quality of course and program content. Developed proposals in SOCRATES were then routed through college and district review and recommendation processes and, after gaining Board of Trustee approval, were sent to the state's North/Far North Regional Consortium and subsequently the State Chancellor's Office for approval.

The Certificate of Achievement in Computed Tomography is a Career Technical Education (CTE) program designed to meet an acute industry need for advanced imaging modality training for radiology technologists. For certified Radiologic Technologists, there are a number of advanced forms of imaging that may be pursued. This program is designed for Computed Tomography, commonly called "CT." Successful completion of the program should indicate successful preparation for the American Registry of Radiologic Technologist's CT certification.

LRCCD Governing Board action is required prior to submission to ACCJC

RECOMMENDATION:
It is recommended that the Board of Trustees approve the ACCJC Substantive Change Proposal for New Programs: Certificate of Achievement in Computed Tomography.

FOLSOM LAKE COLLEGE
EL DORADO CENTER | RANCHO CORDOVA CENTER

Substantive Change Proposal
New Programs:
Certificate of Achievement in Computed Tomography

Submitted By:

Monica Pactol, Ph.D.
Vice President of Instruction
Accreditation Liaison Officer

Folsom Lake College
10 College Parkway
Folsom, CA 95630

Los Rios Community College District

Submitted to:
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and College

February 8, 2017

Table of Contents

A.   PROPOSED CHANGE DESCRIPTION AND JUSTIFICATION

Brief Description of Change

Folsom Lake College (FLC) is one of four colleges in the Los Rios Community College District (LRCCD). The college has a main campus in Folsom (FLC-Main), an educational center in Placerville (EI Dorado Center), and an educational center in Rancho Cordova (Rancho Cordova Center). In fall 2016, the college had 8,500 students enrolled.

The Certificate of Achievement in Computed Tomography is a Career Technical Education (CTE) program designed to meet an acute industry need for advanced imaging modality training for radiology technologists.

Catalog Description

For certified Radiologic Technologists, there are a number of advanced forms of imaging that may be pursued. This program is designed for Computed Tomography, commonly called "CT." Successful completion of the program should indicate successful preparation for the American Registry of Radiologic Technologist's CT certification. Students must apply and be accepted into the program. Liability insurance must be purchased by the student as well as the HIPAA training during the program orientation.

Enrollment Limitations

To be eligible for enrollment in the program, the student must meet the following criteria:
- Complete the application process for enrollment in the CT program.
- Fulfill all requirements set forth by the Advance Imaging Modalities Student Guidelines including, but not limited to, background clearance, physical examination, immunization clearance and drug screening.
- Evidence of current certification as a radiologic technologist in the state of California.
- Students must purchase liability insurance and HIPAA training.

Please contact the chair of Allied Health at Folsom Lake College for information regarding the application process to the Computed Tomography program at (530) 642-5639.

Program Learning Outcomes

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

- provide a complete portfolio of technically proficient CT repetitions to satisfy the ARRT clinical experience requirements.
- exhibit professional and committed delivery of excellent health care.
- use a CT scanner properly while demonstrating proper safety procedures before, during, and after a scan.
- successfully take the ARRT exam in Computed Tomography.

Program Requirements

Course Number	Course Title	Units
IMAGE 320	Computed Tomography I	1.5
IMAGE 321	Computed Tomography II	3.0
IMAGE 330	Computed Tomography Lab I	.5
IMAGE 331	Computed Tomography Lab II	7.0
TOTAL		12.0

Course sequencing

Semester 1	Semester 2
IMAGE 320: Computed Tomography I	IMAGE 321: Computed Tomography II
IMAGE 330: Computed Tomography Lab I	IMAGE 331: Computed Tomography Lab II

Relationship to College Mission

The Certificate of Achievement in Computed Tomography program fulfills the college's mission to provide training programs that enhance employment and career skills as outlined in the college mission statement:

> Folsom Lake College enriches and empowers all students to strengthen our community by bridging knowledge, experience, and innovation.

> Folsom Lake College, serving the diverse communities of eastern Sacramento and western El Dorado counties, offers educational opportunities and support for students to transfer to four-year institutions, to improve foundational skills, to achieve career goals, and to earn associate degrees or certificates.

The California Community Colleges have as their primary mission providing academic and vocational instruction for older and younger students through the first two years of undergraduate education (lower division). In addition to this primary mission, the Community Colleges are authorized to provide remedial instruction, English as a Second Language courses, adult noncredit instruction, community service courses, and workforce training services.

Rationale for Change

The Certificate of Achievement in Computed Tomography is a Career Technical Education (CTE) program designed to meet an acute industry need for advanced imaging modality training for radiology technologists.

The average annual total training supply for general radiologists in Northern California is 33.8. This figure bodes well for feeding eligible students to Folsom Lake College's advanced imaging Computed Tomography program, the only Computed Tomography imaging training program in the State of California. The average annual total training supply for Computed Tomography imaging in this area is currently zero. As such, there is an acute industry need for this program.

B.   NEW EDUCATIONAL PROGRAMS

Folsom Lake College's (FLC) programs are congruent with its mission and are based on recognized higher education fields of study. The curriculum committee, a committee of the FLC academic senate, ensures the programs are of appropriate content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered, regardless of course modality. The program meets California Code of Regulations, Title 5 curriculum requirements.

C.   PLANNING PROCESS DESCRIPTION

Relationship to Planning Process and Mission

The quality and appropriateness of new instructional programs are maintained through the program approval processes for new programs as detailed in the college curriculum handbook (Attachment 1). The Certificate of Achievement in Computed Tomography program proposal was reviewed by the curriculum committee's program development and planning (PDP) subcommittee as well as by the district's program placement council (PPC). Programs and related courses are developed using SOCRATES, the district's online curriculum management system, which enabled faculty from throughout the district to comment on the proposals. Developed proposals were then routed through college and district review and recommendation processes and, after gaining Board of Trustee approval, were sent to the state's North/Far North Regional Consortium (Reference 1) and subsequently the State Chancellor's Office for approval (Reference 2).

Individual program planning processes take place at the department level, and CTE programs are assessed and evaluated with the assistance of business and industry advisory committees. Departments are required to submit annual department plans (ADPs). As part of the plans, departments identify any upcoming changes in curriculum and the resources needed to support those changes. Resources may include additional staffing, facilities, equipment, operating budgets, and/or training. Actual requests for new resources must be documented in the plan before the appropriate college committee will consider the request for approval.

Needs and Resource Assessment

In preparing to offer the Certificate of Achievement in Computed Tomography program, the college assessed the needed resources for administrative support, expert faculty to teach the programs, classroom space and infrastructure, equipment, library materials, supplies, faculty professional development and advisory board support. The college concluded it has sufficient resources to offer the program.

Anticipated Effect on the College

The Certificate of Achievement in Computed Tomography can be completed in two semesters. Multiple sections of the courses outside of the discipline are offered each semester. These courses have not yet been offered, so an Enrollment Data Table is not available. This is a cohort program with enrollment limited by available clinical placements from hospital partners in the region who have a vested interest in program completers to meet the diverse imaging demands in the hospitals. Our hospital partners

expect to provide 9 - 12 clinical placements for each cohort. We expect 9 - 12 program completers annually.

Intended Benefits

The Certificate of Achievement in Computed Tomography is a Career Technical Education (CTE) program designed to meet an acute industry need for advanced imaging modality training for radiology technologists.

Description of Preparation and Planning Process

The Certificate of Achievement in Computed Tomography was developed in accordance with the college's program approval process (Reference 1). Once program outcomes were established, curriculum was developed and processed via the college and district curriculum and program approval processes as previously described. The programs have been approved by the North/Far North Regional Consortium (Reference 3). The program has been approved by the State Chancellor's Office (Reference 2).

D.   EVIDENCE OF ADEQUATE RESOURCES

Student Support Services

Folsom Lake College (FLC) assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. Student services are available to students at each of FLC's three sites. Moreover, many student support services are also available online. For example, students can apply to FLC, register for classes, add/drop classes, purchase parking permits, and review their progress toward degree and certificate completion using Oracle/PeopleSoft's online degree audit application via the District's eServices. Financial aid services (FAFSA application and online BOG fee waiver application, financial aid orientation, and satisfactory academic progress workshops) are also available online. Students are provided with computer access at all three sites.

- **Application:** Students apply to FLC online via the district website at: http://www.losrios.edu/lrc/lrc_app.php.
- **Assessment:** Students can identify and prepare for assessment tests via online materials: http://www.flc.losrios.edu/student-services/student-success/assessment.
  Assessment test scores are portable across the LRCCD, students can take their assessment tests at any LRCCD campus. Students who cannot come to an LRCCD campus can work through Sacramento City College to take their assessment test at a remote location: (http://www.scc.losrios.edu/Current_Students/From_Enrollment_to_Graduation/ MatriculationStudent_Support_Services_and_Student_Development/Assessment_ Center/Out-of-_State_Testing_Request.htm).
- **Bookstore:** Students may order required textbooks online. The Bookstore has eBooks textbooks available from certain publishers for downloading at: http://bookstore.flc.losrios.edu/Home.aspx

- **Career Services Center.** The Career Services Center has many online services. They include career assessment sites, internship referral services, and documents and links to websites to help in the job-finding process at: http://www.flc.losrios.edu/student-services/student-success/career-and-transfer-services-center
- **Class Schedule:** The College schedule of classes is available online at: http://www.losrios.edu/class-schedules.php.
- **College Orientation:** Students can complete the college orientation online at: http://www.flc.losrios.edu/student-services/student-success/orientation
- **College Catalog:** The College Catalog is available online at: http://www.flc.losrios.edu/academics/catalog
- The College Website also contains an online Steps to Success Guide that helps online students with the matriculation steps at: http://www.flc.losrios.edu/student-services/counseling/new-students/counseling-faq/steps-to-success
- **Counseling:** The Counseling Center provides updates on important information, getting started at FLC, when do I see a counselor etc. Counseling Staff are also available via email at http://www.flc.losrios.edu/student-services/counseling
- **Disabled Student Programs & Services (DSPS).** Students who are eligible for services through DSPS may download the proper forms that must be completed to authorize accommodations at: http://www.flc.losrios.edu/student-services/student-aid/dsps
- **eLearning:** Several online services are available to students through the eLearning website, which is accessible from the FLC Homepage, including information and a video on Skills for Online Success to help students develop the skills needed to succeed in an online course, as well as an online orientation to the Learning Management System (Canvas). They can be found at **https://canvas.losrios.edu**
- **Financial Aid:** Students can apply for financial aid and view resources to help them understand the types of awards that are available. This web page includes a workshop link that helps students complete the FAFSA as well as a link to the online FAFSA website at http://www.flc.losrios.edu/student-services/student-aid/financial-aid
- **Faculty Office Hours:** According to the Los Rios College Federation of Teachers (LRCFT) Contract, faculty who teach online may schedule one online office hour weekly per .2 FTE taught online during the given semester up to a maximum of two online office hours each week per semester. Some faculty use CCC Confer, the web conferencing platform supported by the Chancellor's Office, for their online office hours so that a synchronous component is available for DE students. Faculty members also communicate and assist online students via email. Finally, many faculty teaching online have selected course materials that have a variety of online support (including tutorial assistance)

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- **Library:** The FLC Library offers many services for distance learners. Through the online Library Catalog, the currently registered students, as well as staff and faculty, may request books from other Los Rios libraries, place holds on books currently checked out (except for Reserve books), obtain copies of pages from books on reserve, 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.
- **Pay Fees:** Students can pay fees for classes and purchase parking permits online at http://www.losrios.edu/lrc/lrc_feepay.php.
- **Transcripts:** Students can request transcripts online via: https://lrccd-web.losrios.edu/transcript.aspx.
- **Tutoring Center:** The Tutoring Center offers online tutoring in basic skills and college level math, and chemistry. Tutoring Center services are available at http://www.flc.losrios.edu/student-services/student-success/tutoring

Faculty, Management, and Support Staffing

Folsom Lake College has sufficient and qualified faculty, management and staff to support this degree. All employees are hired and evaluated in accordance with the district policies and procedures, which comply with relevant local, state, and federal laws and regulations, as well as with the current collective bargaining agreement.

Professional Development

Folsom Lake College (FLC) provides professional development for faculty and staff to effect and sustain the change. The college's Innovation Center provides training and resources to assist faculty in the design and development of teaching methods. It is staffed by FLC's Instructional Design and Development Coordinator, who provides individualized and group training in the areas of instructional design, digital media and tools, teaching and learning, and online pedagogy.

Equipment and Facilities

Folsom has entered into an agreement with Dignity Health to offer courses on site at Mercy San Juan, Sacramento. All spaces are compliant with the Americans with Disabilities Act.

Initial and Long Term Fiscal Resources

Folsom Lake College has allocated sufficient fiscal resources to support current Certificate of Achievement in Computed Tomography program offerings. The college has in place a process to allocate FTEF for additional class sections based on analysis of prior section fill rates, wait-listed students and available growth monies, and additional course sections will be funded as needed. Other financial needs are supported by the operating budgets established within the Office of Instruction.

Comparative Analysis

Analysis of budget, enrollment, and resources takes place through the college's integrated planning process, which requires each unit to complete an annual plan (attachment—schematics of annual planning process and connection of micro to macro). As part of its annual plan, the Allied Health

Department must evaluate its annual operating budget. It must also identify needed resources and comment on enrollment goals.

Achievement Monitoring Plan

Assessment of the degree is folded into the College's integrated planning process. Each year as part of its Annual Unit Plan, the Allied Health Department identifies Student Learning Outcomes it wants to achieve and then reports on the previous year's outcomes. In addition, both instructional programs review their offerings during their annual department plan and program review cycles.

Evaluation and Assessment of Student Learning Outcomes

The assessment of Student Learning Outcomes is integrated into each academic department's Annual Department Plan process. Thus, courses offered at the center will have their outcomes assessed based on individual departments' assessment schedules.

E.   EVIDENCE OF NECESSARY INTERNAL AND EXTERNAL APPROVALS

Required Approvals

There are no special legal requirements or approvals for the Certificate of Achievement in Computed Tomography program

Evidence of Governing Board Action

The LRCCD Board of Trustees approved the Certificate of Achievement in Computed Tomography programs at the February 8, 2017 meeting (Attachments 13).

F.   Accreditation Eligibility Requirements

Authority

Folsom Lake College is a public, two-year community college accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. Folsom Lake College is authorized to operate as a degree granting institution by the State of California, the Board of Governors of the California Community Colleges, and the Board of the Los Rios Community College District. The College had its accreditation reaffirmed in 2016.

Mission

Folsom Lake College's educational mission is clearly defined and published in the College catalog. The educational mission is aligned with the Los Rios Community College District's mission statement and is appropriate for a degree-granting institution of higher education and the constituency the College seeks to serve. The College's mission defines its commitment to supporting student learning with respect to programs, support services, opportunities, and environment. The Los Rios Community College District Board of Trustees approved the College's most recent revision to its mission statement in June 2014.

Governing Board

Folsom Lake College is one of four colleges in the Los Rios Community College District. The District is governed by a publicly elected seven-member Board of Trustees, joined by a non-voting student trustee.

The Board of Trustees functions as an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions, and is sufficient in size to fulfill its responsibilities consistent with the California Education Code. A majority of the Board members have no employment, family, or personal financial interest in the institution.

Chief Executive Officer

Kathleen Kirklin serves as the interim president and chief executive officer of Folsom Lake College. Ms. Kirklin was appointed to this position in January 2017 and reports directly to the Los Rios Community College District's chancellor, Dr. Brian King, who was hired 1 February 2013.

Administrative Capacity

Folsom Lake College has sufficient academic and support services and administrative staff members with appropriate preparation and experience to provide the administrative services necessary to support the College mission.

Operational Status

Folsom Lake College has been in continuous operation since 2004, when it received its initial Accreditation. The College serves approximately 8,500 students across its main campus in Folsom, El Dorado Center, and Rancho Cordova Center. Most students are actively pursuing vocational certificates, associate degrees, and/or transfer opportunities to four-year institutions.

Degrees

Folsom Lake College offers 44 Associate of Arts, Associate of Science, and Associate Degree for Transfer degrees. Students are enrolled in courses required for a certificate or degree program and/or required for transfer to four-year institutions as described in the College catalog.

Educational Programs

Folsom Lake College's degree and certificate programs are congruent with its mission and based on recognized higher education fields of study. All programs culminate in identified student learning outcomes that are assessed regularly. The Curriculum Committee, one of the College's participatory governance committees, ensures that the programs provide appropriate content and length and meet levels of quality and rigor appropriate to the degrees and certificates offered. The degree programs meet California Code of Regulations, Title 5 curriculum requirements, and, when combined with the general education component, represent two years of full-time academic work. The College also offers 34 vocational certificates in career and technical education.

Academic Credit

Folsom Lake College awards academic credits based on the traditional Carnegie unit and accepted practices of California community colleges under California Code of Regulations, Title 5. The traditional classroom lecture class requires the equivalent of 1.1 hours per week for each semester unit awarded. Laboratory classes require 3.3 hours per week for each semester unit awarded. The traditional semester is sixteen weeks long. The College catalog and class schedules provide detailed information about academic credits.

Student Learning and Achievement

Folsom Lake College identifies course, program, and institutional student learning outcomes (SLOs) in all modalities. The College assesses student achievement of those outcomes and uses the assessment results to make necessary improvements. SLOs for all degree and certificate programs and courses are documented in SOCRATES, the District's online curriculum database. Program SLOs are also published in the College catalog, and course SLOs are included in all class syllabi.

General Education

Students must complete a minimum of 21 semester units of general education (GE) courses and demonstrate competency in writing, reading, and math to receive an associate degree. The GE units are designed to ensure breadth of knowledge, to promote intellectual inquiry, and to offer an introduction to major areas of knowledge. Degree credit for the College's general education courses is consistent with the levels of quality and rigor appropriate to higher education. The general education program has comprehensive student learning outcomes that are assessed regularly.

Academic Freedom

Faculty members and students at Folsom Lake College are free to examine and to test all knowledge appropriate to their discipline or area of major study. The Los Rios Community College District Board expresses its support for the principles of Academic Freedom in Board Policy P-7142, which states that "a college best serves its community, not as a stronghold of rigid tradition, but as an open intellectual forum where varying shades of opinion may be freely expressed and fairly debated." The College catalog contains the American Association of University Professors Statement of Principles on Academic Freedom and also the Los Rios Colleges Federation of Teachers' Statement on Academic Freedom.

Faculty

Folsom Lake College has a substantial core of 121 full time faculty members and 187 adjunct faculty members, sufficient in size and experience to support all of the institution's educational programs. Faculty members must 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. The faculty contract provides a clear statement of faculty responsibilities, which include assessment of student learning outcomes.

Student Services

Folsom Lake College provides a comprehensive array of student services for all students and provides basic skills courses for students who require preparation for college level work. Similarly, the Rancho Cordova Center and El Dorado Center provide an array of student services for students taking classes at the center.

Admissions

Folsom Lake College has adopted and follows admission policies consistent with its mission as a public California community college and complies with California Code of Regulations, Title 5. Admissions policies are published in the College catalog and class schedules.

Information & Learning Resources

Folsom Lake College provides specific long-term access to sufficient print and electronic information and learning resources through its libraries and academic support programs to meet the educational needs of students, including those enrolled in distance education programs and classes.

Financial Resources

Folsom Lake College, through the Los Rios Community College District, documents a funding base, financial resources, and plans for financial development that are adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

Financial Accountability

The Los Rios Community College District annually undergoes an external financial audit for the District and its colleges by a certified public accountant. The audit, which the District makes available for viewing, is conducted in accordance with generally accepted auditing standards and Government Auditing Standards issued by the Comptroller General of the United States. The College demonstrates compliance with Title IV federal requirements.

Institutional Planning & Evaluation

Folsom Lake College assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. The College systematically evaluates how well and in what ways it is accomplishing its purposes through various integrated processes that include strategic plan review, program review, student learning outcomes assessment, and annual department/unit plan review. College planning and evaluation processes align with Los Rios Community College District processes.

Public Information

Folsom Lake College publishes a print catalog that is also available on the College website. The catalog contains: current data regarding College name, location, and contact information; College mission and vision; course, program, and degree offerings; academic calendar; policies on the rights of individuals, including a statement of principles on academic freedom; student development programs and services, including financial aid and learning resources; names and degrees of faculty members and administrators; and names of governing board members.

Relations with the Accrediting Commission

The Los Rios Community College District Board of Trustees provides assurance that Folsom Lake 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 accomplish its accrediting responsibilities.

G. ACCREDITATION STANDARDS AND RELEVANT COMMISSION POLICIES

Standard I: Institutional Mission and Effectiveness

Mission: Folsom Lake College's Mission Statement addresses its broad educational purposes, its intended student population, and its commitment to achieving student learning. The mission statement was approved by the Los Rios Board of Trustees in December 2016. Processes are in place to ensure that the mission is reviewed regularly, and that attention to the college's mission is central to planning decisions.

Standard II: Student Learning Programs and Services

Instructional Programs

Students and prospective students receive clear and accurate information regarding courses and programs as well as transfer policies through the College Catalog and the Schedule of Classes. Programs and courses are systematically assessed to ensure currency, relevance, and achievement of stated student learning outcomes. Curriculum is maintained and updated through the district's curriculum management system SOCRATES.

Student Support Services

Folsom Lake College is systematic in identifying and providing services to support the needs of its students. A broad variety of student services are available at all FLC sites, including counseling, computer lab, tutoring, EOP&S, DSPS, and assessment. Student support services are assessed on a regular basis through the college's annual planning process.

