



**Glendale Community College District
1500 North Verdugo Road
Glendale, California 91208**

BOARD OF TRUSTEES

Agenda

**Meeting No. 15
Regular Board Meeting
Tuesday, June 16, 2020 at 5:00 p.m.**

GLENDALE COMMUNITY COLLEGE DISTRICT
1500 North Verdugo Road
Glendale, California
(818) 240-1000

Vision

Glendale Community College is the Greater Los Angeles Region's premier learning community where all students achieve their informed educational goals through outstanding instructional and student services, a comprehensive community college curriculum, and educational opportunities found in few community colleges.

BOARD OF TRUSTEES MEETING NO. 15

Due to the Governor's stay home order and our commitment to practicing social distancing, the Tuesday, June 16, 2020 Board of Trustees meeting will be held via teleconference.

For those who want to view the meeting it will be streamed live on the GCC website at glendale.edu/streammeeting.

Tuesday, June 16, 2020 at 5:00 p.m.

AGENDA

ITEM

PAGE

CALL TO ORDER

PLEDGE OF ALLEGIANCE

ROLL CALL

CERTIFICATION OF COMPLIANCE

To accommodate the requirement of Government Code §54954.2, it is hereby declared that the agenda for the meeting was posted 72 hours prior to this meeting at the following locations:

- At three locations in the Administration Building at Glendale Community College;
- In the display case on the outside wall of the San Gabriel Building at Glendale Community College.
- On the window adjacent to the main office entrance on the top floor of the Tropicco Building on the Garfield Campus;
- On display inside the glass doors at the front entrance of the Professional Development Center;
- At <http://www.glendale.edu/boardoftrustees>.

In accordance with the Brown Act revisions, any writings relating to open session agenda items and distributed to all or a majority of all Board Members within 72 hours prior to a regular meeting, or within 24 hours prior to a special meeting, shall be made available for inspection by the public in the Office of the Superintendent/President, John A. Davitt Administration Building, AD 106, 1500 N. Verdugo Road, Glendale, CA 91208 during regular business hours. When possible, such writings may also be posted on the District's website: www.glendale.edu/boardoftrustees.

Individuals who require disability related accommodations or modifications should contact the Superintendent/President's office by noon of the business day preceding the Board meeting. Please call (818) 551-5105.

ADMINISTRATION OF OATH OF OFFICE – STUDENT TRUSTEE

8

2020-2021 Associated Students President and Student Trustee
Ms. Vanessa A. Angeles

COMMENTS FROM THE AUDIENCE - BOARD AGENDA ITEMS ONLY

Members of the public who would like to participate in the public comment period may do so by submitting their comments via email to comms@glendale.edu before noon (12:00 p.m.) on Tuesday, June 16, 2020. Comments will be read aloud during the appropriate time of the meeting.

Public comment guidelines remain in effect. Submissions must include the person's name and address. Content should take no more than a total of five (5) minutes to read out loud. Not more than twenty (20) minutes will be allocated to public comment for any agenda item, except by unanimous consent of the Board. A speaker's time may not be transferred to another speaker.

SPECIAL RECOGNITION

GCC Women's Basketball Team Recognition

The Board of Trustees congratulate the GCC Women's Basketball team for their success as 2020 Western State Conference South Division champions.

Jada Aldana	Tess Oakley-Stilson
Suzy Bakrgyan	Vicky Oganyan
Gloria Bianchi	Zoe Rouse
Polina Kovaleva	Emily Sisson
Mekela MA'A	Penelopi Trieu

Vincent De Guzman, Assistant Coach
Joel Weiss, Head Coach & 2020 So Cal Women's Basketball Coach of the Year

Special recognition by the Board of Trustees to Academic All-State Team members Gloria Bianchi, Tess Oakley-Stilson and Penelopi Trieu.

RESOLUTIONS

1. Resolution No. 25-2019-2020: Use of Education Protection Account Funding 9
The Superintendent/President recommends that the Board of Trustees approve Resolution No. 25-2019-2020 to expend the estimated \$13,423,838 of Education Protection Account funds resulting from the passage of Proposition 30 to fund instructional salaries.
2. Resolution No. 26-2019-2020: Approval of California State Department of Education Contract for Child Care and Development Services for Fiscal Year 2020-2021 13
The Superintendent/President recommends that the Board of Trustees approve Resolution No. 26-2019-2020 to approve the contract with the California State Department of Education in the amount of \$61,116 for fiscal year 2020-2021.
3. Resolution No. 27-2019-2020: Continuing Budgetary Authority 16
The Superintendent/President recommends that the Board of Trustees approve Resolution No. 27-2019-2020 extending the board action due date on the Glendale Community College District's Tentative and Final Budgets and authorizing spending by the District not to exceed spending parameters set forth in the most recent Board actions on the District Budget.

INFORMATIONAL REPORTS - NO ACTION

- | | | |
|----|---|----|
| 1. | Enrollment Update | 19 |
| 2. | Measure GC Funds Balances and Schedule Update | 22 |
| 3. | Student Survey on Remote Instruction and Services | 24 |
- Michael Ritterbrown, Vice President of Instructional Services
Paul Schlossman, Vice President of Student Services

FIRST READING REPORTS – FIRST OF TWO READINGS – NO ACTION

- | | | |
|----|-------------------------------|----|
| 1. | Accreditation Mid-Term Report | 39 |
|----|-------------------------------|----|
- Dr. Edward Karpp, Dean of Research, Planning and Grants, Beth Kronbeck, Faculty Coordinator - Accreditation, and Daphne Dionisio, Interim Program Manager I – Accreditation and Institutional Effectiveness will present the Accreditation Mid-Term Report as a first reading of two for board action.

UNFINISHED BUSINESS REPORTS – SECOND OF TWO READINGS – ACTION

- | | | |
|----|---|----|
| 1. | Academic Affairs - Board Policy 6230: Outside Speakers (Delete) | 96 |
|----|---|----|
- The Superintendent/President recommends that the Board of Trustees conduct the second of two readings for board action to delete Board Policy 6230.
- | | | |
|----|--|----|
| 2. | Academic Affairs - Board Policy 4450: Outside Speakers (Replace Board Policy 6230) | 98 |
|----|--|----|
- The Superintendent/President recommends that the Board of Trustees conduct the second of two readings for board action to approve Board Policy 4450 (replacement for Board Policy 6230).

CONSENT CALENDAR - ACTION

All items under Consent Calendar are considered to be of a routine nature and are acted on with one motion. Any recommendation may be removed from the Consent Calendar at the request of any Board Member and placed under New Business Reports/Action.

- | | | |
|----|---|-----|
| 1. | Approval of Minutes - Regular Board Meeting of May 19, 2020 | 100 |
|----|---|-----|
- The Superintendent/President recommends that the Board of Trustees approve the regular Board meeting minutes of May 19, 2020.
- | | | |
|----|--|-----|
| 2. | Warrants - District Funds May 1, 2020 through May 31, 2020 | 107 |
|----|--|-----|
- The Superintendent/President recommends that the Board of Trustees approve warrants issued during the month of May 2020 totaling \$14,095,722.93.
- | | | |
|----|--|-----|
| 3. | Contract Listing and Purchase Order Listing – May 1, 2020 through May 31, 2020 | 113 |
|----|--|-----|
- The Superintendent/President recommends that the Board of Trustees approve the contract listing and purchase order listing issued during the month of May 2020 totaling \$7,346,743.51.

CONSENT CALENDAR – ACTION - continued

- | | | |
|-----|---|-----|
| 4. | Budget Revisions and Appropriation Transfers General Fund Unrestricted (01) -
May 1, 2020 through May 31, 2020 | 128 |
| | The Superintendent/President recommends that the Board of Trustees approve Appropriation Transfers of \$900 in the General Fund Unrestricted (01). | |
| 5. | Budget Revisions and Appropriation Transfers General Fund Restricted (03) -
May 1, 2020 through May 31, 2020 | 129 |
| | The Superintendent/President recommends that the Board of Trustees approve Appropriation Transfers of \$263,282 in the General Fund Restricted (03). | |
| 6. | 2020-2021 Retroactive Pay Adjustment | 133 |
| | The Superintendent/President recommends that the Board of Trustees declare that all unrepresented staff, such as administrators, management, confidential, and unclassified employees' salaries are declared indefinite for the 2020-2021 fiscal year. | |
| 7. | Authorization to Make Appropriation Transfers | 135 |
| | The Superintendent/President recommends that the Board of Trustees authorize the County Superintendent of Schools and the District's Controller to make appropriation transfers necessary at the close of the 2019-2020 academic year to cover account overdrafts and permit the payment of District obligations incurred during the school year. | |
| 8. | Agreements for Business, Payroll and Financial Data Processing Services | 137 |
| | The Superintendent/President recommends that the Board of Trustees approve the agreements between the college and the Los Angeles County Office of Education for business, payroll, and financial data processing services for July 1, 2020 through June 30, 2021. The estimated cost is \$38,132. | |
| 9. | Agreement with Companies to Provide Specialized Support Services for Professional Development Center Programs for Fiscal Year 2020-2021 | 138 |
| | The Superintendent/President recommends that the Board of Trustees approve the agreements with the aforementioned companies to provide specialized support services for the Professional Development Center for fiscal year 2020-2021. | |
| 10. | Memberships in Associations and Organizations – Fiscal Year 2020-2021 | 140 |
| | The Superintendent/President recommends that the Board of Trustees approve the list of associations and organizations for membership for the District and its representatives for fiscal year 2020-2021. The cost for fiscal year 2020-2021 is \$143,027.93. | |

CONSENT CALENDAR – ACTION - continued

11. Proposed New Programs 145

New Programs

Health Sciences – Critical Care Nursing Skill Award
Health Sciences – Emergency Medical Responder Skill Award
Health Sciences – Emergency Medical Technician Skill Award
Health Sciences – Introduction to Emergency Services Skill Award

The Superintendent/President recommends that the Board of Trustees approve the new programs as presented.

12. Proposed New Courses 151

New Courses

ENGL 298 – Undergraduate Research in Professional Writing
ENGL 298H – Honors Undergraduate Research in Professional Writing
MATH 102+ - Trigonometry with Support
MATH 102S – Lab Support for Trigonometry

The Superintendent/President recommends that the Board of Trustees approve the new courses as presented.

13. Revised Courses and Programs 154

Course Revisions

MATH 102, 136, 136H, MATH 136+

Program Revisions

AD ST—AS Degree and Certificate
CS/IS—AS Degree and Certificate
HIST—AA-T
SOC S—AA Degree

The Superintendent/President recommends that the Board of Trustees approve the revised courses and programs as presented.

14. Personnel Report No. 12 – Academic, Classified, Administrator, and All Other Temporary Employee Actions Personnel Reports 156

The Superintendent/President recommends that the Board of Trustees confirm the following personnel reports:

Academic Report	Administrator Report
Classified Report	All Other Temporary Employee Actions Report

15. Ratification to Terms of the Contract of Employment of Superintendent/President 179

Based on a satisfactory performance evaluation, it is recommended the Board of Trustees ratify the terms of the Contract of Employment of Superintendent/President.

NEW BUSINESS REPORTS

1. Annual 2019-2020 Equal Employment Opportunity (EEO) Fund Certification 186

The Superintendent/President recommends that the Board of Trustees approve the 2019-2020 EEO Fund Certification Form.

NEW BUSINESS REPORTS - continued

2. Recognition of Outgoing Members and Appointment of Members to the Independent Citizens' Bond Oversight Committee 210

The Superintendent/President recommends that the Board of Trustees approve the reappointments of Roberta Hacopian, Seda Khatchaturian, Harry Leon, Alex Parajon, and Jennifer Quinonez-Skinner to the Glendale Community College District Independent Citizens' Bond Oversight Committee for terms ending June 30, 2022.

The Superintendent/President recommends that the Board of Trustees approve the appointment of Nerses Aposhian and Daniel Kim to the Glendale Community College District Independent Citizens' Bond Oversight Committee for terms ending June 30, 2022.

3. Sabbatical Request for Fall 2020 – Spring 2021 213

The Superintendent/President recommends that the Board of Trustees approve the sabbatical leave request from Amy Oliver for Fall 2020 – Spring 2021.

4. Change Order No. 002 for the Administration Building Window Replacement Project 216

The Superintendent/President recommends that the Board of Trustees approve Change Order No. 002 for the Administration Building Window Replacement Project and that the contract price be amended to reflect an increase of \$218,832.

5. Approval of a Retainer Agreement with Dannis Woliver Kelley for Legal Services 219

The Superintendent/President recommends that the Board of Trustees approve the retainer agreement with Dannis Woliver Kelley.

COLLEGE LEADERS REPORTS 220

1. Academic Senate Representative to the Board
2. Guild Representative to the Board
3. CSEA Representative to the Board
4. Vice Presidents
5. Superintendent/President
6. Associated Students of Glendale Community College
7. Board of Trustees

BOARD OF TRUSTEES REQUESTS FOR INFORMATION

This is an opportunity for the Board of Trustees to request information.

COMMENTS FROM THE AUDIENCE ON ANY SUBJECT

ADDRESSING THE BOARD OF TRUSTEES - Members of the public who would like to participate in the public comment period may do so by submitting their comments via email to comms@glendale.edu before noon (12:00 p.m.) on Tuesday, June 16, 2020. Comments will be read aloud during the appropriate time of the meeting.

COMMENTS FROM THE AUDIENCE ON ANY SUBJECT - continued

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ADJOURNMENT

FUTURE DATES

Friday, July 3, 2020 and Saturday, July 4, 2020	College Closed - Independence Day
Tuesday, July 21, 2020	Regular Board Meeting
Friday, July 31, 2020	Board Retreat
Tuesday, August 18, 2020	Regular Board Meeting
Monday, August 31, 2020	Fall Session Begins
Monday, September 7, 2020	College Closed – Labor Day
Friday, September 11, 2020	Faculty Institute Day
Tuesday, September 15, 2020	Regular Board Meeting
Tuesday, October 20, 2020	Regular Board Meeting – Garfield Campus
Monday, November 9, 2020	College Closed – Veterans' Day
Tuesday, November 17, 2020	Regular Board Meeting
Thursday, November 26, 2020 – Saturday, November 28, 2020	College Closed – Thanksgiving Break
Tuesday, December 15, 2020	Regular Board Meeting
Wednesday, December 23, 2020 - Sunday, January 3, 2021	College Closed – Winter Break
Monday, January 4, 2021	Winter Intersession Begins
Monday, January 18, 2021	College Closed – Martin Luther King, Jr. Holiday
Tuesday, January 19, 2021	Regular Board Meeting
Friday, January 29, 2021	Board Retreat
Friday, February 12, 2021	College Closed – Presidents' Holiday
Monday, February 15, 2021	College Closed – Presidents' Holiday
Tuesday, February 16, 2021	Regular Board Meeting
Monday, February 22, 2021	Spring Session Begins
Tuesday, March 16, 2021	Regular Board Meeting
Wednesday, March 31, 2021	College Closed – Cesar Chavez Day
Tuesday, April 20, 2021	Regular Board Meeting – Garfield Campus
Saturday, April 24, 2021	College Closed – Armenian Genocide Remembrance Day
Tuesday, May 18, 2021	Regular Board Meeting
Monday, May 31, 2021	College Closed – Memorial Day
Tuesday, June 15, 2021	Regular Board Meeting
Wednesday, June 16, 2021	GCC Commencement

GLENDALE COMMUNITY COLLEGE DISTRICT

June 16, 2020

ADMINISTRATION OF OATH OF OFFICE – STUDENT TRUSTEE

TO: Board of Trustees

SUBMITTED BY: David Viar, Superintendent/President

SUBJECT: ADMINISTRATION OF THE OATH OF OFFICE

DESCRIPTION OF HISTORY / BACKGROUND

California Government Code Section 1360 requires an elected official to take and subscribe to the oath of office set forth in Section 3 of Article XX of the Constitution of California. The oath must be taken prior to entering upon the duties of the elected official

The administration of the Oath of Office will be conducted for the Student Trustee of the Board of Trustees recently elected by Glendale Community College District students.

I, Vanessa A. Angeles, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States and the Constitution of the State of California against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties upon which I am about to enter.

COMMITTEE HISTORY

College Executive Committee June 9, 2020

GLENDALE COMMUNITY COLLEGE DISTRICT

June 16, 2020

RESOLUTION NO. 25-2019-2020

TO: Board of Trustees

SUBMITTED BY: David Viar, Superintendent/President

REVIEWED BY: Anthony Culpepper
Executive Vice President, Administrative Services

PREPARED BY: Amir Nour, Controller

SUBJECT: USE OF EDUCATION PROTECTION ACCOUNT FUNDING

DESCRIPTION OF HISTORY / BACKGROUND

Proposition 30, the Schools and Local Safety Protection Act of 2012, passed in November 2012. This proposition temporarily raised the sales tax by .25 percent for four years and raised 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.

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 of a public meeting of the governing board. Each entity receiving funds must annually publish on its website 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. Expenses incurred to comply with these additional audit requirements may be paid from the EPA.

On the District's P-1 apportionment report, it was estimated that \$13,423,838 of EPA funds will be received. The Act specifically prohibits the expenditure of EPA funds for administrative salaries and benefits or any other administrative costs. As a result, the college will be using its EPA funds for instructional salaries.

The EPA funds are not additional revenue to the college. They are simply a different source of funds used to fund community colleges and are treated as an offset to the college's traditional state funding.

By approving this resolution, the college will be complying with the provisions of Proposition 30 which requires the Board of Trustees to make the spending determination of these funds in open session of a public meeting.

COMMITTEE HISTORY

College Executive Committee June 9, 2020

FISCAL IMPACT

Estimated \$13,423,838 of revenue.

RECOMMENDATION

The Superintendent/President recommends that the Board of Trustees approve the attached Resolution No.25-2019-2020, to expend the estimated \$13,423,838 of Education Protection Account funds resulting from the passage of Proposition 30 to fund instructional salaries.

GLENDALE COMMUNITY COLLEGE DISTRICT

RESOLUTION NO. 25-2019-2020

APPROVAL TO USE EDUCATION PROTECTION ACCOUNT FUNDS
FOR INSTRUCTIONAL SALARIES

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) created in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district, and charter school shall annually publish on its website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Account and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED, that the monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of the Glendale Community College District;

BE IT FURTHER RESOLVED, that in compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Glendale Community College District has determined to spend the monies received from the Education Protection Account will be spent for instructional salaries.

Adopted and signed this 16th day of June 2020.

Member, Board of Trustees

David Viar, Superintendent/President

GLENDALE COMMUNITY COLLEGE DISTRICT

June 16, 2020

RESOLUTION NO. 26-2019-2020

TO: Board of Trustees

SUBMITTED BY: David Viar, Superintendent/President

REVIEWED BY: Anthony Culpepper, Executive Vice President,
Administrative Services

PREPARED BY: Susan Courtney, Director, Business Services

SUBJECT: APPROVAL OF CALIFORNIA STATE
DEPARTMENT OF EDUCATION CONTRACT FOR
CHILD CARE AND DEVELOPMENT SERVICES
FOR FISCAL YEAR 2020-2021

DESCRIPTION OF HISTORY/BACKGROUND

The Parent Support Center for Child Development is in a modular 2,000+ square foot building that was built in January 2010 to serve students' children as their parents attended classes on the Garfield Campus. It is located on the southwest corner of the Garfield Campus at 1122 South Garfield Avenue, Glendale, California 91205. In 2012, the center went through the licensing process and is currently offering parents, on or off campus, child care services for up to 30 children ages three to five.

Children who come to the Parent Support Center for Child Development at the Garfield Campus graduate with a strong sense of trust in themselves. Through guided activities and presentations, children gain an interest in their future educational experience. They are confident that they have the skills they need to begin the process of reading, and writing because they have been doing it every day. They practice science, art, literacy, poetry, simple machines, music, astronomy, geometry, division and physics, as well as languages such as Armenian, Spanish, Korean, and Arabic.

The Parent Support Center honors cultural and linguistic differences by focusing on learning about each other. The family, being the primary teacher of the children, is targeted as a vital component of the success of the child's school experience. Children are provided with a very special educational experience that is gentle and supportive.

The annual contract allows for funding for the California State Preschool Program. The annual contract is in the amount of \$61,116 and provides for a maximum rate of \$49.85 per child, per day of enrollment. The amount is increased from last year's rate of \$48.28. A copy of the contract is on file in the Purchasing Office.

COMMITTEE HISTORY

College Executive Committee June 9, 2020

FISCAL IMPACT

Revenues of \$61,116

RECOMMENDATION

The Superintendent/President recommends that the Board of Trustees approve the attached Resolution No. 26-2019-2020 to approve the contract with the California State Department of Education in the amount of \$61,116 for fiscal year 2020-2021.

GLENDALE COMMUNITY COLLEGE DISTRICT

RESOLUTION NO. 26-2019-2020

This resolution must be adopted in order to certify approval of the Board of Trustees to accept a grant from the California Department of Education and to authorize the designated personnel to sign contract documents for Fiscal Year 2020/2021.

RESOLUTION

BE IT RESOLVED that the Board of Trustees of GLENDALE COMMUNITY COLLEGE DISTRICT authorizes entering into contracts for the performance of the services required by the grant and that the person/s who is/are listed below is/are authorized to sign the transaction for the Board of Trustees.

<u>NAME</u>	<u>TITLE</u>	<u>SIGNATURE</u>
Anthony Culpepper, Exec. V.P. Admin. Services		_____
Susan Courtney, Director, Business Services		_____

PASSED AND ADOPTED THIS 16th day of June, 2020, by the Board of Trustees of GLENDALE COMMUNITY COLLEGE DISTRICT, of Los Angeles County, California.

I, Yvette V. Davis, President of the Board of Trustees of GLENDALE COMMUNITY COLLEGE DISTRICT, of Los Angeles County, California, certify that the foregoing is a full, true and correct copy of a resolution adopted by said Board at the Board of Trustees Meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

Yvette V. Davis
President
Board of Trustees

Date

GLENDALE COMMUNITY COLLEGE DISTRICT

June 16, 2020

RESOLUTION NO. 27-2019-2020

TO: Board of Trustees

SUBMITTED BY: David Viar, Superintendent/President

REVIEWED BY: Anthony Culpepper, Executive Vice President,
Administrative Services

PREPARED BY: Anthony Culpepper, Executive Vice President,
Administrative Services

SUBJECT: Resolution No. 27-2019-2020: Continuing Budgetary
Authority

DESCRIPTION OF HISTORY/BACKGROUND

On May 13, 2020 California Community Colleges Chancellor Eloy Oakley issued Executive Order 2020-06 temporarily modifying state regulation related to community college district fiscal reporting due dates as follows:

1. The requirement that each district prepare and file an annual statement by September 15, 2020, is temporarily suspended until October 31, 2020.
2. The requirement that the governing board of each district hold a public hearing on the proposed budget for the ensuing fiscal year by September 15, 2020, is temporarily suspended until October 31, 2020.
3. The requirement that each district adopt a tentative budget and forward a copy to the appropriate county officer by July 1, 2020, is temporarily suspended until August 1, 2020.
4. The requirement that the governing board of each district adopt a final budget by September 15, 2020, is temporarily suspended until October 31, 2020.
5. The requirement that each district complete preparation of its adopted annual financial and budget report by September 30, 2020, is temporarily suspended until November 15, 2020.
6. The requirement that each district submit this report to the Chancellor by October 10, 2020, are temporarily suspended until November 30, 2020
7. The requirement that each district submit an audit report to the Chancellor by December 31, 2020, is temporarily suspended until February 28, 2021.
8. Any local district board policies or regulations in conflict with the above regulatory suspension shall also be suspended for the duration of the COVID-19 state of emergency or the expiration of Section 52020, whichever is earlier.

This state action was taken in recognition that: the COVID-19 state of emergency declared by the Governor on March 4, 2020 continues; California's Franchise Tax Board has provided special tax relief for all California taxpayers by postponing until July 15 all tax filing and payment deadlines for individuals and business entities; delays in the receipt of tax revenues have substantially disrupted the state budget process, and amendments to the 2020-21 State Budget may be enacted as late as September 2020; the tax revenue and state budget delays will prevent community college districts from acquiring the accurate revenue data they need to develop their own budgets; college district administrators and administrative processes are expected to shoulder substantial burdens in many areas during the COVID-19 emergency, including uncertainties related to the amount of state and local funding that will be available to them; and college districts would benefit from, and the continuity of educational services would be served by, temporary extension of deadlines set forth in regulations requiring the adoption of budgets by community college districts and the timely submittal of audits and annual financial and budget reports to the California Community Colleges Chancellor's Office.

Based on the action of the state chancellor, it is proposed Glendale Community College District change its budget development process to be as follows:

Board adoption of District's 2020-2021 Tentative Budget move from no later than July 1, 2020 to no later than August 1, 2020.

Board public hearing and adoption of District's 2020-2021 Final Budget move from no later than September 15, 2020 to no later than October 31, 2020.

COMMITTEE HISTORY

College Executive Committee June 9, 2020

FISCAL IMPACT

No fiscal impact on the budget.

RECOMMENDATION

The Superintendent/President recommends that the Board of Trustees approve Resolution No. 27-2019-2020 extending the board action due date on the Glendale Community College District's Tentative and Final Budgets and authorizing spending by the District not to exceed spending parameters set forth in the most recent Board actions on the District Budget.

RESOLUTION NO. 27-2019-2020

A Resolution of the Board of Trustees
of Glendale Community College District

Continuing Budgetary Authority

WHEREAS, State Chancellor's Executive Order 2020-06, which was issued pursuant to California Community Colleges Board of Governors Resolution No. 2020-01 and Section 52020 of Title 5 of the California Code of Regulations, extended the deadline for community college districts to issue the 2020-2021 Tentative Budget from July 1, 2020 to August 1, 2020, and extended the deadline to issue the 2020-2021 Final Budget from September 15, 2020 to October 31, 2020, in addition to extending other related deadlines.

THEREFORE, BE IT RESOLVED THAT:

1. The Board of Trustees will comply with the extended deadlines set forth in Executive Order 2020-06, and modify temporarily Board Policy/Administrative Regulation 6200 ("Budget Preparation") and Board Policy/Administrative Regulation 6250 ("Budget Management") to the extent necessary to be consistent with Executive Order 2020-06;
2. The Board of Trustees authorizes spending by the District between July 1, 2020, and the date of the Board's adoption of the District's 2020-2021 Tentative Budget, no later than August 2020, not to exceed the spending parameters set forth in the District's 2019-2020 Final Budget which was adopted by the Board of Trustees on September 4, 2019; and
3. The Board of Trustees authorizes spending by the District between the date of the Board's adoption of the District's 2020-2021 Tentative Budget and the date of the Board's adoption of the District's 2020-2021 Final Budget, no later than October 31, 2020, not to exceed the spending parameters set forth in the District's 2020-2021 Tentative Budget.

I, David Viar, Secretary of the Board of Trustees of Glendale Community College District, hereby certify that on June 16, 2020, this Resolution was adopted by the Board by the following vote:

Ayes:

Noes:

Abstain:

Absent:

Secretary of the Board of Trustees

GLENDALE COMMUNITY COLLEGE DISTRICT

June 16, 2020

INFORMATIONAL REPORT NO. 1

TO: Board of Trustees

SUBMITTED BY: David Viar, Superintendent/President

REVIEWED BY: Michael Ritterbrown, Vice President, Instructional Services

PREPARED BY: Edward Karpp, Dean, Research, Planning, and Grants

SUBJECT: ENROLLMENT UPDATE

DESCRIPTION OF HISTORY / BACKGROUND

California community colleges' apportionment revenues from the state are based on the enrollments of resident students. Enrollments are converted into Full-Time Equivalent Students (FTES) numbers for apportionment reporting. The attached report includes updated enrollment numbers and projections.

One FTES, whether credit or noncredit, is defined by state regulations as 525 hours of student contact. Most credit courses use a weekly accounting method: They meet the same number of hours every week, and apportionment is based on a calculation of hours per week times number of weeks divided by 525. Credit courses shorter than a full semester (such as 8-week courses, or Summer and Winter courses) use an analogous daily accounting method. Both weekly and daily courses use a census date to determine enrollments and FTES.

All noncredit courses and a small number of credit courses use positive attendance accounting, which is not based on enrollment and class sessions per week but rather on the actual hours that students attend class. Each student's attendance is tracked for every class session. The total number of attendance hours is divided by 525 to calculate FTES based on positive attendance. FTES based on positive attendance is more difficult to project than FTES based on weekly or daily accounting because students' actual attendance must be tracked every day, rather than using a defined census date.

Due to the COVID-19 emergency, the current report includes an estimate of positive attendance FTES calculated using the Chancellor's Office method that incorporates the average of positive attendance hours over the past three offerings of each course. While actual noncredit hours are down almost -40% in Spring, the estimate resulted in a reported increase of +4.5%.

COMMITTEE HISTORY

None

FISCAL IMPACT

None

RECOMMENDATION

This report is being submitted for informational purposes.

ENROLLMENT UPDATE (RESIDENT, FACTORED FTES) – 2019-2020

	2018-2019	2019-2020	Difference	% Change
Summer Credit FTES excluding Positive Attendance (End of Summer Term)	937	989	+52	+5.5%
Summer Credit FTES from Positive Attendance	20	23	+3	+15.0%
Summer Noncredit FTES	439	256	-183	-41.7%
Summer Total FTES (Actual Enrollments)	1,396	1,268	-128	-9.2%
Fall Credit FTES excluding Positive Attendance	4,798	4,795	-3	-0.1%
Fall Credit FTES from Positive Attendance	58	44	-14	-24.1%
Fall Noncredit FTES	997	900	-97	-9.7%
Fall Total FTES (Projected End of Semester)	5,853	5,739	-114	-1.9%
Winter Credit FTES excluding Positive Attendance	867	823	-44	-5.1%
Winter Credit FTES from Positive Attendance	14	17	+3	+21.4%
Winter Noncredit FTES	272	239	-33	-12.1%
Winter Total FTES (Projected End of Term)	1,153	1,079	-74	-6.4%
Spring Credit FTES excluding Positive Attendance (Day 103 of Classes)	4,462	4,388	-74	-1.7%
Spring Credit FTES excluding Positive Attendance	4,461	4,387	-74	-1.7%
Spring Credit FTES from Positive Attendance	45	45	+0	+0.0%
Spring Noncredit FTES (Estimated*)	931	973	+42	+4.5%
Spring Total FTES (Projected End of Semester)	5,437	5,405	-32	-0.6%
Annual Credit FTES excluding Positive Attendance	11,063	10,994	-69	-0.6%
Annual Credit FTES from Positive Attendance	137	129	-8	-5.8%
Annual Noncredit FTES (Includes Estimate*)	2,639	2,368	-271	-10.3%
Annual Total FTES (Includes Noncredit Estimate*)	13,839	13,491	-348	-2.5%

Note: Gray-shaded cells indicate projections or estimates.

* Due to the COVID-19 emergency in Spring 2020, the Chancellor's Office provided a method to estimate positive attendance hours for each course offered in Spring based on the previous three offerings of the course. The table includes estimated noncredit FTES calculated using this method.

GLENDALE COMMUNITY COLLEGE DISTRICT

June 16, 2020

INFORMATIONAL REPORT NO. 2

TO: Board of Trustees

SUBMITTED BY: David Viar, Superintendent/President

REVIEWED BY: Anthony Culpepper, Executive Vice President,
Administrative Services

PREPARED BY: Susan Courtney, Director, Business Services

SUBJECT: MEASURE GC FUNDS BALANCES AND SCHEDULE
UPDATE

Attached is a summary report on Measure GC Funds activity and budget balances through May 31, 2020.

Measure GC Financial Status Report as of May 31, 2020								
	Project	New Allocation As of July, 2018	Prior Year Expenditures (a)	2019-20 Expense	2019-20 Encumbrances	Total Obligated	Total Available	Project Status
1	Infrastructure	\$ 16,000,000.00	\$ 9,475,795.00	\$ 8,217,485.00	\$ 9,516,630.00	\$ 27,269,910.00	\$ (11,269,910.00)	Ongoing
2	PE Remodel	\$ 44,000,000.00	\$ 10,399,350.00	\$ 4,989,663.00	\$ 20,976,405.00	\$ 36,365,418.00	\$ 7,634,582.00	TBD
3	Technology	\$ 3,000,000.00	\$ 2,321,604.00	\$ 996,651.00	\$ 760,088.00	\$ 4,078,343.00	\$ (1,078,343.00)	Ongoing
4	Montrose Campus	\$ 13,000,000.00	\$ 3,433,335.00	\$ 114,155.55	\$ 17,300.86	\$ 3,450,636.00	\$ 9,435,208.00	Ongoing
5	Garfield Acquisition and Parking	\$ 30,000,000.00	\$ 20,616,906.00	\$ 6,860,564.00	\$ 78,290.00	\$ 27,555,760.00	\$ 2,444,240.00	Ongoing
6	Classroom/Lab Renovations	\$ 5,000,000.00	\$ 3,868,814.00	\$ 744,553.79	\$ 376,825.00	\$ 4,990,193.00	\$ 9,807.00	Ongoing
7	Science Building	\$ 10,200,000.00	\$ -	\$ 1,738,362.00	\$ 3,584,379.00	\$ 5,322,741.00	\$ 4,877,259.00	Ongoing
8	Campus Wide Safety and Security	\$ 500,000.00	\$ 315,073.00	\$ 30,810.00	\$ -	\$ 318,154.00	\$ 181,846.00	Ongoing
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23	Interest	\$ 2,832,413.50					\$ 2,832,413.50	
24	Contingency Reserves	\$ 328,464.00					\$ 328,464.00	
	Total	\$ 124,860,877.50	\$ 50,430,877.00	\$ 23,692,244.34	\$ 35,309,917.86	\$ 109,351,155.00	\$ 15,395,566.50	

Notes:

- 1 Infrastructure Projects are ongoing in accordance with the annual planning.
- 2 PE Increment 1 is complete. PE Increment 2 commenced. Estimated completion is Summer 2021.
- 3 Technology projects include the completion of the upgrade campus wide network and PDC, PeopleSoft Upgrade, Budgeting Application.
- 4 Property Purchased. Feasibility study will be started this year.
- 5 Purchase of land for Garfield Campus.

GLENDALE COMMUNITY COLLEGE DISTRICT

June 16, 2020

INFORMATIONAL REPORT NO. 3

TO: Board of Trustees

SUBMITTED BY: David Viar, Superintendent/President

PREPARED BY: Michael Ritterbrown, Vice President of Instructional Services
Paul Schlossman, Vice President of Student Services

SUBJECT: STUDENT SURVEY ON REMOTE INSTRUCTION
AND SERVICES

This report is being submitted for informational purposes.



Survey of Students

Transition to Remote Instruction and Student Services

PRESENTED BY

Dr. Michael Ritterbrown and Dr. Paul Schlossman

Background

- 1610 students filled out the survey
- The survey was administered between April 30 and May 18
- Virtually all classes on all three campuses have continued
 - 1868 sections of credit classes and 190 noncredit sections
 - 636 faculty members
- All student services have continued remotely for credit and noncredit students

Remote Instruction

How well is remote instruction working for you this semester?

- 63% of students felt that remote instruction was working well or very well.
- Only 5% of students indicated that it was working very badly for them.
- Instructors have commented that while this environment is not ideal in all circumstances, they have made discoveries that they will carry forward beyond these circumstances.

Supporting the Transition

- 58% of students felt that their instructors were well prepared for the transition. 16% felt that their instructors were not well prepared.
 - 45 hours of professional development workshops were offered between March 11 and March 20 to prepare instructors to transition to remote learning.
 - Faculty Development and Distance Learning coordinators are continuing to develop and offer workshops in a remote environment.
- 65% of students felt that GCC supported them adequately through the transition while 9% of students felt that the college had not supported them adequately.

Student Success

- 58% of students reported that they were able to complete their coursework satisfactorily. 22% reported that this was not the case.
 - The library has worked to ensure that students have access to textbooks.
 - Faculty Development and Distance Learning coordinators are working with faculty to provide access to best practices for teaching in a remote environment.

Continued...

Student Success Continued

- 80% of students indicated that they had the necessary technology to complete their coursework.
 - Device distribution is ongoing.
- Only 45% of students reported feeling connected to their classmates and instructors with 29% reporting that they did not.
 - Ongoing faculty development surrounding humanizing the online environment.

Services

- 97% indicated that they were familiar with the Canvas platform.
- 42% indicated that they would like tutoring assistance
 - The learning center is offering online services.
 - The college has access to Net Tutor.
- 56% indicated that they would benefit from counseling
 - Cranium Café
 - Remote synchronous counseling
- 95% indicated that they did not need a GCC staff member to contact them to facilitate the transition to remote learning.

GCC Communications

- 75% of students indicated that they have stayed up-to-date regarding current developments through their student email.
- 65% of students reported that they followed communications from the Superintendent/President.
- 42% of students indicated that they receive information from the college website.

Continued...

GCC Communications Continued

- 55% of students reported that they receive information from their instructors through class announcements.
- 40% of students receive their information from faculty and programs (e.g. Student Equity, ASGCC, etc.)
- 26% of students receive information from social media.

Support Services

- 28% of students had accessed Academic Counseling.
- 27% of students had connected with Financial Aid.
- 24% of students reported using EOPS.
- 16% of students had contacted Admissions and Records.
- 11% of students had used the Live Canvas Help center.

Online Activities

- 45% would participate in workshops which include counseling, financial planning, and time management.
- 38% would like to attend online social events such as Zoom hangouts and movie nights.
- 27% would participate in presentations by GCC departments and programs.
- 35% would participate in online workouts and healthful living presentations.
- 27% were interested in hearing from motivational speakers.
- 35% would like to engage with peers in Zoom study sessions.

Challenges

- Financial challenges seem to be the main obstacle for students with 37% reporting a loss of income and 15% unable to pay rent or mortgage.
- 44% of students reported higher than normal levels of stress and anxiety.
- 13% of students reported challenges related to childcare and home-schooling.

Success of Remote Instruction

- Overall, 63% of students reported that remote instruction is working well or very well for them.
- 75% of high school students enrolled in college classes reported that remote instruction is working well or very well for them.
- 69% of student athletes reported that remote instruction is working well or very well for them.

Conclusions

- The college has adapted to remote learning and services with remarkable success, and our faculty and staff deserve enormous credit.
- We need to continue to provide faculty and staff development as it relates to online learning, especially the connection between students and faculty and students and students.
- We need to provide additional resources for counseling, tutoring outreach, and support.
- We need to continue to provide virtual opportunities for social interaction.

GLENDALE COMMUNITY COLLEGE DISTRICT

June 16, 2020

FIRST READING REPORT NO. 1 – FIRST READING OF TWO - NO ACTION

TO: Board of Trustees

SUBMITTED BY: David Viar, Superintendent/President

REVIEWED BY: Michael Ritterbrown, Vice President of Instructional Services

PREPARED BY: Edward Karpp, Dean of Research, Planning and Grants
Beth Kronbeck, Faculty Coordinator – Accreditation
Daphne Dionisio, Interim Program Manager I – Accreditation
and Institutional Effectiveness

SUBJECT: ACCREDITATION MID-TERM REPORT

DESCRIPTION OF HISTORY / BACKGROUND

This report is being submitted for informational purposes as a first reading of two for approval by the Board.

Glendale Community College

Midterm Report

Submitted by:
Glendale Community College
1500 North Verdugo Road
Glendale, California 91208

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

Date Submitted:
[date]

2. Midterm Report Certification Page

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From:

Dr. David Viar
(Chief Executive Officer)

Glendale Community College
1500 North Verdugo Road
Glendale, California 91208

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

(Dr. David Viar, Chief Executive Officer) (Date)

(President, Board of Trustees) (Date)

(President, Academic Senate) (Date)

(President, Faculty Guild) (Date)

(President, CSEA) (Date)

3. Table of Contents

[to be added later]

4. Report Preparation

The preparation of the Midterm Report was organized by the Institutional Planning Coordination Committee (IPCC), a governance committee charged with coordinating the College's strategic planning and other institutional effectiveness efforts. A task force of the IPCC was delegated the responsibility for assembling all relevant supporting evidence and writing initial drafts of the responses to the commission's recommendations for improvement. This work occurred during the summer of 2019. At the start of fall 2019, the Academic Senate approved the creation of work groups tasked with reviewing and finalizing the responses to the recommendations. Seven work groups were constituted, one for each recommendation for improvement. These groups consisted of experts whose positions at the College are associated with the subject matter relevant to the recommendation. Work groups varied in the number of their participants but all consisted of at least one member from each classified staff, faculty, and administration constituent group. The work groups' resulting drafts were finalized by the end of November 2019 and constituted the substance of the Midterm Report. Beginning in December 2019 and continuing through the spring of 2020, the Midterm Report was reviewed for input from, and approval by, all relevant governance committees and the Academic Senate, and culminated in the final version which was reviewed and approved by the Board of Trustees in the summer of 2020.

5. Plans Arising from the Self-Evaluation Process

Standard I		
Standard	Item	Status
I.A.2	Continue dialog about critical thinking ILO based on task force recommendations	<p>The prior assessment of the Critical Thinking ILO made apparent the need to create a more formal and comprehensive assessment model. In the previous assessment, no direct assessment method was available due to limitations in data collection. Recommendations from the Critical Thinking ILO Report further prompted the migration from the previous Learning Outcomes Database to eLumen including the recommendations to disseminate PLOs to departments, improve assessment process, and remap learning outcomes. ILO assessment has not occurred during the migration to eLumen. In October of 2019, the LO Committee took up modifying the Communication ILO to eliminate redundancy with the Critical Thinking ILO.</p> <p>Now that the mapping system has been approved, we will be able to take data from SLO assessments to assess ILOs.</p>
I.A.2	Initiate dialog about additional ILOs through Learning Outcomes Committee and task forces	<p>There are no plans to add additional ILOs. The Learning Outcome Committee concluded that the current ILO with clarified language sufficiently support the mission statement and institutional goals.</p> <p>In March 2020 the Senate approved the revision recommended by the ILO Committee to remove a stand-alone critical thinking outcome, as all learning outcomes include this standard.</p>
I.B.3	Foster improved communication across divisions about learning outcomes	To create more dialog across all areas on campus, the Learning Outcome Coordinator has provided workshops and support for individual and departments campus wide, including: attending and presenting at division retreats and meetings, providing

		<p>learning outcomes and assessment workshops, and office hours for individual faculty. The Learning Outcome Committee (LOC) is made up of representatives from each division who actively disseminates information and actions to their respective divisions.</p> <p>Implementation of eLumen has provided a transparent and integrated online display of learning outcomes work in all areas of the college. Faculty and staff have an increased awareness of how learning outcomes can be used for continual improvement. The Learning Outcome Coordinator supports faculty through maintaining a learning outcome website to provide up to date information and trends in learning outcome assessment as well as instructions and support for those completing assessment. The Learning Outcome Coordinator has also met one on one with division chairs to discuss implementation of learning outcome assessment in eLumen.</p>
I.B.6	Expand efforts to allocate resources to mitigate gaps in student achievement and student learning identified in Student Equity Plan	The College has undertaken several expanded efforts to address achievement gaps, including participating in the National Assessment of Collegiate Campus Climates, coordinated by the USC Race and Equity Center, as well as the #RealCollege survey on student experiences, food insecurity, and housing insecurity coordinated by the Hope Center for College, Community, and Justice at Temple University. The College's Student Equity and Achievement Committee was formed in 2019-2020 as part of the governance structure and began meeting in Spring 2020; a Student Basic Needs Task Force met from November 2019 to January 2020 and has delivered its recommendations. The College continues to expand efforts to address achievement gaps.
I.B.9	Integrate existing plans more closely (see QFE Planning Project)	The College developed an online tracking system to track progress on the Institutional Master Plan and the Component Plans.

I.C.3	Continue to improve the accessibility of learning outcomes data to appropriate constituencies (see QFE LO Project)	The implementation of eLumen has improved accessibility of learning outcomes data to appropriate constituencies.
Standard II		
II.A	Improve reporting and use of assessment data	The implementation of eLumen has improved accessibility of learning outcomes data to appropriate constituencies.
II.A	Further develop accelerated learning programs	The College has implemented redesigned English and Mathematics curricula and is working to redesign the placement process for English as a Second Language.
II.A.6	Create guided pathways for students	Implementation of guided pathways is ongoing. A steering team coordinates the work of six workgroups addressing metamajors and program mapping, onboarding, professional development and communication, student, voice, implementation of Navigate software, and reorganization of developmental education in response to AB 705. Progress reports on guided pathways implementation are presented to the Board of Trustees on a monthly basis. As of fall 2019, the College is finalizing its metamajors and program maps. Virtual Student Voice Workgroup town halls will be hosted in spring 2020.
II.A.6	Implement CMS & EMS	CMS (Curriculum Management System) has been implemented. The Curriculum & Instruction Committee and the Academic Affairs Committee are considering moving to a new software system for curriculum management to coincide with the California Community College Chancellor's Office adoption of a new system. EMS (Enrollment Management System) has not been implemented; its functions are being replaced with locally developed data dashboards.
II.C.3	Establish a Welcome Center	The Welcome Center has been established and is operating on the Verdugo Campus. A Welcome Center at the Garfield campus is being established.

II.C.3	Establish a Multicultural Center	The Multicultural and Community Engagement Center has been established and is operating.
II.C.7 & II.C8	Investigate centralization of Admissions & Records across the Verdugo & Garfield Campuses	The College has discussed centralization of admissions functions across credit and noncredit but has decided not to fully integrate the processes. In fall 2019, the noncredit application process moved from a locally developed application to CCCApply, the same system used by the credit program.
II.C.6 & II.A.6	Change format of catalog to include when courses are typically offered and pathways to completion	The Catalog now shows in which terms courses are typically offered. Pathways are being defined and mapped. Career education has developed program web pages that clearly outline the pathways required to complete skill awards, certificates, and degrees.
II.C.2, II.C.5, II.C.6	Conduct dialog about student satisfaction with counseling based on student survey result of "helpfulness of counselors" at 66% excellent or good	Student Services has developed a strategic plan to address student satisfaction including but not limited to purchasing and implementing EAB Navigate, the implementation of Guided Pathways, ongoing team meetings and professional development. Cranium Café, software supporting online counseling, launched in spring 2019. Student panels discussing onboarding and success have been part of the annual Faculty Institute in fall 2018 and fall 2019.
II.C.2 & II.C.5	Develop an outreach/marketing plan to increase the utilization of noncredit counselors based on the survey result of 27% utilization of counseling at the Garfield Campus	Beginning in spring 2017, the College has added adjunct counselors to assist noncredit students with disabilities, career and academic counseling. In addition, the College has organized co-located community services with Glendale Youth Alliance, State Department of Rehabilitation, and the Verdugo Jobs Center to increase awareness and promote student use of the Career and Counseling Center at the Garfield Campus. The College is also setting up electronic noncredit student educational plans, updating orientation workshops, and developing a new student handbook. Efforts to rebrand and remarket the Garfield Campus began in spring 2019

		with the help of the Office of Communications and Community Relations.
	Student Equity Committee will collaborate with Office of Research & Planning to develop a year-end project reports delineating the success rates of DI student groups with further disaggregation	The Student Equity Committee met monthly through spring 2019, when the committee was reorganized to become part of the new Student Equity and Achievement Committee. While the Student Equity Committee met, it reviewed data and regularly requested disaggregated data from Research and Planning. As the Student Equity and Achievement Committee begins its work, it will continue to request and discuss disaggregated data about student groups.
II.C.2 & II.C.5	Investigate options for conducting student satisfaction survey of services more frequently (currently every 3 years)	The Vice President of Student Services and the Research and Planning Office decided to conduct student satisfaction surveys of services every two years. Satisfaction items were included in the 2019 spring student survey; the items will be included next in 2021.
Standard III		
III.A.6	Division chair and administrator evaluations are currently being revised to reflect evidence of student learning	While Standard III.A.6 was deleted by the ACCJC at its January 2018 Commission meeting, an item was added to the administrator evaluation: "Demonstrates knowledge of, commitment to, and productivity regarding institutional effectiveness initiatives (e.g. accreditation, learning outcomes assessment, planning) as appropriate to the job position."
III.A.13	College is in the process of creating consequences for violation of its code of ethics	Under Board Policy 2200, the Board of Trustees has the authority to uphold ethics policies and standards. The Board "adopts and upholds a code of ethics & conflict of Interest Policy." The Guild Contract, Article III, Section 2B specifies the Due Process for faculty and the CSEA Contract, Article XVIII specifies "Disciplinary Procedures."
III.A.1	Update AR7123: recruitment and selection to reflect current practices including hiring committee composition and roles	Administrative Regulation 7123 was revised and approved by the Administrative Affairs Committee in spring 2019.

