

CITRUS COMMUNITY COLLEGE DISTRICT

AGENDA OF REGULAR MEETING OF THE BOARD OF TRUSTEES

MEETING: First Regular Meeting in May

DATE: Tuesday, May 1, 2012

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

Joanne Montgomery, President
Susan M. Keith, Vice President
Gary L. Woods, Clerk/Secretary
Edward C. Ortell, Member
Patricia Rasmussen, 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
John Baker, Interim Vice President of Student Services
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 April 3, 2012

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

1. Per Section 72122 of the Education Code and District Administrative Procedure 5520: Consideration of Student Discipline (Suspension/Expulsion/Other Action), Student #AXXXXXX20.
2. Student Grievance Appeal
3. Per Section 54954.5(f) and 54957.6: CONFERENCE WITH LABOR NEGOTIATOR, ROBERT SAMMIS, DISTRICT CHIEF NEGOTIATOR — Employee Organization(s): Citrus College Faculty Association/CTA/NEA (CCFA); Citrus College Adjunct Faculty Federation, (CAFF) Local 6352 of the American Federation of Teachers; and, California School Employees Association (CSEA) Citrus College Chapter Local 101.
4. Per Section 54954.5(e) and 54957: PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
5. Per Section 54956.9: CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION AND CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

G. INFORMATION AND DISCUSSION

1. Budget Cuts at California State Universities and Implications on Community College Transfers – John Baker, Interim Vice President of Student Services (Page 4)
2. REVISION – AP 5055 Enrollment Priorities – John Baker, Interim Vice President of Student Services (Page 5)
3. Program Reviews – English As Second Language (ESL) & Automotive Technology – Irene Malmgren, Vice President of Academic Affairs (Page 9)

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	_____
DATE	May 1, 2012	Resolution	_____
SUBJECT:	Budget Cuts at California State Universities and Implications on Community College Transfers	Information	X _____
		Enclosure(s)	_____

BACKGROUND

Justina Rivadeneyra, Transfer Center Coordinator, will present information on how community college transfer students will be impacted by budget cuts at the California State University campuses.

The CSU system plans to freeze enrollment next spring at most campuses. Only eight campuses — Channel Islands, Chico, East Bay, Fullerton, Los Angeles, San Francisco, San Bernardino and Sonoma will open. However, they will only consider AA-T's for spring 2013 admission.

Citrus has developed six AA-T's and another is pending Chancellor's Office approval.

Some CSU's may declare all majors and campuses impacted. If Cal Poly Pomona follows suit, stricter eligibility guidelines may make it more difficult for Citrus College students to gain admission. A higher GPA may be required for local area applicants based on high school of origin.

This item was prepared by Pam McGuern, Administrative Assistant, Student Services.

RECOMMENDATION

No action required; information only.

John Baker, Ed. D.
Recommended by

/_____
Moved Seconded

Approved for Submittal

Aye__Nay__Abstained__

Item No. G.1.

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	Board of Trustees	Action	_____
DATE	May 1, 2012	Resolution	_____
SUBJECT:	REVISION – AP 5055 Enrollment Priorities	Information	X
		Enclosure(s)	X

BACKGROUND

Last spring, a task force on registration practices was formed to review our policies on enrollment, priority registration and changes in current legislation. The recommendations from the task force resulted in proposed revisions to AP 5055 Enrollment Priorities. There were no revisions suggested to the corresponding Board Policy, BP 5055 Enrollment Priorities. All constituent groups have reviewed and approved revisions to AP 5055 and the Steering Committee voted approval on April 23, 2012.

This item was prepared by Pam McGuern, Administrative Assistant, Student Services.

RECOMMENDATION

No action required; information only.

John Baker, Ed. D.
Recommended by

Moved / Seconded

Aye ___ Nay ___ Abstained ___

Approved for Submittal

Item No. G.2.

CITRUS COMMUNITY COLLEGE DISTRICT STUDENT SERVICES

AP 5055

ENROLLMENT PRIORITIES

Draft 2-28-12

References: Title 5 Sections 51006, 56232, 58106, and 58108; 42 U.S. Code Section 12101

Enrollment in courses and programs may be limited to students meeting properly established prerequisites and co-requisites. (See BP and AP 4260 titled Prerequisites and Co-requisites.)

Enrollment may be limited due to the following:

- health and safety considerations
- facility limitations
- faculty workload
- availability of qualified instructors
- funding limitations
- regional planning
- legal requirements
- contractual requirements

Citrus Community College District has established priorities for student registration which enables students to complete their educational goals in a timely manner and allows for special assistance to those students identified in the Education Code and Title V. When enrollment must be limited, priorities for determining who may enroll are:

- ~~1. Citrus College shall provide enrollment priorities to qualified Disabled Student Programs and Services (DSPS) and Extended Opportunity Programs and Services (EOPS) students over continuing, new or returning students. Students identified as veterans, and foster youth will receive priority over continuing, new or returning students.~~
- ~~2. Continuing students will be given priority for registration over new and returning students. Among continuing students, priority will be as follows:~~
 - ~~a. Students enrolled in the Honors Program and taking the approved number of Honors Courses.~~
 - ~~b. Student athletes in their second semester of enrollment.~~
 - ~~c. Other continuing students, based on units completed and current enrollment. Those students with the greatest number of completed units register first.~~

- ~~d. Students who are on progress probation will register following other continuing students.~~
 - a. Qualified Disabled Student Programs and Services (DSPS) students, and Extended Opportunity Programs and Services (EOPS) students;
 - b. Students identified as veterans;
 - c. Students identified as foster youth;
 - d. Students enrolled in the Honors Program and taking the approved number of Honors courses;
 - e. Student athletes in their second semester of enrollment.
 - f. Other Continuing students, based on units completed and current enrollment. Those students with the greatest number of completed units register first;
3. ~~New and Returning Students.~~
- a. ~~New students accepted into the Honors Program;~~
 - b. ~~Student athletes in their first semester of enrollment.~~
 - e. g. New students who have completed the matriculation components of admissions, orientation and assessment, and advisement, or who are exempt or refused those components and have formally completed the refusal of matriculation services form, will have priority over students who have not completed the matriculation activities;
 - d. ~~Students who have not completed matriculation activities will register following those who have completed the required components.~~
 - e. h. With the exception of veterans, students who accrue in excess of 110 degree-applicable units will register following new students. These students will have the right to an appeal process based on extenuating circumstances.

In order to receive consideration for priority registration, a student must be identified as eligible before registration appointments are generated each term.

Any student who is a member of an active or reserve military service and who receives orders compelling a withdrawal from courses will be reinstated to their previous priority status upon their return.

Board Approved 07/21/09

Revised	SSC	2/27/12
	ASCC	3/13/12
	Senate	4/11/12
	CSEA	3/8/12

Sup/Conf	3/21/12
Mgr	3/7/12

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	Board of Trustees	Action	_____
DATE	May 1, 2012	Resolution	_____
SUBJECT:	Program Reviews – English As Second Language (ESL) & Automotive Technology	Information	_____ X
		Enclosure(s)	_____ X

BACKGROUND

The English As Second Language and Automotive Technology programs have undergone the prescribed program review process based on a 6-year cycle. They were approved at the October 31, 2011 and March 5, 2012 Educational Programs Committee meetings and March 12, 2012 Steering Committee Meeting.

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

RECOMMENDATION

Information only, no action is required.

Irene Malmgren, Ed.D.
Recommended by

/_____
Moved Seconded

Aye ___ Nay ___ Abstained ___

Approved for Submittal

Item No. G.3.



English as Second Language (ESL) Instructional Program Review 2010-2011

Spring 2011

Prepared by

Name	Title
Connie Tucker	Full Time Faculty
Cynthia Cross	Full Time Faculty
Toby Guebert	Full Time Faculty

ESL Program Review Committee Members

Name	Title
Samuel Lee	Dean of Language Arts
Michelle Plug	Articulation Officer
David Kary	Chair of Curriculum Committee
Irene Malmgren	Vice President of Academic Affairs
Roberta Eisel	Academic Senate President
Dr. Geraldine Perri	Superintendent/President



PROGRAM REVIEW – ESL

The final summary of the program review process for ESL 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.

Samuel T. Lee, Dean of Language Arts and Enrollment Management

date

Michelle Plug, Articulation Officer

date

Carolyn Perry, Chair of Curriculum Committee

date

Irene Malmgren, Vice President of Academic Affairs

date

Nicki Shaw, 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.

Table of Contents

	page #
1. Executive Summary	5
2. Faculty and staff	7
3. Program description and mission	7
4. Program goals and objectives	8
5. Review of previous recommendations	8
6. List and review of degrees, certificates, and awards	11
7. List of industry-based standard certificates and licenses	11
8. Advisory committee or council	11
9. Program Student Learning Outcomes (SLOs)	12
10. Curriculum review and Student Learning Outcomes Assesment	13
11. Evaluation Criteria - Need	16
12. Evaluation Criteria - Quality	19
13. Evaluation Criteria - Feasibility	20
14. Evaluation Criteria – Compliance	21

15. Evaluation Criteria - Other	22
16. Recommendations	22
17. Budget Recommendations	24
Attachment A – Key performance indicator data	26
Attachment B – Library Resources Report	32

1. Executive Summary

A. Program History/Description

The English as a Second Language (ESL) program offers students a comprehensive selection of courses to improve their knowledge of and skills with English for both personal and academic purposes. The ESL program also introduces international students to American culture and customs. Courses range from pre-collegiate (non-degree-applicable) through transfer levels. ESL 101 Reading and Composition satisfies the graduation requirement in writing competency and satisfies a general education requirement for the associate degree. Courses in English as a Second Language are offered during the day and in the fast-track format.

The core courses in the ESL program at Citrus College are parallel to the traditional English sequence.

ESL/English 030: Sentence Structure
ESL/English 040: Composition - Paragraph
ESL/English 100: Composition - Essay
ESL/English 101: Composition - Research Paper

Recently the English sequence has been revised and significantly condensed, combining writing and reading in 2 courses totaling 6 units of instruction. The ESL faculty have considered revising the ESL sequence to run parallel with the new English sequence, but have decided against doing so for the time being. Since resident students have the option of completing the English sequence, and are never required to take ESL, the faculty have concluded that it would weaken the integrity of the ESL sequence to eliminate 3 levels of instruction (020, 030, 040) and replace it with 1 level consisting of only 1 unit (the equivalent to ENGL 098). Doing so would make it impossible to meet the varied needs of international students who come to Citrus for the dual purpose of learning English and pursuing a degree or transfer.

The ESL program also offers courses that address the unique needs of second-language learners:

ESL 034, 044, 054: Reading Skills
ESL 036, 046, 056: Grammar
ESL 042: Pronunciation
ESL 053: Introduction to Literature

These courses attract foreign-born residents of the district as well as international students who have been granted a visa to study in the United States.

B. Strengths/Effective Practices

The Citrus College ESL program offers a full complement of credit ESL courses and support services. As such, it is considered an Intensive English Program (IEP)

and meets or exceeds the guidelines of University and College Intensive English Programs (UCIEP) as well as American Association of Intensive English Programs (AAIEP). While the program is comprehensive, it is small enough for students to develop a closer relationship with faculty, counselors, and their peers. They receive more individual attention than they might get at a larger community college. Given the competition among IEPs for international students, and the needs and expectations of incoming students, small class sizes and personal attention are key strength of the program.

The implementation of FastTrack classes is the most noteworthy development in ESL at Citrus since the last 6-year program review. By taking classes in an eight-week term, students can:

1. Complete the ESL sequence and enroll in transfer-level classes sooner;
2. Enter the program at more points in the academic calendar;
3. Immediately retake a class that they fail.

When offered a choice between a traditional, semester-length ESL 040 class and a fast-track section, students overwhelmingly pick the latter.

C. Weaknesses/Lessons Learned

The ESL program has not offered any evening classes for several years.

A less successful innovation was the attempt to create a bridge between the non-credit ESL program and the credit program. A new full-time instructor was assigned a teaching load that was 50% non-credit ESL. It was believed that more resident adult students would enroll in credit courses if there were more articulation between the two programs.

The ESL program encountered student resistance to the effort. The bridge instructor struggled to create a sense of accountability in that program. Changes have since been implemented in non-credit ESL curriculum and a full-time faculty member is again providing support. Nevertheless, several impediments to bridging the gap with non-credit remain:

1. No provision in faculty contract for non-credit assignments;
2. Lack of interest in non-credit by students with academic goals (virtually all students in the ESL program);
3. Restrictions on financial aid for non-credit instruction;
4. Restrictions on F-1 student visas for non-credit instruction;
5. Lower reimbursement rate of non-credit (necessitating significantly larger class sizes (UCIEP and AAIEP standards specify a cap of 20 for intensive English instruction);
6. Restrictions on the district's ability to offer adult school coursework in the region (the majority of students interested in non-credit ESL).

The faculty are aware that there is discussion at the state level of limiting the number of levels below college level. They are also aware that exemptions for

ESL have been part of the discussion. Such exemptions have been suggested in consideration of the specific needs of international students admitted with dual goals of learning English and completing an academic goal. Should the state approve limitations on levels of instruction below college level (with no ESL exemption), the faculty would develop solutions to fit the needs of our varied international and resident population. Whether those solutions would include non-credit would be determined when all the limitations, interests, and options are known to all the constituents involved.

D. Recommendations/Next Steps

The ESL program proposes the following steps in order of priority:

1. Add evening classes (2011)
2. Expand overseas recruitment efforts (2011-2013)
3. Update the department website (2011)
4. Expand the use of Blackboard (2011-2012)
5. Create a learning communities class/implement supplemental instruction (2012)
6. Restore 20-level classes (when enrollment increases)

2. Faculty

Full-Time Faculty

Cynthia Cross
Toby Guebert
Connie Tucker

Adjunct Faculty

Kristin Golden
June Seccombe
Andrew Hong
Wood Lam
Nicholas Null

3. Program description and mission

The ESL program at Citrus College meets the District's mission of developing a literate, informed, participating citizenry in several ways. For the District's resident population, the program provides an opportunity for students with limited English proficiency (LEP) to improve their knowledge of English for both personal and academic purposes and gain access to advanced education. For the non-resident population, the ESL program helps to introduce international students to American culture and customs and to improve their English language skills. Upon return to their own countries, these students will be able to use their enhanced knowledge of American culture and English in ways that foster international relations and trade.

The curriculum of the ESL program is comprehensive. Instruction is provided at all levels, from basic language instruction to transfer-level reading and composition courses. The courses include instruction of a remedial nature for those students who have learned English imperfectly in the past, with emphasis on mastering basic English skills and learning skills of a more general nature for success in college.

The courses offered in the ESL program at Citrus College are similar in content and units to those at other community colleges in Southern California. Placement is based on previous coursework or scores on the Accuplacer test, both of which have been validated and approved by the Curriculum Committee.

Course outlines are reviewed periodically. All courses currently offered have Student Learning Outcomes, with the assessment cycle in place for ESL 040, 046, 056, and 100. SLO assessment for ESL 034 and 044 will begin Spring 2011 and be completed by Fall 2012. Program SLOs will be assessed by Fall 2012.

Courses in the writing sequence (040, 100, 101) support the District's emphasis on critical thinking and written expression. Since its last program review, the ESL department has added ESL 053 (Introduction to Literature) and ESL 054 (Bridge to College Reading) in order to prepare ESL students for the critical thinking required in courses in the general curriculum. Successful completion of ESL 101 allows a student to transfer to a UC school.

All of ESL faculty members have Master's degrees in Teaching English as a Second Language (TESOL or TESL). They regularly attend both local and national conferences in their discipline.

According to the ARCC 2010 Report, the improvement rate for ESL students at Citrus for the period from 2006-07 to 2008-09 is 76.2%. This stands in contrast to our peer group average of 54.8%.

Diversity is inherent in the ESL program. There are students from many different countries, races, ages and ethnic backgrounds. The program is a reflection of the District and more so; it is truly a reflection of the world.

4. Program Goals and Objectives

The goals and objectives of the ESL Program are:

- a) To offer a comprehensive program of instruction for non-native speakers of English from basic English language to transfer-level composition.
- b) To provide non-native speakers of English with the writing, reading, speaking, and listening skills needed to succeed in college courses.
- c) To strengthen critical reading and thinking skills.
- d) To provide students with knowledge of American culture and college expectations.

5. Review of previous recommendations

Recommendation from 2004-2005 Program Review:

MISSION:

*Work with the Basic Skills program to coordinate curriculum and ensure appropriate placement of ESL students.

--The creation of a College Success Committee and a Basic Skills Coordinator has lead to support services that benefit ESL students, particularly the Writing Café. Students who are hired as tutors now receive better training to help second-language learners with their written expression. A greater variety of workshops are also offered through the Learning Center.

*Develop international recruitment strategies to ensure diverse international population.

--In 2006, Connie Tucker represented Citrus College at a recruitment fair hosted by NIC (Nevada California International Consortium of Colleges & Universities), one of our feeder schools in Japan. Toby Guebert used his sabbatical in 2007 to visit NIC and ECC Kokusai (an educational agent) in Japan and two private high schools in Korea.

NEED:

*Create an instructional website:

--No longer recommended because faculty now may elect to use Blackboard as an instructional website.

*Develop a structured relationship with Lifelong Learning, CalWORKS, EOP&S, and DSP&S.

--The ESL faculty routinely invites Counselors and International Student Office staff to monthly department meetings.

*Coordinate programs and services with the Learning Center, especially where adjunct faculty are involved.

--ESL faculty have worked cooperatively with Lifelong Learning to provide input on curriculum and programming for non-credit ESL.

--ESL faculty have worked with the Learning Center to establish the Writing Café to assist ESL students with their written assignments. Also, ESL students now have lab manuals that guide them to specific resources in the Citrus Language Lab. Wood Lam, one of the department's adjunct faculty, also has a position in the Language Lab. The Supervisor of the Learning Center regularly attends ESL department meetings.

*Allow full-time faculty to teach the summer term as part of regular load. The ESL Program has a large intake of international students in the summer.

--This option is not allowed under the district's contract with faculty.

*Work with Basic Skills to develop a writing lab staffed by qualified instructors to assist students with writing.

--The creation of the Writing Café has fulfilled this recommendation.

*Work with the International Student Center to prepare for fluctuations in enrollment; interact with the International Student Center for confirmation of the generally increased international student enrollment in the summer and fall intensive program.

--Coe Lamoreaux, International Students Supervisor, Paige Miyabe, International Students Education Advisor, and Steve Avalos, International Students Counselor, regularly attend ESL Department meetings to provide their input. Connie Tucker is in regular communication with the International Student Office concerning incoming students.

*Budget \$25,000 per year to support college-wide international student and ESL program promotion: advertising, international travel for education fair participation, media (brochure, web, video development, publication distribution).

--Due to recent budget difficulties, funding international recruitment has not been possible. Since international students provide non-apportionment, discretionary funds, the district might consider opportunities to enhance this revenue stream.

*Budget \$2,000 per year to support departmental academic travel.

--Funding from Basic Skills grants and Faculty Development have allowed ESL faculty to attend both the TESOL and CATESOL annual conferences. Connie Tucker attended CATESOL in 2007 and 2008. Toby Guebert attended CATESOL in 2009, 2010, and 2011. He attended TESOL in New York in 2010.

*Budget \$1,000 per year for textbooks, readers and supplemental materials for the Language Lab and Learning Center.

--No longer recommended because the Learning Center is funded to purchase materials as needed.

*Clarify rights and restrictions for native speakers enrolling in ESL classes.

--Now that the English Department offers Fast Track classes during the second eight weeks of a semester, native speakers of English no longer try to enroll in ESL classes.

FEASIBILITY:

*Ensure faculty and administrative offices involved with the ESL program are located in the ED building to maintain close proximity to the International Student Center and Language Lab. Develop contiguous space in the ED building for the ESL program.

--No longer recommended. The International Student Office moved to the new Student Services building in Summer 2011. Ideally, ESL courses should be scheduled in classrooms in the Student Services building for the convenience of the International student population. The dean is working with the dean of Counseling to move some sections where there is availability.

*Monitor that evening tutorial and Language Lab staff and services fulfill student needs.

--The College Success Center staff has been very responsive to scheduling hours according to student needs. Language Lab hour requirements have been reduced to 9 hours per course to accommodate the needs of students in 'fast track' classes.

*Order new and updated software to be accessible for the new digital lab.

--New materials installed in the Language Lab include Focus on Grammar, Azar Interactive, Longman Interactive, and Grammar Sense 2. Faculty and staff will continue to update programs to keep pace with technology and curriculum changes.

*Work with Language Lab and Continuing Education to develop appropriate location for the creation of a "Writing Lab".

--As part of the Basic Skills grant, in cooperation with the English department, the Writing Café, staffed by supervisors with minimum qualifications in English and ESL, opened in Summer 2010. It is open to all Citrus College students, providing services including grammar clinics, writing guidance, and help with research techniques. Funding for the Writing Café should be continued even after the grant money runs out.

Library Resources:

*Regularly review and update ESL reference collection as needed. The ESL list from the library -- that outlines the list of texts currently available for students' use -- should be regularly distributed for faculty and student reference/use.

--The library staff have recommended incorporating the ESL collection into the regular library collection for better access. In Spring 2010 ESL faculty reviewed and updated the collection. Many of the books, especially TOEFL books, were outdated and discarded.

*Reserve Materials: Because of the large number of CalWORKS and EOP&S students in the ESL program, copies of all ESL required textbooks should be placed on reserve in the Library and Language Lab.

--Each semester, faculty and staff make sure there is at least one current copy of each textbook in the Library and Language Lab.

QUALITY:

*District should support quality of faculty by improving full-time/adjunct faculty ratio (currently measures 57/43%).

--Due to course reductions as a result of severe budget constraints, the full-time/adjunct ratio has changed to be approximately 80/20 since 2009. Very few courses are now being taught by adjunct faculty. We anticipate one faculty retirement in the next 6 years.

*Additional courses should be added to improve student success/achievement in general education courses.

--The College Success program started using Learning Communities in 2009 to pair college-level English courses with academic courses; however, most ESL classes are below college level, so they do not fit this model well. We do not have enough sections of ESL 100 or 101 to offer this type of paired course. ESL 53 (Bridge to College Literature) and ESL 54 (Bridge to College Reading) have been designed to transition students to academic coursework.

*Add a computer skills elective course.

--This type of course is no longer necessary as most students now have computer and technological skills. Lab staff also give individual instruction in using Blackboard, PowerPoint and other office programs to help those students who need these skills to complete projects and homework.

*In cooperation with the HSI Grant, faculty and ESL Coordinator will research and adopt new ESL placement instrument.

--The Accuplacer LOEP has been adopted and validated as the placement instrument and is used along with a writing sample to place students. The original validation study, conducted after adoption, demonstrated that the placement cut scores were appropriate. A subsequent validation study is being conducted in Fall 2011.

COMPLIANCE: No recommendations.

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

Not applicable

7. List of Industry-Based Standard Certificates and Licenses

Not applicable

8. Advisory Committee or Council

Not applicable

9. Program Student Learning Outcomes

The ESL 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 ESL Program will have acquired the following competencies:

1) Communication (personal expression and information acquisition)

Read analytically and critically at the college level.

Write in grammatically correct English with clarity and fluency.

Listen actively and speak articulately.

2) Computation

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

Research and synthesize information on topics using library and Internet sources.

Analyze and self-correct grammatical, semantic, and lexical errors.

4) Community/Global Consciousness and Responsibility

Participate appropriately in an American college classroom by demonstrating cultural awareness, personal responsibility, and ethical behavior.

5) Technology

6) Discipline / (Subject Area Specific Content Material)

10. Curriculum Review and Student Learning Outcomes Assessment

Curriculum/SLO Assessment Map -- ESL Program

CC 1(a): Read English Analytically/Critically		CC 1(c) : Speak Articulately		CC 3(b): Analyze and correct errors			
CC 1(b): Write in Grammatically correct English		CC 3(a): Research/Synthesize Information		CC 4: Classroom Participation			
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award SLO Key: I=Introduced, D=Developed, M=Mastered							
	CC 1(a)	CC 1(b)	CC 1(c)	CC 3(a)	CC 3(b)	CC4	Date of Assessment= FA10, SP12 or CA=(Ongoing, Continuing Assessment)
ESL 020 –English Language Skills II (3 Units), Last Offered- Fall 2009, Last Curriculum Date: 2008, Curriculum Revision Date: Spring 2011							
SLO 1	I	I	I	I	I	I	NA*
SLO 2	I	I	I	I	I	I	NA*
SLO 3	I	I	I	I	I	I	NA*
ESL 022 –Pronunciation and Conversation II (2 Units), Last Offered- Fall 2009, Last Curriculum Date: 06/07, Curriculum Revision Date: Fall 2011							
SLO 1	I	I	I	I	I	I	NA*
SLO 2	I	I	I	I	I	I	NA*
SLO 3	I	I	I	I	I	I	NA*
ESL 024 –Reading/Vocabulary II (2 Units), Last Offered- Fall 2009, Last Curriculum Date: 06/07 , Curriculum Revision Date: Fall 2011							
SLO 1	I	I	I	I	I	I	NA*
SLO 2	I	I	I	I	I	I	NA*
SLO 3	I	I	I	I	I	I	NA*
SLO 4	I	I	I	I	I	I	NA*
ESL 026 –Grammar Fundamentals II (2 Units), Last Offered- Fall 2009, Last Curriculum Date: 2007, Curriculum Revision Date: Fall 2011							
SLO 1	I	I	I	I	I	I	NA*
SLO 2	I	I	I	I	I	I	NA*
SLO 3	I	I	I	I	I	I	NA*

*** ESL 020, 022, 024, 026 are only offered when a cohort of beginning-level students is enrolled. It is not possible to conduct assessments from term to term.**

	CC 1(a)	CC 1(b)	CC 1(c)	CC 3(a)	CC 3(b)	CC4	Date of Assessment= FA10, SP12 or CA=(Ongoing, Continuing Assessment)
ESL 030 –English Language Skills III (3 Units), Last Offered- Fall 2010, Last Curriculum Date: 2011, Curriculum Revision Date: Fall 2007							
SLO 1							SP12
SLO 2							FA08-Ongoing
SLO 3							SP13
ESL 032 –Pronunciation and Conversation III (2 Units), Last Offered- Fall 2010, Last Curriculum Date: 06/07, Curriculum Revision Date: Fall 2011							
SLO 1							No Longer Offered
SLO 2							No Longer Offered
SLO 3							No Longer Offered
ESL 034 –Reading/Vocabulary III (2 Units), Last Offered- Fall 2010, Last Curriculum Date: 06/07, Curriculum Revision Date: Fall 2011							
SLO 1							FA11
SLO 2							SP12
SLO 3							SP13
SLO 4							SP14
ESL 036 –Grammar Fundamentals III (2 Units), Last Offered- Fall 2010, Last Curriculum Date: 2007, Curriculum Revision Date: Fall 2011							
SLO 1							FA09-Ongoing
SLO 2							SP12
SLO 3							SP13
ESL 040 –English Language Skills IV (3 Units), Last Offered- Fall 2010, Last Curriculum Date: 2007, Curriculum Revision Date: Fall 2011							
SLO 1							SP12
SLO 2							SP13
SLO 3							FA08-Ongoing
ESL 042 –Pronunciation and Conversation IV (2 Units), Last Offered- Fall 2010, Last Curriculum Date: 06/07, Curriculum Revision Date: Fall 2011							
SLO 1							No Longer Offered
SLO 2							No Longer Offered
SLO 3							No Longer Offered

	CC 1(a)	CC 1(b)	CC 1(c)	CC 3(a)	CC 3(b)	CC4	Date of Assessment= FA10, SP12 or CA=(Ongoing, Continuing Assessment)
ESL 070 —COURSE DEACTIVATED WIN 2012--American Idioms I (1 Units), <i>Last Offered- Spring 2009</i> , Last Curriculum Date: 2005, Curriculum Revision Date: Fall 2011							
ESL 100 —Fundamentals of Composition (4 Units), Applicability- T&D Last Offered- Fall 2010, Last Curriculum Date:2007, Curriculum Revision Date: Fall 2011							
SLO 1	I,D	I,D	I,D	I,D	I,D	I,D	FA08-Ongoing
SLO 2	I,D	I,D	I,D	I,D	I,D	I,D	SP12
SLO 3	I,D	I,D	I,D	I,D	I,D	I,D	SP13
ESL 101 —Reading and Composition (3 Units), Applicability- T&D Last Offered- Fall 2010, Last Curriculum Date:07/08, Curriculum Revision Date: Spring 2011							
SLO 1	I,D	I,D	I,D	I,D	I,D	I,D	FA08-Ongoing
SLO 2	I,D	I,D	I,D	I,D	I,D	I,D	SP12
SLO 3	I,D	I,D	I,D	I,D	I,D	I,D	SP13
SLO 4	I,D	I,D	I,D	I,D	I,D	I,D	SP14

11. Evaluation Criteria – Need

The ESL program generates non-apportionment funds for the district. In the FY 2010-2011 Adopted Budget, non-resident foreign tuition was budgeted at \$1,746,360. Not all non-resident foreign tuition is generated from ESL enrollments, but without a thriving and comprehensive ESL program, the amount would be far less. We must maintain the ESL program in order to attract International students and to generate these funds. Nearly every International student takes ESL classes.

Currently International students pay \$246 per class unit. International students take an estimated average load of 14 units per semester. That means that Citrus earns approximately \$3,444 a semester (\$6,888 each academic year) for each International student. This does not include summer or winter sessions, in which ESL students often enroll. It should be emphasized that the tuition paid by international students comes directly to the college without restriction. As the college struggles to cut sections in order to meet a shrinking apportionment cap, international tuition provides one of the very few unrestricted sources of discretionary income for the district. In addition, it allows the department to schedule sections that would have otherwise been cut or consolidated because of apportionment cuts. Since international student tuition pays for the section to be offered, resident students are afforded more access to instruction than they would have

enjoyed were there no international students. International student tuition also allows the program to continue to offer a variety of skills necessary to provide comprehensive language instruction (listening, speaking, reading, writing, grammar, culture). The more international students at Citrus, the more opportunities (and the richer the opportunities) we are able to provide for residents students who elect to not take the English sequence.

From Fall 2007 through Summer 2010 (for Fall, Spring, and Summer sessions -- not including Winter session) the ESL program has had an average of 207 new ESL students each year. Some of these students take only ESL exclusively, while others take ESL and other classes on campus.

The ESL program falls under the auspices of Basic Skills. The program is a vital support service for all other disciplines on campus. Students arrive with limited language proficiency, and ESL classes give them the linguistic foundation (grammar, writing, and oral competencies) to be successful in mainstream English classes (such as Psychology, History, and Accounting). ESL also teaches international students academic expectations and standards in the U.S. Both resident and international students benefit from ESL classes, and many students stay at Citrus long after they are finished with ESL classes in order to take mainstream classes. A good number of International students actually graduate with AA degrees or obtain vocational certificates.

From 2003 to 2010, 7,326 students graduated from Citrus College. 769 of those students were international students. This is just over 10% of the total number of graduates. In that same period, 3,289 students obtained vocational certificates. Of those students, 115 of them were international students.

In addition to serving international students, the ESL program serves generation 1.5 students (children of first-generation immigrants), permanent resident students, local high school students, and the local community. In FY 2010-2011, the ESL program offered 48 sections generating a total of 123 full-time equivalent students (FTES) comprised of 1196 enrollments. Of the 1196 enrollments, 564 (47%) were resident students and 632 (53%) were non-resident (international) students. The program effectively balances the needs of international students while attracting a significant percentage of students from the local community. Currently, the faculty are working with area adult school instructors in Azusa to develop opportunities for their students to visit Citrus ESL classes in anticipation of their transition from adult school to Citrus. The Citrus faculty are careful to respect the primary role of local adult schools that provide citizenship classes, vocational, and life skills ESL, while at the same time developing a comprehensive program that is attractive to residents seeking an academic or vocational goal.