Library and Learning Support Services

Folsom Lake College has the necessary library and learning support services to support its programs and courses, including those offered at the El Dorado and Rancho Cordova Centers.

The opening of Rancho Cordova's permanent center in October 2015 has made possible the introduction of more extensive library and learning support services at the center. Students at the center have access to the library databases, and librarians are periodically on-hand to assist with research projects and to give library instructions to RCC classes. Books are available on reserve and through interlibrary loan. Further both the Reading/Writing Center and Learning Skills offer periodic tutoring in the center's Learning Resource Center. All services are systematically assessed as part of the departments' annual planning processes with staff at the center also able to participate in the annual unit plan so that additional needs can be identified and prioritized.

Standard III: Resources

Human Resources

Hiring, evaluation, and professional development processes are in place at Folsom Lake College for faculty, classified and management employees. All adjunct and full-time faculty, regardless of the location at which they teach, meet the minimum qualifications to teach their discipline courses. Academic, student services, technology, and facilities support staff are qualified to provide support services to programs. Sufficient permanent staffing is available at both the College and the District to

provide the infrastructure needed to maintain programs and services. All personnel are treated equitably, evaluated regularly and systematically, and are provided opportunities for professional development.

Physical Resources

Programs and services at all three sites are supported by the required physical and technology resources. All units of the college participate in the annual unit planning process where facilities and equipment needs are identified. In addition, college-level facilities plans are implemented in conjunction with the District's Five-Year Capital Outlay Construction Plan.

Technology Resources

The use of technology at FLC is vital to its operation and extends into nearly all programs, services, and locations. IT needs are integrated into College's existing processes, including its Distance Education and Technology Plan. In addition, the college has representation on the District's Education and Technology Committee, a place where center needs and concerns can be brought forward.

Financial Resources

The Los Rios Community College District's conservative approach to financial planning and budget processes ensures that that there is sufficient support of programs and services at the Rancho Cordova Center. District budget practices, overseen by the District Budget Committee, and reinforced by Folsom Lake College's Budget and Facilities Planning Committee ensure that both the College is well-prepared to weather challenging financial times, such as the last economic downturn. Further, district budget processes allow for program growth only as resources become available.

Standard IV: Leadership and Governance

Folsom Lake College's College Governance Agreement as well as Los Rios Board of Trustees policies and regulations ensure that all members of the college community are able to inform decisions, priorities, and goals. All employees as well as students are encouraged to participate in college and district committees. In addition, the college's participatory governance structure ensures that all constituency groups have a significant role in campus decision making. Faculty, staff, students, and administrators have opportunities to participate in college decision-making processes through the College's participatory governance process.
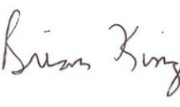
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References

Reference 1   Folsom Lake College Curriculum Handbook

Reference 2   CCCCO Program Approval Letter

Reference 3   North Far North Approval

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** February 8, 2017

SUBJECT:	Resolution No. 2017-03: 2016-17 Budget Revision № 1	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Action Item C	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	*Theresa Matista* Theresa Matista, Vice Chancellor Finance & Administration	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	*Brian King* Brian King, Chancellor	ACTION	X
		INFORMATION	

BACKGROUND:

On September 7, 2016, the Governing Board adopted the 2016-17 maximum funding level (Z Budget) for the General Fund. The attached Schedule I details modifications to this funding level since adoption. General Fund revenues and appropriations are budgeted $14.7M higher than the adopted level due to the recognition of additional general purpose, and restricted/special programs revenues.

The General fund unrestricted revenue increase is primarily due to a $1 million transfer into the General fund from the Capital Outlay fund toward the planned increase to the District's contingency reserve. Restricted revenues increased by $13.4 million, with Federal revenues increasing by $3.2million from the award of several TRIO grants, and Hispanic and Asian and Native American Pacific Islander serving institutions grants. Restricted State revenues are $9.8 million higher than adopted. The largest line item is Strong Workforce at $5.1 million. The Basic Skills initiative is $3 million higher. Of note is that total State restricted funds are $62.4 million. This is most likely the highest level the District has ever had. This is partially attributable to carryover of prior year allocations and also a reflection of recent State budgets directing resources to specific programs and uses to support student services and instruction.

Neither the final calculation for fiscal year 2015-16 nor the first principal apportionment (P1) for 2016-17 have been released as of February 1st. The P1 is based upon attendance reporting submitted Jan. 15th along with projected enrollment fee and property tax revenues. Typically, general fund revenues are adjusted based upon those two reports, including any funding shortfall (deficit). Any adjustments will be included in budget revision No. 2 which is scheduled for the June meeting. As usual, the District continues to operate at the X budget level.

STATUS:

Revisions to the adopted budget for the General Fund are necessary for the following reasons:

1. Schedule I summarizes changes to revenues, appropriations and fund balance for the general fund. Schedule II provides specific adjustments to restricted and special

program revenues. Restricted revenues reflect new awards for Federal and State programs, as well as augmentations to existing programs for federal, state and local. The changes in appropriations reflect the allocation of those additional resources as well as re-alignment across object codes as expenditure plans are formalized.

Revisions to other District funds due to:

2. Instructionally-Related Activities (Schedule III): Increases to revenue and appropriation of uncommitted fund balance.
3. Child Development (Schedule IV): Increase in transfers in from the General fund in support of the centers and corresponding appropriations.
4. Capital Outlay Projects (Schedule V): Increase in State revenues in support of Prop. 39 (Clean Energy) projects and transfers from the general fund. Changes in appropriations reflect the allocation of program development funds and Prop. 39 projects.
5. Self Insurance (Schedule VI): Minor change in funding and appropriations for dental program.
6. Regional Performing Arts Center – Enterprise Fund (Schedule VII): Change to beginning fund balance to reflect actual ending balance for 2015-16; minor change in inter-fund transfers and appropriations.
7. Student Financial Aid (Schedule VIII): Increase in SEOG and State Categorical programs transferred from the General fund.
8. Student Associations Trust (Schedule IX): Changes in revenues as well as appropriation of fund balance.
9. Los Rios Foundation (Schedule X): Change in projected donations.

RECOMMENDATION:
It is recommended that the Board of Trustees ratify and adopt the resolution authorizing the changes to the General Fund revenues and appropriations as shown on Schedules I, II and III (Instructionally Related sub-fund), and approve the 2016-17 Budget Revision № 1 for the Child Development, Capital Outlay Projects, Self Insurance, Regional Performing Arts Center, Student Financial Aid, Student Associations Trust, and Los Rios Foundation funds shown on the attached schedules, and that the related documents be filed with the County Superintendent of Schools.

LOS RIOS COMMUNITY COLLEGE DISTRICT

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

R E S O L U T I O N

№ 2017-03

Authorizing Business Services to Process Transfers specified herein for the first budget revision of the General Fund of the Los Rios Community College District Fiscal Year 2016-17

WHEREAS, Title 5 California Code of Regulations, section 58307 provides for transfer of funds between expenditure classifications by resolution of the Board of Trustees.

WHEREAS, the Board of Trustees by authority of Title 5 California Code of Regulations, section 58307 can grant Business Services of the District authority to make budgetary transfers to align the District budget, to make financial transfers between fund groups, and financial adjustments to facilitate operations; and

WHEREAS, this transfer authority, with the requirement to maintain a record of activity known as Budget Revision #1, is requested for the fiscal year 2016-17, for the following specific transactions:

1. Increase in General Fund revenues of $14,691,562.
2. Increase in General Fund appropriations of $13,691,562.
3. Increase in ending fund balance of $1,000,000.
4. Increase in Instructionally Related Activities (sub-fund of the General fund) of $92,839 and appropriations of $3,514,529 including the allocation of $3,421,690 from fund balance.

BE IT RESOLVED that the Board of Trustees of the Los Rios Community College District, provides Business Services the transfer authority requested for the period and transactions noted above and with the understanding that a record of activity will be maintained.

PASSED AND ADOPTED by the Board of Trustees of the Los Rios Community College District, the eighth day of February 2017 by the following votes:

AYES:	NAYES:	ABSENT:

_____
Ruth Scribner, Board President

Attest:

_____
Brian King
Chancellor and Secretary to the Board

LOS RIOS COMMUNITY COLLEGE DISTRICT
GENERAL FUND
BUDGET REVISION # 1
2016-2017

	ADOPTED* BUDGET 9/7/2016	BUDGET MODIFICATIONS	REVISED BUDGET 2/8/2017
BEGINNING FUND BALANCE, JULY 1			
Uncommitted	$ 12,886,241	$ -	$ 12,886,241
Committed	34,502,125	-	34,502,125
Restricted	4,676,380	-	4,676,380
TOTAL BEGINNING FUND BALANCE	**52,064,746**	**-**	**52,064,746**
REVENUE:			
UNRESTRICTED (GENERAL PURPOSE)			
Apportionment, Property Taxes and Enrollment Fees	289,734,498	-	289,734,498
Lottery Funds	6,784,837	-	6,784,837
Apprentice/Other General Purpose/Interfund Transfers	26,203,129	1,260,137	27,463,266
TOTAL UNRESTRICTED (GENERAL PURPOSE)	**322,722,464**	**1,260,137**	**323,982,601**
RESTRICTED/SPECIAL PROGRAMS REVENUES	**72,651,975**	**13,431,425**	**86,083,400**
TOTAL REVENUE AND TRANSFERS	**395,374,439**	**14,691,562**	**410,066,001**
TOTAL REVENUE, TRANSFERS AND BEGINNING FUND BALANCE	**$ 447,439,185**	**$ 14,691,562**	**$ 462,130,747**
APPROPRIATIONS:			
Academic Salaries	$ 158,503,619	$ 4,916,636	$ 163,420,255
Classified Salaries	89,800,393	6,353,165	96,153,558
Employee Benefits	89,489,825	2,738,368	92,228,193
Books, Supplies & Materials	9,978,674	683,924	10,662,598
Other Operating Expenses	50,484,938	(4,086,385)	46,398,553
Capital Outlay	9,115,313	2,419,111	11,534,424
Other Outgo	13,697,355	666,743	14,364,098
TOTAL APPROPRIATIONS AND TRANSFERS	**421,070,117**	**13,691,562**	**434,761,679**
ENDING FUND BALANCE, JUNE 30			
Uncommitted	12,886,241	-	12,886,241
Committed	11,397,125	1,000,000	12,397,125
Restricted	2,085,702	-	2,085,702
TOTAL ENDING FUND BALANCE	**26,369,068**	**1,000,000**	**27,369,068**
TOTAL APPROPRIATIONS AND ENDING FUND BALANCE	**$ 447,439,185**	**$ 14,691,562**	**$ 462,130,747**

* Maximum funded level (Z Budget)

LOS RIOS COMMUNITY COLLEGE DISTRICT
RESTRICTED/SPECIAL PROGRAMS REVENUES
BUDGET REVISION # 1
2016-2017

	ADOPTED BUDGET 9/7/2016	BUDGET MODIFICATIONS	REVISED BUDGET 2/8/2017
Student Parking Fees & Fines, Universal Transit Pass	$ 5,950,000	$ -	$ 5,950,000
Federal:			
Perkins 1C formerly VTEA	$ 2,710,040	$ 36,145	$ 2,746,185
Career Technical Education (CTE) Transitions	174,992	-	174,992
Federal Work Study (FWS)	1,879,571	-	1,879,571
Temporary Assistance to Needy Families (TANF)	379,429	17,502	396,931
Workability III - Department of Rehabilitation (DOR) Cooperative	211,465	-	211,465
Child Development Training Consortium (CDTC)	-	75,650	75,650
Foster Care Program	157,231	4,896	162,127
US Dept of Labor - Northern California Community Colleges American Apprenticeship Initiative	4,776,330	-	4,776,330
College to Careers (DOR)	250,000	-	250,000
US Dept of Education - TRIO Student Support Services	287,770	(220,000)	67,770
US Dept of Education - TRIO Student Support Services - Science, Tech, Engineering & Math	317,750	6,600	324,350
US Dept of Education - TRIO Veterans Project	423,989	6,600	430,589
US Dept of Education - TRIO Natomas	-	240,000	240,000
US Dept of Education - TRIO San Juan	-	240,000	240,000
US Dept of Education - TRIO Twin River	-	240,000	240,000
US Dept of Education - TRIO Student Support Services Program Journey	-	226,600	226,600
US Dept of Education - Strengthening Institutions	-	449,904	449,904
US Dept of Education - Asian & Native American Pacific Islander-Serving Institutions Prog.	-	350,000	350,000
Hispanic Serving Institutions Project - Students in Global Economy	488,491	525,000	1,013,491
Hispanic Serving Institutions Project - Science, Tech, Engineering & Math	-	930,006	930,006
Youth Empowerment Strategies For Success - Independent Living Program (ILP)	21,377	1,123	22,500
State Trade & Export Promotion Project (STEP)	170,891	-	170,891
California Early Childhood Mentor	-	18,452	18,452
SETA Veterans Employment-Related Assistance Program (VEAP) - Utility Line Worker	-	80,000	80,000
Family Health International	-	7,510	7,510
Other	2,850	973	3,823
Total Federal	$ 12,252,176	$ 3,236,961	$ 15,489,137
State:			
Extended Opportunity Programs and Services (EOPS)	$ 4,352,181	$ (4,548)	$ 4,347,633
Cooperative Agencies Resources for Education Programs (CARE)	695,960	31,167	727,127
Disabled Student Programs and Services (DSPS)	4,816,036	184,328	5,000,364
Student Success and Support Program (SSSP)	15,320,248	-	15,320,248
Board of Governors Financial Assistance Program Admin Allowance (BFAP)	2,869,068	-	2,869,068
CalWORKS	1,737,620	487,472	2,225,092
Student Equity	8,425,351	45,150	8,470,501
Basic Skills Initiative (BSI)	774,513	3,004,265	3,778,778
Mathematics, Engineering, Science Achievement (MESA)	173,702	34,968	208,670
Economic Workforce Development (EWD) Center International Trade Development (CITD)	298,641	110,000	408,641
EWD Statewide Centers of Excellence (CTXL) Hub	487,572	50,000	537,572
Career Technical Education (CTE) Grants	690,700	47,583	738,283
Foster Care Program	157,232	4,896	162,128
Staff Diversity	60,000	-	60,000
Enrollment Growth Assoc Degree in Nursing II - Yr 1& 2	393,500	-	393,500
Deputy Sector Navigator (DSN): Health	332,244	10,000	342,244
Lottery (Restricted, Proposition 20)	2,085,702	-	2,085,702
State Instructional Equipmnent Funds (SIEF)	5,137,159	-	5,137,159
Linked Learning Pilot Program - SB1070 / AB790 (Fiscal agent)	1,544,679	(961,210)	583,469
State on Behlaff of Payments for CalSTRS	449,047	-	449,047
California Apprenticeship Initiative	776,377	-	776,377
State (Continued):			
Inmate Education Pilot Program	334,401	-	334,401
Common Assessment Initiative	53,622	-	53,622
Sac Employment & Training Agency (SETA)-Regional Industry Cluster of Opportunity III (RICO)	54,932	-	54,932
Industry Driver Regional Collaborative (IDRC) 21st Century Skills	255,455	5,000	260,455

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LOS RIOS COMMUNITY COLLEGE DISTRICT
RESTRICTED/SPECIAL PROGRAMS REVENUES
BUDGET REVISION # 1
2016-2017

	ADOPTED BUDGET 9/7/2016	BUDGET MODIFICATIONS	REVISED BUDGET 2/8/2017
Galt High School - Central Region Agricultural Education Career Pathways (CRAECP)	43,569	107,880	151,449
Captial Academy and Pathway	191,676	47,891	239,567
STREAM Pathway (Science, Technology, Reading/Language, Engineering, Arts & Math)	51,000	-	51,000
Captial Region Academies for the Next Economy (CRANE)	-	90,000	90,000
Institutional Effectiveness Partnership Initiative (IEPI)	-	50,000	50,000
Proposition 39 Program Improvement	-	293,857	293,857
Maker Space	-	40,000	40,000
Work Based Learning (WBL) Infrastructure	-	961,210	961,210
Strong Workforce	-	5,158,231	5,158,231
Other State	7,249	17,750	24,999
Total State	**$ 52,569,436**	**$ 9,815,890**	**$ 62,385,326**
Local:			
Training Source Contracts	$ 1,223,641	$ 8,280	$ 1,231,921
Central Valley New Car Dealers Association (CVNCDA)	30,633	-	30,633
Ethics Symposium - CRC - Wagenlis	25,359	-	25,359
Sacramento Municipal Utilities District (SMUD)	4,170	3,850	8,020
Mathematics, Engineering, Science Achieve (MESA)/Teichert LRCCD	-	5,000	5,000
Foundation Grants & Gifts	136,821	52,208	189,029
Nursing Grants Emergency Funds	17,329	-	17,329
Sutter Nursing Program	174,581	-	174,581
University of California Davis Programs	9,234	-	9,234
Center for International Trade Development (CITD) Program Income	70,129	3,000	73,129
Center of Excellence (COE) Program Income	158,885	-	158,885
Statewide Academic Senate	-	82,878	82,878
ARC Instructionally Related Trust	14,150	71,730	85,880
Dorothy Rupe Foundation	-	15,000	15,000
Sacramento Metropolitan Arts Commission (SMAC) Cultural Arts	3,513	-	3,513
Guardian Fin Literacy Learning	-	50,128	50,128
College Futures	-	40,000	40,000
Veteran Student Emergency Fund	-	45,000	45,000
Wellness Program	8,358	-	8,358
Other Local	3,560	1,500	5,060
Total Local	**$ 1,880,363**	**$ 378,574**	**$ 2,258,937**
TOTAL RESTRICTED REVENUE/SPECIAL PROGRAMS	**$ 72,651,975**	**$ 13,431,425**	**$ 86,083,400**

LOS RIOS COMMUNITY COLLEGE DISTRICT
INSTRUCTIONALLY-RELATED ACTIVITIES (Sub-Fund of the General Fund)
BUDGET REVISION # 1
2016-2017

	ADOPTED BUDGET 9/7/2016	BUDGET MODIFICATIONS	REVISED BUDGET 2/8/2017
BEGINNING FUND BALANCE, JULY 1			
Uncommitted	$ 3,954,166	$ -	$ 3,954,166
TOTAL BEGINNING FUND BALANCE	**3,954,166**	**-**	**3,954,166**
REVENUE:			
Local - Other	1,561,500	92,839	1,654,339
TOTAL REVENUE	**1,561,500**	**92,839**	**1,654,339**
INTERFUND TRANSFERS:			
Bookstore Fund	630,388	-	630,388
General Fund	10,000	-	10,000
TOTAL TRANSFERS	**640,388**	**-**	**640,388**
TOTAL REVENUE, TRANSFERS			
AND BEGINNING FUND BALANCE	**$ 6,156,054**	**$ 92,839**	**$ 6,248,893**
APPROPRIATIONS:			
Academic Salaries	$ 17,000	$ 226	$ 17,226
Classified Salaries	127,000	119,944	246,944
Employee Benefits	9,300	2,919	12,219
Books, Supplies & Materials	795,000	2,262,459	3,057,459
Other Operating Expenses	1,072,738	973,680	2,046,418
Capital Outlay	4,000	82,971	86,971
Payments to Students	7,500	600	8,100
TOTAL APPROPRIATIONS	**2,032,538**	**3,442,799**	**5,475,337**
INTERFUND TRANSFERS OUT:			
General Fund	14,150	71,730	85,880
Captial Outlay	150,000	-	150,000
Scholarship Fund	5,200	-	5,200
	169,350	**71,730**	**241,080**
ENDING FUND BALANCE, JUNE 30			
Uncommitted	3,954,166	(3,421,690)	532,476
TOTAL ENDING FUND BALANCE	**3,954,166**	**(3,421,690)**	**532,476**
TOTAL APPROPRIATIONS, TRANSFERS			
AND ENDING FUND BALANCE	**$ 6,156,054**	**$ 92,839**	**$ 6,248,893**

LOS RIOS COMMUNITY COLLEGE DISTRICT
CHILD DEVELOPMENT FUND
BUDGET REVISION # 1
2016-2017

	ADOPTED BUDGET 9/7/2016	BUDGET MODIFICATIONS	REVISED BUDGET 2/8/2017
BEGINNING FUND BALANCE, JULY 1			
Uncommitted	$ 272,075	$ -	$ 272,075
TOTAL BEGINNING FUND BALANCE	**272,075**	**-**	**272,075**
REVENUE:			
Federal	106,000	-	106,000
State	1,325,212	-	1,325,212
Local	133,025	-	133,025
Interfund Transfers	560,348	160,555	720,903
TOTAL REVENUE AND TRANSFERS	**2,124,585**	**160,555**	**2,285,140**
TOTAL REVENUE, TRANSFERS AND BEGINNING FUND BALANCE	**$ 2,396,660**	**$ 160,555**	**$ 2,557,215**
APPROPRIATIONS:			
Classified Salaries	$ 1,265,465	$ 107,251	$ 1,372,716
Employee Benefits	693,351	53,304	746,655
Books, Supplies and Food	133,600	-	133,600
Other Operating Expenses	28,169	-	28,169
Capital Outlay	4,000	-	4,000
TOTAL APPROPRIATIONS	**2,124,585**	**160,555**	**2,285,140**
ENDING FUND BALANCE, JUNE 30	**272,075**	**-**	**272,075**
TOTAL APPROPRIATIONS AND ENDING FUND BALANCE	**$ 2,396,660**	**$ 160,555**	**$ 2,557,215**

