

CITRUS COMMUNITY COLLEGE DISTRICT

AGENDA OF REGULAR MEETING OF THE BOARD OF TRUSTEES

MEETING: Regular Meeting in July

DATE: Tuesday, July 19, 2011

TIME: 4:15 p.m.

PLACE: Community Room, CI 159
1000 West Foothill Boulevard, Glendora, California 91741-1899

AGENDA:

A. PLEDGE OF ALLEGIANCE

B. BOARD OF TRUSTEES

Patricia Rasmussen, President
Joanne Montgomery, Vice President
Edward C. Ortell, Clerk/Secretary
Susan M. Keith, Member
Gary L. Woods, Member
Nohemi Camacho, Student Trustee

C. COMMENTS: MEMBERS OF THE AUDIENCE

Members of the public may request the opportunity to address the Board regarding items on and not on the agenda. To do so, please complete the "*Request to Address Board of Trustees*" form and give it to the Recording Secretary of the Board (Christine Link). Public input is limited to five (5) minutes per person, so that everyone who wishes to speak to the Board has an opportunity to speak, and so that the Board can conduct its business in an efficient manner.

The Brown Act prohibits the Board from discussing or taking action in response to any public comments that do not address an agenda item.

D. REPORTS

Geraldine M. Perri, Superintendent/President
Irene Malmgren, Vice President of Academic Affairs
Robert Sammis, Director of Human Resources
Carol Horton, Vice President of Finance and Administrative Services
Nickawanna Shaw, Academic Senate President
Steve Siegel, Classified Employees
Nohemi Camacho, Student Trustee
Members of the Board of Trustees

(CONTINUED)

E. MINUTES

1. **Approval of the Regular Meeting Minutes of June 21, 2011**

F. CLOSED SESSION PER THE FOLLOWING SECTIONS OF THE GOVERNMENT CODES:

1. **Per Section 54954.5(f) and 54957.6: CONFERENCE WITH LABOR NEGOTIATOR, ROBERT SAMMIS, DISTRICT CHIEF NEGOTIATOR — Employee Organization(s): Citrus College Adjunct Faculty Federation, (CCAFF) Local 6352 of the American Federation of Teachers; Citrus College Faculty Association/CTA/NEA (CCFA); and California School Employees Association (CSEA) Citrus College Chapter Local 101.**
2. **Per Section 54956.9: CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION AND CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION**
3. **Per Section 54957: PUBLIC EMPLOYEE PERFORMANCE EVALUATION: Superintendent/President**

G. INFORMATION AND DISCUSSION

1. Board Goals Update and Strategic Plan 2010-2011 Progress Report – Dr. Irene Malmgren, Vice President of Academic Affairs and Dr. Lan Hao, Director of Institutional Research (Page 4)
2. 2011-2016 Strategic Plan – Dr. Geraldine Perri, Superintendent/President (Page 5)
3. Human Resources Program Review – Dr. Robert Sammis, Director of Human Resources (Page 6)
4. Institutional Advancement Program Review – June Stephens, Executive Director of Development and External Relations (Page 39)
5. Institutional Research Program Review – Dr. Lan Hao, Director of Institutional Research (Page 63)
6. Technology and Computer Services Department Program Review – Linda Welz, Chief Information Services Officer (Page 86)
7. Physical Education Program Review – Dr. Irene Malmgren, Vice President of Academic Affairs (Page 132)

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	_____
DATE	July 19, 2011	Resolution	_____
SUBJECT:	Board Goals Presentation	Information	X _____
		Enclosure(s)	_____

BACKGROUND

Board Goals were adopted by the Board of Trustees at their August 17, 2010 regular meeting.

Vice President Irene Malmgren will present an overview of institutional activities that support Board Goals for 2010-2011.

This item was prepared by Jerry Capwell, Administrative Assistant, Academic Affairs.

RECOMMENDATION

No action required; information only.

Irene Malmgren _____
Recommended by

_____/_____
Moved Seconded

Aye __ Nay __ Abstained __

Approved for Submittal

Item No. _____ G.1. _____

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	Board of Trustees	Action	
DATE	July 19, 2011	Resolution	
SUBJECT:	2011-2016 Strategic Plan	Information	X
		Enclosure(s)	X

BACKGROUND

The *Citrus College Strategic Plan for 2011-2016* provides a comprehensive road map that will lead the college forward for the next five years—shaping our future, supporting the college mission, vision and values, and ensuring the success of our students. The strategic plan is the result of eighteen months of thoughtful and collaborative efforts by the college community, and it includes input from all college constituent groups. The plan is informed by external data from the Accountability Reporting for Community Colleges, the Community College Survey of Student Engagement, and the California Community College’s System-Wide Strategic Plan, as well as internal data from the 2009 Accreditation Self-Study Report, the Educational and Facilities Master Plan, employee surveys, and program reviews. Those documents laid the foundation for the six key focus areas of the plan: *Academic Excellence, Student Support and Success, College Resources, Learning Environment, Institutional Effectiveness and Community/College Relations.*

The process of developing the new strategic plan began with a comprehensive SWOT (strengths, weaknesses, opportunities and threats) analysis of the college, conducted by a representative 14-member college committee. In an effort to encourage greater college-wide participation, an “All-Campus Strategic Planning Session” was held prior to the beginning of the fall 2010 semester. Based on the data collected, an online survey was developed listing activities that would support the six strategic plan focus areas. The entire college community participated in the survey. In addition, recommendations generated from the Educational Master Plan process were incorporated in the institutional goals and objectives of the new strategic plan. It was from these and other collective efforts that the comprehensive and effective strategic plan for 2011-2016 was drafted.

This item was prepared by Lan Hao, Director of Institutional Research and Linda Swan, Administrative Secretary II.

RECOMMENDATION

Information only, no action required.

Lan Hao, Ph.D.
Recommended by

/

Moved _____ / Seconded _____

Approved for Submittal

Aye__Nay__Abstained__

Item No. G.2.

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	_____
DATE	July 19, 2011	Resolution	_____
SUBJECT:	Human Resources Program Review	Information	X
		Enclosure(s)	X

BACKGROUND

The Office of Human Resources, a non-instructional support program, has undergone the prescribed program review process based on a 6-year cycle, and was approved at the May 23, 2011, Steering Committee meeting.

This item was prepared by Sandra Coon, Confidential Administrative Assistant, Office of Human Resources.

RECOMMENDATION

Information only; no action required.

Robert Sammis
Recommended by

/_____
Moved Seconded

Aye __ Nay __ Abstained __

Approved for Submittal

Item No. G.3.

OFFICE OF HUMAN RESOURCES
INSTITUTIONAL SUPPORT PROGRAM REVIEW

EXECUTIVE SUMMARY

I. Introduction

It is the function of the Office of Human Resources to serve as a strategic partner with the District's administration, the Board of Trustees, faculty, and staff to meet the District's mission objectives, vision, and values. To accomplish this, the Office of Human Resources provides a range of centralized and comprehensive human resources services. Additionally, the Office of Human Resources works with the District and its employees to ensure compliance with local, state, and federal laws that pertain to personnel and employment matters, including Equal Employment Opportunity (EEO).

Through this program review, what surfaced is the strength of the Office of Human Resources based on its integration with other support and instructional areas of the campus. This has developed as a result of the professional and skilled staff that comprises the Office of Human Resources.

What has hampered the Office of Human Resources over the past years, has been its desire and need to provide consistent advice to the campus community in the absence of Board Policies and Administrative Procedures. Over the past several years, the Office of Human Resources has addressed this issue by the development of Board Policies, Administrative Procedures and internal office procedures. Two years ago, the Office of Human Resources implemented an annual retreat during which, the staff identifies areas for improvement and develops strategies for implementing improvements. In the past this has led to the development of new internal operating procedures and topics for management level training.

II. Functions of the Office of Human Resources

Work Life

The Office of Human Resources regularly works with employees to assist in a variety of their needs such as leaves of absence, and general complaints and concerns. Organizational changes, such as department reorganizations, run through the department as well.

The Office of Human Resources distributes notifications to employees concerning employment and bargaining unit agreements. Employment changes are reviewed, prepared for Board approval, relayed to Payroll, and entered into a variety of electronic formats including the Los Angeles County Office of

Education (LACOE) Human Resources/Payroll System (HRS), Banner, and internal working documents. Verifications of employment and retirement forms are examples of some of the documentation regularly requested.

As custodian of employee records, the Office of Human Resources receives and processes public information requests, summons, and subpoenas. It is also responsible for a variety of county, state, and federal reports such as the full-time faculty obligation report, 75/25 report, MIS reporting, and IPEDS.

1. Employee Relations

The Director of Human Resources serves as the District’s Chief Negotiator. In this role, the Director develops bargaining unit agreements and memoranda of understanding in concert with the three bargaining units (Citrus College Faculty Association, California School Employees Association, and Citrus College Adjunct Faculty Federation). Additionally, there are frequent meetings with union representatives to assist in employee dispute resolutions.

The Office of Human Resources develops and/or maintains the Human Resources Board Policies (BPs) and Administrative Procedures (APs).

2. Training

The Office of Human Resources offers a variety of trainings/workshops for the management team and the supervisor/confidential group. These trainings/workshops are an effort to provide information and guidance to employees and, in some cases, are mandated by law. Most of these trainings/workshops are offered multiple times to accommodate managers’ and supervisor/confidential employees’ schedules. The majority of trainings/workshops are two hours in length.

Workshop	Dates Offered		
Managing Classified Staff	11/17/08	11/20/08	11/20/08
Leaves of Absence	02/25/09	02/26/09	02/26/09
Classified Staffing	03/23/09	03/26/09	
Supervisor’s Role in Responding to Allegations of Sexual Harassment	04/27/09	04/29/09	
Effective Classified Evaluation Techniques	01/20/10	01/21/10	01/21/10
Understanding the Classified Contract	02/17/10	02/17/10	02/18/10
Understanding the Faculty Contract	03/17/10	03/17/10	03/18/10

Responding to Employee Absences	04/21/10	04/21/10	04/22/10
Prevention of Discrimination and Harassment	05/12/10	05/12/10	05/13/10
Classified Hiring Process for Regular Permanent Positions	10/20/10	10/21/10	10/27/10
Supervisor/Confidential Evaluation: Review of BP/AP and Goal setting	11/09/10	11/10/10	11/18/10
Sexual Harassment Prevention and Awareness	02/10/11	02/16/11	02/24/11

3. EEO/Accommodations

The Office of Human Resources houses the Staff Diversity Officer, the Section 504 Coordinator, and the Title IX Coordinator. It is the department charged with reviewing and investigating both formal and informal complaints regarding allegations of discrimination and sexual harassment.

When an employee believes he/she is in need of a work accommodation due to a disability, the Office of Human Resources works with the employee through an interactive process to determine what reasonable accommodation should be implemented.

The Office of Human Resources maintains information and statistics concerning EEO/Accommodations compliance regarding employees and applicants.

4. Employment and Placement

The Office of Human Resources is responsible for all aspects of employment of regular and temporary employees, excluding student employees. This includes recruiting potential applicants from a variety of backgrounds, coordinating interviews, and conducting background checks while observing equal employment laws and internal hiring procedures.

The Office of Human Resources reviews applicants' information to determine if minimum requirements for a position have been met. For academic positions, this entails ensuring that the individual meets the minimum qualifications for the position, as set forth in Title 5. Additionally, transcripts and work experience are evaluated for the purpose of salary placement.

Additionally, the Office of Human Resources assists managers and supervisors in dealing with concerns relating to employees and their work performance. Guidance is offered. When needed, modification of

employees' performance is required. The Office of Human Resources is responsible for implementing all disciplinary actions.

5. Compensation and Job Analysis

The Office of Human Resources maintains and applies compensation rates determined by salary surveys and negotiations. Job descriptions are created, with appropriate constituent group input, and maintained setting forth the duties, training, and skills required for positions.

6. Information Systems

Detailed information regarding employees and applicants is entered, maintained, and stored in several different electronic formats. All employment applications are submitted on-line using PeopleAdmin. Employee information is entered and maintained in both Banner and HRS. Additional records, such as rundowns created in Microsoft Excel, are maintained internally.

7. Information/Switchboard

Located in the department's front office, the District's information/switchboard area provides general campus information, answers and directs incoming calls through the campus switchboard, maintains faculty absence reporting, and posts class cancelations.

III. Objectives

Over the period of time leading up to the next program review, the Office of Human Resources will concentrate on the following objectives, as related to the District's Strategic Plan. These objectives may be adapted in correspondence to any changes implemented to the District's Strategic Plan.

Focus Area One: Academic Excellence/Focus Area Two: Student Support and Success

- 1) For each academic year, ensure that the District complies with the 75/25 Title 5 requirements and that such is done in concert with the District's budget strategies;
- 2) For each fiscal year, ensure that the hiring process is followed and provide for a diverse pool of applicants;
- 3) Update all BPs and APs related to the hiring of District personnel;
- 4) Review and revise the evaluation procedure for each employee group; and,
- 5) Ensure that full-time and part-time faculty evaluation procedures include the assessment of student learning outcomes.

Focus Area Three: College Resources

- 1) The Director of Human Resources will continue to provide input to the Superintendent/President, the Board of Trustees, and the President's Cabinet on budget strategies, particularly as related to District personnel.

Focus Area Four: Learning Environment

- 1) By the end of the 2011/2012 academic year, the Office of Human Resources will complete the first revision of all Human Resources-related BPs and APs;
- 2) Each academic year, review and revise Human Resources-related procedures, as may be necessary;
- 3) Successfully negotiate the 2011 successor contracts with the full-time faculty and the classified employee bargaining units;
- 4) Each academic year, continue to provide training to the management and supervisory/confidential employees;
- 5) By the end of the 2011/2012 academic year, complete the classified job description review and create updated job descriptions for each bargaining unit classification;
- 6) Automate faculty absence reporting and posting of cancelled classes; and,
- 7) Continue to automate Human Resources functions utilizing Banner.

IV. Office of Human Resources' Student Learning Outcomes

As a result of the Office of Human Resources' role as a strategic partner with all areas of the District, students can expect an educational experience delivered by a well qualified faculty, support staff, management and supervisory/confidential teams that strives to reflect the diversity of the student population.

OFFICE OF HUMAN RESOURCES



Institutional Support Program Review

2010/2011



OFFICE OF HUMAN RESOURCES Institutional Support Program Review

Year 2010/2011

Prepared by

Robert Sammis, Director of Human Resources
Brenda Fink, Manager of Human Resources/Staff Diversity
Sandra Coon, Confidential Administrative Assistant

The Human Resources Review Committee Members

Sandra Coon	Confidential Administrative Assistant
Brenda Fink	Manager of Human Resources/Staff Diversity
Theresa Gallegos	Human Resources Assistant
Linda Hughes	Human Resources Technician II
Caroline Locke	Administrative Clerk III
Rhonda Norris	Administrative Clerk III
Robert Sammis	Director of Human Resources
Crisanta Serrano	Program Assistant
Julie Tunno	Human Resources Assistant
Kai Wattree-Jackson	Human Resources Technician II

Office of Human Resources

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I. Citrus College Mission and Institutional Outcomes

Citrus Community College District (“Citrus” or the “District”) delivers high quality instruction that empowers students to compete globally and to contribute to the economic growth of today's society.

We are dedicated to fostering a diverse educational community and cultural learning environment that supports student success in pursuit of academic excellence, economic opportunity, and personal achievement.

A. Mission Objectives

Citrus is a safe, friendly, accessible environment where all students and community members may optimize their academic, career, and cultural development.

As Citrus continues to advance as a dynamic center for life-long learning, we will:

- provide general, lower division coursework leading to an associate degree in the arts or the sciences;
- prepare students to transfer to four-year colleges and universities;
- offer technological services and support for students, faculty, and staff;
- deliver programs to improve basic math, reading, communication, and English as a Second Language (ESL) skills;
- grant opportunities for students to develop a global perspective through a curriculum with international and multicultural applications;
- furnish support services for the intellectual and personal development of all Citrus students, including opportunities to participate in campus governance;
- foster a comprehensive and enriching program of extracurricular activities;
- conduct community education programs that encourage learning at every stage of life;
- award occupational certificates and degrees for career preparation and advancement;
- administer customized training programs for business and industry;
- increase career development support for students, faculty, and staff through career exploration, counseling, job preparation, job opportunities, and academic and classified staff development;
- collaborate with local high schools in articulation and curriculum development; and,

- advance cultural and personal enrichment programs for the District and community members, and promote inter-collegiate competition opportunities for students.

B. Vision Statement

Citrus will provide excellent educational opportunities that are responsive to the needs of the community and help students meet economic, social, and environmental challenges to become active participants in shaping the world of the future.

C. Values

1. Student Focus: Meet community and student needs by creation of an educational environment and culture so students can attain a variety of goals.
2. Excellence: Maintain a high standard of integrity and performance, which leads to the achievement of academic and professional goals.
3. Collaboration: Seek input from all sectors of the District and the community.
4. Diversity: Foster a learning community in which the values, goals, and learning styles of all students are recognized and supported.
5. Life-Long Learning: Serve enthusiastic, independent thinkers and learners striving for personal growth.
6. Integrity: Behave ethically in all interactions at all levels.

D. Technological Advancement

Keep pace with global technology trends and enhance traditional instruction with technology to prepare students for success in the work place.

II. Department Functions

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C. History of the Office of Human Resources

Beginning November 1, 1987, through August 31, 1991, Dr. Jean Malone, Director of Personnel, oversaw the Office of Human Resources. On September 1, 1991, this position title changed to the

Dean of Human Resources until April 1, 1996, when the position title became the Vice President of Human Resources.

In the 2003/2004 fiscal year, a consultant performed a classified staff job description study. While this study served to bring a common format to all classified job descriptions, as the District has applied the study results, the emphasis of the study on creating multiple levels in a classification (e.g. Administrative Clerk I, II, and III) has made it difficult to differentiate between the assignments of duties.

After the retirement of Superintendent/President Louis Zellers, the District hired Dr. Michael Viera, who began as superintendent/president on June 1, 2003. Dr. Malone retired on June 6, 2004, whereupon the Office of Human Resources was reorganized, reassigning Risk Management, Workers' Compensation, and Employee Safety to the Vice President of Finance and Administrative Services, Ms. Carol Horton. The position of Vice President of Human Resources was downgraded to the Director of Human Resources. Brenda Fink, Human Resources/Staff Diversity Officer served as interim Director of Human Resources from June 7, 2004, to November 28, 2004.

On November 29, 2004, Dr. Sandy Lindoerfer became the new Director of Human Resources and she remained with the District until her retirement on July 1, 2008. During this period, the Office of Human Resources underwent a re-organization of staff. The Vice President of Finance and Administrative Services assumed responsibility over mailroom operations. The Office of Human Resources assumed responsibility of the Evening Office, which was renamed the Information Desk. The office area was re-designed and enlarged to accommodate staff previously located elsewhere. On July 1, 2008, the District hired Dr. Geraldine M. Perri, as Superintendent/President.

From July 1, 2008, until December 2, 2008, Dr. Robert Sammis served as interim Director of Human Resources. On December 3, 2008, Dr. Sammis became the permanent Director of Human Resources. The Human Resources/Staff Diversity Officer position was re-titled to Manager of Human Resources/Staff Diversity, and now also includes responsibility as the Title IX Coordinator. Between 2006 and today, several improvements were made to enhance operations in the Office of Human Resources. PeopleAdmin, an on-line application tracking system was designed, tested, and fully implemented. Banner, the District's new campus system completely replaced our previous system, Sequoia. The focus of the Office of Human Resources has been on the development of Human Resources BPs and APs, reviewing and developing internal operating procedures, complying with external laws and regulations, providing on-going training for managers and supervisor/confidential employees, as well as analyzing current job

descriptions. The Office of Human Resources annually holds a retreat during which the staff establishes department objectives for the ensuing year, and analyzing its performance during the past year.

D. Special Accomplishments

Having nearly doubled the percentage of historically underrepresented groups within our faculty within the last 10 years, in 2004 the District received the Chancellor's Diversity Award for Excellence.

In 2010 the District received full re-affirmation of its accreditation.

CalAware gave the District a rating of A+ for its responsiveness to a public records request. This nonprofit group advocating openness in government and public institutions, granted the grade based on its response time to the request, providing all of the documents requested, the cost involved in the duplication of the documents, and the quality of customer service provided.

Additionally, the Office of Human Resources greatly improved its customer service and accessibility, and reduced its recruitment time significantly by installing the on-line Applicant Tracking System (ATS), PeopleAdmin. With the implementation of Banner, processes such as creation of notifications of employment, and communications with Payroll were enhanced.

III. Service Recipients

A. Summary

The District student and employee populations are diverse both in relation to ethnicity and gender.

B. Faculty and Staff

During the spring 2011 semester, the District employed:

- 247 adjunct faculty to instruct 93.18 FTE teaching load units;
- six (6) child development permit teachers and specialists;
- 32 supervisor/confidential employees;
- 32 managers, including the Superintendent/President;
- 267 regular classified staff; and,
- 166 full-time faculty members.

The graphs below show the gender and ethnicity breakdown of regular faculty and classified staff by constituent group.

FACULTY	FEMALE		MALE		DECLINE		TOTAL	
DECLINE	1	0.60%	1	0.60%	12	7.23%	14	8.43%
AFR-AMERICAN	5	3.01%	4	2.41%	0	0.00%	9	5.42%
AMERICAN INDIAN	2	1.20%	1	0.60%	0	0.00%	3	1.81%
CHINESE	3	1.81%	1	0.60%	0	0.00%	4	2.41%
FILIPINO	1	0.60%	0	0.00%	0	0.00%	1	0.60%
HISPANIC	10	6.02%	16	9.64%	0	0.00%	26	15.66%
JAPANESE	1	0.60%	2	1.20%	0	0.00%	3	1.81%
OTH PAC ISLAND	5	3.01%	2	1.20%	0	0.00%	7	4.22%
VIETNAMESE	0	0.00%	1	0.60%	0	0.00%	1	0.60%
WHITE	44	26.51%	54	32.53%	0	0.00%	98	59.04%
TOTAL	72	43.37%	82	49.40%	12	7.23%	166	100.00%

CLASSIFIED STAFF	FEMALE		MALE		DECLINE		TOTAL	
DECLINE	9	3.37%	8	3.00%	14	5.24%	31	11.61%
AFR-AMERICAN	4	1.50%	6	2.25%	0	0.00%	10	3.75%
AMERICAN INDIAN	1	0.37%	3	1.12%	0	0.00%	4	1.50%
CHINESE	0	0.00%	0	0.00%	0	0.00%	0	0.00%
FILIPINO	3	1.12%	3	1.12%	0	0.00%	6	2.25%
HISPANIC	40	14.98%	38	14.23%	0	0.00%	78	29.21%
JAPANESE	1	0.37%	0	0.00%	0	0.00%	1	0.37%
OTH PAC ISLAND	6	2.25%	5	1.87%	0	0.00%	11	4.12%
VIETNAMESE	0	0.00%	1	0.37%	0	0.00%	1	0.37%
WHITE	90	33.71%	35	13.11%	0	0.00%	125	46.82%
TOTAL	154	57.68%	99	37.08%	14	5.24%	267	100.00%

SUPER/CONF	FEMALE		MALE		DECLINE		TOTAL	
DECLINE	0	0.00%	0	0.00%	1	3.13%	1	3.13%
AFR-AMERICAN	0	0.00%	0	0.00%	0	0.00%	0	0.00%
AMERICAN INDIAN	0	0.00%	0	0.00%	0	0.00%	0	0.00%
CHINESE	0	0.00%	0	0.00%	0	0.00%	0	0.00%
FILIPINO	0	0.00%	0	0.00%	0	0.00%	0	0.00%
HISPANIC	1	3.13%	1	3.13%	0	0.00%	2	6.25%
JAPANESE	0	0.00%	0	0.00%	0	0.00%	0	0.00%
OTH PAC ISLAND	0	0.00%	0	0.00%	0	0.00%	0	0.00%
VIETNAMESE	0	0.00%	0	0.00%	0	0.00%	0	0.00%
WHITE	17	53.13%	12	37.50%	0	0.00%	29	90.63%
TOTAL	18	56.25%	13	40.63%	1	3.13%	32	100.00%

MANAGERS	FEMALE		MALE		DECLINE		TOTAL	
DECLINE	2	6.25%	0	0.00%	2	6.25%	4	12.50%
AFR-AMERICAN	1	3.13%	0	0.00%	0	0.00%	1	3.13%
AMERICAN INDIAN	0	0.00%	0	0.00%	0	0.00%	0	0.00%
CHINESE	1	3.13%	0	0.00%	0	0.00%	1	3.13%
FILIPINO	0	0.00%	0	0.00%	0	0.00%	0	0.00%
HISPANIC	5	15.63%	1	3.13%	0	0.00%	6	18.75%
JAPANESE	0	0.00%	0	0.00%	0	0.00%	0	0.00%
OTH PAC ISLAND	0	0.00%	0	0.00%	0	0.00%	0	0.00%
VIETNAMESE	0	0.00%	0	0.00%	0	0.00%	0	0.00%
WHITE	10	31.25%	10	31.25%	0	0.00%	20	62.50%
TOTAL	19	59.38%	11	34%	2	6.25%	32	100.00%

CDC Permit Teachers & Specialists	FEMALE		MALE		DECLINE		TOTAL	
DECLINE	0	0.00%	0	0.00%	1	16.67%	1	16.67%
AFR-AMERICAN	0	0.00%	0	0.00%	0	0.00%	0	0.00%
AMERICAN INDIAN	0	0.00%	0	0.00%	0	0.00%	0	0.00%
CHINESE	0	0.00%	0	0.00%	0	0.00%	0	0.00%
FILIPINO	0	0.00%	0	0.00%	0	0.00%	0	0.00%
HISPANIC	1	16.67%	0	0.00%	0	0.00%	1	16.67%
JAPANESE	0	0.00%	0	0.00%	0	0.00%	0	0.00%
OTH PAC ISLAND	0	0.00%	0	0.00%	0	0.00%	0	0.00%
VIETNAMESE	0	0.00%	0	0.00%	0	0.00%	0	0.00%
WHITE	4	66.67%	0	0.00%	0	0.00%	4	66.67%
TOTAL	5	83.33%	0	0%	1	16.67%	6	100.00%

Of the 503 regular employees, the median age is 52 while the average age is 50. Of the full-time faculty, 23.5% are age 60 or older while 19.3% of all other regular employees are age 60 or older. While the District has experienced an increase in the diversity of its employees, the Office of Human Resources will continue to strive to improve staff diversity.

Within the last four years, the District has seen a decrease in its regular employee population. It is anticipated that, as a result of the reduction in the District's workload measure for the 2011/2012 academic year, a significant number of class sections will be reduced; thus, significantly reducing the number of adjunct faculty. Below is a graph demonstrating the decreases.

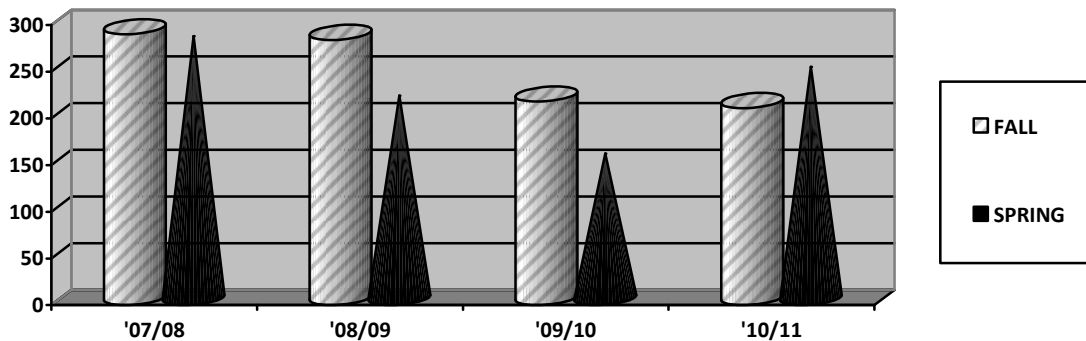
Regular Employees	07/08	08/09	09/10	10/11
Full-Time Faculty	172	171	167	166
Managers	31	33	32	32
Classified	294	280	277	267
Supervisor/Confidential	37	35	33	32
CDC Permit Teachers and Specialists	9	6	6	6
Total	543	525	515	503

The above graph represents headcounts as of June 30 of the fiscal year represented, with the exception of fiscal year 2010/2011, where March 30 was used. The Superintendent/President is included in the Managers count.

There has also been a significant decrease in the number of adjuncts hired to teach ticketed classes, as demonstrated in the graphs below.

	Fall 07	Spring 08	Fall 08	Spring 09	Fall 09	Spring 10	Fall 10	Spring 11
ADJUNCT								
HEADCOUN T	290	280	284	216	218	154	211	247
FTE	98.00	97.85	99.37	70.73	77.71	49.06	83.18	93.18

ADJUNCT BY HEADCOUN



C. Students

According to the Citrus College Educational and Facilities Draft dated April 8, 2011, 13,143 students attended credit courses at the District during the fall 2009 semester. Of these students, 34% were Hispanic/Latino, 19% White, 7% Asian, 4% Black/African American, <1% American Indian/Alaska Native, <1% Pacific Islander/Native Hawaiian, <1% two (2) or more races, and 34% unknown. Additionally, 54% of this student population was female while 44% was male and 2% unknown.

D. Facilities

The District occupies a predominately flat 104-acre campus with approximately 40 buildings that comprise almost 650,000 square feet of classrooms, labs and office space. The buildings range greatly in age. Some have been standing for over 70 years while others are still being built.

E. Community

The District has a service area of 271.57 square miles; however, the majority of this area is mountainous and sparsely populated. Only about 78 square miles contains substantial population. The primary

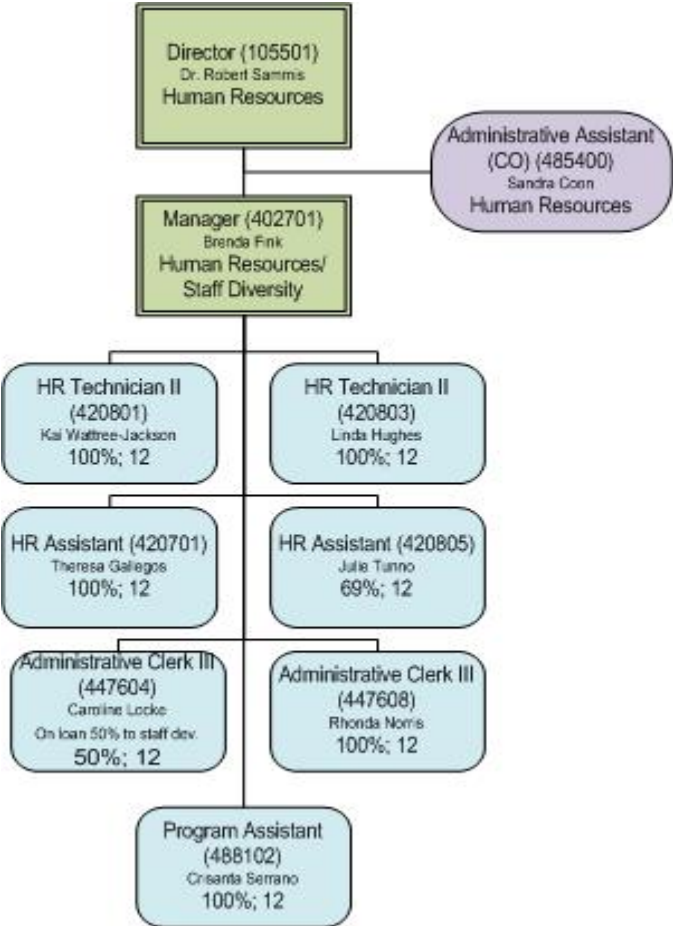
cities within these 78 square miles are Azusa, Duarte, Glendora, Monrovia, and Claremont. Of these areas, 48% of the population is Hispanic/Latino while 38% is White.

The Office of Human Resources receives applications both from within our service area and outside of it. It is common to receive applications from other states for management and faculty positions.

IV. Staff Resources

A. Organizational Chart

The Office of Human Resources is comprised of the Director of Human Resources/District Chief Negotiator (1 FTE), the confidential Administrative Assistant (1 FTE), the Manager of Human Resources/Staff Diversity (1 FTE), two Human Resources Technician IIs (2 FTEs), two Human Resources Assistants (1.69 FTEs), two Administrative Clerk IIIs (1.5* FTE), and one Program Assistant (1 FTE). *One of the Administrative Clerk IIIs is currently assigned half-time to assist the Faculty Learning Institute (Staff Development).



B. Assignments and Specialties

1. Director of Human Resources and District Chief Negotiator

The Director of Human Resources serves as a member of the President's Cabinet. This position is responsible for advising the Superintendent/President and the Board of Trustees on all Human Resources related matters. In addition, this position serves as a strategic partner with the vice presidents and management team in the development and implementation of effective Human Resources policies/practices and District budget strategies.

This position interacts with the campus community through on-going discussions with employee groups and students to ensure a cooperative and fair approach to managing employee issues.

This position provides leadership and advice to the Superintendent/President and the Board of Trustees in the development of collective bargaining proposals, and serves as the District's Chief Negotiator with the three collective bargaining units.

This position is responsible for ensuring that all employee grievances and disciplinary actions are handled in accordance with applicable provisions of collective bargaining agreements and laws.

2. Confidential Administrative Assistant

Under the general direction of the Director of Human Resources, the position of Confidential Administrative Assistant provides complex, responsible, and administrative functions, and serves as confidential assistant to the administrator and the District's negotiating teams. The Administrative Assistant independently manages and coordinates a variety of projects and tasks. This position sits in on all negotiation meetings, and scribes notes for distribution to the negotiation team members. This position responds to various salary surveys received by neighboring colleges. The Office of Human Resources participates annually in the ACCCA Management Compensation Survey and the CSEA Classified Compensation Survey. At the beginning of each regular semester, this position provides information to bargaining unit (CCFA, CSEA, CCAFF) representatives on the number and location of bargaining unit members. This process is completed by running special reports through HRS, and by combining these results with information gathered from other reports maintained in the Office of Human Resources. This position accepts subpoenas for personnel records on behalf of the Custodian of Records, ensures the appropriate fees are

collected from the requestor, locates personnel files, gathers information from other departments, and copies all documents in preparation for release to requesting party. In 2010 and 2011, the Office of Human Resources processed 15 subpoenas.

This position creates employee records in HRS, Banner, and Excel, prepares professional expert agreements for signature, maintains personnel files, and prepares Board agendas for professional expert classification. This position ensures professional expert hires meet minimum qualifications established by hiring departments, and that professional expert hires maintain current certifications. Most professional experts are hired for a 6-month period, and each time they are rehired, new professional expert agreements are created, and they are entered into HRS, Banner, and on an Excel spreadsheet (known as a rundown). Since July 1, 2008, there have been approximately 900 professional experts hired and processed.

This position gathers data and assists in preparation of documents for disciplines and grievances that come to the Director of Human Resources. In the past three years, there have been approximately 40 discipline and/or grievance files created.

This position assists in the preparation and distribution of BPs and APs under the purview of Human Resources and, where appropriate, ensures that all constituent groups receive copies for review. In 2010 and 2011, the Office of Human Resources prepared, distributed, and obtained approval for 19 BPs and APs. BPs and APs, once created by the Director of Human Resources, are submitted to, and approved by the Human Resources Advisory/Staff Diversity Committee, which meets once per month. Following approval by the committee, the BPs and APs are distributed to constituent group leaders (Academic Senate, CCFA, CCAFF, CSEA, ASCC, Management Team, and the Supervisor/Confidential Group) for review and approval. Following approval by the constituent groups, the BPs and APs are submitted to Steering for approval, and then they are moved on to the Board of Trustees for first and second reads prior to final approval. A limited number of BPs and APs are negotiable with the respective bargaining units, and are passed along to constituent group leaders for information.

This position oversees the applicant-tracking system software customization project, coordinates fixes and updates, and organizes standardization of program.

3. **Manager of Human Resources/Staff Diversity**
Under the direction of the Director of Human Resources, the position of Manager of Human Resources/Staff Diversity supervises or assists in supervising the day-to-day operations of the department's activities including all aspects of personnel. This position interprets and applies union contract language. In addition, this position serves as the District's diversity officer in all matters regarding compliance with state and federal personnel and equal opportunity laws. This position serves as the District's contact for all complaints filed for discrimination, including sexual harassment as well as the interactive process for ADA accommodations. This position acts as the Title IX Coordinator. Additionally, training, such as sensitivity training for hiring panels, is conducted by this position. This position controls and determines the use of Staff Diversity Funds. The Full-Time Faculty Obligation and 75/25 reporting is completed by this position, as well as IPEDS reporting and the overseeing of MIS reporting. This position researches employee information for a variety of reporting needs, and participates in classified union negotiations.

This position assists employees on a variety of employment issues including disciplinary issues and leaves of absences.

4. **Human Resources Technician II**
Under the direction of the Manager of Human Resources/Staff Diversity, the position of Human Resources Technician II coordinates and performs activities to support a centralized recruitment function. This position coordinates and carries out recruitment and employment processes. This position creates and maintains individual employee records using HRS, as well as our local system, Banner. This position reviews transcripts and work experience to recommend salary placements for individual employees, as well as prepares employment information to be submitted to the Board of Trustees.

This position reviews applications to ensure minimum qualifications have been met. Additionally, this position monitors the hiring process for each regular position.

The position of Human Resources Technician II completes all MIS reporting, both the annual reporting of all employees, as well as end-of-term reporting. This reporting includes detailed employee information including review of employees' demographic information, evaluation of employee's assignments, pay information, and employees' statuses.

Through working with other departments, this position assists with the assignment and placement of employees. Continual interaction with the Office of Instruction results in the scheduling and placement of faculty into course assignments. Additionally, assignments such as overload, lab supervisors, music tutors, and community education and non-credit instructors are evaluated and tracked each session. This position assists in the placement of substitutes and other temporary employees. Changes in employee information or their assignments is tracked, evaluated, and communicated to Payroll and state retirement organizations, if necessary. These processes occur every fall, spring, summer, and winter session. It includes evaluation of placement for each employee hired as an adjunct, community education instructor, non-credit instructor, lab supervisor, music tutor, or a coach each semester and intersession. Any changes to employment are tracked, noted, and communicated to the appropriate departments.

This position monitors and completes all short-term non-academic (STNA) employee hires and processes for each project for which the STNAs are hired. All information must be received from the departments, evaluated, compiled, and entered into three (3) databases.

This position maintains all current employee information on rundowns, Banner, and the county payroll system, HRS. Anniversary and longevity increases must be evaluated and calculated for each employee, then communicated to Payroll, as well as entered into Banner and HRS.

This position is responsible for entering all employment changes, which are reflected in a Notice of Employment (NOE).

Any changes to salary tables or the creation of any new pay rates must be entered and maintained in both Banner and HRS. Changes or additions of new positions must be evaluated, coded, and entered into both Banner and HRS.

This position maintains Faculty Service Area records. Additionally, this position collects and prepares information for faculty evaluations.

While both of the Human Resources Technician IIs have similar job activities, one is responsible for the certificated employees and the other for classified employees.

5. Human Resources Assistant
The Human Resources Assistant performs complex data entry into HRS, Banner, and ATS. This position processes all regular classified staff, supervisor/confidential, manager, and faculty evaluations. In 2010/2011, there were approximately 59 full-time faculty evaluations, 32 manager evaluations, 293 classified and supervisor/confidential evaluations. This position processes all new hires, including short-term non-academic, volunteers, and professional experts. In 2010/2011, there were approximately 150 new hires processed through this department. This position processes all verifications of employment (VOEs), monitors fingerprint and subsequent arrest notices, maintains an up-to-date record of TB examinations and sends notifications, and processes disciplinary notices, when appropriate. During recruitment periods, this position enters data into the applicant-tracking system, provides EEO data for all positions at different stages in the process to the Manager of Human Resources/Staff Diversity, create/edits job templates for all positions, posts new positions, places advertisements, schedules interviews, locates and reserves meeting rooms, prepares interview questions and criteria sheets, and assists with interviews.
6. Administrative Clerk III
The Administrative Clerk III performs routine data entry into the HRS and Banner systems, updates the campus phone directory, and monitors and updates changes to addresses, and expirations of licenses, visas, and certificates. This position maintains history cards, which require updating each term, and maintains a record of retirements and resignations in preparation for the annual Board retirement reception. This position assists in preparation for the annual flex day and convocation activities by providing lists, labels, and/or information regarding all employees. This position provides general clerical assistance to the Manager of Human Resources/Staff Diversity, and assists with coverage of the front office and switchboard. This position maintains the copier, printers, and fax machine providing general upkeep and clearing paper jams when necessary. This position reviews all incoming applications through the ATS for completeness, changes applicant's statuses where appropriate, and communicates with the applicants.
7. Program Assistant
The Program Assistant performs routine non-confidential clerical duties, which can be completed in an environment with constant interruptions. This position assists with employee information changes and notifications to other departments by making

copies of the information, and removing sensitive data before sending it along. This position performs receptionist duties for the Office of Human Resources and the District by greeting guests, answering questions, directing guests to the appropriate individuals in the office or on campus who can help them, and answering the main Human Resources phone line and the District switchboard. This position sorts and distributes all incoming department mail, and is responsible for all filing, and for maintaining the department's archives. This position is responsible for ordering and maintaining inventory of office supplies. This position scans and tabulates all student evaluation forms for the full-time and part-time faculty throughout the year. In 2010/2011, the Program Assistant scanned and tabulated 184 packets with an average of 40 evaluation forms per packet for a total of 7,360 forms. Each form requires individual attention to ensure the correct bubble is captured and calculated accurately. Presently, the Program Assistant answers the faculty absence phone line and completes an absence report form for the faculty member, and posts the cancelation. This position maintains the pool of applicants for all adjunct and short-term non-academic positions, which are open year round by deactivating the applicant's information and generating an automatic email notification. This position receives calls from applicants who choose to remain in the pool for another year.

C. Staff Preparation and Training

The Office of Human Resources staff brings a wealth of experience and knowledge to the day-to-day operations of the department. On-going training is provided to the staff. In the past, training has included LACOE training, on-going Banner consultation, staff development activities, including Flex Day, regular staff meetings, Human Resources annual retreats, campus safety training, and campus cart training. The Director of Human Resources, the Manager of Human Resources/Staff Diversity, and the Administrative Assistant are fully trained in SEMS, NIMS, and serve on the District's Emergency Operations Center.

D. Professional Activities and Committee Participation

The Human Resources team, in an effort towards continuous growth and to ensure currency and accuracy in our job responsibilities, participates in several professional activities and committees both on and off campus. Some examples are listed below:

President's Cabinet
President's Council

Steering Committee
Human Resources/Staff Diversity Committee
District Negotiations Team
Management Team
Supervisor/Confidential Group
Banner Working Group
EEDEC
Southern 30

V. Physical Resources

A. Building and Facilities

The Human Resources Office is located on the first floor of the Administration Building. Comprising of 1800 square feet, it houses nine work areas, two offices, a file area, and one conference room.

It is anticipated that the office will be temporarily relocated to the first floor of the ED Building while renovations to the Administrative Building are being completed. With efforts to better serve the campus, the renovations will result in the Human Resources Office being relocated to the north side of the first floor of the Administration Building. This move will increase the office area by 187 square feet.

B. Equipment and Materials

The Office of Human Resources currently contains the following equipment and materials:

12 Desktop computers
6 Printers
2 shredders
Filing cabinets
2 Scanners
Fax machine
Switchboard

VI. Fiscal Resources

A. Budget

The Office of Human Resources consists of two financial resources from which it is allocated monies from the general fund. They are 01.0 00000.0-00000-00452-xxxx-6730000 and 01.0 00000.0-00000-00453-xxxx-6730000. The tentative budget amount in 2011/2012 for 00452 is \$428,004, and the tentative budget amount for 00453 is \$781,099. The Equal Employment Opportunity Fund, 01.3 00000.0-

11600-00453-xxxx-6760000, is a restricted fund. The tentative budget amount for 2011-2012 is \$6,693.

Adopted Budgets	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
01.0 (00452)	\$377,215	\$409,192	\$410,793	\$393,086	\$407,021
01.0 (00453)	\$668,459	\$692,022	\$770,050	\$684,450	\$720,177
01.3 (00453)	\$15,360	\$15,197	\$13,544	\$2,916	\$7,523

The Office of Human Resources budgets will be reduced for the 2011/2012 fiscal year in response to the on-going state budget crisis.

VII. Program Performance

A. Summary

The Office of Human Resources continues to serve the District by ensuring that all Human Resources-related issues are handled expeditiously, consistent with policy/procedure and laws, and in a confidential manner. Over the past several years, the Office of Human Resources has effectively used technology to improve its level of service and is committed to an ongoing assessment of its procedures to ensure the efficient operation of the department.

B. Quantitative and Qualitative Performance Measurements

1. Training

The Office of Human Resources is committed to providing meaningful and quality training. This training includes continuing to offer training on sexual harassment and discrimination routinely as required under AB 1825.

Since November 2008, 34 training/workshops with 12 topics were offered to the management team and supervisor/confidential group. These workshop topics included classified process for regular permanent positions, supervisor/confidential evaluation, sexual harassment prevention and awareness, and responding to employee absences.

2. Employment and Placement

On September 10, 2007, Human Resources filled its first position using PeopleAdmin. Since that time, we have filled 65 regular classified, supervisor/confidential, manager, and faculty

positions. Over 3,548 applications were reviewed. For each position, job announcements are created, positions posted, positions advertised, committee meetings scheduled, interviews, Equal Employment Opportunity procedures ensured, background checks, position offerings, and Board agenda items prepared. In addition, there were several positions that went through the complete process, but were not filled based on budgetary concerns.

All short term, non-academic employees, professional experts, volunteers, and adjunct faculty are hired through the Office of Human Resources. Even with the dramatic cuts in temporary employees, we currently have 409 short-term non-academic active assignments. Each one of these assignments must be processed, evaluated, and entered into two databases.

Equal Employment representatives were trained to assist in the three main hiring committee components: criteria meeting, reconvene, and the interviews. All voting members of all hiring committees received sensitivity training.

Upon notification, either by an applicant or by subsequent notification, criminal convictions are reviewed and evaluated against Education Code. Determinations are made as to the District's ability to employ the individual. All regular employees and all temporary employees working with minors or money are fingerprinted.

3. Compensation and Job Analysis

In 2003/2004, an outside consultant was hired to perform a study of our classified bargaining unit positions. This resulted in updates to both job descriptions and salary placements. Several job surveys were performed to compare job duties and salaries to those community colleges with similar characteristics and/or are in close proximity. Salaries were adjusted based on negotiations and Board approval.

In 2006/2007, a salary survey was conducted of our supervisor/confidential group resulting in updates to salary placements for a few members of this group.

C. Trends and Impacts on Institutional Planning

The greatest challenge to the Office of Human Resources is the state's on-going fiscal crisis.

D. Goals and Objectives

Over the period of time leading up to the next program review, the Office of Human Resources will concentrate on the following objectives, as related to the District's Strategic Plan. These objectives may be adapted in correspondence to any changes implemented to the District's Strategic Plan.

Focus Area One: Academic Excellence/Focus Area Two: Student Support and Success

- 1) For each academic year, ensure that the District complies with the 75/25 Title 5 requirements and that such is done in concert with the District's budget strategies;
- 2) For each fiscal year, ensure that the hiring process is followed and provide for a diverse pool of applicants;
- 3) Update all BPs and APs related to the hiring of District personnel;
- 4) Review and revise the evaluation procedure for each employee group; and,
- 5) Ensure that full-time and part-time faculty evaluation procedures include the assessment of student learning outcomes.

Focus Area Three: College Resources

- 1) The Director of Human Resources will continue to provide input to the Superintendent/President, the Board of Trustees, and the President's Cabinet on budget strategies, particularly as related to District personnel.

Focus Area Four: Learning Environment

- 1) By the end of the 2011/2012 academic year, the Office of Human Resources will complete the first revision of all Human Resources-related BPs and APs;
- 2) Each academic year, review and revise Human Resources-related procedures, as may be necessary;
- 3) Successfully negotiate the 2011 successor contracts with the full-time faculty and the classified employee bargaining units;
- 4) Each academic year, continue to provide training to the management and supervisory/confidential employees;
- 5) By the end of the 2011/2012 academic year, complete the classified job description review and create updated job descriptions for each bargaining unit classification;

- 6) Automate faculty absence reporting and posting of cancelled classes; and,
- 7) Continue to automate Human Resources functions utilizing Banner.

VIII. Program Effectiveness and Needs

A. Office of Human Resources' Student Outcomes

As a result of the Office of Human Resources' role as a strategic partner with all areas of the District, students can expect an educational experience delivered by a well qualified faculty, support staff, management and supervisory/confidential teams that strives to reflect the diversity of the student population.

B. Savings or Efficiency Measures

Along with providing advice to other departments on how they may best meet their staffing needs in difficult financial times, the Office of Human Resources has implemented its own staff and budget reductions.

C. Resources Needs

Recognizing the current economic limitations, the Office of Human Resources will re-evaluate its needs when there is a more fiscally sound environment.

IX. Action Plan

In addition to completing the objectives as set forth above, the Office of Human Resources will conduct a campus survey to assess its effectiveness. This survey will be conducted during the 2012/2013 academic year.

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	Board of Trustees	Action	_____
DATE	July 19, 2011	Resolution	_____
SUBJECT:	Institutional Advancement Program Review	Information	X
		Enclosure(s)	X

BACKGROUND

The Institutional Advancement Office (Development and External Relations) was formed in 2004 during a campus-wide reorganization. This Office has undergone its first prescribed program review process.

The Institutional Advancement program review follows the newly adopted outline for non-instructional program review and was approved by the Steering Committee on May 23, 2011.

This item was prepared by Jane Cole, Administrative Assistant, Development and External Relations.

RECOMMENDATION

No action required; information only.

June Stephens
Recommended by

/_____
Moved Seconded

Aye __ Nay __ Abstained __

Approved for Submittal

Item No. G.4.



Program Review for Institutional Advancement

Executive Summary

May, 2011

Program History/Description:

The Institutional Advancement Office (Development and External Relations) was formed in 2004 during a campus-wide reorganization. At that time, the Foundation, Marketing and Communications, Protocol and Governmental Relations, and Reprographics were combined to better leverage resources. In partnership, these functions coordinate to fully utilize resources to implement the initiatives/strategic objectives identified in the Strategic Plan by sustaining and advancing resource development through private philanthropy, community relationships, public and private partnerships, legislation favorable to the institution, and enhanced pride in Citrus College.

The role of the Institutional Advancement team is to establish and implement an overall advancement program including resource development, alumni programs, external relationships, college promotional programs and marketing. The Advancement team establishes an overall marketing and resource development program for the college. It provides meaningful and relevant media and community information while building political and moral support for the institution. Its mission is to provide fundraising management, to build cordial and supportive relationships, cultivate friendships and financial support, and to help realize the mission and vision of the institution.

Institutional Advancement facilitates the progress and evolution of the college through growth and expansion of programs. It is concerned with enrollment, as well as research and planning. Advancement staff serves the public as well as the college by providing programs and activities to establish or strengthen ties with the community and alumni, encouraging enrollment and participation, and establishing partnerships with corporations and foundations.

Institutional Advancement is all of the programs, activities, and relationships that generate support from the several publics served by Citrus College to support and strengthen the college as a whole. Community relations activities are essential for building and strengthening relationships with diverse constituencies that encourage investment in and support of Citrus college, its programs and initiatives. This is accomplished through a strategic effort that incorporates alumni relations, community and government relations, marketing and public relations.

Strengths/Effective Practices:

- Leveraging of the following resources to achieve Advancement and college mission
 - Staff qualifications and experience
 - Coordination of professional expertise
 - Staff's physical proximity to each another
 - Prudence and integrity in budgetary matters
 - Ability to present the institution in a positive manner
 - Global perspective of Advancement that includes the college, the community and the California community college system

Weaknesses:

- Minimal understanding within the college community of the role and value of Advancement Services
- Division staff are sometimes excluded in the development of marketing programs and campaigns initiated by other departments and divisions
- Meeting increased demand and volume of workload presents challenges, due to the small number of staff
- Lack of staffing makes it difficult to meet the outreach requests of the college and the community
- Need to obtain the equipment, software and training needed to adopt current marketing and promotional trends

Recommendations/Next Steps:

Create an Advancement Master Plan, including but not limited to the following activities:

- Branding and image study and recommendations
- Conduct a comprehensive survey of faculty, staff, and students on the effect and performance of all areas of Institutional Advancement
- Develop an Emergency Communications Plan
- Develop a Marketing and Communications Plan, Protocol and Government Relations Plan, and Resource Development Plan
- Plan campaign to celebrate the 100th Anniversary
- Develop a Tour Guide Program for the college and train staff and volunteers as tour docents
- Increase staff training
- Further integrate Advancement into the college culture communicating its role and function as well as its value
- Further align Advancement with Institutional Research and Grants



Institutional Advancement
Program Review
May 2011

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Institutional Advancement

Mission Statement

To generate resources for Citrus College by actively promoting and advocating for the college while creating and developing lasting relationships with students, faculty and staff, alumni, community members, elected officials and other individuals, as well as with businesses, corporations, and foundations to meet and advance college goals.

Executive Summary

The Institutional Advancement Office (Development and External Relations) was formed in 2004 during a campus-wide reorganization. At that time, the Foundation, Marketing and Communications, Protocol and Governmental Relations, and Reprographics were combined to better leverage resources. In partnership, these functions coordinate to fully utilize resources to implement the initiatives/strategic objectives identified in the Strategic Plan by sustaining and advancing resource development through private philanthropy, community relationships, public and private partnerships, legislation favorable to the institution, and enhanced pride in Citrus College.

The role of the Institutional Advancement team is to establish and implement an overall advancement program including resource development, alumni programs, external relationships, college promotional programs and marketing. The Advancement team establishes an overall marketing and resource development program for the college. It provides meaningful and relevant media and community information while building political and moral support for the institution. Its mission is to provide fundraising management, to build cordial and supportive relationships, cultivate friendships and financial support, and to help realize the mission and vision of the institution.

Institutional Advancement facilitates the progress and evolution of the college through growth and expansion of programs. It is concerned with enrollment, as well as research and planning. Advancement staff serves the public as well as the college by providing programs and activities to establish or strengthen ties with the community and alumni, encouraging enrollment and participation, and establishing partnerships with corporations and foundations.

Institutional Advancement is all of the programs, activities, and relationships that generate support from the several publics served by Citrus College to support and strengthen the college as a whole. Community relations activities are essential for building and strengthening relationships with diverse constituencies that encourage investment in and support of Citrus college, its programs and initiatives. This is

accomplished through a strategic effort that incorporates alumni relations, community and government relations, marketing and public relations.

Fiscal Resources

Institutional Advancement is funded by district support and the Foundation operates with an independent budget augmented by the District Development budget.

Service Recipients

Institutional Advancement supports the college's mission through its relationships with a diverse group of service recipients: students, faculty, administrators, staff, alumni, community leaders, elected officials, businesses, corporations, foundations, and local residents. The Superintendent/President, Board of Trustees, Foundation Board, Alumni Association and Citizens Oversight Committee are also Institutional Advancement service recipients. Institutional Advancement provides opportunities for all of its service recipients to engage and collaborate with one another through events, special projects and meetings—the desired outcome being a network of collegial and supportive relationships that facilitates resource development and ensures student success.

Institutional Advancement's mission centers on garnering the support that empowers Citrus College students to achieve their educational goals. Resource development, marketing, advertising, public relations, and advocacy engage and inform service recipients of Citrus College's programs, current events and accomplishments. As a result, the college maintains a positive image that favorably affects the public policies and resources that enable students to matriculate and establish careers.

Institutional Advancement's relationship and interaction with the Citrus College community is a viable and essential part of reaching both current and potential students, as well as the external community. The division staff often collaborates with students, faculty and staff on collegewide committees, and in preparation for media interviews, presentations, and speeches. Including students, faculty and staff as information sources and subject experts is vital to the college's communications strategy and enhances relationships among the service recipients.

Assignments/Specialties

The Institutional Advancement team is comprised of 14 knowledgeable and experienced professionals, and their jobs and professions are very essential to the success of the institutional mission and to the college's internal and external image.

In 2004, John Lippincott, then president of the Council for the Advancement and Support of Education (CASE), the professional association for alumni relations,

communications, fundraising, and marketing officials at colleges, universities, and independent schools around the globe, defined “advancement” as more than fundraising.

“ . . . advancement encompasses multiple disciplines: alumni relations communications and marketing; and fund raising, as well as advancement services and advancement management. It also covers scores of sub disciplines, like media relations and foundation relations, as well as emerging and related disciplines, such as government and community relations.”

The professionals of the Institutional Advancement Office possess high-level skills and are well educated. The managers and supervisors have graduate degrees and extensive, progressively responsible experience in their chosen fields. As Lippincott noted, “advancement encompasses many disciplines.” The Institutional Advancement team’s professional experience includes, but is not limited to, the following disciplines and areas.

- Accounting
- Advancement
- Advertising
- Community Relations
- Development
- Education
- Fundraising
- Government Relations
- Graphic Design
- Journalism
- Marketing Management
- Office Management
- Photography
- Printing
- Student Recruitment
- Television Production

Specific assignments and specialties for the Institutional Advancement staff are included under each section’s Department Functions.

Physical Resources

Currently, Advancement is primarily located in the Louis E. Zellers Center for Innovation with no room for growth. Reprographics is located in a separate facility. In the next 18 months to two years, the Advancement Team will move to the renovated Administration Building where no additional room for growth has been planned; however, proximity to the Superintendent/President’s Office will be an advantage. Additionally, lack of

designated parking for donors, foundation board members, and visitors has been a challenge and less than welcoming for guests.

Program Effectiveness/Performance

The Institutional Advancement staff performs a variety of duties and participates in several collegewide and community programs and initiatives. These activities support the college's mission and institutional outcomes as mandated by the Strategic Plan and Board Goals.

2009-2010

Strategic Planning Goals and Implementation Plan

Institutional Strategic Plan Goal I: Student Success

- Improve and/or enhance student success.

Institutional Strategic Plan Goal II: Student Learning Outcomes and Assessment

- Embrace awareness and implementation of a cycle of Student Learning Outcomes as a campuswide concept that is intrinsically linked to assessment, assessment strategies and documentation, and then analytical evaluation of these results to drive college planning.

Institutional Strategic Plan Goal III: Fiscal Transparency

Definition: Openness toward the public about the district's fiscal policy intentions, budget development and assumptions and actual revenue and expenditures. Ready access to reliable, comprehensive, timely and understandable information regarding the district's fiscal activities.

Institutional Strategic Plan Goal IV: Communication

- Teach the value of, promote, and reward the respectful exchange of honest, clear, and accurate data, information, concerns, and ideas.
- Increase and improve data and information collection and distribution throughout college decision-making processes, especially those that affect significant portions of the campus populations.

Strategic Plan Goal 1: Student Success

<p>Institutional Goals Improve and/or enhance student success.</p> <p>Definition Student success is attained as a student narrows the gap between their aspirations and their actual achievement. It is traditionally measured by rates of pass/fail, transfer, certificate and degree completion, career placement, life-long learning participation and other commonly used indicators. This success becomes dependent upon the institution partnering with every student to establish practical short and long-term goals.</p>	<p>Board Goals:</p> <ol style="list-style-type: none"> 1. The Board supports the promotion of a diverse community of students and staff that responds to, and recognizes the achievements and needs of all people. 2. The Board encourages the college to continue building partnerships with the local community, educational institutions (K-16), and business and industry in an effort to promote both the college and the college Foundation's ability to promote student success. 3. The Board encourages the development and implementation of innovative strategies to support students in the following areas: college orientation, basic skills, student engagement, articulation, transfer, career and technical education, and course, certificate and degree completion. 4. The Board is committed to ensuring that the institution is continuously striving to meet the standards set by the Accrediting Commission and encourages the college to develop a plan to address recommendations from the upcoming accreditation site visit and college planning agenda noted in the Citrus College Self Study. 5. The Board supports a data-driven planning process that includes consideration of the external community, and the socio-cultural, economic and educational needs of students.
DEPARTMENT/DIVISION ACTIONS/ ACTIVITIES	Results/Change
<p>ER: Media contacts, external publications, and visual design reflected student success and achievement. Of the 60 press releases sent to the media, half of them covered student activities and achievements, both individual and collective.</p>	<p>Thirty-eight articles on specific student activities and achievements ran in local media publications. Citrus College received four CCPRO (Community College Public Relations Organization) Awards for press releases and photography.</p>
<p>ER: Profiles of successful students were featured in the online schedule promotion, Report to the Community, college catalog, and the "A Taste of Citrus" newsletter. Many of these profiles incorporated the "My Citrus Story," developed by the Language Arts dean and staff.</p>	<p>Examples of student success appeared in print and online, reaching both internal and external audiences.</p>
<p>ER: Worked with the Superintendent/President to draft letters of commendation for exceptional student achievement.</p>	<p>Supported and recognized student success and achievement.</p>

DEPARTMENT/DIVISION ACTIONS/ ACTIVITIES	Results/Change
<p>ER: Published the final “preparing for college” newsletters for the Superintendent/President and the Superintendents of three K-12 districts. Continued to produce A-G course requirements fliers for the dean of physical and natural sciences and local school districts; some of these fliers were translated into Spanish.</p>	<p>Advanced partnerships with local school districts. Bilingual fliers met community needs.</p>
<p>PGR: Met with the ASCC president, and other student leaders to discuss specific state and federal legislation, the state budget and student advocacy. Provided information on elected officials and advocacy and lobbying. Wrote letters to Competitive Cal Grant students to get testimonials to support advocacy efforts.</p>	<p>Successful ASCC lobbying trip to Sacramento. Garnered support from locally elected officials for maintaining Competitive Cal Grants.</p>
<p>PGR: Spoke to the full ASCC board prior to their “March in March” trip to Sacramento and advised them on protocols related to visiting legislators. Provided them with a handout on “Steps to Effective Meetings with Legislators.”</p>	<p>Successful “March in March” experience and lobbying efforts by ASCC students.</p>
<p>PGR: Met with the student trustee prior to the CCLC Legislative Summit to discuss remarks she might make and what to expect during our visits with legislators in Sacramento.</p>	<p>Successful communication of student perspective to elected officials in Sacramento.</p>
<p>PGR: Remained in contact by e-mail with student leaders throughout the year and provided them with information on specific legislation and advocacy topics.</p>	<p>Acquisition of good advocacy skills by student leaders.</p>
<p>PGR: Helped to coordinate and participated in campus events to support students, such as Saluting Our Veterans, All-Class Reunion, STEM Open House, Field House Dedication, Senator Bob Huff Education Summit, and (upcoming) Achievement Awards Dinner, Commencement and Monrovia USD Visit and Tour.</p>	<p>Values of access, success, diversity and excellence were supported and fostered.</p>
<p>PGR: Served as a member of the Glendora Chamber of Commerce Legislative Action Committee and the Glendora Day at the Fair Committee.</p>	<p>Maintained and advanced good relationships between Citrus College and the Glendora community.</p>
<p>PGR: Represented the college as a member of the San Gabriel Valley Public Affairs Network</p>	<p>Kept current in local issues and maintained and advanced Citrus College relationships with leaders throughout the region.</p>
<p>PGR: Worked with other SanFACC government relations staff to develop information and data.</p>	<p>Presented effective communications and information to elected officials in Sacramento and Washington, D.C.</p>

DEPARTMENT/DIVISION ACTIONS/ ACTIVITIES	Results/Change
PGR: Worked with the Superintendent/ President to draft letters of commendation for exceptional student achievement.	Supported and recognized student success and achievement.
PGR: Worked with the Board of Trustees' Legislative Ad Hoc Committee to develop and plan the college legislative program for 2010.	Development of issues and talking points for state and federal legislative advocacy.
PGR: Drafted news releases and announcements of the names of honor roll students for publication in the five main cities.	Supported and recognized student success and achievement.
CCR: Completed 6,482 reprographics orders timely and cost-effectively.	Supported faculty and staff led initiatives promoting student success.
CCR: Produced 5,472,736 impressions (pieces of printed material) timely and cost effectively.	Supported faculty and staff led initiatives promoting student success.
CCF, CAA, and CCD: Hosted events (A Taste of Autumn 2009, a CAA All Class Reunion, various receptions and other fundraisers), conducted mail-based fund-raising solicitations and individual major and planned gift solicitations, and collaboratively pursued on-going donor cultivation efforts to secure external funds to provide scholarships to Citrus College students and provide general support for Citrus College's mission.	Supported student persistence and success.

