

September, 2000

Board of Trustees
Dr. William Feddersen
Salary and Leaves Committee
Mr. Raul Rodriguez

A gesture of gratitude is extended to you for the recommendation and/or approval of my sabbatical leave request.

The sabbatical leave provided me with the time to conduct research for my dissertation study entitled, "Organizational Socialization Experiences Of New Administrators In Selected California Community College Districts". I graduated on May 28, 2000 from the University of La Verne. My Doctorate is in Education, with an emphasis on Educational Leadership.

The sabbatical leave also provided me with the time to assist Dick Ryerson, Director, Staff and Organizational Learning, in the development of the Mt. SAC Employee Quick Reference..."What's Where and How to Access It". The Mt. SAC Employee Quick Reference will be accompanied by several supplements. These supplements will provide specific information for five employee groups: full-time credit faculty, part-time credit faculty, non-credit employees, classified staff and administrators. The full-time credit faculty supplement has been developed and distributed. The other supplements are in the process of being developed.

Thank you for providing me with the time to complete the two aforementioned projects.

Sincerely,

A handwritten signature in cursive script, appearing to read "Wanda Fulbright Dennis".

Wanda Fulbright Dennis, Professor
Counseling and Matriculation

SABBATICAL LEAVE REPORT

Academic Year 1999-2000

**Submitted By
Wanda Fulbright Dennis, Professor
Counseling and Matriculation Department**

September, 2000

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SABBATICAL LEAVE APPLICATION PROPOSAL

Submitted by: Wanda Fulbright Dennis
December 1, 1998

PURPOSE (S) OF THE SABBATICAL LEAVE

One purpose of this sabbatical is to conduct research: (1) to describe the socialization experiences and needs of beginning (first-time) administrators in selected California community college districts in learning college and district information, in determining role expectations, and in understanding and adjusting to the operating norms of the college and district; (2) to investigate the effect of gender, ethnicity, prior role, being hired from inside or outside the district, the size of college and district, location of college district on the socialization experiences and needs of the beginning (first-time) administrators. Research will also be conducted to investigate (1) the obstacles that made the first two years more difficult for beginning (first-time) administrators, (2) the surprises encountered by beginning (first-time) administrators during the first two years, and (3) the socialization experiences that beginning (first-time) administrators would recommend be included in an orientation program.

Another purpose of this sabbatical is to develop a Mt. San Antonio College Training (Resource) Handbook. The handbook will be a resource for Mt. SAC managers when planning orientation activities for newly hired administrators. Themes gleaned from the applicant's research and included in the handbook, will provide those faculty aspiring to become community college administrators a better understanding of the complexities inherent in an administrator's role. The research findings will also delineate those support areas new administrators perceive to be crucial for their successful transition into administrative positions. The development of a systematic, ongoing orientation program could prove valuable to the individual and to the district in which they are hired.

Proposed Sabbatical Leave Activities
Wanda Fulbright Dennis
Counseling and Matriculation Department

During my sabbatical leave, I plan to complete the two projects listed below. The data from the first project will be a part of my dissertation research. Project number one will play a significant role in the completion of Project number two, which is to develop a Mount San Antonio Training (Resource) Handbook for administrators. The subject of my dissertation is Organizational Socialization Experiences and Needs of Beginning Administrators in California Community Colleges. A qualitative research study will be conducted and themes will be identified. The intent of the study is to provide information that will assist administrators (Vice-Presidents and Deans) in understanding the professional development and organizational needs of new administrators on their campuses. I will be gathering data on new (first-time) California Community college administrators who have been in their administrative position for longer than one year, but less than three years.

Unlike many other studies, the focus of this study will be on those administrators who have never before served in an administrative capacity. I will investigate the assistance and support districts are implementing to socialize new administrators; determine the perceptions of new administrators regarding the level and effectiveness of district assistance and support; and determine what new administrators want districts to provide in terms of assistance and support to address their needs. In addition, I will gather information regarding obstacles that made the first two years year more difficult for them as new administrators, as well as how the obstacles could be overcome. Participants will also be asked to share recommendations for an “administrator” orientation program.

At the time of my sabbatical, I will have completed all of my coursework at the University of La Verne. My doctoral degree will be in Education, with an emphasis on Educational Leadership.

Project #1

Conducting Semi-Structured (Telephone and In-Person) Interviews. I will conduct telephone interviews with a minimum of twenty-five beginning (first-time) administrators from selected southern California Community College Districts. I will also conduct in-person interviews with new administrators at Mt. SAC.

Once the individuals from the districts have been identified, I will send letters requesting their participation in the study. The letters will explain the purpose of the research and the importance of their participation. Once the respondents have been identified, I will schedule three participants per week for interviews*

* Once the actual interview schedule has been established, a copy will be provided to the Salary and Leaves Committee.

Descriptive research methodology will be used in this study. I will utilize telephone interviews to collect data from a sample of the entire population of beginning administrators identified in southern California Community College Districts who were first year administrators during 1997-1998. A minimum of twenty-five participants will be selected for the study. I will also interview new administrators at Mt. SAC to gain information and insights regarding their socialization experiences and needs.

The interview schedule used will be comprised of a series of questions pertaining to the socialization experiences of beginning administrators in California Community Colleges. The questions will be designed to provide the applicant with information regarding whether or not they received information and support in learning needed information about the college and district, determining role expectations and in understanding and adjusting to the operating norms of the college and district.

The interview schedule, developed by applicant with the assistance of her dissertation chair and reviewed by a panel of individuals will also contain open-ended questions. These questions will allow the respondents to provide a more detailed evaluation of their socialization experiences and needs. Finally, the respondents will be asked to assess the overall process for socialization, including orientation activities on their respective campus. Each interview will be recorded in writing and tape recorded. Once the interviews are completed, the applicant will compile the responses of the participants for further analysis. Qualitative analyses will be used to determine themes, patterns and categories that emerge from the data.

Project #2

Developing a Training (Resource) Handbook. I will develop a Training (Resource) Handbook using data from my dissertation research. Emphases will be on those support needs identified by participants as being crucial to their successful transition into their new position.

I will share research findings from my study with Peter Parra, Vice President, Human Resources and/or Dick Ryerson, Director, Staff and Organizational Learning. From themes gleaned from my research, contents and a format for a Mt. SAC Training (Resource) Handbook will be discussed. The applicant, with the assistance of Mr. Parra and/or Mr. Ryerson will develop a Training (Resource) Handbook pertaining specifically to administrators.

The Training (Resource) Handbook will be a valuable resource for new administrators hired from outside the Mount San Antonio Community College District, as well as for those new administrators hired from within the district. Additionally, the Training

Handbook can prove useful to Staff and Organizational Learning when planning staff development programs.

**Proposed Timeline
(Fall Semester 1999)**

Letters sent to individuals requesting participation in study	By July 16th
Letters returned to Researcher*	August 13th
Letters reviewed and categorized (i.e., college district, service area) by Researcher and Dissertation Chair; Individuals selected	August 20th
Interview questions refined by Researcher and Dissertation Chair	September 3rd
Interviews Scheduled**	By September 17th
Conduct Telephone Interviews and Transcribe	September 27 th - November 30th
Conduct In-Person interviews with new Mt. SAC Administrators and Transcribe	By December 31st

* Individuals who have not responded by August 2nd will be contacted by telephone. I will emphasize the importance of their participation to the study. I will request that the information be returned by the second week of August.

** Applicant has taken into consideration the beginning of Fall Semester start dates, as well as the holidays.

**Proposed Timeline
(Spring Semester 2000)**

Compilation and Analysis of Data	By January 31st
Conclusions drawn from Data	By February 14th
I will meet with Mr. Parra and/or Mr. Ryerson to share research findings, patterns and themes	By February 28th
Determination of contents and format for Handbook	By March 13th
I will present 1st draft of Handbook to Mr. Parra and/or Mr. Ryerson	March 27th
I will receive comments on 1 st draft of Handbook from Mr. Parra and /or Mr. Ryerson	By April 10th
I will present 2 nd draft of Handbook to Mr. Parra and/or Mr. Ryerson	April 24th
I will receive comments on 2 nd draft of Handbook from Mr. Parra and/or Mr. Ryerson	By May 8th
I will present final draft of Handbook to Mr. Parra and/or Mr. Ryerson	By May 22nd

Value and Benefits of the Proposed Sabbatical Activities

The proposed sabbatical activities will benefit the applicant, as well as each of the service areas of Mount San Antonio Community College District responsible for hiring new administrators.

Applicant

The sabbatical leave will provide the time the applicant needs to conduct the research for her dissertation and develop a Mt. SAC Training (Resource) Handbook. If the sabbatical leave is granted, the applicant will be able to conduct interviews (telephone and in-person) during the Fall 1999 semester. The interviews will be conducted during the normal academic

year. This time frame should be convenient for community college districts and the individuals included in the study.

Additionally, through the leadership opportunities offered through the Mount San Antonio Community College District, the applicant has participated in several leadership activities, such as the Mt. SAC Mentor Program, The National Institute for Leadership Development, and has served as Chair, Counseling and Matriculation (4 years). The combination of these activities has provided professional enrichment for the applicant. The proposed sabbatical activities will also contribute to the applicant's professional enrichment, as she has an interest in pursuing administrative positions within the California Community College system.

Service Areas

Subsequent to conducting extensive research on the subjects of organizational socialization, role theory and educational leadership, the applicant will be knowledgeable of those socialization experiences beginning administrators in the California community college system perceive to be crucial to their success. This information will be shared with Mr. Parra, Mr. Ryerson, and the appropriate administrators of each Mt. SAC service area. The Training (Resource) Handbook will be a resource, which each manager can use when planning orientation activities for a new administrator. The Training (Resource) Handbook should prove especially valuable to those administrators hired from outside the Mount San Antonio Community College District. Additionally, there will be an added benefit to that faculty in each service area at Mt. SAC with aspirations of becoming a community college administrator. Themes gleaned from the applicant's research will provide those faculty aspiring to become community college administrators a better understanding of the complexities inherent in an administrator's role. The research findings will delineate those areas new administrators believe to be crucial to their successful transition into administrative positions.

Mount San Antonio College

The development of a Training (Resource) Handbook should bring recognition to the Mount San Antonio Community College District. Ultimately, the researcher plans to share her findings with other community colleges through the publication of journal articles and by presenting the results at conferences, such as the Association of California Community Colleges Administrators (ACCCA). Recently, both ACCCA and The California Community Colleges Chief Student Services Administrators Association (CCCCSSAA) have identified the topic of this study as being important to the professional development needs of a cross-section of community college administrators.

The data from this study can also prove useful by providing current information for meeting the Mount San Antonio College District's ongoing goal: Goal *S.1—Professional*

Development—“To provide staff with knowledge and skills required for effective teamwork, teaching, leadership, management and customer service”.

California Community Colleges

The literature is replete with articles on the importance of new student orientations. Likewise, Mount San Antonio Community College District has taken the lead in providing a yearlong orientation for new faculty. Each of these activities recognizes that orienting new individuals to the district (and to their roles) is crucial to their overall success. The development of a systematic, ongoing orientation program for new administrators could prove valuable to both the individual and to the district in which they are hired.

The applicant will distribute her research findings to all interested California Community College Districts. The compilation of data from the study should be useful to colleges seeking to improve the transition period for new administrators. Specifically, the section on orienting new administrators should prove valuable for community colleges as districts prepare for the high turnover of administrators anticipated within the next ten years.

Sabbatical Leave Report

In my sabbatical leave report, I plan to include the following: (a) research design, including methods of investigation; (b) the number of participants (respondents) including current administrative titles held; (c) the community college districts represented, as well as other relevant demographic information; (d) a comprehensive description of what I learned including major findings; (e) observations, conclusions and recommendations; (f) a bibliography of the literature reviewed and other sources of data; (g) all pertinent materials, including a copy of the Mt. SAC training resource handbook; (h) recommendations for the use and application of the handbook at Mt. SAC. The timeline established for writing the final sabbatical leave report is June 30, 2000.

During early Fall Semester, 1998, I discussed my research topic with Dr. Audrey Yamagata-Noji, Vice-President, Student Services. She also received a copy of my sabbatical leave proposal in November, 1998. At the committee's request, I contacted Dr. Yamagata-Noji again in December, 1998 to ensure that she was aware of my sabbatical leave request.

DRAFT

RESEARCH QUESTIONS

1. What percentage of beginning CCC administrators received assistance and support initiated by others?
2. What percentage of beginning CCC administrators initiated their own assistance and support?
3. What surprises did beginning administrators in CCC experience during the first two years of administration?
4. Which socialization processes and information do beginning administrators in CCC consider critical for inclusion in an orientation program?
5. Is there a disparity between expectations and realities of the new position?
6. What are CCC districts doing to address the socialization needs of beginning CCC administrators?
7. What are the perceptions of beginning CCC administrators regarding the effectiveness of support provided by the college district to address their socialization needs?
8. What do beginning CC administrators want their district to provide in terms of staff development, assistance and support to address their socialization needs?
9. What types of professional development activities have beginning CCC administrators been involved in within the past two years?
10. What types of professional development activities were offered by districts?

DRAFT TELEPHONE INTERVIEW QUESTIONS

Assistance and support experiences of beginning (first-time) administrators

Directions: I would like you to reflect back for a few minutes on your orientation experiences during your two years as an administrator.

1. Did you receive assistance and support in learning needed information about your college's history and policies?

If yes:
in what ways?

If no:
How did you get the assistance and support you needed?

2. Did you receive assistance and support in learning needed information about your district's history and policies?

If yes:
in what ways?

If no:
How did you get the assistance and support you needed?

3. What assistance and support did you need that you did not experience in learning needed information:

About your college?
About your district?

4. Did you receive assistance and support in determining what was expected of you in your role as administrator?

If yes:
In what ways?

If no:
How did you get the assistance and support you needed?

5. What assistance and support did you need that you did not experience in determining what was expected of you in your role as administrator?

6. Did you receive assistance and support in understanding and adjusting to the “unwritten rules” of how things are done in your college?

If yes:
in what ways?

If no:
How did you get the assistance and support you needed?

7. Did you receive assistance and support in understanding and adjusting to the “unwritten rules” of how things are done in your district?

If yes:
in what ways?

If no:
How did you get the assistance and support you needed?

8. What assistance and support did you need that you did not experience in understanding and adjusting to the “unwritten rules” of how things are done?

In your college?

In your district?

9. Describe 2 or 3 obstacles that you experienced that made the time in your current role more difficult.

10. Describe 2 or 3 surprises that you have experienced during the time in your current role.

11. If you were planning an orientation program for new administrators, what 2 or 3 most critical activities would you include?

12. Is there anything else you would like to add about orientation or socialization activities for new administrators?

Demographic Information

What is your

Gender?

Male _____

Female _____

Ethnicity? _____

Hired from Inside or Outside College District

Were you

_____ hired from inside the college district?

_____ hired from outside the college district?

Enrollment

What is your college's student enrollment? _____

What is your college district's student enrollment? _____

Thank you for your time today!

PROJECT (1)

CONDUCTING RESEARCH FOR DISSERTATION
(semi-structured telephone and in-person interviews)

PROJECT (1)
Conducting Research for Dissertation

Introduction

The Problem

Directing college institutions means facing a series of unrelenting demands (Nordvall 1979). The college administrator's role has evolved from that of "manager", concerned primarily with the technical skills and efficiency of work activities, to that of "transformational leader", concerned primarily with motivating people, through a shared vision to meet organizational goals.

Internal and external forces, such as the public demand for quality education, rising costs, and an ongoing debate about educational accountability have triggered a reform movement in higher education. Although the initial focus was on faculty, considerable attention has been devoted to administrators. In addition to a call for quality, changes in the governance structures within colleges and universities and other forces, have also contributed to the evolving role of the administrator. According to Austin and Gamson (1983), administrators are expected to be "politicians, business executives, orchestra conductors, zoo keepers, super entrepreneurs and dispensing machine operators" (3).

College administration is a highly complex, unpredictable, and demanding position. As a rule, prior training and work experiences have not sufficiently prepared new administrators to meet the myriad of challenges and frustrations they encounter during the first two years of college administration. The amount of assistance and support provided for new administrators varies. Factors, such as gender, ethnicity, whether the person was hired from inside or outside the district, and the size of the college and district can affect their

socialization process. Without assistance and support, new administrators can experience frustrations in making an effective transition to college administration.

These expectations create overwhelming and often conflicting role demands for administrators new to the role, new to the profession or new to the organization (Ashforth 1985; Hart 1991). Newcomers to administration may be concerned with issues such as Can I perform this job? What is the protocol for doing things? Is support available?

Wanous (1991) refers to this initial encounter as “entry stress” experienced by newcomers, especially when they are left alone to find answers to these questions (1). This type of entry experience inhibits or prevents an administrator’s ability to provide timely, efficient, and effective leadership necessary in moving their programs and institutions forward. The literature identifies a variety of challenges and frustrations encountered during the entry process. These challenges can make the entry process more difficult for new administrators. Challenges identified in Robbins’ (1996) study of new administrators were the feelings of isolation, loneliness, and job-related stress. However, even with these frustrations, the administrators still felt committed to the profession.

New administrators also encounter role uncertainty and role ambiguity as they approach new situations for which they lack information about needed skills, knowledge, and experience. They experience uncertainty about some situations that occur which they may not know how to interpret accurately. As a result, new administrators may respond to these situations inappropriately. This role uncertainty and ambiguity can also result when there is a gap between the person’s expectations about the job and its realities (Feldman 1976; Amey 1990).

Uncertainty and anxiety, coupled with a heavy workload within the ever-changing environment in which college and university administrators operate, have resulted in a much more complex role for the administrator than in previous years. The literature suggests that new administrators have limited support systems in place to deal with the unrelenting demands inherent in their role as administrators. As a result, many new administrators may feel isolated from much needed assistance and support (Reesor 1995).