LOS RIOS COMMUNITY COLLEGE DISTRICT
CAPITAL OUTLAY PROJECTS FUND
BUDGET REVISION # 1
2016-2017

	ADOPTED BUDGET 9/7/2016	BUDGET MODIFICATIONS	REVISED BUDGET 2/8/2017
BEGINNING FUND BALANCE, JULY 1			
Uncommitted	$ 3,252,023	$ -	$ 3,252,023
Board Designated - Budget Shortfall Reserve	10,033,946	-	10,033,946
Committed Funds/Projects in Progress	90,793,910	-	90,793,910
TOTAL BEGINNING FUND BALANCE	**104,079,879**	**-**	**104,079,879**
REVENUE:			
State	18,809,041	580,000	19,389,041
Local	1,176,874	-	1,176,874
Interfund Transfers In	9,098,296	177,227	9,275,523
TOTAL REVENUE AND TRANSFERS	**29,084,211**	**757,227**	**29,841,438**
TOTAL REVENUE, TRANSFERS AND BEGINNING FUND BALANCE	**$ 133,164,090**	**$ 757,227**	**$ 133,921,317**
APPROPRIATIONS:			
Supplies and Materials	$ 16,559	$ 1,663	$ 18,222
Other Operating Expenses and Services	9,975,960	1,531,208	11,507,168
Capital Outlay	109,299,464	(1,822,996)	107,476,468
Interfund Transfers Out	586,138	1,047,352	1,633,490
TOTAL APPROPRIATIONS/TRANSFERS	**119,878,121**	**757,227**	**120,635,348**
ENDING FUND BALANCE, JUNE 30			
Uncommitted	3,252,023	-	3,252,023
Board Designated - Budget Shortfall Reserve	10,033,946	-	10,033,946
TOTAL ENDING FUND BALANCE	**13,285,969**	**-**	**13,285,969**
TOTAL APPROPRIATIONS AND ENDING FUND BALANCE	**$ 133,164,090**	**$ 757,227**	**$ 133,921,317**

LOS RIOS COMMUNITY COLLEGE DISTRICT
SELF INSURANCE FUND
BUDGET REVISION # 1
2016-2017

	ADOPTED BUDGET 9/7/2016	BUDGET MODIFICATIONS	REVISED BUDGET 2/8/2017
BEGINNING FUND BALANCE, JULY 1			
Committed	$ -	$ -	$ -
TOTAL BEGINNING FUND BALANCE	**-**	**-**	**-**
REVENUE:			
Property, Liability, and Workers' Compensation	3,317,046	-	3,317,046
Dental Program	4,068,022	3,192	4,071,214
Interest Income	25,000	-	25,000
TOTAL REVENUE	**7,410,068**	**3,192**	**7,413,260**
TOTAL REVENUE AND BEGINNING FUND BALANCE	**$ 7,410,068**	**$ 3,192**	**$ 7,413,260**
APPROPRIATIONS:			
Salaries and Employee Benefits	$ 223,430	$ -	$ 223,430
Insurance Premiums	1,785,045	-	1,785,045
Self-Insurance Claims:			
Property, Liability, and Workers' Compensation	1,103,571	-	1,103,571
Dental Program	4,068,022	3,192	4,071,214
Administrative Costs	230,000	-	230,000
TOTAL APPROPRIATIONS	**7,410,068**	**3,192**	**7,413,260**
ENDING FUND BALANCE, JUNE 30			
Committed	-	-	-
TOTAL ENDING FUND BALANCE	**-**	**-**	**-**
TOTAL APPROPRIATIONS AND ENDING FUND BALANCE	**$ 7,410,068**	**$ 3,192**	**$ 7,413,260**

LOS RIOS COMMUNITY COLLEGE DISTRICT
REGIONAL PERFORMING ARTS CENTER - ENTERPRISE FUND
BUDGET REVISION # 1
2016-2017

	ADOPTED BUDGET 9/7/2016	BUDGET MODIFICATIONS	REVISED BUDGET 2/8/2017
BEGINNING FUND BALANCE, JULY 1			
Uncommitted	$ (290,628)	$ 176,636	$ (113,992)
Committed	585,028	-	585,028
TOTAL BEGINNING FUND BALANCE	**294,400**	**176,636**	**471,036** *
REVENUE:			
Ticket Sales	2,600,000	-	2,600,000
Interest and Other	925,000	-	925,000
Interfund Transfers	247,379	2,648	250,027
TOTAL REVENUE	**3,772,379**	**2,648**	**3,775,027**
TOTAL REVENUE AND BEGINNING FUND BALANCE	**$ 4,066,779**	**$ 179,284**	**$ 4,246,063**
APPROPRIATIONS:			
Classified Salaries	$ 1,150,000	$ -	$ 1,150,000
Employee Benefits	340,000	2,648	342,648
Other Operating Expenses	2,282,379	-	2,282,379
TOTAL APPROPRIATIONS	**3,772,379**	**2,648**	**3,775,027**
ENDING FUND BALANCE, JUNE 30			
Uncommitted	(290,628)	176,636	(113,992)
Committed	585,028	-	585,028
TOTAL ENDING FUND BALANCE	**294,400**	**176,636**	**471,036**
TOTAL APPROPRIATIONS, TRANSFERS AND ENDING FUND BALANCE	**$ 4,066,779**	**$ 179,284**	**$ 4,246,063**

* Revised to reflect actual fund balance at June 30, 2016.

LOS RIOS COMMUNITY COLLEGE DISTRICT
STUDENT FINANCIAL AID FUND
BUDGET REVISION # 1
2016-2017

	ADOPTED BUDGET 9/7/2016	BUDGET MODIFICATIONS	REVISED BUDGET 2/8/2017
BEGINNING FUND BALANCE, JULY 1	$ -	$ -	$ -
REVENUE:			
Federal:			
PELL	70,000,000	-	70,000,000
SEOG	2,065,781	1,348	2,067,129
DIRECT LOAN	18,000,000	-	18,000,000
Other	187,000	-	187,000
Total Federal	**90,252,781**	**1,348**	**90,254,129**
State	6,800,000	-	6,800,000
Interfund Transfers	4,005,991	326,313	4,332,304
Total State and Interfund Transfers	**10,805,991**	**326,313**	**11,132,304**
TOTAL REVENUE AND BEGINNING FUND BALANCE	**$ 101,058,772**	**$ 327,661**	**$ 101,386,433**
APPROPRIATIONS:			
Student Financial Aid	$ 100,929,661	$ 327,577	$ 101,257,238
Operating Expenses	129,111	84	129,195
TOTAL APPROPRIATIONS	**101,058,772**	**327,661**	**101,386,433**
ENDING FUND BALANCE, JUNE 30	**-**	**-**	**-**
TOTAL APPROPRIATIONS AND ENDING FUND BALANCE	**$ 101,058,772**	**$ 327,661**	**$ 101,386,433**

LOS RIOS COMMUNITY COLLEGE DISTRICT
STUDENT ASSOCIATIONS TRUST FUND
BUDGET REVISION # 1
2016-2017

	ADOPTED BUDGET 9/7/2016	BUDGET MODIFICATIONS	REVISED BUDGET 2/8/2017
BEGINNING FUND BALANCE, JULY 1			
Uncommitted	$ 347,658	$ -	$ 347,658
Committed	391,556	-	391,556
TOTAL BEGINNING FUND BALANCE	**739,214**	**-**	**739,214**
LOCAL REVENUE:			
Student Card Sales	50,137	6,332	56,469
Student Representation Fees, net of waivers	152,000	1,650	153,650
Miscellaneous & Interest	6,150	4,000	10,150
TOTAL REVENUE AND TRANSFERS	**208,287**	**11,982**	**220,269**
TOTAL REVENUE, TRANSFERS			
AND BEGINNING FUND BALANCE	**$ 947,501**	**$ 11,982**	**$ 959,483**
APPROPRIATIONS:			
Books, Supplies & Materials	$ 9,600	$ 475,135	$ 484,735
Other Operating Expenses	194,687	198,361	393,048
Scholarships/Awards	4,000	5,950	9,950
TOTAL APPROPRIATIONS/TRANSFERS	**208,287**	**679,446**	**887,733**
ENDING FUND BALANCE, JUNE 30			
Uncommitted	347,658	(314,011)	33,647
Committed	391,556	(353,453)	38,103
TOTAL ENDING FUND BALANCE	**739,214**	**(667,464)**	**71,750**
TOTAL APPROPRIATIONS			
AND ENDING FUND BALANCE	**$ 947,501**	**$ 11,982**	**$ 959,483**

LOS RIOS COMMUNITY COLLEGE DISTRICT
LOS RIOS FOUNDATION
BUDGET REVISION # 1
2016-2017

	ADOPTED BUDGET 9/7/2016		BUDGET MODIFICATIONS	REVISED BUDGET 2/8/2017	
BEGINNING FUND BALANCE, JULY 1					
Uncommitted	$	1,732,731	$ -	$	1,732,731
Committed		9,556,967	-		9,556,967
TOTAL BEGINNING FUND BALANCE		**11,289,698**	**-**		**11,289,698**
REVENUE:					
Donations		1,341,000	250,000		1,591,000
In-Kind Donations		100,000	-		100,000
Investment Income		400,000	-		400,000
TOTAL REVENUE		**1,841,000**	**250,000**		**2,091,000**
TOTAL REVENUE AND					
BEGINNING FUND BALANCE	**$**	**13,130,698**	**$ 250,000**	**$**	**13,380,698**
APPROPRIATIONS:					
Auxiliary Activities	$	1,741,000	$ -	$	1,741,000
In-Kind Contributions		100,000	-		100,000
TOTAL APPROPRIATIONS		**1,841,000**	**-**		**1,841,000**
ENDING FUND BALANCE, JUNE 30					
Uncommitted		1,732,731	-		1,732,731
Committed		9,556,967	250,000		9,806,967
TOTAL ENDING FUND BALANCE		**11,289,698**	**250,000**		**11,539,698**
TOTAL APPROPRIATIONS					
AND ENDING FUND BALANCE	**$**	**13,130,698**	**$ 250,000**	**$**	**13,380,698**

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LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** February 8, 2017

SUBJECT:	Contract Awards: SCC Swing Space Portables and Remodel Swing Space Portables	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Action Item D	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	*Theresa Matista* Theresa Matista, Vice Chancellor Finance & Administration	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	*Brian King* Brian King, Chancellor	ACTION	X
		INFORMATION	

BACKGROUND:

Sacramento City College requires swing space for the Mohr Hall Modernization project to accommodate displaced science faculty and classrooms while the Mohr Hall modernization takes place. This includes remodeling existing portables and purchasing additional portables for classrooms and faculty.

STATUS:

The plans and specifications for Bid number 17009 to provide new portables for the Mohr Hall Modernization project were publicly advertised for bids. A total of 5 bids were received.

Contractor	Total Bid
Kaler/Dobler Construction Inc.	$146,000.00
American River Construction Inc.	$166,000.00
Peterson Developments	$188,000.00
RBH Construction Inc.	$189,876.00
Landmark Construction	$248,571.00

The plans and specifications for Bid number 17010 to remodel the existing portables for the Mohr Hall Modernization project were publicly advertised for bids. A total of 3 bids were received.

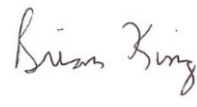| Contractor	Total Bid
Kaler/Dobler Construction Inc.	$454,000.00
Peterson Developments	$471,000.00
American River Construction	$549,000.00

RECOMMENDATION:

It is recommended that the Board of Trustees award the contract for Bid number 17009 to Kaler/Dobler Construction Inc. for the total contract amount of $146,000.00 and award the contract for Bid number 17010 to Kaler/Dobler Contruction Inc. for the total contract amount of $454,000.00.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** February 8, 2017

SUBJECT:	Contract Award: ARC East Well Pump Station Improvements	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Action Item E	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	*Theresa Matista* Theresa Matista, Vice Chancellor Finance & Administration	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor *Brian King*	ACTION	X
		INFORMATION	

BACKGROUND:

The ARC East Well Pump Station Improvements Project is needed to support current campus water demands by supplementing two existing wells. By adding this well, the campus is also able to provide a level of redundancy in cases of equipment or supply failure.

This award will build out the well site with a fenced compound paved with concrete pads for the switchgear, transformer, generator, chemical injector system, compressor, and storage tank required by this project. Also included is an electronic controls system allowing facilities staff the ability to monitor and control all systems remotely.

STATUS:

The plans and specifications were publicly advertised for bids. Bidders were asked to provide a total bid amount. A total of 13 bids were received.

Contractor	Total Bid
T&S Construction Co., Inc.	$1,072,927.00
Sierra National Construction, Inc.	$1,075,969.00
Conco-West Inc.	$1,099,900.00
Cushman Contracting Corp.	$1,110,000.00
BRCO Constructors, Inc.	$1,134,000.00
TNT Industrial Contractors, Inc.	$1,136,999.00
Pacific Mechanical Corp.	$1,139,300.00
Clyde G. Steagall, Inc.	$1,144,926.00
McGuire and Hester	$1,213,005.00
Federal Solutions Group	$1,350,000.00
TTS Construction Corp.	$1,417,500.00
Airco Mechanical, Inc.	$1,564,300.00
Landmark Modernization Contractors DBA Landmark Const.	$1,658,746.00

RECOMMENDATION:

It is recommended that the Board of Trustees award the contract for Bid #17008 to T&S Construction Co., Inc. for the total contract amount of $1,072,927.00.

LOS RIOS COMMUNITY COLLEGE DISTRICT

SUBJECT:	District Technology Plan	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Action Item F	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	*Susan L. Lorimer* Susan L. Lorimer, Deputy Chancellor	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	*Brian King* Brian King, Chancellor	ACTION	x
		INFORMATION	

BACKGROUND:

In February 2016, each of the four Los Rios colleges received a letter from the Accrediting Commission for Community and Junior Colleges reaffirming its accreditation for eighteen months, including a requirement that the District develop a comprehensive technology plan in order to meet Accreditation Standard III.C.2. The plan needed to be integrated with the District Office Information Technology (DOIT) department's program review process and with ongoing and routine DOIT technology assessments. In addition, the *District Technology Plan* needed to align with the colleges' strategic plans and the new *District Strategic Plan*, which was scheduled to be completed in May 2016.

In spring 2016 as work on the *District Strategic Plan* was underway, the District entered into a contract with CampusWorks, a nationally recognized higher education technology consulting company, to complete a district-wide technology assessment focusing on the student experience. The CampusWorks assessment process involved reviewing multiple District and college technology-related documents and visits to district-wide sites to meet with student, faculty, classified staff, and administration stakeholders. In late May 2016, the District Technology Plan Steering Committee, which included representatives from the four colleges, as well as District IT, Fiscal Services, Facilities Maintenance, and Los Rios Police Department, met for the first time to begin review of the new *District Strategic Plan's* technology-related goals and strategies, Accreditation Standard III.C, and the results of the CampusWorks assessment. In fall 2016, the Steering Committee, working with college and District technology experts, developed a draft *District Technology Plan* which was reviewed through normal college and district processes and approved for recommendation to the Board of Trustees.

STATUS:

The draft *District Technology Plan* completed in January 2017 is comprised of five sections: Network, Infrastructure, and Security; Technology Environment; Academic and Instructional Computing; Student Services Support Computing; and Administrative Services Computing. Appendix A provides information on how district-wide technology is funded and how funding

and implementation responsibilities will be divided among the District and colleges. Appendix B provides a "road map" of when individual plan projects will be implemented over four years, with the understanding that over time new projects may need to be included in the plan based on external requirements and changes in technologies.

RECOMMENDATION:
It is recommended that the Board of Trustees approve the *Los Rios Community College District Technology Plan.*

american river college
cosumnes river college
folsom lake college
sacramento city college

Los Rios Community College District
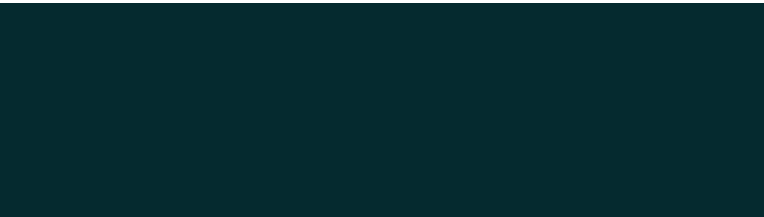
2017-2022

District Technology Plan

Final Draft
Dated: 1/27/17

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References:

1.   2016 Los Rios Community College District Strategic Plan (May 11, 2016)

2.   ACCJC 2014 Accreditation Standards

3.   DOIT 2016 Program Review

4.   DOIT 2016 Unit Plan

5.   CampusWorks Second Opinion Technology Assessment Report (May 17, 2016)

6.   Technology related Los Rios Community College District Board Policies and Administrative Regulations

INTRODUCTION

The Los Rios Community College District is comprised of four colleges, American River, Cosumnes River, Folsom Lake, and Sacramento City colleges, including their education and outreach centers; District Office; Facilities Maintenance; and the Ethan Way Center for Workforce and Economic Development. Together, the colleges serve over 75,000 students. The District Technology Plan provides the framework to implement technologies to better support on-going district-wide technology needs, as well as the district's Vision, Mission, and 2016 Strategic Plan Goals [Ref 1], which are as follows:

Vision: To transform the lives of students and enhance the vitality of our region.

Mission Statement: The Los Rios colleges provide a vibrant learning environment that empowers all students to achieve their educational and career goals.

2016 District Strategic Plan Goals

1. Establish effective pathways that optimize student access and success
2. Ensure equitable academic achievement across all racial, ethnic, socioeconomic and gender groups
3. Provide exemplary teaching and learning opportunities
4. Lead the region in workforce development
5. Foster an outstanding working and learning environment

Technology Related Strategies for the 2016 District Strategic Plan Goals

The following technology related District Strategic Plan Goal strategies are addressed in various sections of the *District Technology Plan*:

- Goal 1, Strategy 2: Implement improved class scheduling system to better meet student needs.
- Goal 1, Strategy 3: Promote communication channels to create greater access to course offerings, deadlines, services, programs, resources and events.
- Goal 1, Strategy 4: Monitor student progress and proactively engage with at-risk students prior to key milestones (first semester, 30 units, 70 units, etc.)
- Goal 3, Strategy 2: Increase professional development opportunities related to teaching methods, equity, instructional technology, discipline-specific knowledge and student services.
- Goal 3, Strategy 4: Ensure that all classroom personnel, with a focus on new and adjunct faculty, have the necessary resources needed to engage in improvement of curriculum, teaching and learning.
- Goal 3, Strategy 6: Provide resources to enhance student learning outcomes, development and assessment.
- Goal 3, Strategy 7: Improve the assessment-for-placement process through diagnostic assessment, multiple measures and increased preparation prior to assessment.

- Goal 5, Strategy 1: Increase staff and manager participation in professional development activities.
- Goal 5, Strategy 4: Coordinate and communicate college sustainability efforts to further implement best practices across the District.
- Goal 5, Strategy 5: Complete and implement a District Technology Plan.
- Goal 5, Strategy 6: Streamline business processes, including appropriate use of technology to improve workforce efficiency and better serve students.

Accreditation Standard III.C: Technology Resources

The ***District Technology Plan*** is also written to ensure that district and college technologies meet the requirements of Accreditation Standard III.C Technology Resources, Sections 1 – 5, as excerpted from ***ACCJC 2014 Accreditation Standards*** [Ref 2]***:***

ACCJC Standard C.III, Sections 1-5:

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.
2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.
3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.
4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and systems related to its programs, services, and institutional operations.
5. The institution has policies and procedures that guide the appropriate use of technology in teaching and learning processes.

Technology support services are provided by the District Office Information Technology Department (DOIT) and college technology personnel and supported by district and college budgets, as described in Appendix A of this plan. The development of the Los Rios ***District Technology Plan*** was informed by ACCJC Standard III.C regarding technology resources, the ***2016 District Strategic Plan*** [Ref 1] and a district-wide assessment by CampusWorks, Inc. consultants in spring 2016 focusing on the student experience. The CampusWorks assessment process involved reviewing multiple district and college documents, as available, including district and college strategic plans, technology plans, and technology-related program reviews, including ***DOIT 2016 Program Review*** and ***Unit Plan*** [Ref 3 and 4]. The document reviews along with visits to each site to meet with students, faculty, classified staff and administration stakeholders resulted in a comprehensive ***Second Opinion Technology Assessment Report*** [Ref 5] completed in May 2016. This ***District Technology Plan*** is designed to address the technology needs and interests resulting from the assessment process with a focus on resolving the

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most urgent issues first. In addition, the creation of this plan addresses the first portion of the *2016 District Strategic Plan* Goal 5, Strategy 5: "Complete and implement a District Technology Plan."

Although not addressed specifically in this plan, the district has in place Board Policies and Administrative Regulations regarding computer use [Ref 6] which include user rights, responsibilities and ethics; privacy and confidentiality; information security; copyright requirements; and distance education.   These policies and regulations are regularly reviewed and updated as necessary to address changing internal and external requirements.

