

CITRUS COMMUNITY COLLEGE DISTRICT

AGENDA OF REGULAR MEETING OF THE BOARD OF TRUSTEES

MEETING: Regular Meeting in July

DATE: Tuesday, July 17, 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
Crescencio Calderon, 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
James Woolum, Academic Senate President
Steve Siegel, Classified Employees
Crescencio Calderon, Student Trustee
Members of the Board of Trustees

(CONTINUED)

E. MINUTES

1. Approval of the Regular Meeting Minutes of June 19, 2012

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

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

G. INFORMATION AND DISCUSSION

1. Strategic Plan Progress Report 2011-2012 – Dr. Irene Malmgren, Vice President of Academic Affairs, and Dr. Lan Hao, Director of Institutional Research (Page 4)
2. Program Reviews: Cosmetology & Child Development – Dr. Irene Malmgren, Vice President of Academic Affairs (Page 46)

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	Board of Trustees	Action	_____
DATE	July 17, 2012	Resolution	_____
SUBJECT:	Strategic Plan Progress Report 2011-2012	Information	_____ X
		Enclosure(s)	_____ X

BACKGROUND

As depicted by the integrated planning model, the college has now integrated the Strategic Plan into divisional and departmental planning. As such, annual reporting of collegewide major achievements is incorporated into the strategic plan annual progress report.

The academic year 2011-12 marks the first year of implementation of the *Citrus College Strategic Plan for 2011-2016*. The 2011-2012 Progress Report documents collegewide achievements made in the first year of the five-year plan of advancing the institutional goals and strategic objectives in the six focus areas: *Academic Excellence, Student Support and Success, College Resources, Learning Environment, Institutional Effectiveness and Community/College Relations*.

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

RECOMMENDATION

Information only, no action required.

Lan Hao, Ph.D.
Recommended by

/_____
Moved Seconded

Aye ___ Nay ___ Abstained ___

Approved for Submittal

Item No. _____ G.1. _____

Citrus College

Strategic Plan: 2011-2012 Progress Report



DEFINING GOALS • IMPLEMENTING STRATEGIES • PREPARING FOR THE FUTURE



Dear Colleagues:

A year ago, the Citrus College community introduced a new, five-year Strategic Plan that empowers the college to define its goals, implement new strategies for success and plan for the future. At the start of each academic year, the college community, through the development of the Annual Implementation Plan, sets the stage for the year's goals and objectives. I am pleased to present the 2011-2012 Progress Report, which describes the objectives and activities that were accomplished during this past year.

The Progress Report focuses on six areas: Academic Excellence, Student Support and Success, College Resources, the Learning Environment, Institutional Effectiveness and Community/College Relations and details quantifiable outcomes such as:

- A student recruitment plan
- Resource needs prioritized based on program review
- Introduction of the Sustainability Plan template
- Enhanced opportunities for professional development

All of the initiatives described in the Progress Report foster institutional stability; facilitate students' accomplishments in the areas of completion, transfer and career preparation; and ensure Citrus College's legacy of academic excellence. I commend the faculty, staff and students for their contribution to advancing this important work. I would also like to express my gratitude to the Board of Trustees for their leadership and their support of this effort.

Sincerely,

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

Citrus Community College District Board of Trustees

Mrs. Joanne Montgomery

President
Monrovia/Bradbury and portions of Duarte
Representative

Mrs. Susan M. Keith

Vice President
Claremont and portions of Pomona and La Verne
Representative

Dr. Gary L. Woods

Clerk/Secretary
Azusa and portions of Duarte Representative

Dr. Edward C. Ortell

Member
Duarte and portions of Azusa, Monrovia, Arcadia
Covina and Irwindale Representative

Dr. Patricia Rasmussen

Member
Glendora and portions of San Dimas Representative

Mr. Crescencio Calderon

Student Representative

Dr. Geraldine M. Perri

Superintendent/President

CITRUS COLLEGE STRATEGIC PLAN

Progress Report 2011-2012

- 1) Academic Excellence; 2) Student Support and Success; 3) College Resources; 4) Learning Environment;
5) Institutional Effectiveness; 6) Community/College Relations

	<u>Focus Area</u>	<u>Institutional Goal</u>	<u>Contact</u>	<u>Strategic Objectives/Specific Activities</u>	<u>Update of Activities</u>
1.	Academic Excellence	1.1 Citrus College will provide high quality instructional programs in recognized and emerging fields of study that lead to successful attainment of degrees, certificates, employment and transfer.	Vice President of Academic Affairs	1.1.1: Increase student access to courses by offering a wider range of scheduling options. <ul style="list-style-type: none"> • Analyze Spring 2012 schedule and adjust to increase student access. • Implement GE/IGETC study results. 	<p><u>Carried Over</u></p> <p>Dean of Enrollment Management led discussions at two Enrollment Management Committee meetings and at two deans' meetings. The process for determining categories is complicated and will require more time and attention than was initially anticipated. It is recommended that the project continue through the next planning year.</p> <p>Phase 1 data management tools are partially complete. Enrollment Management software now provides forms that show enrollment based on transfer categories. Yet to be developed are forms that show FTES totals by transfer category. This is underway and completion will depend on the availability of Banner data provided by TeCS.</p>

	<u>Focus Area</u>	<u>Institutional Goal</u>	<u>Contact</u>	<u>Strategic Objectives/Specific Activities</u>	<u>Update of Activities</u>
1.	Academic Excellence	1.1 Citrus College will provide high quality instructional programs in recognized and emerging fields of study that lead to successful attainment of degrees, certificates, employment and transfer.	Dean of Students	1.1.8: Provide increased opportunities for student feedback in institutional and instructional practices <ul style="list-style-type: none"> • Form a task force consisting of student affairs and academic affairs key personnel to develop options for collecting student feedback. 	<u>Completed</u> The CCSSE was administered in spring 2012, with additional questions. The CCSSE provided an opportunity to ask questions regarding institutional and instructional practices. The CCSSE also included questions to evaluate student's SLO awareness. Data results will be available in fall 2012.

CITRUS COLLEGE STRATEGIC PLAN
Progress Report 2011-2012

	<u>Focus Area</u>	<u>Institutional Goal</u>	<u>Contact</u>	<u>Strategic Objectives/Specific Activities</u>	<u>Update of Activities</u>
1	Academic Excellence	1.2 Citrus College will support teaching and learning with high quality professional development, ongoing student outcomes assessment, and thoughtful selection and application of technological support.	Vice President of Academic Affairs	<p>1.2.4: Provide opportunities for collaborative teaching.</p> <ul style="list-style-type: none"> • Provide professional development opportunities and training to promote best teaching practices. • Propose a strategy to expand learning communities that utilizes faculty development funds. • Explore additional opportunities to create interdisciplinary programs combining technical, applied arts, and media production. 	<p><u>Completed</u></p> <p>Seventeen workshops yielded a total of 477 participants. Ten out of 17 workshops were organized by the Faculty Learning Institute (FLI); three were organized by Classified Staff Development; one was organized by the Supervisor/ Confidential Staff Development; and three were offered to support the professional development of both faculty and classified employees. Survey responses (N = 356) from faculty and classified staff attending staff development workshops indicate that 45% felt the workshops were excellent, 31% felt they were above average, and 24% felt that they were adequate. Feedback from the supervisor/confidential staff development workshop was very positive, with those in attendance requesting another informal workshop in fall 2012.</p> <p>A strategy to expand learning communities (LCs) with district funds was submitted in December 2011. Funds were not available to expand LCs in 2012-2013. The college is proceeding with grant funded LCs instead. Expansion will be reviewed when funds are available.</p> <p>Deans of Language Arts and Performing Arts have met several times to discuss program changes needed and to strategize the hire of a faculty lead. This recommendation is dependent on improvements in the state budget outlook and may be tabled.</p>

	Focus Area	<u>Institutional Goal</u>	Contact	<u>Strategic Objectives/ Specific Activities</u>	<u>Update of Activities</u>
1	Academic Excellence	1.2 Citrus College will support teaching and learning with high quality professional development, ongoing student outcomes assessment, and thoughtful selection and application of technological support.	Vice President of Academic Affairs	<p>1.2.5: Develop a formal mentoring program for faculty.</p> <ul style="list-style-type: none"> • With division faculty participation, develop mentoring program for new faculty • Encourage faculty and management participation in the SanFACC Mentoring Program. • Assess need for expanded professional development for adjunct faculty 	<p><u>Completed</u></p> <p>An ad hoc Academic Senate committee was established to design the new mentoring program. A Citrus College Foundation Grant in the amount of \$3,000 will fund the program for the 2012-2013 year. The program will provide faculty mentors to newly hired faculty and will offer monthly workshops to help new faculty assimilate into the Citrus College environment and succeed in the classroom. It is anticipated that seven new hires, beginning in fall 2012, will be paired with seven mentors. It is also anticipated that 100% of the new hires will participate in and successfully complete the one-year mentoring program. Seven workshop events are scheduled to occur during the 2012-2013 academic year.</p> <p>The 2010-2011 program included 10 mentees and six mentors. Five out of 10 (50%) of the mentees were faculty members; three out of 10 (30%) were classified employees; one out of 10 (10%) came from the management team; and one out of 10 (10%) was a professional expert. One hundred percent of the mentors were members of the Citrus College Management Team. The 2011-2012 program included one mentee and a single mentor. Pairings for the 2012-2013 program were established in May 2012 and include four mentees (three faculty and one classified employee) and four mentors.</p> <p>The 2012 survey respondents indicated that they were interested and available for training. The most requested workshops included training in Blackboard, PowerPoint, Word, leadership, and podcasting. Additionally, a high percentage of the respondents demonstrated interest in learning about innovative teaching pedagogies, student engagement and retention, critical thinking, and evaluation of student learning outcomes. Results from the survey indicate that 78% have an interest in attending a Blackboard Workshop; 58% would like to see a workshop about student engagement; 42% would attend a workshop regarding the assessment of student learning outcomes; and 63% have interest in attending a workshop on student retention.</p>

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Progress Report 2011-2012

- 1) Academic Excellence; 2) Student Support and Success; 3) College Resources; 4) Learning Environment;
5) Institutional Effectiveness; 6) Community/College Relations

	<u>Focus Area</u>	<u>Institutional Goal</u>	<u>Contact</u>	<u>Strategic Objectives/Specific Activities</u>	<u>Update of Activities</u>
2.	Student Support and Success	2.1 Citrus College will ensure the long-term stability of the college by maintaining student enrollment	Dean of Students	<p>2.1.1 Develop and implement an institutional student recruitment campaign to reach potential students. This plan, which will utilize various recruitment/marketing modalities, will aim to brand the college and its uniqueness.</p> <ul style="list-style-type: none"> • School Relations and Outreach will develop a student recruitment plan. • Discuss the inclusion of the outreach plan in Advancement’s comprehensive marketing plan with the Director of Communications. 	<p><u>Completed</u> The Office of School Relations developed a student recruitment plan to facilitate the enrollment of high school seniors in the district.</p> <p><u>Carried Over</u> The goal was not met due to a change in leadership in Advancement. The goal will be evaluated with the new director.</p>

CITRUS COLLEGE STRATEGIC PLAN
Progress Report 2011-2012

	<u>Focus Area</u>	<u>Institutional Goal</u>	<u>Contact</u>	<u>Strategic Objectives/Specific Activities</u>	<u>Update of Activities</u>
2.	Student Support and Success	2.2 Citrus College will strengthen programs and services that address the learning needs of students	Vice President of Academic Affairs	<p>2.2.1 Implement best practices identified by groups such as the State Basic Skills Task Force and the RP (Research and Planning) Group with the goal of increasing the basic skills improvement rate.</p> <ul style="list-style-type: none"> • Agendize discussions of best practices at division meetings. • Assess student performance and feedback concerning the reorganization of the basic skills sequence. 	<p><u>Completed</u></p> <p>Mathematics and Health Sciences and Language Arts have had best practices discussions in division meeting this year and included recommendations in program reviews.</p> <p>The following data are from Instructional Program Review Data Books. The most recent program retention rates are: Math 89; RN 100; VN 100; English 94; ESL 98; Foreign Languages 97; Reading 94; Speech 99. The most recent program success rates are: Math 59; RN 100; VN 99.5; English 73; ESL 85; Foreign Languages 72; Reading 77; Speech 87.</p>

	<u>Focus Area</u>	<u>Institutional Goal</u>	<u>Contact</u>	<u>Strategic Objectives/Specific Activities</u>	<u>Update of Activities</u>
2.	Student Support and Success	2.2 Citrus College will strengthen programs and services that address the learning needs of students	Dean of Counseling	<p>2.2.3 Increase communication between Counseling and Instruction using program specific counselors in areas such as assisting students with learning disabilities, the use of the transfer guide, and providing more specific information about transfer to students.</p> <ul style="list-style-type: none"> • Provide Flex Day Workshop introducing counseling services. • Provide opportunities for key faculty/deans to attend the Transfer Task Force each semester to learn about transfer. • Assign full-time counselor liaisons to attend meetings with instructional faculty each semester to provide up-to-date transfer information. Relationships for liaisons are planned for Career Technical Education, College Success, and Athletics. 	<p><u>Completed</u></p> <p>The Counseling Division presented a Flex Day workshop on February 21, 2012. Counseling faculty also presented this information to English 98/99 faculty on March 29, 2012 and to math faculty on April 6, 2012.</p> <p>The coordinator for the Career/Transfer Center invited 27 faculty members and managers to the fall Transfer Task Force meeting on October 27, 2011. Twenty-nine faculty members and managers were invited to the spring meeting on March 22, 2012.</p> <p>Liaison relationships with full-time counseling faculty have been established in Athletics, Career/ Technical Education, Veteran’s Center (14 meetings with students and the Veteran team that includes a faculty member), Learning Communities (5 meetings with 9 instructional faculty), five Faculty Lead meetings, and six College Success Advisory meetings.</p> <p>DSP&S participated in the Counseling Division Flex Day activity. They also provided a table tent with information about services that was placed throughout the campus, especially in areas where instructional faculty congregate. In addition, the college provided a DSP&S workshop for managers and supervisors with a local attorney this year.</p>

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2.	Student Support and Success	2.2 Citrus College will strengthen programs and services that address the learning needs of students	Vice President of Academic Affairs	<p>2.2.4 Increase specialized programs to support student learning such as tutoring, online tutoring, supplemental instruction, learning communities, a writing lab, a reading center and intensive programs such as Power Math.</p> <ul style="list-style-type: none"> • Increase awareness of specialized support programs including student success data. • Assess impact of specialized programs and schedule/budget accordingly. 	<p><u>Completed</u></p> <p>Success data have been published as follows: Learning Communities, on the College Success website, Institutional Research (IR) website and Bridges to Success website; Supplemental Instruction on the IR website, Bridges to Success website and grant annual performance reports; Writing Café on the Bridges to Success website, grant annual performance reports and IR website; Math Success Center on the College Success website.</p> <p>A schedule has been developed and is housed in the enrollment management database. An annual schedule was developed by the deans, complete with faculty assignments (regular, overload, and part-time load) and projected enrollments designed to achieve apportionment targets. The annual schedule is used to generate division budgets for instructional compensation. This has allowed Academic Affairs to cooperate more closely with Finance in the annual budget development process.</p>

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2.	Student Support and Success	2.2 Citrus College will strengthen programs and services that address the learning needs of students	Vice President of Academic Affairs	<p>2.2.6: Conduct a comprehensive review of certificates, including the use and selection of advisory committees, articulation and promotion strategies.</p> <ul style="list-style-type: none"> • Conduct a comprehensive review of all certificates for content and student completers. • Review current advisory committees to ensure compliance with current Administrative Procedure (AP) guidelines. 	<p>Completed Recent review of certificates initiated revisions to Medium and Heavy Diesel, Diagnosis and Repair Technology, Public Works 1 and 2 and Water Technology. Additionally, consolidation of media certificates into a more comprehensive Digital and Web Design certificate has been completed, and outdated courses/certificates have gone through the curriculum committee for cancellation. Notification of cancellation is being drafted for the Chancellors Office. Remaining certificate programs have been reviewed or will be reviewed during fall and spring 2012-2013. For a comprehensive list of completers, please see the detail file 2010-2011 of certificates awarded on the shared drive.</p> <p>Changes to the Board of Trustees' administrative procedure for career and technical programs were submitted by the Perkins Implementation Team (PIT) with suggested changes to define programs needing an advisory council. The new language was adopted from federal Perkin's legislation. The Office of Academic Affairs maintains a list of advisory dates for each program and a copy of the minutes. Automotive Technology piloted a regional approach to an advisory committee in conjunction with Rio Hondo College and East Los Angeles College. There were some positive elements and a plan to run another regional meeting next year. The Dean of Career and Technical Education will also be piloting a new model for hosting continuous advisory council input and program feedback using Facebook (launching in summer 2012).</p>

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	<u>Focus Area</u>	<u>Institutional Goal</u>	<u>Contact</u>	<u>Strategic Objectives/Specific Activities</u>	<u>Update of Activities</u>
2.	Student Support and Success	2.3 Citrus College will enhance its supportive collegiate environment to enable students to persist and to achieve their goals of transfer, degree and certificate completion.	Director of Institutional Research	<p>2.3.1 Conduct ongoing research to determine how pilot programs such as the Basic Skills Initiative and the STEM grant impact student success.</p> <ul style="list-style-type: none"> • Conduct research to examine students' progression from basic skills to college level courses in math and English. 	<p><u>Completed</u></p> <p>Students who successfully completed basic skills math and English were followed to determine the progression rates to college level and transfer level coursework. For the fall 2009 math cohort (Math 130), 67% of students successfully completing math 130 progressed to college level math (Math 150 or above) within one and a half years, and 29% progressed to transfer level math (Math 151 or above) within two years. Furthermore, for the spring 2010 math cohort, 70% of students successfully completing Math 130 progressed to college level math within one and a half years, and 34% progressed to transfer level math within two years.</p> <p>For the fall 2009 English cohort (English 040), 52% of students successfully completing English 040 progressed to transfer level English (English 101 or above) within two years. Starting with the fall 2011 cohort, basics skills English will begin with English 099. Data is not yet available for this cohort due to the lack of time that has passed for full tracking.</p>

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2.	Student Support and Success	2.3 Citrus College will enhance its supportive collegiate environment to enable students to persist and to achieve their goals of transfer, degree and certificate completion	Dean of Admissions and Records	2.3.2 Research best practices to improve student persistence and implement the strategies that are the most promising. <ul style="list-style-type: none"> • Implement DegreeWorks to better track student progress • Track student course-taking patterns and increase student persistence 	<u>Carried Over</u> Several strategies to improve student persistence have been reviewed. Implementation of a new program called DegreeWorks has begun. This program will allow student awareness of the courses needed for their field of study and will help them streamline their education through to graduation. The DegreeWorks implementation began in May 2012. With the assistance of TeCS and Counseling, the college will be able to use DegreeWorks to track student progress and define clear educational goals and pathways for students to identify at the point of application. It will also intertwine with transfer articulation to align with transfer degrees and track student patterns and matriculation success. Using DegreeWorks, students will be able to be proactive in their learning, and the lines of communication between the college and transfer institutions will be strengthened.

	<u>Focus Area</u>	<u>Institutional Goal</u>	<u>Contact</u>	<u>Strategic Objectives/Specific Activities</u>	<u>Update of Activities</u>
2.	Student Support and Success	2.3 Citrus College will enhance its supportive collegiate environment to enable students to persist and to achieve their goals of transfer, degree and certificate completion	Dean of Counseling	<p>2.3.3 Use technology to assist student in completing programs including degree audit, online counseling, and online student educational plans</p> <ul style="list-style-type: none"> • Work with new Cal State Fullerton STEM grant to develop an electronic student educational plan for Citrus Students enrolled in STEM majors who plan to enroll at CSU Fullerton. • Monitor the number of students who use online counseling. Appoint a counseling lead to oversee the inquiries. 	<p><u>Completed</u></p> <p>In March 2012 the Chief Information Services Officer (CISO) met with the Dean of Counseling and the Dean of CTE to begin plans for implementing a degree audit system. The CISO for TeCS attended a conference in fall 2011 to discuss features of the degree audit and electronic Student Educational Plan. The dean of counseling is on the advisory committee for STEM. Implementation of DegreeWorks began in spring 2012 and will expand in fall 2012.</p> <p>The counseling lead for online counseling is Lisa Villa. From July 1, 2011 to May 14, 2012 there were 553 e-mail inquiries and 104 online counseling inquiries.</p>

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2.	Student Support and Success	2.3 Citrus College will enhance its supportive collegiate environment to enable students to persist and to achieve their goals of transfer, degree and certificate completion	Vice President of Academic Affairs	2.3.5 Review enrollment practices such as priority registration and the limitation on the number of units. <ul style="list-style-type: none"> • Participate in the Priority Registration task force. • Discuss unit limitation and priority registration issues with faculty at division meetings. 	<u>Completed</u> The Priority Registration Task Force met throughout the fall semester. Data has been collected and analyzed. The task force agreed on new regulations and procedures for priority registration. A report from the task force was sent to all division deans and constituent groups.

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	<u>Focus Area</u>	<u>Institutional Goal</u>	<u>Contact</u>	<u>Strategic Objectives/Specific Activities</u>	<u>Update of Activities</u>
3	College Resources	3.1 Citrus College will maximize the use of existing fiscal, physical, personnel and technical resources via effective planning and resources management	Vice President of Academic Affairs	<p>3.1.1 Forecast student population trends to predict future enrollment and parking needs.</p> <ul style="list-style-type: none"> • Initiate discussions with the Office of Institutional Research regarding the forecasting of student demographics. • Constantly monitor enrollment numbers to measure student demand and balance offerings to ensure graduation and transfer. • Implement the use of room matrices to reduce building use costs. 	<p>Completed</p> <p>An unplanned need to focus on the impact of the CSU transfer model curriculum (AA-T and AS-T) has taken precedence. The newly finished Educational and Facilities Master Plan has a comprehensive data chapter that includes data on population trends and demographics of the service area, employment trends in Los Angeles County, enrollment trends, student characteristics and student success data. Each individual data table is accessible on the college website.</p> <p>An enrollment report is distributed daily to approximately 80 college employees. It contains over 500 data elements including counts of FTES and sections, fill rates, WSCH/FTEF, seats available, etc. for each instructional division, instructional delivery type, time of day offered, and special program, as well as cumulative statistics for the college. This data is available to inform the scheduling of courses.</p> <p>The enrollment management software's "long chart" master schedule of classroom utilization was used to evaluate potential building closures in the summer and to determine feasibility of renting classroom space to Azusa Pacific University (APU) in the evenings throughout the year. As a result, Academic Affairs was able to consolidate evening instruction and set aside 8 classrooms for APU.</p>

CITRUS COLLEGE STRATEGIC PLAN
Progress Report 2011-2012

	<u>Focus Area</u>	<u>Institutional Goal</u>	<u>Contact</u>	<u>Strategic Objectives/Specific Activities</u>	<u>Update of Activities</u>
3.	College Resources	3.1 Citrus College will maximize the use of existing fiscal, physical, personnel and technical resources via effective planning and resources management	Chief Information Services Officer	3.1.2 Increase technical support for Academic Affairs and Student Services, such as providing wireless access to the whole campus; expanding online access to one's own personnel information; incorporating into technology planning a procedure for evaluating and testing new instructional technology. <ul style="list-style-type: none"> • Upgrade and expand career/transfer data tracking. • Initiate the Instruction Technology Committee, which will provide guidance for purchasing and implementing technology in classrooms and labs. 	<u>Carried Over</u> TeCS and Career/Transfer Center staff are working on a design to move data to the Banner system for integrated tracking and reporting The Instruction Technology Committee is structured and membership has been determined. The committee will begin meeting in fall 2012.

	<u>Focus Area</u>	<u>Institutional Goal</u>	<u>Contact</u>	<u>Strategic Objectives/Specific Activities</u>	<u>Update of Activities</u>
3.	College Resources	3.1 Citrus College will maximize the use of existing fiscal, physical, personnel and technical resources via effective planning and resources management	Vice President of Academic Affairs	3.1.4 Develop a clearer communication process to promote program review and equipment procurement funding priorities, resulting in improved allocation of physical resources <ul style="list-style-type: none"> • As a part of the annual program review, provide an opportunity for faculty/staff work groups to rank equipment, staff, and facilities requests at the end of the fall semester based on requests submitted. • Simplify annual program reviews and require submission by early fall. • Evaluate the effectiveness of a five-year annual planning review cycle to be connected to the Strategic Plan and Educational Master Plan cycles. 	<u>Completed</u> The instructional team developed a prioritized list of resource needs, which was based on program reviews. The list was used to develop a spending plan designed to improve student success and completion and to meet the resource requests of departmental faculty. Forty-five of 46 annual reviews have been submitted to the Vice President of Academic Affairs.

	<u>Focus Area</u>	<u>Institutional Goal</u>	<u>Contact</u>	<u>Strategic Objectives/Specific Activities</u>	<u>Update of Activities</u>
3.	College Resources	3.1 Citrus College will maximize the use of existing fiscal, physical, personnel and technical resources via effective planning and resources management	Director of Human Resources	<p>3.1.6 Review job descriptions and work schedules across campus to maximize and share personnel resources and periodically evaluate the college's organizational structure against the major planning documents (such as the Educational Master Plan) to assign personnel as needed.</p> <ul style="list-style-type: none"> • The district will complete its review of all classified job descriptions and develop revised job description statements by January 1, 2012. • By January 1, 2012, the District will finalize its faculty hiring plan for the 2012-13 academic year, consistent with the recommendations of the Faculty Needs Identification Committee, the district's faculty hiring obligation number (as established by the Chancellor's Office) and the college's fiscal ability. 	<p><u>Completed</u></p> <p>The job description project was completed in January 2012 and all classified job descriptions are posted on the college's web page. After review of all job description templates submitted by employees and managers/supervisors by the committee members, draft job descriptions were created and posted on the intranet for employee and manager/supervisor review. Feedback was received from employees and managers/supervisors, and the committee reviewed all input and finalized all of the job descriptions.</p> <p>The District has finalized its faculty hiring for the 2012-2013 academic year. Consistent with FNIC and the District's FON, the District has filled eight full-time faculty positions and one categorically funded position. The positions (one each) are: grant-funded teacher prep counselor, general biology instructor, microbiology instructor, mathematics instructor, DSPS counselor/learning disabilities, esthetics instructor, automotive and light truck instructor, kinesiology instructor, and English instructor.</p>

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				<ul style="list-style-type: none"> Classified hiring will be determined in relation to the needs of the various departments consistent with identified needs through program reviews and consistent with the district's fiscal ability to fund classified positions. 	<p>During the 2011-2012 fiscal year, classified positions were filled on an exception only basis. This resulted in the filling of the following positions: campus security officer III, secretary, administrative secretary I (three positions), administrative assistant, instructional lab technician II, alternative media specialist, research analyst, financial aid coordinator, administrative clerk III, account clerk/cashier, administrative secretary II and information technology support specialist I.</p>

CITRUS COLLEGE STRATEGIC PLAN
Progress Report 2011-2012

	<u>Focus Area</u>	<u>Institutional Goal</u>	<u>Contact</u>	<u>Strategic Objectives/Specific Activities</u>	<u>Update of Activities</u>
3.	College Resources	3.2 Citrus College will expand the college resources base by cultivating new avenues of funding and pursuing opportunities to enhance existing resources.	Director of Development and Alumni Relations	3.2.3 Develop corporate sponsorships for both academic and vocational programs. <ul style="list-style-type: none"> • Meet with all Academic Affairs deans and key staff responsible for career preparation programs to identify potential sponsors and develop a sponsorship program. 	<u>Carried Over</u> A new “President’s Circle” giving club geared toward business has been developed for introduction in summer 2012. Changes in Foundation personnel required this priority activity be evaluated for appropriateness to meet the goal, redesigned if necessary, and slated for the 2012-2013 academic year.

