Music (continued)

**SCC**
- Mar 21: World Music Ensemble, Davis Art Center, 5:00pm
- Mar 23: Commercial Music Ensemble, Flagpole/A6, 12:10pm
- Mar 25: Commercial Music Ensemble, Auditorium, 7:00pm
- Apr 8: Pops Concert, Little Auditorium (A6), 12:00pm
- Apr 9: Pops Concert, Little Auditorium (A6), 8:00pm
- Apr 18: World Music Ensemble, Davis Art Center, 5:00pm
- Apr 23: Cabaret, City Cafe, 7:00pm
- Apr 25: World Music Ensemble, Davis Art Center, 5:00pm
- May 4: Commercial Music Ensemble, Flagpole/A6, 12:10pm
- May 6: Applied Music Recital, Little Auditorium (A6), 12:10pm
- May 6: Voice Recital, A27, 12:10pm
- May 6: Jazz Band, Quad (People’s Day), 5:00pm
- May 6: Commercial Music Ensemble, Quad (People’s Day), 6:00pm
- May 7: Voice Recital, A27, 8:00pm
- May 11: Jazz Band, Quad, 12:10pm
- May 13: Jazz Band, Little Auditorium (A6), 8:00pm
- May 14: Choral Concert, Church of the Master, 8:00pm
- May 16: Choral Concert, St. Luke’s Lutheran Church, 8:00pm

**FLC**
- May 6: Evening of Dance, Dance Studio (PE 203), 6:00pm

**Theatre**

**ARC**
- Apr 23 - May 2: The Philadelphia Story by Philip Barry, Fridays and Saturdays at 8:00pm, Sundays at 2:00pm, Thursday (4/29) at 6:30pm
- June 18 - July 25: Minnie’s Boy by Arthur Marx and Robert Fisher, music by Larry Grossman, lyrics by Hal Hackady, Fair Oaks Amphitheatre, Fri-Sun at 8:30pm, Thursdays (July 10, 17, 24) at 8:30pm.

**CRC**
- Apr 17 - May 16: Everyday by Sarah Ruhl, directed by Frank Condon, Fridays and Saturdays at 8:00pm, Sundays at 2:00pm
- July 16-17: Confessions of a Puppeteer by Lee Bock, times TBA

**FLC**
- Apr 30 - May 16: The 25th Annual Putnam County Spelling Bee by William Finn and Rebecca Sheinkin, Oak Hills Church, 1100 Blue Ravine Rd, Folsom. For more information call 916-608-6800.
- Apr 23 - May 16: A Flea in Her Ear by Georges Feydeau, directed by Kim McCann-Lawson, Fridays and Saturdays at 8:00pm, Sundays at 2:00pm
- Mar 16 - Mar 28: Beauty and the Beast, read by Doug Lawson, Saturdays and Sundays at 1:00pm
- Apr 23 - May 16: Berlin to Broadway, a cabaret by Kurt Weil, directed by Adrienne Sher, Fridays and Saturdays at 8:00pm, Sundays at 2:00pm
- July/Aug: A Midsummer Night’s Dream by William Shakespeare, Shakespeare in the Park (for more information, visit sacramentoshakespeare.net)
- July/Aug: Othello by William Shakespeare, Shakespeare in the Park (for more information, visit sacramentoshakespeare.net)

For more information call the college Public Information Offices:
**ARC** 484-8647
**FLC** 608-6993
**CRC** 691-7199
**SCC** 558-2442

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**LOS RIOS COMMUNITY COLLEGE DISTRICT**

**spring 10**

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**SCC students remake an iconic ad campaign**

Where are community colleges going?

Part 2

And:

New people
New places
New events

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Get More Energy
8am: Street corner in Sacramento.
8pm: Movie premiere in Paris.
From your hometown to Hollywood and back.
Milk’s long-lasting energy is how I get the most out of my busy Good Day.

get milk?
WHERE ARE WE?