ESL enrollment fluctuates from year to year and is directly affected by the global economy and by world events such as 9/11 and the swine flu virus. In Spring 2006, our International ESL program was made up of 61% Japanese, 3% Chinese, 3% Indonesian, 8% Korean, and 10% Taiwanese students. In Spring 2010, those numbers were dramatically changed: 43% Japanese, 16% Chinese, 0% Indonesian, 9% Korean, and 9% Taiwanese students, and a new 16% Vietnamese student population was evident. Also, in

2006, 61% of our international students were college aged students from Japan. In 2010, only 38% of our international students are college aged students from Japan. This significant decrease is demographic due to both the global economy and an easing of university requirements in Japan. This is why the ESL program must develop and maintain new sources of international students.

COMMENDATIONS:

The ESL program has strong course retention rates, along with good course average rates. Looking at fall terms from 2004-2009, the course retention rates average 96.43%. The course success rates for the same period is 72.71%. These rates may be higher than regular Basic Skills English classes.

We are maintaining our present International student sources: Nevada/California International Consortium of Colleges and Universities (NIC in Japan), Berkeley House, and Kenshu (students who take courses after attending FPA Kenshu workshops).

ESL classes are offered at four levels:

--Level 2 (020, 024, 026)

Note: Level 2 is offered only when there is a cohort of at least 8 beginning-level international students. Due to changing demographics, Level 2 was last offered in Fall 2008.

--Level 3 (030, 034, 036)

--Level 4 (040, 044, 046)

--Level 5 (100, 054, 053)

Courses are offered in a FastTrack format that accommodates many students and allows for students to retake courses as needed.

We are helping students transfer into English 099 and/or English 101 as well as mainstreaming. Many of our ESL students stay enrolled and graduate or transfer to a four-year institution. From 2003 to 2010, 7,326 students graduated from Citrus College. 769 of those students were international students. This is just over 10% of the total number of graduates. In that same period, 3,289 students obtained vocational certificates. Of those students, 115 of them were international students.

RECOMMENDATIONS:

Identify funding sources and expand local and overseas recruitment by sending a representative from Citrus College (International Student Office or ESL faculty) to the NIC closing ceremony in Tokyo the spring 2012, and recruitment fairs in Asia starting 2012 to increase international student enrollment. Expand local recruitment by having a faculty member attend College Night in 2011-2012 and provide information about the ESL program to high school students and their parents

Because ESL enrollment fluctuates from year to year and is directly affected by the global economy and by world events, the International Student Office should make and

maintain new contacts in different countries. These contacts could be language schools, high schools, universities, or study abroad programs.

Develop a strategy to improve outreach to local high schools in the next few years. This is supported by the new Master Plan and Strategic Plan. Outreach will depend on K-12 and the Community College priorities; suggest start in 2013-2014.

Advertise on radio, in print, on-line, and in foreign travel publications in Spanish, Chinese, Korean, and Vietnamese in order to increase our student base. (suggest start in 2012-2013).

Develop an annual international travel itinerary in order to visit partner institutions and promote the Citrus College at international education fairs.

Improve the flow of non-credit ESL students to credit ESL -- start in 2012-2013 if possible.

12. Evaluation Criteria – Quality

Attempting to create a demographic profile of ESL students at Citrus has revealed limitations in the college's ability to collecting such data. According to the Institutional Research Office, only 26.5% of ESL students in 2009-10 self-identified as Asian and only 12.1% selected Hispanic/Latino. On the other hand, 56.3% did not respond to the question regarding ethnicity or selected "unknown." Only 4.4% self-identified as white. Citrus may have to revise its application in order to gather more useful data. For example, black, white, and Asian are races, but Hispanic/Latino is an ethnic category. Also, Arab and Persian students might be confused about which category is appropriate for them: It is unclear if they are considered a distinct minority at Citrus.

Female ESL students outnumber males, just as they do in the general student body. ESL students are somewhat younger; 71.2% are 24 years old or younger, compared to 66.6% for the general student body.

COMMENDATIONS:

The students in the ESL program at Citrus demonstrate through in-class activities, assignments, and tests their achievement in several college core competencies: Communication; Creative, Critical, and Analytical Thinking; Community and Global Consciousness and Responsibility. As a result, the majority succeed in their courses. According to the most recent ARCC report, the improvement rate for ESL students here was 76.2%, compared to 54.8% for our peer group.

RECOMMENDATIONS:

Provide funds for professional development in order to stay current with ESL trends and pedagogy.

Work with Institutional Researcher to improve accuracy of demographic profile of ESL students.

Request that the Office of Institutional Research explore capturing data regarding the ethnicity/race of ESL students more accurately in questionnaires and online registration forms by Spring 2014.

Develop a plan to meet the needs of both international and resident students who place into level 2 by Spring 2014. Many of these students, especially International students, fail their first semester because they end up registering in a level that is too hard for them (Level 3). As long as we continue to recruit ESL students for the Intensive English program, we should be providing the proper level of courses for them. For example, if more than 15 students test into Level 2 at the beginning of fall or spring semester, at minimum a section of ESL 20 should be added in the first fast track session, and a section of ESL 30 added in the second session. Also, review enrollment in ESL 101 in Fall 2011 to determine if an additional section is warranted in Spring 2012 and subsequent semesters.

13. Evaluation Criteria – Feasibility

All courses are daytime; no evening courses or distance education. Courses are linked in a type of learning community; lower level courses are all FastTrack. In fact, all classes except ESL 101 are offered in a FastTrack format, so it is possible for students who start in the lowest level to complete the ESL sequence in one year.

Facilities, equipment, and Library resources are not adequate. ESL is expected to lose 2 classrooms in the Annex (101 and 102) when the Fine Arts remodel goes forward. The program may also lose ED201 when the ED building is remodeled in 2012. Concerning equipment, only ED201 has pull-down maps and a locking storage cabinet. Additionally, the Library ESL collection is outdated, housed in the Learning Center rather than the Library, and the Library collection of course textbooks on reserve is incomplete.

COMMENDATIONS:

The program has adequate communication with and support from counseling. College Success counselors, Kristie Shimokawa/Barry Gropp, work closely with ESL faculty. Counselors and ESL faculty collaborated to develop Orientation to College Life for ESL 30 and 40 students. The International Student Office education advisor, Paige Miyabe, and Counselor, Stephen Avalos, work with ESL faculty to coordinate placement of incoming students and handle the various needs of international students.

The ESL program was the first to offer sequence courses in a FastTrack format, which enables most students to complete the ESL sequence in one year.

There is adequate qualified faculty to support the program

RECOMMENDATIONS:

Provide three contiguous classrooms for ESL classes in the Student Services building near the International Student office if possible. It is important that the rooms be contiguous (or at least close to each other) because the ESL sequence is like a lock program that starts at 820A and ends after 1230P. Students in one level may have a class in another level (offered at the same time) and would have difficulty getting to the class ontime were it somewhere across campus.

Provide pull-down maps and a locking storage cabinet

Purchase or donate textbooks for reserve collection.

Update Library collection and integrate into the regular collection.

Restore evening classes to address the needs of the resident population unable to attend during daytime hours. Start by offering ESL 40 two nights a week in fall semester 2012 and ESL 100 in the spring semester 2013.

14. Evaluation Criteria – Compliance

Course requisites meet state, and District requirements.

Course outlines of record meet state and district regulations for content.

All course outlines have valid student learning outcomes that are assessed on a regular basis.

COMMENDATIONS:

All course outlines have been updated and reviewed on Curricunet in 2011.

Faculty have completed several cycles of SLO assessment on the below courses. Faculty have analyzed the results and made course improvements and documented the results. The documentation is retained by Connie Tucker, former ESL Faculty Lead.

ESL 030

ESL 034

ESL 036

ESL 040

ESL 044

ESL 046

ESL 100

ESL 054

ESL 101

RECOMMENDATIONS:

Revise and simplify SLOs in all courses

Develop a method to store documentation and data from SLO assessment and analysis

15. Evaluation Criteria – Other

16. Recommendations

Rank	Description of recommendation (actions or behaviors to be completed)	Responsible person(s)	Target Date	Personnel	Facilities	Equip. / Software	Supplies
1	If the state budget allows, restore evening classes to address the needs of the resident population unable to attend during daytime hours. Start by offering ESL 40 two nights a week in fall semester 2012 and ESL 100 in the spring semester 2013.	Faculty/Dean	2013	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Identify funding sources and expand local and overseas recruitment by sending a representative from Citrus College (International Student Office or ESL faculty) to the NIC closing ceremony in Tokyo the spring 2012, and recruitment fairs in Asia starting 2012 to increase international student enrollment. Expand local recruitment by having a faculty member attend College Night in 2011-2012 and provide information about the ESL program to high school students and their parents	Intl. Student Office	2011-2013	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Update the ESL department website to make it more user friendly. Add a link to Blackboard. Add photos. Update list of adjunct faculty along with current contacts. Add more course content.	Faculty/TecS.	Spring 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Develop a plan by Spring 2013 to identify the benefits of Blackboard for student and faculty use. Encourage instructors of ESL 100 and 101 to use turnitin.com to prevent plagiarism program-wide and emphasize personal responsibility for student work.	Faculty/D.E.	2013	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

5	Explore creating a Learning Communities class/ implement supplemental instruction similar to what is being done in English by pairing an upper-level course (ESL 100 or 101) with an academic course such as Counseling.	Faculty/Dean	2014	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Develop a plan to meet the needs of both international and resident students who place into level 2.	Faculty/Dean	SPR 2014	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Request that the Office of Institutional Research explore capturing data regarding the ethnicity/race of ESL students more accurately in questionnaires and online registration forms.	Guebert	2014	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Improve flow of non-credit ESL students to credit ESL	Cross	2012-2013	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Advocate for increased funding for professional development in order to stay current with ESL trends and pedagogy.	Guebert	2013	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Provide three contiguous classrooms for ESL classes in the Student Services building near the International Student office.	Dean/District	2013	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Classroom(s) should be equipped with pull-down maps and a locking storage cabinet.	Dean	2014	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12	Build reserve and stock collections of materials in Library.	Cross	2014	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Review, revise/simplify SLO's in all courses.	Faculty	2012	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Develop a method to store documentation and data from SLO assessment and analysis.	Dean/District	2013	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

17. Budget Recommendations

Resources are needed in the following areas:

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact ◇	Priority ‡

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact ◇	Priority ‡

Facilities

Facilities / repairs or modifications needed	Discuss impact on goals / SLOs	Bldg / Room	Impact ◇	Priority ‡
3 classrooms next to each other in Student Services building across from the International Student Center	Improve international student recruitment and satisfaction. This will bring in new revenue to the college and support more comprehensive ESL programming for resident non-native speakers.		Q,N,F	B,C
Remodel ESL classrooms based on the LB 309 model	Improve student learning outcomes and program satisfaction		Q,N,F	B,C

Computers / Software (Tecs)

Item	Discuss impact on goals / SLOs	Cost	Impact ◇	Priority ‡

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact ◇	Priority ‡

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact ◇	Priority ‡
Maps/Posters for classrooms		\$1000		

Additional information:

The division dean and faculty recommend allocating the following funds:

\$20,000 for annual international student recruitment

\$15,000 for on-call staff support for international student activities and services

\$10,000 stipend for ESL program coordinator (to coordinate efforts of the ESL program and the International Student Services office).

◇ **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?

‡ **Priority:**

A. Is this goal mandated by law, rule, or district policy?

B. Is this goal essential to program success?

C. Is this goal necessary to maintain / improve program student learning outcomes?

Attachment A: Key Performance Indicator data pages

	Key Performance Indicators	Summer04	Summer05	Summer06	Summer07	Summer08	Summer09
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access							
1	Majors (total)						
2	New Majors						
3	Courses Offered	12.0	18.0	16.0	12.0	10.0	9.0
4	Sections Offered	14.0	21.0	18.0	12.0	10.0	9.0
5	Morning Sections	4.0	8.0	7.0	7.0	6.0	5.0
6	Afternoon Sections	10.0	12.0	10.0	5.0	4.0	4.0
7	Evening Sections		1.0	1.0			
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections	14.0	21.0	18.0	12.0	10.0	9.0
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections						
13	Enrollment	230	347	223	145	147	142
14	Weekly Student Contact hours (WSCH)	687.5	861.3	571.7	396.7	457.3	459.5
15	Full-Time Equivalent Students (FTES)	23.6	29.5	19.6	13.6	14.1	14.2
Program Resources							
16	Full-Time Equivalent Faculty (FTEF)	2.5	3.1	2.8	1.8	1.6	1.5
17	Credit Reimbursement Rate	\$2,922.30	\$3,259.71	\$3,476.34	\$3,668.28	\$3,834.46	\$3,834.46
Program Operation							
18	WSCH/FTEF	277.2	277.8	206.4	222.8	280.5	300.4
19	FTES/FTEF	9.5	9.5	7.1	7.6	8.7	9.3
20	Fill Rate at Census	64.6	73.2	52.2	45.1	56.9	57.6
Program Success							
21	Course Retention	90.9	97.4	99.1	98.6	100.0	97.9
22	Course Success	74.8	75.8	89.7	77.9	83.7	85.2

ESL Program Review

	Key Performance Indicators	Fall04	Fall05	Fall06	Fall07	Fall08	Fall09
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access							
1	Majors (total)						
2	New Majors						
3	Courses Offered	22.0	23.0	21.0	17.0	17.0	13.0
4	Sections Offered	42.0	47.0	44.0	32.0	29.0	23.0
5	Morning Sections	16.0	18.0	18.0	21.0	23.0	17.0
6	Afternoon Sections	26.0	27.0	23.0	11.0	6.0	6.0
7	Evening Sections		2.0	3.0			
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections	32.0	38.0	36.0	27.0	21.0	17.0
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections						
13	Enrollment	963	1016	900	552	673	726
14	Weekly Student Contact hours (WSCH)	2353.2	2593.8	2402.8	1449.9	2238.4	2229.6
15	Full-Time Equivalent Students (FTES)	80.7	88.9	82.4	44.7	69.1	68.8
Program Resources							
16	Full-Time Equivalent Faculty (FTEF)	6.9	7.4	7.2	5.1	5.6	4.4
17	Credit Reimbursement Rate	\$2,922.30	\$3,259.71	\$3,476.34	\$3,668.28	\$3,834.46	\$3,834.46
Program Operation							
18	WSCH/FTEF	342.5	350.5	332.3	287.1	396.9	509.0
19	FTES/FTEF	11.7	12.0	11.4	8.9	12.2	15.7
20	Fill Rate at Census	84.2	82.5	78.1	71.2	74.0	105.1
Program Success							
21	Course Retention	88.8	96.6	96.6	98.7	99.3	98.6
22	Course Success	62.0	70.9	77.9	69.9	79.0	76.6

	Key Performance Indicators				Winter08	Winter09	Winter10
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Program Access						
1	Majors (total)						
2	New Majors						
3	Courses Offered				6.0	6.0	2.0
4	Sections Offered				6.0	6.0	2.0
5	Morning Sections				4.0	4.0	1.0
6	Afternoon Sections				2.0	2.0	1.0
7	Evening Sections						
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections				6.0	6.0	2.0
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections						
13	Enrollment				87	103	40
14	Weekly Student Contact hours (WSCH)				294.9	302.0	110.2
15	Full-Time Equivalent Students (FTES)				9.1	9.3	3.4
	Program Resources						
16	Full-Time Equivalent Faculty (FTEF)				1.0	1.0	0.4
17	Credit Reimbursement Rate				\$3,668.28	\$3,834.46	\$3,834.46
	Program Operation						
18	WSCH/FTEF				286.3	290.4	314.8
19	FTES/FTEF				8.8	9.0	9.7
20	Fill Rate at Census				52.6	63.0	68.3
	Program Success						
21	Course Retention				96.6	98.1	100.0
22	Course Success				80.5	83.5	87.5

	Key Performance Indicators	Spring05	Spring06	Spring07	Spring08	Spring09	Spring10
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access							
1	Majors (total)						
2	New Majors						
3	Courses Offered	22.0	20.0	16.0	18.0	14.0	12.0
4	Sections Offered	41.0	35.0	33.0	30.0	22.0	19.0
5	Morning Sections	15.0	15.0	16.0	20.0	15.0	14.0
6	Afternoon Sections	24.0	19.0	15.0	10.0	7.0	5.0
7	Evening Sections	2.0	1.0	2.0			
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections	30.0	26.0	25.0	23.0	15.0	12.0
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections						
13	Enrollment	802	615	556	466	609	498
14	Weekly Student Contact hours (WSCH)	2077.5	1675.9	1583.5	1256.1	1993.1	1611.0
15	Full-Time Equivalent Students (FTES)	71.2	57.5	54.3	38.8	61.5	49.7
Program Resources							
16	Full-Time Equivalent Faculty (FTEF)	6.9	6.0	5.8	4.9	4.4	4.4
17	Credit Reimbursement Rate	\$2,922.30	\$3,259.71	\$3,476.34	\$3,668.28	\$3,834.46	\$3,834.46
Program Operation							
18	WSCH/FTEF	299.8	278.4	274.4	258.5	455.0	370.3
19	FTES/FTEF	10.3	9.5	9.4	8.0	14.0	11.4
20	Fill Rate at Census	77.7	69.4	67.3	66.0	103.1	84.2
Program Success							
21	Course Retention	90.3	94.1	96.4	98.5	98.9	98.6
22	Course Success	69.2	62.8	72.3	74.5	72.6	72.9

	<i>Key Performance Indicators</i>	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
		Year1	Year2	Year3	Year4	Year5	Year6
Program Resources							
23	Revenue: FTES*Reimbursement Rate	\$483,572.48	\$568,819.40	\$550,826.07	\$389,241.19	\$574,632.18	\$525,934.53
24	Total District Adopted Program Budget	NO DATA	NO DATA	NO DATA	NO DATA	519,471	525,902
25	Support Personnel (wage without benefit, 2200 and 2400 in budget)	NO DATA	NO DATA	NO DATA	NO DATA	0	0
26	Supplies (4300 in budget)	NO DATA	NO DATA	NO DATA	NO DATA	3,210	2964
27	Cost	NO DATA	NO DATA	NO DATA	NO DATA	551,821	
28	Total FTES for the year	165.59	174.5	158.45	106.11	149.86	137.16
29	Cost per FTES					3,682.24	
Degrees and Certificates							
30	Degree						
31	Certificates						
32	Skill Awards						
33	Licenses (reported by department)						
Career Technical Education Programs							
34	VTEA Grant						
35	Industry Contributions to Program Resources						
36	Available Jobs						
37	Attach one copy of the three most recent College Core Indicator Information forms for each of the appropriate TOP codes						
38	Please include "Student Satisfaction" and "Employer Satisfaction" in the program review write-up.						
39	Labor market data						

	04-05		05-06		06-07		07-08		08-09		09-10	
	Year1		Year2		Year3		Year4		Year5		Year6	
Gender												
Female	327	57.5%	286	56.9%	246	55.9%	203	50.2%	182	44.3%	197	50.6%
Male	242	42.5%	217	43.1%	193	43.9%	168	41.6%	162	39.4%	166	42.7%
Missing					1	0.2%	33	8.2%	67	16.3%	26	6.7%
Total	569	100.0%	503	100.0%	440	100.0%	404	100.0%	411	100.0%	389	100.0%
Age												
19 or younger	164	28.8%	116	23.1%	107	24.3%	107	26.5%	112	27.3%	119	30.6%
20-24	236	41.5%	229	45.5%	191	43.4%	181	44.8%	187	45.5%	158	40.6%
25-29	50	8.8%	44	8.7%	36	8.2%	41	10.1%	48	11.7%	40	10.3%
30-34	33	5.8%	29	5.8%	30	6.8%	20	5.0%	18	4.4%	17	4.4%
35-39	24	4.2%	25	5.0%	25	5.7%	15	3.7%	18	4.4%	16	4.1%
40-49	44	7.7%	45	8.9%	34	7.7%	27	6.7%	20	4.9%	22	5.7%
50 and above	18	3.2%	15	3.0%	17	3.9%	13	3.2%	8	1.9%	17	4.4%
Total	569	100.0%	503	100.0%	440	100.0%	404	100.0%	411	100.0%	389	100.0%
Ethnicity												
Asian	379	66.6%	361	71.8%	308	70.0%	213	52.7%	145	35.3%	103	26.5%
Black or African American	5	0.9%	3	0.6%	6	1.4%	5	1.2%	3	0.7%	3	0.8%
Hispanic/Latino	134	23.6%	85	16.9%	85	19.3%	61	15.1%	48	11.7%	47	12.1%
American Indian or Alaska Native	1	0.2%		0.0%	1	0.2%	1	0.2%	1	0.2%		
White	31	5.4%	29	5.8%	20	4.5%	20	5.0%	25	6.1%	17	4.4%
Unknown/Non-Respondent	19	3.3%	25	5.0%	20	4.5%	104	25.7%	189	46.0%	219	56.3%
Total	569	100.0%	503	100.0%	440	100.0%	404	100.0%	411	100.0%	389	100.0%
Educational Goal												
Degree & Transfer	211	37.1%	201	40.0%	139	31.6%	91	22.5%	124	30.2%	132	33.9%
Transfer	131	23.0%	126	25.0%	118	26.8%	16	4.0%	21	5.1%	52	13.4%
AA/AS	52	9.1%	40	8.0%	44	10.0%	64	15.8%	109	26.5%	59	15.2%
License	29	5.1%	20	4.0%	19	4.3%	6	1.5%	8	1.9%	8	2.1%
Certificate	37	6.5%	29	5.8%	29	6.6%	6	1.5%	4	1.0%	3	0.8%
Job Skills	24	4.2%	26	5.2%	27	6.1%	16	4.0%	23	5.6%	20	5.1%
Basic Skills							19	4.7%	22	5.4%	33	8.5%
Personal									2	0.5%	3	0.8%
Undecided							24	5.9%	36	8.8%	58	14.9%
Not Reported	85	14.9%	61	12.1%	64	14.5%	162	40.1%	62	15.1%	21	5.4%
Total	569	100.0%	503	100.0%	440	100.0%	404	100.0%	411	100.0%	389	100.0%

Attachment B: Library Resource Report

LIBRARY ACTIVITY:

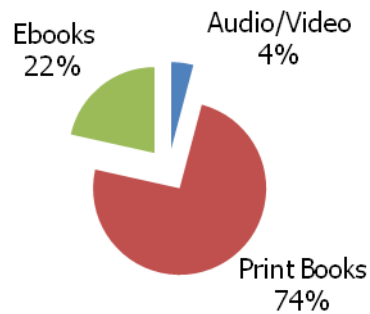
Library Orientations
7 (during prior year)

Circulation of materials in subject area
1% of total circulation

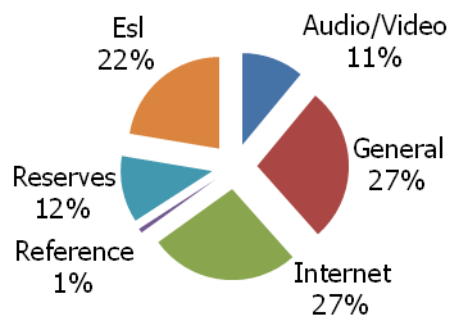
LIBRARY RESOURCES:

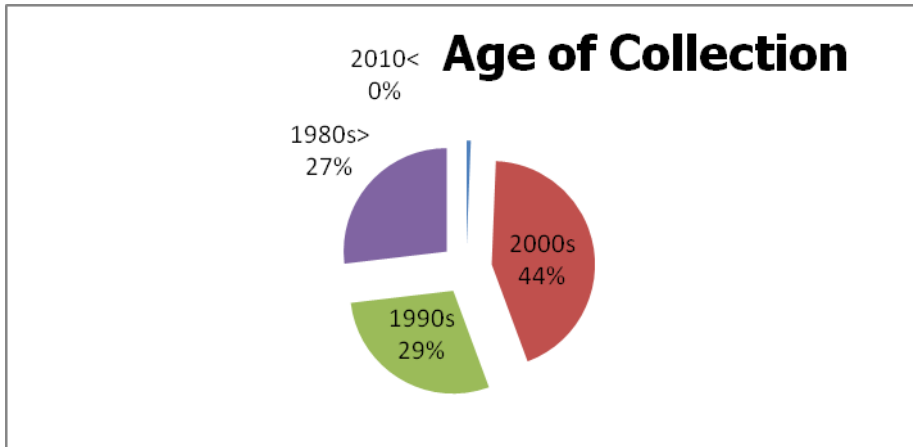
Dewey 420-429.99 235

Format of Collection



Location of Collection





Databases

EBSCO:	Other:
MasterFILE Premier *(1975-) Magazines, reference books, biographies, primary documents, & images. Updated daily.	SIRS Researcher Articles (1989-) on social issues from newspapers, magazines, government documents, and graphics. Maps of the World, Pro/Con, Research Topics. Sorts by reading level. Updated monthly.
Funk & Wagnalls New World Encyclopedia * Annual updates. Information on a variety of subjects including brief biographies, country info., & images.	
MAS Ultra – School Edition * (1975-) Magazines, reference books, biographies, primary documents, & images.	
Primary Search * (1990-) Magazines, articles with a reading level indicator (Lexiles).	

Subject Headings:

- English language--Textbooks for foreign speakers.
- English language--Study and teaching--Foreign speakers--Handbooks, manuals, etc.
- English language--Study and teaching--Foreign speakers--Simulation methods.
- English language--Sound recordings for foreign speakers.
- English language--Examinations--Study guides.



Automotive Technology Instructional Program Review 2010-2011

Spring 2011

Prepared by

Name	Title	Name	Title
Dennis Korn	Faculty	Jim Lancaster	Dean, Career/Tech/Cont.Ed.
Dave Brown	Faculty	Lois Bottari	Administrative Assistant
Jeremy Clark	Faculty		
Roy Mallory	Adjunct Faculty	Gene Morrill	Adjunct Faculty
Tom Bender	Adjunct Faculty	Mariano Rubio	Adjunct Faculty
Greg Lipp	Adjunct Faculty	Craig Luke	Adjunct Faculty
Juan Gonzalez	Adjunct Faculty		

Automotive Technology Program Review Committee Members

Name	Title
Dennis Korn	Full-Time Faculty
Dave Brown	Full-Time Faculty
Jeremy Clark	Full-Time Faculty
Jim Lancaster	Dean: Career/Tech/Cont. Education
Dr. Lan Hao	Director of Institutional Research
Dr. Irene Malmgren	Vice President of Academic Affairs
Michelle Plug	Articulation Officer
Jim Woolum	Program Review Coordinator



PROGRAM REVIEW – Automotive Technology

The final summary of the program review process for Automotive Technology 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.

Jim Lancaster, Dean of CTCE

date

Michelle Plug, Articulation Officer

date

David Kary, Chair of Curriculum Committee

date

Irene Malmgren, Vice President of Academic Affairs

date

Nicki Shaw, 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.

Table of Contents

	page #
1. Executive Summary	5
2. Faculty and staff	8
3. Program description and mission	8
4. Program goals and objectives	10
5. Review of previous recommendations	10
6. List and review of degrees, certificates, and awards	14
7. List of industry-based standard certificates and licenses	26
8. Advisory committee or council	27
9. Program Student Learning Outcomes (SLOs)	30
10. Curriculum review and Student Learning Outcomes Assessment	31
11. Evaluation Criteria - Need	37
12. Evaluation Criteria - Quality	38
13. Evaluation Criteria - Feasibility	38
14. Evaluation Criteria – Compliance	39

15. Evaluation Criteria - Other	40
16. Recommendations	40
17. Budget Recommendations	41
Attachment A – Key performance indicator data	43

1. Executive Summary

A. Program History/Description

The Automotive Technology Program at Citrus College has been in existence longer than the tenure of the current faculty but we have historic pictures from the 1960s that show that the program has a long and respected history. Currently the Automotive Technology Program has brought under its umbrella the Medium-Heavy Duty Truck Program and the Motorcycle Program. This change was made to provide for cross-use of course work for students; consolidate budgets for better oversight and control; and provide for a coherent instructional team atmosphere.

The Technician Development Center (TDC) includes specific training for Toyota/Lexus/Scion dealerships (referred to as the T-TEN program), a training program targeted for independent and franchise shops (referred to as the TEC program), and a specific training suite that concentrates on research and development for the aftermarket industry (referred to as the HPI - High Performance Institute). The Technician Development Center offered a Collision Repair Program in the past, but that has been placed on indefinite hiatus and is at Academic Senate for program discontinuance. The movement toward program discontinuance for Collision Repair came after the one full-time instructor retired and the shop space was used as a transition space during construction of the new technology building. The cost to re-establish the program in comparison to career opportunities is prohibitive. The Automotive Technology Program is looking at an alternative program that would not require shop space, but would be a hybrid, combining campus lecture and on-the-job hands-on supervised training.

The Medium-Heavy Duty Truck Program has been in a rebuilding mode since the retirement of the one full-time instructor three years ago. Laboratory spaces are currently undergoing refurbishing as new classes are offered, though all classes are currently taught by adjunct instructors.

The Motorcycle Program has suffered from the past three years of construction on the new building, with space utilization requirements not providing the proper lab space for classes. The program also suffers from a lack of qualified instructors (one full-time instructor is qualified to teach the courses, but we have no adjunct instructors at this time). We have revised the certificate for Motorcycle Technology to align Automotive courses as part of the sequence (similar to the changes made to the Medium and Heavy Duty Truck Certificate) that will include a specific motorcycle capstone class or classes to complete the program. This will provide another career option for students without establishing a complete and separate program.

B. Strengths/Effective Practices

The Technician Development Center is a model for other automotive programs in the approach used to provide a pathway for students to successfully reach their goal as an entry-level technician. All students are required to complete an introductory course (Auto 101) before moving on to other courses in the sequence. The Auto 101 course provides a strong grounding in automotive principles, safety, shop operations, and basic service procedures. To pass the class, a student is required to develop a Student Education Plan (SEP) with our on-site Career Technical Education Counselor and pass specific proficiencies that insure minimum knowledge and skill

levels before moving to a higher level course. The increased success (as demonstrated in certificate and degree completions) is a direct result of having an on-site counselor who understands the program and can provide guidance toward achieving success. The proficiencies ensure only those students with a minimum skill level are allowed to advance to higher level coursework, which has increased the retention rate in all upper level courses.

Recently the T-TEN program portion of the TDC piloted an assessment process for our Toyota partners. This process provided insight into areas that needed improvement. These areas included a clearer pre-requisite listing for the courses in the program which included a weakness in the student handbook that might confuse incoming students. Both of these areas have already been addressed. Another finding suggested an increase in on-car bugs for various classes (specifically our Electrical 1 class) and changes are being incorporated and assessed in the course this spring.

Reviewing the data on Course Retention and Course Success from the Fall of 2004 through the Winter of 2010 reveals that, other than a dip to 89.6% in the Fall of 2004 and 2005, retention has steadily risen to the 96-97% range. Course success is a fleeting statistic for the TDC program. The program hit a low of 52.3% in the Fall of 2005 and a high of 72.0% in the Fall of 2009, with Summer and Winter semesters 88.1% in 2009. The fluctuating success rate of the students in the TDC program is now addressed by the entry-level course (Auto 101) which is used as a screening tool to determine how serious students are in pursuing a career in the automotive field. The success rate for this course is usually ~30%, which drives down the total for program. If data for all courses that follow Auto 101 were considered separately, the course retention and success rate would be much higher.

It should also be noted that 27 units of Automotive Technology coursework can be used as transfer units to California State University Los Angeles. Faculty from Cal State LA serve on the automotive advisory committee and a number of students have transferred to pursue advanced degrees.

C. Weaknesses/Lessons Learned

One lesson learned during the six year period since the last major program review concerns the process for new building design and construction. When it comes to designing and building new vocational building it is imperative that knowledgeable faculty be involved in the process throughout the design phase, engineering, final planning stage, and construction phase. There were a number of instances where the architects felt it necessary to make changes after the faculty had signed off on the design. These changes were never taken back to the faculty and though some were discovered during construction and corrected, many were not corrected and they diminish the quality and effectiveness of the new building.

D. Recommendations/Next Steps

- Engine Dynamometers need to be made operational. They were installed with the new building 2 1/2 years ago (at a cost of \$100,000) and the installation was never finished. The inability to address this situation has severely affected one certificate program and is an embarrassment to the program and the school.
- Need two full-time faculty members
- Need FT dedicated Counselor for CTE
- Need adequate parking for instructional vehicles. Original new building plans

included adequate space for instructional fleet, but the plans were modified after instructor approval. The design changes left no room for the instructional fleet. Recent research for the Facilities Master Plan shows an excess of parking spaces for the projected student body, therefore parking spaces along Barranca and the Auto Shop should be given over to the Automotive Program to meet our Toyota TTEN obligation in maintaining an adequate instructional fleet.

