# **District Academic Senate (DAS) Minutes**

**Tuesday, March 5th, 2024 - 3:00 -5:00 pm**

Teleconference locations:

**Los Rios District Office Main Conference Room**

**ARC: ARC Administration Building Conference Room**

**CRC: College Center 250 Conference Room #2**

**FLC: FL2-145**

**SCC?**

## Members Present

DAS

* Alisa Shubb, President
* Sarah Lehmann, Secretary

ARC Academic Senate

* Brian Knirk, President
* Veronica Lopez, Vice President
* Alisa Shubb, Past President

CRC Academic Senate

* Jacob Velasquez, President
* Lauren Wagner, Vice President
* Eric Anderson, Secretary

FLC Academic Senate

* Eric Wada, President
* Lisa Danner, Secretary
* Wayne Jensen, Vice President
* Paula Cardwell, Past President

SCC Academic Senate

* Amy Strimling, President
* Dawna DeMartini, Vice President
* Lori Petite, Past President
* Nadine Kirkpatrick, interim secretary

## Preliminaries

1. Welcome/Call to order
2. Land Acknowledgement was read by Brian Knirk
3. Approval of Agenda
	1. Agenda was approved
4. Approval of Minutes
	1. Minutes were approved
5. Introduction of guests
	1. Guests present included: Jason Newman, Teresa Aldredge, LaQuisha Beckum, Renee Medina

## Public Comment Period

* + - LaQuisha Beckum noted that this Friday from 2pm - 5pm, the ARC Union team is holding its first-ever happy hour at River City Brewing.

## DAS President’s Report

* EEO Committee - appointments needed - meets this semester, March 28th 3-4:30pm
* AP exam score alignment pilot convergence process for DCCC
	+ There is an interest in ensuring that colleges have aligned practices in accepting AP credit across the district
	+ The articulation officers are working on this process
	+ The DCCC is working on a process for coming to consensus on alignment across the district, when there is not agreement
* Statewide Common Technology Platform (fka ERP project) update
	+ DAS President is serving as the faculty representative on this committee.
	+ There are a lot of colleges in smaller districts who are interested in having a State-sponsored common ERP. They see it as a cost-savings and a way to save the colleges time
	+ The State Chancellor’s Office also has an interest in getting common data more easily.
* R-3412 approved/adopted by consensus at Chancellor's Cabinet
* Faculty with existing equivalencies are required to upload their own P-38 form when applying for a new position in Los Rios.
* [Common Course Numbering (CCN) Task Force Report](https://www.cccco.edu/-/media/CCCCO-Website/docs/report/2023-common-course-numbering-task-force-report-2-15-24-a11y.pdf?la=en&hash=424EE27CFA742922ACD5D378295134062B8630C5)
* International Education Committee (IEC) is piloting a proposal for exception to the 2.5 GPA requirement:
	+ IEC supports faculty and college efforts that provide students from diverse backgrounds the opportunity to participate in study abroad and acknowledges that the 2.5 GPA requirement outlined in R-7151, section 4.5.1, is out of sync with the practices we are currently promoting.
	+ IEC is proposing a pilot for this summer's study abroad that allows the faculty lead to determine, based upon their established screening procedures (see R-7151, section 4.5.3), whether or not a student is eligible to participate in study abroad if their GPA is less than 2.5. (Note: Students must still meet the residency requirement of having completed twelve units of college-level coursework prior to the trip.)
	+ Upon returning in fall 2024, the IEC will convene and review the pilot with faculty who participated in 2024 summer study abroad. Based upon that review, the IEC will forward any recommended changes to R-7151 to the Chancellor.
* BOT retreat: review of progress towards BOT goals

## Consent Items

(Any member of the DAS may request an item be removed for further discussion and separate action).