During my sabbatical leave, I completed two projects. For the purposes of this report, I have separated the projects into two sections: Project (1) and Project (2). The first project, Project (1) addressed the aforementioned problem and involved conducting research for my dissertation, entitled "Organizational Socialization Experiences of New Administrators in Selected California Community College Districts".

Timeline

(Fall Semester 1999)

Letters sent to individuals requesting participation in study	July 20th
Letters returned	August 28th
Letters reviewed and categorized; Individuals selected	September 5th
Interview questions refined by Researcher and Committee	September 17th
Interviews scheduled	September 21st
Conducted telephone interviews and transcribed	September 28 th - November 30th
Conducted in-person interviews with new Mt. SAC Administrators and transcribed	December 21st

Purpose Statement

The purposes of this research were to: 1) describe the socialization experiences of new administrators in selected California community college districts with regard to the assistance and support in learning needed information about the college and district (history and policies), in determining role expectations, and in understanding and adjusting to the operating norms of the college and district; and 2) to investigate the effect of gender, ethnicity, being hired from inside or outside the district, and the size of the college and district on the socialization experiences of these new administrators. This study also investigated (1) obstacles that made the first two years more difficult for new administrators, (2) the surprises encountered by new administrators during the first two years, and (3) socialization activities that new administrators would recommend be included in an orientation program.

Research Questions

This study was designed to answer the following questions:

1. What percentage of new administrators received assistance and support initiated by others as compared to those who initiated their own assistance and support in (a) learning needed information about college and district (history and policies), (b) determining role expectations, and (c) understanding and adjusting to the operating norms of the college and district?
2. What assistance and support both initiated by others and self-initiated were provided for new administrators in (a) learning needed information about college and district, (history and policies), (b) determining role expectations, and (c) understanding and adjusting to the operating norms of the college and district?

3. What assistance and support were needed by new administrators, but not received, in (a) learning needed information about the college and district (history and policies), (b) determining role expectations, and (c) understanding and adjusting to the operating norms of the college and district?

4. What effect do gender, ethnicity, being hired from inside or outside the district and size of the college and district have on the socialization experiences of new administrators in (a) learning needed information about the college and district (history and policies), (b) determining role expectations, and (c) understanding and adjusting to the operating norms of the college and district?

5. What obstacles made the first two years in administration more difficult for new administrators?

6. What surprises did new administrators experience during the first two years in administration?

7. What type of socialization activities do new administrators consider critical for inclusion in an orientation program?

Research Design

Methods of Investigation

Descriptive and qualitative research methodology were used to identify the current socialization experiences of new community college administrators in the southern region of California which included the counties of Imperial, Kern, Los Angeles, Orange, San Bernardino, and San Diego. Isaac and Michael (1995) state that the purpose of descriptive research is “to describe systematically a situation or area of interest factually and

accurately” (46). In this study, the area of interest includes the assistance and support experiences of new administrators in learning needed information, determining role expectations, and understanding and adjusting to the operating norms of the college and district.

The telephone interview method was selected because of the strengths inherent in this type of data collection. Telephone interviews combine the advantages of in-person interviews with the advantages of telephone interviews. Telephone interviews typically produce a large quantity of potentially useful data, and insights not obtainable using other methods (Gay 1996). These interviews also provide the opportunity for gathering information in a valid manner, and data received could be more accurate than through a written questionnaire (Patton 1990). In addition, a higher response rate can result due to the personal contact made, which is an attribute of in-person interviews as compared with the questionnaire which may or may not be returned (Lavarakas 1993). A weakness in this type of data collection is that it tends to be costly and time-consuming (Gay 1996).

Data Collection

In July 1999, an introductory letter from the researcher was mailed to the thirty-two new administrators in the six county regions selected for this study. This letter introduced the researcher and the purpose of the study. Included in the letter was an invitation to participate in the study and a notice of future contact. All thirty-two administrators agreed to participate in the study, and interviews were scheduled. Reminder notes were sent to the new administrators two weeks prior to the interview date.

During September, October, November and December 1999, data were collected using the telephone interview process. During December 1999, January and February 2000, the findings of the study were compiled from the data and analyzed.

Data were obtained through recorded telephone interviews using a semi-structured interview questionnaire (Appendix A) that had been previously field-tested. The tape recordings of the interviews were transcribed which provided verbatim transcripts for use in data analysis. A practitioner in the socialization of community college administrators and in content analysis of qualitative data randomly reviewed three selected interview tapes and determined that the questions had been asked in an unbiased manner. A panel of experts was asked to review the interview questions to assure that the document addressed the research questions.

Data Analysis

A qualitative analysis approach was used to determine themes and patterns that emerged from the data based on the responses from the thirty-two administrators. This analysis included a five-step process: (1) the initial reading of the interview transcripts, (2) organization of data according to research questions and coding of responses, (3) a review of transcripts for final coding to note multiple references to a response category, (4) data analysis and the report of findings, and (5) another review of transcripts to determine that the findings, themes and patterns were consistent with the data.

A practitioner, who is an expert in the socialization of new administrators and in content analysis of qualitative data, analyzed six individual transcripts of the interviews. Both the researcher and the practitioner analyzed the same transcripts. A comparison of the results of the findings for the same transcripts resulted in 90 percent agreement. Inter-rater reliability

was established through this process. The process of multiple analysis reduces the likelihood of bias by an individual researcher collecting and analyzing data (Patton 1990).

Participants

The participants for this study were comprised of new administrators serving in eighteen California community college districts in the southern region of California who were new to the position during the 1997-98 and 1998-99 academic years. Criteria for selecting the participants were: (1) participants were hired into the administrative position during the 1997-98 or 1998-99 academic year, (2) participants had no previous experience as an administrator in the California community college system, (3) no more than three persons from one specific college were contacted to participate in the study, and (4) participants were still employed at the same college at the time of the data collection.

For the purposes of this study, the southern region refers to six counties: Imperial, Kern, Los Angeles, Orange, San Bernardino, and San Diego. These counties have a total of forty-nine community colleges within their boundaries. The college districts in the southern region range in student enrollment from 3,000 - 101,199, located in rural, suburban, and urban settings.

Table 1 shows the size, number, and percentage of districts represented in the study organized by three student enrollment categories and the number and percentage of participating administrators. The largest percentage of districts (50 percent) were of medium size with 10,000 – 24,999 students. The number of administrators was the same from medium (14) and large (14) districts which represents a total of 88 percent of the new administrators. Four administrators (12 percent) were from small districts.

Table 1. – Size, Number, and Percentage of Districts Represented with Number and Percentage of Participating Administrators

Student Enrollment	Category	Number of	% of	% of	
		Districts	Districts	N	N
9,999 or less	Small (S)	3	17	4	12
10,000-24,999	Medium (M)	9	50	14	44
25,000 +	Large (L)	6	33	14	44
Total		18	100	32	100

Note: N = Number of New Administrators

The thirty-two participating administrators were from twenty-two community colleges in eighteen districts. Table 2 shows that twenty-five new administrators (78 percent) served in colleges of medium to large size.

Table 2. – Size, Number, and Percentages of Colleges with the Number and Percentage of Participating Administrators

Student Enrollment	Category	Number of	% of	% of	
		Colleges	Colleges	N	N
7,999 or less	Small (S)	7	32	7	22
8,000 - 17,999	Medium (M)	10	45	15	47
18,000 +	Large (L)	5	23	10	31
Total		22	100	32	100

Note: N = Number of New Administrators

Of the thirty-two administrators, seventeen were female (53 percent) and fifteen were male (47 percent). The percentage of females was greater than the percentage of females statewide (45.1 percent). The number of males was much lower than statewide (54.9 percent). The higher percentage of female administrators reflects an increase in the number of female administrators identified in the literature (Wilson and Melendez 1988; Moore 1990).

Of the thirty-two new administrators, persons of color (seventeen) was the predominate group (53 percent). Those of color included four African American females, two African American males, three Hispanic females, seven Hispanic males, and one Filipino

male. Also included were ten white females (31 percent), and five white males (16 percent). Sixteen (50 percent) of the new administrators were hired from inside the district, and sixteen (50 percent) of the new administrators were hired from outside the district.

Summary of Major Findings

Following is a summary of the major findings from this research.

1. Of the thirty-two new administrators, fewer than two thirds indicated they were provided assistance and support in learning needed information about the college (eighteen administrators out of thirty-two). Fewer than one half of the administrators indicated that they were provided assistance and support in learning needed information about the district (thirteen administrators). Slightly more than two-thirds of the administrators indicated that they were provided assistance in determining role expectations (twenty-one administrators). The least amount of assistance and support provided to new administrators was in understanding and adjusting to the operating norms of the college (ten administrators) and the district (seven administrators).

2. Most of the assistance and support provided for new administrators came from supervisors and other administrators. Human resources staff and other college staff provided a variety of orientation experiences for the new administrator to learn information about the college and district.

3. The majority of the administrators (twenty-six out of thirty-two) stated that they needed some type of assistance and support that was not provided. The most frequently mentioned area was the budget process (nineteen references). New administrators not only need assistance in reading program budgets, but also in understanding how the budgets were reconciled. Other areas of needed information included personnel management, sources of

information, such as who the key people were, interactions with colleagues and leadership skills, such as team-building. About one third of the administrators reported a need for a clear description of expected role behaviors. Approximately one-half of the administrators indicated a need for openness about the operating norms of the college and district.

4. Gender and ethnicity affected the socialization experiences of some new administrators. Persons of color and white females received as much assistance and support from others as white males received. White females received more assistance and support provided by others in obtaining district information. Persons of color received more assistance and support provided by others in determining role expectations.

5. Over half of the administrators stated that the greatest obstacles that they faced during the first two years was the lack of standard communication systems and shared governance processes on college campuses. Other obstacles that could prove important were the lack of clarity about role performance, role overload, assumptions, and budget constraints.

6. A large number of the administrators were surprised by some of the behaviors of college personnel (twenty-three out of thirty) and the organizational factors such as role overload and stress they encountered during the first two years (nineteen out of thirty). Some of the surprises encountered were positive, some were negative. These behaviors included immediate acceptance by some staff members. However, other administrators experienced a less accepting work environment. All but two administrators plan to remain in college administration.

7. All thirty-two administrators stated that a formal orientation program was important during the first two years and should include: (1) technical information such as college and district policies and procedures, particularly in the area of the budget process, (2) college operations, such as evening supervision, and the supervision and evaluation of staff, and (3) legal issues. Over three-fourths of the administrators stated that personnel issues, such as establishing positive working relationships, diversity, and conflict management were needed. About one third of the administrators said that formal and informal support networks, such as individual or group support were needed.

8. Some administrators suggested that new administrators needed to be assertive in seeking out needed assistance and support. Suggestions included: do homework before implementing any changes, gather different perspectives, and treat everyone equitably.

Conclusions

The conclusions that emerged from this research were:

- **Few college districts offer a planned, and continuous orientation program designed to socialize their new administrators.** The technical assistance provided by college districts generally includes basic information on policies, procedures and operations. If additional information is needed, new administrators must seek it themselves. Further, districts usually are not involved in initiating formal or informal mentoring, or networking experiences to new administrators during the first two years.

- **New administrators have different socialization needs. A more systematic attempt to identify these needs would help to prevent or at least limit some of the negative experiences often encountered by new administrators.** These socialization needs may include: additional training; mindful support for non-traditional administrators,

such as persons of color and women; and information about the operating norms of the college and district, particularly for administrators hired from outside the district.

- **A comprehensive orientation program that will help new administrators make an effective transition during the first two years should include training, networking and coaching.** Training should include needed college and district information, supplemental knowledge, and skill in developing leadership strategies. A Tripod of Support for new community college administrators (Appendix B), indicates how using a combination of all three processes, provides a balanced system of assistance and support for new administrators. The training and networking provide varied and multiple perspectives on situations encountered by new administrators. The networking and coaching provide emotional support as the new administrators interact with other administrators. This emotional support reduces the feelings of loneliness experienced by many new administrators and increases their ability to cope with the stresses inherent in administration. The coaching and training provide evaluation and feedback on performance as new administrators reflect on various work situations with an experienced colleague in a coaching session or interact with new information acquired in professional development or training sessions. This balanced system of assistance and support can help new administrators make an effective transition during the first two years.

- **New administrators who do not receive a comprehensive, continuous orientation program are on their own when faced with obstacles and organizational factors in the highly complex, demanding role, which can lead to feelings of frustration, and worse, resignation from the position.** Without assistance and support, many new administrators

experience entry stress, that limits their ability to provide the kind of leadership necessary for leading their programs and colleges.

- Many new administrators experience overwhelming demands, **negative surprises, obstacles, uncertainty and challenges during the transition period.** However, even with these frustrations, most new administrators view these situations as opportunities, and maintain a positive attitude toward college administration.

Recommendations

The following recommendations are based on the findings and conclusions of the study, and have application for three primary audiences. The first set of recommendations is directed to new administrators. The second set of recommendations is directed to college districts. The third set of recommendations is directed to training organizations that provide pre-service and in-service professional development for administrators, such as college and university programs, American Council for Education (ACE), and the Association of California Community College Administrators (ACCCA).

Recommendations for New Administrators

The following recommendations are intended for new administrators who are about to enter or who are currently in their first two years of college administration.

1. New administrators should be assertive and seek out needed information and support.
2. New administrators should gather data, particularly about the operating norms, history, and politics inherent in the college and district.
3. New administrators should seek support from a network of other administrators to gain multiple perspectives on issues, as well as emotional support.

4. New administrators should take time for personal reflection.

Recommendations for College District Personnel

The following recommendations are intended for college district personnel who have the responsibility for socializing new administrators.

1. New administrators should have planned, systematic, continuous socialization experiences throughout the first two years, so that they can learn needed information about the college and district, determine role expectations, and understand and adjust to the operating norms of the college and district. Planned activities should address areas of need considered important by both college district personnel as well as the new administrators.

2. Socialization needs of new administrators should be systematically identified so that these needs can be addressed through planned orientation activities.

3. All new administrators should receive a comprehensive orientation program that includes training, networking, and coaching during the first two years.

4. Training for new administrators should include basic college and district information as well as any additional knowledge or skills needed by the new administrator, which can be determined through a needs assessment.

5. New administrators should be provided with funding to attend relevant workshops, seminars, or other professional development programs

Recommendations for Training Organizations

The following recommendations are intended for training organizations, such as professional associations that schedule professional development opportunities for administrators.

1. Training organizations should provide skill development, with emphasis on adult learning strategies in leadership, the budget process, personnel management, conflict management, interpersonal relationships, and identifying organizational norms.

2. New administrators should receive information about the changing role of the college administrator, and the organizational factors inherent in the role. These factors include time management strategies, stress, loneliness, fragmentation, and the uncertainty in facing new situations.

3. New administrators need to be taught how to acquire strategies for unveiling the operating norms of the college and district in order to find out how things are “really done”, so as not to make any costly mistakes.

4. New administrators should participate in formal and informal support networks, to share experiences and to gather a variety of perspectives on issues they encounter in the workplace.

5. New administrators should have time for renewal and personal reflection.

Recommendations for Further Research

Based on the literature and the findings of this study, the following are recommendations for further research on the socialization experiences of new community college administrators.

1. A similar study should be undertaken which compares the socialization experiences of new administrators, such as Deans hired into the Instructional division, and Deans hired into other divisions, such as the Student Services division.

2. A study should be undertaken to describe in what ways training programs outside the college district, such as ACE and ACCCA, affect the socialization process of new administrators in all institutions of higher education.

3. A similar study should be undertaken to examine not only the socialization experiences of new administrators, but also the perceptions of other people, such as previous administrators, college district personnel, other administrators and college staff who are involved with the socialization process.

4. A study should be undertaken that describes the socialization experiences of college district Presidents and Vice-Presidents during their first two years.

5. A similar study should be undertaken about the socialization experiences of new administrators who begin their jobs when the academic year has already begun, such as spring semester to see if experiences are the same or different from those administrators who began their socialization process at the beginning of the academic year.

6. A similar study should be undertaken with a larger sample and in different locations, to systematically examine the differences among administrators who are white males, white females, and persons of color in their socialization experiences during the first two years.

7. A study should be undertaken to systematically examine the interaction of gender and ethnicity on socialization and retention rates of administrators.

Closing Thoughts

This research described the socialization experiences of new administrators in selected community college districts in California. During the socialization process, new administrators need assistance and support in learning needed information about the college

and district, in determining role expectations, and in understanding and adjusting to the operating norms of the college and district. Without this assistance, new administrators have difficulty making a successful transition into administration.

Generally, there were few college districts that offered a planned, comprehensive, and continuous orientation program for new administrators. Assistance was provided by a variety of people and generally related to technical information about college and district policies and procedures. However, new administrators also need emotional support and opportunities to share their experiences with colleagues. This research found very few systematic attempts by college districts to identify these differentiated socialization needs, and thereby avoid or reduce some of the negative experiences encountered by new administrators.

The first two years of college administration is an especially uncertain and demanding period of time. These new situations created some obstacles, surprises, and challenges for many new administrators. Therefore, a comprehensive orientation program can help new administrators make an effective transition during the first two years. A program with technical assistance and emotional support would include training, networking, and coaching. Administrators who do not have such assistance and support must face obstacles on their own. This limits the new administrator's ability in providing leadership to their college program and the institution. Often this limitation can lead to feelings of frustration, with the administrator leaving the position.

In addition to the assistance provided, many new administrators took assertive steps to obtain needed assistance and support which reduced some of the obstacles they encountered during the transition period. College districts should encourage this type of

behavior and encourage new administrators to seek needed assistance and support as well as to allow them to learn from their mistakes without negative consequences. Overall, even with the overwhelming demands initially associated with this highly complex and demanding role, the majority of the administrators felt positive about the work they were doing.