- Need updated computers and printer in AA lab
- Need more computers and a color printer in the transmission lab
- Need full-time clerical assistance in tracking, follow-up and processing of students
- Need to increase the budget for repairs/leases/rents to accommodate the new equipment requirements (many have yearly service contracts that currently use up all of the current budget line)
- There is a need for funding to provide the required NATEF update training as required by our certification. Many times this updated training is only available in distant locations.
- Need a lab set of Fluke 89 meters for EPD and Smog training courses.
- Need a floor sweep machine for lab spaces to maintain the professional level of shop appearance required by NATEF certification.
- Lab LHE should be increased from the current .75 to .85 to recognize the level of work required in the core automotive courses.
- Review Medium/Heavy Duty Truck Certificate for revision to meet new industry requirements. Due for completion by Spring 2013.
- Develop a capstone class for the MOTO program. (Currently in curriculum process) Due for completion Fall 2012.
- Move MOTO program lab space to north end of Diesel building - this will require planning, electrical and air revisions.
- Develop new Smog Training Program to meet industry standards (actually completed in Spring 2011)
- Need on-call student host for school tours, career fairs, and orientations
- Develop marketing plan with Campus Outreach. Jeremy Clark is responsible for initiating this project with a scheduled Fall 2012 completion date.
- Medium/Heavy Duty Truck program needs more fleet vehicles for training and parking for educational vehicles (space currently being used by automotive program)
- Repair MOTO dyno
- Install powered door on chassis dyno door in EPD lab to minimize damage to test equipment by chain. (a modification to the location has been completed, but it is still an issue)
- Renovate or replace AA and DT lab spaces to meet current industry standards and projected future industry needs.
- T-TEN coordinator needs an increase in reassign time to handle Work Experience, Internships, and the increase in the number of Toyota dealers served by our program. We currently cover a 70-mile radius encompassing from Van Nuys to Victorville.
- Review and revise the HPI certificate. (revised and in curriculum process) Dennis Korn is responsible for this project with a Fall 2012 completion date.
- Write technical math class for CTE students.
- Need ASE tracking for SLO assessment.

2. Faculty

Full-Time Faculty

Dennis Korn
Dave Brown
Jeremy Clark

Adjunct Faculty

Roy Mallory
Tom Bender
Juan Gonzalez
Greg Lipp
Mariano Rubio
Craig Luke

3. Program description and mission

The Technician Development Center (TDC) at Citrus College strives to maintain a standard of instruction that exceeds the requirements of the organizations or industry partners that certify the program. As part of meeting the District's mission and established core competencies, the TDC has developed its own Vision and Mission statements, as well as a Creed to guide us in our continuous effort to improve.

Technician Development Center Vision Statement

It is the vision of the Citrus College Technician Development Center that each and every student will find their place in the world. Should that place lie within the automotive domain; the Citrus College Technician Development Center can play a significant role in their personal development and training in becoming a vital part of the whole.

Technician Development Center Mission Statement

The mission of the Citrus College Technician Development Center is to provide innovative educational opportunities that promote life-long learning thereby assisting each student in the attainment of their education and career goals; demonstrate academic rigor in the advancement of each learner within their chosen occupation; instill within the student a personal/professional commitment to uphold the high standards and uplift the integrity of the transportation industry; and continually integrate current and future industry standards within the curriculum. The cultivation of the learner's interest in life-long learning, individual excellence and continued advancement will be indicators of success.

Technician Development Center Creed

We will accept challenges with a creative spirit and the courage to realize our own dreams without losing drive or energy. We will approach our work vigorously with optimism and a sincere belief in the value of our contributions.

We will strive to decide our own fate. We will act with self-reliance, trusting in our own abilities. We accept responsibility for our conduct and for maintaining and improving the skills that enable us to provide the best education possible for our students.

Core Competencies and Learning Outcomes

The TDC program at Citrus College strives to advance the institutional core competencies and learning outcomes of the college. Each course includes components that assess the awareness, understanding, knowledge, skills, and/or abilities in communication, critical thinking, information competency, community consciousness and responsibility, technology, and given the area of focus, extensive discipline/subject specific content material. For example, students are required to complete writing assignments in each class, solve diagnostic problems, work in teams within a diverse cultural classroom environment, use computers to retrieve information and connect with vehicles diagnostic systems, and master specific skill sets for each class topic as a requirement of passing each course.

Student Success

Reviewing the data indicate Course Retention and Course Success from the Fall of 2004 through the Winter of 2010 that other than a dip to 89.6% in the Fall of 2004 and 2005, retention has steadily risen to the 96-97% range. Course success is a fleeting statistic for the TDC program. The program hit a low of 52.3% in the Fall of 2005 and a high of 72.0% in the Fall of 2009, with Summer and Winter semesters 88.1% in the 2009. The success rate of the students in the TDC program is now tempered by the fact that our entry-level course (Auto 101) is used as a screening tool to determine how serious students are in pursuing a career in the automotive field. The success rate for this course is usually ~30%, which drives down the total for program. If data for all courses that follow Auto 101 were considered separately, the course retention and success rate would be much higher.

Demographic Profile

The TDC program is predominately male in make-up, but women made up as much as 9.9% of the student body in 2006-07. This percentage fluctuates each year, but the program continues to promote the automotive industry as a viable option for both genders. The students in the TDC program are mostly between the ages of 17-24 (75-80% of the total) with a majority (45-50%) identified as Hispanic/Latino. Educational goals for TDC students have changed dramatically (attributed to having a career counselor on-site to provide guidance and encouragement to students) as the percentage of students who have an AA/AS as their goal has risen from just over 4% to 23.2%. This exceeds the percentage of students who consider a certificate their educational goal at ~10%, which is half of those reported just four years earlier. The percentage of students choosing to transfer has dropped from better than 13% to ~3%, but there is no ready explanation for this drop.

Comparison to College-wide Data

The TDC program closely mirrors the college-wide statistics for age of students, but obviously falls well short in the gender category. A comparison of ethnicity also closely matches that of the college as a whole. The percentage of students planning to attain an AA/AS degree also appears to match the college-wide numbers. It should be pointed out that the data is not presented for both in a like manner, which makes it very difficult to make a true comparison.

4. Program Goals and Objectives

The goals and objectives of the Automotive Technology Program are:

- a) Provide innovative educational opportunities that promote life-long learning thereby assisting each student in the attainment of their education and career goals.
- b) Demonstrate academic rigor in the advancement of each learner within their chosen occupation.
- c) Instill within the student a personal/professional commitment to uphold the high standards and uplift the integrity of the automotive industry.
- d) Continually integrate current and future industry standards within the curriculum.
- e) Provide sufficient training and education for students to find gainful employment in their chosen field.

5. Review of previous recommendations

Mission

- a. The program needs to continue to strive for diversity in the faculty whenever the opportunity to hire new faculty arises.
 - this has been addressed through the hiring of a diverse pool of adjunct faculty and will continue to be a goal when full-time faculty are hired.
- b. Develop a more comprehensive training program that uses a root series of classes that lead to distinct branch specialties.
 - this was completed in 2007-08, but was recently improved through a better sequencing of courses using pre-requisites to insure students are fully prepared for the next level course.
- c. Add a cooperative training element to the Program that provides in-class training in labor laws and rights and provides guidance and oversight for students at the job site.
 - this was completed in 2008-09 and continues to be an important component of the overall program.
- d. Develop a new long-range plan that reflects the input of the new faculty dynamic and the expected addition of new vocational buildings.
 - though the new buildings have been completed, the program will be short another full-time faculty member in the fall of 2011. This will put this recommendation on hold in regards to incorporating new faculty input, but the current instructional team is always looking toward the future and developing plans to meet the demands of an ever-changing industry.
- e. Explore unpaid internships for students while in the program.
 - this recommendation has been developed and is due to be piloted during the 2011-12 school year.

Need

- a. The Automotive Program currently has the assistance of a part-time student assistant who handles secretarial work for the program. With the current and expected workload it is recommended that the Automotive Program find a means to fund a full-time office assistant.
 - due to budget limitations, this has not been addressed. Currently all secretarial assistance for the program is provided through the extra efforts of the Dean's staff.

- b. Develop an assessment process in coordination with the Counseling Department to provide advisement to students in an effort to increase student retention and success.
- the addition of an on-site counselor for career and technical students has provided a means to review assessment information and provide for educational planning. Meeting with the counselor is a requirement of the entry-level course in the TDC program.
- c. Develop a plan for increased output of T-TEN completers to meet the demand as established by Toyota Motor Sales.
- the ability to track students during their progress in the program and having a counselor readily available has increased the number of T-TEN completers. Other challenges facing the increase of completers is the completion of e-learning and ASE testing. These will lead to new recommendations.
- d. When the new vocational buildings are completed, the Automotive Program would benefit from a lab assistant who is capable of performing preventative maintenance and tracking and maintaining upgrades to test equipment.
- though the program has a lab assistant, this recommendation has not been met as the individual hired is not capable of performing the needed preventive maintenance, the tracking of or maintaining upgrades to test equipment.
- e. Develop short-term 4-12 hour update training courses to meet industry needs.
- this was tested in 2007-08 and appears to be the model that will be used to replace the current evening program (except for the HPI components).
- f. Explore new corporate partnerships as the new building nears completion.
- a partnership was achieved with Lucas Oil, but other partnerships are still in development and waiting for the completion of all projects within the new building (Transmission dyno and Engine dynos).
- g. Develop learning communities with Reading/English for Technical reading and writing; revised technical math.
- this is incomplete and requires new thinking in regards to the changes in the Reading/English curriculum. Discussions on technical math have taken place, but there appears little interest from the Math faculty. With the limits in course offerings because of the budget situation and the increase in the number of students seeking a degree, the math issue needs to be revisited.
- h. Determine the feasibility of incorporating automotive diesel technology into the automotive programs.
- specific automotive diesel classes have not been developed, but small portions of the diesel technology for automobiles has been incorporated into a limited number of automotive classes.
- i. Develop BAR emissions referee station in new building
- there was no response from the State when this idea was broached, but this could be a matter of not contacting the correct individual at the state level.
- j. Citrus needs an articulation policy and revised regulation or procedures (high school articulation with VocTech programs).

- this has been completed.

Quality

a. Develop a timeline for rewriting all course outlines to include SLOs.

- this has been completed, but many courses will be up for review shortly.

b. Develop appropriate compensation for individual program coordination or provide reassign time for one individual to coordinate all the Automotive Programs. There are currently individual coordinators for the T-TEN, ASC FastTrack and HPI programs.

- the reassigned time for the T-TEN coordinator were increased to provide more time for coordinating the T-TEN program, the TEC (replaced ASC FastTrack) and recruiting duties. The time requirements for the T-TEN program alone have increased to the point that this recommendation needs to be revisited and revised.

c. Reassess certificate and skill award requirements to make certain that the standards are reasonable, feasible, and able to be accomplished by students.

- the certificates and skill awards were reviewed, revised, and put in place in 2008-09, but need to be reviewed again - especially the evening program and the HPI program.

d. Review the process for certificate and skill award application to encourage more eligible students to complete.

- this has been addressed through an aggressive tracking, contacting, and counseling program that has shown a remarkable increase in the number of students who have received certificates and degrees.

e. Explore the possibility of an annual meeting with colleagues from other colleges in order to share information with other Automotive faculty and discuss regional issues.

- this has not been explored, but still remains an excellent recommendation. Requires an individual to spearhead the idea. Met with Rio Hondo automotive faculty on October 7, 2011 to plan joint advisory meeting for Spring 2012.

f. Revise syllabi to reflect the writing components currently required in each class.

- this was completed in 2007-08 and is continually reviewed by faculty.

g. Explore the possibility of tracking pass rates for students' ASE certifications.

- this remains an excellent recommendation and is still being explored.

h. Budget line for required NATEF training.

- there is no budget line for required faculty training to meet NATEF standards.

i. Budget line for substitutes to cover classes when faculty are training.

- this is covered by other means, but there is no separate budget line.

j. Delete all courses not offered in the past two years.

- all courses that have not been taught or revised have been deactivated.

Feasibility

- a. Program needs up-to-date computers in each lab, connected to network, with access to the software in the computer lab.
 - except for the AA and Diesel labs, all other labs have updated computers connected to the network.
- b. Equipment purchases need a budget that would allow prioritizing the purchase of larger pieces of equipment (i.e. those items that cost in excess of \$20,000).
 - this has not been addressed
- c. With the completion of the new building there will be a need for designated client parking outside of the building complex.
 - this has not been addressed as there is a deficit of parking for program vehicles that needs to be addressed first.
- d. Develop an improved method of handling customer repair orders - possibly through the hiring of a clerk to process paperwork, invoices, etc.
 - budget constraints prevent this recommendation from moving forward, but we have looked at bringing the cashier part of the process over to the new building with little success.
- e. Installation of anchors for chassis dyno to allow safe operation.
 - this has been partially completed, but more are required.
- f. Full-time clerk to assist with student tracking and completion.
 - this is being handled with the assistance of the Dean's office due to budget constraints.
- g. Equipment budget to allow for the purchase of diesel engine management equipment and tools.
 - with the consolidation of all automotive program budgets into one cost center, there has been a better opportunity to address this situation, but the size of the equipment budget is still restrictive.
- h. Additional funding for computer-based instruction site licenses.
 - this has been accomplished.
- i. Full-time CTE counselor dedicated to the Major CTE programs. Counselor needs to be located in the department/division offices.
 - the counselor currently assigned part-time to CTE programs has shown their value in the increase in certificate completers and the number of students who have gone on to receive their AS degrees.

Compliance

- a. Develop a plan for all adjunct faculty to complete their ASE certifications.
 - it has been suggested that the Dean receive a yearly update from adjunct faculty and the lack of certification be used in determining instructional assignments.
- b. Establish a stipend for one faculty member to coordinate NATEF certification, which is required every five years.
 - this recommendation is incomplete, but our recertification date is fast approaching.

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

Students may earn an AS degree in Automotive Technology with the completion of 18 units in the major - but this needs to be reviewed to insure that courses permitted to be included in the 18 units are reflective of the goals and student learning outcomes for the students.

The following degrees/certificates exist for the Automotive Technology program:

- AS Degree - Automotive Technology (under revision - Spring 2013)
- AS Degree - Motorcycle Technology (under revision - Spring 2013)
- Medium Heavy Duty Truck Certificate (recently revised)
- Motorcycle Technology Certificate (in process - Spring 2013)
- Automotive Research and Development - (revised Fall 2010, but due for review and revision in 2011)
- Automotive Service Diagnosis Repair - Master Technician (revised Winter 2011)
- Automotive Service Diagnosis Repair - Toyota, Lexus, Scion Technician (revised Fall 2009)
- Automotive Service Diagnosis Repair - Undercar Drivetrain Specialist (revised Fall 2009)
- Automotive Service Diagnosis Repair - Underhood Specialist (revised Fall 2009)

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
Automotive Service, Diagnosis & Repair - Master Technician - AS	Spring 2010	7.75	Spring 2010	Fall 2012	Fall 2009
Automotive Service, Diagnosis & Repair - Master Technician - C	Winter 2011	2	Winter 2011	Fall 2012	Fall 2010
Automotive Service, Diagnosis & Repair - Underhood Specialist - C	Fall 2009	7	Fall 2009	Fall 2012	Spring 2009
Automotive Service, Diagnosis & Repair - Toyota/Lexus/Scion Technician - C	Fall 2009	1.5	Fall 2009	Fall 2012	Spring 2009
Automotive Service, Diagnosis & Repair - Undercar/Drive Train Specialist - C	Fall 2009	9.5	Fall 2009	Fall 2012	Spring 2009
Automotive Research and Development Certificate	Fall 2010	0	Fall 2010	Spring 2013	Spring 2010
Medium Heavy Duty Truck Certificate	Fall 2010		Fall 2010	Fall 2012	Spring 2010
AS Degree - Automotive Technology	Spring 2010		Spring 2010	Fall 2012	Fall 2009
Medium Heavy Truck - AS Degree	Spring 2009		Spring 2009	Fall 2012	Fall 2008
Motorcycle Service, Diagnosis & Repair Technician - Certificate	Spring 2010		Spring 2010	Spring 2013	Fall 2009

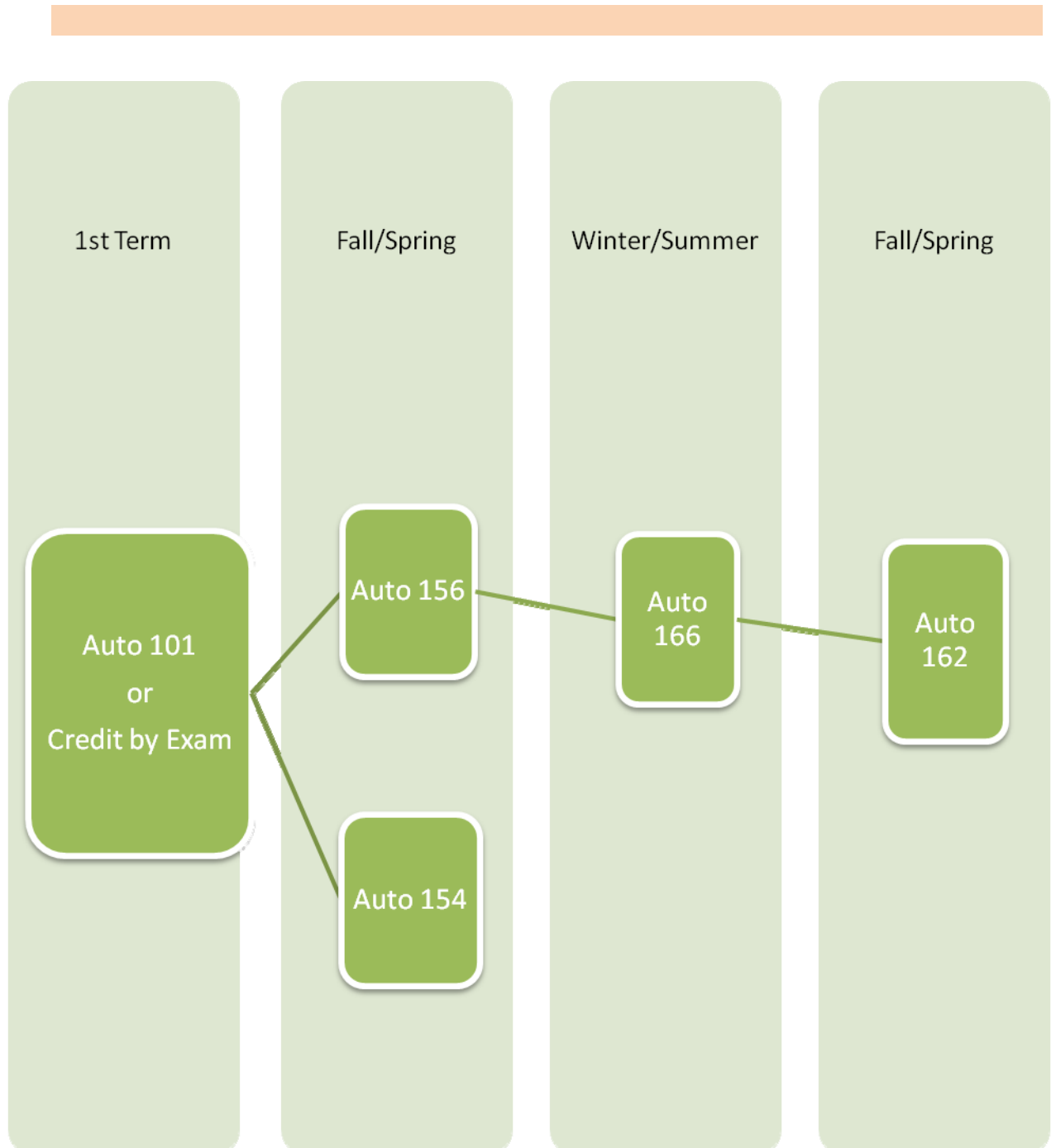
**Automotive Service, Diagnosis & Repair
- Undercar/Drivetrain Specialist
Certificate of Achievement**

Term Effective: Fall 2009

Course	Title	Units
AUTO 101	Fundamentals of Automotive Service, Diagnosis and Repair	5
AUTO 146	Automotive Electrical Systems	4
AUTO 156	or Automotive Electrical/Electronic Systems I	5
AUTO 144	Chassis Systems	5
AUTO 154	or Chassis Service, Diagnosis, and Repair	8
AUTO 142	Drivetrain Systems	5
AUTO 162	or Drivetrain Service, Diagnosis and Repair	8

Total Units: 19-25

Automotive Undercar /Drivetrain Cert.

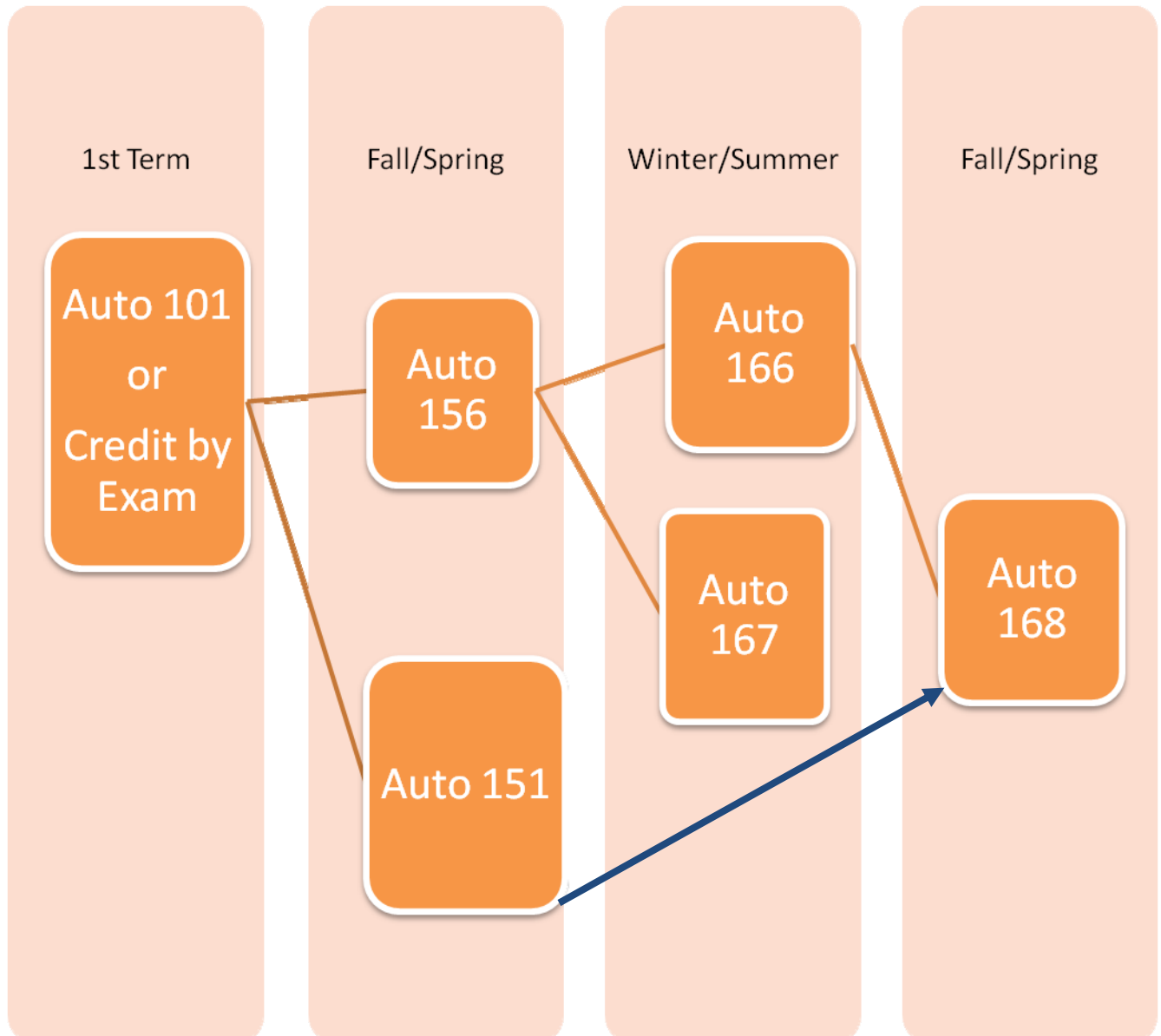


**Automotive Service, Diagnosis & Repair
- Underhood Specialist –
Certificate of Achievement**

Term Effective: Fall 2009

Course	Title	Units
AUTO 101	Fundamentals of Automotive Service, Diagnosis and Repair	5
AUTO 167	Automotive HVAC Service, Diagnosis & Repair	3
AUTO 146	Automotive Electrical Systems	4
AUTO 156	or Automotive Electrical/Electronic Systems I	5
AUTO 141	Engine Mechanical Systems	4
AUTO 151	or Engine Service, Diagnosis and Repair	5
AUTO 148	Engine Control Systems	5
AUTO 168	or Engine Control Systems Service, Diagnosis and Repair	8
	Total Units:	21-25

Automotive Underhood Cert



Automotive Research and Development

Term Effective: Fall 2010 - Certificate of Achievement

Engine Research, Development and Testing Emphasis.

Complete the following courses:

Course	Title	Units
AUTO 295	Engine Design	4
AUTO 296	Cylinder Head Development	4
AUTO 297	Cylinder Block Development	4
AUTO 299	Engine Dynamometer Operation and Testing Procedures	2
AUTO 291	Engine Performance Enhancements and Tuning	3

Chassis and Drivetrain Research, Development and Testing Emphasis.

Complete the following courses:

Course	Title	Units
AUTO 292	Advanced Drivetrain Development	2
AUTO 298	Special Projects	2
AUTO 290	Introduction to the Automotive Aftermarket	1
AUTO 294	Brake Design and Analysis	3
AUTO 293	Advanced Steering, Suspension Geometry, Brake Design and Analysis	3

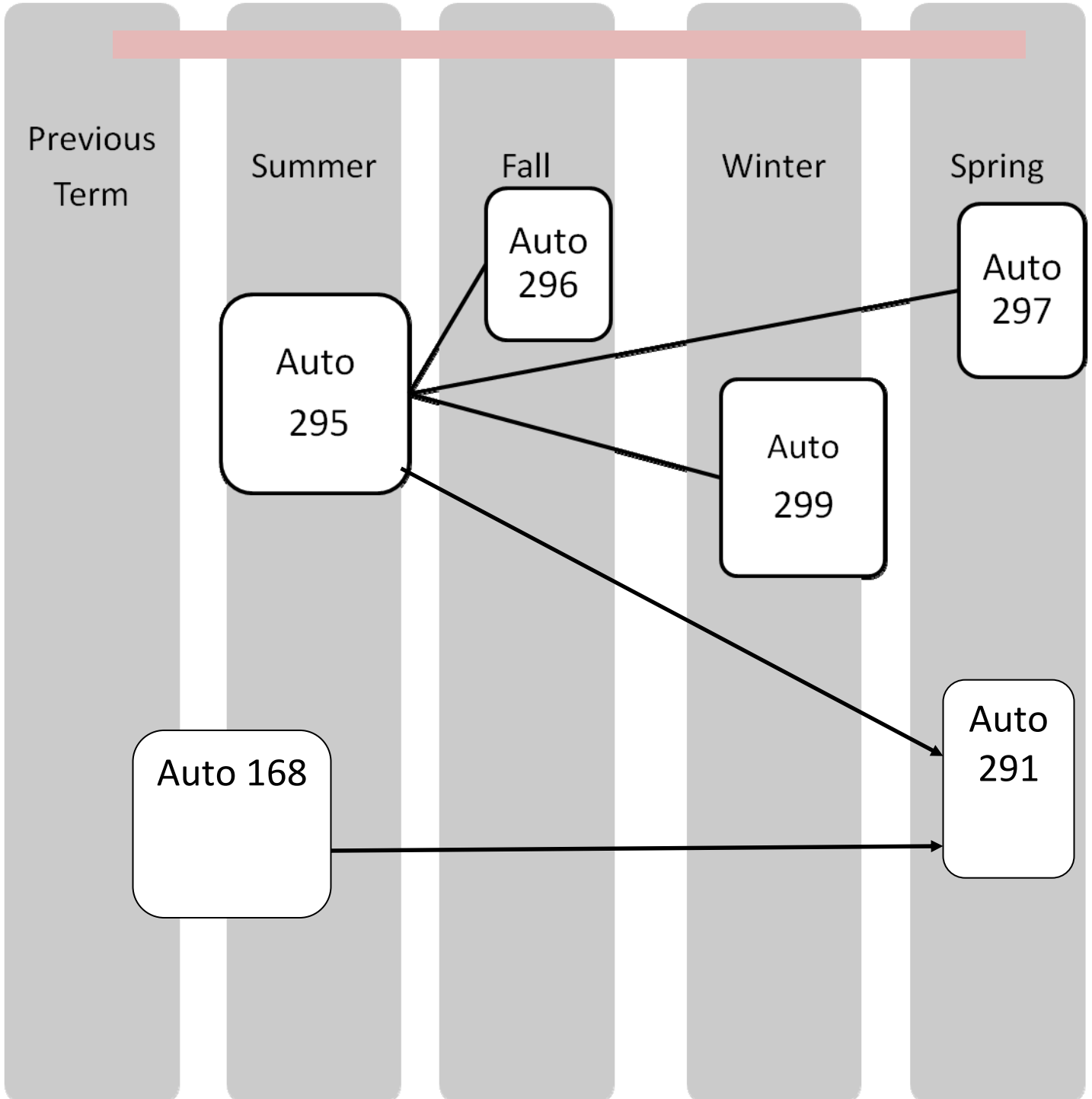
Plus: Complete the following General Education courses:

Course	Title	Units
TECH 100	Principles of Technology	3
PHYS 110	or Introduction to College Physics	4
MATH 150	Intermediate Algebra	5
ENGL 101 or ESL 101	Reading and Composition	3

Choose two of the following elective courses:

Course	Title	Units
ENGR 125	Introduction to Engineering CAD	2
ENGR 122	Engineering Drawing	3
DRAF 101	CAD (Computer Aided Design) and Mechanical Drawing	3
BUS 132	Ethics in Business	3
BUS 130	Introduction to Business	3
AUTO 190	Introduction to Compressed Natural Gas Vehicles	3
MTRK 190	or Introduction to Compressed Natural Gas Vehicles	3
Or select two additional courses (5 or more units total) from another area of emphasis above.		5 - 8
Total Units: 27 - 35		27-35

High Performance Institute (HPI)



**Automotive Service, Diagnosis & Repair
- Master Technician –
Certificate of Achievement**

Term Effective: Winter 2011

Required courses from within the major:

All of the following automotive technology courses:

Course	Title	Units
AUTO 101	Fundamentals of Automotive Service, Diagnosis and Repair	5
AUTO 146	Automotive Electrical Systems	4
AUTO 156	or Automotive Electrical/Electronic Systems I	5
AUTO 151	Engine Service, Diagnosis and Repair	5
AUTO 154	Chassis Service, Diagnosis, and Repair	8
AUTO 162	Drivetrain Service, Diagnosis and Repair	8
AUTO 166	Automotive Electrical/Electronic Systems II	3
AUTO 167	Automotive HVAC Service, Diagnosis & Repair	3
AUTO 168	Engine Control Systems Service, Diagnosis and Repair	8

Plus four (4) units of the following:

Course	Title	Units
AUTO 230A	Automotive Service and Repair Work Experience A	1
AUTO 230B	Automotive Service and Repair Work Experience B	2
AUTO 230C	Automotive Service and Repair Work Experience C	3
AUTO 230D	Automotive Service and Repair Work Experience D	4

Required courses from outside the major

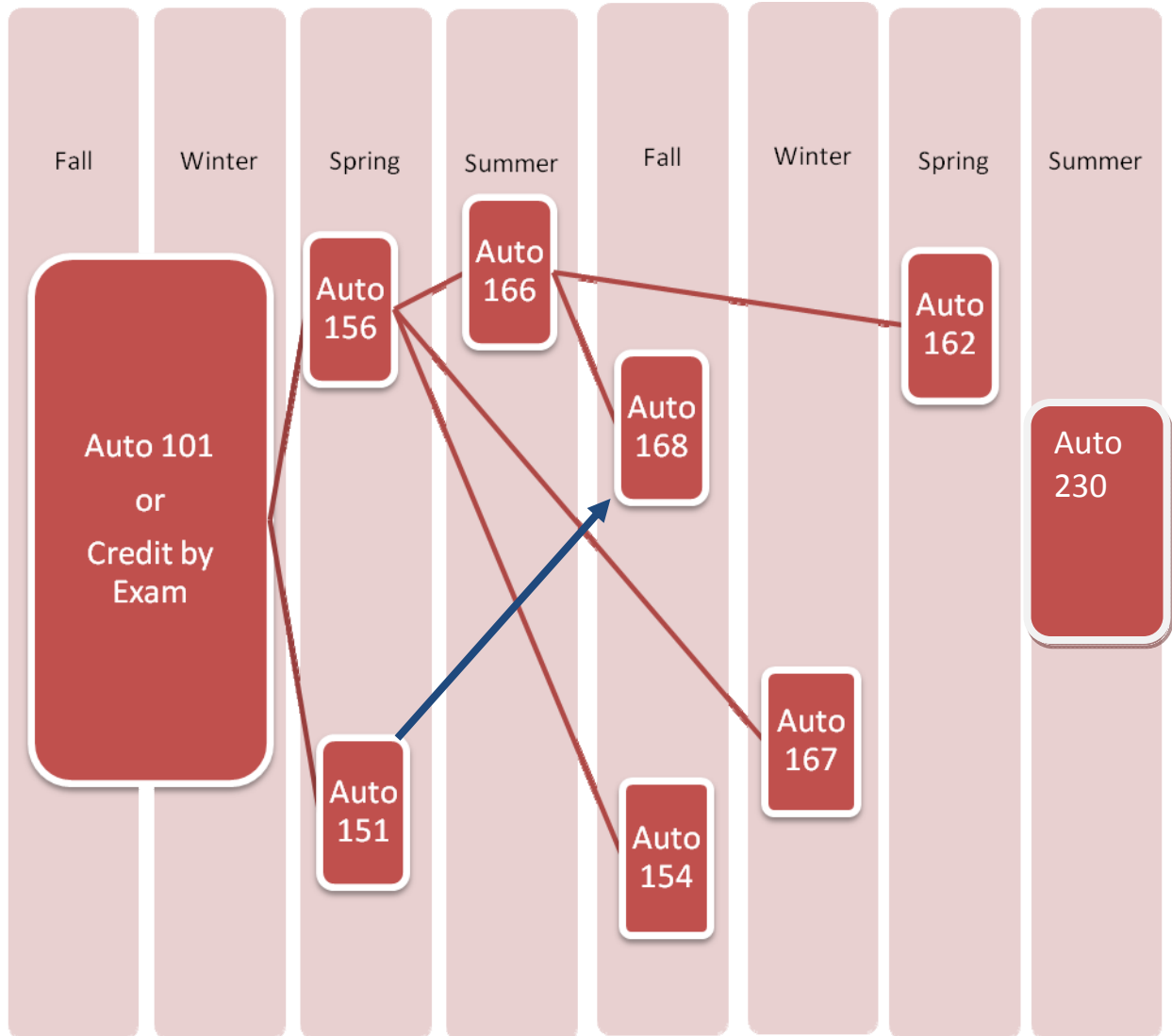
Select one (1) of the following language arts courses:

Course	Title	Units
ENGL 099/100	Fundamentals of Composition	3
ENGL 101	Reading and Composition	3
ESL 100	Fundamentals of Composition	4
ESL 101	Reading and Composition	3

Select one (1) of the following mathematics courses:

Course	Title	Units
MATH 115	Business Mathematics	3
MATH 130	Elementary Algebra	4
	<i>Students may substitute a higher level math course.</i>	
	Total Units:	54-57

Automotive TEC Winter 101 Start



**Automotive Service, Diagnosis and Repair
- Toyota/Lexus/Scion Technician
Certificate of Achievement**

Term Effective: Fall 2009

Required courses from within the major

All of the following automotive courses:

Course	Title	Units
AUTO 101	Fundamentals of Automotive Service, Diagnosis and Repair	5
AUTO 167	Automotive HVAC Service, Diagnosis & Repair	3
AUTO 281	Advanced Toyota Certified Technician Training	6.5

Note: AUTO 281 is a capstone course and must be taken after all other major coursework is completed.