1. None.

## Decisions

(10-15 minutes per item)

### 9. Recommendations from CCCApply task group (2nd reading)

Background: [CCCApply Task Force Recommendations document](https://docs.google.com/document/d/1_QcMujHQ4h4G_iIqRTnBdb7NP7-5mkVcOBXQ7nPueSU/edit)

* Add “Transfer to a 4-Year Institution” to the list of options for students (rather than “transfer without a degree”)
* Add “undecided / undeclared” (rather than “undecided”) to the list of options for students and tie to the program code that bypasses the "major reselect hold" so that students are free to enroll in classes without selecting a major.
* Do NOT add “career degree / career certificate” to the list of options.
* Set "Special Filter" to Option A\* (include ADTs and local degrees for transfer)

Additional supporting materials:

* [CCC Apply Task Force Charge](https://docs.google.com/document/d/1sEiONNa5BMhJIpPNjNXyfnji6GCcK122nSp-LdH_2nk/edit?usp=sharing)
	+ [Meeting Notes Feb2](https://docs.google.com/document/d/1sEiONNa5BMhJIpPNjNXyfnji6GCcK122nSp-LdH_2nk/edit?usp=sharing)
	+ [Meeting Notes Feb6](https://docs.google.com/document/d/1h2VoSeCOmMgYkiNwt-y2VrAln2hb89FjzMWaKlH99ms/edit?usp=sharing)
	+ [Meeting Notes Feb23](https://docs.google.com/document/d/14HtYHOJKDHMDzqe4ZaB-gioCYI50qBOha6vVRVAsdP0/edit?usp=sharing)

Discussion:

* If someone chooses an option that is not eligible for financial aid, will the system flag it to alert them?
	+ Yes
		- Request to document in the recommendation that financial aid-ineligible pathways/goals will be flagged for students
* It is unfortunate that students who choose “undeclared” aren’t eligible for financial aid. Is this a locally-imposed rule?
	+ No, this is following Federal financial aid rules
		- It was noted that LRCCD takes a very strict and narrow approach at financial aid eligibility, but yes it is tied to financial aid rules. Other districts are not as strict.
			* Perhaps this could be brought up with Yolanda Garcia, who works specifically with financial aid. She could clarify why LRCCD does this.
* The “transfer to a 4-year institution” (which replaces “transfer without a degree”) option IS eligible for financial aid
* Suggestion that we do not rely on the administrators interpretation of the law. Experience suggests that when administrators say something is the law, it’s smart to go look at the law and read it. There can be many ways of interpreting/implementing laws, and some are more favorable to faculty/students than others. Suggesting that faculty should look at this law and see if there could be a different interpretation. Perhaps we can pitch a different way of interpreting/implementing the law. We wouldn’t want to exclude students from these benefits if we don’t have to.

### 10. Request for District accounting of items removed, ordered, and replaced under Moratorium on Use of Human Remains (2nd reading)

Background: [Moratorium Materials Tracking List V2 document](https://docs.google.com/document/d/16b-z80kuUvAt8STRFCiGk_euEybzepABN1X7RIc0dhM/edit)

* A NAGPRA director has been hired
* DAS President has spoken to deputy Chancellor Nye, who is supportive of this work

Discussion:

* CRC has 14 items that were removed outside the scope of the moratorium; they want those items (and all items removed outside the scope) to be tracked
* Concern about the language in the first paragraph. Is this the way we want to phrase the impact on student learning?
	+ Many of the items that have been removed have the effect of removing the ability of faculty to teach required concepts and ensure student learning outcomes.
	+ Suggestion: emphasize the absence of appropriate replacement materials rather than the removal of materials, many of which should not have been used in the first place.
		- This “friendly amendment” will be made

Voting

| Issue: Request for District Accounting of Items Removed, Ordered, and Replaced Under Moratorium on Use of Human Remains  |
| --- |
| **ARC** |  | **FLC** |
| Knirk | yes |  | Wada | yes |
| Lopez | yes |  | Jensen | yes |
| McCusker | yes |  | Danner | yes |
| Shubb | yes |  | Cardwell | yes |
|  |  |  |  |  |
| **CRC** |  | **SCC** |
| Velasquez | yes |  | Strimling  | yes |
| Wagner | yes |  | DeMartini | yes |
| Anderson | yes |  | Kirkpatrick | yes |
| Crosier | absent |  | Petite  | yes |

## Reports

(5 minutes per report + 5 minutes for questions)

* No reports

## Discussion

(10-15 minutes per item)

### 11. DAS Bylaws revisions: Officers

Background: [LRCCD DAS By-Laws document](https://docs.google.com/document/d/1FibbkqzW8dm9fMfOeWxvee0Qr-4tF3LP/edit)

Discussion:

* Is the DAS Secretary always a non-voting member?
	+ Not necessarily
* What is the term for a DAS President?
	+ Historically it has been a two-year term, but this is up for conversation
	+ This may not align with the term of the “president select,” which is one-year term. Should we say that with a “president select,” DAS President can only serve one term?
		- This would need to be timed carefully
* Possibility that the executive team should select the next DAS president while respecting the rotation of the colleges
	+ Should this only happen if the college for some reason doesn’t want to select a president? It seems like there should be more voices involved in the decision
* Bottom line, the person coming into the president’s role should have some onboarding
* Maybe the executive team serves as a nominating committee, and then the DAS votes?
* Concern that the DAS President may take a greater interest in their own campus
* Noted that it is fairly easy to remove a DAS President if there are any issues
* Consideration of holding an election for the DAS President, rather than an appointment from a college. Where does the body stand on the college appointing the president vs DAS electing the president?
	+ Support for the concept that someone is nominated by the college, and there is a confirmation by the DAS body
* Concern: with a possible 4-year term, a college would field a DAS President every 16 years. If we had these longer terms, it would be difficult to recruit someone with enough recent Senate/DAS experience. It was noted that DAS President is a grueling job. It is a lot to ask of someone for 4 years.
	+ - For this reason, the task group ruled out the idea of a DAS Past President
* Support for the idea that DAS votes as a body to confirm the president (or the president-select).
* Wouldn’t want to prevent a president from serving a second term if they want to and no one else does. Understanding that it is a difficult job. It is not an expectation, but an opportunity for someone who does want to.
* Discussions on this topic will continue

### 12. AB 1705 Validation of Equitable Placement, Practices for STEM Programs

Background:

* CCCCO memo: [ESLEI-24-15-AB-1705-STEM-Preparatory-Course-Validations.pdf](https://lrccd.instructure.com/courses/176134/files/59224707?wrap=1)
* [Download ESLEI-24-15-AB-1705-STEM-Preparatory-Course-Validations.pdf](https://lrccd.instructure.com/courses/176134/files/59224707/download?download_frd=1)
* Options:
	+ A - STEM Calculus 1 Implementation (meeting AB 1705 standards by replacing stand-alone prep classes with support-enhanced STEM Calc 1)
	B - Validation Approval (validating an existing preparatory course/s)
	C - Interim Approval (interim approval of existing preparatory course/s that does not meet all 3 standards of AB 1705))
	D - Implement an Innovative Course (innovative preparatory course option for lowest STEM placement students)

By June 1, every college must decide one of the above options

Discussion:

* Interest in confirming that it is up to the math faculty at each college to make this determination
* Do we know why the data was not disaggregated?
	+ No.
* CRC has opted against doing a validation study
* This validation study discussed in the memo is not local
* Opinion expressed that these options are misleading. The state provided the validation data and essentially said “B is not an option.” They sent a spreadsheet, you enter numbers, and it pops up with a yes or a no. There is a very narrow definition of what they consider validation
* Note: this study came from the RP Group
	+ Opinion expressed that some of their work does not come from an asset-based lens
* Could we reach out to the State Academic Senate to ask that the data is disaggregated? Or at least the rationale for why it was not disaggregated?
	+ This will likely come up at Plenary. There is a lot of discussion statewide about this.
	+ This could be advocated by a resolution to ASCCC
	+ FACCC did a FOIA for AB 705 data from the Chancellor’s Office
* Discussions on this topic will continue

### 13. Equivalency committee processes and guidance

Background:

* [CCCCO Minimum Qualifications Handbook](https://www.cccco.edu/-/media/CCCCO-Website/docs/minimum-qualifications/CCCCOReport-Minimum-Qualifications-2023_.pdf?la=en&hash=D3075F5E24FF5D3DB759E61009DC66F0F5060FF6)
* [ASCCC Executive Summary of 2016 paper](https://www.asccc.org/content/equivalency-minimum-qualifications)
* [ASCCC 2020 Position Paper](https://www.asccc.org/sites/default/files/EquivalencyF20.pdf)
* [LRCCD R-5123](https://losrios.edu/shared/doc/board/regulations/R-5123.pdf)
* [LRCCD Faculty Hiring Manual](https://losrios.edu/lrccd/shared/doc/hr/hiring/faculty-hiring-manual.pdf) (pp 15-16)
* [Equivalency Determination Process](https://losrios.edu/community/jobs-at-los-rios/prospective-faculty-resources/equivalency-determination-process) - outward facing information for prospective LRCCD employees
* [P-38 Form](https://employees.losrios.edu/lrccd/employee/doc/hr/forms/p-38.pdf)