PROJECT (2)

DEVELOPMENT OF THE MOUNT SAN ANTONIO COLLEGE
EMPLOYEE QUICK REFERENCE... "What's Where and How To Access It"

PROJECT (2)

Development of the Mt. SAC Employee Quick Reference... “What’s Where and How To Access It”

Introduction

The second project, Project (2) was initially proposed as an activity to develop a Training (Resource) Handbook, specifically for administrators, using data from my dissertation study. However, at the initial meeting with Dick Ryerson, Director, Staff and Organizational Learning, (March 2000), we brainstormed possible contents for the handbook. We concluded that there was an enormous amount of information needed for an Administrator Handbook. We mutually agreed that the bulk of the information considered to be important for inclusion into an Administrator Handbook, could also be a valuable and useful resource for all college employees. Our discussions led to the development of the Mt. San Antonio Employee Quick Reference...”What’s Where and How To Access It” (Appendix C), along with the idea of separate supplements for five employee groups (full-time credit faculty, part-time credit faculty, non-credit faculty, classified staff and administrators).

The full-time credit faculty supplement, Mt. San Antonio College-Employee Quick Reference...”Who’s Who and What’s What”, has been completed (Appendix D). The supplement was distributed at the new faculty orientation held on August 10, 2000. The supplement has also been mailed to all full-time credit faculty.

A “Proposed Administrator Supplement Outline” is detailed in Appendix E. The specific narrative for the supplement is a “work in progress” and is in the process of being developed. Themes for the outline were identified at a Mt. SAC Management

Retreat about eighteen months ago, and closely parallels themes found in the data gleaned from my dissertation research. Additionally, the other three employee group supplements are currently being developed.

Due to a change of thought regarding the development of an Administrator's handbook, it became necessary to revise the timeline. The timeline was changed to accommodate the myriad of tasks and college staff feedback required to develop the Mt. San Antonio College-Employee Quick Reference guide. The decision to develop a college reference guide and employee group supplements has resulted in much broader implications for benefiting the college than originally planned.

**Timeline
(Spring Semester 2000)**

Compiled and analyzed data	January 28th
Conclusions drawn from data	February 19th
Shared research findings, patterns and themes with Dick Ryerson	February 28th
Determined contents and format for guide	March 12th
Presented 1st draft of guide to Dick Ryerson	April 2nd
Received comments on 1 st draft of guide from Dick Ryerson	April 15th
Presented 2 nd draft of guide to Dick Ryerson	May 18th
Received comments on 2 nd draft of guide from Dick Ryerson	June 1st
Presented final draft of guide to Dick Ryerson	June 22 nd

Purpose Statement

The purpose(s) of Project (2) were to develop a Mt. San Antonio College-Employee Quick Reference...”What’s Where and How To Access It”, along with an administrator’s supplement (“Who’s Who and What’s What”). The Employee Quick Reference guide (Appendix C) has been completed and distributed. The administrator’s supplement, currently being developed, includes relevant information from my dissertation research.

Recommendations for the Use and Application of the

Employee Quick Reference and Supplements

It is recommended that the Mt. San Antonio College-Employee Quick Reference guide and Supplements be used as college resources to increase the knowledge and access to college services of new and veteran faculty, staff and administrators. The reference guide and supplements can also be used to support Mt. SAC employees by providing current and relevant information, specifically during new employee orientations.

In addition to sharing the Employee Quick Reference guide and Supplements campus-wide, it is also recommended that the Employee Quick Reference guide and Supplements be shared with all interested community college districts. The researcher plans to share the major findings from her dissertation research at conferences, such as the Association of California Community College Administrators. Thus far, a Chancellor and a Vice-President of Human Resources, representing two community college districts, have indicated an interest in the major findings from my dissertation research.

Future Plans For the Reference Guide and Supplements

Future plans for the reference guide and supplements include converting both publications to HTML text for placement on the college web page. In doing so, the number of paper copies that will need to be printed in the future will be greatly reduced.

APPENDICES

APPENDIX A

Telephone Interview Questions

TELEPHONE INTERVIEW QUESTIONS

Assistance and support experiences of new California community college administrators

Directions: I would like you to reflect back for a few minutes on your orientation experiences as a new administrator in the California community college system.

1. Did you receive assistance and support in learning needed information about your college's history and policies?

If yes:
in what ways?

If no:
How did you get the assistance and support you needed?

2. Did you receive assistance and support in learning needed information about your district's history and policies?

If yes:
in what ways?

If no:
How did you get the assistance and support you needed?

3. What assistance and support did you need that you did not experience in learning needed information:

About your college?
About your district?

4. Did you receive assistance and support in determining what was expected of you in your role as administrator?

If yes:
In what ways?

If no:
How did you get the assistance and support you needed?

5. What assistance and support did you need that you did not experience in determining what was expected of you in your role as administrator?

6. Did you receive assistance and support in understanding and adjusting to the “unwritten rules” of how things are done in your college?

If yes:
in what ways?

If no:
How did you get the assistance and support you needed?

7. Did you receive assistance and support in understanding and adjusting to the “unwritten rules” of how things are done in your district?

If yes:
in what ways?

If no:
How did you get the assistance and support you needed?

8. What assistance and support did you need that you did not experience in understanding and adjusting to the “unwritten rules” of how things are done?

In your college?

In your district?

9. Describe 2 or 3 obstacles that you experienced that made the time in your current role more difficult.

10. Describe 2 or 3 surprises that you have experienced during the time in your current role.

11. If you were planning an orientation program for new administrators, what 2 or 3 most critical activities would you include?

12. Is there anything else you would like to add about orientation or socialization activities for new administrators?

Demographic Information

What is your

Gender? Male _____ Female _____

Ethnicity? _____

Hired from Inside or Outside College District

Were you

_____ hired from inside the college district?

_____ hired from outside the college district?

Enrollment

What is your college's student enrollment? _____

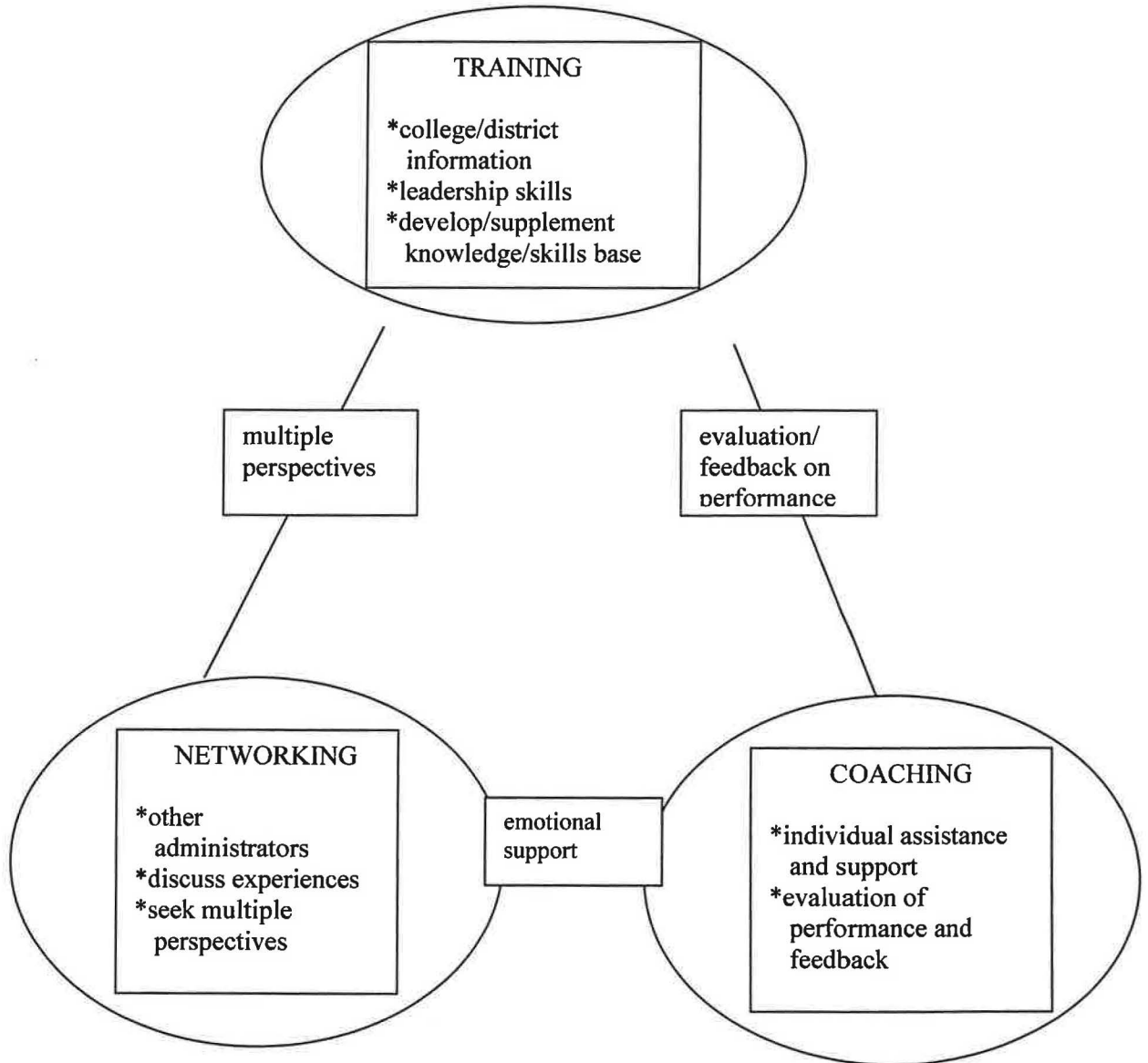
What is your college district's student enrollment? _____

Thank you for your time today!

APPENDIX B

Tripod of Support For New Community College Administrators
(based on conclusions from dissertation study)

TRIPOD OF SUPPORT
For New Community College Administrators
(based on conclusions from dissertation study)



APPENDIX C

Mt. San Antonio College
Employee Quick Reference... "What's Where and How To Access It"

Mt. San Antonio College Employee Quick Reference

“What’s Where and How To Access It”

2000 – 2001



INTRODUCTION

Welcome! The purpose of this publication is to assist faculty, staff, and managers by increasing knowledge of, and access to, College services designed to support Mt. San Antonio College's educational goals. This particular publication is part of an ongoing effort by Mt. SAC to support employees by providing them with accurate and current information.

This 2000-2001 edition is designed for quick and easy access to a large amount of practical information that is extensively cross-indexed.

- **Table of Contents and Index**

A table of contents and a comprehensive subject index was chosen to provide multiple access points to all information on a single topic.

- **“What’s Where and How To Access It”**

This is a core of basic information for all college employees. It includes: what is available; where is it; and how does one gain access to it? These subject-focused pages provide simple, direct and vital information on subjects from the Academic Senate to Tutorial Services in alphabetical arrangement. Each subject is treated in the same familiar format with basic information, frequently asked questions, timeline/deadlines, forms needed and form samples.

- **“Who’s Who and What’s What”**

This is a supplement produced in a different color for each of five employee groups including full-time faculty, part-time (credit) faculty, non-credit faculty, classified staff and managers. Who is who at the College? What is the overview of things? Subjects included in these narrative pages are also alphabetically arranged and focus on general information. This section includes policy and procedure in a friendly form. Some contract sections may be included and some are paraphrased, as is information from other campus publications.

Request of Users

After using this publication for a while, please remove the last page and give the designers and editors some feedback on how this publication could be improved in the future. It will always be a “work in progress” and we do appreciate your comments and suggestions. Thank you!

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ACADEMIC CALENDAR

FALL SEMESTER 2000

July 12–August 9	Telephone Registration for Fall
August 14	Fall Semester Begins
August 25	Last Day to Apply for Refund for 18 Week Classes
September 4	Holiday (Labor Day)
September 8	Last Day to Withdraw Without a "W"
October 27	Last Day to Withdraw from Fall Semester
November 10	Holiday (Veteran's Day)
November 23–25	Holidays (Thanksgiving)
December 11–17	Final Examinations
December 17	Fall Semester Ends
December 22–January 1, 2001	Holiday (District) Campus Closed

SPRING SEMESTER 2001

November 15–January 3	Telephone Registration for Spring
January 1	Holiday (New Year's Day)
January 4 & 5	Professional Development Days
January 8	Spring Semester Begins
January 15	Holiday (Dr. Martin Luther King Jr.'s Birthday)
February 2	Last Day to Withdraw Without a "W"
February 16	Holiday (Lincoln's Birthday)
February 19	Holiday (Washington's Birthday)
March 23	Last Day to Withdraw from Spring Semester
April 9–15	Spring Recess
April 13	Holiday (District)
May 11–18	Final Examinations
May 18	Commencement
May 18	Spring Semester Ends

SUMMER SESSIONS 2001

April 11	Telephone Registration Begins for Summer
May 21	Summer Session 1 Begins
May 28	Holiday (Memorial Day)
July 1	Summer Session 1 Ends
July 2	Summer Session 2 Begins
July 4	Holiday (Independence Day)
August 12	Summer Session 2 Ends

ACADEMIC SENATE

Area Overseeing: Academic Senate	Location: Administration Bldg 4, Room 211	Hours: Call 4250	Main Extension: 5436
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Frequently Asked Questions:

Who can participate?	Meetings are open to all. Senate members must be elected and faculty members.
When and where are the meetings?	Alternating Thursdays 11:00 a.m. -12:30 p.m. Bldg 26A, Room 110

Who To Call For Specific Needs:

President, Joan Sholars	Office Ext. 4610, (e-mail) jsholars@mtsac.edu
President-Elect, Barbara Mezaki	Office Ext. 4586, (e-mail) bmezaki@mtsac.edu

Important Deadlines:

Elections/Announcing Candidacy	Elections are held in March, candidates must be currently serving as a Senate Member.
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Other Important Information:

- Academic Senate represents all faculty in academic and professional matters. As a representative, its members are elected by departments, and all faculty (full and part-time) are eligible for membership.
- The Academic Senate operates within a shared governance structure. The will of the faculty is determined through faculty participation in subcommittees of the Senate and expressed through emerging resolutions. The President and President-Elect participate in Academic Mutual Agreement Council (AMAC).
- The Senate has a voice at the Statewide (CA) Academic Senate and this body represents the will of the faculty of all community colleges to the Chancellor and Board of Governors through consultation.

Other Helpful Information:

Services Provided:

- Process applications
 - Graduation Evaluations
 - Register Students
 - Official Transcripts
 - Transfer Evaluations
 - Enrollment Verification
 - High School & College Eligibility
 - Issue I-20's for F-1 Visas
 - Process drops, adds, and late adds
 - Distribute Roll Sheets
 - Distribute Grade Response Sheets
 - Maintain Permanent Records
-
- **First Day Attendance Roll Sheet:** The 1st Roll Sheet includes students who registered for your class up through Wednesday night prior to the start of the semester. If your Department left registration "OPEN" students may have added the class by telephone registration after the Roll Sheets were printed prior to the 1st class. These students would not be on the Roll Sheet at this time.
 - **Adding students to your class:** On the 1st day of class, distribute green or white Add Cards to students at the class who desire to add the class with the earliest registration date and time. Add students to your Roll Book. Students need to come to the Admissions Office to have the Add Card processed.
 - **How will you know who has added or dropped the class throughout the semester?** On a weekly basis, Instructor Notification Sheets (commonly called "pink sheets") are distributed which indicate enrollment changes for the week. If you don't receive your Instructor Notification Sheets on a weekly basis, please contact Eloise Young ext 5570.
 - **No Show Roster:** Any student who doesn't show up to your first class should be indicated as a "No Show" on the No Show Roster so their registration can be cancelled.
 - **Roll Verifications:** Update the registration for your classes by indicating students who have stopped attending your class on the Roll Verifications. Any students who need to be added to your class should be referred to the Admissions Office to resolve the issue.
 - **Grade Books:** Grades are turned in to the Admissions Office at the end of the semester (or end of the session for Summer and Short Term classes) along with all Roll Sheets. This is required as part of your check out procedure.
 - **Personal student information:** (social security number, grades, grade point average, address, etc.) will not be released to you over the telephone. You may obtain this information in Admissions with faculty identification or most of this information is available from your Division office.

Late Add or Reinstatement to Class

Mt. San Antonio College

Student: (please print)	Last Name	First Name	Middle Initial
	Social Security Number		Telephone ()
Course: (please print)	Title		
	Reference #	Day/Time	Professor

YEAR _____ Semester Summer Fall Spring

Instructions to Student: If approval is received for LATE ADD or REINSTATEMENT, you must bring this form to the Admissions & Records office (Building 9B) within 48 hours of Professor's signature date below.

LATE ADD (used ONLY if student was never officially registered in class)

What was the first date of student's attendance in this class? _____ / _____ / _____

Describe the extenuating circumstances which make this LATE ADD necessary:

Professor's Review Approved Denied

Professor's Signature _____ Date _____

REINSTATEMENT TO CLASS (student was officially registered in class AND paid fees)

NOTE: Reinstatement forms cannot be processed after Grade Response Sheets have been generated. At that time, a GRADE CHANGE form is necessary.

A student dropped from class may ONLY be reinstated upon the recommendation of the professor. The professor hereby states that the student's progress prior to drop action was satisfactory, and the student has a reasonable chance of successfully completing the course AND either

(check appropriate box)

Drop was in error, OR

Student's excessive absences were due to at least one of the following circumstances:

- serious illness or hospitalization
- death in the family
- a verified extenuating circumstance which is primarily beyond the student's control (please explain below)

Professor's Signature _____ Date _____

Other Helpful Information:

SCHOOL AND COLLEGE RELATIONS

Key Services

Advisement Career and Transfer (ACT) Center

- Transfer information for baccalaureate colleges and universities on admissions, housing, and scholarships.
- Information on specific majors.
- Library of college and university catalogs, brochures, and videos.
- Student access to computerized articulation of Mt. SAC courses with college and university equivalent courses.
- Special Interest workshops such as transfer application procedures and step-by-step financial aid application assistance.
- Educational advisement.
- Complimentary student copy of transcripts.
- Information regarding College and University campus tours.
- Individual counseling appointments with representatives from the University of California (UC), California State University (CSU) and independent colleges and universities.
- Computerized scholarship and career information.