III.A.3	Update AR 7225: Division Chairs, Duties & Election Procedures to include qualifications necessary to perform duties of division chair	Administrative Regulation 7225 continues to be discussed. Meetings with the division chairs and the Vice President of Human Resources have occurred in 2020.
III.A.14	Develop regular systems for evaluating professional development activities	A new evaluation form for professional development for classified staff was created and implemented in 2018.
III.A.9	Develop methods for using data to determine appropriate staffing levels	<p>Student Services: The College is using SARS data for counselors (seeing what times the counselors are the busiest). The Welcome Center keeps a time stamp of students when they arrive. The College is piloting Qless, a software system for drop-in appointments.</p> <p>Academic: The college has recently increased staffing in areas for programs in Engineering, and CS/IS due to an increase in student enrollments. Those same increases have also created staffing in student labs to help support those same academic areas.</p> <p>Administrative: The College is starting a Position Control List where every position with an individual will be listed with the goal of obtaining accurate labor costs. The Administrative Executive Committee also began discussions of reviewing metrics for hiring committees SSHAC, IHAC, CHAC.</p>
III.B.2	Remodel Library according to recommendations from Library Consulting Services	The Library was remodeled using the recommendations from Library Consulting Services. Remodeling was completed in spring 2018.
III.B.4	Investigate possibility of a new local bond measure to fund facilities improvements	Measure GC was passed in November 2016. Facilities improvements are underway.
III.C.1	Redesign Glendale.edu website using current Web standards, navigation best practices, modern design, and responsive browsing experience	The College's website was redesigned in 2017.

III.C.1	myGCC: Update to work on all devices using responsive modern look and feel	Beginning in 2020, the College is upgrading to PeopleSoft 9.2, which supports mobile devices and modern standards better than the current system.
III.C.1 & III.C.3	Strive to maintain technology currency by proactively maintaining, virtualizing, decommissioning, upgrading, or expanding systems, networks, software, computers, classrooms, labs, and info systems	The Learning Environment Enhancement Taskforce was created in spring 2018 and has developed a replacement/recycle plan. As of fall 2019, the Technology Master Plan is currently being revised and includes technology updates as a goal.
III.C.1, III.C.2, & III.C.3	Endeavor to proactively improve and deliver seamless, secure, easy to use, highly available, and integrated access to info systems	Improvement and integration of systems is part of the Technology Master Plan, which is being revised as of fall 2019. The implementation of EAB Navigate and its integration with PeopleSoft will allow students to have a single access point for guided pathways. In fall 2019, the application process was redesigned and automated to reduce the time between electronic application for admission and the assignment of a student ID number and email. In fall 2019, processes for credit and noncredit orientation were reviewed for improvements. PortalGuard was implemented for single sign-on, making interaction with College systems more seamless.
III.C.5	Continue to review, revise, and update all policies and procedures that guide the appropriate use of technology in support of the mission	Technology policies, like all other policies, are reviewed on a three-year basis. A Security Task Force was created in spring 2019. As of spring 2019, Board Policy 3720 (Computer Network Use) and Administrative Regulation 3720 (Using Information Technology Resources at Glendale Community College) are being reviewed.
III.C.1 & III.C.2	Follow Computer Refresh Plan to ensure updated technology available to students and employees	The Learning Environment Enhancement Taskforce was created in spring 2018 and has developed a replacement/recycle plan. As of fall 2019, the Technology Master Plan is currently being revised and includes technology updates as a goal. As of spring

		2019, Zoho software is being used to track completion of the refresh cycle.
Standard IV		
IV.A.3	Revision of the Hiring Allocation Committee documents	In summer 2017, the work of a Senate task force led to the fall 2018 Senate and Academic Affairs approval of more efficient and meaningful IHAC (Instructional Hiring Allocation Committee) form. In spring 2018, an IHAC task force began work to reexamine and revise the IHAC process manual and timeline. In spring 2019, the Senate requested another revision of the IHAC form; a task force was created in March 2019. Also in 2019, the CHAC (Classified Hiring Allocation Committee) form was revised. SSHAC (Student Services Hiring Committee) chose not to revise its process.

6. Institutional Reporting on Quality Improvements

6.A. Responses to Recommendations for Improvement

Recommendation 1: *[Although original text is provided here, see note below for the Commission's change to the recommendation.]* In order to meet the **Standard and Eligibility Requirements**, the team recommends that when the College establishes institution-set standards for student achievement, including job placement rates, it consistently publishes this information. The team further recommends that when the College identifies gaps between performance and institution-set standards appropriate to its mission, it implements strategies to mitigate those gaps and evaluate the efficacy of those strategies. (I.B.3, I.B.6, ER 11, ER 19)

Note: The [action letter](#) from the Commission dated February 3, 2017 included the following text: "The Commission acted to change Recommendation 1 to a recommendation to increase institutional effectiveness. These recommendations do not identify current areas of deficiency in institutional practice, but highlight areas of practice for which College attention may be needed."

Recommendation 1 consisted of two components, the first regarded the College's consistent publishing of institution-set standards for student achievement, including job placement rates. The recommendation's second component emphasized that when the College identifies gaps between institution-set standards and performance, it implements strategies to mitigate the gaps and evaluates the efficacy of those strategies.

Component 1 of Recommendation 1 – Consistency of Information Published

Different Standards Were Published in Different Reports.

Regarding the recommendation's first component, the Evaluation Team Report stated that the job placement rate standards which were published in the College's 2014 and 2015 ACCJC Annual Reports were not consistent with those in the 2016 ACCJC Self-Evaluation Report and GCC's Institutional Effectiveness Report. The major reason for the apparent inconsistency lies in the different types of job placement rate standards mandated by the College's external entities.

The job placement rate standard published in the Institutional Effectiveness Report is required annually by the California Community College system and is: 1) a Chancellor's Office-set standard, and 2) a *singular* benchmark that applies *across* all Career Education programs at the College. This job placement rate is a standard assigned to the College by the Chancellor's Office. If the College disagrees with the assigned standard, it may negotiate a change in the standard. The standard applies to the aggregated job placement rate which is derived from averaging of the rates of all Career Education programs at the College and is therefore a single number.

In contrast, the job placement rate standards required by the ACCJC (and published in the ACCJC Annual Reports and ACCJC Self Evaluation Report) are program-set standards that: 1) are determined by the faculty experts of each academic program and approved by the Academic Senate, and 2) consist of a *different* standard enumerated for each individual academic program (rather than a singular collegewide standard that applied across all programs). Therefore, the standards for job placement reported in the Institutional Effectiveness Report and those reported in the ACCJC reports are --by their nature-- different. Although the College must continue to report these different types of job placement rate standards, it has taken steps to reduce any resulting confusion.

College's Actions Regarding Different Standards Published in Different Reports.

Reflection and discussion among the institutional researchers of the Office of Research & Planning has resulted in the establishment of a procedure designed to avoid confusion that might result from the different types of job placement rate standards reported by the College. Going forward, the various reports will now be presented with explicit language that explains how the College must report job placement rate standards in the ACCJC Annual Report and ACCJC Self Evaluation Report that are necessarily different than the job placement rate standard included in the Institutional Effectiveness Report. The providing of this explanation in institutional reports and webpages can give stakeholders much-needed context and should clarify the different types of job placement rate standards published by the College. This adopted practice can be verified: 1) at the College's [accreditation webpage](#) which houses ACCJC Annual Reports, 2) in the 2019 Institutional Effectiveness Report, and 3) at the College's webpage for the Office of Research and Planning which posts [institution-set standards](#).

In addition, both types of standards will be published in the Institutional Effectiveness Report and at the Institution-Set Standards webpage. Since the ACCJC Annual Reports are submitted through online portals which will not accommodate the publishing of the Chancellor's Office-set standard, the standard will instead be presented at the College's [accreditation webpage](#) that houses all submitted ACCJC Annual Reports. When the 2023 ACCJC Self-Evaluation Report is prepared, the section regarding ACCJC job placement rate standards will also include the Chancellor's Office-set standard along with an explanation of how its methodology varies from that of the ACCJC.

Alignment of Publication Schedules.

The Evaluation Team Report stated that the College reported standards for job placement rates in its 2014 and 2015 ACCJC Annual Reports that were not consistent with those reported in the 2016 ACCJC Self Evaluation Report. Specifically, the Evaluation Team Report indicated that the 2016 ACCJC Self Evaluation Report showed no standards below 50% whereas the 2014 and 2015 ACCJC Annual Reports showed rates that ranged between 0 and 80%. It is important to note why any college would revisit and adjust its standards from one year to the next: it is in keeping with good practice to do so. At the College, the 2014 and 2015 ACCJC Annual Report standards were indeed between 0 and 80%. Prior to the Commission's recommendation, the

College's process for program-set standards for rates of job placement involved Career Education faculty examining annual job placement rates each spring semester, adjusting their standards as needed, and the Academic Senate review and approval each fall semester. However, after the 2015 ACCJC Annual Report was submitted, the College revisited its process for the setting of job placement standards. Broad-based discussions occurred and included input from the Academic Senate and division chairs of Career Education programs. Consequently, the process was revised to ensure that the standards would be based upon examination of historical data and that resulting standards should never be under 50 percent for any program.

The [historical data](#) include, for each of the last nine years, the program's employment rate, number of program completers, and number of completers employed. Program faculty are also provided with data on the total number of completers for the last three years as well as the last seven years. Additionally given, are the average employment rates for the last three years and last seven-years. Program-level job placement rates are calculated using relatively small numbers of students and therefore can be subject to dramatic increases and decreases in placement rate from year to year. Consequently, the College chooses to focus on whether the three- and seven-year averages fell below set standards. In preparation for the 2016 ACCJC Annual Report, the division chairs –with input from the Academic Senate-- then applied the newly-revised practices when setting standards for each of their individual programs. Through that process, program-set of standards, which now had no standard below 50 percent, were approved and included in the 2016 ACCJC Annual Report. These revised standards were also included in the 2016 ACCJC Self Evaluation Report.

The Evaluation Team Report stated that the job placement standard published in the College's 2014-2015 Institutional Effectiveness Report included "xx" as a placeholder for the 2013-2014 CTE Employment Rate standard, a standard which was negotiated with the state of California. Prior to the recommendation, the Institutional Effectiveness Report was scheduled for routine publication each fall semester. In the fall semester of 2016, the College was still awaiting the negotiated rate from the Chancellor's Office and therefore did not have it available in time for the publication of the report. For this reason, the report with all of its various performance metrics was published on schedule but a placeholder had to be used for job placement rate. The mismatch in timelines regarding when various college reports are due and published led to the inconsistency in published standards.

College's Actions Regarding Alignment of Publication Schedules.

To ensure consistency among job placement rate standards published in the College's reports, the Office of Research & Planning has taken steps to eliminate the chance of mismatch due to differences in the cyclical timing for the publishing of those reports. Going forward, updates to the yearly reports that routinely publish these standards will now occur in the spring semester *shortly after the ACCJC Annual Report is submitted*. Specifically, the Institutional Effectiveness Report and institution-set standards webpage will be updated in the spring semester to ensure that their published standards are in chronological alignment with those in the ACCJC Annual Report.

Component 2 of Recommendation 1: Addressing Gaps Between Performance and Standards.

Recommendation 1 consisted of a second component which regarded identifying gaps between institution-set standards and performance, implementing strategies to mitigate such gaps, and evaluating the efficacy of those strategies. Regarding aggregated, collegewide indicators such as course completion and transfer, the College regularly reviews its data to examine for any gaps between performance and institution-set standards. Each spring semester, the Academic Senate and Master Planning Committee engages in this review. To date, collegewide performance has not fallen short for any institution-set standard. At their [September 2019](#) meeting, the Academic Senate passed a motion to create a task force to draft a process for how the College will respond should it ever fall below one of these set standards. Based upon the recommendations of the task force, the Academic Senate approved a [policy](#) at their October 2019 meeting, that specifies the actions the College will take if performance on these collegewide indicators should become unacceptably low. The policy establishes that, in such instances, a group of functional experts associated with the affected performance indicator will: 1) identify the reasons why performance fell below the standard, 2) provide supporting evidence, 3) give recommendations on the appropriateness, or need for adjustment, of the set standard, and 4) develop, implement, and evaluate an action plan for improvement.

Prior to the Commission's recommendation, the College's process for program-set standards for rates of job placement and passing of licensure exam involved Career Education faculty examining annual job placement rates each spring semester, adjusting their standards as needed, and the Academic Senate review and approval each fall semester. In response to the recommendation, the College recognized the need to codify and implement a much more substantive process. An ad hoc task force of the Academic Senate was assembled to address the need to establish a procedure to follow when a department falls below its own set standard for job placement and passing of licensure exam. The task force held a number of meetings to discuss and develop the procedure. At their September 2017 meeting, the Academic Senate [approved](#) the recommendations of the task force for the new [process](#) (also described below in the response to Recommendation 2).

To further support departments in following the process, in spring semester of 2018, online tools were provided to Career Education faculty for examining program performance data. The [Data Tools page](#) at Program Review website was augmented to include a [centralized hub](#) where faculty can examine labor market information from online dashboards and reports of the Centers of Excellence, Doing What Matters for Jobs and the Economy, Employment Development Department's Labor Market Division, Cal-PASS Plus, Los Angeles Economic Development Corporation & Center for a Competitive Workforce, and O*NET Online. Additionally, representatives of the Office of Workforce Development and the Office of Research and Planning jointly attended Career Education division meetings throughout the spring semester of 2018 to give demonstration presentations of these online tools. Further, in June 2018, an all-day

collegewide event was held during which the director of educational data and policy at West Ed discussed the Guided Pathways Initiative and led discussions and hands-on activities for Career Education faculty in the use of [Launchboard](#) which is a statewide data system that provides data on progress, success, employment, and earnings outcomes for California Community College students.

In September 2018, three Career Education departments fell below their set standards. In accordance with the Academic Senate's newly established process, the faculty of these programs engaged in dialog about program performance and established strategies for mitigating the gap between their performance and their standard. Those resulting outcomes from the discussions within the programs of [Graphic Design](#), [Restaurant Management](#), and [Web Development](#) were provided to the Academic Senate during its annual review and approval of program set standards. In their subsequent 2018 program reviews, the associated departments reported their planned strategies for improvement. To ensure that college leadership regularly reviews the operations, performance, and strategic planning of instructional departments, in the fall semester of 2018, deans and vice presidents, including those over Career Education programs, examined the program reviews for departments under their purview and reported out to the Master Planning Committee their top line takeaways. In the 2019 program reviews for those departments, faculty documented follow up on the efficacy of their strategies for improvement.

Recommendation 2: In order to increase effectiveness, the team recommends that the College revisits its institution-set standards on a regular basis to ensure they remain appropriate and useful for determining institutional effectiveness. (I.B.3, ER 11)

Institution-Set Standards for Collegewide Indicators.

Regarding aggregated, collegewide indicators such as course completion and transfer, the College regularly reviews for year-over-year trends in the data, examining for any gaps between performance and institution-set standards. Since it falls under their purview, the Academic Senate and Master Planning Committee engages in this regular review each spring semester. During such review, there is consideration regarding whether the standards continue to be appropriate and useful. For example, for the 2016-2017 academic year, the Academic Senate [increased](#) the standard for degree completion from 350 to 500 and for the 2017-2018 year, further [increased](#) it to 550. For broad sharing of information, these standards have also been occasionally included in presentations given to the board of trustees and classified staff although oversight of these standards are not the responsibility of these groups. In striving for continuous improvement, the Academic Senate has also [established stretch goals](#) for these collegewide indicators that heretofore have only had institution-set standards.

Institution-Set Standards for Job Placement Rate and Licensure Exam Pass Rate (A.K.A. “Program-Set Standards”).

Prior to the Commission’s recommendation, the College’s process for program-set standards for rates of job placement involved Career Education faculty examining annual job placement rates each spring semester, adjusting their standards as needed, and the Academic Senate’s review and approval each fall semester. In response to the recommendation, the College recognized the need to codify and implement a much more substantive process. An ad hoc task force of the Academic Senate was assembled to address the need to establish a procedure to follow when a department falls below its own set standard for job placement and passing of licensure exam. The task force held a number of meetings to discuss and develop the procedure. At their September 2017 meeting, the Academic Senate [approved](#) the recommendations of the task force for the new [process](#). The process establishes a specific and regular schedule for the data review, dialog about data, setting of program standards, and pursuit of actions for improvement. In the summer of 2017, all votes cast among instructional division chairs and instructional managers regarding the proposal were unanimously in favor. At their [September 2017 meeting](#), the IPCC also approved it.

The revised process has been followed in the time since its implementation. In 2018, three Career Education departments fell below their set standards. In accordance with the Academic Senate’s newly established [process](#), the faculty of these programs engaged in dialog about program performance and established strategies for mitigating the gap between their performance and their standard. Those resulting outcomes from the discussion within the programs of [Graphic Design](#), [Restaurant Management](#), and [Web Development](#) were provided to the Academic Senate during its annual [review and](#)

[approval](#) of program set standards. In their subsequent 2018 program reviews, the associated departments reported their planned strategies for improvement. In the 2019 program reviews for those departments, faculty documented the efficacy of their strategies for improvement.

Recommendation 3: In order to increase effectiveness, the team recommends that the College collect and disaggregate student learning outcome data for subpopulations of students to determine performance gaps and implement strategies for allocating resources to address those gaps. (I.B.6).

In order to enable individual student level assessment and allow disaggregation of assessment data by subpopulations of students, the College adopted the eLumen system which provides learning outcomes assessment functionality for these purposes. During the summer of 2017, course and program learning outcomes statements were migrated from the home-grown database to eLumen. To validate the accuracy of these learning outcomes statements, the data was vetted against current course outlines of record archived at the Curriculum and Instruction website as well as in the College's online Curriculum Management System. To ensure synchronization of learning outcomes statements within all systems, manual updates have been routinely performed. To automate this synchronization and guard against any possible errors, the College is considering additionally adopting eLumen's curriculum module.

In the fall of 2018, college wide assessment in eLumen was deployed. All areas are scheduled to complete assessment cycles within eLumen by Spring 2021. Some divisions and areas will be able to run reports associated with student disaggregation as early as Fall 2019. The departments of Credit ESL, Health, Kinesiology, English, Language Arts, and Nursing will be able to review data as early as Winter 2020 and use it to view performance gaps based on subpopulations of students. As department assessment cycles close, all College stakeholders will be able to evaluate results and, through the College's Program Review process, impact resource allocation aligned with division and institutional goals.

Currently, Program Review asks departments to respond to success and achievement gaps within their respective areas. Data and responses are used to validate departmental program reviews, departmental goals, and resource request evaluation. As eLumen learning outcomes assessment cycle data and findings become available, stakeholders can incorporate these into resource allocation decisions. Every year since 2017, the annual [instructional priorities](#) developed by the Academic Affairs Committee has included "assist with the improvement of the use of learning outcomes assessments." The purposes of instructional priorities are 1) to steer the work of the Academic Affairs Committee for the upcoming year and 2) to identify areas that will receive priority for annual resource allocation.

Recommendation 4: In order to increase effectiveness, the team recommends that the College formalize and record its widespread, but often informal, efforts to assess student learning outcomes at the course, program, and institutional levels in order to improve student learning and support programs, to fine-tune processes, and to allocate resources as appropriate. (I.B.6, II.A.1, II.A.3, II.A.11).

Beta testing of the eLumen system for the College's learning outcomes assessment process began in Fall 2017. At that time, select divisions and areas participated and were provided with direct training and support. Initial feedback regarding the process was supportive and consequently, deployment to the rest of the college proceeded in the subsequent academic terms with additional training and support provided to users college wide. In December 2018, eLumen integration with Canvas was initiated to further support faculty with instructional learning outcomes assessment. Currently, all course level assessments are conducted within eLumen where they are formally recorded [EVIDENCE?] To support college wide dialog and understanding about assessment, the learning outcomes coordinator has conducted workshops, open office hours for faculty since implementation, and updates to the learning outcomes website, including the creation of a training page to consolidate information for faculty.

All Program Learning Outcomes statements (PLO) have been migrated to the eLumen system. Degree and certificate programs have been uploaded and linked to their respective program learning outcomes. In the summer of 2019, all divisions and departments were provided with their current PLO statements to confirm or update as needed. Course level SLO assessment results will be used to support PLO assessments and identify more specifically where learning outcomes need to be improved at both levels.

In analyzing the former hierarchical mapping of Course/Program/Institutional learning outcomes, the Learning Outcomes Committee approved changing to a split mapping system to improve data consistency and accuracy. The mapping proposal was approved by the Senate on Thursday October 17, 2019. In the split model, Institutional Learning Outcomes (ILOs) and PLOs represent outcomes students should have accomplished upon graduating from the institution. Program outcomes are program/major specific outcomes that all graduates will need for their chosen certificate or degree. Institutional outcomes are general education outcomes that all or most graduates, across most programs/majors, should accomplish. The split model allows for indirect assessment of PLOs and ILOs when course outcomes are mapped to them.

To further support college dialog, the learning outcomes coordinator has attended various division and department meetings to discuss the use of eLumen, moving learning outcomes changes through the curriculum process, and how the information gained from disaggregated information can be used to examine performance gaps or successes. Many divisions have learning outcomes as a standing agenda item in their meetings (EVIDENCE), which facilitates communication between the Learning Outcomes Committee and the division. Learning outcome assessment analysis occurs at the division level for single discipline divisions and at the department level for multi-

discipline divisions. Both the learning outcomes coordinator and the eLumen database coordinator attended eLumination, the eLumen conference in the summer of 2019.

The migration process and dialog on campus have triggered some needed changes that will be completed this fall, including the change of the term Student Learning Outcomes (SLO) to Course Learning Outcomes (CLO) and the rewording of the ILOs to improve fluidity.

The Learning Outcomes Committee will update its guidance on best practices which will assist in formalizing assessment efforts as necessitated with the adoption of eLumen. This will be developed and formalized in the spring of 2020.

Regarding resource allocation, every year since 2017, the annual [instructional priorities](#) developed by the Academic Affairs Committee has included “assist with the improvement of the use of learning outcomes assessments.” The purposes of instructional priorities are 1) to steer the work of the Academic Affairs Committee for the upcoming year and 2) to identify areas that will receive priority for annual resource allocation. As eLumen learning outcomes assessment cycle data and findings become available, stakeholders can incorporate these into resource allocation decisions.

Recommendation 5: In order to increase effectiveness, the team recommends that the College assess the effectiveness of its current decentralized approach to student support labs and tutorial coverage and utilize the results to implement change as appropriate. (II.B.2)

At the [October 2016 meeting](#) of the IPCC, the recommendation was shared with the voting membership. This discussion served to ensure that relevant entities understood the meaning and import of the recommendation. At the committee's [May 2017 meeting](#), the College's dean of library and learning support was delegated primary responsibility for action steps to address the recommendation. His first action was to assess existing conditions with regard to student support labs and tutorial coverage. In the spring of 2017, he administered a survey to gather information from the college's various lab supervisors and tutoring managers regarding services that their area offered, types of training used for tutors, software utilized in labs, and any relevant student needs that still needed to be addressed. The [results of the survey](#) helped stakeholders understand all of the College's locations and types of learning support, services provided, technology relied upon, nature and extent of tutor training, and any unmet needs.

In the fall of 2017, a coordination effort was initiated among the College's various learning support areas. At a [September 2017 meeting](#) that brought together coordinators and managers over all areas of learning support, discussions served to explore future areas of collaboration. As a result of the meeting, multiple plans were agreed to:

- Develop an official training program for tutors of the Learning Center and Supplemental Instruction
- Ensure Supplemental Instruction tutors can access library study rooms and learning center meeting areas when no other space on campus is available
- Provide a centralized office location for the distance education and faculty development personnel in the newly constructed Faculty Innovation Center
- Coordinate work among personnel in the areas of faculty development, instructional services technical support, and distance education
- Disseminate the contact information for all area leads responsible for learning support to promote further collaboration

At IPCC's [October 2017 meeting](#), a progress report was provided to the voting membership and it was affirmed that high-level coordination and improvement of student support labs and tutoring would be centralized under the dean of library and learning support. The dean was working closely with: 1) the supervisors of student support labs to ensure cohesion in operations, and 2) managers over tutoring areas to develop alignment in tutor training. The dean would continue to convene all learning support coordinators and managers at least once a year (or more frequently, if needed) to review operations and discuss best practices.

Each of the plans were completed or had made substantive progress in the ensuing months. Coordination efforts began on a pilot project for increasing the effectiveness of

tutor training across the college. Since the College's Learning Center is recognized for its robust system of tutoring and high-level of quality due to years of data-driven continuous improvement, steps were taken to adopt a standardized method across the institution for training tutors using the Learning Center's time-tested procedures. The Learning Center's training of tutors is tailored to the needs of the subject matter delivery and includes substantial guidance on tutoring and instruction. [Feedback](#) results collected from Anatomy tutors trained in the pilot project indicated that the training was very helpful and effective. Discussions have occurred regarding how this tutor training might be expanded to Math which is the College's other major lab or instructional department that provides tutoring.

In the [fall of 2018](#), the deans associated with each of these learning support areas met to discuss learning support best practices already in place, and other processes to potentially implement. Through its participation in the California Virtual Campus-Online Education Initiative, the College had adopted NetTutor which supports online tutoring for distance education students as well as provides a standardized form of online tutoring for all course taking modalities. This leveraging of technology allows the College to greatly expand the availability of tutoring and thereby increase student access to learning support.

Also, to strengthen coordination between the College's tutoring and Supplemental Instruction (SI) efforts, the Learning Center coordinator completed training designed for supervisors of SI. This training is offered annually by the International Center for Supplemental Instruction at the University of Missouri-Kansas City and the training areas included: procedures for selecting SI courses and SI leaders, roles and benefits of supervisors and leaders, evaluation and funding of the program, training and supervision of SI leaders, theoretical frameworks underlying the SI model, and effective learning strategies and SI session activities. Completers of the training participated in SI simulations and were provided with SI Supervisor and SI Leader manuals for use and distribution at completers' institutions. As a result of this training, multiple outcomes were gained: 1) a greater understanding of the ways tutoring and SI are necessarily separate and distinct processes, 2) discovery of areas where tutoring and SI approaches overlap with regard to teaching and learning and could benefit from the same methods (e.g. pedagogical techniques like Flipped Classrooms), 3) identification of the types of training that tutors currently receive that should be additionally required of SI leaders (e.g. handling sexual harassment, active shooter, etc.), 4) training that increases the number of individuals who can train SI leaders at the College.

As a result of the fall 2018 meeting, a plan was developed in coordination with the Office of Communications and Community Relations to increase students' awareness of available learning support. This included the creation of a webpage to function as the centralized hub of all learning support available to students and to include the locations of learning labs on campus maps. There was also discussion about the possibility of designing a standard icon to be displayed on college buildings and on maps to help students know how to find learning support.

In the [fall of 2019](#), the lab coordination and collaboration workgroup reconvened to follow up on plans to improve communication and ensure consistency across open labs on campus and expand standardized tutor training across the College. The Learning Center and Biology division had successfully implemented specialized, truncated tutor training for tutors employed in the Anatomy lab. The tutor training sessions were extensive and evaluative feedback from student tutors indicated that the new training model had been very helpful and informative. Since the Math Discovery Center Steering Committee was open to integrating components of the Learning Center's tutor training that can be applied to Math tutoring, specific proposals to expand tutor training to Math were discussed among the lab coordination and collaboration workgroup.

The workgroup reviewed progress on NetTutor which supports online tutoring for distance education students as well as provides a standardized form of online tutoring for all course taking modalities. Discussion included the 24/7 availability of the service which is free to students, the ways in which it is publicized to students, its integration in the Canvas learning management system, the number of hours students can use it, and the significant degree to which students at the College have utilized the service for writing and Math. The workgroup reviewed the various ways in which students are informed of learning support services. At the College's website is a centralized hub called [HelpFinder](#) which was designed to be a student-friendly resource that directs students to available student support, including learning support such as tutoring and SI. One of the most visible mediums that directly communicates information to students consists of the many large television displays mounted in indoor and outdoor locations across the College. These have provided a way to broadcast information about tutor support, through both eye-catching digital signage as well as through video. And, within the Learning Center, support services are publicized to students.

In summary, in the time since the College received the recommendation, it has assessed the effectiveness of its approaches to learning support and tutorial coverage. In seeking continuous development and enhancement, high-level coordination and improvement of student support labs and tutoring was centralized under the dean of library and learning support. Recurring meetings have taken place among learning support coordinators and managers to plan actions for improvement and ensure cohesion in operations. Numerous changes have been implemented, including a formal training program for Anatomy tutors based on the most applicable and useful elements of the existing tutor training program. This work has yielded positive results from the completers of the Anatomy tutor training and has provided an auspicious onramp for Math tutoring. The College will continue to strengthen coordination and collaboration regarding its learning support services.

Recommendation 6: In order to increase effectiveness, the team recommends that the College provide access to online counseling for students and identify methods to reduce wait time for counseling appointments. (II.C.5)

Online Counseling.

Throughout the year, the average wait time for counseling services has been 17 minutes which is quite good when measured against comparable colleges. However, during priority registration periods, the average wait time can be considerably longer (e.g. in August 2018, it was 45 minutes). In pursuing continuous improvement and in response to the recommendation, discussions commenced among relevant committees with regard to steps that must be taken to provide online counseling for students and identify methods to reduce wait times for counseling appointments. At their [October 2016 meeting](#), the Student Affairs Committee discussed the recommendation and its significance in meeting of students' needs. This is the standing committee that presides over student services and matters of student life matters at the College.

The use of technology to address the need for online counseling fell directly under the purview of the Student Success and Support Program (SSSP) Committee and consequently the review of progress on the issue of online counseling became a routine agenda item for SSSP Committee meetings. For the 2016-2017 year, the College had purchased ConexEd's Cranium Café, which was the online meeting and collaboration platform selected by the California Community College's Online Education Initiative (OEI). In the SSSP Committee's [March 2017 meeting](#), the counselor and student services technician who were delegated the responsibility for implementing the technology discussed progress to date and future direction. The platform was a promising solution for online counseling because: 1) going forward, the cost would be wholly subsidized by the Chancellor's Office through its California Virtual Campus-Online Education Initiative, 2) it was ADA and FERPA compliant, and 3) it easily integrated with Canvas—the learning management system that the College was anticipating to adopt. Work soon commenced on integrating Cranium Café with SARS—the College's system for setting appointments, including those for counseling.

By the time of their next [meeting in April 2017](#), testing had begun on the compatibility and data sharing between Cranium Café and SARS to ensure that students would be able to make appointments for online counseling. For counselors who would be participating in the pilot of Cranium Café, demonstrations were provided that explored the various tools of the system. By the time of their [May 2017 meeting](#), the technical implementation of Cranium Café was completed to include full connection to SARS. In their [September 2017 meeting](#), the SSSP Committee was provided a demonstration of an online counseling session using a mock appointment between a counselor and another counselor playing the role of a student. Discussions then focused on logistics behind the sharing and completing of Admissions & Records and Financial Aid forms electronically, and with ensured confidentiality. To learn best practices for online counseling, the counselors who would be participating in the Cranium Café pilot underwent the OEI Online College Counseling Course and Orientation between February 5th and March 18 of 2018. As documented in the minutes of their [September](#)

[2018 meeting](#), the pilot for online counseling began at the College at the start of the fall semester of 2018 and concluded at the end of that semester.

Campus wide implementation Cranium Café began at the start of Spring 2019. Since that time, students have been able to engage in online counseling appointments. An informational campaign to promote awareness of this option has been ongoing through governance and non-governance committee meetings and flyers distributed throughout the college. The College's Counseling website includes a page specifically for information on how and when students can access online counseling ([Webpage for Online Counseling](#)). The counseling department is also taking steps to expand the hours during which online counseling is available to students.

Use of Multiple Modalities for Improving Student Access to Student Services.

At the College, students have the following modalities to access counselors for their counseling experience: In-person one-to-one counseling, group counseling and workshops, Student Development classes, online counseling, email communication, phone communication, texting functionality through EAB Navigate, Early Alert through PeopleSoft, and student club and organization advising. All of these modalities allow for access to students to remind them of counseling availability and resources for student growth and matriculation.

Each semester Academic Counseling sends email reminders to all enrolled students inviting them to make counseling appointments to develop or update their student education plans. These reminders help students meet with their counselors early in the semester to set up their Planner in preparation for the next term registration period. Along with helping students become fully engaged in their academic planning, this process also supports all counseling offices' efforts to provide services to students in a timely matter.

Expansion of Decentralized Counseling.

Decentralized Counseling purposefully fosters the counselor-to-student experience by housing full-time and/or adjunct counselors in strategic office locations across the College and away from the "main counseling area". This helps decrease the wait times to see a counselor and is particularly beneficial during peak times of registration. Decentralized Counseling has been expanded to include more locations. Some examples of decentralized locations include our Veterans Resource Center, Center for Academic Success in Athletics (CASA), Student Welcome Center, English Division, and Math Division. Mobile Counseling provides students easier access in connecting with a counselor. Students at the Garfield location connect with counselors who are centrally located at its Career and Counseling Center. In the future, the Garfield location aims to explore additionally placing a counselor in its Welcome Center.

Counselors Embedded in Meta Majors.

Embedded Counseling is a student-centered innovation that helps students reach their educational and career goals by making available to them, counselors with highly-specialized academic and career information about their meta major. These counselors

will conduct outreach visits to specific gateway courses that mostly contain students in the meta major and will also be available for counseling sessions. Like Mobile Counseling, Embedding Counseling seeks to reach students “where they are” and adds to the number of options students have for counseling.

Addition of Streamlined and Transformational Counseling Experiences.

A team of the College’s student services representatives attended a *Counseling in the Era of Equity* conference hosted by Skyline College and their Equity Institute in order to adapt transformative principles in student services. After evaluating existing processes with a more “student-ready” mindset, the general Academic Counseling department has recently implemented practices designed to reduce the wait times for counseling during priority registration periods while also ensuring students are receiving the services they need. This approach was discussed at the College’s own Counseling in the Era of Equity [retreat](#), [Student Affairs Committee](#), and [Faculty Meeting](#). At the heart of the redesigned process is a focus on student-centered service. This is reflected in the use of student staff as greeters who are employed to welcome all students who arrive at the general Academic Counseling department, determine the specific outcomes the student desires, and consequently guide the student on the next step. Based upon the student’s reported needs, the greeter will often describe to the student the specific type of appointment she/he will need that day and direct her/him to office of the appropriate counselor. The use of greeters in the Academic Counseling area aims to ensure students receive what they need and it also facilitates timely delivery of services.

The focus on student-centered service was likewise the basis of newly-categorizing three types of counseling services that not only address wait times, but also improve operational efficiency: Express Counseling, Express+ Counseling, and Transformational Counseling. The first two types function to quickly provide students solely the service they stopped in for and promptly get them on their way. Express Counseling is a quick fix for transactional items such as prerequisite clearances which typically require about five minutes. In Express+ Counseling, a counselor can spend a little more time with the student however, if not able fully serve the students’ needs, they can determine whether the student requires an on-the-spot appointment. Express+ Counseling aims for a 10 minute meeting duration. Transformative Counseling applies theory to practice and endeavors to move beyond the transactional functions of counseling. Using the full 30-to-60 minute appointment allotment, better rapport is developed between the counselor and the student with the intent to inspire return visits with the same counselor. The Transformative Counseling approach allows full-time counselors to get to know students, identify their needs (including but not limited to basic needs such as food, shelter, safety, etc.), determine if the student requires an abbreviated or comprehensive educational plan, and establish if they additionally need specialized consultation with a counselor in Career Services, Transfer Center, Career Education, EOPS, or Equity.

Recommendation 7: In order to increase effectiveness, the team recommends that the College develop a method for identifying, completing, and tracking timely evaluations of adjunct faculty. (III.A.5)

At the [October 2016 meeting](#) of the IPCC, the recommendation was shared with the voting membership. However, it was emphasized that the information in the draft of the team evaluation report was not to be made public until the final, official recommendations were provided to the college in January 2017. At IPCC's [March 2017 meeting](#), the recommendation was again shared with the committee as a result of the official conclusions by the ACCJC. This discussion served to ensure that relevant entities understood the meaning and importance of the recommendation. In essence, the College had fallen short on ensuring timely evaluation of adjunct faculty according to the College's established schedule. From that point forward, progress on accreditation recommendations became a routine line item in the agenda of each IPCC meeting.

By the time of IPCC's [April 2017 meeting](#), the human resources (HR) manager was delegated primary responsibility for coordinating the action steps to address the recommendation. At the [May 2017 meeting](#), the committee engaged in a robust discussion to understand the current conditions surrounding adjunct faculty evaluations and the factors underlying why instructional divisions were not able to complete the evaluations in a timely manner. It was identified that part of the problem was due to a lack of information provided to the HR department regarding current status of adjuncts which is required in order to accurately track who needs to be evaluated. The HR department currently tracks evaluations manually and relies on this information from the instructional divisions. Additionally, there had been a shortcoming on the part of the instructional divisions in ensuring evaluations were actually completed in a timely manner. Discussion further explored the factors underlying why instructional divisions were not able to complete the evaluations. The meeting concluded with an action item to assemble a core workgroup to address the recommendation.

Beginning the summer of 2017, the HR manager led a series of fact-finding and problem-solving meetings with key personnel from the departments of instructional services, student services, HR, and IT. She also assembled ad hoc meetings with a core workgroup that consisted of the HR management, the vice president of instruction, the vice president of student affairs, the dean of research, planning, and grants, the dean of instructional services, the manager of accreditation and institutional effectiveness, and the faculty coordinator of planning and accreditation. The discussions of these meetings generally centered on clarifying business processes, understanding the tracking and transmittal of relevant data, and problem-solving for effective workflows. In essence, the ultimate goals of these meetings were to clarify: 1) what specific factors had made it difficult for the College to ensure timely completion of evaluations for adjunct faculty, and 2) the ways that structures or processes could be modified to ensure timely completion.

Research also began in earnest regarding online systems and the focus turned to the possibility of adopting employee performance evaluation modules of online systems that

were already used by the College. Since NeoGov is the system for managing the application and onboarding phases of employment at the College, its module for employee evaluations was investigated. Also, research was initiated into expanding the use of Oracle since it was already used by the College for enterprise resource planning (ERP), including payroll. After a careful assessment of the compatibility of these options with the college's existing data sources and tracking systems for adjunct faculty, it was concluded that NeoGov's module appeared to be the most optimal solution since out-of-the-box, it was fairly ready for implementation. In contrast, the technicians for Oracle indicated that the system would require customized development in order to ensure compatibility with the relevant data sources.

At IPCC's [September 2017 meeting](#), the committee reviewed and discussed the work progress and its findings to date. Further discussion ensued regarding the complexity associated with adjunct faculty since the instructional divisions' need for part time instructors varies so much from term to term. The committee discussed the difficulty in reconciling data, processes, and practices associated with: 1) determining which adjunct faculty members are actively teaching during any single term, and 2) determining whether the active faculty member is due for an evaluation (given the College's policy for the frequency of evaluations). At IPCC's [October 2017 meeting](#), the vice president of administrative affairs urged the reconsideration of Oracle as the technology to facilitate evaluation of adjunct faculty. By this time, the College's chief information systems officer had taken employment elsewhere and his interim replacement notified the committee that Oracle was contacted to revisit the system's options. At IPCC's [November 2017 meeting](#), the committee was told that Oracle was a viable option and that further exploration would resume in the spring semester after the IT department and Office of Administrative Affairs implemented a high-priority system for the college's planning and budgeting. At IPCC's [April 2018 meeting](#), the committee was notified that a meeting was being scheduled to review technology options. By the time of IPCC's [May 2018 meeting](#), work had focused on a business process for how to reconcile the complexities associated with the data, processes, and practices relevant to instructional divisions completing adjunct evaluations. The new process was validated by instruction, HR, and IT and tested in Oracle. The resulting processing workflow was then [piloted](#) with an eye toward incorporating and automating data that adhered to the College's complex "re-employment rights" rules. After the [pilot work](#) was completed by the time of IPCC's [September 2018 meeting](#), and the new process was confirmed as viable, the next step sought to finalize the College's direction regarding the technology systems that could further facilitate and strengthen the College's ability to ensure timely evaluations.

In the ensuing months, it was also decided that demonstrations would be scheduled for the workgroup to evaluate technology solutions. Multiple onsite demonstrations of each system was completed with the workgroup in attendance. Collectively, it was decided to move forward with NeoGov. Testing was completed by the IT department to ensure the processing using NeoGov was handled correctly.

By the time of IPCC's [March 2019 meeting](#), the committee was notified that the Oracle option would necessitate the moving of all HR systems to a cloud network and therefore the NeoGov module might instead be implemented. The College's most recently hired chief information systems officer indicated that he was carefully reviewing contract terms for NeoGov and that another meeting with the company would be scheduled.

In April 2019, the HR manager coordinated several follow up meetings with NeoGov and the College's chief information systems officer to confirm that NeoGov's PERFORM module could support the college's performance evaluation tracking needs and interface compatibility of the software with Oracle. It was determined by IT that NeoGov's system requirements for the interface could be met. Further discussions with IT and NeoGov regarding moving forward with the software were postponed by IT until mid-September 2019.

Recommendation 8: In order to increase effectiveness, the team recommends that the College revises the evaluation forms for faculty, counselors, and librarians to more clearly and effectively demonstrate that the results of the assessment of learning outcomes are used to improve teaching and learning. (III.A.6)

At its [January 2018 Commission Meeting](#), the ACCJC had a second reading on its proposal to eliminate Standard III.A.6 based upon the rationale “to remove the evaluative spotlight of student learning assessment from the individual”. On page 9 of the [ACCJC’s Accreditation Standards](#), the section for Standard III.A.6 now states, “Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.” In light of the Commission’s decision to remove this standard, the College felt the need to adjust its actions accordingly and therefore discontinued discussions and actions related to the eliminated standard.

6.B. Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards

STUDENT LEARNING OUTCOMES (Standard I.B.2)

Reflect on the college's assessment processes since the last comprehensive review:

- **What are the strengths of the process that helps lead the college to improve teaching and learning?**

Faculty engagement and support has grown significantly over the past three years. Almost all divisions are represented on the Learning Outcome Committee and actively report back to their constituents. As faculty more regularly conduct assessments, they are actively reviewing and revising learning outcomes to improve assessment results. The migration to eLumen has supported more transparency, stronger communication around learning outcomes, and more consistent assessment frequency. As a result of eLumen, all faculty assess their courses and students at the individual level. Many have found that their learning outcomes require revision and updating. Implementation of eLumen has provided a transparent and integrated online display of learning outcomes work in all areas of the college. Faculty and staff have an increased awareness of how learning outcomes can be used for continual improvement.

To create more dialog across all areas on campus, the learning outcomes coordinator has provided workshops and support for individual and departments campus wide, including: attending and presenting at division retreats and meetings, providing learning outcomes and assessment workshops, and office hours for individual faculty. The coordinator supports faculty through maintaining a learning outcome website to provide up to date information and trends in learning outcome assessment as well as instructions and support for those completing assessment. The coordinator has also met one on one with division chairs to discuss implementation of learning outcome assessment in eLumen. The Learning Outcome Committee is made up of representatives from each division who actively disseminate information and actions to their respective divisions.

- **What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?**

The assessment process continues to be integrated into the campus wide culture. As more departments and divisions close their assessment cycles the data set will improve and allow further integration of results into planning. Migration to an integrated and synchronized curriculum management system has been identified as a necessary step to support consistency between learning outcomes and course outlines. The Learning Outcome Committee has moved that the college change the current hierarchical mapping to split mapping to improve data integrity when assessing ILO.

- **Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.**

As assessment cycles are completed in the current and next academic year, assessment data can be further integrated into improvements. The table below shows examples of changes made to courses through the curriculum review process based on assessment data at the course level.

Subject	Number	Course Description	Change Description
BIOL	115	Human Biology	Cyclical review of the course. Revisions to SLOs in order to make them possible to evaluate for each student using current instruments of assessment shared by all instructors. Updates to catalog statement, course content, methods of instruction, out of class assignments, methods of evaluation, textbook, etc.
BIOL	120	Human Anatomy	This is NOT a cyclical review, but only a fix to SLOs in order to match the assessment instruments used by all instructors of this course. Nothing else has been changed.
BIOL	122	Introduction to Biology	Cyclical review for this course. We re-wrote the SLOs in an attempt to make them easier to assess across many sections with different instructors. We also tweaked course content, exit standards, and updated the textbooks. Minor change in catalog statement.
BIOL	123	Evolution	My last assessment of existing SLOs for this course made clear that the current SLOs were difficult to assess. I have had email discussions with the other instructor of the course and we have come up with a set of revised SLOs and some shared methods of assessment. This is a cyclical review.
ESL	1	ENGLISH AS A SECOND LANGUAGE LITERACY	Revisions made to SLOs for Level 0 reflect analysis of learning outcome assessment data for student reading comprehension, writing responses, and vocabulary usage when responding to oral questions.
KIN	155	Foundations for Group Exercise Instruction	Due to advisory committee recommendations and SLO assessments, we are revising this course to be 2 units of lecture, 1 unit of lab. Changes made: <ul style="list-style-type: none"> • 3 units lecture -to - 2 units lecture, 1 unit lab • Updated SLOs to be more succinct • Updated course content • Updated out of class assignments and methods of evaluation • Updated textbook
LIB	100	Critical Approaches to Information Research	In January 2016, the Association of College and Research Libraries, a division of the American Library Association, officially adopted the "Framework for Information Literacy for Higher

			<p>Education." This framework replaces the former "Information Literacy Competency Standards for Higher Education." However, many of the former standards are reflected in the current framework as without them, the higher order concepts of the framework would not be achievable from an instruction perspective. Although the framework, especially its replacement of the standards, is still somewhat controversial in our profession, it is the board-approved guideline for information literacy competency. As such, as a department, the full time librarians in a credit instruction retreat in Spring 2016, agreed that we would move forward on incorporating as much as possible the framework into GCC Library's credit and non-credit curriculum.</p> <p>The framework is a guiding document that is quite extensive and includes knowledge practices and dispositions for each of the six frames. For the sake of brevity, I will only include the six frames here and provide a link to the more comprehensive document for those interested. The frames are:</p> <ul style="list-style-type: none"> • Authority is Constructed and Contextual • Information Creation as a Process • Information Has Value • Research as Inquiry • Scholarship as Conversation • Searching as Strategic Exploration <p>Here is the link for the "Framework for Information Literacy for Higher Education": http://www.ala.org/acrl/standards/ilframework</p> <p>The framework is more encompassing and comprehensive in nature than the former standards, which was more skills-based. The framework is a timely adjustment given the the social, political, and cultural information ecosystem of the day, and facilitates instruction that is more relevant and engaging to students within multiple contexts and interests, providing an avenue for students to make cross-disciplinary connections.</p>
ABSE	ABSE 151	Workforce Readiness for Adults with Disabilities	Through the assessment process of the Adult Education Block Grant (AEBG) the consortium identified Adults with Disabilities needing entry/initiation courses for College and Career readiness, These two course outlines address this need.
ACCTG	165	Tax Planning, Tax Research, and Tax Fraud	The course is being reviewed as part of the regular cycle of curriculum review.

