

MINUTES OF THE GOVERNING BOARD  
OF THE CONTRA COSTA COMMUNITY COLLEGE DISTRICT

Regular Meeting

Date: May 28, 2014

Time: 5:00 p.m. – Public Session

Place: George R. Gordon Education Center  
500 Court Street  
Martinez, California 94553

Presiding  
Officer: John E. Márquez, President

ROLL CALL

Present

John E. Márquez, President  
John T. Nejedly, Vice President  
Vicki Gordon, Secretary  
Greg Enholm  
Matthew Rinn  
Ivan De Los Santos, Student Trustee

Those present constituted a quorum.

OPEN PUBLIC SESSION - CALL TO ORDER AND RECESS TO CLOSED SESSION

President Márquez opened the public session at 5:01 p.m. At that time, he called for public comment. There being none, President Márquez closed the public session at 5:03 p.m. and immediately recessed to closed session to discuss public employee/discipline/dismissal/release; public employee performance evaluations; conference with legal counsel – existing litigation; and conference with labor negotiator.

RECONVENE PUBLIC SESSION AND PLEDGE OF ALLEGIANCE TO U.S. FLAG

Mr. Márquez reconvened the public session at 6:02 p.m. and then led the Pledge of Allegiance to the U.S. flag.

STUDENT TRUSTEE REPORT AND RECOGNITION OF APPRECIATION

Student Trustee De Los Santos summarized his experiences throughout the year and said he learned many things. Mr. De Los Santos said he set three goals during his tenure. The first was for the District to have three student trustees to represent the colleges equally. A second goal was to have the student trustee second motions. A third goal was to increase student participation in the governance processes. Mr. De Los Santos said these goals were challenging and while not completed, the work has begun to achieve these goals. Student Trustee De Los Santos thanked everyone for their help throughout the year.

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Board President Márquez congratulated Mr. De Los Santos for all his work throughout the year. Ms. Gordon said Mr. De Los Santos had a strong student voice and it was heard. Mr. Nejedly thanked Mr. De Los Santos for everything he did throughout the year. Like other Board members, Mr. Enholm said it would be great to have Mr. De Los Santos serve on the Board one more year. Mr. Rinn also thanked Student Trustee De Los Santos for all his accomplishments throughout the year. Board President Márquez presented Mr. De Los Santos with a certificate of appreciation for his work as student trustee from June 2013 to May 2014.

#### PUBLIC COMMENT

Diablo Valley College (DVC) Scholarship Coordinator Leslie Mills spoke about this year's Jack Kent Cooke scholarship winner, Jinsung Kim. On behalf of DVC President Peter Garcia, DVC Vice President Rachel Westlake recognized the DVC swimming and diving teams. DVC Athletic Director Christine Worsley said the death of one of its members, Lauren McCullough, brought the team together. Ms. Worsley said the women won the state championship and the men took fifth place. Coach Millington was also selected as Coach of the Year. DVC students Stephen Gordon, Emily Saccullo and Jose Martin spoke about their experiences this past spring on the DVC swim team. They also thanked Dylan Powell and Evan Augst and coaches Todd Krohn, Rick Millington, Jr., Donny Mata, Todd Krohn, Leonard Chaplin and Rick Millington, Sr. for all their work.

#### REPORTS – CONSTITUENCY LEADERS

Various members of the constituency groups summarized recent events and activities at their respective locations. United Faculty President Glenn Appell introduced Los Medanos College (LMC) student Gary Walker and Contra Costa College (CCC) student Luanna Waters. Mr. Appell said United Faculty has sponsored both students as interns, and they have worked vigorously throughout the spring semester to promote student government and provide information regarding the Measure E bond. Mr. Walker and Ms. Waters shared presentations on the work they have done on campus and within the community.

#### PUBLIC HEARING

Board President Márquez called on Chief Facilities Planner Ray Pyle to address the public hearing item (Board Report No. 88-B). Mr. Pyle said the developer associated with this project has offered to purchase the small strip of land between home sites bordering District property, instead of doing an easement that remains with the property forever. While the purchase may be more time consuming, it will eliminate a potential problem and liability forever. With the Board's permission, Mr. Pyle said this item would be placed on a future Board agenda for action as a sale to the developer. The Board unanimously agreed with Mr. Pyle's suggestion and said there would be no action taken on Board Report No. 88-B.

#### CONSENT AGENDA – ACTION ITEMS

On motion of Mr. Rinn, seconded by Ms. Gordon, with three aye votes by Mr. Márquez, Mr. Nejedly and Mr. Enholm, (Student Trustee Advisory Vote, excluding human resources items – aye), the Governing Board unanimously approved the following items on the Consent Agenda: minutes of regular meeting/study session April 23, 2014, and Board Report Nos. 81-A through 84-A.

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**Board Report No. 81-A** – Ratification of Payroll for Month Ended April 30, 2014.  
Payrolls for the period of April 1, 2014, through April 30, 2014, were ratified in the amount of \$14,194,110.39.

**Board Report No. 81-B** – Ratification of Vendor Payments for Month Ended April 30, 2014.  
Payments for the period of April 1, 2014, through April 30, 2014, were ratified in the amount of \$42,323,463.10

**Board Report No. 82-A** – Agreements and Amendments to Agreements. The Assistant Secretary was authorized to execute the following agreements and amendments to agreements:

**CONTRA COSTA COLLEGE**

**NEW/RENEWAL AGREEMENTS:**

**John Muir Health**

Contract No: 4193.2 (No Cost)  
Contract Amount: Maximum: None  
Contract Period: 04/01/14 through 07/31/17  
Services: A renewal of an affiliation agreement to provide clinical experience for students enrolled in medical programs.

**John Muir Behavioral Health**

Contract No: 4839.3 (No Cost)  
Contract Amount: Maximum: None  
Contract Period: 04/01/14 through 07/31/17  
Services: A renewal of an affiliation agreement to provide clinical experience for students enrolled in medical programs.

**Contra Costa Health Services**

Contract No: 6997.5 (Revenue)  
Contract Amount: Maximum: \$24,787.00  
Contract Period: 01/01/14 through 12/31/14  
Services: A renewal agreement to provide consultation, training, administrative and technical assistance to the Service Provider Individualized Recovery Intensive Training Program.

**Derek Fenner**

Contract No: 7839.2 (Categorical)  
Contract Amount: Maximum: \$35,000.00  
Contract Period: 07/01/14 through 06/30/15  
Services: A renewal agreement to provide art classes for Gateway to College students.

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BEG Communication

Contract No: 7871.1 (Cost)  
 Contract Amount: Maximum: \$60,000.00  
 Contract Period: 06/03/14 through 06/20/14  
 Services: A renewal agreement to provide services for 10 students to attend the Italian Culinary Arts Short Study Abroad program in Parma, Italy.

Esther Suarez

Contract No: 7902.1 (Categorical)  
 Contract Amount: Maximum: \$12,000.00  
 Contract Period: 07/01/14 through 06/30/15  
 Services: A renewal agreement to provide instructional services for Gateway to College students.

Contra Costa County, Office of Education

Contract No: 7987.0 (No Cost)  
 Contract Amount: Maximum: None  
 Contract Period: 05/28/14 through 06/30/16  
 Services: A new agreement to facilitate a partnership to provide effective academic and career guidance for high school students.

The Wright Institute

Contract No: 7995.0 (Categorical)  
 Contract Amount: Maximum: \$10,000.00  
 Contract Period: 10/01/13 through 05/31/14  
 Services: A new agreement to develop and provide clinical services and training for Middle College High School students.

**AMENDMENTS TO AGREEMENTS:**

Contra Costa County, Employment and Human Services Department

Contract No: 2587.34 (Categorical)  
 Contract Amount: Maximum: \$1,079,794.00  
 Contract Period: 07/01/13 through 06/30/14  
 Services: An amended agreement to decrease the number of days of operation from 251 to 250 to provide full-day and part-day expanded state preschool services.



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## DIABLO VALLEY COLLEGE

### NEW/RENEWAL AGREEMENTS:

#### Fia Parker

Contract No: 5728.13 (Cost)  
 Contract Amount: Maximum: \$45,000.00  
 Contract Period: 07/01/14 through 06/30/15  
 Services: A renewal agreement to provide housing services for DVC international students, including host family development, follow-up and second placement.

#### Trudy Scampini

Contract No: 7575.1 (Categorical)  
 Contract Amount: Maximum: \$1,500.00  
 Contract Period: 05/28/14 through 06/30/14  
 Services: A renewal agreement to provide preparation services to prospective Foster/Kinship/Adoptive parents and other resource families.

#### Keenan & Associates

Contract No: 7992.0 (Categorical)  
 Contract Amount: Maximum: \$6,500.00  
 Contract Period: 06/01/14 through 09/30/14  
 Services: A new agreement to review and develop a safety program aligned with Cal-OSHA standards for the Engineering Technology and Construction programs.

### AMENDMENTS TO AGREEMENTS:

#### SportsPlus

Contract No: 7574.2 (Cost)  
 Contract Amount: Maximum: \$43,000.00  
 Contract Period: 08/15/13 through 05/30/14  
 Services: An amended agreement to increase the maximum amount from \$33,000.00 to \$43,000.00 to provide athletic training services for fall, winter and spring sports.

## DISTRICT

### NEW/RENEWAL AGREEMENTS:

#### Litz USA Student Service Limited

Contract No: 6721.6 (Cost)  
 Contract Amount: Maximum: \$5,000.00  
 Contract Period: 09/01/13 through 08/31/14  
 Services: A renewal agreement to provide international education marketing and recruitment services.

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Central Education Services

Contract No: 6722.6 (Cost)  
 Contract Amount: Maximum: \$20,000.00  
 Contract Period: 09/01/13 through 08/31/14  
 Services: A renewal agreement to provide international education marketing and recruitment services.

The Sequoia Education Group

Contract No: 7435.3 (Cost)  
 Contract Amount: Maximum: \$60,000.00  
 Contract Period: 07/01/14 through 06/30/15  
 Services: A renewal agreement to provide international education marketing and recruitment services.

Walker Communications

Contract No: 7446.3 (Cost)  
 Contract Amount: Maximum: \$7,000.00  
 Contract Period: 07/01/14 through 06/30/15  
 Services: A renewal agreement to provide graphic design and writing support for District communications reports.

Celeste Rusconi

Contract No: 7447.3 (Cost)  
 Contract Amount: Maximum: \$2,000.00  
 Contract Period: 07/01/14 through 06/30/15  
 Services: A renewal agreement to provide graphic design and writing support for District communications reports.

Scott Chernis Photography

Contract No: 7448.2 (Cost)  
 Contract Amount: Maximum: \$2,000.00  
 Contract Period: 07/01/14 through 06/30/15  
 Services: A renewal agreement to provide photography services for the annual bond report.

East Bay Regional  
Communications System  
Authority

Contract No: 7724.1 (Cost)  
 Contract Amount: Maximum: \$21,080.00 (annually)  
 Contract Period: 07/01/13 through 06/30/27  
 Services: A renewal agreement to allow interoperability and communication of District police radio devices throughout Contra Costa County and Alameda County.

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Pamila Fisher

Contract No: 7989.0 (Cost)  
 Contract Amount: Maximum: \$2,500.00  
 Contract Period: 05/28/14 through 12/31/14  
 Services: A new agreement to provide leadership consulting services.

Susan Fajardo

Contract No: 7991.0 (Cost)  
 Contract Amount: Maximum: \$3,500.00  
 Contract Period: 05/01/14 through 06/01/14  
 Services: A new agreement to provide communications support on the Design It- Build It- Ship It (DBS) website and social media.

Workforce Development Board of Contra Costa County

Contract No: 7993.0 (Cost)  
 Contract Amount: Maximum: \$175,000.00  
 Contract Period: 06/01/14 through 09/30/15  
 Services: A new agreement to provide support services to the Trade Adjustment Assistance Community College Career Training (TAACCCT)/DBS cohorts.

Alameda County Workforce Investment Board

Contract No: 7994.0 (Cost)  
 Contract Amount: Maximum: \$175,000.00  
 Contract Period: 06/01/14 through 09/30/15  
 Services: A new agreement to provide support services to the TAACCCT/DBS cohorts.

UKEAS Worldwide Limited

Contract No: 7996.0 (Cost)  
 Contract Amount: Maximum: \$1,000.00  
 Contract Period: 04/01/14 through 03/31/17  
 Services: A new agreement to provide international education marketing and recruitment services.

Armada Grandee

Contract No: 7997.0 (Cost)  
 Contract Amount: Maximum: \$1,000.00  
 Contract Period: 05/01/14 through 04/30/19  
 Services: A new agreement to provide international education marketing and recruitment services.

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**AMENDMENTS TO AGREEMENTS:**

RPM Consultant Group

Contract No: 6676.5 (Cost)  
 Contract Amount: Maximum: \$85,000.00  
 Contract Period: 07/01/12 through 06/30/14  
 Services: An amended agreement to increase the maximum amount from \$70,800.00 to \$85,000.00 to provide consultation services to comply with GASB 43 and GASB 45 guidelines.

PT Syscom Education

Contract No: 6883.6 (Cost)  
 Contract Amount: Maximum: \$6,500.00  
 Contract Period: 07/01/13 through 06/30/15  
 Services: An amended agreement to increase the maximum amount from \$5,000.00 to \$6,500.00 to provide international education marketing and recruitment services.

P. J. L. Overseas Education

Consultants

Contract No: 7028.3 (Cost)  
 Contract Amount: Maximum: \$8,000.00  
 Contract Period: 12/01/12 through 06/30/17  
 Services: An amended agreement to increase the maximum amount from \$5,000.00 to \$8,000.00 and extend the ending date from 06/30/14, to 06/30/17, to provide international education marketing and recruitment services

Oh! Study Education Consulting Center

Contract No: 7112.4 (Cost)  
 Contract Amount: Maximum: \$2,500.00  
 Contract Period: 07/01/13 through 06/30/15  
 Services: An amended agreement to increase the maximum amount from \$1,000.00 to \$2,500.00 to provide international education marketing and recruitment services

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Nevada-California International Consortium of Universities and Colleges

Contract No: 7158.3 (Cost)  
 Contract Amount: Maximum: \$3,000.00  
 Contract Period: 07/01/13 through 06/30/14  
 Services: An amended agreement to increase the maximum amount from \$1,500.00 to \$3,000.00 to provide international education marketing and recruitment services

Study Experience

Contract No: 7639.0 (Cost)  
 Contract Amount: Maximum: \$3,500.00  
 Contract Period: 12/01/11 through 11/30/14  
 Services: An amended agreement to increase the maximum amount from \$2,000.00 to \$3,500.00 to provide international education marketing and recruitment services

Laura Vejarano

Contract No: 7687.1 (Cost)  
 Contract Amount: Maximum: \$2,000.00  
 Contract Period: 04/01/12 through 03/31/17  
 Services: An amended agreement to increase the maximum amount from \$1,000.00 to \$2,000.00 and extend the ending date from 06/30/13, to 03/31/17, to provide international education marketing and recruitment services

Career Ladders Project/FCCC

Contract No: 7868.0 (Cost)  
 Contract Amount: Maximum: \$550,000.00  
 Contract Period: 04/01/13 through 09/30/15  
 Services: An amended agreement to increase the maximum amount from \$250,000.00 to \$550,000.00 and extend the ending date from 09/30/14, to 09/30/15, to provide assistance with the implementation of key regional components of the TAACCCT grant.

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**LOS MEDANOS COLLEGE**

**NEW/RENEWAL AGREEMENTS:**

John Muir Health

Contract No: 2518.6 (No Cost)  
 Contract Amount: Maximum: None  
 Contract Period: 01/01/14 through 07/31/17  
 Services: A renewal agreement to provide clinical and community health learning experiences for nursing and EMT students.

Contra Costa County, Fire Protection District

Contract No: 4335.2 (No Cost)  
 Contract Amount: Maximum: None  
 Contract Period: 05/01/14 through 05/01/17  
 Services: A renewal agreement to provide ride-along, patient contacts and clinical experiences for EMT students.

Foundation for California Community Colleges (FCCC)

Contract No: 5963.14 (Revenue)  
 Contract Amount: Maximum: \$183,827.00  
 Contract Period: 01/01/14 through 12/31/14  
 Services: A renewal agreement to reimburse the District for Linda Collins serving as the Executive Director of the Career Ladders Project.

Fresh and Natural Café LLC

Contract No: 7402.1 (Revenue)  
 Contract Amount: Maximum: \$15,000.00 plus commission  
 Contract Period: 06/01/14 through 05/31/15  
 Services: A renewal agreement to provide cafeteria and catering services.

UCSF Medical Center

Contract No: 7986.0 (No Cost)  
 Contract Amount: Maximum: None  
 Contract Period: 05/24/14 through 05/24/17  
 Services: A new agreement to provide clinical and community health learning experiences for nursing students.

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**AMENDMENTS TO AGREEMENTS:**

**Emerald HPC International LLC**

Contract No: 7974.0 (Cost)  
 Contract Amount: Maximum: \$15,000.00  
 Contract Period: 03/17/14 through 11/14/14  
 Services: An amended agreement to increase the maximum amount from \$7,500.00 to \$15,000.00 and extend the ending date from 05/23/14, to 11/14/14, to provide strategic plan writing and analysis services.

**Board Report No. 82-B** – Purchase Orders and Change Orders. The Assistant Secretary approved purchase orders dated April 1, 2014, through April 30, 2014, in the total amount of \$1,279,704.83 and change orders dated April 1, 2014, through April 30, 2014, in the net increase of \$88,207.06

**Board Report No. 83-A** – Employment and Change of Status of Management/Supervisory/Confidential Employees. The following hourly employee was employed under the provisions of Education Code Section 88003, time subject to assignment, for the position indicated:

<u>Name</u>	<u>Payroll Title/Hourly Rate</u>	<u>Effective Date/Location</u>
Nahlen, John	Interim Vice President, Business and Administrative Services Range M11, Step 3 \$67.35	01-03-14* thru 12-31-14 DVC

\*Amending Governing Board Report No. 47-A, dated January 22, 2014, and Governing Board Report No.73-A, dated April 23, 2014

**Board Report No. 83-B** – Employment and Change of Status of Contract Academic Employee. The following first-year contract academic employees were employed in accordance with the provisions of the Faculty Salary Schedule:

<u>Name</u>	<u>Discipline/Criteria</u>	<u>Salary Placement</u>	<u>Effective Date/Location</u>
Nguyen, Trung	Mathematics Master's – Mathematics	V-3 \$60,732.00	08-14-14 thru 05-20-15 CCC
Weber, Kathryn	Mathematics Master's – Mathematics	III-6 \$63,228.00	08-14-14 thru 05-20-15 DVC

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The following reduction in annual workload under Article 14.2 of the Agreement with United Faculty was rescinded:

<u>Name/Discipline</u>	<u>From</u>	<u>To</u>	<u>Contract Period</u>	<u>Location</u>
Bach, Daniel Mathematics	VII-22 100% time \$97,128.00	VII-22 50% time \$48,564.00	Academic Year 2014-15	DVC

Board Report No. 83-C – Employment and Change of Status of Temporary Academic Employees. The following temporary academic employees were employed:

**SEMESTER SALARY SCHEDULE**

<u>Name</u>	<u>Discipline/Criteria</u>	<u>Salary Placement</u>	<u>Effective Date/ Location</u>
Alper, John	Chemistry Equivalency Process	III-1 \$57.96	05-27-14 CCC
Archuleta, Irsabenda	Political Science Bachelor's – Political Science and Juris Doctor	VII-1 \$66.67	06-16-14 LMC
Boehme, Gabriella	English Equivalency Process	IV-12 \$79.71	04-10-14 LMC
Chan, Jasmine	Culinary Arts; Nutritional Science/Dietetics Equivalency Process	VI-1 \$64.49	04-01-14 DVC
Cumbo, Susan	Physical Education Master's – Kinesiology	IV-2 \$60.15	06-16-14 LMC
Cunningham, Rachel	Geography Master's – Geography	I-1 \$53.59	06-09-14 DVC
Danner, Elizabeth	Nutritional Science/Dietetics Master's – Nutrition	III-1 \$57.96	06-09-14 DVC
Davis, Kellee	Child Development/Early Childhood Education Bachelor's – Family and Consumer Sciences (Child Development and Family Studies) and Master's – Elementary Education	III-1 \$57.96	08-12-14 CCC
Dudley, Minda	Health Care Ancillaries Bachelor's and two years of work experience	VII-2 \$66.67	06-03-14 CCC



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<u>Name</u>	<u>Discipline/Criteria</u>	<u>Salary Placement</u>	<u>Effective Date/ Location</u>
Dunn, Jason	Art Equivalency Process	III-4 \$60.15	03-24-14 DVC
Filane, Leonard	Physics/Astronomy Equivalency Process	V-1 \$62.32	06-16-14 LMC
Jackson, Alicia	Administration of Justice Bachelor's and two years of work experience	VII-3 \$66.67	08-12-14 CCC
Kosaka, Yumi	Foreign Languages (Japanese) Equivalency Process	VII-1 \$66.67	08-12-14 DVC
Moore, Robert	Physics/Astronomy Master's – Physics	III-10 \$73.19	06-16-14 LMC
Navarro, Eric	Administration of Justice Bachelor's and two years of work experience	I-9 \$66.67	08-12-14 DVC
Nishikawa, Takako	Foreign Languages (Japanese) Master's – Japanese	III-1 \$57.96	08-12-14 DVC
Ramrattan, Lall	Economics Doctorate – Economics	VII-1 \$66.67	06-09-14 DVC
Ringer, Bret	Physical Education Equivalency Process	III-1 \$57.96	06-16-14 LMC
Simson, Anna	Art Master of Fine Arts	V-1 \$62.32	04-01-14 DVC
Walker, Brandy	Sociology Bachelor's - Sociology and Master's – Social Work	IV-1 \$60.15	04-09-14 CCC

COUNSELING, LIBRARIAN AND DISABILITIES SPECIALIST SALARY SCHEDULE

Harrington-Tsai, Christina	Counseling Master's – Counseling	VII-1 \$54.91	04-01-14 DVC
Lee, Bickie	Counseling Equivalency Process	V-1 \$50.50	04-01-14 DVC
Reyes, David	Counseling Master's – Counseling	VI-1 \$52.64	04-01-14 DVC
		Salary	Effective Date/

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<u>Name</u>	<u>Discipline/Criteria</u>	<u>Placement</u>	<u>Location</u>
Rose, Rudolph	Counseling Master's – Counseling	IV-1 \$48.39	04-01-14 DVC

GRATUITOUS

<u>Name</u>	<u>Discipline/Criteria</u>	<u>Effective Date/ Location</u>
Ybarra, Nancy	Reading Equivalency Process	01-08-14 LMC

Board Report No. 83-D – Employment and Change of Status of Classified Employees  
The following regular monthly classified employee was employed, time subject to assignment, for the position and at the salary rate indicated:

<u>Name</u>	<u>Payroll Title/Monthly Salary</u>	<u>Effective Date/ Location</u>
Victa, Arvin	Computer and Network Specialist Range 72, Step 1 Full-time, 12 months \$5,573.00	04-28-14 DVC

The following changes in assignment were approved:

<u>Name</u>	<u>Payroll Title/Monthly Salary From</u>	<u>To</u>	<u>Effective Date/ Location</u>
Kersten, Vanessa	Locker Room Attendant Range 48, Step 2 75% time, 10 months \$2,428.50	Locker Room Attendant Range 48, Step 2 75% time, 11 months \$2,428.50	07-01-14 CCC
Landers, Jeryl	Custodian II Range 46, Step 5 Full-time, 12 months 12.5% longevity \$4,043.00	Custodian II Range 46, Step 5 Full-time, 12 months 12.5% longevity 7.5% shift differential \$4,346.23	02-27-14 CCC
Mowry, Francene	Media Services Technician II Range 50, Step 5 Full-time, 12 months 5% longevity \$4,144.00	Media Services Technician II Range 50, Step 5 Full-time, 12 months 5% longevity 5% shift differential \$4,351.20	07-01-14 CCC to DVC

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<u>Name</u>	<u>Payroll Title/Monthly Salary From</u>	<u>To</u>	<u>Effective Date/ Location</u>
Muir, Clark	Instructional Assistant Range 52, Step 2 60% time, 10.5 months 5% shift differential \$2,251.62	Laboratory Equipment Technician II Range 56, Step 1 Full-time, 10.5 months \$3,755.00	04-21-14 LMC
Sims, Adrienne	Custodian II Range 46, Step 5 Full-time, 12 months 5% shift differential \$3,752.70	Custodian II Range 46, Step 5 Full-time, 12 months \$3,574.00	02-27-14 CCC

The following temporary assignments were approved for the period indicated, or shorter, depending on need:

Greene, Erika	Customer Services Clerk Range 45, step 5 62.5% time, 12 months \$2,179.38	Student Union Coordinator Range 58, Step 1 75% time, 12 months \$2,958.75	04-16-14 thru 06-30-14 CCC
Monteverde, Eva	Financial Aid Specialist Range 56, Step 5 Full-time, 12 months 15% longevity \$5,305.00	Financial Aid Specialist Range 56, Step 5 + 5% Full-time, 12 months 15% longevity \$5,570.25	01-06-14 thru 06-13-14 (Assuming additional duties of Financial Aid Supervisor) LMC
Oranje, Tammy	Financial Aid Assistant I Range 49, Step 5 Full-time, 12 months \$3,849.00	Financial Aid Assistant I Range 49, Step 5 + 5% Full-time, 12 months \$4,041.45	01-06-14 thru 06-13-14 (Assuming additional duties of Financial Aid Specialist) LMC
Ramos, Kelly	Student Union Coordinator Range 58, Step 5 75% time, 12 months \$3604.50 and Financial Aid Assistant II Range 53, Step 5 25% time, 12 months \$1,062.00	Student Services and Instructional Support Coordinator Range 62, Step 4 Full-time, 12 months \$5,049.00	04-04-14 thru 06-30-14 CCC

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The following monthly employees were employed to work during their non-scheduled work month for the position and the period indicated:

<u>Name</u>	<u>Payroll Title</u>	<u>Effective Date/ Location</u>
Fay, Jenifer	Science Laboratory Coordinator	06-01-14 thru 07-31-14 LMC
Medel, Gretchen	Fire Technology-EMS Instructional Laboratory Coordinator	06-02-14 thru 08-08-14 LMC
Rose, Rudolf	Student Services and Instructional Support Coordinator	04-28-14 thru 05-02-14 DVC
Surman, Kerry	Educational Opportunity Program and Services Assistant	05-12-14 thru 05-15-14 DVC

The following hourly classified employees were employed under the provision of Education Code Section 88003, time subject to assignment, for the positions indicated:

SUBSTITUTE

<u>Name</u>	<u>Payroll Title</u>	<u>Effective Date</u>	<u>Location</u>
Duarte, Gloria	General Office Clerk	04-09-14	LMC
Hackett, Joseph	Storekeeper	05-05-14	DVC
Simpson, Michael	Alternative Media Specialist	03-24-14	LMC
Stewart, Lonale	Custodian II	04-21-14	CCC
Taylor, Dominique	Admissions/Records Assistant II	04-28-14	DVC
Tham, Shirley	Office Assistant II	04-21-14	DVC

SHORT-TERM

Ayyad, Islam	Instructional Aide	04-08-14	CCC
Branden, Susan	Instructional Assistant	03-28-14	DVC
Chen, Mike	Instructional Assistant	04-28-14	DVC
Chen, Shuowen	General Office Clerk	04-09-14	DVC
Chung, Dan	General Office Clerk	04-09-14	DVC
Crisostomo, Nilda	Instructional Assistant	03-28-14	DVC
David, Jensen	General Office Clerk	04-09-14	DVC
Elizaga, Miguel	General Office Clerk	04-09-14	DVC
Fitzgerald, Amelia	Student Activities Assistant	04-01-14	DVC
Hardin, Yolanda	General Office Clerk	04-09-14	DVC
Hawes, Spencer	Instructional Aide	03-11-14	DVC
Kral, Lynette	Cashier	03-27-14	CCC
Liang, Qiran	General Office Clerk	04-09-14	DVC
Mamasaliev, Iroda	Child Care Assistant	03-21-14	CCC
Muraoka, Anna-Lisa	General Office Clerk	04-09-14	DVC
Nguyen, Ngoc	Instructional Aide	04-02-14	CCC

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<u>Name</u>	<u>Payroll Title</u>	<u>Effective Date</u>	<u>Location</u>
Peng, Tian	General Office Clerk	04-09-14	DVC
Phenix, Douglas	General Office Clerk	04-09-14	DVC
Ramirez, Teresa	Instructional Aide	04-28-14	CCC
Reece, Stella	Instructional Aide	03-28-14	CCC
Rodriguez de Morales, Angelica	Instructional Assistant	04-21-14	CCC
Siliga, Zachary	Office Assistant II	04-10-14	DVC
Sinclair, Lindy	Cashier	04-21-14	CCC
Stanley, Sequoia	Counselor Assistant	04-21-14	DVC
Tham, Shirley	Office Assistant II	04-21-14	DVC
Valencia, Guadalupe	Office Assistant II	03-15-14	LMC
Valencia, Malia	General Office Clerk	02-18-14	LMC
Zayas, Dagmar	General Office Clerk	04-14-14	DVC

**PROFESSIONAL EXPERT/RECREATION PROGRAM**

Anderson, Justene	Swim Program Instructor I	04-01-14	CCC
Howe, Christopher	Self-Funded/Fee Based Program Instructor II (International Education Center)	04-01-14	DVC
Lee, Benwade	Community Service Program Instructor III (Educational Talent Search and Upward Bound)	06-06-14	DVC
Olinga, Afsaneh	Community Service Program Instructor III (Educational Talent Search and Upward Bound)	06-06-14	DVC
Prado, Olivia	Swim Program Head Instructor/Supervisor	01-01-14	CCC
Rodriguez, Lorena	Swim Program Instructor III/Lifeguard	04-07-14	CCC
Sonnenberg, Eva	Self-Funded/Fee Based Program Instructor II (International Education Center)	03-15-14	DVC
Wadell, Elizabeth	Self-Funded/Fee Based Program Instructor IV (International Education Center)	01-03-14	DVC

**College for Kids – Instructional Aides**

Cobian, Gabriel	Aide I – Teacher’s Aide	06-16-14	DVC
Selleaze, Yasmine	Aide I - Teacher’s Aide	06-16-14	DVC
Vasquez, Gustavo	Aide I – Teacher’s Aide	06-16-14	DVC

**College for Kids – Community Service Program Instructors**

Davis, Jessica	Instructor II – Science All Around You	06-16-14	DVC
Egnor-Keil, James	Instructor I – Stand and Deliver	06-16-14	DVC
Fitzpatrick, Kristin	Instructor II – Creative Writing	06-16-14	DVC
Holland, Kelly	Instructor II – Pre-Algebra Skills	06-16-14	DVC
Lenahan, Jillian	Instructor I – Lights, Camera, Acting	06-16-14	DVC
Varon, Cara	Instructor II – Pre-Algebra	06-16-14	DVC

Minutes of May 28, 2014

**GRATUITOUS**

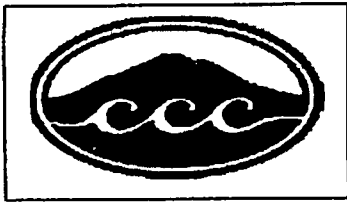
<u>Name</u>	<u>Payroll Title</u>	<u>Effective Date</u>	<u>Location</u>
Foster, Rachel	Instructional Aide	04-03-14	DVC
Hernandez, Sarah	Instructional Aide	04-03-14	DVC
Kendall, Matthew	Instructional Aide	04-14-14	DVC
Vreeland, Nicole	Instructional Aide	04-29-14	LMC
Williamson, Cindy	Instructional Aide	04-28-14	LMC

**Board Report No. 83-E** – Sabbatical Leave Report – Faculty. The sabbatical leave report submitted by the following faculty member and reviewed by the Sabbatical Leave Committee was approved for the time period indicated below and for the purpose as stated in the application:

<u>Name</u>	<u>Location</u>	<u>Leave Period</u>
Edwards, Karen	DVC	Split Year: Fall 2011;Fall 2012

**Board Report No. 84-A** – New Associate in Art – Transfer (A.A. – T) Degree in Kinesiology - Contra Costa College. The attached, new A.A.-T degree in Kinesiology at CCC was approved.

**Contra Costa College**  
**PE/KINESIOLOGY AA-T**  
**KINESIOLOGY**  
**April 28, 2014**



**CCC CURRICULUM INVENTORY**  
**Program or Course Proposal**  
**SIGNATURE PAGE**  
**Substantial Change**

**PE/KINESIOLOGY AA-T**

**KINESIOLOGY**

**CURRICULUM & INSTRUCTIONAL ADMINISTRATION:**  
 The program(s) and/or course(s) has/have been approved by the curriculum committee and instructional administration, and satisfy all applicable requirements of the California Code of Regulations, Title 5.

<u>MAY 05 2014</u> Date	<u>Gabriela Segade</u> Name	<u>[Signature]</u> Signature, Curriculum Committee Chair
<u>5/7/14</u> Date	<u>Tammeil Gilkerson</u> Name	<u>[Signature]</u> Signature, Vice President of Instruction
<u>5/7/14</u> Date	<u>Dr. Denise Noldon</u> Name	<u>[Signature]</u> Signature, President

**DISTRICT (check one):**

On 5/28/14 (date), the governing board of the Contra Costa Community College District approved the program and/or course proposal(s) attached to this request.

The governing board has delegated to me the authority to approve program and/or course proposal(s), and I have approved the proposal(s) attached to this request.

<u>5/28/14</u> Date	<u>Helen Benjamin</u> Name	<u>[Signature]</u> Signature, Superintendent/Chancellor
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**CAREER TECHNICAL EDUCATION (CTE) PROGRAMS ONLY:**  
 The program(s) fulfill(s) the requirements of employers in the occupation, provide students with appropriate occupational competencies, and meet any relevant professional or licensing standards.

_____ Date	_____ Name	_____ Signature, Regional Consortium Chair
---------------	---------------	---





## CONTRA COSTA COLLEGE NEW PROGRAM / REVISION OF PROGRAM

(Please check the appropriate box)

- |  |  |
|--|--|
| <input type="checkbox"/> Create a new program                        | <input checked="" type="checkbox"/> Revise a program   |
| <input type="checkbox"/> Add a Program Description to catalog        | <input checked="" type="checkbox"/> Substantial Change |
| <input type="checkbox"/> Add Possible Careers description to catalog | <input type="checkbox"/> Non-Substantial Change        |
| <input type="checkbox"/> Add Program SLO to catalog                  | <input type="checkbox"/> Delete an entire program      |

Reason for Change (if applicable):

Adding a ADT Kinesiology Degree

Department Name: PE/Kinesiology

Program Name: KINES AA-T

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> C.A. Certificate of Achievement | <input type="checkbox"/> C.T. Certificate of Accomplishment | <input checked="" type="checkbox"/> ADT (TMC) |
|  | <input type="checkbox"/> 0.1-11.99 units                    |   |
|  | <input type="checkbox"/> 12-17.99 units                     |   |

- |   |  |
|---|--|
| <input type="checkbox"/> Changed to:    |  |
| <input type="checkbox"/> Replacing:     |  |
| <input type="checkbox"/> Other changes: |  |

Program Description:

Kinesiology is an academic area of study concerned with the art and science of human movement. The Department offers an Associate of Arts Transfer degree in Kinesiology, with the focus to transfer to the California State University Kinesiology programs

The purposes of the Department of Kinesiology are (1) to provide an opportunity for students to study the discipline of Kinesiology; and (2) to provide opportunities for learning and participation in a wide variety of motor activities. It also involves an investigation of the historical, cultural, philosophical, psychological, and social factors which result from and influence play, games, and sports.

Successful completion of Associate in Science in Kinesiology for Transfer guarantees admissions into the California State University system, by satisfactory completion of the following:

- (A) A minimum of 20 semester units in a major or area of emphasis, as determined by the community college district, with a "C" or better, and while maintaining a minimum grade point average (GPA) of at least a 2.0 in all CSU transferable coursework.
- (B) CSU transferable units using either the inter-segmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth (CSU-GE Breadth) pattern.
- (C) No more than 60 semester units are required.

Some Possible Careers:

Allied Health, Fitness Professionals, Teaching, Coaching, Sports Medicine, Recreational Therapist, Community Activities Director. Athletic Trainer, Activities Director, Community College Teacher, Community Fitness Agency Director, Exercise/Nutrition Counselor, Physical Education Teacher, Physical Therapist, University Instructor, Wellness



## CONTRA COSTA COLLEGE NEW PROGRAM / REVISION OF PROGRAM

(Please check the appropriate box)

- |  |  |
|--|--|
| <input type="checkbox"/> Create a new program                        | <input checked="" type="checkbox"/> Revise a program   |
| <input type="checkbox"/> Add a Program Description to catalog        | <input checked="" type="checkbox"/> Substantial Change |
| <input type="checkbox"/> Add Possible Careers description to catalog | <input type="checkbox"/> Non-Substantial Change        |
| <input type="checkbox"/> Add Program SLO to catalog                  | <input type="checkbox"/> Delete an entire program      |

Reason for Change (if applicable):

Revising the Kinesiology Transfer Degree

Department Name: PE/Kinesiology

Program Name: KINES AA-T

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> C.A. Certificate of Achievement | <input type="checkbox"/> C.T. Certificate of Accomplishment | <input checked="" type="checkbox"/> ADT (TMC) |
|  | <input type="checkbox"/> 0.1-11.99 units                    |   |
|  | <input type="checkbox"/> 12-17.99 units                     |   |

Changed to:

Replacing:

Other changes:

Program Description:

Kinesiology is an academic area of study concerned with the art and science of human movement. The Department offers an Associate of Arts Transfer degree in Kinesiology, with the focus to transfer to the California State University Kinesiology programs

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- (B) CSU transferable units using either the inter-segmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth (CSU-GE Breadth) pattern.
- (C) No more than 60 semester units are required.

Some Possible Careers:

Allied Health, Fitness Professionals, Teaching, Coaching, Sports Medicine, Recreational Therapist, Community Activities Director, Athletic Trainer, Activities Director, Community College Teacher, Community Fitness Agency Director, Exercise/Nutrition Counselor, Physical Education Teacher, Physical Therapist, University Instructor, Wellness Specialist

Program SLO Statement:  
\*(Attach PSLO Plan)

1. **Content Knowledge.** Students will demonstrate foundational knowledge and skills related to body systems, physical activity, exercise, and sport and have the ability to integrate perspectives from biological sciences, humanities and social, behavioral, and life sciences.
2. **Practical Assessment.** Students will be able to apply content knowledge to design and evaluate within disciplinary practice.
3. **Critical Thinking and Communication Skills.** Students will demonstrate critical thinking, writing, reading, oral communication, and information management skills to physical activity related questions.
4. **Professionalism and Ethics.** Students will demonstrate professional dispositions and will be committed to social justice for physical activity participants.
5. **Commitment to Life-Long Physical Activity.** Students will be able to articulate the importance of a commitment to life-long physical activity

Course(s) added/unit value: Please indicate if course is required or is required as one option from a list of approved courses; i.e., "6 units from the following:"	Course(s) deleted/unit value:																																										
<p><b>Required Courses (14 Units)</b></p> <table border="0"> <tr> <td>KINES 190</td> <td>Introduction to Kinesiology</td> <td>3</td> </tr> <tr> <td>BIOSC 132</td> <td>Human Anatomy</td> <td>4</td> </tr> <tr> <td>BIOSC 134</td> <td>Human Physiology</td> <td>4</td> </tr> <tr> <td colspan="3">Movement Based Courses: (3minimum units)</td> </tr> <tr> <td>Aquatics</td> <td>PE 126A</td> <td>1</td> </tr> <tr> <td>Combatives</td> <td>PE 261A</td> <td>1</td> </tr> <tr> <td>Team Sports</td> <td>PE 290A</td> <td>1</td> </tr> <tr> <td>Individual Sports</td> <td>PE 135A</td> <td>1</td> </tr> <tr> <td>Fitness</td> <td>PE 116A</td> <td>1</td> </tr> <tr> <td colspan="3"><b>List A (Choose two courses from the following (7-9 units))</b></td> </tr> <tr> <td>HED 133</td> <td>Safety and First Aid</td> <td>3</td> </tr> <tr> <td>MATH 164</td> <td>Introduction to Probability and Statistics</td> <td>4</td> </tr> <tr> <td>CHEM 120</td> <td>General College Chemistry I</td> <td>5</td> </tr> <tr> <td>PHYS 120</td> <td>General College Physics I</td> <td>4</td> </tr> </table>	KINES 190	Introduction to Kinesiology	3	BIOSC 132	Human Anatomy	4	BIOSC 134	Human Physiology	4	Movement Based Courses: (3minimum units)			Aquatics	PE 126A	1	Combatives	PE 261A	1	Team Sports	PE 290A	1	Individual Sports	PE 135A	1	Fitness	PE 116A	1	<b>List A (Choose two courses from the following (7-9 units))</b>			HED 133	Safety and First Aid	3	MATH 164	Introduction to Probability and Statistics	4	CHEM 120	General College Chemistry I	5	PHYS 120	General College Physics I	4	
KINES 190	Introduction to Kinesiology	3																																									
BIOSC 132	Human Anatomy	4																																									
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Aquatics	PE 126A	1																																									
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<b>List A (Choose two courses from the following (7-9 units))</b>																																											
HED 133	Safety and First Aid	3																																									
MATH 164	Introduction to Probability and Statistics	4																																									
CHEM 120	General College Chemistry I	5																																									
PHYS 120	General College Physics I	4																																									
Previous Total Units:	21-23																																										
New Total Units:	21-23																																										

**Suggested Sequence of Courses (optional)**

Fall	Spring	Fall	Spring
Kines 190 Math 164 PE activity course	PE activity course Chem 120	Biosc 132 PE activity course	Hed 133 Biosc 134

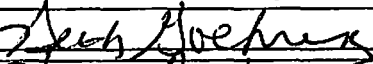
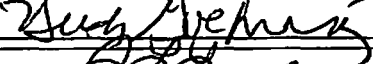
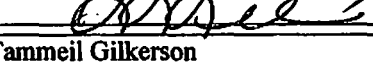
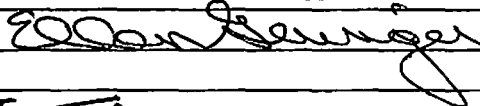
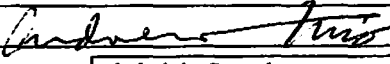
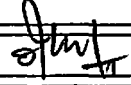
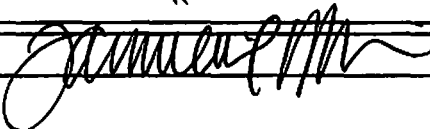
**ADT and local Certification of Achievement submissions must include the following:**

<p><b>Local Majors/Certificates:</b></p> <ul style="list-style-type: none"> <li>• CCC New or Change of Major Form</li> <li>• Narrative</li> <li>• Outlines of courses included in the major/certificate</li> <li>• Bay Area Community College Consortium Program Endorsement (CTE)</li> </ul>	<p><b>ADT:</b></p> <ul style="list-style-type: none"> <li>• CCC New or Change of Major Form</li> <li>• Narrative</li> <li>• Outlines of courses included in the transfer degree</li> <li>• TMC with corresponding C-ID courses</li> <li>• Transfer documentation down loaded from ASSIST</li> <li>• Bay Area Community College Consortium Program Endorsement (CTE)</li> </ul>
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*Revised 02/14*

**Reviewed by:**

(Print or Type Name/Signature)

Faculty originator		Date:	2/26/14
Department Chair		Date:	2/26/14
Division Dean		Date:	3/3/14
College Vice-President	Tammeil Gilkerson	Class Maximum:	N/A
<i>(Required for New Courses Only. Signature must be received before the course approval process begins)</i>			
Director of Library Services	Ellen Geringer 	Date:	3/3/14
<i>(Required for New Courses Only)</i>			
DIC Chair		Date:	2/3/14
Technical Review Chair	Gabriela Segade 	Date:	05 2014
CIC Chair	Gabriela Segade	Date:	MAY 05 2014
College Vice-President	Tammeil Gilkerson 	Date:	3/7/14

**Distribution:** Instruction Office (original), Articulation Office, Admissions and Records Office, Faculty Originator, Department Chair, and Division Office

## Program Narrative Requirements

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### Criteria A. Appropriateness to Mission

#### 1. Statement of Program Goals and Objectives

**Associate in Arts in Kinesiology for Transfer Program Goals:**

The purpose of this Transfer degree is to provide preparation for community college students to transfer into the CSU system. This proposal is in accordance with SB 1440 and is submitted with the intent to provide extended opportunities for students, particularly for underrepresented student populations. Students who successfully complete the Associate in Arts Degree in Kinesiology will be prepared to transfer into a CSU system Kinesiology program.

**Associate in Arts in Kinesiology for Transfer Program Objectives:**

This Transfer degree will provide students interested in pursuing a Bachelor's degree in Kinesiology with the lower-division coursework required to transfer into the CSU system.

Students graduating with an A.A. in Kinesiology from Contra Costa College will attempt to achieve the following learning outcomes:

1. **Content Knowledge.** Students will demonstrate foundational knowledge and skills related to body systems, physical activity, exercise, and sport and have the ability to integrate perspectives from biological sciences, humanities and social, behavioral, and life sciences.
2. **Practical Assessment.** Students will be able to apply content knowledge to design and evaluate within disciplinary practice.
3. **Critical Thinking and Communication Skills.** Students will demonstrate critical thinking, writing, reading, oral communication, and information management skills to physical activity related questions.
4. **Professionalism and Ethics.** Students will demonstrate professional dispositions and will be committed to social justice for physical activity participants.
5. **Commitment to Life-Long Physical Activity.** Students will be able to articulate the importance of a commitment to life-long physical activity

#### **Career Opportunities**

Allied Health, Fitness Professionals, Teaching, Coaching, Sports Medicine, Recreational Therapist, Community Activities Director. Athletic Trainer, Activities Director, Community College Teacher, Community Fitness Agency Director, Exercise/Nutrition Counselor, Physical Education Teacher, Physical Therapist, University Instructor, Wellness Specialist

## Program Narrative Requirements

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### 2. Catalog Description

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- (B) CSU transferable units using either the inter-segmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth (CSU-GE Breadth) pattern.
- (C) No more than 60 semester units are required.

### 3. Program Requirements

Course Title Units	C-ID	Course ID	Course Title	Units	GE
Introduction to Kinesiology (3)	KIN 100	KINES 190	Introduction to Kinesiology	3	
Human Anatomy with Lab (4)		BIOSC 132	Human Anatomy	4	Yes (B-2, B-3, Area 5)
Human Physiology		BIOSC 134	Human Physiology	4	Yes (B-2, B-3, Area 5)

## Program Narrative Requirements

<b>with Lab (4)</b>					<b>5)</b>
<b>Movement Based Courses: (minimum 3 units)</b>				<b>3</b>	<b>Yes (Area E)</b>

Select a maximum of one (1) course from any three (3) of the following areas for a minimum of three units: All movement based courses must be articulated as lower division preparation for the Kinesiology major at a CSU

Course Areas	Course ID examples	Course Title	Units
Aquatics	PE 126 A	Beginning Swimming	1
Combatives	PE 261A	Beginning Tae Kwon Do	1
Team Sports	PE 290A	Sports Specific Training I	1
Individual Sports			
	PE 135A	Beginning Tennis	1
Fitness			
	PE 116A	Beginning Step Aerobics	1



## Program Narrative Requirements

List A (Choose two courses from the following):

Course Title Units	C-ID	Course ID	Course Title	Units	GE
HED 133 (3)	KIN 101	HED 133	Safety and First Aid	3	
MATH 164 (4)		MATH 164	Introduction to Probability and Statistics	4	Yes (CSU GE: B4)
CHEM 120		CHEM 120	General College Chemistry I	5	Yes (CSU GE: B1, B3)
PHYS 120		PHYS 120	General College Physics I	4	Yes (CSU GE: B1, B3)

- I. Subtotal of core units, general education pattern(s) (local, CSU-GE- Breadth, or IGETC), number of units for each pattern, and total program units.

<b>Major</b>	<b>21-23</b>
<b>Electives (as needed)</b>	0-2
<b>IGETC</b>	<b>37-39</b>
<b>CSU GE Breadth</b>	<b>39</b>
<b>Total Units that may be double-counted</b>	<b>12-13</b>
<b>Total Degree Units (maximum)</b>	60

#### 4. Background and Rationale

The creation of the Kinesiology AA-T degree involved the collaborative efforts of the several department faculty whom have taught Kinesiology at our college and at other higher education institutions. Catalogs at neighboring community colleges and state universities, our college's

## **Program Narrative Requirements**

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Center for Science Excellence and Hispanic Serving Institution -STEM Directors, and Contra Costa College Curriculum Committee members were also consulted as well as STEM faculty members.

We reviewed our curriculum and analyzed it against C-ID course descriptors and lower division major preparation into the CSU system and participated in the state-wide C-ID.net project with the academic senate using the TMC degree template in the development this transfer degree.

The justification for the Associate in Arts in Kinesiology for Transfer degree falls within our college mission statement that “to ensure opportunities for effective student learning that leads to successful completion of a degree or transfer program.” Contra Costa College serves an urban area within West Contra Costa County, with an intended goal to provide a learning environment that leads to successful completion of a degree that will assist with the ability to transfer into a CSU system. The benefits with the Associate Degrees for Transfer, is to increase students’ ability to complete a large number of required lower division classes while completing their major classes as mechanism to earn this degree at the community college level and complete a baccalaureate degree in the CSU system. The Associates for Transfer degree acts as a framework the students can follow and take with them when they meet with their advisors. Moreover, with this degree, students will be relieved of the uncertainty of whether a particular course is eligible for transfer in the major field; they will know without a doubt that they have completed the requirements necessary for lower division courses needed for the baccalaureate degree. Transfer degrees such as this one can be considered a major stepping stone in the transfer process based on California’s first attempt to create uniform lower division curricula. Although assist.org should still be used for specific articulation agreements, a beginning student now has a general roadmap for major requirements, which can save valuable time and money.

### **Criteria B. Need**

#### **5. Enrollment and Completer Projections**

This section includes enrollment (student headcount) data or a survey of prospective students and completer projections information. Use a table format (sample provided below\*) to provide final (not census) enrollment data for all required existing courses for the last two years to validate the need for this program in the college service area. Include course department number, course title, annual sections, and annual enrollment total.

## Program Narrative Requirements

		Year 1 (2011)		Year 2 (2012)	
Course Department Number	Course Title	Annual number of Sections	Annual Enrollment Total	Annual Sections	Annual Enrollment Total
KINES 190	Introduction to Kinesiology	1 (SU 2011)	~25	1 (SP 12)	49
BIOSC 132	Human Anatomy	7	214	7	193
BIOSC 134	Human Physiology	7	154	8	189

\*Use as many rows as required to provide requested data.

### 6. Place of Program in Curriculum/Similar Programs

The new AA-T Kinesiology degree is in addition to our current local AS degree in Kinesiology. Contra Costa College is also currently offering a Certificate of Achievement in Fitness Training. The AA-T degree in Kinesiology will fulfill the need to transfer with 60 units and the correct pre-requisites completed to enter into a CSU Kinesiology program. The AA-T Kinesiology degree, nursing pre-requisites, science degree programs, and many general education requirements share many of the same required courses. This program will create additional demands on the science departments for students to complete the college level science courses. But science major students can easily complete the requirements of the Kinesiology degree and receive two degrees at the end of their program of study. The AA-T Kinesiology degree offers students a streamline process and guarantees them admittance into one of the CSU Kinesiology programs. The AA-T Kinesiology degree will be housed in the Kinesiology department. And it provides options for students who want to major in Kinesiology and become immediately employable or transfer to a 4-year CSU institution.

### 7. Similar Programs

Currently, there are limited number of AA-T Kinesiology degrees throughout California. Within the Contra Costa College District, all three colleges are in the process of creating the AA-T Kinesiology degree. Creating AA-T degrees is a statewide mandate, so all community colleges will be creating them.

8-12. Not Required (CTE only)

## Program Narrative Requirements

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### Criteria C

#### Narrative Items #13-14

#### 13. Display of Proposed Sequence

##### Suggested Sequence of Courses

Fall	Spring	Fall	Spring
KINES 190 MATH 164 PE activity course	BIOSC 132 PE activity course CHEM 120	BIOSC 134 PE activity course	HED 133

#### 14. Transfer Applicability (if applicable)

The attached transfer documentation extracted from ASSIST demonstrated that the courses required in Contra Costa College AA-T degree in Kinesiology fulfill the lower-division requirements for a baccalaureate major in Kinesiology.

**Attachment Provided: San Jose State, CSU Sacramento, CSU East Bay, San Francisco State**

### Criteria D.

#### Adequate Resources

No additional resources will be required beyond the college's current resources. This includes: library and learning resources, facilities and equipment, and financial support. All of the faculty that will teach in this program meet the state minimum qualifications and possess knowledge and experience in this program area.

#### Narrative Items #15-18

No additional resources will be required beyond the college's current resources. This includes library and learning resources, facilities and equipment, and financial support. All of the faculty that will teach in this program meet the state minimum qualifications and possess knowledge and experience in this program area.

Criteria E:

#### Narrative Items #19-21

There are no licensing or accrediting standards that apply to this degree. "No

## Program Narrative Requirements

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additional student selection criteria are in place; this degree complies with California Code of Regulations, Title 5, sections 55201 and 58106. Additionally, there are no additional fees required beyond those identified in California Education Code section 763.

### Program Information Required by the State

**SPO2: Program Award**

X - A.S.-T Degree ▼  
 X - A.S.-T Degree

**Program Title**

Kinesiology  
 Chemistry

**Program Goal**

T - Transfer ▼  
 T - Transfer

**SP01: Program TOP Code**

127000 - Kinesiology ▼

**Effective Date**

6/4/2012  
 Open the calendar 6/4/2012

**Units for Degree Major or Area of Emphasis (Minimum)**

20

**Units for Degree Major or Area of Emphasis (Maximum)**

23

**Total Units for Degree (Minimum)**

60  
 60

**Total Units for Degree (Maximum)**

60

**Completers**
**Annual Com**
**Net Annual Labor Demand(CTE only)****Faculty Workload**

## Program Narrative Requirements

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\_\_\_\_\_

**New Faculty Positions**

\_\_\_\_\_

**New Equipment**

\_\_\_\_\_

**New/Remodeled Facilities**

\_\_\_\_\_

**Library Acquisitions**

\_\_\_\_\_

**Program Review Date**

\_\_\_\_\_ 08/2016

**Apprenticeship**

Apprenticeship

Yes  No

**100% Distance Education**

Yes  No

**District Governing Board Approved**

Yes  No

**District Governing Board Approval Date**

**Transfer Model Curriculum**  
**June 15, 2011**  
**(Updated 1/4/13)**

CCC Major or Area of Emphasis: Kinesiology

CSU Major or Majors: Kinesiology

Degree Type: AA-T

Total units: 20 minimum (*all units are semester units*)

**Required Core Courses: 14 units**

<b>Title (units)</b>	<b>C-ID Designation</b>	<b>Rationale</b>
Introduction to Kinesiology (3)	KIN 100	All courses in core are commonly required.
Human Anatomy with Lab, (4) and Human Physiology with Lab, (4) or Human Anatomy and Physiology with Lab, (8)	BIOL 110B  and BIOL 120B  or BIOL 115S	
Movement Based Courses - Select a maximum of one (1) course from any three (3) of the following areas for a minimum of three units: Aquatics, Combatives, Team Sports, Individual Sports, Fitness, Dance		

**List A: Select two courses (minimum 6 units) from the following:**

Introduction to Statistics (3) or Introduction to Statistics in Sociology (3)	MATH 110  or SOCL 125	GE
Human Biology (4)	See example	GE
General Chemistry for Science Majors I, with Lab (5) Or Survey of General, Organic, and Biological Chemistry (5)	CHEM 110  or CHEM 103 (Draft)	GE

Algebra/Trigonometry- Based Physics A (4) Or Calculus-Based Physics for Scientists and Engineers: A (4)	PHYS 105  or PHYS 205	GE
First Aid and CPR (3)	KIN 101	

### Course Descriptions

#### Human Biology

Human Biology, 4 units

Fundamental principles of human biology: development, major organ systems, heredity, evolution, health and disease processes in populations, and aspects of modern biology impacting the well-being and behavior of humans. Designed for non-science majors.

#### **Summary of Feedback including issues and concerns:**

The Kinesiology/Physical Education TMC includes Human Anatomy with a Lab and Human Physiology with a Lab. Each course is 4 units. However, there are some Community Colleges that have a combined course of Human Anatomy and Human Physiology with a Lab, part 1 and part 2. Each combined course is 5 units. The counselors should advise students that the combined courses are an additional 2 units when considering the 60 unit limit for the TMC.

Care and Prevention of Athletic Injuries has been removed from the elective list. This course is considered an upper division course at the CSUs (California State Universities). According to SB 1440/Education Code Section 66745-66749, students should not have to repeat a course at the CSU that has been taken at the Community College. However, there are separate articulation agreements between many Community Colleges and the local CSUs concerning this course. There are also some CSUs that have a lower division course in Care and Prevention of Athletic Training. Until a C-ID course descriptor can be developed for Care and Prevention of Athletic Injuries, it is problematic to include this course as an elective. It would also be unwise for a student to take this course if an articulation agreement has not been reached between the student's Community College and the intended CSU. If a C-ID course descriptor could be developed that would allow vetting by the Community Colleges and the CSUs, Care and Prevention of Athletic Injuries could be considered for an updated TMC.

The courses in the core and electives area were selected after reviewing the requirements of the CSUs. There are several courses being offered by the California Community College Kinesiology/Physical Education Departments that do not meet the TMC requirements. Only a few CSUs require health education or nutrition as a course for the Kinesiology Major. Lower division coursework for the Kinesiology Major is primarily comprised of science-based curriculum.



**When selecting TMC electives, the student should enroll in the courses that will fulfill the appropriate Kinesiology Degree Option at the intended CSU in order to complete the Bachelor's Degree. The student's chosen Kinesiology Degree Option at the Community College may not meet the TMC requirements of the intended CSU.**

## DESCRIPTOR

<b>Discipline: Biology</b>	<b>Sub-discipline:</b>
<b>General Course Title: Human Anatomy with Lab</b>	<b>Min. Units 4.0</b>
<p><b>General Course Description: Structural organization of the human body: gross and microscopic structure of the integumentary, skeletal, muscular, nervous, sensory, endocrine, cardiovascular, lymphatic, respiratory, digestive, excretory, and reproductive systems, from cellular to organ system levels of organization. This course is primarily intended for nursing, allied health, kinesiology, and other health related majors.</b></p>	
<b>Number: BIOL 110</b>	<b>Suffix: B</b>
<p>Any rationale or comment <b>B= lab and lecture combined</b></p>	
<p><b>Required Prerequisites or Co-Requisites<sup>1</sup>: None.</b></p>	
<p><b>Advisories/Recommended Preparation<sup>2</sup>:</b></p> <ol style="list-style-type: none"> <li>1. Eligible for college-level English (C-ID ENGL 100).</li> <li>2. Eligible for college-level math (C-ID MATH 110, 120, 130, 140, 150, 151 OR any other course with Intermediate Algebra as a prerequisite)</li> <li>3. Non-majors general biology course, or one-semester anatomy and physiology course or medical terminology course.</li> </ol>	
<p><b>Course Content: Must include but are not limited to:</b></p> <ol style="list-style-type: none"> <li>1. Cellular structures</li> <li>2. Histology</li> <li>3. Embryology</li> <li>4. Integumentary system</li> <li>5. Skeletal system</li> <li>6. Muscular system</li> <li>7. Surface (External) Anatomy</li> <li>8. Nervous system including special senses (sensory organs)</li> <li>9. Endocrine system</li> <li>10. Cardiovascular system</li> <li>11. Lymphatic system</li> <li>12. Respiratory system</li> <li>13. Urinary system</li> <li>14. Digestive system</li> <li>15. Reproductive system</li> <li>16. Comparison of normal versus diseased, injured or age-related structural changes in any or all of the above organ systems.</li> </ol>	
<p>Laboratory Activities: (if applicable) <b>This course must include a laboratory component with greater than 80% hands-on learning supporting the course outcomes. Laboratory content must be considered when matching courses to this descriptor.</b></p> <ol style="list-style-type: none"> <li>1. Identification of microscopic structures and tissues.</li> <li>2. Identification of bones and bone features.</li> </ol>	

<sup>1</sup> Prerequisite or co-requisite course need to be validated at the CCC level in accordance with Title 5 regulations; co-requisites for CCCs are the linked courses that must be taken at the same time as the primary or target course.

<sup>2</sup> Advisories or recommended preparation will not require validation but are recommendations to be considered by the student prior to enrolling.



- 3. Identification of skeletal musculature and muscle features.**
- 4. Identification of internal organs.**

And all or most of the following:

- 5. Dissection of organs or observation of dissected organs.**
- 6. Dissection of organisms or observation of dissected organisms.**
- 7. Identification of structures on models.**

Course Objectives: *At the successful completion of this course, the student should be able to:*

- 1. Describe key structural features of different human cell and major tissue types.**
- 2. Identify and describe the anatomy of the systems of the human body**
- 3. Relate structure and function at the cellular through system levels of organization of human body systems**
- 4. Describe structural or anatomical changes that occur in disease, injury or aging of the human body systems.**

Methods of Evaluation:

**Examinations with objective and written components.**  
**Lab practical examinations.**

Sample Textbooks, Manuals, or Other Support Materials

**Current (within 5 years) college level text such as Human Anatomy by Saladin, Human Anatomy by McKinley, Human Anatomy by Martini, or Human Anatomy by McLoughlin, or equivalent. Lab manuals can include cat/pig dissection, histology or lab manuals developed on site or the equivalent. Support materials such as Atlas of Anatomy by Gilroy, Pearson PAL (Practice Anatomy Lab) or McGraw-Hill APR, Anatomy and Physiology Revealed are appropriate.**

FDRG Lead Signature:

Date: 8/21/2012; revised 2/04/2014

[For Office Use Only]

**Internal Tracking Number**

## DESCRIPTOR

<b>Discipline:</b> Biology	<b>Sub-discipline:</b>
<b>General Course Title:</b> Human Physiology with Lab	<b>Min. Units</b> 4.0
<b>General Course Description:</b> Study of the physiological principles, function, integration and homeostasis of the human body at the cellular, tissue, organ, organ system and organism level: integumentary system, bone, skeletal, smooth and cardiac muscles, nervous system, sensory organs, cardiovascular system, lymphatic and immune systems, respiratory system, urinary system, digestive system, endocrine system, and reproductive system. This course is primarily intended for Nursing, Allied Health, Kinesiology, and other health related majors.	
<b>Number:</b> BIOL 120	<b>Suffix:</b> B
Any rationale or comment <b>B= lab and lecture combined</b>	
<b>Required Prerequisites or Co-Requisites<sup>1</sup></b> None.	
<b>Advisories/Recommended Preparation<sup>2</sup>:</b> 1. Eligible for college-level English (C-ID ENGL 100). 2. Eligible for college-level math (C-ID MATH 110, 120, 130, 140, 150, 151 OR any other course with Intermediate Algebra as a prerequisite) 3. Non-majors general biology course and Biology 110 and college-level chemistry.	
<b>Course Content:</b> Must include, but are not limited to: <ol style="list-style-type: none"> <li>1. The chemistry of life</li> <li>2. Homeostasis and feedback systems</li> <li>3. Cell membrane, and cell-cell communication</li> <li>4. Major body control systems</li> <li>5. Functions of the integumentary system</li> <li>6. Role of bone tissue in homeostasis</li> <li>7. Skeletal muscle structure and function</li> <li>8. Membrane potential and action potentials</li> <li>9. Nervous system and integration</li> <li>10. Sense organ function</li> <li>11. Heart and cardiac cycle</li> <li>12. Cardiovascular system function and regulation</li> <li>13. Lymphatic system functions and immunity</li> <li>14. Respiratory system function and regulation</li> <li>15. Urinary system function and regulation</li> <li>16. Water, electrolyte and acid-base balance</li> <li>17. Digestion and nutrition</li> <li>18. Metabolism</li> <li>19. Thermoregulation</li> <li>20. Endocrine functions and regulation</li> <li>21. Reproductive functions and regulation</li> <li>22. Clinical applications</li> </ol>	
<b>Laboratory Activities:</b> (if applicable) <b>This course must include a greater than 80% hands-on learning supporting the</b>	

<sup>1</sup> Prerequisite or co-requisite course need to be validated at the CCC level in accordance with Title 5 regulations; co-requisites for CCCs are the linked courses that must be taken at the same time as the primary or target course.

<sup>2</sup> Advisories or recommended preparation will not require validation but are recommendations to be considered by the student prior to enrolling.



COURSE IDENTIFICATION NUMBER SYSTEM

**course outcomes. Laboratory content must be considered when matching courses to this descriptor. Typical lab activities would involve investigation or activities related to human respiration, cardiac function, blood pressure, acid-base balance, urinary output, sensory reflexes and sensory systems or similar activities that illustrate the principles of human body function and homeostasis. Lab experimentation should involve the scientific method.**

Course Objectives: *At the conclusion of this course, the student should be able to:*

- 1. Describe and distinguish various roles of major classes of biomolecules in living cells.**
- 2. Describe key functional features of different types of human cells and how they communicate.**
- 3. Identify key functions of major organ systems and the physiological mechanisms underlying their operation.**
- 4. Demonstrate an understanding of how organ systems of the body are integrated and regulated.**
- 5. Demonstrate an understanding of how homeostasis is maintained in the body.**
- 6. Demonstrate knowledge of metabolic and physiological disorders of the major organ systems.**
- 7. Analyze experimental data to demonstrate physiological principles.**
- 8. Demonstrate an understanding of the scientific method, experimental design, and the philosophy of science. Apply the scientific method and philosophy of science by designing components of and carrying out physiological experiments.**

Methods of Evaluation:

**Objective and subjective examinations and lab reports.  
Practical examinations, case studies, and clinical applications may be included.**

Sample Textbooks, Manuals, or Other Support Materials

**Current (within 5 years) college level Physiology text such as Vander, Silverthorn, Fox, and current laboratory manual or lab manual developed on site.**

Support materials such as BioPac or data acquisition systems, and PhysioEx or similar interactive computer programs are appropriate for the course.

FDRG Lead Signature:

Date: 8/06/2012; revised 2/04/2014

[For Office Use Only]

**Internal Tracking Number**



## -DESCRIPTOR

<b>Discipline:</b> Mathematics	<b>Sub-discipline:</b>
<b>General Course Title:</b> Introduction to Statistics	<b>Min. Units</b> 3
<b>General Course Description:</b> The use of probability techniques, hypothesis testing, and predictive techniques to facilitate decision-making. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-square and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Applications using data from disciplines including business, social sciences, psychology, life science, health science, and education.	
<b>Number:</b> 110	<b>Suffix:</b>
<b>Any rationale or comment</b> Typically satisfies general education quantitative reasoning requirement (CSU GE B4).	
<b>Required Prerequisites:</b> Intermediate Algebra	
<b>Advisories/Recommended Preparation<sup>1</sup></b>	
<b>Course Content:</b> <ol style="list-style-type: none"> <li>1. Summarizing data graphically and numerically;</li> <li>2. Descriptive statistics: measures of central tendency, variation, relative position, and levels/scales of measurement;</li> <li>3. Sample spaces and probability;</li> <li>4. Random variables and expected value;</li> <li>5. Sampling and sampling distributions;</li> <li>6. Discrete distributions – Binomial;</li> <li>7. Continuous distributions – Normal;</li> <li>8. The Central Limit Theorem;</li> <li>9. Estimation and confidence intervals;</li> <li>10. Hypothesis Testing and inference, including t-tests for one and two populations, and Chi-square test;</li> <li>11. Correlation and linear regression and analysis of variance (ANOVA);</li> <li>12. Applications using data from disciplines including business, social sciences, psychology, life science, health science, and education; and</li> <li>13. Statistical analysis using technology such as SPSS, EXCEL, Minitab, or graphing calculators.</li> </ol>	
<b>Laboratory Activities:</b> (if applicable)	
<b>Course Objectives:</b> <i>Upon successful completion of the course, students will be able to:</i> <ol style="list-style-type: none"> <li>1. Distinguish among different scales of measurement and their implications;</li> <li>2. Interpret data displayed in tables and graphically;</li> <li>3. Apply concepts of sample space and probability;</li> <li>4. Calculate measures of central tendency and variation for a given data set;</li> <li>5. Identify the standard methods of obtaining data and identify advantages and disadvantages of each;</li> <li>6. Calculate the mean and variance of a discrete distribution;</li> <li>7. Calculate probabilities using normal and student's t-distributions;</li> <li>8. Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem;</li> <li>9. Construct and interpret confidence intervals;</li> <li>10. Determine and interpret levels of statistical significance including p-values;</li> </ol>	

<sup>1</sup> Advisories or recommended preparation will not require validation but are recommendations to be considered by the student prior to enrolling.



Tennis

## DESCRIPTOR TEMPLATE

<b>Discipline:</b> Kinesiology	<b>Proposed Sub-discipline:</b>
<b>General Course Title:</b> Individual Sports	<b>Min. Units</b> 1 semester unit
<b>General Course Description:</b> Physical Activity courses in individual sports can involve individual and dual activities. Instruction and practice includes the development of basic skills, techniques, and rules and strategies. Courses include, but are not limited to, badminton, boxing, fencing, golf, table tennis, tennis, and wrestling.	
<b>Proposed Number:</b>	<b>Proposed Suffix:</b>
<b>Any rationale or comment</b> Colleges that have courses at different levels (beginning, intermediate, and advanced) will submit all the levels as a package to the C-ID system.	
<b>Required Prerequisites or Co-Requisites<sup>1</sup></b> If there are levels for the individual sport course, then level 1 (beginning) may be a prerequisite to level 2 (intermediate) and level 2 may be a prerequisite to level 3 (advanced).	
<b>Advisories/Recommended Preparation<sup>2</sup></b>	
<b>Course Content:</b> The different levels of the course should be reflected in the course content. There are distinct course contents for each level of a course. <ol style="list-style-type: none"> <li>1. Basic skills and techniques appropriate for the selected individual sport activity for each level. Depending on the individual sport activity, eye-hand coordination skills, stroke skills, proper form in "addressing" the sport (i.e. fencing, golf), and other specific sport skills.</li> <li>2. Rules and etiquette of the individual sport</li> <li>3. Strategies of the individual sport</li> <li>4. Proper attire (i.e. shoes) and equipment (i.e. foils for fencing)</li> <li>5. Proper use and care of the equipment (i.e. golf clubs)</li> <li>6. General information about the specific individual sport, terminology, and fitness goals.</li> </ol>	
<b>Laboratory Activities: (if applicable)</b> Daily warm-ups and review; progressive drills, anaerobic and aerobic fitness drills; training and conditioning for the specific individual sport; training sessions/bouts/rounds.	

<sup>1</sup> Prerequisite or co-requisite course need to be validated at the CCC level in accordance with Title 5 regulations; co-requisites for CCCs are the linked courses that must be taken at the same time as the primary or target course.

<sup>2</sup> Advisories or recommended preparation will not require validation but are recommendations to be considered by the student prior to enrolling.



COURSE IDENTIFICATION NUMBER SYSTEM

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**Course Objectives:** *At the conclusion of this course, the student should be able to:*  
 Course objectives and course outcomes should be distinct for each level.

Demonstrate a proficiency in the skills and techniques of the individual sport at each level  
 Demonstrate an understanding of the proper attire and equipment of the individual sport  
 Demonstrate a proficiency in the use and care of the equipment  
 Demonstrate an understanding of the rules and regulations of the individual sport  
 Demonstrate an understanding of the strategies of the individual sport  
 Maintain a level of physical fitness appropriate to the individual sport at each level

**Methods of Evaluation:**  
 Participation, written exam, skills/techniques tests, written assignments (Assignments include, but are not limited to heart rate, blood pressure, nutrition, the importance of physical fitness, and sport related article), observation of the execution of strategies during competition (i.e. bouts, matches)

**Sample Textbooks, Manuals, or Other Support Materials**  
 NCAA Rule Guides (recent edition); core textbooks in the individual sport; instructor generated materials (articles, diagrams of strategies, resource guides, tournament/bout/match formats); appropriate attire and equipment

FDRG Lead Signature: \_\_\_\_\_ Date: 7/25/12

[For Office Use Only] \_\_\_\_\_ **Internal Tracking Number**

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## Descriptor Template Guide Sheet

**Discipline:** The discipline has been determined and is entered.

**Subdiscipline:** You may decide that a sub-discipline will serve your discipline best. For example, biology faculty may or may not decide to identify subdivisions (cellular vs. organismic, or marine, or ecology/environmental). Discipline faculty will determine what best serves their needs.