Strategic Plan Goal II: Student Learning Outcomes and Assessment

Institutional Goals

Embrace awareness and implementation of a cycle of Student Learning Outcomes as a campuswide concept that is intrinsically linked to assessment, assessment strategies and documentation, and then analytical evaluation of these results to drive college planning.

Definition

Citrus College embraces Student Learning Outcomes as knowledge, skills, abilities, and attitudes that a student has attained as a result of his or her engagement in all collegiate experiences that could include, but are not limited to courses, programs, core competencies, general education, degrees and certificates, student services, extra-curricular activities, physical, technology, and financial resources.

Board Goals:

6. The Board encourages collegewide implementation of Student Learning Outcomes that are linked to assessment, evaluation, planning and institutional effectiveness.

DEPARTMENT/DIVISION ACTIONS / ACTIVITIES	Results / Change
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There were no Institutional Advancement activities under Strategic Plan Goal II

Strategic Plan Goal III: Fiscal Transparency

<p>Definition Openness toward the public about the district's fiscal policy intentions, budget development and assumptions and actual revenue and expenditures. Ready access to reliable, comprehensive, timely and understandable information regarding the district's fiscal activities.</p>	<p>Board Goals: 7. The Board encourages the college to pursue additional revenue sources through grants, private donations, state and federal funds, etc. to enhance the college and serve our community. 8. The Board supports the consideration of innovative strategies to promote student access and success, and institutional efficiency and effectiveness in light of fiscal constraints.</p>
DEPARTMENT/DIVISION ACTIONS / ACTIVITIES	Results / Change
<p>PGR: Served on the Community College League of California Advisory Committee on Legislation (ACL). Attended CCLC Legislative Conference in Sacramento and prepared talking points and scheduled legislator appointments.</p>	<p>Successfully conveyed the priorities of the college and our students to state organization and elected officials.</p>
<p>PGR: Drafted correspondence to community leaders and elected officials at the federal, state and local level. Helped to coordinate tours and researched background information for Congresswoman Judy Chu, Assemblymember Ed Hernandez, and Senator Bob Huff.</p>	<p>As part of Health Care Legislation, garnered federal funding for community colleges nationwide. Advanced relationships with state and federal elected officials. Conveyed the strengths and needs of the college to maintain current and secure future funding.</p>
<p>PGR: Helped coordinate and participated in college events, such as A Taste of Autumn, Senator Bob Margett Book Fund Reception and Community College Foundation of California Bond Fundraising event.</p>	<p>\$10,000 from Margett Foundation, \$35,530 for CCFC Bond and A Taste of Autumn proceeds of \$17,500.</p>
<p>PGR: Maintained good relationships throughout the year with Gas Company representatives. Helped to coordinate Sempra Energy campus visit and tour, Sempra Scholarship Distribution Planning Meeting and "Big Check" presentation.</p>	<p>\$37,500 grant for scholarships for Citrus College students.</p>

<p>PGR: Gathered background information, provided input and wrote sample correspondence for local support for Federal Appropriations Grant – 32nd Congressional District.</p>	<p>Letters of support from Assemblymember Hernandez and Superintendent Cervantes-McGuire. Grant application has been submitted.</p>
<p>DEPARTMENT/DIVISION ACTIONS/ACTIVITIES</p>	<p>Results/Change</p>
<p>CCF, CAA, and CCD: Hosted events (A Taste of Autumn 2009, a CAA All Class Reunion, various receptions and other fund raisers), conducted mail-based fund-raising solicitations and individual major and planned gift solicitations, oversaw the management and growth of the CCF's investment portfolio and greater financial corpus, and collaboratively pursued on-going donor cultivation efforts to secure external funds to provide scholarships to Citrus College students and provide general support for Citrus College's mission.</p>	<p>Secured external funds to support Citrus College's mission.</p>

Strategic Plan Goal IV: Communication

<p>Institutional Goals</p> <ul style="list-style-type: none"> • Teach the value of, promote, and reward the respectful exchange of honest, clear, and accurate data, information, concerns, and ideas. • Increase and improve data and information collection and distribution throughout college decision-making processes, especially those that affect significant portions of the campus populations. <p>Definition Communication is the open exchange of data, information, concerns, and ideas within and between all internal segments of the institution (including students, employees, and the Board of Trustees) as allowed by law and College Policies and Procedures.</p>	<p>Board Goals:</p> <p>9. The Board encourages the college to seek opportunities that foster collaboration with the local community and educational leadership to enhance local governance in an effort to better meet community needs and ensure student success.</p> <p>10. The Board, in concert with the college community, will work to garner support and funding to complete the Metro Gold Line Foothill Extension, with a Citrus Avenue Station, which will greatly enhance access to Citrus College for students, staff, and visitors; and help to alleviate traffic, parking, and pollution issues in our local communities.</p>
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DEPARTMENT/DIVISION ACTIONS / ACTIVITIES	Results / Change
ER: Assisted the Superintendent/President in drafting correspondence to students in recognition of their achievements and to faculty and staff who made significant and exceptional contributions to student success.	Maintenance of honest and respectful exchange of ideas and high morale of college community.
DEPARTMENT/DIVISION ACTIONS/ ACTIVITIES	Results/Change
ER: Participated in Emergency Preparedness trainings and served as the PIO for Emergency Operations Center. Attended EOC meetings and developed messages for incidents, such as the Morris Canyon Fire and matters involving college safety. Assisted administrators and EOC members in creating messages to the college community and, when needed, to the media.	Actively participated in developing and implementing communications protocols during incidents and emergencies.
ER: The college received 269 articles and mentions in the press from 7/1/09 to 4/24/10, which also included letters to the editor, guest editorials, and opinion-editorials by the Superintendent-President and individual board members. A significant portion of this exposure occurred as a result of press releases sent out by External Relations.	Kept the community informed about Citrus College's accomplishments, events, issues and people, while advancing the college's mission, vision and values.
PGR: Assisted the Superintendent/President in drafting correspondence to students in recognition of their achievements and to faculty and staff who made significant and exceptional contributions to student success.	Maintenance of honest and respectful exchange of ideas and high morale of college community.
PGR: Participated in Emergency Preparedness trainings and served as alternate PIO for Emergency Operations Center.	Maintained readiness to act in an emergency.
PGR: Helped to coordinate and participated in Ken Kay Presentation to K-12 districts and community members.	Received good feedback on event from K-12 districts and community members.
PGR: Helped to coordinate and participated in Classified Staff Appreciation Breakfast.	Promoted and advanced communication and relationships between the district and its employees.
PGR: Service as liaison to the Metro Gold Line Construction Authority; attended Metro Board Meetings and spoke on behalf of the district	Received MTA funding for the Foothill Extension of the Metro Gold Line to Citrus College. Successful sign unveiling ceremony.

and prepared talking points for other speakers; helped to coordinate the Gold Line Sign Unveiling Ceremony; and worked with Gold Line Construction Authority staff to erect campus signage.	Campus sign thanking Superintendent/ President and Board of Trustees.
CCR: Completed 6,482 reprographics orders timely and cost-effectively.	Supported faculty and staff efforts promoting CCCD programs and initiatives.
CCR: Produced 5,472,736 impressions (pieces of printed material) timely and cost effectively.	Supported faculty and staff efforts promoting CCCD programs and initiatives.
DEPARTMENT/DIVISION ACTIONS/ ACTIVITIES	Results/Change
CCF, CAA, and CCD: Hosted events (A Taste of Autumn 2009, a CAA All Class Reunion, various receptions and other fund raisers), conducted mailings, produced newsletters, held group meetings, hosted a CCF Board retreat, conducted numerous one-on-one meetings, actively participated in service area based events and area service organizations, and maintained Web site sections to promote and communicate Citrus College's mission and needs.	Kept service area stakeholders informed about Citrus College's accomplishments, events, issues and people, while advancing the college's mission, vision and values, which in turn led to the receipt of external funds to support Citrus College's mission.

Strengths

- Leveraging of the following resources to achieve Advancement and college mission
 - Staff qualifications and experience
 - Coordination of professional expertise
 - Staff's physical proximity to each another
 - Prudence and integrity in budgetary matters
 - Ability to present the institution in a positive manner
 - Global perspective of Advancement that includes the college, the community and the California community college system

Weaknesses

- Minimal understanding within the college community of the role and value of Advancement Services
- Division staff are sometimes excluded in the development of marketing programs and campaigns initiated by other departments and divisions

- Meeting increased demand and volume of workload present challenges, due to the small number of staff
- Lack of staffing make it difficult to meet the outreach requests of the college and the community
- Need to obtain the equipment, software and training needed to adopt current marketing and promotional trends

Goals

Create an Advancement Master Plan, including but not limited to the following activities:

- Branding and Image Study and Recommendations
- Conduct a comprehensive survey of faculty, staff, and students on the effect and performance of all areas of Institutional Advancement
- Develop an Emergency Communications Plan
- Develop a Marketing and Communications Plan, Protocol and Government Relations Plan, and Resource Development Plan
- Plan Campaign to Celebrate the 100th Anniversary
- Develop a Tour Guide Program for the college and train staff and volunteers as tour docents
- Increase staff training
- Further integrate Advancement into the college culture communicating its role and function as well as its value
- Further align Advancement with Institutional Research and Grants

Institutional Advancement Student Learning Outcomes

Student learning outcomes are a byproduct of all of the activities and initiatives of the Advancement Division.

Resource Development

Students learn the importance of philanthropy and community support, through the sponsoring and funding of student activities that directly benefit them, such as the Citrus GraviTeam trip.

Communications, Marketing and Reprographics

Students learn about college policies and procedures, registration dates, classes and academic requirements, and services offered through the many publications produced by Institutional Advancement. They also gain an enhanced sense of pride in the positive image of the institution.

Advocacy

Students acquire effective advocacy and leadership skills through mentorship by the protocol and government relations officer and through personal interaction with elected

officials in a government setting. They develop skills to communicate issues and ideas; the ability to express opinions and counter opinions; an understanding of how government works; and the importance and value of participating in the political process.

Effects on Student Outcomes

A comprehensive institutional advancement program provides significant value for all of its service recipients, Citrus College students, and the external community.

- **Resource development** enables the college to fund and support the programs and scholarships that enable students to succeed academically and in their life pursuits.
- **Alumni programs** leverage the experience and resources of former students, which have the potential to enhance resource development; fund programs and scholarships; provide role models and mentors for current students as they pursue higher education opportunities and establish careers; and influence the college's image in the community, resulting in students choosing to attend Citrus College.
- **External relationships** foster collaborative efforts with the legislative, educational and business sectors, civic organizations, and community residents, providing additional support to current students and presenting Citrus College to potential student as a viable college choice.
- **Promotional programs and marketing campaigns** increase awareness of college news, events, opportunities, and achievements, increasing the institution's stature in the community.
- The **production of printed and electronic materials** enables students, faculty, staff and the community to receive informative and attractive publications that facilitate the educational process and promote the institution to internal and external audiences.

Institutional Advancement

Department Functions by Section

Citrus College Foundation

The Citrus College Foundation was established as a non-profit 501 c 3 organization in 1966 with Articles of Incorporation and Bylaws being filed with the State of California on August 4 of that year. At some point between 1966 and 1983, the Foundation apparently became inactive or less active. In 1983 college personnel met to revitalize the Foundation and it has since grown to hold a portfolio of close to \$6,000,000.

The Foundation was part of the Development Office and Communications, and was managed by the director of foundation and grants. During a campus-wide reorganization in 2004, the Foundation, Development Office, and Communications Office became part of a new area office – Advancement. The director of foundation and grants became the executive director of development and external relations (formerly Publications and Student Recruitment) with the Foundation, Government Relations, Communications and Marketing, and Reprographics staff reporting to the position.

Under the direction of the executive director of advancement and external relations, the Foundation is the lead entity for resource development for Citrus College. It works cooperatively with individuals and groups on campus and in the community building relationships and partnerships in the identification and cultivation of resources. It is intended that all fund development activities be coordinated with the Foundation in order to minimize duplications and to conduct appropriate activities.

As an independent organization, the Foundation is governed by a board of directors, which sets the policies and procedures for the Foundation in alignment with the mission vision and values established under its incorporation. The board is comprised of community leaders, alumni, faculty, staff, and students, as well as one member of the Citrus Community College District Board of Trustees (see attachment 5, Board Roster).

Priorities/Duties of the Foundation

- Broadening the base of support for the college
- Increasing charitable gifts and other alternative sources of revenue
- Increasing cooperation and information exchange and provide fundraising counsel to college staff, upon request, including such assistance as strategizing approaches to donors, discussing special events, preparing funding proposals, and other related activities
- Minimizing duplication of effort

- Increasing the overall professionalism and effectiveness of development
- Establishing and implementing fund development policies
- Directing a comprehensive, ongoing fund development program.

Staff Resources

The executive director of development and external relations serves as the Executive Director of the Foundation. The Executive Director works in collaboration with the Board of Directors in setting the goals and objectives for the Foundation. The Foundation support staff includes an administrative assistant and one .75 FTE account technician. The Foundation staff works within the framework of Advancement, which leverages staff in Marketing and Communications as well as Governmental Relations in achieving the objectives of resource development for the college.

In order for the Foundation to reach its fundraising potential, more development staff is needed to support the annual fund, alumni services, and stewardship of donors. These areas require much data, research, and cultivation in order to identify and develop future donors, as well as to recognize and acknowledge current donors. This is an area that has been significantly lacking in the past. Studies have shown that for each development staff person in Advancement an additional annual revenue of between \$300,000 and \$700,000 will be generated within five to seven years.

Physical Resources

Currently, the Foundation is housed in the Louis E. Zellers Center for Innovation along with the staff of Advancement with no room for growth. In the next 18 months to two years, the Advancement Team will move to the renovated Administration Building where no additional room for growth has been planned; however, proximity to the Superintendent/President's Office will be an advantage. Additionally, lack of designated parking for donors, foundation board members, and visitors has been a challenge and less than welcoming.

Fiscal Resources

The Foundation's assets are approximately \$6 million, which is comprised of unrestricted funds, permanently restricted/endowed funds, and temporarily restricted funds (see attached attachments 6 through 12). In exchange for services rendered on behalf of the college, the Foundation receives some augmentation from the college through a Memorandum of Understanding.

Program Performance

The Foundation has also had a limited role in support of the college, that role being primarily as one of providing scholarships for students. As such, the Foundation has not been truly integrated into the life of the college. Community college foundations can represent tremendous assets to their colleges. In addition to scholarships, they can fund capital equipment purchases, buildings, landscaping improvements, sculpture, programs and projects, and so on. Citrus College's Foundation has been under utilized and has raised funds through events. In the past, most community college foundations focused on events for fundraising and learned quickly that direct solicitation of donors was much more effective and reaped greater rewards with less staff labor. The return on the investment for events ranges anywhere from 10 to 50 cents on the dollar compared to direct solicitation which garners a return of 90 cents or more on every dollar invested (See attachments 6 through 12).

Assignments/Specialties

As the executive director of development and external relations, June Stephens leads the Citrus College Foundation and the Marketing and Communications program. She has more than 30 years' experience in resource development as well as public relations and marketing, with nearly 25 years of experience with the California Community Colleges system. She has successful experience in the development of extensive marketing plans and award-winning advertising campaigns as well as a successful track record in fund raising—raising millions of dollars for education. Stephens earned her master's degree in education and counseling and her bachelor's degree in business and management from the University of Redlands, where she was inducted into their Alumni Leadership Society. She holds a Pupil Personnel Services Credential from the State of California and is certified by CFRE International as a Certified Fund Raising Executive.

Strengths

- The college is well-respected in the community
- Several communities within the college's service area are affluent
- Citrus is the oldest community college in Los Angeles County
- An engaged Board of Trustees that has a strong sense of ownership of the college
- A well-connected and well-regarded Foundation president
- An endowment that is highly ranked in the top 10 of the California community colleges (according to FTEs)
- Original members of the Citrus Alumni Association have a strong affinity toward the college
- Well-developed Foundation policies and procedures
- Foundation support staff is well regarded by the Foundation Board and the college community
- The Foundation owns the "Cadillac" of data software in Raiser's Edge

- An impressive scholarship program
- A Superintendent/President who is committed to the concept of Institutional Advancement and who brings with her past experience in development.
- Significant momentum in the community for the college
- Foundation Board members are perceived as committed to the institution
- The Superintendent/President has a strong reputation in the community
- Faculty members have a good reputation within the State
- Faculty and staff are committed to Citrus College and many spend significant portions of their careers at the institution, often retiring from it.
- There are good stories to tell
- The college is well positioned, both by reputation and by the willingness of staff and the two boards, to enhance its advancement operations.

Weaknesses

- While the college has a history of advancement, that history has been uneven
- A sporadic history of lack of follow through by the Foundation, which has been recently addressed and renewed follow up initiated
- Promotional materials for the Foundation have been limited, but have currently been addressed and new publications issued
- Foundation support staff totals 1.75 FTE
- There is not a grants position, which limits the potential for additional funding support
- Donor relationships have not been nurtured as they should have been over the years. Stewardship has been renewed and revitalized recently and future is bright.
- Donor recognition has been inconsistent in the past; however, new methods of recognition have been identified
- Limited vision among members of the college staff as to the extent of what a vibrant development office could bring to the campus
- The Advancement staff wears many hats and the bottom line focus of raising private gifts sometimes gets lost in the mire of everything else that needs to be done.
- Little, if any, face-to-face solicitation of donors in the past, however, new strategies have recently been implemented with positive results

Recommendations

In order to develop a successful Foundation, which has continuous growth, a plan must be implemented that will identify previous, current, and potential donors; track donors in a data base and measure their giving history, the number of contacts made, interests, giving capacity, and so on; implement an appeal system; cultivate board and staff giving and referrals; manage development files effectively; implement marketing techniques; develop relationships with foundations, corporations, and business; analyze the current fiscal year budget; and assess current grants and grant compliance systems.

One of the major elements to the success of a community college foundation is the continuity of leadership. The new Executive Director has spent time building the infrastructure to support a proactive advancement operation. The next phase is anticipated to be much more aggressive in outreach activities, such as, donor visits, and so on. The next steps after that will be dependent upon the success of the first two to three years.

In March, the Foundation Board members and staff participated in a retreat focused on developing annual goals and action steps. A strategic plan is being developed with the Foundation Board of Directors to meet the designated goals to support the college and its students.

Goals

Create a Comprehensive Resource Development Plan including but not limited to the following:

- Raise \$250,000 in the next 18 months to two years through a campaign targeted to support the college's critical needs
- Increase employee support through payroll deduction by ten percent or more each year
- Develop Board membership by cultivating community and business leaders
- Increase annual fund giving by 25 percent each year
- Integrate philanthropy into the college culture
- Further integrate Alumni Relations under the umbrella of the Foundation

External Relations (Marketing and Communications)

The External Relations marketing and communications section staff creates and produces the information and products that effectively communicate the college's mission to both internal and external audiences. These products include, but are not limited to, annual reports, catalogs, class schedules, program guides, brochures, newsletters, fliers, posters, presentations, news releases, and advertisements.

Formerly known as the Office of Publications and Student Recruitment, the Office of External Relations was formed in 2004 as the result of a campuswide reorganization. The section is staffed by seven employees, four who are full-time college staff and three who are part-time staff or professional experts.

Communications and marketing is a section of the Institutional Advancement Office, which is led by the executive director of development and external relations. The staff, who report directly to the director of communications, produces materials that reflect a high quality of writing and design appropriate for an institution of higher learning. The department works closely with its "clients," members of the Citrus College community, to ensure any information received, communicated and published is accurate, verifiable and visually appealing.

Priorities/Duties of Marketing and Communications

- Marketing Plan
 - Develops and implements
- Publications
 - Annual reports
 - Catalogs
 - Class schedules
 - Program guides
 - Brochures
 - Fliers
 - Posters
 - News releases
 - Advertisements
 - Campaign literature
 - Special reports
- Advertising and Promotion
 - Campaign concepts
 - Media buys and placement
 - Ad creation and production
- Graphic Arts Design

- Identity Standards/Style Guide Monitoring and Enforcement
 - Evaluates photo requests and approves photography assignments
- Writing and Editing Services
 - For external publications
 - Letters, remarks, speeches, and presentations
- Production for Print and Web
 - Collaborates with TeCS staff and Web master
 - Provides photography and content
 - Proofreads and edits content
- Media Relations
 - Media liaison and spokesperson
 - Writes and distributes press releases
 - Writes, coordinates, and submits guest editorials, commentaries, and letters to the editor
 - Manages collegewide guidelines regarding media protocol
 - Works with the college community to obtain sources, information and interview participation
 - Maintains positive relationships with media outlets
- Emergency Operations
 - PIO and PIO alternates
 - Authors and implements emergency communications plan
- College Events
 - Organization and supervision
- Community Relations
 - Assists with presentations and power points
 - Attends community meetings on request
 - Interacts with community groups to promote college and community events and initiatives

Staff Resources

The communications and marketing section of External Relations is comprised of seven employees. Full-time employees include the director of communications, an administrative secretary, a publications specialist and a graphic designer. Staff who are not full time employees include a publications specialist (part time), photographer (professional expert), and a copywriter/editor (professional expert). Since 2004, the Marketing and Communications section has experienced an organizational restructure; management changes that left the division without an

executive director for an extended period; a reduction in the number of full-time staff, and an increase in the department's overall workload. At the same time, rapid changes in technology have introduced new media delivery systems such as social media, however, the day-to-day functions and responsibilities of the section have not allowed staff to become proficient in the new media and take a leadership role in introducing and implementing it collegewide. Obtaining the staff and training necessary to effectively utilize new media innovations is critical to effectively reaching the college's target audience and service recipients.

Physical Resources

External Relations is currently located in the Louis E. Zellers Center for Innovation and shares office space with the Citrus College Foundation. The entire Advancement Division (with the exception of Reprographics) is scheduled to move to a permanent location upon the completion of the Administration Building remodel.

The relationship between Marketing and Communications' department functions and current physical resources is adequate, but it must remain current with technological advances in order to reach the next level in serving our service recipients. Many of these improvements will occur with the permanent move to the renovated Administration Building, as the new office space will feature adequate storage areas and a layout that is more conducive to collaboration and group interaction.

Fiscal Resources

The Marketing and Communications budget is a part of the college's Unrestricted General Fund. This fund, received from state apportionments and county or local taxes, is the primary operating fund for the district and covers its full scope of operations. The department does not receive any funding from state programs, incentive programs, restricted funds or categorical funds.

Assignment/Specialties

The director of communications manages the marketing and communications section of the External Relations marketing and communications section. She has more than 30 years of experience in the marketing, advertising and communications fields, beginning her career in the broadcast and retail advertising industries and working in the newspaper industry for 20 years as a marketing research analyst and as a marketing director. As a marketing director, she developed and managed a marketing and community relations program for a local newspaper group that was restructured under new ownership. During her tenure there, the marketing team won nine newspaper

industry-marketing awards for newspaper special advertising sections and marketing collateral. She also served as a member of the newspaper group's editorial board. The director of communications earned her bachelor's degree in psychology and communications from Pitzer College and her master's degree in telecommunication (radio and television) from Michigan State University.

Additional specialties and contributions of the External Relations marketing and communications team include:

Publications Specialist

- Writes press releases, newsletters and speeches, liaises with media representatives, develops presentations, serves as alternate PIO for emergencies
- Holds a bachelor's degree in organizational communications and graduated from Citrus College

Graphic Designer

- Lead graphic artist, designs materials for use by the college and works with the Reprographics Department and outside printers
- Possesses nearly 30 years of experience in printing and graphic design

Publications Specialist (part time)

- Creates promotional materials, and establishes designs for advertisements, schedules, catalogs, flyers and other materials used in external communications
- Holds a bachelor's degree in marketing and graphic design

Administrative Secretary

- Performs routine clerical and administrative duties and works on special projects as assigned
- Worked as a student recruiter at a community college and possesses advanced technical skills

Photographer (professional expert)

- Photographs college events and campus life scenes to be used in publications and media relations efforts
- Experience as a newspaper photographer; Citrus college graduate

Copywriter/Editor (professional expert)

- Writes for overload assignments and special projects
- Published writer and former department staff member

The Marketing and Communications staff is actively involved in the Citrus College community. They participate in a variety of professional development activities that

enable them to increase their job knowledge and to stay current with changes and trends in their respective professions. These workshops include:

- Crisis Communications
- Emergency Preparedness Training
- Flex Day Activities
- Marketing to the Latino population
- Social Media webinars sponsored by Community Colleges Public Relations Organization (CCPRO)
- StrengthsQuest Training

The staff also participates in many professional activities and organizations, both on and off campus. These opportunities allow the staff to learn about college operations; receive current information about the college; remain informed of community issues and events, and participate in shared governance.

The staff holds memberships and has served or is currently participating on the following organizations and committees:

- Accreditation Team Co-Chair, Standard 1A
- Campuswide Information Technology Committee (CITC)
- Classified Staff Development Committee
- Community College Public Relations Organization (CCPRO)
- Council for the Advancement and Support of Education (CASE)
- Educational Master Plan Committee
- Enrollment Management Committee
- Glendora Coordinating Council
- Management Team
- National Council for Marketing and Public Relations (NCMPR)
- Steering Committee
- Strategic Planning Committee

Service Recipients

External Relations share the same service recipients as the Institutional Advancement Office, which is presented on page 3.

Academic Affairs: The Marketing and Communications staff is actively involved with academic affairs projects such as class schedule and college catalog production. The director of communications is a member of the Enrollment Management committee and attends catalog planning meetings, which enables External Relations to be involved in schedule and catalog planning at inception.

Advancement Office: Marketing and Communications provides the Development Office with writing, editing, photography and graphic design services. The staff also

assists the executive director and the Foundation staff in coordinating special events and building dedications.

Citrus College *Clarion*: The director of communications and the publications specialist interact with members of the *Clarion* student newspaper staff. In addition to being an occasional interview source, the director of communications works with the managing editor on advertising placement and purchase. The publications specialist is an occasional guest speaker and presenter to the journalism class.

Community Groups, Residents and Leaders: Marketing and communications staff author, design, and distribute several publications that the public receives in printed or electronic formats. These publications include, but are not limited to, the Report to the Community, A Taste of Citrus, as well as the Foundation and Alumni newsletters. The director of communications also attends meetings of the Glendora Coordinating Council and other community meetings and events on request.

Counseling and Advisement: The Counseling and Advisement staff often consults with External Relations on matters pertaining to writing, editing, and design. The marketing and communications team enjoys a productive relationship with the counseling staff, notably the Career/Transfer Center, because their department is a rich resource for obtaining student success stories.

Institutional Research: The director of communications assists the director of institutional research in drafting, proofreading and editing various publications, such as the Strategic Planning Progress Report, the Annual Implementation Plan, and the ARCC narrative. In addition, the director of communications, at the request of the director of institutional research also participated in the 2009 Educational and Facilities Master Plan committee and is currently a member of the Strategic Planning Committee. The graphic design team often creates visuals for Institutional Research publications and reports.

Media Companies: External Relations enjoys a two-way exchange of information with local media companies where press releases, media advisories and feature articles are sent and the college is often contacted for information and interview requests. The department is the college's primary contact for all news and advertising inquiries.

Protocol and Government Relations: The marketing and communications team works with the protocol and government relations officer on projects such as establishing event planning procedures; coordination of efforts on college events such as dedications and tours; Emergency Planning training and exercises; and support in proofreading and review of protocol and government relations communications.

Student Affairs and Student Life: The director of communications works with the dean of students and the student activities supervisor on projects such as emergency preparedness drills, parking procedures and various ASCC projects. External Relations' primary contribution in these efforts is to provide posters and fliers informing students of policies and procedures. The marketing and communications group was

instrumental in writing and producing the Student Conduct book and occasionally edits publications produced by the School Relations and Outreach Department.

Superintendent/President and Board of Trustees: Under the direction of the executive director of development and external relations, the External Relations marketing and communications staff assists the Superintendent/President and Board of Trustees with research and development of communications, and event planning.

Program Effectiveness/Performance

The Marketing and Communications team performs a variety of duties and participates in several collegewide projects to support the institution's mission and to facilitate its outcomes. An overview of these projects as they relate to the college's Strategic Planning and Board goals is presented on pages 7 through 13.

In addition to its contributions to the Strategic Planning and Board initiatives, in 2009-2010, the Marketing and Communications section completed and produced the following:

Major Publications and Communications Efforts

- Annual Report to the Community
- 2009-2010 College Catalog
- Fall Semester 2009 Schedule
- Winter Intersession and Spring Semester 2010 Class Schedule
- Summer Session 2010 Class Schedule
- Tenured Faculty Reception program
- Retiree proclamations
- Annual Achievement Awards program
- Commencement program
- Six issues of the *A Taste of Citrus* electronic newsletter distributed to 130 elected officials and community leaders.
- Six issues of the *Citrus View* electronic newsletter distributed to Citrus College faculty and staff.
- Completed over 70 photography sessions, including college events, increasing the photo library to nearly 30,000 photos.
- Graphic Design completed an estimated 910 projects. These jobs, which were done for both external and internal users, included items such as brochures, fliers, certificates, invitations, and posters.
- Weekly Bulletin
- Convocation program and PowerPoint
- Wrote and distributed over 100 press releases

Strengths and Weaknesses

Strengths/Effective Practices:

- Qualified, knowledgeable and experienced staff
- Involvement in collegewide projects and shared governance
- Recipient of many honors and industry recognitions—33 awards from 2004 to 2010 (see Appendix)
- Clearly stated media relations policy that is followed by the college community
- Ability to produce a consistent, substantial and high-quality body of work
- Well-regarded reputation for presenting the institution in a positive manner

Weaknesses/Lessons Learned:

- Lack of a comprehensive marketing plan that is compatible with the college's strategic objectives and meets current marketing and promotional needs
- Communications and marketing section must develop a way to promote itself more effectively
- There is a need to conduct a survey of the department's service recipients in order to accurately assess the department's strengths and weaknesses
- Develop an annual production calendar and a user-friendly job tracking system
- Style Guide/Identity Standards must be revised, communicated to the college community, and enforced
- Division staff are sometimes excluded in the development of marketing programs and campaigns initiated by other departments and divisions
- Small staff size leads to challenges in meeting increased demand and volume of workload
- Lack of staffing make it difficult to meet the outreach requests of the college and the community
- It is necessary to obtain the equipment, software, and training needed to adopt current marketing and promotional trends

Recommendations/Next Steps

The development and implementation of the Institutional Advancement plan is critical to strengthening and refining the work of the External Relations marketing and communications section. The staff will take an active role in creating this plan, which will include marketing, communication, public relations and resource development strategies.

It will be important for the Marketing and Communications section to evaluate its projects and requests to determine their necessity and compatibility with the section's role as the *external* relations entity of the college.

Refining the internal project tracking system will enable staff to access the status of a project and to whom it is assigned more effectively. This system must also be capable of giving the department the quantitative data needed to track the number of projects completed and the requesting divisions and departments.

As part of the Institutional Advancement plan development, it would be advisable to conduct a survey of the department's service recipients in order to assess accurately the department's strengths and weaknesses.

Goals

The goals of the External Relations marketing and communications section are those established by the Institutional Advancement Division. Accomplishing these initiatives will provide a solid framework for section priorities and operations.

Short-Term Goals (one year or less)

- Work with the executive director to create an Advancement Master Plan with a comprehensive marketing and communications component
- Develop timeline to complete the elements mandated in the Advancement Master Plan
- Complete work on the Media Activity Report, establishing a system for keeping the report current
- Refine the departmental job tracking system

Long-Term Goals (two to five years)

- Continue to develop and operate as a professional and creative department that effectively communicates the college's mission, vision, and values
- Utilize social media and timely marketing and communications vehicles to reach students and the community

Protocol and Government Relations

The Protocol and Government Relations program supports the college mission, vision and values by developing and fostering good relationships and communication between the college and individuals and organizations in the government, community and education sectors. This includes elected officials; community leaders; local businesses and organizations; community college organizations; K-12 school districts and other community colleges in the region. Protocol and Government Relations seeks to secure favorable outcomes that will support:

- High quality instruction that will empower students
- Diverse learning community that recognizes the values and goals of all students
- Access to instruction and services that facilitate academic excellence
- Educational opportunities that respond to the needs of the community
- Collaboration between all stakeholders

The Protocol and Government Relations Program was established seven years ago as part of college-wide reorganization. Consistent with similar programs at other community colleges throughout the state, it was developed to respond to the need for greater and more focused advocacy efforts for favorable state and federal legislation and funding and enhanced relationships with external entities.

In partnership with the Institutional Advancement team, Protocol and Government Relations works to leverage resources to implement the initiatives of the Strategic Plan. Protocol and Government Relations is responsible for planning, developing, directing and implementing all aspects of the district's government relations. In addition, Protocol and Government Relations acts as a liaison between the college and elected officials, community college organizations, community agencies and business and chamber of commerce leaders.

Priorities/Duties by Area

Government Relations:

- Monitors state and federal legislation and state and budget issues that will impact the college and community college education
- Composes correspondence to legislators and other officials advocating policy positions on behalf of the Superintendent/President and Board of Trustees
- Provides analysis of state and federal legislation to the Superintendent/President, deans and directors, as requested
- Serves as the district's representative on the Glendora Chamber of Commerce Legislative Action Committee

- Serves on as the district's representative to the Glendora Day at the Fair organizing committee
- Serves as a member of the Community College League of California's Advisory Committee on Legislation
- Attends SanFACC meetings, coordinates activities with other SanFACC Government Relations staff, and conducts necessary meeting preparations and follow-up
- Arranges and plans lobbying efforts on behalf of the Superintendent/President and Board of Trustees
- Plans and assists with special events related to government and community relations, such as ground breaking ceremonies; veterans' events; commencement; Citrus College Foundation events; education events; Gold Line events; and campus visits by legislators, K-12 school district officials, city councils, business leaders; etc.
- Attends the Board's Legislative Ad Hoc Committee meetings, prepares materials and does follow-up
- Serves as the liaison between the college and Gold Line Construction Authority officials
- Meets with ASCC officers, including ASCC president, student board member and legislative liaison regularly and as needed to discuss legislation and advocacy and assist with lobbying information and efforts
- Helps prepare ASCC executive board for lobbying activities
- Responds to ASCC requests for information

Protocol:

- Drafts Board Highlights for all Board of Trustees meetings
- Assists the Superintendent/President with research and development of college messages, such as welcome remarks, speeches and presentations, and correspondence to the college community and external stakeholders
- Works with the executive director of development and external relations to coordinate special projects and develop protocols for procedures and communications
- Participates in the planning and execution of college events
- Assists board members with research and development of communications, including talking points, guest columns; reports to the community; letters to various constituencies and other communications
- Attends President's Advisory Council meetings (Agenda Review)
- Serves as alternate PIO for the Emergency Operations Center (EOC)
- Provides information on proper protocols for academic ceremonies and college events
- Works with the director of communications to proofread and edit documents for publication to internal and external audiences
- Works with the director of institutional research to develop language and edit documents for the Strategic Plan, Annual Implementation Plan and other documents

Staff Resources

Under the direction of the executive director of development and external relations and the Superintendent/President, the protocol and government relations officer plans, develops, directs and implements protocol activities and all aspects of the district's government relations efforts. Support staff is shared with Communications and Marketing/External Relations and the Foundation. The protocol and government relations officer reports to the executive director of development and external relations.

Physical Resources

Currently, Protocol and Government Relations is housed in the Louis E. Zellers Center for Innovation. Due to lack of space, the office is located on the other side of the building and away from the rest of the Advancement staff. The space is adequate for meeting with legislative staffers, student leaders and community representatives. However, this is a temporary location. In the next 18 months to two years, the entire Advancement team will move to the renovated Administration Building where it will be housed together, in close proximity to the Superintendent/President's Office.

Fiscal Resources

Protocol and Government Relations is included in the Advancement Budget.

Assignments/Specialties

The protocol and government relations officer has more than 20 years experience in community college government relations. She has supervised and mentored students at Pasadena City College and Citrus College and has taught office technology in both the credit and non-credit programs. As protocol and government relations officer, she has been awarded the CASE District VII Rising Star Award, NCMPR Gold Medallion of Excellence and an NCMPR Silver Medallion Award. A product of the California Community College System, she completed her lower-division coursework at Pasadena City College, where she became a life member of Alpha Gamma Sigma. She also holds an American Bar Association approved Certificate in Paralegal Studies from Pasadena City College and a Bachelor of Science and Master of Business Administration degrees from Liberty University.

Staff Preparation and Training

- Crisis Communications – Governor's Office of Emergency Services
- Emergency Preparedness – SEMS, ICS, NIMS and NRF

- College Advancement in Support of Education (CASE)
- Community College League of California
- American Association of State Colleges and Universities
- Flex Day Activities
- Community College Association

Professional Activities and Committee Participation

- Community College League of California Advisory Committee on Legislation
- Glendora Chamber of Commerce Legislation Action Committee
- SanFACC
- Glendora Day at the Los Angeles County Fair Committee
- Gold Line Construction Authority
- President's Advisory Council (Agenda Review)
- Emergency Operations Center first alternate PIO
- Building Dedication Committee
- Commencement Committee
- Saluting Our Veterans Event Planning Committee
- Student Worker of the Semester Evaluation Committee
- Accreditation Self-Study Committee – Standard 4B
- League of Women Voters
- Association of Community College Administrators
- San Gabriel Valley Public Affairs Network

Service Recipients

Protocol and Government Relations supports the college mission in a variety of ways, including supporting and fostering relationships with a diverse group of service recipients.

Student Leaders and Student Government: Protocol and Government Relations meets with student leaders, such as the ASCC president, ASCC legislative liaison, student board member and other members of the executive committee to provide guidance on advocacy, share information on legislation, answer questions and prepare them for meetings with legislators. In addition, Protocol and Government Relations maintains e-mail contact with student leaders throughout the year to provide information and answer questions. Protocol and Government Relations meets with *Clarion* staff, at their request, and provides information on issues that are within the scope of Protocol and Government Relations activities. Protocol and Government Relations also supports student success by writing letters of recommendation, reviewing resumes and giving interviews that assist students with research.

Citrus College Foundation: Protocol and Government Relations works with the executive director of development and external relations and Foundation staff to assist in coordinating special events. Examples in 2009-2010 include A Taste of Autumn, Bob Margett Book Fund Reception, Senator Bob Huff's Education Summit, the Sempra Grant Presentation and 2010 Scholarship Reception.

External Relations: Protocol and Government Relations works with the director of communications on various projects. Examples in 2009-2010 include the development of an event checklist for college events; coordination of efforts on college events such as dedications; participated in Emergency Planning training and exercises as the alternate PIO for the EOC; and provided support in proofreading and review of external relations communications.

Institutional Research: Protocol and Government Relations assists the director of institutional research in drafting, proofreading and editing various publications, such as the Strategic Planning Progress Report, the Annual Implementation Plan and others.

Superintendent/President and Board of Trustees: Under the direction of the executive director of development and external relations, Protocol and Government Relations assists the Superintendent/President and Board of Trustees with research and development of communications.

Program Performance

Special Accomplishments

- CASE District VII 2008 Rising Star Award
- 2007 NCMPR Gold Medallion of Excellence – Government Relations Campaign, Creation of a regional college caucus, the San Gabriel/Foothill Association of Community Colleges
- 2005 NCMPR Silver Medallion Award – Government Relations Campaign, Extension of the Gold Line Terminus to the Citrus College
- 2005 Gold Line Construction Authority - Special Recognition
- Successfully lobbied for state and federal legislation, local bond measures and state initiatives
- Drafted language for senate bill passed by the state Assembly and Senate
- Organized five annual education summits for local state Senate and Assembly members
- Organized and participated in numerous college and community events such as the League of Women Voters Community College Forum, Gold Line Stakeholder's Forum, President's Meeting with Mayor Antonio Villaraigosa, Metropolitan Transit Authority Board meetings, Education Roundtable with Lt. Governor Garimendi, Congresswoman Solis' Walk the Line press event, Citrus Station Gold Line Sign Unveiling and various Citrus College Foundation events.

Collaboration and Relationship Building with the External Community

- Gold Line Construction Authority Liaison – Since 2004, Protocol and Government Relations has served as the college's liaison with the Gold Line Construction Authority. During that time Citrus College has received various forms of recognition and expressions of appreciation from the Gold Line Construction Authority, the press, local leaders and elected officials and earned an NCMPR Silver Medallion Award. Practices include:
 - Collaboration with the Gold Line Construction Authority public affairs manager to plan advocacy efforts
 - Meeting with students to discuss issues and plan advocacy efforts
 - Preparation of sample talking points for students, Superintendent/President and Board Members
 - Attendance at Metro board meetings to assist and accompany students, Superintendent/President and Board Members
 - Participation in public comment portion of Metro board meetings on behalf of the Foothill Extension of the Gold Line
 - Planned events to support the Foothill Extension of the Gold Line, such as the Citrus Avenue sign unveiling ceremony in March 2010
 - Coordination with Gold Line Construction Authority staff to recognize college efforts such as the Stakeholder Luncheon, sign on campus and others.

- Member of the Glendora Chamber of Commerce Legislative Action Committee
 - Provides opportunities to inform Chamber and city leaders of the good work the college is doing
 - Provides opportunities to present the college's position on important issues
 - Allows for networking with elected officials and members of their staff
 - Resulted in a Chamber of Commerce letter in support of SB 1440
 - Resulted in the committee and the city's support for Saluting Our Veterans
 - Allows for opportunities, such as serving as a timekeeper for candidate's forums, to further serve the Community of Glendora
 - Provides opportunities to establish relationships that are beneficial to the college with organizations as The Gas Company (Sempra Energy), which facilitated the Green Jobs Summit and the tour of Citrus College that resulted in the Sempra Energy grant.

- Representative on the Glendora Day at the Fair Committee
 - Provides opportunities to inform Chamber and city leaders of the good work the college is doing
 - Ensures the college receives credit for our participation in the parade and the day's entertainment (Citrus Singers)
 - Ensures information is relayed from the committee to the appropriate college staff

- Builds the college image and relationships with community leaders
- Resulted in a “Citrus College Day” where students and staff received free admission and positive press
- Participation in SanFACC
 - Provides an opportunity to meet with government relations staff in the region and share information and best practices
 - Allows for collaboration of government relations staff on SanFACC initiatives
 - Facilitates data gathering for SanFACC meetings and SanFACC initiatives
 - Provides staff support and assistance at SanFACC meetings

Collaboration and Relationship Building within the College Community

- Managers and Staff
 - Collaborative efforts with the Superintendent/President's Office and External Relations in preparing for special events, dedications, campus tours and providing information for board meetings
 - Assists the director of communications in proofreading and editing materials for publication
 - Assists the executive director of development and external relations with Foundation events and special projects
 - Assists the director of institutional research in drafting, editing and proofreading documents
 - Supported the college’s Accreditation Self-Study process
- Mentorship and Service to Students
 - Created an open-door policy for students, in order to assist them in advocacy efforts
 - Responds to all e-mail inquiries from students
 - Does research when requested, to provide accurate information
 - Attends student government meetings, when invited to do so
 - Serves on the Student Worker of the Semester selection committee
 - Volunteers for biannual Information Booths and recently as election facilitator

Strengths/Effective Practices:

- Protocol and Government Relations has worked effectively with the external community and the college community, including students, to achieve favorable outcomes regarding funding and legislation at both the state and national level.

- Protocol and Government Relations has established good relationships with a variety of college constituencies and has represented the college's interests by serving on various committees at the local and state level.

- Examples of effective practices:

Subscriptions to bills moving through the California Legislature; subscription to news alert for "Citrus College;" subscription to newsletters and updates from legislators within the district; and subscription to Capitol Alerts from the *Sacramento Bee*, which provides up-to-the-minute e-mail alerts on breaking news, including budget information

- Examples of effective pilot projects:

- SanFACC – In 2007, under the direction of the Superintendent/President, Protocol and Government Relations worked to create a regional community college caucus. The caucus was composed of Citrus College, Chaffey College, Glendale College, Mt. San Antonio College, Pasadena City College and Rio Hondo College. The Protocol and Government Relations program was awarded an NCMPR Gold Medallion of Excellence for this project.
- Events Checklist – In 2009, under the direction of the Superintendent/President and in collaboration with the director of communications, Protocol and Government Relations worked to develop a college event checklist that would serve as a guideline and resource for planning and executing all college events.

Weaknesses/Lessons Learned

- In the past, Protocol and Government Relations has worked with the Superintendent/President to address issues as they arose. A legislative agenda consistent with the college's Strategic Plan and Board Goals and developed under the direction of the Superintendent/President and the Board of Trustees' Legislative Ad Hoc Committee would provide consistency, clarity and direction.
- There is a need for greater efficiency in communications between Protocol and Government Relations and its service recipients.
- Protocol and Government Relations does not have dedicated support staff. The program borrows support staff from External Relations and on occasion, the Citrus College Foundation. This lack of formal arrangement sometimes results in scheduling conflicts, as support staff may be busy with other important projects.

Recommendations

- Protocol and Government Relations will work with the Superintendent/President and the Board of Trustees' Legislative Ad Hoc Committee to develop a legislative agenda for the college similar to that of other SanFACC colleges.
- Work with the executive director of development and external relations to refine procedures that will enhance the efficiency and clarity of communications between Protocol and Government Relations and its service recipients.

Goals

Short Term Goals (one year or less)

- Work with the Superintendent/President and the Board's Legislative Ad Hoc Committee to develop a legislative agenda that will serve as a guide for institutional advocacy for federal and state issues.
- Make contact with all new elected officials in the district and work with the Superintendent/President to schedule college visits.
- Work with the executive director of development and external relations to create a Tour Guide for a college docent program.

Long Term Goals (five years out)

- Remain a student-centered program that places student access, student service, and student success as a benchmark for all Protocol and Government Relations activities.
- Assist the Superintendent/President in serving as chair for SanFACC when that leadership opportunity is available, and work to expand the vision and further develop the practices and procedures of the organization.
- Work with the Superintendent/President to develop a schedule and protocols for hosting a bi-annual meeting with K-12 unified school districts in our service area.

Reprographics

Reprographics supports Citrus College's mission by delivering quality, cost effective, and efficient printing services while following environmentally responsible practices. The Reprographics team strives to meet the expectations of their clients by assessing their printing needs and using current technology to fulfill those needs.

Formerly known as Educational Services, the Reprographics Department joined the Advancement Division in 2004 as the result of a collegewide reorganization.

Priorities/Duties

- Document Management and Production
 - Printing and copying
 - Graphic design
 - Binding
- Project Management
 - Tracking incoming work orders
- Printing and Distribution
 - Determines which printing jobs are to be outsourced
 - Liaises with printers to establish costs, specifications and deadlines
 - Obtains mailing and distribution information

Staff Resources

The Reprographics staff reports to the executive director of development and external relations and is comprised of four employees: one supervisor, two full-time reprographics technicians, and one part-time reprographics clerk. A reprographics technician position is currently vacant.

Physical Resources

In 2005, Reprographics moved to its present location next to the Math/Science building and the Louis E. Zellers Center for Innovation. In doing so, the department lost 500 square feet of space. The acquisition of new equipment and a new web presence has resulted in the supervisor giving up his workspace and relocating his office to the Center of Innovation.

The Reprographics building houses the following equipment:

- Xerox i-GEN 3 Smart Press with FreeFlow RIP
- Xerox 4127 with GBC punch and booklet maker with FreeFlow RIP
- Xerox 4127 with GBC punch and booklet maker with FreeFlow RIP
- HP 6100Z Wide Format Printer
- Off line booklet maker

- Off line collator
- Baum 714 folder
- Challenger 3 hole drill
- Challenger Stitcher

Fiscal Resources

The Reprographics budget is a part of the college's Unrestricted General Fund. This fund, received from state apportionments and county or local taxes, is the primary operating fund for the district and covers its full scope of operations. The department does not receive any funding from state programs, incentive programs, restricted funds or categorical funds.

Assignments/Specialties

The reprographics supervisor manages the daily operations of the department. His duties include, but are not limited to, on-campus print production, printing policies and procedures, printing cost supervision, billing and cost recovery, and the off-campus printing and vendor liaison. The reprographics supervisor has 37 years of printing industry experience and has been a Citrus College employee for 30 years. He is highly respected in both the college community and in the printing industry.

Reprographics Technicians

- Operates printing and copying equipment
- Operates various bindery equipment
- Logs in work orders

Reprographics Clerk

- Performs clerical tasks
- Operates various bindery equipment
- Maintains filing system for billable accounts

The reprographics supervisor is actively involved in professional activities and opportunities that enable him to participate in shared governance and network with printing industry organizations. The organizations and committees include:

- Association of College and University Printers (ACUP) Member and Conference Host
- Citrus College Accreditation Team
- Classified Staff Development Committee
- CSEA 101 Chapter President and Chief Negotiator
- Steering Committee
- Supervisor/Confidential Team
- Xerox Digital Print Host
- Xerox Digital Print Symposium Speaker
- Xerox Higher Education Committee Member

The Reprographics staff also participates in professional development activities that increase their job knowledge and keep them current with trends and innovations in digital printing. These activities include:

- Emergency Preparedness Training
- Flex Day Activities
- iGen 3 Smart Press training
- WebCRD Training
- Xerox FreeFlow training

Service Recipients

The Reprographics staff supports the college's mission and institutional objectives through its relationship with two major service recipient groups: external and internal.

External service recipients include alumni, community leaders, elected officials, businesses, corporations, foundations, and local residents who receive the college's publications and communications products that are printed in Reprographics. Internal service recipients are Citrus College faculty, students, administrators and staff who utilize and/or benefit from Reprographics' services.

Reprographics relationship with its service recipients reflects the following core values and benefits:

- Confidentiality
- Consistency of content and graphic identity
- Convenience and unrivaled turnaround times
- Cost Control
- Expert knowledge of internal clients' needs

Program Performance

The Reprographics staff provides valuable support to the many collegewide projects and initiatives. Their 2009-2010 contribution to the college's Strategic Planning and Board Goals is presented in the matrix on pages 7 through 13.

The Reprographics staff was featured as an *In Plant* magazine cover story, "*Small Wonders.*" A copy of the article is included in the Appendix.

Providing cost effective printing services play a vital role in Reprographics program performance. The department offers digital, color and black & white reproductions at a consistently lower cost compared to local commercial printing facilities and quick copy centers. Overall, Reprographics yields a 20-30% cost savings on digital printed materials.

The Reprographics team takes pride in its environmentally friendly printing and copying services to the college, regarding this as a professional responsibility. They are committed to balancing the need for high quality, affordable printing with

environmentally conscious practices such as the use of post-consumer recycled paper, eco friendly toner, and solid inks.

Strengths/Effective Practices

- Qualified, knowledgeable, and experienced staff
- Prints and reproduces a wide range of products
- Output and productivity rivals that of other college printing plants and similar-sized commercial printers
- Solid knowledge of graphic identity standards
- Provides value-added services that contribute to the overall business success of the college
- Knowledge of printing industry standards
- Outsourced jobs are well-managed and well-tracked

Weaknesses/Lessons Learned

- Managing workflow presents a special challenge because printing projects are received in different formats and from various points of entry.
- Lack of staff makes it difficult to keep up with rapidly-changing technology

Recommendations

- Reinstatement of the part time (40 percent) reprographics technician position
- The department will need a digital and web technician in order to keep up with future printing industry innovations
- Consider expanding services to the student and staff population
- Worn and outdated equipment needs to be replaced
- Work closely with External Relations marketing and communications group to revise the Style Guide/Graphic Identity Standards

Goals

Short Term Goals (one year or less)

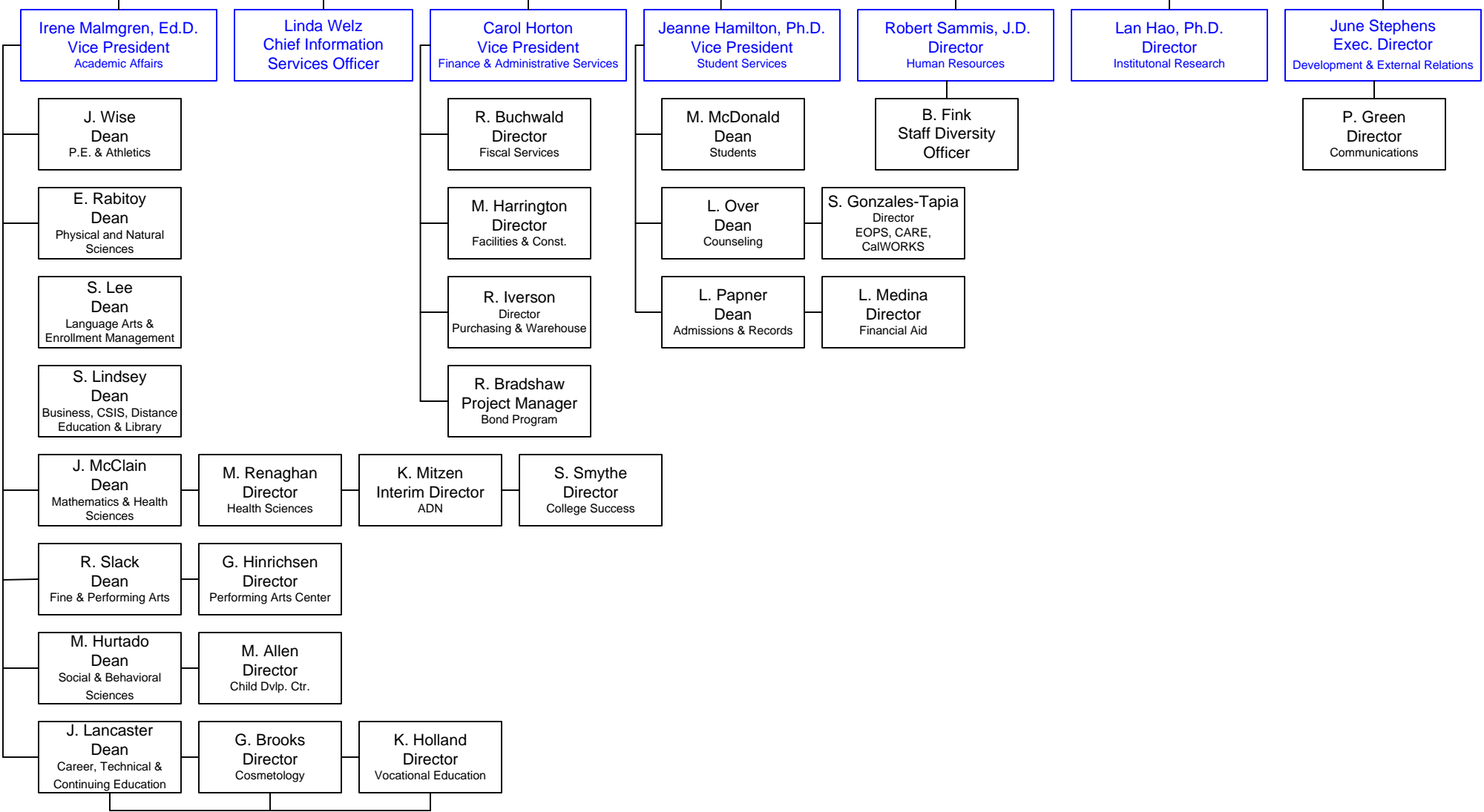
- Set up Web submission workstation
- Train staff and facility on new Web submission site
- Update job descriptions

Long Term Goals (five years out)

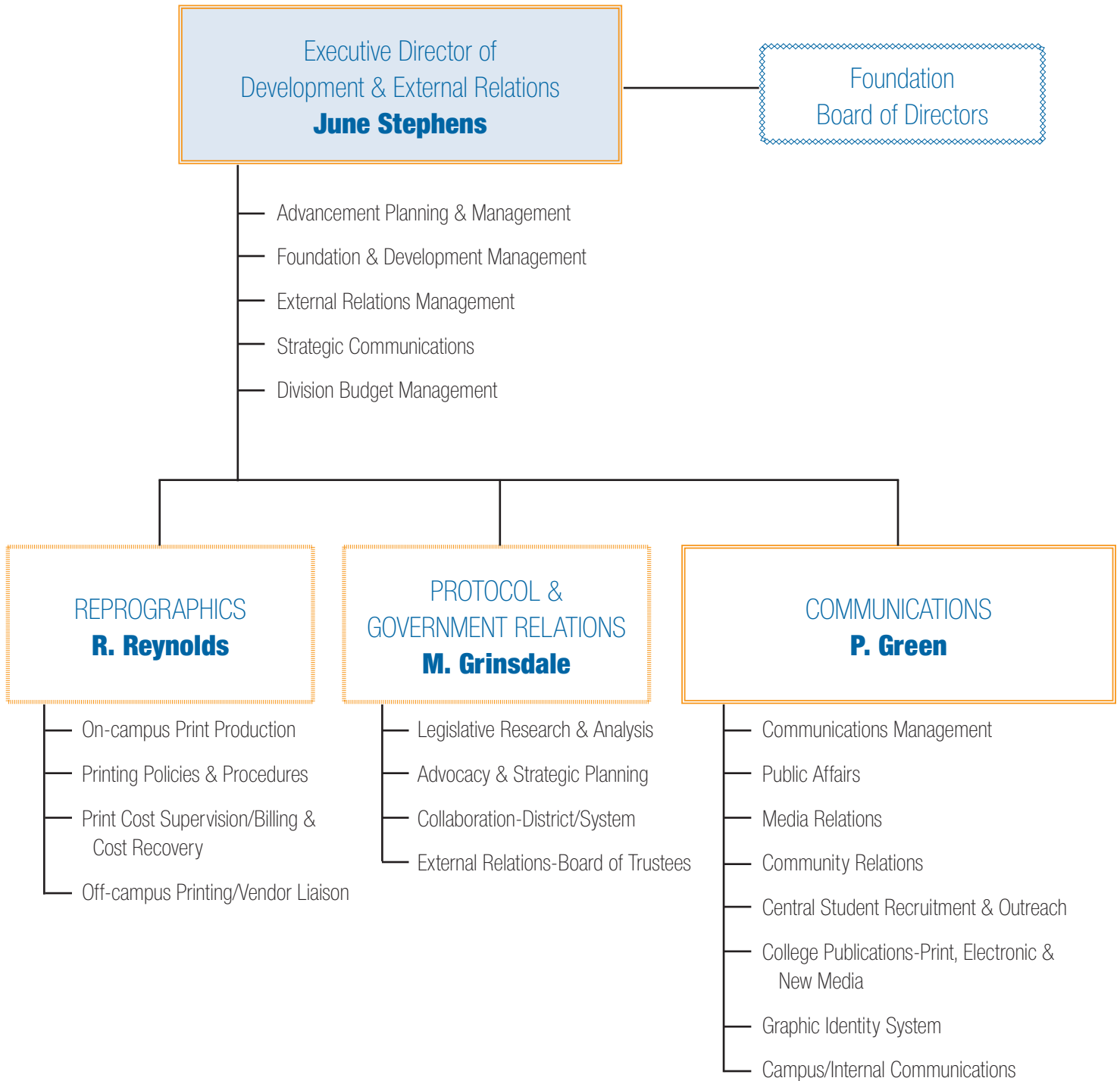
- Upgrade wide format equipment
- Establish department social networking site
- Open Reprographics to student and staff printing

BOARD OF TRUSTEES
 Susan M. Keith
 Joanne Montgomery
 Edward C. Ortell
 Patricia Rasmussen
 Gary L. Woods
 Karine Ponce (Student Trustee)

Geraldine M. Perri, Ph.D.
 Superintendent/President



Development & External Relations





Institutional Advancement

FOUNDATION

Board Development
Board Management
Committee Management
Compliance with Federal and State Laws
Acceptance, Management and Sale of Gifts of Real and Personal Property
Investment Management
Valuation of Gifts for IRS and State of California Reporting Programs
Management of Bequests, Estates and Trusts
Corporate Matching Gifts
Endowment Fund Management
Grant Management
Financial Reports (Local, State and Federal)
Planned Giving Program
Scholarships and Awards
Acceptance and Deposit of Cash Gifts
Accounting and Reporting for Restricted Accounts
Donor Tracking
Gift Acknowledgement and Donor Recognition Plans
Accounting, Receipting, Reporting and other Services for Campus Support Groups
Database Management of Donor Records and Mailing Lists

DEVELOPMENT

Fundraising and Friending Development Plan
Alumni Relations
Alumni Records
Alumni Solicitations
Campus Fundraising
Prospect Research, Management and Tracking
Donor Relations
Annual Fund Solicitations
Target or Project Fundraising
Major Gift Development
Grant and Resources Development
Business and Corporate Relations
Community and Government Relations
Event Planning and Management
Donor Cultivation Events/Activities

REPROGRAPHICS

Printing Policies and Procedures
Classroom Syllabus and Handouts
Classroom Test
Brochures
Bookstore Educational Supplements
Posters
Bindery–Cutting, Stapling, Collating and Folding
Binding–Fastback, Coil and Comb
Laminating
Class Fliers
Performing Arts Programs and Mailers
Recruitment/Outreach Fliers and Brochures
Programs
Graduation Invitations–Nursing, Dental, Cosmetology, Audio Visual Program
Printing Cost Supervision/Billing and Cost Recovery
Off-campus Printing/Vendor Liaison
Print Equipment Evaluation

PROTOCOL AND GOVERNMENT RELATIONS

Government and Community Relations
Community College and Higher Education Issues Monitoring and Analysis
State and Federal Legislation
State and Federal Issues
State Budget Issues
Correspondence to Legislators
College Representation on State, Regional and Community Organizations
Appointments with Legislators
Logistics
Research
Strategy Development
Talking Points
Event Planning and Management
Support for ASCC Board and Student Leaders
Meetings
Communications
Information
Training
College Communications Research and Development
Ceremonial Protocols
Special Projects – Foundation/Development

COMMUNICATIONS AND MARKETING

Marketing Plan
Community Relations
Advertising and Promotions
Graphic Arts Design
Production for Print and Web
Publications
Brochures
Catalog
Class Schedules
Annual Report
College Magazine
Internal and External Newsletters
Campaign Literature Reports
Media Contacts/Relations
Press releases, media advisories, opinion editorials
Writing and Editing Services
Emergency/Crisis Communications
College Events



CITRUS COLLEGE FOUNDATION

MISSION STATEMENT

The Citrus College Foundation develops and nurtures relationships which provide resources to further the district's mission of advancing students' educational goals.