ART GALLERY

Area Overseeing: Community Education	Location: Art Gallery Bldg 1B, Room 6	Hours: During Exhibitions T-W-TH 11:00 a.m. - 2:00 p.m. T-W 5:00 p.m. - 8:00 p.m.	Main Extension: 4328
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Frequently Asked Questions:

Cost?	Free to all
Can I bring a whole class?	Yes, everyone is welcome

Who To Call For Specific Needs:

Any questions or further information	Mt. SAC Art Gallery, Elizabeth Shea, Assistant Ext. 4328 or E-mail ArtGallery@mtsac.edu
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Other Helpful Information:

2000-2001 Gallery Events

Public Reception for each event	Opening day 5:30 p.m. - 7:30 p.m.
Neil Chapman (Santa Clara Portraits: A Proud Tradition)	September 12 - October 5, 2000
Sun Choe (Korean Contemporary Art)	November 8 - 30, 2000
Lucinda Luvaas (One Person Show)	February 13 - March 1, 2001
54 th Annual Student Show	April 11 - May 4, 2001

ASSESSMENT CENTER

Area Overseeing: Assessment Center	Location: Student Services Center Bldg 9B, Lower Level	Hours: Mon. - Thurs. 7:30 a.m. - 8:00 p.m. Fri. 7:30 a.m. - 4:30 p.m.	Main Ext.: 4265
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Frequently Asked Questions:

How often do you give placement tests?

We offer year-round testing.

Which tests should students take?

Brand new students to Mt. SAC should take the Assessment of Written English (AWE) and Degrees of Reading Power (DRP) test for their English and Reading placement. Students wishing to take math should take the Math Placement test.

How often can a student take a placement test?

A student may retake after three months.

Do you have career/interest assessments?

If a student wishes to take a career/interest assessment, the student must make an appointment with a counselor in the Counseling office.

How long are placement tests valid?

Tests are valid for two years.

How long does it take for students to receive test results?

Reading, math and chemistry placement test results are ready in 24 hours or less. English results vary from one to three working days to a week.

Are there study guides to help students prepare for placement tests?

We have study guides to help students prepare for all tests except the chemistry test. For chemistry it is advised that students review a high school Chemistry book.

Do you accept placement tests from other colleges?

We only accept MDTP for math and the EPT (CSU placement test) for English if taken within the past two years.

If a student has a disability and has trouble taking the placement tests, what are the options?

Students with disabilities who may have trouble taking tests should be referred to the Disabled Students Programs and Services Office.

AUXILIARY SERVICES - ACCOUNTING

Area Overseeing: All accounting functions for Auxiliary Services	Location: Building 9A	Hours: M- 7:30 a.m. - 4:30 p.m.	Main Ext.: 4470 or 4471
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Who To Call For Specific Needs:

Anything related to Trust accounts, Club accounts, Associated Students, Mt. SAC Relays and Athletic budget accounts, Returned check obligation.	Linda Caffey	Ext. 5161
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State Rehab. Program; EOPS/Care billing; Returned check obligation for Performing Arts; credit card charges and charge back; Monthly bank reconciliation; Monthly credit card accounts reconciliation; Fixed assets; Prepaids; Journal Entries.	Army Cheung	Ext. 5165
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Books and Supplies per referral for Veterans program, ILP and JTPA; Campus Café catering billing and payment, Daily cash receipt for Sac Book Rac, Food Services, Satellite Operations and Performing Arts; Misc. billing to District; Child Development billing and payment.	Virginia Macias	Ext. 6215
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Auxiliary Services payroll; CalWORKs billing; Financial Aid billing; ATM machines.	Sandra Streeter	Ext. 5164
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Accounts Payable	Anthony Brown	Ext. 5167
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Registration and billing for Beca and PATE programs; Billing for GAIN; Accounts Receivable for Auxiliary Services; Daily cash receipt for Bursar Office, Express Stop, Quick Stop and Mountie. Stop; Reconcile bus passes accounts.	Heather Glover	Ext. 5163
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Federal Work Study payroll; Short-term loan obligation; Financial Aid disbursement; Disbursement, billing and accounting for Student Scholarships, Book Loans and Enrollment Fees Loan.	Manuel Cerda	Ext. 5166
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Disbursement, obligation and accounting for Financial Aid and Student Loans.		Ext. 5160
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CalWORKs payroll	Kathy Stevens	Ext. 5158
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BASIC SKILLS AND SPECIAL PROGRAMS (NON CREDIT)

Area Overseeing: Community Education and Economic Development Division	Location: Community Ed Center Bldg 30	Hours: M-Th 8:00 a.m. - 9:30 p.m. F 8:00 a.m. - 4:30 p.m. Sat 8:00 a.m. - 2:00 p.m.	Main Ext.: 4845
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Frequently Asked Questions:

Place call extension 4845 for all information

Who To Call For Specific Needs:

Adult Basic Skills	Madelyn Arballo Deanna Stear	Ext. 4935 or Ext. 4937
Vocational Education & Job Training, CalWORKs, or Workforce Investment Act (WIA)	Angelena Moore Marti Chavez Kiera Hoyle	Ext. 4845 or Ext. 4845 or Ext. 4845

Important Deadlines:

Adult High School Diploma (Credits Posted)	End of May
High School Referral (Credits Transferred)	End of May

Relevant Forms:

Please call extension 4845 for specific forms appropriate for some programs.

BOOKSTORE (SAC BOOK RAC)

Area Overseeing: SAC Book Rac	Location: Auxiliary Services/Bookstore Bldg 9A	Hours: M-Th 7:30 a.m. - 7:15 p.m. F 7:30 a.m. - 4:00 p.m. (Adjusted hours beginning each semester, including Saturdays)	Main Extension: 4475
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Frequently Asked Questions:

Are my books in?	Susan Gonzalez	Ext. 4499
Do you carry a particular product?	Sue Rugg	Ext. 4475
Will you do special orders (non-textbook)?	Sue Rugg	Ext. 4475
How can books and supplies be ordered through the bookstore?	Sue Rugg	Ext. 4475
Staff Discount?	10% with valid I.D.	

Who To Call For Specific Needs:

Bookstore Director	Karen Ward	Ext. 4490
Manager, Faculty and Staff Discounts & Gifts	Laurana Pitts	Ext. 4468
Specialized Supplies	Sue Rugg	Ext. 4475
Textbook Information	Susan Gonzalez	Ext. 4499

Important Deadlines:

Textbooks and Specialized Supplies	Fall Semester and Summer - April Spring Semester - October
Watch for: Sidewalk Sales/Holiday Teas	

Relevant Forms:

Need	Form Title	Location Of Form	Submit Form To...
Specialized Supplies	Textbook Orders	Department/Division Office	Department/ Division Office

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION

CHAPTER 262

Area Overseeing: Classified Union Chapter 262	Location: Building 5, North Side	Hours: Vary, please call	Main Ext.: 5910
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Frequently Asked Questions:

How can I become a member or receive more information?

Contact one of the Board Members

Who To Call For Specific Needs:

President	Jacolyn Martinez	Ext. 5910
Past President	Mary Ball Williams	Ext. 5931
Secretary	Jan Freeman	Ext. 5656
Treasurer	Phyllis Lamb	Ext. 5971
Job Steward	Sharon Valentine	Ext. 4570
Reporter	Patricia Montoya	Ext. 5571

Other Helpful Information:

The CSEA Chapter 262 represents all full-time classified employees for salary and working conditions.

CSEA provides a wide range of benefits for its members.

Chapter 262 meets monthly on the 4th Thursday of the month from 1:00 - 2:00 p.m. in the CSEA office in Building 5. All employees are encouraged to attend.

CHILD DEVELOPMENT CENTER

Area Overseeing: Child Development Center	Location: Child Development Center North Bldg 9E	Hours: 6:30 a.m. - 5:00 p.m.	Main Extension: 4920
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Frequently Asked Questions:

What ages of children do you take?	Birth to 5 years.
Cost?	See information sheet (attached) or call Ext. 4920.
Is the program educational?	Yes, the Center offers an educational developmental program for all ages, Ext. 4920.
Who may be served?	Children of student parents have priority, although we also serve children of faculty and staff.

Who To Call For Specific Needs:

All information can be obtained by calling...	Janette Henry, Director	Ext. 4920
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Important Deadlines:

Each semester parents must re-apply to continue enrollment.	Varies each semester - check with Child Development Center for specific dates & times.
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Relevant Forms:

Need	Form Title	Location Of Form	Submit Form To...
Child Enrollment	Registration	Child Development Center	Child Development Center

Other Important Information:

Key Services

- Provide a developmental program for children.
- Provide parent education for students and parents
- Provide educational experience for Child Development students.

CLASSES/CURRICULUM (CREDIT) – PROPOSING NEW

Area Overseeing: Student Learning	Location: Administration Bldg 4, Room 204	Hours: M-Th 7:30 a.m. - 10:00 p.m. F 7:30 a.m. - 4:30 p.m.	Main Extension: 4204
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Frequently Asked Questions:

When will my course proposal/amendment be on the Curriculum Review agenda?	Marge Catullo	Ext. 5404
Has my course been approved by the Curriculum Review Committee?	Marge Catullo	Ext. 5404
How do I propose a new course? Amend a course? Propose a new major/certificate? Revise a major/certificate?	All proposals, amendments, and revisions start at the department level and are approved by the division. The division submits curriculum changes, etc. to Marge Catullo	Ext. 5404
How do I get a course on the general education list?	Kathy Henkins Barbara Crane	Ext. 3839 Ext. 4204
How do I review a course outline?	Marge Catullo	Ext. 5404

Who To Call For Specific Needs:

Major or certificate revision or proposals (program development)	Sue Long	Ext. 5135
Copy of current course outline	Student Learning Office	Ext. 4204
Curriculum Development	Kathy Henkins Barbara Crane	Ext. 3839 Ext. 4204

Other Helpful Information:

All pertinent information regarding curriculum can be found in the Curriculum Development Guide. Each division office and each department chair has a copy.

List Of Active Clubs: (As Of April 2000)

Administration of Justice Club
Alpha Eta Rho
Alpha Gamma Sigma (Academic Honors)
American Sign Language Club
American Society of Engineers & Architects
Bio-Sci Club
Business Club
Caduceus Club
California Nursing Students Association (C.N.S.A.)
Chinese Culture & Speech Club
Christian Students at Mt. SAC
Club PC
Club Pre-Med
Desi Roots Club
E.A.G.L.E. (Environmental Action Group for Living Earth)
Fire Technology Club
French Club
HAGASE (Hispanas Alcanzan Grandes Ambiciones Satisfaccion Y Exito) – (Hispanic Women Achieve Ambition, Satisfaction & Success)
Impact
International Students Club
Italian Club
Kasama (Filipino Culture)
KSAK 90.1 FM Club
M.E.Ch.A. (Movimiento Estudiantil Chicano de Aztlan)
Mt. SAC's Indonesian Students Association (I.S.A.)
Muslim Students Association (M.S.A.)
Paralegal Society
Phi Theta Kappa (Alpha Omega Alpha Chapter)
Psychiatric Technician Mental Health Club
Society of Accountants
Student Affiliates of the American Chemical Society (Chemistry Club)
Transfer Club

Other Helpful Information:

Services Include:

- Academic advising for all certificate and transfer programs
- Computerized career resources
- Transfer information and scholarships
- Mt. SAC transcripts-unofficial

ARTICULATION

- Assist with course research and development.
- Research and respond to transfer student appeals.

SCHOOL RELATIONS

- Classroom, transfer presentations, college fairs, and individual appointments with university representatives.
- 2+2 Articulation with high schools, adult schools, and Regional Occupational Programs (ROP).
- General Campus Tour – coordinate individual or group tours of Mt. SAC.

Who May Be Served

- Prospective and current students, parents, high school counselors and community members.

Procedure for Using Services

- **Students:**
 - A. Sign-up in School and College Relations for any activity listed on the monthly calendar of events.
 - B. No appointment is necessary to see an educational advisor.
- **Faculty:**
 - A. Classroom presentations and campus tours should be requested at least two weeks in advance by completing a presentation request or tour form.
 - B. For articulation information, schedule an appointment with the Director, School and College Relations.

COMMUNITY SERVICES CLASSES

Area Overseeing:	Location:	Hours:	Main Ext.:
Community Education and Economic Development	Bldg 4, Room 221	M-Th 7:30 a.m. - 7:30 p.m. F 7:30 a.m. - 4:30 p.m. Sat 8:00 a.m. - Noon	4220

Frequently Asked Questions:

Why do we need to pay a fee for these classes?	Community Services classes, programs and seminars are self-supported and not financially supported by the State of California.
If I live outside of the District, can I receive a schedule?	Yes, by calling the Community Education Division Office and requesting a schedule of classes.

Who To Call For Specific Needs:

A Class Schedule	Ext. 4220
Information on presenting a class	Paul Hischar Ext. 4220

Important Deadlines:

Submitting Classes (Note: We plan MANY months in advance!)	For Fall	February
	For Spring	September
	For Summer	December

Relevant Forms:

Need	Form Title	Location Of Form	Submit Form To...
Propose a Class	Submittal Form	Bldg 4, Room 221	Paul Hischar

COPIES

Area Overseeing: Copy Services	Location: Administration Bldg 4, Room 120	Hours: M-Th 6:00 a.m. - 7:00 p.m. F 6:00 a.m. - 4:30 p.m. Drop slot in door to leave requests after hours. Lower level double glass doors (west side) are the only doors open at 6:00 a.m.	Main Extension: 4255
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Frequently Asked Questions:

How do I get instant copies?

Use one of the stand-alone copiers located at

- Mailroom (Building 4)
- Building 14
- Building 26B

You will need your copy code (from your division office). Copiers are for copying very short jobs, 50 or less. Please let others go ahead of you if they have shorter copy runs.

How long does it take for copies from printing services?

24 hours (if they are received by 12:00 noon)

How many copy orders can I place at once?

3 per due date per person

Where do I pick up?

At Copy Services, Administration, Bldg 4, Room 120

Who To Call For Specific Needs:

Special jobs and estimates

Dan Marin

Ext. 4255

Important Deadlines:

24 hour turnaround

Before 12:00 noon for next day service.

Mt. San Antonio College Printing Requisition

NOTE: This requisition must be complete in all applicable categories. Please attach this requisition with a paper clip to your copy. (Do not staple copy to requisition.)

Title or Description of Copy	Today's Date	Date Needed <small>(No "ASAP" accepted)</small>	Log Number 02902
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No. of Pages	No. of Copies	If using other than Counter Date, please check with staff prior to submission.	If more than one page, jobs will be printed back-to-back unless otherwise required or requested. Back-to-back: Yes <input type="checkbox"/> No <input type="checkbox"/>
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Paper Size: 8 1/2 x 11 <input type="checkbox"/> 11 x 17 <input type="checkbox"/> 8 1/2 x 14 <input type="checkbox"/> Other <input type="checkbox"/> _____	To comply with environmental concerns, all printing orders will be run on white paper, unless otherwise specified. Available Colors: Blue, Green, Pink, Yellow, Buff, Goldenrod
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Card Size: (Not available in goldenrod) 3 x 5 <input type="checkbox"/> 5 x 8 <input type="checkbox"/> 4 x 6 <input type="checkbox"/> postcard <input type="checkbox"/> Other <input type="checkbox"/> _____	Special Stock Provided	Date Provided
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Print As Is See Special Instructions Below

Binding
 Stapled Sets Collate Only Unassembled Drill Cut Pad Fold Saddlestitch Other

Pick-up Area
Printing Services

Special Instructions (For Classroom Use)
 Is this material required for class? Yes No Is this material copyrighted? Yes No
 If yes, do you have author/publisher permission? Yes No

Print Last Name	First	Department Name	Department Number
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Office Telephone	Home Telephone ()
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<p>Space Below Reserved for Printing Services Use Only</p> <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:20%;">Logged by</th> <th style="width:20%;">Date</th> <th style="width:20%;"></th> <th style="width:20%;"></th> </tr> </thead> <tbody> <tr> <td>Routing:</td> <td>Completion Date</td> <td>Operator Initials</td> <td>Time</td> </tr> <tr> <td>Laminating:</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Camera/Strip:</td> <td></td> <td></td> <td></td> </tr> <tr> <td>TCS: Simplex</td> <td></td> <td></td> <td></td> </tr> <tr> <td> Duplex</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Copier:</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Press:</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Bindery:</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Logged by	Date			Routing:	Completion Date	Operator Initials	Time	Laminating:				Camera/Strip:				TCS: Simplex				Duplex				Copier:				Press:				Bindery:				<p>Special Instructions</p> <p>Date To Book Store _____ Invoice Sent _____ Payment Received _____</p>
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COPY

COUNSELING CENTER

Matriculation	Location: Student Services Center Bldg 9B, Upper Level	Hours: M-Th 7:30 a.m. - 8:00 p.m. F 7:30 a.m. - 4:30 p.m.	Main Extension: 4380
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Frequently Asked Questions:

What do counselors do?

Counseling faculty provide assistance to students in the area of career and personal counseling. In addition, counselors teach Student Development courses: COUN 5, Career/Life Planning, COUN 26, Student Success; COUN 50, College Orientation, are examples.

Why would I send a student to see a counselor?

Counseling faculty are available to see students for a variety of issues ranging from career decision making to assisting change in a student's attitude or behavior.

Why would I send a student to see an educational advisor?

Educational advisors will assist students with selecting courses needed to graduate, developing an educational plan, obtaining transfer information, and researching career/job information via the internet.