**General Course Title:** Insert a course name in this field that is generally used and will be widely recognized. It need not be the actual course title at all colleges or universities but should describe the topic of the course.

**Minimum Units:** Indicate the minimum number of units expected of this course, based on semester configuration; we will later offer a conversion into quarter units.

**Proposed Number:** Use the numbering protocol to assign a tentative number to the course; like the sub-discipline or general course title, during your drafting stages, this number can be changed.

**Proposed Suffix:** If desirable, add an "L" after the number in the box to indicate a lab; or an "S" to indicate this course is part of a sequence.

**Rationale or Comment:** Use this space to provide explanation to the field about the number; during the drafting stage, you may also use this space to record a request for an additional suffix or modification of the numbering protocol.

**Required Prerequisites or Co-Requisites:** List any courses required to be completed prior to taking the listed course; if there is not agreement among segmental faculty about the prerequisites, you might consider describing a similar course without those prerequisites or listing only Advisories/Recommended Preparation (see below). A co-requisite does not mean in the CCCs what it may mean for the 4-year institutions.

**Advisories/Recommended Preparation:** These recommendations for courses, experiences, or preparation need not be validated; they can be good-faith and generally accepted recommendations from discipline faculty that further the students' chances of success in this or subsequent courses.

**Course Content:** Count content should list all the expected and essential topics of the course. If this course is a lab/lecture combination, the Lab content should be spelled out separately.

**Course Objectives:** List the course objectives, competencies, or skills that the students should be able to demonstrate upon completion of the course. Community college faculty should be attentive to explicitly linking the objectives to the topics covered. If this course is a lab/lecture combination, again the learning objectives should be spelled out separately and be linked to the topics covered in the lab component of the course. Use additional sheets as needed.

**Methods of Evaluation:** List those methods you anticipate would be used to observe or measure the students' achievement of course objectives (e.g., quizzes, exams, laboratory work, field journals, projects, research, demonstrations, etc.)

**Textbooks:** Recent (published within the past 5-6 years) college-level texts, materials, software packages can be suggested here. While texts used by individual institutions and even individual sections will vary, enter examples of representative work. If this is a lab course or a lab/lecture section, remember to include an example of a lab manual.

**FDRG Lead's Signature and Date:** When the descriptor template has been finalized by the FDRG is in final form and is ready for posting, the Lead should send this completed and signed document to Kelly Miller at [Kelly@asccc.org](mailto:Kelly@asccc.org) who will post the descriptor and solicit review and comment prior to finalizing the descriptor for the next phase of the C-ID Project.

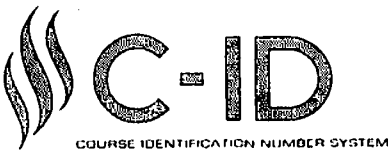


## DESCRIPTOR TEMPLATE

<b>Discipline:</b> Kinesiology	<b>Proposed Sub-discipline:</b> Water safety certification required.
<b>General Course Title:</b> Aquatics	<b>Min. Units</b> 1 semester unit
<b>General Course Description:</b> Physical activity courses in aquatics take place in or on the water. Aquatic instruction includes the practice of basic skills and techniques in aquatic activities. Courses include, but are not limited to, basic and emergency water safety (Red Cross certification is available), boating and canoeing (field trips may be required), lifeguard training (Red Cross certification is available), skin diving and scuba diving (all levels, field trips may be required, NAUI certification available), springboard diving (all levels), swimming (all levels, Red Cross certification available), water aerobics, and water sports (i.e. water polo, synchronized swimming).	
<b>Proposed Number:</b>	<b>Proposed Suffix:</b>
<b>Any rationale or comment</b> Colleges that have courses at different levels (beginning, intermediate, and advanced) will submit all the levels as a package to the C-ID system.	
<b>Required Prerequisites or Co-Requisites<sup>1</sup></b> If there are levels for the aquatic course, then level 1 (beginning) may be a prerequisite to level 2 (intermediate) and level 2 may be a prerequisite to level 3 (advanced).	
<b>Advisories/Recommended Preparation<sup>2</sup></b>	
<b>Course Content:</b> The different levels of the course should be reflected in the course content. There are distinct course contents for each level of a course. <ol style="list-style-type: none"> <li>1. Basic skills and techniques appropriate for the selected aquatic activity for each level. Breathing techniques, stroke techniques, kicking techniques, and fitness level When applicable, proper use and care of equipment</li> <li>2. Water safety requirements and regulations for the class and the aquatic activity.</li> <li>3. General information about aquatics, aquatics terminology, and lifelong fitness goals.</li> </ol>	
<b>Laboratory Activities: (if applicable)</b> Daily warm-ups; progressive drills; anaerobic and aerobic fitness drills; interval training, distance training, and speed workouts.	

<sup>1</sup> Prerequisite or co-requisite course need to be validated at the CCC level in accordance with Title 5 regulations; co-requisites for CCCs are the linked courses that must be taken at the same time as the primary or target course.

<sup>2</sup> Advisories or recommended preparation will not require validation but are recommendations to be considered by the student prior to enrolling.



165 116

### DESCRIPTOR TEMPLATE

<b>Discipline:</b> Kinesiology	<b>Proposed Sub-discipline:</b>
<b>General Course Title:</b> Fitness	<b>Min. Units</b> 1 semester unit
<b>General Course Description:</b> Physical Activity courses in fitness are designed to assist students in developing cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition, Courses include, but are not limited to, weight training, circuit weight training, walking, jogging, yoga, pilates, stretching, and aerobics.	
<b>Proposed Number:</b>	<b>Proposed Suffix:</b>
Any rationale or comment Colleges that have courses at different levels (beginning, intermediate, and advanced) will submit all the levels as a package to the C-ID system.	
<b>Advisories/Recommended Preparation<sup>1</sup></b> If there are levels for the fitness course, then level 1 (beginning) may be a prerequisite to level 2 (intermediate) and level 2 may be a prerequisite to level 3 (advanced).	
<b>Course Content:</b> The different levels of the course should be reflected in the course content. There are distinct course contents for each level of a course.	
<ol style="list-style-type: none"> <li>1. Basic skills and techniques appropriate for the selected fitness activity .</li> <li>2. When appropriate, proper use of equipment (i.e. weight training)</li> <li>3. Safety guidelines, specific terminology, bio-mechanics, and methods of altering intensity levels.</li> <li>4. The fitness program will include, but not limited to, fitness assessments, components of a balanced fitness profile, heart rate response to exercise, goal setting (exercise goals, weight management goals), risk factor analysis for heart disease and obesity, nutrition, resources for maintaining exercise as a lifestyle, and developing a personalized fitness program.</li> </ol>	
<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; width: 20%;"> <p>165</p> <p>1) No</p> <p>2) No</p> <p>3) No</p> <p>4) No</p> </div> <div style="border: 1px solid black; padding: 5px; width: 20%;"> <p>103</p> <p>1) No</p> <p>2) No</p> <p>3) No</p> <p>4) No</p> </div> <div style="border: 1px solid black; padding: 5px; width: 20%;"> <p>116</p> <p>1) No</p> <p>2) No</p> <p>3) Yes</p> <p>4) No</p> </div> </div>	
<b>Laboratory Activities:</b> (if applicable) Daily participation in fitness program; periodic revision of the fitness program based on fitness assessments.	
<b>Course Objectives:</b> <i>At the conclusion of this course, the student should be able to:</i> Course objectives and course outcomes should be distinct for each level.	

<sup>1</sup> Advisories or recommended preparation will not require validation but are recommendations to be considered by the student prior to enrolling.



COURSE IDENTIFICATION NUMBER SYSTEM

**Demonstrate proper skills and techniques for the selected fitness activity**  
**Demonstrate proper use of equipment when applicable**  
**Evaluate, modify, and implement a fitness program using the resources and information provided in the course**  
**Develop strategies to maintain lifelong health habits/behaviors**

**Methods of Evaluation:**

**Participation; Fitness assessment and data analysis; written assignments (Assignments include, but are not limited to, nutrition, fitness, self-evaluation, specific fitness activity, i.e. Yoga)**

**Sample Textbooks, Manuals, or Other Support Materials**

**Student Journal, core textbooks in nutrition and/or fitness, instructor generated materials (manuals, resource guides, articles), internet websites (i.e. American Heart Association, American Diabetes Association)**

**FDRG Lead Signature:**

**Date: 7/25/12**

**[For Office Use Only]**

**Internal Tracking Number**



## Descriptor Template Guide Sheet

**Discipline:** The discipline has been determined and is entered.

**Subdiscipline:** You may decide that a sub-discipline will serve your discipline best. For example, biology faculty may or may not decide to identify subdivisions (cellular vs. organismic, or marine, or ecology/environmental). Discipline faculty will determine what best serves their needs.

**General Course Title:** Insert a course name in this field that is generally used and will be widely recognized. It need not be the actual course title at all colleges or universities but should describe the topic of the course.

**Minimum Units:** Indicate the minimum number of units expected of this course, based on semester configuration; we will later offer a conversion into quarter units.

**Proposed Number:** Use the numbering protocol to assign a tentative number to the course; like the sub-discipline or general course title, during your drafting stages, this number can be changed.

**Proposed Suffix:** If desirable, add an "L" after the number in the box to indicate a lab; or an "S" to indicate this course is part of a sequence.

**Rationale or Comment:** Use this space to provide explanation to the field about the number; during the drafting stage, you may also use this space to record a request for an additional suffix or modification of the numbering protocol.

**Required Prerequisites or Co-Requisites:** List any courses required to be completed prior to taking the listed course; if there is not agreement among segmental faculty about the prerequisites, you might consider describing a similar course without those prerequisites or listing only Advisories/Recommended Preparation (see below). A co-requisite does not mean in the CCCs what it may mean for the 4-year institutions.

**Advisories/Recommended Preparation:** These recommendations for courses, experiences, or preparation need not be validated; they can be good-faith and generally accepted recommendations from discipline faculty that further the students' chances of success in this or subsequent courses.

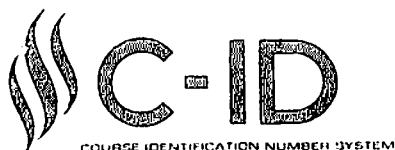
**Course Content:** Count content should list all the expected and essential topics of the course. If this course is a lab/lecture combination, the Lab content should be spelled out separately.

**Course Objectives:** List the course objectives, competencies, or skills that the students should be able to demonstrate upon completion of the course. Community college faculty should be attentive to explicitly linking the objectives to the topics covered. If this course is a lab/lecture combination, again the learning objectives should be spelled out separately and be linked to the topics covered in the lab component of the course. Use additional sheets as needed.

**Methods of Evaluation:** List those methods you anticipate would be used to observe or measure the students' achievement of course objectives (e.g., quizzes, exams, laboratory work, field journals, projects, research, demonstrations, etc.)

**Textbooks:** Recent (published within the past 5-6 years) college-level texts, materials, software packages can be suggested here. While texts used by individual institutions and even individual sections will vary, enter examples of representative work. If this is a lab course or a lab/lecture section, remember to include an example of a lab manual.

**FDRG Lead's Signature and Date:** When the descriptor template has been finalized by the FDRG is in final form and is ready for posting, the Lead should send this completed and signed document to Kelly Miller at [Kelly@asccc.org](mailto:Kelly@asccc.org) who will post the descriptor and solicit review and comment prior to finalizing the descriptor for the next phase of the C-ID Project.



Tae

## DESCRIPTOR TEMPLATE

Discipline: Kinesiology	Proposed Sub-discipline:
General Course Title: <b>Combatives</b>	Min. Units <b>1 semester unit</b>
<p>General Course Description: Physical activity courses in combatives involve the training and techniques of combat. Combative instruction includes the practice of basics skills and techniques utilized in selected martial arts forms. Courses include, but are not limited to, Aikido, fencing, Judo, Karate, Okinawan kobudo (weapons), self-defense, and Tae Kwon Do. In some instances, instructors will be qualified to conduct rank testing, award belts, and certificates.</p>	
Proposed Number:	Proposed Suffix:
<p>Any rationale or comment Colleges that have courses at different levels (beginning, intermediate, and advanced) will submit all the levels as a package to the C-ID system.</p>	
<p>Required Prerequisites or Co-Requisites<sup>1</sup> If there are levels for the combative course, then level 1 (beginning) may be a prerequisite to level 2 (intermediate) and level 2 may be a prerequisite to level 3 (advanced).</p>	
<p>Advisories/Recommended Preparation<sup>2</sup></p>	
<p>Course Content: The different levels of the course should be reflected in the course content. There are distinct course contents for each level of a course.</p> <ol style="list-style-type: none"> <li>1. General information about the history, traditions, culture, philosophy, etiquette, protocol, discipline, and terminology of the selected martial arts.</li> <li>2. Basic skills and techniques of the selected martial arts. <ul style="list-style-type: none"> <li>When applicable, the care and use of weapons</li> <li>Movements in stances, blocking, striking, kicking, tumbling, maneuvering on the ground, falling (dropping to the ground)</li> <li><u>Flexibility, timing, and speed in the skills and techniques</u></li> </ul> </li> <li>3. Safety requirements of the class and the martial arts form.</li> </ol> <p style="text-align: center;"><i>no safety</i></p>	
<p>Laboratory Activities: (if applicable) Daily warm-ups with Japanese numerical counting; conditioning includes with partners and/or with cardio relays; skill and technique drills during warm-ups and conditioning in preparation for the introduction of additional techniques; progressive drills.</p>	

<sup>1</sup> Prerequisite or co-requisite course need to be validated at the CCC level in accordance with Title 5 regulations; co-requisites for CCCs are the linked courses that must be taken at the same time as the primary or target course.

<sup>2</sup> Advisories or recommended preparation will not require validation but are recommendations to be considered by the student prior to enrolling.

## Contra Costa College Course Outline

Department & Number	PE 116A
Course Title	Beginning Step Aerobics
Prerequisite	
Challenge Policy	
Co-requisite	
Challenge Policy	
Advisory	

Number of Weeks	18
Lecture Hours By Term	
Lab Hours By Term	27-108
*Hours By Arrangement	
Units	.5-2

**\*HOURS BY ARRANGEMENT:**  Hours per term.

**ACTIVITIES:** (Please provide a list of the activities students will perform in order to satisfy the HBA requirement):


### COURSE/CATALOG DESCRIPTION

This course is designed to teach fundamental of beginning step aerobic skills and develop strength and flexibility while increasing physical fitness and endurance. Special attention will be paid to safety procedures and injury prevention. Nutrition for weight loss will be presented.

### COURSE OBJECTIVES:

At the completion of the course the student will be able to:

Demonstrate proper beginning step aerobic skills and techniques
Demonstrate proper use of equipment
Develop strategies to maintain lifelong health habits/behaviors by formulating a comprehensive step flexibility, and strength training exercise program designed for lifelong health
Evaluate, modify, and implement a fitness program using the resources and information provided in beginning step aerobics
Develop an awareness of body alignment and how it applies to basic body mechanics in step aerobics
Demonstrate a comprehensive understanding of safety, injury prevention and first aid procedures in aerobic training

### INTENDED STUDENT LEARNING OUTCOMES:


### COURSE CONTENT (Lab):

Basic step aerobic skills and techniques
Proper use of equipment
Safety guidelines, terminology, bio-mechanics, and methods of altering intensity levels
Fitness programming to include, heart rate response to exercise, fitness assessment, goal setting, nutrition, balanced approach to fitness training, risk factor analysis for heart disease and obesity, resources for maintaining exercise as a lifestyle, and developing a personalized fitness program

**METHODS OF INSTRUCTION:**

Lecture by instructor
Demonstration
Observation and participation

**INSTRUCTIONAL MATERIALS:**

**NOTE:** To be UC/CSU transferable, the text must be dated within the last 7 years OR a statement of justification for a text beyond the last 7 years must be included.

Textbook Title:	Cardiovascular Responses to Exercise
Author:	Lusha Xiang & Robert Hester
Publisher:	Biota Publishing
Edition/Date:	9/1/2011
Textbook Reading Level:	19.1
Justification Statement:	(For textbook beyond 7 years)

Lab Manual Title	(if applicable):
Author:	
Publisher:	
Edition/Date:	

**OUTSIDE OF CLASS WEEKLY ASSIGNMENTS:**

Title 5, section 55002.5 establishes that a range of 48 -54hours of lecture, study, or lab work is required for one unit of credit. For each hour of lecture, students should be required to spend an additional two hours of study outside of class to earn one unit of credit.

- State mandates that sample assignments must be included on the Course Outline of Record.

Outside of Class Weekly Assignments	Hours per week
Weekly Reading Assignments <i>(Include detailed assignment below, if applicable)</i>	1
Reading assignments that apply to the principles of fitness and nutrition	
Weekly Writing Assignments <i>(Include detailed assignment below, if applicable)</i>	1
Design a fitness program	
Weekly Math Problems <i>(Include detailed assignment below, if applicable)</i>	
Lab or Software Application Assignments <i>(Include detailed assignment below, if applicable)</i>	
Other Performance Assignments <i>(Include detailed assignment below, if applicable)</i>	2
Incorporate various methods of cross-training to enhance fitness	



**STUDENT EVALUATION: (Show percentage breakdown for evaluation instruments)**

- Course must require use of critical thinking, college-level concepts & college-level learning skills.
- For degree credit, course requires essay writing unless that requirement would be inappropriate to the course objectives. If writing is inappropriate, there must be a requirement of problem-solving or skills demonstration.

10	%	Essay (If essay is not included in assessment, explain below.)	
		Computation or Non-computational Problem Solving Skills	
15	%	Skills Demonstration	
		Objective Examinations	
		Other (describe)	
10	%	Fitness evaluation/assessment and program design	
65	%	Active participation	

**GRADING POLICY: (Choose LG, P/NP, or SC)**

<input checked="" type="checkbox"/> <b>Letter Grade</b> 90% - 100% = A 80% - 89% = B 70% - 79% = C 60% - 69% = D Below 60% = F	<input type="checkbox"/> <b>Pass / No Pass</b> 70% and above = Pass Below 70% = No Pass	<input type="checkbox"/> <b>Student Choice</b> 90% - 100% = A 80% - 89% = B 70% - 79% = C 60% - 69% = D Below 60% = F or 70% and above = Pass Below 70% = No Pass
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Prepared by: Beth Goehring  
 Date: 2/11/2014

Revised form 01/14

## Contra Costa College Course Outline

Department & Number	PE 261A
Course Title	Beginning Tae Kwon Do
Prerequisite	
Challenge Policy	
Co-requisite	
Challenge Policy	
Advisory	

Number of Weeks	18
Lecture Hours By Term	
Lab Hours By Term	27-108
*Hours By Arrangement	
Units	.5-2

**\*HOURS BY ARRANGEMENT:**  Hours per term.

**ACTIVITIES:** (Please provide a list of the activities students will perform in order to satisfy the HBA requirement):


### COURSE/CATALOG DESCRIPTION

This course teaches beginning Tae Kwon Do. The ancient Korean Martial Art is more than 2000 years old and is ‘the way of fist and foot fighting.’ It will help students to learn about the philosophy of Tae Kwon Do as a martial art and to develop patience, concentration, and attention to detail, quick reflexes, stronger spirit, humility, inner awareness, and confidence.

### COURSE OBJECTIVES:

At the completion of the course the student will be able to:

- Demonstrate proficiency in the beginning skill level requirements, basic movements, body developments, and techniques of beginning Tae Kwon Do
- Demonstrate proficiency in the care and use of weapons and equipment
- Demonstrate and understanding of safety requirements in Tae Kwon Do
- Demonstrate an understanding of the history, traditions, culture, and philosophy
- Demonstrate the ability to articulate Japanese terminology and numerical counting in Tae Kwon Do
- Exhibit the etiquette, protocol, and discipline of the martial artist
- Demonstrate knowledge of rules and regulations for contests and tournament participation
- Develop stamina, self-confidence, and an increased level of fitness

### INTENDED STUDENT LEARNING OUTCOMES:

- Demonstrate basic movements, body developments, and understanding of the basic facts of Tae Kwon Do.
- Demonstrate knowledge of rules and regulations for contests and tournament participation.
- Develop stamina, self confidence, and increased level of fitness.

### COURSE CONTENT (Lecture):


History, philosophy, culture, traditions, protocol, and terminology of Tae Kwon Do
Basic skills and techniques of Tae Kwon Do to include basic stance, hand techniques, blocking, kicking
Poomse (form) Taikuk one and two
Stretching, flexibility, timing, speed and conditioning in the skills and techniques
Safety requirements within the class and within Tae Kwon Do forms

**METHODS OF INSTRUCTION:**

Lecture and demonstration
Discussion
Drills

**INSTRUCTIONAL MATERIALS:**

**NOTE:** To be UC/CSU transferable, the text must be dated within the last 7 years OR a statement of justification for a text beyond the last 7 years must be included.

Textbook Title:	Traditional Taekwondo: Core Techniques, History and Philosophy
Author:	Doug Cook
Publisher:	Ymaa Publication Center
Edition/Date:	3/29/2009
Textbook Reading Level:	13.3
Justification Statement:	(For textbook beyond 7 years)

Lab Manual Title	(if applicable):
Author:	
Publisher:	
Edition/Date:	

**OUTSIDE OF CLASS WEEKLY ASSIGNMENTS:**

Title 5, section 55002.5 establishes that a range of 48 -54hours of lecture, study, or lab work is required for one unit of credit. For each hour of lecture, students should be required to spend an additional two hours of study outside of class to earn one unit of credit.

- State mandates that sample assignments must be included on the Course Outline of Record.

Outside of Class Weekly Assignments	Hours per week
Weekly Reading Assignments <i>(Include detailed assignment below, if applicable)</i>	1
Reading assignments from the text book and internet resources	
Weekly Writing Assignments <i>(Include detailed assignment below, if applicable)</i>	
Weekly Math Problems <i>(Include detailed assignment below, if applicable)</i>	
Lab or Software Application Assignments <i>(Include detailed assignment below, if applicable)</i>	
Other Performance Assignments <i>(Include detailed assignment below, if applicable)</i>	2
Practice and conditioning outside of class	

- Course must require use of critical thinking, college-level concepts & college-level learning skills.
- For degree credit, course requires essay writing unless that requirement would be inappropriate to the course objectives. If essay writing is inappropriate, there must be a requirement of problem-solving or skills demonstration.

10	%	Essay (If essay is not included in assessment, explain below.)	
	%	Computation or Non-computational Problem Solving Skills	
33	%	Skills Demonstration	
23	%	Objective Examinations	
		Other (describe)	
34	%	Active participation	
	%		
	%		

**GRADING POLICY: (Choose LG, P/NP, or SC)**

**Letter Grade**  
 90% - 100% = A  
 80% - 89% = B  
 70% - 79% = C  
 60% - 69% = D  
 Below 60% = F

**Pass / No Pass**  
 70% and above = Pass  
 Below 70% = No Pass

**Student Choice**  
 90% - 100% = A  
 80% - 89% = B  
 70% - 79% = C  
 60% - 69% = D  
 Below 60% = F  
 or  
 70% and above = Pass  
 Below 70% = No Pass

**Prepared by:** Beth Goehring  
**Date:** 2/18/14

## Contra Costa College Course Outline

Department & Number	PE 290A
Course Title	Sport Specific Training I
Prerequisite	
Challenge Policy	
Co-requisite	
Challenge Policy	
Advisory	

Number of Weeks	18
Lecture Hours By Term	
Lab Hours By Term	27-108
*Hours By Arrangement	
Units	.5-2

**\*HOURS BY ARRANGEMENT:**  Hours per term.

**ACTIVITIES:** (Please provide a list of the activities students will perform in order to satisfy the HBA requirement):


### COURSE/CATALOG DESCRIPTION

This course is designed to teach sport specific training I to competitive athletes. The students will develop sports specific strength, endurance, strategies, tactics, and team work skills necessary to perform at an intercollegiate level.

### COURSE OBJECTIVES:

At the completion of the course the student will be able to:

Demonstrate a proficiency in the skills and techniques of the team sport
Demonstrate an understanding of the proper attire and equipment for the team sport
Demonstrate a proficiency in the use and care of the equipment
Demonstrate an understanding of the rules and regulations of the team sport
Maintain a level of physical fitness appropriate to the team sport

### INTENDED STUDENT LEARNING OUTCOMES:

Successful participation and completion of sport specific training skills

### COURSE CONTENT (Lab):

Basic skills and techniques appropriate for the team sport
Rules and etiquette of the team sport
Offensive and defensive strategies of the team sport
Proper attire and equipment
Proper use and care of the equipment
General information about the specific team sport, terminology, and fitness goals

**METHODS OF INSTRUCTION:**

Lecture by instructor
Demonstration
Observation and participation

**INSTRUCTIONAL MATERIALS:**

**NOTE:** To be UC/CSU transferable, the text must be dated within the last 7 years OR a statement of justification for a text beyond the last 7 years must be included.

Textbook Title:	NCAA Sport Specific Rule Book
Author:	NCAA
Publisher:	NCAA
Edition/Date:	2014
Textbook Reading Level:	12
Justification Statement:	Rule book

Lab Manual Title	(if applicable):
Author:	
Publisher:	
Edition/Date:	

**OUTSIDE OF CLASS WEEKLY ASSIGNMENTS:**

Title 5, section 55002.5 establishes that a range of 48 -54hours of lecture, study, or lab work is required for one unit of credit. For each hour of lecture, students should be required to spend an additional two hours of study outside of class to earn one unit of credit.

- State mandates that sample assignments must be included on the Course Outline of Record.

Outside of Class Weekly Assignments	Hours per week
Weekly Reading Assignments (Include detailed assignment below, if applicable)	1
Reading assignments that apply to the sport specific training	
Weekly Writing Assignments (Include detailed assignment below, if applicable)	1
Journal of sport specific training	
Weekly Math Problems (Include detailed assignment below, if applicable)	
Lab or Software Application Assignments (Include detailed assignment below, if applicable)	
Other Performance Assignments (Include detailed assignment below, if applicable)	2
Out of class sport specific training and conditioning	

**STUDENT EVALUATION: (Show percentage breakdown for evaluation instruments)**

- Course must require use of critical thinking, college-level concepts & college-level learning skills.
- For degree credit, course requires essay writing unless that requirement would be inappropriate to the course objectives. If writing is inappropriate, there must be a requirement of problem-solving or skills demonstration.

10	%	Essay (If essay is not included in assessment, explain below.)	
	%	Computation or Non-computational Problem Solving Skills	
15	%	Skills Demonstration	
10	%	Objective Examinations	
Other (describe)			
10	%	Fitness evaluation/assessment	
45	%	Active participation	
10	%	Team strategies	

**GRADING POLICY: (Choose LG, P/NP, or SC)**

- |   |   |  |
|---|---|--|
| <input checked="" type="checkbox"/> <b>Letter Grade</b><br>90% - 100% = A<br>80% - 89% = B<br>70% - 79% = C<br>60% - 69% = D<br>Below 60% = F | <input type="checkbox"/> <b>Pass / No Pass</b><br>70% and above = Pass<br>Below 70% = No Pass | <input type="checkbox"/> <b>Student Choice</b><br>90% - 100% = A<br>80% - 89% = B<br>70% - 79% = C<br>60% - 69% = D<br>Below 60% = F<br><i>or</i><br>70% and above = Pass<br>Below 70% = No Pass |
|---|---|--|

**Prepared by:** Beth Goehring  
**Date:** 2/11/2014

*Revised form 01/14*



**Contra Costa College  
Course Outline**

<b>Department &amp; Number</b>	PE 126A
<b>Course Title</b>	Beginning Swimming
<b>Prerequisite</b>	
<b>Challenge Policy</b>	
<b>Co-requisite</b>	
<b>Challenge Policy</b>	
<b>Advisory</b>	

<b>Number of Weeks</b>	18
<b>Lecture Hours By Term</b>	
<b>Lab Hours By Term</b>	27-108
<b>*Hours By Arrangement</b>	
<b>Units</b>	.5-2

**\*HOURS BY ARRANGEMENT:**  Hours per term.

**ACTIVITIES:** (Please provide a list of the activities students will perform in order to satisfy the HBA requirement):


**COURSE/CATALOG DESCRIPTION**

This course is designed to present each student with the basic water safety skills. The student will experience various movement skills that will enable him/her to float, kick, arm stroke, and or tread water. The student will also develop a sense of comfort in and around the water.

**COURSE OBJECTIVES:**

At the completion of the course the student will be able to:

Demonstrate proficiency in the basic skills and techniques of beginning swimming
Demonstrate proficiency in the care and use of equipment
Demonstrate an understanding of the water safety regulations
Demonstration endurance and speed in beginning swimming
Demonstrate an understanding of the relationship between swimming and lifelong learning
Demonstrate physical skills that promote personal fitness

**INTENDED STUDENT LEARNING OUTCOMES:**

Demonstrate proficiency in the basic skills and techniques of beginning swimming
Demonstrate proficiency in the care and use of equipment
Demonstrate an understanding of the water safety regulations
Demonstration endurance and speed in beginning swimming
Demonstrate an understanding of the relationship between swimming and lifelong learning
Demonstrate physical skills that promote personal fitness

**COURSE CONTENT (Lab):**

Orientation and evaluation of swimming ability
Artificial respiration and water safety information, rules and requirements
Basic skills and techniques of beginning swimming to include buoyancy, body position, propulsion, basic kick techniques, rhythmic breathing, stroke techniques, combined swimming skills (backstroke, and freestyle)



Water entries – feet first, head first
Physical and mental adjustment to the water
Aquatics terminology
Lifelong fitness goals

**METHODS OF INSTRUCTION:**

Lecture/Discussion
Multimedia
Cooperative Learning

**INSTRUCTIONAL MATERIALS:**

**NOTE:** To be UC/CSU transferable, the text must be dated within the last 7 years OR a statement of justification for a text beyond the last 7 years must be included.

Textbook Title:	Fitness Swimming
Author:	Emmett Hines
Publisher:	Human Kinetics
Edition/Date:	2008
Textbook Reading Level:	12.8
Justification Statement:	(For textbook beyond 7 years)

Lab Manual Title	(if applicable):
Author:	
Publisher:	
Edition/Date:	

**OUTSIDE OF CLASS WEEKLY ASSIGNMENTS:**

Title 5, section 55002.5 establishes that a range of 48 -54hours of lecture, study, or lab work is required for one unit of credit. For each hour of lecture, students should be required to spend an additional two hours of study outside of class to earn one unit of credit.

- State mandates that sample assignments must be included on the Course Outline of Record.

Outside of Class Weekly Assignments	Hours per week
Weekly Reading Assignments (Include detailed assignment below, if applicable)	1
Assigned text book readings, and internet activities	
Weekly Writing Assignments (Include detailed assignment below, if applicable)	1
Journal on fitness activities	
Weekly Math Problems (Include detailed assignment below, if applicable)	
Lab or Software Application Assignments (Include detailed assignment below, if applicable)	
Other Performance Assignments (Include detailed assignment below, if applicable)	2
Fitness activities such as, additional swimming practice, walking, or jogging.	

**STUDENT EVALUATION: (Show percentage breakdown for evaluation instruments)**

- Course must require use of critical thinking, college-level concepts & college-level learning skills.
- For degree credit, course requires essay writing unless that requirement would be inappropriate to the course objectives. If writing is inappropriate, there must be a requirement of problem-solving or skills demonstration.

10	%	Essay (If essay is not included in assessment, explain below.)	
	%	Computation or Non-computational Problem Solving Skills	
25	%	Skills Demonstration	
15	%	Objective Examinations	
	%	Other (describe)	
10	%	Fitness evaluation	
40	%	Active participation	
	%		

**GRADING POLICY: (Choose LG, P/NP, or SC)**

<input checked="" type="checkbox"/> <b>Letter Grade</b> 90% - 100% = A 80% - 89% = B 70% - 79% = C 60% - 69% = D Below 60% = F	<input type="checkbox"/> <b>Pass / No Pass</b> 70% and above = Pass Below 70% = No Pass	<input type="checkbox"/> <b>Student Choice</b> 90% - 100% = A 80% - 89% = B 70% - 79% = C 60% - 69% = D Below 60% = F <i>or</i> 70% and above = Pass Below 70% = No Pass
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Prepared by: Beth Goehring  
 Date: 2/11/2014

*Revised form 01/14*

## Contra Costa College Course Outline

Department & Number	PE 135A
Course Title	Beginning Tennis
Prerequisite	
Challenge Policy	
Co-requisite	
Challenge Policy	
Advisory	

Number of Weeks	18
Lecture Hours By Term	
Lab Hours By Term	27-108
*Hours By Arrangement	
Units	.5-2

**\*HOURS BY ARRANGEMENT:**  Hours per term.

**ACTIVITIES:** (Please provide a list of the activities students will perform in order to satisfy the HBA requirement):


### COURSE/CATALOG DESCRIPTION

This course is designed to present each student with beginner tennis skills. Students will learn the basic skills required to play tennis. These include the forehand and backhand ground strokes and the second serve. Students will also learn the scoring system, glossary of terms and the basic rules of the game.

### COURSE OBJECTIVES:

At the completion of the course the student will be able to:

- Demonstrate a proficiency in the skills and techniques of beginning tennis
- Demonstrate an understanding of the proper attire and equipment for beginning tennis
- Demonstrate a proficiency in the use and care of the equipment
- Demonstrate an understanding of the rules and regulations of beginning tennis
- Demonstrate an understanding of the strategies of beginning tennis
- Maintain a level of physical fitness appropriate for beginning tennis

### INTENDED STUDENT LEARNING OUTCOMES:

Student will improve various strokes.

### COURSE CONTENT (Lecture):


### COURSE CONTENT (Lab):

- Basic skills and techniques for beginning tennis, to include forehand and backhand ground strokes, proper form, and eye-hand coordination skills,
- Basic rules, scoring, and etiquette of the game
- Strategies of the game
- Proper shoes and equipment
- Proper use and care of the equipment
- Tennis terminology

**METHODS OF INSTRUCTION:**

Lecture by instructor
Demonstration
Observation and participation

**INSTRUCTIONAL MATERIALS:**

**NOTE:** To be UC/CSU transferable, the text must be dated within the last 7 years OR a statement of justification for a text beyond the last 7 years must be included.

Textbook Title:	Friend At Court: The USTA Handbook of Tennis Rules and Regulations
Author:	United States Tennis Association
Publisher:	United States Tennis Association
Edition/Date:	2014 Edition
Textbook Reading Level:	12
Justification Statement:	Rule book not academic book

Lab Manual Title	(if applicable):
Author:	
Publisher:	
Edition/Date:	

**OUTSIDE OF CLASS WEEKLY ASSIGNMENTS:**

Title 5, section 55002.5 establishes that a range of 48 -54hours of lecture, study, or lab work is required for one unit of credit. For each hour of lecture, students should be required to spend an additional two hours of study outside of class to earn one unit of credit.

- State mandates that sample assignments must be included on the Course Outline of Record.

Outside of Class Weekly Assignments	Hours per week
Weekly Reading Assignments (Include detailed assignment below, if applicable)	1
Reading assignments that apply to beginning tennis	
Weekly Writing Assignments (Include detailed assignment below, if applicable)	1
Journal of skill development	
Weekly Math Problems (Include detailed assignment below, if applicable)	
Lab or Software Application Assignments (Include detailed assignment below, if applicable)	
Other Performance Assignments (Include detailed assignment below, if applicable)	2
Out of class practice	

**STUDENT EVALUATION: (Show percentage breakdown for evaluation instruments)**

052814-2759

- Course must require use of critical thinking, college-level concepts & college-level learning skills.
- For degree credit, course requires essay writing unless that requirement would be inappropriate to the course objectives. If writing is inappropriate, there must be a requirement of problem-solving or skills demonstration.

10	%	Essay (If essay is not included in assessment, explain below.)	
	%	Computation or Non-computational Problem Solving Skills	
15	%	Skills Demonstration	
10	%	Objective Examinations	
	%	Other (describe)	
10	%	Tournament play	
55	%	Active participation	
	%		

**GRADING POLICY: (Choose LG, P/NP, or SC)**

**Letter Grade**  
 90% - 100% = A  
 80% - 89% = B  
 70% - 79% = C  
 60% - 69% = D  
 Below 60% = F

**Pass / No Pass**  
 70% and above = Pass  
 Below 70% = No Pass

**Student Choice**  
 90% - 100% = A  
 80% - 89% = B  
 70% - 79% = C  
 60% - 69% = D  
 Below 60% = F  
*or*  
 70% and above = Pass  
 Below 70% = No Pass

**Prepared by:** Beth Goehring  
**Date:** 2/19/2014

*Revised form 01/14*



**Contra Costa College  
Course Outline**

<b>Department &amp; Number</b>	<u>HED 133</u>
<b>Course Title</b>	<u>Safety and First Aid</u>
<b>Prerequisite</b>	<u></u>
<b>Co-requisite</b>	<u></u>
<b>Prerequisite or concurrently</b>	<u></u>
<b>Challenge Policy</b>	<u></u>
<b>Advisory</b>	<u></u>

<b>Number of Weeks per term</b>	18
<b>Lecture Hours per term</b>	54
<b>Lab Hours per term</b>	
<b>*HBA per term</b>	
<b>Units</b>	3

**\*HOURS BY ARRANGEMENT:**  Hours per term.

**ACTIVITIES:** (Please provide a list of the activities students will perform in order to satisfy the HBA requirement):

**COURSE DESCRIPTION**

This course is designed to train students to respond to an emergency before medical help arrives. Areas to be covered include but are not limited to anatomy and physiology of the body, victim assessment, artificial resuscitation, injuries, bandaging, poisoning, burns, water emergencies, childbirth, geriatric emergencies, and moving victims. The student will learn to assess a victim's condition and incorporate proper treatment. Standard first aid, CPR, and AED certifications will be granted upon successful completion of requirements.

**COURSE OBJECTIVES**

At the completion of the course the student will be able to:

Assess victims of injury and medical emergencies and apply emergency action plan
Provide proper sequence of first aid
Describe the signs and symptoms associated with common medical emergencies
Demonstrate the first aid care that is needed in common medical emergencies
Demonstrate cardiopulmonary resuscitation and the use of AED
Demonstrate bandaging and splinting techniques
Demonstrate emergency rescue moves
Evaluate their lifestyle for health and safety concerns and set personal goals for achieving a safe and healthy lifestyle

**COURSE CONTENT:** (In detail; attach additional information as needed and include percentage breakdown)

5	%	Body systems
10	%	Victim assessment of life threatening problems
5	%	Legal issues
10	%	Emergency action plans
25	%	Care for: breathing, cardiac, choking, bleeding, shock, anaphylaxis and special circumstances (sudden illness, poisoning, bites, stings, burns, bites, and heat and cold emergencies)
5	%	AED—Automatic External Defibrillator
10	%	Internal/Soft tissue injuries and burns
10	%	Musculoskeletal injuries: head, spine, bone, joint, and extremities
5	%	Splinting and immobilization
5	%	Moving victims
5	%	People with special emergencies
5	%	Healthy lifestyles and safety measures

**METHODS OF INSTRUCTION**

Lecture
Multimedia
Group discussion
Demonstration

**INSTRUCTIONAL MATERIALS**

<b>Textbook Title:</b>	First Aid for Colleges and Universities
<b>Author:</b>	Karren, Keith, Hafen, Brent, Limmer, Daniel, Mistovich, Joseph
<b>Publisher:</b>	Pearson, Benjamin Cummings
<b>Edition/Date:</b>	12 <sup>th</sup> ed, 2012

**NOTE:** To be UC transferable, the text must be dated within the last 5 years OR a statement of justification for a text beyond the last 5 years must be included.

**COURSE EXPECTATIONS** (Use applicable expectations)**Outside of Class Weekly Assignments****Hours per week**

Weekly Reading Assignments	2
Weekly Writing Assignments	1
Weekly Math Problems	
Lab or Software Application Assignments	
Other Performance Assignments	3

**STUDENT EVALUATION: (Show percentage breakdown for evaluation instruments)**

40	%	Exams and quizzes
40	%	Skill performance tests
10	%	Written and practical tests
10	%	Assignment to assess lifestyle for health and safety concerns

**GRADING POLICY (Choose LG, P/NP, or SC)**

**Letter Grade**  
 90% - 100% = A  
 80% - 89% = B  
 70% - 79% = C  
 60% - 69% = D  
 Below 60% = F

**Pass / No Pass**  
 70% and above = Pass  
 Below 70% = No Pass

**Student Choice**  
 90% - 100% = A  
 80% - 89% = B  
 70% - 79% = C  
 60% - 69% = D  
 Below 60% = F  
 or  
 70% and above = Pass  
 Below 70% = No Pass

**Prepared by:** BethGoehring

**Date:** SP13



**Contra Costa College**  
Course Outline

052814-2762

<b>Department &amp; Number</b>	KINES 190
<b>Course Title</b>	Introduction to Kinesiology
<b>Prerequisite</b>	
<b>Challenge Policy</b>	
<b>Co-requisite</b>	
<b>Challenge Policy</b>	
<b>Advisory</b>	

<b>Number of Weeks</b>	18
<b>Lecture Hours</b>	54
<b>Lab Hours</b>	
<b>Hours By Arrangement</b>	
<b>Activity Hours</b>	
<b>Units</b>	3

**COURSE/CATALOG DESCRIPTION**

This course is intended to prepare students to enter the professional field of kinesiology. It is an introduction to the interdisciplinary approach to the study of human movement. An overview of the importance of the sub-disciplines in kinesiology will be discussed along with career opportunities in the areas of teaching, coaching, allied health, and fitness professions.

**COURSE OBJECTIVE**

- Identify the basic concepts of Kinesiology
- Critically analyze the historical view, ethical, and philosophical foundations of kinesiology and foundation of physical education.
- Identify the educational pathways and requirements for career opportunities.
- Identify the relationship between performance in the movement forms of sport, dance, and exercise and the conceptual foundations of the sub-disciplines.
- Identify the fundamental concepts of basic movements

**COURSE CONTENT: (In detail; attach additional information as needed and include percentage breakdown)**

12	%	Basic concepts of kinesiology
13	%	Historical, ethical, and philosophical foundations of kinesiology
25	%	Overview of basic movement forms of sport, dance, and exercise with a focus on the sub-disciplines within kinesiology.
25	%	Introduction to the sub-disciplines: motor learning/control, motor development, biomechanics, exercise physiology, social psychological foundations, and sport nutrition.
25	%	Exploration of pathways and career opportunities: allied health, sport fitness, teaching, and coaching.

**Student Learning Outcomes**

- Recognize the requirements for a physical education major.
- Critically analyze the historical view and foundation of physical education.
- Identify educational and career opportunities.
- Discuss governmental spending in education.

**METHODS OF INSTRUCTION**

- 1. Lecture/discussion board
- 2. Multi-media presentations
- 3. Cooperative Learning
- 4. Guest speakers



<b>Textbook Title:</b>	Introduction to Kinesiology
<b>Author:</b>	S. J. Hoffman
<b>Publisher:</b>	Human Kinetics
<b>Edition/Date:</b>	4 <sup>th</sup> Edition, 2013

**COURSE EXPECTATIONS** (Use applicable expectations)

**Outside of Class Weekly Assignments**

**Hours per week**

Weekly Reading Assignments	2
Weekly Writing Assignments	2
Weekly Math Problems	
Lab or Software Application Assignments	
Other Performance Assignments	2

**STUDENT EVALUATION: (Show percentage breakdown for evaluation instruments)**

40	%	Exams and quizzes
20	%	Goal setting/educational plan (Develop a personal portfolio that describes requirements for selected career)
20	%	Written assignments
20		Final exam (observation reports of different careers)

**GRADING POLICY (Choose LG, CR/NC, or SC)**

**Letter Grade**  
 90% - 100% = A  
 80% - 89% = B  
 70% - 79% = C  
 60% - 69% = D  
 Below 60% = F

**Credit / No Credit**  
 70% and above = Credit  
 Below 70% = No Credit

**Student Choice**  
 90% - 100% = A  
 80% - 89% = B  
 70% - 79% = C  
 60% - 69% = D  
 Below 60% = F  
 70% and above = Credit  
 Below 70% = No Credit

**Prepared by:**

Beth Goehring
Sp 2013

**Date: Semester/Year**

## Contra Costa College Course Outline

Department & Number	Math 164
Course Title	Introduction to Probability and Statistics
Prerequisite	Math 120
Challenge Policy	Successful completion of equivalent or placement on COMPASS assessment test
Co-requisite	
Challenge Policy	
Advisory	

Number of Weeks	18
Lecture Hours By Term	72
Lab Hours By Term	0
*Hours By Arrangement	0
Units	4

**\*HOURS BY ARRANGEMENT:**  Hours per term.

**ACTIVITIES:** (Please provide a list of the activities students will perform in order to satisfy the HBA requirement):


### COURSE/CATALOG DESCRIPTION

This course introduces the use of probability techniques, hypothesis testing, and predictive techniques to facilitate decision-making. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-square and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Applications using data from disciplines including business, social sciences, psychology, life science, health science, and education.

### COURSE OBJECTIVES:

At the completion of the course the student will be able to:

- |  |
|--|
| 1. Distinguish among different scales of measurement and their implications;   |
| 2. Interpret data displayed in tables and graphically;   |
| 3. Apply concepts of sample space and probability  |
| 4. Calculate measures of central tendency and variation for a given data set;  |
| 5. Calculate measures of central tendency and variation for a given data set;  |
| 6. Calculate the mean and variance of a discrete distribution  |
| 7. Calculate probabilities using normal and student's t-distributions  |
| 8. Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem;  |
| 9. Construct and interpret confidence intervals  |
| 10. Determine and interpret levels of statistical significance including p-values  |
| 11. Interpret the output of a technology-based statistical analysis  |
| 12. Identify the basic concept of hypothesis testing including Type I and II errors  |
| 13. Formulate hypothesis tests involving samples from one and two populations;   |
| 14. Select the appropriate technique for testing a hypothesis and interpret the result   |
| 15. Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics; and  |
| 16. Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education |

### INTENDED STUDENT LEARNING OUTCOMES:

- |   |
|---|
| 1. Students will demonstrate understanding of graphical representations of data   |
| 2. Students will be able to calculate and demonstrate understanding of descriptive measures of data                                       |
| 3. Students will be able to apply the rules of probability and use probability distributions to compute and interpret basic probabilities |
| 4. Students will demonstrate expertise in constructing confidence intervals and testing hypotheses  |

### COURSE CONTENT (Lecture):

- |   |
|---|
| 1. Summarizing data graphically and numerically |
|---|

2. Descriptive statistics: measures of central tendency, variation, relative position, and levels/scales of measurement
3. Sample spaces and probability
4. Random variables and expected value
5. Sampling and sampling distributions
6. Discrete distributions – Binomial
7. Continuous distributions – Normal
8. The Central Limit Theorem
9. Estimation and confidence intervals
10. Hypothesis Testing and inference, including t-tests for one and two populations, and Chi-square test
11. Correlation and linear regression and analysis of variance (ANOVA);
12. Applications using data from disciplines including business, social sciences, psychology, life science, health science, and education; and
13. Statistical analysis using technology such as SPSS, EXCEL, Minitab, or graphing calculators.

**COURSE CONTENT (Lab):**


**METHODS OF INSTRUCTION:**

1. Lecture/Discussion/Demonstration
2. Homework Assignments

**INSTRUCTIONAL MATERIALS:**

**NOTE:** To be UC/CSU transferable, the text must be dated within the last 7 years OR a statement of justification for a text beyond the last 7 years must be included.

Textbook Title:	Fundamentals of Statistics
Author:	Michael Sullivan, III
Publisher:	Pearson-Prentice Hall
Edition/Date:	4 <sup>th</sup> Edition, 2013
Textbook Reading Level:	
Justification Statement:	<i>(For textbook beyond 7 years)</i>

Lab Manual Title	<i>(if applicable):</i>
Author:	
Publisher:	
Edition/Date:	

**OUTSIDE OF CLASS WEEKLY ASSIGNMENTS:**

Title 5, section 55002.5 establishes that a range of 48 -54hours of lecture, study, or lab work is required for one unit of credit. For each hour of lecture, students should be required to spend an additional two hours of study outside of class to earn one unit of credit.

- State mandates that sample assignments must be included on the Course Outline of Record.

**Outside of Class Weekly Assignments****Hours per week**

Weekly Reading Assignments *(Include detailed assignment below, if applicable)*

3-4
-----

Students are responsible for reading the sections of the textbook corresponding to the week's lectures. The number of sections covered per week may vary between 2 and 4. For the adopted text listed above, this translates to approximately 20 – 40 pages of reading per week.
--

Weekly Writing Assignments (Include detailed assignment below, if applicable)

Weekly Math Problems (Include detailed assignment below, if applicable)

Students are assigned homework exercises by chapter, and are expected to complete the exercises as the material is covered in lecture. A typical assignment includes at least 10 – 15 problems per section of the text; this translates to a minimum of between 20 – 60 homework exercises per week. Note: 5 – 10 hours per week represents the minimum amount of time a student will spend on homework exercises

Lab or Software Application Assignments (Include detailed assignment below, if applicable)

Other Performance Assignments (Include detailed assignment below, if applicable)

**STUDENT EVALUATION: (Show percentage breakdown for evaluation instruments)**

- Course must require use of critical thinking, college-level concepts & college-level learning skills.
- For degree credit, course requires essay writing unless that requirement would be inappropriate to the course objectives. If writing is inappropriate, there must be a requirement of problem-solving or skills demonstration.

% Essay (If essay is not included in assessment, explain below.)

% Computation or Non-computational Problem Solving Skills

% Skills Demonstration

% Objective Examinations

Other (describe)

<input type="text"/>	%	
<input type="text"/>	%	
<input type="text"/>	%	

**GRADING POLICY: (Choose LG, P/NP, or SC)**

**Letter Grade**  
 90% - 100% = A  
 80% - 89% = B  
 70% - 79% = C  
 60% - 69% = D  
 Below 60% = F

**Pass / No Pass**  
 70% and above = Pass  
 Below 70% = No Pass

**Student Choice**  
 90% - 100% = A  
 80% - 89% = B  
 70% - 79% = C  
 60% - 69% = D  
 Below 60% = F  
 or  
 70% and above = Pass  
 Below 70% = No Pass

Prepared by:   
 Date:

# Contra Costa College

## Course Outline

052814-2767

Program-Course Number	PHYS-120
Course Title	General College Physics I
Prerequisite	MATH-171 or equivalent
Challenge Policy	
Co-requisite	
Challenge Policy	Departmental Exam or Proof of Completion of Equivalent Material
Advisory	

Number of Weeks	18
Lecture Hours By Term	90
Lab Hours By Term	36
*Hours By Arrangement	
Units	4

**\*HOURS BY ARRANGEMENT:**  Hours per term.

**ACTIVITIES:** (Please provide a list of the activities students will perform in order to satisfy the HBA requirement):


### COURSE/CATALOG DESCRIPTION

This course presents a general study of properties of matter, mechanics, heat and sound, with related laboratory experiments. This course does not fulfill the requirements in physics for the engineering or physical science major.

### COURSE OBJECTIVES:

At the completion of the course the student will be able to:

1. Develop an understanding of the basic principles of physics (as listed under "course content").
2. Develop a facility for analyzing problems based on these principles, concepts, and methods.
3. Develop an understanding of the scientific method.
4. Strengthen general problem solving skills.

### INTENDED STUDENT LEARNING OUTCOMES:

1. Students will be able to draw a free body diagram of an object and use this information in Newton's Force Laws to analyze the object's motion
2. Students will be able to use conservation of mechanical energy to analyze the motion and position of an object
3. Students will be able to find the state of an ideal gas by analyzing a P-V diagram. H-section must integrate an isotherm.

### COURSE CONTENT (Lecture):

1. Measurement, Uncertainty, Units, Estimates
2. Basic Kinematics (including vectors)
3. Newton's Laws
4. Work and Energy
5. Momentum
6. Rotational Motion (kinematics and dynamics)
7. Statics
8. Gravitation
9. Fluid Mechanics
10. Oscillations (simple harmonic motion) and Waves
11. Basic Thermodynamics (laws, heat engines, kinetic theory, and entropy)

### COURSE CONTENT (Lab):

1. Measurements and Uncertainties
2. 1-Dimensional Motion Graphs

3. Free Fall
4. Newton's Laws of Motion
5. Atwood's Machine
6. Circular Motion
7. Ballistic Pendulum
8. Static Equilibrium
9. Hooke's Law and Simple Harmonic Motion
10. Archimedes' Principle
11. Boyle's Law
12. Calorimetry

**METHODS OF INSTRUCTION:**

1. Lecture with demonstrations
2. Classroom discussions and activities
3. Problem Solving
4. Laboratory experiments
5. Computer applications, including spreadsheets

**INSTRUCTIONAL MATERIALS:**

**NOTE:** To be UC/CSU transferable, the text must be dated within the last 7 years OR a statement of justification for a text beyond the last 7 years must be included.

Textbook Title:	Physics
Author:	James S. Walker
Publisher:	Pearson
Edition/Date:	4 <sup>th</sup> edition/ 2014
Textbook Reading Level:	
Justification Statement:	(For textbook beyond 7 years)

Lab Manual Title	Contra Costa College Physics 120 Lab Manual
Author:	Celesia, J., Wieber, D., Wong, M., et al
Publisher:	Contra Costa College Bookstore
Edition/Date:	Spring 2014

**OUTSIDE OF CLASS WEEKLY ASSIGNMENTS:**

Title 5, section 55002.5 establishes that a range of 48 -54hours of lecture, study, or lab work is required for one unit of credit. For each hour of lecture, students should be required to spend an additional two hours of study outside of class to earn one unit of credit.

- State mandates that sample assignments must be included on the Course Outline of Record.

Outside of Class Weekly Assignments	Hours per week
Weekly Reading Assignments (Include detailed assignment below, if applicable)	3
Chapter 2, 1-D Kinematics, pages 18 – 45	
Weekly Writing Assignments (Include detailed assignment below, if applicable)	
Weekly Math Problems (Include detailed assignment below, if applicable)	7
Problems and Conceptual Exercises 2, 5, 6, 17, 21, 22, 27, 32, and 37	
Lab or Software Application Assignments (Include detailed assignment below, if applicable)	

--

**STUDENT EVALUATION: (Show percentage breakdown for evaluation instruments)**

- Course must require use of critical thinking, college-level concepts & college-level learning skills.
- For degree credit, course requires essay writing unless that requirement would be inappropriate to the course objectives. If writing is inappropriate, there must be a requirement of problem-solving or skills demonstration.

<input type="checkbox"/>	%	Essay (If essay is not included in assessment, explain below.)	
10	%	Computation or Non-computational Problem Solving Skills	
<input type="checkbox"/>	%	Skills Demonstration	
60	%	Objective Examinations	
		Other (describe)	
20	%	Lab assignments	
10	%	Group Activities	
<input type="checkbox"/>	%		

**GRADING POLICY: (Choose LG, P/NP, or SC)**

<input checked="" type="checkbox"/> <b>Letter Grade</b> 90% - 100% = A 80% - 89% = B 70% - 79% = C 60% - 69% = D Below 60% = F	<input type="checkbox"/> <b>Pass / No Pass</b> 70% and above = Pass Below 70% = No Pass	<input type="checkbox"/> <b>Student Choice</b> 90% - 100% = A 80% - 89% = B 70% - 79% = C 60% - 69% = D Below 60% = F
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Percentages vary from instructor to instructor

or  
 70% and above = Pass  
 Below 70% = No Pass

<b>Prepared by:</b>	Jon Celesia and Mark Wong
<b>Date:</b>	Spring 2014

Revised form 10/13

## Contra Costa College Course Outline

<b>Department &amp; Number</b>	Chemistry 120
<b>Course Title</b>	General College Chemistry I
<b>Prerequisite</b>	MATH 120 or equivalent (Intermediate Algebra)
<b>Challenge Policy</b>	By examination
<b>Co-requisite</b>	
<b>Challenge Policy</b>	
<b>Advisory</b>	High school science preparation including a course in chemistry with a laboratory (equivalent to CHEM 119). The ability to read and write at the ENGL 142B level. A diagnostic exam may be given to assist the student in determining whether or not she has adequate preparation for the course.

<b>Number of Weeks per term</b>	18
<b>Lecture Hours</b>	90
<b>Lab Hours per term</b>	72
<b>*Hours By Arrangement</b>	
<b>Activity Hours</b>	
<b>Units</b>	5

**\*HOURS BY ARRANGEMENT:**  Hours per term.

**ACTIVITIES:** (Please provide a list of the activities students will perform in order to satisfy the HBA requirement):


### COURSE/CATALOG DESCRIPTION

This course is the first semester of general college chemistry, equivalent to CHEM 001A at the University of California, Berkeley. It covers chemical concepts including elements, atoms, molecules, chemical reactions, chemical calculations, gases and gas laws, thermochemistry, quantum theory, chemical bonding, pure phases and solutions, and an introduction to acids, bases and chemical equilibrium.

### COURSE OBJECTIVE

At the completion of the course the student will be able to:

- |  |
|--|
| Recognize and name a variety of the most common inorganic compound types.  |
| Apply fundamental concepts of nomenclature, electronic structure, chemical bonding, stoichiometry, phases, and thermochemistry to a variety of chemical reactions listed in the course content outline.  |
| Solve nomenclature, electronic structure, chemical bonding, stoichiometry, phase composition and property, and thermochemistry problems of single and multicomponent chemical systems.   |
| Carry out a variety of general chemistry laboratory operations, including modern instrumentation while applying appropriate judgment and safe work habits in the use and study of chemical compounds. [Note: Failure to maintain safe work habits will result in being dropped from the course.] |
| Record laboratory observations in an organized format and write laboratory reports describing and interpreting the results obtained in the laboratory.   |

### COURSE CONTENT (LEC):

- |   |
|---|
| Atoms, molecules and elements                 |
| Chemical Reactions and Stoichiometry          |
| Gases   |
| Thermochemistry                               |
| Quantum theory and electronic structure       |
| Ionic and covalent bonding and Lewis formulas |



Molecular bonding and shapes, including some organic chemistry
Condensed phases
Solutions
Chemical equilibrium and acids and bases

**COURSE CONTENT (LAB):**

Laboratory Safety and Equipment
Scientific Measurements including accuracy and precision determination
Mass and Volume Relationships
Reactions of Household Chemicals: Deductive Chemical Reasoning
Cycle of Copper Reactions
The Chemistry of Oxygen: Basic and Acidic Oxides and the Periodic Table and Synthesis of Alum from Aluminum (optional)
Reaction of Iodine with Zinc: A Chemical Formula Determination
Reaction of Calcium with Water: Chemical Formulation Determination by Titration
Molar Volume Determination
Molar Mass of a Gas
Enthalpy Changes in Chemical Reactions: Hess's Law
Enthalpy of Combustion of Vegetable Oil
Conductivity of Ionic and Covalent Compounds
Emission Spectrum of Hydrogen and Electronic Structure of Atoms
Atomic Absorption Spectroscopy and Determination of Metal Ion Concentrations
Models of Molecular Shapes: VSEPR Theory and Orbital Hybridization
Intermolecular Forces: Making and Killing Slime
Enthalpy of Vaporization and Fusion of Water
Colligative Properties: Molar Mass of a Soluble Substance by Freezing Point Depression
Solution Preparations and Vinegar Titration
Superhydrophobicity and the effect of copper compounds- a nanoscience experiment

**METHODS OF INSTRUCTION:**

Lectures and demonstrations
Classroom discussion and problem solving workshop sessions
Laboratory and web-based exercises and electronic homework
Other comments: The above methods are meant as guidance rather than requirements. Students are encouraged to work on their own and in study groups to solve exercises from the text. To aid in preparation for exams and quizzes, examples from previous years are occasionally made available. Answer keys are posted after exams and quizzes. Students are encouraged to keep track of problems that give particular difficulty, and to bring their questions up in class or in office hours.

**INSTRUCTIONAL MATERIALS****LectureText Title:****Author:****Publisher:****Edition/Date:**

Chemistry

Zumdahl and Zumdahl

Brooks /Cole Cengage Learning

Ninth Edition, 2013

**NOTES:** To be UC transferable, the text must be dated within the last 5 years OR a statement of justification for a text beyond the last 5 years must be included.

There are numerous other, equivalent general chemistry textbooks and electronic books which could be used for Chemistry 120/121. A *partial* list of choices would include:

Kotz et al, Chemistry and Chemical Reactivity, Thompson.  
 Silberberg, Chemistry, McGraw Hill.  
 Averill and Eldredge, Chemistry, Pearson.  
 Ebbing et al, Essentials of Chemistry, Houghton/Mifflin.

<b>Lab Text Title:</b>	Chemistry in the Laboratory
<b>Author:</b>	Postma, Roberts and Hollenberg
<b>Publisher:</b>	Freeman
<b>Edition/Date:</b>	Eighth Edition, 2010

**Other Materials:** Calculator  
 Laboratory notebook  
 Safety goggles  
 "Preparing for Your ACS Examination in General Chemistry- The Official Guide", Eubanks and Eubanks, Editors, ACS Examinations Institute, 1998  
 On-Line Web Learning (OWL) subscription

**COURSE EXPECTATIONS** (Use applicable expectations)

Outside of Class Weekly Assignments	Hours per week
Weekly Reading Assignments	3
Weekly Writing Assignments	1
Weekly Problems	5
Lab or Software Application Assignments	1
Other Performance Assignments	

**STUDENT EVALUATION: (Show approximate percentage breakdown for evaluation instruments)**

30	%	Quizzes and/or homework
30	%	Midterm exams
20	%	Laboratory work, via notebook and reports
20	%	Final exam including American Chemical Society standardized exam

**GRADING POLICY (Choose LG, CR/NC, or SC)**

**Letter Grade**  
 90% - 100% = A  
 80% - 89% = B  
 70% - 79% = C  
 60% - 69% = D  
 Below 60% = F

**Pass / No Pass**  
 70% and above = Pass  
 Below 70% = No Pass

**Student Choice**  
 90% - 100% = A  
 80% - 89% = B  
 70% - 79% = C  
 60% - 69% = D  
 Below 60% = F  
*or*  
 70% and above = Pass  
 Below 70% = No Pass

Prepared by:   
 Date:

## Contra Costa College Course Outline

Department & Number	BIOSC 134
Course Title	Human Physiology
Prerequisite	BIOSC 110 or CHEM 119 AND BIOSC 106
Co-requisite	none
Prerequisite or concurrently	Only pre-requisites
Challenge Policy	Test out for BIOSC 106 only
Advisory	none

Number of Weeks	18
Lecture Hours	3
Lab Hours	3
Hours By Arrangement	0
Activity Hours	0
Units	4

### COURSE/CATALOG DESCRIPTION

This course is about the function of the human body and covers all major body systems and the two main integrative systems, the nervous and endocrine systems in detail. Course material progresses from a cellular and molecular level to an organism level and regulation and integration of functions is emphasized. This is because several mechanisms within the body work in similar fashions and understanding them on a molecular level enables students to comprehend how several functions in different systems occur in the body. For example, study of binding characteristics and receptors can be applied to gated membrane transport channels, receptors for hormones, muscle contraction, action of calcium within cells, activation of second messenger systems and many others. Integration and interrelation of functions and some pathologies are also covered. Minimal anatomy is covered, mainly as it is needed to understand the function of the heart, the lungs and pleural membranes and the digestive system. Several clinical correlations are also given throughout the course.

### COURSE OBJECTIVE

At the completion of the course the student will be able to:

- 1) correlate the functions and abundance of cell organelles to the function of the cell;
- 2) understand and discuss basic steps of transcription and translation in protein synthesis;
- 3) compare and contrast the levels of protein structure with protein functions in the body;
- 4) understand and analyze reactions of ligands with protein binding sites;
- 5) compare and contrast general functions of different proteins and domains;
- 6) understand and apply the terms hypotonic, isotonic and hypertonic to solutions in relationship to body fluids;
- 7) calculate molarity and osmolarity values for solutions commonly used intravenously;
- 8) be able to compare isoosmotic solutions in contrast to isotonic solutions;
- 9) learn to use computer based digital oscilloscopes, computer based transducers and analytical software, EKG machines, Doppler for blood flow/pulse, spectrophotometers, pH meters, sphygmomanometers, respirometers, microscopes, and urinometers;
- 10) explain nerve and muscle resting potentials and action potentials on an ionic basis utilizing the methods of cellular transport involved;
- 11) explain graded potentials and relate them to temporal and spatial summation;
- 12) analyze nerve conduction and muscle contraction from laboratory results;
- 13) discuss the basis of contraction in all three muscle types on a molecular level;
- 14) compare and contrast the electrical events leading to contraction and relaxation in muscle;
- 15) understand the basic anatomy of the heart and relate it to specific functions such as the actions of papillary muscles and chordae tendinae and the opening and closing of heart valves;
- 16) analyze and correlate phases of cardiac cycle to events in the heart/circulation including an EKG;
- 17) analyze a normal EKG and selected abnormal EKG's;
- 18) perform blood pressure measurements (sphygmomanometer and stethoscope) and discuss these and pulse as related to the cardiovascular health of an individual;
- 19) obtain and analyze pulses from several arteries including the dorsalis pedis;
- 20) listen to heart sounds and relate them to the cardiac cycle;
- 21) understand and discuss the various functions of different blood vessels in health and disease as

- related to peripheral resistance of flow and to the Frank-Starling Law of the Heart;
- 22) apply normal morphology/physiology of blood vessels to selected pathologies;
  - 23) calculate, analyze and predict absorption/filtration processes of bulk flow in different organs and different health states;
  - 24) recognize (microscopically) and discuss functions of blood formed elements;
  - 25) study and differentiate immune cell types and functions with cellular and humoral immune responses and relate these to various diseases including AIDS;
  - 26) diagram a humoral immune activation and response;
  - 27) apply Boyle's law and Pouisselle's equation to respiration and to blood flow respectively;
  - 28) understand and discuss autonomic versus somatic motor responses to stimuli and the neurotransmitters involved;
  - 29) measure and relate respiratory volumes, breathing sounds, CO<sub>2</sub> levels and buffer action to respiratory and systemic health;
  - 30) correlate blood CO<sub>2</sub> and blood pH to including respiratory acidosis and alkalosis;
  - 31) correlate respiratory and circulatory and cardiac changes in exercise to overall health;
  - 32) discuss positive and negative feedback as related to homeostasis and reflexes;
  - 33) diagram particular reflexes including knee jerk reflex, and the glucostat;
  - 34) describe the basic anatomy of the respiratory system and the digestive system;
  - 35) discuss the main digestive organs and their functions in the ingestion, digestion and absorption phases of the digestive process;
  - 36) correlate some of the neural and endocrine controls of digestion ;
  - 37) analyze enzyme binding of substrate and overall activity in digestion;
  - 38) discuss bile components, bile production and function and recirculation of bile salts;
  - 39) analyze bicarbonate and hydrochloric acid production in the digestive system in relation to plasma pH and metabolic alkalosis and acidosis in health and disease;
  - 40) discuss the main parts of a nephron, their functions and the major hormonal controls of reabsorption in the kidneys;
  - 41) relate H<sup>+</sup> regulation and bicarbonate/phosphate/ammonia buffering in the urine to metabolic alkalosis and acidosis;
  - 42) read, analyze and present scientific data gleaned from scientific periodicals in written and oral form;
  - 43) integrate various functions in the body with each other and with particular pathologies

**COURSE CONTENT: (In detail; attach additional information as needed and include percentage breakdown)**

6%	Cytology, Cellular Respiration and ATP Production and Protein Synthesis
7%	Protein Structure and Function
6%	Membrane Transport/Resting Membrane Potential
10%	Nerve Conduction - graded potentials, action potentials, recruitment, temporal and spatial summation, neurotransmitters
9%	Muscle contraction mechanism (molecular level) and types of muscle
7%	Cardiac cycle, Heart anatomy and circulation, blood vessels and components
2%	Smooth muscle – single and multiple unit
7%	Tissue Fluid/Plasma exchange - Oncotic and Hydrostatic Pressures
6%	Immunology
4%	Autonomic Nervous System
4%	Reflexes, regulation and feedback systems including nervous, endocrine and neuroendocrine
4%	Endocrine system
7%	Respiration
8%	Digestion and Absorption
6%	Renal physiology
7%	Acid/base balances - relation of respiratory, digestive and urinary functions

**METHODS OF INSTRUCTION**

Lecture and individual laboratory instruction, discussion and tutorial sessions, small group activities and cooperative learning, demonstration and active involvement and interaction in all modes with students. Discovery laboratory exercises, writing assignments including a term paper involving research and reading of scientific journal articles and an oral presentation of the term paper subject. Laboratory write-ups/critical thinking problems, and math word problems/math worksheets are also used.

**INSTRUCTIONAL MATERIALS**

<b>Textbook Title:</b>	Principles of Human Physiology
<b>Author:</b>	Stanfield and Germann
<b>Publisher:</b>	Benjamin Cummings
<b>Edition/Date:</b>	3 <sup>rd</sup> edition, 2008
<b>Lab Manual:</b>	Human Physiology Laboratory Manual
<b>Author:</b>	Debra J. Barnes, Ph.D., revised 2007

**COURSE EXPECTATIONS (Use applicable expectations)**

<b>Outside of Class Weekly Assignments</b>	<b>Hours per week</b>
Weekly Reading Assignments	4- 8
Weekly Writing Assignments	2-5
Weekly Math Problems	2- 3
Lab or Software Application Assignments	Variable – for some labs, 3 hours/week
Other Performance Assignments	Term paper: 20 – 30 hours of work; Oral presentation – 2 hours of preparation, 10-15 minutes presentation; take home portions of exam or take home exam – total of 25 to 40 hours

**STUDENT EVALUATION: (Show percentage breakdown for evaluation instruments)**

29 - 31%	Problems of the week/Laboratory write-up assignments
22 - 27%	Midterm examinations and Quizzes
16- 18%	Term paper and oral presentation
27- 30%	Final exams (one practical and one lecture final)

**GRADING POLICY (Choose LG, CR/NC, or SC)**

**Letter Grade**  
 90% - 100% = A  
 80% - 89% = B  
 70% - 79% = C  
 60% - 69% = D  
 Below 60% = F

**Credit / No Credit**  
 70% and above = Credit  
 Below 70% = No Credit

**Student Choice**  
 90% - 100% = A  
 80% - 89% = B  
 70% - 79% = C  
 60% - 69% = D  
 Below 60% = F  
 or  
 70% and above = Credit  
 Below 70% = No Credit

**Prepared by:** Debra J. Barnes, Ph.D.

**Content Review Date:** S09



## Contra Costa College Course Outline

<b>Department &amp; Number</b>	Biological Sciences 132
<b>Course Title</b>	Human Anatomy
<b>Prerequisite</b>	none
<b>Co-requisite</b>	none
<b>Prerequisite or concurrently</b>	none
<b>Challenge Policy</b>	No challenge is possible
<b>Advisory</b>	none

<b>Number of Weeks</b>	18
<b>Lecture Hours</b>	3
<b>Lab Hours</b>	3
<b>Hours By Arrangement</b>	0
<b>Activity Hours</b>	0
<b>Units</b>	4

### COURSE/CATALOG DESCRIPTION

This course covers the structure or morphology of the human body, including basic cytology, histology, and all major organs and organ systems. In addition, the two main integrative systems of the body, the nervous and endocrine systems are also covered, with a greater emphasis on neuroanatomy than on endocrinology. The course is taught both systemically and regionally, with developmental anatomy added when applicable. The muscles, bones, nerves and circulation of the limbs and back are approached regionally so as to better integrate all structures for student comprehension and retention. Organs, organ systems and neuroanatomy are taught from a systemic perspective. Course material progresses from a cellular and tissue level to an organ and organ system level. As each region or organ system is completed, its relationship to other organ systems and the whole organism is stressed. Specific functions especially as they are related intimately to structure are also studied. For example, the presentation of the heart and of the Central Nervous System include information on function. Finally, clinical correlations are given throughout the course as this course is primarily taken by pre-health professionals.

