Sacramento City College  
Academic Senate  
Tuesday, September 15, 2009

President  Connie Zuercher  
Vice President  Greg Rose  
Secretary  Angela-Dee Alforque


1. **Call to Order:** 12:04 p.m.
2. **Introduction of Guests:** John Ruden, Interim Vice President of Instruction; Kevin Garcia, Dean of Language & Literature; Ginni Gessford, Basic Skills, Initiative Coordinator; Jane Woo, Counseling; Melissa Green and Jory Hadsell, Distance Education; Annette Barfield LRCPT SCC President; David Fabionar, Communications Department Chair; Kim Church, Communications Department/Forensics Faculty.
3. **Minutes:** Sept. 1, 2009 minutes: approved by consensus.
4. **Reports:** no reports
5. **Announcements**
   a. Senate President Connie Zuercher received an e-mail from a student writer from the SCC Express regarding Credit by Exams; Jane Woo also heard from her and referred her to a Spanish Dept. faculty

**OLD BUSINESS**

1. **Bookstore Review of Requests** – Connie reminded the Senate that the SCC Bookstore managers spoke with us regarding last meeting’s discussion on bookstore requests. A Senator forwarded the following issues from the Math department: 1) Can texts that are used semester after semester remain in stock instead of selling back unsold copies? Connie will ask the Bookstore. 2) When enough textbooks are not available for students, as was the case this semester, it is a hardship on them to keep up with course assignment. Students cannot go without a book. Another Senator mentioned that several ESL sections use the same book but asked that the bookstore keep the various course sections separate (e.g. texts with online access codes vs. texts with CD’s). The discussion further revealed that sometimes the needs of students, faculty and bookstore are in conflict. It was suggested that perhaps the class lists can be accessed earlier by faculty so that we can e-mail students the textbook titles in order to give them the option of ordering the text elsewhere. The Senate was reminded that the Textbook Taskforce previously noted the potentially negative impact on the campus of purchasing books elsewhere.

2. **New Department Hiring Profile Forms (2nd Reading)** Albert García, Dean of Language & Literature, went over changes and edits to the proposed new Hiring Profile Form, a draft of
which had come before the Senate at the previous meeting. One edit of note was that the
document now is an interactive on-line form into which information can be directly typed. In the
Mission section, text automatically becomes smaller if the statement does not fit easily into the
box; however, the narrative at the end does have limited space (12 pt. Times New Roman font).
Connie revisited the questions about item #2 regarding where and when current faculty received
their training and credentials; she stated that after consulting with previous users of the form that
the Senate may decide to omit the section. More importantly, now addressed in #3, is an outline
of the specific topics/specialties that are desired in the position. A Senator also noted that a
potential liability issue might arise if an applicant files a complaint of discrimination based on
“over-representation” of a particular college/university. Other Senators agreed that the
educational institution information is unnecessary. It was moved and seconded that section #2 be
deleted from the new hiring profile form. The motion passed by majority vote, with 2
abstentions.

Additional considerations for other sections of the form included:

a. Section #1: Will there be a place to indicate the specificity of the assignments based on semi-
retirements or reassignments? Albert suggested that the Narrative section to explain the
individual department needs.

b. Sections #5-11: Should it say “Check all that apply” to recognize that the person completing
the form has more than one option?

c. Regarding the need for 1 or 2 forms, one for Faculty AND one for Coordinators, Librarians,
Counselors & Nurses. CZ suggested that a single form is sufficient for all faculty positions and
asked Senators for feedback on whether or not an additional form is needed. A few Senators
agreed that one form could sufficiently cover all positions, and the specificity could be
addressed in the spaces provided and in the narrative.

A motion was made to pass the new profile form with the above considerations. The motion
passed by majority vote, with 2 abstentions.