Discussion:

* There are probably areas on this topic that could be improved.
* Previously, some folks have advocated for a districtwide equivalency process. This sounds like a good idea, but there are some potential challenges:
	+ Emergency hires sometimes need to happen very quickly right before classes start. The emergency hire process can’t deviate from the regular hiring process, and if an emergency hire involves an equivalency, it just may not be possible to get it done in time. Faculty are on vacation when a lot of emergency hires happen. It’s one thing to get this done at a single college, but it could be impossible to accomplish a districtwide equivalency process.
* Interest expressed in revising the P-38 form, particularly considering the “eminence” criteria
* Interest in developing additional professional development around how to conduct equivalencies

### 14. District Budget/LAO Report

Background:

* 3.B CCC-022124[28].pdf: <https://lrccd.instructure.com/courses/176134/files/59103075?wrap=1>
* FACCC Data on 30% reserves: <https://drive.google.com/file/d/1geS5X4CFdXsjlaGD8dz6oxadLgwcXNYP/view>
* CCCCO website. [https://misweb.cccco.edu/FiscalPortal/reports/](https://linkprotect.cudasvc.com/url?a=https%3a%2f%2fmisweb.cccco.edu%2fFiscalPortal%2freports%2f&c=E,1,cVM2uLYETgeG5Ti7huxu0bCCwKtGu6yZ3dQ_EQ4Z7zc3gqe8oGG22RXjxx_xBvH3_kvflyjAfz_2Dj10Hid768PiXDbWZAiD5G-i9NJMS9cqoYv7BYR_&typo=1)

Discussion:

* Question arose over how much the District currently has in reserves. The District and FACCC disagree on the number.
* Interest in making sure that 10+1 work is done by faculty, and that faculty are paid for 10+1 work. Sometimes it seems like other people (directors, consultants, etc) are compensated to do this work within Los Rios.
* What is the recommended level of reserves?
	+ CFT recommends a 15% reserve; in 2022 Los Rios had a 30% reserve
* Suggestion that there be a cap on reserves, such as 30%
* DAS President will request clarification on the Los Rios level of reserves

### 15. LRCCD General Education & Graduation requirement revisions

Discussion:

* DAS President is still waiting for the survey results and will share them as soon as possible.
* We have 1 more meeting in March to have this as a discussion item, and in April we need a 1st and 2nd reading. We will therefore need a proposal.
	+ One issue: do we want to allow students to use a transfer GE pattern for a local degree? (yes/no)
	+ Second issue: should we add additional requirements for a Life Skills and/or American Institutions course within the GE pattern?
* Where are we leaning on these options?
* CRC’s Senate has expressed interest in retaining the American Institutions requirement. They are possibly also interested in retaining the Life Skills requirement. They will discuss at their next meeting.

## Items from Colleges for District Academic Senate Consideration

* Concern from SCC about the adjunct faculty pools not being open. This affects Colleges’ ability to hire adjuncts in a timely manner. Request that DAS President contact HR about this. Carrie and Taurus from HR will attend next DAS meeting to discuss.
* Are there any updates about Rising Scholars getting priority registration?
	+ No new information about this. DAS President will follow up.
* Part-time faculty who apply for LTT positions ask questions like:
	+ Do you work outside the district?
	+ Do you have any pre-existing conditions?

Concern/question about why these questions are there. LRCFT Executive Director is working on this.

Meeting adjourned at 5:10

## Committee Reports

## (As time permits, written reports will be posted to Canvas supporting material section and included in subsequent meeting minutes)

### District Curriculum Coordinating Committee Report:

The committee met on Feb 23, 2024.

* All of the curriculum proposals were approved.
* Two courses were approved for math competency (CRC MATH 311 & SCC MATH 301).
* The committee is coordinating updates to all work experience courses and splitting Theatre Arts Performance courses into new families in time for the next catalog.
* The committee is considering the best way to coordinate GE approvals for the new Cal-GETC and local AA/AS patterns so that there is consistency across the district. The Articulation Officers already coordinate, but we need a plan for how to handle rare situations where course GE approvals are different – documenting why they are different if they need to be different, or reaching a compromise between the colleges so that course GE approvals are aligned.