Revised 3/28/09

Attachment 4

**CITRUS COLLEGE FOUNDATION
2010 – 2011 Board of Directors**

Officers

Mr. Tom Gerfen, <i>Instructor Emeritus, Citrus College</i>	<i>President</i>
Mr. Brian Bowcock, <i>Board of Directors, Three Valleys Municipal Water District</i>	<i>President-Elect</i>
Mrs. Joyce Dill, <i>Retired Citrus College Employee</i>	<i>Secretary</i>
Ms. Socorro Arrietta, <i>Wells Fargo Bank</i>	<i>Treasurer</i>

Directors

Ms. Chrissy Concannon, *ASCC President, Citrus College*
Mrs. Elin Dowd, *President, Monrovia Growers*
Mr. Mark Ferrari, *President, Ferrari Brothers Body Shop*
Mrs. Sherry Glab, *Retired Business Owner; Certified Parliamentarian*
Mrs. Carol Horton, *Vice President of Finance & Administrative Services, Citrus College*
Mrs. Susan M. Keith, *Citrus College Board of Trustees Representative*
Mrs. Sharon Lewis, *Retired Business Owner*
Mrs. Nancy Magnusson, *Retired Educator*
Dr. Irene Malmgren, *Vice President of Instruction, Citrus College*
Ms. Joyce Miyabe, *Classified Representative*
Mr. Jerry Newell, J.D., *Instructor Emeritus, Citrus College; retired Estate Planning Lawyer*
Dr. Terry Nichols, *Superintendent, Duarte Unified School District*
Dr. Geraldine M. Perri, *Superintendent/President of Citrus College; Executive Director of the
Foundation*
Dr. Levi Richard, *Citrus College Faculty Representative*
Ms. June Stephens, *Executive Director of Development & External Relations*
Mrs. Priscilla Zepeda, *City of Irwindale*

Emeritus

Ms. Jennetta Harris, *Southern California Edison*

Staff

Mrs. Jane Cole, *Administrative Assistant*
Mrs. Cheryl Greer, *Accounting Clerk*

Foundation Assets

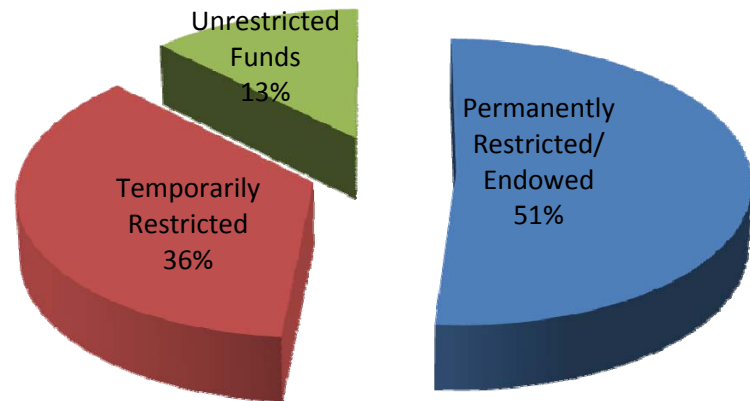
Unrestricted Funds

General Operations Fund	\$14,390
General Undesignated Fund	\$630,370
Development – General	<u>\$98,840</u>

Total Unrestricted Funds **\$743,600**

Permanently Restricted/Endowed	\$3,046,925
Temporarily Restricted	\$2,143,465
Unrestricted Funds	<u>\$743,600</u>

Assets on 6/30/2010 **\$5,933,990**



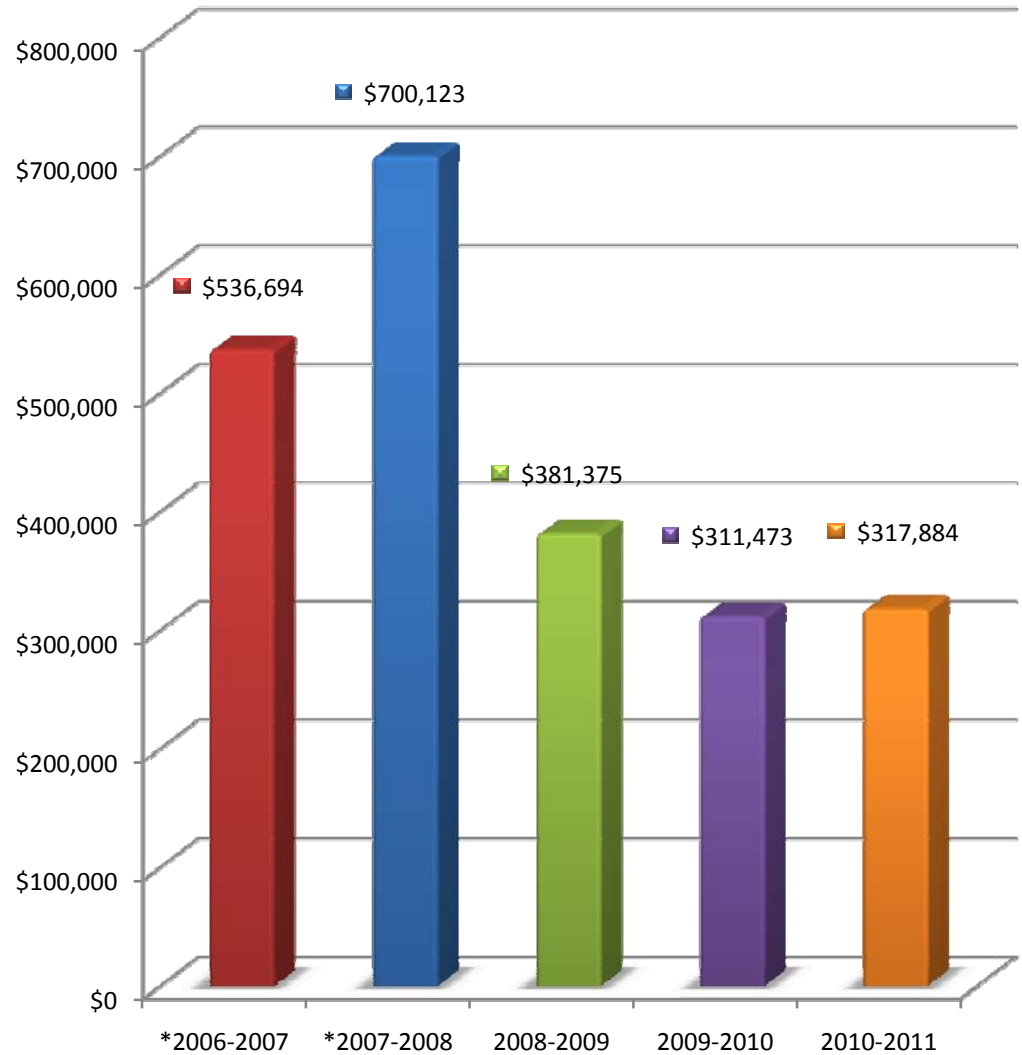
Foundation Revenue

Year	Donations
*2006-2007	\$536,694
*2007-2008	\$700,123
2008-2009	\$381,375
2009-2010	\$311,473
2010-2011	\$317,884

Total Revenue \$2,247,549

***Received large bequests and matching Hispanic Serving Institution**

Attachment 7

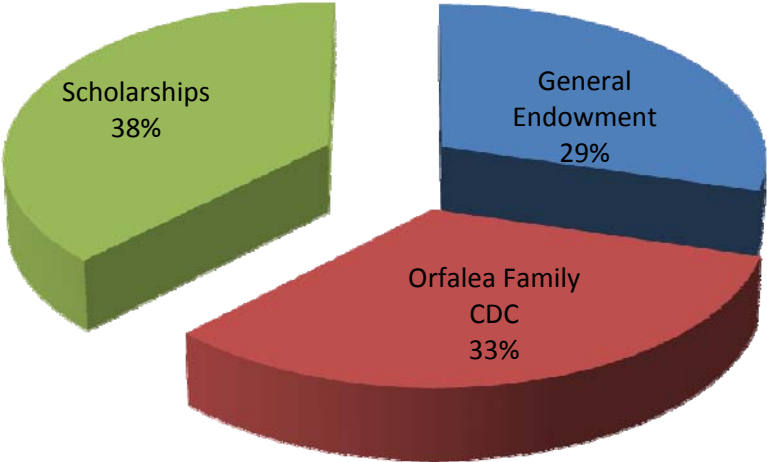


Endowed/Permanently Restricted

Permanently Restricted/Endowed

General Endowment	\$900,000
Orfalea Family CDC	\$1,000,000
Scholarships	\$1,146,925

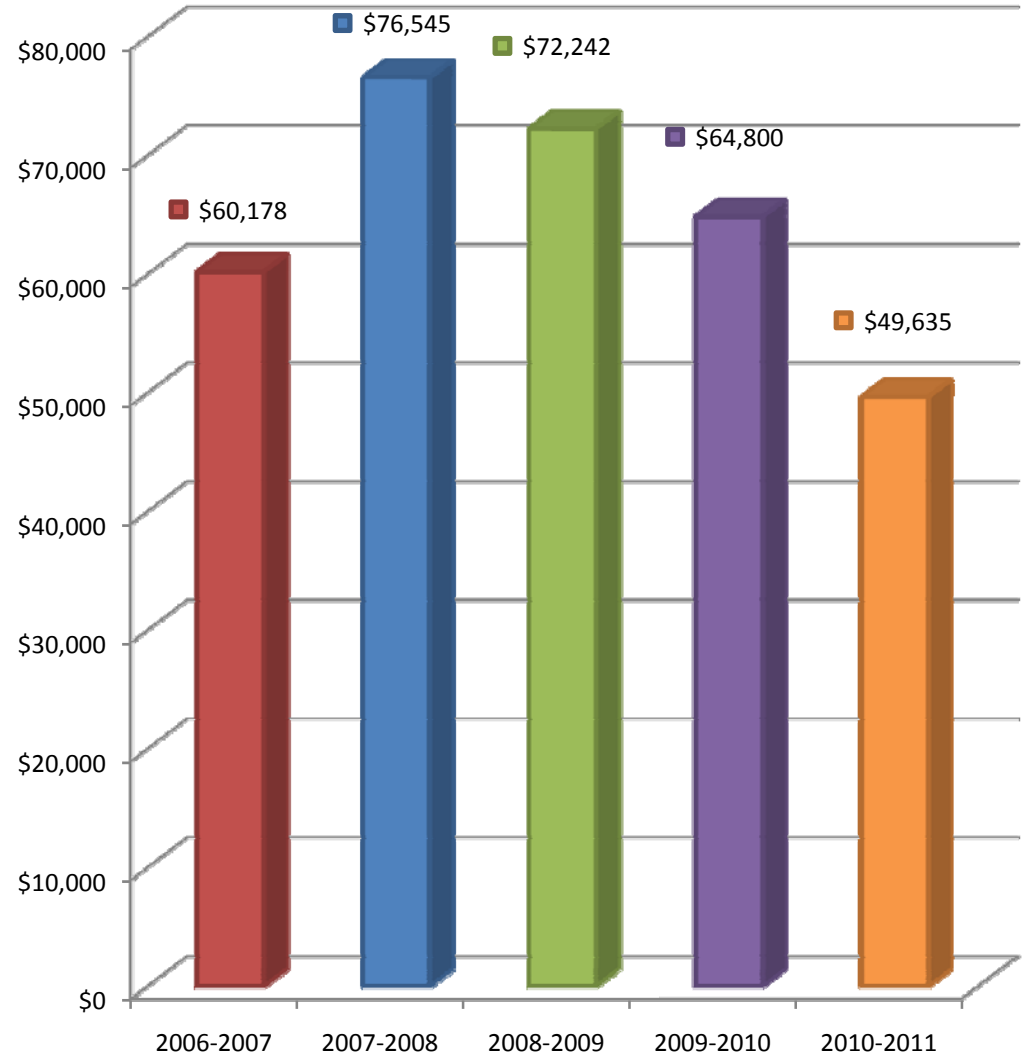
Total Endowed \$3,046,925



Unrestricted Donations History

Year	Donations
2006-2007	\$60,178
2007-2008	\$76,545
2008-2009	\$72,242
2009-2010	\$64,800
2010-2011	\$49,635

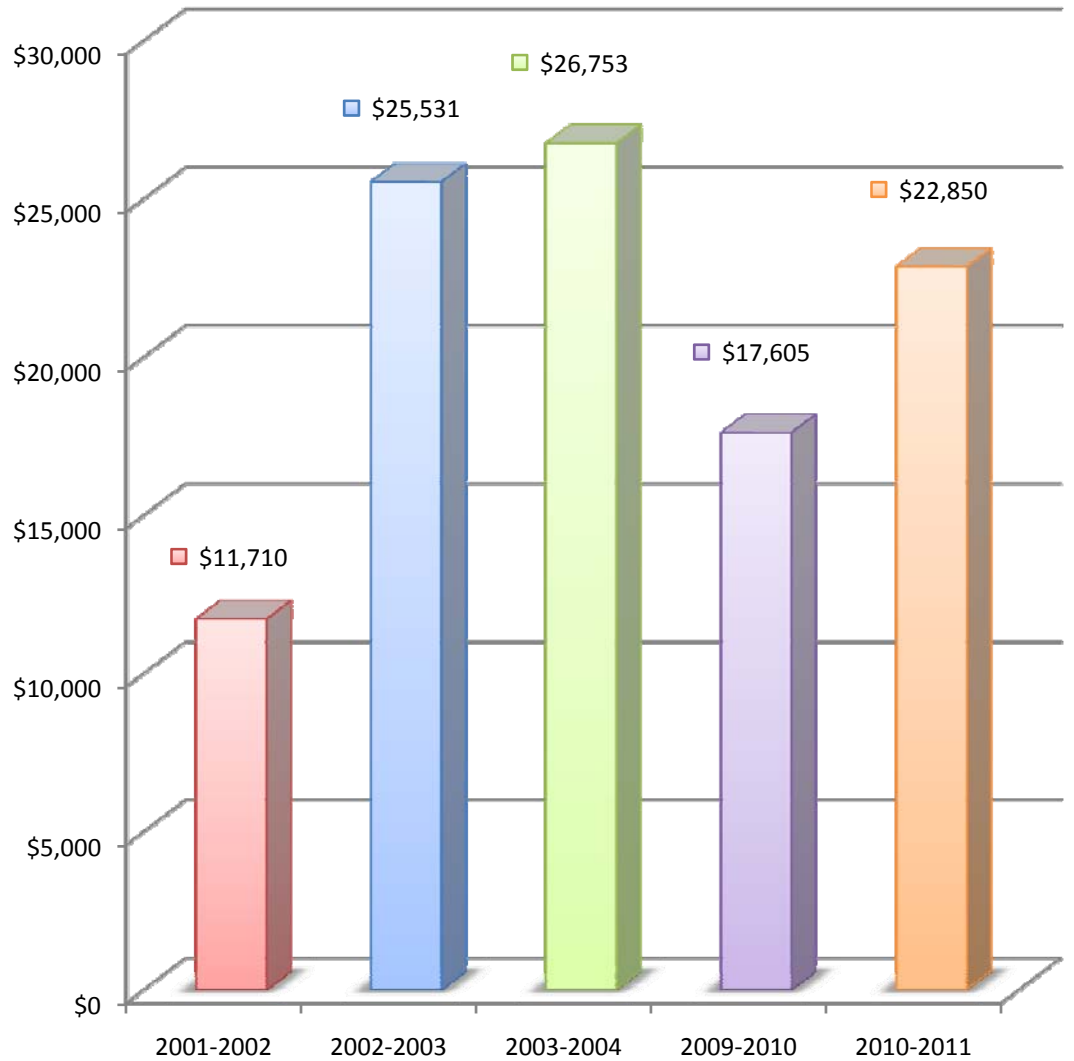
Total Unrestricted Donations \$323,399



Annual Campaign History

Year	Donations
2001-2002	\$11,710
2002-2003	\$25,531
2003-2004	\$26,753
2009-2010	\$17,605
2010-2011	\$22,850

Total Annual Campaign Donations **\$104,449**



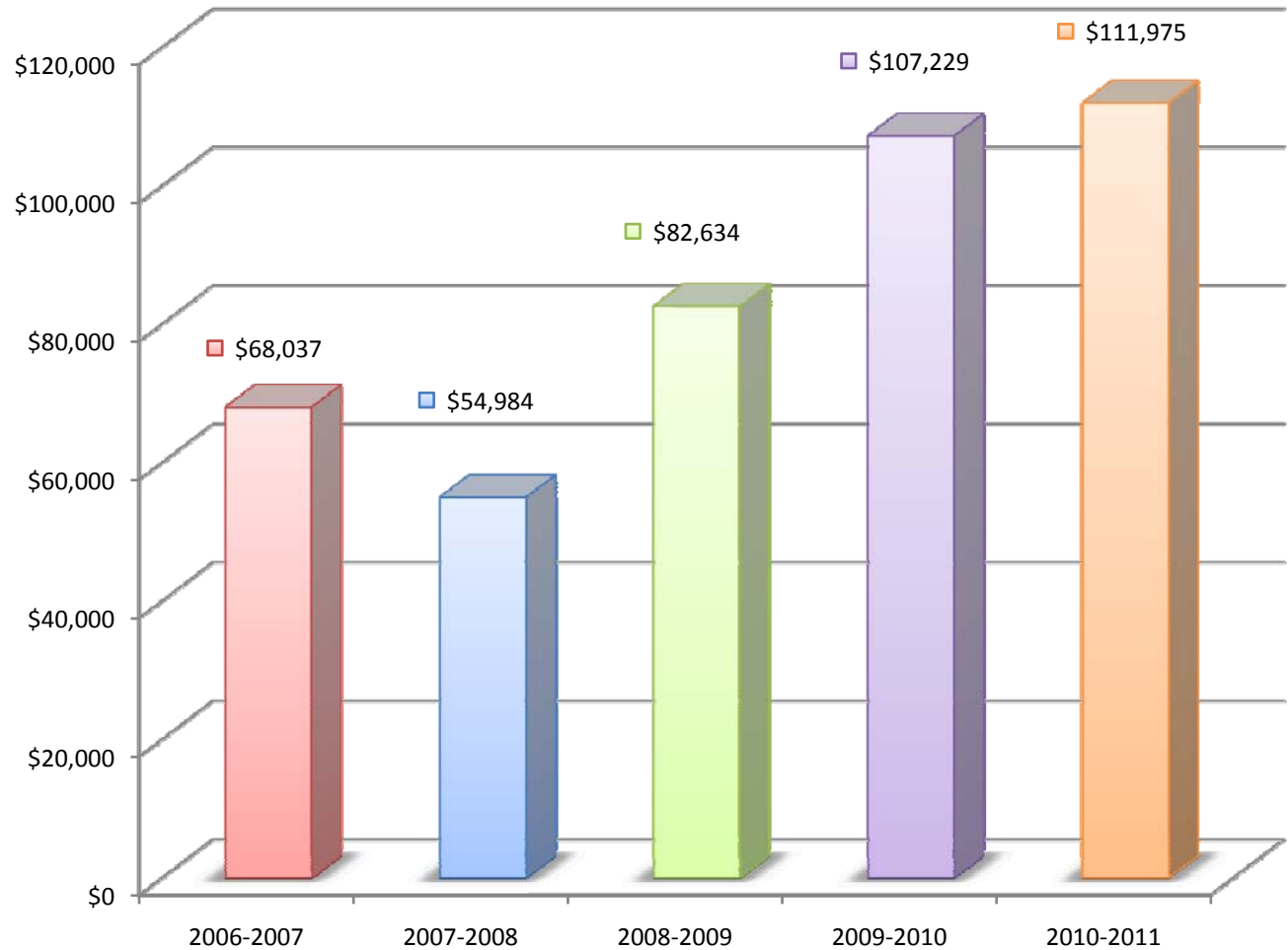
Attachment 10

Scholarships and Grants

Year Donations

2006-2007	\$68,037
2007-2008	\$54,984
2008-2009	\$82,634
2009-2010	\$107,229
2010-2011	\$111,975

**Total Scholarships
and Grants \$424,859**

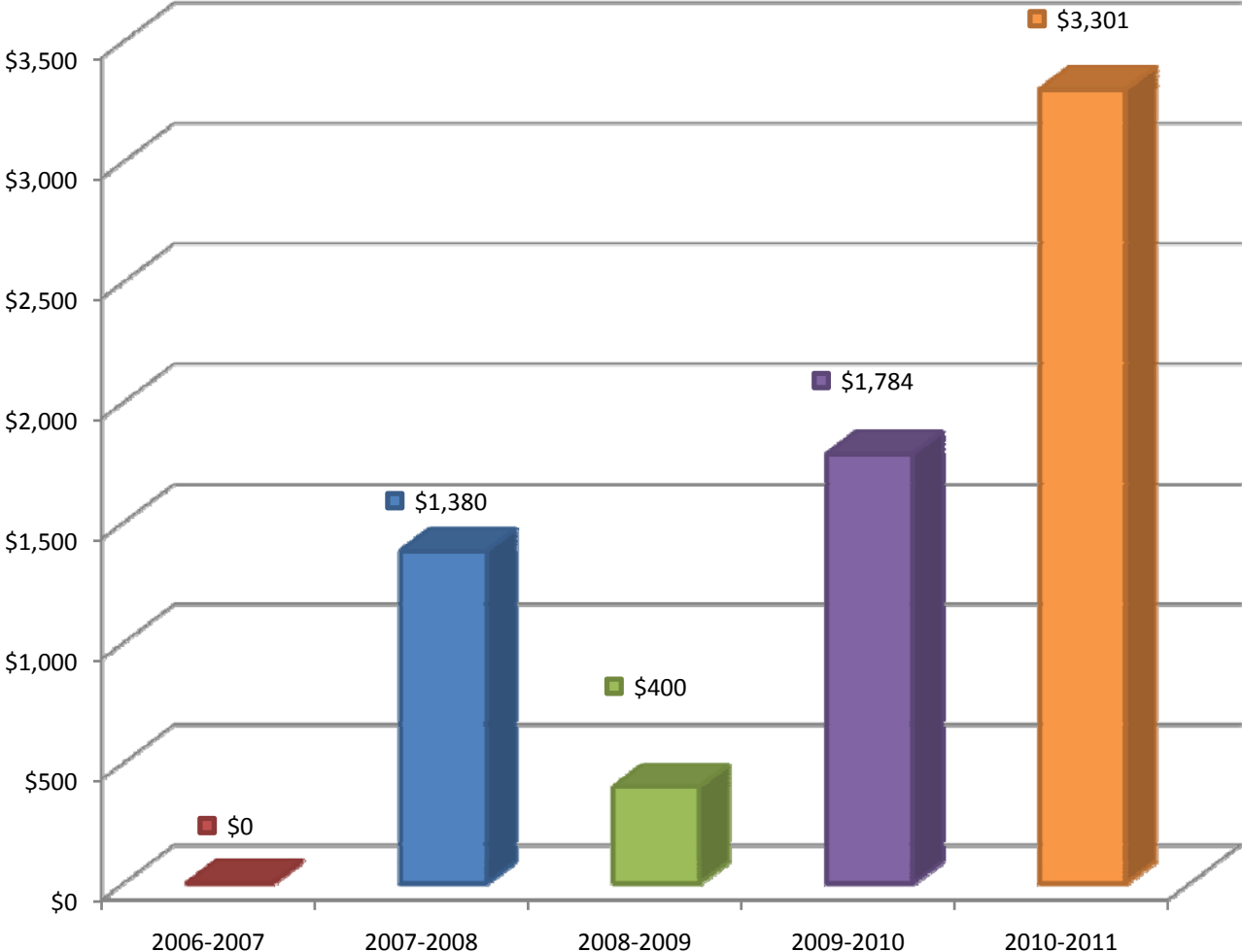


Programs and Projects

2006-2007	\$0
2007-2008	\$1,380
2008-2009	\$400
2009-2010	\$1,784
2010-2011	\$3,301

Total Programs and Projects **\$6,865**

Attachment 12



Citrus College Advancement/External Relations

Professional Awards and Honors, 2004-2010

<u>Year</u>	<u>Organization Name</u>	<u>Award Category</u>	<u>Entry Title</u>	<u>Award Title</u>
2004	National Council for Marketing and Public Relations	Newsletter	Career/Transfer Center	Gold Medallion
2004	National Council for Marketing and Public Relations	Media Success Story	San Gabriel Valley Examiner	Gold Medallion
2004	National Council for Marketing and Public Relations	Promotional Campaign	A Taste of Autumn 2003	Bronze Medallion
2004	National Council for Marketing and Public Relations	Promotional Video	Citrus College Web Card	Bronze Medallion
2005	Community College Public Relations Organization	News Story	Meg O'Neil / Clarion Awards	First Place
2005	Community College Public Relations Organization	Feature Story	Bill Cornett Article	Second Place
2005	National Council for Marketing and Public Relations	Media Success Story	Glendora Community News	Gold Medallion
2005	National Council for Marketing and Public Relations	Promotional Campaign	Gold Line	Silver Medallion
2005	National Council for Marketing and Public Relations	Color Photograph	Student Walking in Fall	Bronze Medallion
2006	Community College Public Relations Organization	Photograph	Transfer Photo	Second Place
2006	Community College Public Relations Organization	Photograph	Untitled	Third Place
2006	Community College Public Relations Organization	News Story	N/A (?)	First Place
2006	Community College Public Relations Organization	News Story	N/A (?)	Third Place
2006	Community College Public Relations Organization	Feature Story	Claudia Cervantes	Second Place
2006	Community College Public Relations Organization	Media Success Story	Glendora Community News	Third Place
2006	Community College Public Relations Organization	Media Success Story	MountainViews	First Place
2006	National Council for Marketing and Public Relations	Media Success Story	Relay for Life	Bronze Medallion
2006	National Council for Marketing and Public Relations	Media Success Story	A Taste of Autumn 2005	Silver Medallion
2006	National Council for Marketing and Public Relations	Logo Design	90 th Anniversary Logo	Bronze Medallion
2006	National Council for Marketing and Public Relations	Feature Article	Michael Klein / Columbia	Bronze Medallion
2006	Council for the Advancement and Support of Education	Newsletter	Career/Transfer Center	Bronze Award
2007	Community College Public Relations Organization	TV PSA/Ad	Where Will Your Bright Future	First Place
2007	Community College Public Relations Organization	Media Success Story	A Taste of Autumn 2006	First Place
2007	Community College Public Relations Organization	News Release	Veteran's Day Celebration	Second Place
2007	Community College Public Relations Organization	Online Newsletter	Weekly Bulletin	Second Place
2007	Community College Public Relations Organization	Feature Article	Michael Klein / Columbia	Third Place
2007	Community College Public Relations Organization	Photography	Photo # 1	First Place
2007	Community College Public Relations Organization	Photography	Photo # 2	Second Place
2008	Council for the Advancement and Support of Education	Rising Star Award	Marilyn Grinsdale	
2009	Community College Public Relations Organization	News Release	Veterans Center Open House	Third Place
2009	Community College Public Relations Organization	News Release	HSI Grant	First Place
2009	Community College Public Relations Organization	Photography	Science Student	Third Place
2009	Community College Public Relations Organization	Photography	Happy Graduate	First Place

Citrus College Advancement/External Relations
Professional Awards and Honors, 2004-2010

<u>Year</u>	<u>Organization Name</u>	<u>Award Category</u>	<u>Entry Title</u>	<u>Award Title</u>
2010	Community College Public Relations Organization	Print Advertising	"My Citrus Story"	First Place
2010	Community College Public Relations Organization	Feature Story	"Citrus College Superintendent/ President: An Inspiration to Many"	Second Place
2010	Community College Public Relations Organization	Press Release	"Citrus College Cosmetology Program Receives National Service Award"	Second Place

Publications Developed and Produced by External Relations Marketing and Communications 2009-2010

The following is an overview of the publications produced by the External Relations Marketing and Communications section in 2009-2010. This list is a representative list only and does not include every projects complete during that academic year.

Publication	Category
1 2008-2009 Report to the Community	Annual Report
2 A Taste of Citrus (6 issues)	Newsletter
3 Achievement Awards Program	Event Materials
4 Bob Margett Donation Reception	Event Materials
5 Career/ Transfer Center newsletter	Newsletters
6 Citrus Alert	Advertisements, Fliers, Posters
7 Citrus College Catalog 2009-2010	Catalog
8 Citrus College Fast Facts	College Information
9 Citrus View (6 issues)	Newsletter
10 College Planning Guide 2009-2010	Book
11 Commencement Program	Event Materials
12 Continuing Education Schedule--Fall 2009	Class Schedule
13 Continuing Education Schedule--Spring 2010	Class Schedule
14 Continuing Education Schedule--Summer 2010	Class Schedule
15 Convocation Program	Event Materials
16 Counseling Events and Workshops Calendar 2009-2010	Brochure
17 Distance Education	Brochure
18 Facts in Brief 2010	College Information
19 Fall 2009 Class Schedule (Online schedule announcement mailed to households and continuing students)	Postcard
20 Fall 2009 Class Schedule (Printed copy/limited distribution)	Class Schedule
21 Foster Kinship Class Schedules (3)	Class Schedule
22 High School Newsletters "Come See the Future . . . Now"	Newsletter
23 Honors Program	Brochure
24 Honors Program	Certificate
25 Instructional Program Fliers	Flier
26 Institutional Advertisements	College Information

Publications Developed and Produced by External Relations Marketing and Communications 2009-2010

The following is an overview of the publications produced by the External Relations Marketing and Communications section in 2009-2010. This list is a representative list only and does not include every projects complete during that academic year.

Publication	Category
27 Learning Center	Brochure
28 Parking Update	Brochure
29 Parking Update--Brochure, Posters and Fliers	Student Services
30 Retiree Proclamations	Event Materials
31 Scholarship Information	Brochure
32 Spring 2010 Class Schedule (Online schedule announcement mailed to households and continuing students)	Postcard
33 Spring 2010 Class Schedule (Printed copy/limited distribution)	Class Schedule
34 Strategic Plan Covers and Letters	College Information
35 Student Conduct Book	Student Services
36 Study Abroad	College Information
37 Summer 2009 Class Schedule (Flier distributed on campus)	Flier
38 Summer 2009 Class Schedule (Online schedule announcement mailed to households and continuing students)	Postcard
39 Summer 2009 Class Schedule (Printed copy/limited distribution)	Class Schedule
40 Summer 2010 Class Schedule (Online schedule announcement mailed to households and continuing students)	Postcard
41 Summer 2010 Class Schedule (Printed copy/limited distribution)	Class Schedule
42 Tenured Faculty Book	Event Materials
43 Umoja Program Materials	Brochure
44 Veterans Day Program and Fliers	Event Materials
45 Weekly Bulletin	Newsletters
46 Winter 2010 Class Schedule (Online schedule announcement mailed to households and continuing students)	Postcard
47 Winter 2010 Class Schedule (Printed copy/limited distribution)	Class Schedule
48 A-G Information Fliers for K-12 Districts	College Information

Six heads are better than one

Pasadena Star News/San Gabriel Valley Tribune/Whittier Daily News/Inland Valley Daily News

Article Launched: 11/25/2007 10:23:58 PM PST

COMMUNITY colleges are separate entities, run by locally elected boards of trustees. Yet the students see them as one big menu from which they pick and choose classes and degree credits.

Like individual cities chasing sales-tax dollars, community colleges compete with one another for students, for funding, for the latest high-tech programs. Competition is fine among businesses or sports teams. But with tax-supported local colleges, it's better to find efficiencies and commonalities through cooperation.

While there's no guarantee that each community college will drop its competitive striving (and some competition among them is a good thing), six of them from our region - and slightly beyond - have formed an association to better lobby Sacramento for funding and coordinate vocational and academic programs. The San Gabriel/Foothill Association of Community Colleges is a formalized friendship with Chaffey College in Rancho Cucamonga, Glendale College, Mt. San Antonio College in Walnut, Pasadena City College, Citrus College in Glendora and Rio Hondo College in Whittier. It is a long time coming.

We've always pressed for group advocacy among the San Gabriel Valley's 30 or so cities. We'd often say, "Gee, neighboring City Y had the same problem, have you talked to them?" It's great having local representation, but there's such a thing as economies of scale.

Now that the students have figured out how to manipulate the Mt. SACs and the PCCs by surfing the Web and traversing the freeways to attend classes, these community colleges that carry so much of the student load in our region need to put their heads together.

When they want to be heard in Sacramento, it's better to speak with one voice than with six. The power-in-numbers approach also reduces jam-ups in the aisles of the state Capitol. Said state Sen. Jack Scott, D-Pasadena, a former PCC president: "They can come together and say here are the issues that are common to community colleges."

Second, there's the matter of avoiding duplication of services. It costs a lot to run a fire and police academy. That's why five said they would defer to Rio Hondo College, which ranks among the top 10 in that curriculum. Yet, when Citrus recently decided to add a nursing/RN program, something the others also have, it was considered prudent. Why? Because of the dire need for nurses in hospitals and nursing homes. Now, the association can better coordinate hospital sites for each college's nurses in training.

Really, though, the Big Six is more about getting their way in Sacramento than saving tax dollars. They've put together their association on the heels of Proposition 92, which goes before voters in February. Is the timing a coincidence? We don't think so. It makes sense that community colleges - and these six account for 150,000 students - flex their collective muscle for the passage of the fund-equalization measure. It also makes sense from a campaign fundraising standpoint.

Besides, the colleges, which often get the short end of the stick of Prop. 98 funds, may be going up against the powerful California Teachers Association lobby, whose leaders see it as a raid on K-12 funding, something the CCs deny.

We wish the community colleges - in whatever form they take - success. Strengthening their mission will help area students go from high school to college and beyond.

Collators: Time to Upgrade?...page 30

Anatomy of a CTP Purchase...page 34

Digital Print Reigns a On Demand...page 38

www.ipgonline.com

IN-PLANT GRAPHICS

THE ONLY PUBLICATION DEDICATED TO IN-PLANT PRINTERS • May 2007 / \$10

SPECIAL COVERAGE
Innovative
SMALL
In-plants
STARTS ON
PAGE 16

Small Wonders

Despite their limitations, small in-plants are accomplishing BIG things. Here are some of their stories.



Rocky Reynolds (front left) and Anna Somrek stand in front of Citrus College's Xerox iGen3—a major addition to the small in-plant. Behind them are Tim Maher and Mary Zampello.

SPECIAL COVERAGE
Innovative
SMALL
In-plants

A More Professional Look

Sometimes you can't get money for upgrades no matter how badly you need them—and sometimes you get a license to spend.

Rocky Reynolds, reprographics supervisor at the Citrus College in-plant in Glendora, Calif., says he kept hearing requests from higher-ups for a more professional and business-oriented look to all of the campus' publications, even for flyers and brochures.

"We were sending a lot of work off-campus to get that look, even with a Xerox 2060 for color work," he says. After investigating available digital presses, the in-plant, which has just three full-time and two part-time



Rocky Reynolds (left) and Anna Somrek stand next to Citrus College's Xerox iGen3—a major addition to the small in-plant. Behind them are Tim Maher and Mary Zampielo.

number of impressions in the department has risen from 50-60,000 per month to 160,000.

"Lots of brochures are now in full-color, and our class offerings and department program brochures are all in full-color," says Reynolds. The shop can also handle heavier and larger materials, such as 100-lb. stock and 12-pt. chrome coat.

"Our business cards have gone to 12 pt. chrome coat and have a nice digital print quality," he remarks.

The Citrus College in-plant had had a modest online ordering system for a few years, but once the iGen3 was in place, the shop adopted iWay, which Reynolds says has been working well.

"I like it because it changes [their documents] to PDFs," he says. "A lot of our stuff comes in as Word or Publisher files because we're a Microsoft organization, and this gives us more flexibility."

Currently, 50 to 60 percent of the in-plant's orders are taken online. Reynolds is pushing for 80 percent online ordering in the years ahead.

"Long-time instructors still like to carry orders over to us," he says. "I'm going to push online ordering heavily at the seminars we give at the start of the school year."

—By W. Eric Martin



PHOTOS BY ROY LABOMME

employees, installed a Xerox iGen3.

"We're now doing a lot of stuff on campus that we used to send off," Reynolds reveals. "Fifty percent of the work we do, we didn't have the capability for before, and our graphics department is designing publications to meet this change." The

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	Board of Trustees	Action	_____
DATE	July 19, 2011	Resolution	_____
SUBJECT:	Institutional Research Program Review	Information	X
		Enclosure(s)	X

BACKGROUND

The Office of Institutional Research (OIR) has undergone the prescribed program review process for institutional programs. The OIR program review was approved by the Institutional Research and Planning committee on May 13, 2011.

This item was prepared by Linda Swan, Administrative Secretary II.

RECOMMENDATION

Information only, no action required.

Lan Hao, Ph.D.
Recommended by

/_____
Moved Seconded

Aye ___ Nay ___ Abstained ___

Approved for Submittal

Item No. G.5.



Institutional Support Program Review Executive Summary

Program: Office of Institutional Research
Date: June 21, 2011

Program History/Description

The current Office of Institutional Research (OIR) was formally established in October 2006. OIR provides district-wide research and planning support as well as a wide variety of data and analysis for the college's federal grants. The office is currently staffed with a director, a STEM research analyst, a part-time analyst, and a half-time administrative assistant.

Strengths/Accomplishments

OIR supports all academic departments and student services units by providing student data and reports for program review and analysis and consultation for evaluation purposes. Major accomplishments include:

- standardized data books provided for instructional program reviews
- coordination and leadership in producing the annual plans for the 2007-2011 strategic plan
- coordination and leadership in producing the annual progress reports for the 2007-2011 strategic plan
- coordination and leadership in developing the 2011-2016 strategic plan
- producing the data chapter in the educational master plan
- meeting the data needs for the HSI grants as well as new grant applications

Weaknesses/Lessons Learned

The satisfaction survey indicates OIR needs to focus on producing useful, understandable and, most importantly, timely reports. With the resources available, OIR plans to be more involved in the presenting and discussion phase of data analysis and reports. OIR also plans to conduct more student tracking projects as indicated in the new strategic plan.

Recommendations/Next Steps

The accreditation standards call for greater need of research and integrated planning. OIR will continue to lead and coordinate the college's efforts in achieving the goals and objectives as outlined in the 2011-2016 Strategic Plan. In times of fiscal strain, we have to maximize productivity with limited resources. On the other hand, it is critical to ensure staffing needs to support district wide research and planning.



Institutional Support Program Review

Office of Institutional Research

Spring 2011

**Institutional Support Program Review
Office of Institutional Research
Spring 2011**

Prepared by

Lan Hao, Director of Institutional Research

Sunny (Lu) Liu, STEM Research Analyst

Dustin Tamashiro, Title V Grant (Bridges to Success) Research Analyst

Linda Swan, Administrative Secretary

Institutional Research and Planning Committee Members

<u>Name</u>	<u>Title</u>
Dr. Lan Hao	Chair/Director of Institutional Research
Rosalinda Buchwald	Director of Fiscal Services
Cathy Napoli	Admissions and Records Coordinator
Dr. Lucinda Over	Dean of Counseling Programs and Services
Dr. Eric Rabitoy	Dean of Physical and Natural Sciences
Dr. Levi Richard	Faculty
June Stephens	Executive Director, Development/External Relations
Debra Vanschoelandt	Continuing Education Supervisor
John Vaughan	Faculty
Linda Welz	Chief Information Systems Officer
Justina Rivadeneyra	Coordinator, Career/Transfer Center

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II. Office Functions	5
III. Service Recipients	7
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V. Physical Resources	10
VI. Fiscal Resources	10
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I. Citrus College Mission, Mission Objectives and Office of Institutional Research Mission

A. College Mission

Citrus College delivers high quality instruction that empowers students to compete globally and to contribute to the economic growth of today's society.

We are dedicated to fostering a diverse educational community and cultural learning environment that supports student success in pursuit of academic excellence, economic opportunity, and personal achievement.

B. College Mission Objectives

Citrus College is a safe, friendly, accessible environment where all students and community members may optimize their academic, career, and cultural development.

As Citrus College continues to advance as a dynamic center for life-long learning, we will:

- provide general, lower division coursework leading to an associate degree in the arts or the sciences;
- prepare students to transfer to four-year colleges and universities;
- offer technological services and support for students, faculty, and staff;
- deliver programs to improve basic math, reading, communication, and ESL skills;
- grant opportunities for students to develop a global perspective through a curriculum with international and multicultural applications;
- furnish support services for the intellectual and personal development of all Citrus College students, including opportunities to participate in campus governance;
- foster a comprehensive and enriching program of extracurricular activities;
- conduct community education programs that encourage learning at every stage of life;
- award occupational certificates and degrees for career preparation and advancement;
- administer customized training programs for business and industry;
- increase career development support for students, faculty, and staff through career exploration, counseling, job preparation, job opportunities, and academic and classified staff development;
- collaborate with local high schools in articulation and curriculum development;
- advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition opportunities for students.

C. Office of Institutional Research Mission

In order to best meet the institution's needs for evidence-based decision-making, assessment, continuous improvement, and accountability, the mission of the Office of Institutional Research (OIR) is to provide accurate, meaningful data and analysis to the Citrus Community College District as a whole, as well as to individual units within the college (academic affairs, student services, and administration), for the purposes of planning, evaluation, and compliance.

The Office of Institutional Research supports the college's mission by providing data and expertise; the identification of measurable outcomes; and benchmarking progress toward longstanding institutional priorities and commitments. Objectives, activities, and programs calling for increased student access, equity, success, persistence, and completion of educational or vocational goals require proper identification of outcomes and data to hone in on targets for improvement and change. Although it is each program and department's responsibility to initiate the research study needed for evaluation and program improvement, the Office of Institutional Research provides support through research and data analysis to help the departments to meet their goals.

In an era marked by increased accountability and decreased fiscal resources, community colleges are challenged to demonstrate that they are becoming¹:

- more **efficient** by moving more students through in shorter periods of time;
- more **effective** by significantly increasing student success and completion rates; and
- more **equitable** by reducing the disparity in success between student sub-groups identified by racial/ethnicity and social-economic status.

Community colleges will not be able to meet the challenge of becoming more efficient, effective and equitable without centralized research and planning offices to help guide such efforts. Research makes it possible to measure whether the college is meeting the goals and the needs of students, staff, and the community. It also plays a crucial role in the cycle of planning, budgeting and improving the institution.

II. Office Functions

A. General Office Functions

The Office of Institutional Research provides *district-wide* research, planning, and assessment support. In addition, a wide variety of research and analysis needed for federally funded Hispanic-Serving Institution grants, such as the STEM grant, the Teachers' Excellence grant, and the Veterans' grant, is provided by OIR.

Major *district-wide* research and planning projects include:

- Data and reports needed by the program review process for the 70 plus instructional programs, instructional support programs, and student services programs.
- Coordination and leadership in planning, and in measuring and reporting progress made in the 2007-2011 Strategic Plan as reflected in the following eight annual plans and reports:

¹ From Robert Gabriner's RP conference presentation, April 2011.

- 2010-2011 Progress Report
- 2010-2011 Annual Implementation Plan
- 2009-2010 Progress Report
- 2009-2010 Annual Implementation Plan
- 2008-2009 Progress Report
- 2008-2009 Annual Implementation Plan
- 2007-2008 Progress Report
- 2007-2008 Annual Implementation Plan
- Coordination and leadership in developing the 2011-2016 Strategic Plan
- Data and reports needed for the Educational Master Plan
- Advising and participation in facilitating student learning outcome (SLO) assessment
- Data support for full grant applications, progress evaluation, and Annual Progress Report (APR) cycle in each of the grants
- Student success, retention, graduation, and transfer data collection and analysis
- Basic skills student progress longitudinal tracking and student placement result analysis
- California community college accountability report (ARCC) and student engagement survey data (CCSSE and CCFSSSE): data disaggregation and presentation
- Consultation for survey design and data analysis reports provided for student services units

B. History of the Office

The Office of Institutional Research was formally established in October 2006 with the hiring of the current full-time Director of Institutional Research Dr. Lan Hao. The subsequent hiring of a full-time research analyst and a full-time STEM research analyst in April 2007 and March 2009 affirmed Citrus College's commitment to the office. With additional staff, the OIR was able to diversify and expand the number of services provided and projects produced.

Under the supervision of the Superintendent/President, the OIR currently provides research assistance and guidance to all departments of the college, including but not limited to general demographic reporting, student success and retention, and graduation and transfer tracking. However, with the vacancy of the full-time research analyst position starting in July 2010, OIR has had to restrict non-critical services, such as outreach (attending committee meetings) and providing consultation on research-related projects, to high priority requests.

C. Major Accomplishments

The Office of Institutional Research supports all academic departments and student services units by providing student data and analysis and consultations for program review and evaluation purposes. The OIR director and research analysts work with faculty, staff, and administrators in clarifying, conducting, and interpreting research results, and provide consultation on research design and data usage. OIR staff members actively promote usage of research methods and findings throughout the college by leading and serving on committees

such as Institutional Research and Planning Committee(IRPC), Steering, Student Success, and HotShots (SLOs and assessment). In addition, OIR staff members attend other committee meetings (such as the counseling coordinators meetings) to provide a wide variety of research-related matters.

Behind the scenes, the OIR has made important contributions to the amount of data available for review and planning, as noted in the college's most recent accreditation review.² OIR's standardized workbooks for all the instructional programs are one prime example. Readily available measurements and performance indicators represent significant progress, compared to the past when institutional research was either dormant or did not exist at all. These data books made it possible to both begin institutional dialogues on program effectiveness and to reflect on student learning. In general, OIR helped to foster data-driven decision-making.

OIR, together with leadership from the Academic Senate and senior administration, played a vital role in the recent compilation of an integrated planning manual for the college. OIR recognizes the importance of documentation and this manual documents the college's planning process. OIR has the responsibility of coordinating college-wide planning and facilitating ongoing, integrated institution-wide planning and evaluation.

The director of OIR won the following special awards in 2009:

- Award of Merit, County of Los Angeles
- Award of Excellence, YWCA, San Gabriel Valley

A more detailed account of accomplishments is presented in Section VII, **Program Performance**.

III. Service Recipients

The Office of Institutional Research serves all Citrus College constituents, including faculty, staff and management. The Academic Senate leadership, faculty coordinators (such as the transfer center coordinator), and managers are major requesters of data for short-term tactical plans. The Office of the Superintendent/President and the Board of Trustees are major requesters of longitudinal data for long-term planning. OIR is crucial to the operations of the college in a culture of data-driven decision-making and an environment of cyclical institutional effectiveness.

IV. Staff Resources

A. General Description

² Recommendation #1 of the 2009 accreditation visiting team

The Office of Institutional Research operates under the direction of Dr. Lan Hao. Dr. Hao received her Ph.D. in higher education administration and policy analysis from the University of Southern California. From 2007 to 2010, Ms. Kay Nguyen served as the District Research Analyst. In July 2010 Ms. Nguyen resigned, and due to budget cuts, the district has not yet filled the position. Dr. Sunny Liu serves as the STEM research analyst. Mr. Dustin Tamashiro recently joined the OIR team and supports the Bridges to Success grant. Ms. Linda Swan, OIR’s half-time administrative assistant, facilitates clerical and administrative areas.

B. Organizational Chart

Director of OIR	Lan Hao, Ph.D.
District Research Analyst	<i>Vacant since July 2010</i>
STEM Research Analyst	Sunny Liu, Ph.D. <i>(funding ends September 2011)</i>
Bridges to Success Research Analyst (20%)	Dustin Tamashiro, M.A.
Administrative Assistant (50%)	Linda Swan

C. Assignments and Specialties

Director of Research – Oversees the entire office operation; leads and coordinates the major research and planning efforts in the college.

Research Analyst – Initially funded by the Title V grant, duties include providing data support for the Center for Teacher Excellence Program, basic skills data analysis, program review updates, and other ad hoc research projects assigned by the OIR director. Tasks of this position include:

- Generate 6-year program review data for the 70+ instructional programs and non-credit program review
- Assist with interpretation and usage of the program review data at the department level
- Respond to research needs from academic affairs committees such as the enrollment management committee and the distance education committee
- Provide research needed for the basic skills grant, the new 5-year HSI grant (Bridges to Success), and the student success committee
- Assist Student Services staff in their evaluation efforts and SLO assessment, such as survey design, implementation, and result analysis

- Answer ad hoc research questions from the superintendent/president, Board of Trustees, and other divisions on campus
- Assist with all miscellaneous survey or data requests from federal and state agencies
- Communicate with TeCS regarding data extraction from Banner, data checking, and enhancing the research database by downloading referential files from the Chancellor's Office
- Request and analyze data from the National Student Clearinghouse for various tracking projects

STEM Research Analyst – Funded by the federal CCRAA HSI STEM grant, the primary duties are to evaluate all of the STEM related projects and activities and facilitate the internal and external reporting related to the grant.

Title V Grant (Bridges to Success) Research Analyst – Funded by the federal Title V grant (20 hours a week for a portion of the year, equivalent to 0.2 full-time), the primary duty is to evaluate all the grant related projects and activities, and to facilitate the internal and external reporting related to the grant.

D. Professional Activities and Committee Participation

OIR staff presented in the following state and national professional conferences in institutional research:

- **2010, 2011:** the Research and Planning (**RP**) Group conference
- **2010, 2011:** Association for Institutional Research (**AIR**) conference
- **2010:** Student Success Conference by RP group and the state academic senate
- **2009, 2010:** California Association for Institutional Research (**CAIR**) conference
- **2008:** **ACCCA** conference

The ever-increasing need for data and reports has elevated OIR's visibility on campus. The director of OIR chairs the Institutional Research and Planning Committee and the Strategic Planning Committee. The director of OIR also chairs the Institutional Review Board (IRB) Committee in approving external research requests related to Citrus College students and staff members. In addition, the following committees have either invited OIR to present data or to serve:

- Steering Committee
- HotShots Committee
- SLO Oversight Committee
- Student Success Advisory Committee (Basic Skills Committee)
- Enrollment Management Committee
- Accreditation Oversight Committee
- CITC: Computer Information and Technology Committee

- Transfer Task Force
- Counseling Coordinators' Committee
- Matriculation Committee
- Educational Programs Committee
- Financial Resources Committee
- Registration Priority Task Force
- Program Review Task Force
- STEM Advisory Committee
- Center for Teacher's Excellence (CFTE) Advisory Committee
- Bridges to Success Advisory Committee

V. Physical Resources

The Office of Institutional Research is located on the 2nd floor of the AD building, AD 209 and AD 201. The research analysts' office was originally situated in the IT building with TeCS, but was moved to the AD building in 2008. Given the high degree of expertise and professionalism needed for this position, it is essential that OIR's staff remain in constant contact. Physically, this would involve adjacent offices from which to work. During the time the AD building is being remodeled, the OIR will be moved to the ED building in the same suite. This would represent an improvement over the current situation, although the unaligned schedules of full-time and part-time staff will still present its share of challenges.

VI. Fiscal Resources

Since its re-establishment in 2006, OIR has been funded by various grants (with the exception of the 50% administrative assistant position). The ending of the previous Title V grant resulted in a reduction in funding for OIR. This has occurred at a time when the demand is growing for data-driven college-wide research and planning. In light of increased external and internal demands for accountability and the need to demonstrate institutional effectiveness, responsibilities and expectations for OIR is expected to grow in the coming years. Research and planning are indispensable components of the college operation, as indicated in the Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation standards³.

³ As specified in Standard I: Institutional Mission and Effectiveness, "The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished".

VII. Program Performances

Part I: District-wide Planning, Research, and Assessment

A. Strategic Planning

a. The 2007-2011 Plan:

For each year during the last three years, OIR has coordinated the campus-wide effort to produce a progress report and an annual implementation plan for the Citrus College Strategic Plan. These sets of strategic planning documents were instrumental in earning the six-year affirmation of accreditation during the last ACCJC team visit, which considered the merits of the college's long-term planning process.

b. The 2011-2016 Plan:

OIR played a critical role in leading and coordinating the development of the new strategic plan, which was undertaken by a shared governance group beginning in spring 2010. The group conducted a comprehensive Strength, Weakness, Opportunities and Threats (SWOT) analysis from a college-wide perspective, which laid a solid foundation for the development of the six key focus areas: Academic Excellence, Student Support and Success, College Resources, Learning Environment, Institutional Effectiveness, and Community/College Relations. OIR spearheaded the fall 2010 convocation strategic planning session and received positive feedback on the organization of the event. The director of OIR chaired the Strategic Planning Committee in the fall semester and, from the convocation feedback, developed the campus strategic plan survey. The survey received 259 responses collegewide.

B. Educational Master Plan

OIR worked closely with the educational consultant on the data chapter of the Citrus College Educational Master Plan (chapter two). OIR coordinated the collection of community demographic data; collaborated with IR offices at neighboring colleges on the production of student flow-in and flow-out data; worked with TeCS on data quality assurance; and dedicated significant OIR staff time to extracting, or otherwise obtaining, data needed for this chapter. As the college is launching the next ten-year educational master plan, this data chapter lays the foundation for the recommendations and implications for planning generated for the entire educational master plan.

C. Major College-Wide Research Projects and Activities

a. Program Review

- i. Each summer, the OIR completes the data analysis and compilation of the program review data worksheets for the 70 plus instructional programs (six pages of data for

each program including course counts, section counts, total student contact hours, full time equivalent students, success and retention, student demographic, and degrees granted). Six years of longitudinal data are made available at the beginning of the fall semester for departmental discussions on planning and budget development.

- ii. OIR provides data for numerous non-instructional program reviews, such as the Office of Admission and Records, Transfer Center, EOP&S Program, etc. OIR also assists with the program review process by providing consultation in designing and implementing student surveys and providing the report with data analysis for both quantitative and qualitative data. When time permits, OIR staff meets with the functional area staff and reviews the results together. The above-mentioned efforts from OIR, together with the efforts from the programs and services offices, help to ensure that the program review processes at Citrus College are ongoing, systematic and used in a collective effort to assess and improve student learning and achievement.
 - iii. Every summer during the last four years, OIR, the Office of Academic Affairs, and the academic senate, participated in reflective discussions on improving the college's program review process. These discussions have served to facilitate the refinement of the program review processes aimed at improving institutional effectiveness.
- b. CCSSE and CCFSSSE Surveys
OIR coordinated and administered the CCSSE survey in the 2008 and 2010 spring semesters. OIR produced executive reports and disseminated results at meetings of the IRPC, the Academic Senate, Steering Committee, ASCC board, and the Board of Trustees. The availability and discussion of CCSSE data has promoted informed data-driven decision-making at the college.
 - c. Creation of the Institutional Review Board (IRB) and establishment of institutional procedures related to external research requests.
 - d. ARCC data presentations to committees and to the Board of Trustees.

D. Research Projects for Student Services

Over the last four years, OIR has developed an increasingly close working relationship with various student services offices. The Counseling Department and OIR collaborate in surveying the graduating students every year, and several offices employed student satisfaction surveys in their program review process, such as the Transfer Center, EOP&S program, and the Admissions and Records Office. The OIR director is a regular attendee of the counseling's coordinators meetings and consults on research-related topics. In addition, the OIR director also participates at the Student Services annual planning retreat. The following is a brief list of those major evaluation projects conducted for Student Services:

- Annual Counseling Graduates Survey
- Transfer Center Satisfaction Survey

- Transfer Center Northern Trip Survey
- EOP&S Program Survey
- Admission and Records Satisfaction Survey

E. Basic Skills Initiative

OIR routinely provides term-by-term student success data for basic skills classes, learning communities, fast track, and ESL classes. Studies are also conducted to track students from basic skills math and English classes to college-level math and English classes.

F. New grant applications:

OIR contributes to grant applications by providing data, drafting objective measures, providing feedback on draft proposals, and completing various institutional forms for online submission.

- Annual eligibility applications for Hispanic-Serving Institutions
- STEM grant application in 2008
- STEM grant application in 2011
- Title V grant application in 2010
- Bridges to Success grant application in 2009
- Veterans' grant application in 2010
- Collaborative grants with CSU Fullerton, Cal Poly Pomona and the University of La Verne

G. Other Major Ad-Hoc Research Projects

- High school A-G students report
- ARCC data disaggregation
- Enrollment report/student contact report
- Student athletes eligibility report
- Distance Education student demographics and success rates
- Power Math – Comparison of students who took Power Math with students who did not
- Data needed for EdD dissertation research (approved by the IRB committee)

Part II: Research Provided to Title V and other Grants

A. STEM grant (funded from October 2008 to September 2011)

Under the leadership of the OIR director, the STEM research analyst provided all the quantitative and qualitative research for the STEM grant. The OIR director chaired the STEM Internal Evaluation Committee (comprised of a project director, project coordinators and faculty members in math and science, as well as research analysts). Monthly meetings were

held to discuss research design and results generated from the various evaluation projects. Regular research projects for the STEM grant every semester include:

- Math Center and STEM Center usage reports
- Math Center Satisfaction Surveys spring and fall: design, administration, and result analysis
- STEM Center Satisfaction Surveys spring and fall: design, administration, and result analysis
- Supplemental Instruction (SI) program evaluations spring, fall and summer: student interviews, SI leader interviews, student performance comparisons between SI attendants and non-SI attendants
- Math Success Center and STEM Success Center student performance comparisons
- PAGE program evaluation and survey results
- Summer tutoring evaluation (Chem 103 and Bio 105)
- Focus-on-Calculus Peer Mentoring
- Calculus Enrichment/Readiness Workshop
- Online tutoring survey
- Math 029 lab survey
- STEM Day (Middle School students) evaluations
- Math Progression Study - Percentage of students who started MATH 017 (MATH 020) and transition to MATH 150 in three years
- Grant's annual report, data and analysis needed for each objective.

B. Center for Teachers' Excellence grant (CFTE, funded from October 2005 to September 2010)

The CFTE HSI grant funded the first district research analyst position, which started in April 2007. The research analyst maintained the CFTE student tracking database, provided regular research support and performed a series of studies for the grant project's use. On a routine basis, OIR extracted student contact list for regular communication between the center and the students (e-mail blasts). Each semester, a CFTE survey was conducted to gauge students' satisfaction with the center. Other research carried out included:

- CFTE students transfer tracking
- GPA comparison of different cohorts
- CFTE Dual Enrollment Eligibility: Finding students who are eligible to take college credit classes taught by ULV instructors
- Annual Performance Report (APR) data needs
- Ad hoc requests from the grant coordinator

C. Bridges to Success grant (funded from October 2009 to September 2014)

The OIR director and staff attend monthly internal evaluation meetings and provided data and research on SI grades comparison, Writing Café evaluation, parent ambassadors' focus group

interview and data needs for the APR report. OIR also processes ad hoc requests from the grant coordinator and other staff members.

D. HSI Solo grant (funded from October 2004 to September 2009)

The OIR director and staff provided data and research on learning community classes and assisted with the annual performance reporting. The Office also provided ad hoc requests from the grant coordinator that related to the grant.

E. Veterans' grant (funded from October 2010 to September 2013)

OIR provides basic research and data support (such as demographic information for veterans students, academic standing, GPA) in response to ad hoc requests from the grant coordinator and other staff members.

VIII. Program Effectiveness and Needs

A. Effects on Student Learning Outcomes

OIR supports the college's mission and student learning through the provision of timely and accurate data to meet institutional needs. This OIR learning outcome is assessed through a customer satisfaction survey.

In Spring 2010, OIR conducted a small-scale satisfaction survey and solicited feedback from its data-users regarding its performance in several mission-critical domains (see table on next page). Seventy-five faculty, staff and managers who interacted the most with OIR were asked to take the survey and 60 responded. Three survey items (e.g., 1, 6, and 13) broadly addressed the magnitude and direction of OIR's impact on the College as a whole. Respondents believed that information received from Institutional Research met institutional needs and had a positive effect on the college. Several other items spoke to the quality of information OIR provides. The pattern of responses in this area suggests that there might be room for improvement in the provision of information that is useful, understandable, and – most of all – timely. Fortunately, OIR staff members are regarded as possessing knowledge and skills to meet the college's needs. Moreover, on topics in which they are less familiar, the OIR staff members appear highly motivated to understand and channel feedback to improve their own performance.

Section 1. Please indicate Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, or Not Applicable for the following statements

Survey Items	Strongly Agree/ Agree
1. Information received from Institutional Research meets institutional needs.	93%
2. Information received from Institutional Research is dependable and accurate.	91%
3. Information is provided from Institutional Research in a timely manner.	82%
4. Information is provided from Institutional Research in a useful format.	86%
5. Information provided from Institutional Research is clear and understandable.	85%
6. The Office of Institutional Research has had a positive influence upon Citrus College.	91%
7. Institutional Research staff members are courteous and friendly.	98%
8. Institutional Research staff members are available and approachable.	95%
9. Institutional Research staff members demonstrate integrity and ethical behavior.	100%
10. Institutional Research staff members have the appropriate knowledge and skills to meet the college's needs.	88%
11. Institutional Research staff members listen and make an effort understand their customers' needs.	91%
12. Institutional Research staff members show interest in receiving feedback and improving performance.	95%
13. Institutional Research has had a positive impact upon operations, decision making and planning at Citrus College.	91%

A second set of items dealt with the frequency of OIR product use. A very slight majority reported using institutional facts (demographics, enrollment, etc.) provided by OIR frequently. Between 40% and 50% of respondents said they frequently incorporated specific presentations by OIR into meetings, used student performance data (success and retention), or had other ad hoc research conducted upon request. Very few respondents reported using data tracking students from one level to the next at any consistent frequency, and HIS grants-related research. Use of the Citrus College Fact Book and the six-year longitudinal data provided for program review is used "occasionally" or "seldom/never." This is to be expected considering that both are used at specific, irregular points throughout the years.