NEW CENTER OPENS
Venture talks with David Pier who is charged with getting FLC's new Visual and Performing Arts Center up and running.

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ART

FLC
Feb 16 - Apr 29 Student Art Display, Rancho Cordova City Hall
Mar 7 - 26 Kingsley Scholarship Art Show, Folsom Library
Apr 26 - May 7 Annual Student Art Show, El Dorado Center Library

CRC
Mar 16 - May 16 Capital Jazz Project & Chamber Orchestra, 7:00pm
Mar 17 - May 16 Vocal Jazz Ensembles, 8:00pm
Mar 18 - May 16 Capital Jazz Project & Chamber Orchestra, 7:00pm
Mar 22 - May 16 Orchestra, 7:30pm
Apr 15 - May 16 Commercial Music Ensemble & Improv Group, 2:00pm
Apr 24 - May 16 Orchestra Children's Concert, 10:00am
Apr 26 - May 16 Student Recital, 7:30pm
May 4 - May 11 Chamber Singers, EGCAT, Offsite, 12:00pm
May 5 - May 11 Concert Band & Laguna Creek HS Band, 7:30pm
May 6 - May 11 Commercial Music Ensemble & Improv Group, 2:00pm
May 6 - May 11 College Choirs & Chamber Singers, 7:30pm
May 11 - May 11 College Choirs & Chamber Singers, 7:30pm
May 12 - May 15 Jazz Band and Gospel Choir, 7:30pm
May 17 - May 30 Orchestra, 7:30pm
May 17 - May 19 Concert Band: Commencement, Stadium, 7:00pm

FLC
Apr 24 Wind Orchestra & College Choir, 7:00pm, location TBA
Apr 30 Afro-Cuban Funk Band, 7:00pm, Oak Hills Church, Folsom
May 7 "The Rites of Spring" Special Ensemble Concert, 7:00pm, Courtyard
May 11 Contemporary Songwriting Concert, 7:00pm, Dogwood Hall, Room 239
May 18 Guitar Recital, 7:00pm, Dogwood Hall, Room 239

Lectures/Other

ARL
Apr 14 English dept. and bookstore's literary series reading from award-winning author Kathleen Lynch
Apr 24 Our Life Stories, cross-generational writers' conference - keynote speaker/author Albert Garcia, 9:00am-4:30pm
May 12 Cosumnes River Journal reading by contributors, featuring student writers and artists, and the general community

TICKETS

Art

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I like to think about how a student interacts with our colleges in contrast to my legal education at UC Davis. After being successfully admitted, I was prescribed a specific series of courses. The schedule was designed to keep me on campus and maximize financial aid. Only after surviving the first-year core of classes did we have access to the more interesting elective courses.

At many of our colleges, we have students enrolled in more advanced courses that do not have the language skills to comprehend the textbook.

More importantly, I like to contrast the bar exam with our assessment process. After three years of full-time attendance and successful graduation, I spent several thousand dollars more to review all of the material in advance of taking the bar exam.

In contrast, our community colleges have students who have either come directly after a senior year of high school or may have sat out from formal education for five, ten, fifteen or more years. We rarely provide any opportunity to review and sit them for an assessment exam. The outcome of the exam will determine their recommended series of courses and, all too often, their likelihood of success in higher education.

What if we gave our students a simple opportunity to take a short review class before sitting for the assessment test?

There are many strategies that are employed on a small scale within California or elsewhere in the nation. We should look to the best practices and do whatever we can to bring them to as many students as possible.

Community colleges cannot expect all of the educational funding that our students deserve. However, if we can articulate clear priorities and significant steps to improve student success, the increasing interest at the state and federal levels will be matched with increased funding.

We must capitalize on this window of opportunity. Legislators and policy-leaders do not remain focused on a particular solution for long periods of time.

California's community colleges have survived 100 years of booms and busts, expansions and recessions, and will survive this one. This time, and all too often, their likelihood of success in higher education.