NEW BUSINESS

1. Necessary FTE Cuts - John Ruden, Interim Vice President of Instruction, acknowledged the
high level of faculty concern about college-wide class cuts, and is asking for cooperation in
building a schedule for the Spring, Summer and Fall 2010 classes. He explained that one of the
goals is an attempt to avoid cuts after something has been placed in the schedule, so that there is
less panic after the schedule has already gone out. He stated that funding is not provided for all
that we would like to do, and that he would like all involved to put the process in a rational
perspective. He explained that this Fall 2009 semester, City College is considered to be 4.6 FTE
over its allocation. He is asking that Faculty, Department Chairs and the Senate all work with
Deans to establish priorities. David Fabionar, Communications Department Chair, remarked
that he understands that the cuts need to be made, but does not see a consultation process
happening between his department and the area Dean. He explained that Forensics lost FTE
from the program with no consultation or notification, in a way that now affects that faculty
member’s load balancing. John Ruden responded by saying that we will not be growing
programs and hopes that planning for Spring will reduce the kind of last-minute cuts that
Forensics experienced. A Senator from the Language & Literature Division asked, after
Divisions were instructed to prioritize class cuts according to the college mission, why Creative Writing and Literature were considered not central to the college mission. John responded by saying that the composition classes were kept over Creative Writing and Literature because Composition is required for students’ graduation. Another Senator asked how to facilitate a way to allow students with priority registration to remain in classes? John answered that we definitely will become a smaller college and district, because cuts will be inevitable. Because of time constraints and the need to move the meeting agenda forward, Connie expressed that she would like to call a special Senate meeting in the future to further discuss the FTE reduction issues.

2. Degree Audit Transfer Program – Thomas Greene, Assoc. Vice President of Student Services, gave some background on the degree audit process: all the degree requirements have been captured in the current PeopleSoft system and this program measures a student’s transcript against graduation requirements in order to support transcript evaluations. It can be a self-service tool so that students can track their own progress towards certification or graduation, and also helps students who enroll in multiple LRCCD campuses to keep track of equivalencies from college to college. About 1/3 of students also have units from outside the district, so the degree audit program will eventually be able to bring in their official transcript from these outside institutions so that all LRCCD colleges can evaluate them for degree requirements. A pilot program conducted last summer at SCC showed that it takes about 1 hour for a student’s transcript to be evaluated; consolidation of all information into one system would facilitate the official evaluation process. The college where the degree is being granted has the final evaluation approval based on that college’s own degree programs (catalog rights, etc.). A question was asked regarding how much time it would take to evaluate that transcript if they transfer to another LRCCD campus. Thomas explained that because all the information is built into one system, the program can automatically determine equivalencies both within and without the district. Throughout the process, the student knows that the review is unofficial until they apply for graduation or transfer from the final college.

3. AP Scores Jane Woo from Counseling referred to the 3 handouts that were distributed electronically to Senators before this meeting. She asked the Academic Senate to consider the Advanced Placement List for approval. In the past, students would take the AP exam, but the scores would not be accepted equally at the different CCs, CSUs and UCs. The CSU’s and UC’s have approved acceptable scores, and now the California Community Colleges are looking for consensus. A motion made and seconded to approve the recommendation. The motion was approved by majority vote, with 2 abstentions.

4. Opening DE Classes for Accreditation Visit - Jory Hadsel and Melissa Green from Distance Education (DE) spoke about the Accreditation Site Visit team’s access to Distance Education courses. They will be sending out an e-mail to DE faculty to ask if any would like to be showcased in particular for the visit. They distributed a handout regarding DE courses and the accreditation site visit. Faculty and students will be made aware of the visit before it happens, but the accreditation team may visit any class. This is the first request to visit a DE class. Melissa Green may, at a DE faculty member’s request, notify that faculty that someone from the site visit team is coming. Equivalent to the relatively unrestricted access to a face-to-face class, the site visit team may visit any DE class. In some instances, however, an instructor may decline access. Connie asked Senators to bring their concerns about site visits back to their divisions and the item will be discussed again at the next meeting.
Meeting was adjourned at 12:59 p.m.

NEXT MEETING:
October 6th– 12-1p.m
To place items on future agendas, please call x2150
During this time of fiscal crisis, we have all been asked to cut back in different ways. You are seeing this in increased class enrollments with fewer classes offered; we are being asked to cut back also. So we are taking a hard look at where we can cut back while still serving our customers the best we can and here’s a few things we’ve discovered:

1. Since we don’t control the price of books there are only 2 places we can cut back- student help or freight costs.
2. Cutting back drastically on student help affects our ability to achieve a decent level of customer service in the store, though we have cut back on some hours.
3. Last year’s freight costs increased $30,000 to $150,000
   a. Rushing in last minute orders
   b. High returns because of lower than expected sales

How can faculty help out?