	<u>Focus Area</u>	<u>Institutional Goal</u>	<u>Contact</u>	<u>Strategic Objectives/Specific Activities</u>	<u>Update of Activities</u>
3.	College Resources	3.2 Citrus College will expand the college resources base by cultivating new avenues of funding and pursuing opportunities to enhance existing resources.	Dean of Students	3.2.4 Increase on-campus retail services to better serve the students' needs. <ul style="list-style-type: none"> • Transition the Owl Bookshop's Art Supplies section to new Owl Bookshop Art and Coffee Bar in Student Services. 	<p><u>Completed</u></p> <p>All studio art supplies have been relocated to the Art & Coffee Bar from the campus center location. Staff at both locations continues to receive positive feedback from students and art faculty.</p> <p>A YouTube video was created by <i>Clarion</i> staff containing student and staff interviews. http://www.youtube.com/user/CCClarion#p/u/8/bnJFfpt9Q00</p> <p>A drawing kit was available for the spring 2012 rush. A painting kit is under development and should be available for the fall 2012 rush.</p> <p>Student art is available for sale as of spring 2012. Three student photos and various ceramic pieces have sold.</p>

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Progress Report 2011-2012

1) Academic Excellence; 2) Student Support and Success; 3) College Resources; 4) Learning Environment;
5) Institutional Effectiveness; 6) Community/College Relations

	<u>Focus Area</u>	<u>Institutional Goal</u>	<u>Contact</u>	<u>Strategic Objectives/Specific Activities</u>	<u>Update of Activities</u>
4.	Learning Environment	4.1: Citrus College will enhance student learning by providing a safe, accessible and attractive campus with classrooms, labs, equipment/technology and parking adequate to meet student needs	Chief Information Services Officer	<p>4.1.1: Continue to maintain and improve buildings and classrooms on campus with a focus on cleanliness and repairs, keep classrooms and technical equipment up-to-date with new instructional technologies when appropriate.</p> <ul style="list-style-type: none"> • Upgrade five classrooms to virtual environment. • Upgrade operating systems and Microsoft Office packages. • Continue the network refresh project. • Expand wireless access on campus. 	<p>Completed</p> <ul style="list-style-type: none"> • All stations in the College Library were converted to a virtual environment, including LI 118 for fall 2012. Additional servers were added in spring 2012. An upgrade to MS Office 2010, desktop operating system Windows 7 and server Operating System 2008 was completed in the Math, Center for Innovation, Physical Sciences and the Professional Center (PC) Buildings. Upgrades will continue throughout the summer. • The five-year network refresh project was completed. • Wireless access was expanded in PC during the remodel of the dental area. Wireless ports were also added in the Cosmetology, Performing Arts, Physical Education and Biology Departments, the Stadium box office and the lecture halls. • A new Voice over Internet (VoIP) phone system for entire campus was installed. New power over Ethernet (POE) switches to support the new phone system were installed.

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	<u>Focus Area</u>	<u>Institutional Goal</u>	<u>Contact</u>	<u>Strategic Objectives/Specific Activities</u>	<u>Update of Activities</u>
4.	Learning Environment	4.1: Citrus College will enhance student learning by providing a safe, accessible and attractive campus with classrooms, labs, equipment/technology and parking adequate to meet student needs.	Dean of Students	4.1.2: Improve student access to information by various means such as textbook loan programs, e-readers/texts, extended library hours and a personalized Wingspan page. <ul style="list-style-type: none"> • Create a sub-committee consisting of key staff from Academic Affairs, TeCS, the bookstore, and the library to identify potential solutions for improved student access to information. 	<u>Completed</u> The planning group for the Student Access to Success Committee met during spring 2012 and identified a list of potential committee members that will begin the work of the committee and serve for the 2012-2013 and 2013-2014 academic years. Additional meetings in May and June 2012 will narrow the list of committee members, and a final implementation plan will be drafted by the end of June.

	<u>Focus Area</u>	<u>Institutional Goal</u>	<u>Contact</u>	<u>Strategic Objectives/Specific Activities</u>	<u>Update of Activities</u>
4.	Learning Environment	4.1: Citrus College will enhance student learning by providing a safe, accessible and attractive campus with classrooms, labs, equipment/technology and parking adequate to meet student needs.	Dean of Students	<p>4.1.3: Improve parking conditions by encouraging alternative transportation options such as the creation of a carpool program and increased access to bike racks, bus schedules and passes.</p> <ul style="list-style-type: none"> • Create a sub-committee consisting of representatives from the Physical Resources Committee to develop a plan to address this objective. 	<p><u>Completed</u></p> <p>As of May 21, 2012, additional bike racks have been added in multiple locations, including between the Art Center and Student Services Building, between the Math Building and the Center for Innovation, south of the Field House, and south of the Student Services Building. Additional bike racks have been ordered and will be placed in other locations as well.</p>

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	<u>Focus Area</u>	<u>Institutional Goal</u>	<u>Contact</u>	<u>Strategic Objectives/Specific Activities</u>	<u>Update of Activities</u>
4.	Learning Environment	4.2 Citrus College will increase ecological responsiveness through enhanced measures for utilities conservation, recycling and promotion of alternative transportation strategies.	Vice President of Finance and Admin. Services	4.2.1 Identify personnel to develop a campus wide green plan. <ul style="list-style-type: none"> • A committee has been formed consisting of representatives from all constituent groups representing all divisions The Sustainability Plan will address objectives both short and long range. Programs and projects that may be included are: <ul style="list-style-type: none"> ○ Energy Independence and Renewable Energy ○ Water, Wastewater and Sustainable Landscaping ○ Solid Waste Reduction and Management ○ Sustainable Building Practices ○ Energy Efficiency and Efficient Facilities Operations ○ Transportation, Commuting, and Campus Fleet & Travel ○ Facilities Operation ○ Green Purchasing ○ Campus & Community Outreach & Awareness ○ Student & Curriculum Development 	<u>Completed</u> The committee has completed the Sustainability Plan template for the state and now meets monthly to develop the college Sustainability Plan, which is now complete in draft form.

	<u>Focus Area</u>	<u>Institutional Goal</u>	<u>Contact</u>	<u>Strategic Objectives/Specific Activities</u>	<u>Update of Activities</u>
4.	Learning Environment	4.2 Citrus College will increase ecological responsiveness through enhanced measures for utilities conservation, recycling and promotion of alternative transportation strategies.	Vice President of Finance and Admin. Services	<p>4.2.2 Incorporate efficient methods of heating, ventilation and air conditioning (HVAC), lighting technologies, electrical distribution and alternative generation, and/or usage reduction for campus facilities, such as passive or active solar technologies, advanced lighting devices, occupancy sensors and integrated load-shedding into facilities construction, renovation and maintenance.</p> <ul style="list-style-type: none"> • Develop the long-range Sustainability Plan. • Implement the DEEP program. 	<p><u>Completed</u></p> <ul style="list-style-type: none"> • A Sustainability Plan template was developed in spring 2012. Presentations were given on the template at the following events: CCLC Conference – Dr. Perri CCFC Conference – Carol Horton and Fred Diamond Mt. SAC Facilities Forum – Fred Diamond • The Board of Governors awarded Citrus College its Inaugural Energy and Sustainability Award for District Leadership at their May 8, 2012 meeting. • The DEEP Program, which will assist in identifying energy saving measures through cultural and physical changes to our environment, was implemented. DEEP students organized a collegewide Sustainability Forum, which was held on April 24, 2012, to provide information on the progress of the Citrus College Sustainability Plan and the sustainability practices already in place at the college. • An energy audit was done by Edison. • Five lecture halls are being updated with wireless energy efficient lighting, ballasts and motion sensors. • Parking lot and walkway lighting are being reviewed and replaced with high efficiency, lower energy consuming fixtures. • The college is currently in the review process for the retro-commissioning of outlying building envelopes in accordance with the Central Plant operations for better and more efficient control of HVAC systems and Energy Management System (EMS) utilization. • The college is currently in the design stage and procurement of thermal blankets for utilization at college aquatics venues.

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	<u>Focus Area</u>	<u>Institutional Goal</u>	<u>Contact</u>	<u>Strategic Objectives/Specific Activities</u>	<u>Update of Activities</u>
4.	Learning Environment	4.2 Citrus College will increase ecological responsiveness through enhanced measures for utilities conservation, recycling and promotion of alternative transportation strategies.	Vice President of Finance and Administrative Services	4.2.3 Improve water conservation efforts through measures such as drought tolerant landscaping, drip irrigation and more cost-effective bathroom fixtures. <ul style="list-style-type: none"> • Develop the long-range Sustainability Plan. • Implement the DEEP program. 	<u>Planning Completed</u> The development of the Sustainability Plan in spring 2012 and the implementation of the plan will provide for identification of measures that will reduce water consumption and waste. New construction has and will continue to incorporate drought tolerant plants and landscaping.

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	<u>Focus Area</u>	<u>Institutional Goal</u>	<u>Contact</u>	<u>Strategic Objectives/Specific Activities</u>	<u>Update of Activities</u>
4.	Learning Environment	4.2 Citrus College will increase ecological responsiveness through enhanced measures for utilities conservation, recycling and promotion of alternative transportation strategies.	Vice President of Finance and Administrative Services	4.2.4 Improve recycling efforts on campus through the addition of recycling bins, recycling incentives and competitions for students and staff, and electronic waste collection for items such as computers, batteries and printer cartridges. <ul style="list-style-type: none"> • Develop the long-range Sustainability Plan. • Implement the DEEP program. 	<u>Completed</u> The Sustainability Plan was developed and the DEEP Program was implemented in spring 2012. The team is planning on obtaining more California Redemption Value (CRV) recycling bins and place in needed sites.

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- 1) Academic Excellence; 2) Student Support and Success; 3) College Resources; 4) Learning Environment;
5) Institutional Effectiveness; 6) Community/College Relations

	<u>Focus Area</u>	<u>Institutional Goal</u>	<u>Contact</u>	<u>Strategic Objectives/Specific Activities</u>	<u>Update of Activities</u>
5.	Institutional Effectiveness	5.1 Citrus College will strengthen the campus culture of planning and informed decision making by maximizing the use of research, program review and student outcomes assessment	Chief Information Services Officer	5.1.1 Make data needed for decision making readily available and easily accessible for broader understanding, including enhancing data used in program review and promoting communications and data sharing options within and across departments. <ul style="list-style-type: none"> • Automate program review data entry • At Flex day, provide training for understanding data that is reported to the CCCC. • Provide WorkFlow in Banner to automate communication when data changes 	<u>Carried Over</u> The design phase of the project has been started. Data diagrams for online pages are being developed. Program review process options are being redesigned. The online system will follow those changes. Training was provided on Flex Day, February 22, to faculty and staff. Staff were trained in September 2011. Three workflows were developed and tested. WorkFlow will move into production in summer 2012.

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	<u>Focus Area</u>	<u>Institutional Goal</u>	<u>Contact</u>	<u>Strategic Objectives/Specific Activities</u>	<u>Update of Activities</u>
5.	Institutional Effectiveness	5.1 Citrus College will strengthen the campus culture of planning and informed decision making by maximizing the use of research, program review and student outcomes assessment	Director of Institutional Research	5.1.5 Expand Institutional Research resources to provide more opportunity for interactions and collaborations with divisions and departments. <ul style="list-style-type: none"> • Fill the Research Analyst position. 	<u>Institutionalized</u> The district's research analyst position has been institutionalized commencing in 2011-2012.

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	<u>Focus Area</u>	<u>Institutional Goal</u>	<u>Contact</u>	<u>Strategic Objectives/Specific Activities</u>	<u>Update of Activities</u>
5.	Institutional Effectiveness	5.2 Citrus College will focus on integrating and institutionalizing planning and budget development through ongoing and systematic review and evaluation	Vice President of Academic Affairs	5.2.1 Continue to update planning processes to ensure that program review and other relevant data are incorporated and that planning is linked to budgeting <ul style="list-style-type: none"> • Allot three hours at Convocation for departments to draft program reviews. • Complete all annual and 6-year program reviews by due dates • Submit prioritized budget requests to the Vice President of Academic Affairs by November 15. • Submit prioritized budget requests for Academic Affairs to the Superintendent/President by December 15. • Review measurable outcomes and update planning processes as needed. 	<u>Completed</u> Divisional deans reported that breakout sessions initializing work on program reviews was time well spent, giving faculty a valuable head start. All six-year program reviews have been submitted to EPC for approval. Five were tabled and will be reviewed at the first EPC meeting in the fall. Prioritized equipment, staff, and facilities requests were submitted by November 15, 2011.

	<u>Focus Area</u>	<u>Institutional Goal</u>	<u>Contact</u>	<u>Strategic Objectives/Specific Activities</u>	<u>Update of Activities</u>
5.	Institutional Effectiveness	5.2 Citrus College will focus on integrating and institutionalizing planning and budget development through ongoing and systematic review and evaluation	Vice President of Academic Affairs	<p>5.2.4: Expand the use of student learning outcomes assessments including incorporating assessment results into course and program improvement and development.</p> <ul style="list-style-type: none"> • Support implementation of a plan that infuses assessment into program review. 	<p><u>Completed</u></p> <p>During the fall of 2011, a format was prepared that would provide reporting of SLO assessment in the annual program reviews. The format is posted on one of the college's intranet servers, which is available to faculty and administrators and is currently in use. It was approved by the Academic Senate in April 2012. The fall 2012 annual program reviews will have the form and SLO assessments pre-populated electronically.</p>

CITRUS COLLEGE STRATEGIC PLAN

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- 1) Academic Excellence; 2) Student Support and Success; 3) College Resources; 4) Learning Environment;
5) Institutional Effectiveness; 6) Community/College Relations

	<u>Focus Area</u>	<u>Institutional Goal</u>	<u>Contact</u>	<u>Strategic Objectives/Specific Activities</u>	<u>Update of Activities</u>
6.	Community/ College Relations	6.1 Citrus College will enhance the college's public image and prominence in the educational community through the cultivation of effective partnerships and collaboration with business, industry, education, and governmental and service organizations.	Vice President of Academic Affairs	6.1.1 Advise, assist and support outreach efforts and partnerships such as local K-12 districts, San Gabriel Valley/Foothill Association of Community Colleges, and local four-year colleges and universities <ul style="list-style-type: none"> • Create an inclusive list of current partners in education, business/industry, and the community. • Produce a list of all interactions with partners. 	<u>Completed</u> In December 2011, a Google document was created that allows Citrus College managers and faculty to enter data regarding our current partners in education, business, industry and the community, including the ability to interact with them. The spreadsheet currently lists over 50 partners, and continues to grow as more partner information is submitted.

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6.	Community/ College Relations	6.1 Citrus College will enhance the college's public image and prominence in the educational community through the cultivation of effective partnerships and collaboration with business, industry, education, and governmental and service organizations.	Director of Development and Alumni Relations Director of Communications Chief Information Services Officer	6.1.2 Develop an advancement plan that includes marketing, communication, public relations and resource development strategies. <ul style="list-style-type: none"> • Create a communications matrix and project catalogue that includes all marketing efforts, publications, events and public relations efforts. • Consolidate and develop an annual plan incorporating all of the aforementioned items. 	<u>Carried Over</u> A communications matrix is being revised and will be completed in summer 2012. The annual plan is in development and scheduled for completion in summer 2012.

	<u>Focus Area</u>	<u>Institutional Goal</u>	<u>Contact</u>	<u>Strategic Objectives/Specific Activities</u>	<u>Update of Activities</u>
6.	Community/ College Relations	6.1 Citrus College will enhance the college's public image and prominence in the educational community through the cultivation of effective partnerships and collaboration with business, industry, education, and governmental and service organizations.	Director of Development and Alumni Relations	<p>6.1.3 Develop strategies to strengthen partnerships with external constituent groups, such as chambers of commerce; federal, state and local government officials; business and industry; and service organizations.</p> <ul style="list-style-type: none"> • A mixer with District-area chambers of commerce and Citrus College constituent and support groups is planned for fall 2011. • Assemblymember Roger Hernandez will tour the college in September 2011. • A K-12 Summit is being currently being explored. • Students, faculty and staff attend local city council meetings and make remarks about the college and its efforts during the public comments portion of the meetings. 	<p>Completed</p> <p>The college hosted a mixer with six district-area chambers of commerce on October 26, 2011, with approximately 125 people in attendance.</p> <p>A K-12 summit event will be set for the academic year 2012-2013.</p> <p>Assemblymember Hernandez cancelled the September 2011 tour. College tours will be planned for newly elected officials for the new districts (per redistricting) following the November 2012 election.</p> <p>Dates and times of scheduled meetings for each city council in the district were researched and a list was prepared.</p> <p>The college participated in the coordination of two Candidate's Forums hosted by the Glendora Chamber of Commerce for State Assembly, Senate and Congressional candidates prior to the June 2012 election.</p> <p>The board of trustees and superintendent/president met with local legislators in Sacramento in January 2012.</p>

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6.	Community/ College Relations	6.1 Citrus College will enhance the college's public image and prominence in the educational community through the cultivation of effective partnerships and collaboration with business, industry, education, and governmental and service organizations.	Director of Development and Alumni Relations Director of Communications Chief Information Services Officer	6.1.4 Develop and recommend a process of determining the feasibility, purpose and outcome of community events sponsored and/or hosted by the college. <ul style="list-style-type: none"> • Standards and procedures for hosting on-campus events are in development • A college wide master events calendar is being developed. 	<u>Carried Over</u> An investigation of how events are evaluated by other colleges, with an emphasis on return on investment, is being conducted. A proposed recommendation will be made by the Foundation to the Citrus College community in the fall of 2012.

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6.	Community/ College Relations	6.2 Citrus College will enhance the sense of collegiality among members of the college through effective communication and community-building activities.	Director of Development and Alumni Relations Director of Communications Chief Information Services Officer	6.2.1 Enhance pride in the institution’s image by continuing to promote faculty, staff and student success stories in the community. <ul style="list-style-type: none"> • Utilize local, regional and national media in promoting success stories. • Expand the utilization of online and social network sources. • Continue to produce <i>Citrus College News Magazine</i> twice a year. 	<u>Completed</u> Citrus College was the subject of, or was mentioned in 258 articles and announcements between 7/1/11 and 5/3/12, an increase of 135 articles (or 110%) over the number run in 2010-2011. Fifty-eight percent of the media coverage was generated from press releases, and forty-two percent were articles from sources outside of the college. The Sustainability Award and Dr. Dale Salwak’s trip to North Korea, as well as college alumnus and actor Robert Ramirez, received coverage in national and international publications and online news sources, such as <i>Community College News Now!</i> , the <i>Lincoln (NE) Journal Star</i> , <i>24-7 World News.com</i> and <i>Magic Capital News</i> . The External Relations Department has increased its use of social media through its expansion of its Twitter presence. All press releases, links to publications and emergency messages are posted on Twitter. The college currently has 475 “followers,” including

	<u>Focus Area</u>	<u>Institutional Goal</u>	<u>Contact</u>	<u>Strategic Objectives/Specific Activities</u>	<u>Update of Activities</u>
					<p>Chancellor Jack Scott.</p> <p>An electronic version of <i>Citrus View</i> debuted in spring 2012. The longstanding college news publication was revised to feature media coverage links that included both press releases produced by the college and articles that ran in the media.</p> <p>A Facebook account was established that also provides links to college articles, news releases and publications, as well as “likes” of some the college’s programs and services.</p> <p>New publications and reports, as well as the <i>Citrus View</i>, are linked from the home page of the college’s website.</p> <p>The second issue of <i>Citrus College News Magazine</i> was published in winter 2012.</p> <p>Beginning June 2012, the Foundation will</p> <ol style="list-style-type: none"> 1. Provide e-blast communications to members of the Alumni Association on a weekly basis. 2. Update Citrus Alumni and Friends Facebook pages with postings on a two to three day basis.

	<u>Focus Area</u>	<u>Institutional Goal</u>	<u>Contact</u>	<u>Strategic Objectives/Specific Activities</u>	<u>Update of Activities</u>
6.	Community/ College Relations	6.2 Citrus College will enhance the sense of collegiality among members of the college through effective communication and community-building activities.	Director of Development and Alumni Relations Director of Communications Chief Information Services Officer	6.2.2 Conduct research through environmental scans, focus groups and other marketing research to develop a new brand identity in conjunction with the Citrus College centennial. • Seek funding sources and develop an RFP to solicit proposals from marketing communications companies to advise and assist the college on all aspects of its new brand identity.	<u>Carried Over</u> Work on creating new branding for the college will coincide with the college's 100-year anniversary. This work will begin in spring 2013.

	<u>Focus Area</u>	<u>Institutional Goal</u>	<u>Contact</u>	<u>Strategic Objectives/Specific Activities</u>	<u>Update of Activities</u>
6.	Community/ College Relations	6.2 Citrus College will enhance the sense of collegiality among members of the college through effective communication and community-building activities.	Director of Development and Alumni Relations	<p>6.2.4 Sponsor an annual networking opportunity with faculty and members of the external community, such as hosting a mixer on campus for members of the college's faculty, Foundation board, Board of Trustees, Citizens' Oversight Committee, advisory board members and the college's constituency groups.</p> <ul style="list-style-type: none"> • The Foundation is planning an event to be held in spring 2012 that includes all advisory committees and constituent groups such as the Board of Trustees, athletics boosters, the Foundation, the Citizens Oversight Committee, faculty and staff. 	<p><u>Carried Over</u></p> <p>Event date options are being coordinated with the Citrus College Foundation and with the administration. Due to personnel changes in the Foundation, the proposed date for this event is spring 2013.</p>

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	Board of Trustees	Action	_____
DATE	July 17, 2012	Resolution	_____
SUBJECT:	Program Reviews – Cosmetology & Child Development	Information	X
		Enclosure(s)	X

BACKGROUND

The Cosmetology and Child Development programs have undergone the prescribed program review process based on a 6-year cycle. Each was approved at the June 4, 2012 Educational Programs Committee meeting and the June 11, 2012 Steering Committee Meeting.

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

RECOMMENDATION

Information only, no action is required.

Irene Malmgren _____
Recommended by

_____/_____
Moved Seconded

Aye __ Nay __ Abstained __

Approved for Submittal

Item No. G.2.



COSMETOLOGY

Instructional Program Review 2010-2011

Spring 2012

Prepared by

Name	Title
Patty Glover	Faculty
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COSMETOLOGY Program Review Committee Members

Name	Title
Dr. Irene Malmgren	VP Academic Affairs
Dr. Lan Hao	Institutional Research
Jim Lancaster	Dean, Career/Technical Education
Eralyn Brooks	Director, Cosmetology
Michelle Plug	Articulation Officer
Jeremy Clark	Academic Senate Representative
Rachel Mead	Curriculum Representative
Jim Woolum	Program Review Coordinator



PROGRAM REVIEW – COSMETOLOGY

The final summary of the program review process for COSMETOLOGY 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.

_____ James Lancaster, Dean of Career and Technical Programs, Continuing Education	_____ date
_____ Michelle Plug, Articulation Officer	_____ date
_____ David Kary, Chair of Curriculum Committee	_____ date
_____ Irene Malmgren, Vice President of Academic Affairs	_____ date
_____ Roberta Eisel, Academic Senate President	_____ date
_____ Geraldine M. Perri, Superintendent/President	_____ date

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

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1. Executive Summary

COSMETOLOGY

A. Program History/Description

This program prepares students who have successfully completed fifty-six units of applied preparation in lecture and lab experience to take the California Board of Barbering and Cosmetology examination to become licensed cosmetologists. The program uses Pivot Point Methodology. Of these 56 units, 18 units can be applied towards an Associate of Science Degree in Cosmetology. In this program, students are taught chemical reformation of the hair, haircoloring, hairstyling, physical restructuring of the hair, manicuring, skin care, and salon management techniques.

The Advisory Council consists of 11 members, including graduates of the program, salon owners and managers who hire students from the program.

B. Strengths/Effective Practices

The strengths of the Citrus Cosmetology Department are numerous. First and foremost is preparation of students to enter the cosmetology industry workforce with the highest degree of professionalism, creativity and ability. Citrus Cosmetology is proactive in teaching, with current industry trends and standards as the priority for student success.

Curriculum has evolved to meet the growing demand to partner technology and technical artistry into the pedagogy of cosmetology instruction. This program prepares students with instruction, digital photography, an art exhibit with hair as the medium, an annual competitive hair show, philanthropic work, a course with salon success as the goal, student-generated I-movie tutorials, digital before and after work on models, and a Facebook page to show student work and market the program to past, current and future students as well as professional businesses.

The program is impacted and experiences high enrollment. Citrus Cosmetology is one of the best programs in Southern California. The reputation is supported by the attainment of student outcomes and course objectives. The program has been designed to promote highly prepared cosmetologists ready for the workforce. Students complete modules that specialize in the theory and practical instruction of haircutting, hair coloring, chemical reformation, hair design, skin care, nail care, and salon business at beginning, intermediate and advanced levels. The program evolves when needed to constantly improve student success.

Recently, the department changed the sequencing of classes. The new sequencing allows students to decide which specialty fits their interests taking the prerequisite and core courses.

The program has also adapted to ongoing changes the State Board of Barbering and Cosmetology recently made regarding testing and licensure. The State Board of Barbering and Cosmetology twice changed the method of testing with two months notice; Citrus Cosmetology immediately adapted, learned the new testing method

and forwarded this to students. The data from January 1, 2004 to November 2, 2010 shows that of 1058 candidates, 885 (84%) passed the practical portion of the examination with a score of 80% or better. The pass rate on the practical exam from April 1, 2011 through June 30, 2011 was 100%.

Cosmetology students are highly encouraged to seek an Associate Degree. The program is in line with the current Student Success Task Force recommendations to provide Career/Technical education, which prepares students to enter the workforce. Also, the Cosmetology program serves underrepresented students; specifically, program data reflects that 32.5% of Citrus Cosmetology students are Hispanic/Latino, 2.6% Asian and 1.6% Black/African American. The student body reflects the diversity of the community we serve.

C. Weaknesses/Lessons Learned

Although Citrus Cosmetology Department is an excellent program there are several areas where improvement should occur.

1. The addition of a basic skills prerequisite/co-requisite course could improve the success of those students who need extra instruction and for whom English is their second language. This will improve the reading and comprehension levels of the candidates.
2. This program can improve the dialogue between High School Vocational ROP programs that offer cosmetology at their institutions and offer articulation into Citrus Cosmetology. An assessment exam would determine the acquired instruction prospective students have and allow those who pass into the program, forgoing the introductory level course.
3. A new electronic clock is replacing the old paper-driven system. The system documents all criteria required and is a more accurate form of documenting data. Also, this method is more technologically current in the business of cosmetology and schedules appointments, develops a client database, and retains client information and tracking inventory.
4. The projectors and smart boards are aging. Requests have been submitted for replacement.
5. Faculty would like a conference/meeting room close to their classroom area.

D. Recommendations/Next Steps

1. Recruit a new advisory committee made up of business owners and professional stylists, selected from a boarder segment of the profession. Including members of industry that are not connected to Citrus College will achieve a more honest. Choosing members based on their innovative ideas for the future of the cosmetology industry should prove to be more successful.
2. Increasing the number of full-time faculty to 12 within the next six years will

improve the continuity of instruction. Students will benefit from knowing no matter which facet of the program they are enrolled in (day or evening) the curriculum will be taught with the same rigor. As we move into the age of technology in salons, the implementation and understanding of electronic record keeping is essential for future professional cosmetologists and estheticians.