The next DCCC meeting will be held Mar. 22, 2024. Respectfully submitted by Bill Simpson, DCCC Chair.

### Instructional Accessibility Committee Report

Co-Chairs Kandace Knudson and Tammy Montgomery

* The four Universal Design Accessibility Support Coordinators continue to support wider student access to instructional materials, working with individual faculty, providing training, facilitating workshops, and helping everyone expend capacity for applying Universal Design principles.
* The district-supported Accessibility Team HAS ADDITIONAL CAPACITY to remediate instructional materials for faculty. Faculty should contact their Universal Design Accessibility Support Coordinator for access to this service.
* (UD Coordinators: Lori Hokerson, ARC; Timi Poeppelman, CRC; Beki Mendell, FLC; Gabriella Nuttall, SCC)

### PREP Report

None. Note: there was an email sent earlier today about a concept called PREP Lite. This did not come through the PREP committee.

### District Ed Tech Report:

Timeline - need a decision by the April 16th DAS on whether to:

* + Continue with Proctorio
	+ Switch to a new tool
	+ Cease use of online proctoring
* Likely no change (if any) before Fall 2024
	+ Not enough time to demo, evaluate, and implement a new solution.
	+ Kevin will work on seeing if we can extend Proctorio to cover the Summer term as the contract ends July 30.
* EdTech Narrowed 6 options to 4 (3 alternatives and Proctorio)

	+ Honorlock
	+ Respondus
	+ Yuja
	+ Proctorio (no demo as this is currently in use)
* Demos are being scheduled we will need faculty participation in the next steps, including feedback on scoring/evaluation criteria.

### DESSC Report

<https://lrccd.instructure.com/courses/176134/files/59320451?wrap=1>

**DESSC CHAIR REPORT FEBRUARY 2024**

● **Meeting held on 02/26/24**

● **Minutes:**[Minutes for DESSC 02.26.2024](https://docs.google.com/document/d/1xcxVVHG_OoTReLJVJClwmBc4PrImsi9zE5nzIh4Mxi8/edit?usp=sharing)

● **Chair Report:**

○ Encouraged faculty to reach out to local Senator for information regarding VNC discussions

○ Encourage faculty to complete survey regarding proposed changes to GE patterns sent out by DAS

● **Discussion:**

○ Dual Enrollment Update:

■ Sean O’Neil presented an update on Dual Enrollment outcomes for enrollment (districtwide and college-specific), as well as student success outcomes as measured by GPA (3.33 GPA in fall 2023)

●  [Copy of DESSC Dual Enrollment Update Feb 2024](https://docs.google.com/presentation/d/1HAp1zhehwfxwqY9ebpKElD1-F_rf-gr6ObYb9wY3ktA/edit?usp=sharing)

● Committee members asked for demographic information breakdown of the data. Sean said he will be able to provide that information

■ Tammy Montgomery shared information on work to streamline enrollment process for dual enrollment students.

● Timeline: Testing sometime in August; roll-out October 2024, which will allow students to register for spring 2025 classes when registration opens in November.

○ FinancialAid Redesign Update:

■ Ali Padash is the new Director of FA

■ FAFSA Simplification

● Yolanda will provide a written update and share resources that are available for staff and students

● Students notified in early May that their FAFSA/CADAA has been received and FA will begin reviewing their application over the course of the next few weeks

● Web Page on FAFSA site to identify issues :<https://fsapartners.ed.gov/knowledge-center/topics/fafsa-simplification-information/2024-25-fafsa-issue-alerts>

○ A&R Redesign Update:

■ Major Change update: Feb 11th major change form process launched successfully; presentations and demos held with counseling departments at all four colleges before the launch; counseling chairs and deans provided feedback earlier on the new eForm and process.

● More than 660+ major changes processed as of 2/20/24– with changes going into effect instantly for the current term (based on the academic deadline).

● Exception process– form for students who need a current term major change due to FACA will be available soon. Details will be forthcoming. Processing timelines anticipated between 3-5 days, but likely within 1 day (but is contingent upon demand)

○ Credit for Prior Learning Update:

■ Articulation Officers working to update and align all AP, IB, CLEP scores across the 4 colleges; working with their college curriculum committees and senates, they expect to have this work completed soon for inclusion in the 2024/2025 college catalogs

■ Rather than AP/IB/CLEP scores being manually processed through A&R, the goal is to have this process automated and available for students to see upfront how their outside credit applies towards their declared major.