Electrical courses:

Course	Title	Units
AUTO 146	Automotive Electrical Systems	4
AUTO 156	Automotive Electrical/Electronic Systems I	5
	and	
AUTO 166	Automotive Electrical/Electronic Systems II	3

Choose one (1) of the following engine repair courses:

Course	Title	Units
AUTO 141	Engine Mechanical Systems	4
AUTO 151	Engine Service, Diagnosis and Repair	5

Choose one (1) of the following chassis courses:

Course	Title	Units
AUTO 144	Chassis Systems	5
AUTO 154	Chassis Service, Diagnosis, and Repair	8

Choose one (1) of the following drivetrain courses:

Course	Title	Units
AUTO 142	Drivetrain Systems	5
AUTO 162	Drivetrain Service, Diagnosis and Repair	8

Choose one (1) of the following engine control courses:

Course	Title	Units
AUTO 148	Engine Control Systems	5
AUTO 168	Engine Control Systems Service, Diagnosis and Repair	8

Plus four (4) units of the following:

Course	Title	Units
AUTO 230A	Automotive Service and Repair Work Experience A	1
AUTO 230B	Automotive Service and Repair Work Experience B	2
AUTO 230C	Automotive Service and Repair Work Experience C	3
AUTO 230D	Automotive Service and Repair Work Experience D	4

Required courses from outside the major

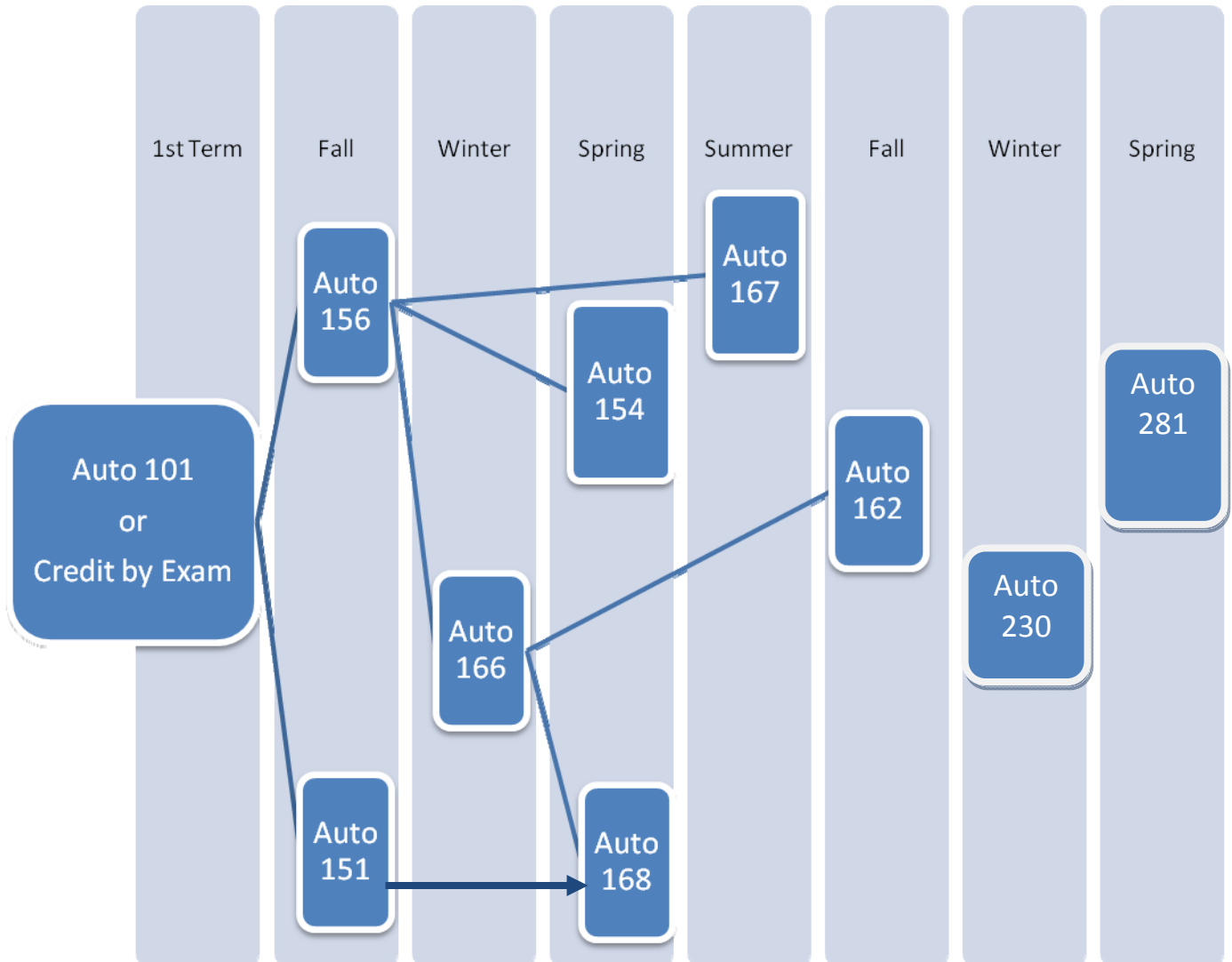
Select one (1) of the following language arts courses:

Course	Title	Units
ENGL 100	Fundamentals of Composition	3
ENGL 101	Reading and Composition	3
ESL 100	Fundamentals of Composition	4
ESL 101	Reading and Composition	3

Choose one (1) of the following mathematics courses:

Course	Title	Units
MATH 115	Business Mathematics	3
MATH 130	Elementary Algebra	4
	<i>Students may substitute a higher level math course</i>	
	Total Units:	47.5-62.5

Automotive T-TEN Summer 101 Start



7. List of Industry-Based Standard Certificates and Licenses

NATEF Certification - renewed every five years through an extensive review process of the curriculum, facilities and support services by an independent assessment group. This includes a self-evaluation and a three day on-site visit by a team of evaluators to review the program curriculum, facilities and support services.

BAR Training Facility - renewed each year with renewed certification of BAR training faculty (which requires update training every two years). Faculty must attend update training and maintain their ASE (Automotive Service Excellence) certifications, plus the school must have and maintain the proper training equipment.

T-TEN Certification - 2-year Degree & Certificate Programs. This includes a self-evaluation of the Toyota Training Program at Citrus, plus a four-day on-site visit from Toyota personnel to review curriculum, facilities and support services.

8. Advisory Committee or Council

Auto Advisory Committee Members 2011

Educational Partners

Octavio Armas

Chaffey High School

Roy Mallory

Citrus Community College

Martin A. Gundersen

Professor, University of Southern California

Priscilla Ruiz

Bonita High School

Jim Horton

Mark Keppel High School

Dr. Virgil A. Seaman

Professor, Industrial Technology, CSULA

Former Students

Mike Brown

Bender's Alignment Service

Brent Hodson

Technician, Toyota of Glendora

Erik Stratulia

Independent Shops

Tom Bender

Bender's Alignment Service

Gregg Lipp

Certified Automotive Specialists

Arsen Berbenyan

Gene Morrill

Certified Automotive Specialists

Walt Commans

Craig Johnson

Craig Johnson Automotive

Pidge Paguio

CK Angel Mercedes

Jimmy Jue

Jue Motors

Jim Ward

Ward Service

Industry Support

Roy Kobayashi

Field Service Manager, Crown Lift Trucks

Nancy King

Service Director, John Elway's Crown Toyota

Mark Negast

Lucas Oil Products

Wayne Stone

Snap-On Industrial

Mark S. Sromalla

Lucas Oil Products

Brian Stranahan

Matco Tools

Toyota T-Ten

George Colletti

Toyota T-Ten

Mel Hees

Puente Hills Toyota

Rick Donia

Toyota of Los Angeles Region

Terry Geer

Toyota of Los Angeles Region

Bob Jersey

Longo Lexus

Jeff Norton
Lexus District Service Manager

Mark Seipel
Longo Toyota

Dominic Vinci
Service and Parts Director

Michael Ojaghian
Lexus of Glendale

Chris Tangkom
Lexus of Glendale

Service Manager and/or Shop Foreman
Longo Toyota

Service Manager and/or Shop Foreman
Longo Lexus

Service Manager and/or Shop Foreman
Bob Smith Toyota

Service Manager and/or Shop Foreman
Wondries Toyota

Service Manager and/or Shop Foreman
Puente Hills Toyota

Service Manager and/or Shop Foreman
Glendale Toyota

Service Manager and/or Shop Foreman
Lexus of Glendale

High Performance Institute

Roger Wilkinson
Petronix

Gary Peek
Eibach Springs Inc.

Mike Johnson
JMS Racing Engines

Nathan M. Ridnouer
Specialty Equipment Market Association

Dick Dixon
Cal State San Bernardino

Service Manager and/or Shop Foreman
Crown Lexus

Service Manager and/or Shop Foreman
Glendora Toyota

Service Manager and/or Shop Foreman
Claremont Toyota

Service Manager and/or Shop Foreman
Symes Toyota

Service Manager and/or Shop Foreman
North County Toyota

Service Manager and/or Shop Foreman
Desert Lexus

Service Manager and/or Shop Foreman
Whittier Toyota

Service Manager and/or Shop Foreman
West Covina Toyota

Service Manager and/or Shop Foreman
Toyota Central

Service Manager and/or Shop Foreman
Keyes Lexus

Service Manager and/or Shop Foreman
Tustin Lexus

Stacy Stephen
Service Director, West Covina Toyota

Citrus College

Dave Brown
Jeremy Clark
Marti DeYoung
Dennis Korn
Jim Lancaster

2011 Medium-Heavy Truck Advisory Committee

Dave Brown
Instructor, Citrus Community College

Juan Castro
Metro Transit

Jeremy Clark
Instructor, Citrus Community College

Marti DeYoung
Citrus Community College

Jim Gardner
Boerner Truck Center

Richard Gonzales
Delco Heavy Battery Section

Ruben Goytia
Metro Transit

Rick Gregory/Matt Gregory
President, Alliance Bus Lines

Robin Haaker
Haaker Equipment Company

Tony Hitt
Training Coordinator. Shepherd Machinery
(CAT)

John Johnson
Senior Fire Equipment Mechanic
County of Los Angeles Fire Department

Merritt Kinne
VP Fleet, Dalton Trucking
13560 Whittram Avenue

Dennis Korn
Instructor, Citrus Community College

Thomas Craig Luke
Instructor, Citrus Community College

Tom Orr
Aramark Uniform Services

Joe Pickwith
Maintenance Manager, Werner Enterprises

Micah Radnich
Service Coordinator, Rush Medium Truck
Services

Charles Ross
Air Resources Board

John Yearian
General Service Manager
Cummins Cal Pacific, Inc.

Carey Olcott
Technical Advisor / Trainer
Haaker Equipment Co.

Motorcycle Advisory Committee Members 2011

Bert's Mega Mall

Pasadena Yamaha

Mountain Motorsports

Temple City Power Sports

Whittier Honda Fun Center

Mr. Keith Hurt

Laidlaw's Harley-Davidson, Inc.

Pomona Valley Harley-Davidson

Harley-Davidson of Anaheim-Fullerton

Harley-Davidson of Glendale, Inc.

Los Angeles Harley-Davidson
South Gate, CA

Parts411
San Dimas, CA

David Wolman
Motul USA, Inc.

Paul McNutt
ASAP Powersports

Curtis & Michelle Horn
Horn Cycle Works

9. Program Student Learning Outcomes

The Automotive Technology 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 Automotive Technology 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

/Discipline/Subject Area Specific Content Material

Acquire skills pertinent to industry level national certification exams in the transportation industry.

4) Community/Global Consciousness and Responsibility

Exit the program with a personal/professional commitment to uphold the high standards and uplift the integrity of the automotive industry.

5) Technology

/Computation/Discipline/Subject Specific Content Material

Utilize knowledge acquired in the Automotive Technology program to maximize employment potential in the industry through successful completion of course level outcomes.

6) Discipline / (Subject Area Specific Content Material)

10. Curriculum Review and Student Learning Outcomes Assessment

Curriculum/ SLO Assessment Map: Auto Technology

CC 1: Use Correct Terminology CC 2: Demonstrate/ Perform Accurate Calculations CC 3: Develop Skills				CC 4 (A): Demonstrate Abilities CC 4 (B): Provide Culturally Advice CC 5: Use Current Technologies CC 6: Provide Appropriate Care			
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award SLO Key: I= Introduced, D=Developed, M=Mastered							
	CC1 Gain a personal/professional commitment to uphold standards.	CC2	CC3 Acquire skills pertinent to national certification exams .	CC4 (A)	CC4 (B)	CC5 Utilize knowledge to maximize employment potential in the industry.	CC6 Date of Assessment= FA10, SP12 or CA=(Ongoing, Continuing Assessment)

Auto 100 – Automotive Technology and Maintenance for the Consumer (3 Units), Applicability-D Last Offered- S11, Last Curriculum Date: 5/09, Curriculum Revision Date: 2015-16							
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

Auto 101–Fundamentals of Auto Service, diagnosis and Repair (5 Units),
 Applicability-D,C,S Last Offered-S11, Last Curriculum Date: 5/10, Curriculum Revision Date: 2016-17

SLO 1								CA
SLO 2								CA
SLO 3								CA
SLO 4								CA
SLO 5								CA

Auto 141- Engine Mechanical Systems (4 Units),
 Applicability- D,C,S Last Offered- F10, Last Curriculum Date: 9/09, Curriculum Revision Date: 2015-16

SLO 1	I,D		I,D			I,D		N/A
SLO 2	I,D		I,D			I,D		N/A

Auto 142- Drive train Systems (5 Units),
 Applicability-D,C,S Last Offered- ---, Last Curriculum Date: 5/09, Curriculum Revision Date: 2015-16

SLO 1	I,D		I,D			I,D		N/A
SLO 2	I,D		I,D			I,D		N/A

Auto144-Chassis Systems (5 Units),
 Applicability-D,C,S Last Offered-S11, Last Curriculum Date: 5/09, Curriculum Revision Date: 2015-16

SLO 1	I,D		I,D			I,D		N/A
SLO 2	I,D		I,D			I,D		N/A

Auto 146-Automotive Electrical Systems (4 Units),
 Applicability-D,C,S Last Offered- W11, Last Curriculum Date: 9/09, Curriculum Revision Date: 2015-16

SLO 1	I,D		I,D			I,D		N/A
SLO 2	I,D		I,D			I,D		N/A

Auto 148-Engine control Systems (5 Units), Applicability-C,S Last Offered---, Last Curriculum Date: <u>5/09</u> , Curriculum Revision Date: <u>2015-16</u>								
SLO 1	I,D		I,D			I,D		N/A
SLO 2	I,D		I,D			I,D		N/A

Auto 149- Diesel Engine Management Systems (4 Units), Applicability-D,C,S Last Offered- ---, Last Curriculum Date: New 2010, Curriculum Revision Date: ---								
SLO 1	I,D		I,D			I,D		CA

Auto 151- Engine Service, Diagnosis and Repair (5 Units), Applicability-D,C,S Last Offered- <u>S11</u> , Last Curriculum Date: <u>4/11</u> , Curriculum Revision Date: <u>2017-18</u>								
SLO 1	I,D		I,D			I,D		CA

Auto 154- Chassis Service, Diagnosis , Repair (8 Units), Applicability-D,C,S Last Offered- <u>S11</u> , Last Curriculum Date: <u>4/11</u> , Curriculum Revision Date: <u>2017-18</u>								
SLO 1	I,D		I,D			I,D		CA

*Auto 156-Automotive Electrical Systems/Electronic Systems 1 (5 Units), Applicability- D,C,S Last Offered- <u>S-11</u> , Last Curriculum Date: <u>4/11</u> , Curriculum Revision Date: <u>2017-18</u>								
SLO 1	I,D		I,D			I,D		CA
SLO 2	I,D		I,D			I,D		CA

Auto 162-Drivetrain Service, Diagnosis and Repair (8 Units), Applicability-D,C,S Last Offered- <u>S11</u> , Last Curriculum Date: <u>4/11</u> , Curriculum Revision Date: <u>2017-18</u>								
SLO 1	I,D		I,D			I,D		CA

***Auto 166-Automotive Electrical Systems/Electronic Systems 2** (3 Units),
 Applicability- D,C,S Last Offered- W-11, Last Curriculum Date: 4/11, Curriculum Revision Date: 2017-18

SLO 1	I,D		I,D			I,D		CA
SLO 2	I,D		I,D			I,D		CA

Auto 167-Automotive HVAC Service, Diagnosis & Repair (3 Units),
 Applicability- D,C,S Last Offered- W11, Last Curriculum Date: 4/11, Curriculum Revision Date: 2017-18

SLO 1	I,D		I,D			I,D		CA

Auto 168- Engine Control Systems Service, Diagnosis And Repair (8 Units),
 Applicability-D,C,S Last Offered- S11, Last Curriculum Date: 4/11, Curriculum Revision Date: 2017-18

SLO 1	I,D		I,D			I,D		CA

Auto 230 A,B,C,D- Automotive Service and Repair Work Experience A-D (1,2,3,4 Units),
 Applicability-D,C,S Last Offered- S11, Last Curriculum Date: 6/09, Curriculum Revision Date: 2015-16

SLO 1	I,D,M		I,D,M			I,D,M		CA
SLO 2	I,D,M		I,D,M			I,D,M		CA

Auto 281- Advanced Toyota Certified Technician Training (6.5 Units),
 Applicability- D,C,S Last Offered- S11, Last Curriculum Date: 10/09, Curriculum Revision Date: 2015-16

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

Auto 290- Introduction to the Automotive Aftermarket (1 Units),
 Applicability-D Last Offered- --, Last Curriculum Date: 5/09, Curriculum Revision Date: 2015-16

SLO 1								N/A
SLO 2								N/A

Auto 291- Engine Performance Enhancements and Tuning (3 Units), Applicability-D Last Offered- <u>---</u> , Last Curriculum Date: <u>5/09</u> , Curriculum Revision Date: <u>2015-16</u>								
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

Auto 292- Advanced Drive train Development (2 Units), Applicability-D Last Offered- <u>Never</u> , Last Curriculum Date: <u>6/10</u> , Curriculum Revision Date: <u>2016-17</u>								
SLO 1								N/A
SLO 2								N/A
SLO 3								N/A
SLO 4								N/A

Auto 293- Advanced Steering, Suspension Geometry, Brake Design and Analysis (3 Units), Applicability-D,C,S Last Offered- <u>---</u> , Last Curriculum Date: <u>1/09</u> , Curriculum Revision Date: <u>2015-16</u>								
SLO 1								N/A
SLO 2								N/A
SLO 3								N/A

Auto 294- Brake Design and Analysis (3 Units), Applicability-D,C,S Last Offered- <u>--</u> , Last Curriculum Date: <u>6/09</u> , Curriculum Revision Date: <u>2015-16</u>								
SLO 1								N/A
SLO 2								N/A
SLO 3								N/A

Auto 295- Engine design (4 Units), Applicability-D Last Offered- <u>W11</u> , Last Curriculum Date: <u>5/10</u> , Curriculum Revision Date: <u>2016-17</u>								
SLO 1	I,D,M		I,D,M			I,D,M		CA

Auto 296- Cylinder Head Development (4 Units), Applicability-D,C,S Last Offered- <u>F10</u> , Last Curriculum Date: <u>5/09</u> , Curriculum Revision Date: <u>2015-16</u>								
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

Auto 297-Cylinder block Development (4 Units), Applicability-D,C,S Last Offered- <u>S11</u> , Last Curriculum Date: <u>5/09</u> , Curriculum Revision Date: <u>2015-16</u>								
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

Auto 298- special Projects (2 Units), Applicability-D,C,S Last Offered- <u>Never</u> , Last Curriculum Date: <u>5/09</u> , Curriculum Revision Date: <u>2015-16</u>								
SLO 1	I,D,M		I,D,M			I,D,M		CA

Auto 299- Engine Dynamometer Operation and Testing procedures (2 Units), Applicability-D,C,S Last Offered- <u>Never</u> , Last Curriculum Date: <u>5/09</u> , Curriculum Revision Date: <u>2015-16</u>								
SLO 1	I,D,M		I,D,M			I,D,M		CA
SLO 2	I,D,M		I,D,M			I,D,M		CA

*Auto 695 A,B,C,D- Special Topics: Automotive Technology A-D (0.5,1,2,3 Units), Applicability-D,C,S Last Offered- <u>--</u> , Last Curriculum Date: <u>8/09</u> , Curriculum Revision Date: <u>2015-16</u>								
SLO 1	I,D,M		I,D,M			I,D,M		CA

*Auto 696 A,B,C,D- special topics: Automotive Technology A-D (0.5,0.5,1 Units), Applicability-D,C,S Last Offered- <u>--</u> , Last Curriculum Date: <u>8/09</u> , Curriculum Revision Date: <u>2015-16</u>								
SLO 1	I,D,M		I,D,M			I,D,M		CA

*Auto 698 A,B,C,D- Cooperative Education A-D (1,2,3,4 Units), Applicability-D Last Offered- <u>date</u> , Last Curriculum Date: <u>semester</u> , Curriculum Revision Date: <u>date</u>								
SLO 1	I,D,M		I,D,M			I,D,M		CA

*Auto 699 A,B,C,D- Cooperation Education A-D (1,2,3,4 Units), Applicability-D Last Offered- <u>date</u> , Last Curriculum Date: <u>semester</u> , Curriculum Revision Date: <u>date</u>								
SLO 1	I,D,M		I,D,M			I,D,M		CA

Items with an asterisk (*) indicate variable units.

11. Evaluation Criteria – Need

Current Status

The Automotive Program has the assistance of an on-site counselor part-time during the week, specifically for CTE students. This has proven to be an unqualified success in increasing student retention, persistence, and in the number of certificates and degrees awarded. This position is supported by Perkins funding, but needs to be institutionalized and made Full-time for the greatest benefit of students and their success.

Commendations

The adjunct faculty are extremely qualified in the field to instruct in the program. For example: Mariano Rubio instructs in our Toyota T-TEN capstone class and was recognized as the top Toyota Technician in the United States in 2010.

Recommendations

- Need two full-time faculty members (one in 2012, one 2013)
- Need FT dedicated Counselor for CTE (fall 2012)
- Need updated computers and printer in AA lab (fall 2012)
- Need more computers and a color printer in the transmission lab (fall 2012)
- Need parking for instructional vehicles outside the new lab space (spring 2012)
- Need full-time clerical assistance in tracking, follow-up, and processing of students (spring 2012)
- Need to increase the budget for repairs/leases/rents to accommodate the new equipment requirements (many have yearly service contracts that currently use up all of the current budget line) (fall 2012)

12. Evaluation Criteria – Quality

Current Status

The Automotive Program constantly reviews the curriculum and course offerings to insure a quality education for our students that meets the changing needs of the automotive industry. This includes updated training for faculty members, self-assessments, outside assessment and an attitude of continuous improvement. Student success has increased, both in the number of certificates and degrees awarded, but also in retention and persistence by students in the program.

Commendations

The Automotive Program is currently NATEF certified and just passed their mid-term report in 2010 (Certification takes place every five years - it is very similar to the Accrediation process the school goes through every six years). Toyota Motor Sales recently ran a pilot assessment of the T-TEN program and found nothing of substance to correct, but did provide suggestions for improvement - which have been implemented.

Recommendations

- There is a need for funding to provide the required NATEF update training as required by our certification. Many times this updated training is only available in distant locations. (fall 2012)
- Need a lab set of Fluke 89 meters for EPD and Smog training courses. (fall 2012)
- Need a floor sweep machine for lab spaces to maintain the professional level of shop appearance required by NATEF certification. (spring 2012)
- Lab LHE should be increased from the current .75 to .85 to recognize the level of work required in the core automotive courses. (spring 2012)

13. Evaluation Criteria – Feasibility

Current Status

-The Educational Master Plan Data set shows growth in the demand for automotive positions in the projected future. Medium and Heavy Duty Truck also shows a greater need in the future. There are a number of community colleges in the area that have automotive technology programs, but things are changing. For example, Chaffey College has decided not to renew their NATEF certification (which means no corporate sponsorship possibilities). In the San Gabriel Valley, Citrus is one of two schools with NATEF certification and a corporate partner. We also have a working partnership with Lucas Oil.

Commendations

There has been an increase in the graduate numbers and an increase in student placement into the working world. The T-TEN program recently went through an extensive assessment process with Toyota Motor Sales. As a pilot for the assessment process,

Citrus provided strong feedback on the process and how results were determined. This will assist Toyota in assessing other T-TEN schools in the future.

Recommendations

- Review Med/Hvy Duty Truck Certificate for revision to meet new industry requirements. (Spring 2013)
- Develop a capstone class for the MOTO program. (Spring 2013)
- Move MOTO program lab space to north end of Diesel building - this will require planning, electrical and air revisions. (Spring 2013)
- Develop new Smog Training Program to meet industry standards (actually completed in Spring 2011)
- Need on-call student host for school tours, career fairs, and orientations (Spring 2012)
- Develop marketing plan with Campus Outreach (spring 2012)
- Med/Hvy Duty Truck program needs more fleet vehicles for training and parking for educational vehicles (space currently being used by automotive program) (spring 2012)
- Repair MOTO dyno (Spring 2013)
- Install powered door on chassis dyno door in EPD lab to minimize damage to test equipment by chain. (Fall 2012)
- Renovate or replace AA and DT lab spaces to meet current industry standards and projected future industry needs. (Fall 2015)
- Complete installation of engine dynamometers. (Winter 2012)

14. Evaluation Criteria – Compliance

Current Status

Currently the Automotive Program is in compliance with all Federal, State and District requirements - though signage within the new shop complex is lacking and safety lines have not been painted around the equipment. Course outlines of record are continually updated to meet changing requirements and updated for currency. The Automotive Program has two advisory meetings each year to discuss all the programs under the automotive umbrella.

Commendations

The Automotive Program recently completed its mid-term report for NATEF certification compliance. Toyota recently assessed the program during a three-day on-site visit and provided a list of recommendations which have already been addressed. There has been an increase in the number of certificates awarded - 2011: 89 awards among 52 students.

Recommendations

- T-TEN coordinator needs an increase in reassign time to handle Work Experience, Internships, and the increase in the number of Toyota dealers served by our program. We currently cover a 70-mile radius encompassing from Van Nuys to Victorville. (spring 2012)

- Review and revise the HPI certificate. (currently in process - Fall 2012)
- Write technical math class for CTE students. (fall 2012)
- Need ASE tracking for SLO assessment. (spring 2012)
- NATEF required training - need budget line to provide for this training by instructors in the program. (fall 2012)

15. Evaluation Criteria – Other

16. Recommendations

Rank	Description of recommendation (actions or behaviors to be completed)	Responsible person(s)	Target Date	Personnel	Facilities	Equip. / Software	Supplies
1	Two full-time faculty and Dedicated CTE Counselor	All	Fall 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Parking for instructional vehicles	J. Lancaster	Fall 2012	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Increase repair/leases/rents budget line to account for an increase in the quantity of equipment that requires annual repair contracts	J. Lancaster	Fall 2012	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4	Increase lab rate from .75 to .85 LHE	All	Spring 2013	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Increase in T-TEN coordinator reassign time to handle increased responsibilities	All	Fall 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Full-time clerical position for tracking student progress, follow-up and processing	J. Lancaster	Fall 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Renovate or replace AA and DT buildings	All	TBD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Budget Recommendations

Resources are needed in the following areas:

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact ◇	Priority ‡
Faculty	Currently short one full-time faculty member which directly affects our ability to provide comprehensive instruction	MNQF	BC
Faculty	Currently using adjunct for Med-Hvy Duty Truck and this program is ready to greatly expand - which will require a full-time faculty member to oversee the program and provide instruction	MNQF	BC
CTE Counselor		MNQF	BC

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact ◇	Priority ‡
Clerical	Tracking of student progress, follow-up and processing of students	MNQF	BC

Facilities

Facilities / repairs or modifications needed	Discuss impact on goals / SLOs	Bldg / Room	Impact ◇	Priority ‡
Engine Dynos	Students cannot complete the HPI certificate without the course that uses the Engine Dynos for instruction. This has hurt this certificate program more than any other factor - it has been two years since we moved into the the new building and the engine dynos are inoperative		MNQF	BC
Repair of Moto dyno and move to new lab location at north end of Diesel building - this also requires remodeling			MNQF	BC
Powered door for chassis dyno door in EPD shop	The chain operation damages the dyno controls mounted to the wall - this shop is the only one that did not get at least one powered door		MNQF	BC

Computers / Software (Tecs)

Item	Discuss impact on goals / SLOs	Cost	Impact ◇	Priority ‡
Computers for AA	Currently only have one ancient computer in AA - this building is used for both Auto 101 and 156 and requires greater computer access for		MNQF	BC

	instruction			
Color Printer - Trans Lab			MNQF	BC

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact ◇	Priority ‡
Lab set of Fluke 89 for EPD and Smog classes	Current meters are dated and do not meet the requirements for current level of diagnostic training		MNQF	BC
Floor sweep machine for lab spaces			MNQF	BC

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact ◇	Priority ‡

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?