			Updated the textbook to a newer edition the only newer edition available for the second textbook is 2012 edition
ACCTG	220	Cost Accounting	Updated: <ul style="list-style-type: none"> • Course content and contact hours • The textbook
BIOL	102	General Biology	With the new requirement of using eLumen for individual SLO assessments for each student, we have re-written our course SLOs to better match our evaluation instruments (major topics covered on exams and laboratory practicals).
BIOL	131	Regional Natural History	This a cyclical review of the course outline that includes small changes to SLOs in order to allow better assessment of the course, no matter where it is taught. The instructors of this class (Greg Meyer and Guy Van Cleave) have collaborated via email on the revisions. (see attached). We also revised exit standards, course content, textbooks, out-of-class assignments and methods of instruction.
EMT	140	Emergency Medical Technician (EMT)	Additional pharmacology knowledge and administration of medications have been added statewide to the EMT-Basic job description, resulting in an increase of instructional hours.
ENGL	101+	Introduction to College Reading and Composition	New Info: <ul style="list-style-type: none"> • The units of this course are changing from 3.0 lecture units to 4.0 lecture units and .5 lab units. • The lecture unit change will help us meet the AB 705 mandate that "requires college to maximize the likelihood that students enter and complete a transfer-level course in ... English in one year." The additional lecture unit will allow this course to include more robust critical reading instruction to supplement the instruction that was previously in the longer course sequence and to better accommodate students who are entering the course through multiple measures. This is also in response to eliminating our stand-alone reading courses. And, finally, to better serve the needs of other divisions who assign writing, this course will teach multiple writing modalities, as well as citation styles beyond MLA. • The additional .5 lab unit includes the co-requisite that makes this course English 101+ which will support students who need additional remediation and "just in time" support from an instructor. It also provides scaffolded and supportive reading and writing content.

ENGL	199	Composition Workshop for Reading, Writing, and Academic Literacy	This course is designed in response to the shifting requirements that students who assess into courses below English 101 be given support to complete their English course sequence in a timely manner. It is hoped that this corequisite "support" class will assist students in completing other English courses. This is the credit version of the support course (updated from an existing but deleted credit course).
FIRE	101	Principles Of Fire Emergency Services	<p>The Glendale College Fire Technology program meets the FESHE Fire and Emergency Services Higher Education guidelines. This is a National adoption of Fire Technology programs at the Community college and University level. since all fire programs in California now utilize this standard, we are updating all fire courses accordingly. Although word for word adoption is not mandated, we are updating all curriculum to fall more in line with the FESHE model.</p> <ul style="list-style-type: none"> • The changes are noted throughout the updated course information. Most of the changes are tied to the nomenclature for course descriptions. • Edited Out of Class Assignments (CH) • Edited textbook (CH) • Added selected content to align with C-ID descriptor (CH)
FIRE	102	Fire Behavior And Combustion	<p>The Glendale College Fire Technology program meets the FESHE Fire and Emergency Services Higher Education guidelines. This is a National adoption of Fire Technology programs at the Community college and University level. since all fire programs in California now utilize this standard, we are updating all fire courses accordingly. Although word for word adoption is not mandated, we are updating all curriculum to fall more in line with the FESHE model.</p> <p>Changes are focused on the nomenclature tied to the catalog description, course content and course description.</p> <ul style="list-style-type: none"> • Formatted and added content (CH) • Updated textbook (CH) • Formatted Out of class assignments (CH)
FIRE	103	Fire Prevention	This course provides fundamental knowledge relating to the field of fire prevention. Topics include: history and philosophy of fire prevention; organization of a fire prevention bureau; use and application of codes and standards; plans review;

			<p>fire inspections; fire and life safety education; and fire investigation.</p> <p>Rationale:</p> <p>The Glendale College Fire Technology program meets the FESHE Fire and Emergency Services Higher Education guidelines. This is a National adoption of Fire Technology programs at the Community college and University level. since all fire programs in California now utilize this standard, we are updating all fire courses accordingly. Although word for word adoption is not mandated, we are updating all curriculum to fall more in line with the FESHE model.</p> <p>Changes include changes to content, update the book and slight SLO changes.</p> <p>Description Change from FESHE;</p> <ul style="list-style-type: none"> • Formatted and edited Course Content • Changed "engineering" to "designing" in Course Content • Edited Textbook • Edited Out-of-Class Assignments • Checked CSU only articulation
FIRE	104	Building Construction for Fire Protection	<p>The Glendale College Fire Technology program meets the FESHE Fire and Emergency Services Higher Education guidelines. This is a National adoption of Fire Technology programs at the Community college and University level. since all fire programs in California now utilize this standard, we are updating all fire courses accordingly. Although word for word adoption is not mandated, we are updating all curriculum to fall more in line with the FESHE model.</p> <ul style="list-style-type: none"> • The changes include updated textbook and update catalog description. • Edited course content and formatting • Inserted authors in textbook • Updated Out of Class Assignments • Logic And/Or of recommended prep listing • Checked CSU Transferable • Added exit standards to conform to C-ID descriptor • 101 is being removed as a pre-req
FIRE	105	Fire Protection Systems	<p>The Glendale College Fire Technology program meets the FESHE Fire and Emergency Services Higher Education guidelines. This is a National adoption of Fire Technology programs at the</p>

			<p>Community college and University level. since all fire programs in California now utilize this standard, we are updating all fire courses accordingly. Although word for word adoption is not mandated, we are updating all curriculum to fall more in line with the FESHE model.</p> <p>Changes to the content, update the book and update the catalog description was updated.</p> <ul style="list-style-type: none"> • 101 is being removed as a pre-req as per the C-ID and students not needing exiting skills for 101 to have success in 102, 103, 104 and 105. • Formatted and added Course content (CH) • Changed to CSU transferable (CH) • Edited textbook (CH) • Updated Out of Class Assignments (CH) • Added exit standards to comply with C-ID descriptor
FIRE	106	Principles of Fire and Emergency Services Safety And Survival	There has been changes to the CID for Fire Technology that Glendale College is updating. This course reflects those changes along with the need to change the title. The course title is similar to FIRE 101. The pre-requisite requirement has also been removed.
FIRE	108	Fire Apparatus And Equipment	This course has not been updated in some time, thus, new student learning outcomes as related to this course have been updated. We have also removed the pre-req for FIRE 101 and updated the course as to reflect changes to adopted curriculum from the California State Fire Marshals office.
FIRE	114	Hazardous Materials	<p>This course is being updated in the following ways. First, we are removing the pre-req course FIRE 101 as we have aligned the fire curriculum with the national fire curriculum which the California State Fire Marshal has adopted. Next, we have updated the content of this course as technology has changed over the past years tied hazardous materials and the way first responders respond to such events.</p> <p>Changes were made to the catalog statement to update the course nomenclature to be aligned with national fire course descriptions and those posed by the California Fire Directors.</p>
NS	213	Medical-Surgical Nursing III	Regular cycle of curriculum review of all courses is a College expectation.
STV	22	Beginning Account Clerk	<p>WAS OBT 22</p> <p>Justification for course prefix change:</p>

			<p>With the expansion of our course offerings beyond office and business technology (OBT) into allied health and pre-CTE, we need a department name that reflects all our courses. Essentially we are offering short term vocational training which is how Title 5 describes our category of funding. Thus, it makes sense that our new name and course prefix reflect the State's language: Short Term Vocations (STV).</p> <p>Additionally, there is movement in the State for everyone to adopt CCCApply, and in the drop down menu for noncredit, the State language will be used: Short Term Voc, Adult Basic and Secondary, Parent Education, Older Adults, etc. This will make it easier for our students to identify the right department to find the courses they want should we have to use CCCApply.</p> <p>Justification for SLO revision:</p> <p>Revisions have been made to the Student Learning Outcomes to reflect appropriate competencies for this course.</p>
STV	31	BUSINESS WRITING: EMAIL	<p>WAS OBT 31</p> <p>Justification for course prefix change:</p> <p>With the expansion of our course offerings beyond office and business technology (OBT) into allied health and pre-CTE, we need a department name that reflects all our courses. Essentially we are offering short term vocational training which is how Title 5 describes our category of funding. Thus, it makes sense that our new name and course prefix reflect the State's language: Short Term Vocations (STV).</p> <p>Additionally, there is movement in the State for everyone to adopt CCCApply, and in the drop down menu for noncredit, the State language will be used: Short Term Voc, Adult Basic and Secondary, Parent Education, Older Adults, etc. This will make it easier for our students to identify the right department to find the courses they want should we have to use CCCApply.</p> <p>Justification for SLO revision:</p> <p>Revisions have been made to the Student Learning Outcomes to reflect appropriate competencies for this course.</p>
STV	33	BUSINESS LETTER WRITING	<p>WAS OBT 33</p>

			<p>Justification for course prefix change:</p> <p>With the expansion of our course offerings beyond office and business technology (OBT) into allied health and pre-CTE, we need a department name that reflects all our courses. Essentially we are offering short term vocational training which is how Title 5 describes our category of funding. Thus, it makes sense that our new name and course prefix reflect the State's language: Short Term Vocations (STV).</p> <p>Additionally, there is movement in the State for everyone to adopt CCCApply, and in the drop down menu for noncredit, the State language will be used: Short Term Voc, Adult Basic and Secondary, Parent Education, Older Adults, etc. This will make it easier for our students to identify the right department to find the courses they want should we have to use CCCApply.</p> <p>Justification for SLO revision:</p> <p>Revisions have been made to the Student Learning Outcomes to reflect appropriate competencies for this course.</p>
STV	61	Administrative Medical Assisting	<p>"Revisions of the following were made so that the course would accurately reflect noncredit Short Term Vocational in Allied Health discipline:</p> <ul style="list-style-type: none"> • Title • Catalog statement • Exit standards • Content • Hours
T ART	104	Acting Fundamentals II	<p>Expanded catalog statement that more clearly defines and details the course.</p> <p>Edited Course Exit Standard #5 to demonstrate written critiques</p> <p>Edited language in SLO 2</p> <p>Added an out of class assignment choice</p> <p>Deleted Kassel text, added Bogart and Landau text</p> <p>Added more detailed course context that reflects specific techniques, theories, and styles for the class</p>

			<p>From instructor:</p> <p>Course has been taught twice since the outline was written and needed to be updated to reflect the curriculum being taught. In addition, Richard Cortes informed us (TA instructors) that the language we were using with regard to the requirement that students attend two plays and write a critique, needed clarification.</p> <p>Fixed bullets in content area, checked checkbox to include entry standards</p>
T ART	111	Voice for the Actor	<p>Cyclical revision.</p> <ul style="list-style-type: none"> • Catalog statement simplified for the lay person to understand • Deleting recommended prep of ENGL 191 or ESL 141 • (can you tell us why they are being deleted?) • Deleted 1 exit standard, modified language slightly on most others • Deleted SLO 3 and 4 • Modified out of class assignments • Course content modified, one header deleted • Deleted a Method of evaluation, slightly modified others • Texts are the same. Found newer versions. • A note no English needed- it is a great class to build confidence in English and attracts many international students • Modified SLO's and exit standards so there is differentiation

The table below shows examples of changes made based on program-level assessments, as assessed through the program review process.

Instructional Programs		
Program	Issue Noticed	Changes Planned/Made
Ceramics	Difficulty for students to earn AS	Reduction in units to program
Studio Art	Student Exhibitions detected weaknesses	Changes in instructions with emphasis in particular artistic realms

Athletics	Need better success rates	Implemented study/tutor area; monthly mtgs; workshopsp; grade checks
Bus Admin	Need to prepare students for Global trade	Identifying how to prepare students for employers; contextualizing classes (Eng 101)
Economics	Need better success rates	Department is working on OER, Reading Apprenticeship and Team-Based Learning modules for faculty
Electronic Tech	Need better success rates	Improved curriculum by providing more training space and equipment
EMT	Increase student success	Need to find qualified lab technicians to help EMT students understand complex scenarios
English	Increase student success	Faculty created an OER writing handbook; new 101 rubric; developed new degrees & certificates
Engineering	No Completers - 1 certificate for 1 year only	Created FOUR AS degrees for Program
Foreign Language		
*Armenian	Need to improve writing practice	Demand more compositions, conduct more dictations and more lab work
*French	Need to improve comm & Cultural understanding	Encourage more direct dialog between students and critically engage thoughts about Francophone world
*Italian	Comfortable with PLOs assessment	Will increase reading exercizes and reading aloud the passages
*Spanish	Better PLO results	Ask for more uniform responses to gauge accurate PLOs; use Spanish in classroom at all levels
*Japanese	Comfortable with PLOs assessment	Will continue to emphasize reading, listening, oral & written communication
Geography	Need to improve student enthusiasm	New GIS course was introduced - include field experience (now included in Geog 111)
Health	PLOs are difficult to assess	Currently aligning PLOs with Health Industry and ILOs
Journalism	Need better success rates	Digital Journalism has been added, updating curricula, create 1-unit courses; study abroad opportunities
Kinesiology	Better PLO results	Restructure PLOs to incorporate job market trends that connect to the Meta Major Guided Pathway
Music	Need better success rates for Online Courses	Improve contact between students & instructors and students w/students - help create global awareness
Nursing	PLOs need to alignn to State Accreditors	Change PLO to align with BRN and created tutoring/mentoring grant; decrease unit program to 36 units
Parent Edu	Need to revise assessment tool	Survey needs to be revised and not have students fill out survey while watching students
Physical Edu	Need better success rates	Asked instructors to spend more time discussing "safety."

Sociology	Desire better success rates	Courses need more emphasis on collaborative learning & classroom discussions.
Theatre Arts	Comfortable with PLOs assessment	Made changes in acting program adding research. Working towards more internships, guest artists, etc. making more CTE programs
Non-Instructional Programs		
Program	Issue Noticed	Changes Planned/Made
Adm & Records		Created more peer-on-peer tutoring groups; educated academic counselors
Athl. Admin.		Will assess outcomes through introspective reflection and collaborative experience
Cal Works		Designing new quiz; offer more CalWorks events; work w/Career Services; add legal resources
DSPS		Changes made to DSPS Course Curriculum; created 2 modules to online resources
EOPS		Changes made to EOPS waiver process, 100% electronically
Intl Students		Student Development 103 was expanded to include acadademics and adjustment to life in the US
Multicultural Ctr		Need to improve existing questions from service learning questionnaire
Scholarship Office		Still in process of improving application
Student Activities		Leadership development; governance training; Leadership Academy; revise ASGCC By-Laws; training sessions during inter-Organizational Council meetings
Transfer Center		Need to increase student's understanding of transfer deadlines, transfer decisions, units & GPA requirements for transfer

- **In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college’s schedule.**

Consistent and regular ILO and GELO assessments need to be integrated into current processes. The adoption of the split mapping model is intended to specifically support the assessment of ILOs and GELOs. The assessment schedules for different divisions are posted online and the learning outcomes coordinator meets with division chairs and individual faculty one on one to answer questions and discuss about conducting assessments.

INSTITUTION SET STANDARDS (Standard I.B.3)

Using the most recent Annual Report, the college will reflect on its trend data on institution-set standards for course completion, certificate completion, degrees awarded, and transfer.

- **Has the college met its floor standards?**
- **Has the college achieved its stretch goals?**
- **What initiatives has the college undertaken to improve its outcomes?**
- **How does the college inform its constituents of this information?**

In recent years, the College has maintained an institution-set floor standard of 67% for course completion. Not only has the institution exceeded that standard, pass rates for courses have been steadily [increasing](#) each year. In aspiring to continually improve the academic success of students, in [October 2019](#), the Academic Senate established an associated stretch goal of 75%.

For degrees awarded, the institution has never fallen below its institution-set floor and, in fact, has consistently [raised](#) its standard which is now up to 550 per year. Although the statewide trend in decreased community college enrollment has likewise impacted the College, its number of awarded degrees has nevertheless outperformed its low-enrollment conditions. Discussions among stakeholders have predominantly attributed this robust performance to the College's success in recently creating a significant number of Associate Degrees for Transfer. In addition to its 31 local associates degrees, the College offers 24 Associate Degrees for Transfer. For this indicator, the Academic Senate established a stretch goal of 900.

For certificate completion, the College has maintained an institution-set floor standard of 200 per year. To date, the institution has never fallen below that standard. However, over the years, there has been a steady [decrease](#) in certificates awarded. This trend has been presented at meetings of the Master Planning Committee and the Academic Senate. In such meetings, discussions have explored the reasons for this trend and have speculated on the inverse relationship between number of awarded degrees and number of awarded certificates.

To uncover possible reasons underlying the downward trend for certificates, the Student Voices task force has partnered with the Office of Research & Planning in developing a student survey focused on this completion metric. The survey questions include asking students whether a certificate is among their educational goals and if so, what types of obstacles have they faced in pursuit of a certificate. For this indicator, the Academic Senate established a stretch goal of 225.

For transfers, the College had recently [raised](#) its institution-set floor standard which is currently at 850 per year. To date, the College has never fallen below that standard. In seeking to continually increase the number of students who are able to transfer to a four-year college, in 2019, the Academic Senate established an associated stretch goal of 950.

The College has embarked upon a number of initiatives to improve the success and achievement of its students. These initiatives include college wide efforts for student equity and the implementation of Guided Pathways best practices as described in the present report's Quality Focus Projects.

Information about institution-set standards is effectively communicated throughout the organization. Regarding institution-set standards for collegewide indicators, the College regularly reviews for year-over-year trends in the data, examining for any gaps between performance and institution-set standards. Since it falls under their purview, the Academic Senate and Master Planning Committee engage in this regular review each spring semester. During such review, there is consideration regarding whether the standards continue to be appropriate and useful. The Academic Senate is composed of faculty representatives from each instructional division. Between the Senate and their instructional division, these senators confer information about academic and professional matters (including institution-set standards). The senators are a vital mechanism for information-sharing among instructional stakeholders and facilitate discussions that inform relevant decision-making. Similarly, the Master Planning Committee is the largest of the College's governance committees and is composed of the College's leadership as well as representatives from the student, staff, faculty, and administrator constituent groups. In the same way that senators convey information to and from their respective division faculty, representatives on the Master Planning Committee convey information to and from their respective constituent group.

For broader sharing of information, institution-set standards have also been occasionally included in presentations given to the board of trustees and classified staff. Additionally, the institution-set floor standards are shared online with the college and surrounding community through their own dedicated [webpage](#) within the Research & Planning website and are accessible within the [ACCJC Annual Reports](#) which are posted at the accreditation website.

6.C. Report on Outcomes of the Quality Focus Projects

(The original Quality Focus Essay from the 2016 Institutional Self Evaluation Report included goals on measuring learning outcomes and integrating planning. The College received [permission](#) from the Commission to write about projects in the Midterm Report that reflect how the College is moving the needle for student success.)

STUDENT EQUITY

The College recognizes the importance of equity and is committed to ensuring that students, staff, faculty, and administrators contribute to a learning environment that develops and implements academic and student support programs aimed at promoting an equitable college. Therefore, the College's student equity initiative is the focus of its first Quality Focus Project. Equity efforts are interwoven throughout the College through a variety of initiatives, projects, and programs that ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances. Addressing inequities is such a priority that the College's Institutional Master Plan incorporates goals for achieving equity and reducing gaps in learning and completion among student groups. Guided Pathways efforts also encompass equity goals and include participation from the Student Equity Committee (soon to be reconstituted as the Student Equity and Achievement Committee). Student equity faculty leaders have been supporting instructional efforts in implementing projects and they oversee programs in their respective divisions that engage student learning and are targeted toward achieving the institution's equity goals. Students are active participants in our decision-making processes and our improvements are focused on student-centered initiatives.

GOALS

The College has identified goals for various student groups who are achieving below college wide averages and need assistance to improve their success on various academic indicators.

- Access – Successful Enrollment
- Retention – Fall to Spring
- Transfer to a Four-Year institution
- Completion of Transfer-Level Math and English within the First Year
- Earned Credit Certificate over 18 units or Associate Degree

The Office of Research and Planning collects and analyzes data that helps clarify the priorities of our programs and track relevant outcomes. Using the "Percentage Point Gap Method" suggested by the State Chancellor's office, disproportionately impacted student groups have been identified. Disproportionately impacted groups are those that achieve success at much lower rates than students who achieve average rates. The data has subsequently been used in the development of strategies that address the gaps found for these success indicators.

The 2019 – 2022 Student Equity plan has been aligned with the system’s new Student Success Metrics. Colleges have been directed to use the Student Success Metrics Dashboard to access their data for their overall student population and then set three-year goals from the Student Success Metrics for each student equity population shown to have disproportionate impact in Access, Retention, Transfer to a four-year institution, Completion of transfer-level math and English, and earned certificate over 18 units or associate degree.

ACTIVITIES

Several activities were developed through instruction and student services that focused on increasing **course completion** for the full range of disproportionately impacted (DI) student groups. iPads were provided for students’ use to enable the completion of class assignments, the conducting of research, and ensuring currency on information for enrollment, financial aid, the accessing of Canvas. Summer Bridge provides incoming students with support for a smooth transition into college. DI students are encouraged to partake in the Summer Bridge program to become oriented and connected to the College prior to their first term as college students. Black Scholars, La Comunidad, and Guardian Scholars are three learning communities that serve many of our Latinx, Black/African American, and current and former foster youth students by providing a wide range of support services and activities and events that help students stay engaged, connected, and involved. There is also a focus on professional development to increase faculty and staff awareness of strategies and promising practices for serving DI students.

Activities focused on **degree and certificate completion** included direct services for students, tutoring, group counseling and food needs for our students. Several **transfer** programs were created to address the various needs of DI students. These include several college tours such as the Northern and Southern California trips and the Historically Black Colleges and University (HBCU) tours. The SPARK peer mentoring program (addressed below) also aims to increase indicators such as **course completion and degree/certificate completion**.

Evaluation of projects and programs supported through student equity are essential in helping determine the strategic direction of the student equity program. Decisions will be based on data indicating successful outcomes in helping close gaps. Projects that have demonstrated and will continue to show success in closing our equity gaps will be scaled up and enhanced to help positively affect more DI students.

The College has increased access for veterans by developing a more rigorous marketing campaign to increase enrollment. Publications and videos were developed to promote our Veterans Resource Center, student assistants were hired to help in the Center as well as increased outreach efforts to local high schools. Assistance to adults with disabilities in the noncredit/Garfield campus included pre-orientation and orientation services. Shadow Days have provided opportunities for high school students to attend the College and shadow a college-level peer mentor and learn what it looks like for a “day in the life of a college student”.

Advocates for Student Access and Participation (ASAP):

- Guides Probation 1 students through a year-long self-reflection and support program to help them get back on track.

Cultural Diversity Lecture Series:

- Promotes cultural competency among constituents by organizing and executing educational/cultural/social activities and events designed for the exploration, promotion, and celebration of diverse cultures, particularly those represented in the student community as disproportionately impacted (DI).

Dream Resource Center:

- Helps support our Dreamer students, coordinate events, and work on outreach and retention efforts.

English Division 3rd Attempt Program:

- Aims to support students repeating courses for the 3rd time by offering intrusive advising and support services.

Filipino Student Empowerment Program:

- Supports three major cultural events on campus: Filipino Culture Night, Filipino Community Culture Event, and 3rd Annual Filipino Fiesta.

Learning Center Enhancement:

- English Grammar Workshops: Facilitate workshop through the learning center to help students succeed in English.
- Keys to College Success Workshops: Through our Learning Center, providing workshops based on Growth Mindset interventions.

Math Adjunct Support:

- A training and mentorship program for adjunct faculty to ensure that teaching excellence is a priority, provide workshops that focus on a range of math education topics including awareness of DI student issues, practical teaching methods for the classroom, and general math education theory

Non-Credit Career Enhancement:

- Career Assessments for DI students (i.e. Strong II, MBTI, Knowdell Career Values Card Sorts, Choices 360 site license).

Project to Provide Access, Inclusion, Resources, Understanding, and Preparation (PAIR UP):

- Workshops and specialized support to help Disabled Students Programs and Services students on effective use of access technology.

Puerto Rico-An Exhibition and Spanish Language Guided Study:

- Exhibition featuring artwork exploring Latino social identity; Collaboration with

Contextualized Learning Coordinator to bring integrated themes into different classes; Public lectures and in-class demonstrations by working artists; Develop artist interviews and other audio in Spanish

Restorative Justice Project:

- Coordination of events on campus for previously incarcerated student population

Supplemental Instruction (SI):

- Supplemental Instruction is a program that offers collaborative learning workshops for participating classes. The workshops focus on critical thinking and problem solving exercises centered on the course material. They are scheduled outside of class time and are led by trained student leaders.

Social Science Lecture Series with the theme of “The World of the Uniquely Abled”:

- Lecture series provided to campus community aimed at addressing the needs of Disabled Students Programs and Services students by educating faculty, staff, and students.

Students Providing Assistance, Resources, and Knowledge (SPARK) Mentoring for Summer Bridge and fall term:

- Pairs students together for a peer to peer mentorship experience to help support students in their first year of college. Peer mentors are also trained and they implement activities to help students connect with one another during Summer Bridge.

Student Athlete Orientations:

- Designed to inform athletes of campus recourses, requirements, and introduce them to various faculty and staff.

Summer Bridge:

- Invites incoming students to participate in a week-long intensive bridge program to help them transition into college, explore major and career options, get connected with faculty and staff, and learn about campus resources.

Welcome Center:

Early College Acceptance Program (ECAP)

- Brings high school seniors in to complete matriculation steps, meet faculty and staff, get orientation and campus tours, so that they are ready for fall registration.

Shadow Days

- Interested high school students sign up to come to the College and shadow a Peer Mentor for “a day in the life of a college student”.

Learning Communities:

- **Black Scholars, Guardian Scholars, and La Comunidad** help students feel connected to the campus and support them as they progress toward their goals by

offering services to help guide them throughout their educational journey. The learning communities provide a safe space on campus for students, create opportunities for students to connect with their peers, provide opportunities to explore options in degree and transfer attainment, and provide students a vehicle to navigate college. Includes direct support and emergency assistance.

University Tours:

- **Northern California University Tours, Southern California University Tours, HBCU Tours, and Local University Tours** are coordinated each year to help expose students to possible transfer institutions and motivate students toward transfer.

LGBTQ+ Pride Center:

- Developed to help support LGBTQ+ students.

GCC Pride Week:

- An annual week-long event that includes workshops for faculty and staff, safe zone training, a community resource fair, and other activities throughout the week to support LGBTQ+ students and to inform the campus community.

OUTCOMES

According to results from analyses on project data, improvements had occurred for some DI groups. There has been a decrease in gaps with the following student groups and indicators.

For veteran students and students with disabilities, we have been narrowing the gap in successful enrollment.

For African–American, LGBT, and veteran students, we have successfully narrowed the gaps for fall to spring semester retention.

For African–American and Latino students, we have been narrowing the gaps in transfer rates to a four–year institution.

For LGBT and veteran students, we have been narrowing gaps in completion of transfer level math and English in their first year.

For African–American, Latino, LGBT, and foster youth students, we have been narrowing the gaps for earning an associate degree or credit certificate.

The College is committed to ensuring that we continue to support students who have been identified as disproportionately impacted. These results are promising and we will continue to implement successful activities, projects, and support programs so that we continue progress toward our goals and eventually close gaps for all of our DI students within all metrics.

GUIDED PATHWAYS

The nature of the Guided Pathways (GP) overarching reform movement is such that successful implementation is an ongoing evolutionary process of institutional transformation (rather than a condition that either is or is not met). The movement aims to transform college programs, services, and operations based on cohesive, campus-wide strategies to improve student outcomes and the student experience, with equity being a core guiding principle. If effectively implemented, there should be an increase in students' course completion, retention, degree and certificate completion, and transfer. In 2016, the concept of "Guided Pathways" was introduced to the community at the College. This work was performed through multiple workshops that solicited input from varying constituents on campus. Information sessions continued to be held through various governance committees including Division Chairs, Academic Affairs, Faculty Meetings, Curriculum & Instruction, Master Planning, College Executive and Academic Senate.

In 2017, the Steering Committee for GP had been formed. Through close work with the Master Planning Committee, it was collectively decided upon that the 2017 Institutional Master Plan of the College would model itself upon the "pillar" framework offered by GP. These pillar goals include: Clarify Student Pathways, Facilitate Student Entry into Pathways, Help Students Stay on Pathways and Ensure Student Learning. The master plan was approved by the Board of Trustees in May 2018.¹ During this time, the Steering Committee for Guided Pathways created workgroups for meta-majors, faculty development, student voice, compliance with Chancellor's Office GP grant requirements, and EAB Navigate student success platform implementation. Work began to gain momentum in an organic, grass-roots manner.

The scope of the GP movement is much broader than any past reform movement in the state's community college system. Its ambitious, but worthy, objectives require establishing a critical mass of people across the college ecosystem that share a vision of the institution as a "Guided Pathways college" and a means of moving toward that vision. Much work has, and continues to, go into discussions aimed at shifting institutional culture and operations to an even more student-centric and equity-driven mode. Intertwined with these more philosophical and reflective conversations, the College is engaged in focused activities aimed at advancing its realization of the GP model. This work has involved collegial collaboration across many different college units and constituent groups, and accomplishments have been distributed across diverse facets of college operations. Though much work remains significant strides forward have been made in fueling that critical mass and realizing the Guided Pathways model of institutional operations and capacity. Provided below is a list of highlights regarding these activities.

1. Selection of Presentations, Events and Communications²

¹ Institutional Master Plan – <https://www.glendale.edu/home/showdocument?id=36805>

² Evidence available here: <https://www.glendale.edu/about-gcc/faculty-and-staff/guided-pathways/gp-workshops-presentations-articles>

- a. Articles in the employee publication, *The Chaparral*³
- b. Presentations at Faculty Meetings
- c. Presentations at Retreats (e.g., Division Chair Retreats, some division retreats) and Institute Days (e.g., Faculty Institute Days, Classified Institute Day)
- d. Student Voice surveys, focus groups, and panel discussions
- e. Discussions at various department and governance committee meetings
- f. Participation in regional GP meetings
- g. Town halls for CCC Chancellor's Office GP Award Program documents
- h. Standing update to the Board of Trustees⁴

2. Technology Development and Implementation

- a. EAB Navigate implementation – A comprehensive student success and communication platform
 - Implementation requires extensive work in mapping and improving college processes that impact the student experience and journey through the College
 - Provides mechanisms for implementing specific aspects of GP model, such as *helping students stay on their pathways*.
- b. Program Mapper implementation – a meta-major and program map authoring and presentation tool
 - Mapping workgroups have created draft maps for the largest programs. A counselor was hired specifically for his experience in career education and he began creating flyers for the meta-majors and then solicited input from the appropriate faculty.
 - Program Mapper will provide a user-friendly place to use and manage all metamajor and program mapping information
- c. AB705 tools
 - Guided Placement Survey (GPS) tool, which enables the implementation of Division placement policies and supports compliance with AB705⁵
 - Retroactive Re-placement tool operationalizing another aspect of AB705; resulting in programmatically processing thousands of considerations of retroactive re-placement by the new policies and resulting in approximately 6,500 customized emails to students with information about their retroactive re-placement⁶

³ Senate Update in the September 2017 Chaparral, by Piper Rooney:

<http://campusguides.glendale.edu/chaparral201718/senate917>

Guided Pathways overview in the October 2017 Chaparral, by Tom Voden:

<http://campusguides.glendale.edu/chaparral201718/gp1017>

EAB Navigate overview in the November 2017 Chaparral, by Michael Ritterbrown and Tom Voden:

<http://campusguides.glendale.edu/chaparral201718/eab1117>

⁴ <https://www.glendale.edu/about-gcc/faculty-and-staff/guided-pathways/gp-update>

⁵ <http://bit.ly/2WIkNQD>

⁶ <http://bit.ly/AB705retro>

- This activity is intertwined with the work of math, English, and ESL divisions to redesign math and English curriculum, as well as to redesign placement practices and policies in response to AB705.
- d. GP Communications Dashboard – a meeting document workflow tool for refreshed GP implementation group structure to support consistent, transparent, and inclusive communication while lowering logistical burdens for group leads/chairs⁷
- e. Supporting opportunities for broad input and feedback through Google Apps
 - Surveys
 - Public documents with commenting/suggestion functions
 - Public, multi-authored documents

3. Coordinating compliance with GP Award program requirements⁸

- a. First GP Self-Assessment – December 2017⁹
- b. Spring 2018 - Summer 2019 Work Plan¹⁰
- c. Scale of Adoption Assessment 2020¹¹

2019 brought the creation of Release Time positions for a Counselor and for a Classified Coordinator, in addition to the faculty coordinator already in place. In the Fall of 2019, supported by the GP coordinators, the Steering Committee of GP created an “all hands-on-deck refresh” to our GP implementation structure.¹² The entire implementation structure was reconstituted to reaffirm, renew, and clarify our commitment to centering the student experience in our efforts for institutional improvement, with student equity as the core driver. The following GP Workgroups were established or refreshed, and the Standing Open Forum and Steering Teams were redefined.

- Meta Major Workgroup – This workgroup is focused on developing our meta majors and program maps, as well as mainstreaming their use and ongoing review/revision. They seek to facilitate a broad-based and inclusive effort to maximize the quality, effectiveness, and level of use of meta majors and program maps.
- Navigate Workgroup – This workgroup is focused on the remaining Navigate implementation work, as well as ongoing evaluation improvement, and integration of the tool throughout college processes.

⁷ Dashboard userguide, including walk-thru videos – <http://bit.ly/DashboardUserguide>

⁸ General page listing CCCCO GP Award Program documents: <https://www.glendale.edu/about-gcc/faculty-and-staff/guided-pathways/gp-workshops-presentations-articles>

⁹ <https://www.glendale.edu/home/showdocument?id=36283>

¹⁰ <https://www.glendale.edu/home/showdocument?id=36281>

¹¹ Due date: March 2020

¹² Defining document:

<https://www.glendale.edu/about-gcc/faculty-and-staff/guided-pathways/gcc-s-gp-implementation-structure>

Slide deck from recent faculty and master planning meeting:

<http://bit.ly/2CEyfXp>

- Professional Development & Communications Workgroup – This workgroup is focused on developing and supporting college-wide communication and involvement in the GP college redesign process.
- Student Voice Workgroup – This workgroup is focused on “engaging students to amplify their experience as a means to positively impact the effectiveness of college policies, practices, or programs.” The group aims to help us better understand the student experience, as well as disseminate that understanding across the College.
- Onboarding — This workgroup will address the many facets of student onboarding to the College.
- AB705 Workgroup – AB705 brings with it sweeping changes that will impact the experiences of virtually all students early in their journey. Its implications go beyond assessment rules and procedures: careful consideration of the design of instruction, pedagogy, and curriculum in math, English and ESL, as well as academic supports and how all this fits together into a seamless and supportive student experience, are among the key considerations for this Workgroup.

Each Workgroup has individuals designated to serve in the following lead roles:

- *Communication Leads* are responsible for setting meetings, agendas, minutes and reporting out.
- *Data Coaches* are responsible for accessing, compiling and presenting information.
- *Equity Guides* are responsible for ensuring that practices and recommendations are evaluated from an equity lens.
- *Noncredit Liaisons* are responsible for ensuring that Noncredit-specific issues are integrated in all Workgroup efforts.
- *Student Expert Consultants* are responsible for attending and participating in meetings. These roles will be open to all students, and positions will be filled with an emphasis on adequate representation across the Student Expert Consultant team. It is expected that more than one student will serve on each Workgroup, but one will serve as the lead for that Workgroup and also serve on the GP Steering Team.

These work groups ensure broad participation across the campus with implementation. They are each paired with one or two governance committees for standing two-way communication. The communications and meeting logistics tool adds consistency and transparency to the entire implementation effort, as well as to provide clear points-of-entry for interested individuals to join the collective effort. The Workgroups are intentionally designed to be objective-driven and temporary in their lifespan. They aim to accomplish a specific aspect of GP implementation, then integrate the continual maintenance of their outputs into standing college operations. New Workgroups can be established when needed by the GP Steering team.

6.D. Fiscal Reporting

[The Commission requires us to include the annual fiscal report from. Dr. Culpepper will be supplying a copy to include here.]

GLENDALE COMMUNITY COLLEGE DISTRICT

June 16, 2020

UNFINISHED BUSINESS NO. 1 – SECOND OF TWO READINGS - ACTION

TO: Board of Trustees

SUBMITTED BY: David Viar, Superintendent/President

REVIEWED BY: Michael Ritterbrown, Vice President, Instructional Services

PREPARED BY: Hasmik Sarkissian, Office of Vice President, Instructional Services

SUBJECT: DELETION OF INSTRUCTIONAL SERVICES
BOARD POLICY 6230: OUTSIDE SPEAKERS

DESCRIPTION OF HISTORY/BACKGROUND

It has been recommended that Board Policy 6230: Outside Speakers be deleted. This policy has been replaced by Board Policy 4450: Outside Speakers.

COMMITTEE HISTORY

Academic Affairs Committee:	October 17, 2019 (First Reading)
Academic Senate Committee:	November 15, 2018
Academic Affairs Committee:	May 15, 2019 (Second Reading)
College Executive Committee:	June 11, 2019 (First Reading)
College Executive Committee:	July 9, 2019 (Second Reading)
Board of Trustees:	October 19, 2019 (First Reading)

FISCAL IMPACT

None

RECOMMENDATION

The Superintendent/President recommends that the Board of Trustees conduct the second of two readings for board action to delete of Board Policy 6230.

Outside Speakers

~~The practice of inviting speakers from lay and professional groups to appear before classes or other College groups on selected occasions is encouraged as an enrichment feature of the College program. Such invitations must have prior approval of the responsible campus administrator and in those instances requiring district honorariums must be approved by the Board of Trustees.~~

Revised: 3/31/83

This policy has been replaced by BP 4450

DELETE

GLENDALE COMMUNITY COLLEGE DISTRICT

June 16, 2020

UNFINISHED BUSINESS NO. 2 – SECOND OF TWO READINGS - ACTION

TO: Board of Trustees

SUBMITTED BY: David Viar, Superintendent/President

REVIEWED BY: Michael Ritterbrown, Vice President, Instructional Services

PREPARED BY: Hasmik Sarkissian, Office of Vice President, Instructional Services

SUBJECT: INSTRUCTIONAL SERVICES
BOARD POLICY 4450: OUTSIDE SPEAKERS

DESCRIPTION OF HISTORY / BACKGROUND

Board Policy 4450: Outside Speakers is legally required. The Academic Affairs, Senate, and College Executive committees have reviewed this new policy to ensure that it is in compliance with recommendations made by the Community College League of California. This policy replaces Board Policy 6230.

COMMITTEE HISTORY

Academic Affairs Committee:	October 17, 2018 (First Reading)
Academic Senate Committee:	November 15, 2018
Academic Affairs Committee:	May 15, 2019 (Second Reading)
College Executive Committee:	June 11, 2019 (First Reading)
College Executive Committee:	July 9, 2019 (Second Reading)
Board of Trustees:	October 19, 2019 (First Reading)

FISCAL IMPACT

None

RECOMMENDATION

The Superintendent/President recommends that the Board of Trustees conduct the second of two readings for board action and approve Board Policy 4450.

Glendale Community College District

4450

Board Policy

Outside Speakers

The practice of inviting speakers from lay and professional groups to appear before classes or other College groups on selected occasions is encouraged as an enrichment feature of the College program. Such speakers are considered volunteers under AR 7500 and are to complete the necessary volunteer service form prior to the speaking engagement.

Replaces Board Policy 6230

Revised Board Policy 6230: 3/31/83

Reviewed Board Policy 6230: 6/30/16, 8/7/17, 6/28/19

Renumbered from Board Policy 6230: 6/16/20

GLENDALE COMMUNITY COLLEGE DISTRICT

June 16, 2020

CONSENT CALENDAR NO. 1

TO: Board of Trustees
FROM: David Viar, Superintendent/President
PREPARED BY: Office of the Superintendent/President
SUBJECT: APPROVAL OF MINUTES – REGULAR BOARD MEETING

The Superintendent/President recommends that the Board of Trustees approve the Regular Board Meeting minutes of May 19, 2020.

GLENDALE COMMUNITY COLLEGE DISTRICT
 1500 North Verdugo Road
 Glendale, California 91208
 (818) 240-1000

BOARD OF TRUSTEES MEETING NO. 14

The regular meeting of the Glendale Community College District Board of Trustees was called to order by Ms. Davis at 5:12 p.m. on Tuesday, May 19, 2020 via WebEx teleconference.

<u>Trustees Present:</u> Mr. Sevan Benlian Ms. Yvette V. Davis Dr. Armine Hacopian Ms. Desir�e P. Rabinov Ms. Ann H. Ransford Ms. Sune Aghakian ST	<u>Administrators Present:</u> Dr. David Viar Dr. Anthony Culpepper Dr. Michael Ritterbrown Dr. Paul Schlossman Dr. Victoria Simmons	<u>Representatives Present:</u> Academic Senate: Ms. Piper Rooney CSEA: Mr. Narbeh Nazari Guild: Mr. Roger Bowerman
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A CD of this meeting is on file in the Superintendent/President's Office and on the college's website at <http://www.glendale.edu/boardoftrustees>. A DVD copy of the videotaping of this meeting is on file in the Superintendent/President's Office.

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by Board of Trustees President, Ms. Yvette V. Davis.

COMMENTS FROM THE AUDIENCE - BOARD AGENDA ITEMS ONLY

No comments presented.

PUBLIC HEARINGS

1. Public Hearing of the Guild Reopeners for 2018-2021 Collective Bargaining Agreement

The Guild reopeners covering the period from July 1, 2018 through June 30, 2021 were publicly presented by the Glendale College Guild, Local 2276 of the American Federation of Teachers to the Board on April 21, 2020. This public hearing was conducted in accordance with Government Code Section 3547.

Ms. Davis opened Public Hearing No. 1 at 5:15 p.m. as required by the California Code of Regulations, Section 58191 and called for public comments. Received none, Ms. Davis closed Public Hearing No. 1 at 5:16 p.m.

SPECIAL RECOGNITION

Hayward "Excellence in Education" Award

The Board of Trustees congratulated Dr. Mark Maier, GCC Professor of Economics, who was selected as the recipient of the 2020 Board of Governors Hayward "Excellence in Education" Award for full-time faculty. Ms. Piper Rooney outlined Dr. Maier's exceptional support and contributions to a diverse population of GCC students, as well as his extensive experience not only as a professor but as an author and co-author of numerous articles and books. Dr. Maier expressed his gratitude for this recognition and the tremendous support received from his colleagues, administrators and the Board of Trustees.

RESOLUTIONS

1. Resolution No. 22-2019-2020: Authorizing the Issuance of Glendale Community College District (Los Angeles County, California) Election of 2016 General Obligation Bonds, Series B, and Actions Related Thereto (See Unfinished Business Report No. 2 – Second of Two Readings – Action)

It was moved (Dr. Hacopian) and seconded (Ms. Ransford) to authorize Resolution No. 22-2019-2020.

The motion passed unanimously.

2. Resolution No. 23-2019-2020: Approving Assignment of Delinquent Tax Receivables to the California Statewide Delinquent Tax Finance Authority for Fiscal Years Ending June 30, 2020, 2021 and 2022, and Authorizing Execution and Delivery of Related Documents and Actions

It was moved (Dr. Hacopian) and seconded (Mr. Benlian) to adopt Resolution No. 23-2019-2020.

The motion passed unanimously.

3. Resolution No. 24-2019-2020: Authorizing the Issuance of the Glendale Community College District (Los Angeles County, California) 2020 General Obligation Refunding Bonds

RBC Capital Markets Managing Director, Frank Vega, presented the Measure GC Bond Program by providing recent events in the finance markets, an economic overview, recent tax-exempt interest rate changes, and taxable interest rates and credit spread movement. Mr. Vega also provided a general obligation bond overview, the pros and cons of a refund transaction, and a financing schedule

It was moved (Mr. Benlian) and seconded (Dr. Hacopian) to authorize Resolution No. 24-2019-2020.

The motion passed unanimously.

INFORMATIONAL REPORTS - NO ACTION

1. Third Quarter Budget Balances as of March 31, 2020
2. Third Quarter Financial Status Report as of March 31, 2020
3. Enrollment Update
4. Measure GC Funds Balances and Schedule Update
5. Glendale College Foundation - Statement of Financial Position, Income Statement and Third Quarter Report of Donations for Period Ending March 31, 2020

Informational Reports Nos. 1 through 5 were duly noted.

6. Student Success Act (AB705) Update

The Student Success Act (AB705) update was prepared and presented by Math Instructor and Guided Pathways Instructional Coordinator, Dr. Tom Voden, Math Division Chair, Liz Russell, English Division Chair, Dr. Sarah McLemore, Credit ESL Division Chair, Glenn Gardner, and Math Faculty, Michael Davis.

Ms. Russell, Dr. McLemore and Mr. Gardner each summarized GCC's steps taken to evaluate and utilize assessment practices and maximizing the results of students entering and completing transfer-level Math, English and ESL courses, in accordance with AB705 criteria.

UNFINISHED BUSINESS REPORTS – SECOND OF TWO READINGS – ACTION

1. District Reopeners for the 2018-2021 Collective Bargaining Agreement Between the District and Glendale College Guild, Local 2276, American Federation of Teachers
 1. Article XI – Health and Welfare –The District has an interest in exploring entry into benefits joint powers authority or health benefit trust and related benefit plan offerings.
 2. Article IX – Evaluation Procedures – The District has an interest in clarifying the timelines delineated in the evaluation procedures.

Mutual Reopeners Pursuant to Article XV – Duration, Termination and Negotiation

1. Article VIII – Salaries (and related appendices)

Additional Mutual Reopeners

1. Appendix C - Work Year – 2020-2021

It was moved (Ms. Ransford) and seconded (Dr. Hacopian) to approve District Reopeners for the 2018-2021 Collective Bargaining Agreement Between the District and Glendale College Guild, Local 2276, American Federation of Teachers.

The motion passed unanimously.

2. Issuance of Glendale Community College District 2016 Measure GC General Obligation Bonds, Series B

Second of two readings action was taken earlier in the meeting by the Board under Resolution item 1 (Resolution No. 22-2019-2020).

CONSENT CALENDAR – ACTION

1. Approval of Minutes - Regular Board Meeting of April 21, 2020
2. Warrants - District Funds April 1, 2020 through April 30, 2020
3. Contract Listing and Purchase Order Listing – April 1, 2020 through April 30, 2020
4. Budget Revisions and Appropriation Transfers General Fund Unrestricted (01) - April 1, 2020 through April 30, 2020
5. Budget Revisions and Appropriation Transfers General Fund Restricted (03) - April 1, 2020 through April 30, 2020
6. Proposed New Courses

New Courses

CHLDV 159 – Science and Math for Young Children
ECON 127 – Introductory Statistics for Economics and Business
MATH 136A – Statistics A
MATH 136B – Statistics B
PSYCH 170 – Sports Psychology
STV 66 – Certified Nursing Aide (Noncredit)

CONSENT CALENDAR – ACTION - continued

7. Revised Courses and Programs

Course Revisions

AD ST 114
ANTHR 101
ART 102H, 103, 104, 105, 106, 107, 108, 111,
112, 113, 115, 116, 118, 119, 120, 121, 125
BUSAD 120, 131, 158
CHLDV 101, 133, 140, 142, 156
CS/IS 125
ECON 101, 102, 102H
ECT 162, 163
ENGR 101, 125, 152, 156
ENTRE 101, 102
FIRE 106, 108, 114
GEOG 111, 155
HIST 111, 111H, 117, 135
KIN 156
MATH 105, 105H, 108, 108H, 110A, 135
MOA 180, 181, 182, 183, 185
PHOTO 142
PHY 101, 101H, 102, 103
SPAN 124H
ST DV 125
STV 35, 55, 71

Program Revisions

ANTHR - AA-T
ARCH - Architectural Drafting and Design/AS Degree
and Certificate
BUSAD - Computer Science Certificate
ENGR - Civil Engineering AS Degree & Certificate
ENGR - Computer Engineering AS Degree
ENGR - Electrical Engineering AS Degree & Cert
ENGR - Mechanical Engineering AS Degree & Cert
FRENCH - AA Degree and Certificate
ITAL - AA Degree and Certificate
MOA - Administrative Medical Assistant/AS Degree
and Certificate
MOA - Health Occupations Skill Award
MOA - Medical Coding Assistant AS Degree & Cert
MOA - Medical Office Skill Award
MOA - Medical Records Skill Award
SOC S - Sociology AA-T
STV - Account Clerk I & II
STV - Dental Front Office Clerk
STV - General Office Clerk I, II, & III

8. Proposed New Programs

New Programs

Engineering Entrepreneurship Skill Award
Fitness Specialist AS Degree
Medical Assistant Certificate
Sports Coaching AS Degree
Sports Coaching - Certificate
The Transitional Kindergarten (TK) Certificate
Home Caregiver Certificate Program – Noncredit

9. Personnel Report No. 11 – Academic, Classified, Administrator, All Other Temporary Employee Actions Personnel Report and Student Report

Academic Report	Administrator Report
Classified Report	All Other Temporary Employee Actions Report
Student Report	

It was moved (Dr. Hacopian) and seconded (Ms. Portillo Rabinov) to approve Consent Calendar Nos. 1 – 9.