1. For late hires: if a text has been ordered for a class before you got hired, please try to use it.
2. Please don’t use another book on the shelf for someone else’s class, we will run out even faster.
3. Unless the class has totally changed focus, try not to switch to another text at the last minute.

What we are doing to cut back

1. Order much tighter quantities of texts after reviewing past sales history for the classes (no fudge factor).
2. Cut down on rush orders and re-orders.
3. Work with late hires; if they have to change texts, try to use one we may have excess stock on hand already.
4. Be willing to work with instructors on when to go to a new edition and inform them on the positives and negatives on any different version of any given text.

There are other issues we are dealing with at this time such as:

1. 3-hole loose-leaf texts are becoming more prevalent but there are problems associated with them.
   a. When a student buys them and opens the shrink-wrapping, there are absolutely no returns of any kind-it is their book forever.
   b. They get nothing back at Buyback.
   c. In the overall picture, students lose money buying these texts.
2. New rental programs offered by the publishers Cengage Learning and McGraw-Hill.
   a. They are losing sales- Cengage sales in CA are down 30%
   b. They want to go direct to the student and bypass college stores.
3. Compliance with new regulations handed down by the state and the feds.
   a. CRC offers a rental program.
   b. Costs to the bookstores may skyrocket
4. Loss of financial aid programs results in lesser sales.

**Lesser sales and higher costs mean less money given back to the college to help fund various projects.**
Sacramento City College
DEPARTMENT JUSTIFICATION FOR A
CLASSROOM FACULTY POSITION

Position Requested __________________________________________

Division________________________________________Department

Dean_________________ (__) Department Chair_________________ (__) 

Initals

Unit/Department Mission:

______________________________

Unit Plan Prioritization (if available): Department College Services

☐ To meet accreditation requirements, this position must be filled by a full-time faculty member. (To be checked by the VPI or VPSS)

Attach a copy of the proposed job announcement, including instructional assignment, general responsibilities, and requirements. Also, submit supplemental questions (if any) to the Office of Instruction.

Instructions: Please complete the information below for each department within your area. Present and future needs of the department shall be analyzed for formulating recommendations for faculty hiring.

Semester this information is being completed:
☐ Fall ☐ Spring ☐ Summer Year: ___________________


Number of Faculty in the discipline (F08): ___FT ___PT ___Total FTE

1. The period of time during which full-time faculty received their education:
☐ Within the last 5 years ☐ 5-10 years ago ☐ 10 years or longer
Should all the boxes be checked if faculty are from all these years?

2. Institutions from which full-time faculty received their training:
   • __________________________________________
   • __________________________________________
   • __________________________________________
   • __________________________________________

3. Major topic areas within discipline:
   • __________________________________________
   • __________________________________________
   • __________________________________________
10. How have retirements/resignations impacted your department?
   □ Decrease in the total courses available
   □ Decrease in overall student access to courses
   □ Elimination of needed courses
   □ Inability to respond to impacted course situations
   □ Decreased ability to pursue community partnerships
   □ Diminished continuity of course offerings
   □ Specialists do not always teach content
   □ Other: ____________________________

11. Describe the availability of PT faculty for the discipline:
   □ There is currently an active and established pool
   □ There is a limited pool
   □ We are having difficulty in establishing a pool.

12. What new skills and information will need to be imparted to students now and in the future?

13. Briefly describe the department’s need for faculty to teach in outreach centers:

14. What is the impact on the department if the position is not filled?

Attach a brief narrative that summarizes the projected needs of the department. Using information from Unit Plans, Program Review, and the “Criteria Used for Hire/Replacement,” identify any additional justification for faculty hiring priority.