3. Implement a standardized assessment of Program Student Learning Outcomes, given in the beginning (freshman) class during the first week of instruction and again during the first week of the final class. This would serve to document the effective use of the curriculum to achieve program goals.

4. Facility needs: The addition of updated presentation equipment would benefit students. Faculty would like a work room and individual offices. The department would benefit from a larger hot water heater. Ergonomic equipment i.e.: shampoo bowls, shampoo and styling chairs are also needed.

ESTHETICIAN

A. Program History/Description

The Esthetician Program is a career/technical program that is a subset of the cosmetology program. It provides students with fundamental skills and knowledge related to healthy skin care, such as theoretical science, sanitation and disinfecting procedures, the safe employment of electrical modalities, various make-up applications, and cosmetic hair removal techniques. Courses lead to a certificate of achievement as an Esthetician. Upon completion of 19 units of course work, students are qualified to take the State Board of Barbering and Cosmetology examination to become a licensed esthetician.

The Advisory Council consists of nine members, including graduates of the program, advanced makeup academy owners, school owners, salon owners, and other professionals from medical facilities and spas.

B. Strengths/Effective Practices

1. The Barbering and Cosmetology examination statistics from 01/01/2004 to 11/02/2010 reports that of the 561 Citrus College candidates taking the practical examination, 549 (98 %) passed. By contrast, the Board of Barbering and Cosmetology average per esthetician school is a 75% Pass/Fail Rate for Written Esthetician.

2. The incorporation of guest speakers, former students who are currently working in the industry, contributes to the content-rich curriculum.

3. The curriculum exceeds minimum requirements outlined by the California State Board of Barbering and Cosmetology in the area of skin care, theory, lab, and clinical experience. This prepares students to confidently enter the industry ready to work.

C. Weaknesses/Lessons Learned

The need for faculty trained in Esthetics (one new faculty member was hired Spring 2012).

D. Recommendations/Next Steps

1. The replacement of auxiliary video equipment with current technology is needed to provide students with a quality learning environment.
2. Need to examine the feasibility of providing additional space for program-specific learning environment/simulation.

2. Faculty

Full-Time Faculty

Salvador Hernandez
Sally Carver-Merkel
Albert Gracino
Rachael Mead
Maria Morrish
Susan Bautista
Grace Lucido
Patty Glover

Adjunct Faculty

Jane Aplanalp
Carmen Betancourt
Scott Botma
Keisha Bowen
Felipe Felix
Irma Figueroa
Buchansha Graves
Daniel Holm
Cheryl Johnson
Eugene Rock
Theodore Schraff
Antonio Valdez

3. Program description and mission

The Cosmetology Program prepares students who have successfully completed 56 units of applied preparation in lecture and lab experience to take the state mandated cosmetology examination to become a licensed cosmetologist. The department also offers advanced courses for licensed cosmetologists and licensed estheticians.

The curriculum offers theoretical and practical disciplines as well as interactive demonstrations and hands-on applications that teach students to utilize knowledge, language and skills for career opportunities in Haircutting, Hairstyling, Haircoloring, Chemical Specialist, Skin and Nail Spas, Sales and Entrepreneurship. Students will understand the importance of professionalism and artistic endeavor in this diverse industry through inspiration and challenge. This program of study also enables students to prepare and pass the California Board of Barbering and Cosmetology examinations.

4. Program Goals and Objectives

The goals and objectives of the Cosmetology/Esthetician Program are:

- a) Provide basic cosmetology knowledge and skills for students.
- b) Prepare students to pass the California State Board of Barbering and Cosmetology licensure examination.
- c) Provide courses required for students to complete certificates.
- d) Prepare students to enter the job market with clear knowledge of current industry trends, standards and technology.
- e) Support students in the completion of the Associate of Science degree in Cosmetology in addition to fulfilling the licensing requirements

5. Review of previous recommendations

Mission

a) Develop Student Learning Outcomes (SLOs) for all department curriculum: beginning in spring 2005 and completing by spring 2006.

- Response: Student Learning Outcomes have been successfully developed for all department curriculum.

b) Integrate the Cosmetology program with the business department to learn basic business methodology.

- Response: At this time, classes relating to the business aspect of Cosmetology have not been integrated with the college's Business Department, however information regarding business is being taught within the current curriculum. Students also have the option of completing an Associates of Science Degree with a business emphasis.

c) Increase number of students receiving Associate Degrees.

- Response: The number of students receiving degrees has increased during the review period. Six students received a degree in 2004-2005 and that number increased to 12 in 2009-2010. During the review period the total number of degrees awarded was 57.

d) Increase student enrollment in the Evening Program.

- Response: Due to the economic crisis, the number of sections offered during the evening hours has been reduced.

e) Utilize marketing and recruitment to attract more students.

- Response: The Cosmetology/Esthetician program is impacted.

f) Develop a database tracking system for postgraduates and salons for accountability and recruiting.

- Response: At this time a tracking system has not been developed. A high number of cosmetologists and estheticians are independent contractors making it difficult to track them.

g) Encourage partnerships with industry to enhance the program.

- Response: Industry representatives are utilized as guest speakers and students perform salon observations as a portion of class work, however state regulations prohibit active participation within the industry prior to licensing.

h) Incorporate the Barbering Program into the Cosmetology Department.

- Response: Discussion of a barber program has begun. The discussion has included both the full program and the 400 hour crossover program (students must have a Cosmetology license and then complete an additional 400 hours of Barbering Skills training). Faculty agree that the space is available for the 400 hour program to be taught as a part of the advanced training curriculum, however, there is currently not enough space available for a full time Barbering program. There is currently no other barbering program available in the area.

i) Advisory committee recommends:

1. Increasing frequency of Advisory meetings.

- Response: At this time the committee meets once a year in the fall semester. However, increasing the frequency of meeting is a viable method for improving communication between the department and the professional community. Beginning Fall 2012, two meetings will be scheduled each year.

2. Offering Continuing Education classes

- Response: Continuing Education classes have not been offered. However, this is an area worth discussion.

3. Incorporating advanced classes into salon apprenticeship programs.

- Response: The cosmetology department does not currently have an apprenticeship agreement with any salon.

4. In-service workshops.

- Response: In-service workshops are scheduled as the program changes and updates become available from Pivot Point or from product and equipment providers. Pivot Point provides two classes per year, as does Redken and other company sponsors.

5. Structure post-graduate classes in nine-week blocks. A review of recommendations as first made in the last six-year review and as updated annually.

- Response: Future post graduate classes will be scheduled in 8-week blocks as outlined the current curriculum.

Need

a) Industry representatives should continue to be solicited for partnerships and the Cosmetology Advisory Committee from a broader spectrum of the business community.

- Response: Beginning Fall 2012 meetings will be scheduled twice a year, one in October and one in April. Additional or new representatives to the Advisory Committee will be considered each year.

b) Develop a Salon Skills class requisite to cosmetology to better prepare students for entering the salon industry. This class would have a basis in Milady and Pivot Point "People Skills" module as well as state program "Personal and Professional Ethics" module.

- Response: Pivot Point no longer uses "People Skills" module, but faculty have included materials from this area in a "Salon Success" module. The focus is on entry level salon skills, business and communication. A practicum lab addressing Candidate Information Bulletin Cosmetology and Candidate Information Bulletin Esthetics has been added to our program.

c) Additional full-time faculty to replace faculty lost through retirement to maintain consistency in the program, to increase diversity and to help facilitate Citrus College needs relative to full-time/part-time ratio.

- Response: One new instructor was hired in Fall 2010. An additional hire occurred in Spring 2012.

d) Our students need to be supported by instructors who are committed to Citrus College and its students and who are active in other areas of the institution through membership on committees and who are woven into the fabric of the institution.

- Response: Faculty members are active on several committees including the Citrus College Faculty Association, Academic Senate, the Student Services Committee and Grants Committee. Faculty collaborate with faculty members from other departments on campus such as Performing Arts and Photography. Faculty provide support to students through the Cosmetology Club, campus activities such as the annual Hair Show, a collaborative gallery exhibit with photography and supervising community service activities that include Foothill Unity's back to school event, The Fred Jordon Mission's Back to school and Mother's Day event and Azusa Pacific University's annual Multi-cultural Fashion Show.

e) Encourage students to take business and computer courses related to the cosmetology industry (Advisory recommendation).

- Response: While encouraging the students to take business courses outside of the discipline, the department developed a course, Salon Success, that specifically deals with the business side of the discipline -- Cosmetology/Esthetician. This course targets interpersonal skills, decision-making, communication basics, goal-setting, personal organization, clientele building, resume writing, the interview process, and overall success strategies for any business.

f) Schedule weekend workshops for advanced subject matter (Advisory recommendation).

- Response: There has been a low level of interest in weekend courses from the students and current budget restrictions do not support addition of courses or sections. This may also be addressed as a Community Education and Non-Credit program.

g) Continue instructor technology training required to support new multimedia Milady and Pivot Point instructional programs.

- Response: The program has shifted exclusively to the Pivot Point methodology. Two classes are provided annually as a portion of our institutional contract and faculty may attend additional courses at other institutions at no cost. During Spring 2009, several members of the faculty attended Pivot Point training at Golden West College. Fall 2010, faculty attended Pivot Point training at Fullerton College. Faculty has access to all Pivot Point materials online. All faculty members and students are encouraged to utilize Blackboard in order to support the campus' efforts to reduce paper usage and go green.

h) Develop and market Cosmetology AA/AS degree.

- Response: AA/ AS degrees are in place. Although the faculty encourages the completion of an associate degree either concurrently or after the completion of the program, students are advised to schedule a session with the vocational counselor prior to program completion.

i) Provide remediation for under-prepared or learning disabled students to succeed in the program.

- Response: Under-prepared students are encouraged to utilize instructor office hours for individualized assistance. Disabled Students are referred to DSP&S for assistance.

j) Review instructor load.

- Response: Instructor load was revised in 2010 through contract modification.

k) Increase enrollment in the evening programs.

- Response: Due to the economic crisis, the number of sections offered during the evening hours has been reduced. The evening program is currently under review.

Quality

a) Faculty to support professional organizations and legislative bodies.

- Response: Currently the faculty is associated with the following: The National Cosmetology Educators, Active Representative of the California Barbering and Cosmetology Board, National Hairdressers Association, Professional Beauty Association. The faculty would like to have an active role in Sacramento regarding the evolving changes occurring at the State level.

b) Improve availability of basic skills for cosmetology students.

- Response: Dialogue has begun on this subject. A committee will be formed to look into the feasibility of integrating a basic skills class into COS 141, through writing assignments, projects requiring computation, calculation and critical thinking.

c) Earlier student assessment: first three days of class.

- Response: Students will be referred to the Early Alert Program.

d) Continue to update faculty on new industry trends and programs.

- Response: As stylist and speakers are invited into the school to give presentations for the students, the faculty is encouraged to attend. Many of our faculty continue to work in salons.

e) Increase faculty and student diversity.

- Response: Citrus College has been recognized as an institution that serves under-represented minority groups. This department will target our feeder high school's that represent this demographic.

f) Improve student's success rate for passing state board examination.

- Response: The Pivot point Salon Success Module has been implemented in order to better utilize lab time as an assessment tool of the student's proficiency in the state board practical applications. During the first quarter of 2011, the state board pass rate for Citrus students was 85% as compared to prior sessions where the rate averaged 75%.

g) Review courses for sensitivity to cultural differences and ethics in the context of cosmetology.

- Response: All courses have been updated during the restructuring of the Cosmetology program from an eighteen week format to our current sixteen week format.

h) Reinforce existing curriculum to bring cosmetology courses to a technological level of current industry standards (Advisory recommendation).

- Response: Cosmetology is adapting an electronic system for tracking student hours and scheduling client services and appointments. The system should be operational in Fall 2012.

i) Complete Student Learning Outcomes (SLOs) for all program curriculum.

- Response: All courses have been updated to include Student Learning Outcomes and SLOs are included in the syllabi.

Feasibility

a) Ongoing funding in the budget for Milady and Pivot Point Systems modules to support annual lease and faculty training.

- Response: The Milady format has been discontinued. Adequate funding has been provided to support Pivot Point systems.

b) Incorporate Pivot Point module faculty needs to update technical knowledge for program instruction.

- Response: All faculty members have been trained in the Pivot Point methodology and receive annual updates.

c) Continue with new instructional technology for teachers.

- Response: Emerging technologies are identified and sought through the budget process. The Annual Program Review process will be used to request future funding. VTEA funds will be sought in 2012 - 2013 to improve program success.

d) Establish a multi-media library to support Esthetician curriculum.

- Response: The department wants newer media: DVD's, on-line exams, on-line tutorials, etc. This multi-media library can be housed at the campus library.

e) Provide computers for on-line research and project planning for the Esthetician program.

- Response: Computer labs are available for student use. There are also labs in the automotive department and business department that may be reserved for instruction.

f) The Cosmetology Program would like nine full-time day instructors and two full-time evening instructors: This reflects one full-time lead teacher for every scheduled program.

- Response: One instructor was hired for Fall 2010 and another for Fall 2012. We currently have seven full time faculty members who provide instruction during day and evening classes.

g) Provide writing, business and critical thinking classes for students.

- Response: These skills are included in the cosmetology curriculum and activities. Students receive instruction on how to proficiently write resumes, descriptions and

theoretical commentary. Writing skills are developed through activities such as outlines, formulations, and worksheets. Critical thinking is demonstrated by the students through client consultation and role play.

h) Develop an Advanced Salon course designed to meet prerequisite criteria.

- Response: Advanced salon courses would be under post graduate courses or Community Education and Non-Credit.

i) Classrooms need special neutral lighting for accuracy in hair color development.

- Response: A request to Facilities has been submitted.

j) Additional departmental flex day to be used for professional growth specific to the Cosmetology Department.

- Response: Faculty will participate in campus-wide discussions regarding flex day and any staff development activities.

Compliance

a) Complete Student Learning Outcomes for all department curriculum by end of Spring 2006

- Response: Student Learning Outcomes are complete.

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

The Cosmetology Program of Study leads to an Associate of Science Degree. This degree requires the successful completion of 56 units of coursework. Completion of this degree also prepares students to take the State Board of Cosmetology examination, earn a certificate and become a licensed cosmetologist.

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
Certificate of Achievement Cosmetology	Spring 2010	388	2009-2010	not assessed	Not reviewed
Associate of Science - Cosmetology	Spring 2010	10	2009-2010	not assessed	Not reviewed
Certificate of Achievement Esthetician	Spring 2010	74	2009-2010	not assessed	10/15/10

Degrees and Certificates awarded during the previous six years

Associate of Science: Cosmetology-57

Certificate of Achievement: Cosmetology - 2330

Certificate of Achievement: Esthetician - 444

Certificates of Achievement in the Esthetician area decreased from 69 awards in 2006-07 to 21 awarded in 2007-08. In 2008-09, 28 certificates were awarded. The decrease is primarily due to elimination of the evening program in Esthetics.

7. List of Industry-Based Standard Certificates and Licenses

Cosmetology

Esthetician

Cosmetology

The data from January 1, 2004 to November 2, 2010 shows that 885 candidates were awarded a cosmetology license from the California State board of Barbering and Cosmetology.

Through participation in the Pivot Point methodology, each student receives a certificate of completion for the following areas at the cosmetology/esthetician graduation ceremony: Hair Sculpture, Hair Design, Hair Texturizing, Hair Color, and Esthetician. These certificates are recognized within the industry; however they are not a requirement for licensing.

Esthetician

The data from January 1, 2004 to November 2, 2010 shows that 453 candidates were awarded an esthetician license from the California State board of Barbering and Cosmetology.

8. Advisory Committees

The program has two Advisory Committees. One group advises the Cosmetology Program and the other advises the Esthetics Program. Advisory The committees meets on two times a year one meeting to be held in the Fall Semester and one meeting to be held in the Spring Semester. The members have diverse experience in the industry and include former Citrus College Cosmetology students who have successfully entered the career field.

Cosmetology Advisory Committee

<u>Name</u>	<u>Position / Company</u>
Cris McConel	Cosmetologist/Mane Street Salon
Patti Horwath	Consultant/ P&G- Wella
Victor Valverde	Owner/ Salon Sessions
David Para	Cosmetologist/Strands Salon
Albert Cortez	Cosmetologist/Tamtrum Salon & Store*
Cindy Pritchard	Cosmetologist/Supercuts
Deanna Norrdin	Owner/Clippings Hair Design

Esthetician Advisory Committee

<u>Name</u>	<u>Position / Company</u>
Dr. Daniel Gormley	Dermatologist/Foothill Clinic
Alejandra Barranza	Makeup Artist, Former Student/TNT Agency
Hector Barranza	Make Up Academy Owner/ TNT Agency
Lori Paley	Esthetician, Former Student/ salon owner
Sari Snyder	Owner of Aesthetics International
Annmarie Torres	Esthetician/Former Student, Allure Salon

9. Program Student Learning Outcomes

Cosmetology

The Cosmetology 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 Cosmetology Program will have acquired the following competencies:

1) Communication (personal expression and information acquisition)

Students will be familiar with terminology related to the cosmetology industry and explain procedures, processes, and health and safety hazards to clients.

2) Computation

Students will determine the appropriate formula, ratios, and percentage of chemical compounds used during procedures.

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

Students will be able to identify the appropriate procedure, processes, and supplies necessary for client service.

4) Community/Global Consciousness and Responsibility

5) Technology

6) Discipline / (Subject Area Specific Content Material)

Students will develop the industry skills necessary to pass the California State Board of Barbering and Cosmetology exam.

Esthetician

The Esthetician 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 Esthetician Program will have acquired the following competencies:

1) Communication (personal expression and information acquisition)

Understand the components of creating a professional atmosphere through observation, demonstration, client interaction, and exams.

2) Computation

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

Develop confidence, proficiency and appreciation for the specialized knowledge required for a lucrative career within a professional environment through interaction with clients, peers, observation and practical.

4) Community/Global Consciousness and Responsibility

5) Technology

6) Discipline / (Subject Area Specific Content Material)

a) Recognize facial treatment philosophies through observation, demonstration and exams.

b) Master the art of makeup design and hair removal to ensure success in the industry through observation, demonstration and exams.

c) Successfully complete 600 hours and pass the California State Board exams through exams, observation and demonstration.

10. Curriculum Review and Student Learning Outcomes Assessment

Curriculum/ SLO Assessment Map: Cosmetology

CC 1: Communication CC 2: Computation CC 3: Creative, Critical, and analytical thinking, information competency	CC 4: Community/global consciousness and responsibility CC 5: Technology CC 6: Discipline/Subject Area Specific Content Material
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	CC1 Familiar with terminology, processes and health and safety hazards to clients	CC2 Determine appropriate formulas, ratios, and percentage of chemical compound used during procedures	CC3 Students will be able to identify the appropriate procedures, processes and supplies necessary for client services	CC6 Students will develop industry skills necessary to pass the CA State Board of Barbering and Cosmetology exam	Date of Assessment= F11, S12 or CA=(Ongoing, Continuing Assessment)
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COS 141 –Introduction to Cosmetology (12 Units), Applicability-D/C/S Last Offered-SP 12, Last Curriculum Date:SP10, Curriculum Revision Date: SP 2016 Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award					
SLO 1					F11
SLO 2					F11
SLO 3					F11
SLO Key: I= Introduced, D=Developed, M=Mastered					

COS 151 –Salon Success (4 Units), Applicability-D/C/S Last Offered-W12, Last Curriculum Date: SP 10, Curriculum Revision Date: SP 2016 Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award					
SLO 1	D				
SLO 2	D				W12
SLO 3	D			D	
SLO Key: I= Introduced, D=Developed, M=Mastered					

COS 161 A –Haircolor I (4 Units), Applicability-D/C/S Last Offered- SP 12, Last Curriculum Date: SP 10, Curriculum Revision Date: SP 2016 Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award					
SLO 1					F11
SLO Key: I= Introduced, D=Developed, M=Mastered					

COS 161 B –Haircolor II (4 Units), Applicability-D/C/S Last Offered- SP 12, Last Curriculum Date: SP 10, Curriculum Revision Date: SP 2016 Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award					
SLO 1	D				
SLO 2		D,M	D,M	D,M	S12
SLO 3		D,M	D,M		
SLO Key: I= Introduced, D=Developed, M=Mastered					

	CC1 Familiar with terminology , processes and health and safety hazards to clients	CC2 Determine appropriate formulas, ratios, and percentage of chemical compound used during procedures	CC3 Students will be able to identify the appropriate procedures, processes and supplies necessary for client services	CC6 Students will develop industry skills necessary to pass the CA State Board of Barbering and Cosmetology exam	Date of Assessment= FA11, SP12 or CA=(Ongoing, Continuing Assessment)
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COS 172 A–Hair Design I (4 Units), Applicability-D/C/S Last Offered-SP 12, Last Curriculum Date: SP 10, Curriculum Revision Date: SP 2016 Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award					
SLO 1		I	I	I	F11
SLO Key: I= Introduced, D=Developed, M=Mastered					

COS 172 B–Hair Design II (4 Units), Applicability-D/C/S Last Offered-SP 12, Last Curriculum Date: SP 10, Curriculum Revision Date: SP 2016 Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award					
SLO 1	D				
SLO 2		D	D	D	S12
SLO 3	D				
SLO Key: I= Introduced, D=Developed, M=Mastered					

COS 178 A–Chemical Texturizing I (4 Units), Applicability-D/C/S Last Offered-SP 12, Last Curriculum Date: SP 10, Curriculum Revision Date: SP 2016 Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award					
SLO 1	I,D				F11
SLO 2		I,D		I,D	F11
SLO 3		I	I,D	I,D	
SLO Key: I= Introduced, D=Developed, M=Mastered					

COS 178 B–Chemical Texturizing II (4 Units), Applicability-D/C/S Last Offered-SP 12, Last Curriculum Date: SP 10, Curriculum Revision Date: SP 2016 Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award					
SLO 1	D,M				S12
SLO 2		D,M	D,M	D,M	F11
SLO 3	D,M		D,M	D,M	F11
SLO Key: I= Introduced, D=Developed, M=Mastered					

COS 181 A–Hairsculpting I (4 Units), Applicability-D/C/S Last Offered-SP 12, Last Curriculum Date: SP 10 Curriculum Revision Date: SP 2016 Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award					
SLO 1			I	I	F11
SLO 2	I				F11
SLO 3			I	I	F11
SLO Key: I= Introduced, D=Developed, M=Mastered					

	CC1 Familiar with terminology , processes and health and safety hazards to clients	CC2 Determine appropriate formulas, ratios, and percentage of chemical compound used during procedures	CC3 Students will be able to identify the appropriate procedures, processes and supplies necessary for client services	CC6 Students will develop industry skills necessary to pass the CA State Board of Barbering and Cosmetology exam	Date of Assessment= FA11, SP12 or CA=(Ongoing, Continuing Assessment)
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COS 181 B–Hairsculpting II (4 Units), Applicability-D/C/S Last Offered-SP 12, Last Curriculum Date: SP 10 Curriculum Revision Date: SP 2016 Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award					
SLO 1		D,M	D,M	D,M	S12
SLO 2	D,M				
SLO 3		D,M	D,M	D,M	
SLO Key: I= Introduced, D=Developed, M=Mastered					

COS 182–Skincare (4 Units), Applicability-D/C/S Last Offered-SP 12, Last Curriculum Date: SP 10 Curriculum Revision Date: SP 2016:					
SLO 1		I,D	I,D	I,D	F11
SLO 2			I,D	I,D	F11
SLO 3	I,D				F11
SLO Key: I= Introduced, D=Developed, M=Mastered					

COS 183–Nail Care (4 Units), Applicability-D/C/S Last Offered-SP 12, Last Curriculum Date: SP 10 Curriculum Revision Date: SP 2016:					
SLO 1	I,D				F11
SLO 2		I,D	I,D	I,D	F11
SLO 3			I,D		S12
SLO Key: I= Introduced, D=Developed, M=Mastered					

Curriculum/ SLO Assessment Map: Esthetician

CC 1: Communication	CC 4: Community/global consciousness and Responsibility
CC 2: Computation	CC 5: Technology
CC 3: Creative, Critical, and analytical thinking, information competency	CC 6: Discipline/Subject Area Specific Content Material

	CC1 Understanding the component of creating a professional atmosphere through observation, demonstration, client interaction and exams.	CC3 Develop confidence, proficiency and appreciate the specialized knowledge required for a lucrative career in a professional environment	CC6 a Recognize different facial treatment philosophies	CC6 b Master the art of makeup design and hair removal to ensure success in the industry	CC6 c Successfully complete 600 hours and passing Ca State Board exams	Date of Assessment= FA11, SP12 or CA=(Ongoing, Continuing Assessment)
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COS 199 A—Esthetician I (8 Units), Applicability-C Last Offered-SP 12, Last Curriculum Date:SP10 , Curriculum Revision Date: SP 2016 Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award						
SLO 1	I	I			I	SP 12
SLO 2		I	I	I	I	
SLO 3		I	I,D	I	I	
SLO 4		I	I,D	I	I	
SLO Key: I= Introduced, D=Developed, M=Mastered						

COS 199 B—Esthetician II (8 Units), Applicability-C Last Offered-SP 12, Last Curriculum Date:SP10 , Curriculum Revision Date: SP 2016 Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award						
SLO 1	D,M	D,M			D	
SLO 2		D	D,M	D,M	D	SP 12
SLO 3		D	D,M	D,M	D	
SLO Key: I= Introduced, D=Developed, M=Mastered						

COS 199 C—Esthetician Salon Success (3 Units), Applicability-C Last Offered-W12, Last Curriculum Date:SP10 , Curriculum Revision Date: SP 2016 Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award						
SLO 1	D,M				D	SP 12
SLO 2		D,M			D	
SLO 3		D,M			D	
SLO Key: I= Introduced, D=Developed, M=Mastered						

11. Evaluation Criteria – Need

Labor market data from the California Employment Development Department 2008-2018 Industry Employment Projections for the Los Angeles-Long Beach-Glendale Metropolitan Division indicates that Skin Care Specialist (Estheticians) projects the largest area of growth, at 14.9%. Makeup Artists and Theatrical and Performance Occupations show an expected growth of 12.2%. The report also indicates that Self Employment will increase by 3.4% in the same period. Other areas represented in the Personal Care and Service Occupations show little or negative growth for the period reviewed.

The 2008-2018 Occupational Employment Projections for the Riverside-San Bernardino-Ontario Metropolitan Statistical Area (Riverside and San Bernardino Counties) indicate expected growth in Skin Care Specialists at a total of 15.8%, Cosmetology at a rate of 10.3% and Manicurists and Pedicurists 8.6%. Other areas of Personal Appearance Worker growth is projected at 9.9%. Self Employment shows a minimal increase.

The 2008-2018 Occupational Employment Projections for the Santa Ana-Anaheim-Irvine Metropolitan Statistical Area (Orange County) projects growth in the following areas: Skin Care Specialists at 28.8%, Cosmetologists 13.3%, Manicurists and Pedicurists 10.9%, Personal Appearance Workers 13.2%, and Self Employment 1.6%.

Projections data from the National Employment Matrix reveal positive growth rates: Cosmetologists 20%, Manicurists and pedicurists 19%, Skin care specialists 38%, and Shampooers/Assistants 15%.