‡ Priority: (Note: When discussing priority, consider the following and address in Column 2)

A. Is this goal mandated by law, rule, or district policy?

B. Is this goal essential to program success?

C. Is this goal necessary to maintain / improve program student learning outcomes?

Attachment A: Key Performance Indicator data pages

AUTOMOTIVE TECHNOLOGY

	Key Performance Indicators	Fall04	Fall05	Fall06	Fall07	Fall08	Fall09
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Program Access						
1	Majors (total)						
2	New Majors						
3	Courses Offered	3.0	4.0	3.0	4.0	3.0	4.0
4	Sections Offered	5.0	7.0	5.0	5.0	3.0	4.0
5	Morning Sections				2.0	2.0	2.0
6	Afternoon Sections		1.0	1.0	1.0	1.0	1.0
7	Evening Sections	5.0	6.0	4.0	2.0		1.0
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections	5.0	7.0	5.0	5.0	3.0	4.0
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections	0.0	0.0	0.0	0.0	0.0	0.0
13	Enrollment	444	396	346	205	232	246
14	Weekly Student Contact hours (WSCH)	381.8	417.7	308.9	347.4	510.1	620.6
15	Full-Time Equivalent Students (FTES)	13.1	14.3	10.6	11.9	15.7	19.2
	Program Resources						
16	Full-Time Equivalent Faculty (FTEF)	0.7	0.9	0.8	0.8	0.9	1.2
17	Credit Reimbursement Rate	\$2,922.30	\$3,259.71	\$3,476.34	\$3,668.28	\$3,834.46	\$3,834.46
	Program Operation						
18	WSCH/FTEF	545.4	444.3	406.4	428.9	600.1	504.6
19	FTES/FTEF	18.7	15.2	13.9	14.7	18.5	15.6
20	Fill Rate at Census	88.9	82.5	77.7	86.3	97.0	84.7
	Program Success						
21	Course Retention	89.6	89.6	93.1	97.1	97.0	96.7
22	Course Success	60.6	52.3	59.2	56.1	63.4	72.0

AUTOMOTIVE TECHNOLOGY

	Key Performance Indicators				Winter08	Winter09	Winter10
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Program Access						
1	Majors (total)						
2	New Majors						
3	Courses Offered				2.0	2.0	4.0
4	Sections Offered				2.0	4.0	4.0
5	Morning Sections				1.0	4.0	2.0
6	Afternoon Sections						1.0
7	Evening Sections				1.0		1.0
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections				2.0	4.0	4.0
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections				0.0	0.0	0.0
13	Enrollment				31	59	94
14	Weekly Student Contact hours (WSCH)				164.3	387.6	596.3
15	Full-Time Equivalent Students (FTES)				5.1	12.0	18.4
	Program Resources						
16	Full-Time Equivalent Faculty (FTEF)				0.4	0.8	1.2
17	Credit Reimbursement Rate				\$3,668.28	\$3,834.46	\$3,834.46
	Program Operation						
18	WSCH/FTEF				382.1	516.8	488.8
19	FTES/FTEF				11.8	15.9	15.1
20	Fill Rate at Census				50.3	77.5	96.3
	Program Success						
21	Course Retention				87.1	100.0	97.9
22	Course Success				67.7	88.1	84.0

AUTOMOTIVE TECHNOLOGY

	Key Performance Indicators	Spring05	Spring06	Spring07	Spring08	Spring09	Spring10
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access							
1	Majors (total)						
2	New Majors						
3	Courses Offered	15.0	15.0	18.0	9.0	12.0	11.0
4	Sections Offered	20.0	18.0	22.0	11.0	16.0	15.0
5	Morning Sections	7.0	8.0	7.0	7.0	7.0	8.0
6	Afternoon Sections	3.0	1.0	3.0		2.0	
7	Evening Sections	10.0	9.0	12.0	4.0	4.0	4.0
8	Arranged Sections					2.0	3.0
9	Weekend Sections						
10	Short Term Sections	3.0	8.0	8.0	0.0	9.0	0.0
11	DistanceEd Full-Term Sections	0.0	0.0	0.0	0.0	1.0	0.0
12	DistanceEd Short-Term Sections	0.0	0.0	0.0		0.0	
13	Enrollment	448	353	430	222	263	277
14	Weekly Student Contact hours (WSCH)	2505.4	2100.9	2432.5	1969.7	2241.0	2664.5
15	Full-Time Equivalent Students (FTES)	85.9	72.0	83.4	60.8	69.2	82.2
Program Resources							
16	Full-Time Equivalent Faculty (FTEF)	5.1	4.6	5.1	4.8	6.4	6.0
17	Credit Reimbursement Rate	\$2,922.30	\$3,259.71	\$3,476.34	\$3,668.28	\$3,834.46	\$3,834.46
Program Operation							
18	WSCH/FTEF	492.2	453.8	473.2	413.8	350.2	444.1
19	FTES/FTEF	16.9	15.6	16.2	12.8	10.8	13.7
20	Fill Rate at Census	86.0	78.1	73.0	73.7	75.5	88.1
Program Success							
21	Course Retention	92.2	91.5	91.6	95.9	96.6	94.6
22	Course Success	52.7	56.7	59.5	62.6	68.4	63.9

AUTOMOTIVE TECHNOLOGY

	Key Performance Indicators	Summer04	Summer05	Summer06	Summer07	Summer08	Summer09
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access							
1	Majors (total)						
2	New Majors						
3	Courses Offered	3.0	4.0	3.0	4.0	3.0	4.0
4	Sections Offered	5.0	7.0	5.0	5.0	3.0	4.0
5	Morning Sections				2.0	2.0	2.0
6	Afternoon Sections		1.0	1.0	1.0	1.0	1.0
7	Evening Sections	5.0	6.0	4.0	2.0		1.0
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections	5.0	7.0	5.0	5.0	3.0	4.0
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections	0.0	0.0	0.0	0.0	0.0	0.0
13	Enrollment	134	132	95	100	83	95
14	Weekly Student Contact hours (WSCH)	381.8	417.7	308.9	347.4	510.1	620.6
15	Full-Time Equivalent Students (FTES)	13.1	14.3	10.6	11.9	15.7	19.2
Program Resources							
16	Full-Time Equivalent Faculty (FTEF)	0.7	0.9	0.8	0.8	0.9	1.2
17	Credit Reimbursement Rate	\$2,922.30	\$3,259.71	\$3,476.34	\$3,668.28	\$3,834.46	\$3,834.46
Program Operation							
18	WSCH/FTEF	545.4	444.3	406.4	428.9	600.1	504.6
19	FTES/FTEF	18.7	15.2	13.9	14.7	18.5	15.6
20	Fill Rate at Census	90.0	63.6	50.3	67.5	101.6	94.0
Program Success							
21	Course Retention	95.5	98.5	97.9	88.0	100.0	98.9
22	Course Success	71.6	75.8	73.7	70.0	83.1	80.0

AUTOMOTIVE TECHNOLOGY

		04-05		05-06		06-07		07-08		08-09		09-10	
		Year1		Year2		Year3		Year4		Year5		Year6	
Gender													
	Female	47	8.4%	48	9.5%	47	9.9%	30	8.6%	27	7.9%	12	3.6%
	Male	515	91.6%	455	90.5%	428	90.1%	317	90.8%	301	88.3%	308	93.6%
	Missing							2	0.6%	13	3.8%	9	2.7%
	Total	562	100.0%	503	100.0%	475	100.0%	349	100.0%	341	100.0%	329	100.0%
Age													
	19 or younger	236	42.0%	220	43.7%	217	45.7%	140	40.1%	140	41.1%	119	36.2%
	20-24	220	39.1%	187	37.2%	163	34.3%	140	40.1%	132	38.7%	135	41.0%
	25-29	40	7.1%	45	8.9%	39	8.2%	24	6.9%	35	10.3%	43	13.1%
	30-34	26	4.6%	20	4.0%	22	4.6%	15	4.3%	11	3.2%	11	3.3%
	35-39	15	2.7%	13	2.6%	10	2.1%	7	2.0%	8	2.3%	11	3.3%
	40-49	18	3.2%	13	2.6%	11	2.3%	11	3.2%	10	2.9%	9	2.7%
	50 and above	6	1.1%	5	1.0%	13	2.7%	12	3.4%	5	1.5%	1	0.3%
	Missing	1	0.2%										
	Total	562	100.0%	503	100.0%	475	100.0%	349	100.0%	341	100.0%	329	100.0%
Ethnicity													
	Asian	78	13.9%	69	13.7%	69	14.5%	39	11.2%	36	10.6%	22	6.7%
	Black or African American	23	4.1%	23	4.6%	20	4.2%	17	4.9%	10	2.9%	4	1.2%
	Hispanic/Latino	248	44.1%	220	43.7%	237	49.9%	172	49.3%	160	46.9%	117	35.6%
	American Indian or Alaska Native	4	0.7%	6	1.2%	4	0.8%	3	0.9%	1	0.3%	1	0.3%
	Native Hawaiian or Other Pacific Islander		0.0%		0.0%		0.0%	4	1.1%	3	0.9%		0.0%
	White	165	29.4%	149	29.6%	111	23.4%	77	22.1%	70	20.5%	58	17.6%
	Two or More Races											2	0.6%
	Unknown/Non-Respondent	44	7.8%	36	7.2%	34	7.2%	37	10.6%	61	17.9%	125	38.0%
	Total	562	100.0%	503	100.0%	475	100.0%	349	100.0%	341	100.0%	329	100.0%
Educational Goal													
	Degree & Transfer	158	28.1%	131	26.0%	123	25.9%	25	7.2%	42	12.3%	67	20.4%
	Transfer	64	11.4%	68	13.5%	54	11.4%	3	0.9%	3	0.9%	11	3.3%
	AA/AS	26	4.6%	21	4.2%	22	4.6%	45	12.9%	79	23.2%	62	18.8%
	License	66	11.7%	69	13.7%	54	11.4%	11	3.2%	23	6.7%	17	5.2%
	Certificate	126	22.4%	107	21.3%	111	23.4%	15	4.3%	35	10.3%	33	10.0%
	Job Skills	61	10.9%	47	9.3%	40	8.4%	38	10.9%	52	15.2%	50	15.2%
	Basic Skills							9	2.6%	12	3.5%	11	3.3%
	Personal											6	1.8%
	Undecided							28	8.0%	34	10.0%	44	13.4%
	Not Reported	61	10.9%	60	11.9%	71	14.9%	175	50.1%	61	17.9%	28	8.5%
	Total	562	100.0%	503	100.0%	475	100.0%	349	100.0%	341	100.0%	329	100.0%

AUTOMOTIVE TECHNOLOGY

Key Performance Indicators		2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
		Year1	Year2	Year3	Year4	Year5	Year6
Program Resources							
23	Revenue: FTES*Reimbursement Rate	\$542,766.96	\$532,245.45	\$578,254.40	\$679,365.46	\$655,347.56	\$729,582.70
24	Total District Adopted Program Budget	457,721	458,993	473,880	526,591	465,134	584,779
25	Support Personnel (wage without benefit, 2200 and 2400 in budget)	44,477	51,908	6,179	7,887	0	N/A
26	Supplies (4300 in budget)	0	20,239	13,189	0	20,000	11,391
27	Cost	468,203	465,187	459,174	NO DATA	510,728	NO DATA
28	Total FTES for the year	185.86	163.28	166.34	185.2	170.91	190.27
29	Cost per FTES	2,519.12	2,849.01	2,760.45		2,988.29	
Degrees and Certificates							
30	Degree: Automotive Technology	5	8	5	8	4	15
	Degree: Diesel Technology			1	2	3	
31	Certificates: Automotive Collision Repair		2				
	Certificates: Automotive Technology	12	8	6	8	40	94
	Certificates: Diesel Technology	82	54	52	66	50	2
32	Skill Awards						
33	Licenses (reported by department)						
Career Technical Education Programs							
34	VTEA Grant						
35	Industry Contributions to Program Resources						
36	Available Jobs						
37	Attach one copy of the three most recent College Core Indicator Information forms for each of the appropriate TOP codes						
38	Please include "Student Satisfaction" and "Employer Satisfaction" in the program review write-up.						
39	Labor market data						

MEDIUM and HEAVY TRUCK TECHNOLOGY

	Key Performance Indicators	Fall04	Fall05	Fall06	Fall07	Fall08	Fall09
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access							
1	Majors (total)						
2	New Majors						
3	Courses Offered	3.0	2.0	2.0	2.0	1.0	2.0
4	Sections Offered	3.0	2.0	2.0	2.0	1.0	2.0
5	Morning Sections	1.0	1.0	1.0	1.0	1.0	1.0
6	Afternoon Sections						
7	Evening Sections	2.0	1.0	1.0	1.0		1.0
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections	0.0	0.0	0.0	0.0	0.0	0.0
11	DistanceEd Full-Term Sections	0.0	0.0	0.0	0.0	0.0	0.0
12	DistanceEd Short-Term Sections						
13	Enrollment	70	54	48	61	30	41
14	Weekly Student Contact hours (WSCH)	904.2	838.0	742.9	981.9	725.3	139.4
15	Full-Time Equivalent Students (FTES)	31.0	28.7	25.5	30.3	22.4	4.3
Program Resources							
16	Full-Time Equivalent Faculty (FTEF)	1.3	1.2	1.2	1.2	1.1	0.3
17	Credit Reimbursement Rate	\$2,922.30	\$3,259.71	\$3,476.34	\$3,668.28	\$3,834.46	\$3,834.46
Program Operation							
18	WSCH/FTEF	674.8	698.3	619.1	811.5	653.4	435.5
19	FTES/FTEF	23.1	23.9	21.2	25.0	20.2	13.4
20	Fill Rate at Census	79.6	88.0	78.3	96.6	100.0	92.0
Program Success							
21	Course Retention	95.7	96.3	97.9	98.4	100.0	100.0
22	Course Success	91.4	87.0	93.8	93.4	93.3	68.3

MEDIUM and HEAVY TRUCK TECHNOLOGY

Key Performance Indicators					Winter08	Winter09	Winter10
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access							
1	Majors (total)						
2	New Majors						
3	Courses Offered						
4	Sections Offered						
5	Morning Sections						
6	Afternoon Sections						
7	Evening Sections						
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections						
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections						
13	Enrollment						
14	Weekly Student Contact hours (WSCH)				0.0	0.0	0.0
15	Full-Time Equivalent Students (FTES)						
Program Resources							
16	Full-Time Equivalent Faculty (FTEF)						
17	Credit Reimbursement Rate				\$3,668.28	\$3,834.46	\$3,834.46
Program Operation							
18	WSCH/FTEF						
19	FTES/FTEF						
20	Fill Rate at Census						
Program Success							
21	Course Retention						
22	Course Success						

MEDIUM and HEAVY TRUCK TECHNOLOGY

	Key Performance Indicators	Spring05	Spring06	Spring07	Spring08	Spring09	Spring10
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access							
1	Majors (total)						
2	New Majors						
3	Courses Offered	3.0	2.0	2.0	1.0	1.0	2.0
4	Sections Offered	3.0	2.0	2.0	1.0	1.0	2.0
5	Morning Sections	1.0	1.0	1.0	1.0	1.0	1.0
6	Afternoon Sections						
7	Evening Sections	2.0	1.0	1.0			1.0
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections	0.0	0.0	0.0	0.0	0.0	0.0
11	DistanceEd Full-Term Sections	0.0	0.0	0.0	0.0	0.0	0.0
12	DistanceEd Short-Term Sections						
13	Enrollment	68	52	71	31	32	33
14	Weekly Student Contact hours (WSCH)	932.5	793.3	1033.4	736.6	755.1	134.2
15	Full-Time Equivalent Students (FTES)	32.0	27.2	35.4	22.7	23.3	4.1
Program Resources							
16	Full-Time Equivalent Faculty (FTEF)	1.4	1.2	1.3	1.1	1.1	0.4
17	Credit Reimbursement Rate	\$2,922.30	\$3,259.71	\$3,476.34	\$3,668.28	\$3,834.46	\$3,834.46
Program Operation							
18	WSCH/FTEF	670.8	661.1	826.7	651.9	674.2	353.1
19	FTES/FTEF	23.0	22.7	28.3	20.1	20.8	10.9
20	Fill Rate at Census	82.4	91.0	118.3	103.3	106.7	77.5
Program Success							
21	Course Retention	100.0	96.2	94.4	100.0	100.0	93.9
22	Course Success	86.8	88.5	76.1	90.3	90.6	66.7

MEDIUM and HEAVY TRUCK TECHNOLOGY

	Key Performance Indicators	Summer04	Summer05	Summer06	Summer07	Summer08	Summer09
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access							
1	Majors (total)						
2	New Majors						
3	Courses Offered						
4	Sections Offered						
5	Morning Sections						
6	Afternoon Sections						
7	Evening Sections						
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections						
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections						
13	Enrollment						
14	Weekly Student Contact hours (WSCH)	0.0	0.0	0.0	0.0	0.0	0.0
15	Full-Time Equivalent Students (FTES)						
Program Resources							
16	Full-Time Equivalent Faculty (FTEF)						
17	Credit Reimbursement Rate	\$2,922.30	\$3,259.71	\$3,476.34	\$3,668.28	\$3,834.46	\$3,834.46
Program Operation							
18	WSCH/FTEF						
19	FTES/FTEF						
20	Fill Rate at Census						
Program Success							
21	Course Retention						
22	Course Success						

MEDIUM and HEAVY TRUCK TECHNOLOGY

		04-05	05-06	06-07	07-08	08-09	09-10						
		Year1	Year2	Year3	Year4	Year5	Year6						
Gender													
MTRK	Female	3	3.6%	3	4.2%	2	2.7%	1	1.6%	1	2.4%	0.0%	
MTRK	Male	80	96.4%	69	95.8%	73	97.3%	58	95.1%	38	92.7%	42	93.3%
MTRK	Missing							2	3.3%	2	4.9%	3	6.7%
MTRK	Total	83	100.0%	72	100.0%	75	100.0%	61	100.0%	41	100.0%	45	100.0%
Age													
MTRK	19 or younger	10	12.0%	14	19.4%	18	24.0%	24	39.3%	13	31.7%	14	31.1%
MTRK	20-24	28	33.7%	24	33.3%	24	32.0%	14	23.0%	17	41.5%	18	40.0%
MTRK	25-29	15	18.1%	5	6.9%	8	10.7%	7	11.5%	3	7.3%	3	6.7%
MTRK	30-34	9	10.8%	6	8.3%	6	8.0%	4	6.6%	1	2.4%	2	4.4%
MTRK	35-39	2	2.4%	5	6.9%	8	10.7%	5	8.2%	1	2.4%	1	2.2%
MTRK	40-49	15	18.1%	11	15.3%	8	10.7%	5	8.2%	5	12.2%	6	13.3%
MTRK	50 and above	4	4.8%	7	9.7%	3	4.0%	2	3.3%	1	2.4%	1	2.2%
MTRK	Total	83	100.0%	72	100.0%	75	100.0%	61	100.0%	41	100.0%	45	100.0%
Ethnicity													
MTRK	Asian	5	6.0%	5	6.9%	2	2.7%	2	3.3%	1	2.4%	1	2.2%
MTRK	Black or African American	4	4.8%	2	2.8%	4	5.3%	1	1.6%	2	4.9%	3	6.7%
MTRK	Hispanic/Latino	39	47.0%	47	65.3%	50	66.7%	43	70.5%	22	53.7%	24	53.3%
MTRK	American Indian or Alaska Native	3	3.6%										
MTRK	Native Hawaiian or Other Pacific Islander							1	1.6%	1	2.4%		
MTRK	White	28	33.7%	15	20.8%	16	21.3%	8	13.1%	8	19.5%	4	8.9%
MTRK	Unknown/Non-Respondent	4	4.8%	3	4.2%	3	4.0%	6	9.8%	7	17.1%	13	28.9%
MTRK	Total	83	100.0%	72	100.0%	75	100.0%	61	100.0%	41	100.0%	45	100.0%
Educational Goal													
MTRK	Degree & Transfer	6	7.2%	6	8.3%	11	14.7%	2	3.3%			7	15.6%
MTRK	Transfer	4	4.8%			2	2.7%					2	4.4%
MTRK	AA/AS	4	4.8%	2	2.8%			5	8.2%	8	19.5%	6	13.3%
MTRK	License	5	6.0%	10	13.9%	8	10.7%	1	1.6%	4	9.8%	2	4.4%
MTRK	Certificate	27	32.5%	24	33.3%	27	36.0%	6	9.8%	5	12.2%	3	6.7%
MTRK	Job Skills	28	33.7%	20	27.8%	20	26.7%	12	19.7%	9	22.0%	11	24.4%
MTRK	Basic Skills							1	1.6%	1	2.4%	2	4.4%
MTRK	Undecided							3	4.9%	7	17.1%	8	17.8%
MTRK	Not Reported	9	10.8%	10	13.9%	7	9.3%	31	50.8%	7	17.1%	4	8.9%
MTRK	Total	83	100.0%	72	100.0%	75	100.0%	61	100.0%	41	100.0%	45	100.0%

MEDIUM and HEAVY TRUCK TECHNOLOGY

Key Performance Indicators		2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
		Year1	Year2	Year3	Year4	Year5	Year6
Program Resources							
23	Revenue: FTES*Reimbursement Rate	\$183,891.29	\$182,315.58	\$211,709.11	\$194,528.89	\$172,397.32	\$31,864.36
24	Total District Adopted Program Budget	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	0
25	Support Personnel (wage without benefit, 2200 and 2400 in budget)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	N/A
26	Supplies (4300 in budget)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	0
27	Cost	NO DATA	NO DATA	NO DATA	NO DATA	0	
28	Total FTES for the year	62.97	55.93	60.9	53.03	44.96	8.31
29	Cost per FTES						
Degrees and Certificates							
30	Degree						
31	Certificates						
32	Skill Awards						
33	Licenses (reported by department)						
Career Technical Education Programs							
34	VTEA Grant						
35	Industry Contributions to Program Resources						
36	Available Jobs						
37	Attach one copy of the three most recent College Core Indicator Information forms for each of the appropriate TOP codes						
38	Please include "Student Satisfaction" and "Employer Satisfaction" in the program review write-up.						
39	Labor market data						

MOTORCYCLE TECHNOLOGY

	Key Performance Indicators	Fall04	Fall05	Fall06	Fall07	Fall08	Fall09
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access							
1	Majors (total)						
2	New Majors						
3	Courses Offered		1.0	1.0	1.0	1.0	
4	Sections Offered		1.0	1.0	1.0	1.0	
5	Morning Sections						
6	Afternoon Sections						
7	Evening Sections		1.0	1.0	1.0	1.0	
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections						
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections						
13	Enrollment		29	22	28	25	
14	Weekly Student Contact hours (WSCH)		112.9	85.5	129.6	112.1	
15	Full-Time Equivalent Students (FTES)		3.9	2.9	4.0	3.5	
Program Resources							
16	Full-Time Equivalent Faculty (FTEF)		0.2	0.2	0.2	0.2	
17	Credit Reimbursement Rate	\$2,922.30	\$3,259.71	\$3,476.34	\$3,668.28	\$3,834.46	\$3,834.46
Program Operation							
18	WSCH/FTEF		594.1	449.8	589.2	534.0	
19	FTES/FTEF		20.4	15.4	18.2	16.5	
20	Fill Rate at Census		120.8	91.7	112.5	100.0	
Program Success							
21	Course Retention		89.7	86.4	96.4	96.0	
22	Course Success		41.4	50.0	67.9	48.0	

MOTORCYCLE TECHNOLOGY

Key Performance Indicators					Winter08	Winter09	Winter10
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access							
1	Majors (total)						
2	New Majors						
3	Courses Offered						1.0
4	Sections Offered						1.0
5	Morning Sections						
6	Afternoon Sections						
7	Evening Sections						1.0
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections						1.0
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections						
13	Enrollment						3
14	Weekly Student Contact hours (WSCH)						20.1
15	Full-Time Equivalent Students (FTES)						0.6
Program Resources							
16	Full-Time Equivalent Faculty (FTEF)						0.3
17	Credit Reimbursement Rate				\$3,668.28	\$3,834.46	\$3,834.46
Program Operation							
18	WSCH/FTEF						62.8
19	FTES/FTEF						1.9
20	Fill Rate at Census						60.0
Program Success							
21	Course Retention						100.0
22	Course Success						100.0

MOTORCYCLE TECHNOLOGY

	Key Performance Indicators	Spring05	Spring06	Spring07	Spring08	Spring09	Spring10
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access							
1	Majors (total)						
2	New Majors						
3	Courses Offered	1.0	2.0		1.0		
4	Sections Offered	1.0	2.0		1.0		
5	Morning Sections						
6	Afternoon Sections						
7	Evening Sections	1.0	2.0		1.0		
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections						
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections						
13	Enrollment	26	27		31		
14	Weekly Student Contact hours (WSCH)	101.2	112.9		143.6		
15	Full-Time Equivalent Students (FTES)	3.5	3.9		4.4		
Program Resources							
16	Full-Time Equivalent Faculty (FTEF)	0.2	0.4		0.2		
17	Credit Reimbursement Rate	\$2,922.30	\$3,259.71	\$3,476.34	\$3,668.28	\$3,834.46	\$3,834.46
Program Operation							
18	WSCH/FTEF	532.7	268.8		652.6		
19	FTES/FTEF	18.3	9.2		20.1		
20	Fill Rate at Census	104.2	66.3		129.2		
Program Success							
21	Course Retention	88.5	96.3		100.0		
22	Course Success	26.9	40.7		64.5		

MOTORCYCLE TECHNOLOGY

	Key Performance Indicators	Summer04	Summer05	Summer06	Summer07	Summer08	Summer09
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access							
1	Majors (total)						
2	New Majors						
3	Courses Offered						
4	Sections Offered						
5	Morning Sections						
6	Afternoon Sections						
7	Evening Sections						
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections						
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections						
13	Enrollment						
14	Weekly Student Contact hours (WSCH)						
15	Full-Time Equivalent Students (FTES)						
Program Resources							
16	Full-Time Equivalent Faculty (FTEF)						
17	Credit Reimbursement Rate	\$2,922.30	\$3,259.71	\$3,476.34	\$3,668.28	\$3,834.46	\$3,834.46
Program Operation							
18	WSCH/FTEF						
19	FTES/FTEF						
20	Fill Rate at Census						
Program Success							
21	Course Retention						
22	Course Success						

MOTORCYCLE TECHNOLOGY

		04-05	05-06	06-07	07-08	08-09	09-10						
		Year1	Year2	Year3	Year4	Year5	Year6						
Gender													
MOTO	Female	2	7.7%	2	4.2%	3	13.6%	4	6.9%	3	12.0%	0.0%	
MOTO	Male	24	92.3%	46	95.8%	19	86.4%	53	91.4%	19	76.0%	2	66.7%
MOTO	Missing							1	1.7%	3	12.0%	1	33.3%
MOTO	Total	26	100.0%	48	100.0%	22	100.0%	58	100.0%	25	100.0%	3	100.0%
Age													
MOTO	19 or younger	5	19.2%	14	29.2%	3	13.6%	13	22.4%	16	64.0%	1	33.3%
MOTO	20-24	8	30.8%	15	31.3%	8	36.4%	21	36.2%	1	4.0%		
MOTO	25-29	5	19.2%	4	8.3%	6	27.3%	5	8.6%	2	8.0%		
MOTO	30-34	3	11.5%	3	6.3%	2	9.1%	3	5.2%				
MOTO	35-39	2	7.7%	5	10.4%			4	6.9%	3	12.0%	2	66.7%
MOTO	40-49	2	7.7%	5	10.4%			7	12.1%	3	12.0%		0.0%
MOTO	50 and above	1	3.8%	2	4.2%	3	13.6%	5	8.6%				
MOTO	Total	26	100.0%	48	100.0%	22	100.0%	58	100.0%	25	100.0%	3	100.0%
Ethnicity													
MOTO	Asian	1	3.8%	3	6.3%	3	13.6%	3	5.2%				
MOTO	Black or African American							5	8.6%	2	8.0%		
MOTO	Hispanic/Latino	19	73.1%	20	41.7%	11	50.0%	29	50.0%	11	44.0%	1	33.3%
MOTO	Native Hawaiian or Other Pacific Islander							1	1.7%				
MOTO	White	5	19.2%	23	47.9%	6	27.3%	15	25.9%	7	28.0%		
MOTO	Unknown/Non-Respondent	1	3.8%	2	4.2%	2	9.1%	5	8.6%	5	20.0%	2	66.7%
MOTO	Total	26	100.0%	48	100.0%	22	100.0%	58	100.0%	25	100.0%	3	100.0%
Educational Goal													
MOTO	Degree & Transfer	5	19.2%	9	18.8%	9	40.9%	4	6.9%	5	20.0%		
MOTO	Transfer	2	7.7%	8	16.7%	2	9.1%	2	3.4%			1	33.3%
MOTO	AA/AS	1	3.8%	1	2.1%		0.0%	13	22.4%	6	24.0%		
MOTO	License	1	3.8%	4	8.3%	1	4.5%	2	3.4%	2	8.0%		
MOTO	Certificate	3	11.5%	11	22.9%	2	9.1%	4	6.9%				
MOTO	Job Skills	3	11.5%	6	12.5%	3	13.6%	10	17.2%	7	28.0%	1	33.3%
MOTO	Basic Skills							4	6.9%	3	12.0%		
MOTO	Undecided							3	5.2%	2	8.0%	1	33.3%
MOTO	Not Reported	11	42.3%	9	18.8%	5	22.7%	16	27.6%				
MOTO	Total	26	100.0%	48	100.0%	22	100.0%	58	100.0%	25	100.0%	3	100.0%

MOTORCYCLE TECHNOLOGY

Key Performance Indicators		2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
		Year1	Year2	Year3	Year4	Year5	Year6
Program Resources							
23	Revenue: FTES*Reimbursement Rate	\$10,133.44	\$25,230.16	\$10,185.68	\$30,923.60	\$13,267.23	\$2,377.37
24	Total District Adopted Program Budget	0	NO DATA	4,000	4,000	4,000	0
25	Support Personnel (wage without benefit, 2200 and 2400 in budget)	NO DATA	n/a	n/a	n/a	0	0
26	Supplies (4300 in budget)	NO DATA	0	0	0	1,000	0
27	Cost	NO DATA	0	4,043	-112	0	
28	Total FTES for the year	3.47	7.74	2.93	8.43	3.46	0.62
29	Cost per FTES			1,379.86			
Degrees and Certificates							
30	Degree						
31	Certificates						
32	Skill Awards						
33	Licenses (reported by department)						
Career Technical Education Programs							
34	VTEA Grant						
35	Industry Contributions to Program Resources						
36	Available Jobs						
37	Attach one copy of the three most recent College Core Indicator Information forms for each of the appropriate TOP codes						
38	Please include "Student Satisfaction" and "Employer Satisfaction" in the program review write-up.						
39	Labor market data						

