Noncredit Instruction
PROGRAM REVIEW REPORT
2014 – 2015

Faculty and Staff (List all)

Adjunct Faculty	Adjunct Faculty	Support Staff
Antonio, Lauren	Ilharreguy, Brian	Herrera, Darlene (40%)
Arionus, Lisa	Johnson, Clay	Reed, Linda (49%)
Ascencio, David	Kim, Jung	Vacant (100%)
Barsh, Richard	Klaus, Barbara	
Bazyrous, Timothy	Lambright, Gary	
Brown, Karen	Maxwell, Desmond	
Caldwell, Charlotte	Mira, Linda	
Chang, Jessica Mei-Han	Moore, Gavin	
Chavez, Carlos	Nehring, Brian	
Church, Luke	Ng, Chuen	
Ciccoianni, Paul	Oldaker, Margaret	
Cuellar, Carlos	Paulsen, Luella	
De Ridder, Carrie	Perez, Nelly	
Dominguez, Mauro	Ramirez, Erika	
Duff, Shawn	Reale, Thomas	
Edwards, Jason	Reyes (Khalaf), Nancy	
Elhaj, Nadine	Reyes, Laura	
Fallat, Paul	Sailors, Bernetta	
Fieri, Carol	Sprankle, Matthew	
Fogel, Charles	Tapia, Jessica	
Galeazzi, Airena	Tavasolian, Amber	
Garrison, Steve	Toda, Jim	
Glavin, Kevin	Vazquez, Luis	
Heng, Philip	Velsaco, Aracely	
Hernandez, Octavio		
Hertenstein, Katherine		
Ho, Benjamin		

Noncredit Instruction

I. Executive Summary

Program Description:

The Noncredit Program is designed to enhance students' employment opportunities through classes ranging from basic skills and health care to vocational preparation and job retraining. Noncredit Education assists student achieve their personal and professional goals while also serving as a point of entry for students transitioning to credit instruction. Funded through state apportionment, there are no student enrollment fees for noncredit classes, which are offered throughout the academic year. Classes are taught by instructors who meet state minimum qualifications. They have formidable educational backgrounds and professional experience in their fields.

Noncredit classes are offered in ten legislated instructional areas:
- Parenting Education
- Elementary & Secondary Basic Skills
- English as a Second Language
- Immigrant Education
- Education Programs for Persons with Substantial Disabilities
- Short Term Vocational Programs with High Employment Potential
- Education Programs for Older Adults
- Family and Consumer Sciences
- Health and Safety Education
- Workforce Preparation

Noncredit classes are offered on campus during the day and evening, and at several off-campus sites.

Strengths/Effective Practices:

The Noncredit Program continues to be a vital point of entry for many underrepresented students. Noncredit students are diverse in their educational backgrounds but are united in their willingness to improve their personal circumstance through education. The Noncredit student population includes the adult re-entry student who is returning to college in hopes of earning a degree or certificate; the basic skills student who needs a little help before transitioning to the credit program; the older adult who wants to continue his/her learning; the displaced worker in need of updated job skills; and the English as a Second Language student who needs to improve his/her language skills in order to improve his/her conditions. The Noncredit Program provides essential

academic and support services to students, who might otherwise be unable or unwilling to attend an institution of higher learning.

The Noncredit English as a Second Language (ESL) program continues to advance its delivery of high quality English language instruction to a singular and underserved student population at Citrus College – adult English language learners. Noncredit ESL serves a profoundly diverse community of learners whose needs are not recognized or fulfilled by traditional credit courses. While credit ESL courses cater to international students in progress to higher degrees, noncredit ESL students report a variety of vocational, personal, academic, and community goals. The majority of noncredit ESL students are in the middle range age bracket (25-49). Noncredit ESL students tend to occupy lower socio-economic statuses; work jobs or care for children and home; and have educational backgrounds ranging from lacking high school degrees to holding professional degrees in their native countries. Most students have not been students for a number of years. Noncredit ESL students hail from all corners of the world but are dominated by those from Latin America, the Middle East, and Asia. The Noncredit ESL program effectively serves these learners where credit ESL programs fall short. Noncredit students may be unable to afford credit course fees; they may be unable to keep up with the pace and academic nature of the credit program; they may require more personal instruction and support or the extended period of class time that noncredit offers. Noncredit students may have personal, community, or vocational goals that do not align with the academic nature of credit programs; they may need to return to their countries, work jobs with shifting schedules, and take care of family emergencies. However, these students' goals are as valuable as any. The Noncredit ESL program is the single provider and access point for this unique student population on the Citrus College campus.