### COURSE OBJECTIVE

At the completion of the course the student will be able to:

1. describe and use anatomical terminology of position, direction, movement and planes;
2. identify and discuss cell organelles and their relationship to cellular, tissue and organ functions;
3. list the four basic tissues in the body and give the distinguishing characteristics and basic locations of each one;
4. identify microscopically, describe and classify the main types of lining epithelia;
5. identify microscopically, describe and classify the main types of connective tissue proper and connective tissue specializations of cartilage and bone;
6. discuss the processes of intramembranous and endochondral ossification;
7. distinguish the three types of muscle from one another based on histology, location, innervation and function;
8. identify and distinguish the axial skeleton and its bones from the appendicular skeleton;
9. identify and distinguish the bones and major bony landmarks of the axial skeleton and relate them to muscle and other soft tissue attachments;
10. distinguish normal and abnormal curvatures of the vertebral column and how they formed;
11. identify vertebrae from all three movable regions of the vertebral column and from the two fixed regions and distinguish C1, C2 and L5 as atypical;
12. identify the bones and distinguish the side (left or right) and major bony landmarks of the upper extremity and relate them to muscle origins and insertions;
13. become familiar with human cadavers and be able to use them to locate various muscles, organs, blood vessels and nerves;
14. know and be able to identify the major muscles of the arm and forearm including their origins, insertions, actions, fascial compartments and innervations;
15. identify the bones and distinguish the side (left or right) and major bony landmarks of the lower extremity and relate them to muscle origins and insertions;
16. know and be able to identify the major muscles of the gluteal region, thigh and leg and including their origins, insertions, actions, fascial compartments and innervations;

17. identify distinguishing characteristics of fibrous, cartilagenous and synovial joints;
18. distinguish and classify the seven types of synovial joints by movements and location;
19. distinguish the main types of neurons from each other;
20. relate the modality of a neuron to its location and pathway in and to/from the spinal cord;
21. distinguish ventral and dorsal roots, spinal nerves and ventral and dorsal primary rami of the PNS in terms of location, areas of the body supplied and modalities carried;
22. apply the modalities of the neurons in the PNS to the proper root of a spinal nerve and apply the innervation location in the PNS to the proper ramus of a spinal nerve;
23. describe and discuss the Autonomic Nervous System (ANS) in terms of its anatomy and basic physiology;
24. map out the basic routes of the sympathetic (thoracolumbar) innervation of the head/neck and pelvic regions and to map out the basic route of the parasympathetic (craniosacral) innervation to the thorax and abdomen;
25. identify the major regions, structures and ventricles of the brain as related to the embryonic and fetal development of the brain and be able to discuss the major functions of each region;
26. know the three meningeal layers by name, location;
27. know the major bones of the facial and cranial parts of the skull and their major landmarks;
28. know the cranial fossae and foramina for the cranial nerves;
29. memorize and describe the main modalities, name, number and distributions of all twelve cranial nerves;
30. locate and identify the layers of the pericardial sac from superficial to deep;
31. locate and identify the main surface landmarks of the heart and the four chambers, valves and internal anatomy of the heart;
32. describe the function of the papillary muscles and the chordae tendinae to the cardiac cycle;
33. relate the anatomical structures of the heart, including the conduction system, to the functions of the heart during one cardiac cycle;
34. describe and identify the great vessels and their relationship to the heart and to the two major circulatory pathways, pulmonary and systemic;
35. define and distinguish arteries, capillaries and veins; know names of some major vessels ;
36. describe and be able to diagram the circulation for certain pathways including hepatic portal;
37. identify and describe one function of each of the formed elements of the blood;
38. identify and distinguish the main parts, functions, histology and some pathology of the respiratory passageways and alveoli;
39. distinguish the right and left lung from each other;
40. draw the respiratory membranes including type I and type II cells and the pulmonary capillaries and relate this to the exchange of oxygen and of carbon dioxide;
41. describe the pleural membranes and cavities and relate them to the pericardial and peritoneal membranes and cavities;
42. describe and identify the major parts and functions of the alimentary canal of the digestive system and realize where and how they intersect with those of the respiratory passageways;
43. describe and identify the basic histology of the alimentary canal naming each layer;
44. identify the major parts, functions and histology of the glands of the digestive system;
45. describe, define and diagram the hepatic portal system of circulation;
46. distinguish the small and large intestines from one another grossly and histologically and know their major parts including colic flexures and their significance;
47. distinguish and define a mesentery and an omentum;
48. identify the main organs of the urinary system and their locations, functions and histology;
49. define and diagram a nephron and a collecting duct and relate the different regions to their functions and their location within the kidney;
50. compare the female and male urethra in terms of anatomical and functional differences;
51. identify the major organs of the male and female reproductive systems.

**COURSE CONTENT: (In detail; attach additional information as needed and include percentage breakdown)**

Anatomical position, terms of direction and movement and planes  
 Basic cytology - lab and lecture  
 Basic histology - all four tissues and their specializations  
 Axial skeleton and Back muscles and innervation  
 Introduction to cadavers/basic dissection  
 Appendicular skeleton, arthrology and muscles of the upper extremity  
 Appendicular skeleton, arthrology and muscles of the lower extremity  
 Ventral trunk musculature  
 Peripheral nervous system-Spinal and Cranial Nerves  
 Skull and foramina  
 Central nervous system  
 Autonomic nervous system  
 Heart and great vessels  
 Circulation patterns and specific vessels  
 Lymphatic system - organs and vessels  
 Respiratory system  
 Digestive system  
 Urinary system  
 Reproductive system

**METHODS OF INSTRUCTION**

Lecture and individual laboratory instruction, discussion and tutorial sessions, small group activities and cooperative learning, demonstration and active involvement and interaction in all learning modes with students. Use of illustrations, models, microscope slides, cadavers and cadaver demonstrations, bones, specimens, diagrams and other hands-on materials in laboratories

**INSTRUCTIONAL MATERIALS**

<b>Textbook Title:</b>	Human Anatomy
<b>Author:</b>	Marieb and Mallatt, 5 <sup>th</sup> edition, 2008
<b>Publisher:</b>	Pearson/Benjamin Cummings
<b>Edition/Date:</b>	5th edition, 2008
<b>Lab Manual:</b>	Human Anatomy Laboratory Manual
<b>Author:</b>	Debra Barnes, revised 2001



**COURSE EXPECTATIONS** (Use applicable expectations)**Outside of Class Weekly Assignments****Hours per week**

Weekly Reading Assignments

4- 8

Weekly Writing Assignments

3 - 6

Weekly Math Problems

0

Lab or Software Application Assignments

variable

Other Performance Assignments : Worksheets (biweekly to weekly)

3- 6

**STUDENT EVALUATION: (Show percentage breakdown for evaluation instruments)**

25- 28.5%	Assignments/Worksheets/In Lab work
10 - 15%	Quizzes
28.5 - 36%	Midterms ( 2 sets, 2 exams each set, one practical and one lecture exam)
25 - 28.5%	Finals (2 exams - one practical and one lecture)

**GRADING POLICY (Choose LG, CR/NC, or SC)**

**Letter Grade**  
 90% - 100% = A  
 80% - 89% = B  
 70% - 79% = C  
 60% - 69% = D  
 Below 60% = F

**Credit / No Credit**  
 70% and above = Credit  
 Below 70% = No Credit

**Student Choice**  
 90% - 100% = A  
 80% - 89% = B  
 70% - 79% = C  
 60% - 69% = D  
 Below 60% = F  
*or*  
 70% and above = Credit  
 Below 70% = No Credit

Prepared by: Debra J. Barnes, Ph.D.

Content Review Date: S09

Revised 11/07

Minutes of May 28, 2014

Board Report No. 85-A - Proposed Revisions to Board Policy 5001, Designation of Authorized Signatures, (Second Reading). The revision of this policy is in accordance with the District's regular cycle of review and the Community College League of California's policy/procedure standards.

On motion of Mr. Nejedly, seconded by Ms. Gordon, with three aye votes by Mr. Márquez, Mr. Enholm and Mr. Rinn, (Student Trustee Advisory Vote – aye), the Governing Board unanimously approved the attached, proposed revisions to Board Policy 5001, Designation of Authorized Signatures, (Second Reading).

### DESIGNATION OF AUTHORIZED SIGNATURES

The Secretary and all Assistant Secretaries of the Governing Board are authorized to sign contracts, agreements, deeds, leases, and other legal documents ordered to be executed by the Governing Board or required by law.

The following officers are authorized to serve as Assistant Secretaries of the Governing Board and may use their facsimile signatures:

- |      |                                  |  |
|------|----------------------------------|--|
| 1.   | First Assistant Secretary        | Chancellor   |
| 2.   | Second Assistant Secretary       | Chief Administrative Services Officer                    |
| 3.   | Third Assistant Secretary        | Chief Education and Technology Officer                   |
| 4.5. | Fourth Fifth Assistant Secretary | Chief Human Resources Officer                            |
| 5.6. | Fifth Sixth Assistant Secretary  | Chief Financial Officer                                  |
| 6.4. | Sixth Fourth Assistant Secretary | Chief Facilities Planner                                 |
| 7.   | Seventh Assistant Secretary      | Director of Purchasing and Contracts Services            |
| 8.   | Eighth Assistant Secretary       | Manager of Accounting Chief Educational Services Officer |

The Board delegates to the Chancellor the authority to supervise the general business of the District. The Chancellor may delegate authority to another to sign documents on behalf of the District, including, but not limited to, all contracts (also titled as agreements, memorandums of understanding, leases, purchase orders) and warrants/checks.

No contract shall constitute an enforceable obligation against the District until it has been ratified or approved by the Governing Board.

Educational Code §35161, 81655

Minutes of May 28, 2014

**Board Report No. 85-B – Budget Transfers and Adjustments for the Period January 1, 2014, through March 31, 2014.** Pursuant to California Code of Regulations, Title 5, Section 58307, and Board Policy 5031, any budget transfers between major expenditure classifications or from reserves must be authorized by the Governing Board. Transfers may be made from the reserve for contingencies by written resolution approved by a two-thirds vote of the Governing Board. Additionally, the District's expenditures are limited to the amounts as approved by the Governing Board, i.e., the adopted budget, unless the budget is officially revised.

This activity reports the sources and uses of the various funds of the District. All budget transfers reflect either:

1. increases/decreases in expenditures that correspond to associated revenue increases/decreases; or
2. movement of equal budget amounts from one major expenditure classification to another; or
3. increases/decreases in expenditures or revenues that directly impact fund balance.

On motion of Mr. Enholm, seconded by Ms. Gordon, with three aye votes by Mr. Márquez, Mr. Nejedly and Mr. Rinn, (Student Trustee Advisory Vote – aye), the Governing Board unanimously approved the attached budget transfers and adjustments for the period January 1, 2014, through March 31, 2014,

**BUDGET TRANSFERS and ADJUSTMENTS**  
**FUND 11: GENERAL FUND - UNRESTRICTED**  
for Period Ended March 31, 2014

Description	Adopted Budget	12/31/2013 Revised Budget	03/31/2014 Revised Budget	Change
<b>Sources:</b>				
8100 Federal Revenues	-	2,345	2,345	-
8600 State Revenues	59,360,244	59,360,244	60,047,274	687,030
8800 Local Revenues	112,238,821	112,913,744	114,484,278	1,570,534
8900 Other Financing Sources	143,583	216,860	523,581	306,721
8990 Subfund Transfers & Allocations In	164,594,596	164,808,027	167,044,780	2,236,753
<b>Total Revenues and Other Sources</b>	<b>336,337,244</b>	<b>337,301,220</b>	<b>342,102,258</b>	<b>4,801,038</b>
<b>Uses:</b>				
1000 Academic Salaries	74,323,014	74,474,491	74,694,480	219,989
2000 Classified Salaries	30,818,171	30,996,175	30,992,455	(3,720)
3000 Benefits	42,915,071	42,906,263	42,078,509	(827,754)
4000 Supplies and Materials	4,095,595	4,112,843	4,090,568	(22,275)
5000 Other Operating Expenses and Services	16,569,889	17,284,514	17,694,362	409,848
6000 Capital Outlay	2,741,692	2,811,875	3,225,564	413,689
7300 Interfund transfers Out	1,321,788	1,321,890	1,522,580	200,690
7600 Other Student Payments	2,097	2,097	2,097	-
7800 Subfund Transfers & Allocations Out	164,594,596	164,808,027	167,044,780	2,236,753
<b>Total Expenditures and Other Outgo</b>	<b>337,381,913</b>	<b>338,718,175</b>	<b>341,345,395</b>	<b>2,627,220</b>
<b>Sources Over (Under) Uses and Other Outgo</b>	<b>(1,044,669)</b>	<b>(1,416,955)</b>	<b>756,863</b>	<b>2,173,818</b>
9000 Fund Balance at July 01, 2013	\$ 36,449,586	\$ 36,449,257	\$ 36,449,257	\$ -
<b>Fund Balance at March 31, 2014</b>	<b>\$ 35,404,917</b>	<b>\$ 35,032,302</b>	<b>\$ 37,206,120</b>	<b>\$ 2,173,818</b>

Explanation of Changes	Amount
<b>Record and allocate CCC fee based revenues to related expense account budgets per Bus. Proc. 3.03.</b>	
8800 Local Revenues	(45,504)
1000 Academic Salaries	(20,503)
3000 Benefits	(7,047)
4000 Supplies and Materials	(18,646)
6000 Capital Outlay	692
<b>Record and allocate DVC fee based revenues to related expense account budgets per Bus. Proc. 3.03.</b>	
8800 Local Revenues	(52,394)
8900 Other Financing Sources	270
4000 Supplies and Materials	(117,337)
5000 Other Operating Expenses	43,596
6000 Capital Outlay	1,378
7900 Reserves	20,239
<b>Record and allocate LMC fee based revenues to related expense account budgets per Bus. Proc. 3.03.</b>	
8800 Local Revenues	66,639
2000 Classified Salaries	911
4000 Supplies and Materials	65,713
5000 Other Operating Expenses	15

**BUDGET TRANSFERS and ADJUSTMENTS**  
**FUND 11: GENERAL FUND - UNRESTRICTED**  
for Period Ended March 31, 2014

<b>Realign DVC budgets to match actual or anticipated revenues and expenditures within/between departments.</b>		
1000	Academic Salaries	(1,244)
2000	Classified Salaries	31,042
4000	Supplies and Materials	(44,234)
5000	Other Operating Expenses	7,164
6000	Capital Outlay	7,272
<b>Realign LMC budgets to match actual or anticipated revenues and expenditures within/between departments.</b>		
1000	Academic Salaries	23,624
2000	Classified Salaries	(16,746)
3000	Benefits	(98)
4000	Supplies and Materials	76
5000	Other Operating Expenses	10,924
7900	Reserves	(17,780)
<b>Realign District Office budgets to match actual or anticipated revenues and expenditures within/between departments.</b>		
4000	Supplies and Materials	4,450
5000	Other Operating Expenses	(4,450)
<b>Budget CCC additional actual/projected revenues and related actual/projected expense and/or increase to reserves for future use.</b>		
8800	Local Revenues	85,277
1000	Academic Salaries	10,277
4000	Supplies and Materials	75,000
<b>Budget DVC additional actual/projected revenues and related actual/projected expense and/or increase to reserves for future use.</b>		
8800	Local Revenues	438,072
8892	Subfund Transfers In	373,628
1000	Academic Salaries	27,161
2000	Classified Salaries	7,753
4000	Supplies and Materials	7,753
5000	Other Operating Expenses	5,010
6000	Capital Outlay	390,395
7800	Subfund Transfers Out	373,628
<b>Budget LMC additional actual/projected revenues and related actual/projected expense and/or increase to reserves for future use.</b>		
8800	Local Revenues	7,341
1000	Academic Salaries	7,341
<b>Budget CCC additional actual/projected expenses.</b>		
1000	Academic Salaries	19,575
4000	Supplies and Materials	2,000
7900	Reserves	(21,575)
<b>Budget DVC additional actual/projected expenses.</b>		
1000	Academic Salaries	51,735
7900	Reserves	(51,735)
<b>Budget LMC additional actual/projected expenses.</b>		
1000	Academic Salaries	13,982
4000	Supplies and Materials	950
6000	Capital Outlay	13,952
7900	Reserves	(28,884)
<b>Budget District Office additional actual/projected expenses.</b>		
5000	Other Operating Expenses	86,589
7900	Reserves	(86,589)
<b>Transfer DVC revenues, expenses, and/or reserves between departments and/or funds.</b>		
8900	Other Financing Sources	306,451
1000	Academic Salaries	105,761
7300	Transfers Out	200,690

**BUDGET TRANSFERS and ADJUSTMENTS**  
**FUND 11: GENERAL FUND - UNRESTRICTED**  
for Period Ended March 31, 2014

**Transfer LMC revenues, expenses, and/or reserves between departments and/or funds.**

8992	Subfund Transfers In	1,000
4000	Supplies and Materials	(1,000)
5000	Other Operating Expenses	1,000
7800	Subfund Transfers Out	1,000

**Transfer District Office revenues, expenses, and/or reserves between departments and/or funds.**

8992	Subfund Transfers In	103,992
4000	Supplies and Materials	3,000
7800	Subfund Transfers Out	103,992
7900	Reserves	(3,000)

**True-up the budget for interim changes to estimated revenues and expenses**

8600	State Revenues	687,030
8800	Local Revenues	1,071,103
8992	Subfund Transfers In	1,758,133
1000	Academic Salaries	(17,720)
2000	Classified Salaries	(26,680)
3000	Benefits	(820,609)
5000	Other Operating Expenses	260,000
7800	Subfund Transfers Out	1,758,133
7900	Reserves	2,363,142

**BUDGET TRANSFERS and ADJUSTMENTS**  
**FUND 12: GENERAL FUND - RESTRICTED**  
for Period Ended March 31, 2014

Description	Adopted Budget	12/31/2013 Revised Budget	03/31/2014 Revised Budget	Change
<b>Sources:</b>				
8100 Federal Revenues	5,760,050	7,544,954	7,726,175	181,221
8600 State Revenues	10,488,047	13,293,200	14,714,854	1,421,654
8800 Local Revenues	3,430,495	4,089,325	4,141,109	51,784
<b>Total Revenues and Other Sources</b>	<b>19,678,592</b>	<b>24,927,479</b>	<b>26,582,138</b>	<b>1,654,659</b>
<b>Uses:</b>				
1000 Academic Salaries	2,940,390	4,278,398	4,522,153	243,755
2000 Classified Salaries	5,600,419	6,543,365	6,804,235	260,870
3000 Benefits	3,140,026	3,501,300	3,489,725	(11,575)
4000 Supplies and Materials	1,561,487	1,885,916	1,936,008	50,092
5000 Other Operating Expenses and Services	2,056,393	4,512,938	4,997,911	484,973
6000 Capital Outlay	745,228	1,111,611	1,122,927	11,316
7300 Interfund transfers Out	36,772	36,772	110,756	73,984
7500 Student Financial Aid	-	8,113	8,113	-
7600 Other Student Payments	562,078	1,606,183	1,694,108	87,925
7900 Reserves	3,528,328	1,935,412	2,388,731	453,319
<b>Total Expenditures and Other Outgo</b>	<b>20,171,121</b>	<b>25,420,008</b>	<b>27,074,667</b>	<b>1,654,659</b>
<b>Sources Over (Under) Uses and Other Outgo</b>	<b>(492,529)</b>	<b>(492,529)</b>	<b>(492,529)</b>	<b>-</b>
9000 Fund Balance at July 01, 2013	\$ 492,529	\$ 492,529	\$ 492,529	\$ -
<b>Fund Balance at March 31, 2014</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

Explanation of Changes	Amount
<b>Establish DVC budget(s) for program(s) not previously budgeted.</b>	
8600 State Revenues	905,446
8800 Local Revenues	9,600
1000 Academic Salaries	118,854
2000 Classified Salaries	16,860
3000 Benefits	(29,284)
4000 Supplies and Materials	49,073
5000 Other Operating Expenses	439,564
6000 Capital Outlay	31,300
7600 Other Student Payments	4,232
7900 Reserves	284,447
<b>Establish LMC budget(s) for program(s) not previously budgeted.</b>	
8100 Federal Revenues	100,309
8800 Local Revenues	75,000
1000 Academic Salaries	23,500
2000 Classified Salaries	71,405
3000 Benefits	14,041
4000 Supplies and Materials	6,000
5000 Other Operating Expenses	18,030
7600 Other Student Payments	42,333



**BUDGET TRANSFERS and ADJUSTMENTS**  
**FUND 12: GENERAL FUND - RESTRICTED**  
for Period Ended March 31, 2014

<b>Realign CCC budgets to match actual or anticipated revenues and expenditures within/between departments.</b>		
1000	Academic Salaries	(18,350)
2000	Classified Salaries	(10,000)
3000	Benefits	(4,400)
4000	Supplies and Materials	6,750
5000	Other Operating Expenses	(1,000)
6000	Capital Outlay	27,000
<b>Realign DVC budgets to match actual or anticipated revenues and expenditures within/between departments.</b>		
8600	State Revenues	(9,638)
1000	Academic Salaries	(5,019)
2000	Classified Salaries	24,396
3000	Benefits	4,757
4000	Supplies and Materials	(41,166)
5000	Other Operating Expenses	(19,606)
6000	Capital Outlay	27,000
<b>Realign LMC budgets to match actual or anticipated revenues and expenditures within/between departments.</b>		
2000	Classified Salaries	3,658
3000	Benefits	703
4000	Supplies and Materials	636
5000	Other Operating Expenses	1,942
7900	Reserves	(6,939)
<b>Budget CCC additional actual/projected revenues and related actual/projected expense and/or increase to reserves for future use.</b>		
8100	Federal Revenues	80,912
8600	State Revenues	389,732
8800	Local Revenues	1,500
1000	Academic Salaries	83,092
2000	Classified Salaries	140,179
3000	Benefits	14,776
4000	Supplies and Materials	27,299
5000	Other Operating Expenses	28,649
7600	Other Student Payments	2,338
7900	Reserves	175,811
<b>Budget DVC additional actual/projected revenues and related actual/projected expense and/or increase to reserves for future use.</b>		
8600	State Revenues	60
5000	Other Operating Expenses	60
<b>Budget LMC additional actual/projected revenues and related actual/projected expense and/or increase to reserves for future use.</b>		
8600	State Revenues	116,972
8800	Local Revenues	1,500
1000	Academic Salaries	63,578
2000	Classified Salaries	14,372
4000	Supplies and Materials	1,500
7600	Other Student Payments	39,022
<b>Budget reduction in CCC projected revenues and related actual/projected expense and/or decrease to reserve.</b>		
8800	Local Revenues	(35,816)
1000	Academic Salaries	(23,435)
3000	Benefits	(12,381)
<b>Budget reduction in District Office projected revenues and related actual/projected expense and/or decrease to reserve.</b>		
8600	State Revenues	19,082
1000	Academic Salaries	1,535
3000	Benefits	213
5000	Other Operating Expenses	17,334
<b>Transfer LMC revenues, expenses, and/or reserves between departments and/or funds.</b>		
6000	Capital Outlay	(73,984)
7300	Transfers Out	73,984

**BUDGET TRANSFERS and ADJUSTMENTS**  
**FUND 29: DEBT SERVICE FUND (Load Banking & Vacation Accrual)**  
 for Period Ended March 31, 2014

Description	Adopted Budget	12/31/2013 Revised Budget	03/31/2014 Revised Budget	Change
<b>Sources:</b>				
8800 Local Revenues	13,915	13,915	13,915	-
8900 Other Financing Sources	-	-	200,690	200,690
<b>Total Revenues and Other Sources</b>	<b>13,915</b>	<b>13,915</b>	<b>214,605</b>	<b>200,690</b>
<b>Uses:</b>				
7300 Interfund transfers Out	-	-	306,451	306,451
<b>Total Expenditures and Other Outgo</b>	<b>-</b>	<b>-</b>	<b>306,451</b>	<b>306,451</b>
<b>Sources Over (Under) Uses and Other Outgo</b>	<b>13,915</b>	<b>13,915</b>	<b>(91,846)</b>	<b>(105,761)</b>
9000 Fund Balance at July 01, 2013	\$ 4,471,099	\$ 4,471,099	\$ 4,471,099	\$ -
<b>Fund Balance at March 31, 2014</b>	<b>\$ 4,485,014</b>	<b>\$ 4,485,014</b>	<b>\$ 4,379,253</b>	<b>\$ (105,761)</b>

Explanation of Changes	Amount
<b>Transfer DVC revenues, expenses, and/or reserves between departments and/or funds.</b>	
8900 Other Financing Sources	200,690
7300 Transfers Out	306,451
7900 Reserves	(105,761)

**BUDGET TRANSFERS and ADJUSTMENTS**  
**FUND 41: CAPITAL PROJECTS FUND (other than bond financed)**  
for Period Ended March 31, 2014

Description	Adopted Budget	12/31/2013 Revised Budget	03/31/2014 Revised Budget	Change
<b>Sources:</b>				
8600 State Revenues	-	357,973	1,337,317	979,344
8800 Local Revenues	-	-	258,835	258,835
8900 Other Financing Sources	36,772	36,772	220,157	183,385
8990 Subfund Transfers & Allocations In	100,000	113,952	113,952	-
<b>Total Revenues and Other Sources</b>	<b>136,772</b>	<b>508,697</b>	<b>1,930,261</b>	<b>1,421,564</b>
<b>Uses:</b>				
5000 Other Operating Expenses and Services	601,398	648,951	648,951	-
6000 Capital Outlay	637,354	640,173	823,558	183,385
7800 Subfund Transfers & Allocations Out	100,000	113,952	113,952	-
<b>Total Expenditures and Other Outgo</b>	<b>1,338,752</b>	<b>1,403,076</b>	<b>1,586,461</b>	<b>183,385</b>
<b>Sources Over (Under) Uses and Other Outgo</b>	<b>(1,201,980)</b>	<b>(894,379)</b>	<b>343,800</b>	<b>1,238,179</b>
9000 Fund Balance at July 01, 2013	\$ 12,761,903	\$ 12,761,903	\$ 12,761,903	\$ -
<b>Fund Balance at March 31, 2014</b>	<b>\$ 11,559,923</b>	<b>\$ 11,867,524</b>	<b>\$ 13,105,703</b>	<b>\$ 1,238,179</b>

Explanation of Changes	Amount
<b>Allocate 2013-14 RDA budget to the campuses.</b>	
8800 Local Revenues	258,835
7900 Reserves	258,835
<b>Allocate Prop 39 budget to the campuses and the District Office.</b>	
8600 State Revenues	979,344
7900 Reserves	979,344
<b>Budget LMC Journalism Renovation Project.</b>	
8900 Other Financing Sources	109,401
6000 Capital Outlay	109,401
<b>Budget Brentwood Science Lab Project.</b>	
8900 Other Financing Sources	73,984
6000 Capital Outlay	73,984

**BUDGET TRANSFERS and ADJUSTMENTS**  
**FUND 42: 2002 BOND CONSTRUCTION FUND**  
 for Period Ended March 31, 2014

Description	Adopted Budget	12/31/2013 Revised Budget	03/31/2014 Revised Budget	Change
<b>Sources:</b>				
8800 Local Revenues	-	852	2,840	1,988
<b>Total Revenues and Other Sources</b>	<b>-</b>	<b>852</b>	<b>2,840</b>	<b>1,988</b>
<b>Uses:</b>				
5000 Other Operating Expenses and Services	39,908	40,760	50,622	9,862
6000 Capital Outlay	1,420,142	1,420,142	1,412,268	(7,874)
<b>Total Expenditures and Other Outgo</b>	<b>1,460,050</b>	<b>1,460,902</b>	<b>1,462,890</b>	<b>1,988</b>
<b>Sources Over (Under) Uses and Other Outgo</b>	<b>(1,460,050)</b>	<b>(1,460,050)</b>	<b>(1,460,050)</b>	<b>-</b>
9000 Fund Balance at July 01, 2013	\$ 1,504,681	\$ 1,478,912	\$ 1,478,912	\$ -
<b>Fund Balance at March 31, 2014</b>	<b>\$ 44,631</b>	<b>\$ 18,862</b>	<b>\$ 18,862</b>	<b>\$ -</b>

Explanation of Changes	Amount
<b>Realign CCC budgets to match actual or anticipated revenues and expenditures within/between departments.</b>	
5000 Other Operating Expenses	7,874
6000 Capital Outlay	(7,874)
<b>Budget District Office additional actual/projected revenues and related actual/projected expense and/or increase to reserves for futu</b>	
8800 Local Revenues	1,988
5000 Other Operating Expenses	1,988

**BUDGET TRANSFERS and ADJUSTMENTS**  
**FUND 61: SELF INSURANCE FUND**  
 for Period Ended March 31, 2014

Description	Adopted Budget	12/31/2013 Revised Budget	03/31/2014 Revised Budget	Change
<b>Sources:</b>				
8800 Local Revenues	798	798	798	-
8900 Other Financing Sources	100,000	100,000	100,000	-
<b>Total Revenues and Other Sources</b>	<b>100,798</b>	<b>100,798</b>	<b>100,798</b>	<b>-</b>
<b>Uses:</b>				
5000 Other Operating Expenses and Services	-	-	(109,401)	(109,401)
7300 Interfund transfers Out	-	-	109,401	109,401
<b>Total Expenditures and Other Outgo</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Sources Over (Under) Uses and Other Outgo</b>	<b>100,798</b>	<b>100,798</b>	<b>100,798</b>	<b>-</b>
9000 <b>Fund Balance at July 01, 2013</b>	\$ 515,641	\$ 515,641	\$ 515,641	\$ -
<b>Fund Balance at March 31, 2014</b>	<b>\$ 616,439</b>	<b>\$ 616,439</b>	<b>\$ 616,439</b>	<b>\$ -</b>

Explanation of Changes	Amount
<b>To provide budget for LMC Journalism Renovation Project</b>	
5000 Other Operating Expenses	(109,401)
7300 Transfers Out	109,401

Minutes of May 28, 2014

**Board Report No. 85-C** – Receipt of Quarterly Financial Status Report, Community College Fiscal Services (CCFS)-311Q, for the Quarter Ended March 31, 2014. California Code of Regulations, Title 5, Section 58310, requires the District's Governing Board to review at a regularly scheduled meeting, the accompanying CCFS-311Q, for the quarter ended March 31, 2014. Education Code Section 84040 provides that the Board of Governors periodically assess the financial condition of the Contra Costa Community College District. This assessment reviews the unrestricted portion of the general fund and includes a four-year comparison of revenues and expenditures, cash balances, full-time equivalent students and current year budget-to-actual amounts.

On motion of Mr. Enholm, seconded by Mr. Rinn, with three aye votes by Mr. Márquez, Mr. Nejedly and Ms. Gordon, (Student Trustee Advisory Vote – aye), the Governing Board unanimously approved, reviewed and received the attached Quarterly Financial Status Report, CCFS-311Q, for the quarter ended March 31, 2014.



CALIFORNIA COMMUNITY COLLEGES  
CHANCELLOR'S OFFICE

Quarterly Financial Status Report, CCFS-31 IQ  
VIEW QUARTERLY DATA

CHANGE THE PERIOD

Fiscal Year: 2013-2014

District: (310) CONTRA COSTA

Quarter Ended: (Q3) Mar 31, 2014

Line	Description	As of June 30 for the fiscal year specified			
		Actual 2010-11	Actual 2011-12	Actual 2012-13	Projected 2013-2014

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

A.	<b>Revenues:</b>				
A.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	170,208,216	156,460,655	162,770,923	174,533,897
A.2	Other Financing Sources (Object 8900)	1,307,603	1,203,993	763,313	523,581
A.3	<b>Total Unrestricted Revenue (A.1 + A.2)</b>	<b>171,515,819</b>	<b>157,664,648</b>	<b>163,534,236</b>	<b>175,057,478</b>
B.	<b>Expenditures:</b>				
B.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	160,763,553	154,536,697	158,096,270	172,775,938
B.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	1,483,881	4,566,611	6,595,166	1,524,677
B.3	<b>Total Unrestricted Expenditures (B.1 + B.2)</b>	<b>162,247,434</b>	<b>159,103,308</b>	<b>164,691,436</b>	<b>174,300,615</b>
C.	<b>Revenues Over(Under) Expenditures (A.3 - B.3)</b>	<b>9,268,385</b>	<b>-1,438,660</b>	<b>-1,157,200</b>	<b>756,863</b>
D.	<b>Fund Balance, Beginning</b>	<b>28,556,886</b>	<b>37,825,271</b>	<b>36,386,611</b>	<b>36,449,257</b>
D.1	Prior Year Adjustments + (-)	0	0	1,219,845	0
D.2	<b>Adjusted Fund Balance, Beginning (D + D.1)</b>	<b>28,556,886</b>	<b>37,825,271</b>	<b>37,606,456</b>	<b>36,449,257</b>
E.	<b>Fund Balance, Ending (C. + D.2)</b>	<b>37,825,271</b>	<b>36,386,611</b>	<b>36,449,256</b>	<b>37,206,120</b>
F.1	Percentage of GF Fund Balance to GF Expenditures (E. / B.3)	23.3%	22.9%	22.1%	21.3%

**II. Annualized Attendance FTES:**

G.1	Annualized FTES (excluding apprentice and non-resident)	30,553	28,181	27,166	28,367
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**III. Total General Fund Cash Balance (Unrestricted and Restricted)**

		As of the specified quarter ended for each fiscal year			
		2010-11	2011-12	2012-13	2013-2014
H.1	Cash, excluding borrowed funds		17,978,317	5,988,321	19,861,059
H.2	Cash, borrowed funds only		0	0	0
H.3	Total Cash (H.1+ H.2)	19,701,790	17,978,317	5,988,321	19,861,059

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

Line	Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to-Date Actuals (Col. 3)	Percentage (Col. 3/Col. 2)
I.	<b>Revenues:</b>				
I.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	171,599,065	174,533,897	115,183,398	66%
I.2	Other Financing Sources (Object 8900)	143,583	523,581	385,923	73.7%
I.3	<b>Total Unrestricted Revenue (I.1 + I.2)</b>	<b>171,742,648</b>	<b>175,057,478</b>	<b>115,569,321</b>	<b>66%</b>
J.	<b>Expenditures:</b>				
J.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	171,463,432	172,775,938	119,184,680	69%
J.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	1,323,885	1,524,677	1,414,794	92.8%
J.3	<b>Total Unrestricted Expenditures (J.1 + J.2)</b>	<b>172,787,317</b>	<b>174,300,615</b>	<b>120,599,474</b>	<b>69.2%</b>
K.	<b>Revenues Over(Under) Expenditures (I.3 - J.3)</b>	<b>-1,044,669</b>	<b>756,863</b>	<b>-5,030,153</b>	
L	Adjusted Fund Balance, Beginning	36,449,586	36,449,257	36,449,257	
L.1	<b>Fund Balance, Ending (C. + L.2)</b>	<b>35,404,917</b>	<b>37,206,120</b>	<b>31,419,104</b>	
M	Percentage of GF Fund Balance to GF Expenditures (L.1 / J.3)	20.5%	21.3%		



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

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

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

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

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

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

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

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

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

Minutes of May 28, 2014

Board Report No. 85-D – 2013-14 Spending Plan for Proposition 30, The Schools and Local Public Safety Protection Act of 2012. Proposition 30, The Schools and Local Public Safety Protection Act of 2012 passed in November 2012. This proposition temporarily raises the sales and use tax by .25 cents for four years and raises the income tax rate for high income earners (\$250,000 for individuals and \$500,000 for couples) for seven years to provide continuing funding for local school districts and community colleges. The Education Protection Account (EPA) is created in the general fund to receive and disburse these temporary tax revenues.

Mr. Enholm questioned operating expenses and capital outlay funds. He asked how the amounts are determined and Associate Vice Chancellor, Chief Financial Officer Jonah Nicholas said instructional fees are isolated so that actual expenditures through March 2014 only are reflected. Mr. Enholm questioned whether the Board would receive a future report, and Mr. Nicholas said it would not, since it has to approve only an amount equal to or greater than the funds the District has already received.

Districts have sole authority to determine how the funds received from the EPA are spent, provided that the governing board makes these spending determinations in open session at a public meeting of the governing board. Each entity receiving funds must annually publish on its Internet web site an accounting of how much money was received from the EPA and how that money was spent. Additionally, the annual independent financial and compliance audit required of community colleges shall ascertain and verify whether the funds provided from the EPA have been properly disbursed and expended as required by law. Funding is from Proposition 30.

On motion of Mr. Nejedly, seconded by Ms. Gordon, with three aye votes by Mr. Márquez, Mr. Enholm and Mr. Rinn, (Student Trustee Advisory Vote – aye), the Governing Board unanimously approved, reviewed and received the attached 2013-14 spending plan for Proposition 30, The Schools and Local Public Safety Protection Act of 2012. The eligible expenses on the attached report are through April 2014.



Minutes of May 28, 2014

Board Report No. 86-A – Approval of Tentative Agreement with United Faculty for the 2014-15 Fiscal Year. The attached Tentative Agreement is the result of negotiations between the District and United Faculty on contract re-openers for the 2014-15 fiscal year. The parties have agreed to settle on language issues and reconvene on compensation and certain articles related to compensation in the fall. It is the intent of United Faculty to hold a ratification vote on the agreement on or before the end of the business day, May 27, 2014.

Executive Vice Chancellor, Administrative Services Eugene Huff said the Tentative Agreement was ratified with approximately 200 “yes” votes and three “no” votes. Funding is from existing allocations. There are no known additional costs as a result of the agreement.

On motion of Mr. Nejedly, seconded by Ms. Gordon, with three aye votes by Mr. Márquez, Mr. Enholm and Mr. Rinn, the Governing Board unanimously approved the attached Tentative Agreement with United Faculty for the 2014-15 Fiscal Year.

**Governing Board**

John E. Márquez, *President*  
 John T. Nejedly, *Vice President*  
 Vicki Gordon, *Secretary*  
 Greg Enholm  
 Matthew Rinn



**Chancellor**  
 Helen Benjamin, Ph.D.

**College Presidents**  
 Contra Costa College Denise Noldon, Ph.D.  
 Diablo Valley College Peter Garcia  
 Los Medanos College Bob Kratochvil

**EXECUTIVE VICE CHANCELLOR, ADMINISTRATIVE SERVICES – Gene Huff**

## 2014-15 Tentative Agreement Between Contra Costa Community College District and United Faculty

After a series of negotiating sessions considering 2014-15 re-openers, the Parties have agreed to changes in contract language as outlined below. The Parties will continue negotiations on compensation and the 2014-15 formula (Articles 20 and 21), and Articles 7 and 11.

**Load Task Force:** The Parties agree to make certain provisional changes to Article 7 (Load) and to form a task force to address a number of concerns related to load, assignments, Carnegie units and transfer credit. The changes to Article 7 and the work of the task force are outlined in the attachment. Formation of the task force in no way restricts the District from responding if needed to non-compliance findings as a result of audits, accreditation, etc.

**Student Add Period:** The Parties agree to clarify Article 7.5.4 as follows:

7.5.4 If class enrollment is within five (5) students of the class maximum after the first class meeting, only the instructor may add students to the class. The instructor must accept additional students up to the posted class maximum **through the add period**. This section shall not prohibit faculty from accepting students above the class maximum at their discretion.

**On-Line Office Hours:** The Parties agree to make permanent piloted on-line office hours with modifications as follows:

7.8.5.3 ~~Beginning in the fall 2011 semester,~~ **Any faculty member** may designate up to 1 hour of regular office hours as an "on-line office hour." The on-line office hour must be a regularly scheduled hour, posted along with on-campus office hours, during which the faculty member is available on-line (via Skype, WebCT/Blackboard, email, or other electronic means) **for synchronous communication** to consult with and respond to students. Each faculty member will turn in a schedule of office hours to be posted electronically prior to the beginning of each class. Part-time faculty members must have and use a District email address to designate an office hour (or half-hour) as on-line.

~~UF and the District reaffirm that office hours are important to student success and are part of full-time faculty obligation. The "on-line office hour" will be treated as a pilot program, and this provision will sunset on June 30, 2014, and automatically reopen for 2014-15.~~

**Part-time Faculty Sick Leave Donation:** The Parties agree to make permanent part-time sick leave donation as found in Article 12.7.15 by striking the language noted below:

12.7.15 Donation of Sick Leave: The District...

~~Part-time faculty may receive ... Sick-leave donation for part-time faculty is part of a pilot program that will sunset June 30, 2014, but will automatically reopen in negotiations for the 2014-15 academic year.~~

**Catastrophic Family Leave Pilot:** The Parties agree to modify the existing pilot Catastrophic Family Leave as follows:

**12.11.3 Through During the 2015-16 Academic years 2011-12, 2012-13, and 2013-14,** unit members may apply for up to 5 additional days of Catastrophic Family Leave, subject to the conditions and following the procedures outlined below in the 2010-11 Agreement, with approval contingent on funds in the identified account and, if needed, additional sources mutually agreed upon by the UF and the District. This provision will sunset at the end of the 2015-16 academic year unless extended by mutual agreement.

Funds for this plan will come from the existing UF Co-Pay account of \$50,000 annually. The plan will be administered by District Human Resources as outlined below.

- For the 2014-15 and 2015-16 fiscal years, District will move any remaining funds from the “UF Co-Pay” account from the prior corresponding year into a “UF Catastrophic Family Leave” account. (e.g. unused co-pay funds from 2013-14 will be moved to the 2014-15 family leave account)
- Faculty members who have exhausted their family leave options, including family leave and personal necessity leave, may apply for additional paid leave.
- Eligibility will be determined based on FMLA/CFRA standards.
- If approved, the college will be reimbursed the average “C” rate for replacing the approved faculty member.
- Reimbursement will be on a first-come, first-served basis, and approval will be contingent on available funds.
- Unused funds remaining in the “UF Catastrophic Family Leave” account at the end of the year will not roll over into the subsequent year.

**Part-time Faculty Evaluation:** The Parties agree to clarify cycles and timelines for part-time faculty evaluations as found in Appendix X1.1.3 of Article 17. The evaluation timelines only count in regular semesters (Spring and Fall) in which the part-time faculty member has an assignment. If a part-time faculty member has no assignment for three or more consecutive regular semesters, the timelines will start again from semester 1. The Parties agree to incorporate appropriate language in Appendix X and Article 25.

**STRS Reporting of Full-time Equivalent Hours for Part-time Faculty:** The Parties agree to memorialize the side letter defining full-time equivalent hours for part-time faculty for STRS reporting and to incorporate appropriate load adjustment factors by including the following new language:

**20.6.1 Full-time Equivalent Hours for Part-Time Faculty:** the District reports 525 hours as the full-time equivalent for instructional part-time faculty service, and 1050 hours as the full-time equivalent for non-instructional part-time faculty service.

Effective July 1, 2014, the District will report 594 hours as the full-time equivalent for instructional part-time faculty service, and 1050 hours as the full-time equivalent for non-instructional part-time faculty service.

In subsequent years, the full-time equivalent hours will be adjusted by the agreed-upon load adjustment factor as follows: lecture weekly hours (15) multiplied by paid weeks per academic year (36) multiplied by Load Adjustment Factor.

**Benefits Eligibility Audit:** The Parties agree that the District will contract with an outside firm to conduct an eligibility audit for faculty members who participate in District benefits during the 2014-15 fiscal year.

**Articles Remaining Open:** The Parties agree that Article 20 as it relates to the 2014-15 compensation formula, Article 21 as it relates to benefits premiums and the 2014-15 formula, Article 7, and Article 11 remain open for further 2014-15 negotiations.

**Duration:** The Parties agree to extend the Collective Bargaining Agreement, other than those Articles noted as remaining open for 2014-15 negotiations, until June 30, 2015.

**Ratification:** The District agrees that its Governing Board shall consider ratification of this agreement at the May 28, 2014, Governing Board Meeting. United Faculty agrees to hold a ratification vote and report the results to the District no later than 2:00 PM on May 27, 2014.

FOR THE DISTRICT:

\_\_\_\_\_  
Gene Huff, Executive Vice Chancellor

\_\_\_\_\_  
Date

FOR UNITED FACULTY:

\_\_\_\_\_  
Glenn Appell, President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Jeffrey Michels, Chief Negotiator

\_\_\_\_\_  
Date

## Load Task Force

The District and United Faculty jointly agree to commission a "Load Task Force" to:

- Ensure that all CCCC courses conform to current standards for Carnegie Units, Transfer Agreements and Accreditation;
- Ensure equity in instructional assignments, including issues related to class size and load value; and
- Maximize efficiency and faculty productivity ratios while maintaining the highest standards for instructional quality

The Load Task Force (LTF) will review and discuss instructional assignments, research and document workload parameters for each course taught, and make recommendations for improvements as described below.

The UF and CCCC agree that the initial stages of the LTF plan will be cost-neutral and that the LTF will seek to balance any recommendations requiring additional cost with recommendations that offset those costs with savings. Where proposals may change instructional costs, the UF and CCCC negotiating teams will review such recommendations during the normal course of collective bargaining.

### Part One:

As part of the 2014/2015 Collective Bargaining Agreement, the following provisional changes (in bold and strikeout) are made to Article 7.

**7.2 INSTRUCTIONAL FACULTY:** The following types of instructional assignments are agreed to constitute a full instructional load for a semester when conducted for the hours (or WSCH for independent study and work experience) specified (decimals are rounded):

**7.2.1 Lecture Course Assignment.** One wherein the instructor devotes his/her time in class to a presentation of subject matter and/or discussion, and/or problem solving. Time outside of class is devoted to preparation and to criticizing and evaluating assignments and examinations. An assignment of fifteen (15) in-class hours shall be considered a full instructional load. One hour of lecture course assignment equates to .067 load.

**7.2.2 English Composition Type Course Assignment.** A lecture course wherein an instructor is required to devote an extraordinary amount of time outside of class to criticizing and evaluating written assignments and examinations. An assignment of twelve (12) in-class hours shall be considered a full instructional load, provided that at least nine (9) hours are assigned to English Composition type courses. One hour English composition type assignment equates to .083 load.

**7.2.3 Laboratory Type Course Assignments.**

**The UF and CCCC agree to provisionally establish four levels of "laboratory" type course assignments, to reflect variations in how much preparation and grading time is involved with teaching different in lab settings. This article will automatically reopen in 2015/2016 so that the UF and CCCC may review these changes and consider additional modifications.**

**The LTF may decide to recommend fewer or more levels or other changes, which would need to be bargained as part of a future agreement. The UF and CCCC recognize that along with time spent by the instructor outside of class (preparing for class and evaluating or responding to student work), class size is also a factor in determining appropriate workload value for lab assignments.**



- 7.2.3.1 “Laboratory One” Type Course Assignment.** One wherein the instructor devotes his/her time in class to the presentation of subject matter and to the supervision of students who are working on laboratory experiments and/or exercises. Time outside of class comparable to 7.2.1 is devoted to preparation and to evaluating assignments, examinations and/or performances. An assignment of fifteen (15) in-class hours shall be considered a full instructional load. One hour of “Laboratory One” course assignment equates to .067 load.
- 7.2.3.2 “Laboratory Two” Type Course Assignment.** One wherein the instructor devotes the major portion of his or her time in class to the supervision of students who are working on laboratory experiments and/or exercises, practice or skill development. Time outside of class is devoted to preparation and to evaluating assignments, examinations and/or performances. An assignment of twenty (20) in-class hours shall be considered a full instructional load. One hour of “Laboratory Two” type course assignment equates to .050 load.
- 7.2.3.2.1** All courses and assignments classified as of June 30, 2014, as “Laboratory Type” assignments are reclassified under this agreement as “Laboratory Two” type assignments unless or until changes are agreed to following procedures outlined in 7.2.3.4 or following recommendations of the LTF as described in Part Two of this agreement.
- 7.2.3.3 “Laboratory Three” Type Course Assignment.** One wherein the instructor devotes a considerable portion of the course to lecturing and/or demonstrating skills and techniques and the balance of the time to the supervision of student performance and/or the administration of a variety of tests. An assignment of twenty-two (22) in-class hours shall be considered a full instructional load. One hour of “Laboratory Three” education type assignment equates to .045 load.
- 7.2.3.4 “Laboratory Four” Type Course Assignment.** One wherein the instructor devotes a considerable portion of the course working individually with students or in small groups, demonstrating skills and techniques and/or tutoring with effectively no preparation or outside time spent evaluating student work required. An assignment of thirty-five (35) in-class hours shall be considered a full instructional load. One hour “Laboratory Four” education type assignment equates to .029 load.
- 7.2.3.5** Laboratory loads may be modified by the department with the approval of the college president to provide cost/revenue neutral load reduction.
- 7.2.4 Physical Education Course Assignment.** Courses currently designated as “Physical Education” or “Activity” assignments will be reclassified as “Laboratory Three” assignments under 7.2.3.3 unless or until changes are agreed to following procedures outlined in 7.2.3.4 or following recommendations of the LTF as described in Part Two of this agreement.. ~~One wherein the instructor devotes a considerable portion of the course to lecturing and demonstrating skills and techniques and the balance of the time to the supervision of student performance and the administration of a variety of tests. An assignment of twenty-two (22) in-class hours shall be considered a full instructional load. One hour physical education type assignment equates to .045 load.~~
- ~~**7.2.5 Tutorial Course Type of Assignment.** An assignment of twenty (20) in-class hours shall be considered as a full instructional load. The five (5) required office hours do not need to be scheduled in the tutorial facility. One hour of tutorial course type assignment equates to .050 load. Courses currently designated as “Tutorial Course Type” assignments will be reclassified as “Laboratory Two” assignments under 7.2.3.2 unless or until changes are agreed to following procedures outlined in 7.2.3.4 or following recommendations of the LTF as described in Part Two of this agreement.~~
- 7.2.6 5 Work Experience Type Assignment.**

**Part Two:**

The LTF will consist of the Vice President of Instruction from each college and three additional management designees, the United Faculty President, Executive Director and three additional UF designees, and the Faculty Senate Coordinating Council President. The LTF will meet during the 2014-15 academic year.

During the 2014-15 academic year, members of the LTF or their designees will begin meeting individually with academic departments on each campus. The goals of the task force groups (TFGs) will be as follows:

- 1 Investigatory -- TFGs will attempt to document the current load factor (assignment type) and maximum class size for each course offered in the District. Similar courses at different colleges will be compared, as will current practice, published course schedules and college catalogs. TFGs will note the number of lecture hours, lab hours, combined lecture/lab hours, activity hours, etc., as well as published class maximums for every course.

Once all courses are documented, the LTF will identify any areas of intercampus and intracampus differences and research the history behind such differences.

The LTF and/or TFGs will discuss with each department possible changes or improvements taking into account all available data, including where possible productivity ratios, Carnegie unit alignment, facilities capacity, etc. in order to learn if changes to load factors or class sizes would improve outcomes or increase efficiencies. Factors under consideration will include preparation, assessment in class or lab as well as outside-of-class-or-lab time, safety and facility issues.

- 2 Advisory -- The LTF will make recommendations to departments, college administrations and to the negotiating teams, as appropriate. Where proposed changes are revenue neutral, departments will be able to request load adjustments according to Article 7.2.3.4 of the UF Contract with or without a recommendation from the LTF. Where proposed changes to load or class sizes result in savings or costs, the LTF will make recommendations to the negotiating teams, with the concurrence of affected departments, to be considered in collective bargaining for the 2015/2016 academic year, at which time the Load Task Force provision will sunset unless extended by mutual agreement. Recommendations of the LTF will require consensus and will be non-binding.

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**Board Report No. 86-B** – Classification Descriptions and/or Salary Schedules. Effective July 1, 2014, the California minimum wage is increasing to \$9.00 per hour. The identified salary schedules are being modified to bring those classifications paid less than \$9.00 per hour to the new legal minimum. No other changes are being made. The cost of the increases will be from allocated sources

On motion of Mr. Nejedly, seconded by Ms. Gordon, with three aye votes by Mr. Márquez, Mr. Nejedly and Mr. Rinn, the Governing Board unanimously approved that the Student Salary Schedule and the Professional Expert/ Recreational Program Salary Schedule be modified, in those classifications affected, to reflect the new minimum wage effective July 1, 2014.

**Board Report No.86-C** - Records Management. These records have been held for the retention period prescribed by law or District policy. The records which require it have been digitized in accordance with Education Code 72600-72604 and Title 5, Section 59022(e).

In accordance with Administrative Procedure 1900.01, and on motion of Mr. Nejedly, seconded by Ms. Gordon, with three aye votes by Mr. Márquez, Mr. Enholm and Mr. Rinn, the Governing Board unanimously approved that the following Class 2 records be reclassified to Class 3 and that all Class 3 records be destroyed as directed by Title 5, Section 59020:

**CONTRA COSTA COLLEGE**

**Class 3 Records**

	<u>Through Academic Year</u>
Financial Aid Student Files	2007-2008
Financial Aid Student Files	2008-2009
Admission and Records Applications	2007
Admission and Records Applications	Spring 2008
Admission and Records Applications	2011
Admission and Records Applications	2010-2012
Admission and Records Applications	Spring 2013 to Summer 2013
Add Forms, Drop Forms, Applications, Community Education, Transfer Requests, Drops, Change of Information	Summer 2013 to Fall 2013

**DIABLO VALLEY COLLEGE**

**Class 3 Records**

Admission, Registration, Enrollment Forms and Documents	2010-2011
Attendance Detail Reports	2010-2011
Grade Reports	2010-2011
Census Roll Sheets for Weekly or Daily Courses	2010-2011
Positive Hour Roll Sheets	2010-2011
Applications and Other Data Relating to Student Federal and State Financial Assistance	2010-2011
Administration Selection and Hiring Records	2010-2011
Academic Selection and Hiring Records	2010-2011
Classified Selection and Hiring Records	2010-2011

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**DISTRICT OFFICE**

Through  
Academic Year

**Class 2 Records**

Official Board Reports 2008-2009

**Class 3 Records**

Accounting Records Basic to Audit 2006-2007

Annual Budget and Transaction Reports 2006-2007

Budget Transfers 2006-2007

Cash Collection/Transaction Reports 2006-2007

Warrant File with Payment Support Data 2006-2007

Canceled Checks with Bank Statements 2006-2007

Journal Entries 2006-2007

Attendance Detail Records 2009-2010

Monthly Finance Reports 2010-2011

Applicant Selection Materials 2010-2011

**LOS MEDANOS COLLEGE**

**Class 3 Records**

Student Federal and State Financial Assistance Records 2008-2010

Admission, Registration, Enrollment Forms and Documents 2010-2011

Student Grade Reports 2010-2011

Attendance Detail Records 2010-2011

Board Report No. 87-A – No report.

Board Report No. 88-A - Facilities Planning Agreements and Amendments to Agreements.

On motion of Mr. Rinn, seconded by Mr. Nejedly, with three aye votes by Mr. Márquez, Ms. Gordon and Mr. Enholm, (Student Trustee Advisory Vote – aye), the Governing Board unanimously authorized the Assistant Secretary to execute the following facilities-related agreements and amendments to agreements:

**AMENDMENTS TO AGREEMENTS:**

**CONTRA COSTA COLLEGE**

**Lathrop Construction Associates**

**New College Center**

Contract No:	7919.0
Original Contract Amount:	\$ 51,560,000.00
Current Contract Amount through Ch. No. 1:	\$ 51,575,130.88
Increase (Decrease) for Ch. No. 2:	\$ <u>7,615.55</u> in Construction
Amended Contract Amount:	\$ 51,582,746.43
Current Period of Performance:	10/14/2013 through 07/29/2016
Amended Period of Performance:	10/14/2013 through 07/29/2016

	<u>Budget</u>	<u>Expenses</u>
Planning and Design:	\$ 8,035,028.85	\$ 4,841,086.38
Testing and Inspection:	\$ 2,886,760.78	\$ 253,355.82
Construction:	\$ 53,835,265.95	\$ 2,472,764.09
FFE:	\$ 3,647,933.67	\$ 23,235.77
Other, incl. Contingency:	\$ <u>3,970,504.75</u>	\$ <u>483,949.91</u>
Total Project:	\$ 72,375,494.00	\$ 8,074,391.97

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Scope of Work: General construction contract for the new college center project.

Reason for Change: This is an amended agreement to incorporate multiple proposed change orders due to unforeseen conditions which include removing additional trees; adding a new transformer to maintain existing campus electrical services originally powered at the demolished humanities building; and adding site lighting to enhance public/campus safety during construction.

Budget Impact: None. The amended agreement is within the project budget.

**Funding Source: A\*, A\*\* and 2002 bond interest**

**Lionakis**

**Gymnasium Annex Elevator**

Contract No:	7715.1
Original Contract Amount:	\$ 46,950.00
Current Contract Amount through Ch. No. 1:	\$ 52,375.00
Increase (Decrease) for Ch. No. 2:	\$ <u>0.00</u> in Planning and Design
Amended Contract Amount:	\$ 52,375.00
Current Period of Performance:	05/04/2012 through 05/04/2014
Amended Period of Performance:	05/04/2012 through 12/31/2014

	<u>Budget</u>	<u>Expenses</u>
Planning and Design	\$ 93,660.00	\$ 56,895.00
Testing and Inspection	\$ 5,600.00	\$
Construction:	\$ 394,200.00	\$
FFE:	\$	\$
Other, incl. Contingency:	\$ <u>6,540.00</u>	\$ <u>4,849.59</u>
Total Project:	\$ 500,000.00	\$ 61,744.59

Scope of Work: Provide architectural and engineering services to design the new elevator and construction administration services in the gymnasium annex building.

Reason for Change: This is a no-cost administrative change order to extend the contract completion date from May 4, 2014, to December 31, 2014.

Budget Impact: None. The amended agreement is within the planning and design budget.

**Funding Source: 2002 bond interest**

**Structure Consultants Group**

**New College Center**

Contract No:	7946.0
Original Contract Amount:	\$ 584,500.00
Current Contract Amount:	\$ 584,500.00
Increase (Decrease) for Ch. No. 1:	\$ <u>46,020.00</u> in Testing and Inspection
Amended Contract Amount:	\$ 630,520.00
Current Period of Performance:	01/13/2014 through 12/31/2016
Amended Period of Performance:	01/13/2014 through 12/31/2016

	<u>Budget</u>	<u>Expenses</u>
Planning and Design:	\$ 8,035,028.85	\$ 4,841,086.38
Testing and Inspection:	\$ 2,886,760.78	\$ 253,355.82
Construction:	\$ 63,835,265.95	\$ 2,472,764.09
FFE:	\$ 3,647,933.67	\$ 23,235.77
Other, incl. Contingency:	\$ <u>3,970,504.75</u>	\$ <u>483,949.91</u>

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Total Project: \$ 72,375,494.00 \$ 8,074,391.97

Scope of Work: Provide Division of the State Architect (DSA) compliant construction inspection; coordinate special inspection with the testing agency; and provide required daily and semi-monthly reports to the project team and DSA.

Reason for Change: This is an amended agreement to provide additional inspector of record professional services for the following projects: gymnasium annex building modular elevator; seismic upgrade for project one; and parking lot 16 repairs.

Budget Impact: None. The amended agreement is within the project budget.  
**Funding Source: A\*\*, 2002 bond interest and 2006 bond rebate**

**DIABLO VALLEY COLLEGE**

<b><u>Verde Design</u></b>	<b><u>Baseball and Softball Fields Renovations</u></b>
Contract No:	7614.0
Original Contract Amount:	\$ 116,370.00
Current Contract Amount through Ch. No. 5:	\$ 149,292.00
Increase (Decrease) for Ch. No. 6:	\$ <u>9,807.50</u> in Planning and Design
Amended Contract Amount:	\$ 159,099.50
Current Period of Performance:	10/10/2011 through 04/30/2013
Amended Period of Performance:	10/10/2011 through 03/31/2014

	<u>Budget</u>	<u>Expenses</u>
Planning and Design:	\$ 170,000.00	\$ 144,621.72
Testing and Inspection:	\$ 114,000.00	\$ 76,682.14
Construction:	\$ 1,430,000.00	\$ 1,454,904.96
FFE:	\$ 33,000.00	\$ 3,031.20
Other, incl. Contingency:	\$ <u>53,000.00</u>	\$ <u>20,513.51</u>
Total Project:	\$ 1,800,000.00	\$ 1,699,753.53

Scope of work: Provide design and documentation services for the ball field renovation project.

Reason for Change: This is an amended agreement for additional engineering and inspection fees due to the bleacher location error and re-work of structural details required at the first-base dugout at the baseball field. These additional costs will be reimbursed by the project's general contractor.

Budget Impact: None. The amended agreement is within the planning and design budget.  
**Funding Source: 2006 bond interest and DVC local funds**

<b><u>Goodland Landscape Construction</u></b>	<b><u>Baseball and Softball Fields Renovation</u></b>
Contract No:	7833.0
Original Contract Amount:	\$ 1,310,000.00
Current Contract Amount through Ch. No. 5:	\$ 1,446,126.51
Increase (Decrease) for Ch. No. 6:	\$ <u>(12,938.13)</u> in Construction
Amended Contract Amount:	\$ 1,433,188.38
Current Period of Performance:	04/24/2013 through 02/01/2014
Amended Period of Performance:	04/24/2013 through 02/01/2014

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	<u>Budget</u>	<u>Expenses</u>
Planning and Design:	\$ 170,000.00	\$ 144,621.72
Testing and Inspection:	\$ 114,000.00	\$ 76,682.14
Construction:	\$ 1,430,000.00	\$ 1,454,904.96
FFE:	\$ 33,000.00	\$ 3,031.20
Other, incl. Contingency:	<u>\$ 53,000.00</u>	<u>\$ 20,513.51</u>
Total Project:	\$ 1,800,000.00	\$ 1,699,753.53

Scope of Work: This is a general construction contract for the baseball and softball fields.

Reason for Change: This is an amended agreement for the addition of safety fencing at the press box, re-working of home plate at softball field, as requested by the college. It includes deductions to compensate the District for the additional engineering and inspection fees back charged to the contractor due to the bleacher location error and re-work of structural details required at the first-base dugout, both at the baseball field.

Budget Impact: None. The amended agreement is within the project budget.

**Funding Source: 2006 bond interest and DVC local funds**

**Flintco Pacific, Inc.**

**New Commons Project**

Contract No:	7423.0
Original Contract Amount:	\$ 42,777,000.00
Current Contract Amount through Ch.No.28:	\$ 44,140,097.65
Increase (Decrease) for Ch. No. 29:	<u>\$ 17,758.61</u> in Construction
Amended Contract Amount:	\$ 44,157,856.26
Current Period of Performance:	06/29/2010 through 01/26/2015
Amended Period of Performance:	06/29/2010 through 01/26/2015

	<u>Budget</u>	<u>Expenses</u>
Planning and Design:	\$ 4,512,381.00	\$ 4,219,103.99
Testing and Inspection:	\$ 1,475,837.00	\$ 1,431,761.82
Construction:	\$ 43,827,949.59	\$ 38,653,782.07
FFE:	\$ 1,456,553.00	\$ 1,186,264.93
Other, incl. Contingency:	<u>\$ 2,347,310.00</u>	<u>\$ 412,160.02</u>
Total Project:	\$ 53,620,030.59	\$ 45,903,072.83

Scope of Work: This is a general construction contract for the new commons project.

Reason for Change: This is an amended agreement for various proposed change orders, which include ceiling height changes due to mechanical duct conflicts; and relocation of a mop sink due to plumbing line conflicts.

Budget Impact: None. The amended agreement is within the construction budget.

**Funding Source: A\*, A\*\*, 2002 and 2006 bond interest and other DVC local funds**

**A\*** Funded by 2002 Measure A Bond

**A\*\*** Funded by 2006 Measure A Bond

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Board Report No. 88-B – Resolution Authorizing the Dedication of an Easement for Trilogy Vineyards, LLP, for Soundwall Construction and Maintenance Purposes – ROLL CALL VOTE REQUIRED. This item was removed from the agenda. Please see information under “Public Hearing” on page 2696.

Board Report No. 89-A – Proposed Revisions to Board Policy 1023, Equity in Student Achievement, (second reading). The development of this policy is in accordance with the District's regular cycle of review and the Community College League of California's policy/procedure standards.

On motion of Ms. Gordon, seconded by Mr. Enholm, with three aye votes by Mr. Márquez, Mr. Nejedly and Mr. Rinn, (Student Advisory Vote – aye), the Governing Board unanimously approved the attached, proposed new Board Policy 1023, Equity in Student Achievement, (Second Reading).



**EQUITY IN STUDENT ACHIEVEMENT**

The Contra Costa Community College District is strongly committed to eliminating persistent disparities in achievement and performance among students and maintaining high expectations for all.

Policies and practices should reflect the goal of equitable outcomes and proficiency, explicitly and emphatically. By purpose and design, the District will advance these goals by:

- providing training for employees in interacting effectively with students from different cultures and socio-economic backgrounds;
- ensuring uniformly high expectations;
- promoting rigorous curricula;
- providing equitable services; and
- maximizing access and success for all students.

The District is committed to developing a diverse cadre of educators, administrators and staff, ensuring proper emphasis on culturally responsive service delivery, and rigorously examining and monitoring policies, programs, and practices to ensure that this goal is implemented.

Employees should understand and contribute to this goal, develop the knowledge and skills needed in their areas of influence to serve diverse students, and be accountable for implementing practices that will create equitable outcomes. It is expected that District and the colleges will engage students, staff, and the community to work in concert to support all students in achieving academic proficiency.

A report shall be provided annually to the Governing Board on the progress made by each college in closing the achievement gap.

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Board Report No. 89-B – Proposed Revisions to Board Policy 2059, Diversity, (second reading). The development of this policy is in accordance with the District's regular cycle of review and the Community College League of California's policy/procedure standards.

On motion of Ms. Gordon , seconded by Mr. Nejedly with three aye votes by Mr. Márquez, Mr. Enholm and Mr. Rinn, (Student Trustee Advisory Vote – aye), the Governing Board unanimously approved the attached, proposed new Board Policy 2059, Diversity, (second reading).

**DIVERSITY**

The Contra Costa Community College District (District) recognizes that diversity in the academic environment:

- promotes academic excellence;
- fosters cultural, racial and human understanding;
- provides positive role models for all students; and
- creates an inclusive and supportive educational and work environment for its students, employees, and the community it serves.

Diversity includes, but is not limited to ethnic group identification, race, color, ancestry, religion, marital status, sex, national origin, gender, gender identification, gender expression, age, sexual orientation, physical or mental disability, medical condition, genetic information, veteran status, parental status, citizenship, or because an individual is perceived to have one or more of these characteristics or based on association with a person or group with one or more of these actual or perceived characteristics.

The District is committed to the integration of diversity into its recruitment, hiring, curriculum development, course offerings, teaching methods, employee/student retention, contracting, supervision, programs, services, evaluations, policies and procedures, staff development activities, workforce and student population. It is the District's belief that an educational experience grounded in this approach will better prepare our students to work and live in an increasingly global society.

The chancellor, college presidents, and the District chief human resources officer shall ensure the following:

- modification of current and inclusion of new policies and procedures that ensure implementation of this policy;
- systematic training for all employees on the value of diversity, educational equity, equal opportunity, and how to infuse the principles of diversity in their daily work in accordance with state law and collective bargaining agreements; and
- annual reporting to the Board on 1) training programs offered for employees; 2) student, employee, and service area ethnic demographics; and 3) modifications of and updates to policies and procedures on diversity.

It is the goal of the District that all employees promote and support diversity in our academic environment.

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**Board Report No. 89-C – Resolution Ordering the Superintendent of Schools of Contra Costa County to Call an Election on Tuesday, November 4, 2014, for the Purpose of Election of Governing Board Members – ROLL CALL VOTE REQUIRED.** Governing Board members in Wards I, III and IV have seats up for election on November 4, 2014. The candidate nomination period begins July 14, 2014, and extends to August 8, 2014. If an incumbent does not file, the nomination period is extended five calendar days to August 13, 2014, for non-incumbents only. If the seat is vacant, there is no extension period. In order to process candidate information, this resolution is due to the Contra Costa County Registration Election Department no later than July 7, 2014.

Mr. Enholm questioned the change in word limit for the candidate statement, which has fluctuated between 200 and 250 words over the past several years. Ms. Gordon suggested that the current word limit of 200 might be a financial decision to cut down on spending costs related to ballot copies.

Chancellor Benjamin called on Associate Vice Chancellor, Chief Financial Officer Jonah Nicholas to relay the costs associated with the bond and Board member elections. Mr. Nicholas said this year's costs will be greater than \$900,000.00. He said Board elections cost \$175,000.00 per ward (three wards up for election this year) and the bond measure will cost \$450,000.00. Funding is from the ongoing general fund budget.

On motion of Mr. Enholm, seconded by Ms. Gordon, by the following roll call vote: Mr. Márquez – aye; Mr. Nejedly – aye; Ms. Gordon - aye; Mr. Enholm – aye; Mr. Rinn – aye; (Student Trustee Advisory Vote – aye); the Governing Board unanimously approved the attached Resolution Ordering the Superintendent of Schools of Contra Costa County to Call an Election on Tuesday, November 4, 2014, for the Purpose of Election of Governing Board Members.



BEFORE THE GOVERNING BOARD OF THE  
CONTRA COSTA COMMUNITY COLLEGE DISTRICT  
CONTRA COSTA COUNTY, STATE OF CALIFORNIA

In the Matter of Ordering Regular )  
Governing Board Member Elections; )  
Specifications of the Election Order )

RESOLUTION NO. 89-C

WHEREAS, Election Code 1302 (a) provides that, in the absence of establishing the Election Day for governing board members to regularly occur on specified statewide elections, the regular election to select governing boardmembers in any school or community college district shall be held on the first Tuesday after the first Monday in November of each even-numbered year.

WHEREAS, Education Code 5322 provides that whenever an election for governing board members is ordered, the governing board shall, by resolution, provide for specifications of the election order which shall be delivered to the County Superintendent of Schools and the officer conducting the election not less than 123 days prior to the date set for the election; and

WHEREAS, other elections of school districts or other public agencies may be held in whole or part within the territory of this District and it is to the advantage of the District to consolidate therewith;

WHEREAS, Elections Code Section 13307 requires that before the nominating period opens the governing body must determine whether a charge shall be levied against each candidate submitting a candidate's statement to be sent to the voters; determine the number of words, may estimate the cost; and determine whether the estimate must be paid in advance; and

WHEREAS, Elections Code Section 12112 and Education Code 5363, requires the publication of a notice of the election once in a newspaper of general circulation in the District;

WHEREAS, tie votes shall be determined by lot or run off election according to Education Code 5016.

NOW, THEREFORE, BE IT RESOLVED as follows:

**SPECIFICATIONS OF THE ELECTION ORDER**

1. This Governing Board hereby orders an election to be held within the territory included in this District on the **4<sup>th</sup> day of November, 2014** for the purpose of electing member(s) to the governing board of the District in accordance with the following specifications:
2. The purpose of the election is to choose successors for the **following offices** (List offices and terms):
 

<b>Ward I, 12/14 to 11/18</b>	<b>Ward III, 12/14 to 11/18</b>	<b>Ward IV, 12/14 to 11/18</b>
-------------------------------	---------------------------------	--------------------------------
3. The Governing Board has determined that the candidates will pay for the Candidate's Statement. The Candidate's Statement will be limited to 200 words. As a condition of having the Candidate's Statement published, the candidate shall pay the estimated cost at the time of filing. The Governing Board hereby establishes the estimated cost for a candidate statement as the following: **\$1,150.00 by Ward I; \$1,350.00 by Ward III; and \$1,500.00 by Ward IV.**
4. The Governing Board requests that the Elections Division publish the Notice of Election in a newspaper of general circulation that is regularly circulated in the territory.
5. The Governing Board has determined that the action to be taken in the event of a tie vote, the winner of the election shall be determined by lot at a time and place to be designated by this Board.
6. This Board hereby requests and consents to the consolidation of this election with other elections to be held in whole or in part in the territory of the District, pursuant to Education Code 5340 and Elections Code 10400.

- 7. The Secretary of this Board is ordered to deliver copies of this Resolution, to the County Superintendent of Schools and to the Registrar of Voters, and if applicable, to the Registrar of Voters of any other county in which the election is to be held, as required by Education Code 5322 and 5324.
- 8. In accordance with Education Code 5421, the District will reimburse the county for the actual cost incurred by the county elections official in conducting the general district election upon receipt of a bill stating the amount due as determined by the elections official.
- 9. The County Superintendent of Schools to file resolutions calling governing board elections with Elections Office according to Education 5324.
- 10. I, Vicki Gordon, Secretary of the Governing Board of the Contra Costa Community College District do hereby certify that the foregoing Resolution was proposed by Board member Enholm, seconded by Board member Gordon, and was duly passed and adopted by said Board, at an official and public meeting thereof held on April 28, 2010, by the following vote:

AYES: John E. Marquez, John T. Nejedly, Vicki Gordon, Greg Enholm, Matthew Rinn,  
 (Student Trustee Advsiory Vote)

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

ABSTAIN: \_\_\_\_\_

DATED: May 28, 2014



Vicki Gordon, Secretary, Governing Board  
 Contra Costa Community College District

Minutes of May 28, 2014

**DEVELOPMENT OF GOVERNING BOARD RETREAT AGENDA – JUNE 25, 2014**

The Governing Board reviewed and discussed the attached draft agenda for this year's retreat. The retreat will be held prior to the regular Board meeting on June 25, 2014, from 3:00 p.m. to 5:30 p.m. at the District Office. Also attached are the Board's goals and objectives for July 2013 to June 2014. The focus of the retreat discussion is the Board's self-evaluation and development of the Board's goals for the upcoming year, as well as other topics of interest to the Board.