The Plan

The plan is divided into five sections:

1. Network, Infrastructure, and Security
2. Technology Environment
3. Academic and Instructional Computing
4. Student Services Support Computing
5. Administrative Services Computing

Each section begins with a brief overview that includes where the overall section relates to the *2016 District Strategic Plan* [Ref 1] goals and strategies and ACCJC Standard III.C [Ref 2} requirements. Each technology item within the section identifies the results of initial assessments used to inform the planning process, followed by planned actions expected to be implemented during the five-year plan timeframe, and indicators of successful implementation. Where indicated, items may identify future opportunities that can be implemented during the plan's five-year timeframe if resources allow, or be moved to the next plan cycle. It is also understood that new requirements and/or new technologies, which occur during the plan's five-year timeframe, may require adjustments to the plan. Also, the colleges and district are committed to using new and improved technologies to create clear academic pathways to promote timely student educational goal achievement and to support equitable academic achievement across all racial, ethnic, socioeconomic, and gender groups.

Many of the initiatives and projects identified in this technology plan will directly affect the student experience and student input on these efforts is an important aspect of ensuring success. Students will have visibility into the process and will evaluate the effectiveness of the solutions and how they impact their student experience.

To support the effective implementation of this plan, DOIT is updating and aligning its project management process to focus on completion.   DOIT is procuring consulting services to assist in the development of project management standards necessary to complete the identified projects within five years and to build the communication vehicles necessary to ensure projects stay on track, business impact is measured, and the impact on student experience is assessed. Resources to finance implementation of the *District Technology Plan* are described in *Appendix A: Information Technology Resource Allocation Process*. Some funds have already been allocated for plan items that are currently in progress or scheduled to begin in the near future. Allocations for the remaining plan items will occur

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closer to their anticipated implementation when more detailed project plans have been developed and budget requirements are better known. In addition to currently identified resources, the district and colleges will continue to seek other potential funding sources such as grants.

A District Technology Plan Steering Committee with college and district representatives was formed to oversee development of the plan using the sources named previously. The draft plan was reviewed through district and college participatory governance processes for recommendation to the Board of Trustees, which approved the plan at its February 8, 2017 meeting.

SECTION 1: NETWORK, INFRASTRUCTURE, AND SECURITY

High quality network connectivity, infrastructure, and security are the foundation for providing technology supported services to students, employees, and our communities at all district and college locations. Therefore, the plan agenda items in this section support the entire *2016 District Strategic Plan* and Accreditation Standard III.C. 1 - 4. Initial assessments, plans, indicators of success, and future opportunities are as follows:

Network Connectivity

Initial Assessment: The current district network connectivity for all district and college sites is provided by leased dark fiber optics owned by a variety of network providers (including Sacramento Regional Transit, the City of Sacramento, and the Sacramento Municipal Utilities District). The network lacks the necessary redundancy and service level agreements to avoid exposure to extended service disruption and does not have the necessary bandwidth to adequately support current network needs and anticipated future use needs. Network outages and network congestion affect the student experience. Recent 10 Gbps network connectivity improvements to district data centers have mitigated some network congestion, but have not improved college network connectivity at the district's three largest colleges. Bandwidth limitations, network transparency and visibility, and network redundancy and fault tolerance were the top three network connectivity concerns expressed by college IT staff [Refs 3, 4, and 5].

Plans:

1. Working with the California Community Colleges Chancellor's Office and the Corporation for Education Networking Initiatives in California (CENIC), complete the district's primary 10 Gbps network ring by fall 2019.
   a. *Lead(s)*: DOIT Technical Services
   b. *Funding Sources*: California Community Colleges Chancellor's Office for installation and ongoing costs
   c. *College and District Roles*: DOIT will provide project oversight, including providing college IT staff with expected installation timelines at their sites. College IT will collaborate with DOIT to make facilities available for service installation.
2. Working with the approved vendor, Comcast, install the district's secondary network. Complete network installation by fall 2018.
   a. *Lead(s):* DOIT Technical Services
   b. *Funding Sources:* Program Development Funds (one-time and on-going operational)
   c. *College and District Roles*: DOIT will provide project oversight, including providing college IT staff with expected installation timelines at their sites. College IT will collaborate with DOIT to make facilities available for service installation.

Indicators of Success:

1. Each college will have at least one 10Gbps primary network connection and a backup network connection with at least one 1Gbps throughput.
2. Each of the 20 identified LRCCD sites will have at least one 1Gbps primary network connection.
3. Networks will be assessed annually to ensure:
   a. Network connectivity uptime is measured monthly and maintained at or above LRCCD network uptime targets (99.9%).
   b. Network bandwidth saturation remains below 75% at each college and instructional center as measured on an average hourly basis.
   c. Successful network failover tests at each district network location with primary and secondary connectivity.
   d. Report on network activity and bandwidth utilization by class-of-service (COS) and quality-of-service (QoS) category/designation on each network and at each network location.

Infrastructure

Initial Assessment: Significant network infrastructure improvements are necessary to ensure reliability, continuity, adequacy, and the operational sustainability of district network services. Affected network services include but are not limited to the following: PeopleSoft ERP and all interrelated or stand-alone enterprise applications, productivity and communication services including email and telephony, Internet and district-wide web resources, wireless services, network supported instructional services and student support services, network file storage and printing services, information access and reporting services, system restoration and archival resources, electronic access control and alarm systems, and public safety and emergency notification systems.

External technical assessments have identified network core architecture and equipment, Internet architecture and connectivity, and firewall security architecture and equipment as key areas of network vulnerability. Assessments conducted both at the colleges and at the district have identified needed infrastructure updates including networking equipment, power and environmental control systems, copper cable plant, fiber cable plant, and wireless infrastructure. These gaps are negatively affecting the student experience. The CampusWorks *Second Opinion Technology Assessment Report* [Ref 5] validated external and internal assessments [Ref 2, 3] and included recommendations from those assessments in the CampusWorks assessment report.

Plans:

1. Implement a reliable, resilient, and performant wide-area network with appropriately sized redundant network links and appropriate equipment to achieve desired results and reliability targets.
   a. *Lead(s):* DOIT Technical Services
   b. *Funding Resources:* One-time Program Development Funds including Scheduled Maintenance and Special Repairs (SMSR)

      c. *College and District Roles:* DOIT will oversee implementation and configuration of necessary equipment. College IT will provide appropriate space meeting district design guidelines and specifications.

2. Replace obsolete network core and distribution equipment at each college.
      a. *Lead(s):* DOIT Technical Services
      b. *Funding Resources:* One-time Program Development Funds including SMSR
      c. *College and District Roles:* DOIT will oversee implementation and configuration of all necessary equipment. College IT will provide appropriate space meeting district design guidelines and specifications, coordinate installation outage scheduling and communication, assist in all aspects of service installation and migration.

3. Replace obsolete network cabling infrastructure in critical locations at each college.
      a. *Lead(s):* DOIT Technical Services
      b. *Funding Resources:* College allocations from discretionary funds carryover or other college resources
      c. *College and District Roles:* DOIT will oversee project scope documentation, work specification, contract award, implementation oversight, verification of installation to meet specifications. College IT will provide assessment of need and prioritization of work, coordinate installation outage scheduling and communication, assist in all aspects of service installation and migration.

4. Create, distribute, and enforce telecommunications design guidelines, installation standards and specifications for all of Construction Specifications Institute MasterFormat Division 27 and appropriate components of Divisions 25, 26 and 28.
      a. *Lead(s):* DOIT – Technical Services
      b. *Funding Resources:* Current staff potentially augmented with contract consultants through Program Development Funds
      c. *College and District Roles:* DOIT and Facilities Management (FM) will collaborate on inclusion of Divisions 25 through 28 as appropriate in all construction, renovation and modification projects involving services covered by those Divisions and enforce specified requirements

Indicators of Success:

1. Each college is connected with appropriate WAN aggregation and routing equipment infrastructure operating sustainably on current, manufacturer supported equipment that meets current district standards. Equipment accommodates multiple 10Gbps network connections combined with multiple 1Gbps network connections utilizing traffic prioritization and shaping, automated routing changes and failover to ensure reliability of network throughput and continuity of service delivery.
2. Each college network and each district data center is supported by core and distribution networking equipment (including wireless) that meets all current district standards and requirements.

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3. All district and college production network equipment is up-to-date and under current maintenance contract.
4. Each college has installed 10Gbps network throughput capability to each building identified by that college as critical for network distribution using appropriate physical cabling and pathways that meet all current district standards and requirements.
5. DOIT Design Guidelines and Master Specifications are consistently used in all construction, renovation, and modernization project.
6. Networks are assessed annually to ensure:
    a. Network connectivity uptime is measured monthly and maintained at or above LRCCD network uptime targets (99.9%).
    b. Network bandwidth saturation remains below 75% at each college and instructional center as measured on an average hourly basis.
    c. Successful network failover tests at each district network location with primary and secondary connectivity.
    d. Report on network activity and bandwidth utilization by class-of-service (COS) and quality-of-service (QoS) category/designation on each network and at each network location.

Future Opportunities:

1. Upgrade network capability as needed to maintain expanded use requirements and any new sites.

Security

Initial Assessment: Assessments conducted in each of the past three years, including four (4) external assessments, have identified a need for increased scrutiny of the district network and data security posture. The District takes information security seriously and has a mature Information Security Officer (ISO) organization providing oversight and security vulnerability monitoring and remediation direction. Currently, the district network architecture standards appear to be inconsistent with network security best practices. The current district firewall infrastructure does not meet industry standard minimum requirements for enterprise-grade and purpose-built security appliance firewalls. Additionally, gaps in network access control (wired and wireless networking) and in the use of data loss prevention tools affect the district security posture. Finally, successful phishing and successful spear-phishing attempts at accessing district network resources are clear indicators of a need for additional end-user security awareness training.

Plans:

1. Complete a district-wide full IT security audit to identify risks to and vulnerabilities in network architecture and implementation, data acquisition and management, data storage and disposal, and user account creation and management.
    a. *Lead(s):* DOIT Technical Services with district ISOs
    b. *Funding Resources:* One-time Program Development Funds (contracted services)

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c. *College and District Roles:* DOIT and college IT will provide full disclosure in response to audit requests at each level of the audit which may include: Network access control procedures (both wired and wireless – from activation to termination), district and college network architecture, network security architecture from physical security to application security, sensitive data handling procedures, data management and storage procedures, and data disposal.

2. Prioritize and identify resources to complete network security remediation projects identified in external assessments of district firewall architecture, internet architecture, network core architecture, and technology environment conducted in 2014, 2015, and 2016.
   a. *Lead(s):* DOIT Technical Services with district and college information security officers (ISOs)
   b. *Funding Resources:* One-time and on-going operational Program Development Funds
   c. *College and District Roles:* Network architecture, network equipment and business practices affecting the access to and use of network services will be affected by network security remediation efforts. DOIT and college IT, in collaboration with network users at each college will identify, schedule and implement necessary security enhancements.

3. Review the process for creating, granting, and terminating user account access to data through security permissions and identify opportunities to improve control over access to sensitive data in all environments that handle sensitive data.
   a. *Lead(s):* District and college ISOs with DOIT (All Service Units)
   b. *Funding Resources:* Current staff
   c. *College and District Roles:* District and college ISOs will review current data security processes at their respective sites and collectively analyze the results.

4. Identify and implement network security management standards, visibility and notification tools, data loss prevention tools, and secure environment virtualization solutions dedicated to improving the LRCCD security posture.
   a. *Lead(s):* DOIT (All Service Units)
   b. *Funding Resources:* On-going operational Program Development Funds
   c. *College and District Roles:* District and college ISOs will use the results of the security review to identify needed improvements and work together as appropriate to implement new security standards and tools.

5. Expand security awareness training
   a. *Lead(s):* District and college ISOs
   b. *Funding Resources:* Current staff
   c. *College and District Roles:* District and college ISOs will annually review and update as necessary security awareness training content. Working with Human Resources, information security awareness training will be required of all new employees; and periodic updated/refresher training will be required of all permanent employees as appropriate to their job requirements.

Indicators of Success:

1. DOIT actively monitors and regularly reports network security activities comparing current security posture to baseline security guidelines.
2. Each college actively monitors and regularly reports college network security activities including account access and security group membership changes.
3. All colleges and outreach centers have appropriate enterprise grade, purpose-built, firewall appliances from a single scalable product line of current products. All production firewall equipment is under current 24X7X365 maintenance and support contract and is managed through consistent and highly scalable management and reporting consoles.
4. Successful attacks upon the district-wide network, including Phishing and Spear Phishing attacks, are extremely rare and have and extremely limited attack posture.

SECTION 2: TECHNOLOGY ENVIRONMENT

Student and employee users expect consistent, easily available, and up-to-date technology services across all district and college locations. Therefore, the plan agenda items in this section support the *2016 District Strategic Plan* (Goal 1: Strategy 3 and Goal 5: Strategy 1) and Accreditation Standard III.C. 1- 4. Initial assessments, plans, indicators of success, and future opportunities are as follows:

District-wide Disaster Recovery and Business Continuity Plans

Initial Assessment: Each of the district data centers (Spanos Court and FLC) currently supports a portion of the full processing load for the district and neither has the capacity to support 100% of the district's production processing load. All data currently deemed critical (PeopleSoft and D2L) are replicated at both sites to minimize potential data loss in the event of the loss of either site. The processing power (servers) for each application is split between the two data centers to minimize recovery time in the case of an outage. However, in the case of a disaster causing the complete loss of one of the sites, there is not sufficient capacity to handle 100% of the production system load. As such, in the case of a loss of a data center, critical applications and systems would be prioritized for continued operation at the remaining data center, while applications, systems, and services deemed non-critical would not continue to operate until additional production system resources are made available. In addition, the network connections and routing components are not fully redundant at each district data center. Both sites have connectivity to the Internet, but not all Los Rios locations connect to both data center sites. The FLC data center, in the event of the complete loss of the Spanos Court site could not currently provide services to all colleges. When a disaster occurs, many of the critical technical infrastructure components require a manual switchover, rather than an automated fail-over. Over the past few years, these deficiencies have been gradually corrected or planned for correction as detailed below.

Plans:

1. Update the Spanos Court and FLC data centers to allow 100% capacity in the event of a disaster, including 'smart row' data center cabinet technology incorporating the utility power, uninterruptable power supply (UPS), environmental controls, air conditioning, and space for networking equipment, servers, and storage.

   a. *Lead(s):* DOIT Technical Services
   b. *Funding Resources:* One-time Program Development Funds
   c. *College and District Roles:* DOIT will provide project oversight, including providing FLC staff with expected installation timelines at their sites. FLC IT will collaborate with DOIT to make facilities available for service installation.

2. Increase network redundancy by completing project to install additional network connections to eliminate the dependency on the Spanos Court site and allow most district and college sites to remain functional. Add equipment and software that handles the Domain Name Service (DNS) and Dynamic Host Configuration Protocol (DHCP) to the FLC data center to provide quick recovery from a site disaster.

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a. *Lead(s):* DOIT Technical Services
b. *Funding Resources:* One-time Program Development Funds
c. *College and District Roles:* DOIT will provide project oversight and implementation.

Indicators of Success:

1. Complete a successful test (simulated failure) of the loss of the Spanos Court and FLC data centers, proving the other site can fully process an established volume of transactions.

Maintenance and Equipment Life Cycle Replacement Plans

Initial Assessment: Portions of the district and colleges' network infrastructure equipment are out-of-date and in need of immediate replacement. The core switching equipment at each college and in the district data centers are beyond their useful life and nearing end-of-support. The most recent inventory of college switching equipment confirmed that end-of-life equipment supported critical network needs and also indicated divergent approaches to equipment replacement at the colleges and the district office. Often aging equipment has been replaced through individual projects and equipment "cascade" approaches, resulting in cascaded end-of-life equipment remaining in the infrastructure. In addition, the district and colleges have not consistently budgeted for and/or implemented a regular replacement cycle for network infrastructure or network peripherals.

Plans:

1. Conduct and distribute a complete inventory of production network equipment, network attached devices, and network attached peripherals. Inventory captures asset information as well as age, end-of-support and end-of-life dates, estimates for remaining useful life, estimated replacement cost, and budget year for replacement.
    a. *Lead(s):* DOIT Technical Services and College IT
    b. *Funding Resources:* Existing resources
    c. *College and District Roles:* DOIT with support from college IT staff will complete site specific equipment inventory of infrastructure equipment and develop a detailed annual replacement cycle specifying responsibilities for acquiring and installing needed equipment.
2. Assess inventoried equipment, devices, and peripherals for effectiveness, functional relevance, conformance to standards, and appropriateness for future use.
    a. *Lead(s):* DOIT Technical Services
    b. *Funding Resources:* Existing resources
    c. *College and District Roles:* DOIT with assistance of college IT at college sites will complete assessments.
3. Establish and publish equipment standards and equipment replacement cycles for customary equipment. While equipment standards and replacement cycles may be different for individual colleges, all DOIT managed equipment and replacement cycles will be consistent and the purposeful, tactical selection of equipment standards must be based on performance requirements in support of the overall network service strategy.

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a.   *Lead(s):* DOIT Technical Services

b.   *Funding Resources:* Existing resources

c.   *College and District Roles:* DOIT will review, establish, and publish equipment standards and replacement cycles with input from college IT and vice presidents of administration.

4.   Develop equipment replacement plans and ageing reports to support annual equipment replacement budgeting. Requirements include a minimum of five years' projection for production equipment replacement expenditures and include plans, budget requests, and expenditures looking back at least three years. Implement replacements as planned.

a.   *Lead(s):* DOIT Technical Services and College IT

b.   *Funding Resources:* One-time Program Development Funds and college discretionary funds carryover or other college resources

c.   *College and District Roles:* DOIT will coordinate purchasing and installing equipment replacements as required by the replacement plan cycle with support of college IT staff as needed. Resources to purchase and install new equipment follow the responsibility for funding agreements as detailed in *Appendix A: Information Technology Resource Allocation Process*.

Indicators of Success:

1.   Average age of deployed production switching inventory is less than 4 years.

2.   All production networking equipment is supported by UPS.

3.   Equipment inventories are updated annually and readily available for planning, budgeting and risk assessment purposes.

4.   Equipment ageing, replacement plans, and replacement budgets are included in Unit Plans.

District and College Websites

Initial Assessment: The district office and each of the four colleges are responsible for creating and maintaining their own home websites. The district and two colleges use vendor platforms and the remaining two colleges use open source platforms. Assessments by CampusWorks noted that the websites differ significantly from one another in content and navigation which is frustrating for students and other users when they wish to seek similar information from multiple sites. In addition, consistent district-wide ADA technology accessibility standards and procedures are not in place.

Plans:

1.   The district and colleges will form a work group to review the current websites to create and implement consistent student-centered content and navigation. Outside expertise will be engaged as needed. Implementation will be completed by May 2018.

a.   *Lead(s):* District and college communicators

b.   *Funding Sources:* One-time and on-going Program Development Funds and college on-going and one-time discretionary funds carryover

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  c. *College and District Roles*: District and college representatives will develop and recommend consistent standards for similar web content and navigation. District and college personnel responsible for maintaining the respective websites will implement the standards by May 2018.

2. A district-wide Technology Accessibility Task Force has been formed to develop consistent accessibility standards and procedures to meet federal ADA technology accessibility standards by December 2017 for implementation by May 2018.

  a. *Lead(s):* General Counsel and Associate Vice Chancellor of Student Services

  b. *Funding Sources:* One-time and on-going Program Development Funds and college on-going and one-time discretionary funds carryover

  c. *College and District Roles*: District and college representatives serving on the task force will develop and recommend consistent technology accessibility standards and procedures for implementation. The respective district and college personnel responsible for maintaining websites will implement the standards by December 2017.

Indicators of Success:

1. District and college websites are consistent where similar content occurs and in navigation to that similar content.

2. District-wide technology accessibility standards are approved and implemented, including professional development training for all employees.

Email Services

Initial Assessment: The district has established Microsoft Exchange as its official business email messaging service for faculty and staff and has established Google's Gmail as its official student email messaging service. The local on-premises installation of Exchange has grown significantly and several challenges relating to mail-store size, archival requirements, and off-network accessibility have been identified as having a negative effect on employee productivity. Mailbox size limits have required email archival where access to archived email is very limited. The district currently has no data loss prevention (DLP) tools to monitor and report on sensitive data loss risk through email. Additionally, management requirements and associated physical equipment requirements of the on-premises Exchange environments have begun to exceed available resources to support. The Exchange environment is two major software releases behind the current version and updates to software and hardware are required to make the Exchange environment current and supportable.

The district has contracted with Google for access to several cloud services including Google's cloud hosted Gmail for email messaging. The district provides each student with a Los Rios Gmail account and has elected to make the Los Rios Gmail email service the official (and sole) email communication tool for district communications to students. Where student personal email addresses are included on the application for admission and where the district ERP allows for the storage and use of a student personal email address, the district currently does not use or maintain currency of student personal email addresses or allow for the students to select a preferred email communication channel. Concerns have

been raised about the impact of that decision on the district's ability to communicate with prospective student, new students, and former students. The district recognizes the need to communicate with graduates and former students and as such will need better and more current communication vehicles. In some cases, the colleges have successfully developed mechanisms to communicate with students using a student preferred email communication vehicle.