With the advent of counseling services for noncredit students in Winter 2014, we saw an increase in the number of students who sought out the services of a counselor. The noncredit counselor, scheduled in the Lifelong Learning Center three days a week, conducted classroom visits throughout the semester. Welcome Day festivities on the first day of the semester, for both our morning and evening students, welcomed the students back to campus with giveaways and light refreshments. It provided a fun way to welcome returning students, to meet new students, and most importantly, to introduce everyone to the new counselor. We have seen an increase in the number of students interested in matriculating to credit instruction. Making this transition easier is the line of communication established between our noncredit counselor and the Counseling and Advisement Center. Oftentimes, accessing services on the larger campus can be difficult for a noncredit student. With the help our noncredit counselor, this process has been streamlined, making it easier and more comfortable for our students.

The Noncredit ESL program continues to grow and diversify. Spring 2014 marked the first time noncredit ESL classes were full prior to the first day of instruction. Waitlists for all classes were maintained by the Community Education staff, and students were added as spaces became

available. Students continue to share their successes with their friends and family, encouraging them to follow in their footsteps and enroll in classes at Citrus College. We have seen an increase in the number of new students enrolling in classes, which can be attributed to the positive reputation our program has in the community.

Beginning Spring 2014, noncredit adjunct faculty assessed student learning outcomes for all classes offered during the term. Noncredit faculty were provided with a brief training, along with a template of the Student Learning Outcome Assessment Reporting Form that included tips and tricks for completing the form correctly. All Spring 2014 courses offered on and off campus were assessed and completed reports were submitted to the SLO Coordinator. Recommendations collected from the assessments will be used to revise curriculum and modify scheduling patterns, as needed.

In Winter 2014, six new noncredit ESL courses were approved by the Chancellor's Office. Courses included four grammar courses, a computer literacy course and a citizenship course. Also approved in winter were three noncredit Certificates of Competency (ESL Beginning, ESL Intermediate and ESL Program Completion). Summer 2014 brought the approval of the noncredit Heating, Ventilation and Air Conditioning Technician Certificate of Completion. The approval of these certificates will allow the college to claim enhanced funding for the ESL and HVAC courses attached to these certificates, which will bring in additional apportionment funding for the institution. Additional courses and programs will allow us to offer a variety of options to our students.

Weaknesses/Lessons Learned:

Noncredit classes are not transcripted, which does not allow for the reporting of data related to completion rates for noncredit courses. Without a noncredit transcript, students are unable to verify enrollment for employment opportunities and are unable to document their educational history.

A lack of full-time noncredit faculty does not allow for growth and development of instructional programming within the Noncredit program. Without full-time faculty, curriculum development is completed by a classified supervisor and an ESL adjunct faculty, who receives a small stipend for his work. Without full-time faculty, the Noncredit program will continue providing instructional programs for students using adjunct faculty; however, it will not allow for program growth and curriculum development.

Technological instructional and learning aids are not present at the same level as other language learning programs and institutions. The acquisition of English language learning software suites and class sets of earphones would bring the ESL program into a higher caliber of contemporaneously relevance.

The computer lab in LL is significantly outdated. New curriculum will not be able to be offered due to computers being so outdated they cannot run necessary software. Similarly, the computers and equipment in the five classrooms in the Lifelong Learning Center are either outdated or

nonexistent. Two classrooms are without a projector, three of the classrooms are without a working printer, and all five instructor computers are outdated and struggle to run the necessary software. The outdated technology hinders the faculty's ability to provide the students with an engaging and interactive classroom experience.

There is no current system in place for ESL placement testing. Access to more resources or the Citrus College testing center would enable for placement testing to occur. Monetary resources must also be allocated for proven placement tests that are standards based. For example, the CASAS is a widely used standards based placement test with proven results.