For the projection years 2008-2019 the "Occupational Outlook Handbook, 2010-11 Edition" prepared by the United States Department of Labor Bureau of Labor Statistics reports: "Employment trends are expected to vary among the different occupational specialties. Employment of hairdressers, hairstylists, and cosmetologists will increase by about 20 percent, much faster than average, while the number of barbers will increase by 12 percent, about as fast as average. This growth will primarily come from an increasing population, which will lead to greater demand for basic hair services. Additionally, the demand for hair coloring and other advanced hair treatments has increased in recent years, particularly among baby boomers and young people. This trend is expected to continue, leading to a favorable outlook for hairdressers, hairstylists, and cosmetologists."

Cosmetology programs are offered at Pasadena City College, Los Angeles Trade Tech, Fullerton College, Cerritos College, Riverside City College and Golden West College. There are also private schools in the Los Angeles / Orange County area that provide similar vocational programs. Programs in this area will be similar due to state mandated curriculum.

Student demand at Citrus College exceeds the capacity of courses available. Class offerings are generally filled within the first week of registration.

COMMENDATIONS:

Citrus Cosmetology has received the following:

- The President of the United State of America Honor Roll for extraordinary and exemplary community service contributions - 2009
- Foothill Unity Center's Neighbors Helping Neighbors Award - 2008
- County of Los Angeles Community Organization Award - 2008
- State of California Senate Certificate of Recognition - 2008
- David & Margaret Youth and Family Services Award - 2007
- Citrus College Service Learning Award of Recognition - 2005
- Partners with Dermalogica--Bi-Annual Student Honor Awards

RECOMMENDATIONS:

1. Faculty should evaluate the market need for a barbering school in Los Angeles County and identify curriculum and facility requirement to implement this program by fall 2014.
2. Faculty should develop a course towards certification in Make-up due to the growing demand for this occupation.

12. Evaluation Criteria – Quality

The Cosmetology program was condensed into the 16 week schedule in Fall 2010. As a part of this change, all course outlines were updated to include course level Student Learning Outcomes. During the appraisal of the cosmetology/esthetician program three classes were added to the curriculum: Salon Success (COS151), Salon Success (COS 199C), and Hairsculpting (COS181A and B). During the review, lecture and lab hours were reviewed and adjusted to conform to the 16 week schedule.

The program supports the mission of the college in the area of development of occupational skills. Perkins IV CORE Indicators show that Cosmetology (TOP 300700) is above the goal in Core 1 (Skill Attainment 95.97 vs. goal of 87.93) and Core 2 (Completion 80.37 vs. goal of 78.95). Core 3 (Persistence in higher education) was at 60.86, below the goal of 83.62. This may be due to students who leave school to enter the workforce. Core 4 (Employment) at 72.73 is slightly below the goal of 80.33. Faculty believe that a tracking system may give us a better look at this area. Core 5 (Training leading to non-traditional employment) is well below the goal of 19.05 at 3.79.

Assessment of course level Student Learning Outcomes commenced in Fall 2011.

COMMENDATIONS:

Lecture and lab hours have been reviewed as a part of the update of curriculum.

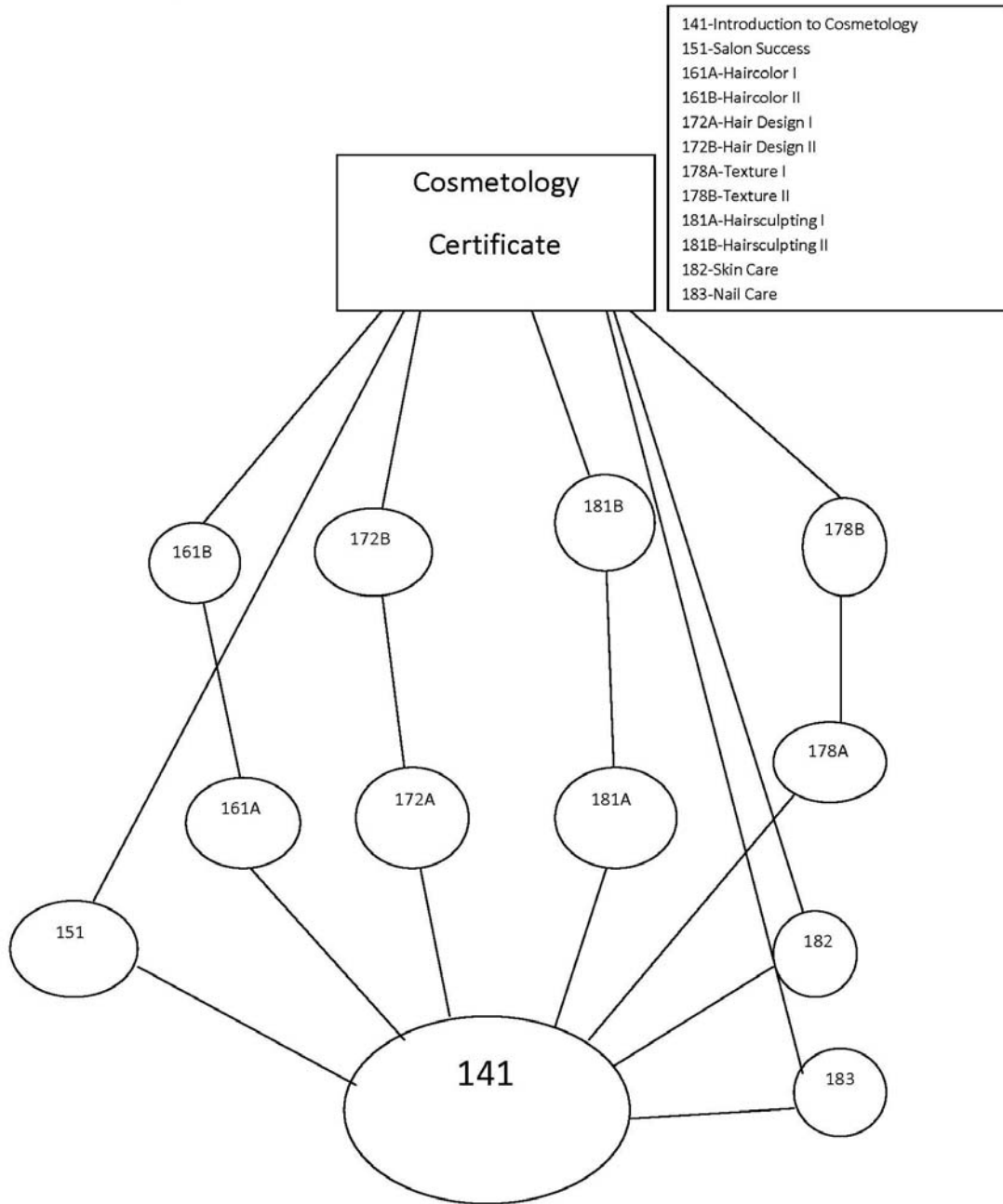
RECOMMENDATIONS

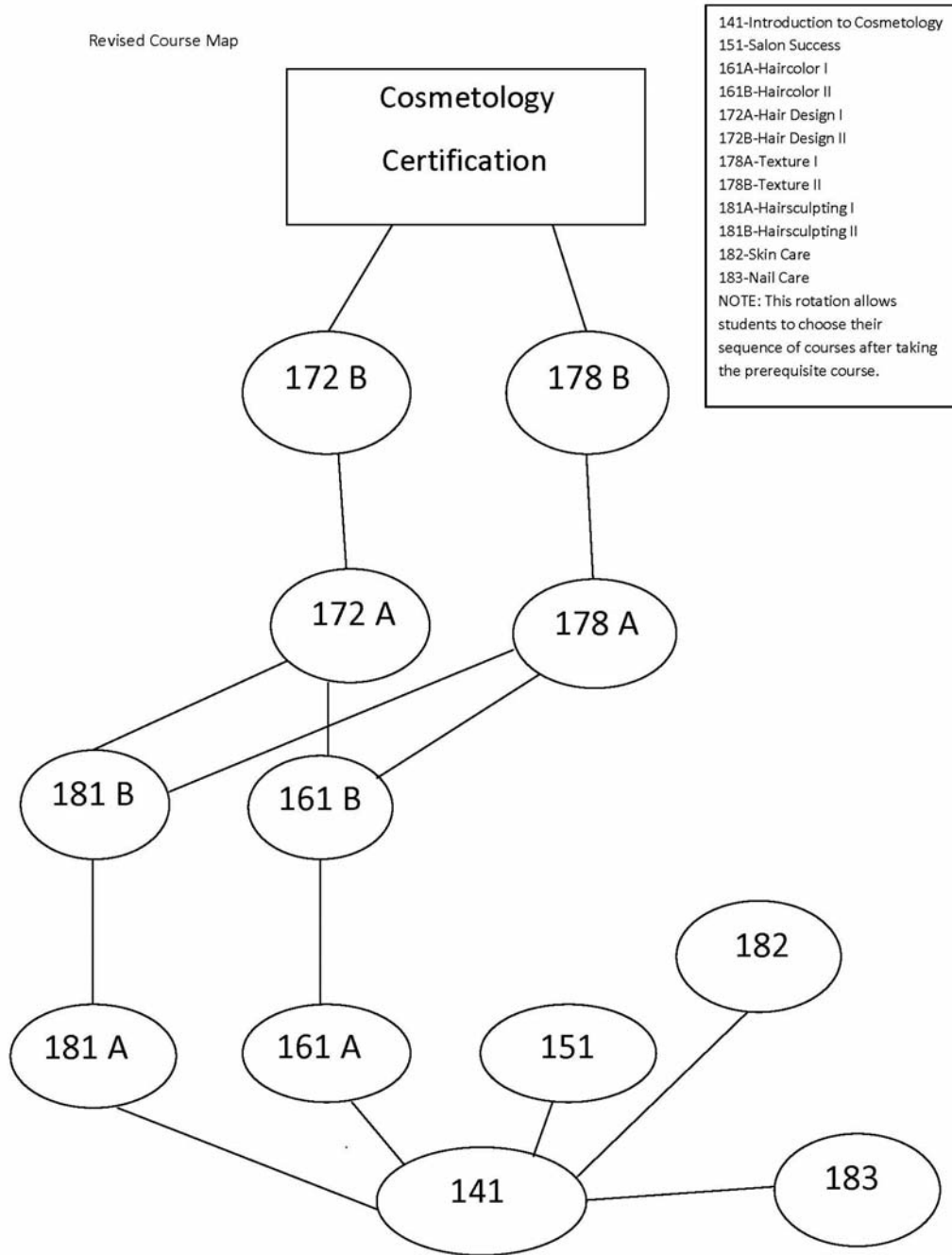
1. Institute a system to track employment of and receive feedback from cosmetology / esthetician graduates utilizing social media.
2. Implement a program schedule that allows students to select their own course of career focus.

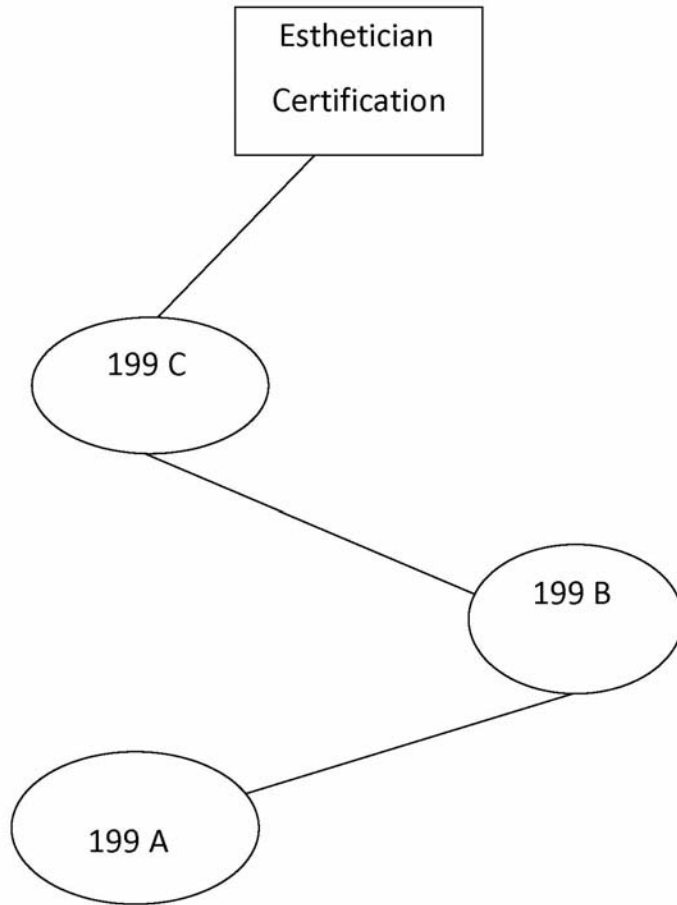
13. Evaluation Criteria – Feasibility

It is possible for full-time students to complete the program in two years as illustrated by the program course map.

Current Cosmetology Course Map







COMMENDATIONS:

1. Career and Technical Education Programs has a counselor who is aware of the needs of the students in the program. Changes in the Cosmetology and Esthetics programs will require additional CTE counselor support to ensure student completion.
2. A full time student can complete the Cosmetology program in one year and three months, or in two years and one semester taking night classes. The Esthetician program is completed in one semester and four and one-half weeks.
3. The Cosmetology program is in two formats, full-time day and part-time evening.
4. The esthetician program is in a daytime format only.

RECOMMENDATIONS

1. There is a need for an increase from 8 full-time faculty for total of 12 full-time qualified faculty which will increase consistency through out the program.
2. A part-time day program is needed to meet the needs of non-traditional and part-time students.
3. Provide additional specialized counseling support.

14. Evaluation Criteria – Compliance

The Cosmetology program course outlines of record are compliant with the California State Board of Barbering and Cosmetology curriculum for both cosmetology and esthetics. Historically, the cosmetology advisory board met annually in the spring. Beginning Fall 2012, two meetings will be scheduled each year. The advisory is made up of industry professional and faculty.

COMMENDATIONS:

Course outlines of record were updated and modified to convert the program to the sixteen week calendar in Fall 2010.

RECOMMENDATIONS

Review current facility to identify areas of improvement.

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	Develop a webpage which includes a virtual tour of the department	Faculty / TECHs	Spring 2012	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Utilize social networking media to enhance visibility of the program	Faculty	Winter 2012	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	Institute a system to track employment of cosmetology graduates	Faculty or classified staff		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Review the current facility to identify areas of improvement	Faculty / Facilities / Consultant	Fall 2012	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Develop and participate in a team building workshop to facilitate communication and cooperation among faculty	Dean / Faculty/ Human Resources	Summer 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Faculty development through Pivoit Point should be expanded.	Faculty/ Dean	Spring 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Faculty should evaluate the market need for a barbering school in Los Angeles County and identify curriculum and facility requirement to implement this program.	Faculty/Dean	Fall 2014	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
8	Faculty should do research on development of a course towards certification in Make-up due to the growing demand for this occupation.	Faculty		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Institute a system to track employment of and receive feedback from cosmetology/esthetician graduates utilizing social media.	Faculty		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Implement a program schedule that allows students to select their	Faculty		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	own career focus.						
11	There is a need for an increase from 8 full-time faculty for total of 12 full-time qualified faculty which will increase consistency through out the program. Counseling support is needed to ensure student completion.	Dean		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input 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 (4 positions)	During 2011-12 three faculty members will retire. We are currently have one full time position that was unfilled during 2010-11 due to a hiring freeze. Replacement faculty members are necessary to maintain the quality of the program.	M, Q	B
CTE counselor/Cosmetology Academic advisor	Student Completion/Student persistence	M, Q	B

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact ◇	Priority ‡
Full-Time Secretary	Replace two retirement positions	M,Q	2
Clerk II	Replace one retirement position	M,Q	2

Facilities

Facilities / repairs or modifications needed	Discuss impact on goals / SLOs	Bldg / Room	Impact ◇	Priority ‡
A full review of Cosmetology facilities is needed to identify modifications necessary to meet current industry standards and program growth.	The program is being hampered by an outdated building design which impedes student exposure to an entry level experience in the industry.	PC	N, F	C
Faculty offices / workroom/ break room	Faculty members need individual office space (each office has three faculty members sharing space) as well as a workspace for material preparation and breaks.	PC	Q	C

Computers / Software (Tecs)

Item	Discuss impact on goals / SLOs	Cost	Impact ◇	Priority ‡
Computer and scheduling software	We currently schedule clients on a paper calendar - this system has been replaced in the industry years ago. Our students need to be exposed to scheduling software as a part of their education. The change would also provide enhanced levels of service to clients.	\$3,000	Q	C

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact ◇	Priority ‡
Large screen monitor	A monitor is needed for use during	\$7,000	Q	C

(Approx 75 in)	lecture and demonstrations.			
Esthetician Beds (12)				

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

Key Performance Indicators: Cosmetology		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	14.0	12.0	12.0	12.0	12.0	11.0
4	Sections Offered	34.0	32.0	32.0	32.0	32.0	31.0
5	Morning Sections	22.0	22.0	22.0	22.0	22.0	22.0
6	Afternoon Sections	1.0					
7	Evening Sections	11.0	10.0	10.0	10.0	10.0	9.0
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections	30.0	30.0	30.0	30.0	30.0	30.0
11	DistanceEd Full-Term Sections	0.0	0.0	0.0	0.0	0.0	0.0
12	DistanceEd Short-Term Sections	0.0	0.0	0.0	0.0	0.0	0.0
13	Enrollment	767	723	751	708	669	643
14	Weekly Student Contact hours (WSCH)	7375.7	6869.3	7295.5	7309.2	6862.9	6892.1
15	Full-Time Equivalent Students (FTES)	252.9	235.5	250.1	225.5	211.8	212.7
Program Resources							
16	Full-Time Equivalent Faculty (FTEF)	9.4	8.5	8.5	9.0	9.1	8.6
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	788.8	804.4	854.3	813.0	754.2	799.5
19	FTES/FTEF	27.0	27.6	29.3	25.1	23.3	24.7
20	Fill Rate at Census	65.9	70.0	87.9	98.1	95.4	94.6
Program Success							
21	Course Retention	94.8	98.5	99.2	98.9	99.0	99.8
22	Course Success	89.4	93.6	95.1	96.3	96.3	96.7

Key Performance Indicators: Cosmetology					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 Secions						
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						

Key Performance Indicators: Cosmetology		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	14.0	12.0	12.0	12.0	11.0	11.0
4	Sections Offered	33.0	32.0	32.0	32.0	31.0	31.0
5	Morning Secions	21.0	22.0	22.0	22.0	22.0	22.0
6	Afternoon Sections	1.0					
7	Evening Sections	11.0	10.0	10.0	10.0	9.0	9.0
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections	29.0	30.0	30.0	30.0	30.0	30.0
11	DistanceEd Full-Term Sections	0.0	0.0	0.0	0.0	0.0	0.0
12	DistanceEd Short-Term Sections	0.0	0.0	0.0	0.0	0.0	0.0
13	Enrollment	699	788	779	717	646	656
14	Weekly Student Contact hours (WSCH)	6341.7	7483.3	7374.8	7428.8	6893.4	6850.6
15	Full-Time Equivalent Students (FTES)	217.4	256.6	252.9	229.2	212.7	211.4
Program Resources							
16	Full-Time Equivalent Faculty (FTEF)	8.7	8.5	8.5	9.1	8.9	26.9
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	728.1	876.3	863.6	812.8	775.4	254.9
19	FTES/FTEF	25.0	30.0	29.6	25.1	23.9	7.9
20	Fill Rate at Census	49.7	73.2	87.0	100.9	94.8	94.4
Program Success							
21	Course Retention	95.0	99.0	98.3	99.7	99.5	99.4
22	Course Success	90.6	94.9	93.8	96.8	95.5	95.9

Key Performance Indicators: Cosmetology		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	10.0	11.0	10.0	10.0	11.0	11.0
4	Sections Offered	14.0	14.0	15.0	16.0	16.0	15.0
5	Morning Secions	10.0	11.0	10.0	10.0	11.0	11.0
6	Afternoon Sections						
7	Evening Sections	4.0	3.0	5.0	6.0	5.0	4.0
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections	14.0	14.0	15.0	16.0	16.0	15.0
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections	0.0	0.0	0.0	0.0	0.0	0.0
13	Enrollment	306	289	325	306	314	306
14	Weekly Student Contact hours (WSCH)	2601.4	2701.4	2887.5	2585.0	3448.1	3502.9
15	Full-Time Equivalent Students (FTES)	89.2	92.6	99.0	88.6	106.4	108.1
Program Resources							
16	Full-Time Equivalent Faculty (FTEF)	3.2	3.5	5.3	5.4	6.9	6.8
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	812.9	774.0	550.0	480.5	502.6	515.1
19	FTES/FTEF	27.9	26.5	18.9	16.5	15.5	15.9
20	Fill Rate at Census	47.5	80.5	64.8	86.4	89.3	93.3
Program Success							
21	Course Retention	96.7	95.5	98.5	98.7	100.0	99.0
22	Course Success	94.8	88.9	95.4	92.8	96.2	97.1

Demographics: Cosmetology		04-05		05-06		06-07		07-08		08-09		09-10	
		Year1		Year2		Year3		Year4		Year5		Year6	
Gender													
	Female	451	97.8%	448	96.8%	444	95.5%	378	94.3%	358	94.0%	360	94.2%
	Male	10	2.2%	15	3.2%	20	4.3%	20	5.0%	16	4.2%	14	3.7%
	Missing					1	0.2%	3	0.7%	7	1.8%	8	2.1%
	Total	461	100.0%	463	100.0%	465	100.0%	401	100.0%	381	100.0%	382	100.0%
Age													
	19 or younger	144	31.2%	186	40.2%	164	35.3%	115	28.7%	130	34.1%	111	29.1%
	20-24	211	45.8%	197	42.5%	224	48.2%	211	52.6%	183	48.0%	196	51.3%
	25-29	49	10.6%	46	9.9%	43	9.2%	39	9.7%	40	10.5%	51	13.4%
	30-34	18	3.9%	15	3.2%	15	3.2%	17	4.2%	19	5.0%	14	3.7%
	35-39	17	3.7%	4	0.9%	6	1.3%	5	1.2%	2	0.5%	4	1.0%
	40-49	16	3.5%	10	2.2%	8	1.7%	12	3.0%	5	1.3%	5	1.3%
	50 and above	6	1.3%	5	1.1%	5	1.1%	2	0.5%	2	0.5%	1	0.3%
	Total	461	100.0%	463	100.0%	465	100.0%	401	100.0%	381	100.0%	382	100.0%
Ethnicity													
	Asian	27	5.9%	25	5.4%	29	6.2%	28	7.0%	21	5.5%	10	2.6%
	Black or African American	30	6.5%	23	5.0%	12	2.6%	13	3.2%	12	3.1%	6	1.6%
	Hispanic/Latino	205	44.5%	219	47.3%	229	49.2%	176	43.9%	138	36.2%	124	32.5%
	American Indian or Alaska Native	4	0.9%	4	0.9%	3	0.6%	3	0.7%	3	0.8%	4	1.0%
	Native Hawaiian or Other Pacific Islander							3	0.7%	6	1.6%	4	1.0%
	White	167	36.2%	163	35.2%	165	35.5%	145	36.2%	137	36.0%	106	27.7%
	Two or More Races											3	0.8%
	Unknown/Non-Respondent	28	6.1%	29	6.3%	27	5.8%	33	8.2%	64	16.8%	125	32.7%
	Total	461	100.0%	463	100.0%	465	100.0%	401	100.0%	381	100.0%	382	100.0%
Educational Goal													
	Degree & Transfer	76	16.5%	66	14.3%	64	13.8%	4	1.0%	26	6.8%	41	10.7%
	Transfer	39	8.5%	31	6.7%	25	5.4%		0.0%	4	1.0%	9	2.4%
	AA/AS	14	3.0%	24	5.2%	22	4.7%	18	4.5%	50	13.1%	60	15.7%
	License	40	8.7%	40	8.6%	41	8.8%	11	2.7%	20	5.2%	19	5.0%
	Certificate	241	52.3%	261	56.4%	269	57.8%	22	5.5%	56	14.7%	60	15.7%
	Job Skills	23	5.0%	14	3.0%	14	3.0%	50	12.5%	76	19.9%	93	24.3%
	Basic Skills							5	1.2%	2	0.5%	7	1.8%
	Personal											1	0.3%
	Undecided							11	2.7%	20	5.2%	54	14.1%
	Not Reported	28	6.1%	27	5.8%	30	6.5%	280	69.8%	127	33.3%	38	9.9%
	Total	461	100.0%	463	100.0%	465	100.0%	401	100.0%	381	100.0%	382	100.0%

Key Performance Indicators: Cosmetology		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	\$1,638,697.14	\$1,897,607.58	\$2,116,082.92	\$1,929,478.60	\$2,063,207.89	\$1,967,806.53
24	Total District Adopted Program Budget	1,614,725	1,587,599	1,784,235	1,806,444	1,875,205	1,913,026
25	Support Personnel (wage without benefit, 2200 and 2400 in budget)	280,629	360,327	281,472	443,010	82,476	82,476
26	Supplies (4300 in budget)	85,410	80,877	87,817	7,914	109,200	93,200
27	Cost	1,419,127	1,572,816	1,732,643	1,813,867	1,974,623	
28	Total FTES for the year	561.14	582.14	608.71	525.99	538.07	513.19
29	Cost per FTES	\$2,529.01	\$2,701.78	\$2,846.42	\$3,448.48	\$3,669.83	
Degrees and Certificates							
30	Degree: Cosmetology	6	9	8	12	10	13
31	Certificates: Cosmetology	248	236	304	262	260	230
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						

Key Performance Indicators: Esthetician		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	2.0	2.0	2.0	2.0	2.0	2.0
4	Sections Offered	3.0	3.0	3.0	3.0	3.0	3.0
5	Morning Sections	2.0	2.0	2.0	2.0	2.0	2.0
6	Afternoon Sections						
7	Evening Sections						
8	Arranged Sections						
9	Weekend Sections	1.0	1.0	1.0	1.0	1.0	1.0
10	Short Term Sections	2.0	2.0	2.0	2.0	2.0	2.0
11	DistanceEd Full-Term Sections	0.0	0.0	0.0	0.0	0.0	0.0
12	DistanceEd Short-Term Sections	0.0	0.0	0.0	0.0	0.0	0.0
13	Enrollment	100	100	93	87	90	85
14	Weekly Student Contact hours (WSCH)	1944.5	1944.5	1808.3	1919.2	2023.5	1893.2
15	Full-Time Equivalent Students (FTES)	66.7	66.7	62.0	59.2	62.4	58.4
Program Resources							
16	Full-Time Equivalent Faculty (FTEF)	2.3	2.3	2.3	2.6	2.7	2.7
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	834.6	834.6	776.1	727.0	757.9	709.1
19	FTES/FTEF	28.6	28.6	26.6	22.4	23.4	21.9
20	Fill Rate at Census	102.0	102.1	96.9	86.9	89.9	94.4
Program Success							
21	Course Retention	98.0	98.0	98.9	98.9	96.7	96.5
22	Course Success	97.0	92.0	95.7	95.4	91.1	96.5

	Key Performance Indicators: Esthetician				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 Secions						
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						