Plans:

1. Migrate District official employee email services to hosted Exchange Online using Office 365 – Includes both fully hosted and hybrid Exchange environments.
    a. *Lead(s):* DOIT Technical Services and College IT
    b. *Funding Resources:* Existing resources
    c. *College and District Roles:* Colleges are responsible for rollout schedule and user training; DOIT will configure Exchange Online system and manage and mail store migration.
2. Perform a business process analysis and assess the overall effectiveness of the current Los Rios Gmail communication approach specifically as it relates to its success and ease of use for district email communication with prospective students, new students, and former students.
    a. *Lead(s):* College IT, DOIT Application Services and district and college communicators
    b. *Funding Resources:* Existing resources
    c. *College and District Roles:* DOIT will provide project and technical leadership. Advisory and business goal clarification will be provided by VPI/VPSS Council, district Education Technology Committee, PeopleSoft Student Liaison Team, Financial Aid Liaison Team, Student Advisory Council, District Office of Institutional Research (OIR) and other vested college stakeholders as appropriate.
3. Explore use of student personal email as additional method of communication with students and draft a plan for District use of student identified preferred email communication vehicles that meet email communication needs for reaching prospective, current, and former students.
    a. *Lead(s):* DOIT Application Services and district and college communicators
    b. *Funding Resources:* Existing resources
    c. *College and District Roles:* DOIT will provide project and technical leadership. Advisory and business goal clarification will be provided by VPI/VPSS Council, district Education Technology Committee, PeopleSoft Student Liaison Team, Financial Aid Liaison Team, Student Advisory Council, District Office of Institutional Research (OIR) and other vested college stakeholders as appropriate.

Indicators of Success:

1. District and college business email:
    a. Is highly available including archives via remote access
    b. Can easily accommodate large mailbox requirements
    c. Is protected by DLP tools and litigation hold tools
    d. Is safe for processing sensitive data including multi-factor authentication tools

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e. Is secure and can securely receive and process sensitive data – including via fax

2. District has broad-based and inclusive evidence to support its approach to communicating with prospective, current, and former students.
3. District has received high marks from its students for the value of email communications received from the district.
4. District has received high marks from its students for the ease of selecting a preferred email, updating and maintaining their personal email information, and on the set-up and use of the district provided email tool (Los Rios Gmail).

Help Desk Services

Initial Assessment: A district-wide Help Desk is housed at the district office and staffed by two full-time employees during regular business hours. Requests for assistance can be made by phone, email, or web. Assistance is provided to students, employees, and community members to access PeopleSoft, approved learning management system, email, Los Rios Google apps, and other district-wide software. While the service delivered is high quality, the scope of services is extremely resource constrained. The colleges are responsible for providing assistance to college-specific technology and software. The CampusWorks assessments determined that many students are unaware of how to seek district or college technology assistance and that those seeking assistance are frustrated at lack of immediate services during non-business hours. Support is inconsistent between services and among colleges as different service delivery models and service tracking tools are used. The ability to easily access support services is especially important for students who lack access to those types of services where they live or work. The Online Education Initiative (OEI) provides 24/7 help desk services to support students and faculty using Canvas. *Plans:*

1. Publicize district Help Desk services and expectations by creating and distributing informational documents to better communicate Help Desk services. The documents should include information about all available technical resources (college, district, and vendor/publisher) and their available hours and contact information.
   a. *Lead(s):* DOIT Production Services and College IT
   b. *Funding Sources:* Existing resources
   c. *College and District Roles:* District and college IT staff will identify available Help Desk type services at their sites. DOIT with input from the colleges will create and distribute information to better communicate Help Desk services.
2. In coordination with colleges, DOIT and District Research will create and administer a student satisfaction survey, specifically focused on Help Desk services.
   a. *Lead(s):* DOIT Production Services, District Research, and College IT
   b. *Funding Sources:* Existing resources
   c. *College and District Roles:* With input from DOIT staff and college representatives, District Research will develop and administer required survey and report outcomes to DOIT and college IT staff.

3. Evaluate options to expand Help Desk hours of service, including additional staffing and/or outside services to better respond to user requests during high volume periods and during non-business hours.
   a. *Lead(s):* DOIT Production Services and College IT
   b. *Funding Sources:* Existing resources for evaluation, one-time and/or on-going Program Development Funds depending on selected option(s) to expand Help Desk services
   c. *College and District Roles:* DOIT with input from college IT staff will review options for expanded services and make recommendations on next steps.
4. Complete implementation of a Help Desk ticketing, service tracking, and incident reporting tool currently in the initial stages of implementation. The tool will provide improved tracking handling, and reporting open incidents, closed incidents with action results and volume of incidents over time for each specific component of districtwide software applications and infrastructure.
   a. *Lead(s):* DOIT Production Services and College IT
   b. *Funding Sources:* Existing resources
   c. *College and District Roles:* DOIT will complete implementation of the Help Desk system and request feedback from college and district end-users in order to adjust system as needed to improve tool use outcomes.

Indicators of Success:

1. Information on how to access district-wide Help Desk services is easily available to students, employees, and community members during extended times.
2. Regular surveys of all end-users provide feedback on satisfaction with Help Desk services and how to improve service delivery.
3. Positive survey results are consistently achieved with regular and increasing satisfaction levels for students, faculty, and staff.

Mobile Ready Application Services

Initial Assessment: Ensure that student-facing applications have well-designed, fully functioning mobile interfaces to meet students' expectations, such as eServices, learning management system(LMS), Integrated Library System (ILS), and library discovery services.

Plans:

1. Develop and deploy a mobile application that will function as a portal for mobile interfaces to district enterprise applications. This portal to the mobile interfaces will allow for the placement of enterprise mobile interfaces in an easily found centralized location. The district mobile application should include at a minimum access to eServices, the district LMS, Library (ILS), library discovery services, and the student email site. The LRCCD mobile application will support a communication channel to mobile smart devices notifying students of messages (e.g. emails, texts, etc.) sent to their eServices and/or email accounts.
   a. *Lead(s):* DOIT Application Services

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b. *Funding Sources:* SSSP funding as appropriate.
c. *College and District Roles*: DOIT will provide project and technical leadership. The VPSS Council, PeopleSoft Student Liaison Team, district and college communicators, Student Advisory Council, librarians, and other vested college stakeholders as appropriate will provide advisory and business goal clarification.

Indicators of Success:

1. Student Usage: Application adoption of 50% for new students measured one year after deployment.
2. Uptime and Responsiveness: Uptime and Responsiveness is measured monthly and maintained at or above district uptime targets (99.9%) and responsiveness of less than 15 second lag time.
3. Student Feedback: District Research will conduct periodic customer surveys with students to gather feedback on application usability and potential areas for improvement.

Professional Development for End-Users

Initial Assessment: Depending on their job responsibilities, employees need to be proficient in a variety of technologies to successfully complete their work. Employees need access to professional development opportunities to become and remain proficient in technologies required for their work. Assessments of employee technology professional development needs are not consistently available.

Plans:

1. Conduct a district-wide employee assessment to determine technology professional development needs.
   a. *Leads:* Human Resources and District Research
   b. *Funding sources:* Existing resources
   c. *College and district roles:* Working collaboratively, college and district personnel will implement assessments and identify technology professional development needs
2. Create online, onsite, and off-site technology training opportunities and provide employee access to the training.
   a. *Leads:* Human Resources and college professional development staff
   b. *Funding sources:* Existing resources augmented by one-time Professional Development Funds and one-time college discretionary funds carryover as needed
   c. *College and district roles:* Working collaboratively, college and district personnel will select and promote best technology professional development opportunities for employees

Indicators of Success:

1. Appropriate and sufficient technology training opportunities are available to employees based on their job responsibilities
2. Employees use job related technologies appropriately and effectively

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Future Opportunities

1. Develop enterprise portal/single sign on platform

SECTION 3: ACADEMIC AND INSTRUCTIONAL COMPUTING

Students expect to have easy access to high quality online, hybrid, and web-enhanced courses and academic support services from wherever they live and work from faculty and support personnel proficient in using such technologies. In addition, instructional faculty and administrators expect high quality systems to support curriculum management and course scheduling processes. Therefore, the plan agenda items in this section support the *2016 District Strategic Plan* (Goal 1: Strategy 2 and Goal 3: Strategies 2, 4, and 6) and Accreditation Standard III.C. 1- 4. Initial assessments, plans, indicators of success, and future opportunities are as follows:

Online, Hybrid, and Web-Enhanced Courses

Initial Assessment: Online, hybrid, and web-enhanced courses are provided primarily through Desire-to-Learn (D2L), Moodle, and some publisher learning management systems (LMS). In May 2016, the district's LMS Work Group recommended to the District Academic Senate that all Los Rios colleges join the CCCCO Online Education Initiative, including adopting Canvas as the sole Los Rios online, hybrid, and web-enhanced course LMS platform. The recommendation was accepted by the Chancellor and the Board of Trustees approved the necessary contracts. Despite information in the class schedule regarding individual class section requirements/expectations for use of online, hybrid and/or web-enhancements, many students are unaware of those requirements/expectations when they register for the classes. District and college research offices lack efficient access to course modality information to produce required enrollment and student outcome reports to meet local, accreditation, state, and federal requirements with reasonable levels of time and effort.

Plans:

1. Transition all Los Rios online, hybrid, and web enhanced courses, as well as the online student college orientation and student club and organization sites from their current LMSs to Canvas by January 1, 2018.
    a. *Lead(s):* DOIT Production Services and college LMS Coordinators
    b. *Funding Sources:* California Community Colleges Chancellor's Office for Canvas contract, one-time Program Development Funds for consultant assistance to DOIT for initial set up and to compensate faculty for course transitions
    c. *College and District Roles*: DOIT will configure and maintain Canvas with input from college LMS coordinators. LMS coordinators will provide guidance to faculty with the transition process.
2. Provide professional development for all faculty transitioning courses to Canvas and classified staff who support students and faculty in their use of Canvas. Provide student orientations to Canvas either prior to enrolling or within assigned courses.
    a. *Lead(s):* College LMS Coordinators
    b. *Funding Sources:* District one-time-only Program Development Funds support for initial transition and ongoing college professional development funds

c. *College and District Roles*: District and colleges will provide funding to support professional development for college faculty and staff. Colleges will provide faculty and staff with online and on-ground professional development activities.

3. Define the roles and responsibilities for ensuring compliance with ADA technology accessibility laws, including how to appropriately select and use 3rd-party learning tools and other interfaces to the Canvas environment.
    a. *Lead(s):* College LMS Coordinators and TBD Technology Accessibility Experts
    b. *Funding Sources:* Existing resources and Program Development Funds as needed
    c. *College and District Roles:* District and colleges will provide access to professional development activities to address technology accessibility issues.

4. Develop additional methods to consistently provide needed information to prospective students regarding the level of online activity required for each class section and provide enhanced access to modality data needed by college and district Research Offices to meet internal and external reporting requirements.
    a. *Leads:* College Instruction Offices, DOIT Application Services, and District Research
    b. *Funding Sources:* Existing resources and Program Development Funds as needed
    c. *College and District Roles:* Faculty will ensure course modality options are current in the Socrates curriculum management system. College Instruction Offices ensure each class section's modality is accurately entered in the class schedule. With input from college instruction and college and district research offices, DOIT will create and implement processes to display the proportion of online components required or optional for each class section for all classes by fall 2018 and provide Research Offices better access to data needed for required internal and external reports.

Indicators of Success:

1. All online, hybrid, and web-enhanced courses are transitioned to Canvas by January 1, 2018.
2. Online student college orientation and student club and organization sites are transitioned to Canvas by January 1, 2018.
3. Roles and responsibilities to address technology accessibility issues are documented and implemented as appropriate.
4. Class schedules consistently indicate proportion of online components required or optional for each class section for all classes by fall 2018.

Integrated Library System

Initial Assessment: Following a districtwide assessment by library faculty of the Innovation Interfaces' 2001 Millennium integrated library system (ILS) used by the four Los Rios colleges, a recommendation was made and accepted to transition to the next generation Innovative Interfaces' Sierra Library System. The transition was completed in 2015 and is meeting library needs.

Plans:

1. Continue support of the current Sierra Library System for all four colleges.

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      a. *Lead(s):* College library faculty and deans

      b. *Funding Resources:* Existing resources

      c. *College and District Roles*: DOIT Production Services will provide technical support to keep the LIS operational. College library faculty and staff manage the administration and functionality of ILS features.

2. Ongoing assessment to ensure ILS is meeting college needs.

      a. *Lead(s):* College library faculty and deans

      b. *Funding Resources:* Existing resources

      c. *College and District Roles*: College library faculty and staff will monitor Sierra Library System to ensure it meets student and faculty needs and to anticipate any future changes that need to be made.

Indicators of Success:

1. ILS meets Los Rios library needs to effectively and securely manage patron information, acquisitions and collection holdings, circulation functionality, and reporting.

Tutoring

Initial Assessment: The number of online course offerings and student enrollments in online courses throughout the district are increasing and students are increasingly depending on online modalities to receive support services to meet academic needs without additional student costs for online materials. The colleges are required to provide parity in the services offered regardless of course modality. Online tutoring is currently offered at all Los Rios colleges. The colleges recently joined the state's Online Education Initiative (OEI) and now have access to additional tutoring options for students.

Plans:

1. Review current online tutoring services offered by colleges and those tutoring services available through OEI to determine best options for services at reasonable cost. Select and implement any new service choices. Continue to regularly track online tutoring service use so that services can expand as needed.

      a. *Lead(s):* College instruction leaders

      b. *Funding Resources:* College discretionary and/or categorical funds as appropriate

      c. *College and District Roles:* Colleges will select online tutoring services, DOIT will provide-district-level technical support to implement and maintain the services, district and/or college research offices design and administer student survey and research student success outcomes.

Indicators of Success:

1. Distance education students report in district-wide student survey that they have access to online tutoring and are satisfied with the services they receive.

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Curriculum Management System

Initial Assessment: The Los Rios colleges' curriculum management system (CMS) Socrates was created by a faculty member with input from district-wide curriculum development experts. Socrates is housed and maintained by DOIT with support from DOIT staff. Improvements to Socrates to meet evolving state curriculum requirements are requested by the Socrates Advisory Group (SAG) which reports to the District Curriculum Coordinating Committee. Improvements are made by the original faculty developer with DOIT support for integration with PeopleSoft.

Plans:

1. Maintain current Socrates CMS system and improvement processes as long as they meet colleges' needs and state curriculum requirements.
   a. *Lead(s):* SAG, faculty developer, and DOIT Applications Services
   b. *Funding Resources:* Existing DOIT resources and annual Chancellor's faculty partial reassign time for faculty developer
   c. *College and District Roles*: College curriculum experts will identify needed improvements to Socrates for programming by faculty developer with support from DOIT. Colleges provide Socrates end-user training.

Indicators of Success:

1. College curriculum course and program outlines of record are accurate, easily accessible by end-users, and appropriately uploaded to state MIS.

Course Scheduling System

Initial Assessment: Currently college course schedules are manually input into PeopleSoft prior to the start of each term. This leads to exception-planning where individual instruction areas roll most of their schedule from the prior same term to the next and then manually input any desired changes. This practice makes it difficult to align course offerings across departments or respond to student education plans and likely contributes to students not finding desired courses in the sequences needed to complete desired academic pathways to meet their education goals in a timely manner. This practice and the lack of a real-time college-wide view of room/facility resources inhibit enacting scheduling practices to best use available facilities.

Plans:

1. Form a district-wide taskforce to complete a review of potential scheduling and resource optimization software products in spring 2017 to better meet student education goals, reduce time and effort required of the manual processes, and optimize facility usage.
   a. *Lead(s):* College instructional leaders and IT Deans, DOIT Application Services, and Facility Management (FM) representatives
   b. *Funding Resources*: Existing resources

      c.   *College and District Roles*: Colleges will assess the suitability of software applications to meet their course and room/facilities scheduling and usage needs. DOIT will assess the resources and workload needed to implement and maintain proposed vendor offered solutions. District Academic Senate will appoint faculty representatives to participate in the exploration and selection processes.

2. Select, purchase and implement new course scheduling system by January 2019. Assess course and resource scheduling software effectiveness by January 2020 and adjust as needed.
    a. *Lead(s):* College instructional leaders and IT Deans, DOIT Application Services, and FM representatives
    b. *Funding Resources:* Grant or one-time Program Development Funds for initial purchase and implementation of scheduling software; on-going Program Development Funds for on-going system maintenance and upkeep
    c. *College and District Roles*: DOIT and college representatives will use the RFP process to select the scheduling software system; identify primary and secondary college and district to complete implementation and end-user training; and assess system effectiveness after one full academic year.

Indicators of Success:

1. Scheduling software in place and operational with end-users trained.
2. Course scheduling patterns and rosters better-fit the needs of students, faculty, and facilities, as reported through questionnaire/interview/survey.
3. Scheduling of non-recurring and ad-hoc use of facilities does not cause conflicts and the new software tool provides a dynamic college-wide view of scheduling opportunities for such events.
4. The scheduling software tools allow for college-wide optimal usage of all spaces. Schedules created that better-meet student needs and optimize facility usage.

Faculty Technology Skills and Professional Development

Initial Assessment: Students expect faculty to use both on-ground and online instructional technologies to support student learning. The CampusWorks assessment revealed that students wish more faculty were proficient in the use of technology in their learning environment.

Plans:

1. College professional development centers' personnel will inform and facilitate faculty use of the new California Community Colleges Chancellor's Office online Professional Learning Network (PLN) (https://prolearningnetwork.cccco.edu/). The centers will continue to foster faculty innovation through identifying and implementing new technology training opportunities and encouraging use of college professional development funds designated for faculty attendance at workshops and conferences focused on cutting-edge technology practices in education.
    a. *Lead(s):* College professional development personnel, instructional development coordinators, and distance education coordinators
    b. *Funding Resources:* Existing district and college professional development funds

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c. *College and District Roles:* Colleges are responsible for meeting the training needs of their faculty. The district will assist colleges with financial resources when extraordinary district-wide training is required in cases of compliance or new systematic technology tools such as the district approved LMS; and coordinate broad institutional memberships that provide technology leadership in professional development, e.g. EDUCAUSE.

Indicators of Success:

1. Sufficient professional opportunities are in place for faculty to gain and maintain up-to-date technology expertise related to teaching and learning.
2. Student surveys show increased satisfaction with faculty use of technology in their classes.

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SECTION 4: STUDENT SERVICES SUPPORT COMPUTING

Students expect convenient access to high quality student support services to complete college application and enrollment processes and to inform and support timely completion of their educational goals. Student services faculty and administrators desire enhanced methods of communicating with students and efficient and effective ways of providing support services. Therefore, the plan agenda items in this section support the *2016 District Strategic Plan* (Goal 1: Strategy 2, Goal 3: Strategy 7, and Goal 5: Strategy 6) [Ref 1] and Accreditation Standard III.C. 1, 3, and 4 [Ref 2]. Initial assessments, plans, indicators of success, and future opportunities are as follows:

STUDENT ASSESSMENT (CAI)

Initial Assessment: Currently, Los Rios colleges assess students for math, English reading, English writing and ESL, using a combination of four different assessment tools from different vendors. Sacramento City College is in pilot mode to convert to the California Community Colleges Common Assessment Initiative (CAI) tool. One of the current assessment tools, Compass, was retired by the vendor on November 30, 2016. The colleges using Compass have replaced it with Accuplacer until the state assessment tool is available for use.

The CAI provides a common assessment system (CAS) that includes instruments to evaluate students' content knowledge and other measures that predict course and college success. The CAS will include access to assessment data for students and college professionals, as well as training on the use of assessment data to improve student success. CAI selected Unicon to develop the platform and Link-Systems International (LSI) to create the assessment content. CAI finalized the competency maps that form the basis for test content and ultimately inform local placement decisions. The state CAI project scheduled to go live on December 1, 2016 was delayed and no new implementation date has announced. The colleges will follow the new state implementation timeline when it is finalized.

Plans:

1. ***Mid and Long Term:*** Adopt and incorporate the state CAI tool. Incorporation of the CAI tool will include the adoption of the CalPASS Plus Multiple Measures model incorporating state-wide student academic history. An interface will be developed to integrate CAI results and information into the district's PeopleSoft Student Information System. (SIS). Authentication capability will be developed to allow use of LRCCD ID and password to gain access to State CAI tool.
   a. *Lead(s):* Associate Vice Chancellor of Instruction (AVCI), Associate Vice Chancellor of Student Services (AVCSS), DOIT Application Services
   b. *Funding Sources:* SSSP funding as appropriate
   c. *College and District Roles*: AVCI, AVCSS, and DOIT will provide project and technical leadership. Advisory and business goal clarification will be provided by the VPI and VPSS Council, District CAI Implementation Workgroup, Academic Senate, other vested college

stakeholders as appropriate. District and/or college research offices will develop and administer faculty survey and research accuracy of student placements.

Indicators of Success:

1. The CAI tool for English, mathematics and English as a Second Language is configured appropriately and along with multiple measures results in accurate placements as measured by faculty surveys and college research metrics.
2. Multiple measures are correctly used in placing students.
3. Individual student placement results are portable across all Los Rios colleges.
4. Placement results are successfully uploaded to state MIS.