Recommendations/Next Steps:

Progress indicators for students in noncredit classes are being discussed at the local and State levels and will likely become a mandated requirement in the very near future. Locally, AP 4230 Grading and Academic Record Symbols is working its way through the shared governance process and will introduce progress indicators for noncredit courses. Once approved, a noncredit transcript will be needed in order to post grades (progress indicators) for noncredit students. A noncredit transcript will allow us to post progress indicator data each semester, which will produce valuable tracking data for the development of new noncredit programs. A noncredit transcript will provide noncredit students with an official document that indicates the courses and grades earned while enrolled in our program. The noncredit transcript will become a valuable motivational tool for students and will provide potential employers with a record of the noncredit courses completed at our institution. A noncredit transcript would create intrinsic value in the purpose and function of the Noncredit program and the courses it provides to students. In creating a noncredit transcript, we are sending a message that extols the value and purpose of noncredit instruction, and attempts to erase the existing negative distinction between the credit and noncredit programs.

In order to ensure compliance with the Noncredit standards and guidelines defined by Title 5, and to provide instructional programs for students, full-time Noncredit faculty are needed. A secondary option, would be the creation of faculty coordinator positions for the ESL, Basic Skills and Older Adults programs. These positions would allow a designated faculty member to focus on the specialized needs to both programs, while providing the day-to-day coordination of the program, including scheduling, program assessment, and faculty evaluations.

Noncredit Instruction

II. Curriculum - Parenting

Course Number and Title (Courses must be reviewed every six years to remain active)	Date of last Curriculum Committee Review	2013-2014 Course offerings By Term and # of Sections				SLOs Assessed (Semester / year)
		Winter	Spring	Summer	Fall	

II. Curriculum - Elementary and Secondary Basic Skills

Course Number and Title (Courses must be reviewed every six years to remain active)	Date of last Curriculum Committee Review	2013-2014 Course offerings By Term and # of Sections				SLOs Assessed (Semester / year)
		Summer	Fall	Winter	Spring	
NC 208A Algebra IA	Summer 2013	7				n/a
NC 208B Algebra IB	Summer 2013	6				n/a
NC 209A Algebra IIA	Summer 2013	2				n/a
NC 209B Algebra IIB	Summer 2013	3				n/a
NC 210A Freshman English A	Summer 2013	7				n/a
NC 210B Freshman English B	Summer 2013	6				n/a
NC 211A Sophomore English A	Summer 2013	6				n/a

NC 211B Sophomore English B	**Summer 2013**	**5**				**n/a**
NC 212A Junior English A	**Summer 2013**	**2**				**n/a**
NC 212B Junior English B	**Summer 2013**	**2**				**n/a**
NC 214A United States History A	**Summer 2013**	**1**				**n/a**
NC 215A World History A	**Summer 2013**	**3**				**n/a**
NC 215B World History B	**Summer 2013**	**3**				**n/a**
NC 216 American Government	**Summer 2013**	**1**				**n/a**
NC 217 Economics	**Summer 2013**	**1**				**n/a**
NC 218A Biology A	**Summer 2013**	**3**				**n/a**
NC 218B Biology B	**Summer 2013**	**3**				**n/a**
NC 220A Earth Science A	**Summer 2013**	**1**				**n/a**
NC 220B Earth Science B	**Summer 2013**	**1**				**n/a**
NC 221A Chemistry A	**Summer 2013**	**2**				**n/a**
NC 221B Chemistry B	**Summer 2013**	**2**				**n/a**

II. Curriculum - English As a Second Language

Course Number and Title (Courses must be reviewed every six years to remain active)	Date of last Curriculum Committee Review	2013-2014 Course offerings By Term and # of Sections				SLOs Assessed (Semester / year)
		Summer	Fall	Winter	Spring	
NC 300 Academic ESL I	**Fall 2010**	**2**		**2**		**n/a**
NC 301 Academic ESL II	**Fall 2010**	**2**		**2**		**n/a**
NC 302 ESL A: Beginning	**Fall 2010**	**4**		**1**		**n/a**
NC 303 ESL B: Intermediate	**Fall 2010**	**4**		**1**		**n/a**
NC 305 ESL Multiskills – Beginning 1	**Fall 2013**		**2**		**2**	**Spring 2014**
NC 306 ESL Multiskills – Beginning 2	**Fall 2013**		**2**		**2**	**Spring 2014**
NC 307 ESL Multiskills – Intermediate 1	**Fall 2013**		**2**		**2**	**Spring 2014**
NC 308 ESL Multiskills – Intermediate 2	**Fall 2013**		**2**		**2**	**Spring 2014**
NC 309 ESL Multiskills - Advanced	**Fall 2013**		**1**		**2**	**Spring 2014**

