Leadership
PROGRAM REVIEW REPORT
2014 - 2015

Faculty and Staff (List all)

Full Time	Adjunct	Support Staff
	Adrienne Thompson	
	Veronica Estrada	

Leadership

I. Executive Summary

Program Description:

The Leadership program surveys the fundamental theories and practical application of leadership from an individual standpoint, in a team based environment, and within organizational structures. Special attention is paid to practical application of theory and is focused on the development of the student as a leader.

Strengths/Effective Practices:

The program was restructured from SOCS to the current LEAD identifier effective Fall 2011. Curriculum was developed to meet the needs of students planning to transfer, to pursue associate's degrees or skill certificates, or simply to enhance their employability in both the public and private sectors.

LEAD 103 is approved for transfer to UC and CSU as an elective.

Based off the prior year's recommendation, the Spring 2013 class was held in LB305, a collaborative learning classroom, which allowed for small group discussion of case studies as well as group exercises. The openness of the classroom, provided for ease of movement in group exercises for both the students and allowed for better facilitation of discussions by the instructor.

Faculty worked with Library faculty to develop a wish-list of 59 books and DVDs on leaders and leadership topics. Many of these were purchased during the year.

This course is required either as a pre- or co-requisite to holding a leadership position in the campus' student government association, the Associated Students Citrus College. A result has been a notable change in the efficacy of students as campus leaders. Their levels of participation in their shared governance roles have been more consistent and better informed while attrition rates have decreased.

Weaknesses/Lessons Learned:

The high cost of the approved textbooks has proven to be cost-prohibitive for many students. A copy of the current edition and two copies of the previous edition are held in the Library Reserve section and are available for use in the Learning Resource Center, but this only helps a few.

The Learning Resource Center has few leadership-specific audio-visual resources to augment the classroom instruction.

This classroom used for the Spring 2013 semester is not regularly available for Social/Behavioral Sciences courses.

This course is not currently articulated with any degrees, certificates, or skill awards.

Recommendations/Next Steps:
A classroom that is more conducive to small group discussions and practical leadership exercises is needed.

Faculty should search for alternative textbooks or open-source materials.

There is a need to review and revise SLOs and develop a rubric for assessment.

Current curriculum should be expanded to include a one-unit "applied leadership" course.

Work with other SBS faculty to articulate this course with campus degrees, certificates and skill awards.

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II. Curriculum

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	
SOCS 100 Principles of Leadership		0	0	0	0	**N/A**
SOCS 101 Student Government		0	0	0	0	**N/A**
SOCS 102 Student Government		0	0	0	0	**N/A**
LEAD 103 Foundations of Leadership	**F10**	0	1	0	1	**Sp13**

III. Degrees and Certificates

Title	Type	Date Approved by Chancellor's Office	Number Awarded 2011	Number Awarded 2012	Number Awarded 2013	Number Awarded 2014
N/A						

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.

This course is offered just one section per semester, which meets the needs of the campus population as well as helping assure Student Government leaders meet their co-requisites for holding office.

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.

Demographics and success rates of students enrolled in the Foundations of Leadership course closely mirror those campuswide. It should be noted that the data sheets demonstrating program success and retention show five academic years of data. For the years Fall 2008 to Spring 2011 the course was taken solely by members of the Associated Students of Citrus College's Executive Board as Social Sciences 101 or Social Science 102. Foundations of Leadership was first offered in Fall 2011.

Rates of retention are consistently higher than the campuswide average, the levels of success have had some fluctuation. Because this course is a single section, the statistics are hard to compare to those courses with multiple sections. Notations have been made about the success rates of some demographic groups of students and particular attention has been paid to those in an effort to continuously increase the success of all students enrolled in the course.

VI. Student Accomplishments

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

Tyler Hernandez (FA 2012) was elected ASCC President for the 2013-14 school year and routinely refers back to concepts learned in class as he leads a board of 16 students to represent the students of Citrus College.

Tiffany Lee, a formerly featured student accomplishment, has been a tutor in the Tutorial Services office for the course. Due to her knowledge and abilities, she was asked to lead a group study session for the final exam in Spring 2013.

Arthur Corral has taken many of the concepts and exercises from his classroom experience and used them as a club leader for Alpha Gamma Sigma community college honor society. Art also serves as one of the student leaders within the college's Ambassador program.

Alejandra Morales, continues to grow as a leader and is still actively involved in leading the college's Phi Theta Kappa honor society, focused heavily on the Citrus College Completion Corps ("C4"). Alejandra was elected Vice President of ASCC for Fall 2013 and is utilizing her leadership skills in leading the board's Senators and being the ASCC President's support.

VII. Student Learning Outcomes Assessment Reflection

Academic Senate Approved 4/11/12

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)

Students prepare a research paper reviewing the strengths and weaknesses of a chosen leader and analyzing that leader's effectiveness given the theories studied in the class. A rubric is used to evaluate the papers.

The prior year's recommendation was to include a library orientation and require students to choose their leader (topic) earlier in the class schedule and offer extra points for submitting the report prior to the due date. Only 2 students in Spring 2013 stopped attending around the time assignment was due, compared to 8 in Spring 2012. The average score on the papers was 83%. .

Students indicate that they felt it was a great assignment as it helps them to see the context of how the various topics come together and make an effective leader. Based on the success of the prior year, we will continue to emphasize early topic choice and research. This SLO will continue to be evaluated for validation that the previous recommendations have resulted in higher success rates. If the positive correlation shows to be stable, a new SLO will be developed and measured.

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VIII. Progress toward previous goals

During 2013-2014, we accomplished:

	Previous Goals	**Progress/ Persons Responsible**	**Status**	**Institutional Goal**
Goal 3 2012	Review textbook options to reduce student expense.	Adrienne Thompson – Spring 2013	In progress	2.2
Goal 4 2012	Identify audio visual resources for the class for purchase.	Adrienne Thompson – Winter 2013	Complete	2.2

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

	Description	**Actions / Target Date**	**Data Index***	**Institutional Goal****
Goal 1 2013	Develop two (2) one-unit practical application / lab courses.	Adrienne Thompson – December 2013		2.2
Goal 2 2013	Update college catalog description of the program.	Adrienne Thompson – December 2013		
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 –
EFMP 2 –
EFMP 3 –
EFMP 4 –
EFMP 5 –

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IX. Budget Recommendations for 2014-2015

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact	Priority
N/A			

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact	Priority
N/A			

Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Impact	Priority
A classroom better suited to small group interaction and activities is needed. This is a class assignment issue rather than a monetary issue.	The class participates in exercises which require room to move around and work in groups. Students are currently at desks which are difficult to work with.		Q	2

Computers / Software (Tecs)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
N/A				

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
N/A				

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
DVD / videos	We currently have no DVD material for use in class to enhance the experience and reach out to visual learners	$2,500	M, Q	2

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 (ie 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.