**Contra Costa Community College District  
Governing Board Self-Evaluation  
DRAFT Agenda  
June 25, 2014, 3:00pm to 5:30pm  
District Office, Sixth Floor Conference Room**

<b>Time</b>	<b>Topic</b>	<b>Outcome</b>
3:00 – 3:15	Opening and Introductions	Strengthen understanding of Board team
3:15 – 3:45	Review evaluation process	Inform Board of process
3:45 - 4:30	Review Board self-evaluation results	Complete Board self-evaluation
4:30 – 5:10	Review and discuss 2014-19 District Strategic Plan	Information for Board to inform tasks for coming year
5:10 – 5:30	Discussion of possible Board tasks and goals, including Board education opportunities. Appointment of committee to draft Board goals for 2014-15.	Committee appointed to bring results at July meeting
5:30	Adjourn to closed session	



**CONTRA COMMUNITY COLLEGE DISTRICT  
GOVERNING BOARD GOALS  
2013-14**

The Governing Board develops its annual goals based on the District's vision and mission statements and its Strategic Directions. The Board's goals for 2013-14 are listed below.

**Vision**

*Our colleges transform lives. We are agents of equity, compassion, and excellence, building upon the diverse strengths of our students, faculty, and staff. We thrive upon the learning and success of all of our students.*

**Mission**

*The mission of the Contra Costa Community College District is to transform students and communities; to cultivate and sustain a culture of wellbeing, learning, success, and achievement for all students.*

*As a District we are dedicated to continuously increasing our ability to serve the evolving needs of our students and community by providing accessible, equitable, innovative and outstanding higher education learning opportunities and support services.*

*All decisions about resources and policies are informed by looking at access and success data through an equity lens.*

*The following five areas of educational focus advance the Mission:*

- **General and Transfer Education:** *Providing a challenging education in the liberal arts and sciences and providing career opportunities and transfer to four-year institutions.*
- **Economic and Workforce Development:** *Supplying relevant and timely career and technical education to develop skills for the global workplace and to contribute to the region's economic vitality*
- **Basic Skills:** *Preparing students for success in life and academic programs by improving their skills in math, reading and writing*
- **English as a Second Language (ESL) Education:** *Implementing quality language programs for students speaking English as a second language*
- **Lifelong Learning:** *Offering a variety of courses and experiences that support learning throughout a lifetime*

GOAL	OBJECTIVES	ACTIONS
<b>GOAL 1</b>  <b>STUDENT LEARNING AND SUCCESS:</b> <b>Significantly improve the success of our diverse student body in pursuit of its diverse educational and career goals with special emphasis on closing the student achievement gap.</b>	1.1 Strengthen the Board's capacity to use metrics to monitor improvement in student learning and success.	a. Learn about and use state metrics such as the Student Success Scorecard and Salary Surfer to monitor student success.  b. Receive reports on state and local metrics that help the Board to monitor "improvement" and to establish performance standards in policy.
	1.2 Identify appropriate Board roles and/or policies to address needs related to the level of preparation of high school students.	a. Receive reports from staff on services and programs that address high school students not prepared for college.  b. Ensure an in-depth discussion with the Contra Costa School Boards Association regarding policies and strategies related to high school graduates' preparation for courses at colleges in CCCC.
	1.3 Monitor activities on closing the achievement gap.	a. Continue to review (1) progress on designated indicators of student learning and success and

GOAL	OBJECTIVES	ACTIONS
		(2) individual college and District progress on activities designed to close the achievement gap.
<b>GOAL 2</b> <b>COLLEGE AWARENESS AND ACCESS:</b> Increase awareness of and equitable access to Contra Costa Community College District for a changing and diverse population.	1.4 Become familiar with online education programs and services for students offered by the District.	a. Receive reports on online programs/services offered for students.
<b>GOAL 3</b> <b>PARTNERSHIPS FOR WORKFORCE AND ECONOMIC DEVELOPMENT:</b> Support economic and workforce development through education and leadership in collaboration with government, community organizations, business and industry.	2.1 Advocate for and support a positive image for the District colleges.	a. Make presentations to community groups about the activities of the District. b. Conduct community forums at each college to share the State of the District message. c. Ensure that individual trustee activities are aligned with Board goals, policies and procedures, and decisions. d. Participate in the planning for and attend the District's 65 <sup>th</sup> anniversary activities.
<b>GOAL 4</b> <b>ORGANIZATIONAL EFFECTIVENESS:</b> Improve the effectiveness of Districtwide planning, operations, resource allocation, and decision-making.	3.1 Monitor college and District participation in workforce and economic development activities.	a. Review staff reports on college and District activities in this area. b. Survey employers to determine their needs/satisfaction with training offered by the District. c. Receive results of survey to determine employer needs/satisfaction with training offered by the District.
	4.1 Engage in individual trustee and Board development activities.	a. Participate in professional growth activities that increase effective trusteeship.
	4.2 Participate in development of documents requiring Board input and approval.	a. Participate in the response to Standard IVB1: Leadership and Governance, Board and Administrative Organization. b. Receive reports on progress on the accreditation self-study, and review final copies of each college self-evaluation prior to submission to the Commission. c. Contribute Board perspective to initial discussions on broad 2014-2019 District strategic plan goals. d. Receive reports on progress toward updating the individual college and District strategic plans.

GOAL	OBJECTIVES	ACTIONS
	4.3 Monitor human resources issues that have an impact on workforce diversity.	a. Continue to provide leadership to the Board ad hoc committee on workforce diversity. b. Monitor and review District hiring policies with a focus on ensuring administrative, faculty and classified staff diversity. c. Review and ensure modification of policies and procedures to support findings as appropriate. d. Receive staff reports on the District's efforts to create and maintain a diverse workforce.
	4.4 Continue to support outreach to local vendors in order to provide opportunities to conduct business with the District.	a. Receive staff reports to determine the extent to which local vendors provide services to the District.
	4.5 Participate in community activities that have a financial impact on the District.	a. Serve on successor redevelopment oversight boards. b. Receive reports and monitor successor redevelopment oversight boards.
<b>GOAL 5</b>  <b>RESOURCE MANAGEMENT:</b> <b>Provide sound stewardship of the District's physical and fiscal assets to ensure a sustainable economic future consistent with our values, vision, and mission.</b>	5.1 Adopt policies/procedures and participate in activities that will ensure a sustainable economic future for the District.	a. Provide leadership for the placement and passage of a facilities bond measure on the June 2014 ballot. b. Review budget documents to ensure the District/colleges develop unrestricted General Fund budgets that: <ul style="list-style-type: none"> <li>• align expenditures with projected unrestricted General Fund revenues in order to ensure the fiscal solvency of the District and a balanced General Fund budget; and</li> <li>• address unfunded long-range liabilities.</li> </ul>
	5.2 Take actions that ensure the District's financial resources are used in the best interest of the District.	a. Review staff reports to ensure construction bond funds are used appropriately. b. Receive budget reports to ensure that general fund and other monies are budgeted prudently and reflect District goals and objectives. c. Encourage investment of bond funds for higher interest yield. d. Monitor retiree health benefits fund growth.

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### **STUDENT TRUSTEE PRIVILEGES**

At the April 23, 2014, Governing Board meeting, the Board requested that the topic, "Student Trustee Privileges" be agendized for discussion at a future meeting. To aid with the conversation, the following documents were provided as background/supplementary material.

1. Education Code 72023.5 which outlines the student trustee requirements and privileges allowable by law.
2. The "Student Representation" section of Rules and Regulations of the Governing Board of the Contra Costa Community College District, which articulates the privileges extended by the District to the student trustee.
3. Results of a survey conducted in 2013 by the Community College League of California, outlining the student trustee privileges afforded by each of the 72 Community College Districts.

Board President Márquez said an ad hoc committee would be formed to discuss student trustee privileges, and he asked for volunteers to serve on this committee. Mr. Enholm and Mr. Nejedly agreed to serve. They said they will report back in November. Student Trustee De Los Santos said he had great difficulty with the ambiguity represented by his position. Dr. Benjamin directed him to number 11 within the Rules and Regulations of the Governing Board that detail the student trustee's responsibilities.

## Student Trustee Privileges

### Education Code 72023.5

(a) (1) The governing board of each community college district shall order the inclusion within the membership of the governing board, in addition to the number of members otherwise prescribed, of one or more nonvoting students. These students shall have the right to attend each and all meetings of the governing board, except that student members shall not have the right, or be afforded the opportunity, to attend executive sessions of the governing board.

(2) The students selected to serve on the governing board, shall be enrolled in a community college of the district and shall be chosen, and shall be recalled, by the students enrolled in the community colleges of the district in accordance with procedures prescribed by the governing board. If the seat of a student member becomes vacant during his or her term, the governing board may authorize the officers of student body associations established pursuant to Section 76060 at each community college in the district to appoint a student to serve the remainder of the term in accordance with procedures established by the governing board. A student member shall be required throughout the term of his or her appointment to be enrolled in a community college of the district for at least five semester units, or its equivalent, and shall meet and maintain the minimum standards of scholarship for community college students prescribed by the community college district. The term of the student members shall be one year commencing on June 1 of each year.

(3) The nonvoting student members appointed pursuant to this section shall be entitled to mileage allowance to the same extent as regular members, but are not entitled to the compensation prescribed by Section 72024.

(4) A nonvoting student member shall be seated with the members of the governing board and shall be recognized as a full member of the board at the meetings, including receiving all materials presented to the board members and participating in the questioning of witnesses and the discussion of issues.

(5) A nonvoting student member shall not be included in determining the vote required to carry any measure before the board.

(6) A nonvoting student member shall not be liable for any acts of the governing board.

(b) Notwithstanding subdivision (a), the nonvoting student member or members selected to serve on the governing board of a community college district pursuant to subdivision (a) may do any of the following:

(1) Make and second motions at the discretion of the governing board.

(2) Attend closed sessions, other than closed sessions on personnel matters or collective bargaining matters, at the discretion of the governing board.

(3) Receive compensation, at the discretion of the governing board, up to the amount prescribed by Section 72024.

(4) Serve a term of one year commencing on May 15 of each year, at the discretion of the governing board.

(c) It is the intent of the Legislature that any decision or action, including any contract entered into pursuant thereto, upon the motion or second of a motion of a student member, shall be fully legal and enforceable against the district or any party thereto.

(d) The governing board of each community college district that affords the student member or members of the board any of the privileges enumerated in subdivision (b) shall, by May 15 of each year, adopt rules and regulations implementing this section. These rules and regulations shall be effective until May 15 of the following year.

(e) If a state court finds this section is unlawful, the court may order, as equitable relief, that the administering entity that is the subject of the lawsuit terminate any waiver awarded under this statute or provision, but no money damages, tuition refund or waiver, or other retroactive relief may be awarded. In any action in which the court finds this section is unlawful, the California Community Colleges are immune from the imposition of any award of money damages, tuition refund or waiver, or other retroactive relief.

*(Amended by Stats. 2013, Ch. 189, Sec. 1. Effective January 1, 2014.)*

**RULES AND REGULATIONS  
 OF THE  
 GOVERNING BOARD  
 CONTRA COSTA COMMUNITY COLLEGE DISTRICT  
 CONTRA COSTA COUNTY  
 MARTINEZ, CALIFORNIA**

**AUTHORITY**

1. The Contra Costa Community College District is governed by the five elected members of the Governing Board. The Governing Board has full legislative authority in the operation of the Contra Costa Community College District, in accordance with the Education Code, rules of the Board of Governors of the California Community Colleges and Statutes of the State of California.

The Governing Board may delegate to the Chancellor authority over all personnel, educational, financial and business matters pertaining to the operation of the District. All actions by the Chancellor are subject to review by the Governing Board.

2. The authority of the Governing Board shall be as a whole, acting in accordance with the following Rules. No Governing Board member acting outside these Rules shall commit the Governing Board or District in any way.

**ORGANIZATION**

3. The officers of the Governing Board shall be elected by action of the Governing Board and shall consist of a President, a Vice President, and a Secretary, elected from among the members of the Governing Board.
4. Officers shall be elected at the annual organization meeting of the Governing Board to hold their respective offices for the period of one year, or until their successors are elected.
5. Any of the Governing Board offices provided in paragraph 3, when vacated for any cause, shall be filled by the Governing Board at its next meeting by the election of a successor for the unexpired term. Such elections shall be roll call vote and the vote of at least three members of the Governing Board shall be necessary to elect.
6. In case of temporary absence or disability of both the President and Vice President, a President pro tem shall be chosen by a majority vote of Governing Board members present.
7. At any regular meeting, or at any special meeting for which such action is specified when the meeting is called, the Governing Board may, by affirmative vote of at least three of its members, remove from any appointed office any officer, and declare the office vacant, and elect a successor to the officer so removed. Members of the Governing Board may be removed only in accordance with Government Code Section 1770.
8. Board Finance Committee: Replacement Board members for the Board Finance Committee shall be appointed annually at the January regular Board meeting. The term of service shall be two years, effective on the date of appointment, and staggered so that only one of the two Board Finance Committee members is replaced each year, providing for continuity.

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**Rules and Regulations of the Governing Board**

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**STUDENT REPRESENTATION**

9. On September 30, 1977, the Governor approved Assembly Bill No. 591 which provides for the inclusion of a nonvoting student within the membership of the Governing Board, in addition to the number of members otherwise prescribed. The student selected to serve on the Governing Board shall be enrolled and maintain a minimum of five (5) semester units in a community college of the District and must be a resident of the District as determined pursuant to Part 41 (commencing with Education Code Section 68000. Also see Education Code 72023.5.) The student shall meet and maintain the Standards of Scholarship, as noted in Board Policy 4001 and Curriculum and Instruction Procedure 4001. The student shall remain in good academic and disciplinary standing as defined in the Student Code of Conduct, Student Services Procedure 3027, throughout the duration of his/her term. The term of the Student Trustee commences on June 1 of each year and shall be limited to one year, irrespective of college affiliation. The Student Trustee is not required to give up employment with the District. The Student Trustee shall be entitled to any mileage allowance necessary to attend Board meetings to the same extent as publicly elected trustees. The Student Trustee is entitled to participate in the discussion of issues and receive all materials presented to members of the Governing Board, except for closed session. Under the provisions of the law, the Student Trustee shall not be liable for any acts of the Governing Board and shall not be included in determining the vote required to carry any measure before the Governing Board.
10. The nonvoting Student Trustee shall be selected and subject to recall by the students of the District for the term to be served in accordance with District procedures. In the event a nonvoting Student Trustee is unable to serve a full term, the vacancy on the Governing Board shall be filled by a student who is enrolled at the same college as the student who does not serve the full term and who is selected in accordance with District procedures.
11. The role of the Student Trustee is to:
  - a. In open session, express the student position with an advisory vote on matters that do not pertain to collective bargaining, confidential personnel and legal matters discussed in closed sessions. The advisory vote, which shall be given first, does not count in determining if an item passes, but is recorded in the official minutes. This privilege must be approved by the Governing Board for continuation on a year-to-year basis prior to May 15.
  - b. Represent attending students of the three colleges as a nonvoting member of the District Governing Board. Express the views of students to the Governing Board.
  - c. Provide general information to the Governing Board regarding student government activities on the three campuses in the form of a report presented at the monthly Governing Board meeting.
  - d. Meet monthly with the Chancellor to review the student government report prior to presentation at the Governing Board meeting.
  - e. Provide leadership to the Student Trustee Advisory Council, composed of the Chancellor, the ASU President or designee from each campus and the ASU Advisors. Chair the meetings of the Advisory Council.
  - f. Represent the District as Student Trustee at statewide conferences.



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**Rules and Regulations of the Governing Board**

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- g. At the completion of his or her term, provide a full oral report to the Governing Board summarizing student government accomplishments of the academic year and setting priorities for the next Student Trustee. At the option of the Student Trustee, a written report may also be provided.
12. The Student Trustee Advisory Council, consisting of the Chancellor, the ASU President or designee from each college and the ASU Advisors, serves to:
- a. Report District Governing Board deliberations and decisions to the student governments at their respective campuses.
  - b. Represent their student government organizations in preparing Student Trustee's monthly report to the Governing Board.
  - c. Improve communication among the three student government organizations and to assist the student governments in understanding District Governing Board operations and decisions.
  - d. Implement the Districtwide Student Trustee Election Procedure.
13. Meetings of the Student Trustee Advisory Council will be keyed to preparation of the monthly report to the Governing Board. The following steps will be followed:
- a. ASU President or designee meet with respective College Presidents monthly to review recommendations for the Student Trustee's report to the Governing Board.
  - b. Advisory Council members meet with Student Trustee in order to:
    - (1) Share information on issues being discussed by student governments on the three campuses.
    - (2) Share written report (i.e., minutes, agenda, etc.) of material from each campus for developing the presentation to District Governing Board.
    - (3) Discuss Governing Board issues of particular significance to students.
    - (4) Design preliminary report to the Governing Board.
  - c. Student Trustee meets with Chancellor to:
    - (1) Present preliminary report to Governing Board for review and clarification.
    - (2) Ask for recommendations for additional items.
    - (3) Receive direction for long-range planning and discuss long-term implications of Governing Board decisions.
14. An Associate Student Trustee may serve from January 1 to May 31 (spring semester) under the guidance of the Student Trustee. The rotation of colleges shall remain the same; however, the election of the Associate Student Trustee may take place during the fall semester prior to coming into office in the following spring. In the event that the election takes place in the spring semester rather than in the fall semester, the newly elected Associate Student Trustee shall take office at the next

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**Rules and Regulations of the Governing Board**

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Governing Board meeting immediately following the election and shall complete the remainder of his or her term as an Associate Student Trustee until his or her term as the Student Trustee commences. The Associate Student Trustee position would serve as a training ground to allow the Associate Student Trustee to familiarize him or herself with the responsibilities of the full Student Trustee position. Then on June 1 of the same year, the Associate Student Trustee will automatically become the Student Trustee and will serve the full term through May 31 of the next year. Thus, the elected student representative may serve for a total of one and one-half years (half a year as the Associate Student Trustee and one year as the Student Trustee). The Associate Student Trustee shall be encouraged to attend all Governing Board meetings and all Student Trustee Advisory Council meetings. The Associate Student Trustee may also be encouraged to serve on at least one committee in which the Student Trustee is a member. The Associate Student Trustee shall not have an advisory vote but will be able to express his or her input to the Student Trustee for further consideration. The Associate Student Trustee shall not receive compensation until his or her term as Student Trustee commences.

15. **Student Trustee Election Process**

- a. The colleges will rotate in student representation. Effective June 1, 1990, the term of the Student Trustee shall be June 1 through May 31.
- b. Students who wish to run for elections will be required to submit the following:
  - (1) A letter of intent outlining their qualifications and reasons for seeking office;
  - (2) A resume;
  - (3) Unofficial transcripts;
  - (4) Written response to two standard questions developed by the Student Trustee Advisory Committee.
- c. Minimum eligibility will be verified by the college Student Life office.
- d. If three or fewer candidates are found to meet the minimum eligibility requirements, all candidates will be placed on the ballot for a Districtwide vote. Otherwise, if more than three candidates are found to meet the minimum eligibility requirements, a primary election will be held at the college where the rotation resides. Students of the college will select the top three candidates to be placed on a Districtwide ballot for a vote of all students in the District.

**OFFICERS**

16. The President shall preside at all sessions of the Governing Board, preserve order, enforce the rules, and when so authorized sign contracts, agreements, deeds, leases and other regular documents ordered to be executed by the Governing Board or required by law.
17. During any period of absence or other disability of the President, the Vice President shall perform all the duties of the President.
18. When both the President and Vice President are absent or otherwise disabled, the President pro tem shall perform all the duties of the President.

## Student Board Member Survey 2013

Compiled by the Community College League of California

# OF ST TRUSTEES	SELECTION PROCESS*	ST-ABS PRES?	MONTH SELECTED	MONTH SEATED	MAKES MOTIONS	ATTENDS CLOSED SESSIONS	ADVISORY VOTE	STAFF CONTACT	COMPENSATION	
Allan Hancock	1	STUDENT BODY	NO	MAY	JULY	YES	NO	NO	STUDENT ADVISOR	MILEAGE & BOOK STORE CREDIT
Antelope Valley	1	STUDENT BODY	NO	MAY	JUNE	NO	NO	YES	DEAN OF STUDENT DEVL	NONE
Barstow	1	STUDENT BODY	NO	APRIL	JUNE	BOARD DECIDES	BOARD DECIDES	BOARD DECIDES	CEO OR ADMIN STAFF	LESS THAN MAX
Butte-Glenn	1	STUDENT BODY	NO	MAY	JULY	NO	NO	YES	CEO	NONE
Cabrillo	1	STUDENT BODY	NO	MARCH	JUNE	YES	NO	YES	CHIEF SERVICES OFFICER	NONE
Cerritos	1	STUDENT BODY	NO	MAY	JUNE	YES	NO	YES	CEO & ADMIN	MAX ALLOWED BY LAW
Chabot-Las Positas	2	STUDENT BODY	NO	APRIL	MAY	YES	NO	YES	STUDENT ADVISOR	MONTHLY STIPEND
Chaffey	1	SB PRESIDENT	YES	MAY	JUNE	BOARD DECIDES	BOARD DECIDES	YES	DIR STU ACTIVITIES	STIPEND
Citrus	1	STUDENT BODY	NO	NOVEMBER	MAY	NO	NO	NO	CEO EXEC ASST	MAX ALLOWED BY LAW
Coast	1	STUDENT BODY	NO	MAY	JUNE	YES	NO	YES	SECTY TO BOARD	MAX ALLOWED BY LAW
Compton	1	STUDENT BODY	NO	MAY	JUNE	NO	NO	NO	CEO EXEC ASST	MAX ALLOWED BY LAW
Contra Costa	1	STUDENT BODY	NO	MAY	JUNE	NO	NO	YES	CEO	MAX ALLOWED BY LAW
Copper Mountain	1	STUDENT BODY	NO	MAY	JUNE	NO	NO	NO	CEO EXEC ASST	MONTHLY STIPEND
Desert	1	STUDENT BODY	NO	MAY	JUNE	YES	NO	YES	CEO EXEC ASST	MAX ALLOWED BY LAW
El Camino	1	STUDENT BODY	NO	MAY	JUNE	YES	NO	YES	CHIEF SERVICES OFFICER	LESS THAN MAX
Feather River	1	STUDENT BODY	NO	APRIL	JUNE	SECONDS ONLY	NO	YES	CHIEF SERVICES OFFICER	LESS THAN MAX
Foothill-DeAnza	2	STUDENT BODY	NO	MAY	JUNE	YES	NO	YES	DIR OF ACTIVITIES	MONTHLY STIPEND
Gavilan	1	STUDENT BODY	YES	SPRING	JUNE	YES	NO	YES	ASB ADVISOR	LESS THAN MAX
Glendale	1	STUDENT BODY	YES	MAY	JUNE	YES	NO	YES	SUPT/PRES	LESS THAN MAX
Grossmont-Cuyamaca	2	STUDENT BODY	NO	APRIL - MAY	JUNE	NO	NO	YES	STUDENT ADVISOR	LESS THAN MAX
Hartnell	1	STUDENT BODY	NO	MAY	JUNE	NO	BOARD DECIDES	YES	CEO	MAX ALLOWED BY LAW
Imperial	1	STUDENT BODY	YES	APRIL	MAY	NO	NO	NO	STUDENT ADVISOR	MILEAGE ONLY
Kern	1	STUDENT BODY	NO	VARIES	JUNE	NO	NO	NO	CEO EXEC ASST	MAX ALLOWED BY LAW
Lake Tahoe	1	STUDENT BODY	NO	MAY	JUNE	YES	YES	NO	STUDENT ADVISOR	NONE
Lassen	1	STUDENT BODY	NO	MAY	JUNE	NO	NO	YES	CEO	MAX ALLOWED BY LAW
Long Beach	1	STUDENT BODY	NO	APRIL	JUNE	NO	NO	YES	CEO	LESS THAN MAX

\* Elected by: Student Body; Student President; Student Body Committee, etc.

## Student Board Member Survey 2013

# OF ST TRUSTEES	SELECTION PROCESS*	ST-ABS PRES?	MO SELECTED	MO SEATED	MAKES MOTIONS?	ATTENDS CLOSED SESSIONS	ADVISORY VOTE?	STAFF CONTACT	COMPENSATION	
Los Angeles	1	STUDENT BODY	NO	APRIL	JUNE	YES REAFFIRMED YRLY	NO	YES	DEAN OF ED SUPPT SERV	MONTHLY STIPEND & MILEAGE
Los Rios	1	STUDENT BODY	NO	APRIL	JUNE	SECONDS ONLY	NO	YES	STUDENT ADVISOR	LESS THAN MAX
Marin	1	STUDENT BODY	NO	SPRING SEM	JUNE	YES	NO	YES	CEO	1/2 MAX ALLOWED BY LAW
Mendocino-Lake	1	STUDENT BODY	NO	MAY	JUNE	YES	NO	YES	CEO ASSISTANT	LESS THAN MAX
Merced	1	STUDENT BODY	NO	MAY	AUGUST	NO	NO	YES	CEO ASSISTANT	MONTHLY STIPEND
Mira Costa	1	STUDENT BODY	NO	APRIL	MAY	YES	NO	YES	CEO	1/2 MAX, BOOK STIPEND, MILEAGE
Monterey Peninsula	1	STUDENT BODY	NO	MAY	JUNE	BOARD DECIDES	NO	YES	CEO	NONE
Mt. San Antonio	1	STUDENT BODY	NO	JUNE	JULY	YES	NO	BOARD DECIDES	CEO	MONTHLY STIPEND
Mt. San Jacinto	1	STUDENT BODY	NO	APRIL	MAY	NO	NO	INPUT ONLY	CEO & ADMIN	MONTHLY STIPEND
Napa Valley	1	STUDENT BODY	YES	MAY	MAY	YES	BOARD DECIDES	YES	STUDENT LIFE COOR	LESS THAN MAX
North Orange County	2	STUDENT BODY	NO	MAY	JUNE	YES	NO	YES	CEO/EXEC ASST	1/2 OF MAX
Ohlone	1	STUDENT BODY	NO	APRIL	MAY	YES	NO	YES	CEO	MAX ALLOWED BY LAW
Palo Verde	1	STUDENT BODY	NO	APRIL	JUNE	BOARD DECIDES	NO	NO	CEO EXEC ASST	STIPEND
Palomar	1	STUDENT BODY	YES	JUNE	JUNE	SECONDS ONLY	NO	YES	CEO ASST	MONTHLY STIPEND
Pasadena Area	1	STUDENT BODY	NO	MAY	JUNE	YES	NO	YES	CEO	MAX ALLOWED BY LAW
Peralta	2	STUDENT BODY	NO	MAY	JUNE	YES	NO	YES	ASSOC VC STUDENT SERV	MAX ALLOWED BY LAW
Rancho Santiago	1	COMMITTEE	NO	MAY	JUNE	YES	STUDENT MATTERS ONLY	YES	EXEC ASST TO BOARD	MAX ALLOWED BY LAW
Redwoods	1	STUDENT BODY	NO	APRIL	MAY	YES	NO	YES	TRUSTEE	NONE
Rio Hondo	1	STUDENT BODY	NO	MAY	JUNE	NO	NO	NO	SUPT/PRES	LESS THAN MAX
Riverside	1	STUDENT BODY	YES	JUNE	JULY	NO	NO	NO	VP STUDENT SERV	NONE
San Bernardino	2	STUDENT BODY	NO	MARCH	MAY	YES	NO	NO	STUDENT ADVISOR	MAX ALLOWED BY LAW
San Diego	1	STUDENT BODY PRES	YES	MAY	JUNE	NO	NO	YES	CHIEF STUDENT SERV OFF	MONTHLY STIPEND
San Francisco	1	STUDENT BODY	NO	APRIL	JUNE	YES	NO	YES	CEO	MONTHLY STIPEND
San Joaquin Delta	1	STUDENT BODY	NO	APRIL	MAY	YES	YES	YES	CEO, CEO ASST.	MAX ALLOWED BY LAW
San Jose-Evergreen	2	STUDENT BODY	NO	MAY	MAY	YES	NO	YES	CEO EXEC ASST	STIPEND
San Luis Obispo County	1	STUDENT BODY	YES	MAY	JUNE	YES	YES	YES	CHIEF STUDENT SERV OFF	LESS THAN MAX
San Mateo	1	STUDENT BODY	NO	MARCH	JUNE	YES	NO	YES	CEO & ADMIN	MAX ALLOWED BY LAW
Santa Barbara	1	STUDENT BODY	NO	APRIL	JUNE	NO	NO	YES	ASSOC DEAN OF ED PROG	50% OF MAX
Santa Clarita	1	STUDENT BODY	NO	APRIL	MAY	YES	NO	YES	STUDENT ADVISOR	MONTHLY STIPEND
Santa Monica	1	STUDENT BODY	NO	MAY	JUNE	YES	NO	YES	CHIEF STUDENT SERV OFF	MONTHLY STIPEND
Sequoias	1	STUDENT BODY	NO	APRIL	JUNE	BOARD DECIDES	BOARD DECIDES	BOARD DECIDES	DIR OF STUDENT ACT	MAX ALLOWED BY LAW
Shasta-Tehama-Trinity	1	STUDENT BODY PRES	YES	APRIL	MAY	NO	NO	YES	CEO ASSISTANT	MONTHLY STIPEND
Sierra Joint	1	STUDENT BODY	YES	APRIL	MAY	STUDENT BODY	YES	NO	CEO ASSISTANT	MAX ALLOWED BY LAW
Siskiyou	1	STUDENT BODY	NO	MAY	JULY	BOARD DECIDES	NO	NO	STUDENT ADVISOR	NONE
Solano	1	STUDENT BODY	NO	APRIL	MAY	NO	NO	YES	STUDENT ADVISOR	LESS THAN MAX
Sonoma County	1	STUDENT BODY	NO	APRIL	JUNE	NO	NO	YES	CEO & ADMIN	NONE
South Orange County	1	STUDENT BODY	NO	APRIL	MAY	YES	NO	YES	STUDENT ADVISOR	MONTHLY STIPEND
Southwestern	1	STUDENT BODY PRES	YES	MAY	MAY	YES	NO	YES	DIR OF STUDENT DEVL	MAX ALLOWED BY LAW
State Center	2	STUDENT BODY	NO	MAY	AUGUST	YES	NO	NO	STUDENT ADVISOR	MILEAGE ONLY

\* Elected by: Student Body; Student President; Student Body Committee, etc.

## Student Board Member Survey 2013

# OF ST TRUSTEES	SELECTION PROCESS*	ST=ABS PRES?	MO SELECTED	MO SEATED	MAKES MOTIONS?	ATTENDS CLOSED SESSIONS	ADVISORY VOTE?	STAFF CONTACT	COMPENSATION	
Ventura County	1	STUDENT BODY	NO	MAY	JUNE	NO	NO	NO	DIR,ADMIN RELATIONS	MAX ALLOWED BY LAW
Victor Valley	1	STUDENT BODY	YES	JUNE	SEPTEMBER	NO	NO	YES	STUDENT ADVISOR	SEMESTER STIPEND
West Hills	1	STUDENT BODY	YES	AUGUST	AUGUST	NO	NO	NO	EXEC ASST TO CEO	MILEAGE ONLY
West Kern	1	STUDENT BODY	NO	MAY	AUGUST	NO	NO	NO	STUDENT ADVISOR	NONE
West Valley-Mission	2	STUDENT BODY	NO	MAY	JUNE	YES	NO	YES	STUDENT ADVISOR	MAX ALLOWED BY LAW
Yosemite	1	STUDENT BODY	NO	APRIL	JUNE	NO	NO	NO	CEO	CONFERENCE ATTENDANCE ONLY
Yuba	2	STUDENT BODY	NO	MAY	JUNE	SECONDS ONLY	NO	YES	CEO	LESS THAN MAX, MILEAGE

\* Elected by: Student Body; Student President; Student Body Committee, etc.

Minutes of May 28, 2014

**PREPAREDNESS AND OUTREACH FOR HIGH SCHOOL STUDENTS**

In alignment with the Governing Board's 2013-14 objective to "identify appropriate Board roles and/or policies to address needs related to the level of preparation of high school students," the attached reports outline each college's high school-related outreach efforts.

Mr. Enholm questioned whether students who retreated back to community college from four-year colleges could be tracked and Executive Vice Chancellor, Education and Technology Mojdeh Mehdizadeh said that information could be provided. Ms. Gordon said transportation for students in West County to Berkeley City College and Laney College better serves that population than the transportation that is available to access the District's colleges.

The first report provides details on the title of each outreach endeavor; the timeline; the targeted audience; and a brief description. The second report provides information on enrollment; placement; and success data of recent feeder high school graduates

## **Preparedness and Outreach for High School Students**

### **Contra Costa College**

#### **Why Contra Costa College Should Be Your First Choice**

- November/December 2013
- Population/Audience: High school seniors
- Description: Provide overview of Contra Costa College Programs of Study; Collect interest information from students for follow-up workshops.

#### **The First Step: Completing an Application and Understanding the Importance of the Assessment Test**

- February 2014
- Population/Audience: High school seniors who indicated an interest in attending Contra Costa College
- Description: Hands-on application workshop and overview of the process for students to attend Contra Costa College and prepare for the assessment test.

#### **The Second Step: Understanding and Applying for Financial Aid**

- February 2014
- Population/Audience: High school seniors and their parents
- Description: Overview of opportunities for financial aid and the process for applying.

#### **Parents Information Night**

- February 2014
- Population/Audience: High school seniors and their parents
- Description: Brief presentation about the college, followed by a hands-on workshop in the lab with instructions for completing the 2014-15 FAFSA application.

#### **The Third Step: Assessment Testing**

- March/April 2014
- Population/Audience: High school seniors who completed a college application
- Description: Opportunity for students to take the college assessment test at the high school. The assessments are scheduled after school at every feeder high schools.

#### **Counseling 108: Orientation to College**

- April 7-11, 2014 (WCCUSD Spring Break)
- Population/Audience: High school seniors
- Description: Complete the orientation process and develop an educational plan with a counselor.

#### **Contra Costa College Super Saturday Freshmen Orientation**

- May 10, 2014
- Population/Audience: High school seniors and parents
- Description: Register for summer 2014 and fall 2014. Educate parents about the transition from high school to college.

**May Push**

- May 19-23, 2014
- Population/Audience: High school seniors who did not attend Super Saturday
- Description: Provide another opportunity for students who may not have applied and assist them through the application, assessment, and orientation process and prepare them for summer and/or fall 2014 registration.

**Diablo Valley College****Student Focus Groups**

- November/December 2013
- Population/Audience: Current DVC students (mainly in EOPS, UMOJA or Puente)
- Description: Obtain information about current students' experiences with regard to educational planning, assessment and orientation. Use information to plan for the implementation of 3SP (Student Success and Support Program - SB 1456) in providing an improved experience for students.

**Workshops for the Annual High School Counselors Conference**

- January 2014
- Population/Audience: High school counselors within the college's service area
- Description: Provide pertinent information about the enrollment process, including online orientation, assessment and educational planning to counselors so they can share this information/experience with their high school seniors

**Assessments at Local High Schools**

- Feb-April 2014
- Population/Audience: High school seniors
- Description: Ensure that all high school seniors in the service area who completed a DVC application, understand the purpose of assessment, placement, and the next steps to ensure they begin college on the right track academically.

**Enrollment Presentations at Service Area High Schools**

- February - May 2014
- Population/Audience: High school seniors and counselors
- Description: Provide detailed information about the enrollment process including application(s), online orientation, assessment and educational planning/Counseling 095, so students can take advantage of the enrollment priority dates offered.

**Bi-annual English Articulation Day**

- March 2014
- Population/Audience: High school and adult school English and ESL teachers
- Description: Share techniques for English instruction; provide detailed information about the English assessment and courses offered at DVC; encourage K-12 English/ESL teachers to share learned information with their high school seniors and colleagues.

**AB540 Conference**

- April 2014
- Population/Audience: High school students, parents, counselors and community members
- Description: Provide accurate information about the programs and services offered in the District for undocumented students who have attended high school in CA for 3 years.



**EOPS High School Day**

- April 2014
- Population/Audience: EOPS eligible (low-income and educationally disadvantaged) high school seniors and counselors
- Description: Conduct workshops about the benefits of going to college, support services offered for students who are the first in their family to go to college, and the DVC enrollment process.

**Evening Enrollment Presentations**

- April – June 2014
- Population/Audience: High school seniors and their parents
- Description: Provide detailed information about the enrollment process including application, online orientation, assessment and educational planning/Counseling 095, so students can take advantage of the enrollment priority dates offered.

**Los Medanos College****Parent Institute for Quality Education (PIQE)**

- September 2013 - April 2014
- Population/Audience: Parents of junior high students in LMC feeder schools
- Description: Provide a nine-week parent engagement in education program, in English and Spanish, for parents in two LMC feeder schools in order for families to understand the educational system, foster a positive educational environment for their children both at home and at school, and plan for college.
- Martin Luther King Junior High graduated 30 Spanish-speaking parents on December 19, 2013
- Rancho Medanos Junior High School graduated 86 parents (7 in English and 79 in Spanish) on April 10, 2014

**Participated in various college nights and parents information nights at local high schools**

- October 2013 – January 2014
- Population/Audience: High school students and parents
- Description: Participated in college nights to provide general LMC information to students and family members. Provided workshops on college admission process, programs and services to students and parents at local high parent nights.

**Educational Partners Breakfasts**

- November 2013 & April 2014
- Population/Audience: Principals and Superintendents of feeder high schools
- Description: This meeting occurs once each semester and brings together the key administrators from local feeder high schools and school districts with LMC administrators for picture planning and connections. Recent conversations have included overviews of data/research regarding the educational pipeline from high school to college in East Contra Costa County as well as an overview of the Career Pathways Trust work.

**Participated in the coordination of the “Noche de Información Universitaria”, a Spanish language College Information Night designed for parents and students in ELD classes in the Mt. Diablo District**

- January 2014
- Population/Audience: Students and parents in ELD classes in the Mt. Diablo School District
- Description: One of the coordinators for Noche de Informacion Universitaria hosted by Ygnacio Valley High School. Provided workshops in Spanish on college admission, segments of higher education in California and Financial Aid possibilities for high school graduating seniors.

**Host UC Berkeley’s Early Academic Opportunity Program student/parent orientations and SAT Academy**

- January –March 2014
- Population/Audience: High School freshmen, juniors and parents at two local high school
- Description: LMC hosted the Student Parent Orientation for UC Berkeley's Early Academic Opportunity Program during the month of January. Students are selected for the program and are introduced to LMC’s concurrent enrollment opportunities. Juniors in the program receive SAT preparatory classes on our campus.

**Career Exploration Days at LMC**

- January – April 2014
- Population/Audience: High school students and high school staff
- Description: Provided career exploration day to various high schools that visited LMC. Students were presented with general college information. Targeted Career Technical Education programs were highlighted to students with hands on demonstrations.

**Annual High School Counselor Conference**

- February 2014
- Population/Audience: high school and career technicians on our service area high schools
- Description: The seven comprehensive high schools and 5 continuation high schools sent full counseling and career staff to this annual conference. LMC counselors were also highly involved. Provided updates on the college academic and student services programs. We reviewed enrollment and assessment test data from our local high schools. Provided the counselors an overview of the changes facing the enrollment process with the Student Service and Support Programs Act.

**Application and Pre-enrollment Workshops at service area High Schools**

- February – March 2014
- Population/Audience: high school seniors and counselors
- Description: Provided students a brief overview of the application and enrollment process including major selection, assessment testing and educational planning and counseling. Provided an overview and description of the available academic and student services programs at LMC. Student completed the online application by the end of the workshop.

### **Assessment Testing at High Schools**

- March – April 2014
- Population/Audience: High School seniors
- Description: Coordinated the scheduled and administered the Accuplacer assessment test at the service area high schools. Explained the purpose of assessment testing and the importance of these test to high school seniors. Provided test review materials to students. Proctored the test to student at our local high schools.

### **Participated in the planning for the AB 540 More than a Dream at DVC**

- March – April 2014
- Population/Audience: High school students specifically AB 540 eligible students and interested school personnel
- Description: Attended the planning meetings for the conference. Provided informational sessions and recruited students to attend the conference at DVC.

### **Targeted Mailings to High School Seniors**

- April 2014
- Population/Audience: High school graduating seniors and families
- Description: Coordinated the mailing of a congratulatory letter from LMC President with college materials to all high school graduating seniors in our service area. Postcards were also mailed to families of high school graduating senior promoting the New Student Orientation. Requested the mailing list of all high school graduating seniors from our local comprehensive high schools to mail the graduating senior package. The package included information on the assessment and orientations for seniors.

### **New Student Orientation for High School Seniors**

- April 2014
- Population/Audience: High School seniors and their parents
- Description: LMC hosted approx. 650 students and more than 350 parents for the annual New Student Orientation for High School Seniors. These full days provided an energetic and engaging introduction to the college experience for these new members of our community and included activities such as student and parent panels, career exploration workshops, campus tours, guest speakers, education on the enrollment process, financial aid preparation, introductions to Learning Communities, parent education in English and Spanish, a program fair, and numerous opportunities for making connections to our campus.

### **College Bound Brotherhood and Antioch Unified School District Strategic Planning**

- April 2014 – June 2014
- Population/Audience: The superintendent and principals of Antioch Unified School District (AUSD) with community liaisons, focused on African American males in AUSD
- Description: EOPS staff is participating in a collaborative team that seeks to—1) Identify the root causes of low level of African American engagement in college readiness activity, district-wide, and 2) Create strategies for system-wide changes to boost African American achievement, overall. The team is working to devise and implement its strategy June 2014.

### **Accelerating Minority Male Academic Success (AMMAS) at Liberty Union, Antioch, and Pittsburg Unified School Districts**

- April 2014 – on-going
- Population/Audience: Senior high African American males at 7 feeder institutions-- Deer Valley, Pittsburg, Freedom, Liberty, Dozier-Libbey Medical, and Black Diamond High School, and the Pittsburg Adult Education Center
- Description: With initial emphasis on senior, African American males in the class of 2014, EOPS in collaboration with the principals, counselors and faculty of feeder institutions is developing and implementing site-specific strategic plans designed to accelerate the rates at which minority males complete Student Success and Support Program (3SP) requirements, i.e., orientation, assessment, educational plans. In summer 2014, a two-week summer bridge program is planned for AMMAS students, designed to expand career awareness and college-going values, promote civic engagement, and connect AMMAS students to faculty and student support services staff based on each student's identified needs and assets. LMC's Umoja Scholars assist in all phases of AMMAS. Students admitted to AMMAS in 2014 will be encouraged to serve as recruiters of minority males in the class of 2015 and to reach out to local middle schools.

### **Summer Bridge**

- June-July 2014
- Population/Audience: Recently graduated high school seniors
- Description: A four-week transitional summer program designed to prepare incoming students for a comprehensive college experience that focuses on academic, career and social success. The curriculum includes math, critical thinking and a variety of college seminars. Students visit 4-year colleges and local industries, and have the opportunity to explore careers, develop interpersonal skills, learn how to navigate through the college system, and participate in academic activities that review successful strategies for social connectedness and academic preparedness.

### **Focused Outreach Activities at Pittsburg High School**

- On-going
- Population/Audience: Special focus on seniors
- Description: LMC has worked to explore and develop targeted outreach efforts for Pittsburg High School which have included presentations to all senior Government/Economics classes and the exploration of a possible LMC lead learning community for at-risk high seniors during the 2<sup>nd</sup> semester of their senior year.

### **Outreach Related to STEM: Pittsburg HS**

- Ongoing
- Population/Audience: High School STEM Faculty and students, LMC STEM Faculty and students.
- Description: Creating STEM faculty to STEM faculty collaboration between HS teachers and LMC faculty. LMC engineering faculty and PHS engineering faculty are working together on class and curricular observations with faculty and students. LMC STEM Ambassadors are reaching out to high school STEM classes and creating a series of experiences for high school students which include: STEM Tutors going into math, physics, biology classes to support teacher and students; STEM Student Success Panels going into STEM classes to present LMC STEM education and transfer opportunities and increase

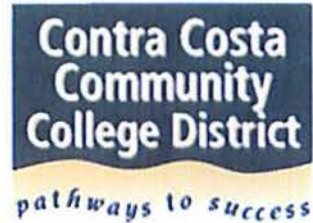
overall positive exposure to LMC STEM studies; STEM Ambassador Students and LMC Biology Faculty presenting exciting college level labs to biology classes.

**Antioch High School**

- Ongoing
- Population/Audience: High school STEM faculty and students and LMC STEM faculty and students
- Description: Expanding STEM ambassador program support to Antioch High School during the next academic year. Expanding engineering collaboration with Antioch High School, which is in progress.

**All Feeder High Schools**

- Ongoing
- Population/Audience: High school STEM Faculty site administrators and students
- Description: Collaboration to increase participation in the Contra Costa County Science and Engineering Fair held at LMC. Information regarding LMC placement exam and transcript evaluation for math placement at LMC, as well as information for Summer Bridge STEM Cohorts, STEM Scholars Program, MESA.



# **HIGH SCHOOL GRADUATE STUDY**

Enrollment, Placement, and Success of  
Recent High School Graduates  
from County Districts

April 2014

Prepared by District Research  
Contra Costa Community College District  
500 Court Street  
Martinez, California 94553

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## 2012-2013 CCCCDC Feeder High School Graduate Study

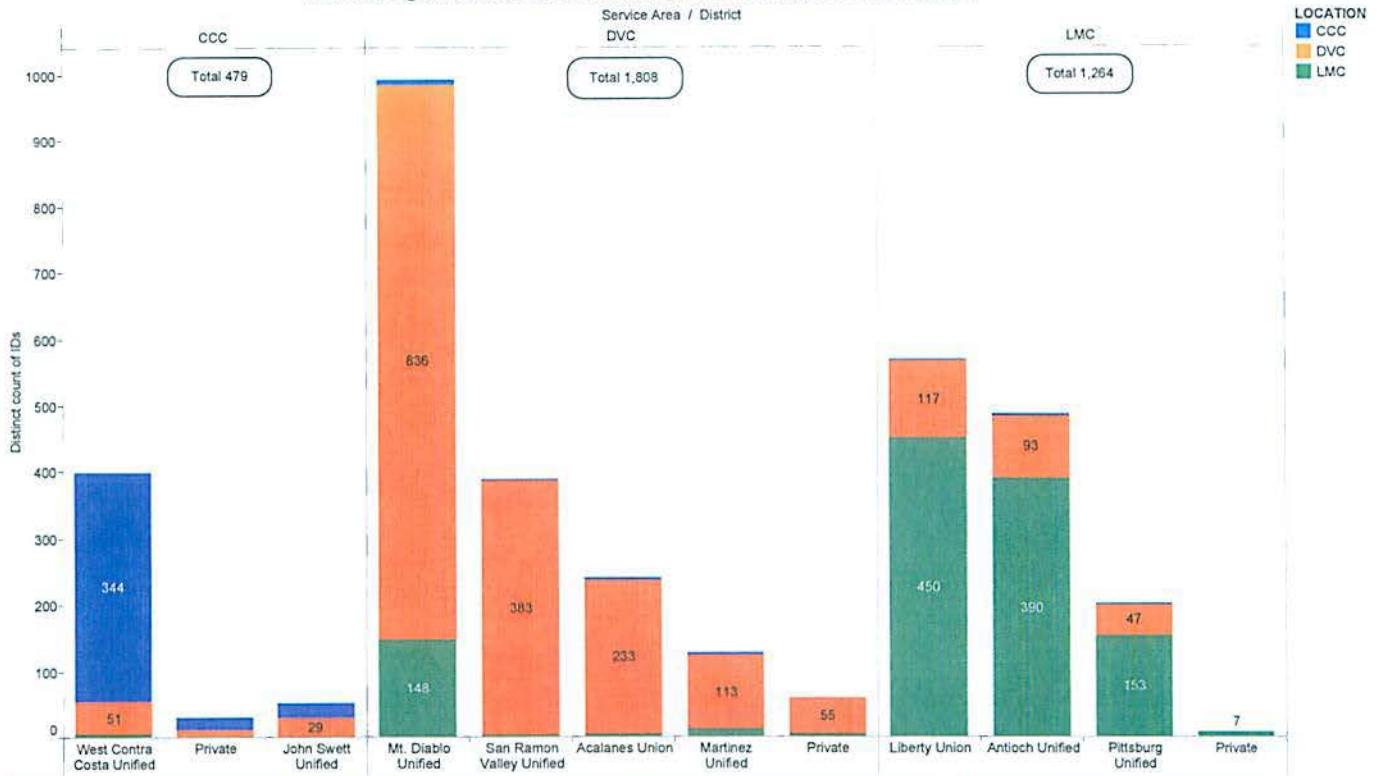
College/HS District/Top Feeder Schools*	High School Graduates 2011-12 Cohort	Number from 2011-12 Cohort Enrolled at CCCCDC 2012-13	Percent of 2011-12 Cohort Enrolled at CCCCDC 2012-13
<b>CCC</b>			
<b>John Swett Unified School District</b>	<b>103</b>	<b>47</b>	<b>46%</b>
John Swett High	103	47	46%
<b>West Contra Costa Unified School District</b>	<b>1,358</b>	<b>370</b>	<b>27%</b>
De Anza Senior High	136	58	43%
El Cerrito High	293	25	9%
Hercules High	210	29	14%
Kennedy High	133	28	21%
Pinole Valley High	312	137	44%
Richmond High	274	93	34%
<b>DVC</b>			
<b>Acalanes Union High School District</b>	<b>1,268</b>	<b>237</b>	<b>19%</b>
Acalanes High	308	47	15%
Campolindo High	336	42	13%
Las Lomas High	301	100	33%
Miramonte High	323	48	15%
<b>Martinez Unified School District</b>	<b>298</b>	<b>120</b>	<b>40%</b>
Alhambra Senior High	298	120	40%
<b>Mt. Diablo Unified School District</b>	<b>2,144</b>	<b>910</b>	<b>42%</b>
Clayton Valley High	443	209	47%
College Park High	443	193	44%
Concord High	348	166	48%
Mt. Diablo High	290	120	41%
Northgate High	383	121	32%
Ygnacio Valley High	237	101	43%
<b>San Ramon Valley Unified School District</b>	<b>2,050</b>	<b>383</b>	<b>19%</b>
California High	615	133	22%
Dougherty Valley High	438	75	17%
Monte Vista High	506	108	21%
San Ramon Valley High	491	67	14%
<b>LMC</b>			
<b>Antioch Unified School District</b>	<b>1,179</b>	<b>449</b>	<b>38%</b>
Antioch High	307	128	42%
Deer Valley High	563	248	44%
Dozier-Libby	126	37	29%
Prospects High (Alternative)	183	36	20%
<b>Liberty Union School District</b>	<b>1,556</b>	<b>526</b>	<b>34%</b>
Freedom High	514	201	39%
Heritage High	416	156	38%
Independence High	168	1	1%
Liberty High	458	168	37%
<b>Pittsburg Unified School District</b>	<b>485</b>	<b>187</b>	<b>39%</b>
Pittsburg Senior High	485	187	39%
<b>County Public High Schools Graduates</b>	<b>11,549</b>	<b>3,317</b>	<b>29%</b>
West County (CCC Feeder High Schools)	1,802	433	24%
Central County (DVC Feeder High Schools)	6,285	1,711	27%
East County (LMC Feeder High Schools)	3,462	1,173	34%

\*Only primary public high schools are named. All county public high school graduates attending CCCCDC are counted in the "County Public High School Graduates" section.

New high school graduates have a Grad Type status of 3=high school graduate, have a graduation date of 2012, and their first term occurs in 2012SU, 2012FA, or 2013SP.

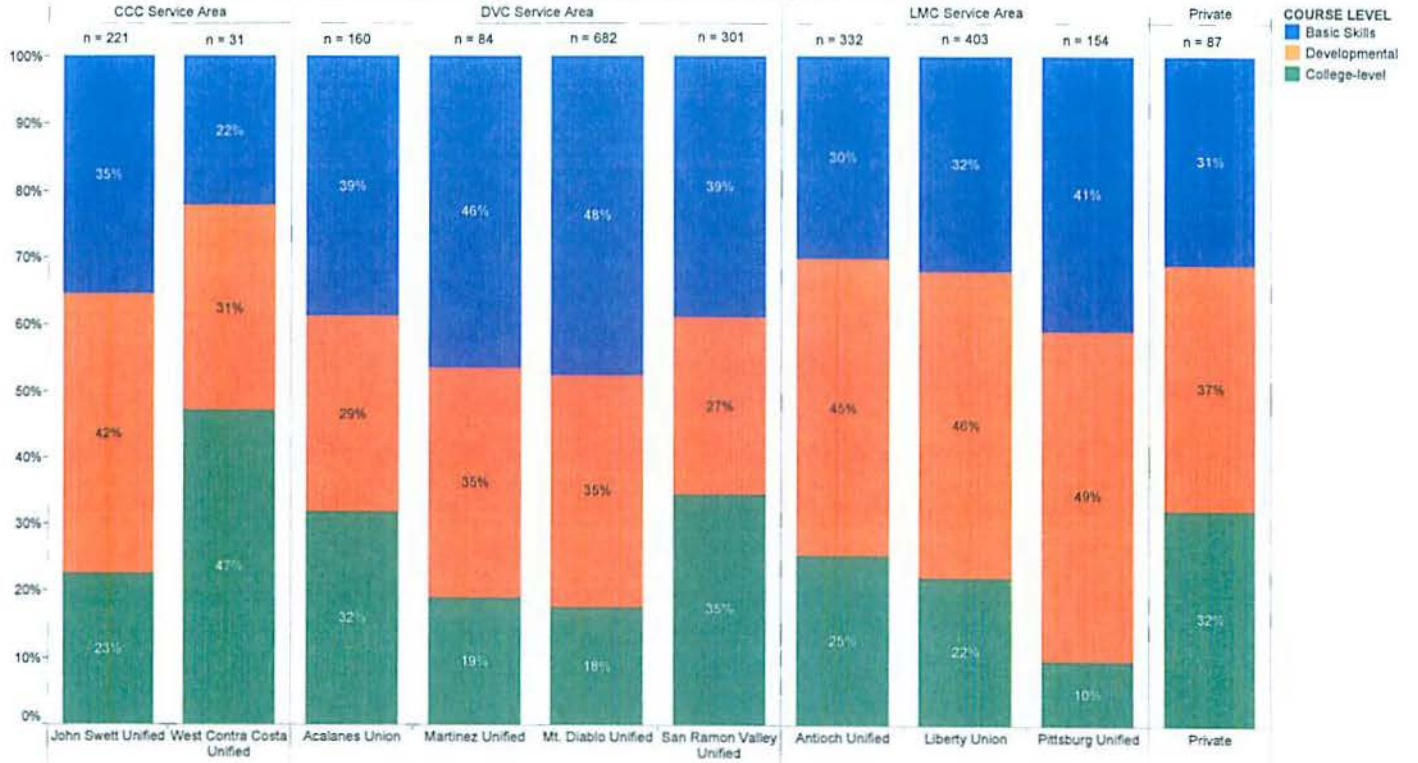


Number of High School Graduates from County Districts Attending CCCCD, 2012-2013



Distinct count of ID for each District broken down by Service Area. Color shows details about LOCATION. The data is filtered on YEAR, which keeps 2012-13. The view is filtered on Service Area and District. The Service Area filter keeps CCC, DVC and LMC. The District filter keeps 10 of 10 members.

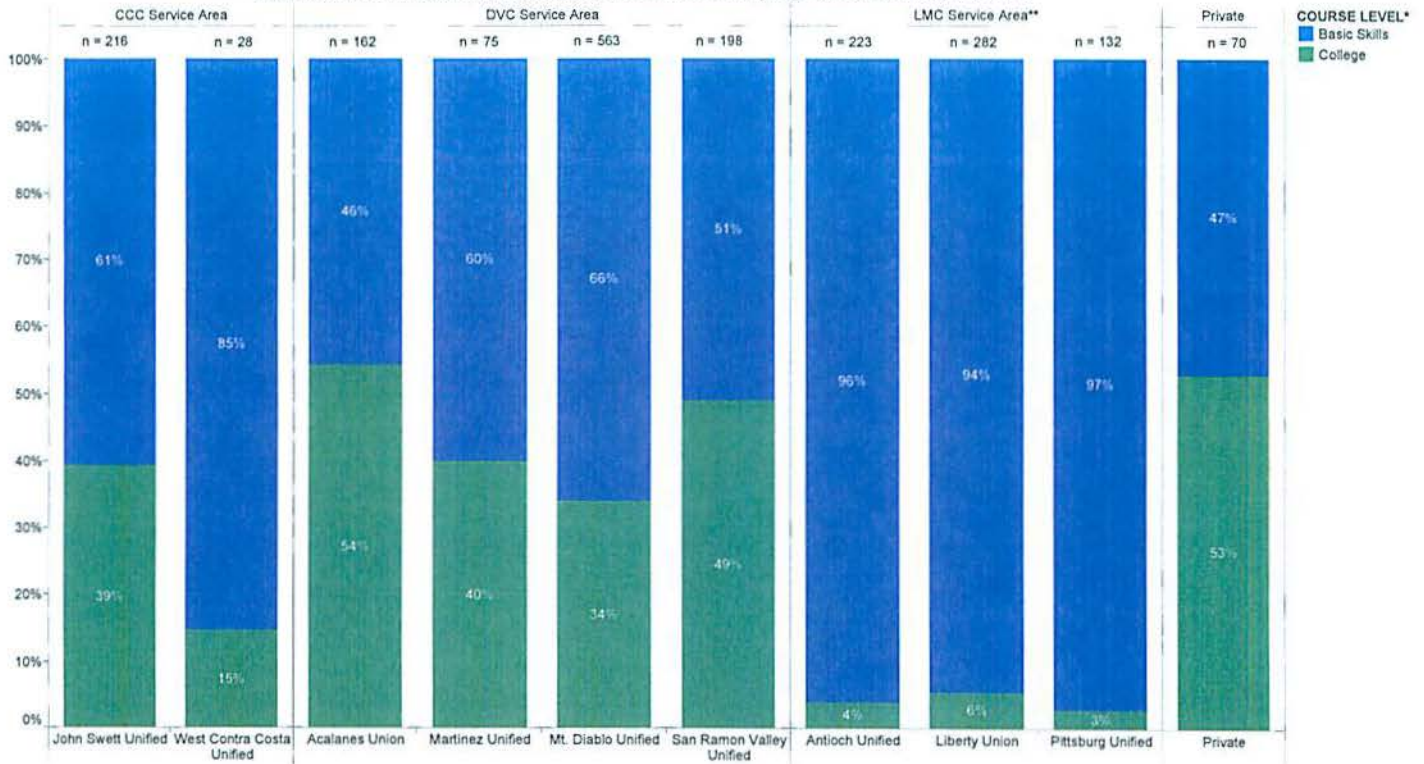
English Assessment Placement of First-time Students from County High School Districts, 2012-2013



% of Total Number of Records for each District broken down by District Service Area. Color shows details about CRS\_LEVELS (group). The data is filtered on YEAR and STNC\_TITLE. The YEAR filter keeps 2012-13. The STNC\_TITLE filter keeps ENGLISH PLACEMENT. The view is filtered on District and CRS\_LEVELS (group). The District filter excludes County HS. The CRS\_LEVELS (group) filter keeps Basic Skills, College-level and Developmental. Percents are based on each column of the table.

Levels: Basic Skills (Two or more below transfer level); Developmental (One below transfer level); College (Transfer level)

Math Assessment Placement of First-time Students from County High School Districts, 2012-2013



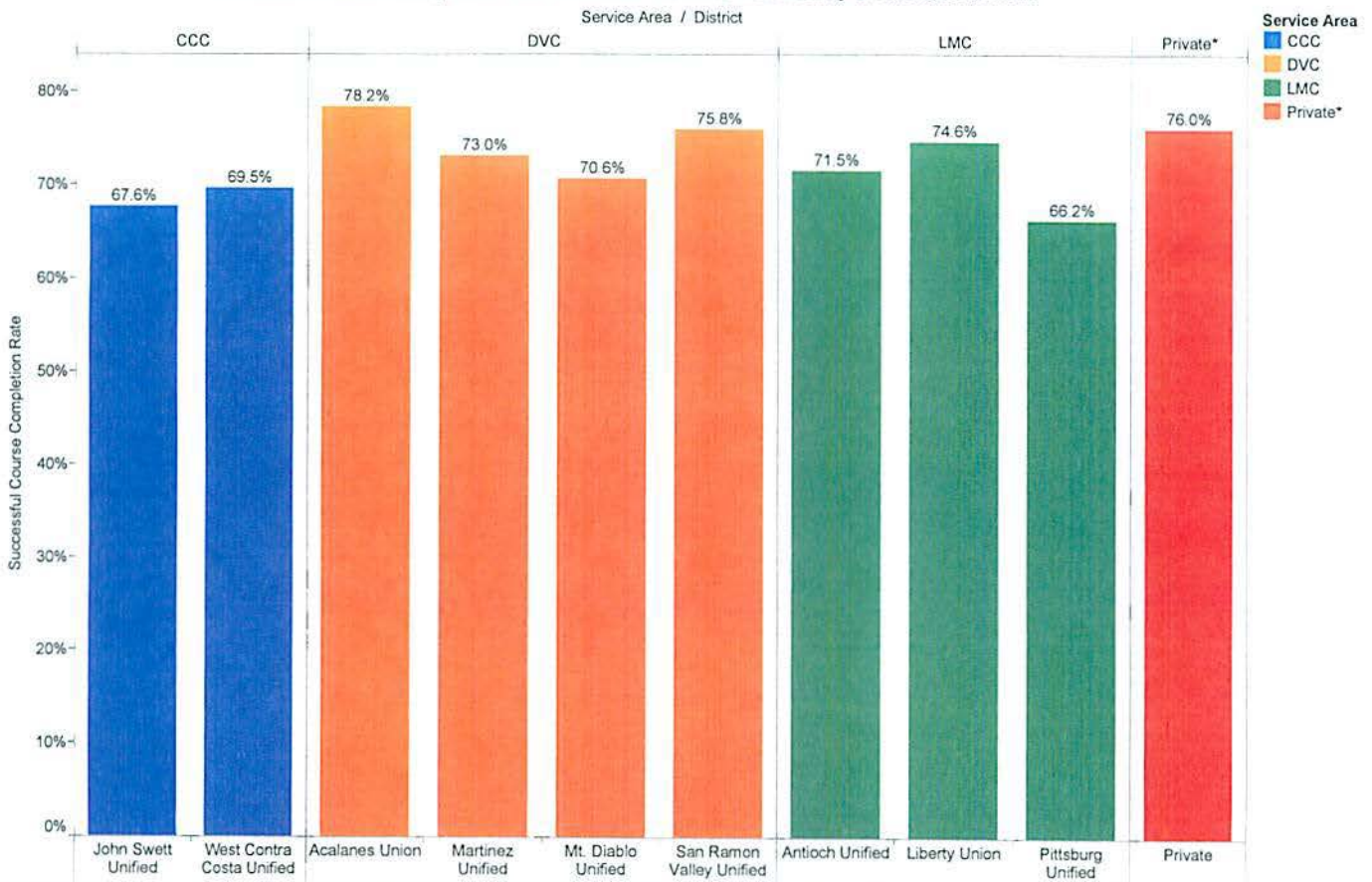
% of Total Number of Records for each District broken down by District Service Area. Color shows details about CRS\_LEVEL. The data is filtered on YEAR and STNC\_TITLE. The YEAR filter keeps 2012-13. The STNC\_TITLE filter keeps MATH PLACEMENT. The view is filtered on District, which excludes County HS. Percents are based on each column of the table.

Levels: Basic Skills (Any level below transferrable math); College (Transfer level math)

\*Because students can self-select their basic skills math level math at DVC, developmental (one course below transfer) could not be determined.

\*\*At LMC students who have passed Algebra II in high school are eligible to enroll in transfer level math and typically do not take the math assessment.

Successful Course Completion Rate of CCCC Students from County Districts, 2012-2013

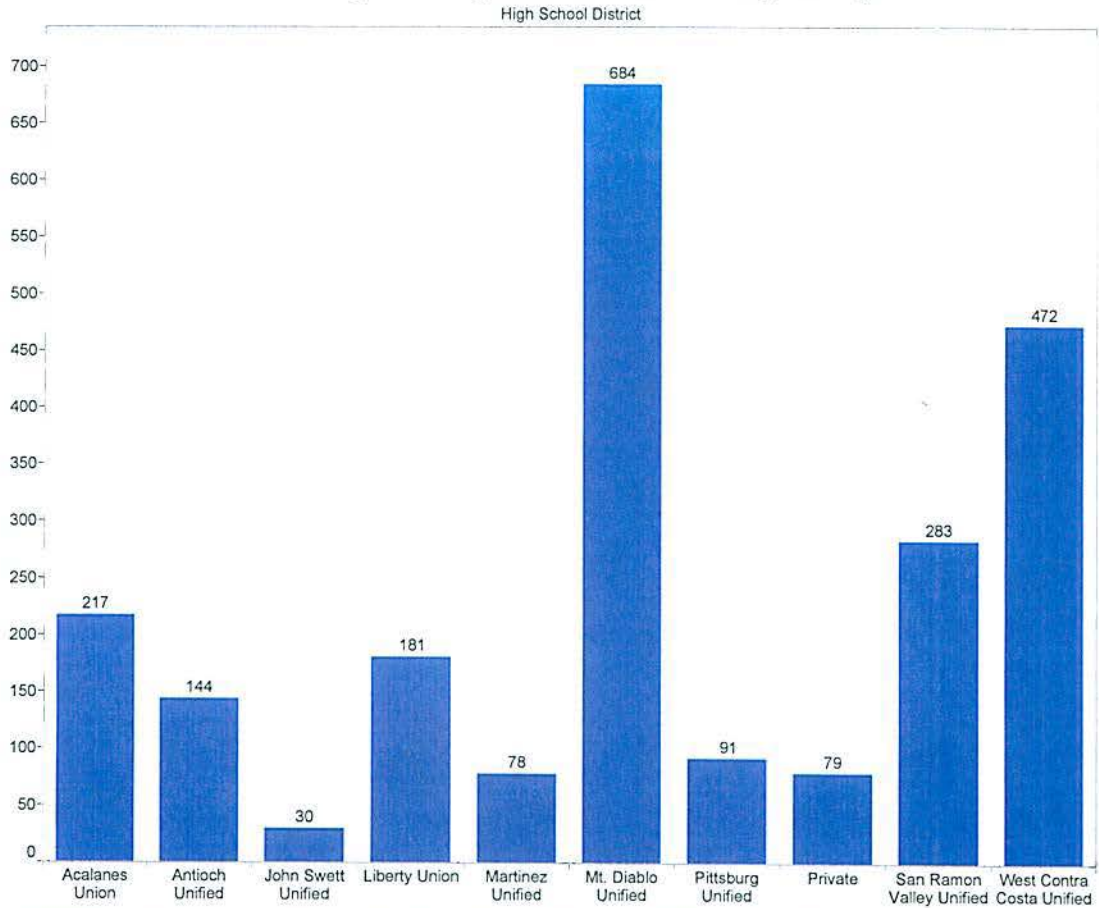


The success rate is the percent of students who were successful in completing courses out of the total enrolled in these courses. The success rate represents the ratio of grades A, B, C, IA, IB, IC, IPP and P over all grades awarded.

\*Private schools in grouping: Athenian, Berean, Carondelet, Christian Center, Contra Costa Christian, Cornerstone Christian, De la Salle, Pleasant Hill Christian and Salesian.



Number of Concurrently Enrolled High School Students from County Districts, 2012-2013



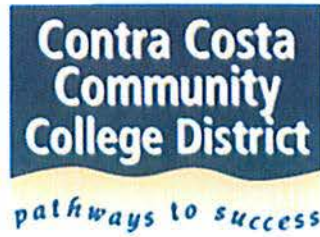
Distinct count of STC\_PERSON\_ID for each High School District. The data is filtered on AGE\_TERM, CONHS\_STAT and STC\_TERM (group). The AGE\_TERM filter ranges from 16 to 17. The CONHS\_STAT filter keeps Y. The STC\_TERM (group) filter keeps 2012FA, 2012SU, 2013SP. The view is filtered on High School District, which excludes Other.

Minutes of May 28, 2014

**DISTRICT STRATEGIC PLAN, 2014 – 2019**

The attached District Strategic Plan for 2014 – 2019 was presented to the Board for information. Executive Vice Chancellor, Education and Technology Mojdeh Mehdizadeh introduced Senior Dean of Research and Planning Greg Stoup, who summarized the attached presentation which summarized the manner in which the current strategic plan was developed.

Dr. Benjamin said the Board's goals for 2014-15 will be based on this strategic plan. She commended Mr. Stoup for his leadership and the manner in which he was able to complete this strategic plan quickly and successfully.



Contra Costa Community College District

# **DISTRICT STRATEGIC PLAN 2014 – 2019**

May 28, 2014

Office of Research and Planning  
Contra Costa Community College District  
500 Court Street  
Martinez, California 94553

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## Acknowledgements

### LIST OF EVENTS

September 24, 2013 – Chancellor’s Cabinet initial planning meeting  
 October 2, 2013 – Districtwide Planning Charrette at DVC Trophy Room  
 October 15, 2013 – Districtwide on-line feedback survey  
 November 1, 2013 – Districtwide Planning Charrette at Crowne Plaza Hotel  
 November 12-15, 2013 – Interviews with college presidents  
 December 2, 2013 – Planning Dialogue at Diablo College  
 December 6, 2013 – Planning Dialogue at Contra Costa College  
 December 12, 2013 – Planning Dialogue at Los Medanos College  
 February 18, 2014 – First draft report out to District Governance Council  
 March 25, 2014 – District Governance Council feedback provided  
 April 15, 2014 – Second draft review by planning team  
 May 12, 2014 – Final Draft produced

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Donna Floyd	Linda Kohler	Ray Pyle	
Bill Foster	Robert Kratochvil	Richard Ramos	
Lizzy Gand	Susan Lamb	Tue Rust	
Peter Garcia	Ann Langelier-Patton	Dio Shipp	
Louie Giambattista	Joseph Ledbetter	Georgette Stewart	
Ruth Goodin	Laurie Lema	Gregory Stoup	

## Introduction

### PURPOSE OF THE PLAN

As the Contra Costa Community College District (District) moves through the next five years, the strategic plan will provide both the foundation and the guideposts necessary for the District to continue being a beacon of excellence in learning and equitable student success for the regional community. By defining the District's mission, vision, and values, the strategic plan clearly identifies for every member of the District who we are, where we want to be, and the ways in which we will get there. Every action taken, whether by an individual faculty member or the District Chancellor, can be viewed through this framework, and in doing so unify the efforts of the entire District.

With a shared understanding of the present articulated in the District mission and values, and a shared understanding of the future depicted in the District vision, the strategic plan identifies the goals and objectives that will guide the District as it works to turn its vision into reality. Each of the four goals in the strategic plan represents the top priorities of the District community. Taken together, along with the objectives, they equip the District with a focused, concrete road-map for the next five years. Furthermore, the suggested progress measures create a structure for regular Districtwide reflection to inform continuous improvement and efficacy.

This plan will guide work not only at the District level, but serve as a compass for the three colleges in the District: Contra Costa College, Diablo Valley College, and Los Medanos College. The scope and direction of the District Strategic Plan was deliberately designed to be accommodating to the varied strategic objectives at each colleges as they work to best serve the particular needs of their local communities. The strategic plans developed at each of these colleges fall under the broad umbrella of the District plan and will align with the District's mission, vision, values, and goals, creating a unified foundation from which coordinated efforts will be driven at every level of the District over the next four years.

### STRATEGIC PLANNING PROCESS

The Contra Costa Community College District's strategic plan for 2014-2019 was developed as a community-wide effort, drawing together ideas from District leaders and governing bodies; leaders and representatives from the District's three community colleges; and individual administrators, faculty, staff, and students throughout the District community.