ONLINE ORIENTATIONS

Initial Assessment: Currently, the Los Rios colleges use a college-informed and district-developed 8-module online orientation designed to cover components essential for new students to successfully transition into academia and to comply with the orientation portion of the state required Student Success and Support Program (SSSP).   The online orientation resides in the district's current learning management system (LMS) Desire-to-Learn (D2L) with student completion results tracked for each student in PeopleSoft. The district is transitioning from D2L to the Canvas LMS beginning in January 2017 with full transition by December 2017.
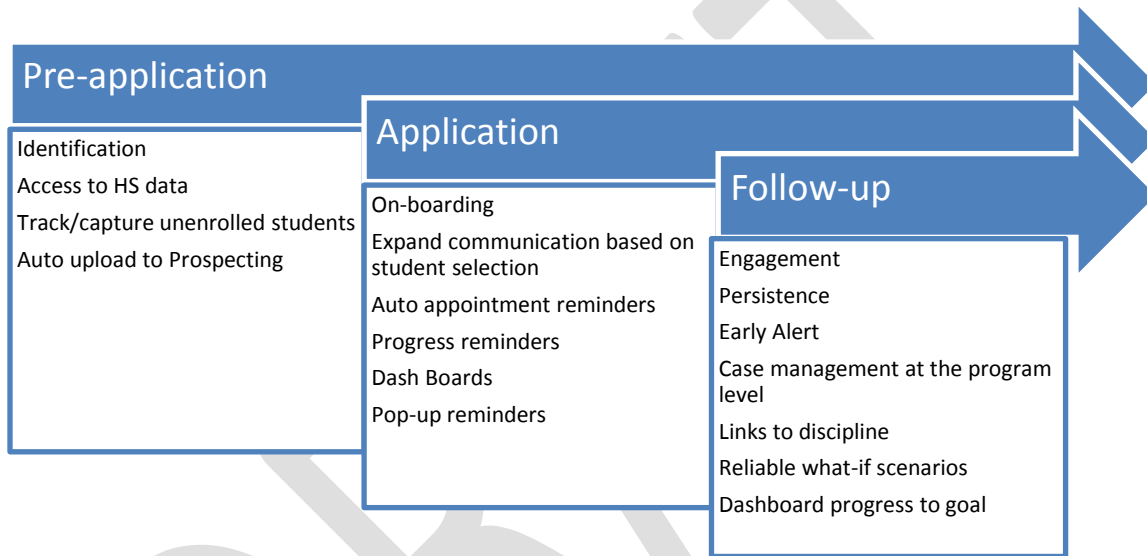
Plans:

1. Maintain the online orientation in D2L until it is transitioned to Canvas by December 31, 2017. Develop enhancements to the PeopleSoft interface with Canvas to capture additional data on student completion of individual modules and to provide automated reports.
   a. *Lead(s):* Associate Vice Chancellor of Student Services (AVCSS) and DOIT Application and Production Services units
   b. *Funding Resources:* SSSP as appropriate
   c. *College and District Roles:* College student services faculty, administrators, and outreach staff will update and/or develop new orientation content and distance education faculty will create orientation "course" in Canvas. Based on input from college personnel, DOIT will enhance interface with Canvas and reporting capability.
2. Explore and implement as possible additional enhancements such as a link to a chat option where students can get answers to questions, use of other venues (e.g. portal) to provide orientation, development of methods to message students as needed to complete the orientation if they stopped out, and add test-preparation information to orientation content.
   a. *Lead(s):* AVCSS and DOIT Application and Production Services units
   b. *Funding Resources:* SSSP as appropriate
   c. *College and District Roles:* College student services faculty, administrators, and outreach staff will identify desired online orientation enhancements and request their prioritization for future implementation.

Indicators of Success:

1. Students successfully complete online orientation in Canvas.
2. Automated reports of the interim status of students' progress prior to completing orientation are available to staff and students.

CASE MANAGEMENT/ADVISING (STUDENT EXPERIENCE LIFECYCLE) TRACKING SYSTEM (PREFERRED OPTION)

Initial Assessment: There is an interest to establish student-focused seamless, integrated, and mobile friendly systems that provide high quality student support and allow the colleges to track the students' journey from pre-application, to enrollment, to completion.

Pre-application

Identification
Access to HS data
Track/capture unenrolled students
Auto upload to Prospecting

Application

On-boarding
Expand communication based on student selection
Auto appointment reminders
Progress reminders
Dash Boards
Pop-up reminders

Follow-up

Engagement
Persistence
Early Alert
Case management at the program level
Links to discipline
Reliable what-if scenarios
Dashboard progress to goal

Colleges are increasingly establishing partnerships with K-12 schools that are intended to increase enrollment and educational goal completion through the enactment of academic and career pathways. Sacramento area cities are establishing Promise programs to provide students financial incentives and support to attend college. These efforts will require better tracking of students to ensure they receive appropriate support services and the colleges can better track student outcomes.

Plans:

1. Form a district-wide taskforce to explore the purchase of a student experience lifecycle (SEL) system or series of integrated systems that would provide high quality student support in a mobile friendly environment and allow the colleges to track and monitor a student's journey through potential candidate, pre-application, pre-enrollment, enrollment, completion and alumnus status. The SEL system would address three major student lifecycle phases: 1. Pre-Application, 2. Application and 3. Follow-up. (See chart above).
    a. *Lead(s):* Vice Presidents of Student Services (VPSSs), Associate Vice Chancellor of Student Services (AVC-SS), DOIT Application Services, District Institutional Research

    b. *Funding Resources:* Existing resources
    c. *College and District Roles:* Colleges will provide business goal clarification, identify potential products, and identify likely business process changes needed if potential tools are selected. District will provide project and technical leadership. District Academic Senate will appoint faculty representatives to participate in the exploration and any selection processes.

2. Based on outcomes of the SEL system exploration, determine and implement next planning steps. If a fully integrated SEL system is not yet available and/or affordable, move forward with improvements to the Student Education Plan and/or Early Alert System as described in the alternate options.
    a. *Lead(s):* VPSSs, AVC-SS, DOIT Application Services, Director of District Institutional Research
    b. *Funding Resources:* TBD based on outcomes of the SEL system exploration
    c. *College and District Roles:* TBD based on outcomes of the SEL system exploration

Indicators of Success:

1. SEL systems/processes are identified and implemented to address need to track student lifecycle phases of 1. Pre-Application, 2. Application, and 3. Follow-up.
2. Increased number of students who identify and complete pathways to attain educational and career goals in a timely manner.
3. Research based on tracked data informs college and district planning to increase student enrollment and success.

Future Opportunities:

1. Research and evaluate potential uses of a Customer Relationship Management (CRM) tool for student communication and orientation, which can be extended to support various student life cycles: Prospect, Applicant, Accepted, Orientation-ready, Enrolled, Withdrawn, Alumni, etc. CRMs can also produce data or reports that can help qualify and/or quantify outreach efforts.
2. Development of an embedded application template into e-Services to automate administration of specialized programs such as the Promise Programs.

STUDENT EDUCATION PLANS (ALTERNATE OPTION IF PREFERRED OPTION IS NOT AVAILABLE)

Initial Assessment: Los Rios colleges currently use the iSEP, a district custom modification in PeopleSoft, as their electronic student education plan tool. The iSEP can be used to create abbreviated or comprehensive plans. Comprehensive plans may include, but are not limited to addressing students' educational goals and course of study requirements such as major, transfer, certificate, program, course pre- and co-requisites, basic skills needs, assessment for placement results, and referral to other support and instructional services as appropriate. Students may access their personal iSEP through eServices. The action of finalizing the plans automatically populates the MIS data element for a student education plan. The current iSEP tool meets the state requirements for a student education plan but would benefit from enhancements to provide additional information, ease of use, and a more dynamic visual

experience for students. Since the iSEP was created more vendors have student plan tools available and the state is working to develop its own student education plan tool for use by California community colleges.

Plans:

1. **Interim:** Continue to develop key enhancements to maintain currency and relevance of iSEP requested by the colleges which have a high return on investment, factoring in the resources needed for expected benefit: strengthen interface with assessment, degree audit, and student planner; auto-populate assessment results; develop interface with Project ASSIST.
   a. *Lead(s):* Associate Vice Chancellor of Student Services (AVC-SS) and DOIT Application Services
   b. *Funding Resources:* SSSP funds as appropriate
   c. *College and District Roles:* AVC-SS and DOIT Application Services for project and technical leadership. District iSEP Implementation Work Group (includes college representatives) and other college stakeholders as appropriate.
2. **Mid to Long Term:** Continue annual assessment of cost/benefit ratio of adopting a student education planning tool developed by an outside vendor or by the state through its Education Planning Initiative. If continued use of iSEP is considered the best alternative, add enhancements to automatically populate majors from degree audit; interface with degree applicability software; connect iSEP to eServices Shopping Cart.
   a. *Lead(s):* AVC-SS and DOIT Application Services
   b. *Funding Resources:* SSSP funds as appropriate
   c. *College and District Roles:* AVC-SS and DOIT Application Services for project and technical leadership. District iSEP Implementation Work Group (includes college representatives) and other college stakeholders as appropriate.

Indicators of Success:

1. Increased number of iSEPs created for students as measured from 2016.
2. Colleges use iSEP results to inform development of class schedules.
3. Colleges receive increased SSSP funding due to increase in completed iSEPs.

EARLY ALERT SYSTEM (ALTERNATE OPTION IF PREFERRED OPTION IS NOT AVAILABLE)

Initial Assessment: To implement the state required Student Success and Support Program (SSSP), colleges are required to proactively work with students on probation and those who have been dismissed from the college. The Los Rios colleges desire to implement an Early Alert System, where one component will be access to a technology tool that allows faculty at the course level to easily reach out to at-risk students early in the term to inform them of support services to increase their prospects of success.

Plans:

1. Form a district-wide taskforce in fall 2017 to identify desired functions of an early alert tool and complete a review of early alert tool products, including those provided by the state Education Planning Initiative.
    a. *Lead(s):* Associate Vice Chancellor of Student Services (AVC-SS), Vice Presidents of Student Services (VPSSs), DOIT Application Services
    b. *Funding Resources:* Existing resources
    c. *College and District Roles:* Colleges will provide advice on needed early alert tool functions and assist in review of potential tool products. AVC-SS and DOIT Application Services will provide project and technical leadership.
2. Select, purchase, and implement an early alert tool by December 2019.
    a. *Lead(s):* AVC-SS, VPSSs, DOIT Application Services
    b. *Funding Resources:* SSSP funds
    c. *College and District Roles:* AVC-SS and DOIT Application Services will provide project and technical leadership. Colleges will provide advice on tool selection and college and faculty end-users. District and/or college research offices will track student course success rates.

Indicators of Success:

1. Early alert tool in place and operational with end-users trained.
2. Faculty use tool to communicate with students and enhance opportunities for student success.
3. At-risk students are informed about and begin using support services early in the term.
4. Course success rates increase for students in courses where tool is used.

SECTION 5: ADMINISTRATIVE SERVICES COMPUTING

District and college administrative services personnel expect technology support and services to efficiently and effectively perform the necessary business functions of matriculating potential and enrolled students, operating fiscal services and human resources, ensuring accurate accountability reporting and institutional research, optimizing energy management, and enhancing public safety. Therefore, the plan agenda items in this section support the *2016 District Strategic Plan* (Goal 1: Strategies 3 and 4 and Goal 5: Strategies 1, 4 and 6) [Ref 1] and Accreditation Standard III.C. 1 – 4 [Ref 2]. Initial assessments, plans, indicators of success, and future opportunities are as follows:

Student – Admissions, Registration, Financial Aid, Records, Accounts Receivable

Initial Assessment: The PeopleSoft Student Information System (SIS) is used to provide automated processes for admissions, registration, financial aid, student records, academic advisement (degree audit), and account receivables support to students and support services personnel. Overall, the system performs well, but ongoing enhancements are needed to improve the student experience and workflow efficiency for staff. Additionally, new mobile friendly functionality is continually being added and enhanced with version updates and patches. Staying on current and updated versions allows the district to take advantage of new delivered functionality.

Plans:

1. Continue to maintain currency of the PeopleSoft SIS by planned periodic upgrades so the district sustains contracted, licensed support from the vendor.
   a. *Lead(s):* DOIT Application Services
   b. *Funding Resources:* Existing resources
   c. *College and District Roles:* DOIT will provide project and technical leadership. Advisory and business goal clarification will be provided by VPSS Council, PeopleSoft Student Liaison Team, Financial Aid Liaison Team, Student Advisory council, District Research and other vested college stakeholders as appropriate.
2. Conduct comprehensive reviews of key processes to enable increased automation and consistent workflows to gain efficiencies across the district. Use results to identify and prioritize needed enhancements for approval, funding, and implementation.
   a. *Lead(s):* DOIT Application Services
   b. *Funding Resources:* Existing resources
   c. *College and District Roles:* DOIT will provide project and technical leadership. Advisory and business goal clarification will be provided by VPSS Council, PeopleSoft Student Liaison Team, Financial Aid Liaison Team, District Research, and other vested college stakeholders as appropriate.

Indicators of Success:

1. PeopleSoft SIS and its Financial Aid module upgrade and patch schedules are maintained per the vendor's published timelines.

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2. Following comprehensive process reviews, prioritized business process enhancement requests are approved and resourced for implementation to sustain a goal of 80% completion rate.

Future Opportunities

1. Expand use of Degree Audit and Degree Course Applicability functionality.
2. Implement system supported Learning Communities functionality.
3. Expand use of automated online forms in support of student services.

Fiscal Services

Initial Assessment: The PeopleSoft Financial System is used to provide automated processes for account payables, account receivables, purchasing, asset management, and receiving. Overall, the system performs well, but ongoing enhancements are needed to improve workflow efficiency, including minimizing and eliminating as possible paper processes, for district and college end-users. Additionally, new functionality is continually being added and enhanced with version updates and patches. Staying on current and updated versions allows the district to take advantage of new delivered functionality.

Plans:

1. Continue to maintain currency of the PeopleSoft Financial System by planned periodic upgrades so the district sustains contracted, licensed support from the vendor.
   a. *Lead(s):* DOIT Application Services
   b. *Funding Sources:* Existing resources
   c. *College and District Roles*: DOIT provides project and technical leadership. Advisory and business goal clarification is provided by PeopleSoft Fiscal Liaison Team, Business Services Office Liaison Team, Financial Aid Liaison Team, District Research and other vested college stakeholders as appropriate.
2. Conduct comprehensive assessments of key processes to enable increased automation and consistent workflows to gain efficiencies across the district. Use results to identify and prioritize needed enhancements for approval, funding, and implementation.
   a. *Lead(s):* DOIT Application Services
   b. *Funding Sources:* Existing resources
   c. *College and District Roles*: DOIT provides project and technical leadership. Advisory and business goal clarification is provided by PeopleSoft Fiscal Liaison Team, Business Services Office Liaison Team, Financial Aid Liaison Team, District Research and other vested college stakeholders as appropriate.

Indicators of Success:

1. The PeopleSoft Financial System and its Cashiering module have upgrade and patch schedules maintained per the vendor's published timelines.
2. Prioritized business process enhancement requests are approved and resourced for implementation to sustain a goal of 80% completion rate.

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3. Manual paper processes are minimized and/or eliminated.

Human Resources

Initial Assessment: The PeopleSoft Human Resources System is used to provide automated processes for human resources, benefits, payroll, and position management. Overall, the system performs well, but ongoing enhancements are needed to improve workflow efficiency for district and college end-users. Additionally, new functionality is continually being added and enhanced with version updates and patches. Staying on current and updated versions allows the district to take advantage of new delivered functionality.

Plans:

1. Continue to maintain currency of the PeopleSoft Human Resources (HR) System by planned periodic upgrades so LRCCD sustains contracted, licensed support from the vendor.
    a. *Lead(s):* DOIT Application Services in collaboration with Human Resources personnel
    b. *Funding Sources:* Existing resources
    c. *College and District Roles*: DOIT will provide project and technical leadership. Advisory and business goal clarification will be provided by PeopleSoft HR, Payroll and Benefits Liaison Teams, TCS users group, District Research and other vested college stakeholders as appropriate.
2. Conduct comprehensive assessments of key processes to enable increased automation and consistent workflows to gain efficiencies across the district. Use results to identify and prioritize needed enhancements for approval, funding, and implementation.
    a. *Lead(s):* DOIT Application Services in collaboration with Human Resources personnel
    b. *Funding Sources:* Existing resources
    c. *College and District Roles*: DOIT will provide project and technical leadership. Advisory and business goal clarification will be provided by PeopleSoft HR, Payroll and Benefits Liaison Teams, TCS users group, District Research and other vested college stakeholders as appropriate.

Indicators of Success:

1. The PeopleSoft HR System, including its Payroll, Position Management and Benefits modules, upgrade and patch schedules are maintained per the vendor's published timelines.
2. Prioritized business process enhancement requests are approved and resourced for implementation to sustain a goal of 80% completion rate.

Future Opportunities

1. Deploy online Absence Management and the Time and Labor reporting modules.

Institutional Research: Accountability Mandates and Reporting

Initial Assessment: Federal, state, and local accountability mandates (e.g., IPEDS, Gainful Employment Reporting, Regional Pathway Partnerships, etc.) have been and are expected to rapidly increase over the next five years. In order for District Research to continue to efficiently meet the mandates and their reporting requirements, the current reporting applications need to be refined and a new common reporting structure needs to be developed.

Plans:

1. Evaluate current state of District Research reporting applications and develop a common, nimble reporting procedure for IPEDS, Gainful Employment Reporting and the various Regional Pathway Partnerships that integrates with the PeopleSoft SIS.
   a. *Lead(s):* District Research and DOIT Application Services
   b. *Funding Sources:* One-time and on-going Program Development Funds
   c. *College and District Roles*: District Research will provide project and technical leadership on reporting requirements and DOIT will lead the PeopleSoft SIS review to support the project. Advisory and business goal clarification will be provided by college research teams, VPSSs, VPIs, college Financial Aid and Instruction, and other vested college stakeholders as appropriate.

Indicators of Success:

1. State and federal reporting mandates are accurately and efficiently met.
2. The enrollment reporting percentage will be increased to be within the 95% threshold for all colleges.

Future Opportunities:

1. Expand use of Degree Audit and Degree Course Applicability functionality to help support reporting mandates.
2. Evaluate the reporting functionality within National Student Clearinghouse and PeopleSoft deliverables for additional enhancements and efficiencies.

Institutional Research: Business Intelligence, Visual and Predictive Analytic Tools

Initial Assessment: The district does not have a business intelligence platform or sufficient visual and predictive analytics tools to provide expanded access to on-demand data in a user-friendly environment to support data informed decision making throughout the Los Rios community.

Plans:

1. Conduct an assessment of the information and data needs of the Los Rios community. Use the results to inform the comprehensive evaluation of enhanced business intelligence, visual

analytic, and predictive analytic tools with the goal to deploy a business intelligence environment that will meet the needs of the diverse Los Rios community.

    a. *Lead(s):* District Research

    b. *Funding Sources:* Program Development Funds

    c. *College and District Roles*: District Research in collaboration with DOIT Application Services and college research teams will provide project and technical leadership. District and college administrators, Academic Senate, faculty, student services and other vested college stakeholders as appropriate will provide advisory and business goal clarification.

2. Develop a prioritized list of business needs to inform a sequenced modular roll-out

    a. *Lead(s):* District Research

    b. *Funding Sources:* Program Development Funds

    c. *College and District Roles*: District Research in collaboration with DOIT and college research teams will provide project and technical leadership. District and college administrators, Academic Senate, faculty, student services and other vested college stakeholders as appropriate will provide advisory and business goal clarification.

Indicators of Success:

1. Delivery of an intuitive business intelligence environment that is easy to access and use and is nimble for our changing environment.
2. Access to on-demand data is available to inform enrollment management and support pathway initiatives and partnerships

Future Opportunities:

1. Institutionalize the use of business intelligence, visual analytics and predictive analytics across the district and colleges to better inform the student experience.
2. Engage in the ongoing development of new modules to meet the rapidly changing data needs and business requirements of the Los Rios District and each of the four colleges.

Enterprise Systems (Bookstores, Food Services, Harris Center)

Initial Assessment: The colleges use several enterprise systems to support their operations including bookstores, Harris Center for the Arts, pay-for-print, and student/employee identification cards. These systems require various levels of interface with PeopleSoft and the district network. As appropriate, contracts may be approved for professional services to assist the colleges with implementation, upgrades and redesign of enterprise systems. When the district contracts out systems that do not interface with the district network (e.g., ATM, vending, and food services), it is the responsibility of the contractors to maintain and secure their operating systems.

Plans:

1. Assess and update as necessary college and district enterprise systems to ensure adequate interfaces with PeopleSoft and the district network for proper functioning while maintaining compliance with federal and state laws (e.g., PCI compliance).
   a. *Lead(s):* College Vice Presidents of Administration (VPAs) and College IT
   b. *Funding Resources:* Existing resources
   c. *College and District Roles:* Using district-approved processes, DOIT Application and Technical Services units working with college IT Supervisors assess, support, and update as necessary the portions of the enterprise systems that interface with PeopleSoft and the district's network to maintain compliance with federal and state laws.
2. Assess and update as necessary centralized enterprise servers (e.g., bookstore MBS) and district-wide databases (e.g., student and employee photos).
   a. *Lead(s):* College VPAs and College IT
   b. *Funding Resources:* College budget resources, enterprise revenue resources
   c. *College and District Roles:* Using district-approved processes, the colleges have primary responsibility for selecting and maintaining enterprise systems. DOIT Application and Technical Services units are responsible for supporting the portions of the enterprise systems that interface with PeopleSoft and the district's network, as well as supporting district-wide servers and databases.

Indicators of Success:

1. Enterprise systems are in place and operational with end-users trained.
2. Enterprise systems meet all required federal and state laws.
3. Enterprise systems' upgrades are evaluated, purchased, installed and maintained to ensure responsiveness.

Energy Management and Keying Systems

Initial Assessment: One of the most challenging security issues facing our campuses is maintaining a highly disciplined and organized centralized system for tracking and managing key and card credential access to district-wide facilities. Through the District Security Upgrade Project, all district locations are in the process of being rekeyed with a new physical key system and new electronic access points on exterior doors of each building and interior high value rooms. Ultimately, this system will be fully integrated with the district's camera system and building operating systems such as HVAC, lighting, and intrusion/alarm systems.