CREATE TEXT BOX WITH SPECIFIED FONT STYLE AND SIZE

Please list the Fall 2009 class sections you would assign to your new faculty member(s), should you be granted the position(s) requested in this profile. (Note: New faculty members should only have 3 preps for their first semester.)
Sacramento City College
DEPARTMENT JUSTIFICATION FOR A
CLASSROOM FACULTY POSITION

Position Requested ____________________________

Division ____________________________ Department ____________________________

Dean ____________________________ ( ) Department Chair ____________________________ ( )
                    Initials                     Initials

Unit/Department Mission:


Unit Plan Prioritization (if available): Department [ ] Division [ ] College Service Area [ ]

Y Attach a copy of the proposed job announcement, including instructional assignment, general responsibilities, and requirements. Also, attach supplemental questions (if any).

Y Type your response in the space provided. Please be as brief as possible.

DEPARTMENT PROFILE

<table>
<thead>
<tr>
<th>1. Do you have outside agency or state mandated staffing requirements?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

  2. Department Members:
  a. Time period during which they received their degrees:

  b. Institutions from which the training was received:

  c. Subjects and areas of the greatest strengths of current staff:

  d. Areas where additional experience is needed:

  3. How have retirements/resignations impacted department in the following areas? Describe.
     a. The variety of classes that can be offered:

     b. The continuity of the department:

     c. Other:
1. What are the trends within the subject area for the last three fall semesters not including the current fall semester in the following areas?
   a. Enrollment (use WSCH data):

   b. Productivity:

   c. Full-time to part-time faculty in actual FTE (use fall semester, current only):

   d. Current Semester:

      - Number of sections taught by full time faculty
      - Number of sections taught by full time faculty for overload
      - Number of sections taught by adjunct faculty

2. Is there projected growth in transfer level courses, or in developmental courses, or in degree program or certificates?

3. Are there employment trends that are significant to your department?

4. What are the needs within your discipline for new technology?

5. What new skills and information will need to be imparted to students now and in the future?

6. Are part-time faculty available to teach in the program?

**ADDITIONAL INFORMATION**

Attach a brief one-page narrative that summarizes the projected needs of the department. Using information from Unit Plans, Program Review, and the “Criteria Used for Hire/Replacement,” identify any additional justification for faculty hiring priority.
Sacramento City College  
DEPARTMENT JUSTIFICATION FOR  
COORDINATORS, COUNSELORS, LIBRARIANS, COLLEGE NURSES

Position Requested ____________________________________________________________

Division _______________________________________________ Department ____________________________

Dean ___________________________________ ( ) Department Chair ______________________ ( )

Initials    Initials

Unit/Department Mission: ____________________________________________________________

Unit Plan Prioritization (if available): Department [ ] Division [ ] College Service Area [ ]

Y Attach a copy of the proposed job announcement, including instructional assignment, general responsibilities, and requirements. Also, attach supplemental questions (if any).

Y Type your response in the space provided. Please be as brief as possible.

**DEPARTMENT PROFILE**

<table>
<thead>
<tr>
<th>1. Do you have outside agency or state mandated staffing requirements?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>2. Department Members:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Time period during which they received their degrees:</td>
<td></td>
</tr>
<tr>
<td>b. Institutions from which the training was received:</td>
<td></td>
</tr>
<tr>
<td>c. Subjects and areas of the greatest strengths of current staff:</td>
<td></td>
</tr>
<tr>
<td>d. Areas where additional experience is needed:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. How have retirements/resignations impacted department in the following areas? Describe.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The variety of classes that can be offered:</td>
<td></td>
</tr>
<tr>
<td>b. The continuity of the department:</td>
<td></td>
</tr>
<tr>
<td>c. Other:</td>
<td></td>
</tr>
</tbody>
</table>
1. What are the trends within the subject area for the last three fall semesters not including the current fall semester in the following areas?
   a. Enrollment (use WSCH data):

   b. Productivity:

   c. Full-time to part-time faculty in actual FTE (use fall semester, current only):

   d. Current Semester:
      - Number of sections taught by full time faculty
      - Number of sections taught by full time faculty for overload
      - Number of sections taught by adjunct faculty

2. Is there projected growth in transfer level courses, or in developmental courses, or in degree program or certificates?