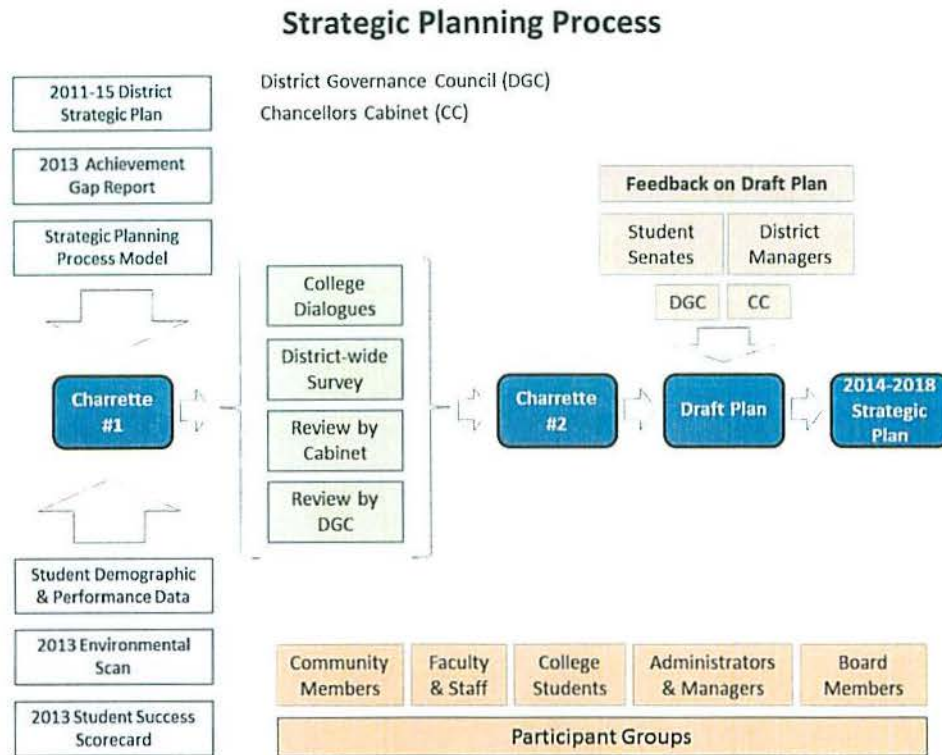
The planning process was launched in fall 2013 with two Districtwide charrettes that took place over half-days in October and November. These charrettes provided participants an opportunity to thoughtfully review the most recent District strategic plan; reflect on the state of the District, its students, and the communities it serves; and identify District priorities for the next four years. In addition, the charrettes enabled administrators, faculty, staff, and students from all parts of the District to interact with one another and generate fresh ideas informed by diverse perspectives.

Following each charrette, the main discussion points, questions, and conclusions were summarized and posted online for the entire college community to review and weigh in on the dialogue. Drawing from the charrettes and subsequent feedback, a draft of the mission statement, vision statement, values, and goals that would anchor the new strategic plan were developed.



At the conclusion of these conversations, the mission statement, vision statement, values, goals, objectives, and suggested progress measures were reviewed by the District Governance Council (DGC) and finalized.

This comprehensive process is summarized in the graphic below:



## DISTRICTWIDE INTEGRATED PLANNING

In order to obtain effective alignment between the Districtwide strategic directions and the colleges' strategic directions and initiatives, the colleges will develop and maintain crosswalk planning tools that articulate the strategic directions at each college with the strategic goals in the District plan. Furthermore, alignment between the Districtwide strategic directions and the Districtwide functional plans (i.e. College Facilities Master Plans, Technology Master Plans, College Educational Master Plans, Enrollment Management Plans, Marketing Plans and Human Resources Plans.) are obtained through the ongoing efforts of multiple planning bodies, including the Chancellor's Cabinet and the District Governance Council. The colleges and the District Office conduct program reviews, develop annual operational plans, and ensure integration of planning processes with budget and resource allocations. The Chancellor's Cabinet will continue to establish annual management performance objectives and recommend resource allocations to accomplish the Districtwide and the colleges' strategic directions and initiatives.

## District Profile

### THE DISTRICT AND THE COLLEGES

The Contra Costa Community College District (District) was founded by a public vote in December 1948 and first opened its doors in 1949. It is one of the largest multi-college community college districts in California. The District serves a population of 1,019,640 people, and its boundaries encompass all but 48 of the 734-square-mile land area of Contra Costa County. The District Office is located in historic downtown Martinez.

The District is governed by an elected five-member Governing Board who serve four-year terms. One student member, selected by student government, serves a one-year term on a rotational basis among the colleges. The Chancellor, appointed by the Governing Board, carries out the policies of the District.

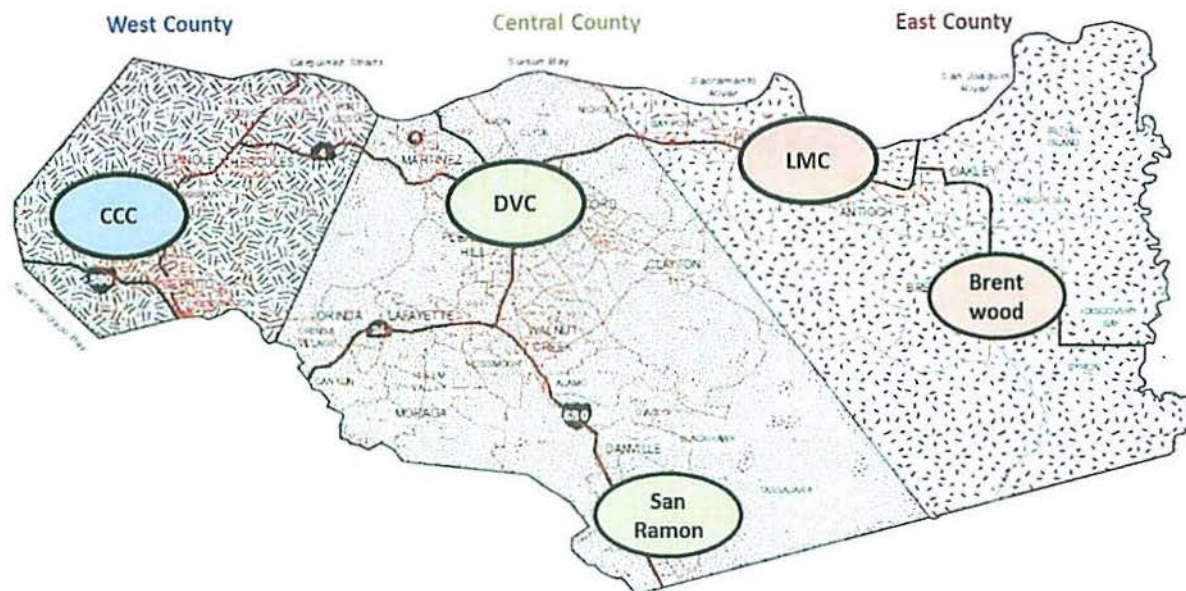
In 2014, the District celebrated its 65<sup>th</sup> anniversary with a showcase event held in December 2013. The District honored the Contra Costa County Board of Supervisors for their historical role in establishing the District and their continued support and contribution to the District and its students; featured programs and services offered by the District through its colleges so that attendees could learn more about the educational resources and community partnerships the District enjoys; and recognized “Unsung Heroes” in eight categories voted on by the community: faculty, classified staff, manager, student, alumni, retiree, volunteer and community partner.

For 65 years, our institutions have been a vital part of Contra Costa County. Young and old alike are encouraged to take advantage of an incomparable array of educational choices, including studies leading to an associate degree, transfer to four-year colleges and universities, short-term training to update professional skills, and specialized vocational and technical training programs - many in partnership with local businesses and industry - to help build a strong workforce in Contra Costa County.

The District’s three colleges span the entire county, ensuring access to each segment of the regional population, as illustrated below.



## The Colleges of the Contra Costa Community College District



### ***Contra Costa College***

Since 1949, Contra Costa College (CCC) has provided exemplary educational services to hundreds of thousands of residents from the greater West County area. Serving approximately 14,000 students annually, CCC is a model of excellence in successfully providing transformative education in an urban environment. The college is proud of its diverse student body and commitment to individual student success. Excellent programs such as the Center for Science Excellence, *The Advocate* newspaper, the green Automotive Services program, the Nursing program, and the Culinary Arts program are known throughout the state.

### ***Diablo Valley College***

Diablo Valley College (DVC) has distinguished itself as one of the nation's most successful community colleges by offering incomparable transfer opportunities and exceptional career-technical programs and degrees to more than 33,000 students annually while responding to an evolving need for more robust adult basic skills and ESL programs. At both the Pleasant Hill and San Ramon locations, local and international students experience high-quality instruction and support services designed for student success. DVC's many career-technical programs are continuously improving to keep pace with emerging technologies and the new skills our students need to be successful in any job market. The college's transfer achievements are unparalleled, making DVC the number one transfer pathway to UC Berkeley.

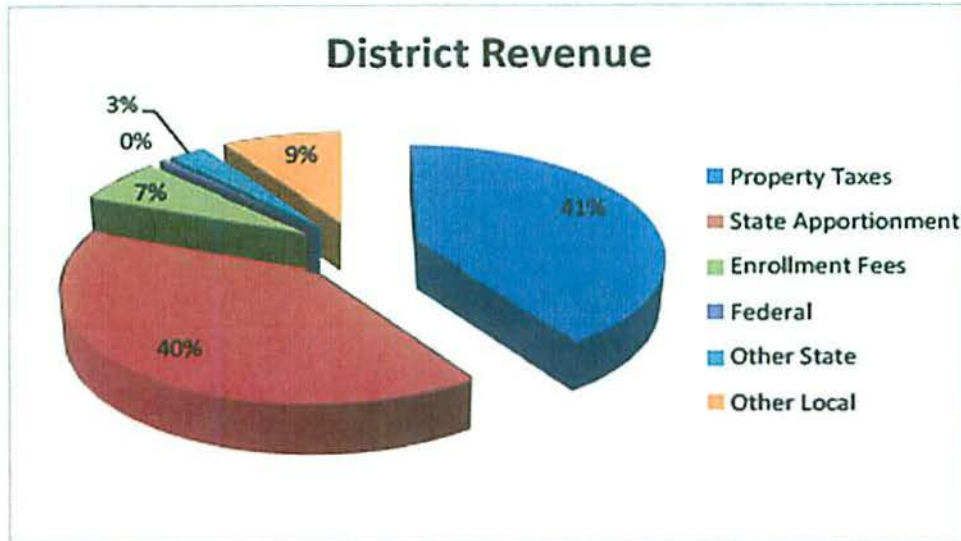
### ***Los Medanos College***

Los Medanos College (LMC) is a rising star, the fastest growing college in the District, serving the needs of its 14,500 students and the community both on the main campus in Pittsburg and in its Brentwood Center. Since 1974, LMC has been continually improving its innovative and supportive learning environment and state-of-the-art facilities. A focus on student learning and success helps students build their abilities and competencies as lifelong learners and provides critical educational preparation to help them to succeed in their career endeavors.

## DISTRICT FINANCIAL OVERVIEW

The District operates with revenue from a range of sources. The chart below identifies the primary sources of income that enable the District to provide a high-quality learning experience to our students.

Contra Costa Community College District Revenue Sources



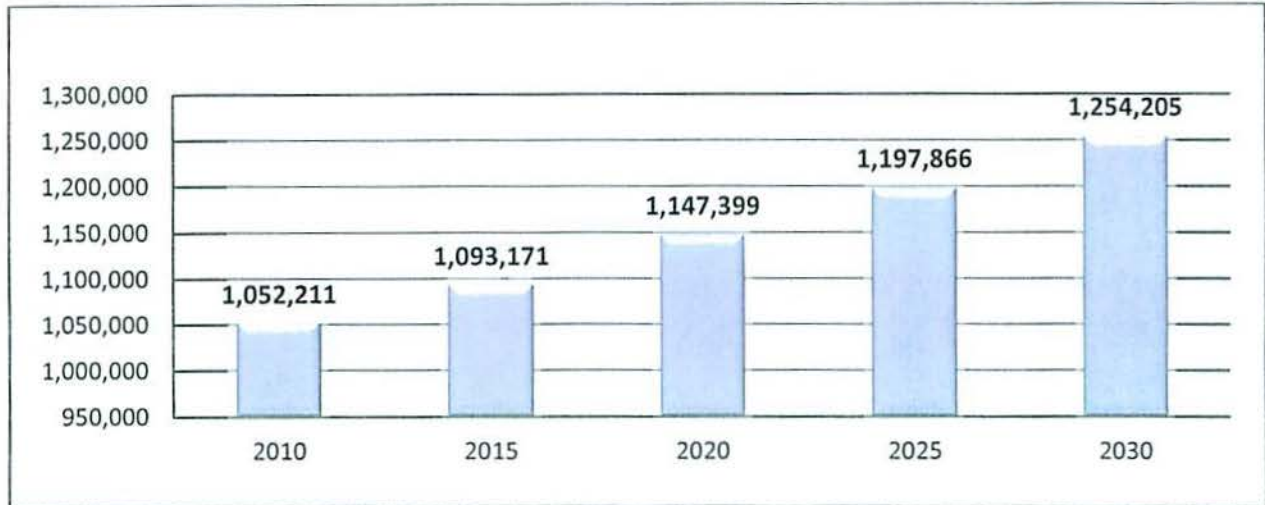
## OVERVIEW OF CONTRA COSTA COUNTY

### *Population Growth*

Contra Costa County has been and is expected to continue to grow steadily over the next 15 years and beyond. The chart below shows that the county population is expected to increase by over 200,000 residents in the 20-year period of 2010 to 2030. This high-level view of the county's future generally suggest the possibility of growing enrollment environment for the District overall. Findings highlighted in the District Environmental Scan further suggest that the county will likely experience particularly strong growth among English-as-a- second-language and first-generation residents. Over the next few decades, overall population growth and the growth of these important segments is likely to bring with it a growing demand for higher education in the community.



### Population Projections for Contra Costa County: 2010-2030



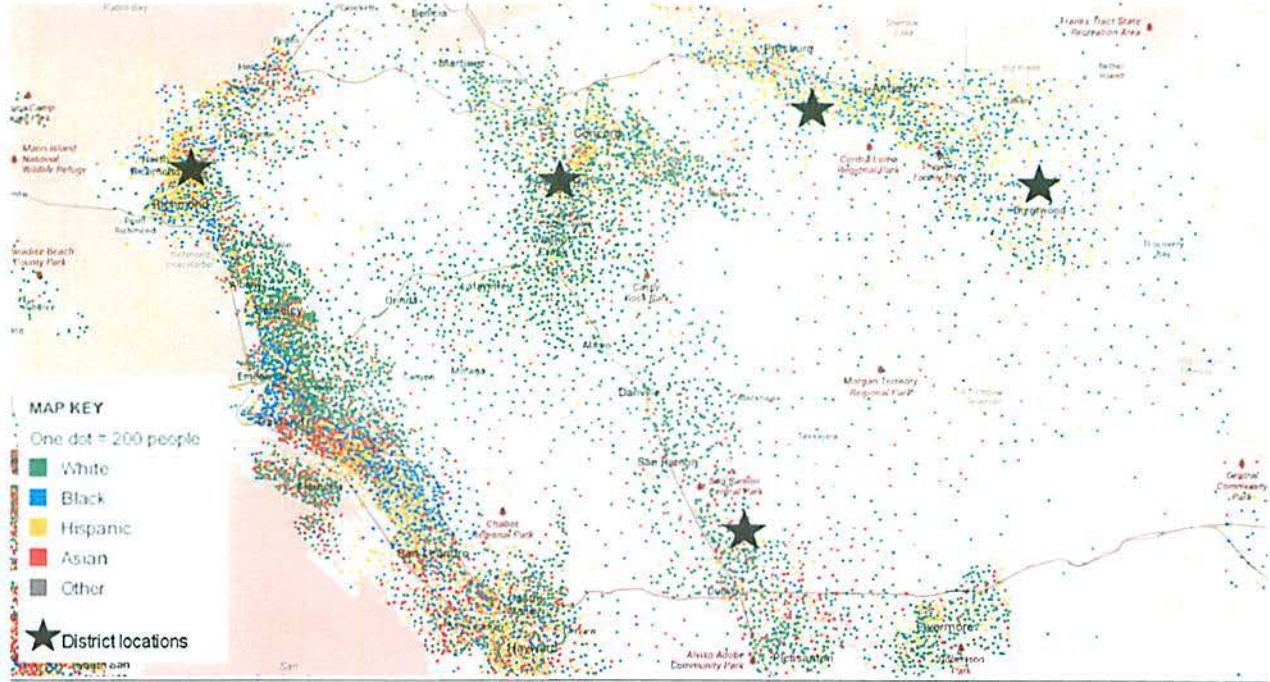
Source: State of California, Department of Finance, Report P-1 (County): State and County Total Population Projections, 2010-2060. Sacramento, California, January 2013

#### **Diversity in Contra Costa County**

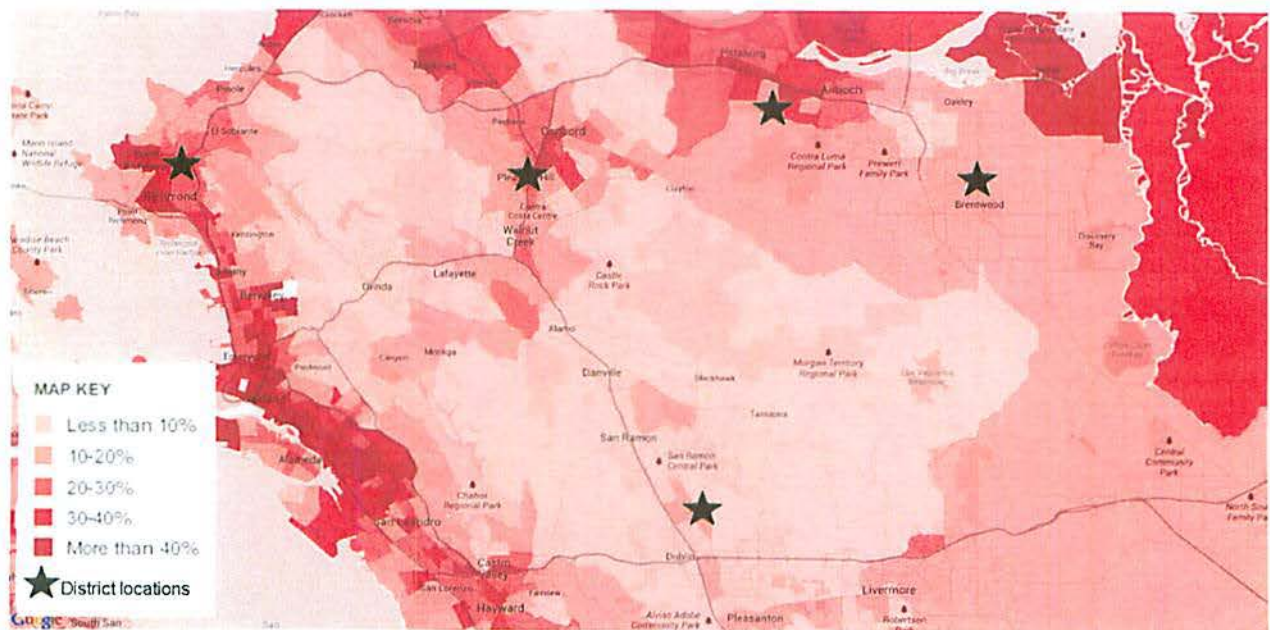
Contra Costa County is home to a robustly diverse population that includes 25% Latino, 15% Asian, and 9% African American residents. Family income also spans a wide range. However, this mix of ethnic and economic backgrounds is not distributed evenly throughout the county but instead in pockets across the region. As such, each of the District's three colleges serves a distinct student population, each with its own trends, needs, and challenges.

The graphics below illustrate the ethnic and economic distribution of county residents and shows the unique service population of each District institution.

### County Ethnic Distribution



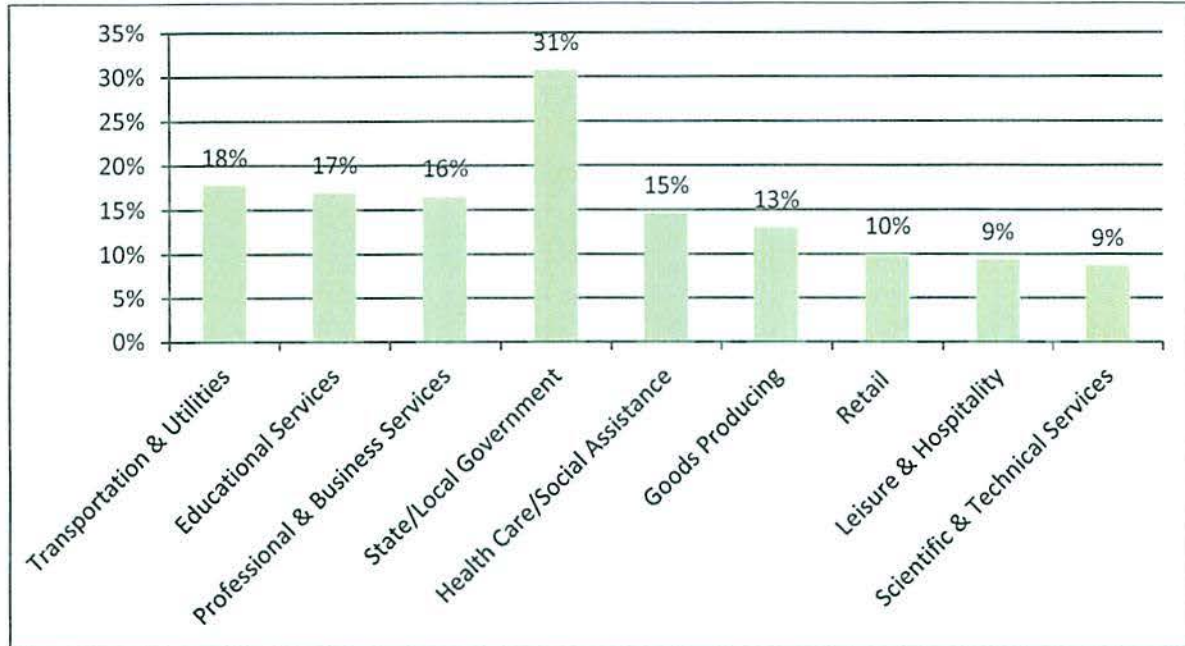
### County Income Distribution: Households with Incomes below \$30K





These residents of Contra Costa County have access to a broad labor market with wide-ranging opportunities for community college students. The chart below identifies the industries employing the highest number of workers in the region.

**Percentage of Contra Costa County Workforce Employed by Industry: 2014**



Listed below are some of the occupations projected to grow the most quickly by 2020.

**Fastest Growing Occupations in Contra Costa County: 2010-2020**

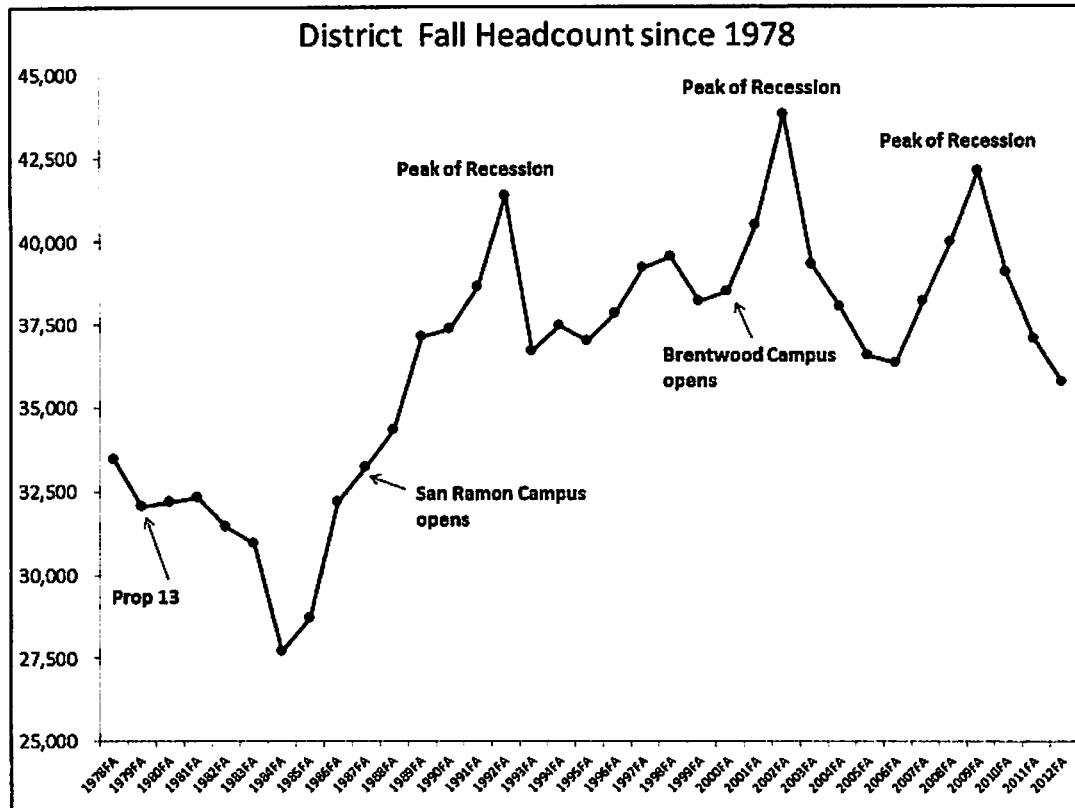
Occupation	Percent Growth	Median Annual Income
Software Developers	33%	\$102,200
Environmental Engineers	30%	\$102,300
Plasterers and Stucco Masons	29%	\$60,400
Urban and Regional Planners	28%	\$84,800
Dental Laboratory Technicians	27%	\$39,400
Computer Programmers	26%	\$90,800
Structural Iron and Steel Workers	25%	\$70,300
Management Analysts	24%	\$94,000
Architectural and Civil Drafters	23%	\$62,900
Chefs and Head Cooks	21%	\$47,300

Source: California Employment Development Department, *Projections of Growth by Industry and Occupation*.

## CONTRA COSTA COMMUNITY COLLEGE DISTRICT STUDENT CHARACTERISTICS

### Enrollment Trends

While the long-term population growth of Contra Costa County would seem to suggest steady growth in student enrollment, in the shorter term it is important to recognize the impact of the local economy on enrollment. As the graph below depicts, enrollment tends to increase when there is less economic opportunity in the region; conversely, as the economy picks up and more individuals enter the workforce, student enrollment tends to shrink. Understanding the nuances of the relationship between enrollment and the economy will become increasingly important as the District pursues its goals over the next four years.

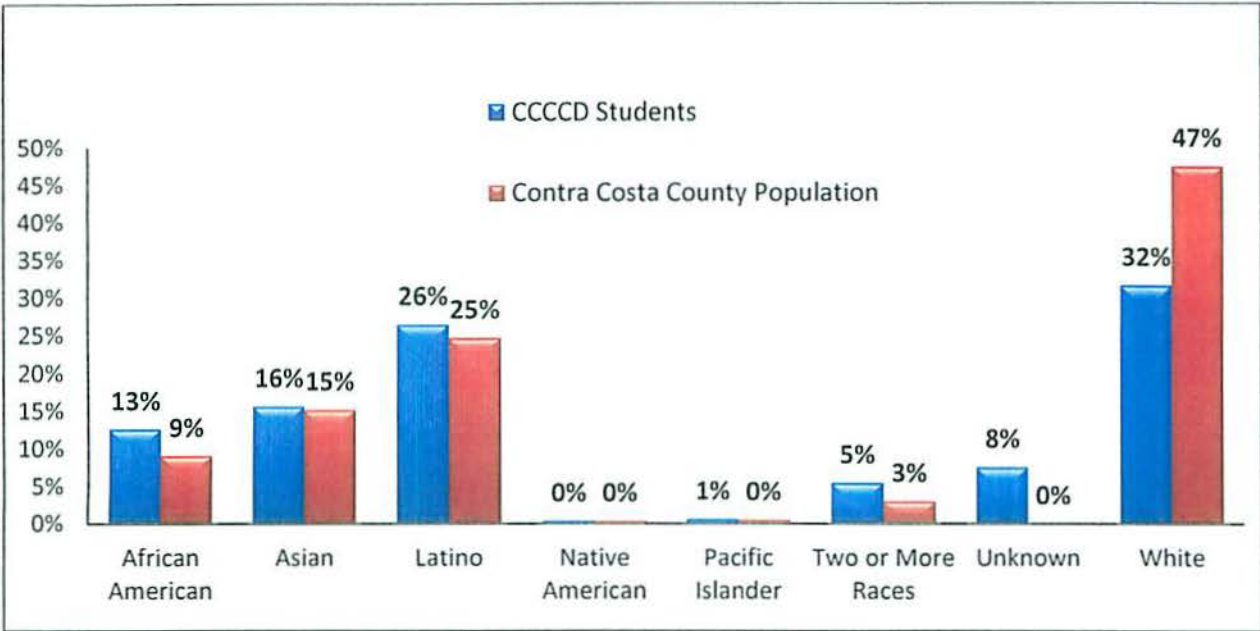


Source: California Community Colleges Chancellor's Office Data Mart

### Student Demographics

As the chart below demonstrates, the District is currently serving a highly varied population of students across our primary service area in Contra Costa County. Moreover, African American students' representation in the District substantially exceeds their representation in the population, an indicator that the District is playing a positive role in increasing opportunities for those who are most likely to be educationally and/or economically disadvantaged.

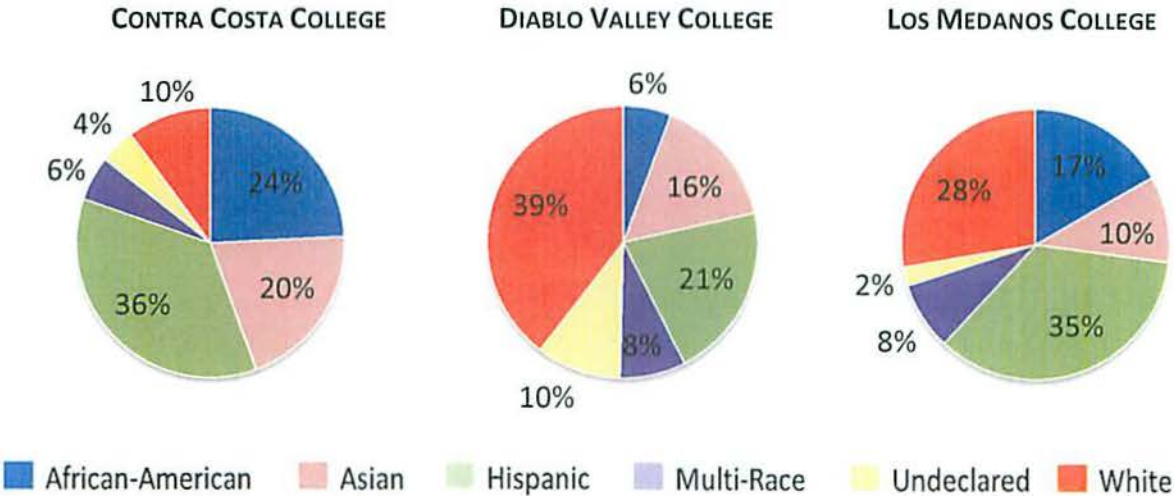
**Ethnicity of District Student Population as Compared to Contra Costa County: 2012-13**



As we have seen, Contra Costa County serves a highly diverse population of residents distributed unevenly across the county. This heterogeneity is reflected in the unique distribution of students served at each college.

While the variation in demographic profiles of each college is not limited to one characteristic, one of the largest variations is captured in the ethnicity makeup of each college’s student population.

**Ethnic Diversity across the District**



Source: 2012-2013 Contra Costa CCD Students from California Community Colleges Chancellor’s Office, Student Enrollment Status Summary Report. County population age 18-64 years from State of California, Department of Finance, Report P-3: State and County Population Projections by Race/Ethnicity, Detailed Age, and Gender, 2010-2060. Sacramento, California, January 2013.



### **Academic Outcomes: Completion, Persistence, and Achievement of 30 Units**

The Contra Costa Community College District serves a highly diverse population of students collectively pursuing a wide variety of educational goals. As such, any set of performance measure is likely to be inadequate in capturing the many distinct objectives of all our students. This creates a challenge for tracking performance in an environment where we strive to help students achieve their individual educational goals.

And while we ask students about their educational objectives on their application, we know that data gathered on student goals when they apply are only loosely connected to their course taking behavior once in college. We are therefore tasked with finding other mechanisms for deriving student intent to which we can then attach appropriate performance metrics that will allow us to gauge organizational effectiveness.

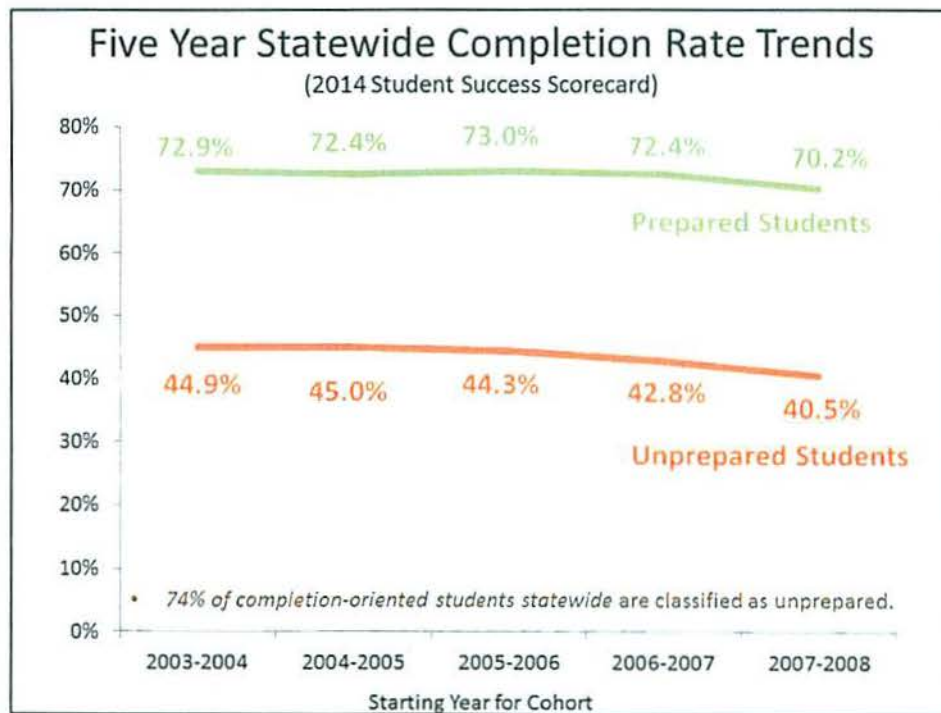
The California Chancellor's Office provides each college with a Student Success Scorecard that uses student course taking behavior to identify student intent. The Scorecard uses a pathway model and is oriented toward students pursuing completion, i.e. obtaining a certificate, earning a degree and/or transferring to a four year institution.

## The Completion Pathway



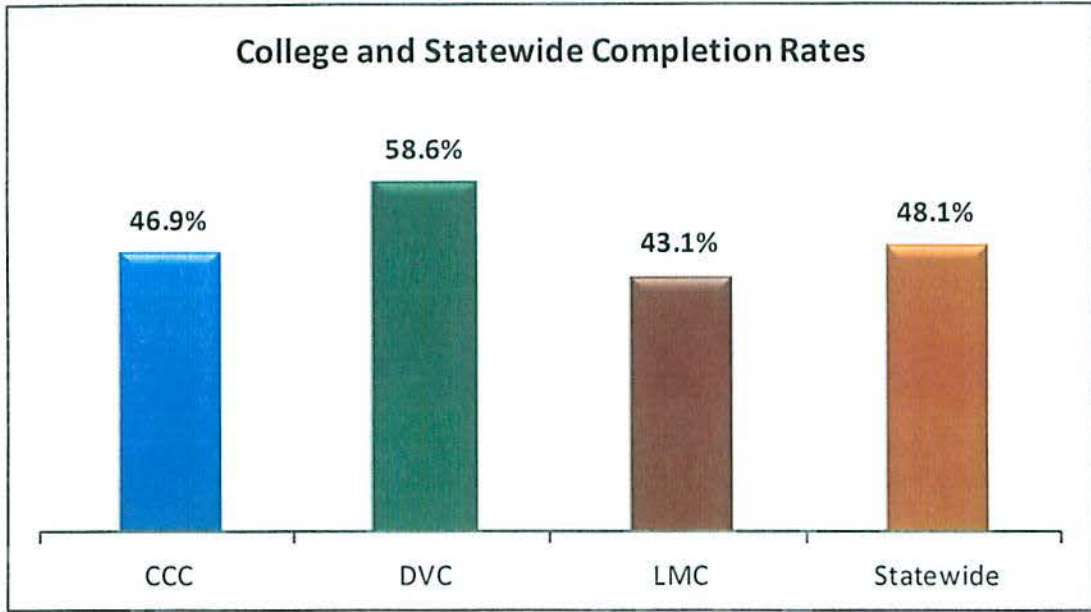
- **Starting Cohort:** is defined as the number of first-time students with a minimum of 6 units earned within six years who also attempted any Math or English in the first three years.
- **Persistence rate:** is defined as the percentage of students in the starting cohort that persist for three consecutive semesters (excluding summer). Strong persistence rates are associated with high levels of completion.
- **Earning 30 units:** Attainment of 30 transferable units of college credit is often the half-way point in a student's educational pathway toward transfer or degree, and as such examining how many students reach this milestone provides important information about the direction of completion rates in upcoming years.
- **Completion rate:** is defined as the achievement of a certificate, degree, or transfer to a four-year institution. Since most students take several years to reach their goals, the data below examine the percentage of students who attain completion over the course of a six-year period.

A student's achievement of a completion outcome and these milestones depend on many factors; however, research consistently shows that a *students' academic preparedness upon enrollment* has the most significant impact on his/her future success. Consider this chart showing the five year completion rate trends for prepared and unprepared students statewide and the near 30 percentage point disadvantage experienced by unprepared students (defined here as students taking any developmental courses in math and/or English).



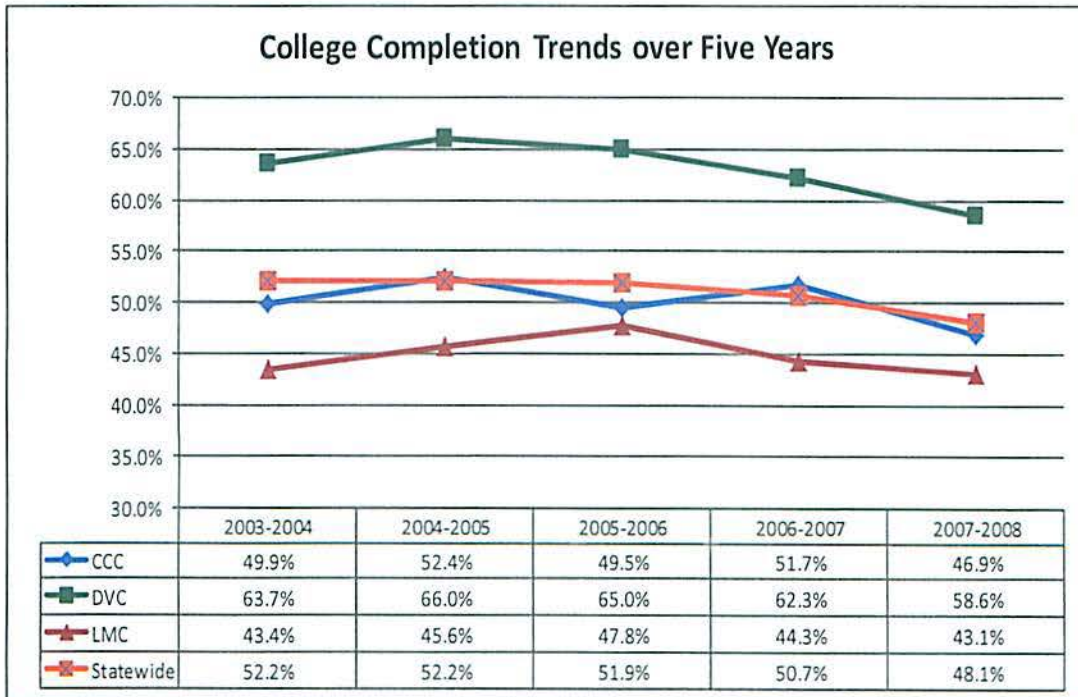
The chart below pulls data from the 2014 Scorecard to show completion rates at each of the District's three colleges as well as the California statewide average.





Source: California Community Colleges, Chancellor's Office (CCCCO), Student Success Scorecard 2014

The variation in completion rates across the District's three colleges reflects, more than anything else, the differences in the preparedness and other characteristics of the populations they serve. To support strategic planning it is often valuable to examine the trends in completion rates for each college.



Source: California Community Colleges, Chancellor's Office (CCCCO), Student Success Scorecard 2014

The data indicate that completion rates have dropped at each of the District's three colleges over the past five years, as has been the trend statewide. This drop has for the most part been tied not to decreases in student achievement, but instead to increases in the number of under-prepared students entering colleges across California.

Given the District's long term commitment to equity, it is equally important to examine the performance of multiple subpopulations. The chart below examines the completion rate of students across ethnicities. Note that as part of the District's regular review process, the District does review performance across a much broader set of student characteristics including, gender, age, disability and a host of other student defined categories. Reporting in this plan, however, is limited to student ethnicity.

<b>Student Ethnicity</b>	<b>Overall Completion Rate</b>
<b>African American</b>	<b>38%</b>
<b>Asian</b>	<b>66%</b>
<b>Filipino</b>	<b>52%</b>
<b>Hispanic</b>	<b>39%</b>
<b>White</b>	<b>53%</b>

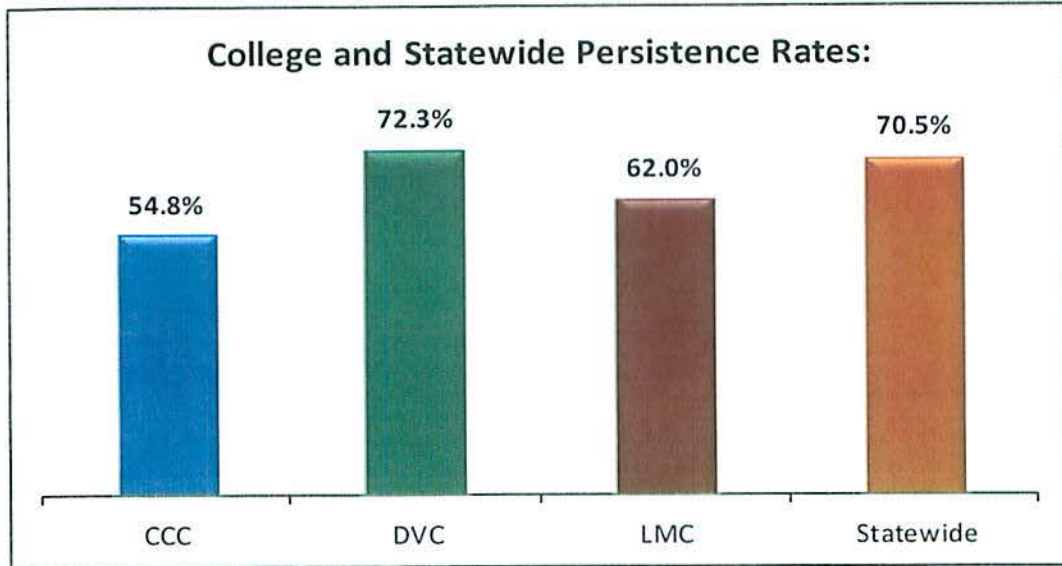
The gap in completion rates is captured in this table by a nearly 40 percentage point separation from highest to lowest rates. Driving much of this separation are sharp differences in the percentage of each ethnic group assessing into pre-college courses in both math and English. Strategies developed with the intent of closing this gap will need to be informed by a multitude of data points on student characteristics and milestone performance, including semester-to-semester persistence and achievement of 30 transferable units.

### **Student Persistence**

Persistence has been identified in both state and national literature as strongly predictive of student completion. Therefore, it contains strong feedback value and can serve as an important indicator of student progression toward completion.

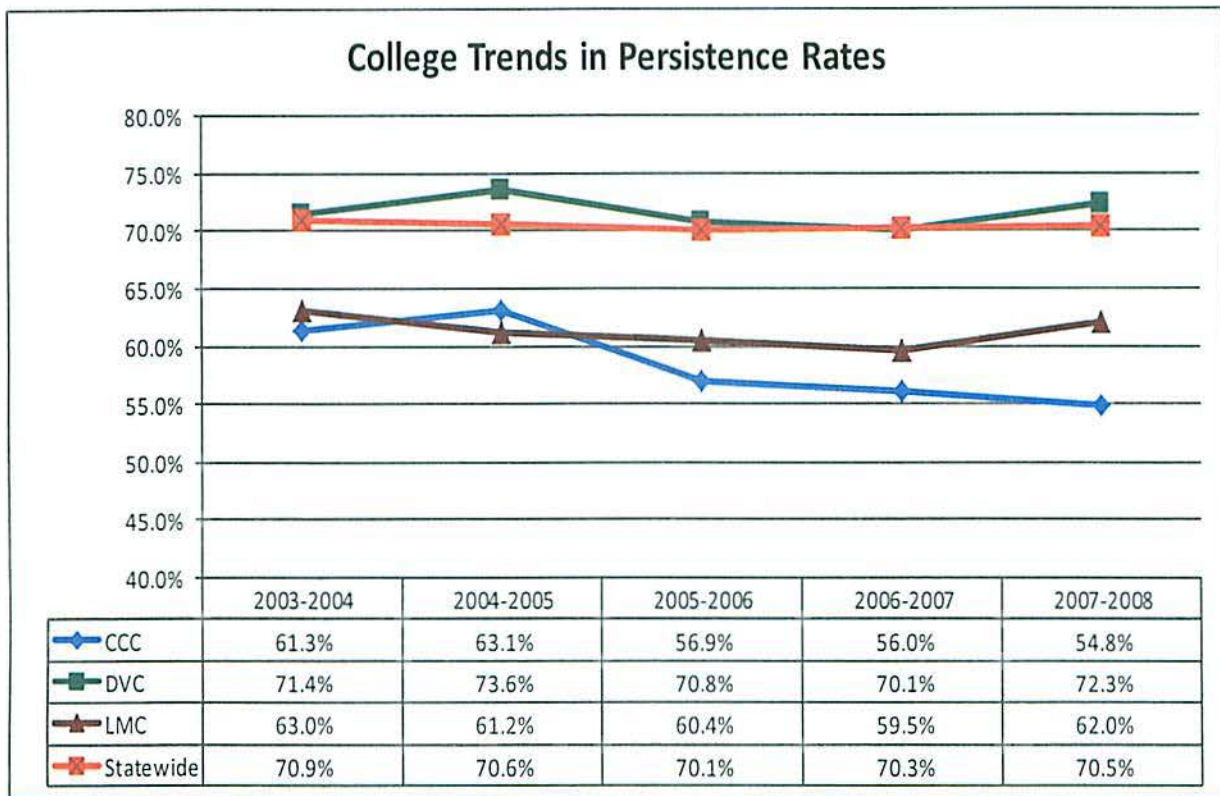
In the chart below, persistence rates are identified for each of the District's colleges along with the statewide average. The Chancellor's Scorecard defines persistence as the percentage of first-time students persisting for three consecutive terms, excluding summer.





Source: California Community Colleges, Chancellor's Office (CCCCO), Student Success Scorecard 2014

The following chart details persistence rates at each college over a period of five years. While statewide persistence rates have remained remarkably stable, the District's colleges have experienced some variability in persistence over time.

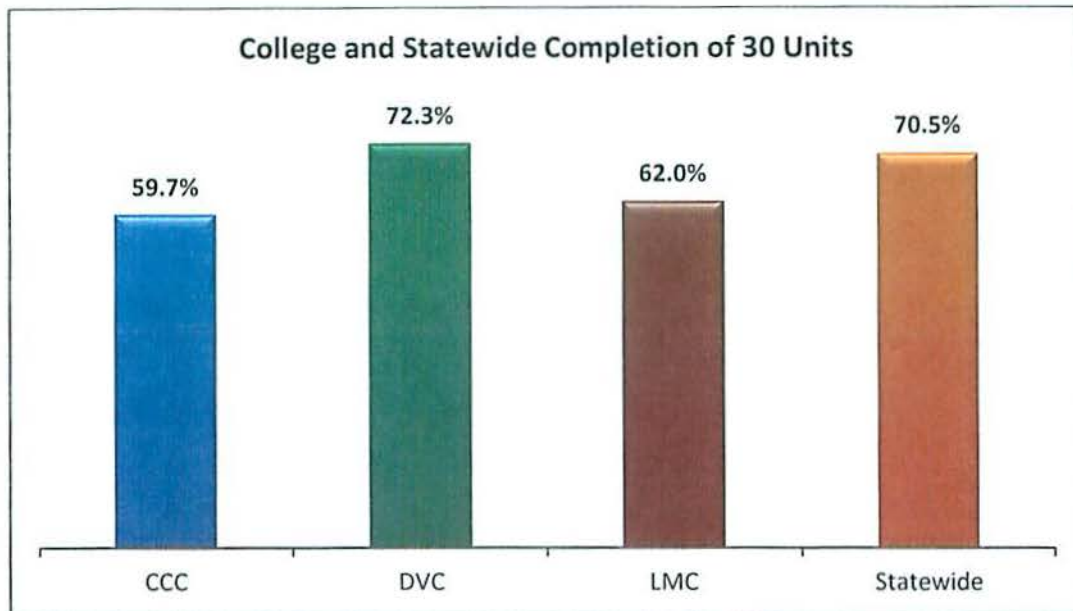


Source: California Community Colleges, Chancellor's Office (CCCCO), Student Success Scorecard 2014



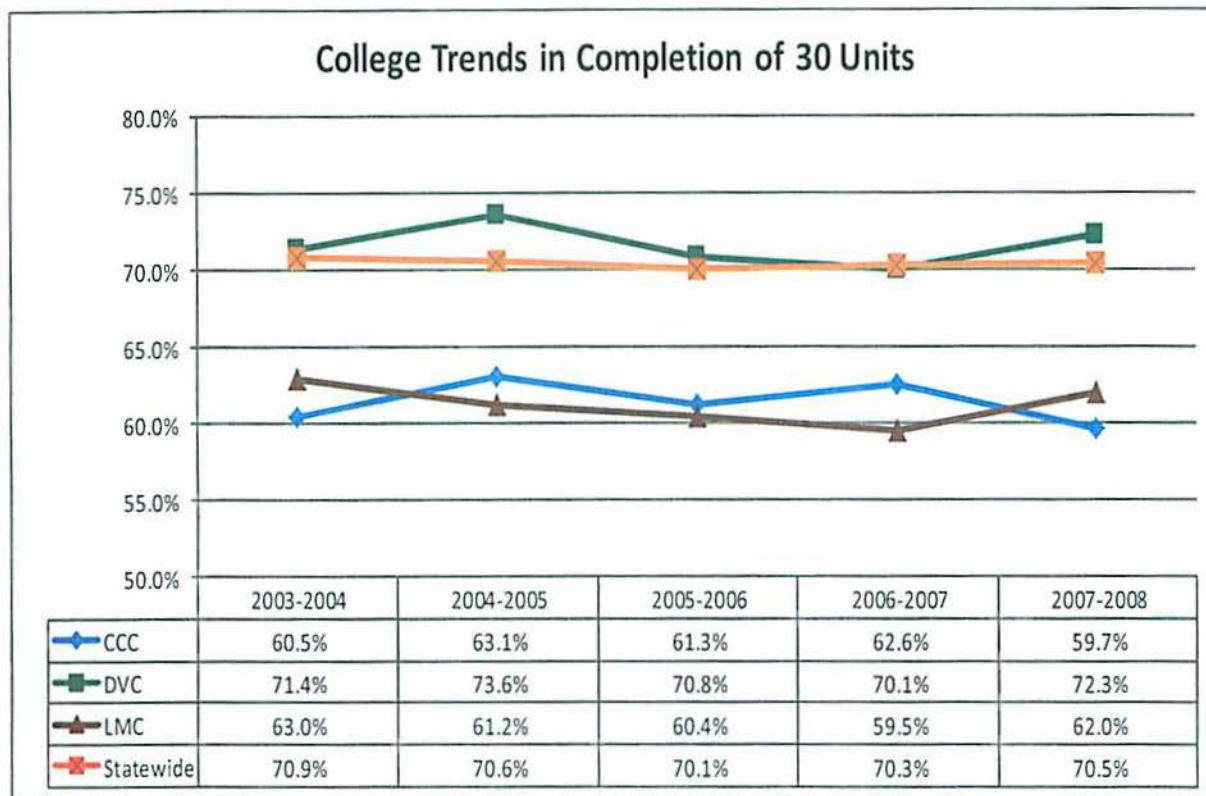
### Student Attainment of 30 Units

Finally, below is a chart of students who have completed 30 transferable units of instruction. Typically, earning this number of transferable units marks the halfway point for many students pursuing completion. The chart identifies the percentage of students who have reached this milestone in each of the District's three colleges and the statewide average.



It is worth noting that the variation across the District's colleges in the 30-unit achievement is smaller than the variation in completion rates. This information coupled with more granular data on student unit accumulation may highlight points of intervention and situate planning efforts for improving the flow rate leading to high completion.

Finally this last displays the five-year trend in the 30-unit completion rate. Once again, little variation in the statewide rate contrasts the year-to-year movement experienced by each of the District's colleges.



Tracking the data on student completion and achievement of the persistence and 30-unit milestones helps illustrate leakages in the completion pathway and can often shine a light on which areas in the pathway might offer opportunities for improvement.

As helpful as this data is in building completion strategies, we must acknowledge the need for better data on the intermediate and outcome performance of students not pursuing completion. To assist planning in support of non-completion oriented students, the District will leverage internal data to identify both outcome targets and intermediate performance measures to support identification of polices and other intervention to assist those students.

The preceding data on student completion serves as a foundation for the strategic goals identified in this plan. The data informed the dialogues that led to the creation of the plan and serve to situate the goals and objectives outlined in the following pages.



## Core Beliefs

### MISSION

To transform lives by providing outstanding learning opportunities, nurturing and empowering all students to achieve their educational goals.

### VISION

To be a beacon of excellence in learning and equitable student success.

### VALUES

**Equity through diversity.** The pursuit of equity is one of the District's most defining values as we strive to provide every student—regardless of race, gender, economic status, birthplace, or style of learning—a launching pad to achieving their dreams. The District is deeply committed to eliminating persistent disparities in achievement and performance among students as well as maintaining high expectations for all. This commitment to equity is complemented by an equal commitment to celebrating diversity. The District recognizes that diversity in the academic environment promotes academic excellence; fosters cultural, racial, and human understanding; and provides positive role models for all students. Moreover, diversity creates an inclusive and supportive educational and work environment for our students, our employees, and the community we serve. As such, the District is dedicated to developing a diverse cadre of not only students, but also administrators, faculty, and staff who are equipped to provide culturally responsive services as well as to ensure that practices, programs, and policies advance equity at every level. Ultimately, the pursuit of equity and celebration of diversity suffuses the entire District—throughout each college, division, and department, and among every administrator, faculty member, staff member, and student—from small-scale to large-scale, each and every day.

**Learning culture.** The pursuit and promotion of learning are the responsibilities of every member of the District community. We provide students meaningful learning experiences through classes that both inspire them and equip them with new skills and knowledge; support programs that build their capacity to thrive; and caring interactions with all District members that empower them to pursue their dreams. Moreover, learning is not the sole domain of our students. By continuously pursuing new ideas, honing expertise, and teaching one another, District faculty, staff, and administrators infuse learning into their work each and every day.

**Open communication at every level.** Communication throughout the District, driven by our common interests and goals and free of restrictions, is the key to serving our students with increasing success. Open communication channels among leaders Districtwide enable us to make strategic decisions based on our long-term objectives. Unguarded cooperation across programs and departments facilitates a student learning experience that is cohesive and meaningful. And candid, sincere partnerships among individual members of the District community empower us to learn from one another as well as work together effectively to best meet the needs of our students.

**Collaborative partnerships.** Collaboration is essential in the District community's efforts to meet the needs of the community we serve. Meaningful partnerships with employers enable us to effectively prepare students for careers that will lead to financial self-sufficiency, economic



mobility, and personal fulfillment. Deep engagement with the K-12 system helps prepare high school students for success in college and ensures that youth of all backgrounds know there is a place for them in the District. Finally, strong collaboration with four-year colleges enables an alignment of our efforts that paves the way for students to reach their most ambitious goals.

**Thoughtful reflection.** Thoughtful reflection ensures the District's continual progress in providing every student the chance to succeed. This reflection takes many forms, ranging from official assessment processes, to reviews of data drawn from inside or outside of the District, to the collection of feedback from students, employers, and community members, to peer-to-peer appraisals of techniques and ideas. When all members of the District community integrate thoughtful reflection into their daily work, our capacity to support our students' success increases exponentially.

**Academic freedom.** The District values the freedom of faculty and students to pursue knowledge without constraint and to explore the life of the mind and express observations in an open, responsible, and respectful academic environment. Only in such a free environment can imagination thrive and intellectual skills develop.

**Integrity.** The District respects the integral relationship between words, plans, and actions. We do our utmost to adhere to the overarching principles we espouse, always with an eye toward honesty and openness. By building a culture of evidence and promoting accountability, we certify the importance of integrity.

**Innovative experimentation.** Innovative experimentation creates opportunities for the District to generate new responses to longstanding challenges. While any experimentation comes with risk, its powerful benefits far outweigh the potential disadvantages. As such, the District is committed to cultivating, nurturing, and supporting innovative experimentation, both by bringing promising practices to scale and recognizing the merit inherent to inventive efforts, no matter the outcome.

**Respect for all members of the District community.** The District community is powerfully diverse—our students, staff, faculty, and administrators all hail from a wide range of ethnic, racial, socioeconomic, and geographic backgrounds, and each brings to the District a unique set of experiences, perspectives, skills, and knowledge. The District is dedicated to treating all members of our community with deep respect, for when this diverse set of individuals comes together, they are a force that has the power to transform lives.

## District Goals: 2014-2019

The District will pursue four specific goals as we strive to realize our vision of excellence in learning and equitable student success. These goals are fully aligned with the District's mission and values, and each contributes to our overarching vision of a district that affords each and every student an equal opportunity to achieve their dreams:

**Goal 1: Enhance student learning and success.**

**Goal 2: Strengthen current and create new partnerships.**

**Goal 3: Create a culture of continuous improvement and tangible success.**

**Goal 4: Be good stewards of the District's resources.**



## Framework to Achieve District Goals

In the section below, each of the District's four goals for 2014-2019 are described in detail, including a summary of methods and action steps related to that goal; specific objectives whose attainment will advance the District toward achieving that goal; and suggestions for measuring progress toward the goal over the next four years. While the measures listed are not requirements and progress can be assessed in other ways, it is imperative that some measures are used on at least an annual basis in order to ensure forward movement informed by regular reflection.

### **GOAL 1: ENHANCE STUDENT LEARNING AND SUCCESS.**

*Create opportunities for thoughtful reflection and organizational learning that use meaningful quantitative and qualitative data, dialogue with diverse member of the community, student feedback, and other information in order to improve student outcomes.*

#### **Objectives**

- 1.1 Conduct activities that improve student performance in areas included in the Student Success Scorecard over time.
- 1.2 Provide student support that focuses on student engagement and excellence in service.
- 1.3 Support high-quality distance education as an option for increasing access and promoting student success.

#### **Suggested Progress Measures**

- Review on an annual basis student performance in the areas included in the Student Success Scorecard as compared to the 2014 baseline.
- Identify in what ways, if any, administrators, faculty, and/or staff in instruction and student support arenas have engaged with student data in order to identify, implement, and scale activities that prove to boost student performance.
- Determine whether communication structures have been created that enable administrators, faculty, and/or staff in instructional and student support arenas to regularly share and leverage effective practices.

### **GOAL 2: STRENGTHEN CURRENT AND CREATE NEW PARTNERSHIPS.**

*Build pipelines that guide and prepare both K-12 students and the adult population for success in higher education and employment.*

#### **Objectives**

- 2.1 Expand and deepen partnerships with educational institutions from preschool through four-year colleges, increasing both collaboration and alignment in order to expand access to the District for students of all backgrounds, ensure that enrolling students are prepared for success at the college level, and facilitate the achievement of bachelor's degrees and beyond.
- 2.2 Increase partnerships with businesses, community organizations and public agencies to meet community, economic and workforce needs and serve as a force for positive change.

### **Suggested Progress Measures**

- Review on an annual basis and compare to the 2014 baseline:
  - The number of students enrolling in the District from regional high schools and the success of those students once enrolled;
  - The number of students transferring to four-year institutions and the success of those students once transferred; and/or
  - The number of students receiving a career/technical education (CTE) certificate and the success of those students in the labor market.
- Determine whether the District and/or its colleges have engaged with regional K-12 institutions to address expanding high school students' awareness of and interest in college; ensuring that high school faculty understand the skills and knowledge their students will need to succeed in college; and/or facilitating articulation from high school to college.
- Determine whether the District and/or its colleges have engaged regional four-year institutions to address expanding college students' awareness of and interest in pursuing a bachelor's degree; ensuring that college faculty understand the skills and knowledge their students will need to succeed at a four-year institution; and/or facilitating articulation from colleges to four-year institution.
- Assess the depth and quality of engagement of industry in CTE programs, such as industry advisory boards that provide regular, meaningful input into curriculum; assessments of regional labor market needs; and internship and work-based learning opportunities for students.

### **GOAL 3: CREATE A CULTURE OF CONTINUOUS IMPROVEMENT AND TANGIBLE SUCCESS.**

*Provide opportunities for employees at all levels to continually gain new skills and knowledge, seek out effective practices, and share ideas with one another in order to continually enhance learning and improve student success.*

#### **Objectives**

- 3.1 Bring together administrators, faculty, and staff within and across departments, divisions, and colleges to review relevant research and data, reflect on progress toward goals, and make course corrections as needed to ensure learning of the highest quality at all times.
- 3.2 Conduct focused recruitment efforts that result in the hiring of employees who are sensitive to and knowledgeable of the needs of our continually changing student body.
- 3.3 Create mechanisms to ensure employees have skills and knowledge to serve the needs of diverse students and implement practices that create equitable outcomes.
- 3.4 Expose employees at all levels to opportunities that enhance their knowledge, skills, and abilities to identify and develop emerging and promising practices.

### ***Suggested Progress Measures***

- Identify in what ways, if any, administrators, faculty, and staff within and across departments, divisions, and colleges have come together to review relevant research and data, reflect on progress toward goals, and make course corrections as needed to ensure learning of the highest quality at all times.
- Assess the use of professional development among administrators, faculty, and staff, including its quality and quantity; whether new skills and knowledge are shared across departments and divisions; and/or the ways in which professional development has led to the introduction of best practices and improved student outcomes as compared to the 2014 baseline.
- Review employee recruitment activities and the resulting hires.
- Determine what activities, if any, have been employed to ensure employees have skills and knowledge to serve the needs of diverse students and implement practices that create equitable outcomes.

### **GOAL 4: BE GOOD STEWARDS OF THE DISTRICT'S RESOURCES.**

*By word and deed, demonstrate sound judgment in the use of the District's current and potential physical and fiscal resources. Deepen alignment and coordination among the district and its three colleges, leveraging the distinct assets of each institution as well as the unique power of their combined efforts to strategically tackle challenges, increase resource efficiency, and better serve our students.*

#### ***Objectives***

- 4.1 Develop processes within the District to enable the colleges to work both autonomously and collaboratively to increase operational and administrative efficiency and provide students programs and services of the highest quality.
- 4.2 Develop practices and procedures that promote sustainability in all areas of the District, including but not limited to, instruction, operations, construction, facilities, land use, energy, water conservation, and environmental integrity.
- 4.3 Practice fiscal prudence in order to ensure financial integrity and stability.
- 4.4 Diversify sources of revenue.
- 4.5 Provide a safe physical environment that is conducive to learning.

### ***Suggested Progress Measures***

- On an annual basis, assess improvements in efficiency by reviewing costs within and across departments, divisions, and colleges as compared to the 2014 baseline.
- On a regular basis, assess the fiscal state of the District using the Sound Fiscal Management Checklist and compare results to 2014 baseline.
- Identify practices and procedures that promote sustainability in all areas of the District.
- Determine the diversity of revenue sources as compared to the 2014 baseline.

**REFERENCES**

**Contra Costa Community College District Environmental Scan (2013)**

**Chancellor's Office Student Success Scorecards (2014)**


**Contra Costa Community College District Achievement Gap Report (2013)**

**Contra Costa Community College District Diversity Report (2013)**

**Contra Costa Community College District Accreditation Evidence Packets (2014)**



5/28/2014



## Contra Costa Community College District Board Meeting

# Brief Overview of the Contra Costa Community College District 2014 – 2019 Strategic Plan

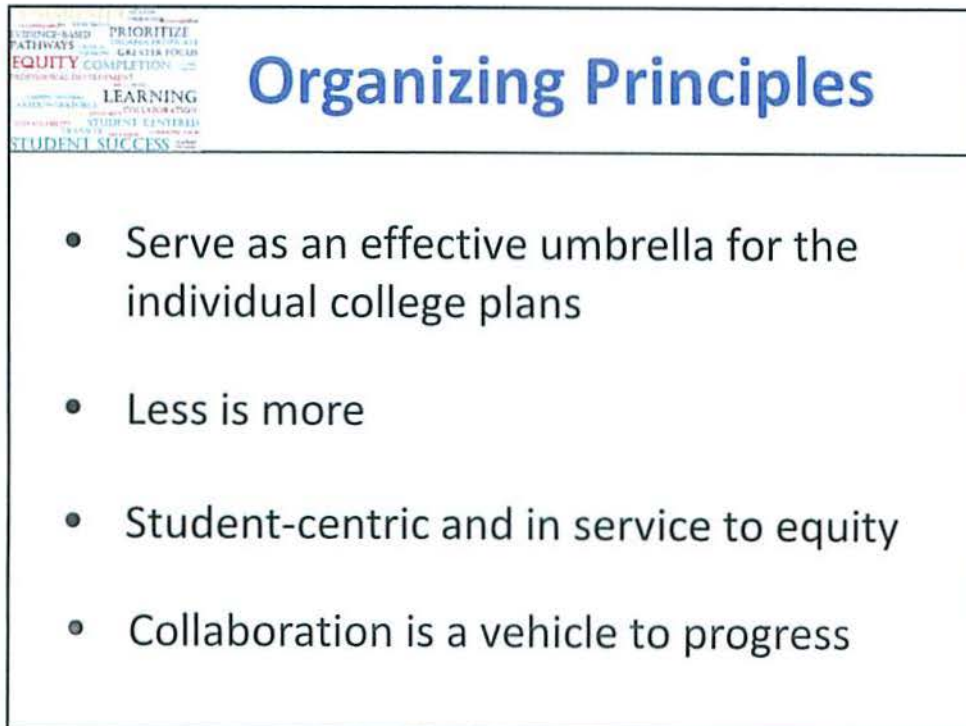
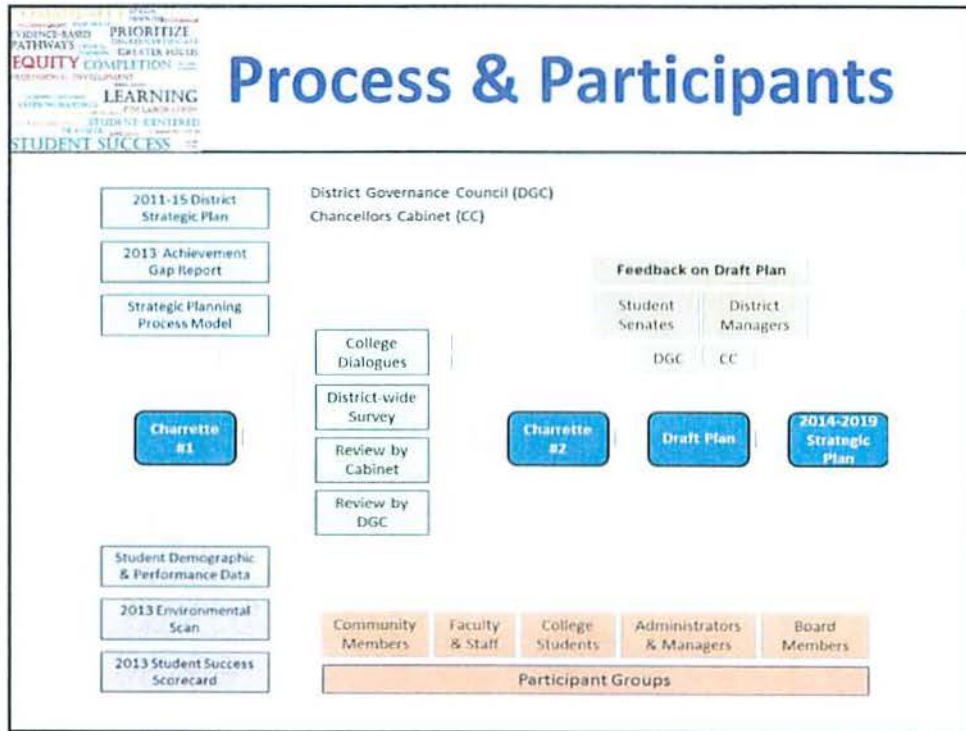
May 28, 2014  
District Office of Research & Planning



## The Planning Timeline

- September 24, 2013 – Chancellor’s Cabinet initial planning meeting
- October 2, 2013 – Districtwide Planning Charrette at DVC Trophy Room
- October 15, 2013 – Districtwide on-line feedback survey
- November 1, 2013 – Districtwide Planning Charrette at Crowne Plaza Hotel
- November 12-15, 2013 – Interviews with college presidents
- December 2, 2013 – Planning Dialogue at Diablo College
- December 6, 2013 – Planning Dialogue at Contra Costa College
- December 12, 2013 – Planning Dialogue at Los Medanos College
- February 18, 2014 – First draft report out to District Governance Council
- March 25, 2014 – District Governance Council feedback provided
- April 15, 2014 – Second draft review by District planning team
- May 12, 2014 – Final Draft produced

5/28/2014



# Layout of the Plan

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# Foundational Data

### Environmental Scan

### Completion Pathway Model

*momentum points*

Starting Cohort → Persisting → Earning 30 Units → Completion

### Completion Trends by College

College Completion Trends over Five Years

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
CCC	44.4%	51.4%	48.3%	51.7%	48.8%
DVC	33.7%	33.0%	33.0%	31.7%	34.4%
LMC	44.4%	43.0%	47.4%	46.7%	45.1%
Diablo Valley	51.1%	52.0%	51.4%	50.7%	48.1%

### Student Ethnicity Profiles

CONTRA COSTA COLLEGE

DIABLO VALLEY COLLEGE

LOS MEDANOS COLLEGE

■ African American   
 ■ Asian   
 ■ Hispanic   
 ■ Multi-Race   
 ■ Undeclared   
 ■ White




## Mission, Vision, Values

**Mission**  
To transform lives by providing outstanding learning opportunities, nurturing and empowering all students to achieve their educational goals.

**Vision**  
To be a beacon of excellence in learning and equitable student success.

**Values**


- Equity through diversity
- Collaborative Partnerships
- Integrity
- Learning culture
- Thoughtful reflection
- Innovative experimentation
- Open communication
- Academic Freedom
- Respect for all



## Strategic Directions

- Four overarching goals
- Objectives for each goal
- Suggested progress measures






# Strategic Directions

**Goal 1: Enhance student learning and success.**

*Create opportunities for thoughtful reflection and organizational learning that use meaningful quantitative and qualitative data, dialogue with diverse member of the community, student feedback, and other information in order to improve student outcomes.*

**GOAL 2: STRENGTHEN CURRENT AND CREATE NEW PARTNERSHIPS.**

*Build pipelines that guide and prepare both K-12 students and the adult population for success in higher education and employment.*



# Strategic Directions

**GOAL 3: CREATE A CULTURE OF CONTINUOUS IMPROVEMENT AND TANGIBLE SUCCESS.**

*Provide opportunities for employees at all levels to continually gain new skills and knowledge, seek out effective practices, and share ideas with one another in order to continually enhance learning and improve student success.*

**GOAL 4: BE GOOD STEWARDS OF THE DISTRICT'S RESOURCES.**

*By word and deed, demonstrate sound judgment in the use of the District's current and potential physical and fiscal resources. Deepen alignment and coordination among the district and its three colleges, leveraging the distinct assets of each institution as well as the unique power of their combined efforts to strategically tackle challenges, increase resource efficiency, and better serve our students.*

**Integration with College Plans**

- The colleges will be using this District plan as a framing tool for their individual college strategic plans.
  - Diablo Valley – developing crosswalk linking college & district goals
  - Contra Costa – using this plan to guide development of college plan (Fall 2014 )
  - Los Medanos – using this plan to guide development of college plan (Fall 2014)
- Suggested measures – provides the colleges a domain from which to select metrics for tracking performance against each goal.