Section 2. Please rate how often you use the following services: Very Often, Often, Occasionally, Seldom, Never

Survey Items	Used Often/ Very Often	Occasionally	Seldom/ Never
1. The Citrus College Fact Book	20%	40%	40%
2. Institutional Facts (demographics, enrollment, etc)	51%	35%	14%
3. Six-year longitudinal data provided for Program Review	26%	42%	32%
4. Specific presentations by Institutional Research staff members at meetings	41%	37%	22%
5. Information received during telephone calls or walk-in office visits	35%	41%	24%
6. Students' Performance data (Success & Retention)	49%	35%	16%
7. Data tracking students from one level to the next level	29%	29%	42%
8. HSI grants-related research	24%	30%	46%
9. Other research upon request	42%	33%	25%

At the end of the survey, respondents were given the opportunity to provide additional comments beyond the quantitative ratings. Many praised the OIR staff for their exceptional service and thanked them for their hard work. One wrote, simply and succinctly: "IR provides a great service and is doing fantastic work." Another wrote, "I find the entire staff of Institutional Research to be professional, easy to work with and responsive." "Having a well staffed Office of Institutional Research," wrote another, "helps us all do a better job."

The second major theme reflected in comments was the relevance of OIR's work in accomplishing the college's basic functions. According to one, "The Research Office has been extremely helpful to the progress of Citrus College for the past couple of years. It is absolutely necessary to monitor our progress at Citrus in order to develop a clear vision of the future." Pointing to several recent accomplishments, another comments emphatically, "We could not have maneuvered through accreditation, planning, linking planning to budget without the IR office!" Finally: "Just having the OIR on campus is a plus, considering how long we suffered without the benefit of this office."

B. Resources Needs

In light of the growing need for research and planning collegewide, it is critical that the District Research Analyst position be filled as soon as possible.

Areas of growing need for collegewide research and planning include the following:

- The accreditation recommendations call for more research and planning. Program review plays an important role in the planning process and is the foundation for linking planning and resource-allocation. More time and work is required from OIR in order to supply timely data and to provide training and consultation to ensure integrated use of data.

- SLOs are evolving from development of indicators to assessment. Faculty and staff will potentially need help in assessing and reporting their SLOs.
- The continued involvement in college strategic planning and educational master plan development will require additional OIR support.

In terms of space needs, the offices for the entire OIR staff (director, research analysts and administrative assistant) need to be in the same office suite. There also needs to be enough separate offices for the entire staff. Due to the nature of the research and analysis work, it would be helpful for each of the staff members to have double-screen computers.

Besides the needs in staffing, space, and equipment, when resources are available, it would also be important to provide OIR staff with professional development opportunities, such as attending the RP conference to gain new ideas and knowledge for research on student learning and success.

As the college continues to actively seek external grants and funding to enhance college resources and student success, it is critical that research analyst services are proposed in each and all new grant applications, in order to provide the research and evaluation required by the grant.

C. Reflection

While conducting the OIR program review, the following thoughts came up with regards to the Office of Institutional Research and its role in college operations.

1. For the last several years, OIR has directed its efforts primarily toward the following categories that define institutional research: **reporting, research, planning, and assessment**. In general, OIR was involved in different types of reporting and the verification of data, such as student demographics on campus. In many instances, Technology and Computer Science (TeCS) did the reporting or the data extraction for reporting. In those cases, reporting was a collaboration between TeCS and OIR (such as the majority of the tables generated in the data chapter of the newly developed Educational Master Plan). Given limited resources, it would be desirable for OIR to move away from reporting as much as possible and provide more support in SLO assessment as needed. OIR should focus more of its resources on research and analysis that supports the college's enrollment goals, policy formation and decision-making, in addition to providing support related to SLO assessment (especially at the college and program levels).
2. OIR recognizes its role in working with TeCS and other involved departments in ensuring the integrity of the data being used for various types of external and internal reporting. This is often a time consuming yet important task. For example, initiated by the OIR director, an ad hoc task force was formed recently between OIR, TeCS, and an instructional dean. Initial meetings have yielded a greater understanding of the college

data among all parties, and have had very positive results. If conditions allow, the OIR director should continue the coordination and the ad hoc task force should continue to meet.

3. It is critical that OIR continues to provide timely data for both academic and support program reviews. At Citrus College, program review serves as the foundation of the integrated planning process that links planning to resource allocation. Providing data is critical to college operations and decision-making. Nonetheless, as the 2009 ACCJC visiting team recommended, much could be done to improve and to “better integrate the use of data in program review, planning, budgeting, and decision-making.”⁴ One example would be for OIR to work with the Academic Senate and the Office of Academic Affairs to revisit the layout and presentation of the data books for optimal usage. Training, explanation of the numbers and help with interpreting data would also be helpful.
4. It is important that the OIR continues to promote research and the use of data throughout the college by serving on and presenting data to committees. It is important to promote the use of data and interpret data in ways that are meaningful and useful.
5. As evidenced in the new strategic plan, there is growing demand for collegewide assessment and evaluation efforts. OIR will be asked to engage in many areas of research, including gauging learning needs and areas of student interest, and tracking student cohorts and graduates. It will be difficult for OIR to meet the ongoing and growing institutional needs and to fully undertake these projects and responsibilities without an increase in resources and support.
6. Accreditors look for continuous improvement and evidence-based decision making at the college. OIR is tasked with the responsibility to provide and analyze such data. In addition, OIR plays a critical role in promoting institutional effectiveness and the college’s ability to demonstrate that effectiveness. These responsibilities may involve assisting in establishing goals; advising on implementation of improvement initiatives as presented in the strategic plan; and facilitating, coordinating, and training staff and faculty on research, data usage, and interpretation. Increased level of support and resources will allow OIR to increase its effectiveness in meeting the growing research needs of the college.
7. It is important to communicate with neighboring community colleges’ research offices to share research expertise for professional growth, and OIR is planning on continue this practice.
8. Accreditors have been driving institutions to collect and use assessment data for several years. To better understand that data, colleges are being encouraged to use

⁴ Recommendation #1 of the 2009 accreditation visiting team

benchmarks, goals, and peer group comparisons. Starting in 2012, ACCJC will be asking institutions to set benchmarks for the purposes of analyzing their own data on student outcomes and to address goals for improvement in their planning processes and institutional actions. This is yet another important reason to increase OIR resources.

IX. Goals and Action Plans

Short-term goals

1. Institutionalize the position of director of institutional research.
2. Fill the district research analyst position.
3. Maximize productivity with limited staff resources to meet the institutional needs of research and analysis.
4. Work with the Academic Senate and Office of Academic Affairs to better integrate the use of data in program review.
5. Lead and coordinate the college's efforts in developing the annual implementation plans and progress reports for the 2011-2016 strategic plan.
6. Keep up-to-date with the key research and planning projects at the California community college system level by participating in the RP group activities and local researchers' regional meetings.

Long-term goals

1. Hire a full-time district planning analyst.
2. Increase the half-time administrative assistant position to 100%.
3. Lead and coordinate the college's effort in completing the research needs as outlined by the 2011-2016 strategic plan.
4. Increase the college's research capacity to promote and facilitate purposeful college engagement in inclusive, informed, reflective and intentional dialogue about institutional quality and improvement based on reliable information and provide clear inquiry, meaningful interpretation, and broad communication.
5. Integrate research and planning in college operations and promote a culture of evidence.

Appendix A: OIR Satisfaction Survey

The office of Institutional Research at Citrus College is undergoing its first Program Review. One of the important components of this process is to gauge opinions about Institutional Research. Your responses are important to us and will be used to improve the quality of the services we provide. Please answer carefully and honestly as all responses will remain anonymous. Select only one option for each question. If you have no experience with a particular survey item, please mark “not applicable.”

Section 1.

Please indicate **Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, or Not Applicable** for the following statements

1. Information received from Institutional Research meets institutional needs.
2. Information received from Institutional Research is dependable and accurate.
3. Information is provided from Institutional Research in a timely manner.
4. Information is provided from Institutional Research in a useful format.
5. Information provided from Institutional Research is clear and understandable.
6. The Office of Institutional Research has had a positive influence upon Citrus College.
7. Institutional Research staff members are courteous and friendly.
8. Institutional Research staff members are available and approachable.
9. Institutional Research staff members demonstrate integrity and ethical behavior.
10. Institutional Research staff members have the appropriate knowledge and skills to meet the college’s needs.
11. Institutional Research staff members listen and make an effort understand their customers’ needs.
12. Institutional Research staff members show interest in receiving feedback and improving performance.
13. Institutional Research has had a positive impact upon operations, decision making and planning at Citrus College.

If you stated “Disagree” or “Strongly Disagree” for any of the statements above, please state why.

Section 2.

Please rate how often you use the following services: **Very Often, Often, Occasionally, Seldom, Never.**

10. The Citrus College Fact Book
11. Institutional Facts (demographics, enrollment, etc)
12. Six-year longitudinal data provided for Program Review
13. Specific presentations by Institutional Research staff members at meetings
14. Information received during telephone calls or walk-in office visits
15. Students’ Performance data (Success & Retention)
16. Data tracking students from one level to the next level
17. HSI grants related research
18. Other research upon request

Section 3: Comments

1. What are the strengths of the Office of Institutional Research?
2. What areas can be improved by the Office of Institutional Research?
3. Any other comments?

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	_____
DATE	July 19, 2011	Resolution	_____
SUBJECT:	Technology and Computer Services Department Program Review	Information	x
		Enclosure(s)	x

BACKGROUND

The Technology and Computer Services Department has completed the program review process for institutional support programs based on a 6-year cycle.

The Technology and Computer Services program review was approved by the College Information Technology Committee on May 13, 2011 and the Steering Committee on May 23, 2011.

This item was prepared by Linda Welz, Chief Information Services Officer.

RECOMMENDATION

Information item only; no action required.

Linda Welz
Recommended by

/_____
Moved Seconded

Aye __ Nay __ Abstained __

Approved for Submittal

Item No. G.6.



**Program Review
Executive Summary**

Program: Technology and Computer
Services

Date: July 19, 2011

Program History/Description:

The Technology and Computer Services (TeCS) Department manages the college network, the central server room, the telephone system, desktop computers and related peripherals for faculty, staff, classrooms and laboratories, and administrative applications including the Banner WingSpan system and related support applications. The TeCS Department underwent a major reorganization and focus change in 2006. To meet the expanding integration of technology in all aspects of college life, the department chose to focus its resources on the implementation of available technology applications. Additionally, technology was integrated into many aspects of governance at Citrus College. The technology governance committee, the College Information Technology Committee, was formed to develop policies and procedures related to technology and to undertake technology planning for the college. Technology planning has been increasingly formalized and integrated with college-wide planning processes.

Strengths/Effective Practices:

With a staff of only 15, the TeCS Department maintains over 30 applications with related interfaces and reporting needs; supports almost 1500 desktops in classrooms, labs and offices and over 100 classroom podium systems; completes over 3200 support work orders per year; provides both inter- and intranet web environments.

Planning for the college's technology needs is now integrated via the program review process into institutional planning and is informed by output from the College Strategic Plan, the Educational and Facilities Master Plan, and the Technology Master Plan.

Special accomplishments during this reporting period include development of an integrated college web site; implementation of an emergency communication application, Citrus Alert; upgrades to the college network backbone and server room; implementation of the college enterprise resources planning (ERP) system, WingSpan; and the establishment of the College Information Technology Committee.

Weaknesses/Lessons Learned:

Data from the All-Employee survey indicate that staff training in technology could be expanded and improved. The department needs to increase collection of data that demonstrates the workload in the Instructional and Administrative Applications Systems group. Data also needs to be collected to support assessment of the department's Student Learning Outcomes.

Recommendations/Next Steps:

As the college continues to expand and integrate planning efforts, the Technology Plan will be adapted to include input from more areas. The TeCS Department has need for staff in both the Operations and Support Services and the Network and Systems Groups. To continue to support the campus technology infrastructure, improvements are needed in the server room to increase security and reliability. In addition, stable, consistent funding is needed for desktop and infrastructure replacement cycles.

Citrus Community College

Program Review



**Technology and Computer
Services Department**

Spring 2011



Technology and Computer Services Department Institutional Support Services Program Review

Spring 2011

**Prepared by:
Linda Welz, Chief Information Services Officer**

Technology and Computer Services Department Program Review Committee Members

<u>Name</u>	<u>Title</u>
Leigh Buchwald	Supervisor - Network, Central Computing and Telecommunications
Lan Hao	Director of Institutional Research
Glenna Johnson	Supervisor – Technology Operations and Support Services
Joyce Miyabe	Coordinator – ERP Implementation
Linda Welz	Chief Information Services Officer

Technology and Computer Services Program Review

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Executive Summary

Technology and Computer Services Department Overview

The Technology and Computer Services (TeCS) Department manages the college network and related infrastructure, the central server room, the telephone system and related infrastructure, desktop computers and related peripherals for faculty, staff, classrooms and laboratories, and the administrative applications including the Banner WingSpan system and related support applications. The TeCS Department underwent a major reorganization and focus change in 2006. To meet the expanding integration of technology in all aspects of college life, the department chose to focus its technology resources on the implementation of available technology applications. This change to a technology "implementation" environment was a major departure from prior technology efforts of developing and supporting institutionally created applications. Additionally, technology was integrated into many aspects of governance at Citrus College. The technology governance committee, the College Information Technology Committee, was formed to develop policies and procedures related to technology and to undertake technology planning for the college.

Technology Planning

Technology planning has been increasingly formalized and integrated with college-wide planning. Planning for the college's technology needs is now integrated into the program review, governance and planning and is informed by output from program review, the College Strategic Plan, the Educational and Facilities Master Plan, and the Technology Master Plan.

Department Performance Highlights

With a staff of only 15, the TeCS Department maintains over 30 applications with related interfaces and reporting needs; supports almost 1500 desktops in classrooms, labs and staff and faculty offices and over 100 classroom podium systems; completes over 3200 support work orders per year; provides both inter- and intranet web environments and participates in 8 governance and 10 college committees

Special accomplishments during this reporting period include development of a integrated college web site; implementation of an emergency communication application, Citrus Alert; upgrades to the college network backbone and server room; implementation of the college enterprise resources planning (ERP) system, WingSpan; and the establishment of the College Information Technology Committee which developed the Technology Plan and technology board policy and administrative procedures.

Resource Needs

The TeCS Department has need for staff in both the Operations and Support Services and the Network and Systems Groups. To continue to support the campus technology infrastructure, improvements are needed in the server room to increase security and reliability. In addition, stable, consistent funding is needed for desktop and infrastructure replacement cycles.

1. Citrus College Mission and Institutional Outcomes

A. Mission Objectives

Technology at Citrus College is an integral component of multiple aspects of learning, teaching and student support as well as the foundation and infrastructure for administrative and business processing. The Technology and Computer Services (TeCS) Department must therefore respond directly to the college's mission and values.

Citrus College Mission

Citrus College delivers high quality instruction that empowers students to compete globally and to contribute to the economic growth of today's society.

We are dedicated to fostering a diverse educational community and cultural learning environment that supports student success in pursuit of academic excellence, economic opportunity and personal achievement.

Mission Objectives

Citrus College is a safe, friendly, accessible environment where all students and community members may optimize their academic, career and cultural development.

As Citrus College continues to advance as a dynamic center for life-long learning, we will:

- Provide general, lower division coursework leading to an associate degree in the arts or the sciences;
- Prepare students to transfer to four-year colleges and universities;
- Offer technological services and support for students, faculty, and staff;
- Deliver programs to improve basic math, reading, communication, and ESL skills;
- Grant opportunities for students to develop a global perspective through a curriculum with international and multicultural applications;
- Furnish support services for the intellectual and personal development of all Citrus College students, including opportunities to participate in campus governance;
- Foster a comprehensive and enriching program of extracurricular activities;
- Conduct community education programs that encourage learning at every stage of life;
- Award occupational certificates and degrees for career preparation and advancement;
- Administer customized training programs for business and industry;
- Increase career development support for students, faculty, and staff through career exploration, counseling, job preparation, job opportunities, and academic and classified staff development;
- Collaborate with local high schools in articulation and curriculum development;
- Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition opportunities for students.

Vision Statement

Citrus College will provide excellent educational opportunities that are responsive to the needs of the community and help students meet economic, social, and environmental challenges to become active participants in shaping the world of the future.

Values

- Student Focus: Meeting community and student needs by creating an educational environment and culture so students can attain a variety of goals.
- Excellence: Maintain a high standard of integrity and performance leading to the achievement of academic and professional goals.
- Collaboration: Seeking input from all sectors of the college and the community.
- Diversity: Fostering a learning community in which the values, goals, and learning styles of all students are recognized and supported.
- Life-Long Learning: Serving enthusiastic, independent thinkers and learners striving for personal growth.
- Integrity: Behaving ethically in all interactions at all levels.
- Technological Advancement: Keeping pace with global technology trends and enhancing traditional instruction with technology to prepare students for success in the work place.

B. Institutional Outcomes

To address technology needs for the college and to ensure that technology can support departments and division goals and objectives, technology planning has been increasingly formalized and integrated with college-wide planning. Planning for the college's technology needs is integrated into the college's program review, governance and planning. Technology planning is informed by output from program review, the College Strategic Plan, the Educational and Facilities Master Plan, and the Technology Master Plan. Once the technology needs are defined and prioritized via the planning process, the implementation of these resources are coordinated between the functional areas and the TeCS Department. This inclusive method allows the college to apply funding sources (general budget, instructional equipment, matriculation, construction, bond and grants) to comprehensively meet technology needs.

Long-term planning for technology infrastructure needs is coordinated in governance committees. The Physical Resources Committee coordinates long-term planning for technology infrastructure needs. Both the Chief Information Services Officer and TeCS Network Supervisor attend the Physical Resources Committee meetings. At these meetings, multimedia, networking and other technology needs are discussed including new construction, remodeling, and moving of technology resources and relocation of employees. The Construction Projects Committee manages the implementation of these major projects. The TeCS Network Supervisor attends the committee meetings on a regular basis to ensure that the TeCS department planning is coordinated with major project development. The successful opening of the Center for Innovation (CI) building demonstrated the effectiveness of including technology planning in construction projects. Over 80 faculty and 20 staff from across campus moved to CI with new desktops and printing support. To

ensure that the network continues to upgrade and expand to meet increasing demands, the TeCS Department developed a five-year network refresh plan in 2007.

Instructional equipment planning is coordinated between Academic Affairs and the TeCS Department. A representative group of instructional deans, the TeCS Networking Central Computing and Telecommunications Systems Supervisor and Technology Operations and Support Services Supervisor attend a weekly coordination meeting. As instructional equipment funds become available either via yearly allocations from the Chancellor's Office or via grant funds, Academic Affairs determines how to distribute the funds to best support instructional programs. The deans bring these plans to the Academic Status meeting to coordinate the implementation with the TeCS Department.

Planning for implementation of a new application includes hardware requirements. The TeCS Department upgrades and expands servers and related support equipment in the central server room as new administrative systems come online. Whenever possible, applications share server and data storage equipment to reduce maintenance and replacement costs. Bond funds from Measure G enabled the college to purchase the Banner WingSpan system and included major upgrades to server and data storage equipment.

The College Information Technology Committee (CTIC) developed the first version of a college-wide Technology Master Plan during the spring of 2009. The CITC conducted a SWOT (Strength-Weakness-Opportunity-Threat) analysis and integrated the analysis with the technology needs defined in the Educational and Facilities Master Plan and the college's Strategic Plan. The CITC will evaluate and revise the Technology Master Plan on an annual basis. Based on this plan, the TeCS Department will plan and prioritize technology for central server room needs and college-wide infrastructure.

Both Academic Affairs and Student Services incorporate the results from program reviews into prioritization and planning for their technology needs. Instructional technology implementation is coordinated between Academic Affairs and the TeCS Department at a weekly Instructional Status Meeting. The Student Services senior staff has been working with the Chief Information Services Officer to prioritize the implementation of their technology needs. The Facilities Master Plan provides input to technology infrastructure planning.

2. Department Functions

A. Executive Summary

The TeCS Department manages the college network and related infrastructure, the central server room, the telephone system and related infrastructure, desktop computers and related peripherals for faculty, staff, classrooms and laboratories, and the administrative applications including the Banner WingSpan system and related support applications.

B. Department Function by Section

The TeCS Department is organized into four functional areas.

- Network, Central Computing and Telecommunications
Led by the Network, Central Computing and Telecommunications Systems Supervisor this area is responsible for networks, email, central hardware and software systems, security, and phones. In addition, this group supports campus construction projects and manages the college's web site.
- Technology Operations and Support Services
Led by Technology Operations and Support Services Supervisor, this area: performs all tasks and activities related to desktop hardware and software in classrooms, labs and offices; supports technology in the classrooms; staffs and operates the help desk; manages the work order system; and manages technology training.
- Instructional and Administrative Application Systems Development
This area currently reports directly to the Chief Information Services Officer and includes all activities related to the development, testing, implementation and management of central and college applications such as the SunGard student, financial aid and human resources applications.
- Enterprise Resource Planning (ERP) Project
The ERP Coordinator manages all aspects of the implementation of the SunGard ERP System.

C. History of the Department

The TeCS Department underwent a major reorganization and focus change in 2006. Prior to 2006, the TeCS Department, then known as the Management Information Systems Department, was

supporting a homegrown, legacy management system. To meet the expanding integration of technology in all aspects of college life, the department chose to focus its technology resources on the implementation of available technology applications. This change to a technology "implementation" environment is a major departure from prior technology efforts of developing and supporting institutionally created applications. The most important step in this change was the implementation of SunGard's Banner Enterprise Resource Planning (ERP) system. The Banner system, known at Citrus College as WingSpan, is an essential component of the college's administrative system.

In 2006, the TeCS Department was also restructured to enhance its ability to support the college's operations and improve effectiveness. Three functional groups were created to support each of three key technology areas. The Network, Central Computing and Telecommunications Group has responsibility for all networks, the college web site, email, central hardware, security, telephones and construction support. The Technology Operations and Support Services Group has responsibility for computer lab, classroom and staff desktop support, instructional software and hardware in classrooms and labs help desk support and training. The Instructional and Administrative Systems group implements, maintains all administrative software applications, and is responsible for supporting all state and federal reporting requirements. In support of the Banner WingSpan system, an ERP Coordinator was appointed to lead the continuing implementation and upgrading of the Banner WingSpan system. The coordinator chairs the Banner Working Group.

The change in technology focus was accompanied by a change in technology decision-making. Functional area managers and staff from student, instruction and administrative services now collaborate with the TeCS Department to plan and implement technology projects. To ensure the Banner WingSpan system continues to meet the college needs, a Banner Working Group was formed to set priorities for future upgrades and to coordinate implementation. This cross-functional group is composed of functional area leaders from credit and non-credit instruction; student services offices of Admission and Records, Counseling, and Financial Aid; administrative offices of Finance and Human Resources; and a representative from the TeCS Department. Several deans from Academic Affairs meet regularly with the TeCS Department to plan and coordinate upgrades to classrooms and teaching laboratories. A subcommittee of the Academic Senate, the Academic Computing Committee, has met with representatives from the TeCS Department to clarify teaching needs in the classroom. The TeCS Department is now an integral part of college-wide construction with a representative sitting on the Construction Projects Committee to ensure that technology is considered in all building projects.

Additionally, in support of this change in focus, technology is integrated into many aspects of governance at Citrus College. The technology governance committee, the College Information Technology Committee, was formed to develop policies and procedures related to technology and to undertake technology planning for the college. The CITC developed a Technology Master Plan not only to guide the implementation of technology at the college, but also to support the Educational and Facilities Master Plan and college's Strategic Plan. In addition to the CITC, the TeCS Department has representation on many governance committees: Physical Resources, Fiscal Resources, Institutional Research, Educational Programs, and Steering. In addition, the Chief Information Services Officer (CISO) attends the President's Council Meetings and Board of Trustee meetings.

D. Special Accomplishments

Integrated College Web Site

In 2006, a cross-functional task force led a comprehensive restructuring of the college's web environment consolidating four separate Internet sites to form the current site. The new site was developed using a content management system (CMS) provided by Sector Point. The task force designed a format that allows easy and consistent navigation throughout the web site while providing flexibility for individual offices and departments to present their web pages. The TeCS Department provides design support and training to assist offices and departments to maintain their sites. An intranet site was also developed for use by Citrus College faculty and staff. The intranet enables working groups to share materials. The intranet also provides a platform for offices and departments to share information, resources and forms with the entire college community. The Haugh Performing Arts Center also developed a new Internet site using the Sector Point tools.

Emergency Communications

The college has implemented an emergency communications tool, Citrus Alert, using Blackboard's Connect-ED tool. In the event of an emergency, the college is able to communicate quickly with students, faculty and staff via phone, email and text messaging.

Infrastructure Upgrades

During the current reporting period, the college has almost completely upgraded its administrative applications and supporting hardware. The college technology environment is network based. Servers, with large storage capacity, allow faculty to provide file sharing with students in computer labs as well as secure private data storage and sharing. Staff use the file-sharing environment on the servers to create information and data resources for use by all members of a department or office. A variety of hardware platforms, including Intel-based desktops as well as Apple computers, is provided for faculty and staff. Every network user has access to word processing, presentation, spreadsheet, database, and communication software and many discipline specific packages are available. Network servers provide centralized printing and file sharing support to all administrative and instructional users.

Banner WingSpan Implementation

A new enterprise resources planning system, the Banner WingSpan system, replaced the legacy student system during this reporting period. WingSpan includes the student, financial aid and human resource modules. Several related applications are integrated with Banner WingSpan system to support college information processing needs. A document processing system, Xtender, and a reporting tool, Crystal Reports, are directly linked to the Banner WingSpan system. Other applications integrated with the Banner WingSpan system include third party support applications for forms printing (Evisions), online fee payment (Official Payments) and computer job scheduling (AppWorx).

Technology Board Policy and Administrative Procedures

A board policy and seven related administrative procedures were developed to guide and govern technology use throughout the campus. Board Policy 3720, Computer and Network Use, creates the authority and defines the scope of application for all related administrative procedures.

The related administrative procedures define the procedures and their application to technology across campus. These administrative procedures are:

- AP 3720 - Acceptable Computer and Network Use
- AP 3721 - Computer and Network Account and Password Management
- AP 3722 - Computer and Network Connectivity and Access
- AP 3723 - Electronic Mail and Bulk Electronic Distribution
- AP 3724 - Data and Information Protection
- AP 3725 - Electronic Equipment Disposition
- AP 3726 - Telephone Services

An additional administrative procedure defining guidelines for web publications, AP 3727 - Web Publishing, is being developed by CITC.

E. Training

The TeCS Department provides desktop training in general applications such as Microsoft Word and Excel in scheduled workshops and one-on-one work sessions. The one-on-one work sessions focus on the detailed needs of the trainee and meet the specific needs of one office or department. The Microsoft Information Technology Academy is also available for faculty and staff training. This training can be used to prepare participants for Microsoft certification exams. As each module of the Banner WingSpan system is implemented, new training requirements for staff and faculty have followed. For new modules and applications, consultants provide training for functional area experts and technical staff. A TeCS Department staff member or a trained member of the respective office provides detailed training for staff via one-on-one sessions.

The deans and academic division support staff require specific training with each scheduling cycle due to upgrades to the Banner WingSpan system. A team of staff members from Instruction Services, Admissions and Records, and the TeCS Department provide this training. Following each training session, instructional staff members who would like additional help developing the academic schedule in Banner can attend work sessions. This Banner instructional training team also conducts review sessions to help faculty obtain rosters and input grades. Consultants provide training for offices that require annual Banner WingSpan upgrades, such as Financial Aid.

In conjunction with the TeCS Department, specific programs offer specialized technology training as needed. For example, training in CurricUNET is presented at the first Curriculum Committee meeting each academic year, as part of the Student Learning Outcomes Assessment workshops (SLO Marathons). One-on-one training is also provided by members of the Curriculum Technical Review Committee.

3. Service Recipients

A. Summary

The TeCS Department services all members of the Citrus College community. Students utilize technology to apply to the college, register for classes, and complete coursework. Faculty use technology to develop curriculum, obtain class rosters, input course grades and provide a distance-learning environment. Staff employ technology for purchasing, scheduling, managing student data, communicating, and managing their daily work. Managers rely on technology for data and statistical analysis to support planning and decision-making.

B. Students

Student Support Applications

All students utilize technology supported by the TeCS Department from their original application to the college through the completion of their educational goals. The number of students served at the college is listed in Table 1.

Table 1 – Student Headcount and FTES

	2006-2007	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	20,525	23,410	21,564	20,864
FTES				
Credit	9,983.86	10,422.03	12,318.65	11,081.99
Non-Credit	1,013.35	1,464.16	624.74	768.63

The TeCS Department collaborates with the Student Services and Academic Affairs to provide technology that supports students. The TeCS Department manages or supports many applications that enable matriculation and educational goal achievement. These applications are listed in Table 2.

Table 2 – Student Related Applications

Application	Function	On campus or offsite
CCCApply	Application to college	Offsite
Accuplacer	Placement testing	Offsite
SARS Suite	Counseling data management	On campus
Cynosure	Online orientation	On campus
HEAT	Online counseling – in pilot mode	On campus
RoboTranscript	Automated transcript ordering	Offsite

Banner Student Services Module	- Registration - Academic Scheduling - Academic History - Transcripts	On campus
Banner Financial Aid Module	Financial aid	On campus
Banner Human Resources	Student employment on campus	On campus
Document Scanning	Xtender	On campus
Blackboard	Online course management	Offsite
Citrus Alert	Emergency notification	Offsite
Microsoft Live	Student emails	Offsite
CurricUNET	Curriculum management	Offsite
HRS	Human Resources/ Payroll	Offsite
Peoplesoft	Fiscal services	Offsite

Classroom and Laboratory Instructional Equipment

The TeCS Department maintains technology equipment in classrooms across campus. Over 1000 PC desktops and 50 Macintosh desktops are maintained in 39 labs and classrooms. Podium systems, which provide desktop and project equipment for instruction, are supported in over 100 classrooms. Table 3 below provides a summary of classroom and laboratory equipment.

Table 3 - Instructional Equipment Supported by the TeCS Department

Building	Podium Systems	Computers	
		PC	Macs
Totals	105	1004	52
Art Center	2	34	
Annex	2		
Aquatics	1		
Auto Tech	3		
Center for Innovation	3	24	
ED	4	134	
ES	2		
HH	2	21	
IS	3	140	
LB	27	41	30
Lec Hall	3		
Library	2	102	
LL	3	31	
LS	6	49	
Main Gym	2		
Math	12	121	
P3	2		
PA	3		
PC	11	153	
PS	4	113	

Tech A	1		
Tech C	7	41	22

C. Faculty and Staff

The TeCS Department supports all faculty and staff technology needs on campus. The groups and numbers supported include:

Table 4 – Employee Groups as of October 1, 2010

Employee Group	
Educational Administrator	30
Faculty - Tenured/Tenure Track	168
Faculty - Adjunct	261
Classified Administrator	6
Classified Professional	33
Classified Support	291
Totals	789

Source CCCCO Data Mart annual report as of October 1, 2010

Faculty and Staff Applications

The applications managed by the TeCS Department that support staff and faculty include:

Table 5 – Faculty and Staff Applications Supported by TeCS Department

Application	Function	On campus or offsite
Frontrange	Work order system	On campus
Banner Human Resources	Student employment on campus	On campus
Document Scanning	Xtender	On campus
Citrus Alert	Emergency notification	Offsite
Microsoft Live	Student emails	Offsite
Crystal Reports	Report writer	On campus
Collegenet R25	Room scheduling	On campus
Xtender	Document Scanning	On campus
PeopleAdmin	Employment application	Offsite
Banner Human Resources System	Human resources data management	On campus

Faculty and Staff Desktop Maintenance

The TeCS Department supports all faculty and staff desktops. This includes maintenance of hardware and software for the desktop as well as related peripherals including printers and scanners. 285 staff computers and 185 faculty computers are being supported.

D. Other - Technology Collaborations with Other Departments

The Office of Institutional Research (OIR) works closely and collaboratively with the TeCS Department to meet the research and reporting needs of the college. The OIR and the TeCS Department have developed a shared data environment using the Operational Data Storage (ODS) component of the Banner WingSpan system. Transactional and longitudinal data from both the college's and the California Community College Chancellor Office's (CCCCO) databases are maintained in the ODS and made available to the OIR staff. In addition, the TeCS Department and the OIR have developed a second research database that accommodates historic data from the college's legacy system and enables the OIR to combine current and future data from the Banner WingSpan system. The OIR implemented an online work request environment in spring 2009 to track and manage their own reporting request.

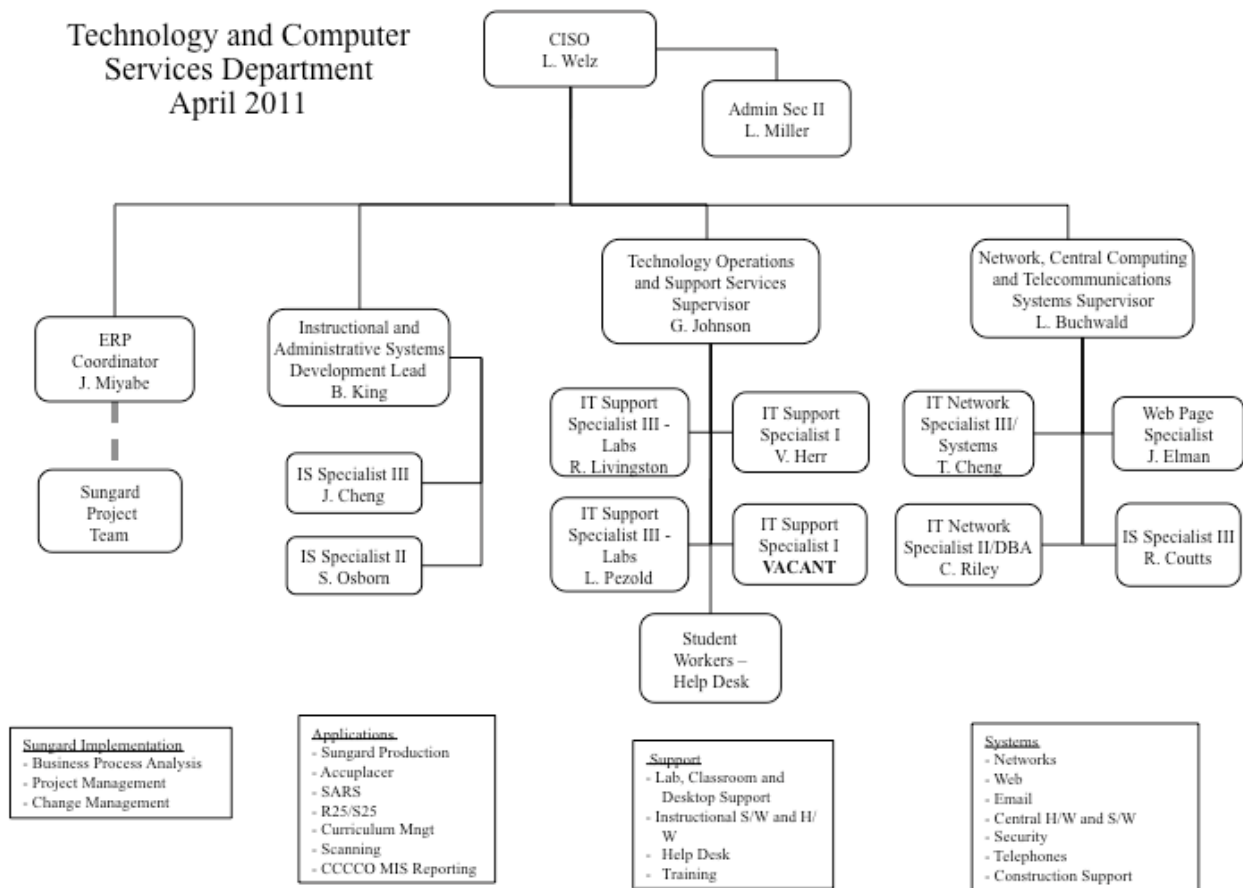
The TeCS Department works with several other offices and departments at the college to provide technology support and facilities. The Library provides an extensive online research environment, open computer labs, and computer classrooms. The Audiovisual Department, managed by the Dean of Business, CSIS, Distance Education, and Library, provides audiovisual equipment upon request and assists in the maintenance of classroom projection equipment. The Distance Education Office provides support for the Blackboard course management system including training for faculty using Blackboard, support for students using Blackboard and management of the remote Blackboard system. The Reprographics Center manages all technology support for publications and printing. The Office of Purchasing and Warehouse manages the college purchasing system, Escape.

4. Staff Resources

A. Organizational Charts

The Chief Information Services Officer reports directly to the Superintendent/President and leads the TeCS Department. The TeCS Department has a staff of 15 including the CISO, 2 supervisors and 13 classified staff. One position remains vacant. Student workers provide help desk support.

Chart 1 – Technology and Computer Services Department Organization



B. Assignments and Specialties

The TeCS Department supports the technology needs of the college in all areas of instruction and administration from the central systems to individual desktops. The staff is composed of individuals trained in their area of specialty.

Table 6 - TeCS Department Staff Assignments

Qty	Position	Assignment or Specialty
1	Chief Information Services Officer	Department Management
1	Administrative Secretary II	Supports technology purchasing; maintains all department records and paperwork; tracks department budgets; provides all administrative support; serves as the recording secretary for the governance committee, College Information Technology Committee
1	ERP Coordinator	Organizes and coordinates all work related to the maintenance, operations and upgrades for the Banner WingSpan system; works with staff from both within and outside the TeCS Department
1	Instructional and Administrative Systems Development Lead	Provides data and technical expertise and leadership; develops and maintains applications and programs for administrative and instructional support systems
1	Programmer Analyst III	Develops and maintains applications and programs for administrative and instructional support systems, leads development efforts
1	Programmer Analyst II	Develops and maintains applications and programs for administrative and instructional support systems
1	Technology Operations and Support Services Supervisor	Supervises all tasks and activities related to desktop hardware and software in both classrooms, labs and offices
2	IT Support Specialist III - Labs	Provides workstation technical support for classrooms and offices
1	IT Support Specialist I - Labs	Provides workstation technical support for classrooms and offices
1	Network, Central Computing and Telecommunications Systems Supervisor	Supervises networks, email, central hardware and software systems, security, telecommunications and the college web site
1	IT Support Specialist III - Networks	Supports and maintains system hardware, network and telecommunication equipment and related applications
1	IT Support Specialist II - Networks and DB	Supports and maintains system hardware and related applications; performs database analysis and maintenance
1	IT Support Specialist III - Systems	Performs system maintenance and backups
1	Web Page Specialist	Maintains and updates the college web site and web pages, trains end users on web page use and updates, assists in designing new web pages

C. Staff Preparation and Training

TeCS staff receive training as new jobs tasks and assignments arise and as new applications are introduced.

Hardware:

Network and system staff members have received training in maintenance and upgrades of network equipment upgrades by Extreme Networks and in the maintenance and upgrades of virtualization servers and clients by Systems Technology Associates.

Desktop/Workstations:

Operations support staff are using Microsoft Academy to train for the upgrade to Windows 7.

Applications:

Programming staff members have received the following training:

Chancellor's Office Management Information System Unit

Trainings presented by the Chancellor's Office Management Information System Unit of the Technology, Research and Information System Division. These may be in-person trainings or presentations made via the webinars.

CCCApply - Online College Application Processing

Annual seminars presented by Xap Corporation cover the yearly updates and changes in CCCApply. In addition, online webinars focus on specific data changes.

CurricUNET - Curriculum Management Application

Six online webinars lead by the CCCCCO that covered the new CurricUNET statewide curriculum approval process.

Resource 25 – College Room and Resource Scheduling Application

Training conferences provided by Collegenet Corp. to learn about R25 room scheduling options and upgrades.

DegreeWorks - Degree Audit and Student Education Planning Applications

Training conference presented procedures for implementation of DegreeWorks.

D. Professional Activities and Committee Participation

Professional Memberships

As an institution, Citrus College has memberships in two professional organizations related to technology in higher education: Educause and the League for Innovation in the Community Colleges.

Members of the TeCS Department participate in the Chief Information Services Officers Association, CISOA. Citrus is represented on the Chancellor's Office Systemwide Architecture Committee by Leigh Buchwald, Network Central Computing and Telecommunications Systems Supervisor. Joyce Miyabe, ERP Coordinator, is the Citrus Representative to the California Community College Banner Working Group and a member of the Configuration Control Board for that organization.

TeCS staff members have attended conferences presented by the following professional organizations:

- Educause
- League for Innovation in the Community Colleges
- Educause Security
- Society for College and University Planning – SCUP
- SunGard Higher Education Banner Summit

Professional Presentations

The following professional presentations were made by members of the TeCS staff:

February 2008 - *Dealing with Challenges in a Time of Change* at the Association of California Community College Administrators (ACCCA) 33rd Annual Conference. Irene Malmgren, Roberta Eisel, Sylvia Smythe and Linda Welz.

October 2008 - *CCCCO MIS Reporting and Banner, Tips and Tricks*. California at the Community College Banner Working Group Conference. Joyce Miyabe and Linda Welz.

February 2011 - *Finally, Required Orientation for Student Success with Online Support*. League for Innovation in the Community Colleges Innovations 2011 Conference. Lucinda Over, Kristie Shimokawa and Linda Welz

College Committees

Members of the TeCS Department participate in governance committees including:

- Steering
- President's Council
- College Information Technology
- Physical Resources
- Financial Resources
- Educational Programs
- Institutional Research and Planning
- Student Learning Outcomes and Assessment (HotShots)

Members also participate in standing working groups and committees including:

- Accreditation
- Bond Construction Coordination
- Educational and Facilities Master Planning
- Enrollment Management
- Faculty Learning Institute
- Mandatory Orientation Committee
- Matriculation Committee
- Scholarship
- Strategic Planning
- Student Services Counselors Coordination Meeting

E. Other – Awards Received

Leigh Buchwald received the first “Shining Star” award for Technology - August 2010

5. Physical Resources

A. Building and Facilities

Buildings

The TeCS Department is housed in the Information Services (IS) Building. All department offices and the main server room are located in the building. Additionally, networking and communications equipment is located in equipment closets throughout the campus. A large storage bin located on the south side of the IS Building provides storage for equipment and tools.

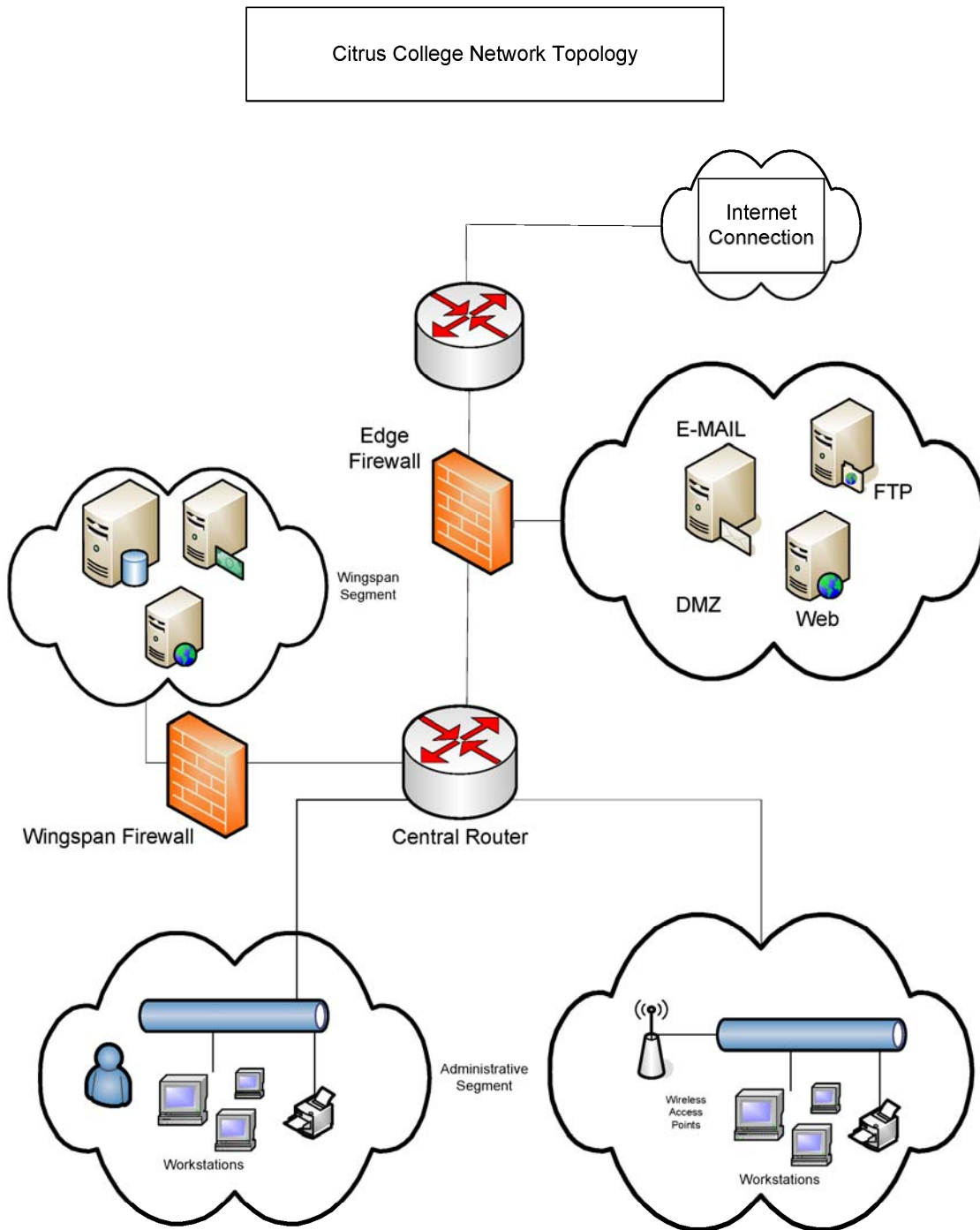
Network and Infrastructure

The TeCS Department administers the college's technology infrastructure including the network, central computer server room and equipment, and telephones. The Citrus College computer network core is a switched 100-gigabit Ethernet with 1-gigabit Ethernet fiber connecting individual buildings to the core and a DS3 fiber optic high-speed connection to the Internet. The college network has a backbone with fiber-optic cable, as well as twisted pair copper wiring to support communications. The core network has two secured segments, one administrative and the second instructional with additional segmentation as required for support services within the instructional environment. Wireless networking is available in several public areas of the campus such as the student center, cafeteria, Library, Life Long Learning Center, and Center for Innovation for individual laptop and PDA users. Wireless will also soon be available in the Math Building. The TeCS Department maintains computer servers in a secure room with environmental control and uninterrupted power supply (UPS). In 2007, the TeCS Department had a network security audit conducted by an outside vendor with no major findings. The department has implemented a five-year refresh plan to keep the college network up to date.

To ensure the reliability of the college's data resources, the TeCS Department has clustered major application servers. TeCS also maintains the storage area network (SANS) for the Banner WingSpan system on a multi-tiered cluster. The college has a contract for same day replacement for severe server failures. The disk drive can be replaced without loss of service.

The TeCS Department has implemented a three-level backup strategy and performs daily, incremental backups on all servers in the central server room. Tapes are stored in the department vault in the IS Building. Full backups are performed on weekends and the backups are stored locally in the cashier's vault in the Administration building as well as having the backups sent offsite for storage on a regular basis. The TeCS Department encourages staff and faculty to use central server disk storage for all data to ensure the data is backed up daily. Server space is also provided for data backup even if not utilized for daily processing.

Diagram 1 – Citrus College Network Topology



The TeCS Department has developed a disaster recovery plan to respond to the loss of the central server room as well as a major campus failure. Citrus College also participated in the CCCCO Statewide Architecture Committee disaster recovery plan using VM Ware.

System Security

Providing a secure technology infrastructure is a high priority for the college and security is a consideration for all technology facilities. Access to the campus central server room is limited to network and system administration personnel. All servers are maintained in this room with environmental control and UPS power support. The TeCS Department patches the server systems regularly with current operating system spy-ware and anti-virus software maintained from a central server. A perimeter firewall protects the college network. To provide additional security, the TeCS Department has split the network into two segments, administration and instruction. The college wireless network is limited to providing access to the Internet and does not provide direct access to college systems.

Users access all applications, whether supported on campus or hosted offsite, via assigned user logons and passwords. Password authorization is required for all staff and faculty and is granted on an as-needed basis. The college provides access to college network resources only to active students. Students must renew their password at the beginning of every term. Users must obtain permission for access from the respective functional area managers. The TeCS Department then assigns the user ID logons and passwords. The CITC developed new board policies and administrative regulations that define acceptable computer and network use and include security and privacy provisions.

B. Equipment and Materials

Desktop Environments

The TeCS Department manages the desktop equipment in the majority of computer classrooms and labs across campus as well as staff and faculty desktops. Desktop computers are currently on a four-year replacement cycle. With almost 2000 computers in classrooms, labs and on staff and faculty desktops, this equates to a replacement of approximately 500 desktop computers per year. Since replacement is not always feasible due to funding restraints, within any given budget year the TeCS Department replaces the oldest computers first. Exceptions occur when faculty or staff members require an upgrade to their desktop to accomplish given tasks. Construction projects that include funds for new desktop computers supplement the desktop replacement cycle. Grants also periodically provide funding for computer equipment.

The TeCS Department licenses desktop and general use software. The college purchases the majority of the licenses from the Foundation for California Community Colleges. Twice a year, the TeCS Department upgrades and/or replaces instructional software in classrooms and labs. Faculty requests are made to their respective deans for software upgrades in classrooms and labs.

The Operations and Technology Support Group provides general maintenance and support for all desktops. In 2006, the TeCS Department implemented an online work order system supported by

the Footprints application to manage desktop support. Staff can submit and track their work orders online. Non-TeCS department personnel provide technical support to a few areas of the college.

C. Applications and Software

The TeCS Department implements and maintains all administrative software applications and is responsible for supporting all state and federal reporting requirements.

The core of the administrative systems is the Banner WingSpan system, which includes the student, financial aid and human resource modules. Several related applications are integrated with the Banner WingSpan system to support college information processing needs. A document imaging system, Xtender, and a reporting tool, Crystal Reports, are directly linked to the Banner WingSpan system. Admissions and Records, Financial Aid and Fiscal Service use Xtender extensively to store and access supporting documentation. The TeCS Department and Institutional Research utilizes Crystal Reports to develop reporting tools that can be accessed by Student Services and Academic Affairs offices to run reports as needed. Other applications integrated with the Banner WingSpan system include third party support applications for forms printing (Evisions), online fee payment (Official) and computer job scheduling (AppWorx).

Several additional applications not directly integrated with the Banner WingSpan system have been implemented or expanded to support specific college processing needs. The SARS-SUITE provides counselors with appointment tracking, early alert functions, reminder calls, and reporting support. Data from the SARS-SUITE is interfaced to WingSpan and used by the TeCS Department for state reporting. Academic Affairs has implemented an enrollment management application (EMS) that allows deans to accurately manage enrollment data and the TeCS Department provides data for that application. Collegenet's Resource 25 is enabling the college to coordinated academic room scheduling with meeting and event management. The NoHo Software application provides administrative processing support for the childcare center. TeCS support staff maintain the system and implement updates as needed. To record student attendance in computer, science, music and dance labs, an attendance tracking system, CI Tracker, was implemented. CI Track records the course a student worked on while in the lab as well as the time spent on the assignment. TeCS staff retrieve data from CI Track and provide it to Admissions and Records for apportionment reporting.

Supported Third-Party Hosted Applications

To maximize the ability of the college to provide technology applications and support with limited staff, the college has chosen to implement several systems that are fully hosted by the application provider. As noted above, the college uses Blackboard as the course management system in a fully hosted environment. To provide current enrollment information to Blackboard, the college implemented an interface between the Banner WingSpan system and the hosted Blackboard environment. Curriculum development and maintenance has been automated with the CurricUNET application, again fully hosted and maintained offsite. Assessment testing is supported by the CollegeBoard's Accuplacer Testing systems, which is also hosted offsite. Students access the Accuplacer testing services from the Testing Center on campus, and, when testing is complete, their scores are automatically uploaded to the Banner WingSpan system. Community Education is implementing a fully hosted third-party support environment, Lumens, in spring of 2009 to manage course advertisements, student records, and faculty assignments. In February 2009, Citrus College

began using the CCCApply application system supported by Californian Community College Chancellor's office. Financial Systems continues to be fully support by Los Angeles County Office of Education (LACOE) including the accounting, payroll and some human resources functions. The Human Resources Department implemented an applicant tracking system hosted by PeopleAdmin.

6. Fiscal Resources

A. Budget

The TeCS Department budget from the general fund supports department salaries and supplies, college wide software licenses, support contracts and equipment purchases for both new and replacement equipment primarily for the central server room and larger applications. A small percentage of this budget supports the desktop replacement cycle.

The TeCS Department dedicates a portion of its budget to keeping the desktops and peripheral equipment up-to-date. As stated above, desktop computers are currently on a four-year replacement cycle although replacement is not always feasible because of funding restraints. Construction projects, categorical programs and grants often include funds for new desktop computers and thus assistance to the replacement cycle. The five-year network refresh plan developed in 2007 is a major step forward to ensuring that the college will have sufficient network resources to support its programs.

Table 7 – TeCS Department General Funds Budget

	FY 05_06	FY 06_07	FY 07_08	FY 08_09	FY 09_10	FY 10_11
% of Budget	56.0	57.7	55.1	56.5	56.1	55.5
Salary	1,063,003	1,199,575	1,212,526	1,228,805	1,272,788	1,313,171
% of Budget	16.95	17.06	16.92	18.32	19.30	20.8
Benefits	321,713	354,385	372,375	398,498	437,359	492,331
% of Budget	5.36	3.41	1.40	4.06	1.63	1.6
Supplies	101,787	70,810	30,904	37,211	37,000	37,000
% of Budget	0.72	1.17	1.86	0.92	0.00	0.0
Travel	13,578	24,408	40,852	5,060	0	0
% of Budget	14.62	11.51	16.36	16.02	16.47	16.1
SW Licenses	277,568	239,210	360,157	360,862	373,120	373,120
% of Budget	6.34	9.12	8.36	3.22	6.62	6.5
Equipment	120,405	189,492	184,046	145,152	150,000	150,000

Total Budget	1,898,054	2,077,880	2,200,860	2,175,588	2,270,267	2,365,622
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B. State Programs

The TeCS Department has received Telecommunications and Technology Program (TTIP) funding from the Chancellor's office for the last 10 years. These funds have supported the purchases of servers for the central server room and most recently the new electronic signage in the CI Building. These funds have been slowly decreasing over the last five years.

While TeCS will not be receiving direct funding, the TTIP program does support Butte Technology Center, CCCConfer video conferencing, CENIC and CALWren statewide networks, which all support the Citrus College campus.

C. Incentive Programs

Science, Technology, Engineering and Math Grant

Supported by funds from a Science, Technology, Engineering and Math (STEM) Center grant, a pilot project was begun in the spring 2009 to replace current desktop computers with a virtualized computing environment. A new computer math lab and online tutoring environment will be implemented using this new technology. Through this pilot project, the TeCS Department obtained training and experience for implementing and supporting a virtual desktop environment.

Hispanic Serving Institutions Grant

This grant provided funds to replace desktop computers in the Writing Café.

D. Other

Fund 41 - Capitol Development Funds

The TeCS Department has received support from Capital Development Funds for major hardware and equipment upgrades and expansion. Projects include a five-year plan to fully upgrade the campus wide network. The funds also supported a major upgrade for the telephone system in December 2010. All switches were upgraded and all desktop phones were replaced.

Fund 42 - Revenue Construction Bond Funds

Revenue Construction Bond funds, Measure G, provided the funds for the original purchase and implementation of the SunGard Banner ERP System know as WingSpan. These funds supported the original purchases as well as 10 years of support (October 2005 - 2015) for the following SunGard products:

- Banner Student, Financial Aid and Human Resource modules
- Workflow Application
- Luminis, the Student Portal Application
- Xtender, the document scanning and storage application
- Operational Data Storage (ODS), the reporting application.

In addition, Measure G funds also covered consulting support for eight years (2005 - 2013) for the WingSpan project; the purchase and eight years of support for the Oracle database used with the Banner SunGard products; and the purchase and five years of support for the hardware required for the Banner applications. When the Measure G support ends, support and consulting for WingSpan will need to be moved to the general fund.

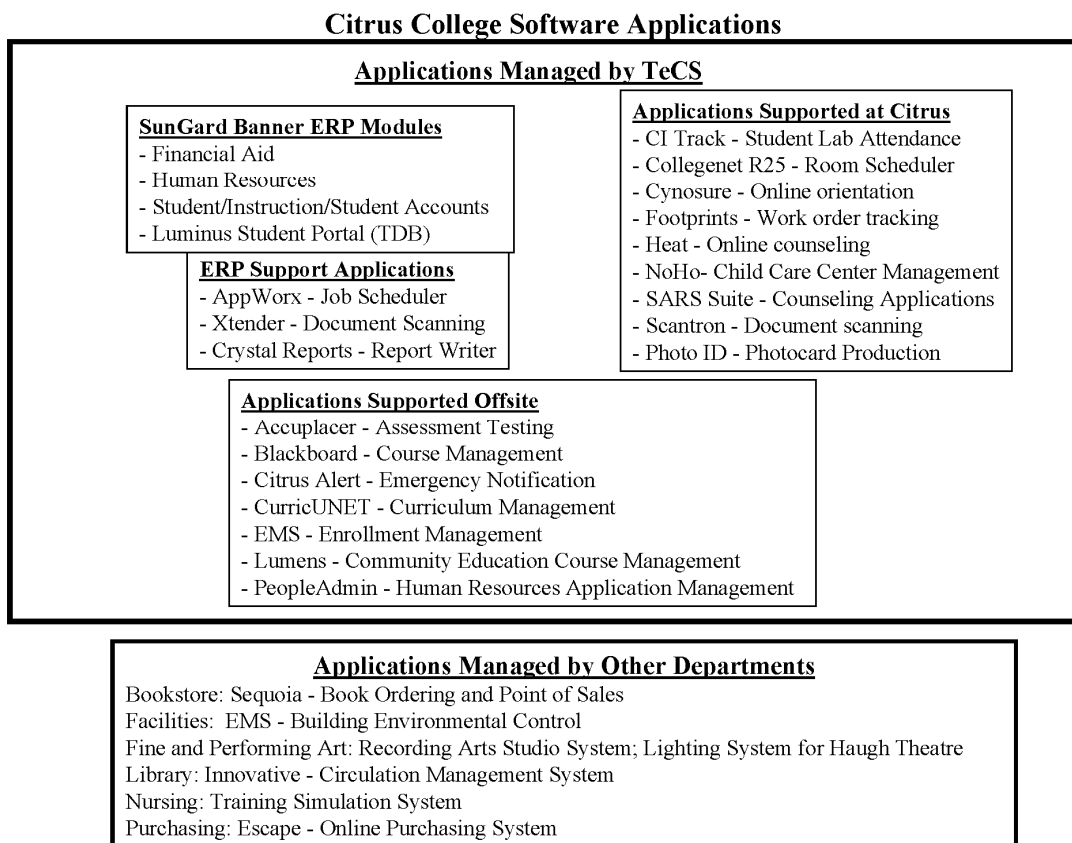
7. Program Performance

A. Quantitative Performance Measurements

Application Support

The TeCS Department maintains, supports or assists almost 30 applications. These applications are documented in Diagram 2.

Diagram 2 – Citrus College Software Applications



Data interfaces are maintained between multiple systems. These interfaces are documented the table below:

Table 8 – Banner Interfaces

Interface Type	Interface Application
Input to Banner	CCCApply for applications Accuplacer for assessment testing SARS for counseling data
Two-way interface	Cynosure for online orientation
Output from Banner	Blackboard for course work Bookstore for test book purchasing CI Track to record student work hours Citrus Alert for emergency communication Enrollment Management System Footprint for online counseling LA County Peoplesoft for payroll Photo ID system RoboTranscript for automated transcripts

The TeCS Department’s work load varies based on multiple factors including annual reporting cycles, data requests from departments, and student data processing needs. The items below document the workload from January through May 2011:

- Wrote 235 scripts for data extraction and report writing
- Created 30 reports put into crystal reports for TeCS and supported departments to run
- Supported the Institutional Research Department’s work on the Education and Facilities Master Plan
- Developed Student Conduct Database
- Modified 60 data inputs for Banner CCCCCO MIS reporting engine
- Upgraded VTEA and Student Matriculation MIS report extracts and files
- Created over 50 ad hoc reports/data pulls for consultant support
- Distributed 20 to 25 large group emails per week

In 2007, TeCS implemented a formal work order system for the Operations and Support Group to track their services requests. This group has processed over 3200 work orders each year since 2007. Table 9 below documents the work orders processed.

**Table 9 - Work Order Summary by Category
With Annual and Category Totals and Percentages**

	2007	2008	2009	2010		
Totals	3756	3216	3085	3496	13553	
					Totals	% of Total
Banner	0	17	25	35	77	0.6
Diagnose/Repair	972	0	0	0	972	7.2
D/R Hardware	0	359	340	447	1146	8.5
D/R Software	0	158	151	244	553	4.1
D/R Peripherals	0	63	66	77	206	1.5
E-Mail Other	0	132	102	77	311	2.3
E-Mail Reset Password	0	200	219	224	643	4.7
E-Mail Not Working	203	123	54	56	436	3.2
Install Equipment	16	138	115	107	376	2.8
Install Software	342	343	337	283	1305	9.6
Mapping Request	0	48	54	18	120	0.9
Move Existing Equipment	59	55	51	48	213	1.6
Network Problem	86	120	85	116	407	3.0
Other	265	430	528	592	1815	13.4
Printer - Install Toner Cartridge	86	25	7	3	121	0.9
Printer - Install Fuser	0	2	1	7	10	0.1
Print - Problem	144	206	231	330	911	6.7
Projectors	0	6	23	37	66	0.5
Quote	0	3	22	17	42	0.3
Request New Equipment	103	29	12	20	164	1.2
Server Permissions	0	0	75	29	104	0.8
Service Request	1068	225	308	228	1829	13.5
Suspected Virus	33	39	71	131	274	2.0
Telephone Move	40	27	22	17	106	0.8
Telephone Other	0	65	103	256	424	3.1
Telephone Repair	0	59	44	66	169	1.2
Training Instruction	23	14	5	13	55	0.4
Wingspan Login Permission	12	21	34	18	85	0.6
Misc	304	309	0	0	613	4.5

B. Qualitative Performance Measurements by Program

2007 All-Employee Survey

The 2007 All-Employee Survey included three questions related to technology and equipment use on campus. These results showed that the majority of staff are satisfied with the technology provided.