II. Curriculum – Immigrant Education

Course Number and Title (Courses must be reviewed every six years to remain active)	Date of last Curriculum Committee Review	2013-2014 Course offerings By Term and # of Sections				SLOs Assessed (Semester / year)
		Summer	Fall	Winter	Spring	

II. Curriculum – Education Programs for Persons with Substantial Disabilities

Course Number and Title (Courses must be reviewed every six years to remain active)	Date of last Curriculum Committee Review	2013-2014 Course offerings By Term and # of Sections				SLOs Assessed (Semester / year)
		Summer	Fall	Winter	Spring	

II. Curriculum – Short Term Vocational Programs w/High Employment Potential

Course Number and Title (Courses must be reviewed every six years to remain active)	Date of last Curriculum Committee Review	2013-2014 Course offerings By Term and # of Sections				SLOs Assessed (Semester / year)
		Summer	Fall	Winter	Spring	
NC 632 Air Conditioning I	Fall 2011	1		1		n/a
NC 634 Air Conditioning II	Fall 2011		1		1	Spring 2014
NC 636 Heating – Electrical and Gas	Fall 2011		1			n/a
NC 638 Electricity for Heating and Air Conditioning	Fall 2011		1			n/a
NC 640 HVAC Control Systems	Fall 2011				1	Spring 2014
NC 642 Trouble Shooting Heating and Air Conditioning	Fall 2011				1	Spring 2014
NC 607 Skilled Nursing Facility/Activity Leader	Summer 2012	1	1		1	Spring 2014

II. Curriculum – Education Programs for Older Adults

Course Number and Title	Date of last	2013-2014 Course offerings By Term and # of Sections	SLOs Assessed

(Courses must be reviewed every six years to remain active)	Curriculum Committee Review	Summer	Fall	Winter	Spring	(Semester / year)
NC 717 Overall Health & Wellness	**Summer 2011**	**2**	**2**	**1**	**2**	**Spring 2014**

II. Curriculum – Family & Consumer Sciences

Course Number and Title (Courses must be reviewed every six years to remain active)	Date of last Curriculum Committee Review	2013-2014 Course offerings By Term and # of Sections				SLOs Assessed (Semester / year)
		Summer	Fall	Winter	Spring	

II. Curriculum – Health & Safety Education

Course Number and Title (Courses must be reviewed every six years to remain active)	Date of last Curriculum Committee Review	2013-2014 Course offerings By Term and # of Sections				SLOs Assessed (Semester / year)
		Summer	Fall	Winter	Spring	

II. Curriculum – Workforce Preparation

Course Number and Title (Courses must be reviewed every six years to remain active)	Date of last Curriculum Committee Review	2013-2014 Course offerings By Term and # of Sections				SLOs Assessed (Semester / year)
		Summer	Fall	Winter	Spring	

III. Degrees and Certificates

Title	Type	Date Approved by Chancellor's Office	Number Awarded 2011	Number Awarded 2012	Number Awarded 2013	Number Awarded 2014
Heating, Ventilation and Air Conditioning Technician – Certificate of Competency	C		0	0	0	0

TYPE: AA = Associate in Arts   **AS** = Associate in Science Degree   **C** = Certificate   **S** = Skill Award
      AA-T = Associate in Arts for Transfer   **AS-T** = Associate in Arts for Transfer

IV. Sections Offered

Review the data sheet for section counts, which includes the following information by course category:
  1. *Section counts*
  2. *Enrollment by student demographic*
  3. *Success and retention*
Provide a brief narrative analysis and describe any trends or concerns you noticed.

Sections offered are consistent with demand.