**Contra Costa Community College District Board Meeting**

**Q&A**

5/28/2014

STRATEGIC PLAN  
2012-2015  
VISION AND  
VALUES  
LEADERSHIP  
INTEGRITY  
COURAGE  
INNOVATION  
COLLABORATION  
STUDENT SUCCESS

**Contra Costa Community College  
District Board Meeting**

**THANK YOU**

Gregory M Stoup  
District Office of Research & Planning

Minutes of May 28, 2014

**EMPLOYEE PARTICIPATION IN PROFESSIONAL DEVELOPMENT ACTIVITIES IN 2013-14**

The attached report on professional development activities offered to employees in 2013-14 was presented to the Board for information. Chancellor Benjamin commended the human resources department, under Executive Vice Chancellor, Administrative Services Eugene Huff's direction, for all their work in professional development activities throughout the year.



## Employee Participation in Professional Development Activities in 2013-14

For the first time in the last two years, a freeze has been lifted on sabbaticals and tuition reimbursement programs, i.e, Classified Employee Enhancement Program (CEEP), Educational Incentive Program (EIP) and the Management Council Tuition Reimbursement Program. In addition to these programs being utilized by employees Districtwide the District has also offered numerous professional development opportunities to employees during the 2013-14 academic year.

The District continues its commitment to professional development for all employees and offered several significant initiatives. The Districtwide Professional Development Committee, which is comprised of faculty, managers and staff from each college and the District Office, met regularly during the academic year and identified training needs of employees from its annual survey. During 2013-14, this committee has funded and supported training for such programs as:

- 4CD Leadership Institute (leadership program offered to all employees Districtwide);
- Lynda.com (online access to a wide selection of training courses all accessible from a computer, tablet or smart phone);
- JobLinks (annual classified employee professional development day);
- Teaching Academy (online training program for faculty);
- FRISK (Facts, Rules, Impact, Suggestions, and Knowledge) theory of documentation for managers and supervisors; and
- the Bay Area Community College District Consortium Program, which offers a variety of webinars for managers and supervisors Districtwide.

Other professional development opportunities sponsored by the District during 2013-14 included:

- 4CD Tuition Reimbursement Program for classes taken within the District;
- sexual harassment prevention training (online module) for managers and supervisors Districtwide;
- diversity training facilitated by Liebert, Cassidy and Whitmore, entitled, "Hiring the Best While Developing the Diversity in the Workforce: Legal Requirement and Best Practices for Screening Committees" open to all employees Districtwide; and
- held new employee orientations monthly, held new faculty orientation annually as well as a Districtwide bus tour for newly hired employees;

In addition, employees participated in a variety of conferences, seminars, workshops and other activities (attached), funded by the District, and, in some cases, themselves.

Location	Course Title	Date/Time
Contra Costa College	Overview: The Potential of D2L Part One: Dipping Your Toe Into D2L (Preps so you can replace the use of the Portal)	8/12/2013 10:00
Contra Costa College		8/12/2013 12:15
Contra Costa College	Part Two Skills: The Full Body Dunk: Starting to Build Your Course in D2L	8/12/2013 14:30
Contra Costa College	Student Engagement Techniques: Tips and strategies for fostering motivation, active learning, classroom community and holistic learning.	8/13/2013 10:00
Contra Costa College	Overview: The Potential of D2L	8/13/2013 10:00
Contra Costa College	Quick & Dirty Websites Using Office, Insite, & SharePoint	8/13/2013 10:00
Contra Costa College	Classroom Management Techniques and Disciplinary Process	8/13/2013 10:00
Contra Costa College	Asian Flavors	8/13/2013 10:00
Contra Costa College	Teaching to the Student Brain: why Knowing How the Brain Works Can Make You a Better Teacher, or at Least Feel Like One...	8/13/2013 13:00
Contra Costa College	College History: Looking at History Through the Lens of The Advocate	8/13/2013 13:00
Contra Costa College	Further Adventures with Websites using Office, InSite, & SharePoint	8/13/2013 13:00
Contra Costa College	Part One Skills: Dipping Your Toe Into Desire2Learn	8/13/2013 14:30
Contra Costa College	Program Review Validation Teams	8/14/2013 9:00
Contra Costa College	NEXUS Campus Tour	8/14/2013 9:00
Contra Costa College	Knit, Crochet and Math	8/14/2013 9:00
Contra Costa College	Linking Database Articles on Your Class Website or InSite Portal Page	8/14/2013 9:00
Contra Costa College	Part Two skills: The Full Body Dunk: Starting to Build Your Course in D2L	8/14/2013 10:00
Contra Costa College	Revising the Library – Physiology Assignment	8/14/2013 10:00
Contra Costa College	Gender Equity: Do you know Title IX?	8/14/2013 10:00
Contra Costa College	Continuing Life Yoga	8/14/2013 10:00
Contra Costa College	Financial Aid Policies and How They May Affect the Students in Your Classroom!	8/14/2013 13:00
Contra Costa College	PowerPoint Basics	8/14/2013 13:00
Contra Costa College	Adult CPR	8/14/2013 13:30
Contra Costa College	How to Earn Flex Credit For SLOA Work	8/14/2013 13:30
Contra Costa College	Primary Sources for History Projects	8/14/2013 14:30
Contra Costa College	Biological Sciences Department Workshop	8/14/2013 17:00

<b>Location</b>	<b>Course Title</b>	<b>Date/Time</b>
Contra Costa College	Early Childhood Professionals on the Move	8/15/2013 18:00
Contra Costa College	An Introduction to Faculty Advising	9/10/2013 15:30
Contra Costa College	Microsoft WORD Basics	9/12/2013 14:00
Contra Costa College	Faculty Orientation	9/13/2013 12:00
Contra Costa College	How To Succeed In An Online Class	9/16/2013 12:00
Contra Costa College	The Constitution, Voting Rights and the 2013 Supreme Court Decision: A Teaching and Learning Round Table	9/17/2013 12:40
Contra Costa College	Searching Online Databases	9/17/2013 14:30
Contra Costa College	Drop-In Help for Desire2Learn	9/17/2013 15:00
Contra Costa College	Drop-In Help for Desire2Learn	9/23/2013 16:00
Contra Costa College	Faculty Evaluation Training	9/25/2013 13:00
Contra Costa College	Avoid Plagiarism with NoodleTools "Turn-It-In", the Anti-Plagiarism Software IS HERE--WITHIN	9/25/2013 13:00
Contra Costa College	DESIRE2LEARN!WORKSHOP	9/30/2013 13:00
Contra Costa College	So You're Going Crazy: Living with a Delusional Disorder	10/2/2013 12:30
Contra Costa College	Improve Your Web Search Skills	10/3/2013 13:30
Contra Costa College	Job Search Tactics for People with Disabilities	10/9/2013 14:00
Contra Costa College	Author Talk with Rafaella Del Bourgo	10/9/2013 18:00
Contra Costa College	King Gimp	10/10/2013 11:00
Contra Costa College	Introduction to PowerPoint	10/10/2013 14:00
Contra Costa College	Faculty Evaluation Training	10/11/2013 12:00
Contra Costa College	Avoid Plagiarism with NoodleTools	10/14/2013 11:30
Contra Costa College	See What I'm Saying	10/14/2013 15:15
Contra Costa College	Improve Your Web Search Skills	10/15/2013 12:30
Contra Costa College	Drop-In Help for Desire2Learn	10/15/2013 15:00
Contra Costa College	Neighborhood Watch	10/16/2013 12:00
Contra Costa College	Financial Literacy	10/17/2013 12:00
Contra Costa College	A Culture Undiscovered: The Impact of Learning Disabilities on Racially & Ethnically Diverse Students	10/17/2013 14:00
Contra Costa College	Library Resources & Services	10/18/2013 12:00
Contra Costa College	Microsoft WORD Basics	10/21/2013 15:00
Contra Costa College	Twitch & Shout	10/22/2013 12:30
Contra Costa College	"Turn-IT-In", the Anti Plagiarism software IS HERE within Desire2Learn	10/22/2013 14:00
Contra Costa College	2013 Strengthening Student Success Conference	10/22/2013 14:30
Contra Costa College	The 10 Commandments of Communicating with People with Disabilities	10/28/2013 13:30
Contra Costa College	Drop-In Help for Desire2Learn	10/29/2013 15:00

<b>Location</b>	<b>Course Title</b>	<b>Date/Time</b>
Contra Costa College	Drop-In Help for Desire2Learn	10/29/2013 15:00
Contra Costa College	Hidden Wounds	10/30/2013 14:15
Contra Costa College	Shoretel Phone Training	11/5/2013 11:00
Contra Costa College	Introduction to PowerPoint	11/5/2013 16:30
Contra Costa College	Author Talks	11/5/2013 18:00
Contra Costa College	Shoretel Phone Training	11/6/2013 11:00
Contra Costa College	Shoretel Phone Training	11/6/2013 14:00
Contra Costa College	Campus Tech: InSite Portal, Web Advisor and Grades	11/8/2013 12:00
Contra Costa College	Avoid Plagiarism with NoodleTools	11/13/2013 12:30
Contra Costa College	Searching Online Databases	11/25/2013 12:00
Contra Costa College	Making Your Online PowerPoint ADA Accessible	12/6/2013 12:00
Contra Costa College	Using D2L for Your Lecture Course	12/9/2013 13:00
Contra Costa College	For D2L Users: The Best, Easiest Way to Move Your Content to Spring 2014 Shells	12/9/2013 15:00
Contra Costa College	Using D2L for Your Lecture Course	12/10/2013 14:00
Contra Costa College	Turn-It-In in Desire2Learn	12/12/2013 14:00
Contra Costa College	Learning to Use Desire2Learn for your Lecture or Hybrid/Online Course Desire2Learn Version 10.2 is Here!	1/6/2014 13:00
Contra Costa College	Learn what is new! "Turn-It-In" in Desire2Learn: Pedagogy and Practical how-to's for using this anti-plagiarism tool with your lecture or online class.	1/7/2014 9:30
Contra Costa College	Desire2Learn Drop-in Time: work on setting up your D2L class page for Spring with a little help from your colleagues.	1/7/2014 13:00
Contra Costa College	Easy GradePro (EGP) Course Management	1/7/2014 15:15
Contra Costa College	Integrating Office with SharePoint, InSite, and the Web	1/8/2014 9:00
Contra Costa College	Classroom Assessment Techniques - CAT's for easy use to provide feedback on teaching effectiveness	1/8/2014 10:00
Contra Costa College	PowerPoint Basics PLUS	1/8/2014 13:00
Contra Costa College	Don't Be a Deer in the Headlight" The Use of AED's	1/8/2014 13:00
Contra Costa College	Math Circle: What's up with Spot It? Desire2Learn Version 10.2 is Here!	1/8/2014 13:00
Contra Costa College	Learn what is new! Making Online Course Materials ADA Accessible	1/8/2014 13:30
Contra Costa College	CCC Service Area Tour	1/8/2014 14:30
Contra Costa College	Yoga for Everyone	1/9/2014 9:00
Contra Costa College	Using SQL for Program Data	1/9/2014 10:00

Location	Course Title	Date/Time
Contra Costa College	Are You Stressed? Stress Management	
Contra Costa College	101	1/9/2014 10:00
Contra Costa College	SLO Assesments	1/9/2014 11:00
Contra Costa College	Teaching in Cyberspace: Developing your Online Presence Around Authentic Assessment.	1/9/2014 13:00
Contra Costa College	Early Childhood professionalism in 2014	1/9/2014 18:00
Contra Costa College	Academic Integrity: Helping Students Avoid Plagiarism & Cheating	1/24/2014 12:00
Contra Costa College	How to Succeed in an Online Class	2/3/2014 12:00
Contra Costa College	Microsoft WORD Basics	2/6/2014 14:00
Contra Costa College	CCC Website(SharePoint) Drop-in Training	2/12/2014 12:00
Contra Costa College	Hiring the Best While Developing Diversity in the Workforce: Legal Requirements and Best Practices for Screening Committees	2/13/2014 12:30
Contra Costa College	Learn How to Teach Your Students to Use D2L	2/19/2014 14:00
Contra Costa College	Searching Online Databases	2/19/2014 16:00
Contra Costa College	Learn How to Teach Your Students to Use D2L	2/20/2014 15:00
Contra Costa College	InSite Portal-Linking Video & Database Articles	2/21/2014 12:30
Contra Costa College	Author Talk Andrew Lam	2/22/2014 10:30
Contra Costa College	Avoid Plagiarism with NoodleTools	2/25/2014 13:30
Contra Costa College	Learn How to Teach Your Students to Use D2L	2/25/2014 17:00
Contra Costa College	CCC Website (SharePoint) Drop-in Training	2/26/2014 12:00
Contra Costa College	Learn How to Teach Your Students to Use D2L	2/26/2014 12:30
Contra Costa College	Learn How to Teach Your Students to Use D2L	2/27/2014 16:00
Contra Costa College	Datatel Colleague Purchasing Workshop - Requisitions	2/28/2014 10:00
Contra Costa College	Learn How to Teach Your Students to Use D2L	3/1/2014 10:30
Contra Costa College	Learn How to Teach Your Students to Use D2L	3/3/2014 12:00
Contra Costa College	Learn How to Teach Your Students to Use D2L	3/3/2014 14:30
Contra Costa College	Using SQL for Program Data	3/4/2014 15:00
Contra Costa College	Learn How to Teach Your Students to Use D2L	3/5/2014 12:00
Contra Costa College	Improve Your Web search Skills	3/5/2014 16:30
Contra Costa College	Introduction to PowerPoint	3/6/2014 14:00
Contra Costa College	Avoiding Grade Grievances	3/7/2014 12:00
Contra Costa College	Avoid Plagiarism with NoodleTools	3/10/2014 11:30

Location	Course Title	Date/Time
Contra Costa College	WORD Basics Part 2	3/10/2014 14:00
Contra Costa College	Learn How to Teach Your Students to Use D2L	3/11/2014 13:00
Contra Costa College	CCC Website (SharePoint) Drop-in Training	3/12/2014 12:00
Contra Costa College	Dispelling Myths with Primary Sources	3/12/2014 15:00
Contra Costa College	CCC Website (SharePoint) Drop-in Training	3/26/2014 12:00
Contra Costa College	Learn How to Teach Your Students to Use D2L	3/27/2014 14:00
Contra Costa College	Microsoft WORD Basics	4/1/2014 16:30
Contra Costa College	Stress: Potrait of a Killer	4/3/2014 13:00
Contra Costa College	Writing and Assessing SLO's	4/4/2014 12:00
Contra Costa College	Avoid Plagiarism with NoodleTools	4/8/2014 12:30
Contra Costa College	CCC Website (SharePoint) Drop-in Training	4/9/2014 12:00
Contra Costa College	Improve Your Web Search Skills	4/10/2014 12:00
Contra Costa College	Intro to Lynda.com	4/10/2014 16:00
Contra Costa College	Introduction to PowerPoint	4/14/2014 16:30
Contra Costa College	Managing Your Budget Using Excel	4/15/2014 12:30
Contra Costa College	Intro to Lynda.com	4/16/2014 13:00
Contra Costa College	Using D2L for your lecture and online class(Teaching & Tech2: D2L )	4/18/2014 12:00
Contra Costa College	CCC Website (SharePoint) Drop-in Training	4/23/2014 12:00
Contra Costa College	Suicide Prevention - A Crisis Intervention	4/23/2014 14:00
Contra Costa College	Intro to Lynda.com	4/24/2014 13:00
Contra Costa College	Searching Online Databases	4/28/2014 12:00
Contra Costa College	Strategies for Reducing Test Taking Anxiety	5/8/2014 13:00
Contra Costa College	Articulation	5/9/2014 12:00
Diablo Valley College/ San Ramon Campus	FA13-400: Nutrition Adjunct Workshop	7/12/2013 13:00
Diablo Valley College/ San Ramon Campus	FA13-100: Electronic Gradebook 1	8/13/2013 8:00
Diablo Valley College/ San Ramon Campus	FA13-101: Configure your iPhone, iPad, or Macbook to access DVC email, the WCS, and the U-drive	8/13/2013 8:00
Diablo Valley College/ San Ramon Campus	FA13-102: Understanding the Code of Conduct Policy	8/13/2013 9:00
Diablo Valley College/ San Ramon Campus	FA13-103: WebCT-to-D2L: Moving and Organizing Content	8/13/2013 9:00
Diablo Valley College/ San Ramon Campus	FA13-104: Department Chair Workshop	8/13/2013 9:00
Diablo Valley College/ San Ramon Campus	FA13-105: Counseling and Career Curriculum Planning	8/13/2013 9:00
Diablo Valley College/ San Ramon Campus	FA13-107: English Basic Skills and ESL Supplemental Instruction Program	8/13/2013 9:00

Location	Course Title	Date/Time
Diablo Valley College/ San Ramon Campus	FA13-108: Nexus meeting for newly hired tenure track faculty	8/13/2013 9:00
Diablo Valley College/ San Ramon Campus	FA13-109: Working with visually impaired students in the classroom and lab environments	8/13/2013 9:30
Diablo Valley College/ San Ramon Campus	FA13-110: Working with Students in Distress	8/13/2013 10:00
Diablo Valley College/ San Ramon Campus	FA13-111: Education in Asia: What We Have Learned	8/13/2013 10:00
Diablo Valley College/ San Ramon Campus	FA13-112: Chronic Fatigue Syndrome: Old Name, New Research, Best Resources	8/13/2013 10:00
Diablo Valley College/ San Ramon Campus	FA13-113: Desire2Learn (D2L) Level 1	8/13/2013 10:00
Diablo Valley College/ San Ramon Campus	FA13-114: Getting the most out of Program Review	8/13/2013 10:00
Diablo Valley College/ San Ramon Campus	FA13-115: Meet the Hackers – The people who are attacking your computer to obtain your personal information and why	8/13/2013 10:00
Diablo Valley College/ San Ramon Campus	FA13-120: Creating a college-wide Learning Community program at DVC	8/13/2013 10:30
Diablo Valley College/ San Ramon Campus	FA13-116: It takes a Village: Shared responsibilities for providing equal access to instruction to DVC students with disabilities	8/13/2013 11:00
Diablo Valley College/ San Ramon Campus	FA13-117: Desire2Learn (D2L) Level 2	8/13/2013 12:00
Diablo Valley College/ San Ramon Campus	FA13-118: Orientation for New Self-Paced Math Faculty	8/13/2013 12:00
Diablo Valley College/ San Ramon Campus	FA13-121: GIS-GPS Faculty Workshop	8/13/2013 13:00
Diablo Valley College/ San Ramon Campus	FA13-122: Supporting DVC's Dreamers (AB540 students)	8/13/2013 13:00
Diablo Valley College/ San Ramon Campus	FA13-123: Basic Skills/DSS Liaison Project: Embedding Support in Instruction	8/13/2013 13:00
Diablo Valley College/ San Ramon Campus	FA13-124: Best Practices in Teaching Chem 120 at DVC	8/13/2013 13:00
Diablo Valley College/ San Ramon Campus	FA13-125: "Raising teenagers is like....."	8/13/2013 13:00
Diablo Valley College/ San Ramon Campus	FA13-126: "Isn't it Just Good Teaching? Umoja Principles and Practices"	8/13/2013 13:00
Diablo Valley College/ San Ramon Campus	FA13-127: Electronic Gradebook 2	8/13/2013 13:00
Diablo Valley College/ San Ramon Campus	FA13-407: Strategic Planning Writing Group Meeting	8/13/2013 13:00

Location	Course Title	Date/Time
Diablo Valley College/ San Ramon Campus	FA13-128: Contextualized teaching and learning at Diablo Valley College - Who are the students and how do we teach them?	8/13/2013 13:30
Diablo Valley College/ San Ramon Campus	FA13-129: Foreign Language Department Best Practices	8/13/2013 15:00
Diablo Valley College/ San Ramon Campus	FA13-201: Desire2Learn Grader and Binder Apps (iPad iOS)	8/14/2013 9:00
Diablo Valley College/ San Ramon Campus	FA13-202: BUT I'M A TEACHER, NOT A COUNSELOR!: Learn from Puente & Umoja folks how to help your students navigate scholarships, Financial Aid, Student Services, applications & deadlines	8/14/2013 9:00
Diablo Valley College/ San Ramon Campus	FA13-206: Mathematica Training	8/14/2013 9:00
Diablo Valley College/ San Ramon Campus	FA13-207: Teaching Tools for Study Abroad	8/14/2013 9:00
Diablo Valley College/ San Ramon Campus	FA13-208: New and Returning Part-time Faculty Orientation	8/14/2013 9:00
Diablo Valley College/ San Ramon Campus	FA13-209: Updates for Microbiology Instructors	8/14/2013 9:30
Diablo Valley College/ San Ramon Campus	FA13-210: CCCCD Fall 2013 Teaching Academy: Retention & Persistence Strategies To Use in Desire2Learn (D2L) for Online Students	8/14/2013 10:00
Diablo Valley College/ San Ramon Campus	FA13-211: Financial Aid Workshop: Financial Aid Training and General Updates	8/14/2013 10:00
Diablo Valley College/ San Ramon Campus	FA13-212: Current Issues in Curriculum	8/14/2013 11:00
Diablo Valley College/ San Ramon Campus	FA13-213: About DVC's Study Abroad Program	8/14/2013 11:00
Diablo Valley College/ San Ramon Campus	FA13-216: Business Department Curriculum & Scheduling	8/14/2013 11:00
Diablo Valley College/ San Ramon Campus	FA13-217: Student Success Mentoring in YOUR Classroom	8/14/2013 12:00
Diablo Valley College/ San Ramon Campus	FA13-219: Math Department 5 Year Plan	8/14/2013 12:00
Diablo Valley College/ San Ramon Campus	FA13-220: New and Returning Club Advisor Training	8/14/2013 12:30
Diablo Valley College/ San Ramon Campus	FA13-221: Best Teaching Practices Round-Up: Art and Art History	8/14/2013 12:30
Diablo Valley College/ San Ramon Campus	FA13-222: Desire2Learn (D2L) Level 3	8/14/2013 12:30
Diablo Valley College/ San Ramon Campus	FA13-223: DE @ DVC	8/14/2013 12:30
Diablo Valley College/ San Ramon Campus	FA13-224: What's New in the DVC Library—Streaming Video!!	8/14/2013 13:00
Diablo Valley College/ San Ramon Campus	FA13-225: ShorTel Phone System Training	8/14/2013 13:00



Location	Course Title	Date/Time
Diablo Valley College/ San Ramon Campus	FA13-226: College students on the Autism spectrum: Who are they? How can we best teach them?	8/14/2013 13:00
Diablo Valley College/ San Ramon Campus	FA13-227: Course Instruction Schedule Design with Spreadsheets	8/14/2013 13:00
Diablo Valley College/ San Ramon Campus	FA13-228: Economics Sub-Area Workshop	8/14/2013 13:00
Diablo Valley College/ San Ramon Campus	FA13-235: Chem 108 Instructor's Meeting	8/14/2013 13:00
Diablo Valley College/ San Ramon Campus	FA13-229: Learn About Professional Development Opportunities with Lynda.com!	8/14/2013 14:00
Diablo Valley College/ San Ramon Campus	FA13-230: Political Science Department News and Views	8/14/2013 14:00
Diablo Valley College/ San Ramon Campus	FA13-233: Teachers Sharing Ideas	8/14/2013 14:00
Diablo Valley College/ San Ramon Campus	FA13-232: Part-time Faculty Hiring Workshop	8/14/2013 14:30
Diablo Valley College/ San Ramon Campus	FA13-406: Umoja Orientation	8/14/2013 17:00
Diablo Valley College/ San Ramon Campus	FA13-234: SRC Flex	8/14/2013 18:00
Diablo Valley College/ San Ramon Campus	FA13-234A: Breakout Session - Desire2Learn	8/14/2013 19:30
Diablo Valley College/ San Ramon Campus	FA13-234B: Breakout Session - What I do, I Understand: Active Learning in the Classroom	8/14/2013 19:30
Diablo Valley College/ San Ramon Campus	FA13-234C: Breakout Session - Motivating Students to Motivate Themselves	8/14/2013 19:30
Diablo Valley College/ San Ramon Campus	FA13-314: Faculty and Staff Welcome Back	8/15/2013 9:00
Diablo Valley College/ San Ramon Campus	FA13-310: Early Childhood Education and Sign language C-contract Meeting	8/15/2013 16:00
Diablo Valley College/ San Ramon Campus	FA13-416: D2L Open Lab	8/16/2013 10:00
Diablo Valley College/ San Ramon Campus	FA13-408: Desire2Learn (D2L) Level 1	8/23/2013 9:30
Diablo Valley College/ San Ramon Campus	FA13-415: D2L Level 1 (CCCCD Teaching Academy pre-class workshop)	8/30/2013 9:30
Diablo Valley College/ San Ramon Campus	FA13-440: The James O'Keefe Prize for Graphic Literature Committee	9/3/2013 14:00
Diablo Valley College/ San Ramon Campus	FA13-437: Umoja Mentor-Mentee Mixer	9/4/2013 17:00
Diablo Valley College/ San Ramon Campus	FA13-417: D2L Level 1	9/5/2013 14:00
Diablo Valley College/ San Ramon Campus	FA13-418: D2L Level 1	9/6/2013 9:30
Diablo Valley College/ San Ramon Campus	FA13-435: IUPR Technical Assistance	9/6/2013 14:00

Location	Course Title	Date/Time
Diablo Valley College/ San Ramon Campus	FA13-409: Teachers Sharing Ideas	9/10/2013 13:30
Diablo Valley College/ San Ramon Campus	FA13-419: PowerPoint in D2L	9/10/2013 14:30
Diablo Valley College/ San Ramon Campus	FA13-420: Email and Discussions in D2L	9/10/2013 15:00
Diablo Valley College/ San Ramon Campus	FA13-401: Nexus Program	9/10/2013 16:00
Diablo Valley College/ San Ramon Campus	FA13-413: Faculty Evaluation Training Workshop for Full & Part-Time Faculty and Evaluators	9/11/2013 16:30
Diablo Valley College/ San Ramon Campus	FA13-421: D2L Level 1	9/12/2013 14:00
Diablo Valley College/ San Ramon Campus	FA13-422: D2L Level 2	9/13/2013 9:30
Diablo Valley College/ San Ramon Campus	FA13-438: Counseling Department Orientation & Ed Planning Group	9/13/2013 12:30
Diablo Valley College/ San Ramon Campus	FA13-423: D2L Level 2	9/16/2013 14:00
Diablo Valley College/ San Ramon Campus	FA13-439: Workshop for Full-time Faculty on Part-time Hiring Procedures	9/17/2013 16:00
Diablo Valley College/ San Ramon Campus	FA13-519: SRC PT Faculty Hiring Workshop	9/17/2013 16:00
Diablo Valley College/ San Ramon Campus	FA13-414: Faculty Evaluation Training Workshop for Full & Part-Time Faculty and Evaluators	9/17/2013 16:30
Diablo Valley College/ San Ramon Campus	FA13-429: IUPR Technical Assistance	9/19/2013 13:00
Diablo Valley College/ San Ramon Campus	FA13-424: D2L Level 2	9/20/2013 9:30
Diablo Valley College/ San Ramon Campus	FA13-430: IUPR Technical Assistance	9/20/2013 13:00
Diablo Valley College/ San Ramon Campus	FA13-425: D2L Level 2	9/23/2013 14:00
Diablo Valley College/ San Ramon Campus	FA13-426: PowerPoint in D2L	9/24/2013 14:30
Diablo Valley College/ San Ramon Campus	FA13-427: Email and Discussions in D2L	9/24/2013 15:00
Diablo Valley College/ San Ramon Campus	FA13-428: WebCT-to-D2L	9/26/2013 14:00
Diablo Valley College/ San Ramon Campus	Districtwide Strategic Planning Activity	10/2/2013 13:00
Diablo Valley College/ San Ramon Campus	FA13-431: IUPR Technical Assistance	10/3/2013 14:00
Diablo Valley College/ San Ramon Campus	FA13-443: WebCT-to-D2L	10/4/2013 9:30
Diablo Valley College/ San Ramon Campus	FA13-444: D2L Level 1	10/4/2013 10:00
Diablo Valley College/ San Ramon Campus	FA13-432: IUPR Technical Assistance	10/4/2013 12:00
Diablo Valley College/ San Ramon Campus	FA13-445: D2L Level 1	10/7/2013 14:00

<b>Location</b>	<b>Course Title</b>	<b>Date/Time</b>
Diablo Valley College/ San Ramon Campus	FA13-410: Teachers Sharing Ideas	10/8/2013 13:30
Diablo Valley College/ San Ramon Campus	FA13-446: PowerPoint in D2L	10/8/2013 14:30
Diablo Valley College/ San Ramon Campus	FA13-447: Email and Discussions in D2L	10/8/2013 15:00
Diablo Valley College/ San Ramon Campus	FA13-402: Nexus Program	10/8/2013 16:00
Diablo Valley College/ San Ramon Campus	FA13-464: IUPR Technical Assistance	10/11/2013 9:00
Diablo Valley College/ San Ramon Campus	FA13-448: WebCT-to-D2L	10/11/2013 9:30
Diablo Valley College/ San Ramon Campus	FA13-472: IUPR Technical Assistance Training	10/11/2013 9:30
Diablo Valley College/ San Ramon Campus	FA13-449: D2L Level 1	10/11/2013 10:00
Diablo Valley College/ San Ramon Campus	FA13-442: English Part-time Instructor Welcome & Information Activity	10/11/2013 16:00
Diablo Valley College/ San Ramon Campus	FA13-433: IUPR Technical Assistance	10/17/2013 14:00
Diablo Valley College/ San Ramon Campus	FA13-434: IUPR Technical Assistance	10/18/2013 9:00
Diablo Valley College/ San Ramon Campus	FA13-460: Datatel Colleague Purchasing Workshop - Requisitions	10/18/2013 9:00
Diablo Valley College/ San Ramon Campus	FA13-450: WebCT-to-D2L	10/18/2013 9:30
Diablo Valley College/ San Ramon Campus	FA13-451: D2L Level 1	10/18/2013 10:00
Diablo Valley College/ San Ramon Campus	FA13-452: PowerPoint in D2L	10/22/2013 14:30
Diablo Valley College/ San Ramon Campus	FA13-453: Email and Discussions in D2L	10/22/2013 15:00
Diablo Valley College/ San Ramon Campus	FA13-454: WebCT-to-D2L	10/24/2013 14:00
Diablo Valley College/ San Ramon Campus	FA13-455: WebCT-to-D2L	10/25/2013 9:30
Diablo Valley College/ San Ramon Campus	FA13-456: D2L Level 1	10/25/2013 10:00
Diablo Valley College/ San Ramon Campus	FA13-465: IUPR Technical Assistance	10/25/2013 10:00
Diablo Valley College/ San Ramon Campus	FA13-436: Learning about ACA -- the Affordable Care Act	10/25/2013 12:00
Diablo Valley College/ San Ramon Campus	FA13-457: D2L Level 2	10/28/2013 14:00
Diablo Valley College/ San Ramon Campus	FA13-489: Umoja Mentor Roundtable	10/28/2013 15:00
Diablo Valley College/ San Ramon Campus	FA13-490: Umoja Mentor Roundtable	10/29/2013 14:00
Diablo Valley College/ San Ramon Campus	FA13-473: DVC Book Group	10/31/2013 12:30
Diablo Valley College/ San Ramon Campus	FA13-458: WebCT-to-D2L	10/31/2013 14:00

Location	Course Title	Date/Time
Diablo Valley College/ San Ramon Campus	FA13-474: WebCT-to-D2L: Moving & Organizing Content	11/1/2013 9:00
Diablo Valley College/ San Ramon Campus	FA13-475: Desire2Learn (D2L) Level 1	11/1/2013 10:00
Diablo Valley College/ San Ramon Campus	FA13-466: IUPR Technical Assistance	11/1/2013 12:00
Diablo Valley College/ San Ramon Campus	FA13-476: Desire2Learn (D2L) Level 2	11/4/2013 14:00
Diablo Valley College/ San Ramon Campus	FA13-411: Teachers Sharing Ideas	11/5/2013 13:30
Diablo Valley College/ San Ramon Campus	FA13-477: WebCT-to-D2L: Moving and Organizing Content	11/7/2013 14:00
Diablo Valley College/ San Ramon Campus	FA13-478: WebCT-to-D2L: Moving and Organizing Content	11/8/2013 9:00
Diablo Valley College/ San Ramon Campus	FA13-467: IUPR Technical Assistance	11/8/2013 9:00
Diablo Valley College/ San Ramon Campus	FA13-479: Desire2Learn (D2L) Level 1	11/8/2013 10:00
Diablo Valley College/ San Ramon Campus	FA13-463: Everything you NEED to know about STRS	11/8/2013 13:00
Diablo Valley College/ San Ramon Campus	FA13-468: IUPR Technical Assistance	11/8/2013 14:00
Diablo Valley College/ San Ramon Campus	FA13-491: Umoja Mentor Roundtable	11/12/2013 14:00
Diablo Valley College/ San Ramon Campus	FA13-480: WebCT-to-D2L: Moving and Organizing Content	11/12/2013 14:00
Diablo Valley College/ San Ramon Campus	FA13-403: Nexus Program	11/12/2013 16:00
Diablo Valley College/ San Ramon Campus	FA13-492: Umoja Mentor Roundtable	11/13/2013 15:00
Diablo Valley College/ San Ramon Campus	FA13-481: WebCT-to-D2L: Moving and Organizing Content	11/15/2013 9:00
Diablo Valley College/ San Ramon Campus	FA13-482: Desire2Learn (D2L) Level 1	11/15/2013 10:00
Diablo Valley College/ San Ramon Campus	FA13-469: IUPR Technical Assistance	11/15/2013 12:00
Diablo Valley College/ San Ramon Campus	FA13-483: Desire2Learn (D2L) Level 2	11/18/2013 14:00
Diablo Valley College/ San Ramon Campus	FA13-470: Datatel Colleague Budgeting Workshop	11/19/2013 10:00
Diablo Valley College/ San Ramon Campus	FA13-495: DVC Book Group	11/21/2013 12:30
Diablo Valley College/ San Ramon Campus	FA13-484: WebCT-to-D2L: Moving and Organizing Content	11/21/2013 14:00
Diablo Valley College/ San Ramon Campus	FA13-485: WebCT-to-D2L: Moving and Organizing Content	11/22/2013 9:00
Diablo Valley College/ San Ramon Campus	FA13-486: Desire2Learn (D2L) Level 1	11/22/2013 10:00
Diablo Valley College/ San Ramon Campus	FA13-487: Desire2Learn (D2L) Level 2	11/25/2013 14:00
Diablo Valley College/ San Ramon Campus	FA13-488: WebCT-to-D2L: Moving and Organizing Content	11/26/2013 14:00
Diablo Valley College/ San Ramon Campus	FA13-412: Teachers Sharing Ideas	12/3/2013 13:30

Location	Course Title	Date/Time
Diablo Valley College/ San Ramon Campus	FA13-471: Datatel Colleague Budgeting Workshop	12/4/2013 10:00
Diablo Valley College/ San Ramon Campus	FA13-461: Datatel Colleague Purchasing Workshop - Requisitions	12/5/2013 11:00
Diablo Valley College/ San Ramon Campus	FA13-503: WebCT-to-D2L	12/6/2013 9:00
Diablo Valley College/ San Ramon Campus	FA13-504: D2L Level 1	12/6/2013 10:00
Diablo Valley College/ San Ramon Campus	FA13-493: Sabbatical Leave Workshop	12/6/2013 12:30
Diablo Valley College/ San Ramon Campus	FA13-513: Full-time Faculty Hiring Workshop	12/6/2013 13:00
Diablo Valley College/ San Ramon Campus	FA13-505: D2L Version 10.2 Overview	12/9/2013 13:00
Diablo Valley College/ San Ramon Campus	FA13-515: Full-time Faculty Hiring Workshop	12/10/2013 12:30
Diablo Valley College/ San Ramon Campus	FA13-506: D2L Version 10.2 Overview	12/10/2013 13:00
Diablo Valley College/ San Ramon Campus	FA13-404: Nexus Program	12/10/2013 16:00
Diablo Valley College/ San Ramon Campus	FA13-507: D2L Version 10.2 Overview	12/11/2013 13:00
Diablo Valley College/ San Ramon Campus	FA13-494: Sabbatical Leave Workshop	12/12/2013 15:30
Diablo Valley College/ San Ramon Campus	FA13-514: Full-time Faculty Hiring Workshop	12/12/2013 16:00
Diablo Valley College/ San Ramon Campus	FA13-508: WebCT-to-D2L	12/13/2013 9:00
Diablo Valley College/ San Ramon Campus	FA13-497: IUPR Validation Session 1	12/13/2013 9:00
Diablo Valley College/ San Ramon Campus	FA13-498: IUPR Validation Session 2	12/13/2013 9:30
Diablo Valley College/ San Ramon Campus	FA13-499: IUPR Validation Session 3	12/13/2013 10:00
Diablo Valley College/ San Ramon Campus	FA13-509: D2L Version 10.2 Overview	12/13/2013 10:00
Diablo Valley College/ San Ramon Campus	FA13-500: IUPR Validation Session 4	12/13/2013 10:30
Diablo Valley College/ San Ramon Campus	FA13-501: IUPR Validation Session 5	12/13/2013 11:00
Diablo Valley College/ San Ramon Campus	FA13-502: IUPR Validation Session 6	12/13/2013 11:30
Diablo Valley College/ San Ramon Campus	FA13-510: D2L Version 10.2 Overview	12/16/2013 12:00
Diablo Valley College/ San Ramon Campus	FA13-511: D2L Version 10.2 Overview	12/16/2013 13:00
Diablo Valley College/ San Ramon Campus	FA13-516: Assigning End of Term Grades	12/16/2013 13:00
Diablo Valley College/ San Ramon Campus	FA13-512: D2L Version 10.2 Overview	12/17/2013 12:00
Diablo Valley College/ San Ramon Campus	FA13-517: Assigning End of Term Grades	12/17/2013 13:00

Location	Course Title	Date/Time
Diablo Valley College/ San Ramon Campus	FA13-496: DVC Book Group	12/19/2013 12:30
Diablo Valley College/ San Ramon Campus	SP14-709: D2L Drop-in	1/6/2014 10:00
Diablo Valley College/ San Ramon Campus	SP14-710: D2L Drop-in	1/7/2014 12:00
Diablo Valley College/ San Ramon Campus	SP14-400: D2L Level 1	1/8/2014 8:00
Diablo Valley College/ San Ramon Campus	SP14-402: Ellucian Electronic Student Educational Planning Tool Training I	1/8/2014 9:00
Diablo Valley College/ San Ramon Campus	SP14-403: Lose Your Lawn Workshop	1/8/2014 9:00
Diablo Valley College/ San Ramon Campus	SP14-404: Developmental/College Level Linked Classes	1/8/2014 9:00
Diablo Valley College/ San Ramon Campus	SP14-405: Nexus Faculty	1/8/2014 9:00
Diablo Valley College/ San Ramon Campus	SP14-401: D2L Gradebook	1/8/2014 9:00
Diablo Valley College/ San Ramon Campus	SP14-408: D2L Level 2	1/8/2014 10:00
Diablo Valley College/ San Ramon Campus	SP14-409: Accreditation	1/8/2014 10:00
Diablo Valley College/ San Ramon Campus	SP14-411: Enhancing your Influence with Effective Communication - Brown Bag Workshop	1/8/2014 12:00
Diablo Valley College/ San Ramon Campus	SP14-412: D2L Level 1	1/8/2014 12:00
Diablo Valley College/ San Ramon Campus	SP14-413: Revamping Counseling 095 to meet the needs of AB 1456	1/8/2014 12:00
Diablo Valley College/ San Ramon Campus	SP14-414: D2L & Turnitin Grading Rubrics-- How to Make Grading Student Writing Assignments (Almost) Bearable	1/8/2014 13:00
Diablo Valley College/ San Ramon Campus	SP14-415: Technology Plan 2014-2016	1/8/2014 13:00
Diablo Valley College/ San Ramon Campus	SP14-416: Matriculation Committee	1/8/2014 13:00
Diablo Valley College/ San Ramon Campus	SP14-417: Configure your iPhone, iPad, Macbook, or office iMac to access DVC email, the WCS, and the U-drive	1/8/2014 13:00
Diablo Valley College/ San Ramon Campus	SP14-418: Orientation for First-Time Self-Paced Faculty	1/8/2014 13:30
Diablo Valley College/ San Ramon Campus	SP14-419: Club Advisor Training	1/8/2014 14:30
Diablo Valley College/ San Ramon Campus	SP14-420: Communication Studies	1/8/2014 14:30
Diablo Valley College/ San Ramon Campus	SP14-500: Best Practices in Teaching BIOSC 140 at DVC	1/9/2014 8:30
Diablo Valley College/ San Ramon Campus	SP14-502: D2L Level 3	1/9/2014 9:00

Location	Course Title	Date/Time
Diablo Valley College/ San Ramon Campus	SP14-503: D2L Gradebook	1/9/2014 9:00
Diablo Valley College/ San Ramon Campus	SP14-504: New and Returning Part-time Faculty Orientation	1/9/2014 9:00
Diablo Valley College/ San Ramon Campus	SP14-505: Financial Aid Workshop: Financial Aid Training and General Updates	1/9/2014 9:30
Diablo Valley College/ San Ramon Campus	SP14-506: English Basic Skills and ESL Supplemental Instruction Program	1/9/2014 9:30
Diablo Valley College/ San Ramon Campus	SP14-507: Classroom Mentoring: Connecting Students to Student Services	1/9/2014 10:00
Diablo Valley College/ San Ramon Campus	SP14-508: Student Success in Sociology	1/9/2014 10:00
Diablo Valley College/ San Ramon Campus	SP14-509: Accreditation	1/9/2014 10:00
Diablo Valley College/ San Ramon Campus	SP14-510: BIOSC 130/131 Coordination	1/9/2014 10:00
Diablo Valley College/ San Ramon Campus	SP14-511: D2L Level 1	1/9/2014 10:30
Diablo Valley College/ San Ramon Campus	SP14-512: ShorTel Phone System Training	1/9/2014 11:00
Diablo Valley College/ San Ramon Campus	SP14-513: Preventing & Recognizing Burnout - Brown Bag Workshop	1/9/2014 11:00
Diablo Valley College/ San Ramon Campus	SP14-514: But I'm a Teacher, Not a Counselor: How to Help Your Students Navigate Scholarships, Financial Aid, Student Services, Applications, & Deadlines	1/9/2014 11:00
Diablo Valley College/ San Ramon Campus	SP14-516: Basic Skills Math Workshop	1/9/2014 11:00
Diablo Valley College/ San Ramon Campus	SP14-517: Best Teaching Practices Round-Up: Art and Art History	1/9/2014 12:00
Diablo Valley College/ San Ramon Campus	SP14-519: ShorTel Phone System Training	1/9/2014 13:00
Diablo Valley College/ San Ramon Campus	SP14-520: Full-time Faculty Hiring Workshop	1/9/2014 13:00
Diablo Valley College/ San Ramon Campus	SP14-522: Developmental/College Level Linked Classes	1/9/2014 13:00
Diablo Valley College/ San Ramon Campus	SP14-523: Geography Faculty Workshop	1/9/2014 13:00
Diablo Valley College/ San Ramon Campus	SP14-524: Desire2Learn (D2L) "Open Mic": Sharing Teaching Tips	1/9/2014 14:00
Diablo Valley College/ San Ramon Campus	SP14-525: Do you want to teach in China?	1/9/2014 14:00
Diablo Valley College/ San Ramon Campus	SP14-526: Ellucian Electronic Student Educational Planning Tool Training I	1/9/2014 14:00
Diablo Valley College/ San Ramon Campus	SP14-527: Accreditation Advisory Group	1/9/2014 15:00

Location	Course Title	Date/Time
Diablo Valley College/ San Ramon Campus	SP14-528: Workshop for Full-time Faculty on Part-time Hiring Procedures	1/9/2014 15:00
Diablo Valley College/ San Ramon Campus	SP14-619: D2L Level 1	1/10/2014 10:00
Diablo Valley College/ San Ramon Campus	SP14-613: Meeting for Current Self-Paced Math Faculty	1/10/2014 12:45
Diablo Valley College/ San Ramon Campus	SP14-713: Umoja Orientation & Mentor Mixer	1/15/2014 17:00
Diablo Valley College/ San Ramon Campus	SP14-704: D2L Level 1	1/17/2014 10:00
Diablo Valley College/ San Ramon Campus	SP14-705: D2L Level 1	1/23/2014 14:00
Diablo Valley College/ San Ramon Campus	SP14-706: D2L Level 1	1/24/2014 10:00
Diablo Valley College/ San Ramon Campus	SP14-707: D2L Level 1	1/27/2014 14:00
Diablo Valley College/ San Ramon Campus	SP14-714: DVC Book Group	1/30/2014 12:30
Diablo Valley College/ San Ramon Campus	SP14-708: D2L Level 1	1/31/2014 10:00
Diablo Valley College/ San Ramon Campus	SP14-721: Teachers Sharing Ideas	2/4/2014 13:00
Diablo Valley College/ San Ramon Campus	SP14-715: Faculty Evaluations Workshop	2/4/2014 16:00
Diablo Valley College/ San Ramon Campus	SP14-727: D2L Homepage/Tool Clean Up	2/5/2014 13:30
Diablo Valley College/ San Ramon Campus	SP14-728: D2L Homepage/Tool Clean Up	2/6/2014 13:30
Diablo Valley College/ San Ramon Campus	SP14-729: D2L Level 2	2/7/2014 10:00
Diablo Valley College/ San Ramon Campus	SP14-700: Nexus	2/11/2014 16:00
Diablo Valley College/ San Ramon Campus	SP14-739: Learning Center Committee Best Practices Workshop	2/12/2014 14:00
Diablo Valley College/ San Ramon Campus	SP14-716: Faculty Evaluations Workshop	2/12/2014 16:00
Diablo Valley College/ San Ramon Campus	SP14-743: Speaker Series - Hope, Healing & Educational Change	2/18/2014 9:30
Diablo Valley College/ San Ramon Campus	SP14-730: D2L Level 1	2/19/2014 13:00
Diablo Valley College/ San Ramon Campus	SP14-731: D2L Level 2	2/20/2014 13:00
Diablo Valley College/ San Ramon Campus	SP14-726: Habits of Mind (Variable Flex)	2/21/2014 9:00
Diablo Valley College/ San Ramon Campus	SP14-732: D2L Level 2 Hiring the Best While Developing Diversity in the Workforce: Legal Requirements and Best Practices for Screening Committees	2/21/2014 10:00
Diablo Valley College/ San Ramon Campus	SP14-735: DVC Book Group	2/26/2014 10:00
Diablo Valley College/ San Ramon Campus	SP14-735: DVC Book Group	2/27/2014 12:30



Location	Course Title	Date/Time
Diablo Valley College/ San Ramon Campus	Prevention and Control of Absenteeism and Abuse of Leave (Attendance by invitation only)	2/28/2014 9:00
Diablo Valley College/ San Ramon Campus	SP14-733: D2L Level 1	2/28/2014 10:00
Diablo Valley College/ San Ramon Campus	SP14-734: "Turn-It-In" in Desire2Learn: Pedagogy and practical how-to's for using this anti-plagiarism tool with your lecture or online class	2/28/2014 10:00
Diablo Valley College/ San Ramon Campus	12 Steps to Avoiding Liability (Attendance by invitation only)	2/28/2014 13:00
Diablo Valley College/ San Ramon Campus	SP14-744: Speaker Series - Note to Educators: Hope Required When Growing Roses in Concrete	3/5/2014 10:00
Diablo Valley College/ San Ramon Campus	SP14-746: Turnitin Grading Rubrics-- How to Make Grading Student Writing Assignments (Almost) Bearable	3/5/2014 12:00
Diablo Valley College/ San Ramon Campus	SP14-748: D2L Homepage/Tool Clean Up	3/6/2014 13:00
Diablo Valley College/ San Ramon Campus	SP14-749: D2L Level 2	3/7/2014 10:30
Diablo Valley College/ San Ramon Campus	SP14-740: Microsoft Excel Training Workshop	3/7/2014 11:00
Diablo Valley College/ San Ramon Campus	SP14-737: PT Faculty Mini-Conference	3/8/2014 10:00
Diablo Valley College/ San Ramon Campus	SP14-747: D2L Users Open Mic	3/10/2014 12:30
Diablo Valley College/ San Ramon Campus	SP14-701: Nexus	3/11/2014 16:00
Diablo Valley College/ San Ramon Campus	SP14-754: Women's History Month Celebrates the 50th Anniversary of the 1964 Civil Rights Act	3/11/2014 19:00
Diablo Valley College/ San Ramon Campus	SP14-750: D2L Homepage/Tool Clean Up	3/12/2014 13:00
Diablo Valley College/ San Ramon Campus	SP14-722: Teachers Sharing Ideas	3/13/2014 13:00
Diablo Valley College/ San Ramon Campus	SP14-751: D2L Level 2	3/14/2014 10:00
Diablo Valley College/ San Ramon Campus	SP14-736: DVC Book Group	3/26/2014 12:30
Diablo Valley College/ San Ramon Campus	SP14-752: D2L Homepage/Tool Clean Up	3/27/2014 13:00
Diablo Valley College/ San Ramon Campus	SP14-753: D2L Level 1 Hiring the Best While Developing Diversity in the Workforce: Legal Requirements and Best Practices for Screening Committees-MAKEUP SESSION	3/28/2014 10:00
Diablo Valley College/ San Ramon Campus	SP14-723: Teachers Sharing Ideas	4/1/2014 13:00

<b>Location</b>	<b>Course Title</b>	<b>Date/Time</b>
Diablo Valley College/ San Ramon Campus	SP14-741: United Faculty Annual Benefits Conference	4/4/2014 9:00
Diablo Valley College/ San Ramon Campus	SP14-756: D2L Level 2 SP14-738: How to develop a community of support for first-generation, low-income, and other diverse student populations	4/4/2014 10:00
Diablo Valley College/ San Ramon Campus	SP14-755: Landing a Tenure Track Teaching Position	4/4/2014 13:00
Diablo Valley College/ San Ramon Campus	SP14-702: Nexus	4/4/2014 14:00
Diablo Valley College/ San Ramon Campus	SP14-769: Full-time Faculty Hiring Workshop	4/8/2014 16:00
Diablo Valley College/ San Ramon Campus	SP14-757: D2L Homepage/Tool Clean Up	4/8/2014 16:00
Diablo Valley College/ San Ramon Campus	SP14-758: D2L Level 1 Advanced Investigations of Harassment Complaints (Attendance by invitation only)	4/9/2014 13:00
Diablo Valley College/ San Ramon Campus	SP14-759: D2L Level 2	4/10/2014 13:00
Diablo Valley College/ San Ramon Campus	SP14-770: Full-time Faculty Hiring Workshop	4/11/2014 9:00
Diablo Valley College/ San Ramon Campus	Human Resources Roundtable (Attendance by invitation only)	4/11/2014 10:00
Diablo Valley College/ San Ramon Campus	SP14-771: Classified Community Meeting & Drama Night	4/11/2014 13:00
Diablo Valley College/ San Ramon Campus	SP14-745: Speaker Series - Transforming Higher Education for the Diverse New Majority	4/11/2014 18:00
Diablo Valley College/ San Ramon Campus	SP14-760: Grading Essays Online with TurnItIn	4/15/2014 13:00
Diablo Valley College/ San Ramon Campus	SP14-761: D2L Level 1	4/16/2014 13:00
Diablo Valley College/ San Ramon Campus	SP14-762: D2L Level 1	4/17/2014 13:00
Diablo Valley College/ San Ramon Campus	SP14-763: Grading Essays Online with TurnItIn	4/18/2014 10:00
Diablo Valley College/ San Ramon Campus	SP14-764: Grading Essays Online with TurnItIn	4/18/2014 11:00
Diablo Valley College/ San Ramon Campus	SP14-765: D2L Level 1	4/24/2014 13:00
Diablo Valley College/ San Ramon Campus	SP14-766: Grading Essays Online with TurnItIn	4/25/2014 10:00
Diablo Valley College/ San Ramon Campus	SP14-772: DVC Book Group	4/25/2014 11:00
Diablo Valley College/ San Ramon Campus	SP14-776: D2L Level 2	4/25/2014 12:30
Diablo Valley College/ San Ramon Campus	SP14-774: Wikipedia in the Classroom: Empower Students in the Digital Age	5/2/2014 10:00
Diablo Valley College/ San Ramon Campus	SP14-774: Wikipedia in the Classroom: Empower Students in the Digital Age	5/6/2014 14:00

Location	Course Title	Date/Time
Diablo Valley College/ San Ramon Campus	SP14-777: D2L Level 2	5/7/2014 13:00
Diablo Valley College/ San Ramon Campus	SP14-775: Science and Math Seminar	5/8/2014 17:00
Diablo Valley College/ San Ramon Campus	SP14-778: D2L Level 1	5/9/2014 10:00
Diablo Valley College/ San Ramon Campus	SP14-779: Grading Essays Online with TurnItIn	5/9/2014 11:00
Diablo Valley College/ San Ramon Campus	SP14-703: Nexus	5/13/2014 16:00
Diablo Valley College/ San Ramon Campus	SP14-780: D2L Level 1	5/23/2014 10:00
Diablo Valley College/ San Ramon Campus	SP14-781: Grading Essays Online with TurnItIn	5/23/2014 11:00
Diablo Valley College/ San Ramon Campus	SP14-782: DVC Summer Tech Institute · Desire2Learn (D2L) Level 1 Workshop	5/27/2014 9:00
Diablo Valley College/ San Ramon Campus	SP14-783: DVC Summer Tech Institute · Desire2Learn (D2L) Level 2 Workshop	5/27/2014 11:00
Diablo Valley College/ San Ramon Campus	SP14-784: DVC Summer Tech Institute · D2L Open Lab	5/27/2014 12:00
Diablo Valley College/ San Ramon Campus	SP14-773: DVC Book Group	5/27/2014 12:30
Diablo Valley College/ San Ramon Campus	SP14-785: DVC Summer Tech Institute · Audio/Video Development & Online Office Hours	5/28/2014 9:00
Diablo Valley College/ San Ramon Campus	SP14-786: DVC Summer Tech Institute · Student Retention and Persistence Strategies To Use in Desire2Learn (D2L)	5/28/2014 10:00
Diablo Valley College/ San Ramon Campus	Sp14-787: DVC Summer Tech Institute · Grading Essays Online with TurnItIn	5/28/2014 11:00
Diablo Valley College/ San Ramon Campus	SP14-788: DVC Summer Tech Institute · Course Accessibility 101	5/28/2014 12:00
Diablo Valley College/ San Ramon Campus	SP14-789: DVC Summer Tech Institute · D2L Open Lab	5/28/2014 12:00
Diablo Valley College/ San Ramon Campus	SP14-790: DVC Summer Tech Institute · Desire2Learn (D2L) Level 3 Workshop	5/29/2014 9:00
Diablo Valley College/ San Ramon Campus	SP14-791: DVC Summer Tech Institute · iPads and D2L Grader App	5/29/2014 11:00
Diablo Valley College/ San Ramon Campus	SP14-792: DVC Summer Tech Institute · D2L Open Lab	5/29/2014 12:00
District Office	Health Awareness Week: Zumba	9/9/2013 12:00
District Office	Health Awareness Week: Mind/Body Connection	9/10/2013 12:00
District Office	Health Awareness Week: Feng-shui in the Workplace	9/12/2013 12:00

<b>Location</b>	<b>Course Title</b>	<b>Date/Time</b>
District Office	Health Awareness Week: Potluck Lunch and Recipe Swap	9/13/2013 12:00
District Office	Hiring the Best While Developing the Diversity in the Workforce: Legal Requirements and Best Practices for Screening Committees-Attendance by invitation only	10/11/2013 9:00
District Office	Legally Compliant Strategies for Diversity Enhancement-Attendance by invitation only	10/11/2013 13:00
District Office	FRISK (Facts, Rules, Impact, Suggestions and Knowledge)- TRAINING FOR MANAGERS AND SUPERVISORS ONLY	10/24/2013 13:00
District Office	Hiring the Best While Developing Diversity in the Workforce: Legal Requirements and Best Practices for Screening Committees	2/12/2014 10:00
District Office	The Wonders of Guided Imagery and Self Hypnosis - Presented by Dr. Brast, John Muir Health and sponsored by DO Professional Development	4/30/2014 12:00
District Office	Evacuation Chair Training Session for District Office-3rd floor employees	5/6/2014 10:00
District Office	Evacuation Chair Training Session for District Office-4th floor employees	5/7/2014 10:00
District Office	Evacuation Chair Training Session for District Office-5th and 6th floor employees	5/8/2014 10:00
District Office	Introduction to Self-Defense; presented by Morgan Malone, John Muir Health and sponsored by DO Professional Development Committee	5/14/2014 12:00
Los Medanos College/ Brentwood Center	Employee Appreciation Lunch - By Reservation Only. Must register by Friday, April 18, 2014 at 12 noon.	4/23/2014 12:00
Los Medanos College/ Brentwood Center	Desire 2 Learn (D2L) Lab. Brentwood Location. Facilitated by Sandy Jones, Computer Science Faculty. Approved for Variable Flex Credit.	9/10/2013 16:00
Los Medanos College/ Brentwood Center	Desire 2 Learn (D2L) Level 2, Part II. Brentwood location. Facilitated by Sandy Jones, Computer Science Faculty. Approved for Variable Flex Credit.	9/23/2013 16:00

Location	Course Title	Date/Time
Los Medanos College/ Brentwood Center	Desire 2 Learn (D2L)Lab. Brentwood Location. Facilitated by Sandy Jones, Computer Science Faculty. Approved for Variable Flex Credit. Desire 2 Learn Training - Level 2, Part I. Facilitated by Sandy Jones, Computer Dept. Faculty. Approved for Variable Flex credit for Adjuncts and full-time Faculty during non-instructional hours.	9/24/2013 16:00
Los Medanos College/ Brentwood Center	Desire 2 Learn (D2L) Lab. Facilitated by Sandy Jones, Computer Science Dept. Faculty. Approved for Variable Flex credit.	10/21/2013 15:00
Los Medanos College/ Brentwood Center	Desire 2 Learn Training - Level 2, Part I. Facilitated by Sandy Jones, Computer Dept. Faculty. Approved for Variable Flex credit for Adjuncts and full-time Faculty during non-instructional hours.	11/27/2013 15:00
Los Medanos College/ Brentwood Center	Desire 2 Learn Lab. Facilitated by Sandy Jones, Computer Dept. Faculty. Approved for Variable Flex Credit.	12/10/2013 13:00
Los Medanos College/ Brentwood Center	Desire 2 Learn (D2L) Level 2, Part II. Facilitated by Sandy Jones, Computer Science Dept. Faculty. Approved for Variable Flex Credit.	10/22/2013 16:00
Los Medanos College/ Brentwood Center	Desire 2 Learn (D2L) Lab. Facilitated by Sandy Jones, Computer Science Dept. Faculty. Approved for Variable Flex credit.	11/12/2013 16:00
Los Medanos College/ Brentwood Center	Desire 2 Learn (D2L) Level 3. Facilitated by Sandy Jones, Computer Science Dept. Faculty. Approved for Variable Flex Credit.	11/14/2013 13:00
Los Medanos College/ Brentwood Center	FA13-29 Desire 2 Learning (D2L) Training -Level 1. Approved for Variable Flex for Adjuncts and Full-time during non-instructional hours.	11/26/2013 14:00
Los Medanos College/ Brentwood Center	FA13-19 WebAssign Training (supplement to Cengage Math Texts) Presented by Matt Stricker.	8/21/2013 17:00
Los Medanos College/ Brentwood Center	Desire 2 Learn Lab. Facilitated by Sandy Jones, Computer Dept. Faculty. Approved for Variable Flex Credit.	8/14/2013 15:15
Los Medanos College/ Brentwood Center	SP14-10 Adobe Forms Central. Facilitated by Melina Rodriguez.	12/12/2013 13:00
Los Medanos College/ Brentwood Center	SP14-11 DSP&S Nuts & Bolts. Facilitated by Virginia (Ginny) Richards.	1/8/2014 10:30
Los Medanos College/ Brentwood Center		1/8/2014 15:15

Location	Course Title	Date/Time
Los Medanos College/ Brentwood Center	The PDAC Health & Wellness Committee invites you to "Walking Well" Facilitated by: Fitness Professional, Morgan Malone from the John Muir Wellness Community. Campus Host: Annica Soto, PDAC Health&Wellness	2/12/2014 14:00
Los Medanos College/ Brentwood Center	The PDAC Health & Wellness Committee invites you to "Healthy Fast Food" Facilitated by: Master Certified Health Education Specialist, Sharon Jenkins from the John Muir Wellness Community.	3/12/2014 14:00
Los Medanos College/ Brentwood Center	SP14-45 Mind and Body Connection. Facilitated by Dr. Alan Brast, John Muir Wellness Community. Hosted by the PDAC Health and Wellness Subcommittee.	4/9/2014 14:00
Los Medanos College/ Brentwood Center	FA13-18A Admissions & Records Nuts & Bolts. Presented by Robin Armour and Susie Hansen. (This workshop will be offered on August 12(A) and Augusts 13(B).)	8/12/2013 16:00
Los Medanos College/ Brentwood Center	FA13-18(B) Admissions & Records Nuts & Bolts. Presented by Robin Armour and Susie Hansen.	8/13/2013 16:00
Los Medanos College/ Brentwood Center	FA13-26 DSP&S Nuts and Bolts. Presented by Virginia Richards.	8/13/2013 13:15
Los Medanos College/ Brentwood Center	SP14-24 Admissions & Records Nuts & Bolts. Facilitated by Robin Armour, Susie Hansen and/or Diane Ahlborn. SP14-07 Counseling Guidelines: A Living and Breathing Document.	1/8/2014 17:00
Los Medanos College/ Brentwood Center	Facilitated by Frances Moy and Marco Godinez.	1/8/2014 13:15
Los Medanos College/ Brentwood Center	FA13-DM15 English/ESL Department Workshop. Presented by Katalina Wethington and Nancy Ybarra. SP14-13. GE Assessment Paper-Scoring Day. Facilitated by Alex	8/15/2013 12:00
Los Medanos College/ Brentwood Center	Sterling and Dave Zimny. SP14-DM20 ART/DRAMA/MASS COMMUNICATIONS -	1/8/2014 9:00
Los Medanos College/ Brentwood Center	Interdepartmental Relations Building. Facilitated by Lucy Snow and Nick Garcia.	1/10/2014 14:00

Location	Course Title	Date/Time
Los Medanos College/ Brentwood Center Los Medanos College/ Brentwood Center	SP14-DM23 RN Program 2nd Semester Planning and Faculty Orientation. Facilitated by Mel Herman	1/10/2014 12:00
Los Medanos College/ Brentwood Center	SP14-02 New Faculty Orientation SP14-DM22 RN Program 4th semester curriculum organization and planning. Facilitated by Joanne Bent and Colin McDowell.	1/7/2014 18:30 1/10/2014 12:00
Los Medanos College/ Brentwood Center	FA13-17 How to bring interactivity and instant assessment into classroom by using "Clickers"! Presented by Earl Ortiz and Jason Dearman.	8/13/2013 15:15
Los Medanos College/ Brentwood Center	SP14-16 How to bring interactivity and instance assessment into classroom. Facilitated by Jason Dearman and Earl Ortiz.	1/7/2014 13:15
Los Medanos College/ Brentwood Center	FA13-21. English 70 Assessment: Wrap- Up Discussion, Presented by Katalina Wethington and Nancy Ybarra.	8/13/2013 10:30
Los Medanos College/ Brentwood Center	SP14-01 What does current research tell us about our work in creating quality ECE training in the lab school and in the classroom?	1/7/2014 8:30
Los Medanos College/ Brentwood Center	SP14-04 Using iPads and Apple TV to enhance your classroom teaching. Facilitated by Michael Sandberg.	1/8/2014 15:15
Los Medanos College/ Brentwood Center	SP14-25 Everything You Wanted to Know About Being Department Chair...Facilitated by A'kilah Moore, Natalie Hannum, and Nancy Ybarra.	1/8/2014 13:00
Los Medanos College/ Brentwood Center	FA13-New Employee Luncheon (By Invitation Only)	12/2/2013 12:00
Los Medanos College/ Brentwood Center	SP14-38 CHDEV "C" Contract Faculty Training FA13-07 Intentionally using the classroom and outdoor environment to support early learning. Presented by Janice Townsend and Kathryn Nielsen.	1/9/2014 16:00 8/12/2013 9:00

Location	Course Title	Date/Time
Los Medanos College/ Brentwood Center	FA13-12 Blogging about Learning Outcomes. (On-line Workshop: Open Hours: 8 a.m. Aug. 12 through 8 p.m. August 15. Presented by Laurie Huffman and TLC Membership. Attendance will be tracked via blog post entries, response to questions, and pre-registrants' names. Blog URL: <a href="http://492393779278572648.weebly.com/index.html">http://492393779278572648.weebly.com/index.html</a>	8/12/2013 8:00
Los Medanos College/ Brentwood Center	Teaching and Learning with Multilingual Students in Mainstream Classes.	1/24/2014 12:00
Los Medanos College/ Brentwood Center	LMC Appreciation Week: Information on Root Beer Float Social (hosted by Classified Senate) and campus-wide Recognition Drawing (Campus-wide hosts)	4/25/2014 15:00
Los Medanos College/ Brentwood Center	New Shoretel Phone Training	5/14/2014 8:00
Los Medanos College/ Brentwood Center	New Shoretel Phone Training	5/14/2014 9:00
Los Medanos College/ Brentwood Center	New Shoretel Phone Training	5/14/2014 10:00
Los Medanos College/ Brentwood Center	New Shoretel Phone Training	5/14/2014 11:00
Los Medanos College/ Brentwood Center	New Shoretel Phone Training	5/14/2014 13:00
Los Medanos College/ Brentwood Center	New Shoretel Phone Training	5/14/2014 14:00
Los Medanos College/ Brentwood Center	New Shoretel Phone Training	5/14/2014 15:00
Los Medanos College/ Brentwood Center	New Shoretel Phone Training	5/14/2014 16:00
Los Medanos College/ Brentwood Center	FA13-27 Focused Flex: Looking In-Looking Out: Moving Forward. A respectful and inclusive exploration of unconscious bias, cultural humility and competence at LMC. - You must pre-register by Monday, August 12 at noon if you would like to have a continental breakfast and lunch provided to you!	8/14/2013 8:30
Los Medanos College/ Brentwood Center	FA13-34 Faculty Evaluation Training. Presented by Mike Zilbur and Glenn Appell, United Faculty. Approved for Variable Flex credit during non-instructional hours.	9/12/2013 12:00
Los Medanos College/ Brentwood Center	FA13-40A(v) Desire 2 Learn Product Information Sessions - Two sessions (Choose one)	11/12/2013 12:30



Location	Course Title	Date/Time
Los Medanos College/ Brentwood Center	FA13-40B (Variable PD) Desire2Learn Product Information Session (Choose one of two)	11/12/2013 15:00
Los Medanos College/ Brentwood Center	FA13-39(Variable Flex approved) Dozier-Libby High School Faculty Presentation. Hosted by Mark Lewis, LMC Faculty and sponsored by PDAC.	11/13/2013 15:00
Los Medanos College/ Brentwood Center	FA13-41 (Approved for Variable Flex) Reading Apprenticeship Workshop - End of semester Wrap-up. Facilitated by Julie Von Bergen and Nancy Ybarra.	12/6/2013 12:30
Los Medanos College/ Brentwood Center	SP14-21 Faculty Hiring Training for Approved Box2A Positions. Facilitated by Kevin Horan.	1/7/2014 15:15
Los Medanos College/ Brentwood Center	SP14-28 The Hero Within All of Us! You May have heard about this one! Don't miss it! Facilitated by District Chief Gibson.	1/8/2014 15:15
Los Medanos College/ Brentwood Center	SP14-37 All About Safety Focused Flex. Sponsored by Ronke Olatunji, Lt. Ryan Huddleston, and the LMC Safety Committee.	1/9/2014 8:30
Los Medanos College/ Brentwood Center	SP14-42 Variable Flex "A Day of ACE" Facilitated by Tue Rust.	3/28/2014 9:00
Los Medanos College/ Brentwood Center	SP14-46A Connecting with Part-time Faculty – A Focused Conversation on Professional Learning	5/12/2014 18:00
Los Medanos College/ Brentwood Center	SP14-31 Program Review. Facilitated by Kiran Kamath, Greg Stoup, and Christina Goff.	1/8/2014 10:30
Los Medanos College/ Brentwood Center	FA13-14 Desire 2 Learn Faculty Training- Level 1. Presented by Sandy Jones.	8/12/2013 8:30
Los Medanos College/ Brentwood Center	FA13-04 Desire to learn (D2L) and accessibility. Presented by Ginny Richards and James Kolthoff.	8/12/2013 10:30
Los Medanos College/ Brentwood Center	FA13-15 Desire 2 Learn Faculty Training- Level 2 (Part I). Presented by Sandy Jones.	8/13/2013 8:30
Los Medanos College/ Brentwood Center	FA13-16 Desire 2 Learn Faculty Training- Level 2 (Part II). Presented by Sandy Jones.	8/14/2013 15:15
Los Medanos College/ Brentwood Center	Desire 2 Learn (D2L) Level 2, Part 1. Presented by Sandy Jones, Computer Science Faculty. Approved for Variable Flex Credit.	9/3/2013 14:00
Los Medanos College/ Brentwood Center	Desire 2 Learn Lab. Facilitated by Sandy Jones, Computer Science Faculty. Approved for Variable Flex Credit.	9/4/2013 16:00

Location	Course Title	Date/Time
Los Medanos College/ Brentwood Center	Desire 2 Learn (D2L) Level 2, Part 1. Facilitated by Sandy Jones, Computer Science Faculty. Approved for Variable Flex credit.	9/9/2013 14:30
Los Medanos College/ Brentwood Center	Desire 2 Learn (D2L) Level 3. Facilitated by Sandy Jones, Computer Dept. Faculty. Approved for Variable Flex Credit.	9/30/2013 14:00
Los Medanos College/ Brentwood Center	Desire 2 Learn Lab. Facilitated by Sandy Jones, Computer Dept. Faculty. Approved for Variable Flex Credit. Desire 2 Learn Training - Level 1.	10/2/2013 16:00
Los Medanos College/ Brentwood Center	Facilitated by Sandy Jones, Computer Dept. Faculty. Approved for Variable Flex credit for Adjuncts and full-time Faculty during non-instructional hours.	10/8/2013 13:00
Los Medanos College/ Brentwood Center	Desire 2 Learn Lab. Facilitated by Sandy Jones, Computer Dept. Faculty. Approved for Variable Flex Credit. Desire 2 Learn Training - Level 1.	10/9/2013 15:00
Los Medanos College/ Brentwood Center	Facilitated by Sandy Jones, Computer Dept. Faculty. Approved for Variable Flex credit for Adjuncts and full-time Faculty during non-instructional hours.	10/14/2013 16:00
Los Medanos College/ Brentwood Center	Desire 2 Learn Lab. Facilitated by Sandy Jones, Computer Dept. Faculty. Approved for Variable Flex Credit. Desire 2 Learn Training - Level 2, Part I. Facilitated by Sandy Jones, Computer Dept. Faculty. Approved for Variable Flex credit for Adjuncts and full-time Faculty during non- instructional hours.	10/16/2013 17:00
Los Medanos College/ Brentwood Center	Desire 2 Learn Lab. Facilitated by Sandy Jones, Computer Dept. Faculty. Approved for Variable Flex Credit. Desire 2 Learn Training - Level 1.	10/29/2013 13:00
Los Medanos College/ Brentwood Center	Facilitated by Sandy Jones, Computer Dept. Faculty. Approved for Variable Flex credit for Adjuncts and full-time Faculty during non-instructional hours.	11/3/2013 13:00
Los Medanos College/ Brentwood Center	Desire 2 Learn Training - Level 1. Facilitated by Sandy Jones, Computer Dept. Faculty. Approved for Variable Flex credit for Adjuncts and full-time Faculty during non-instructional hours.	12/3/2013 13:00