With strong faculty, staff, and trustee leadership throughout our system, I am confident that our colleges are prepared to take the challenge and meet the needs of our students and, consequently, the state and national economy.

California's community colleges have survived 100 years of booms and busts, expansions and recessions, and will survive this one. This time, though, our colleges just might lead the way.
CRC humanities professor, Maureen Moore, recently returned from a sabbatical in Brazil where she researched the indigenous, African and European influences on contemporary culture.

Maureen lived for three months in three district regions of the country. Her first stop was Sao Paulo, considered to be the most European part of Brazil. She then focused on the Amazon basin which has long been a hub for environmental and indigenous people issues. Finally, Maureen spent time in the large, urban seaside city of Recife, famous for its Afro-Brazilian population and cultural influences.

Maureen is using her sabbatical to inform her classes, including the course Latin American Humanities, where she is including a lecture on the origins of Brazil’s favelas (slums) and their impact on contemporary society.

**Did You Know?**

Nearly **1 in 5** Americans who earned doctorates in 2008 attended a community college at some point.

*SOURCE: 2008 SURVEY OF EARNED DOCTORATES*

**Road to Rio**

**Ok Crash** humanities professor, Maureen Moore, recently returned from a sabbatical in Brazil where she researched the indigenous, African and European influences on contemporary culture.

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Maureen Moore in Vale das Dinossauros (Valley of the Dinosaurs). This paleontological site features the longest string of dinosaur footprints in the world. More than 395 separate dinosaur tracks have been identified in the past 30 years.

**Labor Secretary Visits ARC**

U.S. Labor Secretary, Hilda Solis, recently visited ARC and toured classrooms and labs in the health and education area, and participated in a roundtable with allied health students, faculty, administrators, and community partners. Utilizing funding from the American Recovery and Reinvestment Act and Workforce Investment Act, ARC is offering health care programs, such as Certified Nursing Assistant for unemployed, dislocated and low-wage workers. The CNA program trained 30 students last fall. ARRA funding is also supporting the training in healthcare interpreting, an evening program that currently serves 25 ARC students.

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Where are we? continued from page 7

“The are course offerings and scheduling decisions made for the benefit of the students or for other reasons? Are we protecting legacy offerings for political reasons at the cost of students desperate for their first shot at college?”

our courses and programs more accurately match employment demand? Who can afford to pay a greater share of the cost through community service education?

There aren’t easy, or I would offer, even correct answers to these questions.

Our system is too diverse for statewide mandates and determinations. Rather, faculty, staff and administrative leaders of each college need to sit down to review course and program offerings.

Are course offerings and scheduling decisions made for the benefit of the students or for other reasons? Are we protecting legacy offerings for political reasons at the cost of students desperate for their first shot at college? Do new high school graduates have a reasonable shot at enrolling in a core of transferable or basic skills courses, or are they last in line due to priority registration systems?

These are the tough questions that must be answered locally. However, if they are not addressed, we can expect more legislative proscriptions that could seriously injure our institutions.

I am a sound believer in the comprehensive community college and the values of lifelong learning. Nevertheless, even I must agree that the moral weight is behind addressing the needs of new high school graduates, the unemployed, and our returning veterans. After we have met that demand, we can and should look to address other community needs.

Beyond the questions of which students we are serving, there will be ongoing interest in how well we are serving them.

I have read many reports on what are billed as unsatisfactory degree, certificate and transfer outcomes in our colleges. Unfortunately, many of these reports take aim at failures of community colleges, when the underlying cause of the disappointing metrics may lie elsewhere.

For example, low transfer rates can often be attributed to impacted four-year universities and programs; high unit accumulation often results from semesters, if not years, of remediation following a student’s K-12 education.

Regardless of the blame, however, we must take whatever steps we can to increase the number of students matriculating successfully through our colleges. This may require changes at the four-year universities, to open up more transfer slots for the backlog of transfer-prepared students waiting on our campuses.