Key Performance Indicators: Esthetician		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	2.0	2.0	2.0	2.0	2.0	1.0
4	Sections Offered	3.0	3.0	3.0	3.0	3.0	1.0
5	Morning Sections	2.0	2.0	2.0	2.0	2.0	
6	Afternoon Sections						
7	Evening Sections						
8	Arranged Sections						
9	Weekend Sections	1.0	1.0	1.0	1.0	1.0	1.0
10	Short Term Sections	2.0	2.0	2.0	2.0	2.0	0.0
11	DistanceEd Full-Term Sections	0.0	0.0	0.0	0.0	0.0	0.0
12	DistanceEd Short-Term Sections	0.0	0.0	0.0	0.0	0.0	
13	Enrollment	96	86	79	82	89	29
14	Weekly Student Contact hours (WSCH)	1866.7	1672.1	1575.0	1857.9	2065.0	649.8
15	Full-Time Equivalent Students (FTES)	64.0	57.3	54.0	57.3	63.7	20.1
Program Resources							
16	Full-Time Equivalent Faculty (FTEF)	2.3	2.3	2.3	2.7	2.8	1.0
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	801.1	717.7	676.0	683.1	742.8	649.8
19	FTES/FTEF	27.5	24.6	23.2	21.1	22.9	20.1
20	Fill Rate at Census	101.3	89.6	83.3	82.7	95.1	96.7
Program Success							
21	Course Retention	99.0	98.8	100.0	98.8	98.9	100.0
22	Course Success	97.9	97.7	91.1	92.7	97.8	100.0

Key Performance Indicators: Esthetician		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 Secions						
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		\$2,922.30	\$3,259.71	\$3,476.34	\$3,668.28	\$3,834.46	\$3,834.46
16	Full-Time Equivalent Faculty (FTEF)						
17	Credit Reimbursement Rate						
Program Operation							
18	WSCH/FTEF						
19	FTES/FTEF						
20	Fill Rate at Census						
Program Success							
21	Course Retention						
22	Course Success						

		Demographics: Esthetician	04-05		05-06		06-07		07-08		08-09		09-10	
			Year1		Year2		Year3		Year4		Year5		Year6	
Gender														
	COSE	Female	100	100.0%	94	98.9%	93	97.9%	85	96.6%	88	95.7%	56	96.6%
	COSE	Male		0.0%	1	1.1%	1	1.1%	1	1.1%	2	2.2%	1	1.7%
	COSE	Missing					1	1.1%	2	2.3%	2	2.2%	1	
	COSE	Total	100	100.0%	95	100.0%	95	100.0%	88	100.0%	92	100.0%	58	100.0%
Age														
	COSE	19 or younger	33	33.0%	25	26.3%	16	16.8%	25	28.4%	21	22.8%	16	27.6%
	COSE	20-24	35	35.0%	28	29.5%	39	41.1%	27	30.7%	38	41.3%	19	32.8%
	COSE	25-29	11	11.0%	17	17.9%	12	12.6%	11	12.5%	14	15.2%	7	12.1%
	COSE	30-34	6	6.0%	9	9.5%	11	11.6%	9	10.2%	9	9.8%	3	5.2%
	COSE	35-39	7	7.0%	5	5.3%	5	5.3%	4	4.5%	3	3.3%	3	5.2%
	COSE	40-49	4	4.0%	8	8.4%	7	7.4%	9	10.2%	3	3.3%	6	10.3%
	COSE	50 and above	4	4.0%	3	3.2%	4	4.2%	3	3.4%	4	4.3%	4	6.9%
	COSE	Missing					1	1.1%						
	COSE	Total	100	100.0%	95	100.0%	95	100.0%	88	100.0%	92	100.0%	58	100.0%
Ethnicity														
	COSE	Asian	8	8.0%	7	7.4%	13	13.7%	5	5.7%	5	5.4%	1	1.7%
	COSE	Black or African American			3	3.2%	3	3.2%			3	3.3%	1	1.7%
	COSE	Hispanic/Latino	41	41.0%	37	38.9%	43	45.3%	30	34.1%	28	30.4%	8	13.8%
	COSE	American Indian or Alaska Native	1	1.0%	2	2.1%		0.0%			1	1.1%		
	COSE	Native Hawaiian or Other Pacific Islander							2	2.3%	2	2.2%		
	COSE	White	43	43.0%	40	42.1%	30	31.6%	43	48.9%	37	40.2%	12	20.7%
	COSE	Two or More Races											1	1.7%
	COSE	Unknown/Non-Respondent	7	7.0%	6	6.3%	6	6.3%	8	9.1%	16	17.4%	35	60.3%
	COSE	Total	100	100.0%	95	100.0%	95	100.0%	88	100.0%	92	100.0%	58	100.0%
Educational Goal														
	COSE	Degree & Transfer	12	12.0%	8	8.4%	7	7.4%	1	1.1%	4	4.3%	2	3.4%
	COSE	Transfer	7	7.0%	3	3.2%			1	1.1%	1	1.1%		0.0%
	COSE	AA/AS	6	6.0%	1	1.1%	3	3.2%	5	5.7%	12	13.0%	8	13.8%
	COSE	License	5	5.0%	6	6.3%	9	9.5%			3	3.3%	2	3.4%
	COSE	Certificate	56	56.0%	65	68.4%	69	72.6%	21	23.9%	28	30.4%	16	27.6%
	COSE	Job Skills	5	5.0%	7	7.4%	3	3.2%	20	22.7%	27	29.3%	21	36.2%
	COSE	Basic Skills							1	1.1%	2	2.2%	1	1.7%
	COSE	Undecided							1	1.1%	8	8.7%	6	10.3%
	COSE	Not Reported	9	9.0%	5	5.3%	4	4.2%	38	43.2%	7	7.6%	2	3.4%
	COSE	Total	100	100.0%	95	100.0%	95	100.0%	88	100.0%	92	100.0%	58	100.0%

Key Performance Indicators: Esthetician		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	\$381,595.60	\$404,204.04	\$398,631.91	\$427,538.03	\$481,109.70	\$300,890.08
24	Total District Adopted Program Budget	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
25	Support Personnel (wage without benefit, 2200 and 2400 in budget)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
26	Supplies (4300 in budget)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
27	Cost	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
28	Total FTES for the year	130.67	124	114.67	116.55	125.47	78.47
29	Cost per FTES	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
Degrees and Certificates							
30	Degree						
31	Certificates	95	83	79	49	53	57
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						

Attachment B: Library Report

LIBRARY ACTIVITY:

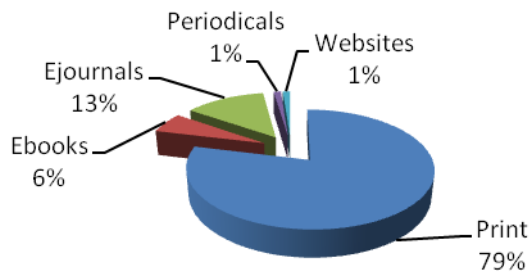
Library Orientations 2

Circulation of materials in subject area
.2 % of total circulation

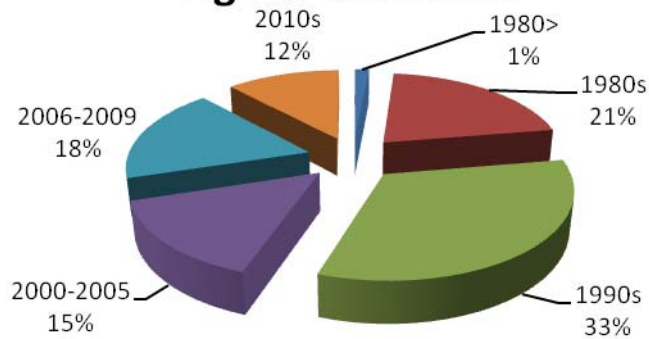
LIBRARY RESOURCES:

Dewey 646.72 - 646.727

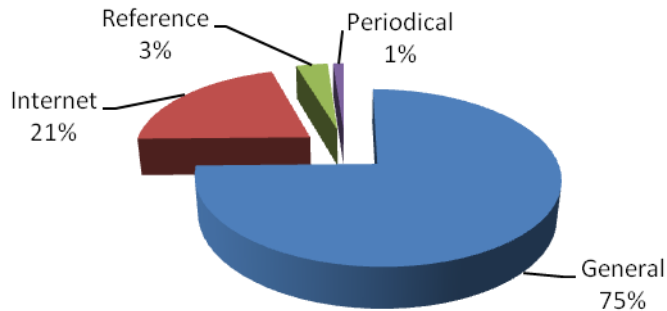
Formats of Collection



Age of Collection



Locations of Collection



Databases:

EBSCO's	Other:
Academic Search Premier *(1975-) Multi-disciplinary database for academic publications including peer-reviewed journals, & images.	Gale Virtual Reference Library* reference books & specialized reference sources for multidisciplinary research.
MasterFILE Premier *(1975-) Magazines, reference books, biographies, primary documents, & images.	Salem Health Magill's Medical Guide, 6th ed. Medical encyclopedia.
Business Source Premier (1965-; some 1922-) accounting, economics, finance, international bus., management, marketing, country economic reports, company profiles, market research reports, & industry profiles.	
Health Source: Consumer ed. behavioral health, childcare, food sciences & nutrition, medical sciences, sports medicine & general health. Includes <i>Merriam-Webster's Medical Desk Dictionary</i>	
Newspaper Source Plus* (1997-) Includes <i>San Gabriel Valley Tribune, Inland Valley Daily Bulletin, & radio & TV news transcripts.</i>	
Alt HealthWatch* (1990-) Complementary, holistic & integrated approaches to health care & wellness journals.	
Vocational & Career *(1985-) Trade and industry-related journals.	
History Reference Center biographies, books, documents, films, maps, photos, videos, & periodicals.	

Sample of ejournal titles in Cosmetology:

Cosmetic surgery times (1094-6810) Title details from ulrichsweb.comTM
from 09/01/2001 to present in Business Source Premier and MasterFILE Premier

Global cosmetic industry (1523-9470) Title details from ulrichsweb.comTM
from 01/01/1999 to present in Business Source Premier and Vocational & Career Collection

International journal of cosmetic science (0142-5463) Title details from ulrichsweb.comTM
from 02/01/2000 to 1 year ago in Academic Search Premier and MEDLINE Select

Journal of cosmetic and laser therapy (1476-4172) Title details from ulrichsweb.comTM
from 01/01/1999 to 1 year ago in Academic Search Premier

Journal of cosmetic dermatology (1473-2130) Title details from ulrichsweb.comTM

from 09/01/2002 to 1 year ago in Academic Search Premier

Facial care in the United States Title details from Ulrichsweb.com™

from 01/01/2004 to present in Business Source Premier

Global facial care Title details from Ulrichsweb.com™

from 01/01/2004 to present in Business Source Premier

Make-up in the United States Title details from Ulrichsweb.com™

from 01/01/2002 to present in Business Source Premier

Global make-up Title details from Ulrichsweb.com™

from 01/01/2004 to present in Business Source Premier

Skin research and technology (0909-752X) Title details from Ulrichsweb.com™

from 02/01/1998 to 1 year ago in Academic Search Premier

Sample of Subject Headings:

Beauty culture – Vocational guidance.

Beauty, Personal.

Cosmetics.

Dermatology – Periodicals.

Hair – Care and hygiene.


Haircutting.

Manicuring.

New Cosmetology Titles

1. **Encyclopedia of hair: a cultural history** / Victoria Sherrow.
2. **Spa business strategies: a plan for success** / Janet M. D'Angelo.
3. **Skin disease: diagnosis and treatment** / Thomas P. Habif ... [et al.].
4. **Milady's standard cosmetology exam review** / Catherine M. Frangie.
5. **Spa and salon alchemy: step by step spa procedures** / Sandra Alexcae Moren.
6. **Can you get hooked on lip balm? : top cosmetic scientists answer your questions ...** / Perry Romanowski.
7. **Ugly beauty: Helena Rubinstein, L'Oreal, and the blemished history of looking good** / Ruth Brandon.
8. **Milady's standard esthetics: fundamentals exam review** / Jeryl Spear.
9. **Hair structure and chemistry simplified: exam review** / John Halal.
10. **Milady's standard cosmetology: haircoloring and chemical texture services.**
11. **Milady's standard professional barbering exam review.**
12. **The skin care answer book: real-world answers to 275 most-asked skin care questions** / Mark Lees.
13. **Milady's standard esthetics : fundamentals : step-by-step procedures** / Joel Gerson
14. **Milady's standard esthetics: advanced: step-by-step procedures** / editorial contributor, Letha Barnes.
15. **12 months of marketing for salon and spa: from single chair to multi-station to chain** / Elizabeth Kraus.
16. **Make over your marketing: 12 months of marketing for salon and spa** / Elizabeth Kraus.

Attachment C: Citrus College Core Indicators

 PERKINS IV Core Indicators of Performance by Vocational TOP Code						
Summary by College for: CITRUS - CITRUS						
COSMETOLOGY AND BARBERING	Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
Indicators for 2009-2010	96.30	91.94	58.37	75.57	2.39	1.27
Indicators for 2010-2011	95.97	80.37	60.86	72.73	3.79	3.70



Child Development Instructional Program Review 2011-2012

Spring 2012

Prepared by

Name	Title	Name	Title
Judy Gregg	Faculty	Michael Hurtado	Dean
Shelley Hahn	Faculty		
Carolyn Perry	Faculty		

Child Development Program Review Committee Members

Name	Title	Name	Title
Judy Gregg	Faculty	Michael Hurtado	Dean Social / Behavioral Science
Shelley Hahn	Faculty	James Woolum	Program Review Coordinator
Carolyn Perry	Faculty	Michelle Plug-Gordin	Articulation Officer
		Dr. Irene Malmgren	Vice President, Academic Affairs



PROGRAM REVIEW – Child Development

The final summary of the program review process for Child Development 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.

Dr. Michael Hurtado, Dean of Social & Behavioral Sciences

date

Michelle Plug, Articulation Officer

date

Dave Kary, Chair of Curriculum Committee

date

Dr. Irene Malmgren, Vice President of Academic Affairs

date

Nicki Shaw,, Academic Senate President

date

Dr. Geraldine M. Perri, Superintendent/President

date

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

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1. Executive Summary

A. Program History/Description

The Child Development Department program is designed to prepare prospective teachers to create and implement a developmentally appropriate educational program for children from birth through 8 years. Our students are exposed to theories of physical, intellectual, and social development and explore evidence in children's behavior at all ages and stages. Students learn to recognize the range of development in children through directed observation and evaluation. They have the opportunity to learn to appreciate differences in culture and learning style to accommodate individual children and their families. Students are also prepared to articulate their philosophy of education to the parents of their students and to effectively engage with them in the process of guiding/socializing/educating their children.

The Orfalea Family Child Development Center (CDC) has served as the campus laboratory school providing instruction to college students as well as care and education for young children of students, staff, and the community. The Center is accredited by the National Association for the Education of Young Children.

The Department works with community advisors. The Advisory Committee meets annually to advise the Department. The Council is comprised of child care professionals including owners, directors, teachers, and supervisors.

B. Strengths/Effective Practices

We are fortunate to have three full-time faculty who have worked as teachers and/or administrators of children's programs in preschool, elementary, and junior high school settings. Our adjunct faculty have also worked with children of various ages and some are specialists in areas of speech and language acquisition, special needs education, kinesiology and music. The depth of knowledge these faculty bring to our students is invaluable in helping our students reach SLO's.

The Department follows the guidelines for courses that have been established by the State of California. The State requires coursework in Child Development for employment and awards permits at various levels. We also provide advanced coursework to support students who need to renew or upgrade their permits and require professional development. We always have full classes with more students wanting to add than we can take. Our retention rate is 93.8%.

The Department created a career pathway through the Career Pathway Grant (SB70) for students to move smoothly from high school through our college to earn an AS-T in Early Childhood Education and junior status at any California State University.

C. Weaknesses/Lessons Learned

During the past few years we have experienced an upswing in students seeking

admission into the whole range of Child Development courses. We have not been able to accommodate them as sections and courses have decreased due to the budget limitations all community colleges are experiencing. We want our students to qualify for teaching permits, jobs or transfer within a two-year period. There are teaching jobs available and the need for early childhood caregivers is growing. Well-educated and trained teachers are able to design and implement high quality programs for infants, preschool-age and school-age children and will be in demand.

The Orfalea Family Children's Center (CDC) was our program's lab school and enabled our students to meet SLO's and develop their teaching skills. The Infant-Toddler program was eliminated several years ago due to budget deficits. Now the preschool portion of our lab school program will be closed, June 2012. Our students have used the Center's program for observations of teachers and children interacting using appropriate curriculum and a well-designed facility. Prospective teachers, doing their practice teaching, were able to be mentored as they designed and presented activities for children. A fledgling teacher needs guidance and feedback as he/she learns about appropriate limit-setting, development of relationships with children and presentation of experiences/activities for young children. In the absence of an on-site lab school, we are still able to provide excellent models of teaching and learning environments for our students. By utilizing the mentors in the California Early Childhood Mentor-Teacher Program (funded by the Department of Education-Child Development Division) we can accommodate this need. We do not yet know how many students may be prevented from doing a practicum off-campus due to childcare or transportation impediments.

We are now approved to provide an AS-T in Early Childhood Education which allows our students to achieve junior status at any California State University and to proceed with their education without repetition of course work. This is a timely development as teachers in Title V (State-funded) preschool programs are now required by the State to have a bachelor's degree in the field of Early Childhood Education or Child Development by 9/30/2013.

D. Recommendations/Next Steps

The California Commission on Teacher Credentialing (CTC) requires teachers of children 0-5 years to complete course work to gain employment and again for professional development. They must also take capstone classes for career advancement. We should offer the appropriate classes in a timely rotation so students can reach their goals.

Replacement of retiring faculty will be necessary in the next few years.

2. Faculty

Full-Time Faculty

Gregg, Judy

Hahn, Shelley

Perry, Carolyn

Adjunct Faculty

Ezaki, Karen

Allen, Ann

Heuring, Patrice

Baxter, Susan

Campbell, Faye

Coleman, Claire

Doolittle, Jan

Marine, Constance

Nuttall, Adora (Dori)

Pecoraro, Susan

Simpson, Lakisha

Ysias, Melissa

3. Program description *(We recommend the catalog description be changed to read:)*

The Child Development Program explores the theories and concepts necessary for the healthy growth and development of children from conception through adolescence. Child development courses provide both the theoretical and practical skills and experiences necessary to obtain a transfer degree or gain employment in the field of early childhood education.

Students who complete the appropriate coursework may earn the Early Childhood Education Associate in Science for Transfer degree. The transfer degree focuses on the theoretical background of child development and developmentally appropriate practices of education for young children. Students who complete this transfer degree will achieve junior status to the California State University system, and will be given priority admission to our local CSU campus.

Students completing appropriate coursework may earn the following certificates of achievement: Child Development Teacher, Child Development Master Teacher, or Child Development Master Teacher--Early Intervention

Students completing the appropriate courses may earn the following Skill Awards: Child Development Associate Teacher or Infant and Child Development Associate Teacher Skill Award

4. Program Goals and Objectives

The goals and objectives of the Child Development Program are:

- a) To provide instruction and courses that will incorporate the District's core competencies.
- b) To prepare students for transfer, degree, and employment through identified coursework; Associate in Science in Early Childhood Education for Transfer degree, Associate in Science Degree: Child Development, three separate certificates in Child Development and one skill award.
- c) Offer students coursework required to meet the California State Child Development Permit and School-Age Permit requirements set forth by the Commission on Teacher Credentialing at the Assistant, Associate Teacher, Teacher, Master Teacher, Site Supervisor and Program Director levels (See Attachment D & E: Child Development Permit Matrix)
- d) Offer students coursework required to renew and upgrade Child Development Permits through the California Commission on Teacher Credentialing.
- e) Offer students coursework necessary for employment in Title 5 Early Childhood programs funded through the state of California and for work in child care centers and family child care homes licensed by the California Department of Social Services under Title 22 code of regulations.
- f) Provide students access to observation and practicum experiences through the California Early Childhood Mentor Teacher Program and other approved Child Care facilities.
- g) Prepare students with skills, knowledge and a code of ethics necessary to hold professional positions and for career advancement in the field of Early Childhood Education and Behavioral Sciences.
- h) Offer access to information, resources, advisement, workshops and other relevant opportunities to support the professional growth and personal enrichment of students, professionals working with children and families in Early Childhood Education/Behavioral Sciences and the community.
- i) Provide information, advisement and resources to support Early Childhood Education students in reaching academic and professional goals.
- j) Facilitate students' understanding, appreciation and ability to apply Developmentally Appropriate Practice in Early Childhood Education settings as evidenced by Child Development theory and research.
- k) Develop students' ability to respect, understand and sensitively respond to both children and families.

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

DEGREES: Citrus College currently offers two Associate degrees in Child Development:

- Associate in Science in Early Childhood Education for Transfer
- Associate in Science Degree: Child Development

BACKGROUND: In 2005, state-wide efforts began to unite faculty in aligning curriculum for the purpose of transfer to the CSU system. This effort became known as the CAP or the Curriculum Alignment Project. Over the years, faculty members (Judy Gregg, Shelley Hahn, Tony Henry, and Carolyn Perry) participated in a variety of workgroups and attended CAP orientation meetings. After the 2007 decision by CAP, Citrus College faculty agreed to use the CAP recommended “EC/CD Lower Division 8” as a set of courses for the basis of the degree. Following the CAP identified courses, the Citrus College Child Development Associate in Science degree was written by Carolyn Perry and formally approved by the Citrus College Board of Trustees on July 21, 2009, following the campus-wide appropriate approval process. This included approval by the Los Angeles/Orange County Workforce Development Leaders (LOWDL) which is comprised of regional Deans and Directors of Career and Technical Education (CTE). The existing Child Development Associate in Science degree was developed prior to SB 1440 and the creation of the AS-T process and model. The courses in the existing Child Development AS degree recognize students who have completed the educational requirements necessary to work in the field of child development. The new degree, Early Childhood Education for Transfer, was also authored by Carolyn Perry and included department/division approval. This degree was formally approved by the Citrus College Board of Trustees on February 7, 2012.

Child Development has been a strong program for over thirty years at Citrus College. Diane Hinds and Sally Sanger were part of the original faculty who developed the various certificates that have been offered by the program over the years and many certificates date back to the 1980's. The Child Development Permit Matrix was created and adopted state-wide in the 1990's. Over the years, the department considered which courses would be most beneficial to students who may have a variety of educational goals and enable a student to meet the academic requirement of the California State Child Development Permit Matrix. The Program offers students mandatory coursework meeting the permit requirements set forth by the Commission on Teacher Credentialing (CTC). Citrus College students may qualify for the Assistant Teacher, the Associate Teacher, the Teacher, the Master Teacher, and the Site Supervisor and Program Director State Matrix Permits by completing appropriate courses. To help students properly identify the course required for each permit, the Department currently has three separate certificates in Child Development and one skill award. (See Attachment D & E: Child Development Permit Matrix)

Associate in Science for Transfer Degree – Early Childhood Education

Early childhood education introduces the theories of child development and principles of education focusing on children ages 0-8 years. The Associate in Science in Early Childhood Education for Transfer also prepares students with the academic course work necessary for a variety of child development permits issued by the State of California for students who wish to work while completing their education.

Students who complete this degree will be guaranteed admission with junior status to the California State University system, and will be given priority admission to our local CSU campus. The degree prepares students for transfer to the CSU system in several majors including Child Development, Child and Adolescent Development, Human Development, and Education.

Students receiving this transfer degree must meet the following requirements:

- (1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
 - (A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.
 - (B) A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district.

Category A Required Major Courses:		Units
PSY206	Child Growth and Development	3
CHLD112	Principles of Early Childhood Education I	3
CHLD114	Home-Child-Community Relations	3
CHLD116	Introduction to Curriculum	3
CHLD144	Health, Safety and Nutrition for Young	3
CHLD150	Multi-Culture Anti-Bias Classrooms	3
CHLD154	Observing and Recording Behavior	3
Category B Practicum (Fieldwork) Course & Lab		Units
CHLD156	Practicum in Early Childhood Education and	2
CHLD156L	Practicum Lab	1
<hr/> Total Major Units		24

Associate in Science Degree: Child Development

The curriculum leads to an associate in science degree and meets the educational requirements for employment as a teacher or assistant teacher in preschools and children's centers.

This degree requires students to complete 24 units of major preparation and meeting the Citrus College General Education and proficiency requirements combined with successful completion (grades of "C" and above) of the following major requirements:

CATEGORY A (three units of Child Development)

CHLD 110	Early Childhood Development	3
or		
PSY 206	Child Growth and Development	3

CATEGORY B (required major courses)

CHLD112	Principles of Early Childhood Education I	3
CHLD114	Home-Child-Community Relations	3
CHLD116	Introduction to Curriculum	3
CHLD144	Health, Safety and Nutrition for Young	3
CHLD150	Multi-Culture Anti-Bias Classrooms	3
CHLD154	Observing and Recording Behavior	3

Category B Practicum (Fieldwork) Course & Lab	Units
CHLD156 Practicum in Early Childhood Education	2
and	
CHLD156L Practicum Lab	1
Total Major Units	24

Degree or Certificate Title	Date last reviewed by Curriculum	Average number of awards each year	Date degree SLOs written	Date degree SLOs Assessed	Date last reviewed by Advisory Council
Associate in Science in Early Childhood Education for Transfer	Dec 2011	NEW	NEW	NEW	Spring 2011
Child Development Associate of Science	July 2009	3	Spring 2009	Fall 2011	Fall 2011
Child Development Master Teacher Certificate	Dec 2010	1	Dec 2010	Spring 2012	June 2012
Child Development Master Teacher Early Intervention Certificate	Dec 2010	0	Dec 2010	Spring 2012	June 2012
Child Development Teacher Certificate	Dec 2010	11	Dec 2010	Spring 2012	June 2012

CERTIFICATES: Citrus College offers three Certificates of Achievement and two Skill Awards.

CHILD DEVELOPMENT MASTER TEACHER - EARLY INTERVENTION
 Certificate of Achievement

Number Awarded by Program Since Last Program Review = 0 granted

This certificate is designed for the experienced teacher who desires to develop the additional skills and knowledge necessary to work with exceptional children in a special education or inclusive settings, or who is seeking career advancement and the educational requirements for the lead teacher or "Master Teacher" title category for employment category within Title 5 child care programs. This certificate meets the needs of both students and the Early Childhood Education profession as students are able to specialize in their work with children. Students may also teach as a lead or mentor teacher to students in training or other adults working in the same environment. Students who successfully complete this program may be eligible to participate in the California Early Childhood Mentor Teacher Program, which provides a stipend for professional development and for supervising students in training. This certificate meets the educational requirements for the Master Teacher Permit through the California Commission on Teacher Credentialing. The Child Development department does not believe any modifications to this certificate are necessary at this point in time as it provides for a very specialized program of study. Full time students ideally would be able to complete the required units (below) within two-three years (dependent on campus budget for course offerings and student enrollment).