Location	Course Title	Date/Time
Los Medanos College/ Brentwood Center	Desire 2 Learn Lab. Facilitated by Sandy Jones, Computer Dept. Faculty. Approved for Variable Flex Credit.	12/5/2013 15:00
Los Medanos College/ Brentwood Center	FA13-35A Smart Podiums. Presented by Rashaad McAlpin, Media Services. Approved for Variable Flex credit.	9/25/2013 16:00
Los Medanos College/ Brentwood Center	FA13-36 Desire2Learn - Content Migration from Blackboard to Desire2Learn. Facilitated by Eng Saw and Sandy Jones. Approved for Variable Flex Credit.	9/26/2013 13:00
Los Medanos College/ Brentwood Center	FA13-35B. Smart Podiums. Facilitated by Rashaad McAlpin, Media Services. Approved for Variable Flex Credit.	10/16/2013 16:00
Los Medanos College/ Brentwood Center	SP14-17(A) Getting started with Desire 2 Learn (D2L). Facilitated by Kim Wentworth and Debbie Wilson.	1/8/2014 10:30
Los Medanos College/ Brentwood Center	SP14-18 A second, more advanced, session in Desire 2 Learn (D2L), the new District-Wide platform for online instruction.	1/8/2014 13:15
Los Medanos College/ Brentwood Center	SP14-17(B) Getting started with Desire 2 Learn (D2L). Facilitated by Kim Wentworth and Debbie Wilson.	1/8/2014 18:00
Los Medanos College/ Brentwood Center	FA13-35C. Smart Podiums. Facilitated by Rashaad McAlpin. Approved for Variable Flex credit.	11/13/2013 16:00
Los Medanos College/ Brentwood Center	Desire 2 Learn (D2L), Level II-Part II. Facilitated by Sandy Jones, Computer Science Faculty. Approved for Variable Flex Credit.	9/16/2013 16:00
Los Medanos College/ Brentwood Center	FA13-23 Getting ready for GE's fall 2013 assessment. Lunch will be provided. Presented by Alex Sterling and the GE Committee.	8/13/2013 10:30
Los Medanos College/ Brentwood Center	FA13-32 Reading Apprenticeship Workshop. Hosted by the LMC Basic Skills (DE/ESL)with a grant from the CA Basic Skills Network (3CSN).Eligible for Variable Flex Credit.	8/30/2013 8:30
Los Medanos College/ Brentwood Center	FA13-33 (Variable Flex) Faculty Evaluation Training. Presented by UF President Glen Appell and Mike Zilbur. Please note: Department chairs are ineligible for Variable Flex credit as the training takes place during regular meeting time.	9/3/2013 12:30

Location	Course Title	Date/Time
Los Medanos College/ Brentwood Center	Facilitator(s)California Community College Success Network (3CSN) Lead facilitator – Jan Connal Paula Gunder– on campus contact Email address: pgunder@losmedanos.edu Extension No.: 3390 Name: Christina Goff – on campus contact	2/21/2014 9:00
Los Medanos College/ Brentwood Center	SP14-40 Variable Flex: Habits of Mind Northern California Spring Gathering. Facilitated by: California Community College Success Network (3CSN) Lead facilitator – Jan Connal Paula Gunder– on campus contact Email address:pgunder@losmedanos.edu Extension No.:3390 Name: Christina Goff – on campus contact	2/21/2014 9:00
Los Medanos College/ Brentwood Center	SP14-40 Variable Flex: Habits of Mind Northern California Spring Gathering	2/21/2014 9:00
Los Medanos College/ Brentwood Center	SP14-39 Variable Flex Drop-In Workshop for Assessment and Course Outline Assistance. Lunch will be provided. Facilitated by Laurie Huffman and Christina Goff.	3/4/2014 14:00
Los Medanos College/ Brentwood Center	FA13-28 Desire to Learn (D2L) Drop-in Lab. Approved for Variable Flex credit for Adjuncts and FT Faculty during non-instruction hours. Facilitated by Sandy Jones.	8/20/2013 14:00
Los Medanos College/ Brentwood Center	FA13-30 Desire 2 Learn (D2L) Drop-in Lab. Approved for Variable Flex credit for Adjunct and Full-time Faculty during non-instructional hours. Facilitated by Sandy Jones.	8/27/2013 14:00
Los Medanos College/ Brentwood Center	FA13-31 Desire 2 Learn Training - Level 1. Facilitated by Sandy Jones. Approved for Variable Flex credit for Adjuncts and full-time Faculty during non-instructional hours.	8/28/2013 17:00
Los Medanos College/ Brentwood Center	FA13-11 Help is Here! Program Level Outcomes Reporting; Teaching and Learning Committee. Presented by Laurie Huffman (Teaching and Learning Committee)	8/13/2013 15:15

Location	Course Title	Date/Time
Los Medanos College/ Brentwood Center	SP14-44 (Variable PD-Flex) Part-Time Faculty Workshop: Know Your Rights, and Responsibilities Hosted by United Faculty, Facilitated by Ursula Velonis and Doug Dildine	4/23/2014 16:00
Los Medanos College/ Brentwood Center	FA13-10 Smart Podiums. Presented by Rashaad McAlpin. Desire 2 Learn (D2L) Level 2, Part II. Facilitated by Sandy Jones, Computer Science Faculty. Approved for Variable Flex Credit.	8/13/2013 12:15
Los Medanos College/ Brentwood Center	Desire 2 Learn (D2L) Lab. Facilitated by Sandy Jones, Computer Science Dept. Faculty. Approved for Variable Flex credit.	11/5/2013 16:00
Los Medanos College/ Brentwood Center	Desire 2 Learn (D2L) Level 3. Facilitated by Sandy Jones, Computer Science Dept. Faculty. Approved for Variable Flex Credit.	11/6/2013 16:00
Los Medanos College/ Brentwood Center	Desire 2 Learn (D2L) Lab. Facilitated by Sandy Jones, Computer Science Dept. Faculty. Approved for Variable Flex credit.	11/19/2013 15:30
Los Medanos College/ Brentwood Center	Desire 2 Learn (D2L) Lab. Facilitated by Sandy Jones, Computer Science Dept. Faculty. Approved for Variable Flex credit.	11/20/2013 15:00
Los Medanos College/ Brentwood Center	FA13-13 New Faculty Orientation. Presenters: Kevin Horan, Vice President khoran@losmedanos.edu. Ext. 3116 Eileen Valenzuela, Office of Instruction Supervisor	8/12/2013 18:30
Los Medanos College/ Brentwood Center	SP14-43 (Variable Flex-approved) Hiring the Best While Developing Diversity in the Workforce: Legal Requirements and Best Practices for Screening Committees (Approved for Variable Flex)	2/18/2014 10:00
Los Medanos College/ Brentwood Center	FA14-07 Math 25 Course Assessment SP14-23 Introduction to Student Self-Select Electronic Ed Plan. Facilitated by Robin Armour, Beth Hauscarriague and Daniel Abbott.	8/12/2013 13:15
Los Medanos College/ Brentwood Center	FA13-01 A Gentle Introduction to R. (A computing platform (open sourceware) for statisticians. Presented by Nicholas Kneuppel.	1/9/2014 15:15
Los Medanos College/ Brentwood Center	FA13-03 Orientation to the new foundational math course. Presented by Mara Landers and Jim Cohen.	8/13/2013 10:30
Los Medanos College/ Brentwood Center	SP14-19 Math 12 course assessment. Facilitated by Jim Cohen and Mara Landers.	8/13/2013 13:15
Los Medanos College/ Brentwood Center		1/8/2014 13:15

Location	Course Title	Date/Time
Los Medanos College/ Brentwood Center	FA13-02 Using Mathematica Software in the classroom. Presenter: Erich Holtmann.	8/13/2013 15:15
Los Medanos College/ Brentwood Center	SP14-08 My Budget: Accessing your budget on Insite/WebAdvisor. Facilitated by Ann Starkie, Business Office.	1/7/2014 8:30
Los Medanos College/ Brentwood Center	SP14-03 Math Department Syllabus and Semester Planning. Facilitated by Jim Cohen and Julie VonBergen.	1/8/2014 10:00
Los Medanos College/ Brentwood Center	SP14-20 Math 4 curriculum and assessment planning. Facilitated by Mara Landers.	1/7/2014 13:15
Los Medanos College/ Brentwood Center	SP14-41 Variable Flex. Faculty Evaluation Training. Facilitated by Glenn Appell and Michael Zilber, United Faculty.	1/28/2014 12:30
Los Medanos College/ Brentwood Center	FA13 - All College Day (Opening Day) FA13-DM25. 2nd Year RN Meeting. Facilitated by Colin McDowell and Beth Schrieve.	8/15/2013 8:30
Los Medanos College/ Brentwood Center	FA13-DM23 Fall 2013 Preparation for RN Program. Facilitated by Kirsten Martin and Joanne Bent.	8/15/2013 13:00
Los Medanos College/ Brentwood Center	FA13-DM24 First Year RN Teaching Team Meeting. Facilitated by Joanne Bent and Mel Herman.	8/13/2013 9:00
Los Medanos College/ Brentwood Center	FA13-08 Hands on computer maintenance workshop. Presented by James Kolthoff and Rod Raumer. Desire 2 Learn (D2L) Lab. Facilitated by Sandy Jones, Computer Dept. Faculty. Approved for Variable Flex Credit.	8/13/2013 10:30
Los Medanos College/ Brentwood Center	FA13-08 Hands on computer maintenance workshop. Presented by James Kolthoff and Rod Raumer. Desire 2 Learn (D2L) Lab. Facilitated by Sandy Jones, Computer Dept. Faculty. Approved for Variable Flex Credit.	9/17/2013 14:00
Los Medanos College/ Brentwood Center	SP14-36 All College Day (Opening Day) Facilitated by President's Office. FA13-DM18 LMC Business Department: A New Beginning. Facilitated by Brad Nash and Betty Pearman.	1/10/2014 8:30
Los Medanos College/ Brentwood Center	SP14-DM08 Planning the Future of the Biology Department. Facilitated by Mark Lewis and Danielle Liubicich.	8/13/2013 10:00
Los Medanos College/ Brentwood Center	FA13-22 New approaches to teaching biology majors. Presented by Danielle Liubicich.	1/8/2014 9:00
Los Medanos College/ Brentwood Center	FA13-22 New approaches to teaching biology majors. Presented by Danielle Liubicich.	8/13/2013 15:15

Location	Course Title	Date/Time
Los Medanos College/ Brentwood Center	SP14-30 Maintaining Student Academic Integrity. Facilitated by Jeanne Bonner and Dave Nakaji.	1/8/2014 8:30
Los Medanos College/ Brentwood Center	FA13-37(B)Variable Flex. Nexus (Lite/Light) for New tenure-track faculty.To meet once per month in fall, 2013 and a concluding meeting in spring, 2014. The sessions will address the identified needs of new full-time faculty. Facilitated by Cindy McGrath.	10/28/2013 17:00
Los Medanos College/ Brentwood Center	FA13-37(C)Variable Flex. Nexus (Lite/Light) for New tenure-track faculty.To meet once per month in fall, 2013 and a concluding meeting in spring, 2014. The sessions will address the identified needs of new full-time faculty. Facilitated by Cindy McGrath.	11/18/2013 17:00
Los Medanos College/ Brentwood Center	FA13-37(D)Variable Flex. Nexus (Lite/Light) for New tenure-track faculty.To meet once per month in fall, 2013 and a concluding meeting in spring, 2014. The sessions will address the identified needs of new full-time faculty. Facilitated by Cindy McGrath.	12/6/2013 14:00
Los Medanos College/ Brentwood Center	SP14-46B Connecting with Part-time Faculty – A Focused Conversation on Professional Learning	5/13/2014 12:00
Los Medanos College/ Brentwood Center	FA13-37(A) Variable Flex. Nexus (Lite/Light) Program. For newly hired tenure-track faculty. To meet once per month in fall, 2013 and a concluding meeting in spring, 2014. The sessions will address the identified needs of new full-time faculty. Facilitated by Cindy McGrath.	10/11/2013 14:00
Los Medanos College/ Brentwood Center	FA13-38 LMC PDAC Health & Wellness CCCSIG: TREK ACROSS AMERICA PROGRAM Contact: Annica Soto, A&R, ext. 3119.	10/14/2013 0:00
Los Medanos College/ Brentwood Center	SP14- PDAC Health and Wellness and CCSIG Present: Hoop It Up for your Health. (4-week program) Contact Annica Soto, Health and Wellness Chair/Information Center, ext. 3422	3/10/2014 0:00

<b>Location</b>	<b>Course Title</b>	<b>Date/Time</b>
Los Medanos College/ Brentwood Center	FA13-25 Umoja Scholars Planning Session. Presented by Tess Caldwell and A'kilah Moore.	8/14/2013 15:00
Los Medanos College/ Brentwood Center	SP14-35 Umoja Scholars Planning Session. Facilitated by Tess Caldwell, Jamilla Steward, and A'kilah Moore	1/9/2014 15:00



Minutes of May 28, 2014

**ROLES OF CCCCD CLASSIFIED SENATES AND PUBLIC EMPLOYEES UNION, LOCAL 1**

Periodically the roles of the District's Classified Senates and the collective bargaining agent for classified employees, Public Employees Union, Local 1, are reviewed and updated.

Local 1 President Mike West said the District was one of the first in California to develop such a document, and added it has been used as a model for other districts. The attached formal agreement between these groups delineating said roles was attached for the Board's information.

**ROLES OF CCCCDC CLASSIFIED SENATES AND LOCAL ONE**

The Classified Senates promote the interests of all Contra Costa Community College District Classified Staff in accordance with AB 1725 mandates.

The Classified Senates are organized to:

- (a) Participate in the sites governance structure;
- (b) Provide a body representing the needs, concerns and viewpoints of the Classified Staff other than contract issues;
- (c) Provide a centralized means of communication between Classified Staff and the rest of the college community;
- (d) Select from its membership representatives to serve on governance and college committees;
- (e) Articulate the professionalism of the Classified Staff so that it is properly recognized and valued;
- (f) Provide an opportunity for enhancing the democratic process of governance, and
- (g) Provide an opportunity to develop individual leadership among the Classified Staff, as well as increase the professional standards of its members;
- (h) Promote and support activities that develop or increase the skills, productivity and professionalism of the Classified Staff;
- (i) Promote the interests of the Classified Staff in the development and formulation of policy and practice related but limited to the following:
  - Selection and retention of administration.
  - Staff development education.
  - Facilities and services.
  - Student/Classified and Faculty/Classified relations.
  - Finance and budget.

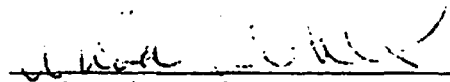
Local One is the exclusive bargaining agent for all unit Classified employees in the Contra Costa Community College District.

Local One negotiates and represents Classified Staff in contractual issues such as:

- (a) Wages, including salary schedule and placement, promotions, seniority, layoff and reemployment rights, initial classification and reclassification;
- (b) Hours of employment;
- (c) Health and welfare benefits, including holidays and vacations;
- (d) Leaves, transfers and reassignment policies;
- (e) Safety conditions of employment, including district-initiated disability leaves;
- (f) Procedures to be used for the evaluation of employees;
- (g) Organizational security -- That is Local One has the sole and exclusive right to have membership dues and service fees deducted by the District for employees in the bargaining unit;
- (h) Procedures for processing grievances and disciplinary actions;
- (i) Any procedure that is defined in contract, shall be the responsibility of Local One in case of duplication of Classified Senates and Local One organizational tasks and policies'
- (j) Select employees to serve as representatives for Local One on committees including but not limited to:
  - Selection and retention of administration.


Understanding the language and intent of \*SB235, the CCCCDC Classified Senate and Local 1 agree to the following: All issues of concern to Classified employees are open for discussion by either Local One or the Classified Senates, but communication to management regarding specific issues will be made only through the appropriate representative body. The leaders of the Classified Senates and Local One agree to meet at least annually and as needed during the year to share common concerns. This document will be reviewed at the request of either party.

**CLASSIFIED SENATES**

  
Linda Kohler, CSCC Chair

Date: 2.4.14

**LOCAL ONE**

  
Mike West, CCCCDC Unit President

Date: 4.4.14

Ed Code pg. 1764/edition 2008  
Language after passing SB 235 10/12/01

70901.2.

- (a) Notwithstanding any other provision of law, when a classified staff representative is to serve on a college or district task force, committee, or other governance group, the exclusive representative of classified employees of that college or district shall appoint the representation for the respective bargaining unit members. The exclusive representative of the classified employees and the local governing board may mutually agree to an alternative appointment process through a memorandum of understanding. A local governing board may consult with other organizations of classified employees on shared governance issues that are outside the scope of bargaining. These organizations shall not receive time, rights, or representation on shared governance task forces, committees, or other governance groups exceeding that offered to the exclusive representative of classified employees.
- (b) A local governing board shall determine a process for the selection of a classified staff representative to serve on those task forces, committees, or other governance groups in a situation where no exclusive representative exists.

Minutes of May 28, 2014

**REPORT ON INVESTMENTS FOR THE QUARTER ENDED MARCH 31, 2014**

Governing Board Policy 5027 and Government Code Section 53646 provide for a quarterly report to the chief executive officer and the Governing Board. The attached report was presented for information.

Ms. Gordon questioned how well the investments compare to others that exist, and Executive Vice Chancellor, Administrative Services Eugene Huff said the District is very restricted in the investments it can pursue, but added other options could be explored. Ms. Gordon requested, that as time allows, staff bring back a report on how to improve the return on the District's investments. Mr. Huff said the report would be presented at a future meeting. The attached report was presented for information.

**Contra Costa Community College District  
REPORT of INVESTMENTS**

**For the Quarter Ended March 31, 2014**

<b>Type of Investment</b>	<b>Funds Held</b>	<b>Investment Yield Rate</b>
County Pooled Investments	193,942,435	0.30% <sup>[1]</sup>
Local Agency Investment Fund (LAIF)	612,798	0.23% <sup>[1]</sup>
PFM Asset Mgt (amortized cost)	8,815,299	1.16% <sup>[2]</sup>
Self-directed investments	0	0.00%
Retiree Health Irrevocable Trust - Futuris (market value)	62,918,632	1.89% <sup>[3]</sup>
<b>Total / overall yield rate</b>	<b>266,289,164</b>	<b>0.71%</b>

<sup>[1]</sup> Quarter Investment Yield

<sup>[2]</sup> Yield To Maturity At Cost

<sup>[3]</sup> Time Weighted Return - Net of Fees - Year To Date

**Funds Invested through the County Treasurer <sup>[4]</sup>**

<b>Fund:</b>	<b>County Pool</b>	<b>LAIF</b>	<b>PFM/Futuris</b>	<b>Total Funds Held</b>
General Fund	13,976,588	429,211		14,405,800
Payable Funds	3,998,973			3,998,973
Compensated Absence Fund <sup>[5]</sup>	4,373,968			4,373,968
Special Revenues Fund	0			0
Capital Projects Fund	13,601,525			13,601,525
Bond 2002 Capital Projects Fund	1,409,083			1,409,083
Bond 2006 Capital Projects Fund	153,803,712			153,803,712
Bond 2002 Debt Service Fund	1,710,999			1,710,999
Bond 2006 Debt Service Fund	6,930,377			6,930,377
Self Insurance Fund	511,680			511,680
Student Body Center Fund	1,406,329			1,406,329
DVC Associated Students Fund	211,560			211,560
Financial Aid Fund <sup>[6]</sup>	(7,800,298)			(7,800,298)
Lescher Scholarship Fund	306,954	180,430		487,383
Retiree Health Benefits Fund	129,217	3,157	8,815,299	8,947,673
OPEB - Retiree Benefit Trust Fund	1,966		62,918,632	62,920,599
Bookstore Fund <sup>[6]</sup>	(2,239,333)			(2,239,333)
Cafeteria Fund	280,013			280,013
Data Center Fund	1,329,121			1,329,121
<b>Total</b>	<b>193,942,435</b>	<b>612,798</b>	<b>71,733,931</b>	<b>266,289,164</b>

<sup>[4]</sup> Checking account balances are not included in the report

<sup>[5]</sup> Vacation and Bankload reserves

<sup>[6]</sup> Cash flow timing

Detailed investment reports are available at the District Office Finance Department.

Minutes of May 28, 2014

**FINANCIAL STATEMENTS FOR THE QUARTER ENDED MARCH 31, 2014**

The attached document provides the budget-to-actual revenue and expenditure data for all budgeted funds of the District as of the end of the second quarter, March 31, 2014.

Mr. Enholm questioned whether the amount represented by stale dated checks was considered to be a substantial amount of money. District Finance Director Arzu Smith said the stale dated checks are those that have not been cashed within the past six months, and most were sent to students as refunds. Those students may no longer live in the area or may have listed an incorrect address. Ms. Smith added vendor checks are generally cashed within the six-month time period.

The report was presented in three sections:

- |             |   |
|-------------|---|
| Section I   | All Funds, Balance Sheets and Income Statements<br>(General Fund, Combined) |
| Section II  | General Fund, Ongoing   |
| Section III | General Fund, One-time  |

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT**  
**2013-2014 THIRD QUARTER FINANCIAL STATEMENTS**  
**SECTION - I**  
**For ALL FUNDS**

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT - Financial Statements**  
**FUND 11: GENERAL FUND - UNRESTRICTED**  
for Period Ended March 31, 2014

**BALANCE SHEET**

**Assets:**

Cash	\$ 17,203,481
Investments	429,212
Accounts receivable	14,765,498
Taxes receivable	712,381
Due from other funds	74,803
Notes receivable	187,911
<b>Total Assets</b>	<b><u>\$ 33,373,286</u></b>

**Liabilities:**

Accounts payable	\$ 239,272
Due to other funds	1,499,477
State Dated Check Liability	179,541
Other payables	36,393
<b>Total Liabilities</b>	<b><u>\$ 1,954,683</u></b>

**Fund Balance** 31,418,603

**Total Liabilities and Fund Balance** **\$ 33,373,286**

**INCOME STATEMENT**

	<u>Adopted Budget</u>	<u>Adjusted Budget</u>	<u>YTD Actuals</u>	<u>% of Adj. Budget</u>
<b><u>Revenues</u></b>				
8100 Federal Revenues	\$ -	2,345	3,213	137.0%
8600 State Revenues	59,360,244	60,047,274	35,980,578	59.9%
8800 Local Revenues	112,238,821	114,484,278	79,199,607	69.2%
8900 Other Financing Sources	143,583	523,581	385,923	73.7%
<b>Total Revenues</b>	<b><u>\$ 171,742,648</u></b>	<b><u>\$ 175,057,478</u></b>	<b><u>\$ 115,569,321</u></b>	<b><u>66.0%</u></b>
<b><u>Expenditures</u></b>				
1000 Academic Salaries	\$ 74,323,014	\$ 74,694,480	\$ 52,005,473	69.6%
2000 Classified Salaries	30,818,171	30,992,455	22,768,189	73.5%
3000 Benefits	42,915,071	42,078,509	29,632,424	70.4%
4000 Supplies and Materials	4,095,595	4,090,568	2,220,834	54.3%
5000 Services and operating expenditures	16,569,889	17,694,362	11,731,078	66.3%
6000 Capital outlay	2,741,692	3,225,564	827,183	25.6%
7000 Other Outgo	1,323,885	1,524,677	1,414,794	92.8%
<b>Total Expenditures</b>	<b><u>\$ 172,787,317</u></b>	<b><u>\$ 174,300,615</u></b>	<b><u>\$ 120,599,975</u></b>	<b><u>69.2%</u></b>
<b>Net Revenues Over (Under) Expenses</b>	<b><u>\$ (1,044,669)</u></b>	<b><u>\$ 756,863</u></b>	<b><u>\$ (5,030,654)</u></b>	
9000 <b>Fund Balance at July 01, 2013</b>	<b>\$ 36,449,586</b>	<b>\$ 36,449,257</b>	<b>\$ 36,449,257</b>	
<b>Fund Balance at March 31, 2014</b>	<b><u>\$ 35,404,917</u></b>	<b><u>\$ 37,206,120</u></b>	<b><u>\$ 31,418,603</u></b>	



**CONTRA COSTA COMMUNITY COLLEGE DISTRICT - Financial Statements**  
**FUND 12: GENERAL FUND - RESTRICTED**  
for Period Ended March 31, 2014

**BALANCE SHEET**

**Assets:**

Cash	\$ 2,228,366
Accounts receivable	379,382
Due from other funds	638,042
<b>Total Assets</b>	<b>\$ 3,245,790</b>

**Liabilities:**

Accounts payable	\$ 1,196
Due to other funds	269,818
State Dated Check Liability	23,948
Deferred revenues	2,384,772
<b>Total Liabilities</b>	<b>\$ 2,679,734</b>

**Fund Balance** 566,056

**Total Liabilities and Fund Balance** **\$ 3,245,790**

**INCOME STATEMENT**

	<u>Adopted Budget</u>	<u>Adjusted Budget</u>	<u>YTD Actuals</u>	<u>% of Adj. Budget</u>
<b><u>Revenues</u></b>				
8100 Federal Revenues	\$ 5,760,050	7,726,175	3,357,920	43.5%
8600 State Revenues	10,488,047	14,714,854	8,933,102	60.7%
8800 Local Revenues	3,430,495	4,141,109	2,872,746	69.4%
<b>Total Revenues</b>	<b>\$ 19,678,592</b>	<b>\$ 26,582,138</b>	<b>\$ 15,163,768</b>	<b>57.0%</b>
<b><u>Expenditures</u></b>				
1000 Academic Salaries	\$ 2,940,390	\$ 4,522,153	\$ 2,950,580	65.2%
2000 Classified Salaries	5,600,419	6,804,235	4,712,325	69.3%
3000 Benefits	3,140,026	3,489,725	2,254,729	64.6%
4000 Supplies and Materials	1,561,487	1,936,008	716,042	37.0%
5000 Services and operating expenditures	2,056,393	4,997,911	2,940,012	58.8%
6000 Capital outlay	745,228	1,122,927	569,121	50.7%
7000 Other Outgo	598,850	1,812,977	947,432	52.3%
7900 Reserves	3,528,328	2,388,731	-	0.0%
<b>Total Expenditures</b>	<b>\$ 20,171,121</b>	<b>\$ 27,074,667</b>	<b>\$ 15,090,241</b>	<b>55.7%</b>
<b>Net Revenues Over (Under) Expenses</b>	<b>\$ (492,529)</b>	<b>\$ (492,529)</b>	<b>\$ 73,527</b>	
9000 <b>Fund Balance at July 01, 2013</b>	<b>\$ 492,529</b>	<b>\$ 492,529</b>	<b>\$ 492,529</b>	
<b>Fund Balance at March 31, 2014</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 566,056</b>	

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT - Financial Statements**  
**FUND 21: 2002 BOND REDEMPTION FUND**  
for Period Ended March 31, 2014

**BALANCE SHEET**

**Assets:**

Cash	\$ 1,710,998
Taxes receivable	35,247
<b>Total Assets</b>	<b>\$ 1,746,245</b>

**Liabilities:**

<b>Total Liabilities</b>	<b>\$ -</b>
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**Fund Balance** 1,746,245

**Total Liabilities and Fund Balance** **\$ 1,746,245**

**INCOME STATEMENT**

		<u>Adopted Budget</u>	<u>Adjusted Budget</u>	<u>YTD Actuals</u>	<u>% of Adj. Budget</u>
<b><u>Revenues</u></b>					
8600	State Revenues	-	-	30,075	-
8800	Local Revenues	7,687,888	7,687,888	3,673,199	47.8%
	<b>Total Revenues</b>	<b>\$ 7,687,888</b>	<b>\$ 7,687,888</b>	<b>\$ 3,703,274</b>	<b>48.2%</b>
<b><u>Expenditures</u></b>					
7000	Other Outgo	10,658,879	10,658,879	7,896,293	74.1%
	<b>Total Expenditures</b>	<b>\$ 10,658,879</b>	<b>\$ 10,658,879</b>	<b>\$ 7,896,293</b>	<b>74.1%</b>
	<b>Net Revenues Over (Under) Expenses</b>	<b>\$ (2,970,991)</b>	<b>\$ (2,970,991)</b>	<b>\$ (4,193,019)</b>	
9000	<b>Fund Balance at July 01, 2013</b>	<b>\$ 5,939,264</b>	<b>\$ 5,939,264</b>	<b>\$ 5,939,264</b>	
	<b>Fund Balance at March 31, 2014</b>	<b>\$ 2,968,273</b>	<b>\$ 2,968,273</b>	<b>\$ 1,746,245</b>	

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT - Financial Statements**  
**FUND 22: 2006 BOND REDEMPTION FUND**  
for Period Ended March 31, 2014

**BALANCE SHEET**

**Assets:**

Cash	\$ 6,930,376
Taxes receivable	32,379
<b>Total Assets</b>	<b>\$ 6,962,755</b>

**Liabilities:**

<b>Total Liabilities</b>	<b>\$ -</b>
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<b>Fund Balance</b>	<b>6,962,755</b>
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<b>Total Liabilities and Fund Balance</b>	<b>\$ 6,962,755</b>
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**INCOME STATEMENT**

	<u>Adopted Budget</u>	<u>Adjusted Budget</u>	<u>YTD Actuals</u>	<u>% of Adj. Budget</u>
<b><u>Revenues</u></b>				
8600 State Revenues	-	-	62,471	-
8800 Local Revenues	6,447,017	6,447,017	6,962,281	108.0%
8900 Other Financing Sources	-	-	3,751,471	-
<b>Total Revenues</b>	<b>\$ 6,447,017</b>	<b>\$ 6,447,017</b>	<b>\$ 10,776,223</b>	<b>167.2%</b>
<b><u>Expenditures</u></b>				
7000 Other Outgo	10,022,805	10,022,805	10,689,502	106.7%
<b>Total Expenditures</b>	<b>\$ 10,022,805</b>	<b>\$ 10,022,805</b>	<b>\$ 10,689,502</b>	<b>106.7%</b>
<b>Net Revenues Over (Under) Expenses</b>	<b>\$ (3,575,788)</b>	<b>\$ (3,575,788)</b>	<b>\$ 86,721</b>	
9000 Fund Balance at July 01, 2013	\$ 6,876,034	\$ 6,876,034	\$ 6,876,034	
<b>Fund Balance at March 31, 2014</b>	<b>\$ 3,300,246</b>	<b>\$ 3,300,246</b>	<b>\$ 6,962,755</b>	

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT - Financial Statements**  
**FUND 29: DEBT SERVICE FUND (Load Banking & Vacation Accrual)**  
 for Period Ended March 31, 2014

**BALANCE SHEET**

<b><u>Assets:</u></b>	
Cash	\$ 4,373,967
<b>Total Assets</b>	<b>\$ 4,373,967</b>
<b><u>Liabilities:</u></b>	
<b>Total Liabilities</b>	<b>\$ -</b>
<b>Fund Balance</b>	4,373,967
 <b>Total Liabilities and Fund Balance</b>	 <b>\$ 4,373,967</b>

**INCOME STATEMENT**

		<u>Adopted Budget</u>	<u>Adjusted Budget</u>	<u>YTD Actuals</u>	<u>% of Adj. Budget</u>
<b><u>Revenues</u></b>					
8800	Local Revenues	13,915	13,915	8,629	62.0%
8900	Other Financing Sources	-	200,690	200,690	100.0%
	<b>Total Revenues</b>	<b>\$ 13,915</b>	<b>\$ 214,605</b>	<b>\$ 209,319</b>	<b>97.5%</b>
<b><u>Expenditures</u></b>					
7000	Other Outgo	-	306,451	306,451	100.0%
	<b>Total Expenditures</b>	<b>\$ -</b>	<b>\$ 306,451</b>	<b>\$ 306,451</b>	<b>100.0%</b>
	 <b>Net Revenues Over (Under) Expenses</b>	 <b>\$ 13,915</b>	 <b>\$ (91,846)</b>	 <b>\$ (97,132)</b>	
9000	<b>Fund Balance at July 01, 2013</b>	<b>\$ 4,471,099</b>	<b>\$ 4,471,099</b>	<b>\$ 4,471,099</b>	
	 <b>Fund Balance at March 31, 2014</b>	 <b>\$ 4,485,014</b>	 <b>\$ 4,379,253</b>	 <b>\$ 4,373,967</b>	

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT - Financial Statements**  
**FUND 39: SPECIAL REVENUE FUND (DVC Student Center Financing)**  
for Period Ended March 31, 2014

**BALANCE SHEET**

**Assets:**

Cash	\$	133,906
Prepaid Expense		57,580
<b>Total Assets</b>	<b>\$</b>	<b>191,486</b>

**Liabilities:**

<b>Total Liabilities</b>	<b>\$</b>	<b>-</b>
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<b>Fund Balance</b>	<b>191,486</b>
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<b>Total Liabilities and Fund Balance</b>	<b>\$</b>	<b>191,486</b>
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**INCOME STATEMENT**

	<u>Adopted Budget</u>	<u>Adjusted Budget</u>	<u>YTD Actuals</u>	<u>% of Adj. Budget</u>
<b><u>Revenues</u></b>				
8800 Local Revenues	1	1	-	0.0%
8900 Other Financing Sources	127,900	127,900	24,500	19.2%
<b>Total Revenues</b>	<b>\$ 127,901</b>	<b>\$ 127,901</b>	<b>\$ 24,500</b>	<b>19.2%</b>
<b><u>Expenditures</u></b>				
5000 Services and operating expenditures	1,100	1,100	1,100	100.0%
7000 Other Outgo	133,997	133,997	23,400	17.5%
<b>Total Expenditures</b>	<b>\$ 135,097</b>	<b>\$ 135,097</b>	<b>\$ 24,500</b>	<b>18.1%</b>
<b>Net Revenues Over (Under) Expenses</b>	<b>\$ (7,196)</b>	<b>\$ (7,196)</b>	<b>\$ -</b>	
9000 <b>Fund Balance at July 01, 2013</b>	<b>\$ 191,486</b>	<b>\$ 191,486</b>	<b>\$ 191,486</b>	
<b>Fund Balance at March 31, 2014</b>	<b>\$ 184,290</b>	<b>\$ 184,290</b>	<b>\$ 191,486</b>	

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT - Financial Statements**  
**FUND 41: CAPITAL PROJECTS FUND (other than bond financed)**  
for Period Ended March 31, 2014

**BALANCE SHEET**

**Assets:**

Cash	\$ 13,598,921
Due from other funds	270,793
<b>Total Assets</b>	<b>\$ 13,869,714</b>

**Liabilities:**

Project Retainage & SIR Liability	5,200
<b>Total Liabilities</b>	<b>\$ 5,200</b>

**Fund Balance** 13,864,514

**Total Liabilities and Fund Balance** **\$ 13,869,714**

**INCOME STATEMENT**

	<u>Adopted Budget</u>	<u>Adjusted Budget</u>	<u>YTD Actuals</u>	<u>% of Adj. Budget</u>
<b><u>Revenues</u></b>				
8600 State Revenues	-	1,337,317	1,251,404	93.6%
8800 Local Revenues	-	258,835	258,836	100.0%
8900 Other Financing Sources	36,772	220,157	220,157	100.0%
<b>Total Revenues</b>	<b>\$ 36,772</b>	<b>\$ 1,816,309</b>	<b>\$ 1,730,397</b>	<b>95.3%</b>
<b><u>Expenditures</u></b>				
5000 Services and operating expenditures	601,398	648,951	27,486	4.2%
6000 Capital outlay	637,354	823,558	600,302	72.9%
<b>Total Expenditures</b>	<b>\$ 1,238,752</b>	<b>\$ 1,472,509</b>	<b>\$ 627,788</b>	<b>42.6%</b>
<b>Net Revenues Over (Under) Expenses</b>	<b>\$ (1,201,980)</b>	<b>\$ 343,800</b>	<b>\$ 1,102,609</b>	
9000 <b>Fund Balance at July 01, 2013</b>	<b>\$ 12,761,903</b>	<b>\$ 12,761,903</b>	<b>\$ 12,761,905</b>	
<b>Fund Balance at March 31, 2014</b>	<b>\$ 11,559,923</b>	<b>\$ 13,105,703</b>	<b>\$ 13,864,514</b>	

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT - Financial Statements**  
**FUND 42: 2002 BOND CONSTRUCTION FUND**  
for Period Ended March 31, 2014

**BALANCE SHEET**

**Assets:**

Cash	\$ 1,402,332
<b>Total Assets</b>	<b>\$ 1,402,332</b>

**Liabilities:**

<b>Total Liabilities</b>	<b>\$ -</b>
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**Fund Balance** 1,402,332

**Total Liabilities and Fund Balance** **\$ 1,402,332**

**INCOME STATEMENT**

		<u>Adopted Budget</u>	<u>Adjusted Budget</u>	<u>YTD Actuals</u>	<u>% of Adj. Budget</u>
<b><u>Revenues</u></b>					
8800	Local Revenues	-	2,840	2,840	100.0%
	<b>Total Revenues</b>	<b>\$ -</b>	<b>\$ 2,840</b>	<b>\$ 2,840</b>	<b>100.0%</b>
<b><u>Expenditures</u></b>					
5000	Services and operating expenditures	39,908	50,622	-	0.0%
6000	Capital outlay	1,420,142	1,412,268	79,420	5.6%
	<b>Total Expenditures</b>	<b>\$ 1,460,050</b>	<b>\$ 1,462,890</b>	<b>\$ 79,420</b>	<b>5.4%</b>
	<b>Net Revenues Over (Under) Expenses</b>	<b>\$ (1,460,050)</b>	<b>\$ (1,460,050)</b>	<b>\$ (76,580)</b>	
9000	<b>Fund Balance at July 01, 2013</b>	<b>\$ 1,504,681</b>	<b>\$ 1,478,912</b>	<b>\$ 1,478,912</b>	
	<b>Fund Balance at March 31, 2014</b>	<b>\$ 44,631</b>	<b>\$ 18,862</b>	<b>\$ 1,402,332</b>	

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT - Financial Statements**  
**FUND 43: 2006 BOND CONSTRUCTION FUND**  
for Period Ended March 31, 2014

**BALANCE SHEET**

**Assets:**

Cash	\$ 153,259,432
<b>Total Assets</b>	<b>\$ 153,259,432</b>

**Liabilities:**

Accounts payable	\$ 1,418
Project Retainage & SIR Liability	195,791
<b>Total Liabilities</b>	<b>\$ 197,209</b>

**Fund Balance** 153,062,223

**Total Liabilities and Fund Balance** \$ 153,259,432

**INCOME STATEMENT**

	<u>Adopted Budget</u>	<u>Adjusted Budget</u>	<u>YTD Actuals</u>	<u>% of Adj. Budget</u>
<b><u>Revenues</u></b>				
8800 Local Revenues	-	-	389,972	-
8900 Other Financing Sources	140,500,000	140,500,000	140,500,000	100.0%
<b>Total Revenues</b>	<b>\$ 140,500,000</b>	<b>\$ 140,500,000</b>	<b>\$ 140,889,972</b>	<b>100.3%</b>
<b><u>Expenditures</u></b>				
2000 Classified Salaries	679,749	679,749	578,782	85.1%
3000 Benefits	283,246	283,246	227,803	80.4%
4000 Supplies and Materials	9,384	9,384	2,559	27.3%
5000 Services and operating expenditures	1,865,573	1,865,573	912,356	48.9%
6000 Capital outlay	38,531,862	38,531,862	22,758,552	59.1%
<b>Total Expenditures</b>	<b>\$ 41,369,814</b>	<b>\$ 41,369,814</b>	<b>\$ 24,480,052</b>	<b>59.2%</b>
<b>Net Revenues Over (Under) Expenses</b>	<b>\$ 99,130,186</b>	<b>\$ 99,130,186</b>	<b>\$ 116,409,920</b>	
9000 <b>Fund Balance at July 01, 2013</b>	<b>\$ 36,782,615</b>	<b>\$ 36,652,303</b>	<b>\$ 36,652,303</b>	
<b>Fund Balance at March 31, 2014</b>	<b>\$ 135,912,801</b>	<b>\$ 135,782,489</b>	<b>\$ 153,062,223</b>	



**CONTRA COSTA COMMUNITY COLLEGE DISTRICT - Financial Statements**  
**FUND 51: BOOKSTORE FUND**  
for Period Ended March 31, 2014

**BALANCE SHEET**

**Assets:**

Cash	\$ (1,373,514)
Accounts receivable	436,539
Due from other funds	92,521
Stores inventory at 07/01/13	2,075,943
Equipment	1,942,947
Accumulated Depreciation	<u>(1,939,757)</u>
<b>Total Assets</b>	<b><u>\$ 1,234,679</u></b>

**Liabilities:**

Accounts payable	\$ 12,034
Due to other funds	740
Stale Dated Check Liability	<u>719</u>
<b>Total Liabilities</b>	<b><u>\$ 13,493</u></b>

**Fund Balance** 1,221,186

**Total Liabilities and Fund Balance** **\$ 1,234,679**

**INCOME STATEMENT**

	<u>Adopted Budget</u>	<u>Adjusted Budget</u>	<u>YTD Actuals</u>	<u>% of Adj. Budget</u>
<b><u>Revenues</u></b>				
8800 Local Revenues	11,064,350	11,064,350	8,935,269	80.8%
8900 Other Financing Sources	455,000	455,000	272,101	59.8%
<b>Total Revenues</b>	<b><u>\$ 11,519,350</u></b>	<b><u>\$ 11,519,350</u></b>	<b><u>\$ 9,207,370</u></b>	<b><u>79.9%</u></b>
<b><u>Expenditures</u></b>				
2000 Classified Salaries	1,660,760	1,660,760	1,166,728	70.3%
3000 Benefits	685,041	685,041	447,418	65.3%
4000 Supplies and Materials	24,400	24,400	27,792	113.9%
5000 Services and operating expenditures	385,650	385,650	286,167	74.2%
6000 Capital outlay	19,000	19,000	12,845	67.6%
7000 Other Outgo (a)	8,472,500	8,512,500	7,343,301	86.3%
<b>Total Expenditures</b>	<b><u>\$ 11,247,351</u></b>	<b><u>\$ 11,287,351</u></b>	<b><u>\$ 9,284,251</u></b>	<b><u>82.3%</u></b>
<b>Net Revenues Over (Under) Expenses</b>	<b><u>\$ 271,999</u></b>	<b><u>\$ 231,999</u></b>	<b><u>\$ (76,881)</u></b>	
9000 <b>Fund Balance at July 01, 2013</b>	<b>\$ 1,298,067</b>	<b>\$ 1,298,067</b>	<b>\$ 1,298,067</b>	
<b>Fund Balance at March 31, 2014</b>	<b><u>\$ 1,570,066</u></b>	<b><u>\$ 1,530,066</u></b>	<b><u>\$ 1,221,186</u></b>	

(a) Does not include inventory adjustments for the current year.

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT - Financial Statements**  
**FUND 52: CAFETERIA FUND**  
for Period Ended March 31, 2014

**BALANCE SHEET**

**Assets:**

Cash	\$	366,644
Accounts receivable		5,759
Due from other funds		4,657
Stores inventory at 07/01/13		21,187
Equipment		160,271
Accumulated Depreciation		(153,452)
<b>Total Assets</b>	<b>\$</b>	<b>405,066</b>

**Liabilities:**

Accounts payable	\$	8,267
Due to other funds		105
State Dated Check Liability		296
<b>Total Liabilities</b>	<b>\$</b>	<b>8,668</b>

**Fund Balance** 396,398

**Total Liabilities and Fund Balance** \$ 405,066

**INCOME STATEMENT**

	<u>Adopted Budget</u>	<u>Adjusted Budget</u>	<u>YTD Actuals</u>	<u>% of Adj. Budget</u>
<b><u>Revenues</u></b>				
8800 Local Revenues	824,665	824,665	675,064	81.9%
8900 Other Financing Sources	107,786	107,786	-	0.0%
<b>Total Revenues</b>	<u>\$ 932,451</u>	<u>\$ 932,451</u>	<u>\$ 675,064</u>	<u>72.4%</u>
<b><u>Expenditures</u></b>				
2000 Classified Salaries	309,680	309,680	228,691	73.8%
3000 Benefits	94,531	94,531	76,892	81.3%
4000 Supplies and Materials	32,700	32,700	15,406	47.1%
5000 Services and operating expenditures	66,450	66,450	42,846	64.5%
6000 Capital outlay	12,500	12,500	1,951	15.6%
7000 Other Outgo (a)	468,000	468,000	330,110	70.5%
<b>Total Expenditures</b>	<u>\$ 983,861</u>	<u>\$ 983,861</u>	<u>\$ 695,896</u>	<u>70.7%</u>
<b>Net Revenues Over (Under) Expenses</b>	<u>\$ (51,410)</u>	<u>\$ (51,410)</u>	<u>\$ (20,832)</u>	
9000 <b>Fund Balance at July 01, 2013</b>	<u>\$ 417,230</u>	<u>\$ 417,230</u>	<u>\$ 417,230</u>	
<b>Fund Balance at March 31, 2014</b>	<u><u>\$ 365,820</u></u>	<u><u>\$ 365,820</u></u>	<u><u>\$ 396,398</u></u>	

(a) Does not include inventory adjustments for the current year.

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT - Financial Statements**  
**FUND 59: DATA CENTER FUND**  
for Period Ended March 31, 2014

**BALANCE SHEET**

**Assets:**

Cash	\$	1,329,120
Accounts receivable		7,975
Equipment		2,796,096
Accumulated Depreciation		<u>(2,738,922)</u>
<b>Total Assets</b>	<b>\$</b>	<b><u>1,394,269</u></b>

**Liabilities:**

<b>Total Liabilities</b>	<b>\$</b>	<b><u>-</u></b>
 <b>Fund Balance</b>		 1,394,269
 <b>Total Liabilities and Fund Balance</b>	 <b>\$</b>	 <b><u>1,394,269</u></b>

**INCOME STATEMENT**

	<u>Adopted Budget</u>	<u>Adjusted Budget</u>	<u>YTD Actuals</u>	<u>% of Adj. Budget</u>
<b><u>Revenues</u></b>				
8800 Local Revenues	10,000	10,000	45,000	450.0%
<b>Total Revenues</b>	<b>\$ 10,000</b>	<b>\$ 10,000</b>	<b>\$ 45,000</b>	<b>450.0%</b>
<b><u>Expenditures</u></b>				
2000 Classified Salaries	-	-	2,112	-
3000 Benefits	-	-	206	-
4000 Supplies and Materials	15,000	15,000	-	0.0%
5000 Services and operating expenditures	10,000	10,000	33,312	333.1%
6000 Capital outlay	-	-	30,192	-
7000 Other Outgo	-	32,599	32,599	100.0%
<b>Total Expenditures</b>	<b>\$ 25,000</b>	<b>\$ 57,599</b>	<b>\$ 98,421</b>	<b>170.9%</b>
<b>Net Revenues Over (Under) Expenses</b>	<b>\$ (15,000)</b>	<b>\$ (47,599)</b>	<b>\$ (53,421)</b>	
9000 <b>Fund Balance at July 01, 2013</b>	<b>\$ 1,447,690</b>	<b>\$ 1,447,690</b>	<b>\$ 1,447,690</b>	
<b>Fund Balance at March 31, 2014</b>	<b>\$ 1,432,690</b>	<b>\$ 1,400,091</b>	<b>\$ 1,394,269</b>	

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT - Financial Statements**  
**FUND 61: SELF INSURANCE FUND**  
for Period Ended March 31, 2014

**BALANCE SHEET**

**Assets:**

Cash	\$	619,752
Due from other funds		100,000
<b>Total Assets</b>	<b>\$</b>	<b>719,752</b>

**Liabilities:**

Accounts payable	\$	159
Due to other funds		109,401
<b>Total Liabilities</b>	<b>\$</b>	<b>109,560</b>

**Fund Balance** 610,192

**Total Liabilities and Fund Balance** **\$ 719,752**

**INCOME STATEMENT**

	<u>Adopted Budget</u>	<u>Adjusted Budget</u>	<u>YTD Actuals</u>	<u>% of Adj. Budget</u>
<b><u>Revenues</u></b>				
8800 Local Revenues	798	798	917	114.9%
8900 Other Financing Sources	100,000	209,401	209,401	100.0%
<b>Total Revenues</b>	<b>\$ 100,798</b>	<b>\$ 210,199</b>	<b>\$ 210,318</b>	<b>100.1%</b>
<b><u>Expenditures</u></b>				
5000 Services and operating expenditures	-	-	6,366	-
7000 Other Outgo	-	109,401	109,401	100.0%
<b>Total Expenditures</b>	<b>\$ -</b>	<b>\$ 109,401</b>	<b>\$ 115,767</b>	<b>105.8%</b>
<b>Net Revenues Over (Under) Expenses</b>	<b>\$ 100,798</b>	<b>\$ 100,798</b>	<b>\$ 94,551</b>	
9000 <b>Fund Balance at July 01, 2013</b>	<b>\$ 515,641</b>	<b>\$ 515,641</b>	<b>\$ 515,641</b>	
<b>Fund Balance at March 31, 2014</b>	<b>\$ 616,439</b>	<b>\$ 616,439</b>	<b>\$ 610,192</b>	

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT - Financial Statements**  
**FUND 69: RETIREE HEALTH BENEFITS FUND**  
for Period Ended March 31, 2014

**BALANCE SHEET**

**Assets:**

Cash	\$	129,216
Investments		8,963,803
Interest receivable		58,678
Due from other funds		1,114,002
<b>Total Assets</b>	<b>\$</b>	<b>10,265,699</b>

**Liabilities:**

<b>Total Liabilities</b>	<b>\$</b>	<b>-</b>
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<b>Fund Balance</b>		10,265,699
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<b>Total Liabilities and Fund Balance</b>	<b>\$</b>	<b>10,265,699</b>
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**INCOME STATEMENT**

	<u>Adopted Budget</u>	<u>Adjusted Budget</u>	<u>YTD Actuals</u>	<u>% of Adj. Budget</u>
<b><u>Revenues</u></b>				
8800 Local Revenues	359,467	359,467	302,715	84.2%
8900 Other Financing Sources	1,114,002	1,114,002	1,114,002	100.0%
<b>Total Revenues</b>	<b>\$ 1,473,469</b>	<b>\$ 1,473,469</b>	<b>\$ 1,416,717</b>	<b>96.1%</b>
<b><u>Expenditures</u></b>				
5000 Services and operating expenditures	117,114	117,114	87,362	74.6%
7000 Other Outgo	8,803,000	6,863,000	5,306,666	77.3%
<b>Total Expenditures</b>	<b>\$ 8,920,114</b>	<b>\$ 6,980,114</b>	<b>\$ 5,394,028</b>	<b>77.3%</b>
<b>Net Revenues Over (Under) Expenses</b>	<b>\$ (7,446,645)</b>	<b>\$ (5,506,645)</b>	<b>\$ (3,977,311)</b>	
9000 <b>Fund Balance at July 01, 2013</b>	<b>\$ 14,243,010</b>	<b>\$ 14,243,010</b>	<b>\$ 14,243,010</b>	
<b>Fund Balance at March 31, 2014</b>	<b>\$ 6,796,365</b>	<b>\$ 8,736,365</b>	<b>\$ 10,265,699</b>	

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT - Financial Statements**  
**FUND 73: STUDENT BODY CENTER FUND**  
for Period Ended March 31, 2014

**BALANCE SHEET**

**Assets:**

Cash	\$ 1,530,227
<b>Total Assets</b>	<b>\$ 1,530,227</b>

**Liabilities:**

Accounts payable	\$ 226
Due to other funds	35
<b>Total Liabilities</b>	<b>\$ 261</b>

**Fund Balance** 1,529,966

**Total Liabilities and Fund Balance** **\$ 1,530,227**

**INCOME STATEMENT**

	<u>Adopted Budget</u>	<u>Adjusted Budget</u>	<u>YTD Actuals</u>	<u>% of Adj. Budget</u>
<b><u>Revenues</u></b>				
8800 Local Revenues	421,750	421,750	322,687	76.5%
8900 Other Financing Sources	-	40,102	40,102	100.0%
<b>Total Revenues</b>	<b>\$ 421,750</b>	<b>\$ 461,852</b>	<b>\$ 362,789</b>	<b>78.6%</b>
<b><u>Expenditures</u></b>				
1000 Academic Salaries	\$ 2,500	\$ 2,500	\$ 2,514	100.6%
2000 Classified Salaries	46,050	46,050	46,932	101.9%
3000 Benefits	4,624	4,624	4,783	103.4%
4000 Supplies and Materials	2,000	2,102	5,369	255.4%
5000 Services and operating expenditures	9,600	8,500	8,285	97.5%
6000 Capital outlay	1,000	1,000	-	0.0%
7000 Other Outgo	320,683	360,683	162,484	45.0%
<b>Total Expenditures</b>	<b>\$ 386,457</b>	<b>\$ 425,459</b>	<b>\$ 230,367</b>	<b>54.1%</b>
<b>Net Revenues Over (Under) Expenses</b>	<b>\$ 35,293</b>	<b>\$ 36,393</b>	<b>\$ 132,422</b>	
9000 Fund Balance at July 01, 2013	\$ 1,397,544	\$ 1,397,544	\$ 1,397,544	
<b>Fund Balance at March 31, 2014</b>	<b>\$ 1,432,837</b>	<b>\$ 1,433,937</b>	<b>\$ 1,529,966</b>	

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT - Financial Statements**  
**FUND 74: FINANCIAL AID FUND**  
for Period Ended March 31, 2014

**BALANCE SHEET**

**Assets:**

Cash	\$ (717,803)
Accounts receivable	1,250,104
Due from other funds	705
<b>Total Assets</b>	<b>\$ 533,006</b>

**Liabilities:**

Accounts payable	\$ 51,887
Due to other funds	417,700
State Dated Check Liability	59,541
Deferred revenues	3,878
<b>Total Liabilities</b>	<b>\$ 533,006</b>

**Fund Balance**

<b>Total Liabilities and Fund Balance</b>	<b>\$ 533,006</b>
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**INCOME STATEMENT**

	<u>Adopted Budget</u>	<u>Adjusted Budget</u>	<u>YTD Actuals</u>	<u>% of Adj. Budget</u>
<b><u>Revenues</u></b>				
8100 Federal Revenues	\$ 32,093,312	32,093,312	30,145,934	93.9%
8600 State Revenues	1,410,000	1,410,000	1,632,629	115.8%
8800 Local Revenues	-	-	9	-
<b>Total Revenues</b>	<b>\$ 33,503,312</b>	<b>\$ 33,503,312</b>	<b>\$ 31,778,572</b>	<b>94.9%</b>
<b><u>Expenditures</u></b>				
7000 Other Outgo	33,503,312	33,503,312	31,778,572	94.9%
<b>Total Expenditures</b>	<b>\$ 33,503,312</b>	<b>\$ 33,503,312</b>	<b>\$ 31,778,572</b>	<b>94.9%</b>
<b>Net Revenues Over (Under) Expenses</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
9000 <b>Fund Balance at July 01, 2013</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>Fund Balance at March 31, 2014</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT - Financial Statements**  
**FUND 75: LOAN & SCHOLARSHIP FUND (Lesher)**  
for Period Ended March 31, 2014

**BALANCE SHEET**

**Assets:**

Cash	\$	310,328
Investments		180,430
<b>Total Assets</b>	<b>\$</b>	<b>490,758</b>

**Liabilities:**

<b>Total Liabilities</b>	<b>\$</b>	<b>-</b>
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**Fund Balance** 490,758

**Total Liabilities and Fund Balance** **\$ 490,758**

**INCOME STATEMENT**

	<u>Adopted Budget</u>	<u>Adjusted Budget</u>	<u>YTD Actuals</u>	<u>% of Adj. Budget</u>
<b><u>Revenues</u></b>				
8800 Local Revenues	1,855	1,855	834	45.0%
<b>Total Revenues</b>	<b>\$ 1,855</b>	<b>\$ 1,855</b>	<b>\$ 834</b>	<b>45.0%</b>
<b><u>Expenditures</u></b>				
5000 Services and operating expenditures	4	4	2	50.0%
7000 Other Outgo	1,000	1,000	4,000	400.0%
<b>Total Expenditures</b>	<b>\$ 1,004</b>	<b>\$ 1,004</b>	<b>\$ 4,002</b>	<b>398.6%</b>
<b>Net Revenues Over (Under) Expenses</b>	<b>\$ 851</b>	<b>\$ 851</b>	<b>\$ (3,168)</b>	
9000 <b>Fund Balance at July 01, 2013</b>	<b>\$ 493,925</b>	<b>\$ 493,925</b>	<b>\$ 493,926</b>	
<b>Fund Balance at March 31, 2014</b>	<b>\$ 494,776</b>	<b>\$ 494,776</b>	<b>\$ 490,758</b>	



**CONTRA COSTA COMMUNITY COLLEGE DISTRICT - Financial Statements**  
**FUND 77: OPEB IRREVOCABLE TRUST**  
for Period Ended March 31, 2014

**BALANCE SHEET**

**Assets:**

Cash	\$	1,967
Investments		62,561,243
Interest receivable		76,600
<b>Total Assets</b>	<b>\$</b>	<b>62,639,810</b>

**Liabilities:**

<b>Total Liabilities</b>	<b>\$</b>	<b>-</b>
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**Fund Balance** 62,639,810

**Total Liabilities and Fund Balance** **\$ 62,639,810**

**INCOME STATEMENT**

	<u>Adopted Budget</u>	<u>Adjusted Budget</u>	<u>YTD Actuals</u>	<u>% of Adj. Budget</u>
<b><u>Revenues</u></b>				
8800 Local Revenues	4,081,423	4,081,423	5,077,447	124.4%
8900 Other Financing Sources	8,800,000	6,860,000	5,306,666	77.4%
<b>Total Revenues</b>	<b>\$ 12,881,423</b>	<b>\$ 10,941,423</b>	<b>\$ 10,384,113</b>	<b>94.9%</b>
<b><u>Expenditures</u></b>				
5000 Services and operating expenditures	193,255	193,255	130,208	67.4%
<b>Total Expenditures</b>	<b>\$ 193,255</b>	<b>\$ 193,255</b>	<b>\$ 130,208</b>	<b>67.4%</b>
<b>Net Revenues Over (Under) Expenses</b>	<b>\$ 12,688,168</b>	<b>\$ 10,748,168</b>	<b>\$ 10,253,905</b>	
9000 <b>Fund Balance at July 01, 2013</b>	<b>\$ 52,385,905</b>	<b>\$ 52,385,905</b>	<b>\$ 52,385,905</b>	
<b>Fund Balance at March 31, 2014</b>	<b>\$ 65,074,073</b>	<b>\$ 63,134,073</b>	<b>\$ 62,639,810</b>	

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT  
2013-2014 THIRD QUARTER FINANCIAL STATEMENTS  
SECTION - II  
For OPERATING GENERAL UNRESTRICTED FUNDS**

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT**  
**FUND 11: GENERAL FUND - UNRESTRICTED - Operating**  
for Period Ended March 31, 2014

Description	Adopted Budget	Adjusted Budget	YTD Actuals	% of Adj. Budget
<b>Sources:</b>				
8160 Veterans Education	-	-	(3,087)	-
<b>Total Federal Revenues</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (3,087)</b>	<b>-</b>
8610 General Apportionments	36,258,101	36,917,740	20,126,352	54.5%
8620 General Categorical Programs	103,884	103,884	151,835	146.2%
8630 Other State Revenues	17,648,916	17,648,916	13,500,509	76.5%
8670 State Tax Subventions	666,758	666,758	345,189	51.8%
8680 State Non-Tax Revenues	3,888,318	3,915,723	1,080,784	27.6%
8690 Other State Revenues	794,267	794,253	758,841	95.5%
<b>Total State Revenues</b>	<b>\$ 59,360,244</b>	<b>\$ 60,047,274</b>	<b>\$ 35,963,510</b>	<b>59.9%</b>
8810 Property Taxes	74,897,894	74,897,894	39,165,859	52.3%
8820 Contributions and Gifts	206,213	206,213	103,190	50.0%
8840 Sales and Commissions	-	61,037	61,059	100.0%
8851 Rentals and Leases	348,080	430,993	248,548	57.7%
8860 Interest and Investment Income	90,000	90,000	44,553	49.5%
8874 Enrollment Fees	16,176,372	16,176,372	21,700,544	134.1%
8870 Other Student Fees and Charges	1,173,319	1,916,398	1,699,861	88.7%
8880 Other Student Fees	13,646,779	14,184,469	13,880,198	97.9%
8890 Other Local Revenues	1,082,773	1,602,180	1,071,830	66.9%
<b>Total Local Revenues</b>	<b>\$ 107,621,430</b>	<b>\$ 109,565,556</b>	<b>\$ 77,975,642</b>	<b>71.2%</b>
8900 Other Financing Sources, Miscellaneous	-	948	983	103.7%
8910 Proceeds of General Fixed Assets	-	-	250	-
8980 Transfers In	143,583	522,633	379,050	72.5%
8992 Intrafund and Subfund Transfers In	22,253,876	21,944,798	21,929,099	99.9%
8994 Operating Allocation	141,771,578	144,150,212	108,613,548	75.3%
8997 District Subsidy for Colleges	569,142	569,142	569,142	100.0%
<b>Total Other Financing Sources</b>	<b>\$ 164,738,179</b>	<b>\$ 167,187,733</b>	<b>\$ 131,492,072</b>	<b>78.6%</b>
<b>Total Revenues and Other Financing Sources</b>	<b>\$ 331,719,853</b>	<b>\$ 336,800,563</b>	<b>\$ 245,428,137</b>	<b>72.9%</b>
<b>Uses:</b>				
1100 Monthly Instructional Salary	31,928,404	31,407,126	22,737,759	72.4%
1200 Noninstructional Salaries Full Time	13,112,048	12,908,315	9,359,893	72.5%
1300 Instructional Salaries Part Time	27,906,494	28,795,794	18,902,496	65.6%
1400 Noninstructional Salaries Part Time	1,206,890	1,266,636	870,554	68.7%
<b>Total Academic Salaries</b>	<b>\$ 74,153,836</b>	<b>\$ 74,377,871</b>	<b>\$ 51,870,702</b>	<b>69.7%</b>
2100 Noninstructional Salaries Full Time	24,899,149	24,899,149	17,744,709	71.3%
2200 Instructional Aides Full Time	2,689,529	2,689,529	1,929,105	71.7%
2300 Variable Non-Instructional	1,543,407	1,580,584	1,684,908	106.6%
2400 Variable Classroom Aide	613,477	704,505	612,927	87.0%
2500 Variable Manager/Supervisor Short Term Hourly	-	-	43,141	-
2600 Variable Aide Other	163,429	163,429	124,322	76.1%
<b>Total Classified Salaries</b>	<b>\$ 29,908,991</b>	<b>\$ 30,037,196</b>	<b>\$ 22,139,112</b>	<b>73.7%</b>

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT**  
**FUND 11: GENERAL FUND - UNRESTRICTED - Operating**  
for Period Ended March 31, 2014

<u>Description</u>	<u>Adopted Budget</u>	<u>Adjusted Budget</u>	<u>YTD Actuals</u>	<u>% of Adj. Budget</u>
<b>3000 Total Benefits</b>	42,785,879	41,949,317	29,508,009	70.3%
<b>Total Salaries and Benefits</b>	<u>\$ 146,848,706</u>	<u>\$ 146,364,384</u>	<u>\$ 103,517,823</u>	<u>70.7%</u>
4000 Supplies and Materials	3,045,871	2,765,590	1,951,227	70.6%
5100 Consultants	1,236,161	1,258,111	781,293	62.1%
5200 Travel	573,844	606,465	263,735	43.5%
5300 Dues and Memberships	225,712	228,412	250,619	109.7%
5400 Insurance	2,585,000	3,197,911	2,970,758	92.9%
5500 Utilities and Housekeeping	4,129,759	4,281,726	3,015,562	70.4%
5600 Contract Services	2,968,973	3,035,603	2,617,611	86.2%
5690 Other Operating Expenses	1,129,907	1,179,805	558,428	47.3%
5700 Legal/Elections/Audit Expenses	645,000	645,000	175,682	27.2%
5800 Other Services and Expenses	905,171	974,270	806,648	82.8%
5900 Interprogram Charges (credits)	72,009	72,009	2,325	3.2%
<b>Total Other Operating Expenses</b>	<u>\$ 14,471,536</u>	<u>\$ 15,479,312</u>	<u>\$ 11,442,661</u>	<u>73.9%</u>
6100 Sites and Site Improvements	1,500	1,500	-	0.0%
6200 Buildings	7,718	7,718	10,710	138.8%
6300 Library Books	59,158	76,468	38,176	49.9%
6400 Equipment	367,983	437,757	314,693	71.9%
<b>Total Capital Outlay</b>	<u>\$ 436,359</u>	<u>\$ 523,443</u>	<u>\$ 363,579</u>	<u>69.5%</u>
7300 Interfund Transfers Out	1,321,788	1,522,478	1,414,692	92.9%
7600 Other Student Payments	2,097	2,097	-	0.0%
7899 Intrafund and Subfund Transfers Out	22,398,868	22,430,784	22,414,085	99.9%
7894 Operating Allocation	141,771,578	144,150,212	108,613,548	75.3%
<b>Total Transfers and Other Outgo</b>	<u>\$ 165,494,331</u>	<u>\$ 168,105,571</u>	<u>\$ 132,442,325</u>	<u>78.8%</u>
<b>Total Expenses</b>	<u>\$ 330,296,803</u>	<u>\$ 333,238,300</u>	<u>\$ 249,717,615</u>	<u>74.9%</u>
<b>Net Revenues Over (Under) Expenses</b>	<u>\$ 1,423,050</u>	<u>\$ 3,562,263</u>	<u>\$ (4,289,478)</u>	
9000 <b>Fund Balance at July 01, 2013</b>	27,962,543	27,962,576	27,962,576	
<b>Fund Balance at March 31, 2014</b>	<u>\$ 29,385,593</u>	<u>\$ 31,524,839</u>	<u>\$ 23,673,098</u>	
7901 5% General Fund Reserve	8,240,229	8,240,229	-	
7902 5% Board Contingency Reserve	8,240,229	8,240,229	-	
7903 Deficit Funding Reserve	2,909,939	2,909,939	-	
7904 College/DO Local Reserves	3,907,999	3,907,999	-	
7906 Load Bank Liability Reserve	262,730	262,730	-	
7907 Vacation Liability Reserve	176,238	176,238	-	
7908 Reserve for ISA Payback	1,499,328	1,499,328	-	
7900 Designated Reserves	1,208,918	932,289	-	
7997 Undesignated District Reserves	24,149	24,356	-	
7999 Undesignated Reserve	2,915,834	5,331,502	-	
<b>Total Budgeted Reserves</b>	<u>\$ 29,385,593</u>	<u>\$ 31,524,839</u>	<u>\$ -</u>	

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT**  
**FUND 11: GENERAL FUND - UNRESTRICTED - Contra Costa College, Operating**  
for Period Ended March 31, 2014

<u>Description</u>	<u>Adopted Budget</u>	<u>Adjusted Budget</u>	<u>YTD Actuals</u>	<u>% of Adj. Budget</u>
<b><u>Sources:</u></b>				
8610 Apprenticeship Revenue	3,695	3,695	2,809	76.0%
<b>Total State Revenues</b>	<b>\$ 3,695</b>	<b>\$ 3,695</b>	<b>\$ 2,809</b>	<b>76.0%</b>
8840 Sales and Commissions	-	45	45	100.0%
8851 Rentals and Leases	163,080	175,809	45,544	25.9%
8874 2% of Net Enrollment Fees	26,594	26,594	56,411	212.1%
8870 Other Student Fees and Charges	-	41,457	44,945	108.4%
8880 Other Student Fees	300,000	123,919	76,236	61.5%
8890 Other Local Revenues	503,517	611,441	405,123	66.3%
<b>Total Local Revenues</b>	<b>\$ 993,191</b>	<b>\$ 979,265</b>	<b>\$ 628,304</b>	<b>64.2%</b>
8992 Intrafund and Subfund Transfers In	39,628	134,016	134,015	100.0%
8994 Operating Allocation	24,657,068	25,140,130	18,975,863	75.5%
8997 District Subsidy for Colleges	254,127	254,127	254,127	100.0%
<b>Total Other Financing Sources</b>	<b>\$ 24,950,823</b>	<b>\$ 25,528,273</b>	<b>\$ 19,364,005</b>	<b>75.9%</b>
<b>Total Revenues and Other Financing Sources</b>	<b>\$ 25,947,709</b>	<b>\$ 26,511,233</b>	<b>\$ 19,995,118</b>	<b>75.4%</b>
<b><u>Uses:</u></b>				
1100 Monthly Instructional Salary	5,811,815	5,811,815	4,123,882	71.0%
1200 Noninstructional Salaries Full Time	3,225,625	3,115,516	2,332,812	74.9%
1300 Instructional Salaries Part Time	4,982,124	5,055,740	3,334,565	66.0%
1400 Noninstructional Salaries Part Time	374,922	391,122	280,773	71.8%
<b>Total Academic Salaries</b>	<b>\$ 14,394,486</b>	<b>\$ 14,374,193</b>	<b>\$ 10,072,032</b>	<b>70.1%</b>
2100 Noninstructional Salaries Full Time	3,850,545	3,850,545	2,697,555	70.1%
2200 Instructional Aides Full Time	511,631	511,631	346,108	67.6%
2300 Variable Non-Instructional	436,436	457,328	558,145	122.0%
2400 Variable Classroom Aide	108,348	108,348	41,734	38.5%
<b>Total Classified Salaries</b>	<b>\$ 4,906,960</b>	<b>\$ 4,927,852</b>	<b>\$ 3,643,542</b>	<b>73.9%</b>
3000 <b>Total Benefits</b>	<b>5,351,688</b>	<b>5,330,547</b>	<b>3,942,224</b>	<b>74.0%</b>
<b>Total Salaries and Benefits</b>	<b>\$ 24,653,134</b>	<b>\$ 24,632,592</b>	<b>\$ 17,657,798</b>	<b>71.7%</b>
4000 Supplies and Materials	419,435	519,547	360,488	69.4%
5100 Consultants	61,740	61,740	3,721	6.0%
5200 Travel	39,070	39,070	17,940	45.9%
5300 Dues and Memberships	2,703	2,703	25,919	958.9%
5500 Utilities and Housekeeping	53,526	53,526	29,857	55.8%
5600 Contract Services	416,471	420,032	507,778	120.9%
5690 Other Operating Expenses	80,390	76,829	61,920	80.6%
5800 Other Services and Expenses	65,470	65,470	25,122	38.4%
<b>Total Other Operating Expenses</b>	<b>\$ 719,370</b>	<b>\$ 719,370</b>	<b>\$ 672,257</b>	<b>93.5%</b>

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT**  
**FUND 11: GENERAL FUND - UNRESTRICTED - Contra Costa College, Operating**  
for Period Ended March 31, 2014

Description	Adopted Budget	Adjusted Budget	YTD Actuals	% of Adj. Budget
6200 Buildings	7,718	7,718	10,710	138.8%
6300 Library Books	7,908	10,799	4,968	46.0%
6400 Equipment	124,894	124,894	99,952	80.0%
<b>Total Capital Outlay</b>	<b>\$ 140,520</b>	<b>\$ 143,411</b>	<b>\$ 115,630</b>	<b>80.6%</b>
7899 Intrafund and Subfund Transfers Out	6,250	6,250	6,250	100.0%
<b>Total Transfers and Other Outgo</b>	<b>\$ 6,250</b>	<b>\$ 6,250</b>	<b>\$ 6,250</b>	<b>100.0%</b>
<b>Total Expenses</b>	<b>\$ 25,938,709</b>	<b>\$ 26,021,170</b>	<b>\$ 18,812,423</b>	<b>72.3%</b>
<b>Net Revenues Over (Under) Expenses</b>	<b>\$ 9,000</b>	<b>\$ 490,063</b>	<b>\$ 1,182,695</b>	
9000 <b>Fund Balance at July 01, 2013</b>	2,992,203	2,992,237	2,992,237	
<b>Fund Balance at March 31, 2014</b>	<b>\$ 3,001,203</b>	<b>\$ 3,482,300</b>	<b>\$ 4,174,932</b>	
7903 Deficit Funding Reserve	566,959	566,959	-	
7904 College/DO Local Reserves	266,163	266,163	-	
7906 Load Bank Liability Reserve	225,000	225,000	-	
7907 Vacation Liability Reserve	125,000	125,000	-	
7908 Reserve for ISA Payback	523,099	523,099	-	
7900 Designated Reserves	282,695	280,695	-	
7999 Undesignated Reserve	1,012,287	1,495,384	-	
<b>Total Budgeted Reserves</b>	<b>\$ 3,001,203</b>	<b>\$ 3,482,300</b>	<b>\$ -</b>	