3.0 Evaluation, Planning and Improvement – Questions in this area addressed how the college measures its own progress. The question related to technology in this area was 3.8: “Citrus provides adequate opportunities for training in technology related to my area of responsibility.” The response to this question indicated that 68% of staff felt training was adequate.

Strongly agree	21.9%
Agree	46.7%
Disagree	17.7%
Strongly Disagree	5.0%
Not Applicable/Don’t Know	8.8%

5.0 Organization – This section asked the college to evaluate if they have adequate resources to help students learn and succeed. Technology was addressed by Question 5.3 “The technology available on campus adequately meets my needs”. Eighty percent of respondents agreed with this statement.

Strongly agree	25.5%
Agree	55.2%
Disagree	13.2%
Strongly Disagree	3.0%
Not Applicable/Don’t Know	3.1%

6.0 Student Learning Outcomes – These questions were design to determine if the college is doing a good job at supporting student learning. One question asked was, “If you could improve something at Citrus, what would that be?” Nine options were provided and staff could choose two. Of the 535 responses, 25 (4.6%) responded that equipment and technology needs to be improved:

Faculty	16
Classified Employees	8
Management	0
Confidential/Supervisory	0
Student Worker	1

Community College Survey of Student Engagement

Citrus College has participated in the Community College Survey of Student Engagement (CCSSE) in 2008 and 2010. Several questions in the survey describe student use of technology. The results indicate that the use of the Internet and email has increased; computer use is emphasized in academic work; and students are generally satisfied with the computer labs and services. These results are show in Table 9.

**Table 10 - Response to CCSSE Computer-Related Questions
From 2008 and 2010 CCSSE Survey**

CCSSE Technology Related Questions - Answers are in percent of respondents				
Part of CCSSE Question 4 In your experiences at this college during the current school year, about how often have you done each of the following?				
j. Used the Internet or instant messaging to work on an assignment	Very Often	Often	Sometimes	Never
2008 CCSSE Survey	27	27	26	20
2010 CCSSE Survey	33	30	26	11
k. Used e-mail to communicate with an instructor	Very Often	Often	Sometimes	Never
2008 CCSSE Survey	14	20	32	34
2010 CCSSE Survey	20	30	34	17
Part of CCSSE Question 9 How much does this college emphasize each of the following?				
g. Using computers in academic work	Very Often	Quite a bit	Some	Very little
2008 CCSSE Survey	40	29	22	10
2010 CCSSE Survey	41	32	21	6
Part of CCSSEE Question 13 This section has three parts. Please answer all three parts including:				
(1) HOW OFTEN do you use the following services - Computer lab	Often	Sometimes	Rarely/ Never	Don't know N.A.
2008 CCSSE Survey	34	28	23	15
2010 CCSSE Survey	32	30	26	12
(2) HOW SATISFIED you are with the services - Computer lab	Very	Somewhat	Not at all	N.A.
2008 CCSSE Survey	42	30	6	23
2010 CCSSE Survey	41	31	8	20
(3) HOW IMPORTANT the services are to you at this college - Computer lab	Very	Somewhat	Not at all	
2008 CCSSE Survey	58	28	14	
2010 CCSSE Survey	59	28	13	

During the 2010 CCSSE survey, additional technology questions were added. Again, these results show that students are generally satisfied with the technology support provided at Citrus. The results from the technology questions are shown in Table 11.

Table 11 - CCSSE Special Technology Questions from 2010

Item	Result	Count	Percent
6. When appropriate, faculty effectively incorporates the use of computers and other technology into their teaching.	Strongly agree	260	31.0
	Agree	392	46.9
	Disagree	140	16.7
	Strongly disagree	26	3.1
	Not applicable	16	2.2
	Total	837	
8. I can find the information I need on the college's Web site	Very often	314	37.6
	Often	320	39.0
	Occasionally	177	20.0
	Never	24	8.4
	Total	835	
10. Where is the primary location that you use computers to do school work?	At my home	622	75.5
	At someone else's home	44	5.4
	At this college	129	15.7
	At my job	20	2.4
	other	9	1.1
	Total	824	
12. How often has your course performance or grades been affected because you had trouble with technological skills?	Very Often	34	4.1
	Often	81	9.8
	Occasionally	195	23.6
	Seldom	244	29.5
	Never	274	33.1
	Total	828	
14. At this college, assistance is available when I experience problems using computers and other technology.	Strongly agree	166	20.5
	Agree	457	56.5
	Disagree	139	17.2
	Strongly disagree	47	5.8
	Total	809	
16. I primarily use technology at this college to:	Obtain Web-based information and materials for my courses	484	59.8
	Contact faculty	68	8.4
	Perform web-based research	137	17.0
	Access library resources (catalogs, databases, articles)	103	12.8
	Contact friends and family	17	2.0
	Total	809	
18. In an average week during this school year, how often do you use online communication for educational purposes?	Every day or almost every day	186	23.0
	Several times a day	279	34.3
	About once a week	219	27.0
	Never or almost never	127	15.7
	Total	811	
20. About how many hours do you spend in a typical 7-day week using a computer for class assignments?	None	43	5.3
	Between 1 - 4	394	48.3
	Between 5 - 10	273	33.4
	Between 11 - 20	74	9.1
	More than 20	32	3.9
	Total	816	

Security Audit

A security audit of the Citrus College network was conducted in January 2007. No major findings were reported. Three minor findings were reported. The first two findings were addressed in 2007: several network security upgrades were required and operating systems updates were needed. The third finding indicated that written policies related to network use were needed. These policies were developed by the CITC and were completed by spring 2010. The next security audit will be conducted in January 2012.

Campus Audit Report

The TeCS Department has provided input to the District Software Operating Environment audits in 2008, 2010 and 2011. Questions from this audit address areas of environmental controls, system security, program development and change, management of operation controls, configuration controls, problems and incident controls and disaster recovery planning. No findings have been reported from these audits.

C. Trends and Impacts on Institutional Planning

The expanding use of technology in all areas of the campus constantly challenges the TeCS Department's ability to provide support and maintenance. The items below indicate the areas of expansion that require support by the TeCS Department.

Use of new application to improve department efficiencies

Many departments are incorporating new applications to improve the efficiency of their operations and service. The TeCS Department participates in review, choosing and often implementing the applications. TeCS may also provide maintenance and support. Examples of these applications include CCCApply, RoboTranscripts, Online Orientation, online staff and faculty parking permits, database for tracking nursing student data,

Increasing number of classes and labs with computers and podiums systems

Classroom technology podiums include computers and project equipment. Over 100 classrooms and meeting rooms now use this equipment.

Increasing technology infrastructure

With the increasing number of applications, more servers and storage equipment is required. Servers are shared across applications as often as possible. With the increasing number of servers, more support equipment such as racks and cooling equipment is required in the server room.

With more equipment being distributed to all buildings across campus, the related communications infrastructure such as wiring, switches and routers are required. Wiring closets are also required for each building.

Increasing needs for data for decision making

Citrus is adapting a culture of data driven decisions. Data summaries and reports are needed for this effort. The requests for these reports have increased dramatically. While the TeCS Department creates all of the reports as many as possible are developed so that members of the departments and division across campus can run the reports without TeCS Department support.

Increasing need for reporting – state, federal and auditing

The CCCCCO requires 12 standard reports for each term as well as six annual reports. Data is supplies to the National Clearing House several times a term. The TeCS Department supplies data to many departments for auditing reports. The TeCS Department works with Admissions and Records to create the state apportionment report, the 320 Report.

D. Goals and Objectives

Technology planning was formalized in 2009 with the development of the Technology Master Plan. The Technology Master Plan identifies major information systems and technology goals. This formal plan not only guides the implementation of technology at the college, but also supports the Educational and Facilities Master Plan and the Citrus College Strategic Planning Goals. The Technology Master Plan encompasses the development, management, operation, maintenance, and evaluation of the infrastructure, administrative information systems, operations support, and management of web resources.

The Technology Master Plan is a living document. As projects are completed, as new priorities arise, and as strategies change, the objectives contained in the plan are modified to reflect the needs of the college. The Table 11 documents the goals developed for the 2009 – 2014 Technology Master Plan.

Table 12 – 2009 to 2014 Technology Goals

Technology Area	Goals
I. Administrative Information Systems	<ul style="list-style-type: none"> A. Provide appropriate technology and work flow to support department and division processes and functions. B. Provide student-centered services and support for the matriculation processes C. Provide a self-service reporting environment that allows users to dynamically gather and present information. D. Implement technical support processes that improve the efficiency of services and support for faculty and staff
II. Educational Technology	<ul style="list-style-type: none"> A. Support integration of technology in classrooms, teaching labs and online instructional environments based on curricular and instructional needs
III. Network, Infrastructure and Telecommunications	<ul style="list-style-type: none"> A. Provide reliable and secure technology services for voice, data and video services
IV. Operations and Support Services	<ul style="list-style-type: none"> A. Provide a service-oriented organization to meet the growing demand for technology support
V. Web Environment	<ul style="list-style-type: none"> A. Provide tools for users to manage the content of their web pages B. Provide an intranet environment that encourages communication and information sharing C. Provide an internet environment that

	provides the college with a current, accurate and relevant web presence
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8. Program Effectiveness and Needs

A. Effects on Student Outcomes

The TeCS Department, with the help of Student Learning Coordinator John Vaughn, developed Student Learning Outcomes (SLO) for the department in the spring of 2011. The SLOs are:

1. Students should be able to acquire information about technology services and incorporate the services into their educational planning.
2. Students should be able to understand the various communication options provided at Citrus College and know when to use each option.
3. Students should be able to access and efficiently utilize the technology tools and applications that support matriculation and educational goal completion.

B. Savings or Efficiency Measures

Desktop Replace Timeline

The timeline for desktop replacement was expanded from four to five or six years. With over 1000 computers in classrooms and labs and almost 500 faculty and staff desktops, a four-year cycle would be over 375 desktops per year. With a six-year cycle, the replace numbers are reduced to 250 per year.

Virtualization

Desktop virtualization is the creation of a virtual (rather than actual) version of an individual's desktop environment on a server rather than on one specific machine. This enables the individual to be machine independent and log on to their desktop environment from any location on campus.

This concept offers Citrus multiple opportunities for savings and efficiency improvements. The majority of computer classrooms and labs will no longer have to be specialized making class scheduling more flexible. There will be no need to update classroom and lab desktops every semester reducing the workload for the TeCS Department Technology Operations and Support Services group thus providing more time to support other areas of the college. The cost for virtual desktop equipment is less than one half the cost of a current desktop computer. Virtualized computer desktops require less space than traditional desktops. Related classroom furniture cost can be reduced and more desktop computers can be provided in existing classrooms and labs. The energy costs for each virtualized desktop is also reduced.

With help from funding from the STEM grant, the TeCS Department successfully piloted a virtual lab during the 2009/10 academic years. Desktop virtualization will be expanded across campus whenever feasible. The next major implementation will be the virtualization of the student computers in the library during the summer of 2011.

C. Resources Needed

Staffing

The TeCS Department needs support staff in the following areas.

Operations Support - 1 to 2 staff members.

The Operations Group consists of one supervisor and three support staff. The 2009-10 TTIP guidelines from the CCCCCO, recommends one Level 1 support technician for every 150 computers. With the increasing number of desktops and related peripherals in classrooms, labs and offices and the increasing number of classes with podium systems, support requirements are increasing dramatically. The TeCS department currently has one support technician for every 500 computers and is acutely understaffed in this area.

Network and Systems Support - 1 staff member

The Network group current has one supervisor and three support staff. The 2009-2010 TTIP guidelines from the CCCCCO recommend one network/systems support staff for every 300 computers. The TeCS Department current ratio is one technician for every 500 computers and is again seriously understaffed in this area.

Facilities

Server Room

The server room is in need of physical upgrades to support security and provide an optimal functioning environment. Separate physical storage for software to be stored outside the server room is needed for security.

Even with the expected power reduction that will be realized with increase virtualization, the air condition equipment, which is over 10 years old, is not reliable. Over the past two years, the air condition equipment has failed several times. The resultant rise in temperature to over 90 degrees has required the shutdown of the servers and supported applications to prevent damage to the servers.

No backup power supply is currently available for the server room. However, a campus capitol upgrade project includes plans for a generator to support the server room in case of power outages.

Office and Work Space

The office spaces for the TeCS Department were remodeled in the spring of 2006. However, no additional space is available to add offices for new staff members. In addition, workspace is limited for computer hardware repair and staging prior to deployment. Options for expansion include using IS 109, which is the oldest classroom in the IS building, moving the student open lab to the Student Center when that building is remodeled, and/or dedicating the IS 107 office space to the TeCS Department as that space becomes available.

Classroom Podium System Replacement Support

Instructional Equipment Funding provides funds to replace three to six podium systems per year. Again, there are no permanent funds in the TeCS general budget to support a podium replacement cycle.

Desktop Replacement Support

Currently, the TeCS Department budget does not include funds for a regular and predictable desktop replacement cycle. The college has been fortunate to provide funds from capitol building projects, grants and individual department budgets to support this replacement. The TeCS staff is continuing to collaborate with other departments to include one-time technology funding projects in new grant proposals.

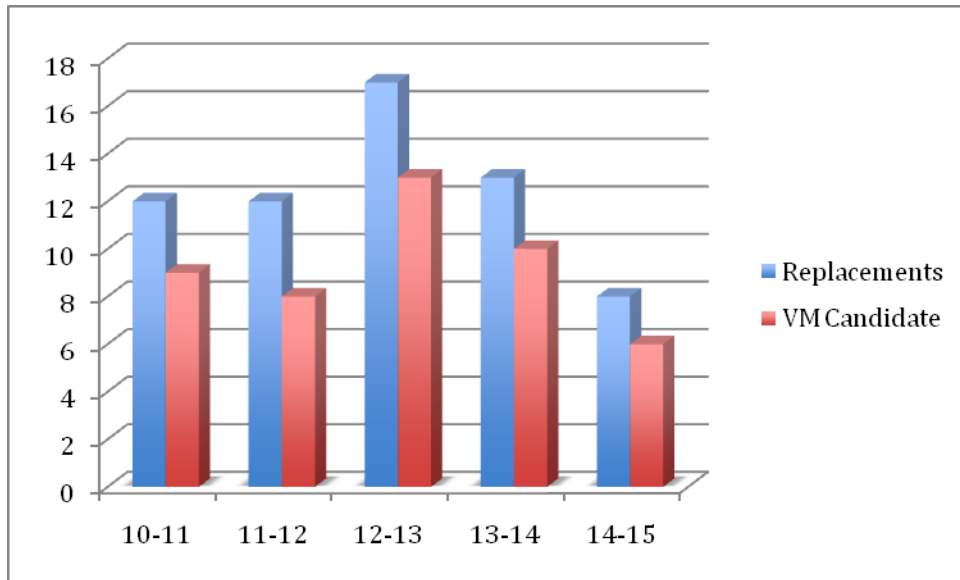
Infrastructure Replacement Support

Long-term planning for technology infrastructure needs is coordinated in governance committees. The Physical Resources Committee coordinates long-term planning for technology infrastructure needs. At these meetings multimedia, networking, telecommunications, and other technology needs are discussed including new construction, remodeling, and moving of technology resources and relocation of employees. The Construction Projects Committee manages the implementation of these major projects.

The servers that support the college infrastructure should be replaced on a five-year cycle. Beginning in fiscal year 2008-2009, the TeCS Department began using VMWare to assist in the replacement of campus servers.

Below is the projected replacement timing for the current server configuration. This diagram indicates the number of servers that are projected to be replaced each year and the number of servers that are candidates to move into the virtual server environment.

Diagram 3 – Server Replacement Cycle



9. Action Plan

Technology planning was formalized in 2009 with the development of the Technology Master Plan in 2009. The Technology Master Plan identifies major information systems and technology goals. This formal plan not only guides the implementation of technology at the college, but also supports the Educational and Facilities Master Plan and the Citrus College Strategic Plan. The Technology Master Plan encompasses the development, management, operation, maintenance, and evaluation of the infrastructure, administrative information systems, operations support, and management of web resources.

SWOT Analysis

The Technology Master Plan is based on a SWOT (Strength-Weakness-Opportunity-Threat) analysis conducted by CITC. The committee reviewed multiple external and internal documents and data sources to define the focus areas for technology planning. From these areas the implementation areas and goals, the annual action plans were developed.

Diagram 4 – Technology SWOT Analysis

SWOT		Internal Factors	
		Strengths	Weaknesses
External Influences	Opportunities	<u>Leverages</u> <ul style="list-style-type: none"> - Students able to work online - Web presence with Blackboard and WingSpan - Creative Marketing - Infrastructure including support of statewide CENIC system 	<u>Constraints</u> <ul style="list-style-type: none"> - Need to make more services available online - Need to increase redundancy in infrastructure – requires funding - Need to increase network availability
	Threats	<u>Vulnerabilities</u> <ul style="list-style-type: none"> - Constantly changing software versions - Budget constraints - More reporting requirements - Basic accessibility 	<u>Problems</u> <ul style="list-style-type: none"> - Lack of staffing - Budget cuts - Availability of computer labs

The Technology Master Plan is a living document. As projects are completed, as new priorities arise, and as strategies change the objectives contained in the plan are modified to reflect the needs of the college. The technology implementation areas and related goals developed for this plan are represented in Section 7E above. Each year strategies and objectives are developed for the implementation areas and goals. Table XX below contains the strategies and objectives for 2011-2012.

Table 13 - Implementation Objectives 2011-2012

1. Administrative Information Systems

Goal	Strategies and Objectives
1A: Provide appropriate technology and work flow to support department and division processes and functions	1. Update campus parking permit issue software process, assist campus safety in evaluating and implementing new parking permit software and procedures.
	2. Provide data conversion of Haugh Performing Art Center customer database for new online ticket sales product (tessitura).
	3. Provide financial interfaces between Financial Aid and campus Bookstore.
1B: Provide student centered services and support for the matriculation processes	1. Student Portal - An online student portal, MyWingSpan, will be launched
	2. Update and maintain cut scores and course placements in Accuplacer
1C: Provide a self-service reporting environment that allows users to dynamically gather and present information	1. Expand Reporting - Expand the self-service reporting environment so that offices and departments can generate reports as needed
	2. Convert data remaining on legacy system - Move the last of the legacy data to the Banner WingSpan or appropriate database so that data is available for research and reporting

2. Educational Technology

Goal	Strategies and Objectives
2A: Support integration of technology in classrooms, teaching labs and online instructional environments based on curricular and instructional needs	1. Desktop Videoconferencing - Provide training for staff and instructors on use of videoconferencing via desktop computers.
	2. Classroom content streaming and archiving Provide training and assistance to instructors and staff in appropriate use of equipment to record and stream live presentation over the web (MediaSite)
	3. Presentation technology updates for the classroom Update instructional equipment in classes replacing outdated projectors and adding document projectors and web cameras where appropriate
	4. Replace and expand student computers in the Learning Resource Center using desktop virtualization technologies.

3. Network, Infrastructure and Telecommunications

Goal	Strategies and Objectives
3A: Provide reliable and secure technology services for voice, data and video services	1. Server and Desktop Virtualization - Continue virtualization of Campus computing resources, both server and desktop
	2. Blade Servers (power and space savings) - Upgrade existing servers using blade and virtual technology
	3. Building level network capacity upgrades - Upgrade network connections to buildings (IS, AC, PC, VT, LL)
	4. Server Room power backup - Install generator to provide backup power for servers and environment.
	5. Web vulnerability filtering- Install edge monitoring and filtering for spyware and web vulnerability
	6. Wireless network expansion - Install additional wireless network access points in buildings (IS, PS)

4. Operations and Support Services

Goal	Strategies and Objectives
4A: Provide a service oriented organization to meet the growing demand for technology support	1. Response time for reported problems - Analyze response time by work order category and develop process improvements where needed
	2. Expanded training opportunities - Investigate training needs and explore options to effectively meet those needs
	3. Maintaining accurate desktop inventory - Establish repeatable and reliable procedures for maintaining desktop inventory

5. Web Environment

Goal	Strategies and Objectives
5A: Provide tools for users to manage the content of their intra- and internet web pages	1. SharePoint services - Train end users on new tools provided with the SharePoint environment
	2. Provide and train end users video streaming and storage for virtual learning environments (EduStream)
5B: Provide an intranet environment that encourages communication and information sharing	1. Update intranet - Update intranet to new Sharepoint environment to provide enhanced communication and document sharing.
5C: Provide an internet environment that provides the college with a current, accurate and relevant web presence	1. Update front page - Redesign the front page of the college web site to allow more information to be presented in a dynamic manner while still maintaining a simplistic design
	2. Expand use of new platform - Train users of web platform to enable them to appropriately choose and effectively present information

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	Board of Trustees	Action	_____
DATE	July19, 2011	Resolution	_____
SUBJECT:	Physical Education Program Review	Information	X
		Enclosure(s)	X

BACKGROUND

The Physical Education program has undergone the prescribed program review process based on a 6-year cycle and was approved at the June 6, 2010 Educational Programs Committee meeting and June 13, 2011, Steering Committee Meeting:

This item was prepared by Jerry Capwell, Administrative Assistant, Academic Affairs.

RECOMMENDATION

Information only, no action is required.

Irene Malmgren _____
Recommended by

_____/_____
Moved Seconded

Aye __ Nay __ Abstained __

Approved for Submittal

Item No. G.7.



**Program Review
Executive Summary**

Program: Physical Education (Kinesiology)

Date: 6/06/11

Program History/Description:

The Physical Education program encompasses theory, aquatics, fitness, individual and team activities. The program provides lecture courses based on the science of kinesiology and offers a variety of lifetime fitness activities in proven concepts of wellness and fitness. It is comprised of nine full-time faculty members.

Since our last program review, the areas of theory, aquatics, fitness, individual and team activities were combined into one program review. This program review was written by the members of the physical education faculty and the dean of physical education, Jody Wise.

Strengths/Effective Practices:

- SLO's for all physical education courses have been written.
- Assessments of the SLO's have been started and are continuing.
- A variety of course offerings are available to students to achieve their educational goals.
- Course offerings are scheduled to allow students to achieve their educational goals.
- Faculty are dedicated to the ongoing success of the program and participate in state organizational meetings to promote the program.
- The number of majors has increased dramatically in the past year.

Weaknesses/Lessons Learned:

- We discovered that the number of SLO's written in some courses were too high. We are in the process of reviewing and modifying the number of SLO's.
- The high number of SLO's made our documentation of initial assessments difficult.
- Because of budget constraints we have reduced the number of course sections, as have other divisions. This has made it difficult for students to achieve their educational goals.

Recommendations/Next Steps:

- Change the program name to Kinesiology effective Fall 2011
- Change the division name to Kinesiology, Health and Athletics effective Fall 2011.
- Establish a CSU transfer degree in Kinesiology.
- Develop certificate programs.
- Hire a full time faculty position responsible for coordinating the aquatics center.



PHYSICAL EDUCATION Instructional Program Review 2010-2011

Spring 2011

Prepared by

Name	Title	Name	Title
Jackie Boxley	Physical Education Instructor	Steve Hartman	Physical Education Instructor
Mary Brawner	Physical Education Instructor	Mike Merandi	Physical Education Instructor
Steve Gomez	Physical Education Instructor	Nicki Shaw	Physical Education Instructor
Maury Greer	Physical Education Instructor	Cliff Wurst	Physical Education Instructor
Marilyn Gunstream	Physical Education Instructor		

PHYSICAL EDUCATION Program Review Committee Members

Name	Title	Name	Title
Jackie Boxley	Physical Education Instructor	Jody Wise	Dean of Physical Education, Health and Athletics
Mary Brawner	Physical Education Instructor	Dr. Irene Malmgren	Vice President of Academic Affairs
Steve Gomez	Physical Education Instructor	Cliff Wurst	Curriculum representative
Maury Greer	Physical Education Instructor	Jim Woolum	Program Review Coordinator
Marilyn Gunstream	Physical Education Instructor	Dr. Lan Hao	Institutional Researcher
Steve Hartman	Physical Education Instructor	Lanette Granger	Librarian
Mike Merandi	Physical Education Instructor	Linda Welz	CSIO
Nicki Shaw	Physical Education Instructor		
Cliff Wurst	Physical Education Instructor		



PROGRAM REVIEW – PHYSICAL EDUCATION

The final summary of the program review process for Physical Education is attached to this page.

I affirm that this program has been reviewed according to the accepted District procedures for program review and that the final summary accurately reflects the consensus of the members of the review committee.

Jody Wise, Dean of Physical Education/Athletics

date

Michelle Plug, Articulation Officer

date

David Kary, Chair of Curriculum Committee

date

Irene Malmgren, Vice President of Academic Affairs

date

Roberta Eisel, Academic Senate President

date

Geraldine M. Perri, Superintendent/President

date

It will be the department's responsibility to communicate review recommendations with additional offices and services.

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1. Executive Summary

Physical Education (Kinesiology) Program Review

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- Develop certificate programs.
- Hire a full time faculty position responsible for coordinating the aquatics center.

2. Faculty

Full-Time Faculty

Jackie Boxley
Mary Brawner
Steve Gomez
Maury Greer
Marilyn Gunstream
Steve Hartman
Mike Merandi
Nicki Shaw
Cliff Wurst

Adjunct Faculty

Steve Handy
Ben Noonan
Scott Norman
Traci Stone
Cheri Swatek
Andrew Wheeler

3. Program description and mission

Physical Education offers a diverse curriculum. The program includes lower division theory courses designed for those who want to complete their Associate in Science Degree in Physical Education and transfer to an institution of higher learning. Courses provide students a wide variety of movement experiences for the development of physical activity skills and knowledge necessary for lifetime wellness. An adapted activities curriculum is available for students with disabilities. An intercollegiate athletic program offers performance-oriented students opportunities for competition.

Physical education courses satisfy general education requirements for an associate in science degree and lower division transfer. The physical education program has seen an increase in the number of majors from 50 in 2008-09 to 231 in 2009-10. Of those 50 students in 2008-09, 11 obtained an AS degree and another 11 students obtained their AS degree in 2009-10. Student successful course completion and retention rates in the program are strong with 96% retention rate compared to 94.2% campus wide and the success rate is 76% compared to 70.8% campus wide.

4. Program Goals and Objectives

The goals and objectives of the Physical Education Program are:

- a) Instruct and inspire students to stay fit and to begin a lifelong commitment to health and good fitness habits through fitness and theory courses.
- b) Empower students to demonstrate, in theory and activity courses such as yoga, an understanding of how physical education is an important component of the development of the whole person-spirit, mind, and body
- c) Ensure students understand the health, fitness, and basic nutritional aspects of physical education through the fitness for life, health science and nutrition courses.
- d) Allow students the ability to identify the psychological aspects and dynamics of individual and team sports.

- e) Allow students to easily matriculate to university level programs with a comprehensive foundation in physical education coursework.
- f) Impart the knowledge, values, and skills necessary to become lifelong learners/movers by practicing wellness habits and developing positive social skills while participating in a variety of movement experiences
- g) To provide lecture courses based on the science of kinesiology and offer a variety of lifetime fitness activities in proven concepts of wellness and fitness
- h) Provide opportunities for students to gain experience in and knowledge of physical fitness concepts: to develop healthful living practices that promote lifelong wellness; to acquire skills in sport activities; to gain exposure to competitive and performance activities
- i) To develop a physically educated person, who has learned skills necessary to perform a variety of physical activities, is physically fit, participates regularly in physical activity, know the benefits from involvement in physical activity and values physical activity and its contributions to a healthy lifestyle
- j) To develop in each student an understanding of the relationship of good body function and exercise; to motivate each student to develop physical fitness, to foster good social and emotional adjustment; to enable students to discover and develop their individual talents through physical development

5. Review of previous recommendations

The physical education aquatics, fitness, individual and theory programs were previously reviewed separately in 2004-05. They are now being consolidated into one Physical Education program review for 2009-10. The recommendations were made and completed for these programs in the previous reviews are listed here.

- Previous Recommendation: Revise course outlines to measure student learning outcomes within three years.
 -- Previous Recommendation Completed: All courses in the program have SLO's written and all SLO's are being reviewed and sent through the Curriculum Committee Spring 2011. (Completed 2008-09)
- Previous Recommendation: Review course outlines for consistency and continuity with requirements for all four-year college or university systems so that full-time and adjunct instructors understand the objectives and requirements for all courses.
 It was also recommended that all course outlines and course syllabi be continually reviewed and updated to reflect SLO, program, and district policy changes.
 -- Previous Recommendation Completed: All course outlines have been reviewed and continue to be reviewed on a yearly basis. SLO's have been written in all courses and appear on the course outline of record. All the SLO's are being reviewed in Spring '11. (Completed 2008-09)
- Previous Recommendations: Implementation of student learning outcomes with appropriate standards of assessment in all courses over a three year period. The physical

education faculty should explore the implementation of current fitness assessment lab into all theory related curriculum. Faculty should research current fitness assessment technology and testing modalities for use in the fitness center assessment lab.

-- Previous Recommendations Completed: Assessments for theory courses 170, 171 and 171H are being done by all instructors of these courses by way of an end of semester exit exam. Individual instructors are assessing the SLO's in the other courses. It was recommended that instructors be able to assess SLO's using the Fitness Assessment Lab or by using other mobile devices. A second computer in the assessment lab has been added to provide "MicroFit" software installed for use in SLO assessments. Other mobile devices such as hand held heart rate monitors and body fat monitors have been purchased to achieve these same goals. Instructors are utilizing either the "MicroFit" software or the mobile devices such as hand held heart rate monitors, hand held body fat analyzers and blood pressure monitors to assess SLO's. (Completed 2008-09)

●Previous Recommendation: The physical education program should continue to explore course scheduling options to ensure flexibility and access for all students.

-- Previous Recommendation Completed: The department looked at options for scheduling classes in regards to time offered, whether they are scheduled as traditional semester or accelerated, arranged or Friday classes to improve student retention and success. Scheduling of classes will be continually explored as we thoroughly research and implement course offerings. (Completed 2008-09)

●Previous Recommendation: The long range facility plans should be coordinated to accommodate growth in both the physical education and athletics programs. Long range aquatics facility plan should be coordinated to maintain efficient operation of the aquatics center.

-- Previous Recommendation Completed: These recommendations are ongoing each academic year. (Completed 2008-09)

●Previous Recommendation: Aquatics program faculty should explore program expansion to meet future needs of students. Another recommendation was to hire a full time faculty position as the aquatics center coordinator.

-- Previous Recommendation Pending: These recommendations concerning the aquatics program are still pending due to the state budget crisis.

●Previous Recommendation: Physical education faculty should explore the feasibility of adding a Personal Fitness Trainer Certification course in conjunction with the National Council on Strength and Fitness (NCFS) that would certify students to be personal trainers to enter the workforce.

-- Previous Recommendation Pending: The physical education program is continuing to explore the addition of Fitness Certification.

6. List and Review of Degrees, Certificates, and Awards

Kinesiology (Physical Education) is one of the fastest growing majors, according to the August, 2010 issue of Inside Higher Education. The number of majors has increased dramatically to enable students to pursue careers in physical therapy, allied health or medical professions like athletic trainer, occupational therapist or physician assistant. A new need for elementary- and middle-school physical education coaches is also on the horizon, as the movement to improve children's health continues. The number of majors at Citrus College has increase from 50 students in 2008-09 to 231 students in 2009-10.

The program offers a sufficient number of class sections to allow a full-time, prepared student to efficiently complete their physical education degree within two years. Our program supports transfer to four-year institutions to complete a bachelor's degree in Kinesiology. All physical education courses fulfill articulation requirements to the CSU and UC institutions throughout the state.

The objectives of the Citrus College Physical Education A.S. Degree are as follows:

1. To provide individuals with skills in activities that they may enjoy for a lifetime.
2. To provide individuals with an understanding of and a means of maintenance of physical fitness.
3. To provide introductory course work for students wishing to enter the field.

Students are asked to select 18 "degree appropriate" units as listed below.

This degree requires meeting the Citrus College General Education and proficiency requirements combined with successful completion (grades of "C" and above) of the following major requirements:

12-18 Units from the courses listed below : Units

CORE

-PE169	Introduction to Coaching	3
-PE170	Fitness for Life	3
-PE171	Health Science	3
-PE171H	Health Science - Honors	3
-PE172	Introduction to Physical Education	3
-PE173	Nutrition for Fitness	3
-PE174	Introduction to Team Sports	3
-PE175	Introduction to Individual and Dual Sports	3
-PE176	Elementary School Physical Education	2
-PE177	First Aid - Responding to Emergencies	3
-PE182	Care and Prevention of Athletic Injuries	3

2-6 units may be taken from the courses listed below Units

Theory

-PE184	Volleyball Theory	2
-PE185	Softball Theory	2
-PE186	Baseball Theory	2
-PE187	Techniques and Strategy of Intercollegiate Football	2

-PE188	Basketball Theory	2
-PE191	Theory of Intercollegiate Golf	2
-PE192	Aquatic Theory and Techniques	2
-PE193	Track and Field Theory and Techniques	2
-PE194	Soccer Theory	2

Varsity Sport Courses

-PE209	Women's Varsity Soccer	2
-PE211	Women's Varsity Volleyball	2
-PE212	Varsity Swimming	2
-PE213	Women's Varsity Basketball	2
-PE214	Women's Varsity Softball	2
-PE215	Varsity Track and Field	2
-PE216	Varsity Cross Country	2
-PE220	Men's Varsity Football	2
-PE221	Men's Varsity Basketball	2
-PE222	Men's Varsity Track and Field	2
-PE224	Men's Varsity Baseball	2
-PE225	Men's Varsity Golf	2
-PE226	Men's Varsity Cross Country	2
-PE227	Women's Varsity Golf	2
-PE228	Men's Varsity Swimming	2
-PE229	Men's Varsity Water Polo	2
-PE230	Women's Varsity Water Polo	2
-PE231	Men's Varsity Soccer	2

Biological Science

-BIOL200	Human Anatomy	4
-BIOL201	Human Physiology	4

Total Units 18

Degree or Certificate Title	Date last reviewed by Curriculum	Average number of awards each year	Date degree SLOs written	Date degree SLOs Assessed	Date last reviewed by Advisory Council
Associate of Science (A.S.) degree Physical Education	Spring '09	8	Spring '09	Spring '09	

7. List of Industry-Based Standard Certificates and Licenses

Lifeguard Certification - Issued through the American Red Cross. Certification is done through PE 141 Lifeguard Training.

First Aid/CPR/AED Certification - Issued through the American Red Cross. Certification is done through PE 177 First Aid - Responding to Emergencies.

8. Advisory Committee or Council

Not applicable -

9. Program Student Learning Outcomes

The Physical Education Program has adopted the Institutional General Education Competencies of Citrus College (as approved by Steering December 8, 2008). General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

Any student transferring, completing a degree or certificate from Citrus College, must demonstrate effectively assessed awareness, understanding, knowledge, skills, and abilities in the selected competencies.

Students completing courses in the Physical Education Program will have acquired the following competencies:

1) Communication (personal expression and information acquisition)

2) Computation

3) Creative, Critical, and Analytical Thinking, and Information Competency

- A. Analyze and appropriately adjust the intensity of their workout in accordance with their personal target heart rate zone related to ACSM (American College of Sports Medicine) guidelines to achieve maximal benefit.
- B. Exhibit awareness and identify the dimensions of health and recognize positive characteristics of each dimension in order to live a more healthy lifestyle.

4) Community/Global Consciousness and Responsibility

5) Technology

6) Discipline / (Subject Area Specific Content Material)

- A. Demonstrate competency in physical education fundamental techniques to improve individual sport specific skills measured by instructor observation, guided practice, and live play activities during classroom instruction.
- B. Synthesize feedback received from game play, instructor feedback and assessment to develop an understanding of current skill level and areas for growth.
- C. Determine current level of fitness as measured by one or more of the following tests: resting heart rate, blood pressure, sit and reach flexibility, skin fold measurements, muscular endurance tests, and cardiovascular sub-maximal tests.

	CC 1	CC 2	CC 3 A	CC 3 B	CC 4	CC 5	CC 6 A	CC 6 B	CC 6 C	Date of Assessment Semester/Year Or Ongoing Assessment (CA)
PE 101 Badminton 1 unit										
Date Last Offered Sp '11; Last Curriculum Review Oct '07; Next Revision Sp'11 T										
SLO 1							I-D	I-D	I-D	CA
SLO 2							I-D	I-D	I-D	CA
SLO 3							I-D	I-D	I-D	CA
SLO 4			I-D	I-D						CA
SLO 5			I-D	I-D						CA
SLO 6			I-D	I-D						CA
PE 102 Bowling 1 unit										
Date Last Offered Fall '09; Last Curriculum Review April '08; Next Revision Sp'11 T										
SLO 1							I-D	I-D	I-D	Fall '09
SLO 2							I-D	I-D	I-D	Fall '09
SLO 3							I-D	I-D	I-D	Fall '09
SLO 4							I-D	I-D	I-D	Fall '09
SLO 5			I-D	I-D						Fall '09
SLO 6			I-D	I-D						Fall '09
PE 103 Golf 1 unit										
Date Last Offered Sp '11; Last Curriculum Review April '08; Next Revision Sp'11 T										
SLO 1							I-D	I-D	I-D	CA
SLO 2							I-D	I-D	I-D	CA
SLO 3							I-D	I-D	I-D	CA
SLO 4							I-D	I-D	I-D	CA
SLO 5			I-D	I-D						CA
SLO 6					NA					CA
PE 104 Self-Defense and Personal Safety 1 unit										
Date Last Offered Fall '06; Last Curriculum Review Dec '08; Next Revision Sp'11 T										
SLO 1										Inactivate course through Curriculum
SLO 2										
SLO 3										
PE 106 Racquetball 1 unit										
Date Last Offered Fall '09; Last Curriculum Review Feb '10; Next Revision Sp'11 T										
SLO 1							I-D	I-D	I-D	Fall '09
SLO 2							I-D	I-D	I-D	Fall '09
SLO 3							I-D	I-D	I-D	Fall '09
SLO 4							I-D	I-D	I-D	Fall '09
SLO 5					NA					Fall '09
PE 108 Tennis 1 unit										
Date Last Offered Sp '11; Last Curriculum Review June '08; Next Revision Sp'11 T										
SLO 1							I-D	I-D	I-D	CA
SLO 2							I-D	I-D	I-D	CA
SLO 3							I-D	I-D	I-D	CA
SLO 4							I-D	I-D	I-D	CA
SLO 5							I-D	I-D	I-D	CA
SLO 6			I-D	I-D						CA

SLO 7					NA					CA
	CC 1	CC 2	CC 3 A	CC 3 B	CC 4	CC 5	CC 6 A	CC 6 B	CC 6 C	Date of Assessment Semester/Year Or Ongoing Assessment (CA)
PE 110 Shao-lin Kung Fu 1 unit										
Date Last Offered Sp '06; Last Curriculum Review Nov '08; Next Revision Sp'11 T										
SLO 1			I-D	I-D						Fall '06
SLO 2							I-D	I-D	I-D	Fall '06
SLO 3							I-D	I-D	I-D	Fall '06
SLO 4							I-D	I-D	I-D	Fall '06
PE 112 Tai Chi Chuan 1 unit										
Date Last Offered Sp '06; Last Curriculum Review May '09; Next Revision Sp'11 T										
SLO 1			I-D	I-D						Fall '06
SLO 2							I-D	I-D	I-D	Fall '06
SLO 3							I-D	I-D	I-D	Fall '06
SLO 4							I-D	I-D	I-D	Fall '06
SLO 5							I-D	I-D	I-D	Fall '06
PE 115 Snowboarding 1 unit										
Date Last Offered Winter '08; Last Curriculum Review April '08; Next Revision Sp'11 T										
SLO 1							I-D	I-D	I-D	Fall '08
SLO 2							I-D	I-D	I-D	Fall '08
SLO 3							I-D	I-D	I-D	Fall '08
SLO 4							I-D	I-D	I-D	Fall '08
SLO 5							I-D	I-D	I-D	Fall '08
SLO 6					NA					Fall '08
SLO 7					NA					Fall '08
PE 116 Yoga 1 unit										
Date Last Offered Sp 11; Last Curriculum Review Dec '07; Next Revision Sp'11 T										
SLO 1			I-D	I-D			I-D	I-D	I-D	CA
SLO 2			I-D	I-D			I-D	I-D	I-D	CA
PE 130 Basketball 1 unit										
Date Last Offered Sp 11; Last Curriculum Review Oct '07; Next Revision Sp'11 T										
SLO 1			I-D	I-D			I-D	I-D	I-D	CA
SLO 2			I-D	I-D			I-D	I-D	I-D	CA
SLO 3			I-D	I-D			I-D	I-D	I-D	CA
SLO 4			I-D	I-D			I-D	I-D	I-D	CA
PE 132 Football 1 unit										
Date Last Offered ?; Last Curriculum Review Oct '07; Next Revision Sp'11 T										
SLO 1										Inactivate course through Curriculum
PE 133 Soccer 1 unit										
Date Last Offered Fall '08; Last Curriculum Review March '08; Next Revision Sp'11 T										
SLO 1			I-D	I-D			I-D	I-D	I-D	Fall '08
SLO 2			I-D	I-D			I-D	I-D	I-D	Fall '08
SLO 3			I-D	I-D			I-D	I-D	I-D	Fall '08
SLO 4			I-D	I-D			I-D	I-D	I-D	Fall '08
SLO 5		NA								Fall '08
SLO 6					NA					Fall '08

	CC 1	CC 2	CC 3	CC 3	CC 4	CC 5	CC 6	CC 6	CC 6	Date of Assessment Semester/Year Or Ongoing Assessment (CA)
PE 134 Softball 1 unit										
Date Last Offered Sp 11; Last Curriculum Review March '08; Next Revision Sp'11 T										
SLO 1							I - D	I - D	I - D	CA
SLO 2							I - D	I - D	I - D	CA
SLO 3							I - D	I - D	I - D	CA
SLO 4			I - D	I - D						CA
SLO 5			I - D	I - D						CA
SLO 6					NA					
PE 135 Volleyball 1 unit										
Date Last Offered Sp 11; Last Curriculum Review June '08; Next Revision Sp'11 T										
SLO 1							I - D	I - D	I - D	CA
SLO 2							I - D	I - D	I - D	CA
SLO 3							I - D	I - D	I - D	CA
SLO 4							I - D	I - D	I - D	CA
SLO 5			I - D	I - D						CA
SLO 6					NA					

	CC 1	CC 2	CC 3 A	CC 3 B	CC 4	CC 5	CC 6 A	CC 6 B	CC 6 C	Date of Assessment Semester/Year Or Ongoing Assessment (CA)
PE 136 Water Polo 1 unit										Inactivate course through Curriculum
Date Last Offered Sp '03; Last Curriculum Review March '08; Next Revision Sp'11 T										
SLO 1										
SLO 2										
PE 141 Lifeguard Training 1 unit										
Date Last Offered Su '07; Last Curriculum Review March '08; Next Revision Sp'11 T										
SLO 1			I - D	I - D						
SLO 2			I - D	I - D						Summer '07
SLO 3							I - D	I - D	I - D	Summer '07
PE 142 Swimming-Beginning 1 unit										
Date Last Offered Sp; Last Curriculum Review March '08; Next Revision Sp'11 T										
SLO 1			I - D	I - D						
SLO 2			I - D	I - D						CA
SLO 3			I - D	I - D						CA
SLO 4							I - D	I - D	I - D	CA
SLO 5							I - D	I - D	I - D	CA
SLO 6							I - D	I - D	I - D	CA
PE 143 Swimming- Intermediate 1 unit										
Date Last Offered Sp '11; Last Curriculum Review March '08; Next Revision Sp'11 T										
SLO 1			I - D	I - D						
SLO 2			I - D	I - D						CA
SLO 3			I - D	I - D						CA
SLO 4							I - D	I - D	I - D	CA
SLO 5							I - D	I - D	I - D	CA
SLO 6							I - D	I - D	I - D	CA
PE 144 Water Safety Instructor 1 unit										
Date Last Offered Su '07; Last Curriculum Review March '08; Next Revision Sp'11 T										
SLO 1			I - D	I - D						
SLO 2			I - D	I - D						Summer '07
SLO 3							I - D	I - D	I - D	Summer '07
PE 145 Strength Training, Balance and Agility 1 unit										
Date Last Offered Fall '10; Last Curriculum Review May '08; Next Revision Sp '11										
SLO 1							I - D	I - D	I - D	
SLO 2							I - D	I - D	I - D	CA
SLO 3							I - D	I - D	I - D	CA
SLO 4					NA					CA
SLO 5							I - D	I - D	I - D	CA
SLO 6			I - D	I - D						CA

	CC 1	CC 2	CC 3 A	CC 3 B	CC 4	CC 5	CC 6 A	CC 6 B	CC 6 C	Date of Assessment Semester/Year Or Ongoing Assessment (CA)
PE 146 Water Exercise 1 unit										
Date Last Offered Su '07; Last Curriculum Review March '08; Next Revision Sp'11 T										
SLO 1							I - D	I - D	I - D	Summer '07
SLO 2							I - D	I - D	I - D	Summer '07
SLO 3							I - D	I - D	I - D	Summer '07
SLO 4							I - D	I - D	I - D	Summer '07
SLO 5							I - D	I - D	I - D	Summer '07
SLO 6							I - D	I - D	I - D	
PE 147 Swimming for Cardiovascular Improvement 1 unit										
Date Last Offered Spring '10; Last Curriculum Review March '08; Next Revision Sp'11 T										
SLO 1							I - D	I - D	I - D	Spring '10
SLO 2							I - D	I - D	I - D	Spring '10
SLO 3							I - D	I - D	I - D	Spring '10
SLO 4							I - D	I - D	I - D	Spring '10
PE 148 Adapted Aquatic Exercises 1 unit										
Date Last Offered Fall '10; Last Curriculum Review March '08; Next Revision Sp'11 T										
SLO 1							I - D	I - D	I - D	CA
SLO 2							I - D	I - D	I - D	CA
SLO 3							I - D	I - D	I - D	CA
SLO 4							I - D	I - D	I - D	CA
SLO 5			I - D	I - D						CA
SLO 6					NA					
PE 150 Adapted Physical Education 1 unit										
Date Last Offered Fall '10; Last Curriculum Review March '08; Next Revision Sp'11 T										
SLO 1							I - D	I - D	I - D	CA
SLO 2							I - D	I - D	I - D	CA
SLO 3							I - D	I - D	I - D	CA
SLO 4			I - D	I - D						CA
SLO 5							I - D	I - D	I - D	CA
SLO 6					NA					
PE 151 Body Conditioning 1 unit										
Date Last Offered Fall '10; Last Curriculum Review March '08; Next Revision Sp'11 T										
SLO 1							I - D	I - D	I - D	CA
SLO 2							I - D	I - D	I - D	CA
SLO 3							I - D	I - D	I - D	CA
SLO 4							I - D	I - D	I - D	CA
SLO 5							I - D	I - D	I - D	CA
SLO 6					NA					
SLO 7					NA					

	CC 1	CC 2	CC 3 A	CC 3 B	CC4	CC 5	CC6 A	CC6 B	CC6 C	Date of Assessment Semester/Year Or Ongoing Assessment (CA)
PE 152 Weight Training 1 unit										
Date Last Offered Fall '10; Last Curriculum Review March '08; Next Revision Sp'11 T										
SLO 1			I - D	I - D						CA
SLO 2			I - D	I - D						CA
SLO 3							I - D	I - D	I - D	CA
SLO 4							I - D	I - D	I - D	CA
SLO 5							I - D	I - D	I - D	CA
SLO 6					NA					
PE 153 Walking/Jogging 1 unit										
Date Last Offered Fall '10; Last Curriculum Review March '08; Next Revision Sp'11 T										
SLO 1			I - D	I - D						CA
SLO 2			I - D	I - D						CA
SLO 3							I - D	I - D	I - D	CA
SLO 4							I - D	I - D	I - D	CA
SLO 5							I - D	I - D	I - D	CA
PE 154 Advanced Weight Training 2 units										
Date Last Offered Fall '10; Last Curriculum Review March '08; Next Revision Sp'11 T										
SLO 1							I - D	I - D	I - D	CA
SLO 2							I - D	I - D	I - D	CA
SLO 3							I - D	I - D	I - D	CA
SLO 4							I - D	I - D	I - D	CA
SLO 5			I - D	I - D						CA
SLO 6					NA					
PE 159 Cardiovascular Training 1 unit										
Date Last Offered Fall '10; Last Curriculum Review March '08; Next Revision Sp'11 T										
SLO 1			I - D	I - D						CA
SLO 2							I - D	I - D	I - D	CA
PE 169 Introduction to Coaching 3 units										
Date Last Offered Fall '10; Last Curriculum Review Feb '07; Next Revision Sp'11 T - D										
SLO 1							I,D,M	I,D,M	I,D,M	CA
SLO 2							I,D,M	I,D,M	I,D,M	CA
SLO 3							I,D,M	I,D,M	I,D,M	CA
SLO 4							I,D,M	I,D,M	I,D,M	CA
SLO 5							I,D,M	I,D,M	I,D,M	CA
SLO 6							I,D,M	I,D,M	I,D,M	CA
SLO 7			I,D,M	I,D,M						CA

	CC 1	CC 2	CC 3 A	CC 3 B	CC4	CC 5	CC6 A	CC6 B	CC6 C	Date of Assessment Semester/Year Or Ongoing Assessment (CA)
PE 170 Fitness for Life 3 units										
Date Last Offered Fall '10; Last Curriculum Review May '07; Next Revision Sp'11 T - D										
SLO 1			I,D,M	I,D,M						CA
SLO 2			I,D,M	I,D,M						CA
SLO 3			I,D,M	I,D,M						CA
SLO 4			I,D,M	I,D,M						CA
SLO 5							I,D,M	I,D,M	I,D,M	CA
PE 171 Health Science 3 units										
Date Last Offered Fall '10; Last Curriculum Review May '07; Next Revision Sp'11 T - D										
SLO 1			I,D,M	I,D,M						CA
SLO 2			I,D,M	I,D,M						CA
SLO 3			I,D,M	I,D,M						CA
SLO 4			I,D,M	I,D,M						CA
SLO 5							I,D,M	I,D,M	I,D,M	CA
PE 171H Health Science Honors 3 units										
Date Last Offered Fall '10; Last Curriculum Review May '07; Next Revision Sp'11 T - D										
SLO 1			I,D,M	I,D,M						CA
SLO 2			I,D,M	I,D,M						CA
SLO 3			I,D,M	I,D,M						CA
SLO 4			I,D,M	I,D,M						CA
SLO 5			I,D,M	I,D,M						CA
SLO 6							I,D,M	I,D,M	I,D,M	CA
SLO 7	NA									CA
SLO 8		NA								CA
SLO 9			I,D,M	I,D,M						CA
SLO 10						NA				CA

	CC 1	CC 2	CC 3 A	CC 3 B	CC4	CC 5	CC6 A	CC6 B	CC6 C	Date of Assessment Semester/Year Or Ongoing Assessment (CA)
PE 172 Introduction to Physical Education 3 units										
Date Last Offered Fall '10; Last Curriculum Review May '07; Next Revision Sp'11 T - D										
SLO 1			I,D,M	I,D,M						CA
SLO 2			I,D,M	I,D,M						CA
SLO 3			I,D,M	I,D,M						CA
SLO 4			I,D,M	I,D,M						CA
SLO 5			I,D,M	I,D,M						CA
SLO 6							I,D,M	I,D,M	I,D,M	CA
SLO 7	NA									CA
SLO 8		NA								CA
SLO 9					NA					CA
SLO 10						NA				CA
PE 173 Nutrition for Fitness 3 units										
Date Last Offered Fall '10; Last Curriculum Review May '07; Next Revision Sp'11 T - D										
SLO 1			I,D,M	I,D,M						CA
SLO 2			I,D,M	I,D,M						CA
SLO 3			I,D,M	I,D,M						CA
SLO 4			I,D,M	I,D,M						CA
SLO 5			I,D,M	I,D,M						CA
SLO 6						NA				CA
SLO 7						NA				CA
PE 174 Introduction to Team Sports 3 units										
Date Last Offered Fall '10; Last Curriculum Review May '07; Next Revision Sp'11 T - D										
SLO 1							I,D,M	I,D,M	I,D,M	CA
SLO 2							I,D,M	I,D,M	I,D,M	CA
SLO 3							I,D,M	I,D,M	I,D,M	CA
SLO 4							I,D,M	I,D,M	I,D,M	CA
SLO 5							I,D,M	I,D,M	I,D,M	CA
SLO 6							I,D,M	I,D,M	I,D,M	CA

	CC 1	CC 2	CC 3 A	CC 3 B	CC4	CC 5	CC6 A	CC6 B	CC6 C	Date of Assessment Semester/Year Or Ongoing Assessment (CA)
PE 175 Introduction to Individual and Dual Sports 3 units										
Date Last Offered Fall '10; Last Curriculum Review April '08; Next Revision Sp'11 T - D										
SLO 1			I,D,M	I,D,M						CA
SLO 2			I,D,M	I,D,M						CA
SLO 3			I,D,M	I,D,M						CA
SLO 4			I,D,M	I,D,M						CA
SLO 5			I,D,M	I,D,M						CA
SLO 6			I,D,M	I,D,M						CA
PE 176 Elementary School Physical Education 3 units										
Date Last Offered Fall '10; Last Curriculum Review March '08; Next Revision Sp'11 T - D										
SLO 1							I,D,M	I,D,M	I,D,M	CA
SLO 2							I,D,M	I,D,M	I,D,M	CA
SLO 3							I,D,M	I,D,M	I,D,M	CA
SLO 4							I,D,M	I,D,M	I,D,M	CA
SLO 5							I,D,M	I,D,M	I,D,M	CA
SLO 6					NA					CA
PE 177 First Aid- Responding to Emergencies 3 units										
Date Last Offered Fall '10; Last Curriculum Review June '08; Next Revision Sp'11 T - D										
SLO 1							I,D,M	I,D,M	I,D,M	CA
SLO 2							I,D,M	I,D,M	I,D,M	CA
SLO 3							I,D,M	I,D,M	I,D,M	CA
SLO 4							I,D,M	I,D,M	I,D,M	CA
SLO 5							I,D,M	I,D,M	I,D,M	CA
SLO 6			I,D,M	I,D,M						CA
SLO 7			I,D,M	I,D,M						CA

	CC 1	CC 2	CC 3 A	CC 3 B	CC 4	CC 5	CC 6 A	CC 6 B	CC 6 C	Date of Assessment Semester/Year Or Ongoing Assessment (CA)
PE 182 Care and Prevention of Athletic Injuries 3 units										
Date Last Offered Winter '11; Last Curriculum Review June '08; Next Revision Sp'11 T - D										
SLO 1							I,D,M	I,D,M	I,D,M	CA
SLO 2							I,D,M	I,D,M	I,D,M	CA
SLO 3							I,D,M	I,D,M	I,D,M	CA
SLO 4							I,D,M	I,D,M	I,D,M	CA
SLO 5			I,D,M	I,D,M						CA
SLO 6			I,D,M	I,D,M						CA
PE 184 Volleyball Theory 2 units										
Date Last Offered Fall '08 ; Last Curriculum Review March'08; Next Revision Sp'11 T - D										
SLO 1	NA									Fall '08
SLO 2	NA									Fall '08
SLO 3	NA									Fall '08
SLO 4	NA									Fall '08
SLO 5			I,D, M	I,D, M						Fall '08
PE 185 Softball Theory 2 units										
Date Last Offered Fall '09; Last Curriculum Review June '08; Next Revision Sp'11 T - D										
SLO 1	NA									Fall '09
SLO 2	NA									Fall '09
SLO 3	NA									Fall '09
SLO 4	NA									Fall '09
SLO 5			I,D, M	I,D, M						Fall '09
PE 186 Baseball Theory 2 units										
Date Last Offered Fall '09; Last Curriculum Review June '08; Next Revision Sp'11 T - D										
SLO 1	NA									Fall '09
SLO 2	NA									Fall '09
SLO 3	NA									Fall '09
SLO 4	NA									Fall '09
SLO 5			I,D, M	I,D, M						Fall '09
PE 187 Techniques and Strategy of Intercollegiate Football 2 units										
Date Last Offered Fall '09; Last Curriculum Review June '08; Next Revision Sp'11 T - D										
SLO 1	NA									
SLO 2	NA									
SLO 3	NA									
SLO 4	NA									
SLO 5			I,D, M	I,D, M						Fall '09

	CC 1	CC 2	CC 3 A	CC 3 B	CC4	CC 5	CC6 A	CC6 B	CC6 C	Date of Assessment Semester/Year Or Ongoing Assessment (CA)
PE 188 Basketball Theory 2 units										
Date Last Offered Fall '09; Last Curriculum Review June '08; Next Revision Sp'11 T - D										
SLO 1	NA									
SLO 2	NA									
SLO 3	NA									
SLO 4	NA									
SLO 5			I,D, M	I,D, M						Fall '09
PE 191 Theory of Intercollegiate Golf 2 units										
Date Last Offered Fall '09; Last Curriculum Review June '08; Next Revision Sp'11 T - D										
SLO 1							I,D,M	I,D,M	I,D,M	Fall '09
SLO 2							I,D,M	I,D,M	I,D,M	Fall '09
SLO 3							I,D,M	I,D,M	I,D,M	Fall '09
SLO 4							I,D,M	I,D,M	I,D,M	Fall '09
SLO 5			I,D, M	I,D, M						Fall '09
PE 192 Aquatic Theory and Techniques 2 units										
Date Last Offered Fall '09; Last Curriculum Review June '08; Next Revision Sp'11 T - D										
SLO 1							I,D,M	I,D,M	I,D,M	Fall '09
SLO 2							I,D,M	I,D,M	I,D,M	Fall '09
SLO 3							I,D,M	I,D,M	I,D,M	Fall '09
SLO 4							I,D,M	I,D,M	I,D,M	Fall '09
SLO 5			I,D, M	I,D, M						Fall '09
PE 193 Track and Field Theory and Techniques 2 units										
Date Last Offered Fall '09; Last Curriculum Review June '08; Next Revision Sp'11 T - D										
SLO 1	NA									
SLO 2	NA									
SLO 3	NA									
SLO 4	NA									
SLO 5	NA									
SLO 6	NA									
SLO 7			I,D,M	I,D,M						Fall '09
PE 194 Soccer Theory 2 units										
Date Last Offered Fall '09; Last Curriculum Review June '08; Next Revision Sp'11 T - D										
SLO 1	NA									
SLO 2	NA									
SLO 3	NA									
SLO 4	NA									
SLO 5			I,D,M	I,D,M						Fall '09

10. Curriculum Review and Student Learning Outcomes Assessment

Curriculum/SLO Assessment Map Physical Education Program

Course Number	Course Name	Last Reviewed by Curriculum Committee	*Date for next revision (six year cycle)	Date Last Offered	**Most Recent SLO's Assessed
PE 101	Badminton	Oct 2007	Spring '11	Spring '11	See Matrix
PE 102	Bowling	April 2008	Spring '11	Fall '09	"
PE 103	Golf	April 2008	Spring '11	Spring '11	"
PE 104	Self Defense and Personal Safety	Dec 2008	Spring '11	Fall '06	"
PE 106	Racquetball	Feb 2010	Spring '11	Fall '09	"
PE 108	Tennis	June 2008	Spring '11	Spring '11	"
PE 110	Shao-lin Kung Fu	Nov 2008	Spring '11	Spring '06	"
PE 112	Tai Chi Chuan	May 2009	Spring '11	Spring '06	"
PE 115	Snowboarding	April 2008	Spring '11	Winter '08	"
PE 116	Yoga	Dec 2007	Spring '11	Spring '11	"
PE 130	Basketball	Oct 2007	Spring '11	Spring '11	"
PE 132	Football	Oct 2007	Spring '11	NA	"
PE 133	Soccer	March 2008	Spring '11	Fall '08	"
PE 134	Softball	March 2008	Spring '11	Spring '11	"
PE 135	Volleyball	June 2008	Spring '11	Spring '11	"
PE 136	Water Polo	March 2008	Spring '11	NA	"
PE 141	Lifeguard Training	May 2008	Spring '11	Sum '07	"
PE 142	Swimming-Beginning	May 2008	Spring '11	Fall '10	"
PE 143	Swimming-Intermediate/Advance	May 2008	Spring '11	Spring '11	"
PE 144	Water Safety Instructor	May 2008	Spring '11	Sum '07	"
PE 145	Strength Training, Balance and Agility	May 2008	Spring '11	Fall '10	"
PE 146	Water Exercise	March 09	Spring '11	Sum '07	"
PE 147	Swimming for Cardiovascular improvement	Oct 2007	Spring '11	Spring '10	"
PE 148	Adapted Aquatic Exercises	April 2008	Spring '11	Fall '10	"
PE 150	Adapted Physical Education	March 2008	Spring '11	Spring '11	"
PE 151	Body Conditioning	Oct 2007	Spring '11	Spring '11	"
PE 152	Weight Training	June 08	Spring '11	Spring '11	"
PE 153	Walking/Jogging	March 09	Spring '11	Spring '11	"
PE 154	Advance Weight Training	March 2008	Spring '11	Spring '11	"
PE 159	Cardiovascular Training	March 08	Spring '11	Spring '11	"
PE 169	Introduction to Coaching	Feb 2007	Spring '11	Spring '11	"
PE 170	Fitness for Life	May 2007	Spring '11	Spring '11	"
PE 171	Health Science	May 2007	Spring '11	Spring '11	"
PE 171H	Health Science- Honors	May 2007	Spring '11	Spring '11	"
PE 172	Introduction to Physical Education	May 2007	Spring '11	Spring '11	"
PE 173	Nutrition for Fitness	May 2007	Spring '11	Spring '11	"
PE 174	Introduction to Team Sports	May 2007	Spring '11	Fall '10	"
PE 175	Introduction to Individual and Dual Sports	April 2008	Spring '11	Spring '11	"
PE 176	Elementary School Physical education	March 2008	Spring '11	Spring '11	"
PE 177	First Aid-Responding to Emergencies	June 2008	Spring '11	Spring '11	"
PE 182	Care and Prevention of Athletic Injuries	April 2008	Spring '11	Winter '11	"
PE 184	Volleyball Theory	March 2008	Spring '11	Fall '08	"
PE 185	Softball Theory	June 2008	Spring '11	Fall '09	"
PE 186	Baseball Theory	June 2008	Spring '11	Fall '09	"

PE 187	Tech and Strategy of Intercollegiate Football	June 2008	Spring '11	Fall '09	"
PE 188	Basketball Theory	June 2008	Spring '11	Fall '09	"
PE 191	Theory of Intercollegiate Golf	Feb 2009	Spring '11	Fall '09	"
PE 192	Aquatic Theory and Techniques	June 2008	Spring '11	Fall '09	"
PE 193	Track and Field Theory and Techniques	June 2008	Spring '11	Fall '09	"
PE 194	Soccer Theory	June 2009	Spring '11	Fall '09	"

11. Evaluation Criteria – Need

Commendations:

Kinesiology is one of the fastest growing majors according to the August, 2010 issue of Inside Higher Education. It ranks as the seventh largest major at the California State Universities. Citrus College has seen an increase from 50 majors in 2008-09 to 231 majors in 2009-10. The number of majors has increased dramatically to enable these students to find careers in physical therapy, allied health or medical professions like athletic trainer, occupational therapist or physician assistant. A new need for elementary- and middle-school physical education instructors is also on the horizon, as the movement to improve children's health continues. This increase in jobs will provide wages and revenues to the local economy and municipalities.