The motion passed unanimously.

NEW BUSINESS REPORTS – ACTION

1. Tentative Agreements between the District and California School Employees Association (CSEA) Glendale College Chapter 76

It was moved (Ms. Ransford) and seconded (Dr. Hacopian) to approve the tentative agreements between the District and CSEA Glendale College Chapter 76, pending ratification by CSEA.

The motion passed unanimously.

NEW BUSINESS REPORTS – ACTION - continued

2. Tentative Agreements between the District and Glendale College Guild Local 2276 (Guild) of the American Federation of Teachers

It was moved (Dr. Hacopian) and seconded (Ms. Portillo Rabinov) to approve the tentative agreements between the District and Glendale College Guild Local 2276, pending ratification by the Guild.

The motion passed unanimously.

3. Tenured Faculty

It was moved (Ms. Ransford) and seconded (Ms. Portillo Rabinov) to approve granting tenure effective Fall 2020 to the 20 faculty members listed in this report.

The motion passed unanimously.

4. Student Fee Schedule for the 2020-2021 Academic Year Effective Fall 2020

It was moved (Dr. Hacopian) and seconded (Mr. Benlian) to approve the Student Fee Schedule for the 2020-2021 academic year effective Fall 2020.

The motion passed unanimously.

5. Change Order No. 002 for the San Rafael Second Floor Renovation Project

It was moved (Ms. Ransford) and seconded (Ms. Portillo Rabinov) to approve Change Order No. 002 for the San Rafael Second Floor Renovation Project and that the contract price be amended to reflect an increase of \$35,795.

The motion passed unanimously.

COLLEGE LEADERS REPORTS

Written reports were included in the meeting agenda materials with additional comments made at the meeting by College leaders concerning college and community related activities, events and issues of interest to the college.

- Dr. Viar presented outgoing Academic Senate President, Piper Rooney and Guild President, Roger Bowerman with certificates of appreciation for their commitment and service to the college during their three years of leadership as presidents of their respective organizations. Mr. Bowerman and Ms. Rooney expressed their gratitude given the opportunity to serve the college and for the continued support of the Administrative team and Board of Trustees.
- Dr. Viar shared a recently produced video promoting GCC's readiness and ability to provide students and the community with necessary services and moving forward during these unprecedented circumstances.

BOARD OF TRUSTEES REQUESTS FOR INFORMATION

Dr. Hacopian requested information concerning GCC nursing students and their access to facilities necessary for internship experience.

COMMENTS FROM THE AUDIENCE ON ANY SUBJECT

No comments presented.

CLOSED SESSION

Ms. Davis announced at 6:50 p.m. the Board would move into Closed Session to consider Closed Session item No. 1 and noted no action on this item would be taken at this meeting.

1. Public Employee Performance Evaluation pursuant to Government Code §54957
Title: Superintendent/President

RECONVENE IN PUBLIC SESSION

The Board of Trustees reconvened in open session at 7:20 p.m.

REPORT OF CLOSED SESSION ACTION

No action was taken in closed session.

ADJOURNMENT

Ms. Davis adjourned the meeting at 7:20 p.m.

Board of Trustees President

Board of Trustees Clerk

Board of Trustees Regular Meeting, May 19, 2020
Minutes recorded by Debra Kallas, Executive Assistant to the Superintendent/President and the Board of Trustees
Minutes approved at the Regular Board of Trustees Meeting, June 16, 2020.

GLENDALE COMMUNITY COLLEGE DISTRICT
 June 16, 2020
 CONSENT CALENDAR NO. 2
 FINANCE REPORT

TO: Board of Trustees
 SUBMITTED BY: David Viar, Superintendent/President
 REVIEWED BY: Anthony Culpepper
 Executive Vice President, Administrative Services
 PREPARED BY: Angineh Baghoomian, District Accountant
 SUBJECT: WARRANTS - DISTRICT FUNDS
 MAY 01, 2020 THROUGH MAY 31, 2020

It is recommended that "A" form (Payroll Warrants) as shown below totaling:	\$ 7,020,470.79
and "B" form (Other Than Payroll Warrants) NO 796044 through 792106:	<u>7,075,252.14</u>
be approved.	<u>\$ 14,095,722.93</u>

REGISTER NUMBER	WARRANT NUMBER	DESCRIPTION	AMOUNT
C1J C	6624149 --- 6624233	Certificated Monthly	\$ 4,005,254.07
C1J N	6624234 --- 6624238	Classified Hourly	82,305.37
120 C	6626239 --- 6626239	Certificated Monthly	3,054.57
121 C	6626278 --- 6626282	Certificated Monthly	18,789.20
122 C	6628254 --- 6628254	Certificated Monthly	800.15
125 C	6628312 --- 6628314	Certificated Monthly	3,592.18
E4T N	6630525 --- 6630547	Classified Monthly	2,131,715.75
	1561341 --- 1561682	Classified Monthly	-
C3J C	6636931 --- 6636933	Certificated Hourly	5,685.34
	1581297 --- 1581302	Certificated Hourly	-
C3J N	6636935 --- 6637391	Classified Hourly	263,033.07
	1581303 --- 1581331	Classified Hourly	-
127 C	6638062 --- 6638063	Certificated Monthly	2,469.97
127 N	6638064 --- 6638066	Classified Hourly	1,274.00
129 N	6638478 --- 6638481	Classified Monthly	6,810.92
134 N	6640530 --- 6640530	Classified Hourly	624.00
E4U N	6646518 --- 6646539	Classified Monthly	-
	1604568 --- 1604904	Classified Monthly	-
143 C	6626279 --- 6655036	Certificated Monthly	-
C2K C	6656748 --- 6656766	Certificated Monthly	469,935.68
	1637328 --- 1637468	Certificated Monthly	-
C2K N	1637469 --- 1637481	Classified Monthly	25,126.52
			<u>\$ 7,020,470.79</u>

Summary of Commercial Warrants

	Amount	Count
GENERAL FUND - UNRESTRICTED	2,347,123.74	173
GENERAL FUND - RESTRICTED	641,423.08	121
STUDENT FINANCIAL AID	368,280.37	5
CAPITAL CONSTRUCTION	0.00	0
SELF INSURANCE	365,995.17	7
PROFESSIONAL DEVELOPMENT CENTER	37,960.54	27
MEASURE GC-GO BOND, SERIES A	3,052,812.70	52
PAYROLL CLEARING	261,656.54	30

\$7,075,252.14	415
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**GLENDALE COMMUNITY COLLEGE DISTRICT
Commercial Warrants**

Fund: 1 **GENERAL FUND - UNRESTRICTED**

OBJECT CODE	OBJECT NAME	NUMBER of ENTRIES	AMOUNT
3509	STATE UNEMPLOYMENT INSURANCE	1	17,034.15
3790	RETIREE EMPLOYEE BENEFITS	5	41,332.10
4530	SUPPLIES & MATERIALS-BLDGS	9	12,865.52
4540	SUPPLIES & MATERIALS-GROUNDS	2	342.15
4550	SUPPLIES & MATERIALS-EQUIPMENT	6	16,649.85
4590	OTHER SUPPLIES	26	18,151.59
5110	CONTRACT CONSULTANT	3	1,375.00
5210	MILEAGE	5	700.45
5300	MEMBERSHIP AND DUES	1	3,710.00
5510	NATURAL GAS	2	16,142.02
5540	TELEPHONE	5	9,372.92
5560	TRASH DISPOSAL	2	6,378.68
5615	RENTS & LEASE-PERSONAL PROPERT	2	2,688.23
5650	VENDOR REPAIRS-EQUIPMENT	8	49,228.01
5655	VENDOR REPAIRS-VEHICLES	1	2,464.69
5690	ALL OTHER CONTRACT SERVICES	56	295,728.28
5730	LEGAL SERVICES	2	2,950.50
5825	PRINTING AND ADVERTISING	5	4,940.32
5850	POSTAGE	5	4,232.85
5860	OPER. COST-DIST VEHICLES	1	785.72
5885	STUDENT TRANSPORTATION	2	515.50
5892	CREDIT CARD SERVICE CHARGE	1	930.93
6410	INSTRUCTIONAL EQUIPMENT	1	113.26
6420	NON-INSTRUCTIONAL EQUIPMENT	6	8,824.08
6520	LEASE PURCHASE-PERSONAL PROP.	2	510.08
8879	ENROLLMENT FEES	3	225.00
9530	FB-SUBS-H&W	6	1,650,631.01
9535	FB SUBS-ARP	1	28,012.53
9554	ACCOUNTS PAYABLE - ASGCC	1	12.50
9555	STUDENT REFUNDS	3	150,275.82
		173	\$2,347,123.74

**GLENDALE COMMUNITY COLLEGE DISTRICT
Commercial Warrants**

Fund: 3 GENERAL FUND - RESTRICTED

OBJECT CODE	OBJECT NAME	NUMBER of ENTRIES	AMOUNT
4100	TEXTBOOKS	1	3,969.18
4300	INSTRUCTIONAL SUPPLIES	31	138,581.10
4400	INSTRUCT. MEDIA SUPPLIES	1	3,301.19
4590	OTHER SUPPLIES	7	6,003.81
4710	FOOD	2	421.89
5110	CONTRACT CONSULTANT	6	3,682.00
5210	MILEAGE	1	45.43
5220	TRAVEL	6	6,368.05
5610	RENT & LEASES - REAL PROP	2	14,494.32
5615	RENTS & LEASE-PERSONAL PROPERT	1	260.27
5655	VENDOR REPAIRS-VEHICLES	1	7,684.46
5690	ALL OTHER CONTRACT SERVICES	18	56,898.01
5825	PRINTING AND ADVERTISING	1	1,250.00
5860	OPER. COST-DIST VEHICLES	1	2,866.03
5890	OTHER EXPENSE	4	12,815.44
6310	LIBRARY BOOKS	4	49,350.34
6320	SERIALS, CONTINUATION BOOKS	1	46,917.00
6410	INSTRUCTIONAL EQUIPMENT	11	24,635.04
6420	NON-INSTRUCTIONAL EQUIPMENT	1	119.00
6520	LEASE PURCHASE-PERSONAL PROP.	1	10,329.84
7601	OTH. PAYMENT STUDENTS	1	25,510.00
8871	COMMUNITY SERVICE	6	744.00
8876	BAJA FIELD STUDIES	3	300.00
8878	HEALTH FEES	1	18.00
9530	FB-SUBS-H&W	8	220,435.31
9535	FB SUBS-ARP	1	4,423.37
		121	\$641,423.08

Fund: 9 STUDENT FINANCIAL AID

OBJECT CODE	OBJECT NAME	NUMBER of ENTRIES	AMOUNT
5690	ALL OTHER CONTRACT SERVICES	2	9,156.20
7500	STUDENT FINANCIAL AID	3	359,124.17
		5	\$368,280.37

**GLENDALE COMMUNITY COLLEGE DISTRICT
Commercial Warrants**

Fund: 15 CAPITAL CONSTRUCTION

OBJECT CODE	OBJECT NAME	NUMBER of ENTRIES	AMOUNT
6230	CONSTRUCTION MANAGEMENT	0	0.00
		0	\$0.00

Fund: 18 SELF INSURANCE

OBJECT CODE	OBJECT NAME	NUMBER of ENTRIES	AMOUNT
3409	H & W, TEACHERS	3	24,802.46
3609	WORKMANS COMPENSATION INSUR.	1	328,942.75
3790	RETIREE EMPLOYEE BENEFITS	1	431.44
5410	FIRE & THEFT (PROPERTY) INSUR.	1	11,000.00
6420	NON-INSTRUCTIONAL EQUIPMENT	1	818.52
		7	\$365,995.17

Fund: 59 PROFESSIONAL DEVELOPMENT CENTER

OBJECT CODE	OBJECT NAME	NUMBER of ENTRIES	AMOUNT
4590	OTHER SUPPLIES	2	307.20
5510	NATURAL GAS	1	16.36
5520	LIGHT AND POWER	1	4,190.45
5590	MISC. HOUSEKEEPING SERVICES	2	475.00
5690	ALL OTHER CONTRACT SERVICES	15	27,997.19
5850	POSTAGE	1	124.00
9530	FB-SUBS-H&W	5	4,850.34
		27	\$37,960.54

Fund: 74 MEASURE GC-GO BOND, SERIES A

OBJECT CODE	OBJECT NAME	NUMBER of ENTRIES	AMOUNT
5650	VENDOR REPAIRS-EQUIPMENT	1	3,200.00
5690	ALL OTHER CONTRACT SERVICES	26	683,343.06
5890	OTHER EXPENSE	4	53,371.00
6210	BUILDING IMPROVEMENT	2	1,542,312.41
6220	ARCHITECT AND ENGINEERING	5	489,617.75
6230	CONSTRUCTION MANAGEMENT	3	113,770.00
6240	INSPECTION AND TESTING FEES	8	151,544.75
6410	INSTRUCTIONAL EQUIPMENT	1	423.15
6420	NON-INSTRUCTIONAL EQUIPMENT	2	15,230.58
		52	\$3,052,812.70

**GLENDALE COMMUNITY COLLEGE DISTRICT
Commercial Warrants**

Fund: 76 PAYROLL CLEARING

OBJECT CODE	OBJECT NAME	NUMBER of ENTRIES	AMOUNT
9502	ALTERNATE RETIREMENT PLAN	1	32,435.90
9530	FB-SUBS-H&W	10	91,646.90
9575	VOLUNTARY CREDIT UNION DEDUCTIONS	5	58,139.00
9576	VOLUNTARY CHARITABLE DEDUCTIONS	2	119.00
9577	VOLUNTARY UNION DEDUCTIONS	10	59,793.15
9579	VOLUNTARY DISABILITY/LIFE INS DED - 12	2	19,522.59
		30	\$261,656.54

**GLENDALE COMMUNITY COLLEGE DISTRICT
FINANCE REPORT NO. 3
Contract Listing and Purchase Order Listing**

05/01/20 - 05/31/20

REPORT DATE: 16-JUN-20

REPORT OF RECOMMENDATION

TO: THE BOARD OF TRUSTEES

SUBMITTED BY: DAVID VIAR, SUPERINTENDENT/PRESIDENT

PREPARED BY: PURCHASING OFFICE

SUBJECT: CONTRACT LISTING and PURCHASE ORDER LISTING

**IT IS RECOMMENDED THAT THE FOLLOWING CONTRACTS
ISSUED AS NEEDED TO MEET OPERATIONAL NEEDS BE
AUTHORIZED:**

Summary of Contracts

GENERAL FUND - UNRESTRICTED	1,184,031.83	124
GENERAL FUND - RESTRICTED	672,466.83	171
STUDENT FINANCIAL AID	12,000.00	1
SELF INSURANCE	339,942.75	2
PROFESSIONAL DEVELOPMENT CENTER	82,348.28	5
MEASURE GC-GO BOND, SERIES A	5,055,953.82	55

Grand Total:	\$7,346,743.51	358
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**GLENDALE COMMUNITY COLLEGE DISTRICT
FINANCE REPORT NO. 3**

Contract Listing & Purchase Order Listing

05/01/20 - 05/31/20

June 16, 2020

Fund: 01 GENERAL FUND - UNRESTRICTED

PO #	VENDOR NAME	DESCRIPTION	AMOUNT
CONTRACT-CONSTRUCTION			
79389	COMMUNICATION CABLING SOLUTIONS INC	Data and Cabling	2,145.00
CONTRACT-RENT/LEASE			
75087	QUADIENT LEASING USA INC	Lease - Mail Machine	9,650.36
CONTRACT-SERVICE			
75145	U S BANK	Lease Purchase Payment Copiers Duplicating Center	68,000.00
75338	IRON MOUNTAIN	Advanced Data Protection Services Contract Off Site Storage and Services	7,500.00
79392	INTEGRATED NONPROFIT SERVICES LLC	Raiser's Edge Consulting	135.00
79493	C & P CONTROLS INC	Troubleshooting Serial Number 39976	600.00
79516	PUBLIC AGENCY LAW GROUP	Legal Fees	997.50
79518	GAY'S AUTOMOTIVE AND TOWING SERVICE	GCCPD Towing	65.00
79531	BEST BEST & KRIEGER LLP	Legal Fees	1,953.00
79542	INTEGRATED NONPROFIT SERVICES LLC	Raiser's Edge Consulting	675.00
79565	GS1 GROUP INC	Security Services Coverage for COVID	2,100.00
79592	CAROL DORMAN	Videotaping and editing Board of Trustees 051920	375.00
79597	MONTAGUE DEROSE AND ASSOCIATES LLC	Disclosure Monitoring and Annual Report For Measure GC	5,425.00
79598	VANDYKE SOFTWARE	SecureCRT Bundle Support and Updates 3 Years Per Quote U2019-336748	0.00
79635	TECHNOLOGY INTEGRATION GROUP	SecureCRT Bundle Support and Updates 3 Years Per Quote 053788	1,575.00
CONTRACT-SITE LICENSE			
79615	ELUMEN INC	SAAS Renewal	39,569.00
DEFAULT-DEFAULT			
79466	REGENCY LIGHTING	Hand Sanitizer	1,791.34
79467	WAXIE SANITARY SUPPLY	N95 Masks	1,309.22
79520	CALIFORNIA DEPARTMENT OF TAX AND FEE ADMINISTRATION	Hazardous Waste Generator Fee Return	239.00
EQUIPMENT-COMPUTER			
79383	B & H PHOTO VIDEO	Computer Equipment	1,886.91
79395	APPLE INC	13 in MacBook Pro	2,143.30
79396	APPLE INC	16 in MacBook Pro	3,368.62
EQUIPMENT-FACILITIES			
79503	TORO'S LAWNMOWER CENTER	Echo SRM-2620 T - weed eater	575.98
EQUIPMENT-INSTRUCTIONAL			
79464	LOS ANGELES CASCADE	ISO TEMP Service Call and Labor to Replace Battery and Reset Alarm Per Quote Dated April	506.18

**GLENDALE COMMUNITY COLLEGE DISTRICT
FINANCE REPORT NO. 3**

Contract Listing & Purchase Order Listing

05/01/20 - 05/31/20

June 16, 2020

Fund: 01 GENERAL FUND - UNRESTRICTED

PO #	VENDOR NAME	DESCRIPTION	AMOUNT
EQUIPMENT-INSTRUCTIONAL			
		6 2020	
MAINT AGREEMENT-COPIER			
79510	MRC SMART TECHNOLOGY SOLUTIONS	Technology and Aviation Copier 2XC513748 Maintenance Contract Valid 4/24/20-4/23/21	456.44
MEMBERSHIPS-MEMBERSHIPS			
79536	EDUCAUSE	Membership Dues	3,710.00
79641	CAADE	Membership CAADE Invoice Dated 05/26/20	300.00
OTHER SERVICES-OTHER SERVICE			
74709	SOUTHLAND DISPOSAL COMPANY	Trash Disposal Services FY 2020 Account 114975, 111661, 111650, 111647, 111636, 129740, 117321, 119653, 125510	100,000.00
74864	EXXONMOBIL	District Gas Card	30,000.00
74930	LA PROPOINT INC	Theatre Arts Purchase Order Valid from 7/1/19 to 6/30/20 Authorized Signature Guido Girardi	748.00
75005	L & J SERVICES INC	Change Filters Campus Wide	80,000.00
75011	ROSENDIN ELECTRIC	Work Orders Fiscal Year 2020	250,000.00
76149	H L MOE CO INC	Blanket for Work Orders	180,000.00
76725	EMCOR SERVICES	Works Orders Fiscal Year 2020	200,000.00
79384	BEACON BUILDING PRODUCTS	ARA 1729A Fine Fiss HG+	998.40
79384	BEACON BUILDING PRODUCTS	ARA 734A Designer 2X4X5/8 SPLY	977.46
79384	BEACON BUILDING PRODUCTS	Delivery Charge + Taxes + other fees	527.46
79384	BEACON BUILDING PRODUCTS	ARA 2767D Cortega Seclk II	1,057.46
79384	BEACON BUILDING PRODUCTS	ARA 769A Cortega 2x4x5/8	925.09
79387	JOHNSON CONTROLS FIRE PROTECTION LP	Mariposa Nodes	6,793.65
79399	GLENDALE GLASS	LB 1st Flr. + SG 3rd Flr. Men's Restrooms - remove and install clear mirrors (one each) Per Quote	1,272.55
79400	ACCU-LINE STRIPING	Parking Lot B - stripe parking stall, letters, hatch area, and red curb Invoice 041820	530.43
79401	EMCOR SERVICES	Chiller plant-1-P-14 VFD cab fan replacement. Per Quote 20-26560	254.00
79402	HOHBACH-LEWIN INC	Parking Structure - Structural assessment of cracks Per Proposal	1,100.00
79409	ADVANCED AUTOMATIC DOOR	Install 7 self retracting cord reels on roll up doors Per Quote 259	1,750.00
79417	CHEMSEARCHFE	EcoFlow Bio Amp	1,102.67
79420	THRIFTY AUTO SERVICE	Provide and Install Battery	1,179.11
79431	EMERGENCY RESPONSE	COVID Clean Up	2,600.00
79443	ASAP DOOR	Install panic door devices	3,118.38
79453	CALIFORNIA INSTITUTE OF TECHNOLOGY	Project Organization and Leadership	1,040.00
79459	KONE INC	Replace access panel per quote	1,242.00
79473	CREATIVE CONCEPTS LANDSCAPE MANAGEMENT INC	Erosion Comprol Per Proposal	1,300.00
79483	HBEB INC	Patch, Prime, and paint the entire walls at the	5,400.00

**GLENDALE COMMUNITY COLLEGE DISTRICT
FINANCE REPORT NO. 3
Contract Listing & Purchase Order Listing**

05/01/20 - 05/31/20

June 16, 2020

Fund: 01

GENERAL FUND - UNRESTRICTED

PO #	VENDOR NAME	DESCRIPTION	AMOUNT
OTHER SERVICES-OTHER SERVICE			
		following locations: CS 252, CS 266, SG 202, SG 204, SG 206, SG 208, SG 209, + HS 122. See attached Proposal 7056	
79485	ROCK'S TREE AND HILLSIDE SERVICE INC	Clear brush on the slope between SV Bldg. and Parking Structure. Please see Proposal 5285	7,500.00
79486	JOHNSON CONTROLS FIRE PROTECTION LP	Annual Fire Alarm deficiency repairs for GCC parking per inspection SR 46812870	1,241.00
79489	LEXIPOL LLC	DTB Subscription one year 060120 - 053121 invoice 937	4,839.00
79495	AK CONSTRUCTION AND ROOFING INC	Parking Structure cracks AKCR Reference 444752	3,675.00
79498	CHEMSEARCHFE	Product 12087134 - 1 case - face mask, disposable 4-ply KN95 94% filter protect (KN95CE), 1,000/case. Please see Invoice 3951192	3,354.74
79500	GARY MONTECUOLLO	Reimburse for Masks for Staff	109.50
79503	TORO'S LAWNMOWER CENTER	Tax	59.04
79512	EMCOR SERVICES	CR Boiler	5,341.00
79515	WEST SANITATION SERVICES INC	150 Hand Sanitizer Units FY 2020	31,875.00
79528	GREG PARKS	Catalog Course Listings Invoice No GC3302020	750.00
79532	PERKINS INVESTIGATIVE GROUP	Investigative Services	5,200.00
79534	ADVANCED AUTOMATIC DOOR	Garfield Mariposa East Doors	317.50
79538	HANDS ON PAINTING INC	Paint Lobby Per 20688	650.00
79539	HANDS ON PAINTING INC	Lobby Doors	1,125.00
79541	INSTITUTE OF MANAGEMENT ACCOUNTANTS	CMA Annual Renewal - Anthony Culpepper	260.00
79548	1880 CAPITAL INC	3 ply disposable face masks (ct. 50 per box) Per Quote	1,500.00
79548	1880 CAPITAL INC	Sales Tax	142.50
79552	ROCK'S TREE AND HILLSIDE SERVICE INC	East side slope of HS Bldg.- trim brush to fire code compliance Quote 5297.	5,800.00
79553	ROCK'S TREE AND HILLSIDE SERVICE INC	Clear brush along fence from the freeway 2 west to Mountain and Verdugo. Proposal 5286	8,900.00
79554	AK CONSTRUCTION AND ROOFING INC	Storage Container/CDC Bldg. Roof Repair - AKCR Reference 444751	2,750.00
79556	REGENCY LIGHTING	Five SCOVID194 Hand sanitizer 80% alcohol 1 gl (4/cs). Order number 5068984	1,201.74
79581	CREATIVE CONCEPTS LANDSCAPE MANAGEMENT INC	Lantana Install Per Proposal	680.00
79588	JOHNSON CONTROLS FIRE PROTECTION LP	SG Bldg. Annual Fire Alarm deficiency repairs per inspection SR 46812384 Per Proposal	3,553.43
79600	EMCOR SERVICES	Chiller Plant-2 - Refrigerant leak on chiller 1. Quote 20-27382	1,615.00
79604	EMCOR SERVICES	Maintenance Agreement	6,986.00
79607	VERTIV CORPORATION	Data Center Cooling Units Maintenance Contract Per Proposal	10,494.17
79608	LIEBERT CASSIDY WHITMORE	Legal Services	2,972.10
79610	SEDA MELIKYAN	Reimbursement business division supplies	123.49
79616	GLENDALE GLASS	AD Bldg. light fixture - obscure glass Per Proposal	507.15

**GLENDALE COMMUNITY COLLEGE DISTRICT
FINANCE REPORT NO. 3
Contract Listing & Purchase Order Listing**

05/01/20 - 05/31/20

June 16, 2020

Fund: 01 GENERAL FUND - UNRESTRICTED

PO #	VENDOR NAME	DESCRIPTION	AMOUNT
OTHER SERVICES-OTHER SERVICE			
79620	CUMMINS INC	Parking Structure - replace battery and troubleshoot fault code 2626 filter pressure and high pressure. Please see attached Estimate.	1,466.93
79622	HANDS ON PAINTING INC	Tennis Court Clubhouse - prep and paint all exterior surfaces including stucco, eaves and fascia boards Per Estimate 1008	3,350.00
79623	CHEMSEARCHFE	State and Local taxes	184.50
79623	CHEMSEARCHFE	12056357 - Envirosan II aerosol, dz, nac cm. Please see attached Invoice # 3905397.	1,800.00
79624	CHEMSEARCHFE	State and Local taxes Plus shipping	416.02
79624	CHEMSEARCHFE	12087116 - Isopropyl alcohol antiseptic 75% topical solution, 12 x 12 oz, us mm. Please see attached Invoice # 3949021.	2,510.00
79645	CUMMINS INC	Trouble shoot fault code 2626 filter pressure - high pressure. Per Estimate 102263	730.82
79646	TORO'S LAWNMOWER CENTER	Echo SRM-2620T (2 each) - weed eater for Baseball Field maintenance. Per Quote	635.02
79647	EMCOR SERVICES	Garfield Campus - Chiller 1 - remove and replace the failed TXV & Solenoid on circuit-2. Per Quote 20-27494	5,939.00
79652	ARIN	Annual Fee for Internet Registry	125.00
79653	BRITEWORKS INC	Med Ctr	8,180.00
79654	BRITEWORKS INC	One time janitorial service - Planetarium	700.00
79655	AMERICAN TIRE DEPOT	Tire Changes - Campus Polce	250.00
REPAIRS-EQUIPMENT			
79410	STOTZ EQUIPMENT	Repairing tractor hydraulic hose Per Quote	600.00
SOFTWARE-MULTI USER			
79454	BUSINESS CARD	MailChimp Public Information Office	159.99
SUBSCRIPTIONS-SUBSCRIPTION SERVICES			
79430	JOBELEPHANT.COM INC	Print Ad Asbarez Newspaper AD# 15779183 Inv	109.00
79613	FRANCIEN ROHRBACHER	Annual subscription Screencast-o-matic	48.00
SUPPLIES-CLEANING			
79589	CHATSWORTH GLOVES INC	Gloves Per Quote 05212020	1,819.13
SUPPLIES-INSTRUCTIONAL			
76563	DAVID ATTYAH	Blanket PO for Gallery	1,600.00
79455	BUSINESS CARD	Twilio SMS Messaging	100.00
79506	MEDLINE INDUSTRIES INC	Item MDTFACEMASK Reusable Face Mask Case of 288	176.40
SUPPLIES-OFFICE			
79365	GALLS/QUARTERMASTER LLC	Uniform Allowance for Officer Serine Torosian Valid 7/1/19-6/30/20	758.55
79373	SYNCHRONY BANK/AMAZON	Cleansing Wet Wipes - 75% Alcohol	211.62
79374	SYNCHRONY BANK/AMAZON	Gloves	175.19

**GLENDALE COMMUNITY COLLEGE DISTRICT
FINANCE REPORT NO. 3**

Contract Listing & Purchase Order Listing

05/01/20 - 05/31/20

June 16, 2020

Fund: 01 GENERAL FUND - UNRESTRICTED

PO #	VENDOR NAME	DESCRIPTION	AMOUNT
SUPPLIES-OFFICE			
79381	SYNCHRONY BANK/AMAZON	Transcribe Recorder	45.33
79414	SYNCHRONY BANK/AMAZON	Dell OEM Genuine 65 Watt Laptop AC Power Adapter Charger - JNKWD	952.40
79415	ELENA GRIGORIAN	Toner purchase Reimbursement to Elena Grigorian Invoice # 111-8049833-6033007	108.03
79416	SYNCHRONY BANK/AMAZON	Flash drives ASIN B00WU18M0C Qty 2	140.88
79436	OFFICE DEPOT	Office Depot Item 755863- HP 971XL Yellow High-Yield Ink Cartridge (CN628AM)	92.05
79462	OFFICE DEPOT	Item 287444 - HP 83A Black Toner Cartridge (CF283A) for Paul V.'s office printer	50.56
79494	DIANE ALVILLAR	Earbuds for Zoom	12.03
79517	SYNCHRONY BANK/AMAZON	Grad Supplies	38.01
79543	SYNCHRONY BANK/AMAZON	Adapters	151.74
79559	OFFICE DEPOT	Sales Tax	30.75
79559	OFFICE DEPOT	Philips VoiceTracer Audio Recorder - Item # 9998679	299.98
79560	WATSON LABEL PRODUCTS	Bar Codes Invoice # 99110	1,456.75
79568	TOP PHARMACY	Sales Tax	287.00
79568	TOP PHARMACY	N95 Masks Per Quote	2,800.00
79574	MELISSA MALANDRAKIS	Reimbursment for Supplies	190.67
79575	SARAH WHITE	Reimbursment for Supplies	170.84
79585	SYNCHRONY BANK/AMAZON	Facilities Supplies	127.21
79594	STANLEY JUNG	Reimbursement for Supplies	541.56

\$1,184,031.83

Fund: 03 GENERAL FUND - RESTRICTED

PO #	VENDOR NAME	DESCRIPTION	AMOUNT
BOOKS-INSTRUCTIONAL			
78915	HOUGHTON MIFFLIN HARCOURT PUBLISHING CO	ISBN 9780544441514 HMH Integrated Math 2 Teacher Ediditon	272.20
78915	HOUGHTON MIFFLIN HARCOURT PUBLISHING CO	ISBN 9780544441583 HMH Integrated Math 3 Student Edition	1,391.25
78915	HOUGHTON MIFFLIN HARCOURT PUBLISHING CO	ISBN 9780544441521HMH Integrated Math 3 Teacher Edition	278.20
78915	HOUGHTON MIFFLIN HARCOURT PUBLISHING CO	ISBN 9780544441576 HMH Integrated Math 2 Student Edition	1,361.25
78915	HOUGHTON MIFFLIN HARCOURT PUBLISHING CO	Tax	338.55
78915	HOUGHTON MIFFLIN HARCOURT PUBLISHING CO	Shipping	338.55
79490	FHEG STORE 1283	ReEntry Spring 2020	4,000.00
79526	BUSINESS CARD	Congress Handbook 2020	23.95

BOOKS-LIBRARY

79544	MIDWEST LIBRARY SERVICE	Books Invoice DI 2669	11,985.77
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PO #	VENDOR NAME	DESCRIPTION	AMOUNT
BOOKS-LIBRARY			
79546	PROQUEST LLC	Books Invoice 162681-429	9,895.23
CONTRACT-PERSONAL SERVICE			
79425	JACKELYN HO	Yoga Class May 7 2020	350.00
79426	BRAN'D HUTALLA	Presentation for Asian American Heritage May 13, 2020	200.00
79427	NISHAT HAMID	Asian American Celebration May 8 2020 Strawberry Class	200.00
79428	CARLO ESTRELLA	Presentation - Experience as an ER Nurse May 12 2020	200.00
79446	CARLA RUIZ	Counseling Services Spring 2020	1,000.00
79447	CRISTINA L FREEBORN	Counseling Services Spring 2020	1,000.00
79448	SHELBY MCINTYRE	Counseling Services Spring 2020	1,000.00
79449	GISELLE RAMIREZ	Counseling Services Sprign 2020	1,000.00
79584	RON TANJI	Class 20WFI038 Medicare 101 Sp2020	195.00
CONTRACT-RENT/LEASE			
79439	CCMP-DE LLC	Medical Center Lease	14,287.50
79591	CCMP-DE LLC	Medical Center Lease	14,287.50
CONTRACT-SERVICE			
75145	U S BANK	Lease Purchase Payment Copiers Duplicating Center	57,000.00
79364	DOUGLAS DAY	CSE Catalog Design Sum 2020	1,250.00
79403	GOOD TIMES TRAVEL	CSE MDT 20STRNPD-20	162.50
79404	VOICES FOR ALL LLC	CSE 20WPA009-Voices All	46.80
79405	CAREER TRAINING SOLUTIONS LLC	CSE PT Spring 2020	4,396.00
79504	THINK AI CONSULTING	Payment to Think Ai Virgual Azure Labs: A-Z 900, Fundamentals Training for Faculty on June 5 & 6	7,500.00
79513	BLACKBOARD INC	Ally Package 10/29/2019-10/28/2020	44,193.00
79632	KAPLAN	Human Patients Program and Case Package	17,000.00
79636	INSTITUTE FOR DEMOCRATIC EDUCATION AND CULTURE	Virtual Presental and Q&A May 15 2020	500.00
CONTRACT-SITE LICENSE			
79602	THE MYERS BRIGGS COMPANY	Elevate License Renewals	195.00
79603	THE MYERS BRIGGS COMPANY	Elevate License Renewal 110104	195.00
EQUIPMENT-COMPUTER			
79394	APPLE INC	iPads and Pencils for Math	1,766.36
79397	APPLE INC	iPad for Physical Sciences	1,013.88
79527	DELL MARKETING LP	Laptops Non Credit Students	34,610.91
EQUIPMENT-INSTRUCTIONAL			
79228	SCANTRON CORPORATION	Scantron Score - Garfield Campus	150.00
79382	MATTER HACKERS INC	MatterHackers Equipment Ultimaker S6 Pro Bundle Printer Per Quote	8,827.00

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PO #	VENDOR NAME	DESCRIPTION	AMOUNT
EQUIPMENT-INSTRUCTIONAL			
79450	AIRGAS USA LLC	MIL951734 Welders Plus Connectors Quantity 5 Per Proposal 2008985954	72,927.30
79452	AIRGAS USA LLC	Regulators for Welding Shop	2,072.70
79463	EMBI TEC	MiniOne Per Quote 13997	1,219.01
79471	SCANNX	Zeutchel OS 15000 Scanner	14,987.35
79484	HAAS FACTORY OUTLET	Haas VF-1 Vertical Mill: Haas Factory Outlet Proposal 20180910	54,463.11
79491	INTERWORLD HIGHWAY LLC	Seek Scan Kit and Tripod	2,094.98
79491	INTERWORLD HIGHWAY LLC	Sales Tax	214.74
79492	OFFICE DEPOT	Item 221605 Headsets	4,498.50
79492	OFFICE DEPOT	Tax	461.10
79499	SYNCHRONY BANK/AMAZON	Monitor	246.19
79522	SYNCHRONY BANK/AMAZON	Wireless mice Quantity 100	2,499.00
79522	SYNCHRONY BANK/AMAZON	Tax	256.00
79523	INDOFF INCORPORATED	Sales Tax (10.25%)	271.39
79523	INDOFF INCORPORATED	Item # Q3020047-1, C-LCS2412R- DELUXE LCS3 ALUMINUM TRIM, PORCELAIN ENAMEL STEEL SURFACE, SIZE: 4 FT. x 12 FT., WITH FULL LENGTH MARKER TRAY, WITH MAP RAIL, COLOR: 100-WHITE, FRAME FINISH: SATIN ANODIZED FINISH INSTALLATION OF WHITEBOARDS	1,319.50
79523	INDOFF INCORPORATED		750.00
79523	INDOFF INCORPORATED	Item # Q3020047-1, C-LCS2410R- DELUXE LCS3 ALUMINUM TRIM, PORCELAIN ENAMEL STEEL SURFACE, SIZE: 4 FT. x 10 FT., WITH FULL LENGTH MARKER TRAY, WITH MAP RAIL, COLOR: 100-WHITE, FRAME FINISH: SATIN ANODIZED FINISH	578.15
79570	GRAINGER	Item 643F71 Cordless Comb Kit 18.0V	1,998.00
79570	GRAINGER	Item 31MJ78 Portable Band Saw 44 7/8	768.96
79570	GRAINGER	Sales Tax	283.63
79571	PLAZA WHOLESALE ELECTRIC INC	Modular Panels - ECT Labs Quote 0313304	4,086.54
79586	COMPUTERLAND - SILICON VALLEY	Two Surface Laptops: Computerland of Silicon Valley 05-20-2020 Quote	2,625.05
79609	HOME DEPOT	Item 1003-306-568 M18 18v 1/2 Cordless Compact Drill Driver Kit	398.00
79609	HOME DEPOT	Item 1000-043-007 15 Ampl Elect 7 1/4 Mag Circ Saw	398.00
79609	HOME DEPOT	sales tax	157.03
79609	HOME DEPOT	Item 1000-022-612 M18 Fuel 18v SAWZALL Recip Saw	398.00
79609	HOME DEPOT	Item 1000-026-243 M18 18v XC Starter Kit	338.00
FURNITURE-FURNITURE			
79488	CANALI PHOTOGRAPHY INC	Artist Management and Payment for Climate Change Exhibition	2,875.00
MAINT AGREEMENT-COPIER			
79509	MRC SMART TECHNOLOGY	Maintenance contract for xerox copier	793.80

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PO #	VENDOR NAME	DESCRIPTION	AMOUNT
MAINT AGREEMENT-COPIER			
SOLUTIONS			
OTHER SERVICES-OTHER SERVICE			
79270	JOSE A MERCADE	Reimburse Expenses for Station Director Baja Field Station Jan & Feb 2020	3,939.81
79375	DIANA BRANDIN	Diana Brandin Invoice #GCCPanel.2.10.20 (ASL Interpreters as Professional Experts 2/10/20 HR Interview	1,755.00
79376	DIANA BRANDIN	Diana Brandin Invoice #GCC.Mtgs.2.20	260.00
79398	DIANA BRANDIN	Diana Brandin Invoice #GCC.Feb.2020 - Contract ASL Interpreters and Real-Time Captionists for Feb. 2020	5,217.50
79412	DIANA BRANDIN	Diana Brandin Invoice #GCC.Mtgs.3.20 - Contract ASL Interpreters for student meetings in March 2020	390.00
79413	DIANA BRANDIN	Diana Brandin Invoice #GCC.March.2020 (ASL Interpreters and Real-Time Captionists for March 2020)	6,822.50
79421	KEVIN DIMATULAC	Asian American Heritage Month Celebration Events for Cultural Diversity	200.00
79422	YERANUI BARSEGYAN	Reimbursement for Yeranui Barsegyan for purchase of bean bag chair for learning community programming event	200.00
79423	YERANUI BARSEGYAN	Reimbursement for Yeranui Barsegyan for learning community programming, i.e. Fedex shipments of gas cards, books etc.	200.00
79424	KEVIN DIMATULAC	Personal reimbursement for Kevin Dimatulac to purchase gift cards to use throughout Asian American Heritage Month Events and Activities	200.00
79437	YERANUI BARSEGYAN	Learning Communities Reimbursement For learning community programming, i.e. Fedex shipments of gas cards, books etc	200.00
79475	YERANUI BARSEGYAN	Reimbursement for Gift Cards for End of Year Participants	200.00
79480	MEGAN ERNST	Reimbursement for Supplies	125.94
79481	SWIFT RIVER ONLINE LEARNING	Confirming PO for Invoice 11681 Dated 4/22/20 vClinical Virtual Simulations	2,850.00
79507	ATI INC	Blanket PO ATI Enhanced Proctoring Per Test	375.00
79519	HAAS FACTORY OUTLET	PM Maint April	6,054.00
79579	PACIFIC CLINICS	Food Services for the Parent Support Center March 2020	295.95
79590	SHADOW HEALTH INC	Invoice 2892C Dated 5/21/20 Gerontology & Mental Health DCE License	4,000.00
79596	SHELLEY ARONOFF	Item 15419400 Fighting Fake News ecourse	250.00
79599	SO CAL INDUSTRIES	Sink Restroom Rental Per Quote	140.00
POSTAGE-POSTAGE			
79572	FAYE HENSON	Reimbursement For Postage/Mailing Certificates for CNC Academy Graduates	14.40
SOFTWARE-MULTI USER			
79440	BUSINESS CARD	Intuit Payroll	500.00

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SUBSCRIPTIONS-SUBSCRIPTION SERVICES			
79441	KAHOOT! AS	Kahoot Premium for Higher Educatin May 7 2020 - May 7 2021	5,760.00
79442	QUIZLET INC	80 Quizlet Teacher Upgrades 1 Year Subscription Per Invoice 7012	2,159.40
SUPPLIES-INSTRUCTIONAL			
74913	BUD'S LITES	Theatre Arts Blanket Purchase Order Valid from 7/1/19 to 6/30/20 Authorized Signature Guido Girardi	3,000.00
74924	MARK'S PAINT STORE INC	Theatre Arts Blanket Purchase Order Valid from 7/1/19 to 6/30/20 Authorized Signature Guido Girardi	1,200.00
78530	KYLA HANSEN	Reimbursement classroom art supplies	500.00
79042	ANDREW FELDMAN	Reimbursment supplies Culinary arts Lab and events	516.90
79382	MATTER HACKERS INC	Sales Tax	904.77
79418	SOUTHERN CALIFORNIA MARINE INSTITUTE	Cruise Oceanography 116 Lab Students October 5 2019	883.36
79438	PASCO SCIENTIFIC	sales tax	61.30
79438	PASCO SCIENTIFIC	Pasco 550 Univ Interface	499.00
79438	PASCO SCIENTIFIC	Pasco Wireless Motion Sensor	99.00
79456	BUSINESS CARD	Movie Magic	429.90
79457	BUSINESS CARD	Spoof Cards	550.00
79460	TOP PHARMACY	Sales Tax	451.00
79460	TOP PHARMACY	Shipping	30.00
79460	TOP PHARMACY	Establish PO for Invoice 2003 Dated 5/6/20 K95 Masks	3,500.00
79460	TOP PHARMACY	Surgical Masks Box of 50	900.00
79461	DIAMEDICAL USA EQUIPMENT LLC	Item K95-CS200 KN95 Protection Mask Case of 200	995.00
79461	DIAMEDICAL USA EQUIPMENT LLC	Item INF091056-BX 3-Ply Procedure Mask Box of 100	328.50
79461	DIAMEDICAL USA EQUIPMENT LLC	Tax	135.66
79468	PITSCO EDUCATION	Item 35626 Sun Zoon Lite Solar-Car 30pk Quote SG61068-2	1,060.00
79468	PITSCO EDUCATION	Sales Tax	108.65
79474	BAILEY POTTERY EQUIPMENT CORP	C-116-30K w/foot Pedal and tool Kit Qty 15 Per Quote 0441534	7,890.00
79496	CCLC	CCLC Invoice 11082	46,917.00
79497	CCLC	CCLC Invoice 11083	74,580.16
79505	CCLC	CCLC invoice 11122	17,492.57
79506	MEDLINE INDUSTRIES INC	Item MDTFACEMASK Reusable Face Mask Case of 288	831.60
79506	MEDLINE INDUSTRIES INC	Tax	103.32
79540	ANDREW FELDMAN	Reimbursment supplies Culinary arts Lab and events	145.50
79545	EBSCO	Subscriptions Invoice LA26845_0001617	3,301.19
79555	ARCHITECTS CORNER	Architecture Consumable Supplies: Architects Per Quote 1677	1,198.31
79557	MEDLINE INDUSTRIES INC	Item SEYDET306 Non Contact Thermometer	179.49

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SUPPLIES-INSTRUCTIONAL			
79557	MEDLINE INDUSTRIES INC	Item MEO9800 PH STRIP, PLASTIC, HYDRION SPECTRAL, 0-14 Case of 6	60.80
79557	MEDLINE INDUSTRIES INC	Item CLO01698 Sanitizers: Clorox Anywhere Hard-Surface Sanitizer Case of 12	61.07
79557	MEDLINE INDUSTRIES INC	Item MDS2503H Gloves, Exam: SensiCare Ice Powder-Free Nitrile Exam Gloves, Size L Box of 250	19.10
79557	MEDLINE INDUSTRIES INC	Item HDIR3H01450Z Test Strips, Blood Glucose: TRUE METRIX Blood Glucose Test Strips, 50/Bx	54.66
79557	MEDLINE INDUSTRIES INC	Item MDS2502H Gloves, Exam: SensiCare Ice Powder-Free Nitrile Exam Gloves, Size M Box of 250	19.10
79557	MEDLINE INDUSTRIES INC	Item HMK30270BLU Containers: Open-Front Stackable Container, Blue, 16.5" x 18" x 11"	56.14
79557	MEDLINE INDUSTRIES INC	Item HMK30239BLUE Containers: Open-Front Stackable Container, Blue, 10.75" x 8.25" x 7"	18.63
79557	MEDLINE INDUSTRIES INC	Item B-D381412Z IV Catheters: Insyte Autoguard Shielded IV Catheters, 24G x 0.75" Box of 50	130.98
79557	MEDLINE INDUSTRIES INC	Item HMK30235BLUE Containers: Open-Front Stackable Container, Blue, 10.88" x 11" x 5"	17.79
79557	MEDLINE INDUSTRIES INC	Item HMK30250BLU Containers: Open-Front Stackable Container, Blue, 16.5" x 14.75" x 7"	30.83
79557	MEDLINE INDUSTRIES INC	Item B-D381433Z IV Catheters: Insyte Autoguard Shielded IV Catheters, 20G x 1.00" Box of 50	130.98
79557	MEDLINE INDUSTRIES INC	Item BXT1301310CH Drains, Wound: Jackson-Pratt Wound Drainage System, Flat, Silicone, 7 Fr, 3/32"	27.74
79557	MEDLINE INDUSTRIES INC	Shipping Estimate Only	120.00
79557	MEDLINE INDUSTRIES INC	Item HMK30240BLU Containers: Open-Front Stackable Container, Blue, 8.25" x 14.75" x 7"	22.05
79557	MEDLINE INDUSTRIES INC	Sales Tax	115.46
79557	MEDLINE INDUSTRIES INC	Item KDL2565 Dressings: Telfa Plus Barrier Island Dressing, Sterile, 8" x 8" Case of 60	297.08
79573	ITHAKA	ArtStor Acces Fees Invoice SO121786	2,845.00
79587	OCLC	Subscriptions - Invoice 1000038892	13,708.79
79593	DEPARTMENT OF FORESTRY AND	VFA Certificate Fees	2,692.00
79601	KANOPY LLC	KDEP - 6467 Access	13,350.00
79611	ELIZABETH RUSSELL	Reimbursement math virtual instructional supplies	77.49
79612	SEVANA PETROSIANS	Reimbursement virtual instructional supplies	29.41
79621	MEDLINE INDUSTRIES INC	Item NONBL200 Disposable Gown Blue Case of 100	234.00
79621	MEDLINE INDUSTRIES INC	Item CRI1404A Bouffant Caps Case of 1000	115.57
79621	MEDLINE INDUSTRIES INC	Item HH62G15H Sanitizer, Hand: 62% Ethyl Alcohol Gel Hand Sanitizer, 15 oz.	39.24
79621	MEDLINE INDUSTRIES INC	Item MED371 Disposable Face Mask Case of 240	300.34
79621	MEDLINE INDUSTRIES INC	Shipping Estimate	50.00
79621	MEDLINE INDUSTRIES INC	Sales Tax	70.64