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 105)
- b. Authorization is requested to approve facility rentals and usage. (Page 108)
- c. Authorization is requested to approve A & B Warrants for March 2012. (Page 111)
- d. Authorization is requested to approve purchase orders for March 2012. (Page 113)
- e. Authorization is requested to allow staff to prepare specifications and formally bid Project #10-1112, LED Lighting Project. The project will be funded from Fund 41, Capital Projects. Award of contract will be by Board action. (Page 117)
- f. Authorization is requested to allow staff to prepare specifications and formally bid Project #09-1112, Golf Range Netting Project. The project will be funded from Fund 41, Capital Projects. Award of contract will be by Board action. (Page 118)

Academic Affairs

- g. Authorization is requested to approve the new course, modified courses and inactivated courses. (Page 119)

(CONTINUED)

Personnel Recommendations

- h. Authorization is requested to approve the personnel actions with regard to the employment, change of status, and/or separation of academic employees. (Page 122)
- i. Authorization is requested to approve the personnel actions with regard to the employment, change of status, and/or separation of classified employees. (Page 127)
- j. Authorization is requested to approve the employment of short-term, non-academic employees and substitutes. (Page 129)

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	May 1, 2012	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 – May 1, 2012

<u>CONTRACTOR CONSULTANT/ DEPARTMENT</u>	<u>RATE</u>	<u>FUNDING SOURCE</u>	<u>PERIOD</u>	<u>SERVICE</u>
<u>ADMINISTRATIVE SERVICES</u>				
SixTen and Associates	\$24,000.00max	District	7/1/12-6/30/13	Mandated Costs Services
Total Compensations Systems, Inc.	\$6,000.00max	District	5/1/12-12/31/12	GASB 45 Actuarial Study
Total Compensations Systems, Inc.	\$1,600.00max	District	5/1/12-12/31/12	Actuarial Study Onsite Mtg.
<u>BRIDGES TO SUCCESS GRANT</u>				
Formosa McMurray, Kathryn	\$150.00max	Grant	6/1/12-6/1/12	Poetry Reading
Lee, Kevin	\$150.00max	Grant	6/1/12-6/1/12	Poetry Reading
<u>COUNSELING</u>				
Ker, Aragna	\$300.00max	District	5/11/12-5/11/12	Retreat Workshop Presentation
Rogers, Dr. Richard R.	\$200.00max	District	5/11/12-5/11/12	Retreat Workshop Presentor
<u>FOSTER/KINSHIP CARE EDUCATION</u>				
Alvidrez, Maria Dolores	\$1,150.00max	Grant	7/1/12-6/30/13	Trainer for Foster Parents
Arnold, Heather	\$2,480.00max	Grant	7/1/12-6/30/13	Trainer for Foster Parents
Arteaga, Elisa	\$1,600.00max	Grant	7/1/12-6/30/13	Trainer for Foster Parents
Beas, Paola	\$1,782.00max	Grant	7/1/12-6/30/13	Trainer for Foster Parents
Brown, Deborah Patrice	\$11,200.00max	Grant	7/1/12-6/30/13	Trainer for Foster Parents
Browne, Sandra	\$1,400.00max	Grant	7/1/12-6/30/13	Trainer for Foster Parents
Castillo, Julissa	\$2,450.00max	Grant	7/1/12-6/30/13	Trainer for Foster Parents
Cash, Karen	\$11,100.00max	Grant	7/1/12-6/30/13	Facilitation for Foster Parent Training
Cash, Karen	\$10,500.00max	Grant	7/1/12-6/30/13	Trainer for Foster Parents
Christensen, Sandra	\$5,550.00max	Grant	7/1/12-6/30/13	Trainer for Foster Parents
Code, Lucy Maria	\$420.00max	Grant	7/1/12-6/30/13	Trainer for Foster Parents
Cooper, Wanda	\$2,195.00max	Grant	7/1/12-6/30/13	Trainer for Foster Parents
Cuevas, Claudia	\$493.00max	Grant	7/1/12-6/30/13	Trainer for Foster Parents
Dixon, Karen	\$11,100.00max	Grant	7/1/12-6/30/13	Facilitation for Foster Parent Training
Dixon, Karen	\$11,800.00max	Grant	7/1/12-6/30/13	Trainer for Foster Parents
Dixon, Karen	\$3,180.00max	Grant	1/1/12-6/30/12	Trainer for Foster Youth
			<i>Revision</i>	
Doakes, Sarah	\$2,436.00max	Grant	7/1/12-6/30/13	Trainer for Foster Parents
Fagan, Natalie	\$4,125.00max	Grant	7/1/12-6/30/13	Trainer for Foster Parents
Garcia, Corrine	\$4,642.00max	Grant	7/1/12-6/30/13	Trainer for Foster Parents
Garcia, Marlene	\$990.00max	Grant	7/1/12-6/30/13	Trainer for Foster Parents
Grandparents as Parents	\$2,016.00max	Grant	7/1/12-6/30/13	Trainer for Foster Parents
Haghani, Richard	\$7,000.00max	Grant	7/1/12-6/30/13	Trainer for Foster Parents
Hill, James	\$3,500.00max	Grant	7/1/12-6/30/13	Facilitation for Foster Parent Training
Jenkins, Helen	\$2,325.00max	Grant	7/1/12-6/30/13	Trainer for Foster Parents
McClellan, Sheila	\$750.00max	Grant	7/1/12-6/30/13	Trainer for Foster Parents
Mathis, Bernard	\$900.00max	Grant	7/1/12-6/30/13	Trainer for Foster Parents
Matthews, Elitia	\$2,650.00max	Grant	1/1/12-6/30/12	Trainer for Foster Youth
			<i>Revision</i>	
Mitjans, Aurelio	\$2,750.00max	Grant	1/1/12-6/30/12	Trainer for Foster Youth
			<i>Revision</i>	
Paddock, LeeAnn	\$8,316.00max	Grant	7/1/12-6/30/13	Trainer for Foster Parents
Paddock, LeeAnn	\$3,040.00max	Grant	7/1/12-6/30/13	Facilitation for Foster Parent Training
Razo, Jorge	\$8,190.00max	Grant	7/1/12-6/30/13	Facilitation for Foster Parent Training
Razo, Jorge	\$4,590.00max	Grant	7/1/12-6/30/13	Trainer for Foster Parents

Razo, Maria Lucy	\$2,470.00max	Grant	7/1/12-6/30/13	Trainer for Foster Parents
Recendez, Rodrigo	\$5,600.00max	Grant	7/1/12-6/30/13	Trainer for Foster Parents
Robertson, Deena	\$1,050.00max	Grant	7/1/12-6/30/13	Trainer for Foster Parents
Sanders, Cristal	\$408.00max	Grant	7/1/12-6/30/13	Trainer for Foster Parents
Schall, Rebecca	\$1,080.00max	Grant	7/1/12-6/30/13	Trainer for Foster Parents
Washington, Gwen	\$945.00max	Grant	7/1/12-6/30/13	Trainer for Foster Parents
Smith, TaWanna	\$1,295.00max	Grant	7/1/12-6/30/12	Trainer for Foster Parents
Switanowski, Lori	\$5,334.00max	Grant	7/1/12-6/30/13	Trainer for Foster Parents
Turner, Leanne	\$1,250.00max	Grant	7/1/12-6/30/13	Trainer for Foster Parents
Vracin, Alex	\$2,700.00max	Grant	7/1/12-6/30/13	Trainer for Foster Parents
Walker, Joseph	\$1,960.00max	Grant	7/1/12-6/30/13	Trainer for Foster Parents
Washington, Gwen	\$8,550.00max	Grant	7/1/12-6/30/13	Trainer for Foster Parents

HEALTH SCIENCES

Pomona Valley Hospital Medical Center	No fee	No fee	5/1/12-5/1/13	Clinical Education
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Note: A standard District agreement for Independent Contractor/Consultant will be completed for each consultant

**Use of Facilities
May 1, 2012**

ORGANIZATION	FACILITY	ACTIVITY	DATE(S)	CHARGE
CHOC Foundation	Recording Arts Studio	Vocal Overdubbing	3/25/2012	\$850.00
J.C. Productions	Recording Arts Studio	Basic Tracking	3/26/2012	\$500.00
J.C. Productions	Recording Arts Studio	Vocal Overdubbing	3/28/2012	\$200.00
The Salvation Army	Recording Arts Studio	Vocal Overdubbing	3/31/2012	\$400.00
Vivar Futbol	Football Practice Field	Soccer Practice	4/8/2012	\$200.00 plus additional labor if required
FLS International	CI159	Student Orientation	4/9/2012	\$100.00 plus additional labor if required
Hugh Kretschmer Photography LLC	Stadium	Still Photo Shoot	4/10/2012	\$2,100.00 plus additional labor if required
Vivar Futbol	Football Practice Field	Soccer Practice	4/15/2012	\$100.00 plus additional labor if required
Haven (APU)	S6 Parking Lot	Poetry at Art Night	4/19/2012	\$100.00 plus additional labor if required
Small Time Productions	Exterior of Lecture Hall	Movie Filming	4/21/2012	\$500.00 plus additional labor if required
Vivar Futbol	Football Practice Field	Soccer Practice	4/22/2012	\$100.00 plus additional labor if required
FLS International	Campus Center East Wing	Presentation	5/5/2012	\$225.00 plus additional labor if required
Red Dragon Karate	Gym	Martial Arts Tournament	6/9 & 6/10/12	\$1,778.75 plus additional labor if required
FLS International	CI159	Student Orientation	6/25, 7/3, 7/10, 7/16, 7/23, 7/25 & 8/6/12	\$700.00 plus additional labor if required
FLS International	Campus Center East Wing	Student Orientation	7/2, 7/9 & 7/30/12	\$1,012.50 plus additional labor if required
FLS International	LB301, 303, 304, 305, 306 and 307	Summer Classes	Mon thru Fri 7/2 thru 8/10/12	\$9,000.00 plus additional labor if required
Gladstone High School	Stadium and Locker Rooms	2012 Season Football Games	9/14, 9/27, 10/4, 10/12 and 10/26/12	\$13,000.00 plus additional labor if required
Music for All, Inc.	Stadium and Parking Lots	Marching Band Show	10/27/2012	\$6,950.00 plus additional labor if required
Arcadia High School Band	Stadium and Parking Lots	Band and Field Tournament	11/17/2012	\$2,860.00 plus additional labor if required

**Use of Facilities
May 1, 2012**

Glendora Tartan Band	Performing Arts Center and PA192 & 193	Band Concert	1/9, 1/10 and 1/11/13	\$3,900.00 plus additional labor if required
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CITRUS COMMUNITY COLLEGE DISTRICT		
APPROVAL OF A & B WARRANTS		
March, 2012		
B WARRANT AMOUNT PAID TO VENDORS		\$2,750,121.64
GRANT AMOUNT PAID TO STUDENTS		\$4,347,614.92
NUMBER OF A WARRANTS ISSUED TO EMPLOYEES	REGISTER NUMBER	AMOUNT
182	C1H-C	\$1,594,255.88
1	C1H-N	\$5,863.00
5	060-N	\$2,253.84
1	067-C	\$4,860.00
24	067-N	\$8,396.35
366	C3H-C	\$816,026.10
489	C3H-N	\$248,743.57
7	073-C	\$9,861.46
11	073-N	\$5,448.30
7	079-C	\$2,912.66
4	079-N	\$1,827.03
1	C2I-C	\$2,993.00
529	C2I-N	\$1,435,787.03
1,627		\$4,139,228.22
ske		
4/25/2012		

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	May 1, 2012	Resolution	_____
SUBJECT:	Purchase Orders	Information	_____
		Enclosure(s)	X

BACKGROUND

Purchase orders for March 2012.

This item was prepared by Robert Iverson, Director of Purchasing and Warehouse.

RECOMMENDATION

Authorization is requested to approve purchase orders for March 2012.

Carol R. Horton
Recommended by

Moved / Seconded

Aye __ Nay __ Abstained __

Approved for Submittal

Item No. _____ H.1.d. _____

Includes 03/01/2012 - 03/31/2012

<u>PO Number</u>	<u>Vendor Name</u>	<u>Site</u>	<u>Description</u>	<u>Fund/Object</u>	<u>Amount</u>
12-19351	Travis Mathew, LLC	0060	Men's Golf	01-4300	782.93
12-19645	Amazon.com Corporate Credit	3160	LCD Digital Signage	01-6400	637.52
12-19688	CSI Fullmer	9250	Replace Files - P.E. Break-in	01-4300	154.16
12-19689	Demco Inc.	9260	Supplies	01-4300	332.56
12-19690	Owl Cafe	9050	Continental Breakfast	01-4300	179.44
12-19691	Carolina Biological Supply	0030	Physiology Supplies	01-4300	58.43
12-19692	Sehi Computer Products Inc	9660	Printers	01-6400	613.71
12-19693	Owl Cafe	9170	Catering For STEM	01-4300	231.15
12-19694	Aldrich Chemical Co.	0311	Supplies	01-4300	1,653.20
12-19695	RP Group	9300	Registration	01-5200	225.00
12-19696	Indentification & Security Integrators	9012	Supplies	01-4300	1,199.50
12-19697	SEHI Computer Products Inc	3040	Printer	01-6400	210.57
12-19698	US Hole In One	0060	Fighting Owls Golf Tournament	01-4300	319.00
12-19699	Global Golf Events	0060	Fighting Owls Golf Tournament	01-4300	2,484.39
12-19700	DCL Construction	9375	Restroom Building East Campus	42-5800	5,000.00
12-19701	4 Imprint	9344	Carabiners for Student Events	01-4300	513.06
12-19702	Grapevien Designs	9590	Supplies	01-7600	3,056.02
12-19703	J & J Sports	0060	Women Basketball T-Shirts	01-4300	651.96
12-19704	Auto Enginuity	9344	Diesel Lab Diagnosis Software	01-4300	4,159.80
				01-6400	1,585.18
12-19705	Treutelaar Equip.Sales- Doug	9344	Diesel Lab Cap Grinder	01-6400	5,687.00
12-19706	CISOA Executive Events	9100	Registration Fees	01-5200	1,035.00
12-19707	Matco Tools	9344	Diesel Lab Mechanic's Bench	01-6400	634.35
12-19708	Grainger Inc.	3020	Coolant	01-4300	38.98
12-19709	Cyberguys	9100	Supplies	01-4300	293.36
12-19710	Zep Manufacturing	9270	Supplies	01-4300	722.27
12-19711	Laguna Clay	0010	Supplies	01-4300	1,208.25
12-19712	Plaza Produce	9673	Food	01-4300	54.20
12-19713	Plaza Produce	9673	Food	01-4300	208.50
12-19714	Plaza Produce	9673	Food	01-4300	169.85
12-19715	Owl Bookshop	9676	Blanket PO	01-4300	2,000.00
12-19716	Office Depot	9676	Blanket PO	01-4300	5,000.00
12-19717	Positive Promotions	3120	Blanket PO	33-4300	3,000.00
12-19718	Amazon.com Corporate Credit	9673	Science Supplies	01-4300	16.97
12-19719	San Dieguito Printers	9220	Summer 2012 Cont Ed Class Schedule	01-5850	13,523.89
12-19720	Delphin Computer Supply	9100	Hardware Supply	01-6400	413.25
12-19721	Clean Sweep Supply Co	9270	Supplies	01-4300	2,679.87
12-19722	Radio Shack	0310	Tool Kits	01-4300	902.41
12-19723	B & H Photo Video	0281	Supplies	01-4300	169.78
12-19724	Hardy Diagnostics	0030	Supplies	01-4300	88.02
12-19725	VWR Scientific	9673	Science Supplies	01-4300	183.27
12-19726	Butte-Glenn Community College	9010	Registration	01-5200	50.00
12-19728	Movies Unlimited	3160	AV Media	01-6300	123.47
12-19729	Academic Senate	9550	Registration	01-5200	710.00
12-19730	Dell Computer Corp	0281	Replacement LCD Monitors	01-6400	1,986.26
12-19731	Annenburg Media	3160	AV Media	01-6300	464.66
12-19732	E.G. Brennan & Co	9010	Validator Service/Parts	01-5800	395.63
12-19733	Home Depot	0030	Lab Safety Supplies	01-4300	90.62
12-19734	CCCCIO	9170	Registration	01-5200	355.00
12-19735	Office Depot	3120	Blanket PO	33-4300	2,000.00
12-19736	Minitex 15 Andersen Library	9320	Supplies	01-4300	533.35
12-19737	Department of General Services	9200	Administrative Hearing Service	01-5800	598.00
12-19738	Freestyle Photographic Supply	3260	Photo Class Supplies - Lab fees	01-4300	2,129.58
12-19739	Hardy Diagnostics	0030	Microbiology Supplies	01-4300	234.83
12-19740	Anaheim Band	0280	Mouthpiece	01-6410	299.06
12-19741	Compview, Inc.	3160	AV Equipment	01-6400	383.76
12-19742	Ace Business Machines	9050	Supplies for Folder/Sorter	01-4300	449.90
12-19743	Costco Wholesale	9250	Hand Trucks	01-4300	526.01
12-19744	M J Hellmuth Plumbing, Inc.	9370	Blanket PO	41-5800	10,000.00
12-19745	Airdraulics	3020	Lifts	01-5600	734.06

<u>PO Number</u>	<u>Vendor Name</u>	<u>Site</u>	<u>Description</u>	<u>Fund/Object</u>	<u>Amount</u>
12-19746	TU-K Industris, Inc.	3040	Supplies	01-4300	332.82
12-19747	Griot's Garage	3020	Hangers For Auto labs	01-4300	84.78
12-19748	Frasca Plumbing Co	9140	Repair Main Line Irrigation Break	01-5630	4,000.00
12-19749	Mount San Antonio College	9344	Reimbursement/Transportation	01-5800	2,500.00
12-19750	Auto-Lift	9900	Safety Manuals For Lifts	01-4300	155.94
12-19751	Pocket Songs	0280	Music Sound Track	01-4300	32.45
12-19752	Village Profile	9220	Advertisement	01-5790	625.00
12-19753	Hardy Diagnostics	9673	Science Supplies	01-4300	81.92
12-19754	Dell Computer Corp	9673	Monitors	01-6400	510.25
12-19755	BSN Sports	9376	Softball Field Cover and Storage	41-6400	3,673.44
12-19756	Carolina Biological Supply	9673	S3C Science Supplies	01-4300	147.33
12-19757	Grainger Inc.	3020	Coolant - Auto Lab	01-4300	145.94
12-19758	Shelf Master, Inc.	3020	Shelving - Auto Lab	01-4300	114.01
12-19759	Aldrich Chemical Co.	0311	Supplies	01-4300	324.73
12-19760	Arrow Restaurant Equipment	9470	Ice Machine - The Range	59-6400	3,863.69
12-19761	Dave Bang Associates, Inc.	9375	Restroom Bldg - Outdoor	42-6400	3,207.06
12-19762	Fair-Play	9195	Blanket PO	01-5810	1,500.00
12-19763	Frasca Plumbing Co	9040	Repair Sewer Drain at AC	01-5630	1,300.00
12-19764	Displays2Go	9040	Supplies	01-4300	62.23
12-19765	Sehi Computer Products Inc	9100	Keyboard	01-4300	70.13
12-19766	Brodart, Inc.	9260	Supplies	01-4300	102.50
12-19767	Plaza Produce	3370	Refreshments For CRI	01-5800	342.98
12-19768	Sears.Com	9250	Refrigerator	01-4300	129.40
12-19769	M J Hellmuth Plumbing, Inc.	0310	Plumbing Services for Washer & Dryer at PS	01-5800	4,750.00
12-19770	Sergio's Restaurant	3370	CRI Workshop Refreshments	01-5800	187.31
12-19771	Union Electronic Distributors	3160	AV Lamps	01-4300	730.80
12-19772	Insight Media	3160	AV Media	01-6300	262.78
12-19773	Automatic Sync Technologies	3160	AV Media Closed Captioned	01-6300	215.11
12-19774	Clean Source	9270	Supplies	01-4300	2,092.96
12-19775	Sargent-Welch Scientific	0310	Physics Lab Supplies	01-4300	60.30
12-19776	Avid Technology Inc	3370	ALP Software for Recording Tech	01-4300	1,000.00
12-19777	Snap-On Industrial	3370	Diesel Tool Sets	01-6400	6,165.47
12-19778	Comm College League of Calif	9260	Renewal of Online Database	01-5840	11,203.00
12-19779	Gaylord Bros	9320	Media Supplies	01-4300	102.83
12-19781	Pasco Scientific	3070	Security Bag	01-4300	384.98
12-19782	Pasco Scientific	0310	Physics Lab Equipment &	01-4300	431.35
				01-6400	1,008.93
12-19783	U.S. Healthworks	9430	Blanket PO	01-5860	2,500.00
12-19784	Pacific Tank Services	9040	Reline Tanks at TC & Cafeteria	01-5630	2,200.00
12-19785	Sunshine Windows	9370	Cleaning Services at Pa, VT, LI MA, CI, SS	41-5800	9,413.00
12-19786	Gunther's Athletic Service	0060	Football Helmets	01-4300	3,340.88
12-19787	Aardvark Clay Supply	0010	Supplies	01-4300	382.35
12-19788	DR globalDirect, Inc.	3070	Tutor Training DVD and Book	01-4300	629.66
12-19789	Amazon.com Corporate Credit	9170	Digital Voice Recorder	01-4300	85.91
12-19790	El Pollo Loco Restaurant 3305	3120	Blanket PO	33-4700	500.00
12-19791	California Industrial	9370	Cold Water Pump Installation	41-6100	6,524.38
12-19792	Celestron	0310	Telescope Repairs	01-5800	209.00
12-19793	Celestron	0310	Telescope Repairs	01-5800	245.00
12-19794	Apple Inc	9100	Software License	01-5840	29.99
12-19795	Monoprice, Inc.	0350	Supplies - IT	01-4300	6,898.20
12-19796	Systems Technology Associates	9100	HP Server	01-5810	771.20
				01-6400	15,958.50
12-19797	Southern Calif Gas Co	9370	Relocate Gas Meter	41-5800	8,358.96
12-19798	The RP Group	9660	2012 Research Conference	01-5220	225.00
12-19799	Scantron	0280	Supplies	01-4300	33.63
12-19800	Plaza Produce	9290	Lunch - Spring College Fair	01-4300	249.80
12-19801	Glendora Postmaster	9250	Renewal of Postal Permit #6	01-5850	190.00
12-19802	E.G. Brennan & Co	9010	Service and Repair of Validator	01-5800	212.06
12-19803	M J Hellmuth Plumbing, Inc.	9370	Services - Gas Main at P2	41-5800	14,200.00
12-19804	KI	9680	Furniture - Basic Skills	01-6400	12,140.61
12-19806	Insight Systems Exchange	9100	Pre-owned Dell Computers	41-6400	80,629.32
12-19807	Data Impressions	9100	Computer Monitors	41-6400	17,170.00

<u>PO Number</u>	<u>Vendor Name</u>	<u>Site</u>	<u>Description</u>	<u>Fund/Object</u>	<u>Amount</u>
12-19808	Survival Skills & Co.	9360	Disaster Preparedness Facilitator	01-5100	500.00
				01-5800	1,095.00
12-19809	SCIAC, Pattie Garnet	9660	2012 CIAC Conference	01-5220	175.00
12-19810	Custom Signs Inc	9230	Banner	01-4300	326.25
12-19811	Apple Inc	9680	ipod & ipad Tablets	01-6400	2,322.90
12-19812	ALA Store	9260	Supplies	01-4300	56.85
12-19813	Pacific Parking Systems Inc.	9070	Extended Warranty	01-5810	840.00
12-19814	Iparq	9070	Parking Permits - Spring	01-4300	189.53
12-19815	Board of Governors Ca Comm College	9660	Conference Registration	01-5220	100.00
12-19816	Board of Govenors Ca Comm College	9660	Conference	01-5220	100.00
12-19818	Carolina Biological Supply	0030	Supplies	01-4300	270.35
12-19821	Dave Bang Associates, Inc.	0060	Benches For Pool	01-4300	2,063.44
Total				130	<u>327,180.18</u>

Fund Summary			
Fund	Description	PO Count	Amount
01	General Fund	118	159,640.33
33	Child Development Fund	3	5,500.00
41	Capital Outlay Projects Fun	8	149,969.10
42	Revenue Bond Construction F	2	8,207.06
59	Golf Driving Range	1	3,863.69
Total		130	327,180.18

PO Changes

	New PO Amount	Fund/ Object	Description	Change Change Amount
12-19514	660.06	01-4300	General Fund/Materials and Supplies	59.81
12-19529	1,801.53	01-5800	General Fund/Oth Contracted Services	671.53
12-19545	20.66	01-4300	General Fund/Materials and Supplies	6.52
12-19578	75.00	01-5800	General Fund/Oth Contracted Services	.00
12-19608	494.47	01-5600	General Fund/Rentals, Leases and Repairs	194.47
12-19638	6,203.98	01-4300	General Fund/Materials and Supplies	1,067.99
Total PO Changes				2,000.32

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u> X </u>
DATE	May 1, 2012	Resolution	<u> </u>
SUBJECT:	Authorization to Bid, Project #09-1112, Golf Range Netting Project	Information	<u> </u>
		Enclosure(s)	<u> </u>

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 netting for the Golf Range. 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 #09-1112, Golf Range Netting 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.f. _____

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	May 1, 2012	Resolution	_____
SUBJECT:	Approval of New, Modified, and Inactivated Courses	Information	_____
		Enclosure(s)	X

BACKGROUND

As per Title 5, new courses, modified courses, inactivated courses, new programs, modified programs, and inactivated programs are submitted for approval to the Board of Trustees on a regular basis.

This list represents work completed by the Curriculum Committee on April 12, 2012.

This item was prepared by Kathy Bueno, Administrative Secretary II, Academic Affairs.

RECOMMENDATION

Authorization is requested to approve the new course, modified courses and inactivated courses.

Irene Malmgren
Recommended by

/_____
Moved Seconded

Aye __ Nay __ Abstained __

Approved for Submittal

Item No. _____ H.1.g. _____

NEW COURSE			
Course Subject	Course No.	Course Title	Justification
NC	607	Skilled Nursing Facility Activity Leader	A course designed to meet minimum state certification.
MODIFIED COURSES			
Course Subject	Course No.	Course Title	Justification
ACCT	102	Managerial Accounting	Course content modification, updated textbook, and SLO revision.
OFF	101	Introduction to Microsoft Office Applications	Course content modification, updated textbook, and SLO revision.
SPAN	102	Spanish II	Course modification to update SLOs, complete textbook data, and match entrance skills.
INACTIVATED COURSES			
Course Subject	Course No.	Course Title	Justification
ART	122	Color Theory and Composition	Course not currently offered.
COUN	142	Careers In Teaching	Course not currently offered.
COUN	143	Career Exploration	Course not currently offered.
ESCI	118	Physical Geography	Course will not be offered.
NC	500	Adaptive PE – Physical Conditioning	Course not currently offered.
NC	503	Individualized Assessment of Learning Strengths and Weaknesses	Course not currently offered.
NC	709	Flexibility Training for Older Adults	Course not currently offered.
NC	711	Cardio & Strength Training for Older Adults	Course not currently offered.
NC	902	Yoga Fundamentals	Course not currently offered.

NC	903	Mat Pilates	Course not currently offered.
NC	904	Low Impact Aerobics	Course not currently offered.
NC	905	Body Contouring	Course not currently offered.
NC	906	Step Aerobics	Course not currently offered.
NC	907	Cardio-Kickboxing	Course not currently offered.
THEA	809	Theatre Workshop	Course not currently offered.

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	May 1, 2012	Resolution	_____
SUBJECT:	Academic Employees	Information	_____
		Enclosure(s)	X

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.h.

**ACADEMIC EMPLOYEES
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS
MAY 1, 2012**

NAME	CLASSIFICATION	ASSIGNMENT	DEPARTMENT	BEGIN	END	RATE
Avila, Naomi	Counselor	Hourly as needed	Center for Teacher Excellence	07/01/12	12/31/12	\$44.90 hr.
Hester, Dana	Coordinator, Biology Lab	Hourly as needed	Biology	07/01/12	12/31/12	\$51.73 hr.
Opulencia, Cherlou	Counselor	Hourly as needed	Center for Teacher Excellence	07/01/12	12/31/12	\$44.90 hr.
Rivadenebra, Justina	Counselor	Hourly as needed	Center for Teacher Excellence	07/01/12	12/31/12	\$51.73 hr.
Waddington, Brian	Coordinator, Honors Program	Stipend	Language Arts	06/25/12	08/16/12	\$968.90 tl.

**ACADEMIC EMPLOYEES
SPRING 2012 ADJUNCT
MAY 1, 2012**

Name	Department/Discipline	Placement	LHE Rate
Alfaro, Gregory	Counseling	1-1	\$1,025
Frohman, Deborah	Economics	1-1	\$1,025

**COACHES - HEAD 2012-2013
FALL 2012**

2012-13 (Fall 2012)

FULL-TIME FACULTY

NAME	SPORT	Head Assistant	# CHECKS	CLASS/ STEP	\$	SEASON	FALL RELEASE TIME	SPRING RELEASE TIME
Shaw, Nicki	Cross Country	Head	5	Stipend	\$4,619	FA	2 hours	2.5 hours

HEAD COACHES-ADJUNCT FACULTY

NAME	SPORT			CLASS/ STEP		SEASON	
Bruce-Oliver, Fred	M. Soccer	Head	5	1-3	\$8,430	FA	0
Horton, Julian	W. Golf	Head	5	1-3	\$8,430	FA	0
Jung, Shin	W. Volleyball	Head	5	1-3	\$8,430	FA	0
Rivas, Brandon	M. Water Polo	Head	5	1-2	\$8,231	FA	0
Rivas, Crystal	W. Water Polo	Head	5	1-1	\$8,025	FA	0

VOLUNTEER HEAD COACHES

Horton, Julian	M. Golf	Head				FA	
Nila, Richard	M/W Track	Head				FA	

**ACADEMIC EMPLOYEES - SEPARATIONS
MAY 1, 2012**

Name	Classification	Department	Reason	Date(s) of Separation
Bakhit, Khetam	Instructor	Economics	Resignation	05/01/12
Perry Virginia	CDC Permit Teacher	Orfalea Family Children's Center	Retirement	06/16/12

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u> X </u>
DATE	May 1, 2012	Resolution	<u> </u>
SUBJECT:	Classified 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 classified employees approved by the Director responsible for the supervision of the specific area.

This item was prepared by Kai Wattree-Jackson, 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 classified employees.

Robert Sammis _____
Recommended by

_____/_____
Moved Seconded

Aye __ Nay __ Abstained __

Approved for Submittal

Item No. H.1.i.

**CLASSIFIED EMPLOYEES
SEPARATIONS/LEAVES
MAY 1, 2012**

Name	Classification	Department	Reason	Date(s) of Separation
Miyabe, Paige	Educational Advisor	International Students	Resigned	4/7/12

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	May 1, 2012	Resolution	
SUBJECT:	Short-term, Non-academic Employees, Substitutes, and Professional Experts	Information	
		Enclosure(s)	X

BACKGROUND

Enclosed are personnel actions with regard to the employment of short-term, non-academic employees, substitutes and professional experts approved by the Director responsible for the supervision of the specific area.

This item was prepared by Kai Wattree-Jackson, Human Resources Technician II and Sandra Coon, Administrative Assistant

RECOMMENDATION

Authorization is requested to approve the employment of short-term, non-academic employees and substitutes.

Robert Sammis
Recommended by

/_____
Moved Seconded

Aye __ Nay __ Abstained __

Approved for Submittal

Item No. H.1.j.