V. Student Demographics

Review the data sheet for program enrollment, retention, and success which includes data on these metrics by student demographic
Provide a brief narrative analysis and describe any trends or concerns you noticed.
The Noncredit ESL student population is one of the most diverse, if not the most diverse, populations on campus. At last count, our ESL students represented 42 countries from around the world. Unfortunately, the statistics provided in the data sheets do not reflect this diversity. There are a large number of students, especially those from the Middle East and Southeast Asia, who are not represented in the numbers in that their ethnicity is not an option to select at the time of enrollment. The ethnicity question is a mandatory question on the application, which means these students must select another category rather than their own. This inflates the numbers in the categories that are collected on the application, making the figures in these categories less reliable in terms of accuracy. In order to capture the true makeup of our student population, modifications to the application to include additional categories must be made. We pride ourselves on the diversity of our program and need the program data to reflect it.

VI. Student Accomplishments

Provide current, interesting information about accomplishments of students who have participated in this program.

We do not currently assess the effectiveness of our program and services, nor do we have data to support the need for the services and instructional programs we offer students; however, through the conversations shared with students each day it is apparent that the programs and services provided by faculty and staff in the Noncredit program are valuable and significant to the growth and development of the students enrolled in noncredit courses. Most importantly, the experience of enrolling and succeeding in a noncredit course is oftentimes paramount to the continued success in others areas, such as credit instruction, their place of employment or within their communities. The Noncredit program is a building block to continued learning for professional or personal gain. The Noncredit program provides valuable learning opportunities for a special population of students who are often overlooked in the traditional system of credit instruction. Successes are measured in smiles and attitudes and are reflected in the manner in which students engage with faculty, staff and classmates. The Noncredit program allows for the first step in a direction toward lifelong learning.

Noncredit ESL students realize academic, vocational and personal goals at high rates. Students report the acquisition of jobs, advancement in current fields, higher mobility in job selection and opportunity, better performance on job sites and in job interviews, and the ability to pursue certificate and career training programs as a result of ESL instruction. Many noncredit ESL students successfully transition into the credit ESL program and into credit classes at large. Students with more extensive academic backgrounds enter credit ESL programs to pursue graduate degrees or become qualified in the United States to practice their vocations. Students consistently report on successful integration into American culture and society as seen in helping their children with homework, increasing communication with their children's teachers, expressing their ideas and opinions, attaining degrees and certificates such as the GED and high school diplomas, and participating in society and culture at large. Students complete meaningful class projects that expand their multicultural awareness and understanding of classmates from diverse backgrounds.

VII. Student Learning Outcomes Assessment Reflection

All SLOs for every course will need to be assessed at least once within the 5-year comprehensive program review cycle. Upon reflection with program colleagues (or self-reflection for programs with only one instructor), please provide a brief narrative to the following (at least one row for one SLO needs to be completed for each course at this time):

Complete SLO assessment and analysis in the table at:
http://intranet/SLO/Pages/default.aspx

DOCUMENT REFLECTION DISCUSSION BELOW (FOR BOTH SUMMER/FALL 2013 AND WINTER/SPRING 2014)
Accomplishing this task is a challenge since the Noncredit department is fully staffed by adjunct faculty.

Credit recovery courses (basic skills courses) are scheduled over 12 days in the summer at various off site locations. Bringing the adjunct faculty together to reflect on these courses is extremely difficult, if not impossible due to the short timeframe in which the courses are offered.

Noncredit ESL faculty are maxed out in available hours under the new Affordable Care Act (ACA) limitations. ESL faculty meet periodically, during their scheduled office hours if no one has students visiting, but the time necessary for department reflection is difficult.

That being said, curricular modifications are coming forward based upon the Student Learning Outcome Assessment Reports being submitted by all noncredit faculty. Recommendations are reviewed by the Supervisor of Continuing Education and the Dean of Curriculum, Career/Technical and Continuing Education and action is taken as appropriate.

Noncredit Instruction

VIII. Progress toward previous goals

During 2013-2014, we accomplished:

	Previous Goals	**Progress/ Persons Responsible**	**Status**	**Institutional Goal**
Goal 1 09-10	Improve data collection and access to reports from TECS and Office of Institutional Research. Improve communication with TECS and Institutional Research.	Working with TECS to create specialized reports from Banner. Have two reports available - Total Contact Hours and Total Contact Hours by Instructor. The pace at which data is received continues to be a challenge and is complicated by the 'pen & paper' registration process that continues for Noncredit courses. Vanschoelandt/Lancaster/Welz	In Progress	5.1 EFMP 2
Goal 2 09-10	Develop an evaluation instrument and procedure to evaluate Noncredit faculty.	Vanschoelandt	Pending	1.1
Goal 3 09-10	Explore the option of hiring full-time faculty in basic skills and/or ESL.	Need: Full-time Noncredit faculty in the Basic Skills and ESL programs, including coordination of programs. Vanschoelandt	Incomplete	1.1 EFMP 3 EFMP 5
Goal 4 09-10	Work with TECS on a process that will allow Noncredit instruction to enter positive attendance into Wingspan.	Working with TECS to determine how to capture Noncredit attendance in Wingspan. Vanschoelandt/Lancaster/Welz	In Progress – Fall 2014	5.1 EFMP 2
Goal 5 09-10	Work to change the cultural awareness and perceived value of Noncredit instruction on the Citrus College campus and surrounding community.	Consistently work to improve the image and value of Noncredit instruction on campus and surrounding community. Vanschoelandt/Lancaster	Ongoing	2.3 EFMP 5
Goal 6	Work with TECS to create		In	

11-12	a Noncredit transcript. Explore various programs, including Banner, which will allow for progress indicator data to be collected and reported.	Vanschoelandt/Lancaster/Welz	Progress – Fall 2014	1.2 EFMP 2
Goal 7 11-12	Explore technological mediums for the Noncredit ESL program, including specialized instructional software to be used as a supplement to traditional classroom instruction.	Vanschoelandt/Lancaster/ESL Coordinator	In Progress	1.1, 1.2, 2.2, 4.1 EFMP 3
Goal 8 12-13	Establish placement testing for ESL, and gain access to campus testing resources.	Vanschoelandt/ESL Coordinator		1.1, 1.2 EFMP 3 EFMP 4

In addition to previous goals, during 2014-2015, we plan to:

	Description	**Actions / Target Date**	**Data Index***	**Institutional Goal****
Goal 1	Implement progress indicators for noncredit classes.	Fall 2014 Vanschoelandt/Lancaster/Welz		2.1, 2.2, 2.3 EFMP 2
Goal 2				
Goal 3				
Goal 4				

For instutional goals visit link below.
http://www.citruscollege.edu/admin/planning/Documents/StrategicPlan2011-2016.pdf

***For Educational and Facilities Master Plan, use table below.*

EFMP 1 – Seek additional flexible facility space to support expanded noncredit programs and to provide increased accessibility to very-limited-English-speaking students, and re-entry students
EFMP 2 – Improve data collection capability in order to track the success and viability of noncredit courses and students
EFMP 3 – Increase opportunities for basic skills and limited-English-speaking students to take courses and to complete high school
EFMP 4 – Increase the transition of noncredit students into credit programs
EFMP 5 – Determine the role of the noncredit program vis-a-vis the credit program in the college's projections for the next ten years

Noncredit Instruction

IX. Budget Recommendations for 2014-2015

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact	Priority
Full-time faculty (ESL)	Consistency within the department, allowing for program growth, curriculum development, and ensured compliance with the Noncredit standards and guidelines defined by Title 5.	M, N, Q	2, 3

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact	Priority
Coordinator of Older Adult Programming	Coordination of program, including faculty evaluations, curriculum development, and program growth.	M, N, Q	2, 3
Coordinator of Basic Skills	Coordination of programs, including faculty evaluations, curriculum development, and program growth.	M, N, Q	2, 3
Department Secretary	Necessary for daily operation of program. This is a replacement for FT secretary position vacant since August 15, 2014.	M,N,Q	2,3

Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Continuing education and specialized training, including conference attendance in all disciplines	Improve service to students, faculty and staff.	$6,000	Q	3

Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Impact	Priority

Computers / Software (TECS)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Online attendance software for all Noncredit instructional programs	Improve and streamline the attendance process for students, faculty and staff (Noncredit and Admissions and Records), allowing for more timely reporting of data needed for planning and program development	TECS to provide estimate	Q, F	2, 3
Implementation of ESL placement testing in	Proper placement of Noncredit ESL students	Estimates needed	Q	3

alignment with Adult Ed partners and SB 173				
Acquisition of miscellaneous technological learning and instructional aids (Noncredit ESL)	Improve instruction for Noncredit ESL students	$5,000	Q	3
New computers for LL computer lab	New curriculum will not be able to be offered due to computers being so outdated they cannot run necessary software	$30,000	M, N, Q	2, 3
Outfit two rooms in LL with projector or LED monitors and computer	Rooms do not have needed technology for instructional delivery	$20,000	M, N, Q	2, 3