● Discussion of concerns regarding AP/IB transferability for Major classes at UCs and CSUs

○ Students should have a choice if their credit shows on transcripts

○ How will this affect Financial Aid (for example if a student Passes CALC AB exam with a 4 but needs to take MATH 400 for transfer requirements)?

■ State law requires students’ credit for prior learning to be transcripted.

● **Remaining meetings: 3/18, 4/15**

##

## Land Acknowledgements

[Los Rios Community College District Indigenous Land Acknowledgment Statement](https://losrios.edu/about-los-rios/our-values/indigenous-land-acknowledgment) “In the spirit of community and social justice, we acknowledge the land on which our four colleges reside as the traditional homelands of the Nisenan, Maidu, and Miwok tribal nations. These sovereign people have been the caretakers of the health of the rivers, the wildlife, the plant life, and the overall eco-social balance in the greater Sacramento region since time immemorial.
 Despite centuries of genocide and occupation, the Nisenan, Maidu, and Miwok continue as vibrant and resilient tribes and bands, both Federally recognized and unrecognized. Tribal citizens of these nations continue to be an active and important part of our Los Rios college community. We take this opportunity to acknowledge the land and our responsibility to the original peoples, the present-day Nisenan, Maidu, and Miwok tribal nations.”

[ARC Indigenous Land Statement](https://arc.losrios.edu/student-resources/native-american-resource-center#:~:text=We%20acknowledge%20the%20land%20which,Maidu%2C%20and%20Miwok%20tribal%20nations.&text=Despite%20centuries%20of%20genocide%20and,both%20Federally%20recognized%20and%20unrecognized.)

“We acknowledge the land which we occupy today as the traditional home of the Nisenan, Maidu, and Miwok tribal nations. These sovereign people have been the caretakers of this land since time immemorial. Despite centuries of genocide and occupation, the Nisenan, Maidu, and Miwok continue as vibrant and resilient Federally recognized tribes and bands. We take this opportunity to acknowledge the generations that have gone before as well as the present-day Nisenan, Maidu, and Miwok people.”

[CRC Land Acknowledgement](https://crc.losrios.edu/about-us/our-values/equity-and-diversity/land-acknowledgment)

“We pause to acknowledge that Cosumnes River College sits on the land of Miwok and Nisenan people. We remember their continued connection to this region and give thanks to them. We offer our respect to their Elders and to all Miwok and Nisenan people of the past and present.”

 [FLC Land Acknowledgement](https://flc.losrios.edu/about-us/our-values)

“We respectfully acknowledge the land currently occupied by Folsom Lake College as the traditional home of the sovereign Nisenan, Maidu and Miwok peoples who have a unique and enduring relationship stewarding this land since time immemorial. Despite colonization, occupation and genocide, the Nisenan, Maidu and Miwok people continue and thrive in their resilience and self-determination. We celebrate and recognize our Nisenan, Maidu and Miwok tribal neighbors and honor their sustained existence.”

[SCC Land Acknowledgement](https://scc.losrios.edu/student-resources/native-american-student-success/land-acknowledgement)

“We acknowledge the land currently occupied by Sacramento City College as the traditional home of the Maidu, Miwok and Nisenan people. These sovereign people have been caretakers of the area since time immemorial. Despite centuries of genocide and occupation, the Maidu, Miwok and Nisenan people continue as vibrant and resilient federally recognized and unrecognized tribes, bands, and rancherias. Today, we honor and recognize our Maidu, Miwok and Nisenan tribal neighbors for their contributions as the caretakers of the Sacramento Valley and honor their sustained existence. It is with their blessing and continued guidance that Sacramento City College seeks to provide an accessible, equitable, and supportive institution of learning and experience.”

Voting Template

| Issue:  |
| --- |
| **ARC** |  | **FLC** |
| Knirk |  |  | Wada |  |
| Lopez |  |  | Jensen |  |
| McCusker |  |  | Danner |  |
| Shubb |  |  | Cardwell |  |
|  |  |  |  |  |
| **CRC** |  | **SCC** |
| Velasquez |  |  | Strimling  |  |
| Wagner |  |  | DeMartini |  |
| Anderson |  |  | Kirkpatrick |  |
| Crosier |  |  | Petite  |  |