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PO #	VENDOR NAME	DESCRIPTION	AMOUNT
SUPPLIES-INSTRUCTIONAL			
79637	ANI ABCARIANS	Reimbursement virtual instructional supplies	55.65
79638	REUT COHEN	Reimbursement virtual instructional supplies	116.70
79639	JEFFREY SMITH	Reimbursement virtual instructional supplies	149.90
79640	FRANCIS NICHOLAS SMITH	Reimbursement virtual instructional supplies	149.90
79642	ALESSANDRINA SWEENEY	Reimbursement virtual instructional supplies	149.90
79643	SHIHOKO TATSUGAWA	Reimbursement virtual instructional supplies	131.40
SUPPLIES-LAB			
79533	SYNCHRONY BANK/AMAZON	Sales Tax	19.03
79533	SYNCHRONY BANK/AMAZON	Alkaline Buffer, 4 kg / 8.8 lbs	69.03
79533	SYNCHRONY BANK/AMAZON	Kordon #31262 AmQuel- Ammonia Detoxifier for Aquarium, 1-Gallon ONLY	47.99
79533	SYNCHRONY BANK/AMAZON	API Stress Zyme Water Conditioner 1 Gal	68.59
SUPPLIES-OFFICE			
78696	RHYME UNIVERSITY	Sales Tax and Shipping	27.28
78696	RHYME UNIVERSITY	Tassel With Year Date Charm Item No GTM	41.30
79270	JOSE A MERCADE	Reimburse Expenses for Station Director Baja Field Station Jan & Feb 2020	2,535.06
79307	SYNCHRONY BANK/AMAZON	Filament	1,484.33
79429	SYNCHRONY BANK/AMAZON	Student Equity - ECAP Supplies	1,468.67
79479	RITA DER-STEPHANIAN	Reimbursement for Supplies	41.73
79502	SYNCHRONY BANK/AMAZON	Student Equity - Learning Communities Supplies	1,113.33
79614	PAMELA ROSAS	Reimbursement office supplies for virtual work	104.67
79629	KAREN TU	Reimbursement supplies for virtual work	39.41
79631	OPHELIA GONZALEZ-CARRASCO	Reimbursement office supplies virtual work	115.52
79633	ROUBINA BABAKHANIAN	Reimbursement supplies for virtual work	41.36
TRAVEL-CONFERENCE			
78709	MICHELLE RAMIREZ	CA Organization of Assoc Degree Nursing Conference Mar 4 to 6 2020 Monterey CA	1,710.08
79508	ROSE ONYEKWE	Reimbursement for Virtual Conference Registration Dr. Rose Onyekwe 6/11 to 6/14/20	399.00
79562	MARISELA CANELA	Reimbursement to Marisela Canela for CWA Virtual Online Registration for June 24-26,2020	400.00
			<hr/> \$672,466.83 <hr/>

Fund: 09 STUDENT FINANCIAL AID

PO #	VENDOR NAME	DESCRIPTION	AMOUNT
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Fund:	09	STUDENT FINANCIAL AID			
		PO #	VENDOR NAME	DESCRIPTION	AMOUNT
		CONTRACT-PERSONAL SERVICE			
		76707	SHAKE KHACHATRIAN	Training Meetings, Marketing, Recruitment for GCC Promise	12,000.00
					<hr/>
					\$12,000.00
Fund:	18	SELF INSURANCE			
		PO #	VENDOR NAME	DESCRIPTION	AMOUNT
		OTHER SERVICES-OTHER SERVICE			
		79385	MICHAEL BROOKMAN	Person Property	11,000.00
		79583	SCHOOLS LINKED FOR INSURANCE MANAGEMENT	Workers Compensation Premium	328,942.75
					<hr/>
					\$339,942.75
Fund:	59	PROFESSIONAL DEVELOPMENT CENTER			
		PO #	VENDOR NAME	DESCRIPTION	AMOUNT
		CONTRACT-SERVICE			
		75136	FRANK J ARANDA	Training Services for PDC Fiscal Year 2020	81,000.00
		79569	LEVON MOVSESYAN	On Site Service	600.00
		79577	LEVON MOVSESYAN	On Site Service	450.00
		SUPPLIES-OFFICE			
		79569	LEVON MOVSESYAN	Supplies	264.08
		79577	LEVON MOVSESYAN	Supplies	34.20
					<hr/>
					\$82,348.28
Fund:	74	MEASURE GC-GO BOND, SERIES A			
		PO #	VENDOR NAME	DESCRIPTION	AMOUNT
		CONTRACT-CONSTRUCTION			
		78511	GREEN CONTRACTOR STUDIO INC	Admin Window Replacement Project	1,250,000.00
		78511	GREEN CONTRACTOR STUDIO INC	Change Order 1	5,238.00
		79386	COMMUNICATION CABLING SOLUTIONS INC	Data and Cabling	10,055.40
		79433	THE NAZERIAN GROUP	PE Gym Replacement Increment 2 Construction Pay Application 12	833,598.94
		79535	COMMUNICATION CABLING SOLUTIONS INC	Data and Cabling	22,672.10
		CONTRACT-RENT/LEASE			
		74706	MOBILE MINI STORAGE SOLUTIONS	Storage Containers - Construction	12,000.00

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MEASURE GC-GO BOND, SERIES A

PO #	VENDOR NAME	DESCRIPTION	AMOUNT
CONTRACT-SERVICE			
79380	LOS ANGELES TIMES	Bid Advertisement IBCC RFQ	5,161.00
79391	GAFCON INC	Extension - Project Management Services	1,939,847.00
79476	VCA ENGINEERS INC	Potholing Services Per Proposal	35,280.00
79582	PERFORMANCE ARCHITECTS INC	Database Upgrade PeopleSoft	60,000.00
79595	TIGRAN AKOPYAN	AU Sub Panel K Second Floor Per Estimate 116485	14,485.00
79644	VCA ENGINEERS INC	Survey Services Garfield Campus	45,000.00
79651	LOS ANGELES TIMES	Bid Advertisement IBCC RFQ	5,843.12
EQUIPMENT-FACILITIES			
79008	TRANE US INC	Temp Chiller Rental PE Gym Replacement Project	25,000.00
EQUIPMENT-INSTRUCTIONAL			
79450	AIRGAS USA LLC	MIL951734 Welders Plus Connectors Quantity 5 Per Proposal 2008985954	39,125.29
79451	GREENE MANUFACTURING INC	Welding Booths Tables and Tanks Per Quote 11881	115,268.58
79625	BKM OFFICE ENVIRONMENTS INC	SR Second Floor Renovation Furniture Per Quote 37865	187,921.43
79628	GREENE MANUFACTURING INC	Strip Curtain Option SC-48 Qty 30	8,000.00
OTHER SERVICES-OTHER SERVICE			
79124	HELIX COMPUTER SYSTEMS INC	Linux Optimized for Wordpress LAMP Installations Per Quote HCSQ1013	5,000.00
79390	HEGHOOSH HAGHOBIANS	Relocation	17,970.00
79406	CORNERSTONE CONSTRUCTION SOLUTIONS INC	Foundation Ceiling Replacement	74,749.00
79411	H L MOE CO INC	Install new chilled water drinking fountain with bottle filler per quote	6,735.61
79432	H L MOE CO INC	main Campus Water Supply	7,484.71
79435	EMCOR SERVICES	Remove and replace 7 failed and unreliable sensors at the SR Building per quote 20- 26196	6,462.00
79444	ASAP DOOR	Lockdown Hardware Installation LB SV SR SF SN	7,000.00
79469	SIGN 21	Garfield Signage Per Quote 20-0492901	21,713.68
79470	STUDIO SPECTRUM INC	Classroom AV Refresh SG 208	3,688.95
79472	QUALITY WINDOW BLINDS	Provide and Install Window Blinds AD Interior Per Proposal 2634	45,628.00
79487	FENCESCREEN INC	Garfield Signage Graphics Per Quote 106396	7,663.39
79501	B2 ENVIRONMENTAL INC	Garfield Asbestos and Lead Materials Survey and Report	6,025.00
79525	ANDY'S TRANSFER & STORAGE	Move equipment on May 19, 2020 Per Estimate	5,812.24
79529	HEGHOOSH HAGHOBIANS	Relocation	1,650.00
79530	SP LAW GROUP APC	Relocation	33,715.00
79537	GLENDALE FIRE DEPARTMENT	Annual Fire Inspection 1123 E Acacia	36.00
79550	MIRACLE ART SERVICES	Repairs and special non-slippery paint at back stairs & halls and one access door at SR	12,490.00

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MEASURE GC-GO BOND, SERIES A

PO #	VENDOR NAME	DESCRIPTION	AMOUNT
OTHER SERVICES-OTHER SERVICE			
79551	ASAP DOOR	Supply and install a new custom hollow metal door to fit existing door frame per estimate # 2-699 SR Second Floor	4,328.36
79561	H L MOE CO INC	Repair main campus sewer at main entrance between AD and AU per quote	19,622.39
79563	ASAP DOOR	Lockdown Hardware Installation AS SB CR CS Garfield	9,000.00
79564	ASAP DOOR	Door Repairs LB CR HS IT	3,160.33
79566	CORNERSTONE CONSTRUCTION SOLUTIONS INC	AD 124 Ceiling Tile PerEstimate 003843	27,534.00
79567	STUDIO SPECTRUM INC	Classroom AV Refresh SG 206	3,688.95
79605	CALIFORNIA EMINENT DOMAIN LAW GROUP	Legal Fees	4,462.50
79606	CALIFORNIA EMINENT DOMAIN LAW GROUP	Legal Fees	637.50
79617	ROSENDIN ELECTRIC	Ice Machine at Sartoris Field	13,702.00
79630	DANNIS WOLIVER KELLEY	Legal Fees	84.00
79634	ROSENDIN ELECTRIC	Tennis Court Panel Per Proposal	31,429.00
79648	ROSENDIN ELECTRIC	H.R. Project - REI Temp Power Skid. Per Proposal	8,368.00
79649	ROSENDIN ELECTRIC	Infrastructure - March	5,026.00
79650	GLENDALE FIRE DEPARTMENT	Annual Fire Inspection 921 S Chevy Chase	35.00
REPAIRS-BUILDING			
79408	AK CONSTRUCTION AND ROOFING INC	Cleaning tile, remove failed grout, re-grout and seal Per Estimate 444746	9,000.00
79434	AK CONSTRUCTION AND ROOFING INC	Cr Expansion Joint and Roof Repair Per Estimate 444745	5,330.00
79580	AK CONSTRUCTION AND ROOFING INC	Cafeteria Deck Coating Per Estimate 444750	10,576.35
SUPPLIES-OFFICE			
79477	FRANK'S HOME SERVICE	Board Ups at Apartment Building tall 9 Exterior Light Fixtures Per Proposal 21220	3,600.00
79478	FRANK'S HOME SERVICE	Clean up mold and Paint Parking Garage Per Proposal 43220	750.00
79578	FRANK'S HOME SERVICE	Machine Shop Wall and Door Per Proposal 31320	17,300.00
			\$5,055,953.82

GLENDALE COMMUNITY COLLEGE DISTRICT

CONSENT CALENDAR NO. 4
 BUDGET REVISIONS AND APPROPRIATION TRANSFERS REPORT NO.1

June 16, 2020

TO: Board of Trustees

SUBMITTED BY: David Viar, Superintendent/President

REVIEWED BY: Anthony Culpepper
 Executive Vice President, Administrative Services

PREPARED BY: Angineh Baghoomian, District Accountant

SUBJECT: BUDGET REVISIONS AND APPROPRIATION TRANSFERS
GENERAL FUND UNRESTRICTED (01)
 MAY 01, 2020 THROUGH MAY 31, 2020

It is recommended that the Board of Trustees approve the following Budget Revisions and Appropriation Transfers, under the provisions of Education Code Section 85200 through 85202.

<u>EXPENDITURE CHANGES</u>		<u>Approved Budget</u>	<u>Budget Revisions</u>	<u>Appropriation Transfers</u>	<u>Revised Budget</u>
1000	Certificated Salaries	\$ 44,026,133	\$ -	\$ -	\$ 44,026,133
2000	Classified Salaries	24,210,766	-	-	24,210,766
3000	Employee Benefits	25,609,943	-	-	25,609,943
4000	Books/Supplies	635,617	-	900	636,517
5000	Contract Services	10,332,823	-	(900)	10,331,923
6000	Capital Outlay	154,212	-	-	154,212
7000	Other Outgo	4,284,359	-	-	4,284,359
7900	Reserve for Contingencies	5,046,776	-	-	5,046,776
	Total	\$ 114,300,629	\$ -	\$ -	\$ 114,300,629

GLENDALE COMMUNITY COLLEGE DISTRICT

CONSENT CALENDAR NO. 5
 BUDGET REVISIONS AND APPROPRIATION TRANSFERS REPORT NO. 2

June 16, 2020

TO: Board of Trustees

SUBMITTED BY: David Viar, Superintendent/President

REVIEWED BY: Anthony Culpepper
 Executive Vice President, Administrative Services

PREPARED BY: Angineh Baghoomian, District Accountant

SUBJECT: BUDGET REVISIONS AND APPROPRIATION TRANSFERS
GENERAL FUND RESTRICTED (03)
 MAY 01, 2020 THROUGH MAY 31, 2020

It is recommended that the Board of Trustees approve the following Budget Revisions and Appropriation Transfers, under the provisions of Education Code Section 85200 through 85202.

<u>EXPENDITURE CHANGES</u>		<u>Approved Budget</u>	<u>Budget Revisions</u>	<u>Appropriation Transfers</u>	<u>Revised Budget</u>
1000	Certificated Salaries	\$ 10,219,636	\$ -	\$ 8,263	\$ 10,227,899
2000	Classified Salaries	7,253,751	-	(24,592)	7,229,159
3000	Employee Benefits	6,004,198	-	(4,242)	5,999,956
4000	Books/Supplies	1,738,238	23,404	8,123	1,769,765
5000	Contract Services	3,075,461	222,665	(22,874)	3,275,252
6000	Capital Outlay	400,607	17,213	41,263	459,083
7000	Other Outgo	1,037,640	-	-	1,037,640
7900	Reserve for Contingencies	1,475,793	-	(5,941)	1,469,852
	Total	\$ 31,205,324	\$ 263,282	\$ -	\$ 31,468,606

NEW INCOME

8140	Pell Grant	\$ 56,345
8623	Financial Aid Technology	203,533
8822	Foundation Contributions	3,404
		<u>\$ 263,282</u>

Note: See attached for significant transfers.

Significant Transfers:

	<u>Amount</u>	<u>To</u>	<u>From</u>
1.	\$ 2,941	4590 - Other Supplies	
	<u>3,000</u>	4710 - Food	
	<u>\$ 5,941</u>		7900 - Reserve for Contingencies

To provide funds for Supplies and Food for Non- Credit ESL.

2.	\$ 6,008	1450 - Counselors, Hourly	
	5,114	1460 - Other, Non-Instructional, Hourly	
	1,026	3000 - Employee Benefits	
	15,504	4300 - Supplies	
	25	4590 - Other Supplies	
	1,489	5825 - Printing and Advertising	
	<u>30,709</u>	6410 - Instructional Equipment	
	<u>\$ 59,875</u>		
	\$ 4,570		1295 - Release Time
	10,592		2360 - Non-Cert., Student Assistant
	2,000		5110 - Contract Consultant
	36,381		5220 - Travel
	5,739		5690 - All Other Contract Services
	593		6420 - Non-Instructional Equipment
	<u>\$ 59,875</u>		

To adjust VATEA budget.

3.	\$ 26,018	5885 - Student Transportation	
	11,147	6420 - Non-Instructional Equipment	
	<u>\$ 37,165</u>		
	\$ 14,000		2110 - Non-Instructional Salary Clerical
	6,000		3000 - Employee Benefits
	12,365		4710 - Food
	1,300		5210 - Mileage
	500		5220 - Travel
	2,500		5690 - All Other Contract Services
	500		5825 - Printing and Advertising
	<u>\$ 37,165</u>		

To provide funds for Student Transportation and Equipment for TANF.

4.	<u>\$ 6,439</u>	1395 - Stipends	1460 - Other, Non-Instructional, Hourly
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To provide funds for Stipends for VATEA.

5.	<u>\$ 20,000</u>	2360 - Non-Cert., Student Assistant	2380 - Classified, Extra Help
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To provide funds for Non-Certificated Student Assistant for Student Outreach Services.

6.	<u>\$ 62,580</u>	5690 - All Other Contract Services	
	\$ 30,970		5221 - Training
	<u>31,610</u>		5890 - Other Expense
	<u>\$ 62,580</u>		

To provide funds for Contract services for Health Center.

GLENDALE COMMUNITY COLLEGE DISTRICT
 BUDGET REVISIONS AND APPROPRIATION TRANSFERS REPORT NO. 2
 June 16, 2020
 Page 3

New Income:

	<u>Amount</u>	<u>To</u>	<u>From</u>
1.	<u>\$ 3,404</u>	4590 - Other Supplies	
		To establish budget for Foundation Contributions for Athletics department.	
2.	\$ 10,000	4590 - Other Supplies	
	6,005	5220 - Travel	
	1,000	5650 - Vendor-Repairs- Equipment	
	<u>10,000</u>	5690 - All Other Contract Services	
	<u>\$ 27,005</u>		
		To establish budget for Pell Grant Administrative Cost Allowance.	
3.	\$ 10,000	4590 - Other Supplies	
	8,340	5220 - Travel	
	1,000	5650 - Vendor-Repairs- Equipment	
	<u>10,000</u>	5690 - All Other Contract Services	
	<u>\$ 29,340</u>		
		To establish budget for Pell Grant Administrative Cost Allowance.	
4.	\$ 133,061	5690 - All Other Contract Services	
	<u>17,213</u>	6420 - Non-Instructional Equipment	
	<u>\$ 150,274</u>		
		To establish budget for Financial Aid Administration Technology Funds.	
5.	<u>\$ 53,259</u>	5690 - All Other Contract Services	
		To establish budget for Financial Aid Administration Technology Funds.	

GLENDALE COMMUNITY COLLEGE DISTRICT
 BUDGET REVISIONS AND APPROPRIATION TRANSFERS REPORT NO. 2
 June 16, 2020
 Page 4

New Income:

	<u>Amount</u>	<u>To</u>	<u>From</u>
3.	\$ (60,000)	1250 - Counselors	
	6,000	1295 - Release Time	
	272,000	1450 - Counselors, Hourly	
	40,000	1455 - Counselors, hourly (Summer)	
	1,000	1465 - Other Non-International Hourly	
	1,500	1466 - Other Non-International Hourly S.S.	
	(119,917)	2110 - Non-Instructional Salary, Clerical	
	(16,000)	2350 - Non-Instructional Classified Overtime	
	(41,000)	2360 - Non-Certificated Student Assistant	
	(6,084)	2370 - Classified Subs	
	(42,504)	2380 - Classified, Extra Help	
	(2,463)	3220 - PERS, Other Classified	
	(775)	3320 - OSDHI, Other Classified	
	(181)	3360 - Medicare, Classified	
	(6)	3520 - SUI, Other Classified	
	(250)	3620 - WK. COPM., Other Classified	
	(32)	3820 - ALT. Retire. Plan, Other Classified	
	19,500	4590 - Other Expense	
	10,000	4591 - Testing Materials	
	10,000	5110 - Contract Consultant	
	4,538	5220 - Travel	
	258,828	5690 - All Other Contract Services	
	5,000	5825 - Printing and Advertising	
	(500)	5885 - Student Transportation	
	30,000	6420 - Non-Instructional Equipment	
	<u>\$ 368,654</u>		

To adjust Student Equity and Achievement Program budget.

4.	\$ (63,000)	1210 - Administrators	
	(325,000)	1250 - Counselors	
	(13,000)	1450 - Counselors, Hourly	
	(29,000)	2110 - Non-Instructional Salary, Clerical	
	(24,000)	2360 - Non-Certificated Student Assistant	
	(10,000)	2380 - Classified, Extra Help	
	(136,000)	3000 - Employee Benefits	
	(5,000)	4590 - Other Expense	
	(3,000)	5220 - Travel	
	(5,000)	5690 - All Other Contract Services	
	<u>\$ (613,000)</u>		

To adjust Non-Credit Student Equity budget.

5.	\$ 3,750	4300 - Instructional Supplies	
	900	4590 - Other Expense	
	<u>\$ 4,650</u>		

To establish budget for Foundation Contributions to English Department.

6.	\$ 10,000	1450 - Counselors, Hourly	
	5,000	1460 - Other, Non-Instructional, Hourly	
	6,000	3000 - Employee Benefits	
	10,000	4590 - Other Supplies	
	5,000	5220 - Travel	
	154,000	5690 - All Other Contract Services	
	10,000	5825 - Printing and Advertising	
	<u>\$ 200,000</u>		

To establish budget for DSN- Rancho Santiago Grant.

GLENDALE COMMUNITY COLLEGE DISTRICT

June 16, 2020

CONSENT CALENDAR NO. 6

TO: Board of Trustees

SUBMITTED BY: David Viar, Superintendent/President

REVIEWED BY: Anthony Culpepper
Executive Vice President, Administrative Services

PREPARED BY: Amir Nour, Controller

SUBJECT: 2020-2021 RETROACTIVE PAY ADJUSTMENT

DESCRIPTION OF HISTORY / BACKGROUND

California Constitution, Article II, Section 10 prohibits officers or employees from receiving additional compensation for services already rendered. Retroactive pay adjustments have generally been allowed within the Constitution if salaries were legally "indefinite."

Salaries for bargaining unit-represented employees automatically become indefinite upon expiration of a collective bargaining agreement or expiration of the salary/compensation provisions of the agreement.

For unrepresented employees, the Board of Trustees must declare salaries "indefinite" for 2020-2021 if the college intends to permit retroactivity for any period of time during the year.

This action is taken to avoid any problems concerning retroactive salary adjustments for unrepresented staff, such as administrators, management, confidential and unclassified employees for the 2020-2021 fiscal year.

COMMITTEE HISTORY

College Executive Committee June 9, 2020

FISCAL IMPACT

None

RECOMMENDATION

The Superintendent/President recommends that the Board of Trustees declare that all unrepresented staff, such as administrators, management, confidential, and unclassified employees' salaries are declared indefinite for the 2020-2021 fiscal year.

GLENDALE COMMUNITY COLLEGE DISTRICT

June 16, 2020

CONSENT CALENDAR NO. 7

TO: Board of Trustees

SUBMITTED BY: David Viar, Superintendent/President

REVIEWED BY: Anthony Culpepper
Executive Vice President, Administrative Services

PREPARED BY: Amir Nour, Controller

SUBJECT: AUTHORIZATION TO MAKE APPROPRIATION
TRANSFERS

DESCRIPTION OF HISTORY / BACKGROUND

At the close of any school year a school district may, with the approval of the governing board, identify and request the County Superintendent of Schools to make appropriation transfers to cover budget overdrafts as necessary to permit the payment of obligations of the district incurred during that school year.

This report of recommendation will authorize the County Superintendent of Schools to make transfers for overdrafts and will expedite our payments so that the County will not have to notify us and request approval for appropriation transfers for each overdraft.

The County will provide copies of all appropriation transfers made pursuant to this authorization.

COMMITTEE HISTORY

College Executive Committee

June 9, 2020

FISCAL IMPACT

None

RECOMMENDATION

The Superintendent/President recommends that the Board of Trustees of the Glendale Community College District authorize the County Superintendent of Schools and the District's Controller to make appropriation transfers necessary at the close of the 2019-20 school year to cover account overdrafts and permit the payment of District obligations incurred during the school year.

GLENDALE COMMUNITY COLLEGE DISTRICT

June 16, 2020

CONSENT CALENDAR NO. 8

TO: Board of Trustees

SUBMITTED BY: David Viar, Superintendent/President

REVIEWED BY: Anthony Culpepper
Executive Vice President, Administrative Services

PREPARED BY: Amir Nour, Controller

SUBJECT: AGREEMENTS FOR BUSINESS, PAYROLL AND FINANCIAL
DATA PROCESSING SERVICES

DESCRIPTION OF HISTORY / BACKGROUND

The Los Angeles County Office of Education provides an online budgeting, accounting, and payroll system that the college uses for its accounting/payroll records and for warrant processing. Cost of the agreement is based on full-time equivalent students (FTES).

COMMITTEE HISTORY

College Executive Committee June 9, 2020

FISCAL IMPACT

Estimated cost is \$38,132

RECOMMENDATION

The Superintendent/President recommends that the Board of Trustees of the Glendale Community College District approve the agreements between the college and the Los Angeles County Office of Education for business, payroll, and financial data processing services for July 1, 2020 through June 30, 2021.

GLENDALE COMMUNITY COLLEGE DISTRICT

June 16, 2020

CONSENT CALENDAR NO. 9

TO: Board of Trustees

SUBMITTED BY: David Viar, Superintendent/President

REVIEWED BY: Anthony Culpepper, Executive Vice President,
Administrative Services

PREPARED BY: Susan Courtney, Director, Business Services

SUBJECT: AGREEMENTS WITH COMPANIES TO PROVIDE
SPECIALIZED SUPPORT SERVICES FOR
PROFESSIONAL DEVELOPMENT CENTER
PROGRAMS FOR FISCAL YEAR 2020-2021

DESCRIPTION OF HISTORY/BACKGROUND

The continuation of numerous programs administered by the Professional Development Center creates the need to establish formal agreements with various companies to provide specialized professional support. These services would include, but not be limited to, course instruction, assessment, interviews, evaluations and curriculum development.

Companies

A. Pamela Shroder Consulting
APICS
Coach Raffi
Class Act Training
Golden Aspen Communication Services
Griffith Training
Ernest Gutierrez
LM Computer Consulting
McEndree and Associates
Rogers, Henry
Torbrons's CAD Associates
Up and Running CNC Consulting

COMMITTEE HISTORY

College Executive Committee June 9, 2020

FISCAL IMPACT

The costs for each agreement vary on level of service required. Costs will be distributed within specific Employment Training Panel and Professional Development Center program budgets.

RECOMMENDATION

The Superintendent/President recommends that the Board of Trustees approve the agreements with the aforementioned companies to provide specialized support services for the Professional Development Center for fiscal year 2020-2021.

GLENDALE COMMUNITY COLLEGE DISTRICT

June 16, 2020

CONSENT CALENDAR NO. 10

TO: Board of Trustees

SUBMITTED BY: David Viar, Superintendent/President

REVIEWED BY: Anthony Culpepper, Executive Vice President,
Administrative Services

PREPARED BY: Susan Courtney, Director, Business Services

SUBJECT: MEMBERSHIPS IN ASSOCIATIONS AND ORGANIZATIONS
FISCAL YEAR 2020 - 2021

DESCRIPTION OF HISTORY/BACKGROUND

The college maintains memberships in city, state and national associations and organizations that are beneficial to both the college and to our students. At the end of each fiscal year, membership forms are sent college wide asking for cost updates and justification as to why their respective department needs the membership. This list is then updated and maintained in Business Services.

Due to the projected 10% reduction in state appropriations for 2020-2021, expenditures for memberships for 2020-21 have been cut by 11.7% (from \$161,881.57 in 2019-2020 to \$143,027.93 in 2020-2021)

COMMITTEE HISTORY

College Executive Committee June 9, 2020

FISCAL IMPACT

The cost for FY 2020 - 2021 is \$143,027.93.

RECOMMENDATION

The Superintendent/President recommends that the Board of Trustees approve the attached list of associations and organizations for membership for the District and its representatives for fiscal year 2020-2021.

TENTATIVE ORGANIZATIONAL MEMBERSHIPS FOR 2020/2021

ORGANIZATION	AMOUNT	DEPARTMENT
Academic Senate for California Community Colleges	\$ 4,276.93	Academic Senate
American Accounting Association (AAA)	\$ 75.00	Administrative Services
Institute of Management Accountants	\$ 260.00	Administrative Services
California Assoc. of Comm. College Registrars and Admiss. Officers (CACCRAO)	\$ 200.00	Admission & Records
Organization of Biological Field Stations (OBFS)	\$ 150.00	Baja Field Station
National Association of Educational Buyers	\$ 595.00	Business Services
California Background Investigators Association	\$ 60.00	College Police
California College and University Police Chiefs Assoc (CCUPCA)	\$ 100.00	College Police
International Association of Campus Law Enforcement Admin's (IACLEA)	\$ 350.00	College Police
Californians for Quality Early Learning (CQEL)	\$ 209.00	CDC
California Community Colleges Early Childhood Educators (CCCECE OR TRICEC)	\$ 100.00	CDC
(The) Child Care Information Exchange	\$ 47.00	CDC
National Association for the Education of Young Children (NAEYC)	\$ 180.00	CDC
Association of Nutrition and Foodservice Professionals (ANFP)	\$ 250.00	Culinary Arts
National Coalition for Campus Childrens Centers (NCCCC)	\$ 150.00	CDC
Academy of Nutrition and Dietetics (Formerly known as the American Dietetic Assoc-ADA)	\$ 259.00	Culinary Arts
California Travel Industry (CALTIA)	\$ 100.00	Culinary Arts
National Association of Student Employment (NASEA)	\$ 125.00	Financial Aid
National Association of Student Financial Aid Administrators (NASFAA)	\$ 2,780.00	Financial Aid
The College Board	\$ 2,000.00	Financial Aid
Community College Facility Coalition (CCFC)	\$ 1,213.00	Facilities
Adams Square Merchants	\$ 120.00	Garfield
Association of Community & Continuing Education (ACCE)	\$ 318.00	Garfield

TENTATIVE ORGANIZATIONAL MEMBERSHIPS FOR 2020/2021

California Child Development Administrators Association (CCDAA)	\$ 250.00	Garfield (Parent Support Center)
Health Services Association of CA Community Colleges (HSACCC)	\$ 150.00	Health Center
American Journal of Nursing (AJN)	\$ 728.00	Health Sciences
California Association of Alcohol & Drug Education (CAADE)	\$ 300.00	Health Sciences
California Org. of Associate Degree Nursing Program Directors (COADN)	\$ 100.00	Health Sciences
Organization for Associate Degree Nursing (OADN)	\$ 575.00	Health Sciences
National League of Nursing (NLN)	\$ 1,440.00	Health Sciences
Association of California Community College Administrators (ACCCA)	\$ -	Human Resources
Association of Chief Human Resources Officers/Affirmative Action Officers	\$ 350.00	Human Resources
Southern 30 (Formerly known as Equal Employee Diversity and Equity Consortium EEDEC)	\$ 200.00	Human Resources
Association of Title IX Administrators (ATIXA)	\$ 2,449.00	Human Resources
California Community Colleges Chief Instructional Officers (CCCCIO)	\$ 300.00	Instructional Office
Institute of International Education (IIE)	\$ 375.00	International Students
National Association of International Educators (NAFSA)	\$ 2,754.00	International Students
Chief Information Systems Officers Association (CISOA)	\$ 100.00	ITS
EDUCAUSE	\$ 3,638.00	ITS
Higher Education User Group (HEUG)	\$ 1,600.00	ITS
Oracle Applications Users Group (OAUG)	\$ 840.00	ITS
Alpha Mu Gamma - National Collegiate Foreign Language Honor Society	\$ -	Language Arts
American Forensics Association	\$ 75.00	Language Arts
Journalism Assoc of Comm Colleges (JACC)	\$ 500.00	Language Arts
American Library Association (ALA)	\$ 1,300.00	Library
Association of College and Research Libraries (ACRL)	\$ 125.00	Library
CA Community Colleges Distance Education Coordinators Organization (CCCDECO)	\$ 100.00	Library
Community College Consortium for Open Educational Resources (CCCOER)	\$ 525.00	Library

TENTATIVE ORGANIZATIONAL MEMBERSHIPS FOR 2020/2021

Council of Chief Librarians of the California Community Colleges	\$ 150.00	Library
Online Learning Consortium (OLC)	\$ 1,500.00	Library
Crescenta Valley Chamber of Commerce	\$ 115.00	PDC
Glendale Chamber of Commerce	\$ 362.00	PDC
Montrose Verdugo City Chamber of Commerce	\$ 270.00	PDC
National Council for Marketing and Public Relations for Community Colleges (NCMPR)	\$ 250.00	PDC
National Council for Marketing and Public Relations for Community Colleges (NCMPR)	\$ 525.00	Public Relations
Community College Public Relations Organization (CCPRO)	\$ 180.00	Public Relations
Research and Planning Group for the CA Community Colleges (The RP Group)	\$ 350.00	Research & Planning
Honors Transfer Council of California (HTCC)	\$ 90.00	Scholars
CA Community College Council for Staff and Organizational Devel. (4C/SD)	\$ 125.00	Staff Development
California Community College Athletic Assn. (CCCCAA)/Commiss. on Athletics (COA)	\$ 11,050.00	Student Affairs
National Alliance of Two Year College Athletic Administrators (NATYCAA)	\$ 40.00	Student Affairs
National Behavioral Intervention Team Association (NaBITA)	\$ 639.00	Student Affairs
Southern California Football Association (SCFA)	\$ 2,200.00	Student Affairs
Western State Conference (WSC)	\$ 5,200.00	Student Affairs
Association of California Community College Administrators (ACCCA)	\$ -	Student Outreach Services
Chief Student Services Officers Association (CSSO)	\$ 300.00	Student Services
California Colleges for International Education (CCIE)	\$ 450.00	Study Abroad
American Association of Community Colleges (AACCC)	\$ 16,189.00	Superintendent/President
Accrediting Commission for Community & Junior Colleges	\$ 36,895.00	Superintendent/President
Armenian American Chamber of Commerce	\$ 100.00	Superintendent/President
Association of Community College Trustees (ACCT)	\$ 7,017.00	Superintendent/President
Burbank Chamber of Commerce	\$ 205.00	Superintendent/President
Community College League of California (CCLC) - District Services, Policies and Procedures	\$ 1,500.00	Superintendent/President
Community College League of California (CCLC) - Organization Membership	\$ 24,293.00	Superintendent/President

TENTATIVE ORGANIZATIONAL MEMBERSHIPS FOR 2020/2021

Crescenta Valley Chamber of Commerce	\$ 115.00	Superintendent/President
Glendale Chamber of Commerce	\$ 362.00	Superintendent/President
Glendale Latino Association	\$ 250.00	Superintendent/President
Los Angeles County School Trustees Association (LACSTA)	\$ 100.00	Superintendent/President
San Gabriel/Foothill Assn. of Community Colleges (SanFACC)	\$ 500.00	Superintendent/President
Southern California Community College Districts LCW Consortium (SCCCD-LCW)	\$ 3,250.00	Superintendent/President
American Welding Society	\$ 445.00	Technology & Aviation
Society of Manufacturing Engineers (SME)	\$ 750.00	Technology & Aviation
Western Association for College Admission Counseling (WACAC)	\$ 45.00	Transfer Center
American Association of University Women (AAUW)	\$ 175.00	Workforce
California Fire Technology Directors Association	\$ 25.00	Workforce
California Internship & Work Exper. Assn. (CIWEA)	\$ 255.00	Workforce
Los Angeles County Economic Development Corporation (LAEDC)	\$ 2,500.00	Workforce
National Alliance for Partnerships in Equity (NAPE)	\$ 100.00	Workforce
National Association for Community College Entrepreneurship (NACCE)	\$ 750.00	Workforce
National Council for Workforce Education (NCWE)	\$ 150.00	Workforce
San Gabriel Valley Economic Partnership	\$ 2,625.00	Workforce
Valley Economic Alliance (Formerly the Economic Alliance of the San Fernando Valley)	\$ 5,000.00	Workforce
Valley Industry and Commerce Association (VICA)	\$ 1,600.00	Workforce

GLENDALE COMMUNITY COLLEGE DISTRICT

June 16, 2020

CONSENT CALENDAR NO. 11

TO: Board of Trustees

SUBMITTED BY: David Viar, Superintendent/President

REVIEWED BY: Michael Ritterbrown, Vice President, Instructional Services

PREPARED BY: Hasmik Sarkissian, Office of Vice President, Instructional Services

SUBJECT: PROPOSED NEW PROGRAMS

DESCRIPTION OF HISTORY / BACKGROUND:

Health Sciences – Critical Care Nursing Skill Award

This skill award provides registered nurses proof of completion of NS 277 Critical Care course and allows them to seek employment in the specialty area of critical care nursing. Students will complete 3.5 units for this award.

REQUIRED COURSE:

NS 277 Critical Care Specialty Nursing

Health Sciences – Emergency Medical Responder Skill Award

This Skill award provides students the opportunity for employment in introductory emergency services, i.e. lifeguard. This course offers 2 units upon completion.

REQUIRED COURSE:

EMT 138 Emergency Medical Responder

Health Sciences – Emergency Medical Technician Skill Award

Upon completion of this course the student will be able to administer appropriate emergency medical care to patients across the lifespan. The student will be eligible to sit for the state exam. This skill award provides students the opportunity for employment in introductory emergency services. This award offers 8.5 units upon completion.

REQUIRED COURSE:

EMT 140 Emergency Medical Technician (EMT)

Health Sciences – Introduction to Emergency Services Skill Award

Upon completion of this course the student will be able to administer appropriate emergency medical care to patients across the lifespan. This skill award provides students the opportunity for employment in introductory emergency services. This course offers 3 units upon completion.

REQUIRED COURSE:

EMT 139 Introduction to Emergency Medical Services

COMMITTEE HISTORY

Curriculum & Instruction Committee	April 22, 2020 (First Reading)
Curriculum & Instruction Committee	May 13, 2020 (Second Reading)
Academic Affairs Committee	May 20, 2020
College Executive Committee	June 9, 2020

FISCAL IMPACT

None

RECOMMENDATION

The Superintendent/President recommends that the Board of Trustees approve the new programs.



PROGRAM TITLE : Critical Care Nursing Skill Award
PROGRAM GOAL : Other

NARRATIVE & DOCUMENTATION FOR PROGRAM REVISIONS

PROPOSAL

ITEM 1: PROGRAM GOALS AND OBJECTIVES

Program Learning Outcomes:

1. Provide comprehensive nursing care for critically ill patient populations with complex illness(es)
2. Integrate critical knowledge, skill, and attitude in the nursing process.

ITEM 2: CATALOG DESCRIPTION

This skill award provides registered nurses proof of completion of NS 277 Critical Care course and allows them to seek employment in the specialty area of critical care nursing. Students will complete 3.5 units for this award.

ITEM 3: TABLE OF PROGRAM REQUIREMENTS

REQUIRED COURSES

	Subject	Number	Title	CSU-GE	IGETC	Units
			REQUIRED COURSES WITHOUT OPTIONS			3 - 4
	NS	277	Critical Care Specialty Nursing			3.5



PROGRAM TITLE : Emergency Medical Responder Skill Award
PROGRAM GOAL : Other

NARRATIVE & DOCUMENTATION FOR PROGRAM REVISIONS

PROPOSAL

ITEM 1: PROGRAM GOALS AND OBJECTIVES

Program Learning Outcomes:

1. describe the Emergency Medical Services (EMS) Systems and differentiate the roles and responsibilities of the EMT from other pre-hospital care providers using the California specific statutes and regulations;
2. recognize the emotional, physical, pathological hazards of the EMT's working environment;
3. identify, discuss, and define medical legal conditions that apply to the EMT's working environment;

ITEM 2: CATALOG DESCRIPTION

This skill award provides students the opportunity for employment in introductory emergency services ie. lifeguard. This course offer 2 units upon completion.

ITEM 3: TABLE OF PROGRAM REQUIREMENTS

REQUIRED COURSES

	Subject	Number	Title	CSU-GE	IGETC	Units
			REQUIRED COURSES WITHOUT OPTIONS			2 - 2
	EMT	138	Emergency Medical Responder			2



PROGRAM TITLE : Emergency Medical Technician Skill Award
PROGRAM GOAL : Other

NARRATIVE & DOCUMENTATION FOR PROGRAM REVISIONS

PROPOSAL

ITEM 1: PROGRAM GOALS AND OBJECTIVES

Program Learning Outcomes:

1. pass the National Registry Certification Exam;
2. recognize the nature and seriousness of the patient's condition or extent of injuries, of adults, children, infants, and newborns to assess requirements for emergency medical care and transport;
3. administer appropriate emergency medical care based on assessment findings of the patient's condition
4. demonstrate lifting, moving, positioning, and otherwise handling the patient to minimize discomfort and prevent further injury and complication to patient's medical or traumatic problem;
5. perform safely and effectively the expectations of the EMT-Basic job description;
6. administer appropriate medication for appropriate patient and patient condition.

ITEM 2: CATALOG DESCRIPTION

Upon completion of this course the student will be able to administer appropriate emergency medical care to patients across the lifespan. The student will be eligible to sit for the state exam. This skill award provides students the opportunity for employment in introductory emergency services. This award offers 8.5 units upon completion.

ITEM 3: TABLE OF PROGRAM REQUIREMENTS

REQUIRED COURSES

	Subject	Number	Title	CSU-GE	IGETC	Units
			REQUIRED COURSES WITHOUT OPTIONS			9 - 9
	EMT	140	Emergency Medical Technician (EMT)			8.5



PROGRAM TITLE : Introduction to Emergency Medical Services Skill Award
PROGRAM GOAL : Other

PROPOSAL

ITEM 1: PROGRAM GOALS AND OBJECTIVES

Program Learning Outcomes:

1. apply the anatomy and physiology of the following major body systems: respiratory, circulatory, musculoskeletal, nervous, and endocrine to situational pathophysiology of sick and injured;
2. assess and identify adult, children, infants, and neonates in respiratory and cardiac inadequacies and perform the appropriate assistive treatments according to the American Heart Association Health Care Provider Standards;
3. recognize the emotional, physical, pathological hazards of the EMT's working environment;
4. identify, discuss and define the medical legal conditions that apply to the EMT-Basic working environment
5. describe the Emergency Medical Services (EMS) Systems and differentiate the roles and responsibilities of the EMT from other pre-hospital care providers using the California specific statutes and regulations

ITEM 2: CATALOG DESCRIPTION

Upon completion of this course the student will be able to administer appropriate emergency medical care to patients across the lifespan. This skill award provides students the opportunity for employment in introductory emergency services. This course offers 3 units upon completion.

ITEM 3: TABLE OF PROGRAM REQUIREMENTS

REQUIRED COURSES

	Subject	Number	Title	CSU-GE	IGETC	Units
			REQUIRED COURSES WITHOUT OPTIONS			3 - 3
	EMT	139	Introduction To Emergency Medical Services			3

GLENDALE COMMUNITY COLLEGE DISTRICT

June 16, 2020

CONSENT CALENDAR NO. 12

TO: Board of Trustees

SUBMITTED BY: David Viar, Superintendent/President

REVIEWED BY: Michael Ritterbrown, Vice President, Instructional Services

PREPARED BY: Hasmik Sarkissian, Office of Vice President, Instructional Services

SUBJECT: PROPOSED NEW COURSES

DESCRIPTION OF HISTORY/BACKGROUND

ENGL 298 – Undergraduate Research in Professional Writing

ENGL 298 is intended to give undergraduate students hands-on experience in academic research while working collaboratively on projects within specific themes relating to professional pathways in English and Humanities. It allows the student to develop his or her critical thinking and writing skills to the level of proficiency required to complete original scholarly and professional research for possible submission and presentation, such as at a conference. Students will receive instruction in advanced research and in the process of writing and revising professional work. Students are expected to apply research analysis techniques and concepts learned in previous English classes, and to use their problem-solving skills in carrying out assigned projects. Students will be required to present the results of their research to the campus/to a group of faculty.

ENGL 298H – Honors Undergraduate Research in Professional Writing

ENGL 298H is intended to give undergraduate students hands-on experience in academic research while working collaboratively on projects within specific themes relating to professional pathways in English and Humanities. It allows the student to develop his or her critical thinking and writing skills to the level of proficiency required to complete original scholarly and professional research for possible submission and presentation, such as at a conference. Students will receive instruction in advanced research and in the process of writing and revising professional work. Students are expected to apply research analysis techniques and concepts learned in previous English classes, and to use their problem-solving skills in carrying out assigned projects. Students will be required to present the results of their research to the campus/to a group of faculty.

The honors course will be enhanced in one or more of the following ways:

1. Accelerated standards of reading levels, emphasizing primary and conceptual sources
2. Accelerated standards of critical thinking, including critical writing and problem-centered research
3. Emphasis on types or schools of literary criticism, including professional models of such

COMMITTEE HISTORY

Curriculum & Instruction Committee	February 26, 2020 (First Reading)
Curriculum & Instruction Committee	May 13, 2020 (Second Reading)
Academic Affairs Committee	May 20, 2020
College Executive Committee	June 9, 2020

COMMITTEE HISTORY

MATH 102+ - Trigonometry with Support

MATH 102+ is a course in plane trigonometry with a built-in support lab component. The course emphasizes the analytic aspects of the subject. Topics include trigonometric functions of any angle, trigonometric identities, half-angles, trigonometric equations, applications of trigonometric functions, functions, complex numbers, and polar and parametric equations. The support lab topics include plane geometry, solving algebraic equations, simplifying algebraic expressions, coordinate plane, graphing techniques and basics of Trigonometry.

MATH 102S – Lab Support for Trigonometry

Math 102S is a lab course to complement MATH 102 in the development and practice of essential study techniques and course material for success in Trigonometry. Topics include plane geometry, solving algebraic equations, simplifying algebraic expressions, coordinate plane, graphing techniques and basics of Trigonometry.

COMMITTEE HISTORY

Curriculum & Instruction Committee	April 22, 2020 (First Reading)
Curriculum & Instruction Committee	May 13, 2020 (Second Reading)
Academic Affairs Committee	May 20, 2020
College Executive Committee	June 9, 2020

FISCAL IMPACT

None

PROPOSED NEW COURSES WEBSITE ACCESS

The proposed new courses presented for approval may be accessed through the GCC District website under the Board of Trustees 2019-2020 meeting agenda webpage, Tuesday, June 16, 2020 - Supporting Documents or through this provided link [Proposed New Courses](#).

RECOMMENDATION

The Superintendent/President recommends that the Board of Trustees approve the new courses.

GLENDALE COMMUNITY COLLEGE DISTRICT

June 16, 2020

CONSENT CALENDAR NO. 13

TO: Board of Trustees
SUBMITTED BY: David Viar, Superintendent/President
REVIEWED BY: Michael Ritterbrown, Vice President, Instructional Services
PREPARED BY: Hasmik Sarkissian, Office of Vice President, Instructional Services
SUBJECT: REVISED COURSES AND PROGRAMS

DESCRIPTION OF HISTORY / BACKGROUND

The attached document represents changes to courses and program that have been vetted by the divisions and approved by the Curriculum & Instruction (C&I), Academic Affairs, and College Executive Committees.

COMMITTEE HISTORY

See the dates listed on the attached document.

FISCAL IMPACT

None

RECOMMENDATION

The Superintendent/President recommends that the Board of Trustees approve the revised courses and programs.