The Physical Education program currently meets the needs of the students attempting to transfer or obtain a degree as stated in the college mission statement.

The courses of the physical education program generate a large portion of the FTE's for the college.

Recommendations:

In the next three years, the physical education program should develop career technical certificates in high demand areas, such as fitness specialist, coaching, and aquatics specialist. A Personal Fitness Training certificate, developed in conjunction with the National Council on Strength and Fitness (NCSF) would certify students to be personal trainers and enter the workforce.

The physical education aquatics program needs an aquatics coordinator/faculty position to supervise the aquatics center, certify lifeguards, coordinate with community education, community programs, rentals and facility scheduling.

12. Evaluation Criteria – Quality

Commendations:

Student learning outcomes for all physical education courses were developed and implementation and assessment of these outcomes have been ongoing. An Associate of Science Degree in Physical Education has been approved.

The Physical Education faculty provides for the academic and practical needs of the Physical Education student in preparation for transfer. Data provided by the Office of Institutional Research shows extremely high success and retention rates.

Full-time instructors are regularly evaluated through the tenure and post-tenure review process during which time students also have the opportunity to express written observations and concerns about faculty performance and course content.

Courses reflect the distribution of age, gender and ethnicity of the student population of the college.

The physical education instructors are current in their field of educational discipline, dedicated, and set high standards for their students and themselves.

The adaptive physical fitness center serves a diverse population with a range of disabilities. Students receive instruction in the theory and practice of improving fitness components to enhance the overall quality of life. The center has been designated a regional center by the Community College Chancellor's Office.

Recommendations:

Change program name to Kinesiology (Summer 2011).

Change discipline name to Kinesiology, Health and Athletics. (Summer 2011)

Establish a CSU transfer degree in Kinesiology (Summer 2011).

Develop a certificate program related to Kinesiology in the next three years.

Review curriculum course outlines of record to reflect updated SLO's and course objectives Spring of each year.

Update course syllabi to include clear grading policy, attendance and make-up policy, office location, office hours, drop date policy and other pertinent information as advised by best practices guidelines supported by the academic senate each semester.

Review class scheduling to maintain flexibility to ensure availability of physical education courses to meet student's academic needs each semester. Pilot test an evening schedule of fitness related courses to increase student access.

13. Evaluation Criteria – Feasibility

Commendations:

The facilities utilized by the courses in the physical education program are state of the art. These facilities provide students access to one of the regions finest fitness and aquatics centers which helps promote lifelong fitness.

The physical education program continues to benefit from improvements in the Library and Learning Resource Center and from a dedicated library staff that works in conjunction with the Physical Education Department to provide course-specific texts, materials, and technologies.

Fitness testing technology is available for instructors to assess each student's current level of fitness and to recommend fitness programs to attain individual fitness goals (i.e. blood pressure, muscular strength and endurance, cardiovascular endurance, flexibility and body composition) as mentioned in the program SLO's.

Recommendations:

The Physical Education Individual and Team program should continue the library's commitment to purchasing new books and videotapes that support old and new courses to increase breadth and scope of coverage.

The Facilities Master Plan should be coordinated to accommodate growth in the physical education and athletics program, especially in terms of the need for an additional weight room.

14. Evaluation Criteria – Compliance

Commendations:

Fitness Center and Pool programs meet Americans with Disabilities Act & Title V regulations.

Specific instructional efforts have been made to accommodate students with disabilities through the physical education department's fitness related course offerings as well as compliance with all approved adaptive request for lecture-based courses.

Recommendations:

15. Evaluation Criteria – Other

Mission

Commendations:

The physical education program through its course offerings fulfills the objectives of and generates outcomes in line with the mission of the college to prepare students to transfer to a four year institution and offers lower division course work leading to an associates degree.

The students in physical education program courses are from culturally diverse groups. The department is sensitive to the various needs of the diverse student population, offers distance education and night classes, scheduled as traditional semester or accelerated, arranged or Friday classes.

The physical education's average success rate per semester over the past few years has been averaging 76% percent, which is above the succes rates of other departments on campus at 70.8%. The average retention rate is 96% percent, which is consistent with the retention rates of other departments on campus of 94.2%.

The current demographic profile of the physical education program students is 47.2% male and 49.6% female with 2% not reporting. The physical education program also has a diverse student population with various ethnic backgrounds. Eighty-three percentof the student population is between the ages of 19 - 24. This is slightly higher than the campus wide average of 80.6% (See attached Key Performance Indicators for age and ethnic demographics.)

16. Recommendations

Rank	Description of Recommendation Or Behavior to be Completed	Responsible Person(s)	Target Date	Personnel	Facilities	Equipment/ Software	Supplies
#1	Change program name to Kinesiology.	PE Faculty	Summer '11	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
#2	Maintain flexibility within the scheduling of classes	PE Faculty	Summer '11	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
#3	Review and update curriculum course outlines of record to reflect updated SLO's and course objectives	PE Faculty	Summer '11	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
#4	Establish a CSU transfer degree in Kinesiology.	PE Faculty	Spring '12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
# 5	The physical education program should develop Certificate Programs, for example Personal Fitness Training	PE Faculty	Spring '12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
#6	Review and update course syllabi annually.	PE Faculty	Spring '12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
#7	The Facilities Master Plan should be coordinated to accommodate growth in the physical education and athletics program especially in terms of the need for an additional weight room.	PE Faculty/ Dean/ Coaches	Fall '12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
#8	The physical education aquatics program needs an aquatics coordinator/faculty position to supervise the aquatics center, certify lifeguards, coordinate with community education, community programs, rentals and schedule facility.	PE Faculty/ Dean/	Fall '12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
#9	Re-plaster pool	PE Dean	Fall '13	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
#10	Replace pool pump	PE Dean	Fall '13	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Budget Recommendations

Physical Education (Theory/Aquatics/Fitness/Individual & Team Activities) Budgeting

Resources are needed in the following areas:

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact ◇	Priority ‡
Aquatics Coordinator/ Faculty Position	Supervise Aquatics Center/ Certify Lifeguards/ Coordinate with community education/ community programs / rentals / schedule facility	Q	B
Faculty/ Coaching Positions		Q	B

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact ◇	Priority ‡

Facilities (Facilities)

Facilities / repairs or modifications needed	Discuss impact on goals / SLOs	Bldg / Room	Impact ◇	Priority ‡
Expanded Weight Room	Enhance lab for Fitness Training of PE students		F	C
Repair Window Coverings in AQ 100	NO	AQ 100	F	C
Repair floor	NO	AP 110	F	C
Repair Fans in Weight Rm	NO	PE 101	F	C
New Carpet for fitness Center	NO	AP109	F	C
Re-plaster Pool			F	
Replace pool pump			F	

Computers / Software (Tecs)

Item	Discuss impact on goals / SLOs	Cost	Impact ◇	Priority ‡
Smart Boards PE138, PE140 and/or FH 224	Facilitate Student Learning	\$12,000	F	C

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact ◇	Priority ‡
Blood Pressure Monitors		\$900 (10)	F	C

Infant Annies		\$800 (8)	F	C
Self-Defense Mannequins		\$1000 (3)	F	C
Hand Dynamometer		\$900 (9)	F	C
Kettle Balls		\$2000 (20)	F	C
Kettle Ball Racks		\$800 (2)	F	C
Metronome		\$100 (1)	F	C
Workout Mats		\$880 (20)	F	C
Badminton Rackets		\$250 (20)	F	C
Small Dumbbells		\$300	F	C
Pulse Monitors		\$1000 (3)	F	C
Lane Lines (2)		\$3000	F	C
AED Machine		\$3000	F	C
Medicine Ball w Racks		\$1000	F	C
Misc. Wt Rm Equipment	Update to meet modern fitness requirements	\$15,000	F	C/B

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact ◇	Priority ‡
Charts	Training Room/Weight Room	\$400 (10)	F	C

Additional information:

◇ Impact:

M = Mission: Does program meet the District's mission and established core competencies? Does program reflect the District's diversity?

N = Need: How is program addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?

Q = Quality: Are lecture/lab unit values appropriate? Have the course outlines been reviewed / updated regularly? Are disciplines appropriate? Is faculty development adequate? Does program support State and District emphasis on critical thinking, problem solving and written expression? Does program meet stated objectives in the form of SLOs? Are course pre-requisites and co-requisites validated?

F = Feasibility: Are facilities, equipment, and library resources adequate? Are evening programs and services adequate? 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: Do course requisites meet Federal, State & District requirements? Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?

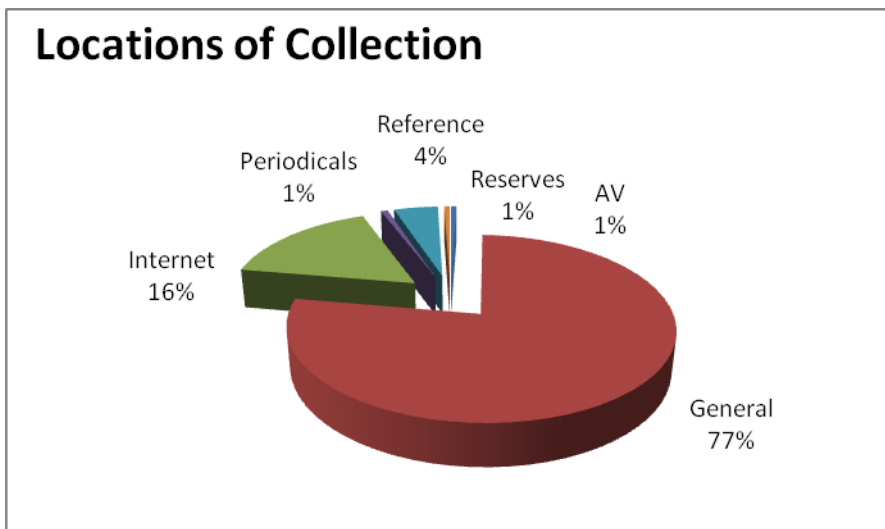
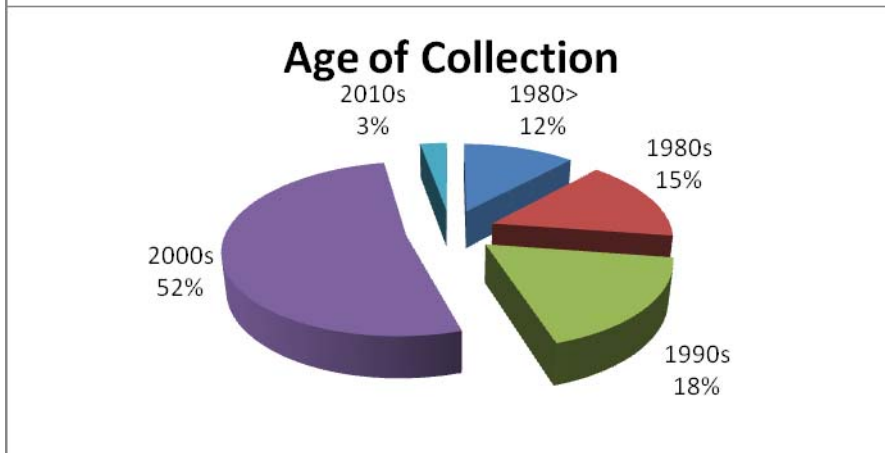
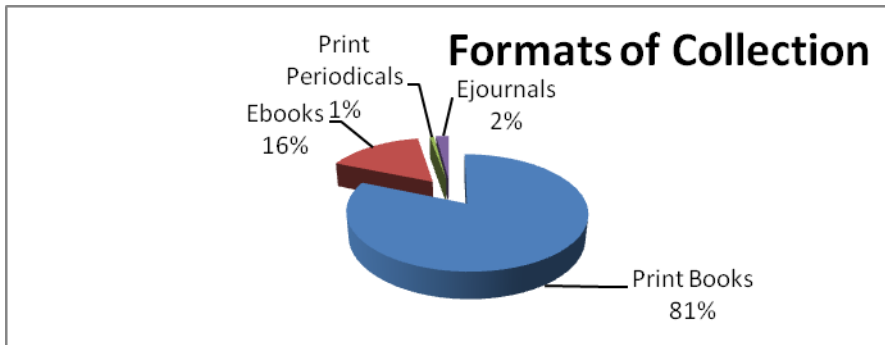
Attachment A: Library Resources Report

LIBRARY ACTIVITY:

Library Orientations -0-
 Circulation of materials in subject area:
 2% of total circulation

LIBRARY RESOURCES:

Dewey 796	-	799.99	653
613.7	-	613.794	53



Databases:

EBSCO's	Other:
<p>Academic Search Premier *(1975-) Multi-disciplinary database for academic publications including peer-reviewed journals, & images.</p>	<p>Gale Virtual Reference Library* reference books & specialized reference sources for multidisciplinary research.</p>
<p>MasterFILE Premier *(1975-) Magazines, reference books, biographies, primary documents, & images. Updated daily.</p>	<p>Salem Health (2011) <i>Magill's Medical Guide, 6th ed.</i> Medical encyclopedia</p>
<p>Alt HealthWatch*(1990-) Complementary, holistic & integrated approaches to health care & wellness journals.</p>	
<p>Health Source: Consumer ed. behavioral health, childcare, food sciences & nutrition, medical sciences, sports medicine & general health. Includes <i>Merriam-Webster's Medical Desk Dictionary</i>.</p>	
<p>Newspaper Source Plus* (1997-) Includes <i>San Gabriel Valley Tribune, Inland Valley Daily Bulletin</i>, & radio & TV news transcripts.</p>	
<p>Vocational & Career *(1985-) Trade and industry-related journals.</p>	

E-journals titles in: Sports Medicine or Fitness

AMAA journal Title details from ulrichsweb.comTM

from 02/01/2003 to present in Academic Search Premier

British journal of sports medicine (0306-3674) Title details from ulrichsweb.comTM

from 01/01/1964 to 12/31/2005 in HighWire Press (Free Journals)

International sportmed journal for FIMS (1528-3356) Title details from ulrichsweb.comTM

from 01/01/2000 to 2009 in Academic Search Premier

Journal of athletic training (1062-6050) Title details from ulrichsweb.comTM

from 04/01/2004 to 6 months ago in Academic Search
Premier

Journal of back and musculoskeletal rehabilitation (1053-8127) Title details from ulrichsweb.comTM

from 01/01/1999 to 1 year ago in Academic Search Premier and Health Source:
Nursing/Academic Edition

Journal of musculoskeletal research (0218-9577) Title details from ulrichsweb.comTM

from 03/01/1999 to 1 year ago in Academic Search
Premier

Journal of sports science & medicine (1303-2968) Title details from ulrichsweb.comTM

from 06/01/2008 to present in Academic Search
Premier

Sports medicine (Auckland) (0112-1642) Title details from ulrichsweb.comTM

from 01/01/1998 to 6 months ago in Academic Search
Premier

American fitness (0893-5238) Title details from ulrichsweb.comTM

from 07/01/1993 to present in Academic Search Premier, Health Source: Consumer Edition,
MAS Ultra - School Edition and MasterFILE Premier

Club industry's fitness business pro (1552-5503) Title details from ulrichsweb.comTM

from 10/01/2004 to 09/30/2009 in Business Source
Premier

Joe Weider's men's fitness (0893-4460) Title details from ulrichsweb.comTM

from 01/01/2002 to present in Health Source: Consumer Edition, MAS Ultra - School Edition
and MasterFILE Premier

Joe Weider's muscle & fitness (0744-5105) Title details from ulrichsweb.comTM

from 01/01/2002 to present in Health Source: Consumer Edition, MAS Ultra - School Edition
and MasterFILE Premier

Muscle & fitness hers (1526-9140) Title details from ulrichsweb.comTM

from 02/01/2002 to 05/31/2004 in MAS Ultra - School Edition and MasterFILE
Premier

Women's sports and fitness (1984) (8750-653X) Title details from ulrichsweb.comTM

from 08/01/1993 to 04/30/1998 in Academic Search Premier, MAS Ultra - School Edition and MasterFILE Premier

Women's sports & fitness (1998) (1099-6079) Title details from ulrichsweb.com™

from 06/01/1998 to 09/30/2000 in Academic Search Premier, MAS Ultra - School Edition and MasterFILE Premier

Subject Headings:

Baseball players – United States – Biography.
College athletes – Recruiting.
Exercise – Handbooks, manuals, etc.
Football – United States – History.
Physical education and training — Vocational guidance.
Physical fitness – Physiological aspects.
Sports – Psychological aspects.
Sports – Rules.
Sports – Vocational guidance.
Sports for women.
Sports physical therapy.
Sex discrimination in sports.

H. ACTION ITEMS

1. Consent Items

Routine items of business placed on the consent agenda already have been carefully screened by members of the staff and reviewed in advance by Board members. Upon request of any Board member, an item on the consent agenda may be considered separately at its location on the meeting's agenda.

Recommendation: Moved by _____ and seconded by _____ to approve the CONSENT ITEMS as listed (with the following exceptions):

Remove from consent list: _____, _____, _____, _____, _____, _____

Business Services

- a. Authorization is requested to approve the attached list of independent contractor/consultant agreements as submitted. (Page 169)
- b. Authorization is requested to approve facility rentals and usage. (Page 171)
- c. Authorization is requested to approve A & B Warrants for June 2011. (Page 173)
- d. Authorization is requested to approve purchase orders for June 2011. (Page 175)
- e. Authorization is requested to allow staff to prepare specifications and formally bid Project #01-1112, Library and Reprographics Roofing Project. The project will be funded from Fund 41, Capital Projects. Award of contract will be by Board action. (Page 181)

Academic Affairs

- f. Authorization is requested to approve the new courses, inactivated courses, and inactivated programs. (Page 182)

Personnel Recommendations

- g. Authorization is requested to approve the personnel actions with regard to the employment, change of status, and/or separation of academic employees. (Page 188)

- h. Authorization is requested to approve the personnel actions with regard to the employment, change of status, and/or separation of classified employees. (Page 189)
- i. Authorization is requested to approve the employment of short-term, non-academic employees and substitutes. (Page 193)

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	July 19, 2011	Resolution	_____
SUBJECT:	Independent Contractor/Consultant Agreements	Information	_____
		Enclosure(s)	X

BACKGROUND

Independent contractor/consultant agreements within budget.

This item was prepared by Judy Rojas, Administrative Assistant, Administrative Services.

RECOMMENDATION

Authorization is requested to approve the attached list of independent contractor/consultant agreements as submitted.

Carol R. Horton
Recommended by

Moved / Seconded

Aye __ Nay __ Abstained __

Approved for Submittal

Item No. H.1.a.

INDEPENDENT CONTRACTOR AGREEMENT
Board of Trustees Meeting – July 19, 2011

<u>CONTRACTOR CONSULTANT/ DEPARTMENT</u>	<u>RATE</u>	<u>FUNDING SOURCE</u>	<u>PERIOD</u>	<u>SERVICE</u>
<u>CHILD DEVELOPMENT CENTER</u>				
Sweeny, Ballad	\$250.00max	Grant	7/1/11-6/30/12	Trainer for Birth to Three Seminar
Miller, Julie	\$250.00max	Grant	7/1/11-6/30/12	Trainer for Birth to Three Seminar
<u>FINE AND PERFORMING ARTS</u>				
Abell, Rosanne	\$21.00 per hour	District	7/20/11-6/30/12	Figure Drawing Model
Bade, Ludmilla	\$21.00 per hour	District	7/20/11-6/30/12	Figure Drawing Model
Beavers, Julie	\$4,500.00max	District	7/20/11-6/30/12	Musician Services
Beck, Jonathan	\$21.00 per hour	District	7/20/11-6/30/12	Figure Drawing Model
Behm, Griffin	\$1,500.00max	District	7/20/11-6/30/12	Moving Lights
Briscoe, Diana	\$21.00 per hour	District	7/20/11-6/30/12	Figure Drawing Model
Cole, John J. Steven	\$21.00 per hour	District	7/20/11-6/30/12	Figure Drawing Model
Devai, Trace	\$21.00 per hour	District	7/20/11-6/30/12	Figure Drawing Model
Fabos, Jennifer	\$21.00 per hour	District	7/20/11-6/30/12	Figure Drawing Model
Gatt, Joseph	\$21.00 per hour	District	7/20/11-6/30/12	Figure Drawing Model
Gomez, Anthony	\$21.00 per hour	District	7/20/11-6/30/12	Figure Drawing Model
Gomez, Marissa	\$21.00 per hour	District	7/20/11-6/30/12	Figure Drawing Model
Holmes, Richard	\$21.00 per hour	District	7/20/11-6/30/12	Figure Drawing Model
Jack, Stacy	\$21.00 per hour	District	7/20/11-6/30/12	Figure Drawing Model
Levy, Leslie	\$21.00 per hour	District	7/20/11-6/30/12	Figure Drawing Model
Love, Quantae	\$21.00 per hour	District	7/20/11-6/30/12	Figure Drawing Model
McPhinney, Parker	\$21.00 per hour	District	7/20/11-6/30/12	Figure Drawing Model
O'Sullivan, Adrienne	\$21.00 per hour	District	7/20/11-6/30/12	Figure Drawing Model
Parks, Timothy	\$21.00 per hour	District	7/20/11-6/30/12	Figure Drawing Model
Roon, David	\$21.00 per hour	District	7/20/11-6/30/12	Figure Drawing Model
Van Aken, Erl	\$21.00 per hour	District	7/20/11-6/30/12	Figure Drawing Model
WorriLOW, Lynn	\$21.00 per hour	District	7/20/11-6/30/12	Figure Drawing Model
Wilcox, Sarah R.	\$21.00 per hour	District	7/20/11-6/30/12	Figure Drawing Model
<u>HEALTH SCIENCES</u>				
DeLerma, Norma	\$6,500.00max	Grant	7/1/11-12/31/11	Tracking/Case Mgmt/Clerical Support for Allied Health Grant
Heneise, John	\$5,000.00max	Grant	7/1/11-12/31/11	Upgrade of the ADN Nursing Database
Mesa Glen Care Center	no fee	no fee	7/19/11-continuing	Clinical Education
Santa Teresita Skilled Nursing Facility (The Manor)	no fee	no fee	7/20/11-7/19/12	Clinical Education
<u>KINESIOLOGY, HEALTH & ATHLETICS</u>				
Zippin, Jerret MD	\$8,000.00max	District	7/20/11-6/30/12	Fall/Spring Physicals, AED Program Consultant, Football Game Coverage and weekly injury clinic
<u>STUDENT HEALTH CENTER</u>				
Uy, Cres-Anne	\$40.00per hour	District	7/20/11-6/30/12	Medical Services

Note: A standard District agreement for Independent Contractor/Consultant will be completed for each consultant

**Use of Facilities
July 19, 2011**

ORGANIZATION	FACILITY	ACTIVITY	DATE(S)	CHARGE
Umbrella Media	Recording Arts Studio	Basic Tracking	6/1/2011	\$350.00
Mark Able	Recording Arts Studio	Basic Tracking	6/1/2011	\$400.00
The Den Recorders	Recording Arts Studio	Basic Tracking	6/5/2011	\$600.00
Ken Ward	Recording Arts Studio	Basic Tracking	6/5/2011	\$200.00
Glendale Community College Jazz	Recording Arts Studio	Basic Tracking	6/11 & 6/12/11	\$1,200.00
Bounce Films, Inc.	Stadium	Music Video Filming	7/5 & 7/6/11	\$9,800.00 plus additional labor if required
Team Project Platinum	Performing Arts Center	Presentational Meeting	7/9/2011	\$4,030.00 plus additional labor if required
Broadway Experience Inc.	Performing Arts Center	Community Theatre Production	7/12/11 through 7/16/11	\$5,550.00 plus additional labor if required
Azusa Pacific University	Tennis Courts	Tennis Matches	7/16, 7/17, 8/25, 8/26, 8/27, 8/28, 9/29 & 9/30/11	\$775.00 plus additional labor if required
Azusa Pacific University	Stadium	Football Scrimmage	8/20/2011	\$1,300.00 plus additional labor if required
Azusa Pacific University	Stadium & Locker Rooms	Football Game	9/17/2011	\$2,600.00 plus additional labor if required
Theatreworks USA	Performing Arts Center	Children's Theatre Performances	11/4/11, 2/10/12 & 4/18/12	\$6,300.00 plus additional labor if required
Charter Oak Gymnastics Booster Club	Gym, AQ100 and P3105	Gymnastics Competition	11/4, 11/5 & 11/6/11	\$4,250.00 plus additional labor if required
Glendora High School	Performing Arts Center and PA192 & 193	Band Concert (Bandorama)	11/11, 12 & 13/12	\$3,900.00 plus additional labor if required
Cal Poly Pomona Barkada	Performing Arts Center	Pilipino American Cultural Night	4/30/12 & 5/4/12	\$4,270.00 plus additional labor if required
DDK Productions	Performing Arts Center & PA192 & 193	Dance Performance	6/30/2012	\$3,425.00 plus additional labor if required

CITRUS COMMUNITY COLLEGE DISTRICT		
APPROVAL OF A & B WARRANTS		
June, 2011		
B WARRANT AMOUNT PAID TO VENDORS		\$3,193,750.41
GRANT AMOUNT PAID TO STUDENTS		\$108,892.00
NUMBER OF A WARRANTS ISSUED TO EMPLOYEES	REGISTER NUMBER	AMOUNT
193	C1K-C	\$1,663,593.96
1	158-N	\$50.33
419	C3K-C	\$618,396.79
516	C35-N	\$308,081.38
9	159-C	\$10,266.23
12	159-N	\$724.11
6	172-C	\$4,422.94
4	172-N	\$1,122.63
327	C2L-N	\$1,417,314.61
1,487		\$4,023,972.98
ske		
7/12/2011		

Includes 6/1/2011 - 6/30/2011

PO Number	Vendor Name	Site	Description	Fund/Object	Amount
11-17644	FRASCA PLUMBING CO	9375	SS Irrigation-Catch Basin	42-5800	14,658.01
11-17709	MULTICARD, INC	9012	Equipment	01-4300	6,142.18
				01-6400	4,000.00
11-17743	Martin Professional, Inc.	9030	Repair	01-5630	400.00
11-17838	JIMENEZ COMMUNICATIONS	9347	Translation	01-5800	25.00
11-17849	FRASCA PLUMBING CO	9370	Repairs to Hot Water Loop	41-5600	12,782.59
11-17850	Rusty's Signs	9250	Signs	01-4300	106.46
11-17856	MEAR CONSTRUCTION	9460	Repairs at ES	41-5600	10,800.00
11-17858	LAWRENCE E MARINO	9195	Repairs at AQ	01-5600	735.00
11-17859	LAWRENCE E MARINO	9195	Repairs at AQ	01-5600	1,600.00
11-17860	B & H Photo Video	0210	Supplies	01-6400	31.68
11-17861	SAVANT CONSTRUCTION	9375	SS-Add Sink at Health Center	42-5800	1,646.17
				42-6400	1,550.50
11-17862	Tech Depot	3120	Scanner	33-6400	455.17
11-17863	SAJ Construction	9375	Alterations at ED Bldg	42-6200	8,700.00
11-17864	C & A FLOORCOVERINGS, INC.	9370	Carpet at New Property	41-4300	4,053.64
11-17865	Signature Flooring Inc.	9370	Install Flooring at New Property	41-5800	1,600.00
11-17866	OWL CAFE	9050	Continental Breakfast	01-4300	107.01
11-17867	ZZOUNDS.COM	0010	Keyboard	01-6400	1,982.94
11-17868	FRASCA PLUMBING CO	9430	Backflow Device Service	01-5800	1,070.00
11-17869	AMERICAN DENTAL ASSOC	3050	Accreditation Fee	01-5300	915.00
11-17870	PITNEY BOWES INC	9250	Mailing Machine	01-6400	15,706.61
11-17871	GLENDORA GLASS & MIRROR	9230	Transaction window SBO	71-5630	755.34
11-17872	ENCORP	9460	Services at New Property	41-5800	1,260.00
11-17874	VIP CENTER	9375	SS - Health Center - Window Film	42-5800	400.00
11-17875	PRIMEX WIRELESS	9375	Student Services - Clocks	42-4300	3,610.15
11-17876	HOMER DIETERICH	9375	SS - Veterans Ctr - Carpet	42-5800	825.00
11-17877	R & D BUSINESS INT.	9680	Furniture- Reconfiguration	01-5800	250.00
11-17878	Vector Resources Inc	9680	Cable & Electrical	01-4300	785.06
				01-5800	6,107.17
11-17879	Absolute Abatement	9460	Hazardous Material - New Property	41-5800	4,500.00
11-17880	Climatec Building Technologies	9040	Services	01-5800	3,377.00
11-17881	Rusty's Signs	9250	Sign for Student Services	01-4300	52.68
11-17882	Tech Depot	9190	Fax Machine	01-6400	328.90
11-17883	R & D BUSINESS INT.	9375	SS-Furniture Set-Up / Move	42-5800	800.00
11-17884	R & D BUSINESS INT.	9375	Admin Bldg Bldg - Furniture	42-5800	800.00
11-17885	Chipman Corporation	9375	Admin Remodel Moving Services	42-5800	2,000.00
11-17886	DEPARTMENT OF TOXIC SUBST	9430	EPA Verification Fees	01-5890	286.50
11-17887	R.Y. RODRIGUEZ GARAGE EQUIP	9040	Supplies	01-4300	535.49
11-17888	GLAXOSMITHKLINE FINANCIAL	9160	Vaccine	01-4300	3,232.14
11-17889	MEAR CONSTRUCTION	9375	EDC Swing Space - Painting	42-6200	14,975.00
11-17890	MAINTEX INC.	9375	SS - Custodial Floor Equipment	42-6400	3,170.25
11-17891	Heat Transfer Solutions	9195	Pool Boiler Repairs	01-5600	1,010.00
11-17892	J H MITCHELL	9190	Diesel Fuel	01-4360	503.42
11-17893	CHASE CARD SERVICES	3010	Facebook Ads	39-5800	499.95
11-17894	BEACON MEDIA, INC.	9220	Ad for Re-districting	01-5790	280.00
11-17895	SAN GABRIEL VALLEY EXAMINER	9220	Ad for re-districting	01-5790	300.00
11-17896	CLAREMONT COURIER	9220	Ad for Re-districting	01-5790	220.00
11-17897	GEIL KILN COMPANY	0010	Kiln repair	01-5600	1,165.96
11-17898	HILLYARD INC	9270	Supplies	01-4300	2,471.40
11-17899	CSS/RANCHO JANITORIAL SUPPLY	9270	Supplies	01-4300	2,189.51
11-17900	MAINTEX INC.	9375	SS - Custodial Equipment	42-6400	6,574.83
11-17901	CLEAN SWEEP SUPPLY CO INC	9270	Supplies	01-4300	4,207.49
11-17902	CITRUS COLLEGE FOUNDATION	9347	Endowment	01-5880	10,000.00
11-17903	CAREER STEP, LLC	9330	Enrollment Fee	39-5800	1,889.95
11-17904	R & D BUSINESS INT.	9680	Labor	01-5800	100.00
11-17905	PLAZA PRODUCE	9290	Salads for Reception	01-4300	227.40
11-17906	OWL CAFE	9170	SanFACC Luncheon May 13	01-4300	820.93
11-17907	Lanter Landscapes	9370	Grading and Concrete Work at E5	41-6100	4,740.00
11-17908	STUDICA, INC.	3370	Studica for Drafting	01-4300	8,875.00

PO Number	Vendor Name	Site	Description	Fund/Object	Amount
11-17909	C & A FLOORCOVERINGS	9375	EDC Swing Space - Carpet	42-6400	3,336.06
11-17910	PRESTIGE GOLF CARS	9250	Golf Carts	01-6400	3,501.03
11-17911	EDUCATION TO GO	9330	Enrollment Fees	39-5800	360.00
11-17912	MARINE RESCUE PRODUCTS INC.	9330	Swim Suits and T-Shirts	39-4300	152.12
11-17913	CSI FULLMER	9375	Student Service - Furniture	42-6400	2,000.00
11-17914	Blackboard Connect Inc.	9430	Blackboard Connect Service	01-5800	35,650.00
11-17915	LEE'S WHOLESALE DIST	9240	Batteries	01-5630	459.05
11-17916	Signature Flooring Inc.	9375	EDC-Swing Space/Carpet Install	42-5800	2,500.00
11-17917	R & D BUSINESS INT.	9460	Blanket PO	41-5800	100.00
11-17918	LBI-Boyd Wallcoverings	9460	Markerboard Moves - FLS	41-5800	200.00
11-17919	Mr. Miniblind	9460	Blinds - ES	41-6100	2,474.85
11-17920	R & D BUSINESS INT.	9680	Furniture - ED 231	01-6400	1,048.00
11-17921	Liebert Parts	9040	Supplies	01-4300	111.92
11-17922	GLENDORA CHAMBER MAP	9220	Glendora Chamber Map	01-5790	895.00
11-17923	SAFELITE AUTO GLASS	9190	Repair	01-5630	244.63
11-17924	OWL BOOKSHOP	9280	Cap & Gown Rentals	01-4300	2,808.50
12-18203	DOOR TECH	9040	Blanket PO	01-4300	4,500.00
				01-5600	4,500.00
12-18250	W W GRAINGER INC	9040	Blanket PO	01-4300	55,000.00
				01-6400	10,000.00
12-18284	COMMERCIAL DOOR CO. INC.	9040	Blanket PO	01-5630	3,000.00
12-18285	LAWRENCE E MARINO	9195	Annual Service Agreement	01-5800	17,400.00
12-18286	MSC Industrial Supply Co	9040	Blanket PO	01-4380	1,500.00
12-18287	OFFICE DEPOT BSD ED DIV	3070	Blanket PO	01-4300	5,500.00
12-18288	MAGNA PUBLICATIONS	3180	Subscription Renewal	01-4300	459.85
12-18289	IMPATICA INC.	3180	Software License	01-5800	930.00
12-18290	OFFICE DEPOT BSD ED DIV	9350	Blanket PO	01-4300	2,500.00
12-18291	OWL CAFE	9350	Blanket PO	01-4300	700.00
12-18292	SPARKLETTS	9350	Blanket PO	01-4300	500.00
12-18293	OWL BOOKSHOP	9350	Blanket PO	01-4300	300.00
12-18294	COSTCO WHOLESALE	9220	Blanket PO	01-4300	1,000.00
12-18295	FORD PRINTING & MAILING	9220	Blanket PO	01-5850	15,000.00
12-18296	GLENDORA TROPHY	9220	Blanket PO	01-4300	400.00
12-18297	JIMENEZ COMMUNICATIONS	9220	Blanket PO	01-5800	800.00
12-18298	OFFICE DEPOT BSD ED DIV	9220	Blanket PO	01-4300	4,500.00
12-18299	OWL BOOKSHOP	9220	Blanket PO	01-4300	500.00
12-18300	OWL CAFE	9220	Blanket PO	01-5800	300.00
12-18301	PLAZA PRODUCE	9220	Blanket PO	01-4300	500.00
12-18302	SAN GABRIEL VALLEY TRIBUNE	9220	Blanket PO	01-5790	5,000.00
12-18303	PERFORMANCE ELEVATORS	9040	Annual Service Agreement	01-5810	23,580.00
12-18304	WON-DOOR CORPORATION	9040	Annual Service Agreement	01-5810	708.00
12-18305	OFFICE DEPOT BSD ED DIV	9050	Blanket PO	01-4300	8,000.00
12-18306	MICHAEL'S	9220	Blanket PO	01-4300	500.00
12-18307	OFFICE DEPOT BSD ED DIV	9100	Blanket PO	01-4300	1,500.00
12-18308	OFFICE DEPOT BSD ED DIV	9672	Blanket PO	01-4300	3,000.00
12-18309	OWL BOOKSHOP	9672	Blanket PO	01-4300	2,000.00
12-18310	OWL BOOKSHOP	9347	Blanket PO	01-4300	4,000.00
12-18311	OFFICE DEPOT BSD ED DIV	9347	Blanket PO	01-4300	6,000.00
12-18312	Ricoh Business Solutions	9672	Blanket PO	01-4300	3,000.00
12-18313	WARE DISPOSAL CO., INC.	9130	AnnualService Agreement	01-5560	26,628.00
12-18314	CALLAWAY GOLF	9470	Blanket PO	59-5850	6,000.00
12-18315	CLEVELAND GOLF	9470	Blanket PO	59-9321	500.00
12-18316	DON MARTIN COMPANY	9470	Blanket PO	59-4300	1,400.00
				59-9321	2,600.00
12-18317	AMERICAN RANGE CO	9470	Blanket PO	59-4300	2,000.00
12-18318	ARROWHEAD PURITAS	9470	Blanket PO	59-4300	500.00
12-18319	COBRA PUMA GOLF, INC.	9470	Blanket PO	59-9321	500.00
12-18320	COSTCO WHOLESALE	9470	Blanket PO	59-4300	2,800.00
				59-5800	500.00
				59-9329	4,200.00
12-18321	EASY PICKER GOLF PRODUCTS INC.	9470	Blanket PO	59-4300	3,500.00
12-18322	ANDY GUMP, INC.	9375	Restroom Building	42-5800	2,717.55
12-18323	W W GRAINGER INC	9470	Blanket PO	59-4300	600.00

PO Number	Vendor Name	Site	Description	Fund/Object	Amount
12-18324	HOME DEPOT	9470	Blanket PO	59-4300	2,500.00
12-18325	MONTEREY CLUB/A.M. PLAYER	9470	Blanket PO	59-9321	2,000.00
12-18326	PEPSI-COLA CO	9470	Blanket PO	59-4300	800.00
				59-9329	3,200.00
12-18327	PRECEPT	9470	Blanket PO	59-9321	1,000.00
12-18328	PING INC	9470	Blanket PO	59-5630	100.00
				59-9321	6,000.00
12-18329	TAYLOR MADE/ADDIS GOLF	9470	Blanket PO	59-9321	6,000.00
12-18330	HORNUNGS GOLF PRODUCTS	9470	Blanket PO	59-4300	1,500.00
				59-9321	1,500.00
12-18331	IMS Commercial Ice System Inc	9470	Blanket PO	59-4300	400.00
				59-5630	200.00
				59-5800	200.00
12-18332	LEWIS SAW & LAWNMOWER	9470	Blanket PO	59-4300	500.00
				59-5630	500.00
12-18333	OFFICE DEPOT BSD ED DIV	9470	Blanket PO	59-4300	900.00
12-18334	SIMPLOT	9470	Blanket PO	59-4300	3,000.00
12-18335	Southeast Construction Products, Inc.	9470	Blanket PO	59-4300	500.00
12-18336	TITLEIST	9470	Blanket PO	59-9321	6,000.00
12-18337	FOOTJOY	9470	Blanket PO	59-9321	3,000.00
12-18338	WESTERN GOLF INC	9470	Blanket PO	59-4300	500.00
12-18339	WINN INC	9470	Blanket PO	59-9321	600.00
12-18340	OFFICE DEPOT BSD ED DIV	9330	Blanket PO	39-4300	1,000.00
12-18341	OFFICE DEPOT BSD ED DIV	9340	Blanket PO	01-4300	300.00
12-18342	OFFICE DEPOT BSD ED DIV	3340	Blanket PO	01-4300	200.00
12-18343	ARROWHEAD PURITAS	3040	Blanket PO	01-4300	1,000.00
12-18344	BURMAX CO INC	3040	Blanket PO	01-4300	6,000.00
12-18345	COLD WAX CO.	3040	Blanket PO	01-4300	4,000.00
12-18346	DERMAL GROUP	3040	Blanket PO	01-4300	4,000.00
12-18347	GABEL'S COSMETICS, INC.	3040	Blanket PO	01-4300	2,000.00
12-18348	JAZZ-Z NAIL SYSTEMS	3040	Blanket PO	01-4300	3,000.00
12-18349	KOSMET, INC.	3040	Blanket PO	01-4300	3,000.00
12-18350	McKESSON MEDICAL SURGICAL	3040	Blanket PO	01-4300	1,500.00
12-18351	OWL BOOKSHOP	3040	Blanket PO	01-4300	300.00
12-18352	R.F. MacDONALD CO.	9040	Annual Service Agreement	01-5810	12,540.00
12-18353	OFFICE DEPOT BSD ED DIV	9081	Blanket PO	01-4300	750.00
12-18354	SectorPoint, Inc.	9030	Custom Web Design	01-5800	18,450.00
12-18355	OWL BOOKSHOP	9081	Blanket PO	01-4300	750.00
12-18356	COSTCO WHOLESALE	9081	Blanket PO	01-5220	500.00
12-18357	OWL CAFE	9081	Blanket PO	01-7600	7,500.00
12-18358	OFFICE DEPOT BSD ED DIV	9680	Blanket PO	01-4300	6,000.00
12-18359	OWL BOOKSHOP	9680	Blanket PO	01-4300	3,000.00
12-18360	BARBARA'S BEAUTY	3040	Blanket PO	01-4300	4,000.00
12-18361	BEVRON INC.	3040	Blanket PO	01-4300	2,500.00
12-18362	BIOELEMENTS	3040	Blanket PO	01-4300	8,000.00
12-18363	EXACTA DENTAL	3050	Blanket PO	01-4300	2,000.00
12-18364	THE PROCESSOR	3040	Blanket PO	01-4300	3,300.00
12-18365	SALLY BEAUTY SUPPLY	3040	Blanket PO	01-4300	12,000.00
12-18366	ULTRADENT PRODUCTS INC.	3050	Blanket PO	01-4300	500.00
12-18367	COLUMBIA DENTOFORM CORP.	3050	Blanket PO	01-4300	750.00
12-18368	U.S. FOOD SERVICE	3040	Blanket PO	01-4300	4,000.00
12-18369	RADIATION DETECTION CO	3050	Blanket PO	01-4300	600.00
12-18370	PATTERSON DENTAL	3050	Blanket PO	01-4300	7,372.00
12-18371	DEXIS, LLC	0309	Annual Service Agreement	01-5600	1,295.00
12-18372	AMERICAN DENTAL ASSOC.	3050	Accreditation Fee	01-5300	950.00
12-18373	OFFICE DEPOT BSD ED DIV	3040	Blanket PO	01-4300	1,500.00
12-18374	ERG International	9375	SS - Owl Cafe West - Furniture	42-6400	8,757.01
12-18375	WITTEK GOLF SUPPLY	9470	Blanket PO	59-4300	3,000.00
				59-9321	1,500.00
12-18376	O. F. WOLFINBARGER INC.	9470	Blanket PO	59-4300	3,000.00
12-18377	ZEE MEDICAL INC	9470	Blanket PO	59-4300	800.00
12-18378	PACIFIC RADIO	0281	Blanket PO	01-4300	2,000.00
12-18379	HOME DEPOT	0281	Blanket PO	01-4300	3,000.00

PO Number	Vendor Name	Site	Description	Fund/Object	Amount
12-18380	VIRTUAL SOUNDS TECHNOLOGY	0281	Blanket PO	01-5630	1,000.00
12-18381	LOCATION SOUND CORP	0281	Blanket PO	01-5630	1,000.00
12-18382	CARL ROWE	0281	Blanket PO	41-5630	1,500.00
12-18383	Full Compass Systems, LTD.	0281	Replacement Parts	01-4300	236.09
12-18384	SERGIO'S RESTAURANT	3120	Blanket PO	33-4700	390.00
12-18385	McMARTIN BUSINESS FORMS	0350	Repair Orders	01-4310	338.28
12-18386	OFFICE DEPOT BSD ED DIV	9580	Blanket PO	01-4300	500.00
12-18387	OWL BOOKSHOP	9580	Blanket PO	01-7600	1,000.00
12-18388	OWL BOOKSHOP	9290	Blanket PO	01-4300	2,500.00
12-18389	OFFICE DEPOT BSD ED DIV	9290	Blanket PO	01-4300	6,000.00
12-18390	Heat Transfer Solutions	9195	Annual Service Agreement	01-5800	3,900.00
12-18391	ARROWHEAD PURITAS	9620	Blanket PO	41-4300	750.00
12-18392	COSTCO WHOLESALE	0281	Blanket PO	41-4300	500.00
12-18393	VERIZON CALIFORNIA	0281	Blanket PO	41-4300	1,800.00
12-18394	BRIAN HOLT	0281	Blanket PO	41-5630	1,000.00
12-18395	THE SHREDDERS	9081	Blanket PO	01-5800	400.00
12-18396	OWL BOOKSHOP	9580	Blanket PO	01-4300	250.00
12-18397	OFFICE DEPOT	9580	Blanket PO	01-7600	2,000.00
12-18398	COSTCO WHOLESALE	9580	Blanket PO	01-4300	500.00
12-18399	COSTCO WHOLESALE	9290	Blanket PO	01-4300	3,000.00
12-18400	SIEMENS INDUSTRY INC.	0310	Blanket PO	01-5810	1,000.00
12-18401	SIEMENS INDUSTRY INC.	0030	Blanket PO	01-5810	1,317.00
12-18402	GETINGE USA	0030	Annual Service Agreement	01-5810	2,414.00
12-18403	KLM BIOSCIENTIFIC	0030	Blanket PO	01-5810	1,646.25
12-18404	Salon Centric	3040	Blanket PO	01-4300	25,000.00
12-18405	PATTERSON DENTAL	3050	Blanket PO	01-5600	750.00
12-18406	GRAND FLORIST	9099	Scholarship Reception	01-4300	1,618.81
12-18407	OWL BOOKSHOP	9099	Blanket PO	01-4300	1,500.00
12-18409	COSTCO WHOLESALE	9099	Blanket PO	01-4300	2,000.00
12-18410	OFFICE DEPOT BSD ED DIV	9099	Blanket PO	01-4300	4,000.00
12-18411	OFFICE DEPOT BSD ED DIV	3200	Blanket PO	01-4300	2,000.00
12-18412	OFFICE DEPOT BSD ED DIV	3200	Blanket PO	01-4300	950.00
12-18413	OWL BOOKSHOP	3200	Blanket PO	01-4300	500.00
12-18414	HARLAND TECHNOLOGY SERVICES	0309	ScanMark Agreement	01-5810	686.04
12-18415	Amazon.com Corporate Credit	9360	Supplies	01-4300	27.58
12-18416	OFFICE DEPOT BSD ED DIV	0281	Blanket PO	01-4300	500.00
12-18417	SPARKLETTS	3200	Blanket PO	01-4300	1,000.00
12-18418	OFFICE DEPOT BSD ED DIV	9200	Blanket PO	01-4300	6,585.00
12-18419	OWL BOOKSHOP	9200	Blanket PO	01-4300	1,097.50
12-18420	U.S. HEALTHWORKS OF CA	9200	Blanket PO	01-5860	1,000.00
12-18421	JOBELEPHANT.COM INC.	9200	Blanket PO	01-5790	10,000.00
12-18422	AQUA-SERV ENGINEERS INC.	9040	Annual Service Agreement	01-5810	28,000.00
12-18423	PEOPLE ADMIN	9200	Software License Agreement	01-5810	23,000.00
12-18424	OWL CAFE	9200	Blanket PO	01-4300	1,000.00
12-18425	L-1 ENROLLMENT SERVICES	9200	Blanket PO	01-5860	9,000.00
12-18426	OFFICE DEPOT BSD ED DIV	0250	Blanket PO	01-4300	2,500.00
12-18427	OWL BOOKSHOP	0250	Blanket PO	01-4300	300.00
12-18428	OFFICE DEPOT BSD ED DIV	0230	Blanket PO	01-4300	1,000.00
12-18429	OFFICE DEPOT BSD ED DIV	0050	Blanket PO	01-4300	1,500.00
12-18430	OFFICE DEPOT BSD ED DIV	0240	Blanket PO	01-4300	1,500.00
12-18431	COSTCO WHOLESALE	0309	Blanket PO	01-4300	1,000.00
12-18432	GOVERNMENT C/O BIBBY SERVICES	9170	Annual Service Agreement	01-5800	16,050.00
12-18433	ACE BUSINESS MACHINES, INC.	9050	Annual Service Agreement	01-5810	685.00
12-18434	Metropolitan West	9375	SS - Film Cover for Windows	42-5800	650.00
12-18435	E.G. BRENNAN & CO.	9050	Annual Service Agreement	01-5810	425.00
12-18436	CARRIER CORPORATION	9190	Annual Service Agreement	01-5810	7,021.00
12-18437	OFFICE DEPOT	9010	Blanket PO	01-4300	4,000.00
12-18438	SCRIP-SAFE INTERNATIONAL	9010	Diploma/Certificate Paper	01-4300	4,123.25
12-18439	OWL BOOKSHOP	9180	Blanket PO	01-4300	300.00
12-18440	THE SHREDDERS	9200	Blanket PO	01-4300	1,000.00
12-18441	OWL BOOKSHOP	9010	Blanket PO	01-4300	1,000.00
12-18442	OFFICE DEPOT BSD ED DIV	9180	Blanket PO	01-4300	300.00
12-18443	LAWRENCE E MARINO	9040	Repairs to AQ Pool	01-5600	5,000.00

PO Number	Vendor Name	Site	Description	Fund/Object	Amount
12-18444	CLEARWATER GRAPHICS, INC.	9220	2011-2012 Catalog	01-5850	9,427.53
12-18445	XEROX CORPORATION	9110	Software Support Renewal	01-5810	2,880.00
12-18446	BIOLEGEND	9681	Biology Supplies	01-4300	1,214.69
12-18447	THE SHREDDERS	9090	Blanket PO	01-5800	1,200.00
12-18448	EDMARK	9110	Blanket PO	01-5800	3,000.00
12-18449	ESRI Inc.	0310	Software Maintenance Kit	01-4300	823.13
12-18450	SAN DIEGUITO PRINTERS	9220	Cont Ed Schedules	01-5850	13,591.25
12-18451	THOMSON REUTERS/BARCLAYS	9010	Subscription T5 Education US	01-4300	290.00
12-18452	MONROVIA UNIFIED SCHOOL DIST	9090	Blanket PO	74-5800	60,000.00
12-18453	LBI-Boyd Wallcoverings	9375	EDC Swing Space -Panels	42-5800	1,550.00
				42-6100	3,373.72
12-18454	LBI-Boyd Wallcoverings	0280	Dry Erase Board, PA154	01-6410	653.01
12-18455	Ledesma & Meyer Const. Co.	9375	Admin Bldg - Constructability	42-5800	12,000.00
12-18456	R & D BUSINESS INT.	9375	Admin - Furniture Set-Up / Move	42-5800	800.00
12-18457	R & D BUSINESS INT.	9375	SS - Furniture	42-5800	400.00
12-18458	Chipman Corporation	9375	Admin Bldg Remodel - Move	42-5800	4,000.00
12-18459	GPPS	9100	Equipment Maintenance	01-5810	4,740.75
12-18460	Climatec Building Technologies	9040	Services	01-5800	3,377.00
12-18461	CHRONICLE OF HIGHER EDUCATION	9170	Subscription	01-4300	140.00
			Total	252	924,244.93

Fund Summary

Fund	Description	PO Count	Amount
01	General Fund	177	694,587.07
33	Child Development Fund	2	845.17
39	Community Education	5	3,902.02
41	Capital Outlay Projects Fun	15	48,061.08
42	Revenue Bond Construction F	23	101,794.25
59	Golf Driving Range	28	74,300.00
71	Associated Student Trust Fu	1	755.34
74	Student Financial Aid Trust	1	.00

PO Changes	Original PO Amount	Fund/ Object	Description	Change Amount
11-16336	5,000.00	01-5840	General Fund/Computer/Technlgy	2,000.00
11-16369	5,253.60	01-4300	General Fund/Materials & Supplies	8.02
11-16671	441.62	01-4300	General Fund/Materials & Supplies	268.10
11-16747	140.08	33-4300	Child Development Fund/Materials	88.29
11-16748	108.70	33-4300	Child Development Fund/Materials	49.65
11-16836	220.00	01-5630	General Fund/Repairs	60.00
11-17691	3,918.08	01-4300	General Fund/Materials & Supplies	2,964.68
11-17702	894.07	01-4300	General Fund/Materials & Supplies	50.00
11-17728	877.78	01-4300	General Fund/Materials & Supplies	84.29
11-17747	493.21	01-4300	General Fund/Materials & Supplies	134.00
11-17852	6,810.88	41-5600	Capital Outlay Projects Fun/Rentals	710.88
Total PO Changes	6,417.91			

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	July 19, 2011	Resolution	_____
SUBJECT:	Authorization to Bid, Project #01-1112, Library and Reprographics Roofing Project	Information	_____
		Enclosure(s)	_____

BACKGROUND

The Board of Trustees requires prior approval for projects that are formally bid under Section PCC 20651 of the Public Contract Code. District staff has identified requirements to bid replacement roofing at the Library and Reprographics buildings. The project will be funded from Fund 41, Capital Projects.

This item was prepared by Robert Iverson, Director of Purchasing and Warehouse.

RECOMMENDATION

Authorization is requested to allow staff to prepare specifications and formally bid Project #01-1112, Library and Reprographics Roofing Project. The project will be funded from Fund 41, Capital Projects. Award of contract will be by Board action.

Carol R. Horton
Recommended by

/_____
Moved Seconded

Aye ___ Nay ___ Abstained ___

Approved for Submittal

Item No. H.1.e.

NEW COURSES

Subject I.D.	No.	Course Title	Justification
NC	632	Air Conditioning I	Program moving from Credit to Non-Credit.
NC	634	Air Conditioning II	Program moving from Credit to Non-Credit
NC	636	Heating – Electrical and Gas	Program moving from Credit to Non-Credit
NC	638	Electricity for Heating and Air Conditioning	Program moving from Credit to Non-Credit
NC	640	HVAC Control Systems	Program moving from Credit to Non-Credit
NC	642	Trouble Shooting Heating and Air Conditioning	Program moving from Credit to Non-Credit
PHYS	111C	Physics for Life Science I Calculus Supplement	Intended for students who require credit for a calculus-based physics for life science course.

INACTIVATED COURSES

Subject I.D.	No.	Course Title	Justification
ANTH	214	Native North America	Has not been scheduled for at least two years.
ART	106	Art History and Appreciation – Pre-Columbian	Has not been scheduled for at least two years.
ART	188	Multimedia Portfolio and Resume Production	Has not been scheduled for at least two years.
ART	234	Beginning Watercolor Painting	Has not been scheduled for at least two years.

ART	235	Intermediate Watercolor Painting	Has not been scheduled for at least two years.
ART	236	Advanced Watercolor Painting	Has not been scheduled for at least two years.
BIOL	210	Nutrition	Has not been scheduled for at least two years.
CHLD	108	Model Approach to Partnership in Parenting	Has not been scheduled for at least two years.
COMM	202	Writing Broadcast News	Has not been scheduled for at least two years.
COS	180	Advanced Haircutting	Has not been scheduled for at least two years.
COUN	154	Peer Counseling and Advising	Has not been scheduled for at least two years.
DRAF	100	Beginning Computer Aided Design (CAD)	Removing duplicate course.
DRAF	190	Computer Imaging Practices for Industry and Architecture	Removing duplicate course.
DSPS	075	Individualized Assessment of Learning Strengths and Weaknesses	Has not been scheduled for at least two years.
ELEC	101	Electronics Fundamentals	Has not been scheduled for at least two years.
ELEC	102	Electronics Communications	Has not been scheduled for at least two years.
ELEC	120	Introduction to Computer Technology	Has not been scheduled for at least two years.
ELEC	201	Digital Electronics	Has not been scheduled for at least two years.
ELEC	202	Solid State Devices	Has not been scheduled for at least two years.
ENGR	125	Introduction to Engineering CAD	Removing duplicate course.
ESCI	125	California Geology	Has not been

			scheduled for at least two years.
ESL	070	American Idioms I	Has not been scheduled for at least two years.
HEAL	105	Hospital Unit Coordinator	Has not been scheduled for at least two years.
HEAL	156	Medical Terminology	Has not been scheduled for at least two years.
HEAL	157	Therapeutic Communications	Has not been scheduled for at least two years.
HEAL	264	Activity Coordinator	Has not been scheduled for at least two years.
HEAL	266	Activity and Social Service Documentation	Has not been scheduled for at least two years.
HEAL	267	Sub-Acute/Pediatrics Activity Leader	Has not been scheduled for at least two years.
KIN	210	Women's Varsity Tennis	Has not been scheduled for at least two years.
KIN	223	Men's Varsity Tennis	Has not been scheduled for at least two years.
MTRK	105	Diesel and Gasoline Generator Technology	Has not been scheduled for at least two years.
MTRK	190	Introduction to Compressed Natural Gas Vehicles	Has not been scheduled for at least two years.
MTRK	272	Diesel Engine Troubleshooting	Has not been scheduled for at least two years.
MUS	221	Drum and Bugle Corps	Course no longer needed.
PHTO	110	Photography Lab	Has not been scheduled for at least two years.
PHYS	105	Physical Science	Has not been scheduled for at least two years.

POLI	110	Current American Political Affairs	Has not been scheduled for at least two years.
PSY	111	Psychology of Religion II	Has not been scheduled for at least two years.
PSY	206H	Child Growth and Development – Honors	Has not been scheduled for at least two years.
SOCS	100	Principles of Leadership	Course no longer offered.
SOCS	101	Student Government	Course no longer offered.
SOCS	102	Student Government	Course no longer offered.
SPCH	210	Forensics	Has not been scheduled for at least two years.
TECH	100	Principles of Technology	Has not been scheduled for at least two years.

INACTIVATED PROGRAMS

			Justification
		Architectural Drafting – CAD Certificate of Achievement	Realignment of DRAF/ARCH/ENGR.
		Electronics Technician – Certificate of Achievement	Advisory Committee and LMI indicators support this decision.
		Energy Systems Technology – A.S. Degree	Unable to offer any of the courses required for this degree.
		Building systems Design Technology – Certificate of Achievement	Unable to offer any of the courses required for this certificate.
		Building Systems Maintenance & Operations Technology - Certificate of Achievement	Unable to offer any of the courses required for this certificate.
		Advanced Digital and Web Design – Certificate of Achievement	Program currently not offered.

		Activity and Social Service Documentation – Skill Award	Not currently offered.
		Activity Coordinator – Skill Award	Not currently offered.
		Drugs and Solutions – Skill Award	Not currently offered.
		Hospital Unit Clerk – Skill Award	Not currently offered.
		Medical Terminology – Skill Award	Not currently offered.
		Sub-Acute/Pediatrics Activity Leader – Skill Award	Not currently offered.

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u>X</u>
DATE	July 19, 2011	Resolution	<u> </u>
SUBJECT:	Academic Employees	Information	<u> </u>
		Enclosure(s)	<u>X</u>

BACKGROUND

Enclosed are personnel actions with regard to the employment, change of status, and/or separation of academic employees approved by the Director responsible for the supervision of the specific area.

This item was prepared by Linda Hughes, Human Resources Technician II.

RECOMMENDATION

Authorization is requested to approve the personnel actions with regard to the employment, change of status, and/or separation of academic employees.

Robert Sammis
Recommended by

 /
Moved Seconded

Aye __ Nay __ Abstained __

Approved for Submittal

Item No. H.1.g.

**ACADEMIC EMPLOYEES
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS
JULY 19, 2011**

NAME	CLASSIFICATION	STATUS	ASSIGNMENT	DEPARTMENT	BEGIN	END	RATE
Beach, Kristine	Instructor	Develop lab component of English 098	Stipend	HSI Bridges to Success Grant	07/20/11	08/25/11	\$2,000.00 tl.
Boxley, Jackie	Instructor	During unassigned time	Hourly as needed	Physical Education	08/26/11	12/31/11	\$50.72 hr.
Brawner, Mary	Instructor	During unassigned time	Hourly as needed	Physical Education	08/26/11	12/31/11	\$50.72 hr.
Fisher, Jamie	Instructor	Develop lab component of English 098	Stipend	HSI Bridges to Success Grant	07/20/11	08/25/11	\$2,000.00 tl.
Gomez, Steven	Instructor	During unassigned time	Hourly as needed	Physical Education	08/26/11	12/31/11	\$50.72 hr.
Gunstream, Marilyn	Instructor	During unassigned time	Hourly as needed	Physical Education	08/26/11	12/31/11	\$50.72 hr.
Hartman, Steven	Instructor	During unassigned time	Hourly as needed	Physical Education	08/26/11	12/31/11	\$50.72 hr.
Kyle, Timothy	Instructor		Hourly as needed	Physical Education	08/26/11	12/31/11	\$44.90 hr.
Lofthouse, Peter	Instructor		Hourly as needed	Physical Education	08/26/11	12/31/11	\$44.90 hr.
McLeod, Jennifer	Counselor	During unassigned time	Hourly as needed	Counseling	08/17/11	12/31/11	\$50.72 hr.
Merandi, Michael	Instructor	During unassigned time	Hourly as needed	Physical Education	08/26/11	12/31/11	\$50.72 hr.
Mercurio, Vince	Counselor	During unassigned time	Hourly as needed	Counseling	08/26/11	12/31/11	\$50.72 hr.
Mitzen, Kathleen		BRN Self Study for ADN Program	Daily as needed	EGR Grant	07/20/11	12/31/11	\$680.00 da.
Noonan, Benjamin	Instructor		Hourly as needed	Physical Education	08/26/11	12/31/11	\$44.90 hr.
Norman, Scott	Instructor	During unassigned time	Hourly as needed	Physical Education	08/26/11	12/31/11	\$44.90 hr.
Ponciano, Ronald	Instructor		Hourly as needed	Physical Education	08/26/11	12/31/11	\$44.90 hr.