3. Are there employment trends that are significant to your department?

4. What are the needs within your discipline for new technology?

5. What new skills and information will need to be imparted to students now and in the future?

6. Are part-time faculty available to teach in the program?

**ADDITIONAL INFORMATION**

Attach a brief one-page narrative that summarizes the projected needs of the department. Using information from Unit Plans, Program Review, and the "Criteria Used for Hire/Replacement," identify any additional justification for faculty hiring priority.
California Community College General Education Advanced Placement (CCC GE AP) List

Advanced Placement scores of 3, 4 or 5 required for general education certification.

<table>
<thead>
<tr>
<th>AP Examination</th>
<th>CCC GE Areas</th>
<th>Minimum Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Biology</td>
<td>Natural Sciences</td>
<td>4</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>Language and Rationality</td>
<td>3</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>Language and Rationality</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Natural Sciences</td>
<td>4</td>
</tr>
<tr>
<td>Chinese Language and Culture</td>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Comparative Government and Politics</td>
<td>Social/Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>English Language &amp; Composition</td>
<td>Language and Rationality</td>
<td>3</td>
</tr>
<tr>
<td>English Literature &amp; Composition</td>
<td>Language and Rationality or Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>Natural Sciences</td>
<td>3</td>
</tr>
<tr>
<td>European History</td>
<td>Social/Behavioral Sciences or Humanities</td>
<td>3</td>
</tr>
<tr>
<td>French Language</td>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>French Literature</td>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>German Language</td>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Human Geography</td>
<td>Social/Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Italian Language and Culture</td>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Japanese Language and Culture</td>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Latin Literature</td>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Latin: Vergil</td>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>Social/Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>Social/Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Physics B</td>
<td>Natural Sciences</td>
<td>4</td>
</tr>
<tr>
<td>Physics C mechanics</td>
<td>Natural Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Physics C electricity/magnetism</td>
<td>Natural Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Psychology</td>
<td>Social/Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Spanish Literature</td>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>Language and Rationality</td>
<td>3</td>
</tr>
<tr>
<td>U.S. Government and Politics</td>
<td>Social/Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>U.S. History</td>
<td>Social/Behavioral Sciences or Humanities</td>
<td>3</td>
</tr>
<tr>
<td>World History</td>
<td>Social/Behavioral Sciences or Humanities</td>
<td>3</td>
</tr>
</tbody>
</table>
Title 5 § 55063. Minimum Requirements for the Associate Degree.

(b) General Education Requirements.

(1) Students receiving an associate degree shall complete a minimum of 18 semester or 27 quarter units of general education coursework which includes a minimum of three semester or four quarter units in each of the areas specified in paragraphs (A), (B) and (C) and the same minimum in each part of paragraph (D). The remainder of the unit requirement is also to be selected from among these four divisions of learning or as determined by local option.

(A) Natural Sciences. Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

(B) Social and Behavioral Sciences. Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

(C) Humanities. Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

(D) Language and Rationality. Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses. Such courses include:

(i) To include both expository and argumentative writing.

(ii) Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.
Adopt and Publicize California Community College General Education Advanced Placement (CCC GE AP) List and Template
Dave DeGroot, Allan Hancock College, Transfer and Articulation Committee

Whereas, Resolution 4.04 S08 “CCC GE Advanced Placement Equivalency” called for the development of a California community college general education Advanced Placement (AP) test equivalency list for local consideration and potential adoption, and Resolution 4.02 S08 “Standardized Template for Advanced Placement Exam Information” called for the development of a standardized template for the dissemination of AP test equivalency information;

Whereas, In 2008, 2.7 million AP examinations were taken in the United States with California leading the nation with 453,116 examinations (#2 Texas with 270,466, #3 Florida at 235,030 and #4 New York at 200,609) resulting in an ever-increasing number of students arriving on our campuses requesting AP test credit;

Whereas, Title 5 outlines specific general education area requirements that each college must include for the associate degree (Title 5 §55063, Minimum Requirements for the Associate Degree), and an increasing number of students are requesting general education credit based on AP test scores; and

Whereas, There is system-wide support voiced by articulation officers for the development of a California community college general education AP test list that is aligned with the CSU GE and IGETC AP test lists;

Resolved, That the Academic Senate for California Community Colleges urge local senates to consider adoption and implementation of the California Community College General Education AP test equivalency list; and