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT**  
**FUND 11: GENERAL FUND - UNRESTRICTED - Diablo Valley College, Operating**  
for Period Ended March 31, 2014

<u>Description</u>	<u>Adopted Budget</u>	<u>Adjusted Budget</u>	<u>YTD Actuals</u>	<u>% of Adj. Budget</u>
<b><u>Sources:</u></b>				
8610 Apprenticeship Revenue	181,064	181,064	137,608	76.0%
<b>Total State Revenues</b>	<b>\$ 181,064</b>	<b>\$ 181,064</b>	<b>\$ 137,608</b>	<b>76.0%</b>
8820 Contributions and Gifts	206,213	206,213	103,190	50.0%
8840 Sales and Commissions	-	58,278	58,280	100.0%
8851 Rentals and Leases	55,000	93,274	81,761	87.7%
8874 2% of Net Enrollment Fees	240,860	240,860	289,450	120.2%
8870 Other Student Fees and Charges	1,173,319	1,822,631	1,601,411	87.9%
8880 Other Student Fees	750,000	589,516	441,208	74.8%
8890 Other Local Revenues	85,018	244,349	239,737	98.1%
<b>Total Local Revenues</b>	<b>\$ 2,510,410</b>	<b>\$ 3,255,121</b>	<b>\$ 2,815,037</b>	<b>86.5%</b>
8900 Other Financing Sources, Miscellaneous	-	948	983	103.7%
8980 Transfers In	143,583	490,034	346,451	70.7%
8992 Intrafund and Subfund Transfers In	492,614	676,506	676,506	100.0%
8994 Operating Allocation	68,671,639	69,972,590	52,804,681	75.5%
8997 District Subsidy for Colleges	238,114	238,114	238,114	100.0%
<b>Total Other Financing Sources</b>	<b>\$ 69,545,950</b>	<b>\$ 71,378,192</b>	<b>\$ 54,066,735</b>	<b>75.7%</b>
<b>Total Revenues and Other Financing Sources</b>	<b>\$ 72,237,424</b>	<b>\$ 74,814,377</b>	<b>\$ 57,019,380</b>	<b>76.2%</b>
<b><u>Uses:</u></b>				
1100 Monthly Instructional Salary	19,162,222	18,640,944	13,719,317	73.6%
1200 Noninstructional Salaries Full Time	5,601,856	5,508,232	3,956,215	71.8%
1300 Instructional Salaries Part Time	15,806,224	16,584,870	10,835,130	65.3%
1400 Noninstructional Salaries Part Time	163,049	265,334	243,401	91.7%
<b>Total Academic Salaries</b>	<b>\$ 40,733,351</b>	<b>\$ 40,999,380</b>	<b>\$ 28,754,063</b>	<b>70.1%</b>
2100 Noninstructional Salaries Full Time	8,692,619	8,692,619	6,301,250	72.5%
2200 Instructional Aides Full Time	1,243,266	1,243,266	919,581	74.0%
2300 Variable Non-Instructional	582,823	642,888	620,943	96.6%
2400 Variable Classroom Aide	374,198	401,898	259,591	64.6%
2500 Variable Manager/Supervisor Short Term Hourly	-	-	34,663	-
2600 Variable Aide Other	64,999	64,999	63,866	98.3%
<b>Total Classified Salaries</b>	<b>\$ 10,957,905</b>	<b>\$ 11,045,670</b>	<b>\$ 8,199,894</b>	<b>74.2%</b>
3000 <b>Total Benefits</b>	<b>14,873,235</b>	<b>14,878,521</b>	<b>10,645,253</b>	<b>71.5%</b>
<b>Total Salaries and Benefits</b>	<b>\$ 66,564,491</b>	<b>\$ 66,923,571</b>	<b>\$ 47,599,210</b>	<b>71.1%</b>
4000 Supplies and Materials	1,675,576	1,163,924	913,356	78.5%

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT**  
**FUND 11: GENERAL FUND - UNRESTRICTED - Diablo Valley College, Operating**  
for Period Ended March 31, 2014

<u>Description</u>	<u>Adopted Budget</u>	<u>Adjusted Budget</u>	<u>YTD Actuals</u>	<u>% of Adj. Budget</u>
5100 Consultants	125,534	147,484	165,837	112.4%
5200 Travel	163,497	197,868	100,556	50.8%
5300 Dues and Memberships	64,835	67,535	72,649	107.6%
5400 Insurance	1,000,000	1,577,911	1,390,358	88.1%
5500 Utilities and Housekeeping	126,767	123,464	81,321	65.9%
5600 Contract Services	683,922	682,537	483,290	70.8%
5690 Other Operating Expenses	233,119	286,548	173,338	60.5%
5800 Other Services and Expenses	116,114	152,614	68,196	44.7%
<b>Total Other Operating Expenses</b>	<b>\$ 2,513,788</b>	<b>\$ 3,235,961</b>	<b>\$ 2,535,545</b>	<b>78.4%</b>
6300 Library Books	40,000	54,419	22,012	40.4%
6400 Equipment	101,236	157,058	162,955	103.8%
<b>Total Capital Outlay</b>	<b>\$ 141,236</b>	<b>\$ 211,477</b>	<b>\$ 184,967</b>	<b>87.5%</b>
7300 Interfund Transfers Out	107,786	308,476	200,690	65.1%
7600 Other Student Payments	2,097	2,097	-	0.0%
7899 Intrafund and Subfund Transfers Out	61,125	434,753	434,753	100.0%
<b>Total Transfers and Other Outgo</b>	<b>\$ 171,008</b>	<b>\$ 745,326</b>	<b>\$ 635,443</b>	<b>85.3%</b>
<b>Total Expenses</b>	<b>\$ 71,066,099</b>	<b>\$ 72,280,259</b>	<b>\$ 51,868,521</b>	<b>71.8%</b>
<b>Net Revenues Over (Under) Expenses</b>	<b>\$ 1,171,325</b>	<b>\$ 2,534,118</b>	<b>\$ 5,150,859</b>	
9000 <b>Fund Balance at July 01, 2013</b>	<b>3,787,978</b>	<b>3,787,978</b>	<b>3,787,978</b>	
<b>Fund Balance at March 31, 2014</b>	<b>\$ 4,959,303</b>	<b>\$ 6,322,096</b>	<b>\$ 8,938,837</b>	
7903 Deficit Funding Reserve	1,426,542	1,426,542	-	
7904 College/DO Local Reserves	2,691,189	2,691,189	-	
7900 Designated Reserves	10,000	31,842	-	
7999 Undesignated Reserve	831,572	2,172,523	-	
<b>Total Budgeted Reserves</b>	<b>\$ 4,959,303</b>	<b>\$ 6,322,096</b>	<b>\$ -</b>	



**CONTRA COSTA COMMUNITY COLLEGE DISTRICT**  
**FUND 11: GENERAL FUND - UNRESTRICTED - Los Medanos College, Operating**  
for Period Ended March 31, 2014

Description	Adopted Budget	Adjusted Budget	YTD Actuals	% of Adj. Budget
<b>Sources:</b>				
8160 Veterans Education	-	-	(3,087)	-
<b>Total Federal Revenues</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (3,087)</b>	<b>-</b>
8620 General Categorical Programs	103,884	103,884	-	0.0%
<b>Total State Revenues</b>	<b>\$ 103,884</b>	<b>\$ 103,884</b>	<b>\$ -</b>	<b>0.0%</b>
8840 Sales and Commissions	-	2,714	2,734	100.7%
8851 Rentals and Leases	-	31,910	31,910	100.0%
8874 2% of Net Enrollment Fees	56,340	56,340	85,600	151.9%
8870 Other Student Fees and Charges	-	52,310	53,506	102.3%
8880 Other Student Fees	275,000	78,152	18,247	23.3%
8890 Other Local Revenues	468,038	718,020	370,411	51.6%
<b>Total Local Revenues</b>	<b>\$ 799,378</b>	<b>\$ 939,446</b>	<b>\$ 562,408</b>	<b>59.9%</b>
8992 Intrafund and Subfund Transfers In	275,244	292,688	292,688	100.0%
8994 Operating Allocation	33,508,694	33,852,750	25,381,807	75.0%
8997 District Subsidy for Colleges	76,901	76,901	76,901	100.0%
<b>Total Other Financing Sources</b>	<b>\$ 33,860,839</b>	<b>\$ 34,222,339</b>	<b>\$ 25,751,396</b>	<b>75.2%</b>
<b>Total Revenues and Other Financing Sources</b>	<b>\$ 34,764,101</b>	<b>\$ 35,265,669</b>	<b>\$ 26,310,717</b>	<b>74.6%</b>
<b>Uses:</b>				
1100 Monthly Instructional Salary	6,954,367	6,954,367	4,894,559	70.4%
1200 Noninstructional Salaries Full Time	3,381,219	3,381,219	2,439,899	72.2%
1300 Instructional Salaries Part Time	7,118,146	7,155,184	4,732,801	66.1%
1400 Noninstructional Salaries Part Time	498,919	457,900	247,676	54.1%
<b>Total Academic Salaries</b>	<b>\$ 17,952,651</b>	<b>\$ 17,948,670</b>	<b>\$ 12,314,935</b>	<b>68.6%</b>
2100 Noninstructional Salaries Full Time	4,977,303	4,977,303	3,468,928	69.7%
2200 Instructional Aides Full Time	934,632	934,632	663,416	71.0%
2300 Variable Non-Instructional	348,048	330,948	362,176	109.4%
2400 Variable Classroom Aide	130,931	194,259	311,602	160.4%
2600 Variable Aide Other	98,430	98,430	60,456	61.4%
<b>Total Classified Salaries</b>	<b>\$ 6,489,344</b>	<b>\$ 6,535,572</b>	<b>\$ 4,866,578</b>	<b>74.5%</b>
3000 <b>Total Benefits</b>	<b>7,483,583</b>	<b>7,483,485</b>	<b>5,165,928</b>	<b>69.0%</b>
<b>Total Salaries and Benefits</b>	<b>\$ 31,925,578</b>	<b>\$ 31,967,727</b>	<b>\$ 22,347,441</b>	<b>69.9%</b>
4000 Supplies and Materials	704,591	829,230	533,464	64.3%

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT**  
**FUND 11: GENERAL FUND - UNRESTRICTED - Los Medanos College, Operating**  
for Period Ended March 31, 2014

Description	Adopted Budget	Adjusted Budget	YTD Actuals	% of Adj. Budget
5100 Consultants	225,059	225,059	160,246	71.2%
5200 Travel	76,250	78,950	56,494	71.6%
5300 Dues and Memberships	46,774	46,774	51,933	111.0%
5500 Utilities and Housekeeping	32,138	32,138	43,127	134.2%
5600 Contract Services	608,127	602,851	453,646	75.3%
5690 Other Operating Expenses	738,538	738,568	302,465	41.0%
5800 Other Services and Expenses	-	-	32,700	-
5900 Interprogram Charges (credits)	72,009	72,009	2,290	3.2%
<b>Total Other Operating Expenses</b>	<b>\$ 1,798,895</b>	<b>\$ 1,796,349</b>	<b>\$ 1,102,901</b>	<b>61.4%</b>
6300 Library Books	11,250	11,250	11,195	99.5%
6400 Equipment	31,550	45,502	30,701	67.5%
<b>Total Capital Outlay</b>	<b>\$ 42,800</b>	<b>\$ 56,752</b>	<b>\$ 41,896</b>	<b>73.8%</b>
7899 Intrafund and Subfund Transfers Out	-	1,000	-	0.0%
<b>Total Transfers and Other Outgo</b>	<b>\$ -</b>	<b>\$ 1,000</b>	<b>\$ -</b>	<b>0.0%</b>
<b>Total Expenses</b>	<b>\$ 34,471,864</b>	<b>\$ 34,651,058</b>	<b>\$ 24,025,702</b>	<b>69.3%</b>
<b>Net Revenues Over (Under) Expenses</b>	<b>\$ 292,237</b>	<b>\$ 614,611</b>	<b>\$ 2,285,015</b>	
9000 <b>Fund Balance at July 01, 2013</b>	<b>3,241,176</b>	<b>3,241,176</b>	<b>3,241,176</b>	
<b>Fund Balance at March 31, 2014</b>	<b>\$ 3,533,413</b>	<b>\$ 3,855,787</b>	<b>\$ 5,526,191</b>	
7903 Deficit Funding Reserve	590,868	590,868	-	
7904 College/DO Local Reserves	805,950	805,950	-	
7906 Load Bank Liability Reserve	37,730	37,730	-	
7907 Vacation Liability Reserve	51,238	51,238	-	
7908 Reserve for ISA Payback	976,229	976,229	-	
7900 Designated Reserves	573,034	551,352	-	
7999 Undesignated Reserve	498,364	842,420	-	
<b>Total Budgeted Reserves</b>	<b>\$ 3,533,413</b>	<b>\$ 3,855,787</b>	<b>\$ -</b>	

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT**  
**FUND 11: GENERAL FUND - UNRESTRICTED - District Services, Operating**  
for Period Ended March 31, 2014

Description	Adopted Budget	Adjusted Budget	YTD Actuals	% of Adj. Budget
<b>Sources:</b>				
8851 Rentals and Leases	130,000	130,000	89,333	68.7%
8860 Interest and Investment Income	90,000	90,000	44,553	49.5%
8890 Other Local Revenues	26,200	28,370	56,559	199.4%
<b>Total Local Revenues</b>	<b>\$ 246,200</b>	<b>\$ 248,370</b>	<b>\$ 190,445</b>	<b>76.7%</b>
8910 Proceeds of General Fixed Assets	-	-	250	-
8980 Transfers In	-	32,599	32,599	100.0%
8992 Intrafund and Subfund Transfers In	132,677	132,677	132,677	100.0%
8994 Operating Allocation	14,934,177	15,184,742	11,451,197	75.4%
<b>Total Other Financing Sources</b>	<b>\$ 15,066,854</b>	<b>\$ 15,350,018</b>	<b>\$ 11,616,723</b>	<b>75.7%</b>
<b>Total Revenues and Other Financing Sources</b>	<b>\$ 15,313,054</b>	<b>\$ 15,598,388</b>	<b>\$ 11,807,168</b>	<b>75.7%</b>
<b>Uses:</b>				
1200 Noninstructional Salaries Full Time	903,348	903,348	630,967	69.8%
1400 Noninstructional Salaries Part Time	-	-	4,100	-
<b>Total Academic Salaries</b>	<b>\$ 903,348</b>	<b>\$ 903,348</b>	<b>\$ 635,067</b>	<b>70.3%</b>
2100 Noninstructional Salaries Full Time	7,315,270	7,315,270	5,230,392	71.5%
2300 Variable Non-Instructional	147,600	147,600	143,645	97.3%
2500 Variable Manager/Supervisor Short Term Hourly	-	-	8,478	-
<b>Total Classified Salaries</b>	<b>\$ 7,462,870</b>	<b>\$ 7,462,870</b>	<b>\$ 5,382,515</b>	<b>72.1%</b>
3000 <b>Total Benefits</b>	<b>3,577,391</b>	<b>3,577,391</b>	<b>2,533,494</b>	<b>70.8%</b>
<b>Total Salaries and Benefits</b>	<b>\$ 11,943,609</b>	<b>\$ 11,943,609</b>	<b>\$ 8,551,076</b>	<b>71.6%</b>
4000 Supplies and Materials	246,269	252,889	143,920	56.9%
5100 Consultants	823,828	823,828	451,491	54.8%
5200 Travel	295,027	290,577	88,746	30.5%
5300 Dues and Memberships	111,400	111,400	100,117	89.9%
5500 Utilities and Housekeeping	215,110	215,110	115,780	53.8%
5600 Contract Services	217,675	217,675	99,948	45.9%
5690 Other Operating Expenses	77,860	77,860	20,704	26.6%
5700 Legal/Elections/Audit Expenses	-	-	3,713	-
5800 Other Services and Expenses	723,587	756,186	680,630	90.0%
5900 Interprogram Charges (credits)	-	-	35	-
<b>Total Other Operating Expenses</b>	<b>\$ 2,464,487</b>	<b>\$ 2,492,636</b>	<b>\$ 1,561,164</b>	<b>62.6%</b>
6100 Sites and Site Improvements	1,500	1,500	-	0.0%
6400 Equipment	110,303	110,303	21,085	19.1%
<b>Total Capital Outlay</b>	<b>\$ 111,803</b>	<b>\$ 111,803</b>	<b>\$ 21,085</b>	<b>18.9%</b>

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT**  
**FUND 11: GENERAL FUND - UNRESTRICTED - District Services, Operating**  
 for Period Ended March 31, 2014

Description	Adopted Budget	Adjusted Budget	YTD Actuals	% of Adj. Budget
7300 Interfund Transfers Out	114,002	114,002	114,002	100.0%
7899 Intrafund and Subfund Transfers Out	432,884	435,884	435,884	100.0%
<b>Total Transfers and Other Outgo</b>	<b>\$ 546,886</b>	<b>\$ 549,886</b>	<b>\$ 549,886</b>	<b>100.0%</b>
<b>Total Expenses</b>	<b>\$ 15,313,054</b>	<b>\$ 15,350,823</b>	<b>\$ 10,827,131</b>	<b>70.5%</b>
<b>Net Revenues Over (Under) Expenses</b>	<b>\$ -</b>	<b>\$ 247,565</b>	<b>\$ 980,037</b>	
9000 <b>Fund Balance at July 01, 2013</b>	1,112,278	1,112,277	1,112,277	
<b>Fund Balance at March 31, 2014</b>	<b>\$ 1,112,278</b>	<b>\$ 1,359,842</b>	<b>\$ 2,092,314</b>	
7903 Deficit Funding Reserve	325,570	325,570	-	
7904 College/DO Local Reserves	144,697	144,697	-	
7900 Designated Reserves	68,400	68,400	-	
7999 Undesignated Reserve	573,611	821,175	-	
<b>Total Budgeted Reserves</b>	<b>\$ 1,112,278</b>	<b>\$ 1,359,842</b>	<b>\$ -</b>	

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT**  
**FUND 11: GENERAL FUND - UNRESTRICTED - Districtwide Operations, Operating**  
for Period Ended March 31, 2014

<u>Description</u>	<u>Adopted Budget</u>	<u>Adjusted Budget</u>	<u>YTD Actuals</u>	<u>% of Adj. Budget</u>
<b><u>Sources:</u></b>				
8610 General Apportionments	36,073,342	36,732,981	19,985,935	54.4%
8620 General Categorical Programs	-	-	151,835	-
8630 Other State Revenues	17,648,916	17,648,916	13,500,509	76.5%
8670 State Tax Subventions	666,758	666,758	345,189	51.8%
8680 State Non-Tax Revenues	3,888,318	3,915,723	1,080,784	27.6%
8690 Other State Revenues	794,267	794,253	758,841	95.5%
<b>Total State Revenues</b>	<b>\$ 59,071,601</b>	<b>\$ 59,758,631</b>	<b>\$ 35,823,093</b>	<b>59.9%</b>
8810 Property Taxes	74,897,894	74,897,894	39,165,859	52.3%
8874 98% of Net Enrollment Fees	15,852,578	15,852,578	21,269,084	134.2%
8880 Other Student Fees	12,321,779	13,392,882	13,344,506	99.6%
<b>Total Local Revenues</b>	<b>\$ 103,072,251</b>	<b>\$ 104,143,354</b>	<b>\$ 73,779,449</b>	<b>70.8%</b>
8992 Intrafund and Subfund Transfers In	21,313,713	20,708,911	20,693,212	99.9%
<b>Total Other Financing Sources</b>	<b>\$ 21,313,713</b>	<b>\$ 20,708,911</b>	<b>\$ 20,693,212</b>	<b>99.9%</b>
<b>Total Revenues and Other Financing Sources</b>	<b>\$ 183,457,565</b>	<b>\$ 184,610,896</b>	<b>\$ 130,295,754</b>	<b>70.6%</b>
<b><u>Uses:</u></b>				
1400 Noninstructional Salaries Part Time	170,000	152,280	94,604	62.1%
<b>Total Academic Salaries</b>	<b>\$ 170,000</b>	<b>\$ 152,280</b>	<b>\$ 94,604</b>	<b>62.1%</b>
2100 Noninstructional Salaries Full Time	63,412	63,412	46,583	73.5%
2300 Variable Non-Instructional	28,500	1,820	-	0.0%
<b>Total Classified Salaries</b>	<b>\$ 91,912</b>	<b>\$ 65,232</b>	<b>\$ 46,583</b>	<b>71.4%</b>
3000 <b>Total Benefits</b>	<b>11,499,982</b>	<b>10,679,373</b>	<b>7,221,109</b>	<b>67.6%</b>
<b>Total Salaries and Benefits</b>	<b>\$ 11,761,894</b>	<b>\$ 10,896,885</b>	<b>\$ 7,362,296</b>	<b>67.6%</b>
5400 Insurance	1,585,000	1,620,000	1,580,400	97.6%
5500 Utilities and Housekeeping	3,702,218	3,857,488	2,745,478	71.2%
5600 Contract Services	1,042,778	1,112,508	1,072,948	96.4%
5700 Legal/Elections/Audit Expenses	645,000	645,000	171,968	26.7%
<b>Total Other Operating Expenses</b>	<b>\$ 6,974,996</b>	<b>\$ 7,234,996</b>	<b>\$ 5,570,794</b>	<b>77.0%</b>
7300 Interfund Transfers Out	1,100,000	1,100,000	1,100,000	100.0%
7899 Intrafund and Subfund Transfers Out	21,898,609	21,552,897	21,537,198	99.9%
7894 Operating Allocation	141,771,578	144,150,212	108,613,548	75.3%
<b>Total Transfers and Other Outgo</b>	<b>\$ 164,770,187</b>	<b>\$ 166,803,109</b>	<b>\$ 131,250,746</b>	<b>78.7%</b>
<b>Total Expenses</b>	<b>\$ 183,507,077</b>	<b>\$ 184,934,990</b>	<b>\$ 144,183,836</b>	<b>78.0%</b>

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT**  
**FUND 11: GENERAL FUND - UNRESTRICTED - Districtwide Operations, Operating**  
for Period Ended March 31, 2014

<u>Description</u>	<u>Adopted Budget</u>	<u>Adjusted Budget</u>	<u>YTD Actuals</u>	<u>% of Adj. Budget</u>
<b>Net Revenues Over (Under) Expenses</b>	\$ (49,512)	\$ (324,094)	\$ (13,888,082)	
9000 <b>Fund Balance at July 01, 2013</b>	16,828,908	16,828,908	16,828,908	
<b>Fund Balance at March 31, 2014</b>	<u>\$ 16,779,396</u>	<u>\$ 16,504,814</u>	<u>\$ 2,940,826</u>	
7901 <b>5% General Fund Reserve</b>	8,240,229	8,240,229	-	
7902 <b>5% Board Contingency Reserve</b>	8,240,229	8,240,229	-	
7900 <b>Designated Reserves</b>	274,789	-	-	
7997 <b>Undesignated District Reserves</b>	24,149	24,356	-	
<b>Total Budgeted Reserves</b>	<u>\$ 16,779,396</u>	<u>\$ 16,504,814</u>	<u>\$ -</u>	

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT - Financial Statements**  
**FUND 11: GENERAL FUND - UNRESTRICTED - District Office and Districtwide - Operating**  
for Period Ended March 31, 2014

<u>Description</u>	<u>Adopted Budget</u>	<u>Adjusted Budget</u>	<u>YTD Actuals</u>	<u>% of Adj. Budget</u>
<b><u>District Services</u></b>				
Board	218,464	218,464	161,221	73.8%
Chancellor	1,029,726	977,726	622,112	63.6%
Facilities	588,569	588,569	323,510	55.0%
Administrative Services and Finance	2,696,403	2,709,002	2,228,445	82.3%
Human Resources	2,147,719	2,147,719	1,420,281	66.1%
Information Technology Services	2,704,589	2,704,589	1,864,165	68.9%
Internal Auditing	217,576	217,576	105,172	48.3%
International Education	495,667	495,667	354,437	71.5%
Marketing	276,667	351,667	210,619	59.9%
Other	9,492	9,492	5,937	62.5%
Payroll	689,812	689,812	504,130	73.1%
Educational Planning	309,595	309,595	170,813	55.2%
Police Services	2,686,738	2,688,908	1,953,884	72.7%
Research	657,393	657,393	497,710	75.7%
Purchasing	584,644	584,644	404,695	69.2%
<b>Total District Office Expenditures</b>	<b>\$ 15,313,054</b>	<b>\$ 15,350,823</b>	<b>\$ 10,827,131</b>	<b>70.5%</b>
<b><u>Districtwide Expenses</u></b>				
Contractual Assessments	631,621	757,182	672,552	88.8%
Regulatory Expenditures	16,900,269	16,378,996	11,545,333	70.5%
Committed Obligations	2,650,000	2,700,000	2,419,296	89.6%
Districtwide Operations	163,325,187	165,098,812	129,546,656	78.5%
<b>Total Districtwide Expenditures</b>	<b>\$ 183,507,077</b>	<b>\$ 184,934,990</b>	<b>\$ 144,183,837</b>	<b>78.0%</b>
<b>Total District Expenditures</b>	<b>\$ 198,820,131</b>	<b>\$ 200,285,813</b>	<b>\$ 155,010,968</b>	<b>77.4%</b>

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT  
2013-2014 THIRD QUARTER FINANCIAL STATEMENTS  
SECTION - III  
For NON-OPERATING & ONE-TIME GENERAL UNRESTRICTED FUNDS**



**CONTRA COSTA COMMUNITY COLLEGE DISTRICT**  
**FUND 11: GENERAL FUND - UNRESTRICTED - Non-operating & One-Time**  
for Period Ended March 31, 2014

<u>Description</u>	<u>Adopted Budget</u>	<u>Adjusted Budget</u>	<u>YTD Actuals</u>	<u>% of Adj. Budget</u>
<b><u>Sources:</u></b>				
8150 Student Financial Aid Revenue	-	2,345	6,300	268.7%
<b>Total Federal Revenues</b>	<b>\$ -</b>	<b>\$ 2,345</b>	<b>\$ 6,300</b>	<b>268.7%</b>
8659 Other Reimbursable Categorical Programs	-	-	17,068	
<b>Total State Revenues</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 17,068</b>	<b>-</b>
8830 Contract Services	100,000	100,000	88,067	88.1%
8851 Rentals and Leases	120,600	191,942	174,100	90.7%
8870 Other Student Fees and Charges	50,000	50,000	121,160	242.3%
8880 Other Student Fees	-	-	17,422	-
8890 Other Local Revenues	4,346,791	4,576,780	823,215	18.0%
<b>Total Local Revenues</b>	<b>\$ 4,617,391</b>	<b>\$ 4,918,722</b>	<b>\$ 1,223,964</b>	<b>24.9%</b>
8910 Proceeds of General Fixed Assets	-	-	5,640	-
8992 Intrafund and Subfund Transfers In	-	380,628	379,628	99.7%
<b>Total Other Financing Sources</b>	<b>\$ -</b>	<b>\$ 380,628</b>	<b>\$ 385,268</b>	<b>101.2%</b>
<b>Total Revenues and Other Financing Sources</b>	<b>\$ 4,617,391</b>	<b>\$ 5,301,695</b>	<b>\$ 1,632,600</b>	<b>30.8%</b>
<b><u>Uses:</u></b>				
1200 Noninstructional Salaries Full Time	-	53,223	7,290	13.7%
1300 Instructional Salaries Part Time	12,996	12,996	44,388	341.6%
1400 Noninstructional Salaries Part Time	156,182	250,390	83,093	33.2%
<b>Total Academic Salaries</b>	<b>\$ 169,178</b>	<b>\$ 316,609</b>	<b>\$ 134,771</b>	<b>42.6%</b>
2100 Noninstructional Salaries Full Time	81,448	81,448	69,051	84.8%
2200 Instructional Aides Full Time	25,790	25,790	18,756	72.7%
2300 Variable Non-Instructional	777,717	823,796	514,052	62.4%
2400 Variable Classroom Aide	-	-	26,042	-
2600 Variable Aide Other	24,225	24,225	1,177	4.9%
<b>Total Classified Salaries</b>	<b>\$ 909,180</b>	<b>\$ 955,259</b>	<b>\$ 629,078</b>	<b>65.9%</b>
3000 <b>Total Benefits</b>	<b>129,192</b>	<b>129,192</b>	<b>124,415</b>	<b>96.3%</b>
<b>Total Salaries and Benefits</b>	<b>\$ 1,207,550</b>	<b>\$ 1,401,060</b>	<b>\$ 888,264</b>	<b>63.4%</b>
4000 Supplies and Materials	1,049,724	1,324,978	269,606	20.3%

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT**  
**FUND 11: GENERAL FUND - UNRESTRICTED - Non-operating & One-Time**  
for Period Ended March 31, 2014

<u>Description</u>	<u>Adopted Budget</u>	<u>Adjusted Budget</u>	<u>YTD Actuals</u>	<u>% of Adj. Budget</u>
5100 Consultants	135,024	221,613	71,630	32.3%
5200 Travel	40,615	56,115	41,310	73.6%
5300 Dues and Memberships	-	-	6,968	-
5500 Utilities and Housekeeping	850	850	43,489	5116.4%
5600 Contract Services	392,726	426,261	121,385	28.5%
5690 Other Operating Expenses	1,076,695	1,076,695	-	0.0%
5800 Other Services and Expenses	450,943	432,016	108,182	25.0%
5900 Interprogram Charges (credits)	1,500	1,500	(29,812)	-1987.5%
5910 Indirect Costs	-	-	(74,734)	-
<b>Total Other Operating Expenses</b>	<b>\$ 2,098,353</b>	<b>\$ 2,215,050</b>	<b>\$ 288,418</b>	<b>13.0%</b>
6200 Buildings	-	410,979	16,674	4.1%
6300 Library Books	17,250	9,980	(1,760)	-17.6%
6400 Equipment	2,288,083	2,281,162	448,691	19.7%
<b>Total Capital Outlay</b>	<b>\$ 2,305,333</b>	<b>\$ 2,702,121</b>	<b>\$ 463,605</b>	<b>17.2%</b>
7300 Interfund Transfers Out	-	102	102	100.0%
7899 Intrafund and Subfund Transfers Out	424,150	463,784	463,784	100.0%
<b>Total Transfers and Other Outgo</b>	<b>\$ 424,150</b>	<b>\$ 463,886</b>	<b>\$ 463,886</b>	<b>100.0%</b>
<b>Total Expenses</b>	<b>\$ 7,085,110</b>	<b>\$ 8,107,095</b>	<b>\$ 2,373,779</b>	<b>29.3%</b>
<b>Net Revenues Over (Under) Expenses</b>	<b>\$ (2,467,719)</b>	<b>\$ (2,805,400)</b>	<b>\$ (741,179)</b>	
9000 <b>Fund Balance at July 01, 2013</b>	<b>8,487,043</b>	<b>8,486,681</b>	<b>8,486,680</b>	
<b>Fund Balance at March 31, 2014</b>	<b>\$ 6,019,324</b>	<b>\$ 5,681,281</b>	<b>\$ 7,745,501</b>	
7900 Designated Reserves	2,966,501	2,628,478	-	
7999 Undesignated Reserve	3,052,823	3,052,803	-	
<b>Total Budgeted Reserves</b>	<b>\$ 6,019,324</b>	<b>\$ 5,681,281</b>	<b>\$ -</b>	

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT**  
**FUND 11: GENERAL FUND - UNRESTRICTED - Contra Costa College, Non-operating & One-Time**  
for Period Ended March 31, 2014

<u>Description</u>	<u>Adopted Budget</u>	<u>Adjusted Budget</u>	<u>YTD Actuals</u>	<u>% of Adj. Budget</u>
<b><u>Sources:</u></b>				
8150 Student Financial Aid Revenue	-	-	1,895	-
<b>Total Federal Revenues</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,895</b>	<b>-</b>
8659 Other Reimbursable Categorical Programs	-	-	5,734	
<b>Total State Revenues</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 5,734</b>	<b>-</b>
8851 Rentals and Leases	45,000	45,000	49,347	109.7%
8870 Other Student Fees and Charges	-	-	16,968	-
8890 Other Local Revenues	110,000	141,055	73,149	51.9%
<b>Total Local Revenues</b>	<b>\$ 155,000</b>	<b>\$ 186,055</b>	<b>\$ 139,464</b>	<b>75.0%</b>
8910 Proceeds of General Fixed Assets	-	-	5,640	-
<b>Total Other Financing Sources</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 5,640</b>	<b>-</b>
<b>Total Revenues and Other Financing Sources</b>	<b>\$ 155,000</b>	<b>\$ 186,055</b>	<b>\$ 152,733</b>	<b>82.1%</b>
<b><u>Uses:</u></b>				
1300 Instructional Salaries Part Time	12,996	12,996	3,248	25.0%
1400 Noninstructional Salaries Part Time	15,182	15,182	11,080	73.0%
<b>Total Academic Salaries</b>	<b>\$ 28,178</b>	<b>\$ 28,178</b>	<b>\$ 14,328</b>	<b>50.8%</b>
2300 Variable Non-Instructional	4,957	4,957	9,688	195.4%
2400 Variable Classroom Aide	-	-	33	-
<b>Total Classified Salaries</b>	<b>\$ 4,957</b>	<b>\$ 4,957</b>	<b>\$ 9,721</b>	<b>196.1%</b>
3000 <b>Total Benefits</b>	<b>2,991</b>	<b>2,991</b>	<b>1,627</b>	<b>54.4%</b>
<b>Total Salaries and Benefits</b>	<b>\$ 36,126</b>	<b>\$ 36,126</b>	<b>\$ 25,676</b>	<b>71.1%</b>
4000 Supplies and Materials	435,802	461,751	28,030	6.1%
5100 Consultants	48,024	48,024	4,515	9.4%
5200 Travel	2,315	2,315	13,654	589.8%
5300 Dues and Memberships	-	-	2,100	-
5500 Utilities and Housekeeping	-	-	168	-
5600 Contract Services	279,671	279,671	9,837	3.5%
5690 Other Operating Expenses	333,631	333,631	-	0.0%
5800 Other Services and Expenses	6,633	6,633	2,117	31.9%
5900 Interprogram Charges (credits)	-	-	(30,191)	-
<b>Total Other Operating Expenses</b>	<b>\$ 670,274</b>	<b>\$ 670,274</b>	<b>\$ 2,200</b>	<b>0.3%</b>

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT**  
**FUND 11: GENERAL FUND - UNRESTRICTED - Contra Costa College, Non-operating & One-Time**  
for Period Ended March 31, 2014

<u>Description</u>	<u>Adopted Budget</u>	<u>Adjusted Budget</u>	<u>YTD Actuals</u>	<u>% of Adj. Budget</u>
6400 Equipment	638,658	638,658	80,890	12.7%
<b>Total Capital Outlay</b>	<b>\$ 638,658</b>	<b>\$ 638,658</b>	<b>\$ 80,890</b>	<b>12.7%</b>
<b>Total Expenses</b>	<b>\$ 1,780,860</b>	<b>\$ 1,806,809</b>	<b>\$ 136,796</b>	<b>7.6%</b>
<b>Net Revenues Over (Under) Expenses</b>	<b>\$ (1,625,860)</b>	<b>\$ (1,620,754)</b>	<b>\$ 15,937</b>	
9000 <b>Fund Balance at July 01, 2013</b>	2,291,779	2,291,779	2,291,778	
<b>Fund Balance at March 31, 2014</b>	<b>\$ 665,919</b>	<b>\$ 671,025</b>	<b>\$ 2,307,715</b>	
7900 Designated Reserves	665,919	671,025	-	
<b>Total Budgeted Reserves</b>	<b>\$ 665,919</b>	<b>\$ 671,025</b>	<b>\$ -</b>	

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT**  
**FUND 11: GENERAL FUND - UNRESTRICTED - Diablo Valley College, Non-operating & One-Time**  
for Period Ended March 31, 2014

<u>Description</u>	<u>Adopted Budget</u>	<u>Adjusted Budget</u>	<u>YTD Actuals</u>	<u>% of Adj. Budget</u>
<b>Sources:</b>				
8150 Student Financial Aid Revenue	-	2,345	2,345	100.0%
<b>Total Federal Revenues</b>	<b>\$ -</b>	<b>\$ 2,345</b>	<b>\$ 2,345</b>	<b>100.0%</b>
8830 Contract Services	100,000	100,000	86,400	86.4%
8851 Rentals and Leases	-	71,342	71,342	100.0%
8870 Other Student Fees and Charges	50,000	50,000	101,993	204.0%
8890 Other Local Revenues	4,236,791	4,390,105	611,281	13.9%
<b>Total Local Revenues</b>	<b>\$ 4,386,791</b>	<b>\$ 4,611,447</b>	<b>\$ 871,016</b>	<b>18.9%</b>
8992 Intrafund and Subfund Transfers In	-	373,628	373,628	100.0%
<b>Total Other Financing Sources</b>	<b>\$ -</b>	<b>\$ 373,628</b>	<b>\$ 373,628</b>	<b>100.0%</b>
<b>Total Revenues and Other Financing Sources</b>	<b>\$ 4,386,791</b>	<b>\$ 4,987,420</b>	<b>\$ 1,246,989</b>	<b>25.0%</b>
<b>Uses:</b>				
1300 Instructional Salaries Part Time	-	-	40,873	-
1400 Noninstructional Salaries Part Time	80,000	104,110	41,258	39.6%
<b>Total Academic Salaries</b>	<b>\$ 80,000</b>	<b>\$ 104,110</b>	<b>\$ 82,131</b>	<b>78.9%</b>
2100 Noninstructional Salaries Full Time	72,891	72,891	62,633	85.9%
2200 Instructional Aides Full Time	25,790	25,790	18,756	72.7%
2300 Variable Non-Instructional	763,000	763,000	500,614	65.6%
2400 Variable Classroom Aide	-	-	11,943	-
2600 Variable Aide Other	-	-	1,177	-
<b>Total Classified Salaries</b>	<b>\$ 861,681</b>	<b>\$ 861,681</b>	<b>\$ 595,123</b>	<b>69.1%</b>
3000 <b>Total Benefits</b>	<b>116,321</b>	<b>116,321</b>	<b>113,860</b>	<b>97.9%</b>
<b>Total Salaries and Benefits</b>	<b>\$ 1,058,002</b>	<b>\$ 1,082,112</b>	<b>\$ 791,114</b>	<b>73.1%</b>
4000 Supplies and Materials	574,205	752,175	219,718	29.2%
5100 Consultants	37,000	37,000	20,670	55.9%
5200 Travel	25,000	25,500	8,159	32.0%
5300 Dues and Memberships	-	-	4,868	-
5500 Utilities and Housekeeping	850	850	43,321	5096.6%
5600 Contract Services	62,685	75,220	65,032	86.5%
5690 Other Operating Expenses	743,064	743,064	-	0.0%
5800 Other Services and Expenses	269,310	250,383	102,840	41.1%
<b>Total Other Operating Expenses</b>	<b>\$ 1,137,909</b>	<b>\$ 1,132,017</b>	<b>\$ 244,890</b>	<b>21.6%</b>

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT**  
**FUND 11: GENERAL FUND - UNRESTRICTED - Diablo Valley College, Non-operating & One-Time**  
for Period Ended March 31, 2014

Description	Adopted Budget	Adjusted Budget	YTD Actuals	% of Adj. Budget
6200 Buildings	-	410,979	16,674	4.1%
6300 Library Books	17,250	9,980	(1,760)	-17.6%
6400 Equipment	1,599,425	1,566,421	298,644	19.1%
<b>Total Capital Outlay</b>	<b>\$ 1,616,675</b>	<b>\$ 1,987,380</b>	<b>\$ 313,558</b>	<b>15.8%</b>
7300 Interfund Transfers Out	-	102	102	100.0%
7899 Intrafund and Subfund Transfers Out	-	33,634	33,634	100.0%
<b>Total Transfers and Other Outgo</b>	<b>\$ -</b>	<b>\$ 33,736</b>	<b>\$ 33,736</b>	<b>100.0%</b>
<b>Total Expenses</b>	<b>\$ 4,386,791</b>	<b>\$ 4,987,420</b>	<b>\$ 1,603,016</b>	<b>32.1%</b>
<b>Net Revenues Over (Under) Expenses</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (356,027)</b>	
9000 <b>Fund Balance at July 01, 2013</b>	<b>3,522,326</b>	<b>3,522,306</b>	<b>3,522,306</b>	
<b>Fund Balance at March 31, 2014</b>	<b>\$ 3,522,326</b>	<b>\$ 3,522,306</b>	<b>\$ 3,166,279</b>	
7900 Designated Reserves	469,503	469,503	-	
7999 Undesignated Reserve	3,052,823	3,052,803	-	
<b>Total Budgeted Reserves</b>	<b>\$ 3,522,326</b>	<b>\$ 3,522,306</b>	<b>\$ -</b>	

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT**  
**FUND 11: GENERAL FUND - UNRESTRICTED - Los Medanos College, Non-operating & One-Time**  
for Period Ended March 31, 2014

<u>Description</u>	<u>Adopted Budget</u>	<u>Adjusted Budget</u>	<u>YTD Actuals</u>	<u>% of Adj. Budget</u>
<b>Sources:</b>				
8150 Student Financial Aid Revenue	-	-	2,060	-
<b>Total Federal Revenues</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 2,060</b>	<b>-</b>
8659 Other Reimbursable Categorical Programs	-	-	11,334	-
<b>Total State Revenues</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 11,334</b>	<b>-</b>
8830 Contract Services	-	-	1,667	-
8870 Other Student Fees and Charges	-	-	2,200	-
8880 Other Student Fees	-	-	13,422	-
8890 Other Local Revenues	-	45,620	137,794	302.0%
<b>Total Local Revenues</b>	<b>\$ -</b>	<b>\$ 45,620</b>	<b>\$ 155,083</b>	<b>339.9%</b>
8992 Intrafund and Subfund Transfers In	-	7,000	6,000	85.7%
<b>Total Other Financing Sources</b>	<b>\$ -</b>	<b>\$ 7,000</b>	<b>\$ 6,000</b>	<b>85.7%</b>
<b>Total Revenues and Other Financing Sources</b>	<b>\$ -</b>	<b>\$ 52,620</b>	<b>\$ 174,477</b>	<b>331.6%</b>
<b>Uses:</b>				
1200 Noninstructional Salaries Full Time	-	53,223	7,290	13.7%
1300 Instructional Salaries Part Time	-	-	267	-
1400 Noninstructional Salaries Part Time	61,000	131,098	29,755	22.7%
<b>Total Academic Salaries</b>	<b>\$ 61,000</b>	<b>\$ 184,321</b>	<b>\$ 37,312</b>	<b>20.2%</b>
2100 Noninstructional Salaries Full Time	8,557	8,557	6,418	75.0%
2300 Variable Non-Instructional	9,760	55,839	3,750	6.7%
2400 Variable Classroom Aide	-	-	14,065	-
2600 Variable Aide Other	24,225	24,225	-	0.0%
<b>Total Classified Salaries</b>	<b>\$ 42,542</b>	<b>\$ 88,621</b>	<b>\$ 24,233</b>	<b>27.3%</b>
3000 <b>Total Benefits</b>	<b>9,880</b>	<b>9,880</b>	<b>8,873</b>	<b>89.8%</b>
<b>Total Salaries and Benefits</b>	<b>\$ 113,422</b>	<b>\$ 282,822</b>	<b>\$ 70,418</b>	<b>24.9%</b>
4000 Supplies and Materials	7,391	78,726	29,436	37.4%
5100 Consultants	-	-	6,445	-
5200 Travel	3,300	18,300	18,632	101.8%
5600 Contract Services	370	21,370	4,242	19.9%
5800 Other Services and Expenses	-	-	1,000	-
5900 Interprogram Charges (credits)	1,500	1,500	378	25.2%
<b>Total Other Operating Expenses</b>	<b>\$ 5,170</b>	<b>\$ 41,170</b>	<b>\$ 30,697</b>	<b>74.6%</b>

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT**  
**FUND 11: GENERAL FUND - UNRESTRICTED - Los Medanos College, Non-operating & One-Time**  
for Period Ended March 31, 2014

Description	Adopted Budget	Adjusted Budget	YTD Actuals	% of Adj. Budget
6400 Equipment	-	26,083	22,708	87.1%
<b>Total Capital Outlay</b>	<b>\$ -</b>	<b>\$ 26,083</b>	<b>\$ 22,708</b>	<b>87.1%</b>
7899 Intrafund and Subfund Transfers Out	-	6,000	6,000	100.0%
<b>Total Transfers and Other Outgo</b>	<b>\$ -</b>	<b>\$ 6,000</b>	<b>\$ 6,000</b>	<b>100.0%</b>
<b>Total Expenses</b>	<b>\$ 125,983</b>	<b>\$ 434,801</b>	<b>\$ 159,259</b>	<b>36.6%</b>
<b>Net Revenues Over (Under) Expenses</b>	<b>\$ (125,983)</b>	<b>\$ (382,181)</b>	<b>\$ 15,218</b>	
9000 <b>Fund Balance at July 01, 2013</b>	<b>606,288</b>	<b>607,288</b>	<b>607,289</b>	
<b>Fund Balance at March 31, 2014</b>	<b>\$ 480,305</b>	<b>\$ 225,107</b>	<b>\$ 622,507</b>	
7900 Designated Reserves	480,305	225,107	-	
<b>Total Budgeted Reserves</b>	<b>\$ 480,305</b>	<b>\$ 225,107</b>	<b>\$ -</b>	



**CONTRA COSTA COMMUNITY COLLEGE DISTRICT**  
**FUND 11: GENERAL FUND - UNRESTRICTED - District Services, Non-operating & One-Time**  
for Period Ended March 31, 2014

<u>Description</u>	<u>Adopted Budget</u>	<u>Adjusted Budget</u>	<u>YTD Actuals</u>	<u>% of Adj. Budget</u>
<b>Sources:</b>				
8851 Rentals and Leases	75,600	75,600	53,411	70.6%
8880 Other Student Fees	-	-	4,000	-
8890 Other Local Revenues	-	-	992	-
<b>Total Local Revenues</b>	<b>\$ 75,600</b>	<b>\$ 75,600</b>	<b>\$ 58,403</b>	<b>77.3%</b>
<b>Total Revenues and Other Financing Sources</b>	<b>\$ 75,600</b>	<b>\$ 75,600</b>	<b>\$ 58,403</b>	<b>77.3%</b>
<b>Uses:</b>				
1400 Noninstructional Salaries Part Time	-	-	1,000	-
<b>Total Academic Salaries</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,000</b>	<b>-</b>
3000 <b>Total Benefits</b>	<b>-</b>	<b>-</b>	<b>54</b>	<b>-</b>
<b>Total Salaries and Benefits</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,054</b>	<b>-</b>
4000 Supplies and Materials	32,326	32,326	(7,577)	-23.4%
5100 Consultants	50,000	136,589	40,000	29.3%
5200 Travel	10,000	10,000	866	8.7%
5600 Contract Services	50,000	50,000	42,274	84.5%
5800 Other Services and Expenses	175,000	175,000	2,225	1.3%
5910 Indirect Costs	-	-	(74,734)	-
<b>Total Other Operating Expenses</b>	<b>\$ 285,000</b>	<b>\$ 371,589</b>	<b>\$ 10,631</b>	<b>2.9%</b>
6400 Equipment	50,000	50,000	46,450	92.9%
<b>Total Capital Outlay</b>	<b>\$ 50,000</b>	<b>\$ 50,000</b>	<b>\$ 46,450</b>	<b>92.9%</b>
7899 Intrafund and Subfund Transfers Out	424,150	424,150	424,150	100.0%
<b>Total Transfers and Other Outgo</b>	<b>\$ 424,150</b>	<b>\$ 424,150</b>	<b>\$ 424,150</b>	<b>100.0%</b>
<b>Total Expenses</b>	<b>\$ 791,476</b>	<b>\$ 878,065</b>	<b>\$ 474,708</b>	<b>54.1%</b>
<b>Net Revenues Over (Under) Expenses</b>	<b>\$ (715,876)</b>	<b>\$ (802,465)</b>	<b>\$ (416,305)</b>	
9000 <b>Fund Balance at July 01, 2013</b>	<b>2,066,650</b>	<b>2,065,308</b>	<b>2,065,308</b>	
<b>Fund Balance at March 31, 2014</b>	<b>\$ 1,350,774</b>	<b>\$ 1,262,843</b>	<b>\$ 1,649,003</b>	
7900 Designated Reserves	1,350,774	1,262,843	-	
<b>Total Budgeted Reserves</b>	<b>\$ 1,350,774</b>	<b>\$ 1,262,843</b>	<b>\$ -</b>	

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT**  
**FUND 11: GENERAL FUND - UNRESTRICTED - Districtwide Operations, Non-operating & One-Time**  
for Period Ended March 31, 2014

<u>Description</u>	<u>Adopted Budget</u>	<u>Adjusted Budget</u>	<u>YTD Actuals</u>	<u>% of Adj. Budget</u>
<b><u>Sources:</u></b>				
<b>Total Revenues and Other Financing Sources</b>	\$ -	\$ -	\$ -	-
<b><u>Uses:</u></b>				
<b>Total Expenses</b>	\$ -	\$ -	\$ -	-
<b>Net Revenues Over (Under) Expenses</b>	\$ -	\$ -	\$ -	-
9000 <b>Fund Balance at July 01, 2013</b>	-	-	-	
<b>Fund Balance at March 31, 2014</b>	\$ -	\$ -	\$ -	-
<b>Total Budgeted Reserves</b>	\$ -	\$ -	\$ -	-

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT - Financial Statements**  
**FUND 11: GENERAL FUND - UNRESTRICTED - District Office and Districtwide - Non-operating & One-Time**  
for Period Ended March 31, 2014

<u>Description</u>	<u>Adopted Budget</u>	<u>Adjusted Budget</u>	<u>YTD Actuals</u>	<u>% of Adj. Budget</u>
<b><u>District Services</u></b>				
Administrative Services and Finance	599,150	599,150	350,150	58.4%
Human Resources	77,777	164,366	32,423	19.7%
Information Technology Services	50,000	50,000	39,833	79.7%
Educational Planning	10,000	10,000	3,411	34.1%
Police Services	50,000	50,000	48,890	97.8%
Research	4,549	4,549	-	0.0%
<b>Total District Office Expenditures</b>	<b>\$ 791,476</b>	<b>\$ 878,065</b>	<b>\$ 474,707</b>	<b>54.1%</b>
<b>Total Districtwide Expenditures</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>-</b>
<b>Total District Expenditures</b>	<b>\$ 791,476</b>	<b>\$ 878,065</b>	<b>\$ 474,707</b>	<b>54.1%</b>

Minutes of May 28, 2014

**APPORTIONMENT ATTENDANCE REPORT FOR ACADEMIC YEAR 2013-14 (P-2)**

The Apportionment Attendance Report for Academic Year 2013-14 (P-2) was presented to the Board for information. District staff reports apportionment attendance to the State Chancellor's Office three times a year, beginning in January:

- January 15 First Principal Apportionment (P-1)
  - Covers July 1 to December 31
- April 30 Second Principal Apportionment (P-2)
  - Covers January 1 to April 15
- July 15 Final
  - Covers April 16 to June 30
  - Used to calculate the Advanced Apportionment revenues
- October Corrections to reports due

This report is a projection on the annual attendance based on previous years' enrollment trends. The following table provides full-time equivalent students' (FTES) targets for both resident and non-resident students for 2013-14.

**FY 2013-14 Resident and Non-resident FTES  
Targets**

	Resident	Non-Res.	Total
CCC	5,581	193	5,774
DVC	15,035	2,200	17,235
LMC	7,751	100	7,851
Total	28,367	2,493	30,860

The District reported the following FTES on the April 30, 2014, P-2 Apportionment Attendance Report (CCFS 320).

**FY 2013-14 Resident and Non-resident FTES  
Annualized Targets, CCFS 320, Second Period**

	Resident	Non-Res.	Total
CCC	5,077	243	5,320
DVC	14,598	2,317	16,915
LMC	7,370	116	7,486
Total	27,045	2,676	29,721

Attached are the summary pages from the second period Apportionment Attendance Report.

California Community Colleges

**2013-2014 APPORTIONMENT ATTENDANCE REPORT**

Period: P2

District: Contra Costa

**PART I. FULL-TIME EQUIVALENT STUDENTS**

	<b>State Residents (and Nonresidents Attending Noncredit Courses)</b>	
	Attendance FTES	Factored FTES
<b>Summer Intersession (Summer 2013 Only)</b>		
1. Noncredit (Parts IV.A.1 + VII.A.3)	2.32	2.32
2. Credit (Parts III.A.1 + VI.A.1)	2,731.17	2,731.17
<b>Summer Intersession Courses (Summer 2014 Prior to July 1, 2014)</b>		
1. Noncredit (Parts IV.B.1 + VII.B.3)	0.00	0.00
2. Credit (Parts III.B.1 + VI.B.2 + VI.B.1)	155.00	155.00
<b>Primary Terms (Exclusive of Summer Intersession)</b>		
<b>1. Census Procedure Courses</b>		
(a) Weekly Census Contact Hours (Part II)	19,494.16	19,494.16
(b) Daily Census Contact Hours (Part III)	1,177.77	1,177.77
<b>2. Actual Hours of Attendance Procedure Courses</b>		
(a) Noncredit (Part IV.C)	70.29	70.29
(b) Credit (Part IV.D)	720.29	720.29
<b>3. Alternative Attendance Accounting Procedure Courses</b>		
(a) Weekly Census Procedure Courses (Part V)(Credit)	1,854.12	1,854.12
(b) Daily Census Procedure Courses (Part V)(Credit)	840.14	840.14
(c) Noncredit Independent Study/Distance Education Courses (Part VII.C)	0.00	0.00
<b>Total FTES</b>		
Total Credit FTES	26,972.65	26,972.65
Total Noncredit FTES	72.61	72.61
Total FTES	27,045.26	27,045.26

Supplemental Information	FTES
Inservice Training Courses	0.00
Basic Skills Courses and Immigrant Education (Noncredit)	19.80
Basic Skills Courses and Immigrant Education (Credit)	1,672.54

California Community Colleges

## 2013-2014 APPORTIONMENT ATTENDANCE REPORT

Period: P2

District: Contra Costa

## PART I. FULL-TIME EQUIVALENT STUDENTS

		Nonresidents	
		Attendance FTES	Factored FTES
<b>Summer Intersession (Summer 2013 Only)</b>			
1. Noncredit (Parts IV.A.1 + VII.A.3)		0.08	0.08
2. Credit (Parts III.A.1 + VI.A.1)		253.58	253.58
<b>Summer Intersession Courses (Summer 2014 Prior to July 1, 2014)</b>			
1. Noncredit (Parts IV.B.1 + VII.B.3)		0.00	0.00
2. Credit (Parts III.B.1 + VI.B.2 + VI.B.1)		0.00	0.00
<b>Primary Terms (Exclusive of Summer Intersession)</b>			
1. Census Procedure Courses			
(a) Weekly Census Contact Hours (Part II)		1,854.45	1,854.45
(b) Daily Census Contact Hours (Part III)		147.03	147.03
2. Actual Hours of Attendance Procedure Courses			
(a) Noncredit (Part IV.C)		3.11	3.11
(b) Credit (Part IV.D)		31.03	31.03
3. Alternative Attendance Accounting Procedure Courses			
(a) Weekly Census Procedure Courses (Part V)(Credit)		279.89	279.89
(b) Daily Census Procedure Courses (Part V)(Credit)		106.35	106.35
(c) Noncredit Independent Study/Distance Education Courses (Part VII.C)		0.00	0.00
<b>Total FTES</b>			
Total Credit FTES		2,672.33	2,672.33
Total Noncredit FTES		3.19	3.19
Total FTES		2,675.52	2,675.52

Minutes of May 28, 2014

**GRAND JURY REPORT NO. 1402, "TRAINING SCHOOL DISTRICT EMPLOYEES IN REPORTING CHILD ABUSE"**

The attached draft response letter to Grand Jury Report No. 1402, "Training School District Employees In Reporting Child Abuse", was presented for the Board's information and direction. The Grand Jury's letter and report, dated March 18, 2014, were previously presented and discussed at the April 23, 2014, regular meeting/study session. The Board unanimously agreed that this response should be sent to the Grand Jury on May 29, 2014.

**Governing Board**

John E. Marquez, *President*  
 John T. Nejedly, *Vice President*  
 Vicki Gordon, *Secretary*  
 Greg Enholm  
 Matthew Rinn



**Chancellor**  
 Helen Benjamin, Ph.D.

**College Presidents**  
 Contra Costa College Denise Noldon, Ph.D.  
 Diablo Valley College Peter Garcia  
 Los Medanos College Robert Kratochvil

June 18, 2014

Stephen D. Conlin, Foreperson  
 2013-2014 Contra Costa County Civil Grand Jury  
 725 Court Street  
 P.O. BOX 431  
 Martinez, California 94553-0091

**Re: 2013-2014 Grand Jury Report No. 1402, "Training School District Employees In Reporting Child Abuse"**

Honorable Stephen D. Conlin, Foreperson:

On behalf of the Contra Costa Community College District (District), I am responding to the 2013-2014 Contra Costa County Grand Jury (Grand Jury) *Report No. 1402: Training School District Employees In Reporting Child Abuse*.

Pursuant to California Government Code §933.05(a), the District is required to report on each finding and recommendation. For each finding, the District is required to report one of the following responses:

- (1) The respondent agrees with the finding.
- (2) The respondent disagrees with the finding.
- (3) The respondent partially disagrees with the finding.

In the case of responses (2) and (3), the District is to specify the portion of the finding that is disputed and is to include an explanation of the reasons why this finding is in dispute. Following is the District's response to each finding and recommendation.

**Finding 1**

*Lawsuits have been filed against school districts in the County, alleging failures of the school personnel to report child abuse and millions of dollars have been paid to settle some of the lawsuits.*

**Response**

We agree with this finding with respect to the school districts which the Grand Jury reviewed, as noted in its report. With respect to the Contra Costa Community College District (District), there has never been any type of allegation made, lawsuit filed, or settlement paid as a result of district personnel failing to report child abuse.

**Finding 2**

*The law strongly encourages school districts to train school employees in their obligations to identify and report known or suspected child abuse and any district which does not provide such training must report the reasons to the State Board of Education. (Penal Code section 11165.7 (c) and (d).)*



Response

We agree with this finding with respect to what the law states regarding training and what is expected of any district if training is not being provided by that district.

**Finding 3**

*Training in child abuse reporting obligations should be given to every employee of school districts in the County on an annual basis.*

Response

We agree with this finding. The District is finalizing its training program for child abuse reporting. All employees, depending on category, will be required or strongly encouraged to participate on an annual basis.

**Finding 4**

*Training in child abuse reporting obligations should include:*

- a. *Who are "mandated reporters";*
- b. *What is "reasonable suspicion" of child abuse;*
- c. *How and when a report should be made;*
- d. *What safeguards are in place to protect mandated reporters;*
- e. *What are the ramifications of making a suspected child abuse report.*

Response

We agree with this finding.

**Finding 5**

*While "volunteers" who have direct contact or supervise children are excluded as "mandated reporters" under the Penal Code, the law "encourages" such volunteers to obtain training in the identification and reporting of known or suspected child abuse.*

Response

We agree with this finding.

**Finding 6**

*School districts should establish a procedure to verify that each employee has successfully completed the child abuse training program.*

Response

We agree with this finding with respect to employees required to complete training.

**Finding 7**

*The Child Abuse Prevention Council of Contra Costa County provides training services about abuse reporting at no cost to school districts in the County.*

Response

We partially disagree with this finding. On October 11, 2013, the Child Abuse Prevention Council of Contra Costa County (Council) provided training at no cost to classified staff at the Diablo Valley College childcare center. However, the Council has stated that there will be costs should the District engage them to train all employees.

**Recommendation 1**

*Each district should evaluate its program currently in place to train its employees in their obligations to identify and report suspected cases of child abuse*

**Response**

The recommendation has been implemented. As a result of the Grand Jury's initial inquiry about child abuse training and reporting, the District immediately evaluated its Child Abuse training program including its relevant Human Resources Procedure 1080.14. The District is finalizing a training program that will be made available to all employees.

**Recommendation 2**

*Each district should adopt a program that provides training on an annual basis to all employees of the district about their obligations to report known or suspected child abuse.*

**Response**

This recommendation has not yet been implemented, but will be implemented in the future. The District is finalizing its child abuse training program and will begin implementation commencing the fall semester of 2014. All employees will be required or strongly encouraged, depending on category, to participate annually in training.

**Recommendation 3**

*The training program in child abuse reporting obligation should include:*

- a. *Who are "mandated reporters";*
- b. *What is "reasonable suspicion" of child abuse;*
- c. *How and when a report should be made;*
- d. *What safeguards are in place to protect mandated reporters;*
- e. *What are the ramifications of making a report about known and/or suspected child abuse?*

**Response**

This recommendation has not yet been implemented, but will be implemented with the commencement of the training program in the fall semester of 2014.

**Recommendation 4**

*Each district should establish a procedure for verifying that each employee has successfully completed the training program each year.*

**Response**

The recommendation has not yet been implemented, but will be implemented with the commencement of the training program in the fall semester of 2014. A verification procedure will be established for those employees required to complete training.

**Recommendation 5**

*Each district should consider including all "volunteers" who have direct contact with and/or supervise children in their abuse reporting training programs.*

**Response**

The recommendation has not yet been implemented, but will be implemented with the commencement of the training program in the fall semester of 2014

**Recommendation 6**

*Each district should consider retaining the Child Abuse Prevention Council of Contra Costa County to provide training services about child abuse reporting at no cost to the district.*

**Response**

The recommendation requires further analysis. As stated earlier, the Council provided training last fall to the District at Diablo Valley College's childcare center at no cost. The

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District may continue to utilize the Council's training services. However, the Council has already communicated that due to the District's greater demand and larger employee population, the Council will not be able to provide training at no cost.

We welcome the opportunity to address any questions the Grand Jury may have regarding our responses. Please do not hesitate to contact me (925-229-6820, [hbenjamin@4cd.edu](mailto:hbenjamin@4cd.edu)), should you have any further questions.

Sincerely,

Helen Benjamin, Ph.D.  
Chancellor

cc: Governing Board  
Chancellor's Cabinet

Minutes of May 28, 2014

**PROPOSED REVISIONS TO BOARD POLICY 1009, INSTITUTIONAL LEADERSHIP,  
GOVERNANCE AND DECISION-MAKING, (FIRST READING)**

The attached, proposed revisions to Board Policy 1009, Institutional Leadership, Governance, and Decision-Making, (first reading), were presented to the Board for consideration. Official action will be requested at the June 25, 2014, Board meeting.

The revisions to this policy are in accordance with the District's regular cycle of review and the Community College League of California's policy/procedure standards.

## INSTITUTIONAL LEADERSHIP, GOVERNANCE, AND DECISION-MAKING

The Governing Board, the Chancellor, and the college Presidents provide leadership and direction to execute the mission of the District using organizational values as a guide. The Governing Board exercises final authority and responsibility for all policy decisions made in the District. The Governing Board delegates operational decision-making authority to the Chancellor. The Chancellor delegates authority to the college Presidents for the operation of the colleges. The Chancellor's Cabinet serves in an advisory capacity to the Chancellor.

The Contra Costa Community College District governance and decision-making structure has five components, two of which are mandated in AB 1725: institutional governance and academic and professional matters. The third component, labor relations, is outlined in the Rodda Act and provides for collective bargaining in the public sector. The fourth component, administrative matters, is outlined in the Contra Costa Community College District Rules and Regulations of the Governing Board, Administrative Officers. The fifth component, public interests, refers to issue-specific matters (legal, regulatory, and other matters) under the direct purview of the Governing Board. The types of decisions made through the governance process fall under one of the five components. As the Governing Board's designee, the Chancellor shall ensure the evaluation of the effectiveness of the governance and decision-making structure on a regular basis and will use the results as a means for improvement.

### Participatory Governance

The District and each college provide the opportunity for faculty, staff and students to participate effectively in district and college governance as prescribed in Section 70902(b)(7) of the California Education Code. Administrative Procedure 1009.01 delineates four constituent groups; faculty, classified staff, managers and students; and their respective roles in governance.

Districtwide participatory governance issues are discussed by the District Governance Council (DGC), a constituency-based group made up of students, classified staff, faculty and managers, representing the District Office, the colleges, and state-approved centers. College participatory governance issues are discussed by each college's respective constituent-based college governance council. The role of each constituency group in governance is delineated in Administrative Procedure 1009.01. DGC and each college governance council discusses and debates issues and influences policies and procedures by making well-informed decisions and forwarding them as recommendations to the Chancellor and/or President and/or the Governing Board, as appropriate, in accordance with operational procedures. DGC also serves as the District Budget Committee, reviewing budget recommendations and giving input on budget-related matters.

### Academic and Professional Matters

Academic and professional matters are in the purview of the faculty. The Faculty/Academic Senates of the District consult collegially with the Board through the Chancellor on policies and procedures on academic and professional matters as defined in Title 5, Section 53200. The process to reach agreement between the faculty and the Governing Board is delineated in Administrative Procedure 1009.02.

### Administrative

Administrative matters are a variety of issues that can be brought forth that do not fall into the participatory governance area. Such matters can be initiated by management work groups, Chancellor's Cabinet, individuals, District committees, community members and submitted to the Chancellor for consideration and routing to the appropriate decision-making body if required.



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**Board Policy 1009****-2-**Labor

Labor relations matters are negotiated with employee groups with managers representing the interest of the Governing Board. The Governing Board is consulted by the Chancellor and chief negotiator throughout the bargaining process with each group. Final agreements are approved by the Governing Board and labor unions.

Public Interests

Public interests refer to the ability of members of the public, including students, to present issues directly to the Governing Board. These issues may include statutory and other matters in the direct purview of the Governing Board. The Chancellor serves as the liaison for the Board in such matters.

Historical Annotation:  
Adopted 11/20/91  
Revised 10/22/97  
Second Revision 7/21/99  
Third Revision 1/26/11  
Fourth Revision 00/00/14

Related Board Policies:  
Board Policy 1012

Related Procedures:  
Administrative Procedures 1009.01, 1009.02, 1012.01

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**NEW COURSE OFFERINGS**

Listed below are community college courses which have been approved by the College Curriculum/Instruction Committee, the college president, and the chancellor.

<b><u>COURSE – CREDIT</u></b>	<b><u>UNITS</u></b>	<b><u>APPROVED PROGRAM</u></b>	<b><u>REASON FOR ADDITION</u></b>
<b><u>CONTRA COSTA COLLEGE</u></b>			
ART-194 (Survey of Asian Arts)	3	Art History	New Course
AUSER-100V (Welding for the Automotive Technician)	1.5	Automotive Technology	New Course
SOCIO-130 (Introduction to Marriage and Family)	3	Sociology	New Course
SOCIO-142 (Introduction to Gender)	3	Sociology	New Course
<b><u>DIABLO VALLEY COLLEGE</u></b>			
ADJUS-150 (Topics in Administration of Justice)	0.3 – 4.0	Administration of Justice	New Course
CULN-161 (Baking for Culinary Students)	1.5	Hotel and Restaurant Management	New Course
CULN-181 (Fundamental Techniques of Baking and Pastry)	6.5	Hotel and Restaurant Management	New Course
CULN-281 (Advanced Techniques of Baking and Pastry)	6.5	Hotel and Restaurant Management	New Course
DRAMA-125 (Advanced Styles in Scene Study: From Shakespeare to Shaw)	6	Drama	New Course
ENGIN-210 (Thermodynamics)	3	Engineering	New Course

## Minutes of May 28, 2014

<u>COURSE – CREDIT</u>	<u>UNITS</u>	<u>APPROVED PROGRAM</u>	<u>REASON FOR ADDITION</u>
INTD-100 (Study Abroad Life and Culture)	3	Independent	New Course
MATH-077 (Summer Bridge to College Math)	1	Mathematics	New Course
MATH-150AB (Accelerated Algebra II)	6	Mathematics	New Course
<b><u>LOS MEDANOS COLLEGE</u></b>			
ANTHR-001 (Introduction to Biological Anthropology)	3	Anthropology	New Course
MUSIC-008 (Applied Music)	0.5	Music	Substantial Unit Change
SIGN-050 (Elementary American Sign Language I)	5	Sign Language	New Course

**RESIGNATIONS, RETIREMENTS, 39-MONTH REEMPLOYMENT AND/OR LEAVES OF ABSENCE**

The following retirements were accepted:

<u>Name</u>	<u>Payroll Title</u>	<u>Location</u>	<u>Hire Date</u>	<u>Effective End of Day</u>	<u>Years of Service</u>
Conley, James	Cashier's Office Supervisor	DVC	04-24-00	06-30-14	14
DiBari, Isabella	English Professor	DVC	08-15-88	05-21-14	26
Martinez, Claudia	Foreign Languages (Spanish) Professor	DVC	08-15-91	05-21-14	23
Sinsel, John	Administration of Justice Professor	DVC	08-16-91	05-21-14	23

The following leave of absence was accepted:

<u>Name</u>	<u>Payroll Title</u>	<u>Leave</u>	<u>From</u>	<u>To</u>	<u>Location</u>
Soler-Muniz, Josefina	Custodian II	100%	05-21-14	11-21-14	CCC



Minutes of May 28, 2014

## REPORTS – COLLEGE PRESIDENTS, GOVERNING BOARD, AND CHANCELLOR

The college presidents summarized recent events and activities at their respective colleges and centers. Members of the Governing Board and the Student Trustee also summarized recent events and activities in which they participated.

Chancellor Benjamin thanked and acknowledged United Faculty for the leadership opportunity they have extended to students through the creation of student intern positions. Dr. Benjamin said several staff members attended the Community College League of California's trustee conference this month. Staff made presentations and learned valuable information. She added a large group of District staff will attend a conference in Los Angeles on May 29, 2014, sponsored by the Center for Urban Education (CUE) that will address the equity plan. Chancellor Benjamin said the state budget will include \$100M for the development of programs and services to improve equity in the community colleges. Chancellor Benjamin stated DVC President Garcia was late to this meeting because he attended the Summer Institute at UC Berkeley for graduate students who want to become faculty members. Dr. Benjamin said the District's role in this annual event is to talk to the doctoral students about job opportunities in community colleges. She thanked Mr. Garcia for attending in her place. Chancellor Benjamin said the annual District Office staff appreciation event will be held on June 11, 2014, at the Martinez Waterfront Park. It will begin at 12:30 p.m.

Dr. Benjamin acknowledged Student Trustee De Los Santos for all his service. She announced that a study session topic formerly proposed by Ms. Gordon for July will be postponed until later in the year. Instead, the Board could consider a study session on equity. She added Liebert Cassidy Whitmore could be a facilitator for this study session topic. The Board agreed with Dr. Benjamin's suggestion. Chancellor Benjamin said a draft outline for the study session would be presented at the June meeting. Dr. Benjamin ended by quoting the late Maya Angelou who passed away earlier in the week. "One isn't necessarily born with courage, but one is born with potential. Without courage, we cannot practice any other virtue with consistency. We can't be kind, true, merciful, generous, or honest."

## GOVERNING BOARD SUGGESTIONS FOR FUTURE AGENDA TOPICS

Mr. Márquez said Dr. Benjamin has changed her mind and will be taking a sabbatical in the 2014-15 academic year. He asked that this item be discussed at the June Board meeting.

## RECESS TO CLOSED SESSION

There being no further business to come before the Governing Board, Mr. Márquez adjourned the meeting in memory of Basil (Indio) Mosqueda, retired DVC staff, at 8:45 p.m.

The Board then recessed to closed session at 8:50 p.m. to discuss public employee discipline/dismissal/release; public employee performance evaluations; conference with legal counsel – existing litigation; and conference with labor negotiator.

Minutes of May 28, 2014

RECONVENE PUBLIC SESSION

Mr. Márquez reconvened the public session at 9:05 p.m. and said there were no reportable actions from closed session.

ADJOURNMENT

There being no further business to come before the Governing Board, Mr. Márquez adjourned the meeting at 9:06 p.m. The next regular meeting of the Governing Board will be held in the George R. Gordon Education Center on Wednesday, June 25, 2014.

Respectfully submitted,



Secretary

HB:pk