This also requires a reexamination of how we serve students. Because of inadequate funding, our assessment and placement services rarely address the true needs of our students.

(continued on page 10)
work that will push the boundaries a bit and get people to experience some things that maybe they haven't experienced before.

If you could envision that first year of operation, ideally, what would it look like?

I’m actually already planning our opening spring season and I think what you will see is a whole spectrum of different kinds of activities going on. All different disciplines of theater, dance, and music. All different styles of music. A lot of different kinds of activity: classical, contemporary, jazz, a lot of different elements. Then fold in on top of that, the community groups and what they are doing, and the academic programs. It is going to be a very rich environment with a lot of things going on. And the best thing is that it’s right in people’s backyard!

We have the Mondavi Center at UC Davis which is another very large, regional theater. Do you see any partnerships or collaborations?

Yes, I think it’s quite possible. We can work together and coordinate touring touring shows so we could basically bring folks here that otherwise wouldn’t be able to tour. So I definitely see those kinds of opportunities. It could very well mean that one night the artist will be performing at Mondavi and the next night performing at Folsom Lake College.

There is probably enough geographic separation for that to work.

Yes, and I think there are people who live just too far away, for example, for those in the foothills, to drive all the way across to Davis. But I think they would come down to the college to see something that one night the artist will be performing at Mondavi and the next night performing at Folsom Lake College.

Besides the performing arts, there is a big space planned for art.

Yes, an art gallery. And Bank of America is sponsoring that. They actually made a donation to support the center. That will be a space that will be used for presenting work from students and faculty but also from the community as well as exhibitions on tour.

We've talked a lot about the community side of this and somewhat about the student and the academic side. This is going to be an incredible addition to the academic programs.

Yes. Folsom Lake College is a fairly young campus and a lot of the programs are just getting going. I know the art folks have been waiting anxiously for this because this actually provides the facilities to really let them do a lot of the programs that they have envisioned but haven’t been able to realize yet. So I know the music people are chomping at the bit to get in there. And the theater folks, they haven’t had their own space, so they are really going to appreciate it. The same with the visual arts faculty, to have a nice exhibit space and to have studio spaces they can work in.

That would really enhance the college experience for our students and engage them in the campus.

Yes, it will give students some different experiences that will impact the rest of their lives and the quality of their lives.

Before we bring this to a close, if you could book one act for your opening, who would it be?

Oh, that’s a tricky one. There are so many good artists and good shows. I like them all.

You’re not going to share? (laughter)

No, I can’t. (laughter)

Well, I look forward to attending one of those first events whatever they are. Anything else you want to share?

I’m just really happy to be back on a college campus. I really enjoy the academic environment. FLC has so much energy and momentum because it’s such a new campus. The Folsom area has grown so fast that people living there are searching for community and our arts center can help provide that.

Where are we? We are in a perfect storm—an unprecedented enrollment demand matched by a chronic and enormous state budget problem.

This year, the state will witness the crest of Tidal Wave II—the largest high school graduating class ever. Adding to demand, 2.2 million unemployed Californians who desperately need to be retrained for new jobs.

Community colleges thus far have been masterful at prioritizing and maintaining enrollment despite inadequate state funds. The colleges served more than 50,000 unfunded students in 2008-09 and all indications are that they continue to serve far more than for which the state is willing to pay.

The mismatch between enrollment demand and funding is leading to an important discussion. Through their 100-year history, California’s community colleges have been charged with an ever-increasing mission. From remediation to career technical education to lifelong learning, community colleges have been the Wal-Mart of education.

They have been expected to serve everyone in nearly every possible way, at woefully inadequate funding levels which, despite outstanding faculty and staff, results in a diluted quality.

Now that it is obvious that sufficient funding for enrollment demand will not return for a few years, many districts are reexamining their course offerings to answer several questions. Who should be our priority? Should...