Are Counselors available to make classroom visits?

Counselors are available to drop by a classroom at the invitation of a student or instructor. Counselors can conduct classroom workshops in the following areas:

- Time Management
- Study Skills
- Overcoming Self Defeating Behaviors
- Self Esteem
- How to Decide on a Major
- Transfer Questions and Issues
- Developing Effective Resumes
- Interview Techniques That Get Jobs

Who may be served?

All Mt. SAC students (and faculty) are invited to come by and speak with a counselor.

Who To Call For Specific Needs:

Raul F. Rodriguez, Dean

Ext. 5916

DISABLED STUDENTS PROGRAMS & SERVICES (DSP&S)

Area Overseeing: Disabled Student Programs & Services (DSP&S)	Location: Student Services Center Bldg 9B, Lower Level	Hours: M-Th 7:30 a.m. - 8:00 p.m. F 7:30 a.m. - 4:30 p.m.	Main Extension: 4290
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Who To Call For Specific Needs:

Information about services	Grace Hanson	Ext. 4290
Adaptive Learning Lab	Christine Tunstall	Ext. 4290
Career Assessment/Vocational Counseling	Arnita Myricks	Ext. 5642
Deaf & Hard of Hearing	Kirsten Gonzalez TTY	(909) 594-3447
Diagnostics/Testing/Learning Disabilities	Dr. James Andrews	Ext. 4290
Speech/Language Disorders	Dr. Christopher Walker	Ext. 4290
Transportation for DSP&S Students	Cyndi Van Meter	Ext. 4290
Vision Limitations	Vicki Greco	Ext. 4290

Relevant Forms:

Need	Form Title	Location Of Form	Submit Form To...
Test Accommodations	Test Instructions	Dept. Chairs/DSP&S Office	DSP&S
Other Classroom Accommodations	Accommodations Authorization	DSP&S originates form	DSP&S gives original copy of form to Instructor. Instructor may keep form.

Mt. San Antonio College
DISABLED STUDENT PROGRAMS & SERVICES

Classroom Testing Procedures

COPY

For Mt. San Antonio College professors' convenience, Disabled Student Programs & Services (DSPS) offers an alternative testing location for students with disabilities who require accommodations. This is to assist the professor with the legally mandated responsibility to provide alternative testing locations and accommodations for students with disabilities. However, if preferred, the professor may give the exam to the student under his or her personal supervision as long as the accommodations the student needs are provided. These accommodations may include, but are not limited to time and a half, distraction-free environment, reader or scribe as necessary. If the professor prefers to have the student take their exam in the DSPS office, the following conditions apply:

1. Students are required to make appointments at least 48 hours in advance to take their classroom exams in DSPS to allow DSPS to locate appropriate personnel to proctor, scribe and/or read the exam as indicated by the professor and the DSPS professional. **Note: Students will no longer be allowed to take their exams at the DSPS Office without scheduling an appointment for their exam(s) at least 48 hours in advance.**
2. Exams may be dropped off to DSPS in person by the professor, may be sent with student, or the professor may call DSPS (extension 4290) to have a DSPS staff member pick up the exam. **Exams sent through the campus mail may be lost or delayed. Therefore, DSPS does not recommend using this method.**
3. DSPS recommends using the blue Test Instructions form developed for professors' convenience to outline specific instructions for exam to be administered.
4. When DSPS receives a classroom exam with instructions approving accommodations, those instructions will be compared to the *Authorization For Accommodations* form in the student's file. If the instructions vary from the form, the professor and the DSPS professional recommending the accommodation will be notified to determine the appropriate accommodations for that student.
5. If a test arrives in the DSPS office without written instructions from the professor, DSPS staff will attempt to contact professor by telephone to obtain instructions. If this is not successful and professor is in the classroom at the time the student is scheduled to take the exam, the student will be sent to the professor's classroom to obtain written instructions. If this is not successful, the exam will be returned to the Division Office with a request for written instructions.
6. DSPS staff will proctor all exams administered at the DSPS office.
7. Completed exams will be sealed in an envelope and delivered or held in DSPS files until professor picks up the exam as per the instructions on the blue Test Instructions form. **Note: All completed mathematics exams are automatically delivered to the white lock box in the Math Department Office as per agreement between the Math Department and DSPS.**
8. Quizzes are subject to the same process and procedures outlined for exams above.

Questions regarding these and any other DSPS procedures can be directed to the DSPS office at extension 4290.



Disabled Student Programs & Services
ACCOMMODATIONS AUTHORIZATION

CONFIDENTIAL

To: Professor

From:

Ext:

Date:

Student's Name	Social Security #	Semester	Class	Day and Time
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SECTION I VERIFICATION OF DISABILITY

The above named student has a documented disability. This information is **confidential**. The accommodations identified below are considered standard in post-secondary settings when working with students with disabilities, and they are consistent with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA) and Title 5 of the California Administrative Code. You and the student may want to discuss the options that will be best for both of you in facilitating the accommodations. Please contact me at **extension 4290** if you have any questions or concerns regarding this student. Thank you for considering this student's disability-related needs.

SECTION III LECTURE ACCOMMODATIONS

- | | | | | | |
|--|---|---|--|--|---|
| <input type="checkbox"/> Lecture notes in advance | <input type="checkbox"/> Audiotaping | <input type="checkbox"/> Real Time Captioning | <input type="checkbox"/> Front row seat | <input type="checkbox"/> Audiotaping | <input type="checkbox"/> Other (describe) |
| <input type="checkbox"/> Sign Language Interpreter | <input type="checkbox"/> Notetaker/scribe | <input type="checkbox"/> Assistive listening device | <input type="checkbox"/> Adapted Furniture | <input type="checkbox"/> Frequent Breaks | |

SECTION II TEST ACCOMMODATIONS

- | | | | |
|---|--|---|--|
| <input type="checkbox"/> Divide Test (Limit amount of test given at one time) | | | |
| ①. ___ 1/2 Page ___ 1 Page ___ 1 Question/Problem | ②. ___ Separated by types of questions/problems | | |
| <input type="checkbox"/> Additional Time ___ 1.5X ___ 2.0X
Other _____ | <input type="checkbox"/> Access to speller, dictionary, word processor, calculator, formulas, tables, periodic charts, etc.
<i>(write in necessary resources)</i> | <input type="checkbox"/> Alternative Administration | |
| <input type="checkbox"/> Alternative location; distraction-free environment | _____ | ___ Enlargement | |
| <input type="checkbox"/> Alternative Testing Format <i>(Explain:)</i> | _____ | ___ Reader | |
| | | ___ Scribe | |
| | | ___ Adapted Computer | |

- ① Students make an appointment with DSPS at least 48 hours in advance to take their test in the Disabled Student Center.
- ② The instructor must authorize any additional materials, accommodations or special instruction not already listed on this form **in writing**.
- ③ Any portions of the test given must be completed prior to leaving DSPS.

- ① A messenger from DSPS can pick up the test and deliver back to the instructor's department (please call ext. 4290) **or...**
- ② The student taking the test may bring it to DSPS and deliver it back to the instructor (in a sealed envelope) **or...**
- ③ The instructor may deliver the test to DSPS and pick it up (M-Th—7:30 AM - 8:00 PM; F—7:30 AM - 4:30 PM).

35C

ECONOMIC DEVELOPMENT ACTIVITIES

Area Overseeing: Community Education and Economic Development	Location: Building 4, Room 221	Hours: M-Th 7:30 a.m. - 7:30 p.m. F - 7:30 a.m. - 4:30 p.m. Sat - 8:00 a.m. - noon	Main Ext.: 4220
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Frequently Asked Questions:

Do I need to pay for services?	Services are free. Small fee charged for some workshops/seminars.
Do you have other locations?	Yes, there are locations in Glendale, Los Angeles and the City of Commerce
Who provides these services?	Consultants with expertise in topic specific areas such as finance, marketing and business plan development.

Other Important Information:

Small Business Development Center:

The Eastern Los Angeles County Small Business Development Center is an economic development project of the California Trade and Commerce Agency, the Chancellor's Office of the California Community Colleges and the US Small Business Administration. The SBDC is a one-stop business center offering resources, knowledge and assistance to help local businesses succeed. The Center offers high-powered educational seminars presented by leading industry professionals. The Center's goal is to provide business owners and operators with the management, marketing and financial skills necessary for companies to survive in today's challenging business environment.

Cope Norcross (909) 629-2247

Business and Workforce Improvement Center of Excellence:

The Center of Excellence is hosted by Mt. San Antonio College and funded as an economic development initiative through the Chancellor's Office of the California Community Colleges. The Center assists colleges and industry in the identification of training and non-training needs of area employers. It coordinates regional partnerships to meet employers' needs, identifies employer performance improvement needs, and regionally improves the visibility of the colleges' ability to provide these services to business and industry. Services are free.

Performance Consulting	Cheryl Marshall	Ext. 6106
Workforce/Economic Development	Susan Fox	Ext. 3501

Regional Health Occupations Resource Center:

The RHORC serves the healthcare industry and other community colleges in Los Angeles County. The Center assists industry to identify training needs and assists the community colleges in Los Angeles County through their health science programs to provide for those training needs.

Bonnie Adams or Bruce Hines Ext. 6101

Who To Call For Specific Needs:

Contract Education for Business/Industry & International Clients)	Carol Ryerson, Director, Ext. 5230
Instructional Services & Curriculum	Liza Becker, Assistant Director, Ext. 5233
Student Services (Registration)	Yeon Jung Bitting, Matriculation Specialist, Ext. 5242
Vocational ESL Program	Donna Burns, VESL Specialist, Ext. 5241
Counseling & Career Guidance	John Pellitteri, ESL Counselor, Ext 5232 or 5002

Important Deadlines:

VESL Applications	Accepted from Week 15 of previous term until Week 2 of enrollment term.
ESL Courses	ESL Courses are "open entry". Student may register for courses throughout the term, pending space available for their level and time preference.

Other Helpful Information:

- ESL Department served over 4600 students (unduplicated) in 1999-2000. Approximately 40% of our population hold college degrees from their native country.
- VESL Program is nationally recognized as a model program.
- ESL Career Conference for students is held each term. Vocational and general education faculty as well as business/industry representatives are encouraged to present to ESL students regarding their department majors, certificates and career opportunities.

IMPORTANT: PLEASE SEE BACK OF PAGE FOR RULES AND PROCEDURES

**MT. SAN ANTONIO COLLEGE—REQUEST FOR USE OF FACILITIES
ALL REQUESTS MUST BE CLEARLY TYPED OR PRINTED**

Date Submitted: _____

Building, Classroom, or Area Needed: _____

Organization: _____ Event: _____

Anticipated Attendance: _____ Admission Charge: _____

DATE AND TIME INFORMATION

	Exact Dates	Indicate Days	Start Time	End Time
Actual Time(s) of Event		Su Mo Tu We Th Fr Sa	a.m. p.m.	a.m. p.m.
Early Access or Set-up (if any)		Su Mo Tu We Th Fr Sa	a.m. p.m.	a.m. p.m.

Equipment and Services—Check as Needed	Special Instructions
<input type="checkbox"/> Interior Climate Control	COPY
<input type="checkbox"/> Lighting	
<input type="checkbox"/> Public Address Equipment (include details at right)	
<input type="checkbox"/> Folding Chairs, amount: #	
<input type="checkbox"/> Folding Tables, amount: #	
<input type="checkbox"/> Custodial Services:	
<input type="checkbox"/> Field Preparation:	
<input type="checkbox"/> Equipment Operator:	

Requested by: _____ Dept. Auth./Fac. Advisor: _____

Office Phone No.: _____ Office Hours: _____

DO NOT WRITE BELOW THIS LINE—OFFICE USE ONLY

Support Needed	Add'l Support/Notification	P.A. Level	Sheriff Scheduled	Date Processed
<input type="checkbox"/> Event Services	<input type="checkbox"/> Performing Arts Cntr	# of Crew	# of Deputies	Master Calendar
<input type="checkbox"/> Custodial	<input type="checkbox"/> Media Services	Type / Div	Date	<input type="checkbox"/> Contract
<input type="checkbox"/> Grounds	<input type="checkbox"/> Energy Management			<input type="checkbox"/> District
<input type="checkbox"/>	<input type="checkbox"/> Security			<input type="checkbox"/> Theater
<input type="checkbox"/>	<input type="checkbox"/> Campus Inn			

Type: C, D, R, T, V / Div: ASB, ATH, CON, DIS, FOU, PAC, REL, VID

Approved by Student Services _____ / _____

Approved by Event Services _____ / _____

Request No.: _____

Relevant Forms:

Need	Form Title	Location Of Form	Submit Form To...
	All EOPS forms, including EOPS application.	Front Desk	Front Desk

Other Helpful Information:

If question(s) cannot be answered by a Front Desk person, questions by faculty can be directed to Jim Ocampo, Director, Assessment and EOPS.

FINANCIAL AID

Area Overseeing: Financial Aid & Veteran's Affairs	Location: Student Services Center Bldg. 9B, Upper Level	Hours: M-Th 7:30 a.m. - 8:00 p.m. F 7:30 a.m. - 4:30 p.m.	Main Ext.: 4450
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Frequently Asked Questions:

What types of financial aid are available?	Federal grants/loans/workstudy, state grants, scholarships, Board of Governors fee waiver, and short-term emergency loans.
How do I apply for Financial Aid?	Application material and information can be obtained in our Financial Aid Office
How many units must I be enrolled in to be eligible for financial aid?	Most programs require a minimum of 6 units. The BOGW has no minimum unit requirement.

Who To Call For Specific Needs:

Information about services	Susan Jones Phyllis Lamb Sandra Bollier	Ext. 5970 Ext. 5971 Ext. 5976
Application Material	Maria Hargis	Ext. 5972
Federal Work Study	Chris Alvarado	Ext. 5628
Cal Grants (State Aid)	Marjorie Leonard	Ext. 4458
Federal Direct Loans	Vanessa Gaddis	Ext. 4461
Veterans Services	Ardean Downs	Ext. 5977

Important Deadlines:

January	Free Application for Federal Student Aid (FAFSA) available for distribution to students for the following school year.
March 2	Cal Grant Deadline (FAFSA and GPA verification must be postmarked).

Loan Workshops

This workshop will provide students with the basic facts about Federal Subsidized and Federal Unsubsidized loans. The workshop will also explain your rights and responsibilities as a borrower. An entrance and exit loan counseling sessions are required.

Emergency Loans

Available to students who have not been awarded aid and are in immediate financial need. This loan is intended to assist students with the purchase of books and supplies, fees, or anything related to educational cost. Funds are limited.

General Financial Aid Information

Front line staff: Financial Aid Department has front line staff to assist students with all their questions and concerns. The Financial Aid Department has Financial Aid Specialist available daily to meet with students and assist them with their financial aid questions and concerns.

FURNITURE

Area Overseeing: Purchasing	Location: Administration Bldg 4, Room 110	Hours: M-F 7:30 a.m. - 4:30 p.m.	Main Extension: 4245
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Frequently Asked Questions:

How do I get new furniture for my office or classroom?	Discuss with your supervisor and Purchasing staff. Furniture catalogs are available in Purchasing. Administration, Building 4, Room 110, Ext. 4245
Is old furniture available?	Yes, some salvage furniture may be available in the Warehouse, Building 48, Receiving. Stop by and ask for assistance or call Ext. 4870. Re-issuance of salvage furniture requires a work order from your division office.
Can I get rid of unnecessary furniture?	Yes, submit a work order for furniture removal to your division office and clearly label furniture to be removed.

Relevant Forms:

Need	Form Title	Location Of Form	Submit Form To...
Order new furniture	Requisition	Administrative Services, Administration Building (Building 4)	Division deans for approval, then to Accounting. Usually allow 4-6 weeks for delivery of furniture.

HUMAN RESOURCES

Area Overseeing: Human Resources	Location: Administration Bldg 4, Room 230	Hours: M-F 7:30 a.m. - 5:00 p.m.	Main Extension: 4225
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Who To Call For Specific Needs:

Hiring of part-time employees	Maria Cetina, Ext. 4225 (Hiring) Pat Whalen, Ext. 4225 (Applicants on file) Marilyn Walker, Ext. 4225 (Part-time faculty only)
Employee selection procedures	Janice Jimenez Ext. 4225
Affirmative action and staff diversity	Trinda Hoxie Ext. 4225
Interpretation of laws, policies, and regulations	Trinda Hoxie, Peter Parra Ext. 4225
Implementation of collective bargaining agreements	Peter Parra, Trinda Hoxie Ext. 4225
Employee evaluation process and forms	Maxine Brown, Ext. 4225 (Classified, full and part-time staff) Marilyn Walker, Ext. 4225 (Faculty, full & part-time)

Other Important Information:

Key Services

- Administer and coordinate employee selection procedures, recruitment, screening, and selection of full and part-time classified and academic employees.
- Provide counsel regarding the College's affirmative action, staff diversity and compliance laws.
- Provide counsel regarding interpretation of laws, policies, and regulations regarding employment related matters.
- Provide counsel regarding implementation of collective bargaining agreements as related to academic department chairperson's involvement in employment related matters.
- Assist in problem solving in a variety of areas related to duties of the department chairpersons.