Course Revisions

Course Number	Type of Change	Curriculum and Instruction Approval	Academic Affairs Committee Approval	College Executive Review
MATH 102, 136, 136H	Change in Prerequisite	(April 22, 2020 1 st Reading, May 13, 2020 2 nd Reading)	May 20, 2020	June 9, 2020
MATH 136+	Change in Units	(April 8, 2020 1 st Reading, April 22, 2020 2 nd Reading)	May 20, 2020	June 9, 2020

Program Revisions

Program Name	Type of Change	Curriculum and Instruction Approval	Academic Affairs Committee Approval	College Executive Review
AD ST—AS Degree and Certificate	Change in Courses	(April 22, 2020 1 st Reading, May 13, 2020 2 nd Reading)	May 20, 2020	June 9, 2020
CS/IS—AS Degree and Certificate	Change in Courses	(April 22, 2020 1 st Reading, May 13, 2020 2 nd Reading)	May 20, 2020	June 9, 2020
HIST—AA-T	Change in Courses	(April 22, 2020 1 st Reading, May 13, 2020 2 nd Reading)	May 20, 2020	June 9, 2020
SOC S—AA Degree	Change in Courses	(April 22, 2020 1 st Reading, May 13, 2020 2 nd Reading)	May 20, 2020	June 9, 2020

GLENDALE COMMUNITY COLLEGE DISTRICT

June 16, 2020

CONSENT CALENDAR NO. 14

PERSONNEL REPORT NO. 12

TO: BOARD OF TRUSTEES

SUBMITTED: David Viar, Superintendent/President

REVIEWED BY: Victoria Simmons, Vice President
Human Resources

PREPARED BY: Frinna De La Cruz, Admin Asst IV-Confidential

SUBJECT: ACADEMIC, CLASSIFIED, ADMINISTRATOR, AND ALL OTHER
TEMPORARY EMPLOYEE ACTIONS PERSONNAL REPORTS

Pursuant to Board Policy 7110, Delegation of Authority, the Superintendent/President has authorized the attached personnel actions. The personnel actions are consistent with federal and state laws and regulations, District policies and regulations, the District budget, and relevant collective bargaining agreements.

The Superintendent/President recommends that the Board of Trustees confirm the following staffing reports:

Academic Report – Action Order
Classified Report – Action Order
Administrator Report
All Other Temporary Employee Actions Report

Full Name	Location	Position	Dates	Acct #	Hours	Rate	FTE	Acct %	Board Action
BOARD OF TRUSTEES									
Angeles, Vanessa		Student Trustee	06/16/20-06/15/21	01 1000 0 661000 2380		\$150.00/mo		100	Election
ACADEMIC									
New Hires									
Dimatulac, Kevin	Student Services	Student Equity Counselor	08/31/20-	03 0100 0 632100 1250		C II-4	1	100	New Hire
Separation of Employment: Retirements/Resignations									
Hovasapyan, Samvel	Mathematics Division	Mathematics Adjunct	06/11/20 -					100	Retirement 14 Years, 2 Months of Service
All Other Academic Actions									
AbiSaab, Samar	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C IV-2		100	Adjunct Hourly Rate
Adamian, Marina	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C IV-4		100	Adjunct Hourly Rate
Aintablian, Mariam	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	5.00	C IV-6		100	Adjunct Hourly Rate
Amirian, Annette	Life Skills Non Cr Bus Division	Business Computers	02/18/20 - 06/10/20	01 0300 0 050201 1310	8.00	C IV-6		100	Adjunct Hourly Rate
An, Hannah	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C III-6		100	Adjunct Hourly Rate
Aramyan, Susanna	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C IV-6		100	Adjunct Hourly Rate
Atin, Sarah	Life Skills Non Cr Bus Division	Parent Education	02/18/20 - 06/10/20	01 0300 0 130501 1310	2.00	C IV-6		100	Adjunct Hourly Rate
Baghdassarian, Roza	Life Skills Non Cr Bus Division	Parent Education	02/18/20 - 06/10/20	01 0300 0 130501 1310	2.00	C III-1		100	Adjunct Hourly Rate
Bond, Bette	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C IV-6		100	Adjunct Hourly Rate
Burghdorf, Marilyn	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C IV-6		100	Adjunct Hourly Rate
Cheeseman, Bonnie	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	17.00	C IV-3		100	Adjunct Hourly Rate
Chuah, Cheng-Cheng	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C III-6		100	Adjunct Hourly Rate
Chubukjian, Ardemis	Life Skills Non Cr Bus Division	Business Computers	02/18/20 - 06/10/20	01 0300 0 051401 1310	12.00	C IV-1		100	Adjunct Hourly Rate

01 = Day
 02 = Evening
 03 = Non-Credit

Rate Legend
 C = Classified Salary Schedule
 Example: C 1 - 1 = Class 1, Step 1

Full Name	Location	Position	Dates	Acct #	Hours	Rate	FTE	Acct %	Board Action
Cohen, Harriet	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C IV-6		100	Adjunct Hourly Rate
Cruz, Andres	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C III-4		100	Adjunct Hourly Rate
Daly, Colleen	Life Skills Non Cr Bus Division	Adult Basic and Secondary Ed	02/18/20 - 06/10/20	01 0300 0 493001 1310	4.00	C III-3		100	Adjunct Hourly Rate
Depew, Patricia	Life Skills Non Cr Bus Division	Lifelong Learning	02/18/20 - 06/10/20	01 0300 0 220501 1310	2.00	C IV-6		100	Adjunct Hourly Rate
Depiro, Caroline M	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C III-6		100	Adjunct Hourly Rate
Der Hovanessian, Ida	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C III-6		100	Adjunct Hourly Rate
DerBedrossian, Romina	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C IV-6		100	Adjunct Hourly Rate
Deukmejian, Karen T	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C IV-6		100	Adjunct Hourly Rate
Diarian, Ani	Life Skills Non Cr Bus Division	Business Computers	02/18/20 - 06/10/20	01 0300 0 051401 1310	16.00	C III-6		100	Adjunct Hourly Rate
Drummond, Karin	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C III-4		100	Adjunct Hourly Rate
Eguizarian, Inga	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	7.00	C IV-4		100	Adjunct Hourly Rate
Eusan, Dana Yvette	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C II-6		100	Adjunct Hourly Rate
Fallahi, Edwin	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C III-6		100	Adjunct Hourly Rate
Ferguson, Sandra	Life Skills Non Cr Bus Division	Lifelong Learning	02/19/20 - 06/03/20	01 0300 0 100201 1310	2.34	C IV-6		100	Adjunct Hourly Rate
Fernandez-Presa, Rocio	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C IV-6		100	Adjunct Hourly Rate
Fredrickson, Valerie	Life Skills Non Cr Bus Division	Parent Education	02/18/20 - 06/10/20	01 0300 0 130501 1310	3.00	C III-4		100	Adjunct Hourly Rate
Garabas, Agnes	Life Skills Non Cr Bus Division	Business Computers	02/18/20 - 06/10/20	01 0300 0 051401 1310	16.00	C III-1		100	Adjunct Hourly Rate
Ghannoum, Rima	Life Skills Non Cr Bus Division	Business Computers	02/18/20 - 06/10/20	01 0300 0 050201 1310	12.00	C IV-1		100	Adjunct Hourly Rate
Grammer, Katherine J	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C IV-6		100	Adjunct Hourly Rate
Grimes, Amity H.	Life Skills Non Cr Bus Division	Parent Education	02/18/20 - 06/10/20	01 0300 0 130501 1310	4.00	C IV-6		100	Adjunct Hourly Rate

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Rate Legend
 C = Classified Salary Schedule
 Example: C 1 - 1 = Class 1, Step 1

Full Name	Location	Position	Dates	Acct #	Hours	Rate	FTE	Acct %	Board Action
Haiduk-Pollack, Cynthia	Life Skills Non Cr Bus Division	Business Computers	03/02/20 - 06/10/20	01 0300 0 493001 1310	12.00	C IV-6		100	Adjunct Hourly Rate
Hambarsumian, Melineh	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	12.00	C IV-3		100	Adjunct Hourly Rate
Hamond, Alexandre	Life Skills Non Cr Bus Division	Business Computers	02/18/20 - 06/10/20	01 0300 0 070001 1310	7.00	C II-4		100	Adjunct Hourly Rate
Hamond, Alexandre	Life Skills Non Cr Bus Division	Business Computers	02/18/20 - 06/10/20	01 0300 0 493001 1310	4.00	C II-4		100	Adjunct Hourly Rate
Hanford, Marcia C	Life Skills Non Cr Bus Division	Business Computers	02/18/20 - 06/10/20	01 0300 0 493001 1310	8.00	C IV-6		100	Adjunct Hourly Rate
Hanifin, Mary	Life Skills Non Cr Bus Division	Business Computers	02/18/20 - 06/10/20	01 0300 0 050201 1310	8.00	C II-6		100	Adjunct Hourly Rate
Henneker, Deborah Ann	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C IV-6		100	Adjunct Hourly Rate
Hovhannisyan, Aida	Life Skills Non Cr Bus Division	Adult Basic and Secondary Ed	02/18/20 - 06/10/20	01 0300 0 493001 1310	11.00	C III-4		100	Adjunct Hourly Rate
Hovsepian, Melina	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C III-4		100	Adjunct Hourly Rate
Janoyan, Daniel K	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	3.00	C III-6		100	Adjunct Hourly Rate
Janvelyan, Marine	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C IV-3		100	Adjunct Hourly Rate
Joaquim, Amelia	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	3.00	C III-1		100	Adjunct Hourly Rate
Karamyan, Gohar	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	5.00	C III-1		100	Adjunct Hourly Rate
Kazanchyan, Elizabeth	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/09/20	01 0300 0 493001 1310	5.50	C II-6		100	Adjunct Hourly Rate
Keshishian, Narineh	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C IV-4		100	Adjunct Hourly Rate
Khanbabian, Armineh	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	10.00	C IV-6		100	Adjunct Hourly Rate
Kim, Melinda	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	3.00	C III-1		100	Adjunct Hourly Rate
King, Sandra	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	5.00	C IV-3		100	Adjunct Hourly Rate
Lee, Dinah	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	3.00	C IV-1		100	Adjunct Hourly Rate
Lelikyan, Armenui	Life Skills Non Cr Bus Division	Business Computers	02/18/20 - 06/10/20	01 0300 0 051401 1310	16.00	C IV-4		100	Adjunct Hourly Rate

01 = Day
 02 = Evening
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Rate Legend
 C = Classified Salary Schedule
 Example: C 1 - 1 = Class 1, Step 1

Full Name	Location	Position	Dates	Acct #	Hours	Rate	FTE	Acct %	Board Action
Lichwa, Ewa	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C IV-6		100	Adjunct Hourly Rate
Limina, Sandra	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C III-6		100	Adjunct Hourly Rate
Makhmuryan, Anahit	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C III-6		100	Adjunct Hourly Rate
Margaryan, Asmik	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/09/20	01 0300 0 493001 1310	6.50	C IV-3		100	Adjunct Hourly Rate
Martinez, Alice	Life Skills Non Cr Bus Division	Adult Basic and Secondary Ed	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C III-4		100	Adjunct Hourly Rate
Masia, Joseph	Life Skills Non Cr Bus Division	Adult Basic and Secondary Ed	02/18/20 - 06/10/20	01 0300 0 493001 1310	9.00	C IV-4		100	Adjunct Hourly Rate
Mosleh, Maya	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	6.00	C III-2		100	Adjunct Hourly Rate
Mott, Robert Walter	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C III-6		100	Adjunct Hourly Rate
Ng, Carolyn	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C IV-3		100	Adjunct Hourly Rate
Olgin, Kirk	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/09/20	01 0300 0 493001 1310	13.00	C IV-6		100	Adjunct Hourly Rate
Oliver, Christopher	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	3.00	C III-1		100	Adjunct Hourly Rate
Ourfalian, Sevan	Life Skills Non Cr Bus Division	Adult Basic and Secondary Ed	02/18/20 - 06/10/20	01 0300 0 493001 1310	3.00	C III-4		100	Adjunct Hourly Rate
Ovsepyan, Arpine	Life Skills Non Cr Bus Division	Adult Basic and Secondary Ed	02/18/20 - 06/10/20	01 0300 0 493001 1310	8.00	C IV-6		100	Adjunct Hourly Rate
Panec, Caryn	Life Skills Non Cr Bus Division	Adult Basic and Secondary Ed	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C IV-6		100	Adjunct Hourly Rate
Panec, Caryn	Life Skills Non Cr Bus Division	Parent Education	02/18/20 - 06/10/20	01 0300 0 130501 1310	2.00	C IV-6		100	Adjunct Hourly Rate
Panganiban, Janette Leigh	Life Skills Non Cr Bus Division	Business Computers	02/18/20 - 06/09/20	01 0300 0 070001 1310	8.75	C II-6		100	Adjunct Hourly Rate
Panganiban, Janette Leigh	Life Skills Non Cr Bus Division	Business Computers	02/18/20 - 06/10/20	01 0300 0 493001 1310	4.00	C II-6		100	Adjunct Hourly Rate
Perez, Araseli	Division	Parent Education	02/18/20 - 06/10/20	01 0300 0 130501 1310	3.00	C III-1		100	Adjunct Hourly Rate
Perner, Kimberli	Life Skills Non Cr Bus Division	Adult Basic and Secondary Ed	02/18/20 - 06/10/20	01 0300 0 493001 1310	16.00	C IV-4		100	Adjunct Hourly Rate
Regli, Peter	Life Skills Non Cr Bus Division	Business Computers	02/18/20 - 06/09/20	01 0300 0 070001 1310	8.00	C IV-2		100	Adjunct Hourly Rate

01 = Day
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Rate Legend
 C = Classified Salary Schedule
 Example: C 1 - 1 = Class 1, Step 1

Full Name	Location	Position	Dates	Acct #	Hours	Rate	FTE	Acct %	Board Action
Rish, Meredith	Life Skills Non Cr Bus Division	Lifelong Learning	02/18/20 - 06/10/20	01 0300 0 150101 1310	2.00	C III-6		100	Adjunct Hourly Rate
Roberts, Dorothy "Dio"	Life Skills Non Cr Bus Division	Lifelong Learning	02/18/20 - 06/10/20	01 0300 0 220801 1310	2.00	C III-6		100	Adjunct Hourly Rate
Roman, Daniela	Life Skills Non Cr Bus Division	Adult Basic and Secondary Ed	02/18/20 - 06/10/20	01 0300 0 493001 1310	3.00	C IV-4		100	Adjunct Hourly Rate
Ruiz, Araceli	Life Skills Non Cr Bus Division	Adult Basic and Secondary Ed	02/18/20 - 06/10/20	01 0300 0 493001 1310	3.00	C IV-4		100	Adjunct Hourly Rate
Ryan, Susan	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C IV-6		100	Adjunct Hourly Rate
Sadeghilar, Sara	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C III-2		100	Adjunct Hourly Rate
Sahakian, Mari	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C IV-4		100	Adjunct Hourly Rate
Sandoval, Ricardo	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C IV-2		100	Adjunct Hourly Rate
Sargsyan, Arusyak	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C IV-6		100	Adjunct Hourly Rate
Sarian, Katherine	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C III-6		100	Adjunct Hourly Rate
Schwarz, Suzanne	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	0.00	C III-2		100	Adjunct Hourly Rate
Siegrist, Esthela	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C III-6		100	Adjunct Hourly Rate
Silverio, Valerie	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C IV-6		100	Adjunct Hourly Rate
Simpson, Steve	Life Skills Non Cr Bus Division	Business Computers	02/18/20 - 06/09/20	01 0300 0 070001 1310	8.00	C II-6		100	Adjunct Hourly Rate
Solorzano, Maeva	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/09/20	01 0300 0 493001 1310	6.50	C III-1		100	Adjunct Hourly Rate
Son, Kathryn	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C III-6		100	Adjunct Hourly Rate
Sternau, Patricia Jean	Life Skills Non Cr Bus Division	Business Computers	02/18/20 - 06/10/20	01 0300 0 051401 1310	10.50	C II-6		100	Adjunct Hourly Rate
Sternau, Patricia Jean	Life Skills Non Cr Bus Division	Business Computers	02/18/20 - 06/10/20	01 0300 0 493001 1310	10.50	C II-6		100	Adjunct Hourly Rate
Sternau, Patricia Jean	Life Skills Non Cr Bus Division	Parent Education	02/18/20 - 06/10/20	01 0300 0 130501 1310	2.00	C II-6		100	Adjunct Hourly Rate
Stockly, Jane	Life Skills Non Cr Bus Division	Parent Education	02/18/20 - 06/10/20	01 0300 0 130501 1310	3.00	C III-6		100	Adjunct Hourly Rate

01 = Day
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Rate Legend
 C = Classified Salary Schedule
 Example: C 1 - 1 = Class 1, Step 1

Full Name	Location	Position	Dates	Acct #	Hours	Rate	FTE	Acct %	Board Action
Strong, Franklina	Life Skills Non Cr Bus Division	Adult Basic and Secondary Ed	02/18/20 - 06/10/20	01 0300 0 493001 1310	6.00	C III-1		100	Adjunct Hourly Rate
Szilagy, Kristin	Life Skills Non Cr Bus Division	Adult Basic and Secondary Ed	02/18/20 - 06/10/20	01 0300 0 493001 1310	10.00	C III-4		100	Adjunct Hourly Rate
Thoke, Claire B	Life Skills Non Cr Bus Division	Business Computers	02/18/20 - 06/10/20	01 0300 0 050201 1310	8.00	C III-6		100	Adjunct Hourly Rate
Thoke, Claire B	Life Skills Non Cr Bus Division	Business Computers	02/18/20 - 06/10/20	01 0300 0 051401 1310	4.00	C III-6		100	Adjunct Hourly Rate
Torres, Javiera	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	3.00	C IV-1		100	Adjunct Hourly Rate
Tovmasian, Hasmik	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C IV-6		100	Adjunct Hourly Rate
Tubbs, Robyn	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C III-2		100	Adjunct Hourly Rate
Van Norman, Sarah	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C III-2		100	Adjunct Hourly Rate
Vergara, Jacqueline	Life Skills Non Cr Bus Division	Adult Basic and Secondary Ed	02/18/20 - 06/10/20	01 0300 0 493001 1310	7.00	C IV-3		100	Adjunct Hourly Rate
Vickers, Brian	Life Skills Non Cr Bus Division	Business Computers	02/19/20 - 06/10/20	01 0300 0 070001 1310	8.00	C IV-6		100	Adjunct Hourly Rate
Watts, Larry G.	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C III-6		100	Adjunct Hourly Rate
Wilson, Christopher	Life Skills Non Cr Bus Division	Business Computers	02/19/20 - 06/10/20	01 0300 0 070001 1310	16.00	C II-6		100	Adjunct Hourly Rate
Yeganyan, Nune G	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C IV-6		100	Adjunct Hourly Rate
Young, Linda	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C III-6		100	Adjunct Hourly Rate
Zadoorian, Loosineh	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	12.25	C IV-2		100	Adjunct Hourly Rate
Zamora, Monica	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C IV-4		100	Adjunct Hourly Rate
Zayas, Edgardo	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C III-6		100	Adjunct Hourly Rate
Zayas, Patricia	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1310	14.00	C IV-6		100	Adjunct Hourly Rate
Davis, Dr. Troy	Student Services	Divison Chair Student Services	09/12/2019 -	01 1000 0 610000 1280				100	Change To release time

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Full Name	Location	Position	Dates	Acct #	Hours	Rate	FTE	Acct %	Board Action
Hoehn, Dr. Susan	DSPS	Learning Disab Special Instructor	06/11/20 -						Change to the Board Report 3/17/20 - Change Retirement Date
Phillips, Claire	Office of Instructional Services	English Adjunct	02/18/20 - 03/26/20	03 5900 0 150100 1395				100	Correction to the Board: 4/21/20 - Account Number
Phillips, Claire	Office of Instructional Services	English Adjunct	09/30/2019 - 12/18/2019	03 5900 0 150100 1395				100	Correction to the Board: 4/21/20 - Account Number
Richer, Margaret	Non-Credit ESL Division	Division Chair Noncredit ESL	07/01/20 -	01 0300 0 150801 1110				100	New Division Chair
Richer, Margaret	Non-Credit ESL Division	Division Chair Noncredit ESL	07/01/20 -	01 1000 0 601000 1280				100	New Division Chair
Bishop, Ryan	Student Services	Adjunct counselor	06/15/20 - 08/21/20	03 1300 0 663200 1455	NTE 276 hrs	C IV-2		100	Election of Hourly
Cason, Meghan Gaynor	Library and Learning Resources	Library Adjunct	07/01/20 - 08/21/20	01 1000 0 612000 1435		C IV-4		100	Election of Hourly
Coates, Spenser Jane	Library and Learning Resources	Library Adjunct	07/01/20 - 08/21/20	01 1000 0 612000 1435		C III-6		100	Election of Hourly
Cribbs, Margaret	Library and Learning Resources	Library Adjunct	07/01/20 - 08/21/20	01 1000 0 612000 1435		C III-6		100	Election of Hourly
Darin, Carolyn V.	Student Services	Adjunct Counselor	06/15/20 - 08/31/20	03 1300 0 663200 1455	NTE 276 hrs	C IV-6		100	Election of Hourly
Grenot, Teresa L	Library and Learning Resources	Library Adjunct	07/01/20 - 08/21/20	01 1000 0 612000 1435		C IV-3		100	Election of Hourly
Khachikian, Angela	Library and Learning Resources	Library Adjunct	07/01/20 - 08/21/20	01 1000 0 612000 1435		C III-1		100	Election of Hourly
Picerno, Mia M	Library and Learning Resources	Library Adjunct	07/01/20 - 08/21/20	01 1000 0 612000 1435		C III-1		100	Election of Hourly
Romero, Alberto C	Library and Learning Resources	Library Adjunct	07/01/20 - 08/21/20	01 1000 0 612000 1435		C IV-1		100	Election of Hourly
Sheldon, Christina	Library and Learning Resources	Library Adjunct	07/01/20 - 08/21/20	01 1000 0 612000 1435		C IV-4		100	Election of Hourly
Sherman, James	Library and Learning Resources	Library Adjunct	07/01/20 - 08/21/20	01 1000 0 612000 1435		C IV-6		100	Election of Hourly
Sullivan, Patricia	Library and Learning Resources	Library Adjunct	07/01/20 - 08/21/20	01 1000 0 612000 1435		C IV-6		100	Election of Hourly
Zollman, Andrea S	Library and Learning Resources	Library Adjunct	07/01/20 - 08/21/20	01 1000 0 612000 1435		C III-4		100	Election of Hourly
AbiSaab, Samar	Continuing and Community Ed Center	Noncredit ESL Adjunct	06/15/20 - 08/17/20	03 5370 0 150802 1465	NTE 12 hrs	C III-2		100	Election of Hourly Non-Instructional

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Full Name	Location	Position	Dates	Acct #	Hours	Rate	FTE	Acct %	Board Action
Christy, Alexandra	Continuing and Community Ed Center	Noncredit ESL Instructor	06/15/20 - 08/17/20	03 5370 0 150802 1465	NTE 50 hrs	C II-3		100	Election of Hourly Non-Instructional
Ernst, Megan	Continuing and Community Ed Center	Noncredit ESL Instructor	06/15/20 - 08/17/20	03 5370 0 150802 1465	NTE 30 hrs	C III-4		100	Election of Hourly Non-Instructional
Ingle, Tiffany Erin	Continuing and Community Ed Center	Noncredit ESL Instructor	06/15/20 - 08/17/20	03 5370 0 150802 1465	NTE 150 hrs	C II-4		100	Election of Hourly Non-Instructional
Raimondo, Krista J	Continuing and Community Ed Center	Noncredit ESL Instructor	06/15/20 - 08/17/20	03 5370 0 150802 1465	NTE 30 hrs	C III-3		100	Election of Hourly Non-Instructional
Robiglio, Deborah Virginia	Continuing and Community Ed Center	Noncredit ESL Instructor	06/15/20 - 08/17/20	03 4250 0 150802 1465	NTE 80 hrs	C III-4		100	Election of Hourly Non-Instructional
Sato, Naomi	Continuing and Community Ed Center	Noncredit ESL Instructor	06/15/20 - 08/17/20	03 5370 0 150802 1465	NTE 70 hrs	C II-4		100	Election of Hourly Non-Instructional
Semerdzhyan, Susanna R	Continuing and Community Ed Center	Noncredit ESL Instructor	06/15/20 - 08/17/20	03 5370 0 150802 1465	NTE 50 hrs	C III-3		100	Election of Hourly Non-Instructional
Toros-Adami, Varand	Visual and Performing Arts Division	Music Adjunct	06/15/20 - 08/21/20	03 1150 9 100400 1460	NTE 15 hrs/wk	C III-1		100	Election of Hourly Non-Instructional
Young, Linda K	Continuing and Community Ed Center	Noncredit ESL Adjunct	06/15/20 - 08/17/20	03 5370 0 150802 1465	NTE 40 hrs	C III-4		100	Election of Hourly Non-Instructional
Dimatulac, Kevin	Student Services	Adjunct Counselor	06/15/20 - 08/28/20	03 0610 0 632100 1465	10 hrs/wk	C III-2		100	Election of Hourly Non-Instructional Summer
Tufenkjian, Tanya	Student Services	Adjunct Counselor	06/15/20 - 08/28/20	03 0600 0 630000 1465		C III-3		100	Election of Hourly Non-Instructional
Beck, Anne-Marie	Student Services	Adjunct Counselor	07/01/20 - 08/28/20	03 4820 1 601001 1455	10 hrs/wk	C IV-2		100	Election of Hourly
Beck, Anne-Marie	Student Services	Adjunct Counselor	06/15/20 - 06/30/20	03 4820 0 601001 1455	10 hrs/wk	C IV-2		100	Election of Hourly
Blackmon, Destinee	Student Services	Adjunct Counselor	06/15/20 - 08/28/20	03 0600 0 630000 1455		C IV-2		100	Election of Hourly
Brook, Dr. Dafna	Student Services	Adjunct Counselor	06/15/20 - 08/28/20	03 3920 0 120300 1455		C IV-1		100	Election of Hourly
Brook, Dr. Dafna	Student Services	Adjunct Counselor	06/15/20 - 08/28/20	03 3853 0 120300 1455		C IV-1		100	Election of Hourly
Chu, Andy	Student Services	Adjunct Counselor	06/15/20 - 08/28/20	03 0600 0 630000 1455		C IV-1		100	Election of Hourly
Dilanchian, Andrineh	Student Services	Adjunct Counselor	06/15/20 - 08/28/20	03 0600 0 630000 1455		C IV-1		100	Election of Hourly
Dimatulac, Kevin	Student Services	Adjunct Counselor	06/15/20 - 08/28/20	03 0610 0 632100 1455	35hrs/wk	C IV-2		100	Election of Hourly
Dulay, Breanna	Student Services	Adjunct Counselor	06/15/20 - 08/28/20	03 0600 0 630000 1455		C IV-3		100	Election of Hourly
Evans, Alexandra	Student Services	Adjunct Counselor	06/15/20 - 08/28/20	03 0610 0 632100 1455	35hrs/wk	C IV-2		100	Election of Hourly
Garcia, Jose Antonio (Anthony)	Student Services	Adjunct Counselor	06/15/20 - 08/28/20	03 0610 0 632100 1455	35hrs/wk	C IV-1		100	Election of Hourly
Hemeng, Eric K	Student Services	Adjunct Counselor	06/15/20 - 08/28/20	03 0600 0 630000 1455		C IV-2		100	Election of Hourly
Morris, Jolie	Student Services	Adjunct Counselor	06/15/20 - 08/28/20	03 0600 0 630000 1455		C III-6		100	Election of Hourly
Najera, Mirna	Student Services	Adjunct Counselor	07/01/20 - 08/28/20	03 4820 1 601001 1455	20 hs/wk	C IV-6		100	Election of Hourly
Najera, Mirna	Student Services	Adjunct Counselor	06/15/20 - 06/30/20	03 4820 0 601001 1455	20 hs/wk	C IV-6		100	Election of Hourly
Quintanilla, Johanna	Student Services	Adjunct Counselor	06/15/20 - 08/28/20	03 0610 0 632100 1455	35hrs/wk	C IV-3		100	Election of Hourly

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Full Name	Location	Position	Dates	Acct #	Hours	Rate	FTE	Acct %	Board Action
Ramos, Dr. Renee	Student Services	Adjunct Counselor	06/15/20 - 08/28/20	03 0600 0 630000 1455		C IV-1		100	Election of Hourly
Rice, Eros P Jr.	Student Services	Adjunct Counselor	06/15/20 - 08/28/20	03 0600 0 630000 1455		C IV-1		100	Election of Hourly
Roybal, Orlando	Student Services	Adjunct Counselor	06/15/20 - 08/28/20	03 0610 0 632100 1455	35hrs/wk	C IV-2		100	Election of Hourly
Samani, Nicole	Student Services	Adjunct Counselor	06/15/20 - 08/28/20	03 0600 0 630000 1455		C IV-3		100	Election of Hourly
Sanchez, Jamie C.	Student Services	Adjunct Counselor	06/15/20 - 08/28/20	03 0610 0 632100 1455	35hrs/wk	C IV-3		100	Election of Hourly
Saporito, Joanna Mary	Student Services	Adjunct Counselor	06/15/20 - 08/28/20	03 2880 0 630000 1455	8 hs/wk	C IV-6		100	Election of Hourly
Shim, Irene I.	Student Services	Adjunct Counselor	06/15/20 - 08/28/20	03 0600 0 630000 1455		C IV-4		100	Election of Hourly
Villarreal, Jennifer	Student Services	Adjunct Counselor	06/15/20 - 08/28/20	03 0610 0 632100 1455	35hrs/wk	C IV-1		100	Election of Hourly
AbiSaab, Samar	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C IV-2		100	Election of Office Hours
Adamian, Marina	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C IV-4		100	Election of Office Hours
Aintablian, Mariam	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	1.19	C IV-6		100	Election of Office Hours
Amirian, Annette	Life Skills Non Cr Bus Division	Business Computers	02/18/20 - 06/10/20	01 0300 0 050201 1311	1.67	C IV-6		100	Election of Office Hours
Amirian, Annette	Life Skills Non Cr Bus Division	Business Computers	04/21/20 - 05/14/20	01 0300 0 070001 1311	1.25	C IV-6		100	Election of Office Hours
An, Hannah	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C III-6		100	Election of Office Hours
Aramyan, Susanna	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C IV-6		100	Election of Office Hours
Atin, Sarah	Life Skills Non Cr Bus Division	Parent Education	02/18/20 - 06/10/20	01 0300 0 130501 1311	0.42	C IV-6		100	Election of Office Hours
Baghdassarian, Roza	Life Skills Non Cr Bus Division	Parent Education	02/18/20 - 06/10/20	01 0300 0 130501 1311	0.42	C III-1		100	Election of Office Hours
Bond, Bette	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C IV-6		100	Election of Office Hours
Burghdorf, Marilyn	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C IV-6		100	Election of Office Hours
Cheeseman, Bonnie	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	4.05	C IV-3		100	Election of Office Hours
Chuah, Cheng-Cheng	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C III-6		100	Election of Office Hours
Chubukjian, Ardemis	Life Skills Non Cr Bus Division	Business Computers	02/18/20 - 06/10/20	01 0300 0 493001 1311	2.50	C IV-1		100	Election of Office Hours
Cohen, Harriet	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C IV-6		100	Election of Office Hours
Cruz, Andres	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C III-4		100	Election of Office Hours

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Full Name	Location	Position	Dates	Acct #	Hours	Rate	FTE	Acct %	Board Action
Daly, Colleen	Life Skills Non Cr Bus Division	Adult Basic and Secondary Ed	02/18/20 - 06/10/20	01 0300 0 493001 1311	0.83	C III-3		100	Election of Office Hours
Depew, Patricia	Life Skills Non Cr Bus Division	Lifelong Learning	02/18/20 - 06/10/20	01 0300 0 220501 1311	0.42	C IV-6		100	Election of Office Hours
Depiro, Caroline M	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C III-6		100	Election of Office Hours
Der Hovanessian, Ida	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C III-6		100	Election of Office Hours
DerBedrossian, Romina	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C IV-6		100	Election of Office Hours
Deukmejian, Karen T	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C IV-6		100	Election of Office Hours
Diarian, Ani	Life Skills Non Cr Bus Division	Business Computers	02/18/20 - 06/10/20	01 0300 0 051401 1311	3.33	C III-6		100	Election of Office Hours
Drummond, Karin	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C III-4		100	Election of Office Hours
Eguizarian, Inga	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	1.67	C IV-4		100	Election of Office Hours
Eusan, Dana Yvette	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C II-6		100	Election of Office Hours
Fallahi, Edwin	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C III-6		100	Election of Office Hours
Ferguson, Sandra	Life Skills Non Cr Bus Division	Lifelong Learning	05/06/20 - 06/03/20	01 0300 0 100201 1311	0.49	C IV-6		100	Election of Office Hours
Fernandez-Presa, Rocio	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C IV-6		100	Election of Office Hours
Fredrickson, Valerie	Life Skills Non Cr Bus Division	Parent Education	02/18/20 - 06/10/20	01 0300 0 130501 1311	0.63	C III-4		100	Election of Office Hours
Garabas, Agnes	Life Skills Non Cr Bus Division	Business Computers	02/18/20 - 06/10/20	01 0300 0 051401 1311	3.33	C III-1		100	Election of Office Hours
Ghannoum, Rima	Life Skills Non Cr Bus Division	Business Computers	02/18/20 - 06/10/20	01 0300 0 050201 1311	2.50	C IV-1		100	Election of Office Hours
Grammer, Katherine J	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	6.48	C IV-6		100	Election of Office Hours
Grimes, Amity H.	Life Skills Non Cr Bus Division	Parent Education	02/18/20 - 06/10/20	01 0300 0 130501 1311	0.83	C IV-6		100	Election of Office Hours
Haiduk-Pollack, Cynthia	Life Skills Non Cr Bus Division	Business Computers	04/20/20 - 04/30/20	01 0300 0 051401 1311	2.92	C IV-6		100	Election of Office Hours
Hambarsumian, Melineh	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	2.86	C IV-3		100	Election of Office Hours

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Full Name	Location	Position	Dates	Acct #	Hours	Rate	FTE	Acct %	Board Action
Hamond, Alexandre	CLS Teach OVL - Life Skills Non- Division	Business Computers	02/18/20 - 06/10/20	01 0300 0 070001 1311	1.46	C II-4		100	Election of Office Hours
Hamond, Alexandre	CLS Teach OVL - Life Skills Non- Division	Business Computers	02/18/20 - 06/10/20	01 0300 0 493001 1311	0.83	C II-4		100	Election of Office Hours
Hanford, Marcia C	Life Skills Non Cr Bus Division	Business Computers	02/18/20 - 06/10/20	01 0300 0 493001 1311	1.67	C IV-6		100	Election of Office Hours
Hanifin, Mary	Life Skills Non Cr Bus Division	Business Computers	02/18/20 - 06/10/20	01 0300 0 050201 1311	1.67	C II-6		100	Election of Office Hours
Henneker, Deborah Ann	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C IV-6		100	Election of Office Hours
Hovhannisyan, Aida	Life Skills Non Cr Bus Division	Adult Basic and Secondary Ed	02/18/20 - 06/10/20	01 0300 0 493001 1311	2.29	C III-4		100	Election of Office Hours
Hovsepian, Melina	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C III-4		100	Election of Office Hours
Janoyan, Daniel K	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	0.71	C III-6		100	Election of Office Hours
Janvelyan, Marine	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C IV-3		100	Election of Office Hours
Joaquim, Amelia	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	0.71	C III-1		100	Election of Office Hours
Johnson, Alison	Social Sciences Division	Psychology	02/18/20 - 06/10/20	01 0100 0 200000 1311	3.00	C IV-6		100	Election of Office Hours
Karamyan, Gohar	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	1.19	C III-1		100	Election of Office Hours
Kazanchyan, Elizabeth	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/09/20	01 0300 0 493001 1311	1.31	C II-6		100	Election of Office Hours
Keshishian, Narineh	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C IV-4		100	Election of Office Hours
Khanbabian, Armineh	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	2.38	C IV-6		100	Election of Office Hours
Kim, Melinda	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	0.71	C III-1		100	Election of Office Hours
King, Sandra	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	1.19	C IV-3		100	Election of Office Hours
Lee, Dinah	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	0.71	C IV-1		100	Election of Office Hours
Lelikyan, Armenui	Life Skills Non Cr Bus Division	Business Computers	02/18/20 - 06/10/20	01 0300 0 120401 1311	3.33	C IV-4		100	Election of Office Hours
Lichwa, Ewa	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C IV-6		100	Election of Office Hours

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Rate Legend
 C = Classified Salary Schedule
 Example: C 1 - 1 = Class 1, Step 1

Full Name	Location	Position	Dates	Acct #	Hours	Rate	FTE	Acct %	Board Action
Limina, Sandra	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C III-6		100	Election of Office Hours
Macki, Mona	Credit ESL Division	English as a Second Language Credit	02/18/20 - 06/10/20	01 0100 0 493000 1311	2.67	C IV-1		100	Election of Office Hours
Makhmuryan, Anahit	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C III-6		100	Election of Office Hours
Margaryan, Asmik	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/09/20	01 0300 0 493001 1311	1.55	C IV-3		100	Election of Office Hours
Martinez, Alice	Life Skills Non Cr Bus Division	Adult Basic and Secondary Ed	02/18/20 - 06/10/20	01 0300 0 493001 1311	2.92	C III-4		100	Election of Office Hours
Masia, Joseph	Life Skills Non Cr Bus Division	Adult Basic and Secondary Ed	02/18/20 - 06/10/20	01 0300 0 493001 1311	1.88	C IV-4		100	Election of Office Hours
Mosleh, Maya	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	1.43	C III-2		100	Election of Office Hours
Mott, Robert Walter	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C III-6		100	Election of Office Hours
Ng, Carolyn	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C IV-3		100	Election of Office Hours
Olgin, Kirk	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/09/20	01 0300 0 493001 1311	3.10	C IV-6		100	Election of Office Hours
Oliver, Christopher	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	0.71	C III-1		100	Election of Office Hours
Ourfalian, Sevan	Life Skills Non Cr Bus Division	Adult Basic and Secondary Ed	02/18/20 - 06/10/20	01 0300 0 493001 1311	0.63	C III-4		100	Election of Office Hours
Ovsepyan, Arpine	Life Skills Non Cr Bus Division	Adult Basic and Secondary Ed	02/18/20 - 06/10/20	01 0300 0 493001 1311	1.67	C IV-6		100	Election of Office Hours
Panec, Caryn	Life Skills Non Cr Bus Division	Adult Basic and Secondary Ed	02/18/20 - 06/10/20	01 0300 0 493001 1311	2.92	C IV-6		100	Election of Office Hours
Panec, Caryn	Life Skills Non Cr Bus Division	Parent Education	02/18/20 - 06/10/20	01 0300 0 130501 1311	0.42	C IV-6		100	Election of Office Hours
Panganiban, Janette Leigh	Life Skills Non Cr Bus Division	Business Computers	02/18/20 - 06/10/20	01 0300 0 493001 1311	0.83	C II-6		100	Election of Office Hours
Panganiban, Janette Leigh	Life Skills Non Cr Bus Division	Business Computers	05/19/20 - 06/09/20	01 0300 0 070001 1311	2.45	C II-6		100	Election of Office Hours
Perez, Araseli	CLS Teach OVL - Life Skills Non- Division	Parent Education	02/18/20 - 06/10/20	01 0300 0 130501 1311	0.63	C III-1		100	Election of Office Hours
Perner, Kimberli	Life Skills Non Cr Bus Division	Adult Basic and Secondary Ed	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C IV-4		100	Election of Office Hours
Regli, Peter	Life Skills Non Cr Bus Division	Business Computers	02/18/20 - 03/26/20	01 0300 0 070001 1311	1.67	C IV-2		100	Election of Office Hours

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Full Name	Location	Position	Dates	Acct #	Hours	Rate	FTE	Acct %	Board Action
Rish, Meredith	Life Skills Non Cr Bus Division	Lifelong Learning	02/18/20 - 06/10/20	01 0300 0 150101 1311	0.42	C III-6		100	Election of Office Hours
Roberts, Dorothy "Dio"	Life Skills Non Cr Bus Division	Lifelong Learning	02/18/20 - 06/10/20	01 0300 0 220801 1311	0.42	C III-6		100	Election of Office Hours
Roman, Daniela	Life Skills Non Cr Bus Division	Adult Basic and Secondary Ed	02/18/20 - 06/10/20	01 0300 0 493001 1311	0.63	C IV-4		100	Election of Office Hours
Ruiz, Araceli	Life Skills Non Cr Bus Division	Adult Basic and Secondary Ed	02/18/20 - 06/10/20	01 0300 0 493001 1311	0.63	C IV-4		100	Election of Office Hours
Ryan, Susan	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C IV-6		100	Election of Office Hours
Sadeghilar, Sara	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C III-2		100	Election of Office Hours
Sahakian, Mari	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C IV-4		100	Election of Office Hours
Sandoval, Ricardo	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C IV-2		100	Election of Office Hours
Sargsyan, Arusyak	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C IV-6		100	Election of Office Hours
Sarian, Katherine	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C III-6		100	Election of Office Hours
Schwarz, Suzanne	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.14	C III-2		100	Election of Office Hours
Siegrist, Esthela	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C III-6		100	Election of Office Hours
Silverio, Valerie	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C IV-6		100	Election of Office Hours
Simpson, Steve	Life Skills Non Cr Bus Division	Business Computers	02/18/20 - 03/26/20	01 0300 0 070001 1311	1.67	C II-6		100	Election of Office Hours
Solorzano, Maeva	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/09/20	01 0300 0 493001 1311	1.55	C III-1		100	Election of Office Hours
Son, Kathryn	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C III-6		100	Election of Office Hours
Sternau, Patricia Jean	Life Skills Non Cr Bus Division	Business Computers	02/18/20 - 06/10/20	01 0300 0 493001 1311	2.19	C II-6		100	Election of Office Hours
Sternau, Patricia Jean	Life Skills Non Cr Bus Division	Business Computers	05/01/20 - 06/05/20	01 0300 0 051401 1311	0.73	C II-6		100	Election of Office Hours
Sternau, Patricia Jean	Life Skills Non Cr Bus Division	Parent Education	02/18/20 - 06/10/20	01 0300 0 130501 1311	0.42	C II-6		100	Election of Office Hours
Stockly, Jane	Life Skills Non Cr Bus Division	Parent Education	02/18/20 - 06/10/20	01 0300 0 130501 1311	0.63	C III-6		100	Election of Office Hours

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Full Name	Location	Position	Dates	Acct #	Hours	Rate	FTE	Acct %	Board Action
Strong, Franklina	CLS Teach OVL - Life Skills Non- Division	Adult Basic and Secondary Ed	02/18/20 - 06/10/20	01 0300 0 493001 1311	1.25	C III-1		100	Election of Office Hours
Szilagyi, Kristin	Life Skills Non Cr Bus Division	Adult Basic and Secondary Ed	02/18/20 - 06/10/20	01 0300 0 493001 1311	2.08	C III-4		100	Election of Office Hours
Thoke, Claire B	Life Skills Non Cr Bus Division	Business Computers	02/18/20 - 06/10/20	01 0300 0 050201 1311	1.67	C III-6		100	Election of Office Hours
Thoke, Claire B	Life Skills Non Cr Bus Division	Business Computers	02/18/20 - 06/10/20	01 0300 0 493001 1311	0.83	C III-6		100	Election of Office Hours
Torres, Javiera	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	0.71	C IV-1		100	Election of Office Hours
Tovmasian, Hasmik	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C IV-6		100	Election of Office Hours
Tubbs, Robyn	Non-Credit ESL Division	English as a Second Language	02/18/20- 06/10/20	01 0300 0 493001 1311	3.33	C III-2		100	Election of Office Hours
Van Norman, Sarah	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C III-2		100	Election of Office Hours
Vergara, Jacqueline	Life Skills Non Cr Bus Division	Adult Basic and Secondary Ed	02/18/20 - 06/10/20	01 0300 0 493001 1311	1.46	C IV-3		100	Election of Office Hours
Vickers, Brian	Life Skills Non Cr Bus Division	Business Computers	02/19/20 - 03/11/20	01 0300 0 070001 1311	1.67	C IV-6		100	Election of Office Hours
Watts, Larry G.	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C III-6		100	Election of Office Hours
Wilson, Christopher	Life Skills Non Cr Bus Division	Business Computers	03/30/20 - 05/27/20	01 0300 0 070001 1311	3.33	C II-6		100	Election of Office Hours
Yeganyan, Nune G	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C IV-6		100	Election of Office Hours
Young, Linda	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C III-6		100	Election of Office Hours
Zadoorian, Loosineh	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	2.92	C IV-2		100	Election of Office Hours
Zamora, Monica	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C IV-4		100	Election of Office Hours
Zayas, Edgardo	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C III-6		100	Election of Office Hours
Zayas, Patricia	Non-Credit ESL Division	English as a Second Language	02/18/20 - 06/10/20	01 0300 0 493001 1311	3.33	C IV-6		100	Election of Office Hours
Aronoff, Shelley	Library and Learning Resources	Librarian	06/15/20 - 06/30/20	01 1000 0 612000 1235	NTE 40hrs	C IV-6		100	Election of Overload
Aronoff, Shelley	Library and Learning Resources	Librarian	07/01/20 - 08/21/20	01 1000 0 612000 1235	NTE 70 hrs	C IV-6		100	Election of Overload

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Full Name	Location	Position	Dates	Acct #	Hours	Rate	FTE	Acct %	Board Action
Chin, Susie C.	Library and Learning Resources	Librarian	07/01/20 - 08/21/20	01 1000 0 612000 1235	NTE 140 hrs	C IV-6		100	Election of Overload
Cooling, Rebecca Susan	Library and Learning Resources	Librarian	07/01/20 - 08/21/20	01 1000 0 612000 1235	NTE 150 hrs	C II-2		100	Election of Overload
Hallam, Caroline L	Library and Learning Resources	Librarian	06/15/20 - 06/30/20	01 1000 0 612000 1235	NTE 72 hrs	C III-1		100	Election of Overload
Hallam, Caroline L	Library and Learning Resources	Library	07/01/20 - 08/21/20	01 1000 0 612000 1235	NTE 160 hrs	C III-1		100	Election of Overload
Jones, Brenda	Library and Learning Resources	Librarian	07/01/20 - 08/21/20	01 1000 0 612000 1235	NTE 45 hrs	C IV-6		100	Election of Overload
Lerner, Adina	Library and Learning Resources	Librarian	07/01/20 - 08/21/20	01 1000 0 612000 1235	NTE 90 hrs	C IV-6		100	Election of Overload
Orpelli, Crescent	Health Services	Mental Health Counselor	07/01/20 - 08/21/20	03 3100 0 644000 1455	As needed	C IV-6		100	Election of Overload
Aque, Jonn	Student Services	Counselor	07/01/20 - 07/31/20	03 0600 0 630000 1455		Per diem		100	Election of Overload Summer
Baharloo, Hassina	Student Services	Counselor	08/01/20 - 08/30/20	03 0600 0 630000 1455		Per diem		100	Election of Overload Summer
Banaag, Paolo	Student Services	Counselor	08/01/20 - 08/30/20	03 0600 0 630000 1455		Per diem		100	Election of Overload Summer
Bouyadjian, Nairy	Student Services	Counselor	06/15/20 - 07/02/20	03 0600 0 630000 1455		C IV-6		100	Election of Overload Summer
Cortes, Dr. Richard	Student Services	Counselor	07/01/20 - 07/31/20	03 0600 0 630000 1455		Per diem		100	Election of Overload Summer
Cuevas, Martha	Student Services	Counselor	07/06/20 - 07/23/20	03 0600 0 630000 1455		C IV-6		100	Election of Overload Summer
Davis, Dr. Troy	Student Services	Counselor	07/01/20 - 07/31/20	03 0600 0 630000 1455		Per diem		100	Election of Overload Summer
Davis, Teresa	Student Services	Counselor	07/01/20 - 07/31/20	03 0600 0 630000 1455		Per diem		100	Election of Overload Summer
Garibyan, Nare K.	Student Services	Counselor	08/01/20 - 08/30/20	03 0600 0 630000 1455		Per diem		100	Election of Overload Summer
Ghodousi, Nahal Eilana	Student Services	Counselor	07/01/20 - 07/31/20	03 0600 0 630000 1455		Per diem		100	Election of Overload Summer
Medina, Nancy	Student Services	Counselor	07/13/20 - 08/11/20	01 1000 0 630000 1455		C IV-4		100	Election of Overload Summer
Medina, Nancy	Student Services	Counselor	07/13/20 - 08/11/20	03 0600 0 630000 1455		C IV-4		100	Election of Overload Summer
Mercer, Molly	Student Services	Counselor	08/01/20 - 08/30/20	03 0600 0 630000 1455		Per diem		100	Election of Overload Summer