**CLASSIFIED EMPLOYEES
SHORT-TERM, HOURLY,
SUBSTITUTES
MAY 1, 2012**

NAME	CLASSIFICATION	REASON	DEPARTMENT	BEGIN	END	RANGE & STEP	HOURLY RATE/TOTAL
Azpeitia, Maria	Stipend	College Success newsletter	BSI Grant	5/2/12	6/1/12		\$1000/tl.
Beach, Kristine	Stipend	College Success newsletter	BSI Grant	5/2/12	6/1/12		\$1000/tl.
Chang, Daniel	Volunteer	Junior Golf summer program	Golf Range	6/25/12	7/26/12		
Chan, Alex	Volunteer	Junior Golf summer program	Golf Range	6/25/12	7/26/12		
Garcia, Joshua	Volunteer	Junior Golf summer program	Golf Range	6/25/12	7/26/12		
Groth, Trent	Volunteer	Junior Golf summer program	Golf Range	6/25/12	7/26/12		
Hunter, Ricky	Volunteer	Junior Golf summer program	Golf Range	6/25/12	7/26/12		
Olivas, Daniel	Volunteer	Junior Golf summer program	Golf Range	6/25/12	7/26/12		
Rodriguez, Jacob	Volunteer	Junior Golf summer program	Golf Range	6/25/12	7/26/12		
Smith, Brett	Volunteer	Junior Golf summer program	Golf Range	6/25/12	7/26/12		
So, Homerson	Volunteer	Junior Golf summer program	Golf Range	6/25/12	7/26/12		

**VOLUNTEER COACHES
2012/2013
SPRING/FALL**

Volunteer Coaches

	SPRING	DATES
Bunten, Mike	M. Water Polo	12/11/12 thru 6/30/13
Bruce-Oliver, Fred	M. Soccer	1/1/13 thru 6/30/13
Dean, Rebecca	Volleyball	8/1/12 thru 6/30/13
Dorman, Brian	W. Soccer	12/11/12 thru 6/30/13
Horton, Julian	M. Golf	8/1/12 thru 12/31/12
Horton, Julian	W. Golf	1/1/13 thru 6/30/13
Joyce, Michael	M. Water Polo	8/1/12 thru 6/30/13
Jung, Shin	Volleyball	1/1/13 thru 6/30/13
Kaji, Manabu	M. Soccer	8/1/12 thru 6/30/13
Kelly, Fink	Volleyball	12/11/12 thru 6/30/13
Nila, Richard	Track	8/1/12 thru 12/31/12
Read, Chris	Football	5/2/12 thru 6/30/12
Rivas, Brandon	W. Water Polo	12/11/12 thru 6/30/13
Rivas, Brandon	M. Water Polo	1/1/13 thru 6/30/13
Rivas, Crystal	W. Water Polo	1/1/13 thru 6/30/13
Schmelzeisen, Jason	M. Soccer	12/11/12 thru 6/30/13
Torres, Rigo	M. Soccer	8/1/12 thru 6/30/13
Williams, Darren	W. Soccer	8/1/12 thru 6/30/13
Yorba, Elenda	W. Water Polo	8/1/12 thru 6/30/13

PROFESSIONAL EXPERT**May 1, 2012**

Name	Classification	Department	Begin	End	Rate
Ameral, Marne	Interpreter II	DSP&S	07/01/12	12/30/12	\$27.95/hr.
Boston, Pearlyvene	Interpreter II	DSP&S	07/01/12	12/30/12	\$27.95/hr.
Bunten, Michael	Assistant - Men's Water Polo	Kinesiology	08/01/12	12/10/12	\$4,418.00/Ttl.
Cadena, Kimberleigh	Interpreter IV	DSP&S	07/01/12	12/30/12	\$34.16/hr.
Distelrath, Jason	Interpreter V	DSP&S	07/01/12	12/30/12	\$39.34/hr.
Dorman, Brian	Assistant - Women's Soccer	Kinesiology	08/01/12	12/10/12	\$5,982.00/Ttl.
Fink, Kelly	Assistant - Women's Volleyball	Kinesiology	08/01/12	12/10/12	\$5,563.00/Ttl.
Garcia, Christina	Director of Development and Alumni Relations (A temporary, one-year assignment)	Foundation	05/02/12	06/30/13	\$7,083.33/mth.
Geerer, Sheri	Interpreter IV	DSP&S	07/01/12	12/30/12	\$34.16/hr.
Glenn, Anna	Interpreter II	DSP&S	07/01/12	12/30/12	\$27.95/hr.
Holm, Dorene	Interpreter I	DSP&S	07/01/12	12/30/12	\$23.81/hr.
Howell, Terri	Interpreter IV	DSP&S	07/01/12	12/30/12	\$34.16/hr.
Hurtado, Aimee	Interpreter I	DSP&S	07/01/12	12/30/12	\$23.81/hr.
Liskey, Renee	Choreographer (Women's Ensemble "Listen to the Music" Pop Show)	Music	05/15/12	05/25/12	\$1,500.00/Ttl.
Louden, Gerrie	Interpreter IV	DSP&S	07/01/12	12/30/12	\$34.16/hr.
Navarro, Carol	Interpreter I	DSP&S	07/01/12	12/30/12	\$23.81/hr.
Quatro, Kristina	Interpreter V	DSP&S	07/01/12	12/30/12	\$39.34/hr.
Quintana, Sergio	Interpreter I	DSP&S	07/01/12	12/30/12	\$23.81/hr.
Rivas, Brandon	Assistant - Women's Water Polo	Kinesiology	08/01/12	12/10/12	\$4,418.00/Ttl.
Schmelzeisen, Jason	Assistant - Men's Soccer	Kinesiology	08/01/12	12/10/12	\$5,563.00/Ttl.
Sengupta, Regina	Interpreter IV	DSP&S	07/01/12	12/30/12	\$34.16/hr.
Shaffer, Rachel	Interpreter III	DSP&S	07/01/12	12/30/12	\$31.06/hr.
Williams, Brandi	Interpreter V	DSP&S	07/01/12	12/30/12	\$39.34/hr.
Zachmann, Amy	Interpreter IV	DSP&S	07/01/12	12/30/12	\$34.16/hr.

H. ACTION ITEMS (continued)

Personnel Recommendations

2. Authorization is requested to approve the employment of Dr. Christine Goedhart effective August 24, 2012, in a full-time tenure track position (a first year contract of 175 days) in the discipline of Biological Sciences (General), at a salary placement of Class 5 Step 4, on the Full-Time Faculty Salary Schedule (pending verification of qualifications and experience) totaling \$66,629.00 annually plus \$27,698.69 in health and statutory benefits. (Page 134)
3. Authorization is requested to approve the employment of Ms. Barbara Juncosa effective August 24, 2012, in a full-time tenure track position (a first year contract of 175 days) in the discipline of Biological Sciences (Microbiology), at a salary placement of Class 4 Step 3, on the Full-Time Faculty Salary Schedule (pending verification of qualifications and experience) totaling \$60,630.00 annually plus \$26,906.22 in health and statutory benefits. (Page 135)
4. Authorization is requested to approve the employment of Mr. Andrew Silva effective August 24, 2012, in a full-time tenure track position (a first year contract of 175 days) in the discipline of Kinesiology, at a salary placement of Class 2 Step 3, on the Full-Time Faculty Salary Schedule (pending verification of qualifications and experience) totaling \$54,699.00 annually plus \$26,122.73 in health and statutory benefits. (Page 136)
5. Authorization is requested to declare salaries for all management, classified supervisors, confidential, and other unrepresented employees indefinite for the 2012/2013 fiscal year, as a result of financial uncertainties, negotiations, legislation, and other factors. (Page 137)

General

6. Authorization is requested to approve the first reading of BP 4020 Program, Curriculum, and Course Development. (Page 138)

At this time, the board may adjourn to closed session to discuss Item No. F.

I. ADJOURNMENT

Dates to remember:

May 15, 2012	Board of Trustees Meeting & Retiree/Tenuree Reception
May 20-26, 2012	CSEA Week
May 28, 2012	HOLIDAY – <i>Memorial Day</i>

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE:	May 1, 2012	Resolution	_____
SUBJECT:	Employment of Dr. Christine Goedhart Biology (General) Instructor	Information	_____
		Enclosure(s)	_____

BACKGROUND

As a result of the recommendation of the Faculty Needs Identification Committee, the Board of Trustees authorized the hiring of ten full-time faculty for the 2012-13 academic year. This recommendation is to approve the hiring of one of those positions.

This item was prepared by Linda Hughes, Human Resources Technician II.

RECOMMENDATION

Authorization is requested to approve the employment of Dr. Christine Goedhart effective August 24, 2012, in a full-time tenure track position (a first year contract of 175 days) in the discipline of Biological Sciences (General), at a salary placement of Class 5 Step 4, on the Full-Time Faculty Salary Schedule (pending verification of qualifications and experience) totaling \$66,629.00 annually plus \$27,698.69 in health and statutory benefits.

Robert Sammis
Recommended by

_____/_____
Moved Seconded

Aye ___ Nay ___ Abstained ___

Approved for Submittal

Item No. H.2.

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u>X</u>
DATE:	May 1, 2012	Resolution	_____
SUBJECT:	Employment of Ms. Barbara Juncosa Biology (Microbiology) Instructor	Information	_____
		Enclosure(s)	_____

BACKGROUND

As a result of the recommendation of the Faculty Needs Identification Committee, the Board of Trustees authorized the hiring of ten full-time faculty for the 2012-13 academic year. This recommendation is to approve the hiring of one of those positions.

This item was prepared by Linda Hughes, Human Resources Technician II.

RECOMMENDATION

Authorization is requested to approve the employment of Ms. Barbara Juncosa effective August 24, 2012, in a full-time tenure track position (a first year contract of 175 days) in the discipline of Biological Sciences (Microbiology), at a salary placement of Class 4 Step 3, on the Full-Time Faculty Salary Schedule (pending verification of qualifications and experience) totaling \$60,630.00 annually plus \$26,906.22 in health and statutory benefits.

Robert Sammis
Recommended by

/_____
Moved Seconded

Aye ___ Nay ___ Abstained ___

Approved for Submittal

Item No. H.3.

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u>X</u>
DATE:	May 1, 2012	Resolution	_____
SUBJECT:	Employment of Mr. Andrew Silva Kinesiology Instructor	Information	_____
		Enclosure(s)	_____

BACKGROUND

As a result of the recommendation of the Faculty Needs Identification Committee, the Board of Trustees authorized the hiring of ten full-time faculty for the 2012-13 academic year. This recommendation is to approve the hiring of one of those positions.

This item was prepared by Linda Hughes, Human Resources Technician II.

RECOMMENDATION

Authorization is requested to approve the employment of Mr. Andrew Silva effective August 24, 2012, in a full-time tenure track position (a first year contract of 175 days) in the discipline of Kinesiology, at a salary placement of Class 2 Step 3, on the Full-Time Faculty Salary Schedule (pending verification of qualifications and experience) totaling \$54,699.00 annually plus \$26,122.73 in health and statutory benefits.

Robert Sammis
Recommended by

/_____
Moved Seconded

Aye ___ Nay ___ Abstained ___

Approved for Submittal

Item No. H.4.

BP 4020 PROGRAM, CURRICULUM, AND COURSE DEVELOPMENT

References:

Education Code Sections 70901(b), 70902(b), 78016

Title 5 Sections 51000, 51022, 55100, 55130, and 55150

U.S. Department of Education regulations on the integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended.

The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. The Superintendent/President shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.

Furthermore, these procedures shall include:

- appropriate involvement of the faculty and Academic Senate in all processes;
- regular review and justification of programs and course outlines;
- opportunities for training for persons involved in aspects of curriculum development; and
- consideration of job market and other related information for career and technical programs.

All new programs and program deletions shall be approved by the Board of Trustees.

All new programs shall be submitted to the California Community College Chancellor's Office for approval as required.

Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board of Trustees. Non-degree applicable credit courses and degree-applicable courses that are not part of an existing approved program must satisfy the conditions set forth in Title 5 regulations. They must also be approved by the Board of Trustees.

Credit Hour

Consistent with federal regulations applicable to federal financial aid eligibility, the District shall assess and designate each of its programs as either a "credit hour" or a "clock hour" program.

The Superintendent/President will establish procedures and prescribe the definition of "credit hour" consistent with applicable federal regulations, as they apply to community college districts.

The Superintendent/President shall establish procedures to assure that curriculum at the District complies with the definition of “credit hour” or “clock hour,” where applicable. The Superintendent/President shall also establish procedure for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit-hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims.

See Administrative Procedure 4020.

Office of Primary Responsibility: Academic Affairs

Date Adopted:

Approved by EPC	4/2/12
ASCC	3/20/12
CSEA	3/13/12
Management Team	3/7/12
Senate	3/19/12
Supervisors/Confidential	3/9/12

*Note: New language is indicated by underline, deleted language is indicated by ~~strike~~through, and legally required language is indicated in **bold**.*

AP 4020 INSTRUCTIONAL PROGRAMS AND CURRICULUM

References:

Title 5 Sections 51021, 55000 et seq., and a55100 et seq.

Accreditation Standard II.A

U.S. Department of Education regulations on the integrity of Federal Student Financial

Aid Programs under Title IV of the Higher Education Act of 1965, as amended.

Program and curriculum development are academic and professional matters which are initiated by faculty within the departments and submitted through the appropriate approval process established by the Curriculum Committee under the jurisdiction of the Academic Senate. The Vice President of ~~Instruction~~ Academic Affairs provides the administrative oversight for the process.

Program Review

At least every 6 years, as a regular part of the program review process, the program review committee shall review each prerequisite, corequisite, and advisory to establish that each is still supported by the faculty in the discipline or department and by the Curriculum Committee and is still in compliance with all other provisions of this procedure and with the law.

Program Approval Process

The Office of ~~Instruction~~ Academic Affairs, with input from the Educational Programs Committee, is responsible for the oversight of the academic program review approval process. Programs are examined using evaluative criteria established by the committee.

The Office of ~~Instruction~~ Academic Affairs and the Educational Programs Committee submit reports of their actions and policies to the Academic Senate. In addition, they submit all actions to the Board of Trustees for review.

The Curriculum Committee is responsible for the oversight of degrees and Certificates of Achievement. All new Associate Degrees, Certificates of Achievement and existing approved programs with substantial modifications are sent first to the Board of Trustees for review, and then on to the Chancellor's Office for approval.

Once approved by the Chancellor's Office, the Degree, Certificate or program is added to the inventory of approved programs. Skill awards are locally approved. All approved programs are published in the Citrus College catalog.

Curriculum Approval Process

The Curriculum Committee is responsible for the oversight of the curriculum approval process. All proposals for new courses, and all modifications to approved courses, are submitted through the curriculum approval process. The stages for initiation, review, approval, and evaluation are contained in the Citrus College Curriculum Handbook which is a publication of the policies determined by the Curriculum Committee and approved by the Academic Senate.

All approved courses are entered in the District database system. The database of approved courses is maintained by the Office of ~~Instruction~~ Academic Affairs. Courses are published in the Citrus College Catalog and schedules.

The Curriculum Committee submits reports of its actions and policies to the Academic Senate. In addition, it submits all major actions to the Board of Trustees for review.

Courses not part of an approved program are submitted to the Curriculum Committee for stand-alone approval. Once approved, stand-alone courses are reported to the Chancellor's Office.

The Curriculum Committee is responsible for establishing timelines and limits for the curriculum approval process.

CREDIT HOUR

For purposes of federal financial aid eligibility, a "credit hour" shall be not less than:

One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester of credit, or the equivalent amount of work over a different amount of time; or

At least an equivalent amount of work as required in the paragraph above, of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Office of Primary Responsibility: Academic Affairs

Date Adopted:

Approved by EPC	4/2/12
ASCC	3/20/12
CSEA	3/13/12
Management Team	3/7/12

Senate 3/19/12
Supervisors/Confidential 3/9/12

*Note: New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and legally required language is indicated in **bold**.*

CITRUS COMMUNITY COLLEGE DISTRICT ACADEMIC AFFAIRS

Draft rev. 3/2/12

AP 4102 CAREER TECHNICAL PROGRAMS

References: Title 5 Sections 55600 et seq.

Career and Technical Program Advisory Council

Section 55601 in Title 5 of the California Code of Regulations requires that all career and technical programs have regularly scheduled advisory council meetings. ~~For the purpose of this administrative procedure, Career and technical programs: are defined as those with an asterisk (*) TOP code.~~

- A. Offer a sequence of courses that
 - a. Provide individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for careers and further education in current or emerging professions;
and
 - b. Provide technical skill proficiency, an industry recognized credential, a certificate, or an associate degree.
- B. Include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual. [Carl D. Perkins Career and Technical Act of 2006, Section 3.5 Definition of Career and Technical Education.]

Advisory council membership ~~should~~ shall include working professionals, and employers, in the appropriate program field whose expertise would benefit the program. These professionals ~~should~~ shall be the majority of the council membership, selected by the faculty in a particular program, and reviewed and appointed by the division dean. Additional membership on the council may include full-time faculty, adjunct faculty, the director and/or dean, current students, program alumni, secondary partners and undergraduate institutions.

Advisory councils are used for planning purposes, curriculum development, college relations, and maintaining career and technical programs that are relevant to the occupation(s), job needs and up-to-date with current field practices.

A. Functions of the Career and Technical Program Advisory Council

- To study the educational needs of the occupation(s) aligned with a specific career and technical program and to make recommendations to the College program faculty and administration relating to these needs. Such recommendations may be included in the program's academic program review.
- To provide up-to-date information related to emerging trends, current and future employment needs, and future directions for the subject area.
- To assist in identifying the need for and the development of new programs and review existing programs for possible modification to meet the changing needs of

the workplace.

- To recommend program quality indicators, including standards for completers, to ensure successful entry-level employment in the subject area.
- To furnish specialized information and advice on technical requirements needed for changes in facilities, equipment, materials and staffing required for effective, up-to-date, and relevant program instruction.
- To assist in marketing the program, recruiting students, and job placement of graduates of the program.
- To further a cooperative relationship between the College and the resource agencies of the community in support of the program.

B. Operation of the Council

- Meetings must be conducted at least once per academic year. It is recommended that the council meet twice a year, once in the fall and once in the spring.
- A faculty member of the particular career and technical program shall serve as chairperson of the council and shall preside at all meetings. If a faculty member is unable or the program faculty elect, a director or dean may serve as the chair.
- The council may appoint subcommittees as needed.
- Council responsibilities of individual members may be designated as needed.
- Meetings shall have prepared agendas that are sent to council members and other appropriate parties in advance of the meeting.
- Minutes of each meeting shall be kept on file in the Division office and recorded in the Office of Academic Affairs. Minutes should reflect the names, title and company or organization of each member.

Provisions for Documenting the Competencies of Students Completing Career and Technical Programs

All programs are responsible for monitoring, documenting, and communicating with their Advisory Council how students are progressing toward the competencies, objectives, and student learning outcomes identified for the particular program. Students may demonstrate proficiency in one or more of the following ways:

- Achieving grades on all assignments and examinations in each course within the program that would enable them to receive a certificate of completion, certificate of achievement, and/or a degree in the particular field.
- Performing all identified skills needed to enter a particular profession at a level that indicates proficiency in the particular skill.
- Completing all required clinical rotations or internships as required by the program.
- Passing all required local, state, and or national certification or licensure tests or examinations.
- Achieving identified course, program, and institutional student learning outcomes.

Gainful Employment

Consistent with federal regulations pertaining to federal financial aid eligibility, the Superintendent/President will ensure that the District complies with the United States

Department of Education's disclosure requirements for each of the District's career and technical programs, by disclosing federally-mandated information about the programs to prospective students. The District shall make the required disclosures available to prospective students in promotional materials and on its website.

The Superintendent/President shall establish procedures to ensure that the District meets these reporting requirements whenever the District intends to add a new career and technical program.

~~Board Approved 05/18/10~~

Date Adopted:

Approved by	EPC	4/2/12
	ASCC	3/20/12
	CSEA	3/13/12
	Management Team	3/7/12
	Senate	3/19/12
	Supervisors/Confidential	3/9/12

*Note: New language is indicated by underline, deleted language is indicated by ~~strike through~~, and legally required language is indicated in **bold**.*

AP 4105 DISTANCE EDUCATION

References:

Title 5 Sections 55200 et seq.

U.S. Department of Education regulations on the integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended.

34 Code of Federal Regulations Part 602.17.

Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education course is the same student who participates in and completes the course or program and receives the academic credit. The District will provide each student at the time of registration, a statement of the process in place to protect student privacy.

The Office of Academic Affairs shall utilize one or more of these methods to authenticate or verify the student's identity:

- Secure credentialing/login and password; or
- Proctored examinations.

Definition: Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.

Course Approval: Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education.

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in AP 4020 titled Program and Curriculum Development. Distance education courses shall be approved under the same conditions and criteria as all other courses.

Certification: When approving distance education courses, the Curriculum Committee will certify the following:

- **Course Quality Standards:** The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses.

- Course Quality Determinations: Determinations and judgments about the quality of the distance education course were made with the full involvement of the Curriculum Committee approval procedures.
- Instructor Contact: Each section of the course that is delivered through distance education will include regular effective contact between instructor and students.
- Duration of Approval: All distance education courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline.

Office of Primary Responsibility: Academic Affairs

Date Adopted:

Approved by	EPC	4/2/12
	ASCC	3/20/12
	CSEA	3/13/12
	Management Team	3/7/12
	Senate	3/19/12
	Supervisors/Confidential	3/9/12

*Note: New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and legally required language is indicated in **bold**.*

AP 4225 COURSE REPETITION

References:

Education Code Section 76224:

Title 5 Sections 55040, 55041, 55042, ~~55043~~, 55253, and 56029

When a student repeats a course that is not designated as repeatable and receives a satisfactory grade, then the student may not repeat the course again unless there is another provision that allows repetition.

When a student with a disability repeats a class, the previous grade and credit shall be disregarded in computation of grade point averages.

Nothing can conflict with Education Code Section 76224 pertaining to the finality of grades assigned by instructors, or with Title 5 or District procedures relating to retention and destruction of records.

A student may not repeat a course in which the student received a grade of C or better, with the following exceptions:

- The course description in the college catalog states that the course may be repeated for credit.
- A student may petition to repeat a course once where it has been determined by the college that there has been a significant lapse of time since the student previously took the course. The units and grade points of the first enrollment in the course shall be used in computing the student's grade point average at Citrus College and the permanent academic record shall be so annotated.
- When repetition is necessary to enable that student to meet a legally mandated training requirement as a condition of volunteer or paid employment. The grade received by the student each time will be included in computing the student's grade point average.
- Students may repeat activity courses where the course objectives are met by repeating a similar primary educational activity and an expanded educational experience occurs each time the course is repeated for the following reasons: The student's skills or proficiencies will be enhanced by supervised repetition and practice within class periods, and active participatory experience in individual study or group assignments is the method to learn the objectives. Examples of activity courses that qualify as repeatable courses include physical education courses and courses in music, fine arts, theater, and dance. Absent substandard academic work, courses may not be repeated for more than three semesters, including summers and intersessions.

- Students with disabilities can repeat a special class for students with disabilities any number of times when an individualized determination verifies that such repetition is required as a disability-related accommodation for the student for one of the reasons specified in Title 5 Section 56029.

Students may repeat a course once when a “D”, “F”, “FW”, “NC”, “NP”, or “W” has been earned. When a student repeats a class to alleviate substandard academic work, the previous grade and credit shall be disregarded in the computation of grade point average. The student shall not be allowed additional repetitions during the three semesters following the previous repetition. The permanent academic record shall be annotated in such a manner that all work (including the original course grade) remains legible.

To take the course a third time, a student must file a petition and receive approval. The petition will be considered only if the withdrawal or substandard grade on the second attempt was the result of extenuating circumstances. Extenuating circumstances shall be defined as verified cases of accident, illness or other circumstances beyond the control of the student. When the course is repeated, the units and grade points of the higher grade only shall be used in computing the student’s grade point average at Citrus College, and the permanent academic record shall be annotated in such a manner that all work (including the original course grades) remains legible.

A student may repeat a course at another accredited college to alleviate a final grade of “D”, “F”, “FW”, or “NC” earned at Citrus College. The student shall file a petition and verify the grade with an official college transcript. The units and grade points of the higher grade only shall be used in computing the student’s grade point average at Citrus College, and the permanent academic record shall be annotated in such a manner that all work (including the original course grade) remains legible.

Courses that are repeated shall be recorded on the student’s permanent academic record using an appropriate symbol. Annotating the permanent academic record shall be done in a manner that all work remains legible, ensuring a true and complete academic history. Nothing herein shall be construed in such a way that it conflicts with Education Code Section 76224 pertaining to the finality of grades assigned by instructors, or with Title 5 or district procedures relating to retention and destruction of records.

Office of Primary Responsibility: Academic Affairs

Date Adopted:

Approved by	EPC	4/2/12
	ASCC	3/20/12
	CSEA	3/13/12
	Management Team	3/7/12
	Senate	3/19/12
	Supervisors/Confidential	3/9/12

*Note: New language is indicated by underline, deleted language is indicated by ~~strike through~~, and legally required language is indicated in **bold**.*

AP 4260 PREREQUISITES, CO-REQUISITES, AND ADVISORIES

References:

Title 5 Sections 55000 and ~~55003~~ et seq.

~~The Citrus Community College District adopts the following policy in order to provide for the establishing, reviewing, and challenging of prerequisites, co-requisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practice. The Board of Trustees recognized that, if these prerequisites, co-requisites, advisories and limitations are established unnecessarily or inappropriately, they constitute unjustifiable obstacles to student access and success and, therefore, the Board adopts this policy which calls for caution and careful scrutiny in establishing them. Nonetheless, the Board also recognizes that it is as important to have prerequisites in place where they are a vital factor in maintaining academic standards as it is to avoid establishing prerequisites where they are not needed. For these reasons, the Board has sought to establish a policy that fosters the appropriate balance between these two concerns.~~

Prerequisites, co-requisites, advisories, and limitations are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. It is also necessary to ensure that prerequisites, co-requisites, advisories, and limitations do not constitute unjustifiable obstacles to student access and success. Therefore, to foster the appropriate balance between these two concerns, the Education Code requires provides that prerequisites, co-requisites, advisories, and limitations may be established based solely on content review, either on content review with statistical validation or on content review alone.

I. College Policies and Procedures

A. Information in the Catalog and Schedule of Classes

The college shall provide the following explanations both in the college catalog and in the schedule of classes:

1. Definitions of prerequisites, co-requisites, and limitations on enrollment including the differences among them and the specific prerequisites, co-requisite and limitations on enrollment which have been established.
2. Procedures for a student to challenge prerequisites, co-requisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge. The information about challenges must

include, at a minimum, the specific process including any deadlines, the various types of challenge that are established in law, and any additional types of challenge permitted by the collegeⁱ.

3. Define advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.

4. Definitions of contract course, co-requisite, noncredit basic skills course, non-degree-applicable basic skills course, prerequisite and satisfactory grade.

B. Challenge Process

The college shall establish a process by which a student who does not meet a prerequisite or co-requisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the class as follows:

1. If space is available in a course when a student files a challenge to the prerequisite or co-requisite, the district shall reserve a seat for the student and resolve the challenge within five (5) working days. If the challenge is upheld or the district fails to resolve the challenge within the five (5) working day period, the student shall be allowed to enroll in the course. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the student registers for that subsequent termⁱⁱ.
2. Grounds for challenge shall include the following:
 - a. Those grounds for challenge specified in Section 55201(e f) of Title 5.
 - b. The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or one or more of the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he or she would be delayedⁱⁱⁱ by a semester or more in attaining the degree or certificate specified in his or her Student Educational Plan.
 - c. The student seeks to enroll in a course which has a prerequisite established to protect health and safety, and the student demonstrates that he or she does not pose a threat to himself or herself or others^{iv}.
3. The college shall formally establish a challenge process including:

- a. Who makes the determination of whether the challenge is valid: For challenges concerning academic qualifications, the initial determination should be made by someone who is knowledgeable about the discipline, preferably someone qualified to teach in the discipline, but not the person who is the instructor of the section in which the student wishes to enroll.
- b. What possibility of appeal exists: If the validity of the challenge is determined by one person and not a committee, there must be an opportunity to appeal.
- c. The student has the obligation to provide satisfactory evidence that the challenge should be upheld. However, where facts essential to a determination of whether the student's challenge should be upheld are or ought to be in the college's own records, then the college has the obligation to produce that information ^v.

C. Curriculum Review Process

The curriculum review process at the college shall at a minimum be in accordance with all of the following:

1. Establish a Curriculum Committee and its membership in a manner that is mutually agreeable to the college administration and the academic senate.
2. Establish prerequisites, co-requisites, and advisories on recommended preparation (advisories) only upon the recommendation of the academic senate except that the Academic Senate may delegate this task to the Curriculum Committee without forfeiting its rights or responsibilities under Title 5 Section 53200-53204 of Title 5 and within the limits set forth in Title 5 Section 5503. Certain limitations on enrollment must be established in the same manner. See II.C. below.
3. Establish prerequisites, co-requisites, advisories on recommended preparation, and limitations on enrollment only if:
 - a. The faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in the department do all of the following:
 - (1) Approve the course ^{vi}; and,
 - (2) As a separate action, approve any prerequisite or co-requisite, only if:
 - (a) The prerequisite or co-requisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including, at a minimum, all of the following:
 - i. involvement of faculty with appropriate expertise;
 - ii. consideration of course objectives set by relevant department(s) (the curriculum review process should be done in a manner that is in accordance with accreditation standards);
 - iii. be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;

- iv. specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;
 - v. identification and review of the prerequisite or co-requisite which develops the body of knowledge and/or measures skills identified under iv.
 - vi. matching of the knowledge and skills in the targeted course (identified under iv.) and those developed or measured by the prerequisite or co-requisite (i.e., the course or assessment identified under v.); and
 - vii. maintain documentation that the above steps were taken.
- ~~(b) The prerequisite or co-requisite meets the scrutiny specified in one of the following: II.A. 1 a. through A.1.g. and specify which ^{vii}.~~
- (3) Approve any limitation on enrollment that is being established for an honors course or section, for a course that includes intercollegiate competition or public performance, or so that a cohort of students will be enrolled in two or more courses, and, in a separate action, specify which.
 - (4) Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively ^{vii}.
 - (a) Review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student had knowledge or skills not taught in the course. If the student would need knowledge or skills not taught in the course then the course may be approved for degree applicable credit only if all requirements for establishing the appropriate prerequisite have been met excepting only approval by the Curriculum Committee.
 - (b) Review the course outline to determine whether receiving a satisfactory grade is dependent on skills in communication or computation. If receiving a satisfactory grade is sufficiently dependent on such skills, then the course may be approved for degree applicable credit only if all requirements have been met for establishing a prerequisite or co-requisite of not less than eligibility for enrollment to a degree-applicable course in English or mathematics, respectively ^{viii}.
 - (c) A course which should have a prerequisite or co-requisite as provided in (a) or (b) but for which one or more of the requirements for establishing a prerequisite have not been met may only ^{ix}:
 - i. Be reviewed and approved pursuant to the standards for non-degree applicable credit, non-credit, or community service; (Section 55002) or
 - ii. Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or co-requisites ^x.
- b. The Curriculum Committee also reviews the course and prerequisite in a manner that meets each of the requirements specified in I.C.3.a.(1)-(4).

D. Program Review

As a regular part of the Program Review process or at least every six years, except that the prerequisites and co-requisites for vocational courses or programs shall be reviewed every two years, the college shall review each prerequisite, co-requisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the Curriculum Committee and is still in compliance with all other provisions of this policy and with the law. Prerequisites or co-requisites established between July 6, 1990, and October 31, 1993, shall be reviewed by July 1, 1996. Any prerequisite or co-requisite which is successfully challenged under subsections (1), (2) or (3) of Section 55201(f) shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law.

E. Implementing Prerequisites, Co-requisites, and Limitations on Enrollment
Implementation of prerequisites, co-requisites, and limitations on enrollment must be done in some consistent manner and not left exclusively to the classroom instructor. Every attempt shall be made to enforce all conditions a student must meet to be enrolled in the class through the registration process so that a student is not permitted to enroll unless he or she has met all the conditions or has met all except those for which he or she has a pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition ^{xi}.

F. Instructor's Formal Agreement to Teach the Course as Described
The college shall establish a procedure so that courses for which prerequisites or co-requisites are established will be taught in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or co-requisite. The process shall be established by consulting collegially with the local academic senate and, if appropriate, the local bargaining unit.