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MT. SAN ANTONIO COLLEGE
KEY REQUISITION

FILL OUT IN DUPLICATE - THIS FORM GOOD FOR ONLY ONE KEY

- PLEASE CHECK ONE
- CERT. FT.
 - CLASS FT.
 - CERT. HRLY
 - CLASS HRLY
 - OTHER

Name		Dept / Mgr. Authorization	
	(Last)	(First)	
Dept.		Soc. Sec. No.	Date
Bldg. - Room No.		Cylinder No.	Tag No.
Admin. Approval			Date
If Master Key or Grand Master Key describe			
RECEIVED BY		DATE	
ISSUED BY		DATE	
RETURNED		DATE	
B-23 REV 1/96			

COPY

LIBRARY

Area Overseeing: Learning Resources	Location: Learning Technology Center Bldg 6	Hours: M-Th 7:30 a.m. - 9:30 p.m. F 7:30 a.m. - 4:30 p.m. S 9:00 a.m. - 2:00 p.m.	Main Extension: 4260
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Frequently Asked Questions:

Can managers, faculty or staff request library loans?	Yes, call Ext. 4281
How do I get an orientation program for my class?	Call Ext. 4260
May I suggest new titles for the book/periodical collection?	Yes, contact Ext. 5658
Do you have student Internet Access?	Yes, for research purposes
How long can managers, faculty or staff keep loaned books?	One semester
May I "drop-in" with my class without making an appointment?	No, please call Ext. 4260 to arrange a visit

Who To Call For Specific Needs:

Library & Research Orientation	Circulation desk	Ext. 4260
Placing materials on reserve	Reserves desk	Ext. 4292
Reference/Informational Questions	Reference desk	Ext. 4289
Policy Issues	Kerry Stern	Ext. 5658
Research Support	Reference desk	Ext. 4289

MAINTENANCE

Area Overseeing: Maintenance	Location: Maintenance Center Bldg 47	Hours: M-F 6:30 a.m. - 4:00 p.m.	Main Extension: 4850
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Who To Call For Specific Needs:

Electrical	Facilities	Ext. 4850
Plumbing	Facilities	Ext. 4850
Heating/Ventilation/Air Conditioning	Facilities	Ext. 4850
Locksmith	Facilities	Ext. 4850
Carpenters	Facilities	Ext. 4850

Relevant Forms:

Need	Form Title	Location Of Form	Submit Form To...
Changes to facilities or improvements	Capital improvement request form	Administration, Lower Level	Your Supervisor or Dean
Non - emergency repairs	Work order request form	Administration, Lower Level	Your Supervisor or Dean

Frequently Asked Questions:

How do I report maintenance problems?	Fill out a work order and mail it to maintenance.
How do I report maintenance emergencies?	Call maintenance at Ext. 4850.
When do I use a work order request or a capital improvement form?	A work order request or a capital improvement form is used if the request is <u>strictly maintenance</u> of existing equipment or facilities and <u>not a request for additional construction or improvements.</u>
How are capital improvements funded?	Capital improvements are funded out of your department or area budget.

1997

LOG NO. _____

WORK ORDER REQUEST FORM

MT. SAN ANTONIO COLLEGE



INFORMATION - (Please type or print legibly)

Person Requesting _____ Title _____

Campus Extension _____ Date _____

A. Location of Work Requested:

Building/Site _____ Room # _____

B. Describe Work to be Performed:

C. Best Days & Times to Schedule Work:

COPY



APPROVAL & ROUTING

A. Manager Signature _____ Dept./Div. _____

B. Approved _____ Denied _____ Date _____

Comments: _____

C. Routing: Maintenance Purchasing Tech Services

Computer Services Warehouse



SERVICE PROVIDER

DO NOT WRITE BELOW THIS LINE

Approved Est. Completion Date _____ Completion Date _____

Denied _____

Signature _____ Date _____

- (White) Service Provider
- (Green) Completion Notification
- (Yellow) Equipment Repair Tag
- (Pink) Confirmation to Manager
- (Goldenrod) Retained by Manager

55B

Description of Process Steps and Services on reverse side

Relevant Forms:

Need	Form Title	Location Of Form	Submit Form To...
Propose a Class	Submittal Form	Bldg 4, Room 221	Paul Hischar

Other Helpful Information:

Non-credit programs are available in the following categories:

- ESL
- Citizenship
- Basic Skills
- Short-Term Vocational
- Health and Safety
- Home Economics
- Older Adults
- Students with Disabilities

Matriculation services are available for those non-credit students needing assistance with career development decisions (see Community Education Schedule of Classes).

PAYROLL/HEALTH & WELFARE BENEFITS

Area Overseeing: Payroll	Location: Administration Bldg 4, Room 102 (Payroll) and Room 103 (Health & Welfare)	Hours: M-F 7:30 a.m. - 4:30 p.m.	Main Extension: 4240 Payroll 5522 Health & Welfare
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Who To Call For Specific Needs:

Contract Regular Faculty, Direct Deposit	Debra Rosen	Ext. 5520
Adjunct Hourly & Overload (credit), Level Pay	Cathy Stute	Ext. 5519
Hourly Non-Credit Faculty, Garnishments and Alternative Retirement Plan	Elizabeth Nagey	Ext. 5518
Leave Accrual-Contract Faculty	Elizabeth Nagey	Ext. 5518
Leave Accrual-Hourly Faculty (credit)	Cathy Stute	Ext. 5519
P/T Faculty-Community Services-Adult Ed. Leave Accrual-Non Credit Hourly Faculty Met Life, Garnishments	Elizabeth Nagey	Ext. 5518
Classified Monthly permanent Employees & Leave Accrual	Yvette Polanco	Ext. 5523
Classified Hourly & Non-represented Employees	Rebecca Coder	Ext. 5521
Medical/dental/vision/life/disability insurance enrollment and changes; tax shelters; credit union; dues; charitable contributions; COBRA coverage; retiree benefits	Linda Group	Ext. 5522

Relevant Forms:

Need	Form Title	Location Of Form	Submit Form To...
Direct Deposit Authorization	Pay deposited into your bank account	Payroll and Benefits Office	Payroll and Benefits Office
Tax Withholding Changes	Form W-4, DE4	Payroll and Benefits Office	Payroll Dept. Building 4, Room 102
Address Change		Payroll and Benefits Office	Notify Human Resources Building 4, Room 230

WHERE TO PICK UP YOUR PAYROLL CHECKS OR DIRECT DEPOSIT STUBS

CONTRACT MONTHLY SALARY: HUMAN RESOURCES

OVERLOAD: STUDENT LEARNING

Please remember to pick up your direct deposit stub each month. Any changes made in salary or health and welfare will reflect on your pay stub and should be reviewed for accuracy.

CHECKS MAY BE MAILED BY WRITTEN REQUEST

forms are available in Payroll ,or you may photo copy this one

IF YOU WISH TO HAVE YOUR PAYCHECK MAILED TO YOUR HOME ADDRESS , PLEASE COMPLETE THIS FORM AND SUBMIT TO THE PAYROLL DEPARTMENT

Name: _____ Social Security Number _____
(please print)

Please mail my check to the address below:

Fall Semester Spring Semester School Year

Signature _____ Date _____

PHYSICAL EDUCATION/ATHLETICS

Area Overseeing:	Location:	Hours:	Main Extension:
Division of Physical Education, Athletics & Dance	Physical Education Division Office Bldg 12A	M-F 7:30 a.m. - 4:30 p.m.	4630 www.mtsac.edu/pe

Frequently Asked Questions:

Where do I get schedule of games and activities?	Call Athletics Office, Ext. 4630 to have one sent to your mailbox or pick one up in Bldg 12A.
Is there a fee for attending college sports events on campus (regular season)?	Free with Athletic Pass received from Human Resources.
How do I attend the Mt. SAC Relays?	Tickets may be obtained from Auxiliary Services.
What exercise classes are available for me to take?	Various courses include: Tai Chi, Aerobics, Yoga, Kickboxing, Water Aerobics, Weight Training, Etc.
How do I register?	For Credit course registration see College Schedule of Credit Classes. For Non-Credit classes see Fitness Center information page.

Who To Call For Specific Needs:

Up-to-date sports information	Sports Information Line	Ext. 4629
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Other Helpful Information:

Dean/Athletic Director	John Norton	Ext. 4630
Academic Advisor	Evans Roderick	Ext. 5929

PUBLIC INFORMATION AND PUBLICITY

Area Overseeing: Public Information Office	Location: Administration Bldg 4, Room 211	Hours: M-F 7:30 a.m. - 4:30 p.m.	Main Extension: 4250
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Frequently Asked Questions:

Where do I get a Mt. SAC logo to use on my publications?

College logos are available on disk and in hard copy from the Mt. SAC Public Information Office. All College publications (memos, newsletters, etc.) should contain the official College logo.

How do I publicize activities in my area?

Call the President's office and provide pertinent information.

Who To Call For Specific Needs:

For a press release

Please complete an internal staff submission form or call Mike Taylor, Ext. 4250 who writes all campus news releases and distributes them to the print and electronic media.

For a photographer for an event

Please complete a photography request form or call Mike Taylor, Ext. 4250 to schedule a campus photographer to shoot a newsworthy photo of your program or event.

To place a message on the digital marquee (at the corner of Temple and Grand Avenues).

Please complete an internal staff submission form with an abbreviated message and contact phone number. It is also critical to include the dates the message should run. Submit the form to the Public Information Office in the Administration Building, Room 211 at least 3 weeks prior to the run dates.

ROLLBOOKS AND STUDENT ATTENDANCE (CREDIT)

Area Overseeing:	Location:	Hours:	Main Ext.:
Admissions & Records	Student Services Center, Lower Level	M-Th 7:30 a.m. - 8:00 p.m. F 7:30 a.m. - 4:30 p.m.	4415

Frequently Asked Questions:

How do faculty get "add" slips?	Call Information Technology	Ext. 4365
If student is not on roll?	Send student to Admissions.	
How do I drop a student?	Use instructor drop cards available in Admissions or Student Learning office.	

Who To Call For Specific Needs:

Replacement or duplicate of anything computer generated.	Information Technology	Ext. 4365
Blank forms (except late adds/reinstatement)	Admissions	Ext. 4415
Late add/reinstatement	Administration forms wall or Student Learning office	
Review prior semester's records	Admissions, Shirley	Ext. 5585

Important Deadlines:

Please **read** deadline information as you receive it.

Other Helpful Information:

- Admissions personnel will not give staff student information over the phone unless the individual answering knows you personally. Your division/department can help you.
- Please keep accurate, legible records. Attendance records are subject to audit.
- 85% of College's financial support is derived from attendance. Your records are important.

REINSTATEMENT TO CLASS:

- A student dropped from class may only be reinstated upon the recommendation of the instructor, with administrative approval, and under certain guidelines.

- Throughout the semester, pink slip notifications of student adds/drops are distributed to faculty. Record the date of all withdrawals next to each student's name on the permanent roll.

Check the Schedule of Classes each semester or the instruction sheet that is provided with roll sheets for accurate add and drop dates

- **SUMMER SESSION COURSES:** Use the temporary roll sheets **ONLY** for the length of the session. No permanent roll sheets are issued.

REQUEST FOR SALARY SCHEDULE ADVANCEMENT
(COLUMN CROSSOVER AND PROFESSIONAL GROWTH INCREMENT)

Name _____

Department _____

COPY

Date Submitted _____

Effective Date _____

The recommendation for change of classification to the Board of Trustees by the Administration must be based on your request and supporting data. All materials must be submitted to the Office of Human Resources.

SCHOOL MONTH FACULTY - Unit members hired on a 10 school month basis must submit an application and evidence of satisfactory course completion by the Friday preceding the opening day of the Fall semester for a salary change to be effective the first pay period. Submissions made after the Friday preceding the opening day of the Fall Semester shall be effective the pay period following the month of submission. Any course work that will be used to qualify for column crossover or salary schedule advancement in a given school year must be completed before the start of the Fall semester of that school year.

CALENDAR MONTH FACULTY - Unit members hired on an 11 or 12 calendar month basis must submit an application and evidence of satisfactory course completion by June 30 for the pay period beginning July 1 or by July 31 for the pay period beginning August 1. Submissions made after July 31 shall be effective the pay period following the month of submission. Any course work that will be used to qualify for column crossover or salary schedule advancement must be completed before the effective date of the salary change, and in no case later than July 31 of the school year in which the change will occur.

REQUIRED MATERIALS - In addition to this request form, verification of satisfactory course completion must be submitted in the form of an official transcript, or, if an official transcript is not attainable, documentation satisfactory to the Salary and Leaves Committee. This verification must be submitted to the Office of Human Resources before any salary change will be submitted for Board of Trustees approval. Courses taken for the Professional Growth Increment shall conform to the requirements for salary schedule advancement. Failure to meet application deadlines will result in delaying the effective date of the salary change.

TEMPORARY VERIFICATION - Deadlines can be met by temporary verification such as a grade card or letter from the institution, but implementation will not occur until your transcripts are actually received by the Office of Human Resources.

Requirements for transfer to Columns II, III, IV and Professional Growth Increment are listed in the Faculty Association Agreement.

.....

I request that my salary classification be changed from Column _____ to Column _____ or to include Professional Growth Increment _____ and herewith submit evidence to support my petition. Following is a list of courses completed to support this change. Courses completed after employment at Mt. San Antonio College have been approved by the Salary and Leaves Subcommittee.

Course Number	Course Name	Graduate/ Undergrad	Institution	Units	Date Completed

Salary and Leaves

3. Name of course _____ Course number _____
Course description _____
Type of units (check one): Undergraduate _____ Graduate Credit** _____ Graduate _____
Number of units: Semester _____ Quarter _____
Name of College/University _____
Department _____ When will course be taken? _____

4. Name of course _____ Course number _____
Course description _____
Type of units (check one): Undergraduate _____ Graduate Credit** _____ Graduate _____
Number of units: Semester _____ Quarter _____
Name of College/University _____
Department _____ When will course be taken? _____

5. Name of course _____ Course number _____
Course description _____
Type of units (check one): Undergraduate _____ Graduate Credit** _____ Graduate _____
Number of units: Semester _____ Quarter _____
Name of College/University _____
Department _____ When will course be taken? _____

COPY

**Must be verified by written statement from the college/university.

In submitting this request, I understand that: (1) I may be required to appear before the Salary and Leaves Committee, (2) approval is granted for the time requested and I may be requested to resubmit a petition if I wish to take the course(s) at any other time, (3) all course(s), institutes, symposia, and workshops require approval for credit to be applied towards advancement or crossover, (4) only courses in which I receive a grade of "C" or better will be accepted for advancement on the salary schedule. (If pass/no pass, verification of a "C" or better grade must be received from the instructor.) (5) vocational short-term employment requires prior approval, (6) verification of satisfactory course completion must be submitted in the form of an official transcript, or, if a transcript is not obtainable, documentation satisfactory to the Salary and Leaves Committee. Verification of satisfactory completion of institutes/symposia, workshops, and vocational short-term employment must be submitted in the form of a certificate of completion or letter to the Office of Human Resources, and (7) college units for the Professional Growth Increment must have the approval of the Salary and Leaves Committee.

I certify that: (1) I have not previously taken any of the above courses, and (2) I have not requested and will not request released time or reimbursement of expenses for any of the above courses.

Signature of Applicant

Date

NOTE: If the completion of the above course(s) will make you eligible for advancement on the salary schedule (column transfer or professional growth increment), you must obtain a Request for Salary Schedule Advancement form and submit it to the Office of Human Resources prior to implementation of the anticipated advancement. All requests must receive proper approval. It is recommended that prior approval be obtained.

District-Sponsored Workshops

Unit members may be granted salary schedule credit for completion of District-sponsored workshops. Participation in such workshops will be equated on the basis of sixteen (16) clock hours equaling one (1) semester unit of credit toward advancement on the salary schedule. The procedures and criteria for determining the eligibility of District-sponsored workshops to be accompanied by salary schedule credit and the eligibility of unit members to be granted such credit shall be developed and implemented by the Salary and Leaves Committee.

Such workshops must be recommended for unit credit by the Staff Development Committee and approved for credit by the Salary and Leaves Committee. Unit members desiring to receive salary credit for completion of District-sponsored workshops shall follow the established procedures for verifying satisfactory completion.

Special Provision for Instructors Teaching Under Vocation Qualifications

The following provisions apply to instructors who have been determined to qualify for placement on the vocational salary schedule track.

- (1) One step credit shall be allowed for each year of prior teaching experience and/or two years of pre-employment experience directly related to the teaching assignment less the required years vocational experience required for obtaining of the credential, or meeting minimum qualifications, up to a maximum of five (5) steps credit (Step 6 maximum placement) effective through 1998-99. Thereafter, the maximum initial step placement shall increase by one step each succeeding academic year until the maximum initial placement reaches Step 9. There shall be no teaching experience prerequisite for any column.
- (2) Participation in institutes, workshops or symposia conducted by industry, approved by the District, will be equated on the basis of sixteen (16) clock hours equaling one (1) semester unit of credit toward advancement on the salary schedule.
- (3) Work experience directly related to the unit member's teaching experience, approved in advance by the District, and earned after receipt of the Baccalaureate degree, will be equated on the basis of fifty-four (54) clock hours of such work experience equaling one (1) college semester unit of credit toward advancement on the salary schedule. All such work experience must be validated to the satisfaction of the District before credit may be granted. Such work experience equivalence shall be limited to six (6) semester units in any one school year.

COPY

SHIPPING/RECEIVING

Area Overseeing: Warehouse Shipping/Receiving	Location: Receiving/ Transportation Bldg 48	Hours: 8:00 a.m. - 4:00 p.m.	Main Extension: 4870 Voice mail after 4:00 p.m.
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Frequently Asked Questions:

Where is my package?	Request information from the office placing your order.
When will I get it?	Once the warehouse receives items, they are delivered to the site identified on the order on the next delivery day for that area.
I need something moved.	Send a work order requesting the time and location.