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Full Name	Location	Position	Dates	Acct #	Hours	Rate	FTE	Acct %	Board Action
Meza, Dr. Kevin	Student Services	Counselor	07/27/20 - 08/10/20	03 0600 0 630000 1455		C IV-6		100	Election of Overload Summer
Noori, Paris	Student Services	Counselor	07/01/20 - 07/31/20	03 0600 0 630000 1455		Per diem		100	Election of Overload Summer
Ribeiro, Mariah	Student Services	Counselor	06/15/20 - 06/30/20	03 0600 0 630000 1455		C IV-6		100	Election of Overload Summer
Stach, Murray H.	Student Services	Counselor	08/01/20 - 08/30/20	03 0600 0 630000 1455		Per diem		100	Election of Overload Summer
Jones, Brenda	Library and Learning Resources	Librarian	08/31/20 - 06/16/21				0.6		Leave of Absence Pre Retirement Reduced Workload
Thai, Dr. Shelley N	Biology Division	Biology Instructor	02/18/20 - 06/10/20	03 1100 0 040011 1295				100	Release Time
Dickes, Roger	Office of VP Instructional Services	Digital Animation Instrucor	06/15/20 - 08/21/20	01 1000 0 601000 1395		\$2,516.40		100	Stipend Academic Senate President - Summer 2020
Davis, Dr. Troy	Student Services	Counselor	06/01/20 - 07/31/20	03 0600 0 630000 1395		\$500/mo		100	Stipend Additional Duties
Verstraete, Andra	Student Services	Program Manager III	06/01/20 - 07/31/20	03 0600 0 630000 1290		\$500/mo		100	Stipend Additional Duties
Manooki, Nareh	Office of VP Instructional Services	Tech and Aviation Adjunct	03/23/20 - 06/10/20	01 1000 0 601000 1395		\$ 12,878.32		100	Stipend Additive Manufacturing Community Project
Manooki, Nareh	Office of VP Instructional Services	Tech and Aviation Adjunct	03/23/20 - 06/10/20	03 1100 0 499911 1395		\$12,878.32		100	Stipend Additive Manufacturing Community Project
Chahayed, Lisa	Office of Instructional Services	Language Arts Adjunct	05/07/20 - 06/10/20	01 1000 0 601000 1395		\$250.00		100	Stipend Adjunct Ancillary Stipend Activity
Rohrbacher, Francien	Office of VP Instructional Services	English Instructor	06/15/20 - 08/21/20	01 1000 0 601000 1395		\$13,211.10		100	Stipend Curriculum - Summer 2020
Maier, Dr. Mark	Institutional Research	Economics Instructor	09/16/19 - 04/30/20	03 1300 0 663200 1395	NTE 16 hours	\$1,120.00		100	Stipend Equity- Minded Online Professional Development
Garagliano, Samantha N	Staff Development	Speech Instructor	07/01/20 - 08/21/20	01 1000 0 601000 1395		\$5,556.80		100	Stipend IOTL Course
Garagliano, Samantha N	Staff Development	Speech Instructor	06/10/20 - 06/30/20	01 1000 0 601000 1395		\$5,556.80		100	Stipend IOTL Course

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Full Name	Location	Position	Dates	Acct #	Hours	Rate	FTE	Acct %	Board Action
Schumacher, Dr. Alexa J	Staff Development	Credit ESL	02/17/20 - 06/06/20	01 1000 0 601000 1395		\$6,298.40		100	Stipend IOTL Course
Schumacher, Dr. Alexa J	Staff Development	Credit ESL	07/01/20 - 08/21/20	01 1000 0 601000 1395		\$6,298.40		100	Stipend IOTL Course
Yamamoto, David A	Office of VP Instructional Services	Art Photography Instructor	06/15/20 - 08/21/20	01 1000 0 601000 1395		\$9,436.50		100	Stipend Learning Outcomes Coordinator - Summer 2020
Ybarra, Yvette C	Office of VP Instructional Services	Health and PE Instructor	06/15/20 - 08/21/20	01 1000 0 601000 1395		\$9,051.00		100	Stipend Learning Outcomes Coordinator - Summer 2020
Garagliano, Samantha N	Staff Development	Speech Instructor	02/17/20 - 06/10/20	01 1000 0 601000 1395		\$5,556.80		100	Stipend OITL Course
Davis, Dr. Troy	Student Services	Division Chair Student Services	07/01/20 - 12/31/20	03 1300 0 663200 1395	NTE 80 hrs	\$4,800		100	Stipend Planning, consultation, and other work supporting innovation grant
Dionisio, Dr. Daphne	Office of VP Instructional Services	Interim Program Manager I	07/01/20 - 09/30/20	03 1300 0 663200 1290		\$12,090.60		100	Stipend Planning, Consultation, Logistics, Technology Configuration,
Karasik, Benjamin Alan	Visual and Performing Arts Division	Theatre Adjunct	02/18/20 - 05/15/20	01 1000 0 100000 1395	as needed	\$500.00		100	Stipend Production Supervisor
Helgeson, Jayson Joe	Visual and Performing Arts Division	Music Instructor	05/18/20 - 06/10/20	01 1000 0 100000 1395	as needed	\$1,000.00		100	Stipend Virtual Choir

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Full Name	Location	Position	Dates	Acct #	Hours	Rate	FTE	Acct %	Board Action
CLASSIFIED									
New Hires									
Lopez, Margaret	Library and Learning Resources	Library Technician II	07/01/20 -	01 1000 0 612000 2110	40 hrs/wk	R 25-3	1	100	New Hire
Separation of Employment: Retirements/Resignations									
Freemyer, Janice	Office of Instructional Services	Sr Instruct Comp Lab Tech	06/10/20 -						Retirement 28 years, 9 months of service
All Other Classified Actions									
Paczynski, Patricia Frances	Visual and Performing Arts Division	Instructional Aide	05/18/20 - 06/10/20	01 0100 0 083400 2380	NTE 60 hrs total	Est Rate of Pay		100	Additional Hours
Andrews, Rahim H	Facilities	Custodian	05/01/20 - 12/31/20	01 1000 0 652000 2000	40 hrs/wk	Est Rate of Pay	40	100	Change Shift Change
Aghajani, Seboo	Admissions and Records	Senior Enrollment Services Support Specialist	03/01/20 -			R 36-3 + Longevity			Correction to the Board: March 17, 2020, Rate
Namagardi, Patrik G	Continuing and Community Ed Center	Student Services Technician	06/15/20 -	01 0300 0 601001 2110	40 hrs/wk	R 31-6	1	100	Promotion
Yaldizian, Nancy L	Library and Learning Resources	Student Services Program Coordinator	05/01/20 -	01 1000 0 611000 2110		\$200.00/mo		100	Stipend Classified Professional Growth
Abyari, Afsaneh	Information and Technology Services	Programmer Analyst II	11/18/19 - 05/01/20	01 1000 0 678600 2495		\$225.88/mo		100	Stipend Out-of-Class Stipend

Full Name	Location	Position	Dates	Acct #	Hours	Rate	FTE	Acct %	Board Action
ADMINISTRATOR									
Andersen-Wahlberg, Tina	DSPS	Program Manager III DSPS	07/01/20 - 06/30/22			M 41-11			Administrative Contract Renewal
Brooks, Lisa H	Comm - Marketing - Foundation	Executive Director of College Foundation	07/01/20 - 06/30/22			M 46-8			Administrative Contract Renewal
Durham, Dr. Cathy C.	Office of VP Instructional Services	Program Manager III Title V Coordinator	07/01/20 - 06/30/22			M 41-9			Administrative Contract Renewal
Hanson, Dr. Eric J.	Office of VP Instructional Services	Dean Library and Learning Support Services	07/01/20 - 06/30/22			M 46-7			Administrative Contract Renewal
Holland, Kimberly	Office of VP Instructional Services	Program Director PDC	07/01/20 - 06/30/22			M 46-11			Administrative Contract Renewal
Jose-Eguaras, Agnes	Office of VP Instructional Services	Dean, Instructional Services	07/01/20 - 06/30/22			M46-6			Administrative Contract Renewal
Judge, Emelyn	Office of VP Instructional Services	Associate Dean of Health Sciences	07/01/20 - 06/30/22			M 42-11			Administrative Contract Renewal
Karpp, Dr. Edward	Office of VP Instructional Services	Dean of Research, Planning and Grants	07/01/20 - 06/30/22			M 46-11			Administrative Contract Renewal
Madlock, Calvin B	Information and Technology Services	Chief Information Systems Officer	07/01/20 - 06/30/22			M47-6			Administrative Contract Renewal
Nelson, David J.	Student Services	Program Manager I International Students Program	07/01/20 - 06/30/22			M 36-10			Administrative Contract Renewal
Oukayan, Tzoler	Student Affairs	Dean of Student Affairs	07/01/20 - 06/30/22			M46-2 + longevity			Administrative Contract Renewal
Sanchez, Emma M.	Workforce Development	Program Manager I Career Pathways WF Programs	07/01/20 - 06/30/21			M36-5			Administrative Contract Renewal

Full Name	Location	Position	Dates	Acct #	Hours	Rate	FTE	Acct %	Board Action
ALL OTHER TEMPORARY EMPLOYEE ACTIONS									
Temporary Assignment Employees									
Pursuant to Education Code Section 88003, Section (b) and (c) the District may employ either substitute or short-term employees. A substitute employee may be hired to either: 1) replace a classified employee who is temporarily absent from duty, or 2) employed for up to 60 calendar days when the District is filling a vacancy in a classified position. A short-term employee may be hired perform a service for District, upon the completion of which, the service required or similar services will not be extended or needed on a continuing basis. All temporary employees in this section may be assigned up to 800 hours or 170 days per fiscal year.									
Babaian, Khatoun Suzy	Child Development Center	CDC Relief Worker	12/02/19 - 03/31/20	03 8400 0 130502 2380	NTE 90 days/fisc yr, as needed	\$14.71/hr		100	Reporting work previously performed; Position title has been eliminated.
Baltaian, Hasmik H.	Child Development Center	CDC Relief Worker	11/01/19 - 12/31/19	03 8400 0 130502 2380	NTE 90 days/fisc yr, as needed	\$14.71/hr		100	Reporting work previously performed; Position title has been eliminated.
Ghadimian, Galineh	Child Development Center	CDC Relief Worker	01/01/20 - 03/31/20	03 8400 0 130502 2380	NTE 90 days/fisc yr, as needed	\$14.71/hr		100	Reporting work previously performed; Position title has been eliminated.
Ghadimian, Galineh	Child Development Center	CDC Relief Worker	11/01/19 - 12/31/19	03 8400 0 130502 2380	NTE 90 days/fisc yr, as needed	\$14.71/hr		100	Reporting work previously performed; Position title has been eliminated.
Hasan, Asiya Mahdavi	Child Development Center	CDC Relief Worker	01/01/20 - 03/31/20	03 8400 0 130502 2380	NTE 90 days/fisc yr, as needed	\$14.71/hr		100	Reporting work previously performed; Position title has been eliminated.
Hasan, Asiya Mahdavi	Child Development Center	CDC Relief Worker	10/01/19 - 12/31/19	03 8400 0 130502 2380	NTE 90 days/fisc yr, as needed	\$14.71/hr		100	Reporting work previously performed; Position title has been eliminated.

Full Name	Location	Position	Dates	Acct #	Hours	Rate	FTE	Acct %	Board Action
Page, Leeann Marion	Child Development Center	CDC Relief Worker	12/02/19 - 12/31/19	03 8400 0 130502 2380	NTE 90 days/fisc yr, as needed	\$14.71/hr		100	Reporting work previously performed; Positon title has been eliminated.
Teeratrakul, Thitipuk	Visual and Performing Arts Division	Photo Art Lab Tech	06/15/20 - 06/30/20	01 0100 0 101100 2370	NTE 19 hrs/wk	CH 28-1		100	Short term employee
Castillo, Henry	Business Services	Mail Services Worker	07/01/20 - 09/30/20	01 1000 0 677200 2380	As needed	\$18.09/hr		100	Substitute
Chasm, Christine	Library and Learning Resources	Library and Learning Support Assistant	07/01/20 - 08/15/20	01 1000 0 612000 2370	NTE 60 days	\$19.01/hr		100	Substitute
Cuadros Villarreal, Laura	Language Arts Division	Administrative Assistant	07/01/20 - 08/31/20	01 1000 0 150600 2380	NTE 60 days	\$22.59/hr		100	Substitute
Fisher, Natalie	Library and Learning Resources	Library and Learning Support Assistant	07/01/20 - 08/15/20	01 1000 0 612000 2370	NTE 60 days	\$19.01/hr		100	Substitute
Garcia, Uriel	Facilities	Groundskeeper	07/01/20 - 08/31/20	01 1000 0 652000 2380	NTE 60 days	\$19.48/hr		100	Substitute
Garcia, Uriel	Facilities	Groundskeeper	06/17/20 - 06/30/20	01 1000 0 652000 2380	NTE 60 days	\$19.48/hr		100	Substitute
Kamova, Ekaterina Nikolova	Culinary Arts	Admin Asst	05/18/20 - 06/30/20	01 2080 0 300200 2370	NTE 20 hrs/wk	CH 24-1		100	Substitute
Minasyan, Narine	Student Financial Aid	Financial Aid Assistant Technician	07/01/20 - 12/31/20	03 1910 0 646000 2380	16hrs/wk, NTE 60 days	\$22.04/hr		100	Substitute
Nalbandian, Carina H	Continuing and Community Ed Center	Program Assistant	05/05/20 - 05/29/20	01 0300 0 601001 2370	NTE 60 days	\$19.01/hr		100	Substitute
Ter-Stepanyan, Ester	Student Financial Aid	Financial Aid Assistant Technician	07/01/20 - 12/31/20	03 1910 0 646000 2380	16 hrs/wk, NTE 60 days	\$22.04/hr		100	Substitute
Zargaryan, Lili	Student Services	Office Assistant I	07/01/20 - 08/31/20	01 1000 0 630000 2380	as needed, NTE 40hrs/wk, 60days	\$17.65/hr		100	Substitute
Jimenez, Lourdes	Visual and Performing Arts Division	Instructional Lab Tech	04/16/17 -					100	Substitute-End Employment
Pair, Jermey Ashley	Visual and Performing Arts Division	Instruct Comp Lab Tech	04/30/19 -					100	Substitute-End Employment
Babaian, Khatoun Suzy	Child Development Center	Office Assistant I	11/01/19 - 11/29/19	03 8400 0 130502 2380	As Needed	CH 14-1		100	Substitute-Vacancy Replacement

01 = Day
 02 = Evening
 03 = Non-Credit

Rate Legend
 C = Classified Salary Schedule
 Example: C 1 - 1 = Class 1, Step 1

Full Name	Location	Position	Dates	Acct #	Hours	Rate	FTE	Acct %	Board Action
Police Cadet									
Aguilar, Sergio	Campus Police	Police Cadet	07/01/20 - 09/30/20	01 1000 0 677000 2380	NTE 900 hrs/yr	\$12.19/hr		100	Short term employee
Avanesian, Lina	Campus Police	Police Cadet Corporal	07/01/20 - 09/30/20	01 1000 0 677000 2380	NTE 900 hrs/yr	\$15.09/hr		100	Short term employee
Avetisyan, Karen	Campus Police	Police Cadet	07/01/20 - 09/30/20	01 1000 0 677000 2380	NTE 900 hrs/yr	\$12.19/hr		100	Short term employee
Barron, Jonathan	Campus Police	Police Cadet Senior Corporal	07/01/20 - 09/30/20	01 1000 0 677000 2380	NTE 900 hrs/yr	\$16.84/hr		100	Short term employee
Huerta, Jaime Jr.	Campus Police	Police Cadet	07/01/20 - 09/30/20	01 1000 0 677000 2380	NTE 900 hrs/yr	\$12.19/hr		100	Short term employee
Karibyan, Sarkis	Campus Police	Police Cadet	07/01/20 - 09/30/20	01 1000 0 677000 2380	NTE 900 hrs/yr	\$12.19/hr		100	Short term employee
McDonald, Eion	Campus Police	Police Cadet Senior Corporal	07/01/20 - 09/30/20	01 1000 0 677000 2380	NTE 900 hrs/yr	\$16.84/hr		100	Short term employee
Medina, Emely Ruby	Campus Police	Police Senior Cadet	07/01/20 - 09/30/20	01 1000 0 677000 2380	NTE 900 hrs/yr	\$13.33/hr		100	Short term employee
Minassian, Armand	Campus Police	Police Cadet Senior Corporal	07/01/20 - 09/30/20	01 1000 0 677000 2380	NTE 900 hrs/yr	\$16.84/hr		100	Short term employee
Pakhanyan, Kristine	Campus Police	Police Cadet Senior Corporal	07/01/20 - 09/30/20	01 1000 0 677000 2380	NTE 900 hrs/yr	\$16.84/hr		100	Short term employee
Torosyan, Ailita	Campus Police	Police Senior Cadet	07/01/20 - 09/30/20	01 1000 0 677000 2380	NTE 900 hrs/yr	\$13.33/hr		100	Short term employee

01 = Day
 02 = Evening
 03 = Non-Credit

Rate Legend
 C = Class 18 Salary Schedule
 Example: C 1 - 1 = Class 1, Step 1

GLENDALE COMMUNITY COLLEGE DISTRICT

June 16, 2020

CONSENT CALENDAR NO. 15

TO: Board of Trustees
SUBMITTED BY: David Viar, Superintendent/President
SUBJECT: RATIFICATION OF EXTENSION OF CONTRACT FOR
SUPERINTENDENT/PRESIDENT

DESCRIPTION OF HISTORY/BACKGROUND

At the regular meeting on May 19, 2020, in closed session, the Board of Trustees evaluated the performance of the Superintendent/President in carrying out the duties and responsibilities of the position and progress on goals established. The Board concluded there has been satisfactory performance and, pursuant to the terms of the Contract of Employment of the Superintendent/ President, the contract for employment may be ratified.

COMMITTEE HISTORY

College Executive Committee June 9, 2020

RECOMMENDATION

Based on a satisfactory performance evaluation, it is recommended the Board of Trustees ratify the terms of the contract of Employment of Superintendent/President David Viar.



CONTRACT FOR EMPLOYMENT OF SUPERINTENDENT/PRESIDENT
BETWEEN
THE GLENDALE COMMUNITY COLLEGE DISTRICT
AND
DAVID VIAR

Contract Adopted June 16, 2020

THIS EMPLOYMENT AGREEMENT (“Agreement”) is made and entered into by and between the Glendale Community College District (the “District”) and David Viar (“Superintendent/President”).

IT IS HEREBY AGREED AS FOLLOWS:

1. Superintendent/President and Chief Executive Officer. The Board hereby employs the Superintendent/President as a full-time Superintendent/ President and Chief Executive Officer of the Glendale Community College District, and as the Secretary to the Board. The President is an academic employee as defined by Education Code section 87001(a), an educational administrator as defined by Education Code section 87002(b), and a management employee as defined by Government Code section 3540.1(g). This Agreement is entered into pursuant to and subject to Education Code section 72411(d).

2. Term. The District employs the Superintendent/President for a period ending on June 30, 2023 subject to the terms and conditions set forth below.

The term of this Agreement shall be extended by one (1) year for each year in which a satisfactory performance evaluation by the Board of Trustees is received. No extension of this Agreement shall cause the Agreement to exceed four years in duration.

3. General Terms and Conditions of Employment. This Agreement is subject to all applicable laws of the State of California, the rules and regulations of the Board of Governors of the California Community Colleges, and the rules, regulations, policies, and procedures of the District, all of which shall be made a material part of the terms and conditions of this Agreement as if set forth in full. This agreement shall prevail over any conflicting district rules, regulations, policies or procedures.

4. Powers and Duties and Board-Superintendent/President Relations. The Superintendent/President shall perform all of the powers and duties of the position of Superintendent/President, Chief Executive Officer, and Secretary to the Board of Trustees. He shall further efficiently and effectively manage the programs and operations of the District, and perform such other duties and assume such other responsibilities as are assigned to him from time to time by the Board of Trustees and as provided in the job description for Superintendent/President. The Superintendent/President shall have the primary responsibility for recommendations and execution of board policy.

5. Compensation

5.1 The annual salary shall be \$304,240 for July 1, 2020 – June 30, 2021 plus the applicable doctoral stipend (\$229/month) subject to change per Section 5.2. The salary shall be payable in equal monthly installments, each of which shall be equal to one-twelfth (1/12) of the per annum salary, with daily proration for less than one year of service.

5.2 The Superintendent/President shall receive the same general across-the-board salary adjustment, whether increase or decrease, which the Board approves for management compensation for that fiscal year. Any such adjustments shall be effective on the same date as it is applicable to other management employees.

5.3 The Superintendent/President shall receive the same longevity increments as other management employees.

5.4 The Superintendent/President shall be required to maintain and utilize a personal vehicle for work-related travel within Los Angeles County. In lieu of any other mileage or automobile allowance or reimbursement for the actual and necessary use of the Superintendent/President's personal vehicle(s) within Los Angeles County, the District shall provide an allowance of \$800 per month. The use of this allowance shall be at the Superintendent/President's discretion and shall not require any documentation. This monthly allowance shall be treated and considered as part of the Superintendent/President's compensation/salary for tax purposes and for purposes of the State Teachers Retirement System Defined Benefit Plan or CalPERS Retirement Plan to the maximum extent permitted by law.

5.6 The District shall make a \$10,000 employer contribution to a qualifying tax-sheltered annuity (TSA) on behalf of the Superintendent/President on or before each June 30 during the term of this Agreement. Such contribution shall be subject to all contribution, annual deferral and eligibility limitations imposed by the Internal Revenue Service. The District makes no representations as to the taxation status of said contribution, and will make all deductions and reports required by law. The Superintendent/President shall identify the tax-sheltered annuity to which he wishes to have the District contribution be made. The tax-sheltered annuity must qualify as a tax-sheltered annuity under Internal Revenue Service Code 403(b).

5.7 The compensation may be adjusted by mutual written agreement of the parties. However, any such adjustment shall not mean that a new Agreement has been entered into nor that the termination date of the existing Agreement has been extended.

6. Professional Schedule.

6.1 The Superintendent/President shall be required to render 12 months of full and regular service to the District during each annual period covered by this Agreement.

6.2 The Superintendent/President shall accrue one day of sick leave for each full month of employment during the term of this Agreement.

6.3 The Superintendent/President shall be entitled to 24 days (192 hours) of vacation with pay each fiscal year. The annual vacation allotment will be pro-rated for less than

a full year of service. Vacation pay shall accumulate at the rate of 24 days per year or sixteen (16) hours per month. The Superintendent/President may accrue vacation days up to a maximum of forty-eight (48) days. Once the Superintendent/President reaches the maximum amount, he will cease to accrue additional vacation benefits until his balance falls below the maximum amount. All vacation time must be scheduled in advance and approved by the Board's President. Upon termination or expiration of this Agreement, the Superintendent/President shall be entitled to compensation for the accrued and unused vacation days at his base salary rate exclusive of additional monthly/annual allowances.

6.4 The Superintendent/President shall be entitled to the regular holidays provided for in the California Education Code and any additional local holidays granted by the Board of Trustees to 12-month academic employees.

7. Performance Evaluation.

7.1 The Superintendent/President's performance in carrying out the duties and responsibilities set forth in this Agreement, the goals and priority duties established by the Board, and his performance of other duties for the college year will be evaluated by the Board of Trustees consistent with Board Policy 2435: Evaluation of Superintendent/President. The evaluation will be discussed in closed session. The Board's evaluation will be completed prior to April 30 each year unless another date is agreed upon by the Board and the Superintendent/President.

7.2 Notwithstanding the provisions of Section 7.1, the Board may evaluate the Superintendent/President at any time. A failure to timely or properly evaluate the Superintendent/President shall not extend the term of this Agreement nor constitute a violation of this Agreement. A failure to evaluate the Superintendent/President shall not preclude the Board from giving notice of termination in accordance with Section 13 of this Agreement.

8. Expense Reimbursement. The District shall reimburse the Superintendent/President in accordance with district policy and procedures for all actual and necessary expenses incurred in carrying out district business in performance of the duties of Superintendent/President. Mileage for travel within Los Angeles County shall not be reimbursed.

9. Fringe Benefits. The District shall provide the Superintendent/President with all health and welfare benefits available to other 12 month management employees of the District. These benefits currently include medical, dental, vision and life insurance. It is agreed and understood that these fringe benefits may be amended and modified or deleted in their entirety from time to time as determined by the Board of Trustees. The Superintendent/President is subject to the same deductibles, co-payments, and payroll deductions, if any, applicable to other 12 month management employees.

10. Retirement Health Care Benefits. Upon separation from the District following the completion of five (5) years of service, the Superintendent/President shall be eligible for a retiree Medicare supplement in the amount of \$3,600 per year (\$300 per month). The total annual Medicare Supplement will be paid in a lump sum at the beginning of each fiscal year, for a period of seven (7) years.

11. Physical Examination. The Superintendent/President shall have a complete medical examination by a District-approved physician upon the request of the Board. The Superintendent/President shall file promptly an accurate copy of the examining physician's report with the Governing Board. The Superintendent/President shall also execute appropriate medical releases to allow the District's medical providers to review prior medical records of the President. All costs of this medical examination shall be borne by the District.

12. Amendment or Termination of the Agreement.

12.1 This Agreement may be amended by mutual agreement between the parties.

12.2 The Superintendent/President may terminate this Agreement at any time upon written notice to the Board of Trustees at least ninety (90) calendar days prior to the expiration of this Agreement.

12.3 If the District determines that the Superintendent/President will not be reemployed by appointment or Agreement the District shall give the Superintendent/President written notice of this determination in accordance with California Education Code 72411.

12.4 Termination Without Cause. Notwithstanding any other provision of law or of this Agreement, the Board may, unilaterally and without cause or a hearing, terminate this Agreement upon giving of thirty (30) days prior written notice. In consideration for exercise of this right, the District shall pay to the Superintendent/President, for the remainder of the unexpired term of this contract or for twelve (12) months, whichever is less, a monthly sum equal to the Superintendent/President's gross monthly salary at the salary rate in effect during his last month of service. In addition, the Superintendent/President shall be entitled to receive health and welfare benefits at the District's expense for an amount of time commensurate with the amount of time to which the Superintendent/President is entitled to the above described payment, or until the Superintendent/President finds other employment which provides health and welfare benefits, whichever occurs first. The parties agree that this paragraph is to be construed consistent with the requirements of Government Code section 53260 *et seq.* The parties further agree that this sum constitutes liquidated damages in recognition of the extreme difficulty of determining actual damages to the Superintendent/President resulting from the contract's termination without cause. These liquidated damages represent the Superintendent/President's sole and exclusive remedy for any and all damages, known or unknown, tort, contract or otherwise, flowing from the termination of Superintendent/President's employment with the District. The parties recognize that upon payment of the liquidated damages sum, the Superintendent/President will be foreclosed from bringing any action or proceeding of any nature against the District.

12.5. Termination for Cause. The Board may terminate the Superintendent/President's contract at any time for cause. If the Board determines, at its sole discretion, that

there is cause to terminate the Superintendent/President's employment with the District, it may do so upon thirty (30) days written notice to the Superintendent/President. The notice shall include a statement of the cause for termination, and shall notify the Superintendent/ President that he may respond to the Board, orally or in writing, regarding the causes. Any such response shall be made to the Board not less than five, but not more than ten, days following the date of the notice. The parties agree that this provision shall constitute the sole due process to which the Superintendent/ President is entitled, and that the Board's decision regarding dismissal will be determinative.

13. Outside Professional Activities. The Superintendent/President may engage in outside professional activities, such as consulting, speaking, and writing provided such activities do not interfere with the Superintendent/President's duties at Glendale Community College. The provisions of this Section shall not apply to the Superintendent/President's attendance at or participation in conferences or meetings relating to his employment as Superintendent/President. Participation in such outside professional activities shall be approved in advance by the Board President. The Superintendent/President may retain remuneration for approved activities for which he uses an earned vacation day.

14. Venue. This Agreement and the rights and obligations of the parties shall be construed and enforced in accordance with the laws of the State of California. The parties agree that, in the event of litigation, venue shall be the appropriate court located in Los Angeles County, California.

15. Professional Liability. The Board agrees that it shall defend, hold harmless, and indemnify the Superintendent/President from any demands, claims, actions, suits, or legal proceedings brought against the President for any incident arising out of the course and scope of his employment as set forth in Division 3.6 of the Government Code commencing with Section 810 and following.

16. Agreement to Mediation. The parties agree that prior to initiation of any litigation over any dispute about matters covered by this Agreement, they will submit to voluntary mediation in accordance with procedures to be mutually agreed upon by them. Nothing herein shall be construed to relieve either party or be deemed to constitute a waiver by either party of their respective rights and obligations under Government Code Section 810 et seq.

17. Severability. If any term or provision of this Agreement is, to any extent, held by a court of competent jurisdiction to be invalid, or unenforceable, the remaining terms and provisions of this Agreement shall continue in full force and effect.

18. Construction. This Agreement shall not be construed more strongly against either party regardless of who is responsible for its preparation.

GLENDALE COMMUNITY COLLEGE DISTRICT

June 16, 2020

NEW BUSINESS REPORT NO. 1 - ACTION

TO: Board of Trustees
SUBMITTED BY: David Viar, Superintendent/President
PREPARED BY: Victoria Simmons, Vice President of Human Resources
SUBJECT: EQUAL EMPLOYMENT OPPORTUNITY (EEO) 2019-2020
FUND CERTIFICATION FORM

DESCRIPTION OF HISTORY/BACKGROUND

The Chancellor's Office has developed an allocation process for the Equal Employment Opportunity (EEO) Fund through a Multiple Methods model, reflected in the EEO Multiple Methods Certification form (Certification form). The Certification form requires Districts to report the various activities that they are implementing to promote Equal Employment Opportunity for each of the eight (8) listed Multiple Methods. The District must comply with Multiple Method 1, and meet at least six (6) of the remaining eight (8) Multiple Methods to receive an allocation from the EEO Fund.

The Certification Form must be considered by the Board and signed by the President/Chair of the District Board of Trustees, along with the date of the governing board's approval/certification.

COMMITTEE HISTORY

College Executive Committee June 9, 2020

FISCAL IMPACT

EEO initiatives, including the use of NeoGov's, cloud-based applicant tracking system Insight, the Faculty Diversity Internship Program (currently suspended due to Covid 19), and Title IX Coordinator training, are funded by the EEO Fund.

RECOMMENDATION

The Superintendent/President recommends that the Board of Trustees approve the 2019-2020 Certification Form as presented.



Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form
Fiscal Year 2019-2020

District Name: Glendale Community College District

Does the District meet Method #1 (District has EEO Advisory Committee, EEO Plan, and submitted Expenditure/Performance reports for prior year) (All mandatory for funding).

- Yes
- No

The district met at least 6 of the remaining 8 Multiple Methods? (Please mark your answers.)

- Yes
 - Method 2 (Board policies and adopted resolutions)
 - Method 3 (Incentives for hard-to-hire areas/disciplines)
 - Method 4 (Focused outreach and publications)
 - Method 5 (Procedures for addressing diversity throughout hiring steps and levels)
 - Method 6 (Consistent and ongoing training for hiring committees)
 - Method 7 (Professional development focused on diversity)
 - Method 8 (Diversity incorporated into criteria for employee evaluation and tenure review)
 - Method 9 (Grow-Your-Own programs)
- No

I CERTIFY THAT THIS REPORT FORM IS COMPLETE AND ACCURATE. Please attach meeting agenda showing district EEO Advisory Committee's certification of this report form.

Chair, Equal Employment Opportunity Advisory Committee

Name: Victoria Simmons Title: Vice President, Human Resources
Signature: *Victoria Simmons* Date: 05/29/2020

Chief Human Resources Officer

Name: Victoria Simmons Title: Vice President, Human Resources
Signature: *Victoria Simmons* Date: 05/29/2020

Chief Executive Officer (Chancellor or President/Superintendent)

Name: David Viar Title: Superintendent/President
Signature: *David Viar* Date: 5/29/2020

President/Chair, District Board of Trustees

Date of governing board's approval/certification: _____, 2020

Name: Yvette Vartanian Title: President/Chair, Board of Trustees
Signature: _____ Date: _____



Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form

Fiscal Year 2019-2020

This form requires districts to report the various activities that they are implementing to promote Equal Employment Opportunity for each of the 9 Multiple Methods.

When providing explanation(s) and evidence of your district’s success in implementing the Multiple Methods, please keep narrative to no more than one page per Multiple Method. If you reference an attachment, please ensure it is attached to your submittal.

Nine (9) Multiple Methods

Mandatory for Funding

1. District’s EEO Advisory Committee, EEO Plan, and submittal of Expenditure/Performance reports for prior year.

Pre-Hiring

2. Board policies & adopted resolutions
3. Incentives for hard-to-hire areas/disciplines
4. Focused outreach and publications

Hiring

5. Procedures for addressing diversity throughout hiring steps and levels
6. Consistent and ongoing training for hiring committees

Post-Hiring

7. Professional development focused on diversity
8. Diversity incorporated into criteria for employee evaluation and tenure review
9. Grow-Your-Own programs

Does District meet Multiple Method #1 (District has EEO Advisory Committee, EEO Plan, and submitted Expenditure/Performance reports for prior year)?

- Yes**
- No**

Under the Multiple Method allocation model, districts must minimally have an operational district EEO Advisory Committee, and an updated EEO Plan. Additionally, districts are required to annually report on the use of EEO funds.

- In order to qualify for receipt of the EEO Fund, districts are required to submit a board-adopted EEO plan every three years to the Chancellor’s Office. (Title 5, section 53003).
- EEO Plans are considered active for three years from the date of when the district’s Board of Trustees approved the plan.
- The districts are required to establish an EEO Advisory Committee to assist in the development and implementation of the EEO Plan. (Title 5, section 53005).
- The districts are required to annually submit a report on the use of Equal Employment Opportunity funds. (Title 5, section 53034).



Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form

Fiscal Year 2019-2020

Please provide an explanation and evidence of meeting this Multiple Method, #1.

Multiple Method #1

To receive funding for this year's allocation amount, districts are also required to meet 6 of the remaining 8 Multiple Methods.

Does the District meet Method #2 (Board policies and adopted resolutions)?

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #2.

Multiple Method #2

Does the District meet Method #3 (Incentives for hard-to-hire areas/disciplines)?

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #3.



Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form
Fiscal Year 2019-2020

Multiple Method #3

Does the District meet Method #4 (Focused outreach and publications)?

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #4.

Multiple Method #4

Does the District meet Method #5 (Procedures for addressing diversity throughout hiring steps and levels)?

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #5.



Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form
Fiscal Year 2019-2020

Multiple Method #5

Does the District meet Method #6 (Consistent and ongoing training for hiring committees)?

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #6.

Multiple Method #6

Does the District meet Method #7 (Professional development focused on diversity)?

- Yes**
- No**



California
Community
Colleges

Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form
Fiscal Year 2019-2020

Please provide an explanation and evidence of meeting this Multiple Method, #7.

Multiple Method #7

Does the District meet Method #8 (Diversity incorporated into criteria for employee evaluation and tenure review)?

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #8.

Multiple Method #8



California
Community
Colleges

Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form

Fiscal Year 2019-2020

Does the District meet Method #9 (Grow-Your-Own programs)?

Yes

No

Please provide an explanation and evidence of meeting this Multiple Method, #9.

Multiple Method #9

Glendale Community College District: Talent Acquisition, Equal Employment Opportunity, Diversity Endeavors, and Continuous Improvement



Distinguishing Factors: Equal Employment Opportunity and Diversity, Equity and Inclusion (DEI)

Equal Employment Opportunity

- Legally enforceable (federal and state laws/regulations)
- Advances nondiscrimination employment practices, including talent acquisition
- Promotes equal access and opportunity; no one is excluded



Diversity, Equity, and Inclusion

- Aspirational goals
- Promotes an educational and work environment that maximizes the potential of all students/employees by valuing diversity
- Recognizes and values qualities that are different from our own and those of groups to which we belong
- Demonstrate a sensitivity to, understanding of, and commitment to meeting the needs of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty, staff, management, and campus community.
(Title 5 requirement of faculty and administrators)

Board Policy 3410: Nondiscrimination & Equal Employment Opportunity

Glendale Community College District is committed to providing an equal opportunity for admissions, student financing, student support programs and activities, and employment regardless of race, religious creed, color, age, sex, sexual orientation, national origin, ancestry, marital status, medical condition, or disability in accordance with federal, state, and local regulations.

- Currently BP 3410 and 3420 are under review through shared governance



Board Policy 7100: Commitment to Diversity

The District is committed to employing administrators, faculty, and staff members who are dedicated to student success. The District recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The District is committed to hiring and staff development processes that support both equal opportunity and diversity, and provide equal consideration for all candidates as required in federal and state law.





EEO Demographics: The Why and What

Talent Acquisition

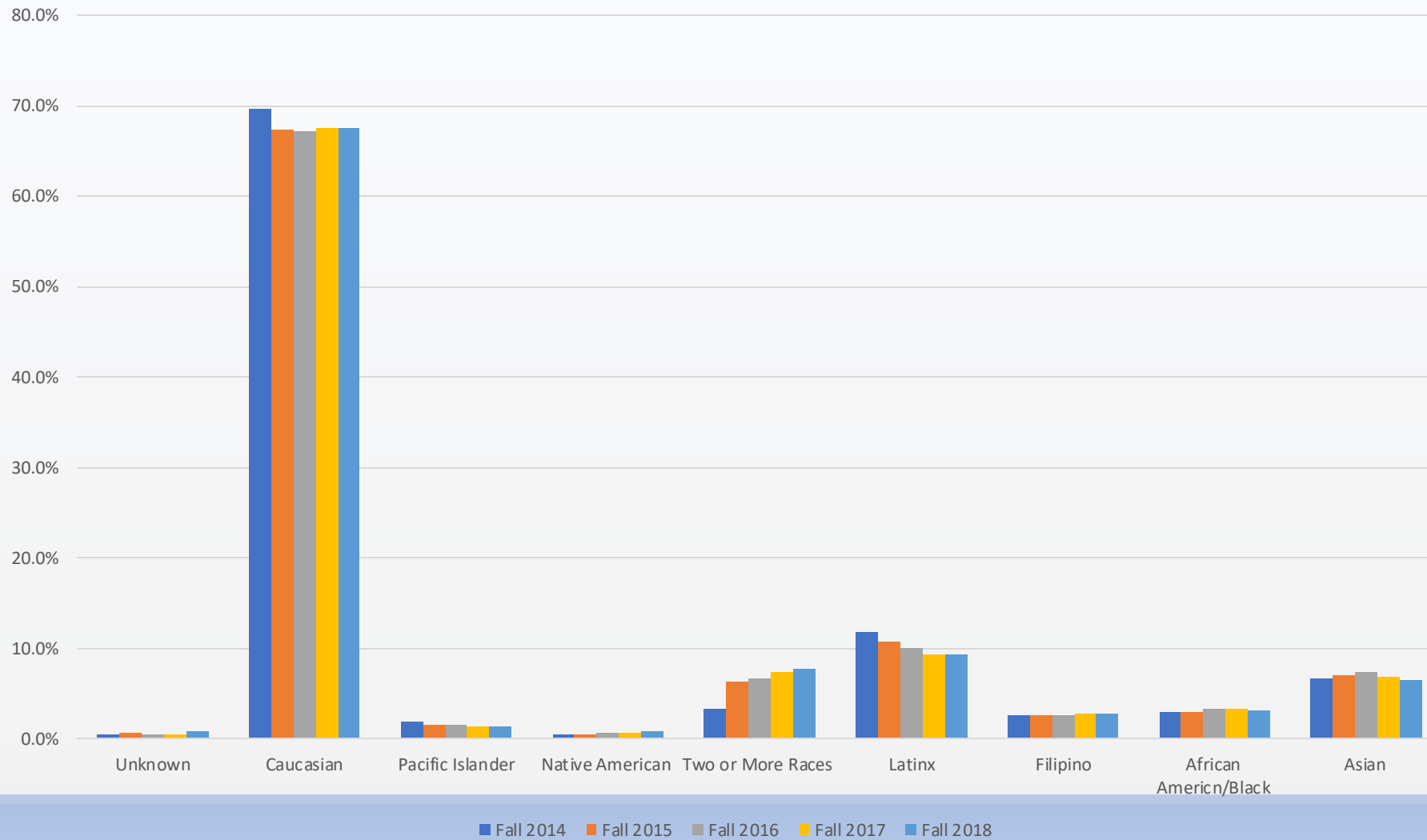
- Applicants asked to self-disclose EEO demographic information
- Delineates composition of applicant pool
- Assists with determining whether there is a potential disparate impact

MIS Data

- [CCCCO Annual Statewide Staffing Report](#): Each year, GCCD is required to report employee information by category (faculty, adjunct, classified, administrator)
- Annual Statewide Staffing Report fields: age, gender, EEO categories (Asian, African American/Black, Filipino, Latinx, Native American, Caucasian, Pacific Islander, multi-racial, unknown)
 - Pre-defined fields determined by CCCCCO



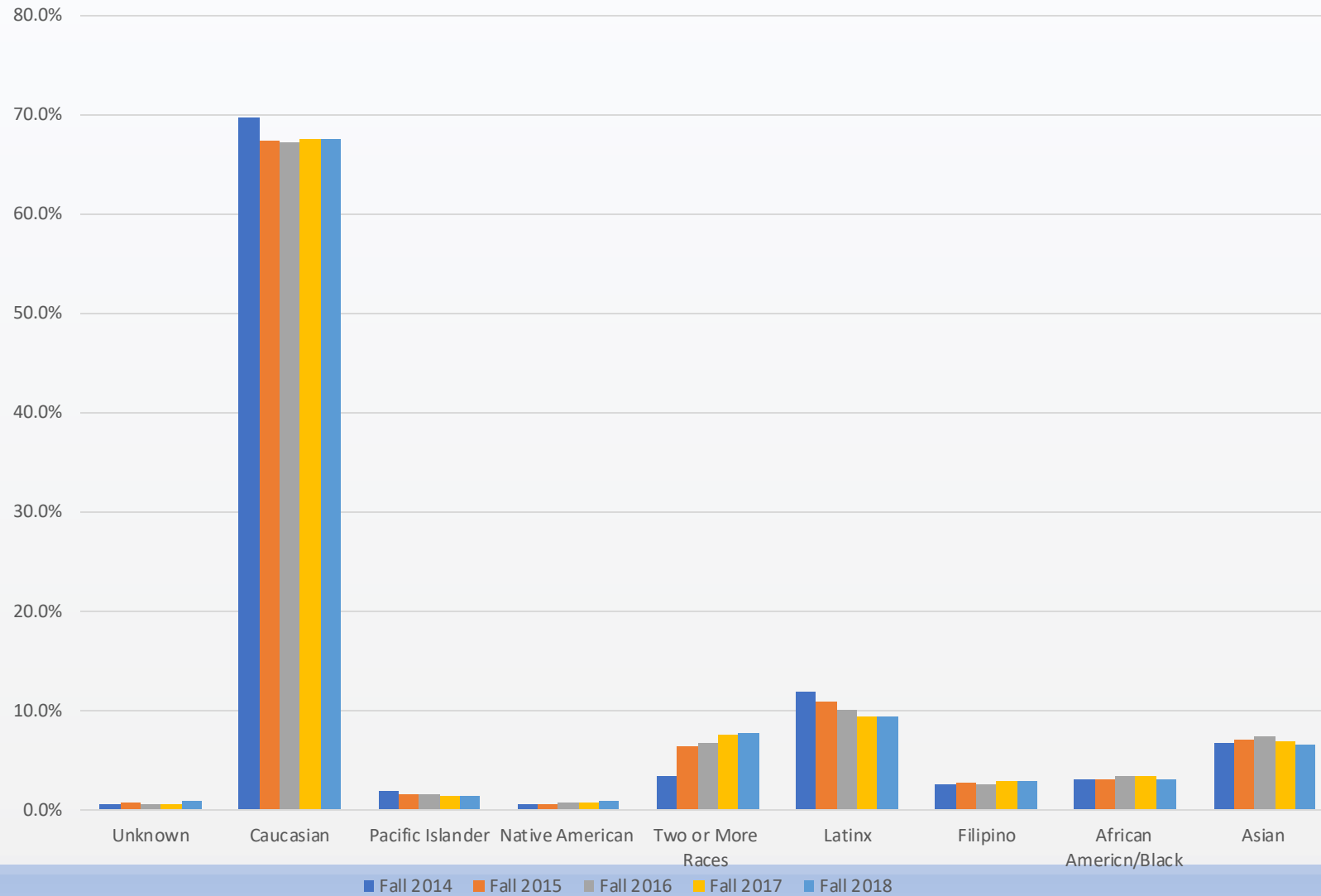
Employee Demographics: Full-Time Faculty



Academic Year	Total Number of Full-Time Faculty
2018	206
2017	207
2016	203
2015	200
2014	218