**ACADEMIC EMPLOYEES
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS
JULY 19, 2011**

NAME	CLASSIFICATION	STATUS	ASSIGNMENT	DEPARTMENT	BEGIN	END	RATE
Shaw, Nickawanna	Instructor	During unassigned time	Hourly as needed	Physical Education	08/26/11	12/31/11	\$50.72 hr.
Spinella, Fabio	Instructor		Hourly as needed	Music	08/26/11	12/31/11	\$44.90 hr.
Stone, Traci	Instructor	During unassigned time	Hourly as needed	Physical Education	08/26/11	12/31/11	\$44.90 hr.
Urbick, Kristy	Instructor		Hourly as needed	Physical Education	08/26/11	12/31/11	\$44.90 hr.
Victor, Christopher	Instructor		Hourly as needed	Physical Education	08/26/11	12/31/11	\$44.90 hr.
Wheeler, Andrew	Instructor	During unassigned time	Hourly as needed	Physical Education	08/26/11	12/31/11	\$44.90 hr.
Wise, Jody	Instructor	During unassigned time	Hourly as needed	Physical Education	08/26/11	12/31/11	\$50.72 hr.
Wurst, Clifton	Instructor	During unassigned time	Hourly as needed	Physical Education	08/26/11	12/31/11	\$50.72 hr.

**ACADEMIC EMPLOYEES
COACHES 2011-12
FALL 2011**

FULL-TIME FACULTY

2011-2012

NAME	PAID SPORT	Head Assistant	MAJOR	# CHECKS	CLASS/ STEP	\$	SEASON	FALL	SPRING
								RELEASE TIME	RELEASE TIME
Boxley, Jackie	Softball	Head	Major	5	Stipend	\$4,528	SP	2.5 hours	3 hours
Gomez, Steve	Baseball	Head	Major	5	Stipend	\$4,528	SP	2.5 hours	3 hours
Shaw, Nicki	Cross Country	Head	Major	5	Stipend	\$4,528	FA	3 hours	2.5 hours

HEAD COACHES-ADJUNCT FACULTY

Name	Sport	Head Assistant	Major	# CHECKS	Class/Step	\$	Season	FALL RELEASE TIME	SPRING RELEASE TIME
Bruce-Oliver, Fred	M. Soccer	Head	Major	5	1-3	\$8,430	FA	0	
Horton, Julian	W. Golf	Head	Major	5	1-3	\$8,430	FA	0	
Horton, Julian	M. Golf	Head	Major	5	1-3	\$8,430	SP	0	
Jung, Shin	W. Volleyball	Head	Major	5	1-3	\$8,430	FA	0	
Nila, Richard	M/W Track	Head	Major	5	1-3	\$8,430	SP	0	
Rivas, Crystal	W. Water Polo	Head	Major	5	1-1	\$8,025	FA	0	
Rivas, Brandon	M. Water Polo	Head	Major		1-1	\$8,025	FA	0	

**ACADEMIC EMPLOYEES
FALL 2011 ADJUNCT
JULY 19, 2011**

Name	Department/Discipline	Placement	LHE Rate
Rivas, Brandon	Physical Education	1-2	\$1,025
Spinella, Fabio	Music	1-1	\$1,025

**CLASSIFIED EMPLOYEES
SEPARATIONS/LEAVES
JULY 19, 2011**

Name	Classification	Department	Reason	Date(s) of Separation
Cole, Jane E.	Administrative Assistant	Advancement/ Development and External Relations	Retirement	12/31/11

**CLASSIFIED EMPLOYEES
SHORT-TERM, HOURLY,
SUBSTITUTES
JULY 19, 2011**

NAME	CLASSIFICATION	REASON	DEPARTMENT	BEGIN	END	RANGE & STEP	HOURLY RATE/TOTAL
Arredondo, Dora	Stipend	RDA Practical Exam Kits	Dental	8/20/11	8/21/11		\$600/tl.
Augino, Jordanne		Volunteer	Kinesiology & Athletics	7/20/11	6/30/12		
Gutierrez Jr, Arnoldo	Skilled Maintenance Technician	Assist as needed	Facilities	7/20/11	12/31/11	38-1	\$22.00/hr.
Luevanos, Claire		Volunteer	Kinesiology & Athletics	7/20/11	6/30/12		
McFarlane, Greg	Stipend	Men's Basketball Camp Staff	Kinesiology & Athletics	7/20/11	8/1/11		Not to exceed \$1200/tl.
Parga, Brandon		Volunteer	Kinesiology & Athletics	7/20/11	6/30/12		
Pohl, Claudia	Stipend	RDA Practical Exam Kits	Dental	8/20/11	8/21/11		\$600/tl.
Ponciano, Ron	Stipend	Football Fitness Youth Camp/ Co-Director	Kinesiology & Athletics	7/20/11	8/4/11		Not to exceed \$10,000/tl. Salary dependent of the number of campers
Puhawan, Erica	Student Services Assistant	Performs clerical duties for students enrolled in special programs	ULV STEM Grant	7/20/11	12/31/11	17-1	\$13.10/hr.
Ranger, Jacob	Stipend	Men's Basketball Camp Staff	Kinesiology & Athletics	7/20/11	8/1/11		Not to exceed \$1200/tl.

**CLASSIFIED EMPLOYEES
SHORT-TERM, HOURLY,
SUBSTITUTES
JULY 19, 2011**

NAME	CLASSIFICATION	REASON	DEPARTMENT	BEGIN	END	RANGE & STEP	HOURLY RATE/TOTAL
Romanello, Frances	Financial Aid Technician	Assist as needed	Financial Aid	7/20/11	12/31/11	31-1	\$18.51/hr.

2011-2012 Coaches

ASSISTANT COACHES (Classified)

Name	Sport		PAID			FALL	Season	
			Major		Class/Step			
Acker, Chris	M Basketball	Assistant	Major	5	1-1	\$2,433	FA	0
Johnson, Patrick	M. Basketball	Assistant	Major	5	1-1	\$2,433	FA	0
Burr, William	W. Basketball	Assistant	Major	5	1-1	\$2,433	FA/SP	0
Urbick, Kristy	W. Basketball	Assistant	Major	5	2-1	\$2,871	FA/SP	0
Giannone, Anthony	Football	Assistant	Major	5	1-1	\$2,433	FA	0
Wilson, Steve	Football	Assistant	Major	5	1-1	\$2,433	FA	0
Hunt, Reggie	Football	Assistant	Major	5	1-1	\$2,433	FA	0
Randall, Steve	Football	Assistant	Major	5	1-1	\$2,433	FA	0
Luque, John	Football	Assistant	Major	5	2-2	\$4,418	FA	0
Lofthouse, Peter	Football	Assistant	Major	5	2-2	\$4,418	FA	0
Lofthouse, Peter	Football	Assistant	Major	5	2-2	\$4,418	SP	0
Pacheco, Eddie	Football	Assistant	Major	5	1-1	\$2,433	SP	0
Pacheco, Eddie	Football	Assistant	Major	5	1-1	\$2,433	FA	0
Bunten, Mike	M Water Polo	Assistant	Major	5	1-1	\$2,433	FA	0
Schmelzeisen, Jason	M.Soccer	Assistant	Major	5	1-3	\$5,563	FA	0
Dorman, Brian	W. Soccer	Assistant	Major	5	2-3	\$5,982	FA	0
Fink Kelly	Volleyball	Assistant	Major	5	1-2	\$3,977	FA	0
Ungeheier, Sam	Cross Country	Assistant	Major	5	1-3	\$5,563	FA	0

Volunteer Coaches

Dean, Becca	Volleyball	Assistant					FA	
Halverstadt, Blaine	Volleyball	Assistant					FA	
Foster, Darren	W. Golf	Assistant					FA	
Stokely, Katherine	W Water Polo	Assistant					FA	
Torres, Rigo	M. Soccer	Assistant					FA	
Gutierrez , Eddie	M. Soccer	Assistant					FA	
Wellman, Joey	M. Basketball	Assistant					FA	
Williams, Darren	W. Soccer	Assistant					FA	

PROFESSIONAL EXPERT

July 19, 2011

Name	Classification	Department	Begin	End	Rate
Ameral, Marne	Interpreter II	DSP&S	07/20/11	12/31/11	\$27.95/hr.
Cadena, Kimberleigh	Interpreter IV	DSP&S	07/20/11	12/31/11	\$34.16/hr.
Distelrath, Jason	Interpreter V	DSP&S	07/20/11	12/31/11	\$39.34/hr.
Dunlap, Kimberly	Lifeguard	Community Education	07/09/11	08/18/11	\$11.00/hr.
Dunlap, Kimberly	Swim Instructor	Community Education	07/09/11	08/18/11	\$16.00/hr.
Geerer, Sheri	Interpreter IV	DSP&S	07/20/11	12/31/11	\$34.16/hr.
Glenn, Anna	Interpreter II	DSP&S	07/20/11	12/31/11	\$27.95/hr.
Holm, Dorene	Interpreter I	DSP&S	07/20/11	12/31/11	\$23.81/hr.
Howell, Terri	Interpreter IV	DSP&S	07/20/11	12/31/11	\$34.16/hr.
Hurtado, Aimee	Interpreter I	DSP&S	07/20/11	12/31/11	\$23.81/hr.
Lopez, Leah	Interpreter IV	DSP&S	07/20/11	12/31/11	\$34.16/hr.
Louden, Gerrie	Interpreter IV	DSP&S	07/20/11	12/31/11	\$34.16/hr.
Navarro, Carol	Interpreter I	DSP&S	07/20/11	12/31/11	\$23.81/hr.
Quatro, Kristina	Interpreter V	DSP&S	07/20/11	12/31/11	\$39.34/hr.
Quintana, Sergio	Interpreter I	DSP&S	07/20/11	12/31/11	\$23.81/hr.
Quinto, Mark	Lifeguard	Community Education	06/25/11	08/18/11	\$11.00/hr.
Quinto, Mark	Swim Instructor	Community Education	06/25/11	08/18/11	\$16.00/hr.
Rostker, Vivion	Citation Reviewer	Campus Safety	07/20/11	06/30/12	\$50.00/hr.
Sengupta, Regina	Interpreter IV	DSP&S	07/01/11	12/31/11	\$34.16/hr.
Shaffer, Rachel	Interpreter III	DSP&S	07/20/11	12/31/11	\$31.06/hr.
Williams, Brandi	Interpreter V	DSP&S	07/20/11	12/31/11	\$39.34/hr.
Zachmann, Amy	Interpreter IV	DSP&S	07/20/11	12/31/11	\$34.16/hr.

2011-2012 Coaches

Waddington, Alan	Cross Country	Assistant	FA	
Paredes, Terry	Softball	Assistant	FA	Stipend in Spring
Andersen, Ed	Softball	Assistant	FA	Stipend in Spring
Valenzuela, Ralph	Softball	Assistant	FA	
Viverto, William	Baseball	Assistant	FA	Stipend in Spring
Aldrete, Marcos	Baseball	Assistant	FA	Stipend in Spring
Aklajanian, Eric	Baseball	Assistant	FA	
Amaya, Chris	Baseball	Assistant	FA	
Perry, Andrew	Baseball	Assistant	FA	
Ford, Richard	Track	Assistant	FA	
Ungeheier, Sam	Track	Assistant	FA	
David O'Conner, Joni	Track	Assistant	FA	
Landers , Cordell	Football	Assistant	FA	

H. ACTION (continued)

2. Authorization is requested to adopt Resolution #2011-12-01 and accept contract CCTR-1088 in the amount of \$250,694 for early education and care services for 2.5- and 3-year-old children in the Child Development Center for the period of July 1, 2011 to June 30, 2012. (Page 201)
3. Authorization is requested to adopt Resolution #2011-12-02 and accept contract SPP-1171 in the amount of \$732,712 for early education and care services for 4-year-old children in the Child Development Center for the period of July 1, 2011 to June 30, 2012. (Page 204)
4. Authorization is requested to approve the 2012-13 Academic Calendar as proposed. (Page 207)
5. Authorization is requested to approve the employment of Mr. Anil Kapoor as a temporary, one year, full-time, non-tenure track instructor in the Biological Sciences Department beginning on August 26, 2011 and ending on June 16, 2012 at a salary placement of Class 4, Step 1 on the Full-Time Faculty Salary Schedule (pending verification of qualifications and experience) totaling \$59,441 annually plus \$22,089.92 in health and statutory benefits. (Page 209)
6. Authorization is requested to approve the Follow-up Report to be submitted to the Accrediting Commission for Community and Junior Colleges in October, 2011. (Page 210)
7. Authorization is requested to approve the first read of Board Policies 7305, Discipline: Classified Staff, and 7209, Leaves: Academic Employees. (Page 228)
8. Authorization is requested to approve the second and final reading of the following Board Policies: BP 7203 - Evaluation: Full-Time Faculty; BP 3510 - Workplace Violence Prevention; and BP 7109 - Health Examinations. (Page 241)

At this time, the board may adjourn to closed session to discuss Item No. F.

I. BOARD OF TRUSTEES GOAL SETTING WORK SESSION

J. ADJOURNMENT

Dates to remember:

August 16, 2011	Board of Trustees Meeting
August 25, 2011	Annual Scholarship Reception
August 26, 2011	Convocation
September 13, 2011	Student Services Building Dedication
	Board of Trustees Meeting

**RESOLUTION
NO. 2011-12-01**

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services **and to authorize the designated personnel to sign contract documents for Fiscal Year 2011-12**

RESOLUTION

BE IT RESOLVED that the Governing Board of the Citrus Community College District authorizes entering into local agreement number/s **CCTR-1088** and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

<u>Name,</u>	<u>Title</u>	<u>Signature</u>
Geraldine M. Perri, Ph.D., Superintendent/President		_____

PASSED AND ADOPTED THIS 19th day of July 2011, by the Governing Board of the Citrus Community College District of Los Angeles County, California.

I, Edward C. Ortell , Clerk of the Governing Board of the Citrus Community College District, of Los Angeles County, California, certify that the foregoing is a full, true, and correct resolution adopted by the said Board at a regular meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

(Clerk's Signature)

(Date)

**RESOLUTION
NO. 2011-12-02**

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services **and to authorize the designated personnel to sign contract documents for Fiscal Year 2011-12**

RESOLUTION

BE IT RESOLVED that the Governing Board of the Citrus Community College District authorizes entering into local agreement number/s **CSP-1171** and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

<u>Name,</u>	<u>Title</u>	<u>Signature</u>
Geraldine M. Perri, Ph.D., Superintendent/President		_____

PASSED AND ADOPTED THIS 19th day of July 2011, by the Governing Board of the Citrus Community College District of Los Angeles County, California.

I, Edward C. Ortell , Clerk of the Governing Board of the Citrus Community College District, of Los Angeles County, California, certify that the foregoing is a full, true, and correct resolution adopted by the said Board at a regular meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

(Clerk's Signature)

(Date)

Fall Semester 2012
201320
Aug 24-Dec 15

August 12						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
September 12						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
October 12						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
November 12						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
December 12						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- Legal/Local Holidays
- Flex Day
- Fall 2012
Aug 24-Dec 15
- Final Exams
- Winter 2013
Jan 7-Feb 14
- Semester Break
- Spring 2013
Feb 19-Jun 15
- Spring Vacation
Apr 15-20
- Commencement
Jun 15, 2013
- Summer 2013
Jun 24-Aug 15

Winter Session 2013
201325
Jan 7-Feb 14

January 13						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
February 13						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

- Wk. 1
- Wk. 2
- Wk. 3
- Wk. 4
- Wk. 5
- Wk. 6

Spring Semester 2013
201330
Feb 19-Jun 15

February 13						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		
March 13						
S	M	T	W	T	F	S
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Summer Session 2013
201340
Jun 24-Aug 15

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- Wk. 8

DRAFT

Registration Dates:

- Fall 2012
- Jul 23-Aug 24
- Winter 2013
- Dec 3-Jan 6
- Spring 2013
- Jan 8-Feb 19
- Summer 2013
- Jun 3-Jun 23

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u>X</u>
DATE:	July 19, 2011	Resolution	_____
SUBJECT:	Employment of Mr. Anil Kapoor One Year Temporary Instructor – Biology	Information	_____
		Enclosure(s)	_____

BACKGROUND

The Biological Sciences Department would like to hire one full-time temporary, one year, non-tenure track faculty to replace an absent full-time faculty member. This recommendation is to approve the hiring of this position.

This item was prepared by Linda Hughes, Human Resources, Technician II.

RECOMMENDATION

Authorization is requested to approve the employment of Mr. Anil Kapoor as a temporary, one year, full-time, non-tenure track instructor in the Biological Sciences Department beginning on August 26, 2011, and ending on June 16, 2012 at a salary placement of Class 4, Step 1 on the Full-Time Faculty Salary Schedule (pending verification of qualifications and experience) totaling \$59,441 annually plus \$22,089.92 in health and statutory benefits.

Robert Sammis
Recommended by

Moved / Seconded

Aye ___ Nay ___ Abstained ___

Approved for Submittal

Item No. H.5.

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	July 19, 2011	Resolution	
SUBJECT:	Accreditation Follow-up Report	Information	
		Enclosure(s)	X

BACKGROUND

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, took action to reaffirm accreditation for Citrus College at its meeting of January 6-8, 2010. The action letter also required a follow-up report to be submitted to the commission by October 15, 2011 addressing three recommendations.

Beginning with spring 2010, the college established an accreditation oversight committee made up of campus administrators and faculty members responsible for each recommendation. This committee process mirrored and honored the inclusive process used in the preparation of the self-study. The committee met each semester to monitor progress in addressing the recommendations. For preparation of the follow-up report, the co-chairs interviewed the staff responsible for each of the three recommendations and drafted the report, which was then reviewed and edited by the responsible parties. The Follow-up Report was approved by Steering on June 13, 2011 and submitted to the Board as an information item on June 21, 2011.

This item was prepared by Pam McGuern, Administrative Assistant, Student Services.

RECOMMENDATION

Authorization is requested to approve the Follow-up Report to be submitted to the Accrediting Commission for Community and Junior Colleges in October, 2011.

Jeanne Hamilton
Recommended by

Moved / Seconded

Approved for Submittal

Aye ___ Nay ___ Abstained ___

Item No. H.6.



Follow-up Report

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Citrus College
1000 West Foothill Blvd.
Glendora, CA 91741

Submission Date: October 15, 2011

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CITRUS COLLEGE

FOLLOW-UP REPORT

Statement of Report Preparation

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, took action to reaffirm accreditation for Citrus College at its meeting of January 6 – 8, 2010. The action letter also required a follow-up report to be submitted to the commission by October 15, 2011, addressing three recommendations.

Beginning with spring, 2010, the college established an accreditation oversight committee made up of college faculty, staff, students and managers responsible for each recommendation. This committee process mirrored and honored the inclusive process used in the preparation of the self-study. This committee has met each semester to monitor progress in addressing the recommendations. For preparation of the follow-up report, the co-chairs interviewed the staff responsible for each of the three recommendations and drafted the report, which was then reviewed and edited by the responsible parties. The accreditation co-chairs presented an all-campus forum on May 24, 2011 to present progress on the recommendations. The full report was approved by the college shared governance Steering Committee on June 13, 2011 and was reviewed and approved by the Board of Trustees on June 21, 2011.

Mrs. Roberta Eisel, Academic Senate President and Accreditation Co-chair

Dr. Jeanne Hamilton, Vice President of Student Services and Accreditation Co-chair

Dr. Geraldine M. Perri, Superintendent/President

Dr. Patricia Rasmussen, President, Board of Trustees

Recommendation 1:

Over the last two years, the college has collected a significant amount of data for review and planning. In order to fully meet this Standard, the team recommends that the college build upon its existing processes and better integrate the use of data in program review, planning, budgeting, and decision-making. (Standards I.B.3, I.B.5, I.B.6)

Resolution of the Recommendation:

Citrus College has developed an integrated planning process that assures better integration of data in program review, planning, budgeting and decision-making. This process brings together the most effective continuing practices of the college and establishes the connections between and among them.

Analysis of the Results:

In fall 2009 and spring 2011, the college initiated a review of its planning processes. One goal of this review was to infuse the use of data into each component of the planning processes and thereby institutionalize data-driven decision-making. The product of this review dialogue is the *Citrus College Integrated Planning Manual* which was approved by the Steering Committee on May 23, 2011 and presented to the Board of Trustees on June 21, 2011. The following is a brief summary of how data are used in each component of the college's integrated planning process:

- **Strategic Plan:** Data on the college's successes and needs are reviewed in an all-college meeting prior to the brainstorming that leads to the Institutional Goals and Objectives. This process is deeply institutionalized. The 2009 self study report highlighted the process followed since 2007. In the development of the current strategic plan, even greater emphasis was placed on the consideration and incorporation of data in the strategic planning process. Following study and review of external data from the Accountability Reporting for Community Colleges, the Community Colleges Survey of Student Engagement, and the California Community College's System-Wide Strategic Plan, as well as external data and development of a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis, the Strategic Plan Committee identified six institutional focus areas. At convocation in 2010, nearly 1,000 comments and suggestions were generated by faculty, staff and students. These comments and suggestions were then presented in a survey to the entire college community. The results of the survey were considered and honed into the strategic goals and related objectives that are now part of the five year Strategic Plan that is referenced in the *Integrated Planning Manual*.

- *Educational Master Plan*: Comprehensive internal and external scans are the first step in developing this long-term plan in these ways:

Profile of the Community and the College. This chapter of the *Educational Master Plan* creates a context for planning by analyzing existing conditions. In the Educational Plan, this analysis begins with external scans, which describe and analyze the trends and projections in population size and demographics, employment, and enrollment followed by a summary of the characteristics of the current student population. This profile concludes with a distillation of the key facts that are relevant to educational planning and which link directly to the institutional goals. These data also inform the subsequent *Facilities Master Plan* and *Technology Master Plan*.

Analysis of Instructional Disciplines and Student Services. A model that combines efficiency and student demand measures with successful course completion was developed to analyze each instructional discipline and project whether that discipline is likely to grow faster than, the same as, or slower than the overall college growth. A similar projection was made for each student service albeit without the benefit of a uniform model for the analysis since the data elements are unique across the student services.

The two quantitative benchmarks applied in this analysis are enrollment and student success.

Enrollment is the number of students who take advantage of the programs and services offered.

Student success is measured by the rates of student successful course completion and student retention. Student success rates reflect the percentage of students who complete a course with a passing grade at the end of the semester. Student retention reflects the percentage of students who complete a course with either passing or non-passing grades at the end of the semester. The analysis of instructional disciplines and student services includes a comparison of each instructional discipline's rate of successful course completion with the state-wide average of successful course completion for that discipline.

Further, data from various processes identified in the *Citrus College Integrated Planning Manual* are used in institutional planning. The planning processes addressed in the *Integrated Planning Manual* include:

- Mission, Vision, Values
- Strategic Plan

- Board Goals
- *Educational Master Plan*
- *Institutional Advancement Plan*
- *Human Resources Plan*
- *Technology Master Plan*
- Program Review
 - Academic/Instruction
 - Instructional Support
 - Student Services
 - Institutional Support
- Resource Allocation

The manual outlines the interrelated nature of these efforts and identifies the purpose, process, timeline, initiation/completion, and recommendations for each of these planning functions. Further, the manual articulates the implementation and assessment of the planning process which lead to program improvement. Each step in this integrated process makes use of a variety of data, assuring that the college better integrates the use of data in program review, planning, budgeting, and decision-making as recommended in the visiting team report.

Evidence of the Results:

- Internal and external data are connected throughout the institutional planning processes. Data in the *Educational Master Plan* and in the Strategic Plan are cross-referenced into one plan from the other.
- The college regularly applies clearly defined metrics, including outside research data, ARCC data, performance data, and learning outcomes data in its planning and decision making.
- Data-based recommendations and requests are prioritized in program review at the program or discipline level and at the division level. These prioritized requests are presented to the Financial Resources Committee for consideration of allocation of discretionary funds (see the *Citrus College Integrated Planning Manual*). Requests may be referred to the Technology Committee or elsewhere if needs could possibly be met through avenues other than discretionary funds allocations.
- The President's Cabinet considers a variety of data in its decision making process. Data sources include the Strategic Plan, the budget, enrollment data, human resources reports, program review prioritization reports, and ARCC data. Considerations for

positions other than faculty are reviewed by the President's Cabinet. Requests for staffing are supported by data developed in program review and learning outcomes assessment results.

- Faculty Needs Identification Committee (FNIC) requires that data from program review and learning outcomes assessment support all requests for new faculty (see FNIC process in AP 7201 Recruitment and Selection: Full-Time Faculty).
- Program Review
 - Instruction. For many years, the Office of Institutional Research has provided a six-page data report to each instructional discipline for use in both the comprehensive (six year) and annual program review process. The program review templates prompt faculty to attend to indexed sections of the data report. Recommendations and budgeting requests in program review must be based on data and reflection on learning outcome assessment results. As such, data generated for the purpose of faculty analysis of program effectiveness and needs are carried forward into the planning and decision-making processes.
 - Unit-level plans for instructional support, student services, and institutional support areas carry forward recommendations supported by program review and learning outcomes data.
- Technology plans support all aspects of institutional planning.

In each of these areas, unit-level plans lead to resource requests based on needs similar to the prioritization of needs in the instructional program review process.

The visiting team report states that “the college would do well to empower faculty to become faculty researchers in the classroom and at the program level” (page 21). Citrus College has a four-pronged approach to facilitating use of data by faculty in the classroom and at the program level.

- Program Review Coordinator
 - Student Learning Outcomes and Assessment Coordinator
- These two faculty leaders serve as coaches to colleagues on the interpretation and use of data prepared for each instructional discipline by the Office of Institutional Research.
- College Success (Basic Skills)
- The College Success Committee is chaired by a faculty member. This committee, composed primarily of faculty, generates questions for the Office of Institutional Research and then analyzes these data and other data from the broader field. Such activity has resulted in recommendations to re-vamp curriculum in the disciplines of

reading and English with the goal of accelerating student progress toward and success in college level courses. Outcome data related to these changes will be followed by these faculty researchers.

- Faculty engage in designing research questions related to existing and proposed grants.

Faculty are encouraged to conduct research through other means such as the sabbatical process and the mini-grants projects supported by the college foundation. Faculty share the results of their research. An example of such sharing is the recent Sabbaticals Forum sponsored by the Academic Senate and the Office of Academic Affairs to which the governing board, faculty, and other members of the college community were invited.

Additional Plans:

Program review processes are assessed annually. In its on-going commitment to institutional effectiveness, the college has set a schedule for regular review of existing policies and procedures and for development of additional policies and procedures as deemed needed. Additionally, the *Citrus College Integrated Planning Model* includes regular assessment of the effectiveness of the major planning processes.

As reflected in the manual, planning is grounded in careful consideration of data. This consideration results in dialogue regarding the improvement of institutional effectiveness which occurs in an ongoing and systematic cycle of evaluation which broadly includes the development of the strategic plan. The strategic plan leads to:

- institutional goals
- development of plans to achieve the institutional goals and strategic objectives, which leads to
- resource allocation that directs College resources to the institutional goals and strategic objectives, which leads to
- implementation of the plans, which leads to
- assessment that leads to program improvement and the next cycle of planning.

List of Evidence

(1.) *Citrus College Integrated Planning Manual*

<http://www.citruscollege.edu/accreditation/Documents/Follow-up%20Report%202011>

(2.a.) Instructional Program Review Outline and Matrices

<http://www.citruscollege.edu/pr/academic/Documents/forms-handbook/ProgramReviewTemplate.pdf>

(2.b.) Instructional Annual Program Review Outline and Matrices

<http://www.citruscollege.edu/pr/academic/Documents/forms-handbook/annual-worksheet-form.pdf>

(3.) Faculty Needs Hiring Committee Process (within R4107 – Hiring Procedures for Full-Time Faculty)

<http://www.citruscollege.edu/admin/bot/policiesarchive/Documents/4100/r-4107.pdf>

(4.) Sample Data-Cube Report

<http://www.citruscollege.edu/accreditation/Documents/Follow-up%20Report%202011>

Recommendation 3:

In order to meet the standards, the team recommends that the college accelerate the program review timeline for student support services that have yet to undergo review and assess the effectiveness of recent program initiatives to Student Services and ensure that effective practices are maintained in the base budget. (Standard II.B.2.c., d., II.B.3.a., II.B.4.)

Resolution of the Recommendation:

This recommendation addresses two separate concerns: first, the timing of the schedule for program review completion in instructional support and institutional support areas, and second, assessment of the effectiveness of new grant-funded programs that support students, keeping effective programs in the base budget. As stated in the visiting team report (page 26) the academic/instructional and student services program reviews have been in place for a long time. The student services programs have conducted comprehensive program reviews since 1996 and have completed their third six-year cycle. Instructional program reviews have also been in place for many years. The team report identifies two additional areas for attention – instructional support, including such areas as child development center, distance education, library services, etc., and institutional support, including such areas as human resources, fiscal services, maintenance and operations, research, and technology.

Analysis of the Results:

The instructional support program reviews were all completed between 2006/07 and 2010/11.

2006-07: Distance Education

2007-08: Athletics

- 2008-09: Learning Center, College Success (basic skills), Continuing/Contract/Non-credit Education, Honors, Library Services, Study Abroad, Performing Arts Center
- 2009-10: Child Development Center
- 2010-11: Tech Prep

The institutional support areas were completed as follows.

- 2008-09: Facilities and Construction
- 2009-10: Fiscal Services, Purchasing/Warehouse/Transportation
- 2010-11: Human Resources, Institutional Research, TeCS, Institutional Advancement

All of the completed program reviews, regardless of area, go through the college shared governance process including approval by the Steering Committee and presentation to the Board of Trustees.

The recommendation further requests that the college assess the effectiveness of recent program initiatives and maintain effective practices in the base budget. The recent initiatives include several grant funded programs, including: (1) the HSI Science, Technology, Engineering and Mathematics (STEM) grant; (2) the College Success program funded through the Basic Skills Initiative; (3) Bridges to Success, funded by HSI Title V; (4) the Center for Teacher Excellence, funded through HSI Title V; and (5) the Veterans Center, funded by a grant from Wal-Mart and a federal Centers of Excellence for Veteran Student Success grant.

- **STEM**

The STEM program includes several components, including Power Math, supplemental instruction (SI), calculus readiness workshops, Math Success Center, and STEM Center. The Power Math program showed strong initial results, but by tracking student progress over subsequent semesters indicated that the program was ineffective in making a lasting improvement in mathematics. As a result, this program component has been discontinued. The college has a great deal of data on the effectiveness of supplemental instruction, which is very positive. SI not only improves student success but also persistence. Staff presented this research at the Association for Institutional Research conference. The evaluation of the calculus workshops also shows good results. The data on the Math Success Center, which provides drop-in tutoring, shows strong usage and student satisfaction. Comparison of grades

indicates that this is an effective service. The STEM Center houses supplemental instruction, study groups, computers, and science materials and serves as a hub for science students. Student reports and utilization indicate that this program is also very effective.

The college may be able to maintain the Math Success Center and the STEM Center through the reallocation of existing funds, and alternate mechanisms are being explored to maintain support of supplemental instruction. The college has submitted a proposal for another STEM grant to build on the success of the first grant.

- **College Success**

The College Success program includes the Fast Track program and learning communities. Fast Track pairs two courses, each 8 weeks, to be completed in one semester. The college has longitudinal studies since Fall 2009 comparing success rates of fast track to traditional semester length courses. The results are strong, and this program has already been institutionalized. The learning communities program has five years of data showing graduation rates, student satisfaction, persistence and success. This program also has good results, and the college has allocated basic skills initiative funding where appropriate and is seeking additional grant funding to maintain this program.

- **Bridges to Success**

The Bridges to Success Program includes English supplemental instruction and the Writing Café, a drop-in writing resource center. Early data on grades, usage and student satisfaction indicate that both of these efforts are effective. The grant includes 3 more years of funding.

- **Center for Teacher Excellence**

The Center for Teacher Excellence was a cooperative HSI grant with Citrus College and the University of La Verne whose purpose was to provide specialized counseling and advising services and transfer assistance for students who want to become K-12 teachers. The funding is completed, but many of the services of this program have been institutionalized. The college continues to provide specialized counseling for future teachers as well as workshops on teaching, a specialized curriculum for future teachers in general education disciplines, and a book loan service. The University of La Verne continues to visit the college each semester to meet with future teachers and assist them with transfer. The program currently has nearly 400 active students.

- **Veterans Center**

The Veterans Center is funded by the district, a Wal-Mart grant, and a Department of Education Centers of Excellence for Veteran Student Success grant. The program began as a series of

services, but nearly two years ago a physical home was provided for the program. With the opening of the new Student Services Building, the Veteran's Center will have two staff offices, a lounge and a study room. Student surveys and focus groups cite the effectiveness of a location to gather and provide support to one another as well as tutoring support. A financial aid staff member was relocated to the center to provide support and assist student veterans with processing their applications for benefits. The college provides mental health services, math refresher workshops, and outreach to veterans in the community as well as training for faculty and staff on serving veterans. A special course, "Boots to Books" has been offered for several years. This program has resulted in state and national recognition for the college, including being named as a "Military Friendly School" by *G.I. Jobs Magazine* and featured in the White House Summit video on community colleges. The services funded by the most recent grant are still in their first year and will be evaluated at the end of the year for effectiveness. The federal grant will continue for two more years and most of the services provided will be maintained with district funds.

Additional Plans:

Program review schedules have been established and implemented. The utilization of program review for strategic planning and for budget development are documented in the *Citrus College Integrated Planning Manual*. The college will continue to assess the effectiveness of program review processes annually and update as needed.

In light of the severe fiscal distress of the state, the college is reevaluating many of the services provided to students in an effort to maintain services that provide the most assistance in helping students reach their academic goals. However, the college has assessed the effectiveness of recent program initiatives and has institutionalized many of the most effective components of grant-funded services and plans to continue to seek additional outside funds as well as district funds to maintain these services.

List of Evidence

(1.) *Citrus College Integrated Planning Manual*

<http://www.citruscollege.edu/accreditation/Documents/Follow-up%20Report%202011>

(5.) Program Review schedules for :

Instruction -

<http://www.citruscollege.edu/pr/academic/Documents/forms-handbook/Program-review-cycle.pdf>

Student Services -

<http://www.citruscollege.edu/pr/student/Pages/default.aspx>

Instructional Support -

<http://www.citruscollege.edu/pr/academic/Pages/instructionalsupport.aspx>

Institutional Support -

<http://www.citruscollege.edu/pr/institutional/Pages/areasinreview.aspx>

(6.a.) STEM: Summary Page for SI Quantitative Studies, Table 1

<http://www.citruscollege.edu/accreditation/Documents/Follow-up%20Report%202011>

(6.b.) College Success: Tracking Students from Basic Skills to College Level Math and English

<http://www.citruscollege.edu/accreditation/Documents/Follow-up%20Report%202011>

(6.c.) Bridges to Success: Writing Café Usage Report, Fall 2010

<http://www.citruscollege.edu/accreditation/Documents/Follow-up%20Report%202011>

(6.d.) Bridges to Success: Supplemental Instruction Report, Fall 2010

<http://www.citruscollege.edu/accreditation/Documents/Follow-up%20Report%202011>

Recommendation 5:

In order to meet standards, the team recommends that the college complete its stated goal in its comprehensive planning agenda to “demonstrate its commitment to continuous quality improvement through the updating and review of the effectiveness of the college’s five major planning documents and be deliberate in utilizing the content with them in budget development.” (Standards III.A.6, III.B.2.b, III.C.2)

Resolution of the Recommendation:

In the fall of 2010, the college initiated a review of its planning processes. The first goal of this review was to institutionalize the use of data in decision-making; the second goal was to develop a model to articulate the flow between and among the planning processes and the link between planning and resource allocations. The product of this review is the *Citrus College Integrated Planning Manual* which was approved by the Steering Committee in May, 2011 and presented to the Board of Trustees in June, 2011.

Analysis of the Results:

Through the dialogue that resulted in the development of this manual, the college reaffirmed its existing planning assumptions and clarified the links between and among the components of planning. As described in the manual, the college is committed to an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation as a means of ensuring continuous quality improvement.

The manual outlines the overall planning model as well as the following information for each component of the planning process:

- Specific purpose
- Processes by which recommendations will be developed
- Timeline
- Individuals or groups responsible for initiating and completing the tasks
- Individuals or groups that will receive the recommendations and render final decisions

The five major planning documents of the college are:

- Citrus College Mission Statement
- Program Review
- Strategic Plan
- *Educational and Facilities Master Plan*
- *Technology Master Plan*

Mission

The mission, vision and values of the college drive the remainder of college planning. The planning manual states that the mission will be reviewed every five years, to coincide with the strategic planning cycle.

Program Review

Program review in instructional programs and student services programs have been ongoing through several cycles, are systematic, and are used to assess and improve student learning. In the last two years, program reviews in both instructional support and institutional support areas have been completed. The chief instructional officer and representatives of the academic senate assess the program review process annually to increase utility and effectiveness. The college just completed the cycle of program review in the institutional support areas and can now review the model for effectiveness.

Annual program review in instruction and student services, along with the college strategic plan, drives goals and activities at the program level each year.

Strategic Plan

The strategic plan guides the direction of the college's energies and resources. It articulates the focus areas, institutional goals and strategic objectives that are the foundation for all other college plans. The strategic planning committee began with a review of internal and external data in a SWOT analysis. From this review, the committee developed six focus areas for college

planning. On convocation day, all faculty and staff were asked to participate in a brainstorming session to identify possible college initiatives to accomplish these focus areas. Nearly 1,000 suggestions were refined into a survey that went out to all staff, and staff voted on the relative importance of each item. The committee then selected the highest ranked items in each focus area to become the five-year strategic plan. The product of this process is a five-year strategic plan with annual implementation plans and annual progress reports. At the end of year one, the strategic planning committee will review the effectiveness of the process.

Master Plan

The college completed the new Educational Master Plan in spring, 2011. The last master plan served the college very well from 2001 to 2010, providing support for our instructional and support programs, a successful facilities bond campaign, and college planning. The college's Steering Committee served as the advisory committee for the development of the comprehensive master plan, utilizing a consultant to assist in the process. This plan will be utilized to chart the college's long-term course. The college will continue to refine the facilities portion of the master plan in the coming year.

The Steering Committee used the following process to complete the plan:

- Analysis of existing conditions
- Anticipation of changes in the community
- Anticipation of growth in the college as a whole
- Anticipation of changes in programs and services
- Inclusion of focus areas, institutional goals and strategic objectives assigned to instruction and student services
- Inclusion of opportunities for input from all college constituencies

Technology Plan

The technology plan guides the implementation of technology at the college for a five-year period in order to:

- Respond to the institutional goals and strategic objectives from the strategic plan
- Incorporate technology requirements defined in the *Educational Master Plan*
- Encompass the evaluation and development of the infrastructure, administrative information systems, operations support and management of web resources

The college has developed annual planning objectives to implement the strategic plan, annually review and update planning objectives, and communicate the achievement of goals through annual program review process.

The *Citrus College Integrated Planning Manual* documents how resource allocation and budget development are influenced by the college's five main planning documents.

Additional Plans:

The college will utilize the *Citrus College Integrated Planning Manual* to increase clarity of the planning processes, linkages between the various plans, and how they relate to resource allocation.

Evidence:

- (1.) *Citrus College Integrated Planning Manual*
<http://www.citruscollege.edu/accreditation/Documents/Follow-up%20Report%202011>
- (2.a.) Instructional Program Review Outline and Matrices
<http://www.citruscollege.edu/pr/academic/Documents/forms-handbook/ProgramReviewTemplate.pdf>
- (2.b.) Instructional Annual Program Review Outline and Matrices
<http://www.citruscollege.edu/pr/academic/Documents/forms-handbook/annual-worksheet-form.pdf>
- (7.) Mission Statement
<http://www.citruscollege.edu/admin/mission/Pages/default.aspx>
- (8.) Strategic Plan
<http://www.citruscollege.edu/admin/planning/Pages/default.aspx>
- (9.) *Educational Master Plan*
<http://www.citruscollege.edu/info/reports/Documents/CitrusCollegeEducationalMasterPlan09.pdf>
- (10.) *Technology Master Plan*
<http://www.citruscollege.edu/tecs/Documents/2010CITCTechPlan.pdf>

Follow-up Report

List of Evidence Documents

1. *Citrus College Integrated Planning Manual*
- 2.a. Instructional Program Review Outline and Matrices
- 2.b. Instructional Annual Program Review Outline and Matrices
3. Faculty Needs Hiring Committee Process (within R-4107 Hiring Procedures for Full-time Faculty)
4. Sample Data-Cube Report
5. Program Review Schedules for Instruction, Student Services, Instructional Support and Institutional Support
- 6.a. STEM: Summary Page for SI Quantitative Studies, Table 1
- 6.b. College Success: Tracking Students from Basic Skills to College Level Math and English.
- 6.c. Bridges to Success: Writing Café Usage Report, Fall 2010
- 6.d. Bridges to Success: Supplemental Instruction Report, Fall 2010
7. Mission Statement
8. Strategic Plan
9. *Educational Master Plan*
10. *Technology Master Plan*

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	July 19, 2011	Resolution	_____
SUBJECT:	Board Policies First Reading	Information	X
	BP 7305, Discipline: Classified Staff;	Enclosure(s)	X
	BP 7209, Leaves: Academic Employees		_____

BACKGROUND

The Citrus Community College District is in the process of updating and aligning the District's Board Policies and Administrative Procedures with the recommended policies and procedures developed through the Community College League of California (CCLC). The District is a member of the Board Policy and Administrative Procedure Subscription Service coordinated by the CCLC.

Board Policy 7305 – Discipline: Classified Staff was distributed to the constituent group leaders on May 31, 2011, for information only, and approved by the Steering Committee on June 13, 2011. Attached to the BP, for information only, is the related Administrative Procedure, which was negotiated with the California School Employees Association, Chapter 101, and ratified by its membership on January 11, 2011.

Board Policy 7209 – Leaves: Academic Employees, was negotiated with the Citrus College Faculty Association, and was ratified by its membership on June 9, 2011, and by the Steering Committee on June 13, 2011. Attached to the BP, for information only, is the related Administrative Procedure.

This item was prepared by Sandra Coon, Confidential Administrative Assistant, Office of Human Resources.

RECOMMENDATION

Authorization is requested to approve the first reading of Board Policies 7305, Discipline: Classified Staff, and 7209, Leaves: Academic Employees.

Robert Sammis
Recommended by

_____/_____
Moved Seconded

Approved for Submittal

Aye __ Nay __ Abstained __

Item No. ____ H.7. _____

Proposed Citrus Community College District Policy

**Human Resources
DRAFT as of 05/25/11**

**BP 7305 DISCIPLINE:
Classified Staff (Bargaining Unit Employees)**

References: Education Code Section 88013, 88016

The District shall maintain a procedure for the discipline of classified bargaining unit employees. The current procedure is set forth in the collective bargaining agreement between the District and the California School Employees Association, Chapter 101.

Office of Primary Responsibility: *General Institution/Office of Human Resources*

Date Adopted:.....

Approved by Academic Senate
CSEA
ASCC
Management Team
Supervisor/Confidential
Steering..... 06/13/11
Board of Trustees.....

*Note: New language indicated by underline, deleted language indicated by ~~strikethrough~~, and subsequent changes to language indicated by **shading**.*

Distributed to constituent groups May 31, 2011, for information only

Proposed Citrus Community College District Policy	

**Human Resources
DRAFT as of 04/28/11**

BP 7209 LEAVES

References: Education Code Section 87763 et seq

The District shall provide for leaves of absence for full-time faculty as set forth in AP 7209.

Office of Primary Responsibility: Human Resources

Date Adopted:.....

Approved by Academic Senate.....
Citrus College Faculty Association
Steering..... 06/13/11
Board (First Read)
Board (Second Read)

Policy negotiated with Faculty and, as such, provided for information to:

- ASCC on 05/25/11
- CSEA on 05/25/11
- Management Team on 05/25/11
- Supervisor/Confidential Group on 05/25/11
- Steering Committee on _____

Proposed Citrus Community College District Policy	

**Human Resources
DRAFT as of 06/28/11**

AP 7209 LEAVES

References: Education Code Section 87763 et seq.

1. Sick Leave

Unit members shall be granted paid sick leave within the following provisions:

a) Regular Sick Leave

Full-Time faculty shall earn sick leave on an annual basis as follows:

Ten (10) month employees Ten (10) days per fiscal year

Ten and one-half (10-1/2) month employees Ten and one-half (10-½) days per fiscal year

Eleven (11) month employees..... Eleven (11) days per fiscal year

Eleven and one-half (11-1/2) month employees. Eleven and one half (11 1/2) days per fiscal year

Twelve (12) month employees Twelve (12) days per fiscal year

b) Extra Duty Sick Leave (Intersession and Overload)

Full-time faculty who teach during an intersession shall earn overload sick leave at the rate of one (1) hour of sick leave for each eighteen (18) hours of assignment. All sick leave earned under this provision shall be placed in an hourly sick leave account and may be used by a unit member for absences occurring during an intersession assignment or for an overload absence.

Full-time faculty who teach overload classes shall earn paid sick leave at the rate of one (1) hour of sick leave for each eighteen (18) hours of overload assignment. All sick leave earned under this provision shall be placed in a hourly sick leave account and may be used by a unit member for absence from an overload class or an absence from a class during an intersession.

c) Accumulated Sick Leave

At the beginning of each fiscal year, a unit member's sick leave accumulation shall be increased by the number of days of paid sick leave that she/he is entitled to under paragraph (a) above. Unused regular and extra duty sick leave shall accumulate year to year.

d) Extended Sick Leave

The purpose of this section is to implement the provisions of Education Code Section 87780, and is to be interpreted in a manner to be consistent with Education Code Section 87780. In addition to the annual sick leave earned under paragraph (a) above, each July 1 full time faculty will be credited with an additional five months (100 days) of extended sick leave including any days of accumulated sick leave. Once a full-time unit member exhausts all regular sick leave and accumulated sick leave, any additional days of sick leave (not to exceed a maximum of 110 days for ten-month employees) shall be paid based on the difference between the unit member's regular pay and the amount actually paid to temporary employee or, if no temporary employee is hired, then the amount, based on the appropriate salary schedule that would have been paid to a temporary employee. The 100 days of extended sick leave renews each July but does not accumulate. Once a unit member exhausts regular sick leave and extended sick leave, the unit member may be placed on an unpaid leave of absence or may be dismissed. This provision does not include extra duty sick leave credit.

Example 1: A unit member who works ten months per year earns 10 days per year. This employee is entitled to be absent a total of 110 days for the academic year (10) days plus 100 days of extended illness leave.

Example 2: A ten-month unit member on July 1 is credited with 10 days of sick leave and has 30 days of accumulated sick leave. After exhausting the 10 days of sick leave every additional absence will be charged to the 100 days of extended sick leave. Since the employee has 30 days of accumulated sick leave, 30 of the 100 days of extended sick leave will be compensated at the unit member's full salary. Any further absence will be charged to extended sick leave and the unit member will be compensated based on the difference of his/her regular salary and the amount actually paid or the amount that would have been paid to a temporary employee.

e) Utilization of Sick Leave

Sick leave may be used by a unit member when he/she is absent for illness or injury.

A unit member's sick leave balance will be charged one sick day for each scheduled day missed. Sick days may be charged based on a full or half day. Any absence on a day in which a unit member missed all of her/his scheduled assignment shall be charged as one day to his/her sick leave bank. Any absence on a day in which the unit member works a portion of a scheduled day shall be charged as a half day to his/her sick leave

bank. A scheduled day is any day in which a unit member is assigned a class or hours as part of his/her assignment or a day in which the unit member has a scheduled department meeting.

If a unit member is absent for two consecutive calendar weeks or more, then he/she shall be charged five days for each week absent.

For utilization of extra duty sick leave, refer to Section 1.b above.

f) Verification of Sick Leave

Upon return from any sick leave absence, a unit member is required to report his/her absence on the appropriate absence report.

A unit member who is absent for a period of more than five (5) consecutive scheduled days shall be required to provide verification from a doctor of the need to be absent due to illness or injury. This verification will be provided directly to the Office of Human Resources.

The District reserves the right to require a unit member upon return from a sick leave of absence of any duration to provide verification from a doctor of the need to be absent due to illness or injury. In the event that the District requires such verification, the cost of any such examination by a doctor will be paid by the District.

2. Personal Necessity Leave

A unit member may elect to use up to seven (7) working days of available paid sick leave, annually, in cases of personal necessity for the following purposes:

- a) Death of a member of the unit member's immediate family when additional leave is required beyond that provided under Bereavement Leave.
- b) As a result of an accident or illness involving the unit member's person or property or the person or property of his/her immediate family.
- c) Resulting from the unit member's appearance in any court or before any administrative tribunal as a litigant, party, or witness.
- d) To care for an ill parent, spouse, domestic partner, or child.
- e) Religious observances.
- f) Such other reasons approved by the Superintendent/President or his/her designee.

A unit member shall be entitled to use, without qualification, three (3) of the seven (7) working days of the personal necessity leave as unspecified personal necessity leave with reasonable notice, when possible, by notifying his/her department. Upon return from a Personal Necessity Leave, the unit member shall complete the appropriate absence report.

Flex days and graduation days shall be counted as one day each.

In the event that a unit member whose load consists of distance education is absent due to personal necessity reasons for a period of two (2) work weeks or more and chooses to continue teaching his/her distance education load, then a proportion of his/her absence equal to a proportion of his/her total distance education load will be credited for purposes of days charged from regular sick leave.

3. Bereavement Leave (Paid Leave)

A unit member shall be granted necessary leave of absence with full pay if such absence is due to the death of an immediate family member of the unit member.

The leave shall not exceed three (3) working days or five (5) working days if travel is in excess of 400 miles. Bereavement Leave is not charged to personal necessity leave.

The immediate family, as used in this section, shall include the spouse/domestic partner, child/step-child, parent/step-parent, sibling/half-sibling, grand/great-grandparent, grand/great-grandchild, brother/sister-in-law, daughter/son-in-law, mother-/father-in-law of the unit member or of the spouse/domestic partner of the unit member, or any other person for whom the unit member is legally responsible or any other member of the immediate household.

A unit member shall notify his/her department of the leave and, upon returning, shall complete the appropriate absence report.

Such leave shall be taken as soon after notification of death as possible, and no later than ten (10) working days.

Under special or unusual circumstances, and upon mutual agreement between the immediate supervisor and the unit member, leave may be taken at a later date than specified above, but in no event shall the leave be taken after one (1) year.

4. Industrial Accident and Illness Leave

A unit member shall be entitled to industrial accident and illness leave under the following rules and regulations:

- a) Accident or illness must have arisen out of and in the course of employment for the District and must be accepted as such by the District's third party Worker's Compensation administrator.
- b) Allowable leave shall be for up to sixty (60) working days in any one (1) year for the same accident, and precedes the use of any regular sick leave.
- c) Allowable leave shall not be accumulated from year to year.
- d) Industrial accident or illness leave of absence shall commence on the first day of approved Industrial Accident/Illness absence. Any days of absence associated with a claim for Industrial Accident/Illness that is not approved shall be charged against the unit member's sick leave.

- e) Payment for wages lost on any day shall not, when added to an award granted the unit member under the Worker's Compensation laws of the state, exceed the normal wage for the day.
- f) Industrial accident leave shall be reduced by one (1) day for each day of authorized absence regardless of a compensation award made under Workers' Compensation.
- g) When an industrial accident or illness occurs at a time when the full sixty (60) days shall overlap into the next year, the unit member shall be entitled to only the amount remaining at the end of the year in which the injury or illness occurred, for the same injury or illness.
- h) During any paid leave of absence, if the unit member receives payments from disability, he/she shall endorse to the District the temporary disability indemnity checks received due to the industrial accident or illness. The District in turn shall issue the unit member appropriate salary warrants for payment of salary, and shall make retirement and other authorized deductions.

5. Family Medical Leave

This provision shall be interpreted in a manner that is consistent with both state and federal statutes concerning family leave.

A unit member is eligible for leave if the unit member:

- a) Has been employed for at least twelve (12) months and;
- b) Has been employed for at least 1,250 hours during the twelve (12) month period immediately preceding the commencement of the leave.

A unit member, if eligible, shall be granted up to twelve (12) weeks of unpaid leave for any of the following purposes:

- a) The birth of a child or to care for a newborn of the unit member.
- b) The placement of a child with a unit member in connection with the adoption or foster care of a child.
- c) To care for a child, parent, or spouse who has a serious health condition.
- d) A serious health condition that makes the unit member unable to perform the functions of his/her position.

Although the District recognizes that emergencies arise which may require a unit member to request immediate leave, he/she is required to give as much notice as possible of his/her need for leave. However, if leave is foreseeable, at least thirty (30) days notice is required.

A unit member's current medical benefits, if any, shall continue uninterrupted through the duration of the Family Medical Leave and the leave shall not constitute a break in service.

6. Maternity Leave

A unit member is entitled to take up to six (6) months of unpaid leave during any period of disability due to pregnancy, childbirth, or related medical conditions. During any period of the six (6) months that the unit member is physically disabled and unable to perform her regular duties due to pregnancy, miscarriage, childbirth, or recovery there from, as certified by a physician, she shall be permitted to utilize her accrued sick leave. The six (6) months of leave provided for in this section shall be inclusive of any entitlement to leave under the Family Medical Leave.

A unit member requesting maternity leave shall specify, in writing, the length of the leave including the date on which the leave shall begin and the date on which duties are to be resumed and shall be determined by the unit member and the unit member's physician and be given to the Division Dean and the Office of Human Resources.

There shall not be discrimination against a unit member because of pregnancy in terms of compensation or conditions of employment nor shall she be discharged from employment.

7. Leaves of Absence without Pay

The Board of Trustees may grant a leave of absence for one (1) year without pay to a unit member for special reasons acceptable to the Board of Trustees.

- a) Each request for leave shall be presented, in writing, to the Superintendent/President, or his/her designee, with a copy to the unit member's immediate supervisor.
- b) Such request shall include date(s) of leave and reason(s) for leave.
- c) The unit member, while on leave of absence without pay, shall not be employed by the District in any capacity.

8. General Leaves

When no other leaves are available, a leave of absence may be granted to a unit member on a paid or unpaid basis at any time upon terms acceptable to the District and the unit member.

9. Military Leave

A unit member shall be entitled to any military leave provided by law and shall retain all rights and privileges granted by law arising out of the exercise of military leave.

10. Judicial Leave

Upon receipt of notification of a jury duty obligation to be served during working hours on days of assigned services, it is the obligation of a unit member to inform his/her immediate supervisor and the Office of Human Resources of the jury duty summons.

- a) A unit member shall reimburse the District Business Office any juror's fees received exclusive of the mileage received from the Judicial District.

- b) The District shall continue to pay a unit member his/her regular salary until the Court releases him/her.
- c) A unit member receiving compensation by the District must report to work during assigned working days and hours when not retained for jury duty, except a unit member on a late shift shall be excused from reporting to work on any working day when he/she is retained for jury duty.

A unit member shall be granted leave to appear as a witness in court, other than as a litigant, to serve on a jury or to respond to an official order from another governmental jurisdiction for reasons not brought about through the convenience or misconduct of the unit member.

- a) A unit member shall receive regular pay less any amount received for jury or witness fees.

11. Catastrophic Illness Leave

Catastrophic Illness Leave is defined as an illness or injury that is expected to incapacitate the employee for an extended period of time and taking an extended leave creates a financial hardship for the employee because he/she has exhausted all of his/her fully paid sick leave and any other available paid time off. This Catastrophic Leave provision does not apply to stress related illness, elective surgery, normal pregnancy, Worker's Compensation claims, disabilities resulting from alcoholism or drug addictions, intentionally self inflicted injuries, or normal illness such as recurring colds, flu, allergies, headaches, etc.

- a) Leave Bank

The District will maintain a Catastrophic Leave Bank comprised of sick leave voluntarily donated by unit members. All donations will be made to the Leave Bank, and may not be made to a specific employee.

A unit member may donate sick leave in increments of days. The minimum donation is one (1) day of accumulated sick leave. The donation is irrevocable.

In order to be eligible to donate days of sick leave to the Leave Bank, the employee making the donation must have a minimum of ten (10) days of regular or accumulated sick leave after making a donation.

- b) Eligibility

In order to draw sick leave from the Leave Bank, the unit member must meet the following eligibility standards:

- 1) The unit member must have exhausted all fully paid sick leave
- 2) The requested days must be used only for the unit member's own catastrophic illness or injury.
- 3) Withdrawals from the Leave Bank will not cause a unit member to exceed his/her normal wage for the day (e.g., a unit member receiving differential leave under the

extended illness provision may utilize only enough illness leave from the bank to achieve his/her regular pay).

c) Catastrophic Illness Leave Committee

A Catastrophic Illness Leave Committee (CLC) shall be established consisting of three (3) unit members appointed by the Association and two (2) District representatives appointment by the Superintendent/President or his/her designee. The CLC shall have the following authority and guidelines:

- 1) Receive and review all Catastrophic Illness Leave requests submitted by the unit members to the Office of Human Resources.
- 2) All members of the CLC shall maintain confidentiality of the unit members requesting Catastrophic Illness Leave and any records presented to the CLC for review.
- 3) By majority vote, make final decisions regarding the granting of Catastrophic Illness Leave.
- 4) Failure to achieve a majority vote shall constitute a denial of the request for Catastrophic Illness Leave.

d) Requests for Catastrophic Illness Leave Donations

At the beginning of each academic year, the Office of Human Resources will notify all unit members of their right to donate to the Leave Bank (a copy of the form will be provided to the Association President). Unit members, at the time of donating sick leave to the Leave Bank, will be required to sign a form indicating the amount of sick leave he/she is donating (the donation is irrevocable), and reminding the unit member that donating sick leave may affect his/her retirement under STRS and/or PERS.

12. Miscellaneous

The District will provide the Association with an annual report of the available leave in the Leave Bank at the beginning of each fall.

The District will provide unit members with an annual report of Unused Regular and Extra Duty Sick Leave at the beginning of each academic year.

Periods of leaves of absence, paid or unpaid (less than one (1) year), shall not be considered to be a break in service for the unit member.

Office of Primary Responsibility: Human Resources

Date Adopted:.....

Approved by Academic Senate.....
Citrus College Faculty Association
Steering..... 06/13/11
Board (First Read)
Board (Second Read)

Policy negotiated with Faculty and, as such, provided for information to:
AP 7209 provided to all other constituent group leaders for information only.



FULL-TIME FACULTY ABSENCE REPORT

Please return this form to your division/department dean or manager

Name (please print): _____ Date Submitted: _____

Department: _____

Regular Absence
From: _____ To: _____ Total Full Days: _____ Total Half Days: _____

Extra Duty (Intersession/Overload) **Absence**
From: _____ To: _____ Total Full Days: _____ Total Half Days: _____

Course CRN: _____

A scheduled day is any day in which a faculty member is assigned a class or hours as part of his/her assignment, or a day in which the faculty member has a scheduled department meeting. (AP 7209 1.e)

_____ **ILLNESS** [AP 7209, Section 1(e)]
For absences of more than five consecutive scheduled days, a doctor's verification is required. (AP 7209 1.f)

_____ **BEREAVEMENT** [AP 7209, Section 3]
Relationship of person: _____
Travel required? (Circle one and indicate distance) Y N Distance: _____

_____ **PERSONAL NECESSITY** [Refer to AP 7209, Section 2]
Specify reason by circling approved reason below. (Maximum: 7 days per year.)
a) Death of a member of the unit member's immediate family when additional leave is required beyond that provided under Bereavement Leave.
b) As a result of an accident or illness involving the unit member's person or property or the person or property of his/her immediate family.
c) Resulting from the unit member's appearance in any court or before any administrative tribunal as a litigant, party, or witness.
d) To care for an ill parent, spouse, domestic partner, or child.
e) Religious observances.
f) Such other reasons approved by the Superintendent/President or his/her designee.

_____ **PERSONAL NECESSITY** [AP 7209, Section 2]
Unspecified, no reason needed. (Maximum: 3 days per year, taken from above 7 days.)

_____ **INDUSTRIAL ACCIDENT AND/OR ILLNESS** [AP 7209, Section 4]

_____ **JUDICIAL LEAVE** (attach jury duty verification) [AP 7209, Section 10]

_____ **MILITARY LEAVE** [AP 7209, Section 9]

_____ **MATERNITY LEAVE** [AP 7209, Section 6]

_____ **LEAVES OF ABSENCE WITHOUT PAY** [AP 7209, Section 7]

_____ **FAMILY MEDICAL LEAVE** [AP 7209]

Employee signature _____ Date _____

Date reviewed by Dean _____

Date reviewed by Vice President _____

Date received by Payroll _____

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	July 19, 2011	Resolution	
SUBJECT:	Board Policies Second Reading BP 7203 - Evaluation: Full-Time Faculty; BP 3510 - Workplace Violence Prevention; and BP 7109 - Health Examinations	Information	
		Enclosure(s)	X

BACKGROUND

The Citrus Community College District is in the continuous process of updating and aligning the District's Board Policies and Administrative Procedures with the recommended policies and procedures developed through the Community College League of California (CCLC). The District is a member of the Board Policy and Administrative Procedure Subscription Service coordinated by the CCLC.

The following Board Policies were approved for a first reading at the June 21, 2011, Board meeting: BP 7203 - Evaluation: Full-Time Faculty; BP 3510 - Workplace Violence Prevention; and BP 7109 - Health Examinations (the related APs are presented for information only).

This item was prepared by Christine Link, Executive Assistant, Superintendent/President's Office.

RECOMMENDATION

Authorization is requested to approve the second and final reading of the following Board Policies: BP 7203 - Evaluation: Full-Time Faculty; BP 3510 - Workplace Violence Prevention; and BP 7109 - Health Examinations.

Geraldine M. Perri, Ph.D.
Recommended by

Moved / Seconded

Aye__Nay__Abstained__

Approved for Submittal

Item No. _____ H.8.

CITRUS COMMUNITY COLLEGE DISTRICT HUMAN RESOURCES

BP 7203 Evaluation: Full-Time Faculty

References: Education Code Sections 87610.1, 87663, and 87664

The evaluation process is designed to promote professionalism, enhance performance and be closely linked with staff development efforts. The evaluation process should be effective in yielding a genuinely useful and substantive assessment of performance. Among other things, this requires an articulation of clear, relevant criteria on which evaluations will be based.

The principal purposes of the evaluation process are to recognize and acknowledge good performance, to enhance satisfactory performance, to help employees who are performing satisfactorily further their own growth, to identify weak performance, to assist employees in achieving needed improvement and to document unsatisfactory performance.

Participants in the evaluation process must be sensitive to the diversity of California and the community served by the District.