Who To Call For Specific Needs:

Damaged, missing items or returns (only applies to items ordered with a purchase order - P.O.)	Shana Gudenau	Ext. 5800
Office/classroom moves	Shana Gudenau	Ext. 5800
White paper recycle pick-up	Leave a message at Ext. 4872 requesting a pick-up	

Important Deadlines:

Requesting the moving of items?	Work orders must be submitted in advance.
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STAFF DEVELOPMENT

Area Overseeing: Staff & Organizational Learning	Location: Learning Technology Center (LTC) Bldg 6, Room 140 Lower Level	Hours: M-F 7:30 a.m. - 5:00 p.m.	Main Extension: 4504 Website: http://sdev.mtsac.edu
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Frequently Asked Questions:

Where is the Staff Development Resource Center?	It is located on the south side lower level of the Learning Technology Center (LTC) next to the Information Desk.
Who makes funding decisions on staff development programs?	The Professional Development Council which was created under the shared governance process.
Are funds for conference and travel available for faculty and staff?	Yes, each staff member may apply for up to \$250 annually. Funds are distributed on a first come - first served basis. Application forms are available by walk in, phone, mail, or on our web page.
How can I get more information on professional development programs?	Ask for a copy of the Staff Development Schedule of Classes distributed each semester or visit our website at http://sdev.mtsac.edu .
Where can I access computers, software peripherals and have technical support?	The Staff Development Resource Center, located in the LTC, Room 140, has a Technology Support classroom (Room 148) and Independent Work room (Room 145) with lab assistants to help you M, Th, & F from 9:00 a.m. to 5:00 p.m. and T & W from 9:00 a.m. to 7:00 p.m.
Is there support for Online Learning?	Yes, the Online Learning Support Center is located in Building 9D next to the Mt. SAC Book Rac.

Who To Call For Specific Needs:

Conference and Travel Information	Shirley Mercer	Ext. 4504
Programming Information	John Cordova	Ext 4504
Online Learning Support	Dwight Ayle	Ext. 4378
Program Overview and Policy Questions	Dick Ryerson	Ext. 4504

**MT. SAN ANTONIO COLLEGE
STAFF & ORGANIZATIONAL LEARNING
CONFERENCE AND TRAVEL FUNDING**

APPLICATION

COPY

I. INFORMATION *(Please type or print clearly)*

Name

Department/Division

Job Title/Classification

Campus Extension

Classified Staff Full-time faculty Part-time faculty* Non-credit faculty Management

* Note: Part-time staff must have been employed by the college for two semesters or more.

Conference or Activity: _____

Location: _____ Date(s) _____

II. STATEMENT - one paragraph describing how this activity will enhance your effectiveness, update your instructional methods, student or support services, or managerial skills, and your plan for on campus reporting and sharing information acquired as a result of the activity.

III. TOTAL AMOUNT REQUESTED FROM STAFF & ORGANIZATIONAL LEARNING

\$ _____

IV. ATTACHMENTS

____ A. BROCHURE - or photocopy providing registration costs. May be submitted later but prior to actual trip.

____ B. CONFERENCE AND TRAVEL REQUEST FORM signed by your immediate manager.

V. SIGNATURE

I certify that this is an accurate indication of cost. If this request is approved, I agree to submit proof of attendance, required documentation, and an EXPENSE CLAIM upon my return.

Signature of Applicant _____

STUDENT GOVERNMENT

Area Overseeing: Associated Students	Location: Student Life Center Bldg 9C	Hours: M-Th 8:00 a.m. - 4:00 p.m. F 8:00 a.m. - 4:30 p.m.	Main Extension: 4528
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Frequently Asked Questions:

How can I get funding for a program or event?	Anita Lopez, A.S. Secretary	Ext. 4528
All other questions	Anita Lopez, A.S. Secretary	Ext. 4528

Other Helpful Information:

Services Offered

Associated Students

- The A.S. budget monies are collected from the College Service Fee.
- The A.S. Senate conducts Student Body elections every spring. Special elections may be held.
- A.S. President fills positions for student representation on campus-shared governance committees.
- Budgetary requests must be received by November for spring budgetary consideration.

Student Center

The Student Center creates a supportive and relaxing environment for students and staff who wish to interact with students:

- Materials are provided to recognized clubs for the purpose of publicizing events.
- Staff regulates publicity related to campus posting and approves all student-generated publications/posters.
- Events are held regularly to facilitate student interaction.

Other Helpful Information:

Key Services

1. **MEDICAL SERVICES:** Routine clinical services are provided by physicians and nurse practitioners and are available to all credit students. Specialty services provided by a Board-certified gynecologist.
2. **PSYCHOLOGICAL SERVICES:** Crisis intervention model of psychological services are provided by Licensed Clinical Social Workers. Individual sessions - limit six visits per school year. Support group sessions are also available to all credit students.
3. **NURSING SERVICES:** Health counseling, evaluation and referrals provided by Registered Nurses.
4. **EMERGENCY SERVICES AND FIRST AID:** Available to all students, staff and visitors. Credit students are covered by on-campus, accident insurance policy.
5. **HEALTH EDUCATION/CONSULTATION:** Health Services staff available for classroom presentations and consultation regarding a variety of health and wellness topics, including, but not limited to child abuse, AIDS, sexually transmitted diseases, family planning, alcohol and substance abuse and many health lifestyle topics.

Procedures For Using Services

STUDENTS

- A. Make appointments at the Health Center located in Student Services Center, Upper Level at Ext. 4400.
- B. Walk-ins will be evaluated by nurses and examined by physicians or a nurse practitioner as the schedule permits.

FACULTY REFERRAL PROCEDURES

- A. Call extension 4400 and ask to speak to a College nurse for specific referrals.
- B. Refer students to the Health Center to make an appointment.

ADDITIONAL SERVICES

1. Laboratory Services (charge for all lab work)
2. Medications (charge for some medications)
3. Vision Screening Tests (no charge)
4. Tuberculin Skin Tests (nominal charge)
5. Immunizations (nominal charge)
6. Voluntary 24 hour insurance plan available for Medical/Accident coverage (charge varies)

NOTE: All charges must be paid by cash (no checks or charge cards).

Cost Students pay a Student Health Fee when registering for classes. No charge for services except for lab, immunizations, TB tests and certain medications.

STUDENT LEARNING OFFICE

Area Overseeing: Student Learning Office	Location: Administration Building 4, Room 204	Hours: M-Th 7:30 a.m. - 10:00 p.m. F 7:30 a.m. - 4:30 p.m. Sat 8:00 a.m. - noon (During fall & spring semesters)	Main Extension: 4204 Days 4200 Evenings
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Frequently Asked Questions:

How can I see a course outline?	They are available for viewing or copying in the Student Learning Office.
When is payday?	Payday calendar (for hourly and overload faculty) is available on forms wall in Student Learning Office.
Can I get blank roll sheets?	They are available in the Student Learning Office (also at IET – Bldg. 5).
How do I report an absence (hourly or overload)?	Submit “Hourly Faculty Absence Report” to Student Learning Office.

Who To Call For Specific Needs:

VTEA Projects/Funding	Pat O’Connell, ext. 5405
Teacher Prep Liaison	Kathy Henkins, ext. 3839
Tech Prep Liaison	Marie Tyra, ext. 5405
Sue Long, Associate Dean	Ext. 5135
Barbara Crane, Assistant Vice President	Ext. 4204
Rita Burleigh, Vice President	Ext. 5414

Important Information:

- Curriculum & Instruction Council is now **Educational Programs Council**.
- Curriculum Review Committee is now **Educational Design Committee**.
- General Education Committee is now **Educational Progress Committee**.
- Distance Education Committee is now **Educational Delivery Committee**.

TECHNICAL ASSISTANCE & MAINFRAME HELP DESK

Area Overseeing: Information and Educational Technology (IET)	Location: Information Technology Bldg 5A	Hours: M-F 7:30 a.m. - 4:30 p.m.	Main Extension: 4357
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Frequently Asked Questions:

1. How do I get computer/telephone support?
(i.e., "My computer is frozen." "I can't access my voice mail." "I can't print." "My phone is dead.")
 2. Where do I get a mainframe/email account?
 3. Where do I get ICCIS clearance?
 4. How do I get web space?
1. Call the Help Desk at Ext. 4357 for all technical and telephone needs.
 2. A picture ID is required when signing up for the account information. Fill out a mainframe application. These are located at the Help Desk or may be obtained through division offices. All staff accounts require a manager's signature. Full-time faculty do not require a signature unless they require additional mainframe/ICCIS clearances. Part-time faculty require the division dean's signature. Accounts take 3-5 working days to process.
 3. The same application used to get mainframe access is used to get ICCIS clearance. If one requires specific clearances, a functions list should be attached to the application. The same rules for signatures apply as listed in answer 1.
 4. When you applying for a mainframe account, web space is also available. Once your website is built, you can submit an application to get a link from the Mt. SAC homepage (applications are located at the Help Desk). Note: this also depends on the type of web site building. Personal webs (such as a faculty developed web site) do not need IET approval. Departmental pages or anything that is placed in the "official" Mt. SAC web space need approval from the department or office. Faculty web pages may also be hosted by the Staff Development VCLASS server.

Relevant Forms:

Form Title	Location Of Form	Submit Form To...
1) Staff and Faculty Mainframe/ICCIS applications	All forms are located at the Help Desk in Bldg. 5.	All forms should be submitted to the Help Desk to ensure proper routing.
2) ICCIS functions lists		
3) Web page applications		
4) Docuweb applications		
5) Test (pink sheets) and Survey (blue sheets) cover sheets		
6) Mainframe/ICCIS instructions		

Other Helpful Information:

Data Center Hours: Monday 7:00 a.m. - Saturday noon

- Hourly staff working Saturday provides limited services. They do not have the ability to run ICCIS reports.
- Saturday 11 p.m. - Monday 6 a.m. is reserved for system maintenance. The computer system may or may not be running. Notification will be sent via campus announcement email messages for long-term outages.

Telephone Registration/Grades System Hours: Monday - Saturday 6 a.m. - 11 p.m. Certain functions may be disabled during the registration process.

TRANSPORTATION & FIELD TRIPS (CREDIT)

Area Overseeing: Transportation	Location: Maintenance Center Bldg 47, Room 102	Hours: M-F 7:00 a.m. - 3:30 p.m.	Main Extension: 4854 or 5176 (Pat Jones)
---	---	---	---

Frequently Asked Questions:

What is the procedure for field trips?	Obtain Transportation Request from division dean. Complete transportation request and submit to division office for approval.
--	---

Who To Call For Specific Needs:

Transportation for field trips (bus, vans, truck)	Pat Jones	Ext. 5176 or 4854
---	------------------	--------------------------

Important Deadlines

Request for Transportation	Submit at least one month prior to trip.
----------------------------	--

Relevant Forms:

Need	Form Title	Location Of Form	Submit Form To...
For all transportation use	Transportation request	Administration Building (forms wall), Student Learning Office or Division Dean's Office	Division dean will send to transportation after approval

Transportation is only available for field trips. It is not available for meetings, seminars, etc.

TUTORIAL SERVICES, LEARNING ASSISTANCE CENTER (LAC) & LEARNING LAB (LL)

Area Overseeing:	Location:	Hours:	Main Ext.:
Learning Resources	Learning Technology Center Bldg 6, Room 101	LAC: M-Th 8 a.m. - 10 p.m. F 8 a.m. - 4 p.m. Tutoring: M-Th 9 a.m. - 9 p.m. F 9 a.m. - 2 p.m. Sat 10 a.m. - 2 p.m. LL: M-Th 8 a.m. - 7 p.m. F 8 a.m. - 4 p.m.	4300 5669 5666

Frequently Asked Questions:

How much are tutors paid? What is the hiring process?

\$6.76/hr. Tutoring Applications are available in LAC. Tutors have an oral and written interview process conducted by the Tutorial Specialist. Tutors must be recommended by a faculty member. The majority of tutors are Mt. SAC students, but we do hire students from Cal Poly, Pomona, and other institutions.

Is there a cost for tutoring? What subjects are available for tutoring sessions?

Tutorial Services offers tutoring in 30 different subjects. We offer tutoring in Math and English during all hours we are open. Tutoring in other subjects varies based upon the tutor's availability.

How do students schedule tutoring sessions?

Tutoring is free. Students are required to fill out a white registration card for Community Education and clock in and out at the counter for every visit.

What is a study group?

Small group tutoring session of 4 or more students. They meet 2-3x/wk for 1-2 hours and are great for exam reviews.

How do I set up a study group for my class?

Survey class for a day & time. Study groups can meet for 1-2 hours during any open hours. Tutors for Study Groups are hired by Tutorial Services, and may be requested or assigned. The office will find a location and contact the instructor with the information. A study group takes 72 hours to set up.

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FEEDBACK & IMPROVEMENT

Employee Quick Reference

“What’s Where and How To Access It”

We wish to improve and expand the use of this publication through continuous review and updating. We will formally ask each area to update their information each June for July publication and distribution in August.

In addition, we need your input as a user. Please give us some feedback and improvement ideas. Thank you!

Corrections: (Please copy any incorrect pages, add corrections in colored ink and mail them to us.)

Additions: Please propose additional areas that would be helpful.

Format: Formatting observations and ideas.

Please return all comments to Staff & Organizational Learning via Campus Mail.
We are located in the Learning Technology Center (LTC), Room 140.

APPENDIX D

Mt. San Antonio College
Employee Quick Reference... "Who's Who and What's What"
(full-time credit faculty supplement)

ORGANIZATIONAL STRUCTURE

BOARD OF TRUSTEES

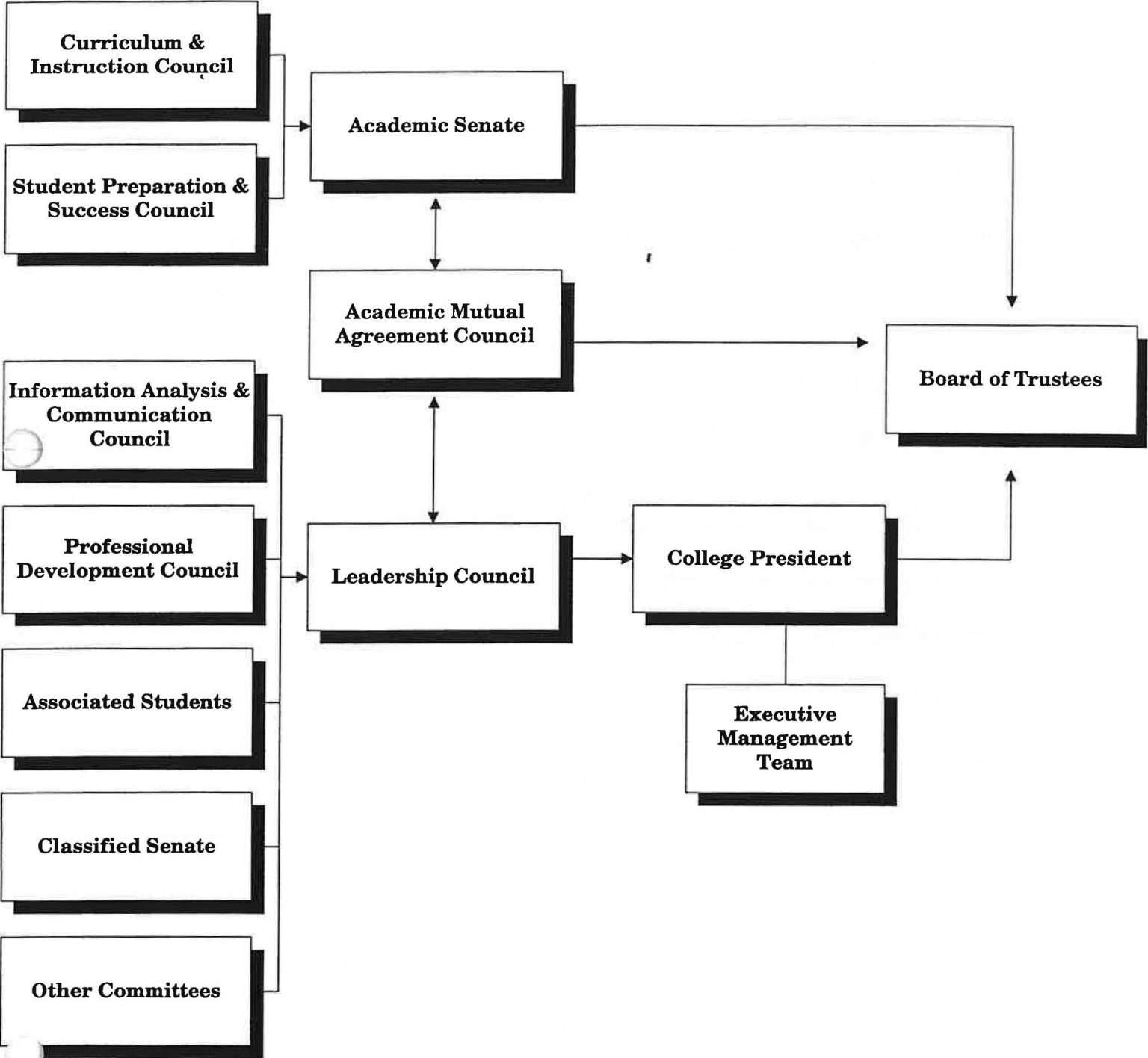
2000-2001

President.....Martha J. House
Vice PresidentDr. David K. Hall
Clerk.....Dr. Manuel Baca
MemberFred Chyr
MemberGayle Pacheco
Student(Vacant at Time of Printing)

PRESIDENT'S EXECUTIVE MANAGEMENT TEAM

President.....Dr. Bill Feddersen
Vice President Student Learning.....Dr. Rita Burleigh
Vice President Administrative Services.....Nancy Rice
Vice President Student Services.....Dr. Audrey Yamagata-Noji
Vice President Community Education/Economic DevelopmentKaren Meyers
Vice President Human ResourcesPeter Parra
Vice President Information & Educational TechnologyDr. Jerry Nogy
Vice President Institutional Advancement.....Dr. Pat Rasmussen
Assistant Vice President Student LearningBarbara Crane
Director, Public Information & Community Relations.....Jane Faulkner