Required Courses:

Course	Title	Units
CHLD 110	Early Childhood Development	3
PSY 206	or Child Growth and Development	3
CHLD 112	Principles of Early Childhood Education I	3
CHLD 114	Home-Child-Community Relations	3
CHLD 120	Literacy for Children	3
CHLD 150	Multi-Culture Anti-Bias Classrooms	3
CHLD 154	Observing and Recording Behavior	3
CHLD 156	Practicum A in Early Childhood Education	2
CHLD 156L	Practicum A Lab	1
CHLD 160	Perceptual Motor and Movement Activities	2
CHLD 164	The Child with Special Needs	3
CHLD 166	Speech and Language Development and Disorders	2
CHLD 168	Developmental Risk: Infants and Toddlers	2
CHLD 169	Managing Challenging and Disruptive Behaviors	1
CHLD 194	Personnel Issues in Early Childhood Education Programs	3

Plus 16 diversified general education units within the areas of English, Math/Science, Social Sciences, Humanities or Fine Arts, any general education excluding PE. GE classes must count for graduation credit.	16
Total Units	50

CHILD DEVELOPMENT - MASTER TEACHER

Certificate of Achievement

Number Awarded Since Last Program Review = 7 Granted

This certificate is designed for the Early Childhood Education professional who is seeking career advancement and the educational requirements for the lead teacher or "Master Teacher" job title category for employment category within Title 5 programs. This certificate meets the needs of both students and the Early Childhood Education profession as it prepares students to teach as a lead or mentor teacher to students in training or other adults working in the same environment. Students who successfully complete this program may be eligible to participate in the California Early Childhood Mentor Teacher Program, which provides a stipend for professional development and for supervising students in training. This certificate meets the educational requirements for the Master Teacher Permit through the California Commission on Teacher Credentialing. The Child Development department does not believe any modifications to this certificate are necessary at this point in time. Full time students ideally would be able to complete the required units (below) within two-three years (dependent on campus budget for course offerings and student enrollment).

Required:

Course	Title	Units
CHLD 110	Early Childhood Development	3
PSY 206	or Child Growth and Development	3
CHLD 112	Principles of Early Childhood Education I	3
CHLD 114	Home-Child-Community Relations	3
CHLD 154	Observing and Recording Behavior	3
CHLD 194	Personnel Issues in Early Childhood Education	3

Plus 9 units of electives:

Course	Title	Units
CHLD 116	Introduction to Curriculum	3
CHLD 120	Literacy for Children	3
CHLD 121	Art for Children	2
CHLD 122	Music and Rhythms for Children	2

CHLD 123	Science Experiences for Children	1
CHLD 124	Mathematics for Children	1
CHLD 134	Parent-Child Interaction	3
CHLD 144	Health, Safety and Nutrition for Young Children	3
CHLD 150	Multi-Culture Anti-Bias Classrooms	3
CHLD 160	Perceptual Motor and Movement Activities	2
CHLD 164	The Child with Special Needs	3
CHLD 166	Speech and Language Development and Disorders	2

Required supervised teaching experience:

Course	Title	Units
CHLD 156	Practicum A in Early Childhood Education	2
CHLD 156L	Practicum A Lab	1

Plus 16 units of general education: one course minimum in each of the categories - English/Language Arts, Math or Science, Social Sciences, Humanities and/or Fine Arts, any general education elective excluding PE. These GE courses must qualify for graduation credit.	16
Plus 6 units of area specialization: Note: The "area of specialization" units are above and beyond the child development unit requirements for the Teacher Certificate. Examples of specializations: Infant/Toddler, Teacher/Family Relations, Music/Movement Experiences, Children with Special Needs, Speech and Language Development, Health and Safety, Art and Creative Experiences, Multicultural/Bilingual Curriculum, Child Abuse/Children at Risk, Literacy/Children's Literature.	6
Total Units	49

**CHILD DEVELOPMENT TEACHER
Certificate of Achievement**

Number Awarded Since Last Program Review = 62 Granted

Courses in this certificate lead students to careers in teaching in the field of early childhood education. This certificate meets both the needs of the students and the Early Childhood Education profession as it allows students to complete educational requirements necessary to obtain a Child Development Teacher Permit through the Commission on Teacher Credentialing. Title 5 Child Care programs require teachers to hold an active Teacher level permit issued by the Commission on Teacher Credentialing. Completion of this certificate also exceeds the requirements set by Title 22 regulations for Child Care teachers. The Child Development department does not believe that any modifications to this permit are necessary. Full time students would be able to

complete required units (below) within two years (dependent on campus budget for course offerings and student enrollment).

Required:

Course	Title	Units
CHLD 110	Early Childhood Development	3
PSY 206	or Child Growth and Development	3
CHLD 112	Principles of Early Childhood Education I	3
CHLD 114	Home-Child-Community Relations	3
CHLD 154	Observing and Recording Behavior	3

Plus 9 units of electives:

Course	Title	Units
CHLD 116	Introduction to Curriculum	3
CHLD 120	Literacy for Children	3
CHLD 121	Art for Children	2
CHLD 122	Music and Rhythms for Children	2
CHLD 123	Science Experiences for Children	1
CHLD 124	Mathematics for Children	1
CHLD 134	Parent-Child Interaction	3
CHLD 144	Health, Safety and Nutrition for Young Children	3
CHLD 150	Multi-Culture Anti-Bias Classrooms	3
CHLD 160	Perceptual Motor and Movement Activities	2
CHLD 164	The Child with Special Needs	3
CHLD 166	Speech and Language Development and Disorders	2

Required supervised teaching experience:

Course	Title	Units
CHLD 156	Practicum A in Early Childhood Education	2
CHLD 156L	Practicum A Lab	1

Plus 16 units of general education: one course minimum in each of the categories - English/Language Arts, Math or Science, Social Sciences, Humanities and/or Fine Arts, any general education elective excluding PE. These GE courses must qualify for graduation credit.	16
Total Units	40

CHILD DEVELOPMENT ASSOCIATE TEACHER - Skill Award

Number Awarded Since Last Program Review = 155 Granted

This entry level program meets the needs of students and the early childhood education profession by allowing exploration of the field of child development and preparing students to work as a child development aide or assistant teacher in both Title 5 programs or to work at the teacher level in Title 22 programs. This skill award guides students in meeting the educational requirements to obtain a permit through the California Commission on Teacher Credentialing at the Associate Teacher level. The Child Development department does not believe any modifications to this skill award are necessary at this point in time. Full time students ideally would be able to complete the required units (below) within one-two semesters (dependent on campus budget for course offerings and student enrollment patterns).

REQUIRED COURSES

Course	Title	Units
CHLD 110	Early Childhood Development	3
PSY 206	or Child Growth and Development	3
CHLD 112	Principles of Early Childhood Education I	3
CHLD 114	Home-Child-Community Relations	3

Plus three units of electives

Course	Title	Units
CHLD 109	Introduction to Early Childhood Education	3
CHLD 116	Introduction to Curriculum	3
CHLD 120	Literacy for Children	3
CHLD 121	Art for Children	2
CHLD 122	Music and Rhythms for Children	2
CHLD 123	Science Experiences for Children	1
CHLD 124	Mathematics for Children	1
CHLD 144	Health, Safety and Nutrition for Young Children	3
	Total Units	12

INFANT AND CHILD DEVELOPMENT ASSOCIATE TEACHER - Skill Award

Number Awarded Since Last Program Review = 21 Granted

This program prepares the student for work as a child development aide or assistant in a public or private preschool, Headstart program or day care center, or as a teacher in a private infant or preschool program. This skill award guides students in meeting the educational requirements to obtain a permit through the California Commission on Teacher Credentialing at the Associate Teacher level. The Child Development department does not believe any modifications to this skill award are necessary at this point in time. Full time students ideally would be able to complete the required units (below) within two semesters (dependent on campus budget for course offerings and student enrollment patterns).

REQUIRED COURSES

Course	Title	Units
CHLD 110	Early Childhood Development	3
PSY 206	or Child Growth and Development	3
CHLD 112	Principles of Early Childhood Education I	3
CHLD 114	Home-Child-Community Relations	3
CHLD 130	Infant Development and Group Care	3

Plus three units of electives

Course	Title	Units
CHLD 109	Introduction to Early Childhood Education	3
CHLD 116	Introduction to Curriculum	3
CHLD 120	Literacy for Children	3
CHLD 121	Art for Children	2
CHLD 122	Music and Rhythms for Children	2
CHLD 123	Science Experiences for Children	1
CHLD 124	Mathematics for Children	1
CHLD 144	Health, Safety and Nutrition for Young Children	3
	Total Units	12

6. List of Industry-Based Standard Certificates and Licenses

The California Department of Social Services under Title 22 Code of Regulations mandates the education requirements for professionals employed in "licensed" child care facilities within classroom and administrative capacities. The minimum academic requirement for teachers in these programs is completion of 12 units of Child Development, including core course (Child Development and Home-Child-Community Relations). For individuals employed with Infants, completion of coursework specific to understanding the unique needs of infants in "group care" is also required. Site Supervisors/Program Directors are required to complete additional coursework in Administration of Child Care programs. The Citrus College Child Development program is designed to facilitate students completing "core" child development, infant group care and administrative course work necessary to obtain and advance in employment within Title 22 Child Care programs.

The California Commission on Teacher Credentialing (CTC) has set both academic and work experience standards for Early Childhood Education professionals. Federal (i.e. Head Start) and State (Title V) funded Early Childhood Education programs require employees to hold "active" permits consistent with their job responsibilities (title) and these programs are imposing further requirements for teachers to obtain Bachelors' Degrees in Child Development over the next few years. Completion of a Degree, Certificate and/or Skill Award program of study through the Child Development Department at Citrus supports students in preparing for employment in schools that require permits at the Child Development Assistant, Associate, Teacher and Master Teacher levels.

In addition, the CTC has set professional growth requirements for renewing and upgrading permits. Courses offered by the Citrus College Child Development program also support students in reaching some of the academic requirements necessary to obtain permits issued through the CTC specific to the administration of Early Childhood Education programs at both the Site Supervisor and Program Director levels. The Citrus College Child Development program offers courses necessary to complete Professional Growth activity requirements set by the CTC to renew Child Development Permits at all levels of the Permit Matrix (See Attachments D & E). It is important to note that by September 30, 2013, at least 50% of Head Start teachers nation-wide must have a baccalaureate or advanced degree in Early Childhood Education (or a baccalaureate or advanced degree in any subject, and coursework equivalent to a major relating to early childhood education). The Citrus College Child Development program now offers the Early Childhood Education Associate for Science Degree to support students in reaching educational goals necessary to conform to industry based standards.

The National Association for the Education of Young Children (NAEYC) provides accreditation of programs for young children that represent high quality early childhood education. Over 6,500 early childhood education programs are NAEYC accredited. Professionals employed in NAEYC programs must demonstrate completion of academic coursework in child development. Assistants must obtain a Child Development

Associate Credential (minimum of 12 child development units); Teachers are required to complete Bachelor's Degrees in Child Development or related fields. The Citrus College Child Development program offers students courses that meet alternative requirements for the CDA credential. The recently approved Early Childhood Education Associate for Science Transfer Degree promotes smooth transfer to Universities for obtainment of a Bachelor's Degree.

7. Advisory Committee or Council

The Child Development Advisory Council membership consists of professionals from Citrus College and the early childhood education community representing diverse child care programs including; Title V, Title XXII, before and after school care, family day care, early intervention, and others. The input we receive from the Council is vital to the quality and success of our Child Development Department. The Department holds Advisory Council meetings twice per academic year (Fall and Spring) to facilitate continuity of information and effective communication with members. In addition, Child Development Faculty communicate on an ongoing basis with Advisory Council members via meetings, phone and through email correspondence. The following individuals have participated as part of our Child Development Advisory Council, 2006-2012.

Name	Position / Company
Shelley Hahn (CHAIR)	Citrus Child Development Faculty
Judy Gregg	Citrus Child Development Faculty
Carolyn Perry	Citrus Child Development Faculty
Michael Hurtado	Citrus Dean of Social & Behavioral Sciences
Mickie Allen	Director, Orcalea Family Children's Center
Tena Pevehouse	Assistant Director Orcalea Family Children's Center
Susan Hensley	Citrus College Academic Advisor
Marti De Young	Citrus Vocational Education Programs Supervisor
Judy Chappie	Citrus College Academic Advisor
Constance Marine	Region 10 Corrdinator-Infant/Toddler Specialist for Program for Infant/Toddler Caregivers
Ruth Rutte	Owner/Director Rosemount Learning Garden
Susan Pecoraro	Director, Baldwin Park Unified School District Child Care (Head Start & State Preschool Programs)
Fiona Stewart	Director, Pasadena Child Care Information Services
Lacey Olivarez	Training Coordinator Pasadena Child Care Information Services
Adora Nuttal	Citrus Child Development Adjunct Faculty
Geri Pinedo	Supervisor-OPTIONS Child Development Center
Lakisha Simpson	Early Interventions Specialist
Toni Patterson	Teacher-Baldwin Park State Preschool (LAUP)
Anna Aitken	Citrus College Student and Teacher-Early Childhood Education
Rocio Serna	Citrus College Child Development Student
Letitia Goins	Citrus College Child Development Student

8. Program Student Learning Outcomes

The Child Development 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 Child Development Program will have acquired the following competencies:

1) Communication (personal expression and information acquisition)

Acquire knowledge, communication, and foundational teaching skills necessary to work in the teaching profession

2) Computation

NONE

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

- Demonstrate the ability to identify, analyze, and apply theories of early childhood education and child development.
- Apply ethical standards and professional behaviors that demonstrate an understanding knowledge, and a deepening commitment to the child development profession and early childhood education

4) Community/Global Consciousness and Responsibility

Demonstrate global consciousness as they work with diverse cultures, families, and individuals and teach children.

5) Technology

NONE

6) Discipline / (Subject Area Specific Content Material)

- Acquire knowledge and foundational teaching skills necessary to work in the teaching profession
- Apply effective guidance and teaching strategies that support social growth, learning, and identity development and promote self-confidence.
- Design, implement and evaluate environments and activities that support positive relationships, social skills and learning outcomes for children.

9. Curriculum Review and Student Learning Outcomes Assessment

Curriculum/ SLO Assessment Map: Child Development

CC 1: Communication		CC 4: Community/global consciousness and Responsibility					
CC 2: Computation		CC 5: Technology					
CC 3: Creative, Critical, and analytical thinking, information competency		CC 6: Discipline/Subject Area Specific Content Material					
	CC1 Acquire and use language necessary to work in the teaching profession	CC3 Identify, analyze, and apply theories of early childhood education and child development	CC4 Work with diverse cultures, families, and individuals	CC6 (a) Apply effective guidance and teaching strategies that support social growth, learning, and identity development and promote self-confidence.	CC6 (b) Design, implement and evaluate environments and activities that support positive relationships, social skills and learning outcomes for children.	CC6 (c) Apply ethical standards and professional behaviors that demonstrate an understanding knowledge, and a deepening commitment to the child development profession and early childhood education.	Date of Assessment= FA11, SP12 or CA=(Ongoing, Continuing Assessment)

CHLD 100 – Introduction to Education and Teaching (3 Units), Applicability-T / C Last Offered- Spring 12 Last Curriculum Date:SP12 , Curriculum Revision Date: SP18 Course Applicability Key: T=Transfer, D= Degree,							
SLO 1	I	I				I	
SLO 2	I	D	I	I		I	
SLO 3	I		I	I		I	SP 12
SLO 4				I	I	I	SP 12
SLO 5	I	I		I	I	I	
SLO 6							
SLO 7							FA 11
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 109—Introduction to Early Childhood Education (3 Units), Applicability-D / C NOT OFFERED , Last Curriculum Date: FALL 08 , Curriculum Revision Date: 10/29/2014 Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award							
SLO 1	I	I					Deactivate FA 13
SLO 2	I	I	I	I		I	
SLO 3	I	I	I	I	I	I	
SLO 4	I	I		I			
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 110—Early Childhood Development (3 Units), Applicability-D Last Offered- <u>SP 2012</u> , Last Curriculum Date: <u>SP 2012</u> , Curriculum Revision Date: 2018 Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award							
SLO 1	D	D	I	I		I	ON GOING
SLO 2		I	I	I		I	ON GOING
SLO 3		I	I	I	I	I	Sp 12
SLO 4		I	I	I	I	I	FA 11
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 111-Child Development-Youth-Adolescence (3 Units), Applicability-D Last Offered- <u>FALL 11</u> , Last Curriculum Date: <u>SP 2012 (SLO)</u> , Curriculum Revision Date: <u>11/12/2009</u> Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award							
SLO 1		I		I	I	I	FA 11
SLO 2	D	I	I	I	I	I	FA 11
SLO 3		I	I	I	I		
SLO 4	I	I	I	I	I	I	FA 11
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 112-Principles of Early Childhood Education I (3 Units), Applicability-TRANSFER/DEGREE/CERTIFICATE Last Offered-, <u>SP 2012</u> Last Curriculum Date: <u>FALL 2011</u> Curriculum Revision Date: <u>SP 2017</u> Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award							
SLO 1	I	I	I	I	I	I	FA 11
SLO 2			I	I	I		
SLO 3	I	I	I	I	I	I	
SLO 4	I	I	I	I	I	I	SP 12
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 114 Home-Child-Community Relations (3 Units), Applicability-TRANSFER/DEGREE/CERTIFICATE Last Offered-, <u>SPRING 2012</u> Last Curriculum Date: <u>Nov 2011</u> Curriculum Revision Date: <u>NOV. 2017</u> Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award							
SLO 1	I		I	I	I	I	FA 11
SLO 2	I		I	I	I	I	
SLO 3	I	I	I	I	I	I	
SLO 4	I	I	I	I	I	I	Sp 12
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 116 Introduction to Curriculum (3 Units), Applicability-TRANSFER/DEGREE/CERTIFICATE Last Offered-SPRING 2012, Last Curriculum Date: FALL 2011, Curriculum Revision Date: SP 2017 Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award							
SLO 1	I	I	I	I	I	I	
SLO 2	I	I	I	I	I	I	FA 11
SLO 3	I	I	I	I	I	I	
SLO 4	I/D	I/D	I/D	I/D	I/D	I/D	
SLO 5	I/D	I/D	I/D	I/D	I/D	I/D	SP 12
SLO Key: I= Introduced, D=Developed, M=Mastered							
CHLD 120—Literacy for Children (3 Units), Applicability-CERTIFICATE Last Offered: SPRING 2012 , Last Curriculum Date: SPRING 2012, Curriculum Revision Date: SPRING 2018 Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award							
SLO 1	I	I	I	I	I	I	
SLO 2	I	I	I	I	I	I	SP 12
SLO 3	I	I	I	I	I	I	
SLO 4	I	I	I	I	I	I	
SLO 5A	I/D	I/D	I/D	I/D	I/D	I/D	FA 11
SLO 5B	I	I	I	I	I	I	
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 121 – Art for Children (2 Units), Applicability-CERTIFICATE Last Offered-SPRING 2012 Last Curriculum Date: SPRING 2012, Curriculum Revision Date: SPRING 2018 Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award							
SLO 1	I	I	I	I	I	I	SP 12
SLO 2	I	I	I	I	I	I	
SLO 3	I	I	I	I	I	I	
SLO 4	I	I	I	I	I	I	
SLO 5A	I/D	I/D	I/D	I/D	I/D	I/D	
SLO 5B	I	I	I	I	I	I	
SLO Key: I= Introduced, D=Developed, M=Mastered							
CHLD 122—Music and Rhythms for Children (2 Units), Applicability-CERTIFICATE Last Offered FALL 2011-, Last Curriculum Date: SPRING 2012, Curriculum Revision Date: SPRING 2018 Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award							
SLO 1	I	I	I	I	I	I	FA 11
SLO 2	I	I	I	I	I	I	
SLO 3	I	I	I	I	I	I	
SLO 4	I	I	I	I	I	I	
SLO 5	I/D	I/D	I/D	I/D	I/D	I/D	
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 123 – Science Experiences for Children (1 Units), Applicability-CERTIFICATE Last Offered-FALL 2011, Last Curriculum Date: SPRING2012 , Curriculum Revision Date: SPRING 2018							
SLO 1	I	I	I	I	I	I	FA 11
SLO 2	I	I	I	I	I	I	
SLO 3	I	I	I	I	I	I	
SLO 4	I	I	I	I	I	I	
SLO 5	I/D	I/D	I/D	I/D	I/D	I/D	
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 124 – Mathematics for Children (1 Units), Applicability-CERTIFICATE Last Offered- SPRING 2011 (not offered during review cycle) , Last Curriculum Date: SPRING 2012 , Curriculum Revision Date: SPRING 2018							
SLO 1	I	I	I	I	I	I	
SLO 2	I	I	I	I	I	I	
SLO 3	I	I	I	I	I	I	
SLO 4	I	I	I	I	I	I	
SLO 5	ID	ID	ID	ID	ID	ID	SP 13
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 130 – Infant Development and Group Care (3 Units), Applicability- CERTIFICATE Last Offered-,WINTER 2012 Last Curriculum Date: SPRING 2012, Curriculum Revision Date:							
SLO 1	I	D	D	D	DM	D	W 12
SLO 2	I	D	D	D	DM	M	
SLO 3	DM	DM	M	DM	DM	M	
SLO 4	DM	DM	M	DM	DM	M	
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 134 – Parent-Child Interaction (3 Units), Applicability-CERTIFICATE Last Offered-SPRING 2012, Last Curriculum Date: SPRING 2012, Curriculum Revision Date: SPRING 2018 Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award							
SLO 1	I	ID	I	I	ID	I	SP 12
SLO 2	ID	ID	I	I	ID	I	
SLO 3	I	I	I	ID	I	I	
SLO 4	I	I	I	I	I	I	
SLO 5A	I	I	I	ID	ID	I	
SLO 5B	I	I	I	ID	ID	I	
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 144 – Health, Safety and Nutrition for Young Children (3 Units), Applicability-DEGREE/CERTIFICATE Last Offered-FALL 2011, Last Curriculum Date: FALL 2011, Curriculum Revision Date: FALL 2017 Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award							
SLO 1	I	I	I	I	I	I	
SLO 2	I	I	I	I	I	I	
SLO 3	I	I	I	I	I	I	
SLO 4	I	I	I	I	ID	ID	FA 11
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 150-Multi-Culture Anti-Bias Classrooms (3 Units), Applicability-TRANSFER/DEGREE/CERTIFICATE Last Offered-SUMMER 2011, Last Curriculum Date: FALL 2011, Curriculum Revision Date: FALL 2017 Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award							
SLO 1	DM	DM	DM	DM	DM	M	SUM 12
SLO 2	DM	DM	M	M	M	M	
SLO 3	DM	DM	M	DM	DM	M	
SLO 4	DM	M	M	M	M	M	
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 154 Observation and Recording Behavior (3 Units), Applicability-TRANSFER/DEGREE/CERTIFICATE Last Offered- FALL 2011, Last Curriculum Date: FALL 2011 , Curriculum Revision Date: FALL 2017 Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award							
SLO 1	D	D	D	D	DM	DM	SLOA FALL 12
SLO 2	I	D	D	D	D	D	FA 11
SLO 3	I	D	D	D	D	D	SLOA FALL 12
SLO 4	D	DM	D	DM	D	DM	SLOA FALL 12
SLO 5	D	M	D	DM	DM	DM	SLOA FALL 12
SLO 6	DM	M	DM	DM	DM	D	SLOA FALL 12
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 156 – Practicum in Early Childhood Education (2 Units), Applicability-TRANSFER/DEGREE/CERTIFICATE Last Offered- SPRING 2012 , Last Curriculum Date FALL 2011 , Curriculum Revision Date: FALL 2017 Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award							
SLO 1	D		D	M	M	M	SLOA SP 12
SLO 2	D	M	M	M	M	M	
SLO 3	M	M	M	M	M	M	
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 156L – Practicum Lab (1 Units), Applicability-TRANSFER/DEGREE/CERTIFICATE Last Offered-SPRING 2011, Last Curriculum Date: FALL 2011 , Curriculum Revision Date: FALL 2017 Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award							
SLO 1	M	M	M	M	M	M	SP 12
SLO 2	D	D	D	M	D	M	
SLO Key: I= Introduced, D=Developed, M=Mastered							
CHLD 160 – Perceptual Motor and Movement Activities (2 Units), Applicability-DEGREE/CERTIFICATE Last Offered- SPRING 2012, Last Curriculum Date: Nov. 2011 , Curriculum Revision Date: Fall 2017 Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award							
SLO 1	D	DM	D	DM	DM	M	SP 12
SLO 2	DM	DM	D	DM	M	M	
SLO 3	DM	DM	D	DM	DM	M	
SLO 4	M	M	M	M	M	M	
SLO Key: I= Introduced, D=Developed, M=Mastered							
CHLD 164 The Child with Special Needs (3 Units), Applicability-DEGREE CERTIFICATE Last Offered-FALL 2011, Last Curriculum Date: FALL 2011 , Curriculum Revision Date: FALL 2017 Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award							
SLO 1	DM	M	DM	DM	DM	M	FA 11
SLO 2	DM	DM	DM	DM	DM	M	
SLO 3	DM	DM	M	DM	DM	M	
SLO 4	DM	M	M	M	M	M	SUM 12
SLO Key: I= Introduced, D=Developed, M=Mastered							
CHLD 166 – Speech and Language Development and Disorders (2 Units), Applicability-DEGREE/CERTIFICATE Last Offered- SPRING 2012, Last Curriculum Date: FALL 2011, Curriculum Revision Date: FALL 2017 Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award							
SLO 1	DM	DM	DM	DM	DM	M	
SLO 2	DM	DM	DM	DM	DM	M	SP 12
SLO 3	DM	M	M	M	DM	M	
SLO 4	DM	DM	M	DM	DM	M	
SLO Key: I= Introduced, D=Developed, M=Mastered							
CHLD 168 – Developmental Risk: Infants and Toddlers (2 Units), Applicability-DEGREE/CERTIFICATE Last Offered-SPRING 2012 (not offered during review cycle) Last Curriculum Date: FALL 2011, Curriculum Revision Date: FALL 2017 Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award							
SLO 1	DM	DM	M	M	DM	M	WIN 13
SLO 2	DM	DM	M	M	DM	M	
SLO 3	DM	DM	M	M	DM	M	
SLO 4	DM	M	M	M	M	M	
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 169- Managing Challenging and Disruptive Behaviors (1 Units),
 Applicability-DEGREE/CERTIFICATE Last Offered-SPRING 2011, **(not offered during assessment cycle)**
 Last Curriculum Date: SPRING 2012, Curriculum Revision Date: SPRING 2018
 Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

SLO 1	I	I	I	ID	I	I	WIN 13
SLO 2	I	I	I	ID	I	I	
SLO 3	I	I	I	ID	I	I	
SLO 4	I	I	I	ID	I	I	
SLO 5	I	I	I	ID	ID	I	
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 181 – Infant and Toddler Caregiver: Relationships (1 Units),
 Applicability-DEGREE/CERTIFICATE Last Offered-SPRING 2012
 , Last Curriculum Date: FALL 2011 , Curriculum Revision Date: FALL 2017
 Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

SLO 1	M	M	M	M	M	M	SP 12
SLO 2	DM	M	DM	M	M	M	
SLO 3	DM	M	DM	M	M	M	
SLO 4	M	M	DM	M	M	M	
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 182 – Infant and Toddler Caregiver: Socialization and Emotional Development (1 unit),
 Applicability-DEGREE/CERTIFICATE Last Offered-SP 2012,
 Last Curriculum Date: FALL 2010 , Curriculum Revision Date: FALL 2017
 Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

SLO 1	M	M	M	M	M	M	
SLO 2	M	M	DM	M	M	M	SP 12
SLO 3	DM	M	DM	M	M	M	
SLO 4	M	M	DM	M	M	M	

CHLD 183 – Infant and Toddler Caregiver: Learning and Development (1 Units),
 Applicability-DEGREE/CERTIFICATE Last Offered-SPRING 2012,
 Last Curriculum Date: FALL 2011 , Curriculum Revision Date: FALL 2017
 Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

SLO 1	M	M	DM	M	M	M	
SLO 2	DM	DM	DM	M	M	M	
SLO 3	DM	M	DM	M	M	M	SP 12
SLO 4	DM	M	M	DM	M	M	
MSLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 184 – Infant and Toddler Caregiver: Environments and Routines (1 Units), Applicability-DEGREE/CERTIFICATE Last Offered-SPRING 2010, (not offered during assessment cycle) Last Curriculum Date: FALL 2012, Curriculum Revision Date: FALL 2017 Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award							
SLO 1	M	M	M	M	M	M	WIN 13
SLO 2	M	M	M	M	M	M	
SLO 3	DM	M	DM	M	M	M	
SLO 4	DM	M	DM	M	M	M	
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 190 – Administration of Early Childhood Education Programs I (3 Units), Applicability-DEGREE Last Offered- SPRING 2011 (not offered during assessment cycle) Last Curriculum Date: SPRING 2012 , Curriculum Revision Date: SPRING 2018 Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award							
SLO 1	DM	M	DM	D	M	M	
SLO 2	DM	M				DM	
SLO 3	M	M	DM	M	M	DM	
SLO 4	M		M	DM	M	M	
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 191 – Administration of Early Childhood Education Programs II (3 Units), Applicability-Degree Last Offered-SUMMER 2010, (not offered during assessment cycle) Last Curriculum Date: SPRING 2012, Curriculum Revision Date: 05/27/2010 Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award							
SLO 1	DM	M	D	DM	DM	DM	
SLO 2	M	M	D	M	DM	DM	
SLO 3	M	M	D	DM	DM	DM	
SLO 4	M	M	D	D	D	D	
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 194 - Personnel Issues in Adult Supervision and Mentoring (3 units) Applicability-DEGREE/CERTIFICATE Last Offered-SUMMER 10, (not offered during assessment cycle) Last Curriculum Date: FALL 2011, Curriculum Revision Date: FALL 2011 Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award							
SLO 1	M	M	DM	M	M	M	WIN 13
SLO 2	D	DM	DM	DM	M	M	
SLO 3	DM	DM	DM	M	M	M	
SLO 4	DM	M	M	M	M	M	
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 698 A (1 Unit), Deactivation Launched 4/24/12							
Applicability-D Last Offered-, Last Curriculum Date: , Curriculum Revision Date: 05/27/2010							
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award							
SLO 1							
SLO 2							
SLO 3							
SLO 4							
SLO Key: I= Introduced, D=Developed, M=Mastered							

CHLD 699 (1 Unit), Deactivation Launched 4/24/12							
Applicability-D Last Offered-, Last Curriculum Date: , Curriculum Revision Date: 05/27/2010							
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award							
SLO 1							
SLO 2							
SLO 3							
SLO 4							
SLO Key: I= Introduced, D=Developed, M=Mastered							

10. Review of previous recommendations

MISSION:

a. The Child Development Program will periodically review/revise course work and certificate requirements to stay current with requirements of the State Commission on Teacher Credentialing.