A faculty member's students, administrators, and peers should all contribute to his or her evaluation, but the faculty should play a central role in the evaluation process and, together with appropriate administrators, assume principal responsibility for the effectiveness of the process.

CITRUS COMMUNITY COLLEGE DISTRICT HUMAN RESOURCES

AP 7203 Evaluation: Full-Time Faculty¹

References: Education Code Sections 87610.1, 87663, and 87664

I. INTRODUCTION

The evaluation process is designed to promote professionalism, enhance performance and be closely linked with staff development efforts. The evaluation process should be effective in yielding a genuinely useful and substantive assessment of performance. Among other things, this requires an articulation of clear, relevant criteria on which evaluations will be based.

The principal purposes of the evaluation process are to recognize and acknowledge good performance, to enhance satisfactory performance, to help employees who are performing satisfactorily further their own growth, to identify weak performance, to assist employees in achieving needed improvement and to document unsatisfactory performance.

Participants in the evaluation process must be sensitive to the diversity of California and the community served by the District.

A faculty member's students, administrators, and peers should all contribute to his or her evaluation, but the faculty should play a central role in the evaluation process and, together with appropriate administrators, assume principal responsibility for the effectiveness of the process.

This Administrative Procedure supersedes any previous policies, procedures, and/or other documents related to faculty evaluation.

II. DEFINITIONS

Regular Faculty: A tenured faculty member.

Contract Faculty: A probationary (non-tenured) faculty member who will serve a four year probationary period, commencing with the fall term of

¹ In the event that the discussions of the current committee exploring the development of a department chair model leads to the establishment of department chairs with responsibility concerning the evaluation of full-time faculty, this Board Policy and Administrative Procedure will be modified to reflect the established role for department chairs.

the first academic year in which the Contract Faculty Member serves at least seventy-five (75%) percent of the days considered a full-time assignment. A first year contract faculty member serves under a one-year contract; a second year contract faculty member serves under a second one-year contract and; a third year contract faculty member serves under a two-year contract completing the third and fourth years of the probationary period.

Preparation: A preparation is defined as a course with a distinct name, course number, and delivery method (e.g.: distance education, learning communities).

III. EVALUATION CRITERIA: REGULAR AND CONTRACT FACULTY

The following eleven criteria are intended to delineate common areas of performance to be evaluated during both regular and contract faculty member evaluations. The criteria are not all inclusive, and are not intended to eliminate from consideration alternate standards of performance common to the profession.

These criteria will be most helpful if they are used as a basis for diagnosis and dialogue rather than as a basis for a judgment. The behavioral descriptions under each criterion are only examples. Evaluation teams that believe other behaviors are necessary for a particular area are encouraged to establish these with the evaluatee at the beginning of the process.

Faculty whose primary assignment is not in the classroom, should work with their evaluation teams in adapting these criteria to their professional responsibilities.

1. Skill in Establishing Rapport/Trust

Effective faculty members create an environment of tolerance and trust in which students can gain the most information for their academic, career or life decisions.

- Responds appropriately to student requests/concerns.
- Demonstrates respect for students (active listening, respecting confidentiality).
- Is consistently available to meet with students during office hours or alternate times.
- Is aware of need to make referrals when advising is beyond scope of instructor.

2. Classroom Management Skills

Effective faculty members are able to guide class exercises and discussions using a combination of techniques while maintaining control of the class.

- Maintains control of the class.
- Maintains the lesson plan and instructional objectives while in class (controls distractions).
- Is available and willing to assist students when they work independently.
- Stimulates discussion through questions and/or small group activities.

3. Application of Learning Theory

Effective faculty members are aware of, and apply, learning theory in the design and delivery of course content. They may use a variety of teaching methods and classroom aids to maximize student learning.

- Creates a coherent framework that effectively guides the student through the content of the course.
- Illustrates key learning points.
- Employs teaching methods appropriate to individual differences.

4. Evaluation Skills

Effective faculty members provide students with opportunities both in and out of class to measure their progress.

- Provides a variety of opportunities to measure student progress.
- Is sensitive to students' self-esteem when evaluating their progress.
- Clarifies learning goals and establishes specific criteria for final grades, which are distributed to students at the beginning of the course as part of the Faculty Member's course syllabus.
- Clarifies the students' responsibilities for learning.

5. Skill in Managing Time

Effective faculty members use time efficiently. This may mean adjusting the lesson quickly, promptly resolving student disruptions or distractions, or using an involving technique when student interest wanes. Effective faculty organize activities and time prior to arrival.

- Uses the full time allowed for class.
- Manages activities to make the best use of time for student learning.
- Paces content and maintains student interest.

6. Skill in Creating the Learning Environment

Effective faculty members establish and maintain the correct psychological and physical learning environment from the outset of the course.

- Specifies course expectations during first class session as identified in the course syllabus and reinforces expectations throughout the semester.
- Sets and maintains high standards.

- Provides sufficient and appropriate learning resources.
- Is aware of need for appropriate physical environment

7. Adaptability and Flexibility

Effective faculty members are sensitive to the importance of the learning environment. They adapt to changes with a minimum of impact on their effectiveness. They are flexible enough to incorporate alternative teaching methods as needed.

- Can teach effectively in various settings.
- Uses current developments and student situations as learning opportunities.
- Maintains composure when confronted with unexpected circumstances.
- Clarifies concepts to facilitate student understanding.

8. Subject Area Knowledge and Continued Professional Growth

Effective faculty members stay current in their discipline through reading, continuing formal education, seminars, professional organizations, etc. They realize the need to update their knowledge base.

- Answers students' questions related to planned content.
- Is willing to bring additional information to next class.
- Is aware of current developments in subject area.
- Reads pertinent professional publications.

9. Course Conceptualization and Integration

Effective faculty members have a conceptual understanding of the positioning of their class inside the general curriculum and are able to integrate their course content to maximize student learning.

- Displays understanding of how course content fits into overall curriculum.
- Maintains awareness of courses preceding and following current course.
- Initiates curriculum changes to integrate course more effectively.
- Maintains standards consistent with equivalent courses.

10. Presentation Skills

Effective faculty members are competent presenters. They have acquired the basics of public speaking, which allow them to maximize the delivery of content. They present material in an interesting, informative manner.

- Avoids jargon or technical terms that students do not understand.
- Uses appropriate delivery skills (eye contact, gesture, body motion).
- Uses appropriate verbal skills (volume, tone, inflection).

11. Respect for Colleagues and the Teaching Profession

Effective faculty members are involved in department affairs. This involvement gives faculty a broader perspective on curriculum design and allows them to develop collegial relationships.

- Attends staff development activities and department meetings as appropriate.
- Assists in curriculum/program development, program review, and evaluation.
- Uses department resources wisely.
- Responds on time to administrative requirements (attendance, grades, ordering supplies).
- Serves on department and college-wide committees.
- Takes a role in long-range planning.
- Acts in accordance with ethics of the profession.

IV. EVALUATION PROCESS: CONTRACT FACULTY (YEARS 1, 2, AND 3/4)

Contract faculty shall be evaluated at least once during each year of probationary status. In the case of a contract faculty member hired initially in a spring semester, the annual evaluation process will commence in the succeeding fall semester.

Contract faculty evaluation is an extension of the hiring process during which contract faculty are integrated into the life of the college prior to becoming permanent faculty members of the college community. The decision to grant tenure is as important as the initial employment decision.

a) Contract Faculty Evaluation Committee

The evaluation committee for a contract faculty member shall consist of two (2) tenured faculty members and the Faculty Member's Dean, or the Dean's designee. The two (2) faculty members shall preferably be selected from the Contract Faculty Member's subject area, or if that is not possible, from a closely related discipline. The Contract Faculty Member shall select one member of his/her evaluation committee, and the Dean, or the Dean's designee, shall select the second member of the Evaluation Committee. The evaluation committee selected during the Contract Faculty Member's first contract shall, to the extent it is possible, serve as the Evaluation Committee for each evaluation during the Contract Faculty Member's probationary status. The Dean, or the Dean's designee, shall serve as chair of the Evaluation Committee. The committee chair shall be responsible for maintaining the evaluation file. At the conclusion of the evaluation process, the file shall be returned to Office of Human Resources.

b) Components of the Evaluation

The evaluation of contract faculty shall include: 1) professional growth/self-evaluation report; 2) student evaluation; 3) classroom or other appropriate observation; 4) committee member review; 5) an instructor portfolio consisting of course syllabi, examples of tests and class handouts for each preparation; and, 6) any other components mutually agreed to by the Faculty Member and his/her evaluation committee.

c) Evaluation Timelines

The following timelines are directive in nature and not mandatory, except to the extent that a contract faculty member's evaluation must be completed by no later than the end of the fall semester of each contract year.

1. Mid-September: Evaluation Committee Formation

The Dean of each department or area, in consultation with the Office of Human Resources shall ensure that an evaluation committee is formed for each first contract faculty member and still in place for second and third contract faculty members.

2. October 1: Initial Evaluation Conference

The Evaluation Committee shall meet with the Contract Faculty Member to review the timelines and procedure for the evaluation. The evaluation criteria and the forms used will be reviewed. The Contract Faculty Member shall provide the Evaluation Committee with his/her instructor portfolio. By the conclusion of this meeting a schedule for classroom observations, the date for student evaluations, and the due date for the Contract Faculty Member to submit his/her Professional Growth/Self-Evaluation Report shall be agreed upon and set.

3. November: Classroom Observations

The evaluation committee shall conduct at least three (3) classroom observations. The classroom observations should be of distinct preparations unless the Contract Faculty Member has an assignment consisting of fewer than three (3) preparations. In such case, observations of at least three (3) different classes should be conducted. If a contract faculty member is assigned a lab or clinical time, at least one (1) observation will include lab or clinical time. For non-classroom faculty, the observations may include counseling appointments or other visitation of the Contract Faculty Member during assigned time. The classroom observations shall be conducted during the time-period established during

the initial evaluation conference. Observations will be for a minimum of forty (40) minutes each. At the conclusion of an observation, the Evaluation Committee member is to complete the Faculty Observation Report Form.

4. Mid-November: Student Evaluations

By the end of the first week in November, the Office of Human Resources will provide each dean with student evaluation packets for each contract faculty member to be evaluated. By mid-November, the Dean will distribute the student evaluations consistent with departmental practice. The Contract Faculty Member being evaluated may not be present in the classroom while students are completing their evaluation. The student evaluations will be provided to the Contract Faculty Member at the end of the semester.

5. Early December: Evaluation Committee Meeting

The evaluation committee shall meet to review that all required forms have been completed, and that the Contract Faculty Member has provided the Evaluation Committee with his/her Professional Growth/Self-Evaluation Report. The evaluation committee, upon review of the entire evaluation file, shall prepare a final evaluation report utilizing the Contract Faculty Evaluation Summary Form.

In the event that the Evaluation Committee cannot reach a consensus as to the overall rating of the Contract Faculty Member, at least two (2) members of the Evaluation Committee must agree on the rating. Any member of the Evaluation Committee may submit a written report dissenting from the Contract Faculty Evaluation Summary prepared by the majority of the Evaluation Committee.

As part of the Contract Faculty Evaluation Summary, the Evaluation Committee shall:

- For a contract faculty member working under his/her first one-year contract or second one-year contract recommend to either: 1) not enter into a contract for the following academic year; 2) enter into a contract (one/two year) for the following academic year; or, 3) employ the Contract Faculty Member as a permanent employee for all subsequent academic years.
- For a contract faculty member completing the second year of his/her third contract (final year of probationary status) recommend either: 1) not employ the Contract Faculty Member as a permanent faculty member; or, 2) employ the Contract Faculty Member as a permanent (tenured) faculty member for all subsequent academic years.

6. Mid-December: Final Evaluation Conference

At the final evaluation conference, the Evaluation Committee shall review its evaluation and recommendations with the Contract Faculty Member. A copy of all evaluation reports will be provided to the Contract Faculty Member.

In the event that the Evaluation Committee recommends that the Contract Faculty Member's contract not be renewed or that the Contract Faculty Member not be employed as a permanent faculty member, the recommendation will be forwarded to the Superintendent/President who shall determine whether to forward the recommendation to the Board of Trustees for final action

In the event that the Evaluation Committee's recommendation is not unanimous, the Superintendent/President shall, along with his/her recommendation, forward to the Board of Trustees any dissenting report prepared by an evaluation committee member and a copy of the contract faculty's evaluation packet. The Board of Trustees shall make the final decision with respect to the forwarded recommendation(s).

A recommendation from the Evaluation Committee to enter into a new contract for the ensuing year or in the case of the final year of contract faculty member's third contract that the contract employee be employed as a permanent faculty member for all subsequent academic years, shall be forwarded to the Superintendent/President. The Superintendent/President shall forward the Evaluation Committee's recommendation and his/her recommendation to the Board of Trustees. The Board of Trustees shall make the final decision with respect to the forwarded recommendation.

In the event of a recommendation not to enter into a contract for the following year or not to employ the Contract Faculty Member as a permanent member of the faculty, the effected contract faculty member may file a grievance in accordance with Education Code Section 87610.1

If a contract faculty member is evaluated as "Needs Improvement" with a recommendation to employ the Contract Faculty Member for the following academic year, the Evaluation Committee and the Contract Faculty Member shall develop a written improvement plan. The plan must have identifiable objectives and include the timelines within which each objective is to be achieved. At the conclusion of the timelines included in the plan for improvement, the Contract Faculty Member shall submit to the Evaluation Committee a written report outlining the steps taken by the Contract Faculty Member in compliance with the plan for improvement. The improvement plan, will be included as part of the Contract Faculty Evaluation Summary

Form and will be part of the evaluation components for the Contract Faculty Member's next evaluation.

The chair will ensure that the evaluation file is sent to the Office of Human Resources.

V. EVALUATION PROCESS: REGULAR FACULTY

Regular faculty members shall be evaluated every third year unless there is a recommendation for further evaluation based on an "Unsatisfactory" evaluation.

a) Evaluation Committee

The composition of a regular faculty member's evaluation committee will be determined by the Regular Faculty Member, but should meet the following criteria:

1. There should be a maximum of two (2) faculty members and at least one academic administrator on a team. The faculty may include an additional academic administrator, faculty from another college, or faculty from another discipline.
2. All faculty members of a team shall be tenured.
3. If the Dean of the division in which the Faculty Member provides academic services is not selected to be a member of the Evaluation Committee, then:
 - a. The Dean will complete the Dean's Evaluation Form and submit it to the Evaluation Committee for their consideration and inclusion as an evaluation document.
 - b. The Faculty Member may submit a written response to the Dean's Evaluation Form to the Evaluation Committee for their consideration and inclusion as an evaluation document.
4. If the Faculty Member is not able to secure an academic administrator (other than his/her dean) to serve on his/her evaluation committee, the Faculty Member shall submit to the appropriate vice president a list of three academic administrators to serve on the Evaluation Committee. The Vice President shall select, from the list submitted, one academic administrator to serve on the Faculty Member's evaluation committee.

b) Components of the Evaluation

The evaluation of regular faculty shall include: 1) professional growth/self-evaluation form; 2) student evaluation; 3) classroom or other appropriate observation; 4) committee member review; 5) an instructor portfolio consisting of course syllabi, examples of tests, and class handouts for each preparation; and, 6) any other components mutually agreed to by the Faculty Member and his/her evaluation committee.

c) Evaluation Timelines

1. End of September

The Office of Human Resources will provide each dean with a list of regular faculty members to be evaluated in the spring semester.

2. End of Fall Semester

All regular faculty members to be evaluated in the spring will complete the formation of his/her evaluation committee.

3. March 1: Initial Evaluation Conference

The evaluation committee shall meet with the regular faculty member to review the timelines and procedure for the evaluation. The Evaluation Criteria and the forms used will be reviewed. The regular faculty member shall provide the Evaluation Committee with his/her instructor portfolio. By the conclusion of this meeting a schedule for classroom observations, the date for student evaluations, and the due date for the regular faculty member to submit his/her Professional Growth/Self-Evaluation Report shall be agreed upon and set.

4. April: Classroom Observations

The evaluation committee shall conduct at least three (3) classroom observations. The classroom observations should be of distinct preparations unless the regular faculty member has an assignment consisting of fewer than three (3) preparations. In such case, at least three (3) observations of different classes should be conducted. If a regular faculty member is assigned a lab or clinical time, at least one (1) observation will include lab or clinical time. For non-classroom faculty, the observations may include counseling appointments or other visitation of the regular faculty member during assigned time. The classroom observations shall be conducted during the time period established during the evaluation conference. Observations will be for a minimum of forty (40) minutes each.

At the conclusion of an observation, the Evaluation Committee member is to complete the Faculty Observation Report Form.

5. Early April: Student Evaluations

By the end of the first week in April, the Office of Human Resources will provide each dean with student evaluation packets for each regular faculty member to be evaluated. By mid-April, the Dean will distribute the student evaluations consistent with departmental practice. The regular faculty member being evaluated may not be present in the classroom while students are completing their evaluation. The student evaluations will be provided to the regular faculty member at the end of the semester.

6. May 1: Evaluation Committee Meeting

The evaluation committee shall meet to review that all required forms have been completed and that the regular faculty member has provided the Evaluation Committee with his/her Professional Growth/Self-Evaluation Report. The evaluation committee, in review of the entire evaluation file shall prepare a final evaluation report utilizing the Regular Faculty Evaluation Summary Form.

In the event that the Evaluation Committee cannot reach a consensus as to the overall rating of the regular faculty member, at least two (2) members of the Evaluation Committee must agree on the rating. Any member of the Evaluation Committee may submit a written report dissenting from the Regular Faculty Evaluation Summary prepared by the majority of the Evaluation Committee.

7. Mid-May: Final Evaluation Conference

At the final evaluation conference, the Evaluation Committee shall review its evaluation and recommendations with the regular faculty member. A copy of all evaluation reports will be provided to the regular faculty member.

If a regular faculty member is evaluated as "Needs Improvement" the Faculty Member shall prepare a plan for improvement and submit it to the Evaluation Committee. The evaluation committee shall review the plan and either approve the plan as submitted or request the regular faculty member to modify the plan consistent with its direction. The plan must have identifiable objectives and include the timelines within which each objective is to be achieved. At the conclusion of the timelines included in the plan for improvement, the Faculty Member shall submit to the Evaluation Committee a written report outlining the steps taken by the Faculty Member in compliance with the plan for improvement. The plan for improvement will be attached to the evaluation summary and will be used as part of the next regular evaluation of the Faculty Member.

If a regular faculty member is evaluated as “Unsatisfactory”, the Faculty Member shall prepare a plan for improvement and submit it to the Evaluation Committee. The evaluation committee shall review the plan and either approve the plan as submitted or request the Faculty Member to modify the plan consistent with its direction. The plan must have identifiable objectives and include the timelines within which each objective is to be achieved. At the conclusion of the timelines included in the plan for improvement, the regular faculty member shall submit to the Evaluation Committee a written report outlining the steps taken by the Faculty Member in compliance with the plan for improvement. The plan for improvement shall be attached to the evaluation summary. The regular faculty member shall be evaluated the following spring semester consistent with the guidelines for the evaluation of a faculty member and shall also include under “Components of Evaluation” the plan for improvement.

At the conclusion of this meeting, the chair will ensure that the evaluation file is sent to the Office of Human Resources.

In the event there is a disagreement between a regular employee and the District concerning the evaluation process, the disagreement(s) may be addressed as a grievance under the contractual grievance procedure set forth in the current bargaining agreement between the District and the Association.

VI. SPECIAL PROVISIONS FOR FACULTY TEACHING DISTANCE EDUCATION

In addition to the evaluation process set forth above, in the event that a contract or regular faculty member teaches distance education courses, the following provisions will apply:

- a) At least one (1) on-line class will be observed. The observation team will consist of one (1) evaluation committee member and the distance education faculty coordinator. The distance education faculty coordinator, unless a member of the Evaluation Committee, will have only an advisory role. The observation will include review of the online content, the navigability of the course site and student evaluation for the particular class.
- b) Student evaluations will be completed on a form specifically designed for distance education courses.
- c) The online class may be used as one of the preparations for the required observations.

VII. EVALUATION FORMS

The following forms are included as part of this Administrative Procedure:

- Contract Faculty Evaluation Forms
- Regular Faculty Evaluation Forms

These evaluation forms are the only versions approved for use, and shall not be altered or modified without authorization.

Form 1 – Faculty Observation – Instruction

Form 2 – Faculty Observation – Counselors

Form 3 – Faculty Observation – Librarian

Form 4 – Faculty Observation – College Nurse

Form 5 – Regular Faculty (Tenured) Evaluation Summary

Form 6 – Contract Faculty (Non-Tenured) Evaluation Summary

Form 7 – Professional Growth and Self-Evaluation Report

Form 8 – Classroom Instruction Evaluation

Form 9 – Student Evaluation of Counselor

Form 10 – Student Evaluation of College Nurse

Form 11 – Student Evaluation of Librarian

Form 12 – Deans Evaluation Form



FACULTY OBSERVATION REPORT – INSTRUCTION

FACULTY MEMBER _____ DEPARTMENT _____

TERM _____ YEAR _____ COURSE _____

DAY/TIME _____ NUMBER OF STUDENTS PRESENT _____

TEAM MEMBER _____ DEPARTMENT _____

Did you have a preliminary conference with faculty member before visitation? Yes () No ()

Did the faculty member provide his/her portfolio for your review? Yes () No ()

Do you believe that your visit was at a time when you were able to fairly judge the nature of the teaching/learning process? Yes () No ()

In addition to completing this Observation Report, please be prepared to comment on your observations in the Final Evaluation Conference with the faculty member and other members of the team.

1. What are the strengths of this person's role as a teacher and faculty member?

2. What are the ways this instructor could improve his/her role as a teacher and faculty member?

3. Provide an overall assessment of the student evaluations.

4. Provide an overall assessment of the professional growth activities.

Team Member's Signature

Date

Comments of Faculty Member, if any:

Faculty Member's Signature

Date

Please comment fully and specifically on any criterion marked Generally Disagree or Strongly Disagree. Mark N/A if not applicable or not observed.

This Faculty Member:	Strongly Agree	Generally Agree	Generally Disagree	Strongly Disagree	N/A
1. responds appropriately to questions and comments					
2. listens and communicates effectively					
3. maintains control of the class					
4. stimulates discussion through questions and small group activities; encourages questions and discussion					
5. illustrates key learning points & explains the material clearly					
6. uses a variety of teaching methods and classroom aids					
7. provides a variety of opportunities to measure student progress					
8. clarifies learning goals and criteria for final grades in course syllabus					
9. paces content and maintains student interest					
10. manages activities to make the best use of time for student learning					
11. provides sufficient and appropriate learning resources					
12. specifies course expectations in course syllabus					
13. maintains composure when confronted with unexpected circumstances					
14. checks to see if students understand material; stresses understanding as well as facts					
15. is current in the discipline and has kept the course content updated					
16. is willing to bring additional information to the next class					
17. initiates curriculum changes to keep the course effective					
18. maintains standards consistent with equivalent courses					
19. uses appropriate eye contact, gestures, and body language					
20. uses appropriate volume, tone, and inflection					
21. participates in department activities as appropriate; serves on department and college-wide committees					
22. responds on time to attendance, grades & ordering schedule					



FACULTY OBSERVATION REPORT - COUNSELOR

FACULTY MEMBER _____ DEPARTMENT _____

TERM _____ YEAR _____ COURSE _____

DAY/TIME _____ NUMBER OF STUDENTS PRESENT _____

TEAM MEMBER _____ DEPARTMENT _____

Did you have a preliminary conference with faculty member before visitation? Yes () No ()

Did the faculty member provide his/her portfolio for your review? Yes () No ()

Do you believe that your visit was at a time when you were able to fairly judge the nature of the teaching/learning process? Yes () No ()

In addition to completing this Observation Report, please be prepared to comment on your observations in the Final Evaluation Conference with the faculty member and other members of the team.

1. What are the strengths of this person's role as a counselor and faculty member?

2. What are the weaknesses of this person's role as a counselor and faculty member?

3. Provide an overall assessment of the student evaluations.

4. Provide an overall assessment of the professional growth activities.

Team Member's Signature

Date

Comments of Faculty Member, if any:

Faculty Member's Signature

Date

Please comment fully and specifically on any criterion marked Generally Disagree or Strongly Disagree. Mark N/A if not applicable or not observed.

This Faculty Member:	Strongly Agree	Generally Agree	Generally Disagree	Strongly Disagree	N/A
1. responds appropriately to questions and comments					
2. listens and communicates effectively					
3. maintains control of the environment					
4. is genuinely committed to resolving student's concerns					
5. employs methods appropriate to individual differences					
6. encourages independent and critical thinking					
7. provides a variety of opportunities to measure student progress					
8. clarifies goals with student					
9. is willing to bring additional information to the next meeting					
10. manages time well					
11. provides sufficient and appropriate learning resources					
12. has knowledge of assessment instruments and techniques					
13. maintains composure when confronted with unexpected circumstances					
14. can teach effectively in various settings					
15. has the necessary breadth of counseling knowledge					
16. acts in accordance with the ethics of the profession					
17. has knowledge of career resources					
18. fits the course into the overall curriculum					
19. presents advisement information clearly and accurately					
20. demonstrates appropriate teaching skills					
21. participates in department activities as appropriate; serves on department and college-wide committees					
22. attends to professional responsibilities in a timely manner					



FACULTY OBSERVATION REPORT – LIBRARIAN

FACULTY MEMBER _____ DEPARTMENT _____

TERM _____ YEAR _____ COURSE _____

DAY/TIME _____ NUMBER OF STUDENTS PRESENT _____

TEAM MEMBER _____ DEPARTMENT _____

Did you have a preliminary conference with faculty member before visitation? Yes () No ()

Did the faculty member provide his/her portfolio for your review? Yes () No ()

Do you believe that your visit was at a time when you were able to fairly judge the nature of the teaching/learning process? Yes () No ()

In addition to completing this Observation Report, please be prepared to comment on your observations in the Final Evaluation Conference with the librarian/faculty member and other members of the team.

1. What are the strengths of this person's role as a librarian and faculty member?

2. What are the weaknesses of this person's role as a librarian and faculty member?

3. Provide an overall assessment of the student evaluations.

4. Provide an overall assessment of recent profession growth activities.

Team Member's Signature

Date

Comments of Faculty Member:

Faculty Member's Signature

Date

Please comment fully and specifically on any criterion marked Generally Disagree or Strongly Disagree. Mark N/A if not applicable or not observed.

This Faculty Member:	Strongly Agree	Generally Agree	Generally Disagree	Strongly Disagree	N/A
1. responds appropriately to questions and comments					
2. listens and communicates effectively					
3. maintains control of the library/class					
4. stimulates discussion through questions and small group activities; encourages questions and discussion					
5. illustrates key learning points & explains the material clearly					
6. uses a variety of teaching methods and classroom aids					
7. provides a variety of opportunities to measure student progress					
8. is available to students and others in academic community					
9. paces content and maintains student interest					
10. manages activities to make the best use of time for student learning					
11. provides sufficient and appropriate learning resources					
12. is aware of need for appropriate physical environment					
13. maintains composure when confronted with unexpected circumstances					
14. checks to see if students understand material; stresses understanding as well as facts					
15. is current in the discipline/field					
16. is willing to research a question and provide additional information at a later time					
17. contributes to building, organizing and maintaining library holdings					
18. maintains library standards and policies					
19. uses appropriate eye contact, gestures, and body language					
20. uses appropriate volume, tone, and inflection					
21. participates in department activities as appropriate; serves on department and college-wide committees					
22. responds on time to attendance, grades & ordering schedule					



FACULTY OBSERVATION REPORT – COLLEGE NURSE

FACULTY MEMBER _____ DEPARTMENT _____

TERM _____ YEAR _____ COURSE _____

DAY/TIME _____ NUMBER OF STUDENTS PRESENT _____

TEAM MEMBER _____ DEPARTMENT _____

Did you have a preliminary conference with faculty member before visitation? Yes () No ()

Did the faculty member provide his/her portfolio for your review? Yes () No ()

Do you believe that your visit was at a time when you were able to fairly judge the nature of the teaching/learning process? Yes () No ()

In addition to completing this Observation Report, please be prepared to comment on your observations in the Final Evaluation Conference with the college nurse/faculty member and other members of the team.

1. What are the strengths of this person's role as a college nurse and faculty member?

2. What are the weaknesses of this person's role as a college nurse and faculty member?

3. Provide an overall assessment of the student evaluations.

4. Provide an overall assessment of recent profession growth activities.

Team Member's Signature

Date

Comments of Faculty Member:

Faculty Member's Signature

Date

This is a confidential document. Please take extra precautions to assure its confidentiality.

Please comment fully and specifically on any criterion marked Generally Disagree or Strongly Disagree. Mark N/A if not applicable or not observed.

This Faculty Member:	Strongly Agree	Generally Agree	Generally Disagree	Strongly Disagree	N/A
1. demonstrates currency and depth in the field of Health Services.					
2. demonstrates adequate knowledge of Student Health Center, state and local regulations, policies and procedures.					
3. demonstrates adequate knowledge of state or federal laws that affect Student Health Centers and student programs.					
4. demonstrates adequate knowledge of District policies & procedures.					
5. demonstrates proficient use of written and oral language.					
6. protects privacy of information and confidentiality of student health medical records per regulatory guidelines.					
7. provides appropriate assessment, treatment, counseling, information or referrals for student health needs.					
8. responds in an appropriate and timely manner to the questions and health needs of students.					
9. demonstrates professionalism and treats students respectfully.					
10. relates appropriately to students with a variety of health concerns.					
11. respects the diverse cultural backgrounds of students.					
12. coordinates staffing to maintain coverage for hours of operation for the Student Health Center.					
13. assists students appropriately in reaching their health goals, encouraging proactive and preventative health measures.					
14. uses informational handouts and aftercare instructions in an effective way.					
15. demonstrates patience & promptness in assessing student needs.					
16. participates in professional development activities related to the Student Health Center.					
17. communicates and works collegially with other faculty and staff.					
18. meets obligations on time (e.g., flex reports, schedules . . .).					
19. meets required regulatory agency reports in a timely manner (e.g., OSHA and Communicable Disease).					
20. demonstrates safe use and proper handling of materials, equipment, tools and college facilities.					
21. participates in dept & college-wide committees as appropriate.					
22. maintains educational and professional contacts with the community appropriate to her/his relevant professional commitments.					



REGULAR FACULTY (TENURED) EVALUATION SUMMARY

Faculty Member Name: _____

Department: _____ Academic Year: _____

The Evaluation Committee met with the Faculty Member on this date: _____

- Reviewed timelines, procedures, standards of evaluation, forms
- Faculty Member provided the Evaluation Committee with Portfolio
(To include syllabus, examples of tests, and class handouts for each preparation)
- Schedule for Classroom Observations:

- Date for Student Evaluations:

- Date for Faculty Member to submit Self-Evaluation and Professional Growth:

PREVIOUS EVALUATION:

- Satisfactory
- Needs Improvement+
- No previous evaluation

+ The written Improvement Plan from the previous evaluation will be included as part of the evaluation components for the Faculty Member's current evaluation.

The Evaluation Committee met on this date: _____

- All Observations/Evaluation Forms are completed
- Self-Evaluation and Professional Growth submitted to Evaluation Committee
- Reviewed file and prepared Evaluation Summary
 - ◆ Two members must agree on rating
 - ◆ Any member may submit written report dissenting with majority

The Evaluation Committee met with the Faculty Member on this date: _____

- Reviewed all forms, overall assessment, commendations and recommendations with the Faculty Member
- Attached Faculty Member's Professional Growth Report and Self-Evaluation
- Provided a copy of all evaluation reports to Faculty Member

Team Chair shall be responsible for distributing the evaluation packet to the Faculty Member at the end of the semester, including the student evaluation summary and surveys.
Only approved forms are to be used in this evaluation process.

CURRENT EVALUATION:

Satisfactory

Needs Improvement *

Unsatisfactory

* A written Improvement Plan must be developed by the Faculty Member and submitted to the Evaluation Committee. The Plan is reviewed and approved as submitted OR the Faculty Member is requested to modify the plan consistent with its direction. The Improvement Plan is attached to this Evaluation Summary.

- ◆ Plan contains identifiable objectives with timelines for each.
- ◆ Faculty Member to submit to the Evaluation Committee a written report outlining the steps taken in compliance with the Plan.
- ◆ Improvement Plan will be included as part of the evaluation components for the next evaluation.

Provide an overall assessment of the student evaluations:

Provide an overall assessment of the professional growth activities:

Recommendation / Suggestion:

Commendation:

Recommended date for next evaluation (or meeting for an Improvement Plan): _____

SIGNATURES:

Signed: _____	I agree/dissent w/ team summary	_____
Team Member	circle one	Date

Signed: _____	I agree/dissent w/ team summary	_____
Team Member	circle one	Date

Signed: _____	I agree/dissent w/ team summary	_____
Team Chair	circle one	Date

Signed: _____	I agree/dissent w/ team summary	_____
Faculty Member	circle one	Date

The Faculty Member signature indicates that he/she has read the Evaluation Summary, but it does not necessarily imply agreement.

For purposes of compliance with Education Code, this summary shall be considered part of the personnel file and, thus, the Faculty Member has the right to respond to any comment in this summary.

Signed: _____	_____
Appropriate Vice President	Date

Date received in Human Resources: _____



CONTRACT FACULTY (NON-TENURED) EVALUATION SUMMARY

Faculty Name: _____

Contract year # 1 2 3 4
circle year being completed

Department: _____ Academic Year: _____

The Evaluation Committee met with the Faculty Member on this date: _____

- Reviewed timelines, procedures, standards of evaluation, forms
- Faculty Member provided the Evaluation Committee with Portfolio
(To include syllabus, examples of tests, and class handouts for each preparation)
- Schedule for Classroom Observations:

- Date for Student Evaluations:

- Date for Faculty Member to submit Self-Evaluation and Professional Growth:

PREVIOUS EVALUATION:

- Satisfactory
- Needs Improvement+
- No previous evaluation

+ The written Improvement Plan from the previous evaluation will be included as part of the evaluation components for the Faculty Member's current evaluation.

The Evaluation Committee met on this date: _____

- All Observations/Evaluation Forms are completed
- Self-Evaluation and Professional Growth submitted to Evaluation Committee
- Reviewed file and prepared Evaluation Summary
 - ◆ Two members must agree on rating
 - ◆ Any member may submit written report dissenting with majority

The Evaluation Committee met with the Faculty Member on this date: _____

- Reviewed all forms, overall assessment, commendations and recommendations with the Faculty Member
- Attached Faculty Member's Professional Growth Report and Self-Evaluation
- Provided a copy of all evaluation reports to Faculty Member

Team Chair shall be responsible for distributing the evaluation packet to the Faculty Member at the end of the semester, including the student evaluation summary and surveys.
Only approved forms are to be used in this evaluation process.



PROFESSIONAL GROWTH AND SELF-EVALUATION REPORT

NAME _____ DEPARTMENT _____

SEMESTER/ACADEMIC YEAR _____ DIVISION _____

Any content contained herein will be inclusive of activities since the last professional growth report. Include dates.

I. PROFESSIONAL RESPONSIBILITIES

Complete the following information about your load this semester:

Class Title	Lecture	Lab	Online	Overload	# of students
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

II. SERVICE TO COLLEGE

List and/or describe other college assignments, college/departmental committees in which you have been involved. This may include, but not be limited to, reassigned time or other similar assignment not reflected in load above.

III. EDUCATIONAL AND PROFESSIONAL DEVELOPMENT

Describe your educational development activities. This may include seminars, conferences, or courses, which you have attended or presented.

Describe your professional development activities. This may include community service, publications, research, the arts, or employment in the field.

IV. SELF-EVALUATION

Describe any new teaching techniques or approaches implemented, new courses taught, or other curricular development.

Identify areas that you want to improve or develop professionally.

Identify areas of strength as a Faculty Member.

Describe how you have used assessment of learning outcomes in your classroom/teaching.

Faculty Member Signature _____ Date _____

Classroom Instruction Evaluation

1. This course was well organized, understandable, and effective.
2. The instructor explained course material and concepts clearly.
3. The instructor checked to see if students understood the material.
4. The instructor seemed well informed in his/her subject area.
5. The instructor was enthusiastic in his/her classroom presentation.
6. The instructor stimulated interest in the subject.
7. The instructor encouraged questions and discussion.
8. The instructor was open to viewpoints other than his/her own.
9. The instructor set and maintained high standards of achievement.
10. The instructor began class on time.
11. The instructor promoted appropriate student conduct in the classroom.
12. The instructor's syllabus was clear and accurately represented the course.
13. The instructor's assignments were clear.
14. The instructor provided reasonable time to complete assignments.
15. The exams were fair and understandable.
16. The instructor returned assignments and exams in a timely manner.
17. The instructor's system of grading was fair.
18. The instructor provided constructive feedback.
19. The required text was important to success in the class.
20. The instructor was available for personal consultation either through office hours on campus, virtual office hours or by appointment.
21. The instructor responded to emails or communication in a timely manner.
22. The site was well organized and easy to navigate. (Distance Ed)

23. *My reading ability was adequate for this course.*
24. *My writing ability was adequate for this course.*
25. *I was rarely absent.*
26. *The instructor used Blackboard for disseminating information.*
27. *The instructor made use of Blackboard for posting grades.*



STUDENT SURVEY

Counselor Appointment Student Survey

FOR EVALUATION OF THE COUNSELOR

This survey is given to learn how you view your counselor. Survey forms are confidential and anonymous. When completed, please turn in this survey form to the Counseling Office secretary. Thank you for your time.

Counselor Name: _____ Semester: _____ Year: 20_____

This Counselor:	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N/A
1. made me feel comfortable and at ease						
2. was attentive and courteous						
3. assisted me in a professional and confidential manner.						
4. was knowledgeable about the topics discussed						
5. checked to see if I understood the information given to me						
6. communicated effectively						
7. was on time for my appointment						
8. answered my questions to my satisfaction						
9. gave me his/her undivided attention						
10. made me feel that my concerns were important						
11. encouraged questions and discussions						
12. treated my personal issues with respect and understanding						
13. made suggestions on available options/referrals						
14. provided appropriate assessment, counseling, information or referral						
15. I would return to this counselor to be assisted with future counseling needs.						

Please write additional comments here or on the back of the form:



STUDENT SURVEY

FOR EVALUATION OF THE LIBRARIAN

This survey is given to learn how you view your librarian. Survey forms are confidential and anonymous. When completed, please turn in this survey form to the Reference Desk. Thank you for your time.

Librarian Name: _____ Semester: _____ Year: 20_____

This Librarian:	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N/A
1. made me feel comfortable and at ease						
2. was attentive and courteous						
3. assisted me in a professional and confidential manner.						
4. was knowledgeable about the topics discussed						
5. checked to see if I understood the information given to me						
6. communicated effectively						
7. showed personal interest in assisting me with my needs.						
8. answered my questions to my satisfaction						
9. gave me his/her undivided attention						
10. made me feel that my concerns were important						
11. encouraged questions and discussions						
12. treated me with respect and understanding						
13. made suggestions on available options/referrals						
14. provided appropriate information or referral						
15. I would return to this librarian in the future.						

Please write additional comments here or on the back of the form:



STUDENT SURVEY

FOR EVALUATION OF THE COLLEGE NURSE

This survey is given to learn how you view your college nurse. Survey forms are confidential and anonymous. When completed, please turn in this survey form to the Health Center secretary. Thank you for your time.

Nurse Name: _____ Semester: _____ Year: 20_____

This Nurse:	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N/A
1. made me feel comfortable and at ease						
2. was attentive and courteous						
3. assisted me in a professional and confidential manner.						
4. was knowledgeable about the topics discussed						
5. checked to see if I understood the information given to me						
6. communicated effectively						
7. showed personal interest in assisting me with my health need and encouraged me to assume responsibility for my health and wellness.						
8. answered my questions to my satisfaction						
9. gave me his/her undivided attention						
10. made me feel that my concerns were important						
11. encouraged questions and discussions						
12. treated my personal issues with respect and understanding						
13. made suggestions on available options/referrals						
14. provided appropriate assessment, treatment, counseling, information or referral for my health care needs.						
15. I would return to this nurse to be assisted with future health care needs.						

Please write additional comments here or on the back of the form:



DEAN'S EVALUATION FORM

Faculty Member _____ Date _____

Dean _____ Department _____

Evaluation Team Chair _____

This form to be used when the Dean is not a member of the Faculty Member's evaluation team.

This Faculty Member:	Strongly Agree	Generally Agree	Generally Disagree	Strongly Disagree	N/A
meets assigned classes as scheduled.					
holds office hours as required by contract.					
submits grades and other administrative forms in a timely manner.					
maintains current membership in campus and/or statewide committees.					
participates in departmental meetings and activities.					
responds appropriately to student requests/concerns.					
initiates curriculum updates and changes to appropriately maintain course and program currency.					
acts in accordance with the ethics of the profession as stated in the 1987 AAUP Statement on Professional Ethics.					

Faculty Member Signature _____ Date _____

Dean Signature _____ Date _____

Evaluation Team Chair Signature _____ Date _____

This form and all attachments, including faculty response, will be placed with evaluation packet prior to the final evaluation meeting with the Faculty Member. Comments may be attached for responses of "Generally Agree", but documentation and/or explanation must be attached for all responses of "Generally Disagree" or "Strongly Disagree".

CITRUS COMMUNITY COLLEGE DISTRICT HUMAN RESOURCES

BP 3510 WORKPLACE VIOLENCE PREVENTION

References: Cal/OSHA: Labor Code Sections 6300 et seq.;
California Code Regulations Section 3203;
"Workplace Violence Safety Act of 1994" (Code of Civil Procedure Section
527.8);
Penal Code Sections 273.6 and 12021

General Provision

The Board of Trustees is committed to providing a District work and learning environment that is free of violence and the threat of violence. The Board's priority is the effective handling of critical workplace violence incidents, including those dealing with actual or potential violence.

The Superintendent/President shall establish administrative procedures that assure that employees are informed regarding what actions will be considered violent acts, and requiring any employee who is the victim of any violent conduct in the workplace, or is a witness to violent conduct to report the incident, and that employees are informed that there will be no retaliation for such reporting.

CITRUS COMMUNITY COLLEGE DISTRICT HUMAN RESOURCES

AP 3510 WORKPLACE VIOLENCE PREVENTION

References: Penal Code Sections 273.6, 626.9, 626.10, and 12021
Cal/OSHA; Labor Code Sections 6300 et seq.
Title 8, Section 3203
Code of Civil Procedure Section 527.8

General Provision

The District is committed to providing a safe work environment that is free of violence and the threat of violence.

Responding to Threats of Violence

The top priority in this process is effectively handling critical workplace incidents, especially those dealing with actual or potential violence.

Violence or the threat of violence against or by any employee of the District or any other person is unacceptable.

Should a non-employee on District property demonstrate or threaten violent behavior, he/she may be subject to criminal prosecution.

Should an employee, during working hours, demonstrate or threaten violent behavior he/she may be subject to disciplinary action.

The following actions are considered violent acts:

- Striking, punching, slapping, or assaulting another person.
- Fighting or challenging another person to fight.
- Grabbing, pinching or touching another person in an unwanted way whether sexually or otherwise.
- Possession, use, or threat of use, of a firearm, knife, explosive or other dangerous object, including but not limited to any facsimile firearm, knife or explosive, on District property, including parking lots, other exterior premises, District vehicles, or while engaged in activities for the District in other locations, unless such possession or use is a requirement of the job.
- Threatening harm or harming another person, or any other action or conduct that implies the threat of bodily harm.
- Bringing or possessing any dirk, dagger, ice pick, or knife having a fixed blade longer than 2½ inches upon the grounds, unless the person is authorized to

possess such a weapon in the course of his/her employment, has been authorized by a District employee to have the knife, or is a duly appointed peace officer who is engaged in the performance of his/her duties.

Any employee who is the victim of any violent, threatening or harassing conduct, any witness to such conduct, or anyone receiving a report of such conduct, whether the perpetrator is a District employee or a non-employee, shall immediately report the incident to his/her supervisor or other appropriate person.

In addition to the employee's supervisor, any victim of any violent, threatening or harassing conduct or any witness to such conduct should immediately call any or all of the following:

Emergency	911
Campus Safety Supervisor	(626) 914-8611
Dean of Students	(626) 914-8602
Glendora Police Department	(626) 914-8250

No one acting in good faith who initiates a complaint or reports an incident under this policy will be subject to retaliation or harassment.

In the event the District fears for the safety of the perpetrator or the safety of others at the scene of the violent act, the appropriate law enforcement agency will be called.

CITRUS COMMUNITY COLLEGE DISTRICT HUMAN RESOURCES

BP 7109 Health Examinations

References: 42 U.S. Code Section 12112; 29 Code of Federal Regulations Part 1630;
Government Code Section 12940

General Provision

In compliance with all applicable state and federal laws and the provisions of any collective bargaining agreement, the District may request a health or physical examination of District personnel:

1. after an offer of permanent employment has been presented to an applicant;
2. when an employee returns to work following a medical leave of absence; or
3. to determine the employee will not pose a “direct threat” to the health and safety of self or others.

Any such medical examinations shall be at the District’s expense and shall be conducted by a physician chosen by the District.

UNAPPROVED
MINUTES OF THE REGULAR MEETING
OF THE BOARD OF TRUSTEES
CITRUS COMMUNITY COLLEGE DISTRICT

June 21, 2011

The Board of Trustees of the Citrus Community College District met for the Regular Meeting on Tuesday, June 21, 2011, in the Administration Building Board Room.

Board President Rasmussen called the meeting to order at 4:15 p.m. Student Trustee Camacho led the Pledge of Allegiance to the Flag.

TRUSTEE ROLL CALL – Present: Susan M. Keith, Joanne Montgomery, Edward C. Ortell, Patricia Rasmussen, Gary L. Woods, and Nohemi Camacho (Student Trustee).
Absent: None.

RESOURCE PERSONNEL PRESENT: Geraldine M. Perri, Superintendent/President; Jeanne Hamilton, Vice President of Student Services; Carol R. Horton, Vice President of Finance and Administrative Services; Irene Malmgren, Vice President of Academic Affairs; Robert Sammis, Director of Human Resources and Chief Negotiator; Roberta Eisel, Academic Senate President; and Christine Link, Recording Secretary.

ADMINISTRATORS AND EMPLOYEES SIGNING THE VOLUNTARY SIGN-IN SHEET:

Management Team: Kim Holland, Martha McDonald, and Sylvia Smythe

Faculty: Roberta Eisel

Supervisors/Confidential: Carol Cone, Tedd Goldstein, Marilyn Grinsdale, Glenna Johnson, and Eric Magallon

Classified Employees: Jorge Acosta and Joyce Miyabe

Adjunct Faculty: Cecil Brower

Students: Nohemi Camacho, Diana Leung, Rebecca Mejia, Natalie Miranda, and Erick Sanzon

VISITORS: None

COMMENTS FROM THE AUDIENCE

John Fincher, Language Arts Faculty Member and CCFA President, thanked Dr. Perri and her team and members of the Board of Trustees for an outstanding year. He

added a personal note of appreciation for their attendance at college events and thanked them for passing a Board policy on protocols.

Geraldine M. Perri, Ph.D., Superintendent/President, introduced Mr. Tedd Goldstein, Student Employment Services Supervisor, who, along with Ms. Carol Cone, President of the Supervisor/Confidential group, presented the Student Worker of the Semester award. The award and a check for \$150 went to Student Ambassador Ms. Diana Leung.

Dr. Perri said Commencement was a great success, with beautiful weather and an atmosphere that was one of celebration. She thanked Board members for their attendance. She also thanked Dr. Jeanne Hamilton, Vice President of Student Services, and Ms. Pam McGuern, Administrative Assistant, for coordinating this event that is so important to the college. Four hundred forty students walked and the college awarded a record 1,246 degrees.

Dr. Perri was pleased to report that Citrus College was again ranked in the "Top 100" nationally for associate degrees awarded to Hispanics by *Community College Week*. The publication also ranked Citrus College in the "Top 50" in awarding degrees in liberal arts/general studies (multi-interdisciplinary) and in a new category: practical nursing, vocational nursing and nursing assistant.

Dr. Perri commented on a new reference document with information on federal, state and county legislators that represent Citrus College. She thanked Ms. June Stephens, Executive Director of Development and External Relations; Ms. Paula Green, Director of Communications; Ms. Marilyn Grinsdale, Protocol and Government Relations Officer; and Ms. Jazmin Santillan, Administrative Assistant, for their efforts in creating this document. Dr. Perri also commented on the new *Citrus College News Magazine*. Thirty thousand copies were printed and distributed to Citrus College Foundation donors, Citrus College alumni and local households in the District. The magazines have also been distributed to faculty and staff. Dr. Perri said she is pleased with this new publication, and she thanked Ms. Stephens, Ms. Green, and the members of their staff.

At this final Board meeting of the academic year, Dr. Perri expressed her appreciation to the leaders of the various college constituent groups, including Ms. Roberta Eisel, Academic Senate President; Mr. Steve Siegel, CSEA President; Ms. Carol Cone, Supervisor/Confidential team leader; Mr. Greg Hinrichsen, Management team leader; Mr. John Fincher, CCFA President; Ms. Chrissy Concannon, ASCC President; and Mr. Bill Zeman, CCAFF representative. Dr. Perri thanked them for their participation in making 2010-2011 a successful year with many accomplishments.

This was Dr. Hamilton's final Board meeting prior to her retirement. Dr. Perri thanked her for her many years of service to Citrus College and said she will be greatly missed. She presented Dr. Hamilton with a poster that contained some thoughts on how she will be remembered. Dr. Hamilton thanked Dr. Perri and the Board of Trustees and commented that she had attended over 500 board meetings during her tenure. On

behalf of the Board, Board President Rasmussen thanked Dr. Hamilton for all she has done for Citrus College.

Irene Malmgren, Ed.D., Vice President of Academic Affairs, reported that the Citrus GraviTeam is at NASA in Houston, Texas to compete with 14 other colleges and universities in conducting an experiment in zero gravity. The team passed their Test Readiness Review and has been on board the zero gravity aircraft to see where their experiment will be mounted. They are eagerly awaiting the next phase of the competition.

Dr. Malmgren introduced Ms. Kim Holland, Director of Workforce Development. Ms. Holland reported on several recent college events that supported student achievement in the areas of water technology and public works, including the Water Employer Breakfast, a first-ever Women in Public Works event, the award of \$11,600 in scholarships by the Maintenance Superintendents' Association, and a Water Technology Student Completion celebration. She thanked Dr. Malmgren, Dr. Perri and the Board for their support.

Jeanne Hamilton, Ph.D., Vice President of Student Services, reported that the end-of-the-year events went well and concluded with a very successful Commencement ceremony.

Dr. Hamilton said several Student Services programs moved into the new building on May 23, 2011, with the final departments moving in on June 6, 2011. Taking up occupancy has been an exciting challenge for the departments. One challenge has been building security, as all programs now open into a central area that requires the building to be locked, rather than locking a single department. Dr. Hamilton thanked Campus Safety for working with them to resolve issues. She also thanked Mr. Robert Iverson, Director of Purchasing and Warehouse, and Ms. Bernece Deck, Buyer, for their professionalism as the building was being furnished.

Carol R. Horton, Vice President of Finance and Administrative Services, spoke to the agenda regarding adoption of the 2011-2012 Tentative Budget. She provided a brief summary of the college's tentative budget, and she also provided an update on the state budget situation. Mrs. Horton thanked the members of her staff who helped in preparing the tentative budget, including Ms. Rosalinda Buchwald, Director of Fiscal Services, and Ms. Carol Cone, Budget Supervisor. She said the college will continue to monitor developments regarding the state budget over the next few weeks and make any necessary adjustments to the local budget.

Roberta Eisel, Academic Senate President, said the Academic Senate held its final meeting of the year on June 8, 2011, where they awarded certificates to those who contributed throughout the year. They also presented resolutions to recognize the contributions of Ms. Holland; Dr. Hamilton; Ms. Shuling Cummins, Mathematics instructor; Mr. Maury Greer, Physical Education and Athletics instructor; and Ms.

Marilyn Eng, Counselor, for their important contributions to the Citrus College community.

In other action, the Academic Senate approved the annual program review process, which means that the faculty groups can begin their work at the beginning of the fall semester. Ms. Eisel was pleased to announce the appointment of Dr. Dana Hester, Biology instructor, as Student Learning Outcomes Coordinator. Ms. Eisel also commented that the Academic Senate has scheduled a meeting for July 27, 2011, so that they can respond to any emerging needs and issues.

Ms. Eisel said that 2010-2011 was a very productive year for the curriculum committee, under the leadership of Dr. David Kary, Astronomy instructor. She also gave special thanks to the 2010-2011 board, including Ms. Sheryl Walz, Secretary; Mr. Paul Swatzel, Treasurer; Dr. Jack Call, Past President (spring semester); Mr. John Vaughan, Past President (fall semester); and Ms. Nicki Shaw, Vice President/President Elect.

Nohemi Camacho, Student Trustee, said she attended the ASCC banquet, where Ms. Chrissy Concannon, ASCC President, passed the gavel to Mr. Don Linneman, who will serve as the ASCC President for 2011-2012. She also attended the Latinos Unidos Student Association's La Raza Ceremony, where awards were given to students who were graduating.

Susan M. Keith, Member, Board of Trustees, commented on some of the many events she attended during the spring semester, including the Don Montgomery Golf Tournament; the YWCA Women of Achievement Awards; the CCFA end-of-the-year party; the CSEA Pancake Breakfast; the Achievement Awards; special recognition celebrations for honors, automotive technology, transfer, EOP&S, DSP&S and Cal Works students; retiree and alumni receptions; the Bright Futures Awards in Claremont; and Commencement. She said Citrus College does a wonderful job of celebrating the achievements of our students, faculty and staff, and she thanked all those who make these celebrations happen.

Edward C. Ortell, Clerk/Secretary, Board of Trustees, congratulated the college community on their many achievements throughout the year.

Trustee Ortell attended the California Redistricting Commission (CRC) Community Forum at Rio Hondo College on June 17, 2011. He said it was a very interesting meeting, with information regarding the formation of several new districts that will impact the college. He added that groups such as the CRC choose to hold meetings at community colleges because these institutions are in touch with their communities.

Joanne Montgomery, Vice President, Board of Trustees, agreed with Trustee Keith about the many end-of-the-year events, saying she particularly enjoys seeing the pride of the parents, as well as that of the faculty, as they celebrate the many achievements of Citrus College students. She added that the college does an outstanding job of recognizing and supporting success.

Patricia Rasmussen, President, Board of Trustees, commented that a culminating theme of the many college events and awards ceremonies that have taken place throughout the year could be "Citrus College Changes Lives." Board President Rasmussen provided observations on several of these events and concluded her remarks by reading from an article written by the editor of the *Clarion* that illustrates the importance and impact that community colleges have on the lives of students.

MINUTES

Item 1: Moved by Trustee Keith and seconded by Trustee Woods to approve the regular meeting minutes of May 17, 2011. 5 Yes.

INFORMATION AND DISCUSSION

Trustee Area Boundaries – Dr. Geraldine M. Perri, Superintendent/President

Dr. Perri introduced Community College League of California (CCLC) Vice President Kimi Shigetani, CCLC Regional Representative Stacy Berger, and Mr. Paul Mitchell from Redistricting Partners, who made a presentation of initial findings from 2010 census data and the processes that should be employed to assist the District in revising trustee area boundaries.

Integrated Planning Manual and Model – Dr. Geraldine M. Perri, Superintendent/President

Dr. Perri commented on the *Citrus Community College District Integrated Planning Manual* that was included as part of the agenda. The document will serve to guide integrated, institutional planning by describing the ways that the constituent groups participate in and contribute to college planning. Dr. Perri thanked all those involved in creating the manual.

Accreditation Follow-up Report – Dr. Jeanne Hamilton, Vice President of Student Services, and Roberta Eisel, Accreditation Co-Chair

Dr. Hamilton and Ms. Eisel presented the Accreditation Follow-up Report, which contains information on how the college has addressed the three recommendations made by the accrediting commission, as part of their reaffirmation of accreditation in 2010.

Grant Programs Update – Dr. Irene Malmgren, Vice President of Academic Affairs

Dr. Malmgren introduced Ms. Sylvia Smythe, Director of College Success, who provided an update on the status of programs that are funded by grants, including the College Success Program, the STEM Citrus Connect Program and

the Bridges to Success Program. The update included information on the success of many of the students who have participated in these programs.

Notification of Grant Submission per Board Policy BP/AP 3280 – Dr. Irene Malmgren, Vice President of Academic Affairs

Dr. Malmgren was pleased to notify the Board of Trustees, per Board Policy 3280, that the following grant applications had been submitted:

<u>Title</u>	<u>Date submitted</u>
RACE to STEM	April 29, 2011
Strengthening Transfer Ed (STEM ²)	April 29, 2011
Excellence in Math/Physics (SEMP)	May 30, 2011
Video Teaching Project (Library)	May 31, 2011

INDEPENDENT CONTRACTORS

Item 2: Moved by Trustee Woods and seconded by Trustee Montgomery to approve the attached list of independent contractor/consultant agreements as submitted. 5 Yes.

FACILITY USE

Item 3: Moved by Trustee Woods and seconded by Trustee Montgomery to approve facility rentals and usage. 5 Yes.

BUDGET – WARRANTS – FINANCIAL STATEMENTS, ETC.

Item 4: Moved by Trustee Woods and seconded by Trustee Montgomery to approve A & B Warrants for May 2011. 5 Yes.

Item 5: Moved by Trustee Woods and seconded by Trustee Montgomery to approve purchase orders for May 2011. 5 Yes.

INSTITUTIONAL MEMBERSHIPS

Item 6: Moved by Trustee Woods and seconded by Trustee Montgomery to approve the 2011-2012 institutional membership list. 5 Yes.

SURPLUS PROPERTY

Item 7: Moved by Trustee Woods and seconded by Trustee Montgomery to dispose of the enclosed list of surplus items by exchange for value, private sale, sale at public auction by The Liquidation Company or donation to another public entity. 5 Yes.

BUDGET – WARRANTS – FINANCIAL STATEMENTS, ETC.

Item 8: Moved by Trustee Woods and seconded by Trustee Montgomery to increase the Bookstore Fund revolving fund account from \$7,000.00 to \$10,000.00. 5 Yes.

CONTRACTS

- Item 9:** Moved by Trustee Woods and seconded by Trustee Montgomery to approve contracts between Citrus College and Mt. San Antonio College in the amount of \$87,645 and with Rio Hondo College in the amount of \$151,655. Contracts for the San Gabriel Valley Career Technical Education Community Collaborative - Round Four are awarded for the grant period July 1, 2011 through March 31, 2013. 5 Yes.

CURRICULUM

- Item 10:** Moved by Trustee Woods and seconded by Trustee Montgomery to approve the deleted courses and deleted programs. 5 Yes.

PERSONNEL RECOMMENDATIONS

- Item 11:** Moved by Trustee Woods and seconded by Trustee Montgomery to approve the personnel actions with regard to the employment, change of status, and/or separation of academic employees. 5 Yes.

- Item 12:** Moved by Trustee Woods and seconded by Trustee Montgomery to approve the personnel actions with regard to the employment, change of status, and/or separation of classified employees. 5 Yes.

Board President Rasmussen thanked and recognized the retirees.

- Item 13:** Moved by Trustee Woods and seconded by Trustee Montgomery to approve the employment of short-term, non-academic employees and substitutes. 5 Yes.

BUDGET – WARRANTS – FINANCIAL STATEMENTS, ETC.

- Item 14:** Moved by Trustee Montgomery and seconded by Trustee Ortell to approve the 2011-2012 tentative budget. 5 Yes.

- Item 15:** Moved by Trustee Keith and seconded by Trustee Montgomery to authorize the Los Angeles County Office of Education to make the necessary appropriation transfers at the close of the school year 2010-2011 in order to permit payment of obligations at the end of the school year in accordance with the provisions of Education Code Section 42601. 5 Yes.

- Item 16:** Moved by Trustee Woods and seconded by Trustee Montgomery to approve Resolution 2010-11-14 for the Vice President of Finance and Administrative Services or designee to make temporary cash loans during the 2011-2012 fiscal year, between District funds whenever such transfers are needed to cover cash flow problems and to permit payment of obligations. The amount of any individual transfer to any fund shall not exceed \$5,000,000. 5 Yes.

- Item 17:** Moved by Trustee Montgomery and seconded by Trustee Keith to approve Resolution 2010-11-15 for the Vice President of Finance and Administrative Services or designee to borrow funds from the Los Angeles County Treasurer during the 2011-2012 fiscal year, whenever such transfers are needed to cover cash flow problems and to permit payment of obligations. The amount of any individual transfer to any fund shall not exceed \$50,116,660. 5 Yes.
- Item 18:** Moved by Trustee Woods and seconded by Trustee Ortell to approve the attached budget revisions for fund 01.3 for the fiscal year 2010-2011. 5 Yes.

BOARD POLICIES

- Item 19:** Moved by Trustee Keith and seconded by Trustee Montgomery to approve the following first read: BP 3510 - Workplace Violence Prevention; BP 7109 - Health Examinations; and BP 7203 - Evaluation: Full-Time Faculty. 5 Yes.
- Item 20:** Moved by Trustee Woods and seconded by Trustee Keith to approve the corrected version of BP 4250 – Probation, Dismissal, and Reinstatement. 5 Yes.

CLOSED SESSION: At 5:38 p.m., Board President Rasmussen adjourned the meeting to closed session per the following sections of the Government Code:

Per Section 54954.5(f) and 54957.6: CONFERENCE WITH LABOR NEGOTIATOR, ROBERT SAMMIS, DISTRICT CHIEF NEGOTIATOR — Employee Organization(s): Citrus College Adjunct Faculty Federation, (CCAFF) Local 6352 of the American Federation of Teachers; Citrus College Faculty Association/CTA/NEA (CCFA); and California School Employees Association (CSEA) Citrus College Chapter Local 101.

Per Section 54956.9: CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION AND CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

Per Section 54954.5(e) and 54957: PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

Per Section 54957: PUBLIC EMPLOYEE PERFORMANCE EVALUATION: Superintendent/President

RECONVENE OPEN SESSION: At 5:54 p.m., Board President Rasmussen reconvened the meeting to open session with no action taken.

ADJOURNMENT: At 5:55 p.m., it was moved by Trustee Keith and seconded by Trustee Montgomery to adjourn the meeting.

Date

Edward C. Ortell
Clerk/Secretary
Board of Trustees

For the supplemental documents as presented in this meeting, go to:
<http://www.citruscollege.edu/admin/bot/Documents/Board%20Meeting%20Agendas>