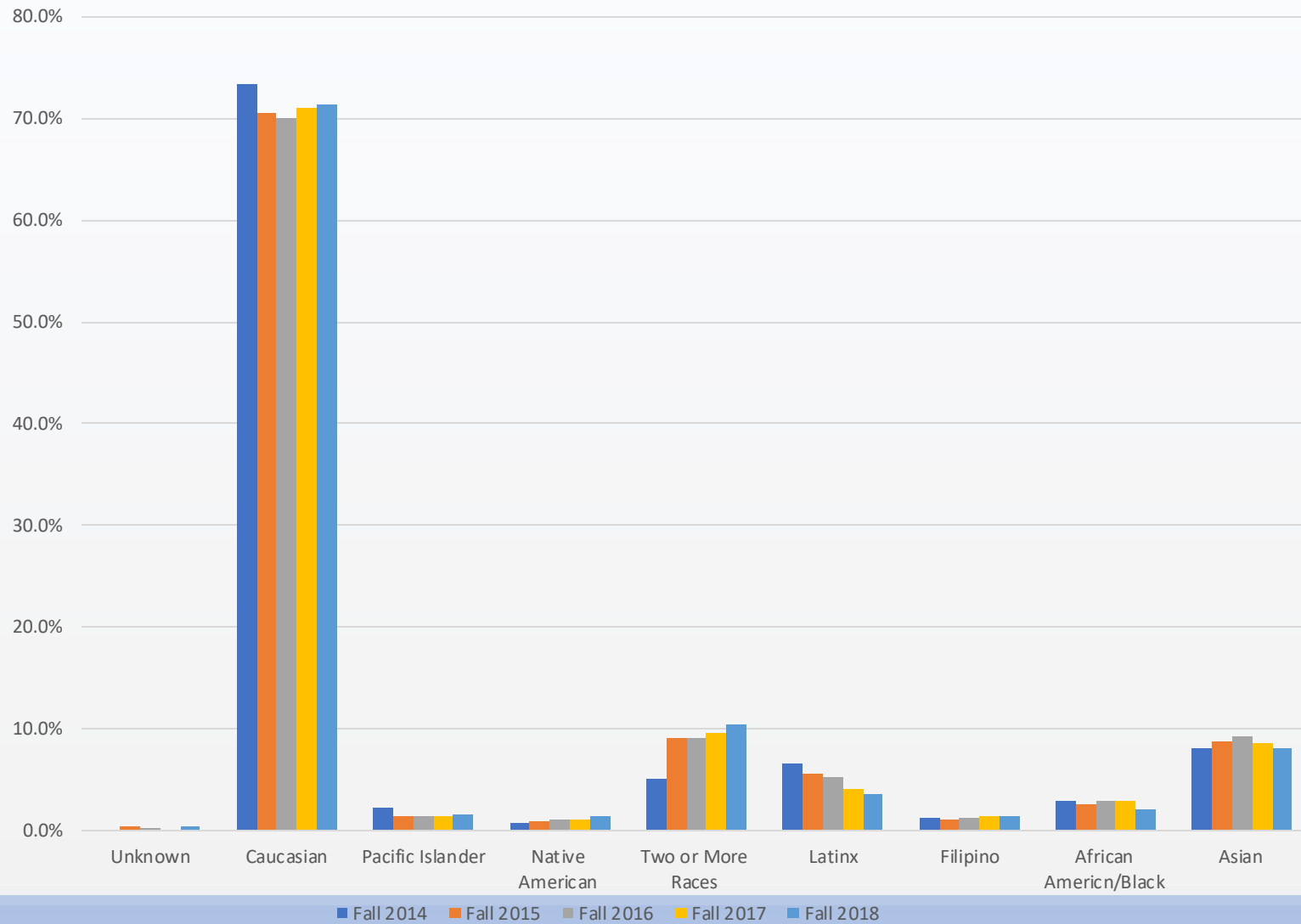
Source: CCCC Data Mart

Employee Demographics: Classified Staff



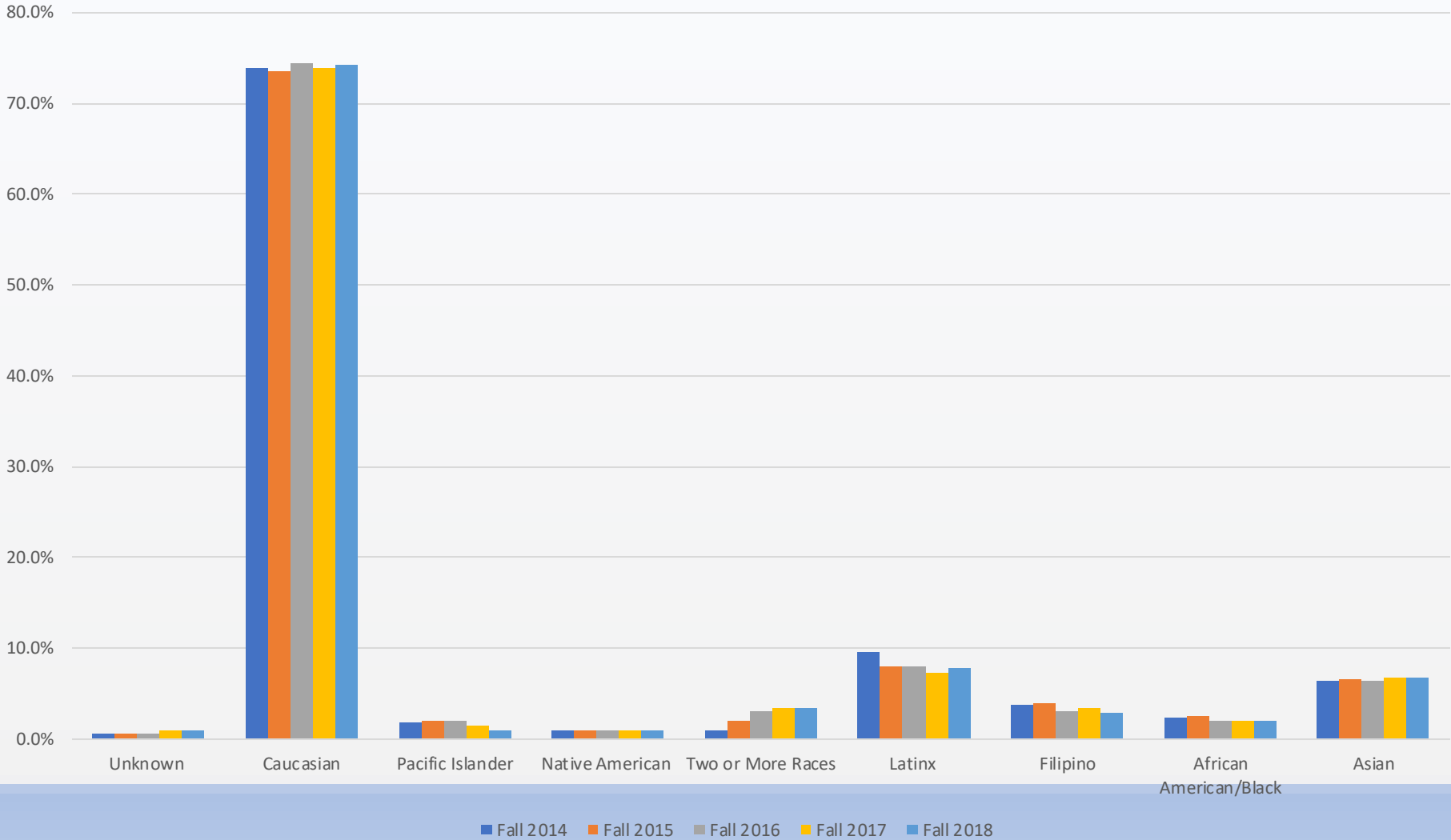
Academic Year	Total Number of Classified Staff
2018	302
2017	313
2016	304
2015	301
2014	289

Employee Demographics: Adjunct Faculty



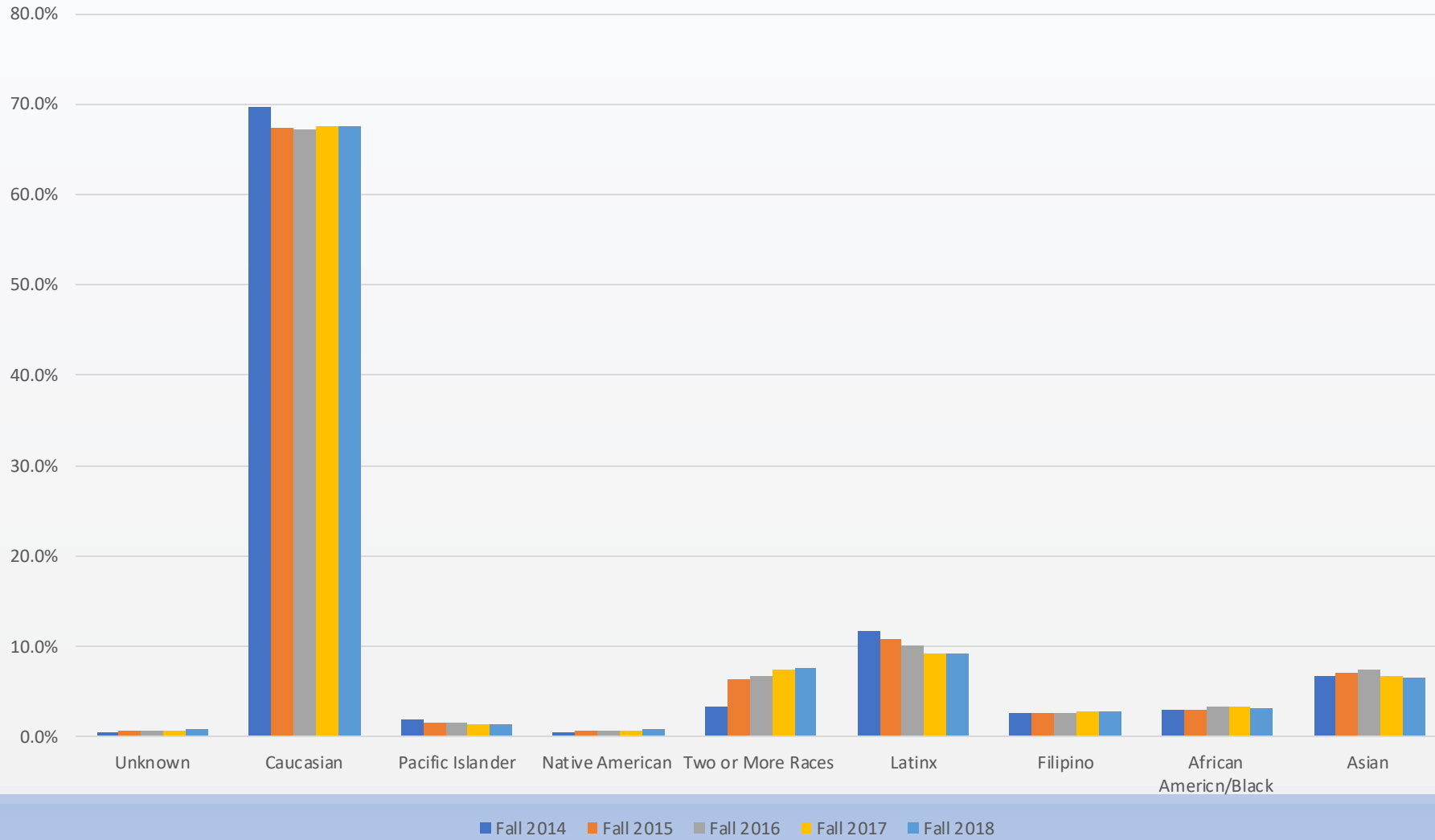
Academic Year	Total Number of Adjunct Faculty
2018	548
2017	584
2016	600
2015	603
2014	602

Employee Demographics: Administrators



Academic Year	Total Number of Administrators
2018	56
2017	57
2016	59
2015	58
2014	57

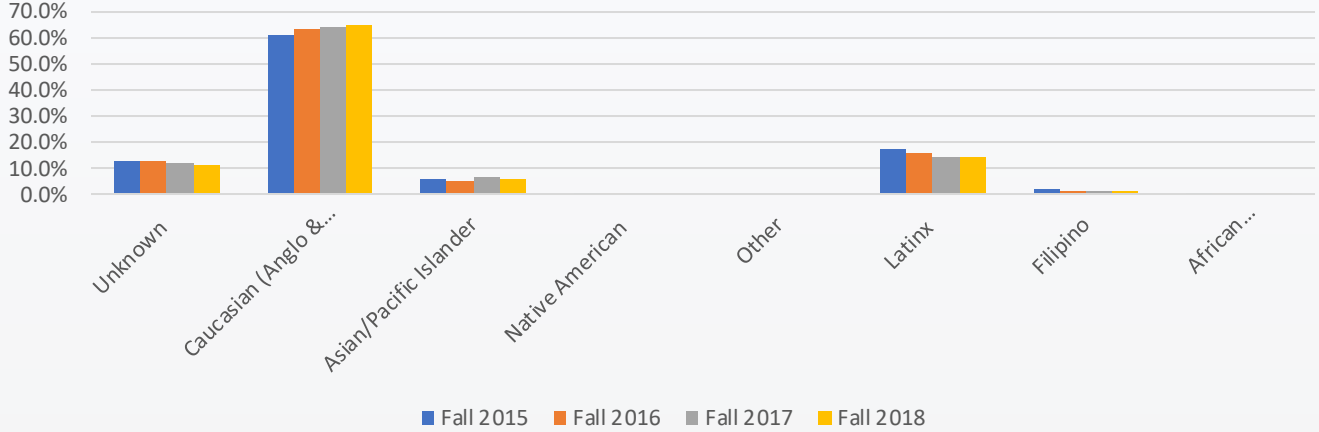
Employee Demographics: All Employees



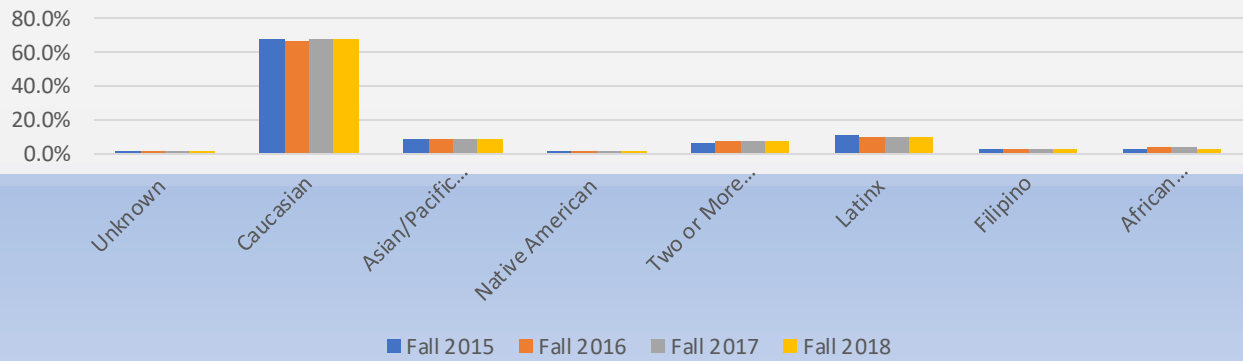
Academic Year	Total All Employees
2018	1,113
2017	1,162
2016	1,166
2015	1,161
2014	1,165



Student Demographics: Credit



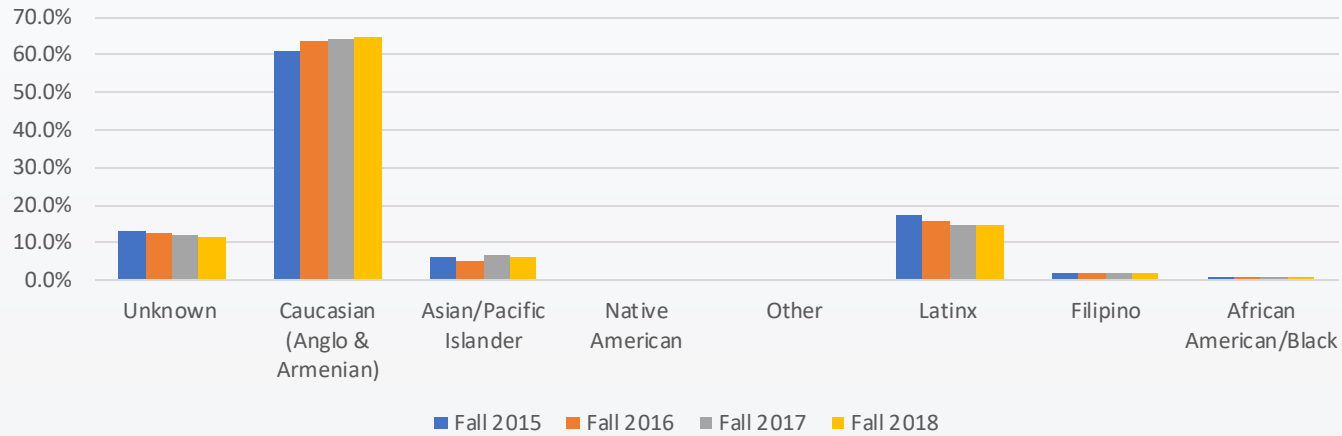
Employee Demographics: All Employees



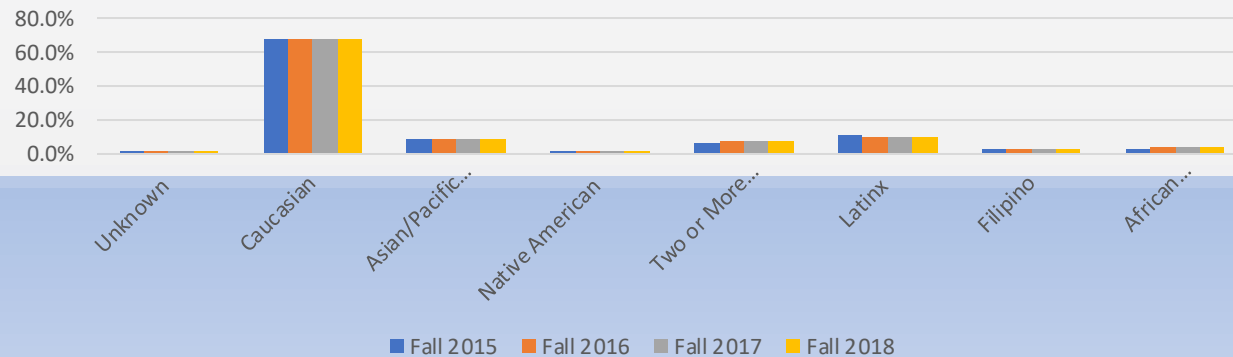
Employee Demographics	Student Demographics
<ul style="list-style-type: none"> Asian and Pacific Islander combined Caucasian does not contain further distinctions Bi-racial field 	<ul style="list-style-type: none"> Other undefined Does not contain a bi-racial



Student Demographics: Non-Credit



Employee Demographics: All Employees



Employee Demographics	Student Demographics
<ul style="list-style-type: none"> Asian and Pacific Islander combined Caucasian does not contain further distinctions Bi-racial field 	<ul style="list-style-type: none"> Other undefined Does not contain a bi-racial

Human Resources: By the Numbers

Talent Acquisition Numbers

Category	2018	2019	2020 (1/1/20 to 02/29/20)
Fulltime Faculty	14	19	1
Adjunct	101	96	31
Contract	3	2	0
Classified	30	32	16
Administrator	12	8	3
Temporary (EC 88003)	102	56	5
Total Hires	262	213	56

Application Numbers

Aggregate Total Applications	2018	2019	2020 (as of 02/29/2020)
	14,023	16,033	3,263

Human Resources: The Team!



EEO, DEI, and Talent Acquisition: Continuous Improvement and the Road Ahead



Enhancing Talent Acquisition Processes

- Partnering with the Academic Senate President & CSEA to revise AR7120 Tenure track Faculty Hiring Procedures & AR 7123 Recruitment and Selection (Classified)
- Re-deploying Applicant Tracking System (ATS/NeoGov)
- Applicant Notification
 - 'Not Selected' email notifications if 1) incomplete application/does not meet minimum qualifications, 2) not selected for initial interview, and 3) not selected for final interview
- Interview video-conferencing: removes financial barrier associated with travel for interviews and current trend in diversity efforts
- Revising EEO representative training and materials

EEO, DEI, and Talent Acquisition: Continuous Improvement and the Road Ahead



DEI Enhancements (mostly suspended due to COVID 19)

- CCCCO Faculty and Staff Diversification Symposium
 - Academic Senate President and Human Resources
- Implicit Bias Overview
 - Joint leadership endeavor between BOTs of GCCD and GUSD and Glendale City Council Members
- Diversity Faculty Internship Program
- Partnering with Academic Senate on diversity efforts (initial conversation)



GLENDALE COMMUNITY COLLEGE DISTRICT

June 16, 2020

NEW BUSINESS REPORT NO. 2 - ACTION

TO: Board of Trustees

SUBMITTED BY: David Viar, Superintendent/President

SUBJECT: APPOINTMENT OF MEMBERS TO THE INDEPENDENT
CITIZENS' BOND OVERSIGHT COMMITTEE

DESCRIPTION OF HISTORY / BACKGROUND

An election was held in the Glendale Community College District on November 8, 2016 for the issuance and sale of general obligation bonds of the Glendale Community College District (the "District"). Measure GC was approved under Proposition 39 which requires that the District establish, populate and empower an independent citizens' bond oversight committee. The District previously had a bond oversight committee established for Measure G in connection with the issuance of bonds under Measure G. In December 2016 the Board expanded the responsibilities of the Glendale Community College District Independent Citizens' Bond Oversight Committee to include the review of expenditures of the Measure GC bond proceeds and approved Amended and Restated Bylaws which set forth the expanded powers and responsibilities of the Committee. The GCC Executive Vice President of Administrative Services serves as the chief college staff member in support of the work of the Committee.

Members of the committee may serve no more than three consecutive terms of two years each. Terms commence as of the date of the appointment by the Board of Trustees, with an effort to have terms run from July 1 – June 30.

With the sale of \$122 million of the first phase of the Measure GC facilities bonds and significant increase in responsibilities for the oversight committee, the Independent Citizens' Bond Oversight Committee discussed the value to increase the membership of the committee to at least 12 members, including a GCC student.

Proposition 39 and the By-Laws require that the oversight committee consist of at least seven members representing the following areas:

- Local business organization
- Senior citizens' organization
- Taxpayer organization
- Currently enrolled student active in student government
- District support organization such as the College Foundation
- Community at-large (at least two)

The composition of the Oversight Committee includes the following individuals:

First Term Members:

Seda Khatchaturian (1 st term ending June 2020)	Taxpayers Org.
Alex Parajon (1 st term ending June 2020)	Community
Jennifer Quinonez–Skinner (1 st term ending June 2020)	Community
Peter Braqaça (1 st term ending June 2021)	Student*

Second Term Members:

Roberta Hacopian (2 nd term ending June 2020)	Senior Citizens Org.
Harry Leon (2 nd term ending June 2020)	Taxpayers Org.
Zanku Armenian (2 nd term ending June 2021)	Business Org.
Annie Reed (2 nd term ending, June 2021)	Community

Third Term Members

Armik Avedisian (3 rd term ending June 2020)	Business Org.
Kevin Lee (3 rd term ending June 2020)	Community
Sophal Ear (3 rd term ending June 2021)	Community
Larry Hanson (3 rd term ending June 2021)	District Org.

Five members have terms expiring June 30, 2020 and they are interested in continuing their service: Roberta Hacopian, Seda Khatchaturian, Harry Leon, Alex Parajon, and Jennifer Quinonez-Skinner.

Two members have reached the end of their term limits: Armik Avedisian and Kevin Lee.

The district has solicited recommendations from community organizations, a vacancy announcement in the Glendale Independent newspaper, and through its website. Three individuals have submitted their applications (attached) to serve on the Committee.

According to the By-Laws of the Oversight Committee, the Superintendent/President is to review the applications and make recommendations to the Board. Criteria considered in development of the recommendations were: 1. Proposition 39 required representation, 2. Glendale geographic diversity, 3. demographic diversity, 4. special area of expertise and experience helpful to the work of the committee, and 5. community service.

It is recommended the Board reappoint Roberta Hacopian, Harry Leon, Seda Khachaturian, Alex Parajon, and Jennifer Quinonez-Skinner and appoint to the Independent Citizens' Bond Oversight Committee the following new members for terms ending June 30, 2022:

Nerses Aposhian – Nerses is a GCC alum who holds a BA in political science and communication from USC and a Juris Doctorate from Loyola Law School. He is a marketing and business consultant at POSH Consulting and is co-host of The Founder Hour, a podcast which features interviews with founders of start-ups, later stage companies, creators, and leaders. He has served as President, USC Young Alumni Council;

President Armenian Professional Society; and member of the Merdian Armenian Evangelical School Board of Trustees.

Daniel Kim – Daniel works for KO- AM Construction Company as a licensed general contractor. He is an elected member of the Crescenta Valley Town Council and serves as its Recording Secretary. He holds a BA degree in psychology. He is involved in the community through Cub Scouts, sports teams, and school PTA.

Approval of these persons will maintain the membership of the Committee at twelve. Of the membership, four will be women; six represent the community at-large, one represents a college support organization, one represents a business organization, two represent taxpayer organizations, one represents a senior citizens organization, and one is a student; three each reside in zip code areas 91206 and 91208, two in 91214, and one each in 91020, 91202 and 91207.

*Student representative appointed by the Associated Students of Glendale Community College

COMMITTEE HISTORY

College Executive Committee June 9, 2020

FISCAL IMPACT

Because the Education Code prohibits the use of bond funds for the support of the Committee, there may be a limited fiscal impact to the General Fund resulting from the creation of and the District's support of the Committee.

RECOMMENDATION

The Superintendent/President recommends that the Board of Trustees approve the reappointments of Roberta Hacopian, Seda Khatchaturian, Harry Leon, Alex Parajon, and Jennifer Quinonez-Skinner to the Glendale Community College District Independent Citizens' Bond Oversight Committee for terms ending June 30, 2022.

The Superintendent/President recommends that the Board of Trustees approve the appointment of Nerses Aposhian and Daniel Kim to the Glendale Community College District Independent Citizens' Bond Oversight Committee for terms ending June 30, 2022.

GLENDALE COMMUNITY COLLEGE DISTRICT

June 16, 2020

NEW BUSINESS REPORT NO. 3 - ACTION

TO: Board of Trustees

SUBMITTED BY: David Viar, Superintendent/President

REVIEWED BY: Michael Ritterbrown, Vice President, Instructional Services

PREPARED BY: Hasmik Sarkissian, Office of Vice President, Instructional Services

SUBJECT: SABBATICAL REQUEST FOR FALL 2020 – SPRING 2021

DESCRIPTION OF HISTORY / BACKGROUND:

Every fall and spring the Sabbatical Committee meets to review and determine support for faculty sabbatical leaves. The committee includes three faculty appointed by the Academic Senate, three faculty appointed by the Guild, and two administrators appointed by the Superintendent/President. According to the Guild contract, the Sabbatical Committee makes recommendations through the Superintendent/President to the Board of Trustees.

A sabbatical leave is granted for the purpose of improving the value and quality of work for the students, the discipline, and the District through the enrichment of the employee's experience and training. Individuals are required to provide to the Sabbatical Committee the rationale for their request and include:

- a. Goals
- b. Activities designed to meet anticipated goals and outcomes
- c. How can the project be incorporated into their duty at GCC?
- d. How can the project benefit students, discipline, division, and the District?

The Board has the authority to approve up to the equivalent of six full-time sabbatical leaves per year (4.5 FTEF sabbatical reimbursements). Faculty sabbatical requests are submitted during both the fall and spring semesters of the year prior to the sabbatical leave request.

In fall 2019, faculty submitted a total of seven requests for sabbatical leaves. The committee approved two of the requests and rejected two requests. The committee requested further information and/or clarification from the three remaining applicants. Two of these applicants successfully revised their

applications, and the sabbatical leaves have been approved. The last application was recently approved by the committee.

The following is a summary of the sabbatical leave request recommended for approval:

Amy Oliver – Visual & Performing Arts

During her sabbatical leave in fall 2020-spring 2021, Ms. Oliver will continue working on 2 long term projects: “The Current State of Things” and “Ventura, CA USA.” In “The Current State of Things”, a project about motherhood, Ms. Oliver will continue shooting and decide whether this work will be best seen in a book or gallery exhibit. For “Ventura, CA USA” she will expand the project to include all of Ventura County and explore agricultural areas, the gas industry, and murals throughout Ventura County as well as continuing to photograph the landscape.

The work she creates will inspire her students and help her strengthen her curriculum. In specific, she will create a gallery exhibit at the Art Gallery @ GCC and a catalog of that exhibit to be available in the library at GCC. These endeavors are analogous to the photo exhibit she has her students create in Photo 140: Fine Art Photography and the photo books she has her students create in Photo 130: Photoshop and Lightroom. The skills she acquires with preparing her work for the gallery will help the students in Photo 140 (Fine Art Photography). The skills she gains in working on her exhibit catalog will directly help her students in Photo 130 (Photoshop and Lightroom for Photographers) with their book projects. These experiences will allow her to revise the curriculum in Photo 140 and Photo 130.

She will be practicing what she teaches in all her photography classes by deepening her artistic practice and getting her work out into the world. While creating her exhibit catalog, she will learn new techniques for creating photobooks using Adobe software. She will add these new techniques into her Photo 130 class. She will also have firsthand experience with working on an artistic project uninterrupted. This knowledge into her own creative practice will help her strengthen the curriculum in Photo 140, where the students are preparing their own creative projects for the gallery as well as for their portfolios. She also plans to design the installation of her exhibit at the Art Gallery @ GCC. This experience is something she will bring back to the Photo 140 class as well. The skills she will need to create exhibition ready prints will be useful in Photo 101 (Beginning Photography), Photo 160 (Photoshop 1), Photo 140 (Fine Art Photography), and Photo 130 (Photoshop and Lightroom).

Members of the community from students, discipline, division, and the district will be able to experience the work she creates through the exhibit at the Art Gallery @ GCC and the exhibit catalog that she will donate to the library. This work will reflect well upon the college, VPA division, and the district. In addition to being showcased at the gallery and in the catalog, the work will also be on her website. The skills she will refine while working on her website will be helpful

to her students in Photo 130 (Lightroom and Photoshop for Photographers) and 160 (Photoshop 1) in terms of color management and Photo 140 (Fine Art Photography) in terms of content.

COMMITTEE HISTORY

The Sabbatical Committee virtually met on March 20, 2020 to review these sabbatical requests. The College Executive Committee met on June 9, 2020 and reviewed this Report of Recommendation.

FISCAL IMPACT

Faculty on sabbatical leave receive 80% of their base salary with a savings to the District of 20% of the base salary minus the cost of backfilling classes.

RECOMMENDATION

The Superintendent/President recommends that the Board of Trustees approve the sabbatical leave request from Amy Oliver for Fall 2020 – Spring 2021.

GLENDALE COMMUNITY COLLEGE DISTRICT

June 16, 2020

NEW BUSINESS REPORT NO. 4 - ACTION

TO: Board of Trustees

SUBMITTED BY: David Viar, Superintendent/President

REVIEWED BY: Anthony Culpepper, Executive Vice President,
Administrative Services

PREPARED BY: Susan Courtney, Director, Business Services

SUBJECT: CHANGE ORDER NO. 002 – ADMINISTRATION
BUILDING WINDOW REPLACEMENT PROJECT

DESCRIPTION OF HISTORY/BACKGROUND

The Administration Building Window Replacement Project replaces all of the exterior windows in the Administration Building, removing the existing original single pane windows with energy efficient multi-pane windows. This project is one of many projects designated as an Energy Conservation Project and will lead to reduced cooling demand from the building. On November 25, 2019 bids were received for the Administration Building Window Replacement project. The Bid Proposal from Green Contractor Studio, Inc. was accepted on December 17, 2019. This change order adds as set forth below.

COMMITTEE HISTORY

College Executive Committee June 9, 2020

FISCAL IMPACT

The cost for Change Order No. 002 is \$218,832. Funds in excess of the contingency are available in Measure GC allocated for the Camino Real Window Replacement Project in the amount of \$885,000.

CHANGE IN PROJECT SCHEDULE

Change Order No. 002 includes 30 days extension of the Contract Time. The Contract Completion Date has been changed from June 9, 2020 to July 10, 2020 in Change Order 001 and is now changed to August 9 2020.

CHANGE IN PROJECT SCOPE

For the expenses exceeding the statutory amount, approving Change Orders in lieu of procuring through the competitive process will serve the best interest of the district.

RECOMMENDATION

The Superintendent/President recommends that the Board of Trustees approve Change Order No. 002 for the Administration Building Window Replacement Project and that the contract price be amended to reflect an increase of \$218,832.

CHANGE ORDER NO. 002 SUMMARY

- | | |
|--|----------|
| 1. Item No. 1 – Per COR 004. Remove existing embedded angles at windows. Unforeseen field conditions. | \$39,410 |
| 2. Item No. 2 – Per COR 005. Provide additional Shims as required where sill dimension is too small. | \$2,386 |
| 3. Item No. 3 – Per COR 006. Provide support for toilet partition currently attached to existing window. | \$5,256 |
| 4. Item No. 4 – Per COR 007. Provide added grout at existing rough openings. Unforeseen field condition. | \$98,546 |
| 5. Item No. 5 – Per COR 008. Provide/install anchor clips. Unforeseen field conditions. | \$43,003 |
| 6. Item No. 6 – Per COR 009. Provide wider trim on interiors for consistency. | \$30,231 |

TOTAL FOR CHANGE ORDER NO. 002 **\$218,832**

Original contract price	\$1,250,000
Change by previous change orders	\$ 5,238
Contract price prior to this change order	\$1,250,000
Amount contract price increased by this C/O	\$ 218,832
New contract price	\$1,474,070
Original Contingency	\$ 75,000
Balance Remaining in Contingency Reserves	\$ (149,070)

June 4, 2020

Glendale Community College District
Administration Building Window Replacement Project

Change Order No. 2 – Reasons each change item are required

2.1: During the demolition of the existing windows, existing embedded steel anchors were discovered at the jambs of the windows. These anchors are not indicated on the original as-built drawings of the building. Additional project scope of work is required to grind off these anchors and fill the resulting hole to provide a solid base for the installation of the new windows.

2.2: Actual dimensions of the new windows in Type J windows are too wide to install as indicated on Detail 6/A-820 of the contract drawings. Additional, customized, angled lumber shims are required to accommodate the existing differing condition, as well as additional labor for a more complex installation.

2.3: Existing toilet partition is attached to the existing window scheduled for demolition. Additional work is required to: 1) Stabilize the partition during demolition; 2) Re-attach the partition to the new window after installation

2.4: Upon removing the existing windows, existing grout was discovered at the jambs of the windows. This condition is not shown on the original as-built drawings of the existing building. The deteriorated condition of the existing grout requires the removal of the old grout, and installation of new grout to provide the require solid foundation for installing the new windows

2.5: Upon removing the existing windows, existing steel mullions (to remain) were discovered to be unattached at the head of the window opening. This requires the addition of anchor clips to stabilize the tops of these mullions. The existing unstable condition is not shown on the original as-built drawings of the original building.

2.6: Upon review of the mock-up examples of the new window installation, including interior wood trim as required by the contract drawings, the District determined that the width of the new interior wood trim is disproportionate to the overall size of the window openings. Wider trim is required to rectify this deficiency.

Mark Edwards
BRJ Project Manager

GLENDALE COMMUNITY COLLEGE DISTRICT

June 16, 2020

NEW BUSINESS REPORT NO. 5 - ACTION

TO: Board of Trustees

SUBMITTED BY: David Viar, Superintendent/President

REVIEWED BY: Anthony Culpepper, Executive Vice President,
Administrative Services

PREPARED BY: Susan Courtney, Director, Business Services

SUBJECT: APPROVAL OF AN AGREEMENT WITH DANNIS
WOLIVER KELLEY FOR LEGAL SERVICES

DESCRIPTION OF HISTORY/BACKGROUND

Dannis Woliver Kelley has expertise in construction related matters will be used as needed. The term of the retainer agreement is for three years through June 30, 2021.

COMMITTEE HISTORY

College Executive Committee June 9, 2020

FISCAL IMPACT

As needed. Funds are available in the Legal Expenses Budget.

RECOMMENDATION

The Superintendent/President recommends that the Board of Trustees approve the retainer agreement with Dannis Woliver Kelley.

GLENDALE COMMUNITY COLLEGE DISTRICT

June 16, 2020

COLLEGE LEADERS REPORTS

TO: Board of Trustees

SUBMITTED BY: David Viar, Superintendent/President

PREPARED BY: Office of the Superintendent/President

ACADEMIC SENATE REPRESENTATIVE TO THE BOARD

Mr. Roger Dickes, Academic Senate President

- We see a faculty deeply committed to the well-being and continued advancement of student academic, career, intellectual and socio-economic interests.
- Exceptional Adjunct Faculty Award to Nareh Manooki
 - For innovative student-centered approach to classroom work
 - For producing personal protective equipment for area caregivers using GCC 3D printers and cooperatively engaging her students in this project
- Senate Executive Election Results 2020-2021
 - Mike Davis, First VP
 - Cindy Pollack, Second VP
 - Cameron Hastings, Treasurer
 - April Bey, Secretary
 - Piper Rooney will stay on Senate Executive as Past President and Roger Dickes has assumed role as President, effective May 21, 2020.
- Senate Issues and Motions 5/21
 - Interest from faculty in effect of C-19 on student success during Spring 2020.
 - Senate like all elements of GCC are concerned about budget.
 - Senate passed a range of motions pertaining to the provisional Distant Education/Remote Synchronous Instruction (DE/RSI) context:
 - Motion 2020-16 recommending against instructors designing assessments that require students to use cameras, advising that if to be done, students are to be notified in advance.
 - Motion 2020-23 recommending RSI instruction to parallel face to face to the degree possible, out of respect for students' initial choice to receive content synchronously.
 - Motions 2020-24 and 25 protect accessibility for students
 - 2020-24: encouraging use of canvas for syllabi and course information, hedging against potential ADA-non-compliance of pdf forms
 - 2020-25: encouraging instructors send a "welcome email" guiding students to orient students to the canvas environment.

GUILD REPRESENTATIVE TO THE BOARD

Ms. Emily Haraldson, Guild President

- As this is my first Board Communication as the incoming Guild President, I thought I'd share little about myself in order for you to get to know me better. I have been an instructor of art history at Glendale College for 15 years, first as an adjunct and now as a tenured associate professor. GCC is my home away from home, and I couldn't be prouder to be part of this fantastic institution. I've been drawn to advocacy work my entire life and once I learned that I could do this as a community college educator, I've used my platform as a professor to advocate for students and faculty.

The Guild has also provided an excellent opportunity to hone those skills. I've been an active member of the Guild since I started working at GCC due in part to the welcoming nature of its members, including some past presidents whom I'm fortunate to call my friends. I served on the negotiations team as an adjunct member from 2012-2015, and as a full-time member from 2018-2020. I ran and was elected as the 2nd VP of the Guild in 2015 but had to step down from that position as I was hired full-time. I served as the Guild Liaison Coordinator this past year in order to bring more opportunities to those among the faculty to become involved with the Guild and to lighten the load of our past president.

I am humbled to be elected to this position where I am entrusted with my colleagues' faith in my service. I look forward to working in a cooperative fashion with administrators and board members alike on the many challenges that this year is sure to bring, and to be sure we can be and do our best in the face of adversity.

- Guild position statement regarding racial injustice: The murder of George Floyd by a police officer was an unspeakable act of violence, and our communities across the country are responding to his murder with understandable grief and rage. But we know this is not an isolated incident. Black communities, and especially Black men, are exhausted and terrified because of the omnipresent structural and institutional racism they experience every day that often leads to violence against them.

As a union of educators, our work includes taking action to dismantle the systems and structures that uphold anti-Black racism in our schools and our communities. We must continue to show up and speak up in solidarity for Black lives and refuse to be distracted from the urgent need for us all to work for racial justice every day. This work of anti-racism is for all of us – as individuals, as a Guild, as educators at Glendale College, and across society – and we must remain fully committed to it until our vision of a just society is realized. This is a time to be angry and demand justice.

This is a time to demand change. This is not a time to look away. We honor these who have lost their lives without just cause – solely because of the color of their skin -- and pledge that their deaths will not be forgotten but will instead be a springboard for systemic change in the United States.

CSEA REPRESENTATIVE TO THE BOARD

Mr. Narbeh Nazari, CSEA President

- CSEA is strongly in support of and has engaged in dialogue towards reaching a common goal at Glendale Community College to address racism, hatred, discrimination, and inequity. CSEA is working closely with GCC constituencies in order to make certain that terrible violations of human rights do not occur anywhere, anytime and against any people based on their race, religion, ethnicity, political affiliation, or sexual orientation.
- CSEA seeks peace for those communities that have experienced brutality, violence, and destruction for much of our nation's history. The labor and civil rights movements are indelibly intertwined through our shared history of protest when normal avenues of addressing grievances fail. We support those who seek to exercise their First Amendment right to assemble and express their views through peaceful protest.
- CSEA's 94th Annual Conference will be held from July 20 – July 21, 2020, and it will be hosted online, making it easier than ever to access the Organization's most important event. Final nominations were taken at our May Chapter meeting. A total of 4 delegates will be sent to the conference. Currently there are 4 resolutions submitted. The committees will be meeting to formulate their analyses and recommendations on the submitted resolutions.
- I would like to congratulate to following newly hired classified employee:
 - Margaret Lopez – Library and Learning Resource
- Congratulations to Janice Freemyer on her retirement from the Office of Instructional Services and thank you for your service of 28 years and 9 months.

VICE PRESIDENTS

Dr. Anthony Culpepper, Executive Vice President, Administrative Services

- No written report provided.

Dr. Paul Schlossman, Vice President, Student Services

- The Financial Aid Office in conjunction with IT and the Student Fees Office has started distributing the CARES Act Higher Education Emergency Relief Funds to eligible students. Spearheaded by Dr. Christina Tangalakis, Associate Dean of Financial Aid, the initial phase of the project identified 5,718 current students who meet the eligibility requirements established by the U.S. Department of Education. To date 4,440 of the students have responded to their email notifications, completed the required eligibility acknowledgement through their MyGCC accounts, and will be receiving their relief checks in the amount of \$625.
- CalWORKs student Anna Yolyan won a \$500 scholarship from the CalWORKs Association for her essay about her experiences as a CalWORKs student who began her college education in ESL classes.
- The CalWORKs staff has now processed over 400 laptop requests, providing students with laptops for use in their online and remote synchronous classes.
- The CalWORKs Student Celebration took place via Zoom on June 10, honoring 13 CalWORKs students who have completed degrees and certificates. Graduates were sent caps and gowns to wear during the Zoom gathering so everyone online and their children at home could participate in the celebration.

VICE PRESIDENTS – continued

Dr. Paul Schlossman, Vice President, Student Services

- The Dream Resource Center held the UndocuAlly Training program on May 15. Co-sponsored by the Student Equity Program and facilitated by DRC counselor, Anthony Garcia, the event provided information on the legal and educational rights of undocumented, AB 540, and DREAMer students and how the college can support and assist them, especially during these difficult times.
- The Multicultural & Community Engagement Center (MCEC) held a SPARK Peer Mentoring Student Panel on May 14. Facilitated by Nane Kakosian and David Crawford, the program featured former SPARK peer mentors who shared how their experiences in the program contributed to their personal and professional development. More than 30 students who are interested in becoming SPARK mentors participated in the event.
- The Dream Resource Center sponsored the Immigration Teach In on May 27. Facilitated by Anthony Garcia, the program featured a student panel and covered a variety of topics including the need to expand asylum, legal updates, and strategies for social and political engagement.
- The Pride Center, in conjunction with the Student Equity and Cultural Diversity programs, sponsored the 2nd Annual Pride Week during the week of May 11 – 15. Organized and facilitated by Arakel Aristakessian, Michael Davis, and Kevin Dimatulac, the week featured the following events: Creating an LGBTQ+ Friendly Campus and a Friendly Classroom; Black and Brown LGBTQ+ Narratives; High Energy Dance Class and Body Image Activity; and Safe Zone Training.

Dr. Michael Ritterbrown, Vice President, Instructional Services

- The library is working to have all checked-out devices, that are not being used by students in the summer, returned. These items will be updated, disinfected, and checked out again to our Summer session students as quickly as possible.
- The library has received a high capacity scanner and is working on a process to provide legal, scanned, reserve materials.
- The library is also working with the Bookstore to clarify and ensure textbooks are available in electronic form for the lowest possible price, while also working to encourage the use of OER by GCC faculty.
- The Garfield Library is taking a leading role in helping to checkout materials from that campus.
- The Learning Center is providing one-on-one, live tutoring sessions via Zoom with our personal tutors. This is in addition to the online service of NetTutor that we offer.
- Rory Cohen, journalism instructor, successfully defended her doctoral dissertation for the CSUN Educational Leadership Program. Her dissertation was titled Exploring how Social Media Marketing Practices in Community College Academic Programs Shape Student Engagement.
- Nareh Manooki, engineering adjunct faculty member, became the recipient of the GCC's Exceptional Adjunct Faculty Award. She developed designs through her research on effective 3D printed face shields, and printed masks in her home to be donated to medical personnel working without proper personal protection equipment (PPE).

VICE PRESIDENTS – continued

Dr. Michael Ritterbrown, Vice President, Instructional Services

- The Architecture Department was well represented during Woodbury University annual exhibit of community colleges projects in architecture and interior design at the university's Hollywood gallery. The Architecture program was also accepted in American Institute of Architecture's 2X8 Competition, Exhibition, & Scholarship, however, due to COVID-19, that competition has been postponed until Fall 2020.
- The Dance Department participated in the yearly American Dance Festival where our students were highly commended for their innovation in creative movement patterns.
- Faculty Development established a Canvas shell specifically for NC ESL professional development. This has become a "one-stop shopping" source of professional development videos, recorded training sessions, and other important information that teachers regularly visit.
- Faculty Development hosted over 20 live professional development sessions to provide ongoing faculty support for the technical changes and needs of community. They also created short video tutorials for instructors on how to use and maximize Canvas, Zoom, and other forms of technology.
- Noncredit ESL, in collaboration with the Garfield Library, loaned over 125 Chromebooks to students without devices through several drive-through distributions at the Garfield Campus.
- The PDC has been asked and is participating, representing GCC, in the City of Glendale's Business Recovery Task Force. This is part of City of Glendale Council's efforts to provide assistance to the local economy in response to the economic impacts presented by COVID-19.
- The PDC partnered with the VWDB and Glendale Youth Alliance to apply for the 2020 Summer Training and Employment Program for Students (STEPS). The PDC will be training 80 youths this summer/fall from GUSD, GCC, BUSD and LCUSD via a virtual platform in employment readiness skills
- The PDC was awarded its 41st contract in the amount of \$750,000 from the Employment Training Panel to train more than 700 individuals including 48 Veterans.
- The PDC is collaborating with the city to apply for an ETP COVID-19 project to assist Glendale businesses in grocery and pharmaceutical industries with incentives to hire additional essential workers.
- COVID 19-Related Matters:
 - Collaborated with CSEA leadership to develop memorandums of understanding (MOUs) regarding:
 - Addressing COVID-19 Summer 2020
 - Emergency Paid Sick Leave and Emergency Family and Medical Leave
- Through Keenan Safe Colleges online professional development module, assigned job-related trainings to 30 employees in higher risk populations and/or those minimal remote work. Fulltime employees are required to complete three to five trainings per day; part-time employees are required to complete two to three trainings per day. Human Resources staff has assisted with enrollment, technology-related issues, and report generation to track assignment completion.

VICE PRESIDENTS - continued

Dr. Victoria Simmons, Vice President, Human Resources

- Negotiations Update
 - o CSEA
 - Tentative Agreements (TAs) ratified by CSEA membership; BOT adopted recommendation to adopt TAs at May 19, 2020 meeting. Currently revising collective bargaining agreement language to reflect TAs based on ratification/adoption changes.
 - o Guild
 - Tentative Agreements out to Guild membership for ratification; BOT adopted recommendation to adopt TAs at May 19, 2020 meeting. Currently revising collective bargaining agreement language to reflect TAs based on ratification/adoption changes.
 - o Guild/District Spring 2020 Ancillary Duties Task Force
 - Bi-weekly meetings commenced to review and craft revisions to contract language
- CPSHR Classification Study: Presented a total three virtual orientation sessions (two for classified employees; one for administrators) regarding initiation of Phase III and related processes, May 18 and 22, 2020. Continue reviewing Phase II, Group 3 reports and recommendations with CSEA.
- Partnered with Keenan and Associates to finalize GCCD's Injury and Illness Prevention Plan (IIPP) as required by CalOSHA. IIPP reviewed with Safety Committee and effective May 2020.
- Workers' Compensation: to continue effectively managing workers' compensation matters, convened quarterly claims review meeting with Keenan and Associates to review status of open claims and related actions; discussed coverage of students participating in offsite clinicals/vocational programs/etc. and coverage under District's workers' compensation policy; reviewed policy renewal information and anticipated rate renewals, pending SLIM JPA approval.
- Convened and chaired:
 - o EEO Advisory Committee meeting
- Attended:
 - o EEO During COVID-19
 - o CCCCCO Emergency Planning COVID-19 Weekly Webinar (3)
 - o Creating a Culture of Respect
 - o SLIM JPA meeting (workers' compensation JPA)
- Talent Acquisition (Recruitment) Updates:
 - o Faculty: 4 Fulltime faculty recruitments
 - o Classified: 10 recruitments
 - o Administrators and Confidentials: 5 recruitments
- Human Resources Information Systems (HRIS) and Cloud-Based Software Solutions
 - o Oracle began efforts to validate and scrub:
 - Employee contact information
 - Supervisor/employee reporting structure
 - TB assessment completion (completed)
 - Bi-lingual stipend eligibility

VICE PRESIDENTS - continued

Dr. Victoria Simmons, Vice President, Human Resources

- o In conjunction with Information Technology Services, began exploration of cloud-based software solutions:
 - E-fax software solution to end reliance on hardcopy faxes and fax machines to support remote work environment (status update: postponed by ITS)
 - PeopleSoft demonstration request – for migration of HRIS module from Oracle to PeopleSoft (status update: no action)

ASSOCIATED STUDENTS OF GLENDALE COMMUNITY COLLEGE

Ms. Sune Agahkian, Student Trustee

- The ASGCC hosted an interview training event for potential senators for this upcoming year.
- There are nearly 200 applications for only 20 senator positions. This is a record high for ASGCC.
- The ASGCC hosted a UCLA transfer panel.
- The ASGCC hosted a Transfer Q & A with current GCC transfers.
- The ASGCC hosted a “GCC Alumni - Where are They Now?” event and invited alumni as panelists.
- ASGCC hosted a 2-week long Asian Pacific American Heritage Month Event
- The ASGCC also hosted a “Making Food Your Friend Again” Event for emotional & intellectual relationships with food.
- The ASGCC also hosted a “COVID-19 Credit/Debt Management Event for students.
- The new ASGCC executive team was recently elected, which includes 1 President & 5 Vice Presidents.

BOARD OF TRUSTEES

Ms. Ann Ransford, Clerk

- Trustee Weekly Webinar Series - every Thursday
- SCFF Taskforce Meeting – May 22 and June 12
- Special Meeting of CEO/Trustee Boards – June 3
- Guided Pathways Advisory Meeting – June 4
- Call to Action Webinar - Chancellor’s Office – June 3