II. Review of Individual Courses

If the student's enrollment in a course or program is to be contingent on his or her having met the proposed prerequisite(s) or co-requisite(s), then such a prerequisite or co-requisite must be established as follows. If enrollment is not blocked, then what is being established is not a prerequisite or co-requisite but rather an advisory on recommended preparation and must be identified as such in the Schedule and Catalog. Establishing advisories does not require all the following steps. (~~See II.B below.~~)

~~A. Prerequisites and Co-requisites~~

~~1. Levels of Scrutiny~~

~~Prerequisites and co-requisites must meet the requirements of at least one of the following subsections ^{xiii}:~~

a. ~~The Standard Prerequisites or Co-requisites^{*iv}~~

~~The college may establish satisfactory completion of a course^{*v} as prerequisite or co-requisite for another course provided that, in addition to obtaining the review of the faculty in the discipline or department and the curriculum committee as provided above, the college specifies as part of the course outline of record at least three of the campuses of the University of California and the California State University which reflect in their catalogs that they offer the equivalent course with the equivalent prerequisite(s) or co-requisite(s). Any combination of University of California campuses and California State University campuses is acceptable in satisfaction of this requirement.~~

b. ~~Sequential Courses Within and Across Disciplines^{*vi}~~

~~A course may be established as a prerequisite or co-requisite for another course provided that, in addition to the review by faculty in the department or discipline and by the Curriculum Committee as described above skills, concepts, and/or information taught in the first course are presupposed in the second course, and a list of the specific skills and/or knowledge a student must possess in order to be ready to take the second course is included in its outline or record.~~

c. ~~Courses in Communication or Computation Skills~~

~~Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course by course basis. A course in communication or computation skills, or eligibility for enrollment in such a course, may be established as a prerequisite or co-requisite for any course other than another course in communication or computation skills if, in addition to the review by the faculty in the discipline or department and by the Curriculum Committee as provided above, the following is also done:~~

- ~~(1) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record; and~~
- ~~(2) Research is conducted as provided in II.A. 1.g.~~
- ~~(3) The prerequisite or co-requisite may be established for a period of not more than two years while the research is being conducted provided that a determination is made that a student who lacks the particular skills is highly unlikely to receive a satisfactory grade because a sufficient percentage of the grade is directly dependent on these skills^{*vii}—This determination must be approved both by the faculty in the discipline as provided in I.C.3.a and by the Curriculum Committee as provided in I.C.3.b and must be based on a review of the syllabus as well as samples of tests and other assignments on which the grade is based^{*viii}.~~

d. ~~Cut Scores and Prerequisites~~

~~Whether or not research is required to establish a prerequisite, data collected to validate assessment instruments and cut scores is always relevant to reviewing the prerequisites for the associated courses^{*ix}. If such data are insufficient to establish the cut scores, any course~~

~~prerequisites established for the same course or courses may not be printed in subsequent catalogs and schedules nor enforced in subsequent semesters until the problems are resolved, and sufficient data exist to establish the cut scores. In such a case, the collection of this data shall be done in the manner prescribed in II.A.I.g of this policy in addition to other requirements of law^{xx}. Such a prerequisite may be changed to an advisory on recommended preparation while the problems are being resolved.~~

~~e. Programs~~

~~In order to establish a prerequisite for a program, the proposed prerequisite must be approved as provided for a course prerequisite in regard to at least one course that is required as part of the program^{xxi}.~~

~~f. Health and Safety^{xxii}~~

~~A prerequisite or co-requisite may be established provided that, in addition to the review by faculty in the department or division and by the Curriculum Committee as provided above:~~

- ~~(1) The course for which the prerequisite is proposed is one in which the student might endanger his or her own health and safety or the health and safety of others; and~~
- ~~(2) The prerequisite is that the student possess what is necessary to protect his or her health and safety and the health and safety of others before entering the course.~~

~~g. Recency and Other Measures of Readiness~~

~~Recency and other measures of readiness may be established as a prerequisite or co-requisite only if, in addition to the review by the faculty in the discipline or department and by the Curriculum Committee as provided above, the following is also done:~~

- ~~(1) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record.~~
- ~~(2) Data are gathered according to sound research practices in at least one of the following areas:~~
 - ~~(a) The extent to which students, those currently enrolled in the course or those who have completed it, believe the proposed prerequisite to co-requisite is necessary.~~
 - ~~(b) Comparison of the faculty members' appraisal of students' readiness for the course to whether students met the proposed prerequisite or co-requisite. The faculty appraisal could be done at any time in the semester that the college determined was appropriate and based on independent assignments, quizzes and exams, participation in class, or other indicators that the student was or was not ready to take the course.~~
 - ~~(c) Comparison of students' performance at any point in the course with completion of the proposed prerequisite or co-requisite^{xxiii}.~~
 - ~~(d) Comparison of student performance in the course to their scores on assessment instruments in the manner required to validate an~~

assessment instrument and cut scores for the course in question as described in II.A.1.d.

- (3) ~~The standard for any comparison done pursuant to II.A.2.(A)(D) shall be that a student is highly unlikely to receive a satisfactory grade in the course unless the student has met the proposed prerequisite or co-requisite^{xxiv}. The research design, operational definition, and numerical standards, if appropriate, shall be developed by research personnel, discipline faculty, and representatives of the Academic Senate. If the evidence fails to meet the standard established, the college may establish the proposed prerequisite or co-requisite as a recommended preparation and may seek to establish it as a prerequisite or co-requisite only by following the process described in this policy and any applicable college policies.~~
- (4) ~~If the Curriculum Committee has determined as provided in I.C.3.A.(4)(a) or (b) that a new course needs to have a prerequisite or co-requisite, then the prerequisite or co-requisite may be established for a single period of not more than two years^{xxv} while research is being conducted and a determination is being made, provided that~~
 - ~~(a) All other requirements for establishing the prerequisite or co-requisite have already been met; and~~
 - ~~(b) Students are informed that they may enroll in the course although they do not meet the prerequisite. However, students who lack the prerequisite may not constitute more than 20% of those enrolled in any section of the course^{xxvi}.~~
 - ~~(c) Prerequisites and co-requisites which are exempt from review at the time they are, or were, established, as provided in Section 55201(d), are not eligible for this exception, and the research must be conducted during the six years before they must be reviewed. (See I.D. above.)~~

~~2. Additional Rules~~

~~Title 5, Section 55202 specifies additional rules which are to be considered part of this document as though reproduced here.~~

~~BA. Advisories on Recommended Preparation~~

~~The college may recommend that a student meet a standard of readiness at entry only if recommended by the faculty in the discipline or department and by the Curriculum Committee as provided in I.C. above. This process is required whether the college used to describe such recommendations in its catalog or schedule as "prerequisites," or "recommended," or by any other term.~~

~~CB. Limitations on Enrollment~~

~~The types of limitation on enrollment specified below^{xxvii} xii may only be established through the curriculum review process by the discipline or department faculty and the Curriculum Committee specified above including the requirement to~~

review them again at least every six years, for example, as part of program review. The following requirements must also be met in order to establish these particular limitations on enrollment.

1. Performance Courses

The college may establish audition or try-out as a limitation on enrollment for courses that include public performance or intercollegiate competition such as but not limited to band, orchestra, theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics provided that:

- a. For any certificate or associate degree requirement which can be met by taking this course, there is another course or courses which satisfy the same requirement; and
- b. The college includes in the course outline or record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same requirement.
- c. Limitations on enrollment established as provided for performance courses shall be reviewed during program review or at least every six years to determine whether the audition or try-out process is having an disproportionate impact on any historically underrepresented group and, if so, a plan shall be adopted to seek to remedy the disproportionate impact ^{xxviii} xiii . If disproportionate impact has been found, the limitation on enrollment may not be printed in subsequent catalogs or schedules nor enforced in any subsequent term until such a plan has been endorsed by the department and the college administration and put into effect. (See also Sections 55502(e) and 55512.)

2. Honors Courses ^{xxix} xiv

A limitation on enrollment for an honors course or an honors section of a course may be established if, in addition to the review by the faculty in the discipline or department and by the Curriculum Committee as provided above, there is another section or another course or courses at the college which satisfy the same requirements. If the limitation is for an honors course and not only for an honors section, the college must also include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same associate degree or certificate requirement.

3. Blocks of Courses or Sections ^{xxx} xv

Blocks of courses or blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of students. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or department and by the Curriculum Committee as provided above, there is another section or another course or courses which satisfy the same requirement. If the cohort is created through limitations on enrollment in the courses rather than limitations on specific sections of courses, then the college must include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the

other course or courses which satisfy the same associate degree or certificate requirement.

Footnotes

i. Colleges should also publish this information in the student handbook, if the college publishes one, or in whatever other documents that are published to assist students in understanding college rules and procedures.

ii. The college has an obligation to resolve challenges in a “timely manner.” [See Section 55201(e).] However, the student should not wait until the last minute to file the challenge. If the college could not meet the one-week timeline, it could reserve a seat for the student or make provision in its policies on maximum class size to exceed the set size for such a student.

iii. If other courses are available which meet the same requirement, the student is not being delayed. There is no obligation to honor a student’s preference. The point is that this type of limitation on enrollment should not even be established unless alternative choices exist to meet any graduation requirement satisfied by taking the performance course.

iv. The Federal Government’s Americans with Disabilities Act of 1990 requires further that if a student with a disability seeks admission to a course which has a prerequisite designed to protect health and safety, then the burden is on the college to establish that there is no accommodation available that would protect health and safety and permit the student to enroll without undue costs to the district.

v. For example, if a student challenges on the basis of claiming that a prerequisite was not established properly, that the student must show some legitimate reason for believing that the prerequisite was not established properly. However, if the student makes a prima facie case, the college must then produce the relevant information from its own files and not expect the student to request the files and search out the information.

vi. The main point here is that the faculty, and the curriculum committee as well, must approve the prerequisite as a separate action from any approval of the course. However, it is not required that the faculty in the department in fact approve the course, although there are obvious reasons why that is recommended good practice. Title 5 requires only approval of the course by a curriculum committee that is a committee of the Academic Senate or established in a manner agreeable to the Senate and the campus administration (Section 55002). Title 5 further requires that prerequisites and all academic and professional matters be matters for the board to rely primarily on the Senate or reach joint agreement with it. (Sections 53200 et seq.)

~~vii. It is strongly encouraged that this review be based on the actual syllabus, texts, and tests for the course. Only in that way is it possible to determine not merely what the course theoretically should be requiring students to know but, rather, what in practice the course actually does require students to know. If the course is new and exams have not yet been written, an advisory could be established instead of a prerequisite or the instructor could prepare sample tests and submit them at the same time the course is being proposed. If the prerequisite or co-requisite is required for the course to be approved for degree applicable credit, then the instructor shall be required to submit sample tests at the same time the course is being proposed.~~

~~viii.~~ vii. Individual courses will need to be reviewed first to determine whether, if appropriate academic standards are upheld, the students would need to have met a prerequisite or enroll in a co-requisite: “When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or co-requisites which are established, reviewed, and applied in accordance with the requirements of Article 2 (commencing with Section 55200),” and “If Success in the course is dependent upon communication or computation skills, then the course shall require. . . as pre- or co-requisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.” [Section 55002(a)(2)(E), emphasis added] Secondly, the texts and other grading criteria for the course would need to be examined to see whether in actual fact the students do need to have the indicated skills or knowledge. If a course should require a prerequisite as determined by the first review, but does not meet the criteria required for establishing the prerequisite, then it must be revised so it does meet that standard, or it may not be offered as a degree applicable credit course.

~~ix.~~ viii. See II.A.1.c.(3) for the treatment of a course which would be required to have a prerequisite or co-requisite in order to be a degree applicable course but for which data is normally required before such a prerequisite or co-requisite could be established.

~~x.~~ ix. It is possible to have degree applicable courses which have no prerequisites at all. For example, although reading would be assigned in an art history class, it might be possible to learn enough through visual and auditory means to get a satisfactory grade even though the student had difficulty with the reading and, yet, the level of instruction be collegiate.

~~xi.~~ x. For example, the committee receives a proposal for a physics course that is described as requiring calculus. The curriculum committee would first determine whether a calculus prerequisite seemed necessary to the course being taught at the indicated level. Since this course would appear to need a calculus prerequisite, the second step is to see whether all the requirements have been met for establishing such a prerequisite. If they have not, then the committee could not approve the course unless either (a) the further work was done to meet all the requirements for a prerequisite; or (b) the course was approved only for non-degree applicable credit, non-credit, or community service.

~~xii.~~ xi. For example, this further information might require waiting for a final grade from the previous semester to be submitted or an assessment test to be scored. If a college is not able to put information into its data base from the transcripts of all students transferring into the college, it could simply inform the student that, according to their data, he or she has not met the prerequisite. If the student believes a course taken at another institution should satisfy the prerequisite, the student could then file a challenge and be enrolled in the course pending the resolution of the challenge. A college may also routinely ask students at the time of registration if they have met the prerequisite for the course in question and permit the student to enroll if the student says he or she has met the prerequisite. The college must then routinely check to confirm that the student has indeed met the prerequisite and, if not, the student’s enrollment be canceled even if instruction has already begun.

~~xiii.~~ Certain types of prerequisites need not be reviewed in this way until the next time the program of which they are a part is due for Program Review. See Section 55201(d).

~~xiv.~~ This section would allow the standard and obvious prerequisites to be established with a minimum of review, enhancing the transfer function in particular and allowing for the resources of

the college to be expended on the problematic cases. Examples that would fit well here are standard science class prerequisites or standard foreign language classes. Since this section is intended for very common cases, a college that is having difficulty finding three UC or CSU campuses that have the same prerequisite and the same courses should instead seek to establish the prerequisite under another subsection. However, the CAN system might provide a quick source of information on which campuses teach the most common courses. The Subject A English course is required by all UC campuses as a prerequisite for English composition classes.

xv. Some courses have more than one prerequisite. Each prerequisite would have to be approved as provided.

xvi. Vocational courses often have obvious prerequisites, but the courses are not offered at enough UC or CSU campuses to meet the requirements of II.A.1.a. Although most such prerequisites would be within the discipline, others would not. For example, the health professions commonly have prerequisites outside the discipline such as anatomy and physiology for nursing. The same level of scrutiny could be used for establishing one course in reading or writing courses as a prerequisite for another course in reading or writing except that such prerequisites would need to be changed to advisories on recommended preparation if the data collected to establish cut off scores on assessment tests were not sufficient for that purpose. See II.A.1.e. below.

xvii. That percentage need not be so high that the student who lost all these points would be certain to obtain an unsatisfactory grade. For example, if the student would lose 25% of the total points possible by failing the research paper assignment, then he or she could receive a "C" only by obtaining more than 90% of the remaining points, a very difficult task.

xviii. For example, if calculus is required and if problems involving calculus are on the exams but there are also extra credit opportunities sufficient to offset point lost by lacking the knowledge of calculus, then calculus is not in fact necessary. If material that is presented in reading assignments tested is also presented in class, so that it is realistic that a student with less than the recommended reading skills could nonetheless learn the material through the classroom presentations, then that level of reading preparation should only be an advisory on recommended preparation rather than a prerequisite.

xix. Assessment tests and cut scores may only be established in the manner prescribed in "Standards, Policies and Procedures of the Evaluation of Assessment Instruments Used in the California Community Colleges," August, 1992.

xx. These requirements are spelled out in the document referenced in the previous footnote.

xxi. If a college wishes to establish requirements to complete a course or courses before admission to a program in order to establish priorities for admission to the program, such a requirement may only be established as provided in Section 58106 of Title 5 on enrollment priorities. For example, nursing programs sometimes require completion of all requirements for the associate degree prior to admission to the nursing program itself.

xxii. Districts should also review the applicable provisions of the Federal Government's Americans with Disabilities Act of 1990 in regard to any requirements that apply specifically to students with disabilities.

xxiii. Student performance could be measured using final grades, or it could be measured using their performance up to any point as early as six weeks into the course. The later the date chosen for measuring student performance, the more extraneous factors like change in work schedule or

personal illness will also affect the data. The option described in g.(2)(b) above would permit the instructor to adjust for such irrelevant factors and even for the student who is doing the work but unsuccessfully or provide for these other factors in some other way in the research design. On the other hand, others believe that the use of faculty perception is more subjective and grades more objective. This issue is left for discussion at the campus, since all of these approaches are legitimate research methodologies, and there are no conclusive reasons to require any one of them.

xxiv. This standard, that a student is highly unlikely to receive a satisfactory grade in the course unless the student has met the proposed prerequisite, is not an additional measure but, rather, is the point of whatever measure is used. Whether the comparison is with student final grades or with a midterm grade or student satisfaction with the prerequisite or faculty assessment of student preparation, the point is to confirm that the student would be unlikely to succeed unless he or she met the prerequisite.

xxv. Although this language would permit two years of grace, the intent is that normally the issue would be resolved during the first year. A second year is permitted only if unanticipated problems arise in the data collection process itself such that the data are lost or are rendered meaningless or unintelligible.

xxvi. Provision is made here for admitting students who have not met the prerequisite since collecting meaningful data on the value of the prerequisite requires being able to compare students who did meet it to students who did not. However, since a prerequisite of this type has been judged to be vital to maintaining academic standards, the qualified students should be at least 80% of any section of the course. The college might implement this provision through labeling such prerequisites as provisional and, then, permitting individual students to challenge on that basis. The college may also simply program its computer to permit students to enroll on a first come, first served basis and, until the 20% limit is reached, permit students who do not have the prerequisite to simply enroll in the regular registration process. In any case, the issue of how to implement this provision is left to the district to college to determine so long as students are notified of their right under this section and so long as students who lack the prerequisite are in some manner limited to not more than 20% of the total enrollment in any one section.

xxvii. xii. These limitations on enrollment are academic matters and need to be established through the curriculum process. Other limitations on enrollment may also be determine to be academic and professional matters as provided in Section 53200 et seq., or be included in collective bargaining agreements or be imposed by outside agencies such as fire departments. This document should not be interpreted to require or encourage any particular method for establishing other limitations on enrollment.

xxviii. xiii. The determination of disproportionate impact should normally be done by comparing students enrolled in the course to the general student population.

xix. xiv. If the honors section is a separate course, and an articulation agreement exists that treats the course differently upon transfer or if there are other extrinsic, concrete benefits to taking the honors course, then restriction on enrollment should be established as provided for prerequisites rather than as provided here for limitations on enrollment.

xxx. xv. The Puente Program is perhaps the most well-known example of such a program.

Office of Primary Responsibility: Academic Affairs

Date Adopted:

Approved by	EPC	4/2/12
	ASCC	3/27/12
	CSEA	3/13/12
	Management Team	3/7/12
	Senate	3/19/12
	Supervisors/Confidential	3/9/12

*Note: New language is indicated by underline, deleted language is indicated by ~~striketrough~~, and legally required language is indicated in **bold**.*

UNAPPROVED
MINUTES OF THE REGULAR MEETING
OF THE BOARD OF TRUSTEES
CITRUS COMMUNITY COLLEGE DISTRICT

April 3, 2012

The Board of Trustees of the Citrus Community College District met for the regular meeting on Tuesday, April 3, 2012, in the Center for Innovation Community Room.

Board President Montgomery 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).

RESOURCE PERSONNEL PRESENT: Geraldine M. Perri, Superintendent/President; John Baker, Interim 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; Nickawanna Shaw, Academic Senate President; Steve Sigel, CSEA President; and Christine Link, Recording Secretary.

ADMINISTRATORS AND EMPLOYEES SIGNING THE VOLUNTARY SIGN-IN SHEET:

Management Team: Paula Green, Lan Hao, M. A. Hurtado, and Linda Welz

Faculty: Ken Guttman

Supervisors/Confidential: Marilyn Grinsdale, Lari Kirby, and Eric Magallon

Classified Employees: Clarence Cernal, Steve Handy, Deborah M. Leeper, R.A. Manfere-Campillo, Marian Manfre-Winchester, Pam McGuern, Cathy Napoli, Mamie Richmond, and Mike Ramos

Adjunct Faculty: None

Students: Crescencio Calderon, David Dara, Lauren Early, Walter Galvez, and Ryan Gomez,

VISITORS: Maritza Velazquez

Geraldine M. Perri, Ph.D., Superintendent/President, was pleased to report that the college has once again earned impressive rankings in the national publication *The Hispanic Outlook in Higher Education*. For 2012, Citrus College placed in the top 50

community colleges nationally in three categories: Community Colleges by Hispanic Full-time Enrollment, with a ranking of 45; Community Colleges for Hispanics Awarding Associate Degrees, with a ranking of 40; and Community Colleges by Hispanic Faculty, with a ranking of 40. Dr. Perri said the college is honored to be on the national radar, and she noted that there were only a small number of colleges in California that made the list.

Dr. Perri said Citrus College was bustling with activity last week as more than 1,300 high school students, accompanied by their teachers, arrived on campus for the 7th Annual Fine and Performing Arts Open House. Dr. Perri said the event showcased the talent and academic programs of the college. She thanked Mr. Robert Slack, Dean of Fine and Performing Arts; Dr. Irene Malmgren, Vice President of Academic Affairs; and the Fine and Performing Arts students, faculty, and staff for their efforts in arranging for this special college event.

Dr. Perri reported that the spring College Transfer Fair and Transfer Task Force meeting were very successful. The Transfer Fair offered Citrus College students the opportunity to meet onsite with numerous representatives from four-year colleges and universities. The fair was followed by a meeting of the Transfer Task Force. Dr. Perri commended Dr. Lucinda Over, Dean of Counseling, and Ms. Justina Rivadeneyra, Coordinator, Career/Transfer Center, for their efforts in coordinating these events.

Dr. Perri announced the formation of the college's Institutional Effectiveness Committee (IEC). The IEC will be chaired by Dr. Lan Hao, Director of Institutional Research, and Mr. James Woolum, Program Review Coordinator. The purpose of the committee is to review and make recommendations on matters regarding institutional effectiveness, such as the review and assessment of the integrated planning process and the means by which it is linked to the budget process. Dr. Perri said the committee has already begun to meet.

Irene Malmgren, Ed.D., Vice President of Academic Affairs, reported that students from the *Clarion* attended the Journalism Association of Community Colleges (JACC) conference in March. During the conference, Citrus College was named a "Pacesetter" for program excellence, the highest honor for a California community college student publication. The Pacesetter is awarded to the top four colleges in the state, based on total points accumulated in JACC competitions. Citrus College has won the Pacesetter four times since 1998. In addition, both the *Clarion* newspaper and the clariononline.com website won General Excellence awards, the top JACC honor for a student publication. Seven students also brought home six individual awards.

Regarding College Success, Dr. Malmgren said counselors and educational advisors have begun visiting 63 basic skills, math, English and ESL classes to inform students of the college support services that are available. In addition, College Success counselors conducted a workshop for English 099 faculty entitled "Student Support Services: How to Empower Students to Succeed Beyond the Classroom." They will also present this workshop to math faculty in April.

John Baker, Ed.D., Interim Vice President of Student Services, presented the Board with table tents that the faculty in DSP&S and Counseling created. The table tents contained information about services in each of their areas and will be placed at locations where students gather. Dr. Baker said this is a great way to inform students, and he thanked them for their efforts.

Dr. Baker reported that Citrus College is in good standing with regard to its cohort default rate (CDR). The CDR is the rate that measures how many student loan borrowers default on their federal loans within two years of entering repayment. Colleges with high CDRs, including those above 25% for 3 consecutive years and those with rates above 40%, face sanctions and can lose their ability to offer federal loans and Pell Grants. Citrus College's three-year CDR is 17.6% and its most recent one-year rate is 8.7%. Dr. Baker said this is an excellent number, and he added that the college's low CDR rate is very important to our students.

Robert Sammis, J.D., Director of Human Resources, reported that the new collective bargaining agreement between the District and CCFA was on the docket for the Board's consideration. Dr. Sammis said that at all times during negotiations, the discussions were professional, direct, and centered on finding mutually agreeable solutions. He expressed his appreciation for the degree of professionalism and openness that was demonstrated during the process.

Carol R. Horton, Vice President of Finance and Administrative Services, spoke to agenda items related to the Budget Development Assumptions and Calendar and Budget Revisions. She reviewed revenues and expenditures in the budget development assumptions, which she said are based on the Governor's ballot initiative being rejected by voters in November. Mrs. Horton said, assuming the Governor and the Legislature approve a state budget by June 15th, the college's adopted budget for 2012-2013 will be ready for approval at the September 11th Board meeting.

Nohemi Camacho, Student Trustee, reported that Student Trustee-elect Crescencio Calderon organized the recent Cesar Chavez Blood Drive on campus. During the two-day event, 180 units of blood were donated. This is a record number for community colleges who participate in this event, and Student Trustee Camacho said this amount could potentially save 540 lives.

Edward C. Ortell, Member, Board of Trustees, said there has been another report issued by the Gold Line Construction Authority indicating that the Gold Line is on target for a 2015 date for completing the line from Pasadena to the Citrus Station. He said this will be very helpful for Citrus College students. Trustee Ortell also commented that there has been an initiative filed with the Secretary of State that seeks to roll back tuition for the California Community Colleges, the California State University and the University of California. It also proposes to eliminate redundancies between the three systems. He said community colleges may support some parts of the initiative and oppose others, and he suggested that the college monitor it as it moves through the process.

Patricia Rasmussen, Member, Board of Trustees, thanked Dr. Perri and Mrs. Horton for meeting with her to explain several items with regard to the college budget. She also reported that she and Mrs. Susan M. Keith, Clerk/Secretary, Board of Trustees, were working on documents for the Board's self-evaluation.

MINUTES

Item 1: Moved by Trustee Rasmussen and seconded by Trustee Keith to approve the regular meeting minutes of March 20, 2012, as presented. 5 Yes.

INFORMATION AND DISCUSSION

Presentation of the Progress of the Sustainability Plan – Carol R. Horton, Vice President of Finance and Administrative Services

Mrs. Horton introduced Mr. Bob Bradshaw, Project Manager, and Mr. Matt Sullivan of Newcomb, Anderson & McCormick, who presented a report on the progress of the Citrus College Sustainability Committee and the template they are developing for California's community colleges. Mr. Bradshaw complimented Dr. Martha McDonald, Dean of Students; and Ms. Adrienne Thompson, Supervisor of Student Life and Leadership Development; for taking the template to the ASCC leadership class and asking them to develop SMART goals and objectives for college sustainability. Mr. Bradshaw said there will be a campus presentation of the plan during Earth Day activities later in the month.

Trustee Area Boundary Discussion – Joanne Montgomery, President, Board of Trustees

The Board participated in discussions regarding the roster to be included on all official college documents. The decision was made to list the primary city and "portions of" the other cities within their trustee areas with the exception of Trustee Area #5 that covers the cities of Monrovia and Bradbury.

Administrative Procedure Review – Geraldine M. Perri, Ph.D., Superintendent/President

The Board Sub-Committee of Board President Montgomery and Trustee Keith met on January 18, 2012, to conduct a review of Board Policies and Administrative Procedures in the 2000 series. Following that review, the entire Board participated in discussions regarding the revisions at their work session held during the regularly scheduled Board meeting of February 7, 2012.

The following Administrative Procedures were provided for a second and final review at the meeting: AP 2710 – Conflict of Interest, and AP 2712 – Conflict of Interest Code.

Program Reviews – Foreign Languages & Speech Communication – Irene Malmgren, Ed.D., Vice President of Academic Affairs

Dr. Malmgren presented highlights of the program reviews for Foreign Languages and Speech Communications.

INDEPENDENT CONTRACTORS

Item 2: Moved by Trustee Woods and seconded by Trustee Rasmussen to approve the attached list of independent contractor/consultant agreements as submitted. 5 Yes.

FACILITIES USE

Item 3: Moved by Trustee Woods and seconded by Trustee Rasmussen to approve facility rentals and usage. 5 Yes.

BIDS

Item 4: Moved by Trustee Woods and seconded by Trustee Rasmussen to allow staff to prepare specifications and formally bid Project #08-1112, Little Theater Remodel Project. The project will be funded from Fund 41, Capital Projects. Award of contract will be by Board action. 5 Yes.

CURRICULUM

Item 5: Moved by Trustee Woods and seconded by Trustee Rasmussen to approve the modified courses and inactivated courses. 5 Yes.

PERSONNEL RECOMMENDATIONS

Item 6: Moved by Trustee Woods and seconded by Trustee Rasmussen to approve the personnel actions with regard to the employment, change of status, and/or separation of academic employees. 5 Yes.

Item 7: Moved by Trustee Woods and seconded by Trustee Rasmussen to approve the personnel actions with regard to the employment, change of status, and/or separation of classified employees. 5 Yes.

Item 8: Moved by Trustee Woods and seconded by Trustee Rasmussen to approve the employment of short-term, non-academic employees and substitutes. 5 Yes.

BUDGET – WARRANTS – FINANCIAL STATEMENT, ETC.

Item 9: Moved by Trustee Rasmussen and seconded by Trustee Keith to approve the 2012-2013 Budget Development Assumptions and Budget Calendar that were approved by the Financial Resources Committee on March 1, 2012. 5 Yes.

- Item 10:** Moved by Trustee Woods and seconded by Trustee Keith to approve the attached budget revisions for funds 01.0, 01.3, 33.0, 41.0 and 42.0 for the fiscal year 2011-2012. 5 Yes.

RESOLUTION

- Item 11:** Moved by Trustee Keith and seconded by Trustee Rasmussen to adopt Resolution #2011-12-08 to adopt the Citrus College Sustainability Mission Statement and to provide support for the Pilot Demonstration of the California Community College Sustainability Template at Citrus College. 5 Yes.

CONSTRUCTION – CAPITA PROJECTS

- Item 12:** Moved by Trustee Rasmussen and seconded by Trustee Woods to accept Project #03-0910, Restroom Building East Campus as complete and authorize staff to file the required Notice of Completion with the County of Los Angeles. The final contract amount is \$596,297.77. 5 Yes.
- Item 13:** Moved by Trustee Ortell and seconded by Trustee Rasmussen to accept Project #06-1112, Energy Service Contract, Lecture Halls as complete and authorize staff to file the required Notice of Completion with the County of Los Angeles. The final contract amount is \$48,988.00. 5 Yes.
- Item 14:** Moved by Trustee Keith and seconded by Trustee Rasmussen to approve the award of bid #01-1112, Library and Reprographics Roofing Project to Commercial Roofing System, Inc. of Arcadia, California and authorize the Vice President of Finance & Administrative Services to execute the contract on behalf of the District. The bid price of \$192,529 is within budget and will be funded from Fund 41, Capital Projects. 5 Yes.

PERSONNEL RECOMMENDATIONS

- Item 15:** Moved by Trustee Rasmussen and seconded by Trustee Woods to adopt Resolution #2011-12-09 directing the Superintendent/President, or designee, to give written notice of layoff to the classified employees to be laid-off pursuant to the requirements of law. 5 Yes.

COLLECTIVE BARGAINING

- Item 16:** Moved by Trustee Keith and seconded by Trustee Rasmussen to approve the Tentative Agreement between the Citrus Community College District and the Citrus College Faculty Association, effective January 1, 2012 through December 31, 2014, ratified by a majority affirmative vote of the unit membership. 5 Yes.

BOARD POLICIES

Item 17: Moved by Trustee Keith and seconded by Trustee Rasmussen to approve the second and final reading of the following Board Policies: BP 2210 – Officers; BP 2220 – Committees of the Board; BP 2355 – Public Meeting Decorum; and BP 2430 – Delegation of Authority to Superintendent/President. 5 Yes.

CLOSED SESSION: At 5:21 p.m., Board President Montgomery 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 Faculty Association/CTA/NEA (CCFA); Citrus College Adjunct Faculty Federation, (CAFF) Local 6352 of the American Federation of Teachers; and, California School Employees Association (CSEA) Citrus College Chapter Local 101.

Per Section 54954.5(e) and 54957: PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

Per Section 54956.9: CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION AND CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

RECONVENE OPEN SESSION: At 6:13 p.m., Board President Montgomery reconvened the meeting to open session with no action taken.

ADJOURNMENT: At 6:14 p.m., it was moved by Trustee Keith and seconded by Trustee Woods to adjourn the meeting.

Date

Gary L. Woods
Clerk/Secretary
Board of Trustees