Plans:

1. Complete the District Security Upgrade Project for all district locations by December 2017.
   a. *Lead(s):* Facilities Management (FM), Los Rios Police Department (LRPD), DOIT Technical Services and campus facilities representatives
   b. *Funding Resources*: Measure M Bond Funds

    c. *College and District Roles*: FM in conjunction with LRPD and DOIT will develop and implement a comprehensive re-keying of all door hardware locations on campus as well as credentialed access at select exterior doors and interior locations. FM will provide overall project management to include design, procurement, and installation of new door hardware and access points. Campus in conjunction with LRPD will provide facility usage and tenant information so that design reflects actual use patterns and functions of campus daily operation.

2. Complete a district-wide review of potential software products in 2017 that would consolidate the district alarm system, camera system, and Imron key system control into LRPD and FM. Select and install approved software by June 2018.
    a. *Lead(s):* FM, LRPD, DOIT Technical Services and campus facilities representatives
    b. *Funding Resources*: One-time Program Development Funds
    c. *College and District Roles*: FM in conjunction with LRPD and DOIT will develop and implement a stand-alone network and software system that allows the integrated management of all district-wide security cameras, intrusion/alarms systems and Imron card access points. FM in conjunction with DOIT will provide overall project management to include design, procurement, and installation of the new network devices, switches, etc. for a fully integrated system.

Indicators of Success:

1. Key system in place and operational in all district locations with end-users trained and physical security of all facilities confirmed.
2. Software to integrate keying, access, intrusion, and camera systems in place and operational with end-users trained.

Public Safety Alert System

Initial Assessment: In October 2016, the district replaced its former public safety alert system with the RAVE emergency notification system and designated Los Rios police officers and dispatchers with the responsibility of activating the system based on approved protocols.

Plans:

1. Maintain newly installed RAVE emergency notification system and training of designated Los Rios police officers and dispatchers.
    a. *Lead(s):* LRPD, DOIT
    b. *Funding Resources:* Existing resources
    c. *College and District Roles:* DOIT will maintain operational RAVE system and LRPD will train end-users and activate system when required.

Indicators of Success:

1. RAVE system installed and operational with end-users trained.

2. Alerts delivered clearly and promptly to respond to future emergencies.
3. Proven ability to contact 95% of users through multi-modal forms of communication in 2 minutes or less to meet timely notification mandates.

Security Cameras

Initial Assessment: The district's current camera system is approaching the end of its useful life and should be upgraded in order to continue providing proper surveillance for the protection of the district students, staff, and assets. Although each location has cameras located in parking areas and high valued areas, the system is based on analog technology and should be converted to digital-based technology. Today's cameras adapt in low lighting, pan across large areas, and use high pixel configurations to enhance the cameras' ability to positively identify a surveilled person/object.

Plans:

1. Using the plans developed from a district-wide security camera review completed by Exante 360 in January 2017, select and implement needed upgraded security camera system beginning in spring 2017 to be phased in over time at each district and college location. Full implementation is expected by fall 2019.
   a. *Lead(s):* FM, DOIT Technical Services, and LRPD
   b. *Funding Resources:* Program Development Funds
   c. *College and District Roles:* Campus Management, Operations, and LRPD will work collaboratively to determine the best solution in camera placement based on pedestrian and vehicular traffic patterns and identified areas of concern and vulnerability.

Indicators of Success:

1. Selected camera system purchased, installed, and operational with end-users trained.
3. Secure central depository of all video in place to ensure chain of custody and evidentiary mandates.

Los Rios Community College District

District Technology Plan

Appendix A: Resource Allocation Process

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Technology Plan

Information Technology Resource Allocation Process

DRAFT

This appendix documents the resource allocation process for Information Technology, primarily addressing resourcing in support of District Support Information Technology. It was prepared in support of the 2016 Technology Plan.

12/19/2016

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<u>OVERVIEW</u>

The District has a well-defined budget process as detailed in the annual LRCCD Adopted Budget book. To ensure long-term fiscal stability, the District aligns appropriations with revenue sources by type/nature (continuing vs one-time, unrestricted vs restricted) and priority (essential vs non-essential/discretionary). Essential, continuing costs that support the basic District services, e.g., regular staffing costs and annual operating costs, are funded by the most reliable, continuing (on-going) revenue sources to the extent possible. The primary categorization used for District resources is whether the resource is continuing (on-going) or one-time in nature. The nature of the resource drives how it is appropriated. Within the Information Technology (IT) budget, there are four categories of appropriations:

1) Regular personnel
2) Contract or temporary personnel
3) Operational
4) Equipment and Projects

Regular personnel costs are the most difficult to fund because they must be supported by continuing revenue. The issue currently facing California community colleges, including Los Rios, is a lack of new continuing resources to support new regular positions while the operating environment has increasing need for new staff to meet both external and internal requirements. To address changes in the operating environment, vacated positions are evaluated to determine whether that resource should be directed (converted) to an area with a greater need for regular staff. However, position conversions are infrequent.

The third category, operational costs are also difficult to fund, again, due to the limited amount of continuing revenue. Similar to position conversions, savings realized through increased efficiencies can be re-directed to other operational needs. The District strives to minimize its operating costs – both within and outside of the IT Department. For example, a new VOIP telephone system has significantly reduced the District's telecommunication costs. In addition, the District has implemented many energy efficiency projects to reduce energy utilization per square foot. Realized savings may then be available to fund other on-going operational expenses, including IT costs. However, as was the case with utility savings, those reductions have been offset by energy rate increases as well as the expansion of our facilities The result is a reduction in the need for additional resources rather than freeing up base budget to support other on-going costs. Funding IT operational with a continuing appropriation is considered each year and, when possible, base funding is increased. However, even with efforts to manage on-going operational costs, the District has not fully funded the base IT operational budget with on-going funds and one-time funds are appropriated each year to cover the shortfall.

One-time resources are also used to fund contract or temporary employees, equipment and projects. The second and fourth categories are funded with one-time resources. Fortunately, the District has sufficient one-time funds to allocate to IT from both unrestricted and restricted sources. The typical funding cycle for California community colleges is a period of limited resources followed by a boom in resources. Even in down cycles, the District has reliable sources of one-time funds that can be designated to support IT operational and some project and equipment needs. During the boom portion of the cycles, increases to on-going resources tend to be either lean or categorical. One-time funding is typically where large allocations are made that can be used in support of projects as well as infrastructure and equipment upgrades. When one-time revenues are abundant, the District may set-aside monies that can then support projects and equipment needs during less robust funding years. The budget model has been represented graphically by contrasting the large swings in the State's budget against Los Rios' pattern that softens the steepness of the swings through the use of set asides.

Within the four appropriation categories, the District and Colleges have defined areas of responsibilities related to budgeting, control and staffing. The District distributes new on-going operational, new classified and management positions, and one-time funds through its Program Development Fund (PDF) process. The college budget process is used to determine the allocation to support college IT responsibilities.

The following table recaps the type of expenditure matched to the funding source used to support it.

Description	Funding Source
Regular positions	On-going such as Growth or Base Augmentation
Contract or temporary personnel	One-time such as unrestricted lottery, mandate block grant
Operational	Base budget (on-going) augmented with one-time funds
Project or Equipment	One-time

DISTRICT SUPPORT (DISTRICT-WIDE NEEDS) ALLOCATION PROCESS

This section covers budgeting for District Support IT requirements. College and District Office IT budgeting is addressed later. The prioritization process for new initiatives is not part of the budget process. More information on how IT needs are prioritized and when the budget process may consider prioritization is addressed later. Generally, the funding request from District IT for personnel and/or equipment to support new initiative(s) is submitted for funding in priority order.

Regular Personnel
New regular classified positions are funded either from the compensation calculation (allowable charge against growth funds) or through the PDF process. The District determines the total dollar amount available. The expected amount of new FTE is based upon the average step one salary for new classified positions. IT positions tend to be higher than the average and therefore require more dollars per FTE.
Following the determination of the total amount to support new positions, the funds are distributed to the four colleges and District Office/District Support considering both quantitative and qualitative

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factors. The District does not use a set formula for allocation of new classified positions. The colleges submit their rankings of new classified positions following a prioritization process made through the local governance process at the colleges. At the DO, the ranking of new positions requests is made by the Chancellor in consultation with the Deputy Chancellor and the Vice Chancellor for Finance and Administration. Ratios measuring student workload and facilities compared to total classified FTE for each college are reviewed. For District Office/Support, the need is based upon qualitative measures to ensure that the District can provide essential services to support the college and District operations. Also, as a multi-college District it is important to note that any District position is ultimately a resource to the colleges. Using the prioritized needs and the ratios, each college/DO receives its allocation for new positions.

The District currently has 97.5 of general purpose FTE in classified IT positions with 41.4 of those housed at the District. In addition there are three management positions at the District Office and an Associate Vice Chancellor for IT. The colleges have four administrators who have IT as part of their assignment. There are 6.17 categorically funded IT positions as well.

The new position allocation process has resulted in an increase of eight (8) general purpose FTE of IT positions in the ten year period from 2005-06 to 2015-16, accounting for over 12% of the total general purpose classified FTE increase. However, because the positions are at higher salaries, the additional positions required almost 20% of the available funding. Over 16% of the District's total classified salaries are for IT positions reflecting a commitment to resourcing this critical operational area.

However, with the increased reliance upon IT to support all areas of the District and colleges programs and services, there is a need to consider whether a special authorization is necessary to direct new positions to District IT to support the operational needs identified in this technology plan. A somewhat similar process was used to address a critical need for custodial staffing during the 2015-16 year. If a special authorization were made, the District would then return to its standard allocation and prioritization process. As shown above, that process has been successful in directing resources to IT. Position conversions as well as further centralization of certain IT functions may also reduce the need for additional IT staff in the future.

Funding Sources for additional IT regular staff: Continuing (PDF) and positions funded through the compensation formula typically supported by COLA, growth and/or Base Augmentation.

Contract or short-term personnel
Certain human resource needs within IT can be met through the use of professional experts hired either through contract service agreements or as a short-term employee of the District. Utilization of professional experts to assist regular staff with the implementation and/or upgrade of systems as well as the installation of equipment are two areas where a short-term augmentation is valuable support to ensure timely and effective delivery of projects. The District follows the appropriate legal and contractual requirements governing contract and temporary employees. Due to the temporary nature, one-time resources are used to support these costs.

Operational

The District's base budget for District-wide IT operational costs is $2,430,000. As stated earlier this amount is augmented each year with one-time funds. The amount required has lessened over the years as IT implemented different projects such as VOIP and virtual servers. The amount needed in addition to the $2.4M has averaged $1.2M for the last five years including 2016-17. This allocation is the only area in the District's budget where one-time funds support an on-going need. While that may seem concerning, the relatively stable amount required each year as well as the large amount of one-time funding available, allows the District to easily fund the annual amount needed. **This allocation has first priority on unrestricted PDF one-time funds.**

Project and Equipment

District IT prepares an annual budget request that includes its operational needs as well as planned amounts for scheduled equipment replacement. In addition, budget requests are prepared for non-routine infrastructure, equipment, and project implementation. These projects may be completed over multiple years. Depending upon the amount required, funding may be done in phases tied to the expected duration of the project or may be fully funded in the year initially requested. From the budget perspective, the interest is to have the need identified as early as possible to allow time for funds to be designated.

The one-time funding sources for the three above categories are: PDF unrestricted lottery, interest income, Scheduled Maintenance Special Repairs (SMSR), mandate block grant, prior year recalculation and other one-time sources included in the PDF process. One-time funding varies however in the last ten years the range of unrestricted one-time funds available in the PDF process has been from $3.9M to $20.4 million. Excluding the significant amount received from the State for Mandate past claims, the average one-time unrestricted resources is $5.9 million over the past ten years.

The two primary uses of one-time resources are in support of facilities and Information technology. In addition to unrestricted funds, SMSR also supports these same activities. In 2015-16 and 2016-17, one time resources in support of IT projects total $13.7 million. This substantial allocation is in support of a large scale infrastructure upgrade throughout the District as well as other projects.

RESERVES AND CARRYOVER

The District has historically appropriated funds earmarked for IT to provide a safeguard against fluctuations in the budget cycles as well as unexpected needs.

District IT sinking fund and Reserve

The District maintains an IT sinking fund for anticipated future one-time requirements. The sinking fund is targeted at $1 million. In addition, the District maintains a general reserve in its Capital Outlay Projects fund of $1 million that could be accessed in the event of an unanticipated need.

Carryover

Unexpended general fund operational and capital project allocations are carried forward each year. Unused operational are considered an offset to the total operational need in the year following. Project

allocations are carried forward until the project is completed. Remaining allocations for completed projects are recovered to be reallocated in the PDF process.

Replacement

The sinking fund above has some designations such as to fund the "catch up" costs associated with certain licensing that are tied to metrics. An annual appropriation could also be made for equipment regular and routine replacement of equipment. Beginning in 2016-17, $300,000 will be appropriated annually toward equipment replacement. This sinking fund will not be accessed except during years where one-time resources cannot support the normal replacement cycle.

COLLEGE AND DISTRICT OFFICE SPECIFIC

Funding to support college-specific IT operational and staffing requirements is provided through the local budgeting process. College IT staffing needs are prioritized along with other classified needs. On-going operational costs are funded using college discretionary funds or other on-going appropriations. One-time needs can be funded through multiple one-time allocations, including State Instructional Equipment Funds, non-instructional equipment funds and other categorical or grant funding that support specific programs (e.g., Career and Technical) or functions (e.g., Technology, Library). Additionally, the colleges can access local one-time resources such as net revenues from leases and rentals and carryover of general fund allocations.

RESPONSIBILITY FOR FUNDING

Los Rios is a multi-college district with a quasi-decentralized IT structure. In general, District IT is responsible for planning, design, construction, maintenance, administration and security of the common network infrastructure and the hardware and software required to support essential District and College operations. District IT provides all network support services. College IT is responsible for college-specific servers, storage, PCs, phones, Wireless Access Points (WAPs), and the Uninterruptible Power Supply (UPS) that supports college-specific hardware. The following table details the division of responsibility between District and College. When areas of overlap or uncertainty regarding responsibility or funding arise, District IT and the College Vice Presidents of Administration and IT Deans will evaluate and forward a recommendation to the Vice Chancellor, Finance and Administration. In some cases, the initial purchase may be a District responsibility but the college is responsible for on-going maintenance and future replacement. Examples include a major change in an essential operating system, such as the conversion to VOIP phones, and a new or modernization facility project where capital outlay funds are provided to support the IT equipment in the facility some of which will be a college responsibility to maintain and replace.

Note: One-time includes periodic equipment replacement or software purchases. On-going includes annual equipment and software maintenance and other annual operating costs.

Description	Nature	Responsibility- Support/R&M	Responsibility- Budget
District-wide Administrative Network			
Cabling			
Fiber – all	One-time	District	District
Cabling to outlet – new construction	One-time	District	District
Cabling to outlet – additions	One-time	District	College
Hardware			
Routers	One-time	District	District
Switches	One-time	District	District
Servers	One-time	District	District
Storage	One-time	District	District
UPS – District hardware	One-time	District	District
College-specific Administrative and Instructional Networks			
Switches – college-specific	One-time	District	College
Servers	One-time	College	College
Storage	One-time	College	College
UPS – College hardware	One-time	College	College
Equipment maintenance	On-going	College	College
Equipment			
Computers	One-time	College	College
Wireless Access Points (WAPs)	One-time	College	College
Phones – initial installation	One-time	District/College(1)	District
Phones – post implementation	One-time	District/College(1)	College
Printers, other peripherals	One-time	College	College
Cameras	One-time	District/College(2)	District/College
Software			
Web		District/College(3)	
Instructional Software	On-going	College	College
Learning Management System (LMS)	On-going	District	District
Online Education Initiative (OEI)		District/College(4)	District
PeopleSoft	On-going	District	District
MS Outlook, Office	On-going	District	District
Adobe Suite	On-going	College	College
Library Information System	On-going	District	District

(1) District primarily responsible; college assists with basic provisioning and troubleshooting.

(2) District responsible for design, installation and cost of basic security systems to support Parking and Police functions. College responsible for college-specific cameras (e.g., Bookstore, Library)

(3) District hosted, College supported

(4) District hosted, College supported

PRIORITIZATION

As mentioned earlier, prioritization of IT initiatives occurs throughout the organization. The process used depends upon the nature of the project such as instructional or administrative, and within administrative, whether it is application or operational/infrastructure. The District utilizes a participatory governance project to rank requests for enhancements and modifications to PeopleSoft and other applications originating from users in Instruction, Student Services, Human Resources and Business Services. Information included as part of the background information is an estimated cost and timeline. From that prioritization, District IT develops its budget request including projects that are planned for the coming year or years. The project list forwarded for funding is not all inclusive. Rather, using the prioritization by users as a guide, IT will assess which can be completed within its different functional areas. Dependent upon the nature of the projects and the area that is responsible for implementing, the projects brought forward for funding may not be in the overall priority order but will reflect the priority within that area. The budget process is to identify funding to support the requested projects relying on the processes that culminated with the budget request. If there is not sufficient resources to fund all the IT needs or if there are competing needs from other areas, then prioritization will occur following discussion with the affected areas.

Los Rios Community College District

District Technology Plan

Appendix B: Technology Plan Road Map

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Appendix B: District Technology Plan Road Map

Academic Years 2016 - 2020

The *District Technology Plan Road Map* is designed to provide a quick overview of the implementation steps needed to complete the plans identified in each of the five sections:

> Section 1: Network, Infrastructure, and Security
>
> Section 2: Technology Environment
>
> Section 3: Academic and Instructional Computing
>
> Section 4: Student Services Support Computing
>
> Section 5: Administrative Services Computing

The road map charts a four-year implementation timeline for each plan item. Those items already underway or nearing their start date have more detailed timelines backing them up while others still need the tactical plans to be developed. It is expected over the course of implementing the *District Technology Plan* that some plan item timelines will be adjusted.

Plan items included in the road map are color coded largely based on the *CampusWorks Second Opinion Technology Assessment Report* stoplight color scheme plus a blue coding color. The coding is as follows:

- 🔴 Red indicates technology requiring immediate attention to avoid serious problems
- 🟡 Yellow indicates technology requiring attention in the short term
- 🟢 Green indicates technology that can be addressed in the long term
- 🔵 Blue indicates technology that is functioning well and is important and ongoing

In some cases, plan items identified as green will be implemented sooner than items of other colors in order to provide support for desired improvements to student experiences in instruction and student services. Items identified as Future Opportunities are not included in the road map at this time.