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
NC HVAC program lacks needed supply and equipment budget	Equipment and training aids are very outdated	$7,500 annually	M, N, Q	2, 3

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Supply budget for NC is insufficient for the diversity and quantity of programming	Programs lack essential instructional learning aides and supplies	$5,000 annually	M, N, Q	2, 3

General Budget Guidelines

Budget Preparation Tips:

- Include items on the budget form that are needed for program success even if there is no financial need associated with the request (i.e. training that could be accomplished with on-campus resources, sharing of resources with another discipline or department etc.)

- Whenever possible, obtain actual cost for the items / equipment you wish to purchase. This avoids situations where items are considered for purchase but it is determined that the actual cost greatly exceeds the original estimate.

- Identify unit cost (cost per item) and the number of units desired in requests.

- Indicate if there is a lower level of financial support that would be workable in your educational plan – if you request $30,000 for a classroom set of equipment (one item for each student), if $15,000 were available, would it be possible for two students to share an item? Is the request "All or nothing"?

Determining Budget Impact:

Indicate one or more of the following areas that your request will affect:

M = Mission: Does the request assist the program in meeting the District's mission and established core competencies and / or diversity?
N = Need: Does the request assist the program in addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?
Q = Quality: Does the request assist the program in continuing or establishing appropriate lecture/lab unit values? Will the request assist in the regular reviewed / updated of course outlines? Is faculty development adequate? Does program need support in addressing the State and District emphasis on critical thinking, problem solving and written expression? Does program need support to meet stated objectives in the form of SLOs? Do course pre-requisites and co-requisites need to be validated?
F = Feasibility: Does the request assist the program maintain adequate facilities, equipment, and library resources? Is there a need for repair or modification of facilities? Is there a need for new equipment or supplies? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?
C = Compliance: Does the request assist the program in meeting Federal, State & District requirements? (Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?)

Budget Priorities:

When establishing priority, consider the following:

Priority 1: This item is mandated by law, rule, or district policy.
Priority 2: This item is essential to program success.
Priority 3: This item is necessary to maintain / improve program student learning outcomes.

CitrusCollege

Noncredit Instruction

X. Career Technical Education

TOP CODE: _____

An HVAC Advisory Committee will be established for the Noncredit HVAC program.

Industry partners previously serving on the HVAC Advisory Committee (for the credit program) will be asked to continue their service on the committee created for the Noncredit HVAC program. Meeting will be scheduled in Spring 2015 and will follow all guidelines and standards dictated for CTE program advisory committees, including regularly scheduled meetings.

1.   **Advisory Committee meeting date(s):**   _____

2.   **Advisory Committee recommendations**

1.	
2.	
3.	
4.	
5.	

3. **Are these Advisory Committee minutes on file with Academic Affairs?**

   YES _____   **NO** _____

4. **Vocational Funds**

Source	Purpose	Amount

5. Labor Market Data 2008 – 2018
   (California Employment Department Labor Market Information for Los Angeles County)

Occupation	Soc Code	Employment Estimated	Employment Projected	Change
				%
				%
				%
				%
				%
				%

6. Discuss demand for workers in this TOP code based on CA Employment Development Department Labor Market Information for Los Angeles County and Advisory Committee input. Describe the rationale for use of data regarding additional geographic areas.

CORE INDICATORS

CITRUS COLLEGE Negotiated Level	2009-10	2010-11	2011-12	2012-13	2013-14
1. Technical Skill Attainment	92.46%	87.93%	88.81%	88.82%	87.27%
2. Credential, Certificate, or Degree	66.13%	78.95%	82.05%	80.93%	81.50%
3. Persistence or Transfer	82.18%	83.62%	85.96%	85.86%	86.50%
4. Placement	79.86%	80.33%	82.21%	81.48%	76.97%
5. Nontraditional Participation	12.58%	19.05%	20.37%	22.08%	22.60%
6. Nontraditional Completion	12.02%	19.72%	22.10%	25.00%	26.50%