Mt. SAN ANTONIO COLLEGE Shared Governance Flowchart



Mt. SAN ANTONIO COLLEGE

SCHEDULE OF GOVERNANCE COMMITTEE MEETINGS

2000-01

<u>COMMITTEE</u>	<u>CHAIR</u>	<u>MEETING SCHEDULE</u>	<u>LOCATION</u>	<u>TIME</u>
LEADERSHIP COUNCIL	Bill Feddersen	1 st & 3 rd Wednesday	Administration Bldg., Room 205	3:00-4:30 p.m.
College Calendar Committee	Sue Long	as needed	Administration Bldg., Room 205	
Enrollment Management Committee	Rita Burleigh	2 nd Friday	Administration Bldg., Room 204-B	11:00-12:00
Health Issues Committee	Sandy Samples	2 nd Monday every other month	Student Services Center - West	2:30 – 3:30 p.m.
Parking Committee	Doug Evans	On Call	Administration Bldg., Room 101	
Program Review Committee	Rita Burleigh	1 st Monday	Administration Bldg., Room 205	10:00-11:00 a.m.
Quality Steering Team	Dick Ryerson	2 nd and 4 th Thursday	Administration Bldg., Room 211	2:30-4:00 p.m.
Safety Committee	Richard Fick	3 rd Wednesday	Administration Bldg., Room 101	11:00 a.m.
ACADEMIC MUTUAL AGREEMENT COUNCIL	Bill Feddersen	Every Wednesday	Administration Bldg., Room 204-B	2:00-3:00 p.m.
EDUCATIONAL PROGRAMS COUNCIL	Rita. Burleigh/Kathy Henkins	2 nd & 4 th Tuesday	Administration Bldg., Room 205	3:00-4:30 p.m.
Assessment Committee	Jim Ocampo /Matt Judd	2 nd & 4 th Tuesday	SSC – Assessment Ctr.	1:00-2:30 p.m.
Equivalency Committee	Catherine McKee			
Community Education Committee	Paul Hischar	4 th Monday	Administration Bldg., Room 217	3:00-4:00 p.m.
Educational Design Committee	B. Crane/Kathy Henkins	2 nd & 4 th Tuesday	Administration Bldg., Room 205	1:00-3:00 p.m.
Educational Delivery Committee	K. Stern/T.Beam	2 nd & 4 th Tuesday	Online Learning & Support Center	11:00 a.m. – 12:30 p.m.
Educational Progress Committee	Barbara Crane/Kathy Henkins	1 st & 3 rd Tuesday	Administration Bldg., Room 205	3:00-4:30 p.m.
INFORMATION ANALYSIS AND COMMUNICATION COUNCIL	Jerry Nogy			
PROFESSIONAL DEVELOPMENT COUNCIL	Dick Ryerson	1 st and 3 rd Tuesday	LTC, Room 144	12:30-2:00 p.m.
STUDENT PREPARATION & SUCCESS COUNCIL	A. Yamagata-Noji/M. Chabot	1 st & 3 rd Monday	Student Life Center, Room 5	3:00-4:30 p.m.
Appeals Committee	Dean, Student Services	1 st & 3 rd Wednesday	Student Services Ctr. – West	10:00-12:00
Matriculation Committee	Raul Rodriguez	2 nd & 4 th Thursday	Student Services Ctr. – West	3:00-4:30 p.m.
Student Equity Committee	Dean, Student Services			

GENERAL INFORMATION

CAMPUS COMMITTEES

Decisions at Mt. San Antonio College are based on shared governance. Shared governance is defined as joint responsibility, authority, and decision making through the collaboration of administration, faculty, staff and students for the purpose of providing quality college programs. Appropriate members of the College shall participate in planning for the future and in developing policies, regulations and recommendations under which the College is governed and administered.

To this end it is necessary to have involvement from these various areas within a committee structure. Appointments for faculty membership are made by the Academic Senate and in some instances by the committee itself. Standing Committees are listed in the section on "Administrative Organization."

CAMPUS PUBLICATIONS

There are several publications distributed on campus and in the community.

Those that include newsworthy items from all areas of the campus are:

- *Campus Connection* - also includes advertisements "For Sale, Rent, Donations"
- Mt. San Antonio College *Community Connections*
- *Events Calendar* - monthly
- *Walnut Times*
- Local Newspapers
 - Contact Mike Taylor in the President's Office to report news items and have pictures taken
- *INSIGHTS on Mt. San Antonio College* from Research and Resource Development provides facts and figures on enrollment, degrees and certificates
- Minutes are distributed by the Academic Senate
- Faculty Association and Board of Trustees (*Board Briefs*) periodically prepare newsletters. These are distributed through campus mail.
- *Innovation Abstracts* is distributed regularly to faculty by Staff & Organizational Learning. It is produced by the University of Texas, Austin. Information on innovative programs, pedagogy, teaching/learning strategies are utilized in a variety of disciplines.

during the period from July 1 through the end of the individual's contract year and shall be accounted for by self-certification at the end-of-year clearance. The second flex day is the last Friday before the start of Spring semester classes. **This is a required day of participation for all full-time faculty in a planned Department/Division activity.** The President may call a mandatory general faculty meeting not to exceed two (2) hours on the department/division Flex Day with notification not less than one month prior to the flex day. The time allocated for the general meeting shall be reduced from the required flex time. Each flex day requires at least six (6) hours of staff development activities.

- Content taken from 1997-1999 Work Agreement, Page 16 and it is subject to change.

(All campus employees are invited to participate in general flex day activities.)

FOOD SERVICES AVAILABLE

Campus:

- **Campus Inn** - Bldg 8 - Ext. 4105 - Phone orders welcomed for personal sandwiches and last minute catering needs. Located on the west side of the campus, next to the Bookstore. Serves breakfast, lunch, dinner and snack items.
 - Cafeteria: Main Dining Room - M-Th: 6:00 a.m. - 6:30 p.m.; F: 6:00 a.m. - 1:30 p.m.
 - Deli/Ice Cream/Pizza Parlor: South Dining Room (Faculty eating/dining area located adjacent to Deli/Ice Cream) M-Th: 8:30 a.m. - 4:00 p.m.; F: 9:00 a.m. - 1:00 p.m.
 - Outside Barbecue: Patio area - M-F: 9:30 a.m. - 1:00 p.m., Weather permitting
 - Catering Facility M-F and Weekend; special requests; required minimum purchase Ext. 4453 - Director of Food Services
- **Mountie Grill** - Bldg 19C - Ext 4624 - M - Th: 6:00 a.m. - 9:00 p.m.; Friday: 6:00 a.m. - 1:00 p.m. (will deliver on campus) during certain times...call for details.
- **Staff Center** - Bldg. 10 - Ext. 4530 - Serves lunch to faculty and staff. Offers a range of grilled-to-order selections and other lunch items. Phone orders are welcomed. M - Th: 11:00 a.m. - 1:30 p.m.
- **Satellite Carts** - Bldg 26, Bldg 6, and Open Forum Area by 9C - M - Th: 9:00 a.m. - 8:30 p.m. and F: 9:00 a.m. - 1:00 p.m.
- **"Thirst-Aid Station"** - Patio Area, Bldg 8 - Snacks & Drinks - M - Th: 10:00 a.m. - 1:00 p.m.
- **Vending Machines** - Buildings 2, 4, 7, 9C, 23, 26, 28, 45. M - Th: 7:00 a.m. - 9:30 p.m., F: 7:00 a.m. - 3:30 p.m.; Sat: 7:00 a.m. - 1:30 p.m. (limited buildings).

(Problems with food or money from vending machines? Go to Auxiliary Services Office, located in Bldg 9A, to complete form and receive refund.)

Professors may give the student a failing grade for the assignment, for the course, or drop the student from the course, even though the student may have successfully and presumably, honestly passed the previous portion of the course. If the professor issues a failing grade for the course or drops the student, the action shall be reported to the Director, Student Life (Marilyn Kaecke) and to the Director of Admissions and Records (Eloise Young). The professor may also recommend to the Director of Student Life that appropriate action be taken under provisions of the Administrative Regulations and Procedures on Student Discipline.

Computer Use/Support

Faculty/Staff - The Staff Development Resource Center, located on the first floor of the Learning Technology Center, is available for faculty use during normal business hours which are 8:00 a.m. - 5:00 p.m. Monday and Thursday, 8:00 a.m. - 7:00 p.m. Tuesday and Wednesday and 8:00 a.m. - 4:30 p.m. on Friday. Faculty are typically welcome to use computers in student labs provided that students are not waiting to use them, or unless a class is going on in the lab at the time.

Students - There are several areas on campus where students may be referred for computer use. Students enrolled in classes in a particular division may be eligible to use specialized labs. Check with your division to determine if such a lab is available to your students and to learn the hours of operation and procedures for student computer availability. Computers for all students are available in Learning Assistance in the Learning Technology Center.

Copy Services

Materials that are needed to distribute as handout and resource materials for classes may be copied/duplicated in the Copy Center located in the basement of the Administration Building (Bldg. 4). There must be a minimum of 24 hours and a limit of three (3) jobs per day. Classroom materials needed with less time may be copied in various campus locations. It is necessary to obtain a code from the appropriate division office. (Refer to map of Copy Areas in Section 1).

Course Eligibility Status

Students must meet all established prerequisites in order to enroll in a class. A student may challenge his/her eligibility status if he/she can, in some way document that they meet the established prerequisites. Faculty should advise students to complete a "petition to challenge course prerequisites" form available in Counseling or division offices. ***Faculty may not "waive" an established prerequisite in order to permit a student to enter their class.***

Prior to giving add cards, faculty should have students verify their eligibility for the course.

Discipline

Professors are expected to enforce acceptable standards of behavior in the classroom, on campus property and/or any activity sponsored by the College at off-campus facilities.

A professor may remove a student from her/his class for the day of the removal and the next class meeting. This should be immediately reported to the chief administrative officer or designee for appropriate action. (Ed Code, Sec 76032)

research. The library also provides these resources through its website, <http://www.mtsac.edu/library/>. Call the Reference Desk (ext. 4289) for assistance.

Instruction – Professional librarians are available by appointment to teach research methods classes in all disciplines. Call the Main Desk (ext. 4260) to make a reservation. Schedules for each week are finalized the prior Wednesday. Reservations can be accepted before the semester begins.

Textbooks – Faculty and departments may place a copy of their textbooks and other course materials at the Reserves Desk for easy (and free) access by students. Please also place library resources required in class assignments on reserve. Call the Reserves Desk (ext. 4292) for assistance.

Research Assignments – Research topics are best chosen by the students with some guidance from the faculty member. Requiring research on a limited number of topics, or topics that are outside the scope of a standard first-year paper, guarantees that many students in the class will not have the appropriate resources available to them. Professional librarians are available to consult on the development of research assignments. Call the Reference Desk (ext. 4289) for assistance.

Leaves/Absences

Policy for leaves of absence is contained in Board Policy, Administrative Regulations and Procedures and the Faculty Collective Bargaining Agreement. It's a good idea to consult these documents if you will have an extended period of absence from work.

In general, when you are going to be absent from your class or classes, immediately notify your division office between 8:00 a.m. and 4:30 p.m. or the Office of Student Learning at (909) 594-5611, extension 4204, unless other information is given you by your division dean or department chairperson.

- Sick Leave - Sick leave is accrued at the rate of one day per school month. This leave is cumulative unless there is an interruption of employment for 12 consecutive months. Sick leave is not earned during Summer Sessions but previously accrued sick leave may be used during Summer Sessions.
- Bereavement Leave - Without loss of salary, you shall be entitled to a maximum of three (3) days leave of absence, or five (5) days of leave if travel of more than two hundred (200) miles one way is required as a result of the death of any member of your immediate family. Immediate family shall include: you or your spouse's mother, father, grandmother, grandfather, or a grandchild or your spouse, daughter, son, daughter-in-law, son-in-law, brother, or sister, brother-in-law or any other member of the immediate household. Bereavement leave is deducted from sick leave entitlement.
- Personal Necessity Leave

Sick leave may be used for personal necessity in an amount not to exceed 60 percent of the sick leave entitlement. **Personal Necessity Leave should be requested prior to time taken.**

Low Enrollment

At the beginning of each semester, the division dean will monitor your class counts to determine whether a sufficient number of students are enrolled. If the number is insufficient, the class will be canceled. To maintain a full teaching load for all full-time professors, the department or division makes reassignments as needed. Many instructors find that making flyers for classes where enrollment tends to be low can help a class to “make” minimum enrollment.

Mailboxes

Most faculty receives mail in two locations: the Mail Room in the Administration Building (4) and in your department.

Maximum Hourly Assignments

No full-time academic employee may teach an overload assignment, graded and/or non-graded, in excess of seven hours per week unless approved by the Vice President, Student Learning, prior to the scheduling of the class. No part-time employee can exceed 60% FTE per semester.

Office Hours

Professors are responsible for being available to students outside of the classroom. To this end, the Faculty Bargaining Agreement specifies that full-time faculty is obligated to maintain four (4) office hours per week. Students and the appropriate division office are to be informed of the days, times and location of office hours. This information should be contained in the syllabus and posted outside faculty offices.

You should check with the appropriate division office for the policy on how office hours are to be scheduled to achieve the desired outcome.

Posting Grades

It is a common practice for an instructor to arrange to post course grades at a location convenient to the students within a reasonable time following completion of the course. A student's privacy must be protected when posting grades. An assigned individual code or the last 4 digits of the student's social security number are often used. The student's name or full social security number should NOT be used, as it is an illegal violation of the student's right to privacy. As a courtesy to students, please keep them informed as to their progress in the course. At a minimum, the instructor should review student's grades just prior to the withdrawal deadline and again just before final exams.

Record Keeping

Attendance and Drops - Students are expected to attend all class meetings. Professors are responsible for informing students of the attendance and absence policy for the class. Students are responsible for knowing and adhering to the policy for the class. Attendance is to be taken and recorded for all class meetings. Professors may drop students from the class rolls when the student has exceeded the maximum number of times the class normally meets in three weeks of a semester, or in one week of a summer session. Professors are to drop students immediately on

given. (Publishers usually notify professor and/or department when a new edition will be released).

Desk Copies of Basic Textbooks - Copies must be obtained directly from publisher. Department chairs should determine that desk copies have been ordered and determine where needed for department members. If an emergency arises, the bookstore will sell the book to the professor and the receipt must be retained by the professor. When the new desk copy arrives from the publisher, the book and receipt must be taken to the Bookstore, free of publisher's complimentary labels in salable condition to receive a full refund.

Textbook and Specialized Supply Orders:

Professors are responsible for ordering textbooks through the department chair for their specific classes. Requests for spring semester must be in by the third week in October; summer session by the first week in April and fall semester by third week in April. Specialized supplies such as art materials, dissecting kits, drawing, engineering, maps, plotters, etc. are ordered on a supply order form furnished by the Bookstore. Supply orders should be submitted through the department chair at the same time as book requisitions.

Visitors

No person may be allowed to attend a regularly scheduled class unless officially registered for that class. Permission to visit a class must be secured from the professor. A visitor shall not attend class on a regular basis. Examples of visitors include: guest speakers, student friends, potential students, or minor children of officially registered students. Authorized visitors may be removed from the classroom by request of the Division Dean or designee, or other manager of the Student Learning or Student Services Team.

Extended Opportunity Programs/Service EOP&S	Counseling, educational planning, peer advising, tutoring book service program, financial assistance for students with academic (educational) and financial disadvantages, CARE Program for single parents receiving aid from CalWORKS (TANF)	4500
Financial Aid	Assistance in applying for state and federal assistance including grants, loans, fee waivers, work study and scholarships	4450
Health Services	Emergency, first aid, health education consultation, laboratory, medical, nursing, psychological services, limited medications, vision screening, tuberculin skin tests, immunizations and voluntary insurance plans	4400
High School Outreach	Visitations and presentations to feeder schools, conducts application workshops, coordinates/assists with placement testing and orientation; maintains prospective student data and serves as liaison to feeder schools.	5906
Job and Career Placement	Full and part-time job referrals and career placement for current and former Mt. SAC students, assist with job search preparation, work experience records, classroom presentations, sponsor annual professional development days	4510
ReEntry Center New Horizons LINKS Special Projects	Specialized classes, workshops and seminars for students reentering education, Single Parent Academy, information on child care, financial aid, scholarships, mentoring, Professional "Clothes Closet"	4392
Student Life	Issues related to discipline/disciplinary actions, student rights/due process, student activities, provide resources for students, checks for student workers, lost and found	4525
Veterans Affairs	Processing of educational benefits for veterans or eligible dependents, assistance with concerns, tutorial program	4520 5970

APPENDIX E

(Proposed) Administrator Supplement Outline
(adapted from Mt. SAC Management Handbook Outline)

(Proposed) ADMINISTRATOR SUPPLEMENT OUTLINE
(adapted from Mt. SAC Management Handbook Outline)

Welcome

Introduction

1. Philosophy and Leadership

Quick Reference/FAQ
Alignment
Expectations of Management Staff
Mission and Vision
Role of Board of Trustees

2. Organizational Structure

Quick Reference/FAQ
Committees
CQI
Management Steering
Organizational Charts
Shared Governance

3. Management Development

Role Expectations
Orientation
Mentoring
Professional Development
Renewal and Personal Reflection

4. Information Management

Quick Reference/FAQ
Campus Information Systems
Resource Reference
Support Area Information

5. Personnel Management

- Quick Reference/FAQ
- Assessing
- Evaluating
- Hiring
- Legal Issues
- Orienting
- Personnel Policies
- Discipline
- Supervising
- Training and Development
- Unit Contracts

6. Policies Affecting Administrators

- Quick Reference/FAQ
- Contract
- Pay Periods
- Personnel files
- Leaves of Absence
- Retirement
- Salary Schedule and Placements

7. Budget

- Quick Reference/FAQ
- Accounting
- Developing
- Planning
- Ordering/Requisitions

8. Daily Operations (within scope of responsibility)

9. Appendix/Other Resources

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