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2016 - 2020 Implementation Timeline

Fall	August-December
Spring	January - May
Summer	June - July

Red: Immediate, Yellow: Short Term
Green: Long Term, Blue: Important Ongoing

Plan Implementation Steps	Plan Section	2016 - 2017			2017-2018			2018-2019			2019-2020		
		F16	Sp 17	U17	F17	Sp18	U18	F18	Sp19	U19	F19	Sp20	U20
DRAFT													
1. Network, Infrastructure, and Security													
1. Working with the California Community Colleges Chancellor's Office and Corporation for Education Networking Initiatives in California (CENIC), complete the district's primary 10 GBPS network ring by fall 2019.	Network Connectivity	Red	Red	Red	Red	Red	Red	Red	Red	Red			
2. Working with the approved vendor, Comcast, install the district's secondary network. Complete network installation by fall 2018.	Network Connectivity		Red	Red	Red	Red	Red	Red					
3. Implement reliable, resilient, and performant wide-area network with appropriately sized redundant network links and appropriate equipment to achieve desired results and reliability targets.	Infrastructure		Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red
4. Replace obsolete network core and distribution equipment at each college.	Infrastructure	Red	Red	Red	Red	Red	Red	Red	Red	Red			
5. Replace obsolete network cabling infrastructure in critical locations at each college.	Infrastructure				Red	Red	Red	Red	Red	Red	Red	Red	Red
6. Create, distribute, and enforce telecommunications design guidelines, installation standards and specifications for all of Construction Specifications Institute Master Format Division 27 and appropriate components of Divisions 25, 26 and 28.	Infrastructure		Yellow	Yellow	Yellow	Yellow	Yellow						
7. Complete a district-wide full IT security audit to identify risks to and vulnerabilities in network architecture and implementation, data acquisition and management, data storage and disposal, and user account creation and management.	Security				Yellow	Yellow	Yellow	Yellow					
8. Prioritize and identify resources to complete network security remediation projects identified in external assessments of district firewall architecture, internet architecture, network core architecture, and technology environment conducted in 2014, 2015, 2016.	Security	Red	Red	Red	Red								
9. Review the process for creating, granting, and terminating user account access to data through security permissions and identify opportunities to improve control over access to sensitive data in all environments that handle sensitive data.	Security		Yellow	Yellow	Yellow	Yellow	Yellow						
10. Identify and implement network security management standards, visibility and notification tools, data loss prevention tools, and secure environment virtualization solutions dedicated to improving the LRCCD security posture.	Security	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow						
11. Expand security awareness training.	Security		Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow				

Plan Implementation Steps	Plan Section	2016 - 2017			2017-2018			2018-2019			2019-2020		
		F16	Sp 17	U17	F17	Sp18	U18	F18	Sp19	U19	F19	Sp20	U20
DRAFT													
2. Technology Environment													
1. Update Spanos Court and FLC data centers to allow 100% capacity in the event of a disaster, including 'smart row' data center cabinet technology incorporating the utility power, uninterruptable power supply (UPS), environmental controls, air conditioning, and space for networking equipment, servers, and storage.	Disaster Recovery Business Continuity		Red	Red	Red	Red	Red	Red					
2. Increase network redundancy by completing project to install additional network connections to eliminate the dependency on the Spanos Court site and allow most district and college sites to remain functional. Add equipment and software that handles the Domain Name Service (DNS) and Dynamic Host Configuration Protocol (DHCP) to the FLC data center to provide quick recovery from a site disaster.	Disaster Recovery Business Continuity			Yellow	Yellow	Yellow	Yellow						
3. Conduct and distribute a complete inventory of production network equipment, network attached devices and network attached peripherals. Inventory captures asset information as well as age, end-of-support and end-of-life dates, estimates for remaining useful life, estimated replacement cost, and budget year for replacement.	Maintenance & Life Cycle				Yellow	Yellow	Yellow	Yellow	Yellow				
4. Assess inventoried equipment, devices and peripherals for effectiveness, functional relevance, conformance to standards, and appropriateness for future use.	Maintenance & Life Cycle					Yellow	Yellow	Yellow	Yellow	Yellow			
5. Establish and publish equipment standards and equipment replacement cycles for customary equipment. While equipment standards and replacement cycles may be different for individual colleges, all DOIT managed equipment and replacement cycles will be consistent and the purposeful, tactical selection of equipment standards must be based on performance requirements in support of the overall network service strategy.	Maintenance & Life Cycle		Yellow	Yellow	Yellow								
6. Develop equipment replacement plans and ageing reports to support annual equipment replacement budgeting. Requirements include a minimum of five years' projection for production equipment replacement expenditures and include plans, budget requests, and expenditures looking back at least three years. Implement replacements as planned.	Maintenance & Life Cycle	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow			
7. The district and colleges will form a work group to review the current websites to create and implement consistent student-centered content and navigation. Outside expertise will be engaged as needed. Implementation will be completed by May 2018.	Websites	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow					
8. A district-wide Technology Accessibility Task Force has been formed to develop consistent accessibility standards to meet federal ADA technology accessibility standards by December 2017 for implementation by May 2018.	Websites		Yellow	Yellow	Yellow	Yellow							
9. Migrate District official employee email services to hosted Exchange Online using Office 365 – Includes both fully hosted and hybrid Exchange environments.	Email Services	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow						

DRAFT

Plan Implementation Steps	Plan Section	2016 - 2017			2017-2018			2018-2019			2019-2020		
		F16	Sp 17	U17	F17	Sp18	U18	F18	Sp19	U19	F19	Sp20	U20
10. Perform a business process analysis and assess the overall effectiveness of the current Los Rios Gmail communication approach specifically as it relates to its success and ease of use for district email communication with prospective students, new students and former students.	Email Services				X	X	X						
11. Explore use of student personal email as additional method of communication with students and draft a plan for District use of student identified preferred email communication vehicles that meet email communication needs for reaching prospective, current, and former students.	Email Services				X	X	X						
12. Publicize district Help Desk services and expectations by creating and distributing informational documents to better communicate Help Desk services. The documents should include information about all available technical resources (college, district, and vendor/publisher) and their available hours and contact information.	Help Desk		X	X									
13. In coordination with colleges, DOIT and District Research will create and administer a student satisfaction survey, specifically focused on Help Desk services.	Help Desk		X						X			X	
14. Evaluate options to expand Help Desk hours of service, including additional staffing and/or outside services to better respond to user requests during high volume periods and during non-business hours.	Help Desk				X								
15. Complete implementation of a Help Desk ticketing, service tracking, and incident reporting tool currently in the initial stages of implementation. The tool will provide improved tracking handling, and reporting open incidents, closed incidents with action results and volume of incidents over time for each specific component of districtwide software applications and infrastructure.	Help Desk		X	X	X	X	X						
16. Develop and deploy a mobile application that will function as a portal for mobile interfaces to district enterprise applications. This portal to the mobile interfaces will allow for the placement of enterprise mobile interfaces in an easily found centralized location. The district mobile application should include at a minimum access to eServices, the district LMS, Library (ILS), library discovery services, and the student email site. The LRCCD mobile application will support a communication channel to mobile smart devices notifying students of messages (e.g. emails, texts, etc.) sent to their eServices and/or email accounts.	Mobile Ready Apps		X	X	X								
17. Conduct a district-wide employee assessment to determine technology professional development needs.	PD for Ed Users				X			X			X		
18. Create online, onsite, and off-site technology training opportunities and provide employee access to the training.	PD for Ed Users		X	X	X	X	X						

Los Rios Community College District Technology Plan Road Map

Plan Implementation Steps	Plan Section	2016 - 2017			2017-2018			2018-2019			2019-2020		
		F16	Sp 17	U17	F17	Sp18	U18	F18	Sp19	U19	F19	Sp20	U20
DRAFT													
3. Academic and Instructional Computing													
1. Transition all Los Rios online, hybrid, and web enhanced courses, as well as the online student college orientation and student club and organization sites from their current LMSs to Canvas by January 1, 2018.	Online, Hybrid, Web Enhanced	Green	Green	Green	Green								
2. Provide professional development for all faculty transitioning courses to Canvas and classified staff who support students and faculty in their use of Canvas. Provide student orientations to Canvas either prior to enrolling or within assigned courses.	Online, Hybrid, Web Enhanced	Green	Green	Green	Green	Green	Green						
3. Define the roles and responsibilities for ensuring compliance with ADA technology accessibility laws, including how to appropriately select and use 3rd-party learning tools and other interfaces to the Canvas environment.	Online, Hybrid, Web Enhanced		Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow			
4. Develop additional methods to consistently provide needed information to prospective students regarding the level of online activity required for each class section and provide enhanced access to modality data needed by college and district Research Offices to meet internal and external reporting requirements.	Online, Hybrid, Web Enhanced		Yellow	Yellow	Yellow	Yellow	Yellow						
5. Continue support of the current Sierra Library System for all four colleges.	Library Information System	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
6. Ongoing assessment to ensure ILS is meeting college needs.	Library Information System		Blue		Blue				Blue	Blue		Blue	
7. Review current online tutoring services offered by colleges and those tutoring services available through OEI to determine best options for services at reasonable cost. Select and implement any new service choices. Continue to regularly track online tutoring service use so that services can expand as needed.	Tutoring	Green	Green		Green	Green			Blue			Blue	
8. Maintain current Socrates CMS system and improvement processes as long as they meet colleges' needs and state requirements.	Curriculum Management System	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
9. Form a district-wide taskforce to complete a review of potential scheduling and resource optimization software products in spring 2017 to better meet student education goals, reduce time and effort required of the manual processes, and optimize facility usage.	Course Scheduling System		Green	Green									
10. Select, purchase and implement new course scheduling system by January 2019. Assess course and resource scheduling software effectiveness by January 2020 and adjust as needed.	Course Scheduling System				Green	Green	Green	Green	Green	Green	Green		

Los Rios Community College District Technology Plan Road Map

Plan Implementation Steps	Plan Section	2016 - 2017			2017-2018			2018-2019			2019-2020		
		F16	Sp 17	U17	F17	Sp18	U18	F18	Sp19	U19	F19	Sp20	U20
DRAFT													
11. College professional development centers' personnel will inform and facilitate faculty use of the new California Community Colleges Chancellor's Office online Professional Learning Network (PLN) (https://prolearningnetwork.cccco.edu/). The centers will continue to foster faculty innovation through identifying and implementing new technology training opportunities and encouraging use of college professional development funds designated for faculty attendance at workshops and conferences focused on cutting-edge technology practices in education.	Faculty Technology Skills and PD		green	green	green	green	blue	blue	blue	blue	blue	blue	blue

Plan Implementation Steps	Plan Section	2016 - 2017			2017-2018			2018-2019			2019-2020		
		F16	Sp 17	U17	F17	Sp18	U18	F18	Sp19	U19	F19	Sp20	U20
DRAFT													
4. Student Services Support Computing													
1. Mid and Long Term: Adopt and incorporate the state CAI tool. Incorporation of the CAI tool will include the adoption of the CalPASS Plus Multiple Measures model incorporating state-wide student academic history. An interface will be developed to integrate CAI results and information into the district's PeopleSoft Student Information System (SIS). Authentication capability will be developed to allow use of LRCCD ID and password to gain access to State CAI tool.	Student Assessment	■	■	■	■	■	■	■	■	■			
2. Maintain the online orientation in D2L until it is transitioned to Canvas by December 31, 2017. Develop enhancements to the PeopleSoft interface with Canvas to capture additional data on student completion of individual modules and to provide automated reports.	Online Orientations		■	■	■	■	■						
3. Explore and implement as possible additional enhancements such as a link to a chat option where students can get answers to questions, use of other venues (e.g. portal) to provide orientation, development of methods to message students as needed to complete the orientation if they stopped out, and add test- preparation information to orientation content.	Online Orientations				■	■	■						
4. Form a district-wide taskforce to explore the purchase of a student experience lifecycle (SEL) system or series of integrated systems that would provide high quality student support in a mobile friendly environment and allow the colleges to track and monitor a student's journey through potential candidate, pre-application, pre-enrollment, enrollment, completion and alumnus status. The SEL system would address three major student lifecycle phases: 1. Pre-Application, 2. Application and 3. Follow-up.	Case Management	■											
5. Based on outcomes of the SEL system exploration, determine and implement next planning steps. If a fully integrated SEL system is not yet available and/or affordable, move forward with improvements to the Student Education Plan and/or Early Alert System as described in the alternate options.	Case Management				■	■	■						
6. Interim: Continue to develop key enhancements to maintain currency and relevance of iSEP requested by the colleges which have a high return on investment, factoring in the resources needed for expected benefit: strengthen interface with assessment, degree audit, and student planner; auto-populate assessment results; develop interface with Project ASSIST.	Student Education Plans (Alternate Option)				▨	▨	▨						
7. Mid to Long Term: Continue annual assessment of cost/benefit ratio of adopting a student education planning tool developed by an outside vendor or by the state through its Education Planning Initiative. If continued use of iSEP is considered the best alternative, add enhancements to automatically populate majors from degree audit; interface with degree applicability software; connect iSEP to eServices Shopping Cart.	Student Education Plans (Alternate Option)				▨	▨	▨						
8. Form a district-wide taskforce in fall 2017 to identify desired functions of an early alert tool and complete a review of early alert tool products, including those provided by the state Education Planning Initiative.	Early Alert (Alternate Option)				▨	▨	▨						

Plan Implementation Steps	Plan Section	2016 - 2017			2017-2018			2018-2019			2019-2020		
		F16	Sp 17	U17	F17	Sp18	U18	F18	Sp19	U19	F19	Sp20	U20
DRAFT													
9. Select, purchase, and implement an early alert tool by December 2019.	Early Alert (Alternate Option)							▓	▓	▓	▓		

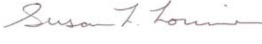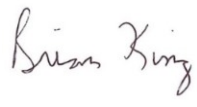| Plan Implementation Steps	Plan Section	2016 - 2017			2017-2018			2018-2019			2019-2020		
		F16	Sp 17	U17	F17	Sp18	U18	F18	Sp19	U19	F19	Sp20	U20
DRAFT													
5. Administrative Services Computing													
1. Continue to maintain currency of the PeopleSoft SIS by planned periodic upgrades so the district sustains contracted, licensed support from the vendor.	Student-Admissions, Registration, etc	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
2. Conduct comprehensive reviews of key processes to enable increased automation and consistent workflows to gain efficiencies across the district. Use results to identify and prioritize needed enhancements for approval, funding, and implementation.	Student-Admissions, Registration, etc		Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
3. Continue to maintain currency of the PeopleSoft Financial System by planned periodic upgrades so the district sustains contracted, licensed support from the vendor.	Fiscal Services	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
4. Conduct comprehensive assessments of key processes to enable increased automation and consistent workflows to gain efficiencies across the district. Use results to identify and prioritize needed enhancements for approval, funding, and implementation.	Fiscal Services		Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
5. Continue to maintain currency of the PeopleSoft Human Resources (HR) System by planned periodic upgrades so LRCCD sustains contracted, licensed support from the vendor.	Human Resources	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
6. Conduct comprehensive assessments of key processes to enable increased automation and consistent workflows to gain efficiencies across the district. Use results to identify and prioritize needed enhancements for approval, funding, and implementation.	Human Resources				Green	Green		Green	Green		Green	Green	
7. Evaluate current state of District Research reporting applications and develop a common, nimble reporting procedure for IPEDS, Gainful Employment Reporting and the various Regional Pathway Partnerships that integrates with the PeopleSoft SIS.	Research - Accountability												
8. Conduct an assessment of the information and data needs of the Los Rios community. Use the results to inform the comprehensive evaluation of enhanced business intelligence, visual analytic, and predictive analytic tools with the goal to deploy a business intelligence environment that will meet the needs of the diverse Los Rios community.	Research - Intelligence & Analytics												
9. Develop a prioritized list of business needs to inform a sequenced modular roll-out.	Research - Intelligence & Analytics												
10. Assess and update as necessary college and district enterprise systems to ensure adequate interfaces with PeopleSoft and the district network for proper functioning while maintaining compliance with federal and state laws (e.g., PCI compliance).	Enterprise Systems												
11. Assess and update as necessary centralized enterprise servers (e.g., bookstore MBS) and district-wide databases (e.g., student and employee photos).	Enterprise Systems												
12. Complete the District Security Upgrade Project for all district locations by December 2017.	Energy Management and Keying Systems	Green	Green	Green	Green								

Los Rios Community College District Technology Plan Road Map

Plan Implementation Steps	Plan Section	2016 - 2017			2017-2018			2018-2019			2019-2020		
		F16	Sp 17	U17	F17	Sp18	U18	F18	Sp19	U19	F19	Sp20	U20
DRAFT													
13. Complete a district-wide review of potential software products in 2017 that would consolidate the district alarm system, camera system, and Imron key system control into LRPD and FM. Select and install approved software by June 2018.	Energy Management and Keying Systems	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩		
14. Maintain newly installed RAVE emergency notification system and training of designated Los Rios police officers and dispatchers.	Public Safety Alert System	🟩	🟦	🟦	🟦	🟦	🟦	🟦	🟦	🟦	🟦	🟦	🟦
15. Using the plans developed from a district-wide security camera review completed by Exante 360 in Jnauary 2017, select and implement needed upgraded security camera system beginning in spring 2017 to be phased in over time at each district and college location. Full	Security Cameras		🟩	🟩	🟩	🟩	🟩	🟩					

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** February 8, 2017

SUBJECT:	Contract Award: District Information Technology Services	ATTACHMENT: None
		ENCLOSURE: None
AGENDA ITEM:	Action Item G	TYPE OF BOARD CONSIDERATION:

RECOMMENDED BY:	*Susan L. Lorimer*	CONSENT/ROUTINE	
	Susan L. Lorimer, Deputy Chancellor	FIRST READING	
APPROVED FOR CONSIDERATION:	*Brian King*	ACTION	x
	Brian King, Chancellor	INFORMATION	

BACKGROUND:

The Los Rios Community College District has just completed a comprehensive draft District Technology Plan that once approved by the Board of Trustees will require the District to implement a large number of important technology projects in a relatively short period of time to improve the student experience at our colleges. Also, the recent retirement of the District's Associate Vice Chancellor for Information Technology has provided the District with an opportunity to provide increased one time resources to more quickly address the plan's highest priority technology projects. Completing this project work in a timely manner will benefit from contracting for an experienced Chief Information Officer (CIO) with access to other critical technology resources to accelerate project completions before beginning a search for a permanent Los Rios replacement.

STATUS:

CampusWorks, Incorporated, a higher education technology consulting firm, has proposed providing IT leadership services to Los Rios for $853,000 over 24 months. The services will include the following:

- A full-time Interim Chief Information Officer (CIO) for 24 months, and
- 1000 hours of expert personnel time as requested for specific projects.

Working with District and college IT personnel, the CampusWorks CIO and expert personnel will implement plan projects while increasing the capacity of Los Rios technology staff to maintain the completed projects and initiate future projects.
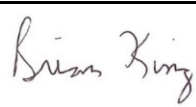
RECOMMENDATION:

It is recommended that the Board of Trustees contract with CampusWorks for IT leadership and expert services for $853,000 over 24 months.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** February 8, 2017

SUBJECT:	Accreditation Follow-Up Report for American River College	ATTACHMENT: None
		ENCLOSURE: Yes
AGENDA ITEM:	Action Item H	TYPE OF BOARD CONSIDERATION:
RECOMMENDED BY:	*Susan L. Lorimer* Susan L. Lorimer, Deputy Chancellor	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	*Brian King* Brian King, Chancellor	ACTION	x
		INFORMATION	

BACKGROUND:

Following a comprehensive accreditation visit in October 2015, the Western Association of Schools and Colleges/Accrediting Commission for Community and Junior Colleges (ACCJC) acted to reaffirm American River College's accreditation for eighteen months and required the college to submit a Follow-Up Report by March 15, 2017. The report must demonstrate that all district- and college-level deficiencies have been resolved and the college meets the standards.

STATUS:

The American River College Follow-Up Report was previously sent to the Board and is being presented for approval for submission to the ACCJC.
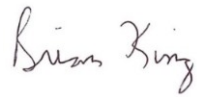
RECOMMENDATION:

It is recommended that the Board of Trustees approve the American River College Follow-Up Report for submission to the Accrediting Commission for Community and Junior Colleges.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** February 8, 2017

SUBJECT:	Accreditation Follow-Up Report for Cosumnes River College	ATTACHMENT: None	
		ENCLOSURE: Yes	
AGENDA ITEM:	Action Item I	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	*Susan L. Lorimer* Susan L. Lorimer, Deputy Chancellor	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	*Brian King* Brian King, Chancellor	ACTION	x
		INFORMATION	

BACKGROUND:
Following a comprehensive accreditation visit in October 2015, the Western Association of Schools and Colleges/Accrediting Commission for Community and Junior Colleges (ACCJC) acted to reaffirm Cosumnes River College's accreditation for eighteen months and required the college to submit a Follow-Up Report by March 15, 2017. The report must demonstrate that all district- and college-level deficiencies have been resolved and the college meets the standards.

STATUS:
The Cosumnes River College Follow-Up Report was previously sent to the Board and is being presented for approval for submission to the ACCJC.
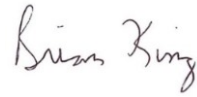
RECOMMENDATION:
It is recommended that the Board of Trustees approve the Cosumnes River College Follow-Up Report for submission to the Accrediting Commission for Community and Junior Colleges.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** February 8, 2017

SUBJECT:	Accreditation Follow-Up Report for Folsom Lake College	ATTACHMENT: None
		ENCLOSURE: Yes
AGENDA ITEM:	Action Item J	TYPE OF BOARD CONSIDERATION:
RECOMMENDED BY:	*Susan T. Lorimer* Susan L., Lorimer Deputy Chancellor	CONSENT/ROUTINE
		FIRST READING
APPROVED FOR CONSIDERATION:	*Brian King* Brian King, Chancellor	ACTION	x
		INFORMATION

BACKGROUND:
Following a comprehensive accreditation visit in October 2015, the Western Association of Schools and Colleges/Accrediting Commission for Community and Junior Colleges (ACCJC) acted to reaffirm Folsom Lake College's accreditation for eighteen months and required the college to submit a Follow-Up Report by March 15, 2017. The report must demonstrate that all district-level deficiencies have been resolved and the college meets the standards.

STATUS:
The Folsom Lake College Follow-Up Report was previously sent to the Board and is being presented for approval for submission to the ACCJC.
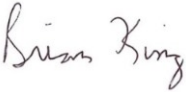
RECOMMENDATION:
It is recommended that the Board of Trustees approve the Folsom Lake College Follow-Up Report for submission to the Accrediting Commission for Community and Junior Colleges.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** February 8, 2017

SUBJECT:	Accreditation Follow-Up Report for Sacramento City College	ATTACHMENT: None	
		ENCLOSURE: Yes	
AGENDA ITEM:	Action Item K	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Susan L. Lorimer, Deputy Chancellor	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor	ACTION	x
		INFORMATION	

BACKGROUND:

Following a comprehensive accreditation visit in October 2015, the Western Association of Schools and Colleges/Accrediting Commission for Community and Junior Colleges (ACCJC) acted to reaffirm Sacramento City College's accreditation for eighteen months and required the college to submit a Follow-Up Report by March 15, 2017. The report must demonstrate that all district- and college-level deficiencies have been resolved and the college meets the standards.

STATUS:

The Sacramento City College Follow-Up Report was previously sent to the Board and is being presented for approval for submission to the ACCJC.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the Sacramento City College Follow-Up Report for submission to the Accrediting Commission for Community and Junior Colleges.

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LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** February 8, 2017

SUBJECT:	Folsom Lake College Makerspace: Making Across the Curriculum	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Information Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Kathleen Kirklin *Kathleen Kirklin*	CONSENT/ROUTINE	
	Interim President, Folsom Lake College	FIRST READING	
APPROVED FOR CONSIDERATION:		ACTION	
	Brian King, Chancellor *Brian King*	INFORMATION	X

BACKGROUND:

A Makerspace is physical location where people gather to share resources and knowledge, work on projects, network and build in a technology rich environment. For students this offers an inspired interdisciplinary learning environment through hands-on exploration. A Makerspace enables students from all disciplines to tackle open ended, real world challenges, preparing them for careers involving innovation, creativity, and invention. This assists students in becoming more competitive in a rapidly changing job market.

STATUS:

Folsom Lake College faculty and students will present an overview of the Makerspace movement including curriculum development, facility changes, and student opportunities.

RECOMMENDATION:

This item is presented to the Board of Trustees as information.