-- Response: As part of the program review cycle, all Child Development (CHLD) courses have been or are in the process of curriculum review. Revisions will be complete by June 7, 2012 in time for the 2012-2013 college catalog. The courses with newly identified C-ID numbers have been reviewed and the content is similar to the State model.

b. The Child Development Program will initiate appropriate revisions in certificates to the State Chancellor's Office when needed.

-- Response: Revisions have been made to include new courses and to follow the models of appropriate course content as identified in the State-wide Curriculum Alignment Project (CAP). Example: Citrus course CHLD 144, Health and Safety for Young Children, was originally 2 units and was revised to include additional CAP recommended content on nutrition. This became a 3-units course- CHLD 144 Health, Safety and Nutrition for Young Children.

c. The Child Development Program will change the program name to Child Development and Education Program.

-- Response: The name change has been reviewed and is no longer recommended.

d. The Child Development Program will initiate courses and certificates needed to meet the new K-12 teacher preparation requirements.

-- Response: Faculty are working with the Citrus College Center for Teacher Excellence and are developing a new AA-T / AS-T major for Elementary Education. (This major will follow the SB-1440 model of courses and was distributed in March 2012. Faculty attended webinar on CCCConfer and will consult with Curriculum Chair and Articulation Officer)

e. The Child Development Program will create a Child Development and Education AA/AS Degree and major based on information supplied by "Educational Goal" statistics.

-- Response: Faculty worked with the state-wide Course Alignment Project (CAP) and created a Child Development AS Degree which was approved by the Chancellors' Office in 2010. Since that time a model for the transfer major "Early Childhood Education" (AS-T) was developed by the State. Citrus faculty revised the existing Child Development AS Degree and submitted the "Associate in Science in Early Childhood Education for Transfer Degree." This was also approved by the Chancellors' Office on March 28, 2012. See Approval Letter--Appendix C.

f. The program will review all courses to include District recommended student-learning outcomes beginning in the 2005- 2006 school year.

-- Response: During the last six years, student learning outcomes have been included in all courses. The Department was one of the early adopters of Student Learning Outcomes. As part of the Six-Year Review cycle, the Department began the process of updating course SLO's to follow the current recommendations of the Citrus College SLO coordinator and Curriculum Committee. When the Department began the review of curriculum it was discovered that several of the courses still followed the original format. These will be revised to the CurricuNET.com model.

g. The Child Development Program will revise courses and update the 50 course outlines

-- Response: All courses have or are currently being reviewed as part of the program review cycle. Due to the current budget restraints, the Department has not been able to schedule several of the courses and these have been deactivated and removed from certificates and skill awards. The 2011-2012 Citrus College Catalog now lists 31 courses as a result of the effort to streamline the program.

NEED:

a. Review the scheduling of courses to assure the most needed classes have sufficient number of sections to assure students can reach their desired academic and vocational goals within a timely manner.

-- Response: Despite the reduction in numbers of classes necessitated by budget constraints, we have been able to offer two sections each semester of 4 core classes needed for transfer or permit. The other 4 classes required are offered only once a year. We really need to offer the latter (CHLD 144, 150, 154 and 156 plus its lab) once a

semester. That schedule would greatly enhance the possibility of reaching the goal of transfer or permit in two years. As the classes at the highest level for professional development or advancement in the field are seldom in high demand, we can afford to offer them once every two years.

b. Establish a full-time child development faculty position to replace the two retiring faculty members and meet the growing demand for classes.

-- Response: Judy Gregg and Carolyn Perry will be retiring between 2014-2015. We would like to have at least one full time, tenure track person in place before 2014 to orient that faculty person to the grants (Mentor Teacher and Consortium) that require much time beyond teaching and committee work.

c. Develop distance education courses to increase the accessibility of child development courses to a new population of students.

-- Response: There is an increasing demand for the delivery of child development courses in a non-traditional way so that students can work at their own pace without needing childcare for an on-campus class. We are ambivalent about the inability to have students exchange ideas, cultural values and examples of childcare issues face to face. The variety of ages, academic backgrounds and life experience adds immeasurably to the knowledge students can gain within the culture of a positive environment. Carolyn Perry has noted that the student's consistent follow-through on assignments and communication online that is so critical to his or her success is measurably less when compared to an on-campus class-setting.

d. Pursue opportunities to reestablish sections of courses meeting certificate requirements in non-traditional times.

-- Response: Several years ago we had a schedule of classes that encompassed the full range of hours from day through evening and on Saturday mornings as well. This was a great delivery system that benefitted students with different time limitations. It greatly reduced the stress to find babysitting as well. Now that we have an AS in Child Development as well as courses that qualify a student for a certificate or teaching permit from the State of California, and now a transfer option for our students, we need to accommodate our students with more times and sections for core and curriculum classes.

QUALITY:

a. Develop a tenure-track position to include assignments and duties now filled by a grant funded full-time non-tenure position.

-- Response: The non-tenure track, grant-funded person has left Citrus College for another teaching position. The burden of administering the Mentor and Consortium Grants from the Department of Education - Child Care Division required advisory committee meetings, coordinator meetings, collection of data for the State from the students we serve and the faculty and mentors who serve them is not possible for one faculty person to accomplish in addition to a full time teaching load. When Carolyn and Judy retire, Shelley will be the only full time faculty left. It enhances Citrus College's position in the State if we participate in these grant programs and it certainly elevates the monetary benefits to prospective and employed teachers who raise the quality of early

childhood programs in our area. Though we gather information for the State, we also benefit from the information about legislation, competencies for teachers, evaluation tools that are evolving and advancements in our field that can benefit our college's child development program.

b. Continue faculty involvement in professional organizations, local and regional advisory councils.

-- Response: Participation allows not only for us to keep abreast of developments in our field, but also to connect with other professionals state-wide to improve quality and access to early education for California's children. It also provides us with a voice to reach students, teachers in the field, parents and persons of influence who will determine whether we meet the educational and relational needs of the young child at the most critical stage in his life cycle for future achievement.

c. Continue commitment to professional growth.

-- Response: The three full-time faculty have been and are committed to continued growth and learning in our field of expertise. We read widely, attend seminars, and do sabbaticals to enhance learning in technology, brain development research, international variations of early childhood delivery programs (Reggio Emilia) and work to enhance the appropriateness of education and vocational preparation of our students.

d. Maintain appropriate standards for permit and credentialing requirements.

-- Response: As the State has changed its requirements for credentials and permits for Title V teaching professionals, we have had to change the course work we offer. Our establishment of the AS degree and the AS-T degree are a testament to our efforts

e. Comply with the State requirements relative to full vs. part-time ratio.

-- Response: In the past we have had 14 adjunct faculty. We have consolidated those numbers of individuals to 8 or 9. We hope that one to two will be hired as full-time faculty in the near future. Of 154 sections offered, 72 (47%) were taught by full-time faculty.

FEASIBILITY:

a. Evaluate room assignments for child development courses. Locate two rooms within the same building to facilitate storage of materials and resources for student benefit. The second room could be used to house the following information:

- 1) Curriculum materials for instructors
- 2) Certificate/Permit information and applications
- 3) Professional Growth opportunities
- 4) Program updates and student advisement opportunities
- 5) Community resources and job postings

-- Response: The Child Development Department has secured one classroom (LB107) to offer most Child Development curriculum courses which has a storage closet for housing instructional materials. The Child Development Department also uses this classroom to provide informational packets about Citrus College Certificates, Skill Awards and

Degrees in Child Development. In addition, through the use of this one central classroom faculty are able to post program updates, campus resource information including the Child Development Advisor contact information, job postings, grant and stipend opportunities and applications as well as other relevant documents necessary for supporting Child Development student success.

b. Relocate Child Development faculty offices to a central location to facilitate program planning, coordination, and communication.

-- Response: Child Development faculty offices are now located along the same hallway on the second floor of the Center for Innovation building. Thus, faculty are able to more readily communicate regarding program planning.

c. Remodel space in preschool area of Orfalea Family Children's Center to increase observation opportunities without interfering with programming for children.

-- Response: Since the last program review, the Orfalea Family Children's Center remodeled to "closed classrooms" which enhanced Child Development student observation opportunities as they were able to view children within the context of same age groupings.

d. Remodel existing preschool facility to reflect current guidelines and research in early childhood education promoting small classrooms and serve as model for students of ideal practices.

-- Response: Since the last program review, The Orfalea Family Children's Center remodeled to "closed classrooms" which has promoted smaller classrooms and served as a model for students of ideal practices.

COMPLIANCE:

a. Develop/identify course work that will lead to completion of K-12 teacher requirements and lead to successful transfer to universities.

-- Response: Child Development faculty have worked to develop course work and the Early Childhood Education Associate for Science Transfer Degree which allows for smoother transfer and priority admissions to California State Universities where students can obtain degrees that meet the requirements for K-12 teachers. Currently, faculty are working on development of an Elementary Education Associate for Science Transfer Degree to eliminate the need for students pursuing a career in K-12 education to duplicate coursework upon entering into the University system.

b. Work with Counseling Department to develop group orientation or counseling/information sessions for students wishing to pursue Child Development and Education majors.

-- Response: The Child Development department has had ongoing and successful collaboration with both the Counseling department and the Center for Teacher Excellence to provide current and accurate information for both Child Development and Education majors.

c. Articulate current coursework for transfer to 4-year colleges and universities for child development, education, and related majors.

-- Response: The Child Development Department has developed coursework and received approval for the Associate in Science in Early Childhood Education for Transfer degree to California State Universities. Department faculty members are currently working with the Center for Teacher Excellence to develop an AS-T in Elementary Education.

d. Hire additional qualified full-time tenure track faculty to replace two former faculty positions (now retired.)

-- Response: For many years since the last program review, the Child Development Department has continued to apply with FNIC for the hiring of additional qualified full-time tenure track faculty to replace two former faculty position (now retired) but unfortunately, our requests have not been prioritized high enough for hire.

e. Evaluate courses and certificates periodically to reflect the requirements set forth by the State of California and trends in educational research.

-- Response: The Child Development Department has continued to review courses, skill awards and certificates offered through the program to reflect requirement set forth by the State of California, Commission on Teacher Credentialing, Title XXII licensing requirements, and the National Association for the Education of Young Children. The department has revised and developed coursework and the Associate in Science in Early Childhood Education for Transfer degree to reflect changing requirements by these agencies.

f. Revise course outlines to include student learning outcome statements within three years.

-- Response: The Child Development Department has revised and updated all active course outlines to include Student Learning Outcomes and assessments.

g. Engage the College in full support of Orfalea Family Child Development Center to maintain the NAEYC accreditation standards and high quality practices which facilitate excellence in the training of students for careers in teaching and child observation.

-- Response: The Child Development Department has been instrumental in supporting high quality practices and accreditation standards through National Association for the Education of Young Children at our laboratory school, the Orfalea Family Children's Center. This has helped to facilitate high quality observation experiences on the part of Child Development students and has promoted excellence in the training of students for careers in teaching.

11. Evaluation Criteria – Mission

Current status

The Child Development Program provides instruction that meets the District's core competencies. The Program also supports the focus of the State of California's Chancellors' Office by providing transfer courses and courses and certificates that meet

job training requirements. The Associate in Science in Early Childhood Education for Transfer Degree serves the academic needs of students who wish to transfer and complete their baccalaureate degree. Students may earn certificates and skill awards to qualify for employment or advance in job training and skills.

Child development courses directly support the following core competencies of the District:

- 1) Communication
- 2) Creative, critical and analytical thinking
- 3) Community/global consciousness and responsibility
- 4) Discipline/Subject area Specific Content Material

The students in this program perform well showing strong retention and success rates over the past six years. Retention has remained high with the six year average of 95.6%. Course success rate is also high with a six year average of 80.2%. Retention and Success rates in winter and summer terms appear to be higher than traditional terms. Winter 2010 term was notable due to the 100% retention rate and a 92% success rate. During the three winter sessions and all summer terms course retention rate is over 97%. Success rates for summer (85%) and winter (89.7%) terms are notably higher than either the traditional Fall (73.1%) or Spring (74.8%) semesters.

The Program varies from the demographic profile of the general campus in the following ways. Over the six years, there is a greater number of women than men (86-93% women) when compared to the District (52-53% women) enrolled in our program. This is not surprising due to the cultural bias for women to seek careers that focus on children. The Program's enrollment follows the trends of the District with individuals who identify with the Hispanic/Latino ethnic category being the largest ethnic group followed by white category. The number of Hispanic/Latinos varies from 38-53% over 6 years. The department noted that a significant number of individuals did not identify any ethnic group. (37% in year 09-10)

Detailed information is available in Attachment A.

Commendations

- a. The Child Development Program conforms to the mission of the District by offering Early Childhood Education Degree that follows the SB-1440 AS-T model for transfer to four-year colleges and universities.
- b. The Child Development Program theory courses offer instruction in the most current theories and best practices in teaching.
- c. The Child Development Program conforms to the mission of the California Community College system and District by offering certificate courses that prepare students to enter the job market.
- d. The Child Development Program includes coursework that reflects the culturally relevant issues based on the diversity of the student population and the communities served by the District
- e. The Child Development Program collaborates with local, county, and state agencies to advocate for students. Program faculty administer the Child

- Development Training Consortium for the State of California Quality Improvement Grant. This enables students to be reimbursed for tuitions costs and Child Development Permit fees
- f. Child Development Faculty administered the SB-70 Career Pathways Grant from 2006-6008. The monies were used to create career pathways from high schools to Citrus in the field of child development. CHLD 109, Introduction to Early Childhood Education, was articulated with Monrovia High School. In addition, the grant supported campus wide student outreach efforts. High school students came to visit Citrus and view the campus and various programs. Supportive relationships with area agencies and schools, faculty training, math summer camps were also supported by this grant. (Summary of grant activities and budget is available upon request)

Recommendations

- a. The Child Development Program will create a plan to systematically assess SLO's, review/revise course work and certificate requirements to stay current with requirements of the State Commission on Teacher Credentialing for Early Childhood Education, the C-ID curriculum recommendations and to monitor student success. (Recommendation # 2)
- b. The Child Development Program will work with the Center for Teacher Excellence and Curriculum Committee to create a transfer degree for Elementary Education by Spring 2013. (Recommendation # 5)

12. Evaluation Criteria – Need

Current status

Labor Market Information and Analysis (CTE only)

Child Development is a unique program which offers students both transfer and career path training. Information related to the child development career path is readily available and offers a variety of jobs and career options. Child development students seek future employment in careers as child care workers, but others may desire to transfer and pursue careers in elementary education, social work, family counselors, and program administration. Child development students who transfer and complete a bachelor's degree find fulfillment and increased wages.

Job availability and labor market information are available through Occupational Employment Projections from the Employment Development Department (<http://www.labormarketinfo.edd.ca.gov>) and indicates a growth trend in this career through 2018. State and regional labor market and job availability projections for this career path indicate growth in a variety of careers to this field.

SEE ATTACHMENT B for labor market data.

Commendations

- a. The Child Development courses reached cap and accepted some students over our cap in all courses we offer each semester. Perseverance and completion statistics are good as well: Over the six-year cycle there is an average semester/term retention rate of 93.8 % and a 73.1% course success rate.
- b. We have had the availability of an on-campus child development center and have used it as a lab school for our students to observe best practice in the field and to try out their practice teaching assignments under the guidance of master or Mentor Teachers.
- c. The Associate of Science in Child Development degree was developed in 2009 and adopted by the Chancellor's office in 2010. More recently the Department developed the Associate in Early Childhood Education for Transfer degree that will allow students to transfer, pursue a bachelor's degree and qualify for better-paying jobs.
- d. The Program has served as a "gateway" to education for many students. Over the years many students have entered the program as part of a career ladder or to qualify for TANF. Through participation and support from faculty these students have discovered their academic abilities and have changed their educational goal from certificate to degree.

Recommendations

- a. As the California budget regains strength, faculty will work with other campus parties to create a plan for opening a new lab school (IC Infant Center Bldg.) A lab school in child development provides opportunities for observation and practicum experiences, an essential part of foundational teaching and capstone experience for teachers in this field. Having a supervised teaching experience is a requirement for the AS-T degree and we would like that to be experienced here in our own lab school where staff and faculty can keep each other apprised of students' progress in assignments they have jointly created. Until such time that this is possible, we will utilize the large pool of Mentor Teachers in our San Gabriel (Foothill) region. (Recommendation # 4)
- b. The faculty will develop an effective model schedule of desired courses so that our students are viable candidates for the jobs at all permit levels and meet the workforce demand for academically qualified personnel and continuing "professional development" required to maintain valid teaching permits. (Recommendation # 3)
- c. As the California budget regains strength, faculty will develop an effective model for additional sections (including Summer, Winter, weekend and evening courses) to satisfy student demand which is now unmet. (Recommendation # 3)

13. Evaluation Criteria – Quality

Current status

Our faculty, full time and part time have hands on experience with children and their parents having worked in preschool, elementary schools and in specialized settings like

speech therapy, kinesiology, and special needs education. All faculty will be engaged in doing SLO assessments in each of the courses that they teach.

The lecture format classes are appropriate for teacher foundational knowledge and skills development. Prerequisites and the required succession of courses taken have been carefully updated, scheduled so that students can complete the coursework in a two-year period and have recently been reviewed for SLO and scheduled for an Assessment Cycle. We required much critical thinking and problem-solving in oral and written form. Students not only analyze concepts and practices taught in child development and education, but also must practice real-life interactions with parents, staff and the children they teach through case studies we present in class.

The only lab we offer is Practicum 156L which entails the student's creation and presentation of various appropriate activities for preschool children that will be evaluated by the preschool master teacher/Mentor Teacher, the faculty person who instructs CHLD 156 and the students participating in that class. There are 54 contact hours required of students within the preschool setting.

Faculty members have actively participated in the development and implementation of SLO's in courses and certificates. Faculty have developed an assessment process for courses and will systematically assess SLO's as courses are offered. Analysis of Student Learning Outcome Assessment (SLOA) data will ensure that the strength of the academic program continues to benefit students and address areas of weakness. The current model of assessment tracks the percentage of students who exceed/meet/need improvement in the area(s) covered by the SLOA.

Commendations

- a. Our students are succeeding as per the statistics in attachment A from our institutional research records. We do not have data on how many have been employed since leaving Citrus College.
- b. Students in Child Development will be able to pursue a BA or BS without having to repeat coursework they received from our department as they transfer to a Cal State. Example: Citrus College students may transfer to the Child and Adolescent Studies program at California State Fullerton.
- c. Students are also successful in transferring to private institutions such as University of La Verne where they may complete a BS in Child Development.

Recommendations

- a. It is of high priority to maintain the standard of excellent teaching and ongoing strength of our program when Judy Gregg and Carolyn Perry retire in two to three years. The Program recommends developing a plan for seeking, hiring and then a period of training and transition of qualified candidate(s). (Recommendation # 1)
- b. We want to consider opening a new lab school, using the current facility, after a year or so hiatus. A lab school in child development is just as critical to the foundational teaching and capstone experience for teachers as it is in any other field. We owe it to the future educators and the children they will serve. Our program is in demand and we have not been able to offer as many courses and/or

sections in the annual scheduling as we could fill to accommodate the need.
(Recommendation # 4)

- c. In the absence of the Orfalea Family Children's Center, the Department will develop alternate means of supporting SLO's. Examples include: 1) Equipment, software, PC's, and audio visual support and consumable supplies will be essential to the success of curriculum and courses. 2) Visual examples and information via internet will be critical for observation in multiple courses. Computers in the LB rooms we use should be maintained/replaced as they are often not functional which is inconvenient and interrupts the timely and effective flow of instruction and delivery of information to our students. (Recommendation # 6)

14. Evaluation Criteria – Feasibility

Current status

The Child Development Department has established a good line of communication with and support from the counseling department. It is important to maintain at least one representative contact from the Counseling Department to advise Child Development students.

Facilities, equipment and library resources are all utilized by the department to better support instruction and student success in the program. The library report indicated that the collection relevant to Child Development contains 45% of its materials that date prior to 2000. This is not a negative per se but research and proposed treatment for special needs, brain related research, and particularly Autistic Spectrum Disorder, is ongoing and evolving. We want our students to have access to the most current information and some e-journals appear to have been stopped in 2010.

Currently, due to budget constraints experienced by the college, full-time prepared students find it difficult to complete the program in just two years due to the elimination of course offerings and larger class sizes. Anecdotal reports from students say they find it difficult to "add" courses thus necessitating an average completion time of 2 1/2 -3 years. The projected schedule of courses with reduction of sections may also make it difficult for working adults to attend advanced courses that are normally offered only once each year. Child Development department faculty are highly qualified to administer the responsibilities of the program. However, as a result of the approaching retirement of two full time tenure track faculty members, the growing and changing needs of this highly specialized program require that additional responsibilities must be taken on by the one remaining faculty. These responsibilities include; 1) Coordination of both the Child Development Training Consortium Grant program and the 2) Mentor Teacher program. Additional full time tenure track faculty are needed to effectively maintain the quality of service provided to Child Development students. Adjunct faculty are necessary to maintain adequate course offerings to students. Adjunct faculty who are professionals in their own fields are especially suited to teach some of the highly specialized courses in the department such as The Child with Special Needs (CHLD 164) and Speech and Language Disorders (CHLD 166).

Program resources are adequate to meet most of the needs of faculty teaching in the Child Development department and to support students pursuing vocational and career goals in Early Childhood Education. Courses are offered at both day and evening times and a few courses have been offered through distance education. In order to prepare for the future of the Child Development Program, we need to have a concise, accurate report of student accomplishments in degrees, certificates, and skill awards. Accurate and timely information about the numbers of degrees and certificates supports the planning and scheduling efforts of the department. The efforts of other College departments has been greatly appreciated. Support from the College is vital to facilitating program success and assisting students in obtaining accurate, appropriate information, guidance (i.e. Student Education Plans) and referrals to campus support services (i.e. tutor, Early Alert, etc.)

Commendations

- a. The Child Development Department has continued to maintain consistent communication with the counseling department to facilitate informational exchanges necessary to support students. Faculty have presented changing and current program and vocational information to Counselors and Advisors to facilitate the transmission of accurate information given to students. The Child Development department has been able to secure one representative advisor from the counseling department to refer students to for guidance and information regarding the program as well as requirements set forth by the State University system, California Commission on Teacher Credentialing and Title 22 licensing. Through this relationship, students are given a wealth of information and support in reaching their career and vocational goals in Early Childhood Education.
- b. Child Development Department faculty have worked in conjunction with the Dean of Behavioral Sciences to carefully and appropriately consider semester and yearly course offerings, to support student completion of program requirements in the most timely manner possible. This has been particularly challenging given the economic constraints experienced by the college and the elimination of course offering to our department. However, the department feels that it has been able to make appropriate decisions within this economic climate with regards to course offerings for students of Early Childhood Education at Citrus. Currently, our course offerings facilitate prepared students to complete the program within a 2-3 year period of time.
- c. The Child Development Department continues to advocate and apply for full time faculty hires through FNIC. The Child Development Department has maintained highly knowledgeable, specialized and experienced adjunct faculty to teach courses in the department.
- d. Child Development faculty have been able to secure one classroom to facilitate teaching, storage of curriculum supplies and materials and an exchange of information to students about the Early Childhood Education profession. Faculty continue to take inventory of curriculum supplies and materials and request the purchase of supplies to replace and expand the repertoire of materials available for instructional use by Child Development faculty. This has facilitated appropriate, effective and current modeling of resources available to teachers for use in Early Childhood Education classrooms by Child Development faculty.

- e. Despite course cuts, the Child Development department has been instrumental in planning course offerings in both day, evening and through distance education to most appropriately meet the needs of the diverse students in the program.
- f. Library resources offer strong supporting resources for both theory based and career development courses

Recommendations

- a. The Child Department will analyze data received from the Chancellor's Office, Institutional Research, MIS, and Admission and Records to assess student success and in degrees, certificates, and courses. As revisions occur the Department will maintain at least one representative contact from the Counseling Department to advise Child Development and Education students. (Recommendation # 3)
- b. The Child Development department must maintain the ability to meet the unique needs of diverse students and professionals of Early Childhood Education. We must continue to strive to offer both core and specialized courses in Child Development and in General Education to facilitate student completion of the Child Development program within 2 years period of time. We must also continue to make available a wide variety of courses that support professionals required to take additional Child Development coursework as part of Professional Development requirements set forth by the California Commission on Teacher Credentialing, Title 22 licensing requirements and NAEYC. (Recommendation # 3)
- c. Hire additional qualified Child Development full time, tenure track faculty to plan, implement and maintain a high quality Child Development program for students. (Recommendation # 1)
- d. The facilitation of an appropriate classroom environment supports SLO's and the interactive teaching methodology used by Child Development faculty. The Department recommends maintaining LB107 as the primary classroom for Child Development courses for storing supplies and materials for curriculum courses, displaying examples of effective teaching strategies and materials and to continue facilitating the exchange of information between the Child Development Department and students. Example: Change out current desks for round tables and chairs that seat approximately six students, per table in the LB107 classroom. (Recommendation # 6)
- e. When the budget crisis is resolved the faculty will provide a plan for additional sections of course offerings during both day, evening and revive Saturday offerings to facilitate the diverse needs of students trying to complete courses and programs offered by the Child Development Department. (Recommendation #3)
- f. Faculty will explore options for identifying courses that would lend themselves to utilizing library research orientation services (as the report indicates we have done zero) to better prepare students for academic skills necessary for success in the A.S. degree program. (Recommendation #6)
- g. Faculty will periodically review library resources (including the "children's' collection") to ensure the collection is appropriate and supports coursework and best practices in early childhood education. (Recommendation #6)

- h. New updated video resources will be needed to support student learning during the "suspension" of the Campus Lab School. (Recommendation #6)

15. Evaluation Criteria – Compliance

Current status

Child Development course requisites currently meet federal, state and district requirements. Course outlines of record meet state, district and federal regulations for content. The Child Development Department holds two Advisory Council meetings per year (Fall and Spring) and is composed of members from the college community and professionals representing diverse programs within Early Childhood Education. Currently, facilities meet ADA and industry standards. The Child Development department has actively participated in evaluating and completing all annual program reviews.