Resolved, That the Academic Senate for California Community Colleges encourage local senates to use the proposed “Standardized Template for Advanced Placement Exam Information” to communicate the CCC GE, CSU GE and IGETC AP test lists in college catalogs, schedules and/or websites.
Degree Audit Advisory Group
Policy Recommendation: Transfer Credit
June 10, 2009

Background: The Los Rios Community College District (LRCCD) has, since Fall 2008, been piloting and implementing PeopleSoft Degree Audit. Degree Audit provides a set of tools to staff and students that will assist them in tracking a student's progress toward his/her educational goal. The primary tool is the Degree Audit report, which matches a student's enrollment history against the requirements for the degree, certificate or transfer pattern they are pursuing.

Roughly thirty percent of students attending one of the colleges in our district have coursework from colleges outside the district. The coursework at outside colleges is not stored in the online database. The Transfer Credit module is being explored as a means to record the external coursework. This module is used to record coursework taken outside of the district into PeopleSoft so that these external units become part of the student's course history, and can be used by the Degree Audit system when evaluating Los Rios CCD program requirements. The Degree Audit Advisory Group believes that the deployment of Transfer Credit will significantly improve the level of service provided by the Degree Audit module for students and staff.

Currently the evaluation of external credit is conducted independently, and sometimes redundantly, by each of the four colleges. The evaluation is typically triggered by the request of a student who brings to a counselor a copy of a transcript(s) for coursework completed outside of the district. The results of these initial evaluations are recorded on various forms of program requirement “check lists” and are subsequently document-imaged at that particular campus for future use by the Admissions Office evaluations staff when a student petitions for a degree or certificate. The four colleges do not have access to records document-imaged previously at another Los Rios college. The student who moves between campuses must have those external units evaluated again.

The Transfer Credit module of PeopleSoft can be implemented in two different ways:

1. The results of evaluations performed at one college are entered into Transfer Credit such that they are restricted, and can only be used for Degree Audit purposes at that evaluating college.

2. The results of evaluations are entered so that they equate with coursework already considered equivalent throughout the district, and can be used for Degree Audit purposes at any college throughout the district.

In order to reduce repetitive evaluation of external coursework across the district, to provide for greater efficiencies for students who attend multiple Los Rios colleges, and to ensure that students are receiving consistent and accurate information, the Degree Audit Advisory Group (DAAG) at its May 26, 2009 meeting proposes the following recommendation regarding the recording of the results of evaluation of external coursework/Transfer Credit for the purposes of Degree Audit:
Recommendation 1: Results of Transfer Credit evaluations performed at one college should be recorded in a manner that permits them to be automatically used unofficially at all colleges throughout the district.

Colleges within the Los Rios Community College District would adopt the business practice of entering the results of an external transcript evaluation into the Degree Audit system in a manner that allows the external coursework to equate with courses already considered equivalent throughout the district. This will allow the external coursework to be used in the same manner as the equivalent courses, and be applied by the Degree Audit system to satisfy program requirements at all colleges throughout the district.

Recommendation 2: External transfer coursework that can be used to satisfy a General Education area, but does not have a comparable course in the existing college catalog, should be entered into the Degree Audit system in a manner that allows the external coursework to satisfy General Education area requirements at any college in the district.

For these recommendations to be implemented, the following conditions need to be met:

1. A copy of the student’s official transcript from external colleges must be readily available to all the colleges within the district, not only the college to which it was submitted. A process would be established to secure the student’s release to allow this to occur.

2. The Transfer Credit evaluation will only be official at the college which performed the initial evaluation. Students who transfer to a program at a different college within the district would be notified that Transfer Credits from the first college are being used by Degree Audit in an unofficial manner; and that the student needs to request an official evaluation at the second college. The second college will have the opportunity to review the first college’s evaluation, and make any changes they deem appropriate relative to program requirements at that particular college.

3. The evaluation process, and decision to make an external course equivalent to a course in the college catalog, will be done according to current practices. Courses used to satisfy program major requirements are determined by the academic departments or their designated individuals or committees, and courses used to satisfy general education requirements are determined by counseling or their designated individuals or committees.