Commendations

- a. The Child Development Department has reviewed and modified all Child Development course outlines for content and to meet federal, state and district regulations including updating title page information, course descriptions, course content, student learning outcomes and objectives, methods of instruction, methods of evaluation/assessment and required texts and materials.
- b. The Child Development Department has actively recruited and maintained Advisory Council membership composed of professionals from the Early Childhood Education community that represent diverse Child Care programs including Title V, Title 22, Before and After School Care, Family Day Care, Early Intervention and other relevant programs. The input we receive from the Council is vital to the success and quality of our Child Development Department program. The Child Development Department holds Advisory Council meetings twice per academic year (Fall and Spring) to facilitate continuity of information and effective communication with members. In addition, Child Development faculty communicate on an ongoing basis with Advisory Council members via meetings, phone, and through email correspondence.

Recommendations

- a. Child Development faculty continue to regularly review and modify as necessary course content and requisites to comply with current federal, state and district requirements.(Recommendation #2)
- b. The Department will continue to hold Advisory Council meetings and to consider the input from members for course relevance and program planning. Child Development faculty continue to maintain regular communication with Advisory Council members and other professionals working in the field of Early Childhood Education to maintain diverse and appropriate representation. (Recommendation #2)

16. Recommendations

Rank	Description of recommendation (actions or behaviors to be completed)	Responsible person(s)	Target Date	Personnel	Facilities	Equip. / Software	Supplies
1	The Program recommends developing a plan for seeking, hiring new faculty member(s) in a manner that allows a period of training and transition of qualified candidate(s).	Gregg, Hahn, Perry FNIC	Fall 13	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Child Development Program will create a plan to integrate statistical data regarding student achievement, review/revise course work, and certificates requirements to accurately assess SLO's and stay current with requirements of the State Commission on Teacher Credentialing for Early Childhood Education and C-ID curriculum recommendations.	Faculty: Gregg, Hahn, Perry, Dept. Dean MIS A&R	Spring 2013	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3	Faculty will develop an effective model schedule of desired courses needed for degrees and certificates to meet the student and workforce demand for academically qualified personnel	Gregg SBS Dean	Spring 2013	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4	Faculty will be involved in advance planning for such a time that a smaller, high quality LAB school may once again be part of our campus. Recommend that space (Infant Center -IC) be reserved for future consideration.	Faculty Facilities, Dean Others	Fall 2014	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5	Program faculty will work with the Center for Teacher Excellence and Curriculum Committee to create a transfer degree for Elementary Education	Perry CFTE M. Plug	Winter 2013	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Without the CDC, the Department will develop alternate means of supporting SLO's through audio visual representation, library resources and the use of internet and/or other appropriate models.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

1. Over the last few years, two full-time tenure and additional full-time positions once part of the Child Development Program have "disappeared." The aging faculty will soon

retire and what was once a faculty of five members will be reduced to ONE. We consider the hiring of a NEW full-time faculty member to be our highest priority. We wish to have time to train the new faculty member so they will be fully capable of replacing the faculty that will be retiring in next 2-3 years.

2.The Department acknowledges that "extreme times call for extreme measures." We consider the closure of the Child Development Center after many years of successful operation a result of the State budget crisis. We recommend that space (Infant Center - IC) be reserved and faculty be involved in advance planning for such a time that a smaller, high quality LAB school may once again be part of our campus. We acknowledge this is a long range goal and may extend beyond the five-year scope of this current review.

17. Budget Recommendations

Resources are needed in the following areas:

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact ◇	Priority ‡
Full-time Tenure position	Current full-time member(s) anticipate retirement in 2-3 years. Previous positions have not been replaced. Currently students must wait 1-2 semesters to enroll in capstone courses which are offered infrequently. Many students are currently turned away from existing courses; the loss of retiring faculty will further reduce the sections of courses. In addition, there is a legislated increased educational requirement (BS or BA by 2013) for employment in State funded programs.	N and C	A

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact ◇	Priority ‡
Staffing for LAB school	Provide highly qualified staffing for model LAB school	N and Q	A, B, C

Facilities

Facilities / repairs or modifications needed	Discuss impact on goals / SLOs	Bldg / Room	Impact ◇	Priority ‡
Explore options to remodel/restore Infant Toddler building for smaller Child Development LAB school.	(The Department is looking forward to a time when State budget limitations no longer create a hardship on the District) A campus LAB school would be a great asset to the program and allow students to be on campus for observation or practice teaching. Benefits: Community College students with limited transportation and resources benefited from campus childcare. CHLD students take courses requiring observation of children .	IC	Q, C and F	B & C
Ongoing cleaning and maintenance of classrooms and replace carpeting in LB 107 with appropriate hard surface flooring.	High traffic in classrooms requires frequent cleaning. CHLD curriculum courses activities require equipment that instructors cannot access (vacuum, mop etc.)	LB 107	F	C

Computers / Software (Tecs)

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

Routine maintainance of all audio/visual and smartpanel equipment in classrooms	Observation of developmental stages will no longer be available at the CDC so adequate examples through AV and intranet will be part of reaching SLO' in various courses. Delivery of instruction is impeded by computer connections that do not work consistently.		F	B & C

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact ◇	Priority ‡
Desks should be changed out for sturdy washable tables and chairs	This room is used 90% of the time by CHLD courses. Curriculum projects are necessarily ongoing and require more surface room to complete.		F	C

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact ◇	Priority ‡
Consumables required for the teaching of curriculum courses (art, music, literacy, science, math, etc.)	State requires teachers to be trained in curriculum development for young children.	\$1000/yr	F and C	B & C
Video resource budget	Instruction in teaching benefits from observational experiences. With the closing of the CDC, videos will provide opportunities to view behaviors that no longer available on campus.			B & C

Additional information:

◇ **Impact:**

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

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

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

F = Feasibility: Are facilities, equipment, and library resources adequate? Are evening programs and services adequate? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?

C = Compliance: Do course requisites meet Federal, State & District requirements? Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?

‡ **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

CHLD 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	30.0	24.0	20.0	21.0	20.0	14.0
4	Sections Offered	46.0	39.0	30.0	30.0	27.0	22.0
5	Morning Sections	11.0	9.0	7.0	12.0	12.0	11.0
6	Afternoon Sections	12.0	12.0	11.0	3.0	2.0	4.0
7	Evening Sections	14.0	12.0	9.0	9.0	9.0	6.0
8	Arranged Sections	5.0	2.0		2.0	1.0	
9	Weekend Sections	4.0	4.0	2.0	3.0	2.0	
10	Short Term Sections	7.0	8.0	6.0	4.0	3.0	2.0
11	DistanceEd Full-Term Sections	0.0	0.0	1.0	1.0	1.0	1.0
12	DistanceEd Short-Term Sections	0.0	0.0	0.0	0.0	0.0	0.0
13	Enrollment	1163	1073	800	917	854	995
14	Weekly Student Contact hours (WSCH)	3158.8	2862.4	1943.4	2307.7	2593.2	2973.4
15	Full-Time Equivalent Students (FTES)	108.3	98.1	66.6	71.2	80.0	91.8
Program Resources							
16	Full-Time Equivalent Faculty (FTEF)	5.9	5.7	4.7	4.5	5.0	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	534.5	501.3	410.0	509.4	521.8	677.3
19	FTES/FTEF	18.3	17.2	14.1	15.7	16.1	20.9
20	Fill Rate at Census	85.5	84.0	74.6	64.7	68.5	100.5
Program Success							
21	Course Retention	90.6	93.8	94.3	94.1	94.1	95.7
22	Course Success	71.3	72.6	77.0	73.4	68.9	75.4

CHLD Program Review

	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	3.0	1.0
4	Sections Offered				6.0	3.0	1.0
5	Morning Sections				1.0	2.0	1.0
6	Afternoon Sections				1.0		
7	Evening Sections				4.0	1.0	
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections				6.0	3.0	1.0
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections				0.0	0.0	0.0
13	Enrollment				146	94	52
14	Weekly Student Contact hours (WSCH)				365.6	244.4	173.4
15	Full-Time Equivalent Students (FTES)				11.3	7.5	5.4
	Program Resources						
16	Full-Time Equivalent Faculty (FTEF)				1.0	0.5	0.2
17	Credit Reimbursement Rate				\$3,668.28	\$3,834.46	\$3,834.46
	Program Operation						
18	WSCH/FTEF				351.5	469.9	788.1
19	FTES/FTEF				10.8	14.5	24.3
20	Fill Rate at Census				70.2	66.7	115.6
	Program Success						
21	Course Retention				97.3	95.7	100.0
22	Course Success				89.7	87.2	92.3

CHLD Program Review

	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	27.0	24.0	23.0	18.0	21.0	19.0
4	Sections Offered	41.0	35.0	31.0	24.0	25.0	23.0
5	Morning Sections	12.0	8.0	7.0	12.0	13.0	13.0
6	Afternoon Sections	11.0	12.0	10.0	2.0	4.0	3.0
7	Evening Sections	16.0	12.0	10.0	9.0	7.0	6.0
8	Arranged Sections	2.0	3.0	4.0	1.0	1.0	1.0
9	Weekend Sections						
10	Short Term Sections	8.0	6.0	6.0	2.0	2.0	2.0
11	DistanceEd Full-Term Sections	0.0	0.0	0.0	0.0	0.0	0.0
12	DistanceEd Short-Term Sections	0.0	0.0	0.0	0.0	0.0	0.0
13	Enrollment	1133	919	806	767	955	1048
14	Weekly Student Contact hours (WSCH)	2876.4	2289.9	2280.3	2177.8	2807.8	3009.7
15	Full-Time Equivalent Students (FTES)	98.6	78.5	78.2	67.2	86.6	92.9
Program Resources							
16	Full-Time Equivalent Faculty (FTEF)	5.8	5.0	4.3	4.2	4.7	3.7
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	492.5	458.9	525.4	518.5	601.2	817.8
19	FTES/FTEF	16.9	15.7	18.0	16.0	18.6	25.2
20	Fill Rate at Census	79.3	77.1	76.7	70.1	89.2	106.7
Program Success							
21	Course Retention	92.1	93.1	94.0	93.2	95.6	94.7
22	Course Success	74.3	77.5	75.6	72.8	72.7	76.1

CHLD Program Review

	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	5.0	5.0	6.0	5.0	2.0	1.0
4	Sections Offered	5.0	5.0	6.0	5.0	2.0	1.0
5	Morning Sections	2.0	2.0	1.0	1.0		
6	Afternoon Sections	2.0	1.0	1.0	1.0		
7	Evening Sections	1.0	2.0	4.0	3.0	2.0	1.0
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections	5.0	5.0	6.0	5.0	2.0	1.0
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections	0.0	0.0	0.0	0.0	0.0	0.0
13	Enrollment	170	128	141	134	53	42
14	Weekly Student Contact hours (WSCH)	218.8	264.5	286.7	258.7	166.9	143.2
15	Full-Time Equivalent Students (FTES)	7.5	9.1	9.8	8.9	5.2	4.4
Program Resources							
16	Full-Time Equivalent Faculty (FTEF)	0.5	0.7	0.8	0.7	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	486.1	372.6	341.3	380.5	397.4	651.1
19	FTES/FTEF	16.7	12.8	11.7	13.0	12.3	20.1
20	Fill Rate at Census	101.0	79.9	56.6	56.9	88.6	120.0
Program Success							
21	Course Retention	97.1	96.1	94.3	95.5	100.0	100.0
22	Course Success	84.1	85.9	78.0	86.6	92.5	83.3

		04-05		05-06		06-07		07-08		08-09		09-10	
		Year1		Year2		Year3		Year4		Year5		Year6	
Gender													
	Female	1017	91.7%	944	93.6%	864	93.5%	920	89.9%	961	87.6%	1069	86.3%
	Male	92	8.3%	65	6.4%	60	6.5%	98	9.6%	117	10.7%	155	12.5%
	Missing							5	0.5%	19	1.7%	15	1.2%
	Total	1109	100.0%	1009	100.0%	924	100.0%	1023	100.0%	1097	100.0%	1239	100.0%
Age													
	19 or younger	228	20.6%	224	22.2%	212	22.9%	243	23.8%	311	28.4%	428	34.5%
	20-24	381	34.4%	346	34.3%	299	32.4%	376	36.8%	416	37.9%	478	38.6%
	25-29	141	12.7%	124	12.3%	112	12.1%	129	12.6%	112	10.2%	130	10.5%
	30-34	90	8.1%	80	7.9%	70	7.6%	68	6.6%	68	6.2%	63	5.1%
	35-39	70	6.3%	72	7.1%	67	7.3%	63	6.2%	51	4.6%	35	2.8%
	40-49	129	11.6%	93	9.2%	103	11.1%	82	8.0%	76	6.9%	62	5.0%
	50 and above	68	6.1%	69	6.8%	60	6.5%	62	6.1%	63	5.7%	43	3.5%
	Missing	2	0.2%	1	0.1%	1	0.1%						
	Total	1109	100.0%	1009	100.0%	924	100.0%	1023	100.0%	1097	100.0%	1239	100.0%
Ethnicity													
	Asian	77	6.9%	69	6.8%	54	5.8%	57	5.6%	55	5.0%	31	2.5%
	Black or African American	80	7.2%	67	6.6%	61	6.6%	70	6.8%	58	5.3%	52	4.2%
	Hispanic/Latino	570	51.4%	544	53.9%	500	54.1%	525	51.3%	557	50.8%	472	38.1%
	American Indian or Alaska Native	8	0.7%	5	0.5%	4	0.4%	6	0.6%	9	0.8%	7	0.6%
	Native Hawaiian or Other Pacific Islander							5	0.5%	7	0.6%	5	0.4%
	White	311	28.0%	265	26.3%	248	26.8%	270	26.4%	236	21.5%	206	16.6%
	Two or More Races											8	0.6%
	Unknown/Non-Respondent	63	5.7%	59	5.8%	57	6.2%	90	8.8%	175	16.0%	458	37.0%
	Total	1109	100.0%	1009	100.0%	924	100.0%	1023	100.0%	1097	100.0%	1239	100.0%
Educational Goal													
	Degree & Transfer	400	36.1%	407	40.3%	379	41.0%	109	10.7%	233	21.2%	428	34.5%
	Transfer	166	15.0%	155	15.4%	154	16.7%	23	2.2%	37	3.4%	96	7.7%
	AA/AS	86	7.8%	75	7.4%	76	8.2%	124	12.1%	230	21.0%	189	15.3%
	License	74	6.7%	59	5.8%	62	6.7%	8	0.8%	10	0.9%	17	1.4%
	Certificate	159	14.3%	127	12.6%	101	10.9%	19	1.9%	31	2.8%	36	2.9%
	Job Skills	115	10.4%	110	10.9%	74	8.0%	81	7.9%	106	9.7%	94	7.6%
	Basic Skills							35	3.4%	58	5.3%	53	4.3%
	Personal											9	0.7%
	Undecided							51	5.0%	98	8.9%	165	13.3%
	Not Reported	109	9.8%	76	7.5%	78	8.4%	573	56.0%	294	26.8%	152	12.3%
	Total	1109	100.0%	1009	100.0%	924	100.0%	1023	100.0%	1097	100.0%	1239	100.0%

	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	\$542,474.93	\$553,237.98	\$498,333.34	\$581,642.48	\$676,245.37	\$740,587.60
24	Total District Adopted Program Budget	392,880	971,502	426,423	393,398	396,308	429,347
25	Support Personnel (wage without benefit, 2200 and 2400 in budget)	1,722	0	0	0	0	0
26	Supplies (4300 in budget)	644	1,146	3,214	1,729	4,045	3843
27	Cost	360,755	245,140	300,739	339,604	376,920	
28	Total FTES for the year	185.76	169.72	143.35	158.56	176.36	193.14
29	Cost per FTES	\$1,942.05	\$1,444.38	\$2,097.94	\$2,141.80	\$2,137.22	
Degrees and Certificates							
30	Degree: Social and Behavioral Sciences	283	269	257	249	325	311
31	Certificates: Child Development Master Teacher	0	0	1	1	3	0
	Certificates: Child Development Teacher	1	5	8	9	13	47
32	Skill Awards	0	0	0	0	16	41
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						

**PERKINS IV Core Indicators of Performance by Vocational TOP
Code Summary by College for: CITRUS**

Indicators for 2009-2010 Fiscal Year Planning

		Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
13	FAMILY AND CONSUMER SCIENCES	94.67	54.10	82.59	77.19	1.78	0.00
1305	CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	94.67	54.10	82.59	77.19	1.78	0.00
130500	CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	94.64	55.00	82.96	76.79	1.79	0.00
130590	INFANTS AND TODDLERS	100.00	0.00	0.00	100.00	0.00	

Performance Rate Less Than Goal is Shaded

Total Count is 10 or Greater

Total Count is Less Than 10

Indicators for 2010-2011 Fiscal Year Planning

13	FAMILY AND CONSUMER SCIENCES	90.78	51.47	80.98	73.33	3.40	0.00
1305	CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	90.78	51.47	80.98	73.33	3.40	0.00
130500	CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	90.73	51.47	80.88	73.33	3.41	0.00
130590	INFANTS AND TODDLERS	100.00		100.00		0.00	

Indicators for 2011-2012 Fiscal Year Planning

13	FAMILY AND CONSUMER SCIENCES	86.56	85.71	90.86	80.95	2.69	5.48
1305	CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	86.56	85.71	90.86	80.95	2.69	5.48
130500	CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	86.56	85.71	90.86	80.95	2.69	5.48

Attachment B: Labor Market Data

Information related to the child development career path is readily available and offers a variety of jobs and career options. Job availability and labor market information is available through Occupational Employment Projections from the Employment Development Department (<http://www.labormarketinfo.edd.ca.gov>) and indicates a growth trend in this career through 2018. Below are the state and region labor market and job availability projections for this career path.

Area	Occupation	2008 Employment	2018 Employment	# Change	% Change	Total Annual Openings
<i>California</i>	Education Administrators, Preschool and Child Care Center	8,400	8,900	500	6.0	300
	Preschool Teachers (not special edu.)	55,300	61,900	6,600	11.9	1,770
	Elementary School Teachers	197,500	233,400	35,900	18.2	21,193
	Child Care Workers	99,700	108,100	8,400	8.4	3,760
	Child, Family and School Social Workers	24,200	26,000	1800	7.4	790

	<i>Occupation</i>	2008 Employment	2018 Employment	# Change	% Change	Total Annual Openings
Los Angeles County	Education Administrators, Preschool and Child Care Center	2,250	2,240	290	12.9	96
	Special Education Teachers, Preschool, Kindergarten, and Elementary School	6,690	7,910	1,420	21.9	310
	Preschool Teachers (Except special edu.)	15,210	18,360	6,600	11.9	1,770
	Child, Family and School Social Workers	8,180	9,140	960	11.7	301
	Kindergarten teacher (not special educ)	6,9910	8,200	1,210	17.3	261
	Child Care Workers	26,180	30,510	4,330	16.5	1200
	Elementary School Teachers	53,310	36,120	9,810	18.4	2,193

2011 Wages for California

			Hourly Mean	Hourly by Percentile		
				25th	Median	75th
Child, Family, & School Social Workers			\$25.29	\$18.60	\$24.39	\$30.91
Child care administrators			\$28.42	\$17.26	\$24.12	\$34.98
Child Care worker			\$11.64	\$9.35	\$10.91	\$13.23
Preschool Teachers			\$15.26	\$12.20	\$14.20	\$17.55
Aid School Teacher	GUSD	Hourly rate		14.17		17.86
Elementary School Teacher				\$48,422.88	\$63,896.54	\$76,634.96

<http://www.labormarketinfo.edd.ca.gov/>

US Dept of Labor

Teacher Salary (with credential)

Elementary Grades	\$54,650
Special Educ.	\$64,320

Attachment C: AS-T Approval

STATE OF CALIFORNIA

JACK SCOTT, CHANCELLOR

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE
1102 Q STREET
SACRAMENTO, CA 95811-6549
(916) 445-8752
<http://www.cccco.edu>



03/28/2012

Irene Malmgren
Vice President, Academic Affairs
Citrus College
1000 W. Foothill Blvd.
Glendora, CA 91741

Dear Irene Malmgren:

The Chancellor's Office hereby approves Citrus College's **AS-T Degree (transfer)** in **Early Childhood Education** as listed below. It has been entered into the Curriculum Inventory under T.O.P. code **130500** with **TRANSFER** status.

- **AS-T Degree (transfer)** in **Early Childhood Education** with program control number **31179**.

The California Postsecondary Education Commission (CPEC) has authorized the Chancellor's Office to proceed to final approval, without its review, on many new community college programs, except programs of certain types that are of special interest to CPEC. This program is not a type that has been reserved for individual CPEC review and concurrence. Therefore, our approval is effective with this letter.

Good luck with this program.

Sincerely,
Sally J. Montemayor Lenz
Interim Dean
Academic Affairs Division

Cc: Kathleen Bueno

Attachment D: Child Development Permit Matrix

Child Development Permit Matrix - with Alternative Qualification Options Indicated					
Permit Title	Education Requirement (Option 1 for all permits)	Experience Requirement (Applies to Option 1 Only)	Alternative Qualifications (with option numbers indicated)	Authorization	Five Year Renewal
Assistant (Optional)	Option 1: 6 units of Early Childhood Education (ECE) or Child Development (CD)	None	Option 2: Accredited HERO program (including ROP)	Assist in the care, development and instruction of children in a child care and development program under the supervision of an Associate Teacher or above.	105 hours of professional growth*****
Associate Teacher	Option 1: 12 units ECE/CD including core courses**	50 days of 3+ hours per day within 2 years	Option 2: Child Development Associate (CDA) Credential.	May provide service in the care, development and instruction of children in a child care and development program; and supervise an Assistant Permit holder and an Aide.	Must complete 15 additional units toward a Teacher Permit. Must meet Teacher requirements within 10 years.
Teacher	Option 1: 24 units ECE/CD including core courses** plus 16 General Education (GE) units*	175 days of 3+ hours per day within 4 years	Option 2: AA or higher in ECE/CD or related field with 3 units supervised field experience in ECE/CD setting	May provide service in the care, development and instruction of children in a child care and development program, and supervise all above.	105 hours of professional growth*****
Master Teacher	Option 1: 24 units ECE/CD including core courses** plus 16 GE units* plus 6 specialization units plus 2 adult supervision units	350 days of 3+ hours per day within 4 years	Option 2: BA or higher (does not have to be in ECE/CD) with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting	May provide service in the care, development and instruction of children in a child care and development program, and supervise all above. Also may serve as a coordinator of curriculum and staff development in a child care & development program.	105 hours of professional growth*****
Site Supervisor	Option 1: AA (or 60 units) which includes: • 24 ECE/CD units with core courses** • 16 GE units* plus 6 administration units plus 2 adult supervision units	350 days of 3+ hours per day within 4 years including at least 100 days of supervising adults	Option 2: BA or higher (does not have to be in ECE/CD) with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; or Option 3: Admin. credential*** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; or Option 4: Teaching credential**** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting	May supervise a child care and development program operating at a single site; provide service in the care, development and instruction of children in a child care and development program; and serve as coordinator of curriculum and staff development.	105 hours of professional growth*****
Program Director	Option 1: BA or higher (does not have to be in ECE/CD) including: • 24 ECE/CD units with core courses** plus 6 administration units plus 2 adult supervision units	Site Supervisor status and one program year of Site Supervisor experience	Option 2: Admin. credential*** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; or Option 3: Teaching credential**** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting, plus 6 units administration; or Option 4: Master's Degree in ECE/CD or Child/Human Development	May supervise a child care and development program operated in a single site or multiple-sites; provide service in the care, development and instruction of children in a child care and development program; and serve as coordinator of curriculum and staff development.	105 hours of professional growth*****

NOTE: All unit requirements listed above are semester units. All course work must be completed with a grade of C or better from a regionally accredited college. Spanish translation of matrix available.

*One course in each of four general education categories, which are degree applicable: English/Language Arts; Math or Science; Social Sciences; Humanities and/or Fine Arts.

**Core courses include child/human growth & development; child/family/community or child and family relations; and programs/curriculum. You must have a minimum of three semester units or four quarter units in the core areas of child/human growth & development and child/family/community.

***Holders of the Administrative Services Credential may serve as a Site Supervisor or Program Director.

****A valid Multiple Subject or a Single Subject in Home Economics.

*****Professional growth hours must be completed under the guidance of a Professional Growth Advisor. Call (209) 572-6085 for assistance in locating an advisor.

908

This matrix was prepared by the Child Development Training Consortium. To obtain a permit application visit our website at www.childdevelopment.org or call (209) 572-6080.

Permit Matrix 9-08 CL

CHILD DEVELOPMENT PERMIT MATRIX-WITH A SCHOOL-AGE EMPHASIS

PERMIT TITLE	SCHOOL-AGE EMPHASIS EDUCATION REQUIREMENT	EXPERIENCE REQUIREMENT	SCHOOL-AGE EMPHASIS ALTERNATIVE QUALIFICATION	AUTHORIZATION	FIVE YEAR RENEWAL
Assistant (Optional)	6 units Early Childhood Education (ECE) or Child Development (CD) 3 units of the 6 must be in School-Age	None	None	Assist in the care, development and instruction of children in a child care and development program under the supervision of an Associate Teacher or above.	105 hours of professional growth****
Associate Teacher	12 units ECE/CD including core units** 6 units of the 12 must be in School-Age	50 days of 3+ hours per day within 2 years	None	May provide service in the care, development and instruction of children in a child care and development program and supervise an Assistant Permit holder and an Aide.	Must complete 15 additional units toward a Teacher Permit. Must meet Teacher requirements within 10 years.
Teacher	24 units ECE/CD including core units** <u>plus</u> 16 General Education (GE) units* 12 units of the 24 must be in School-Age	175 days of 3+ hours per day within 4 years	AA or higher in Early Childhood Education (ECE) or School-Age (SA)*** with 3 semester units of supervised field experience in ECE or SA setting.	May provide service in the care, development and instruction of children in a child care and development program, and supervise all above.	105 hours of professional growth****
Master Teacher	24 units ECE/CD including core units** <u>plus</u> 16 General Education (GE) units* <u>plus</u> 6 specialization units <u>plus</u> 2 adult supervision units 12 units of the 24 must be in School-Age	350 days of 3+ hours per day within 4 years	BA or higher with 12 units of ECE or SA, plus 3 units of supervised field experience in ECE or SA setting. Minimum of 6 units must be in School-Age	May provide service in the care, development and instruction of children in a child care and development program, and supervise all above. Also may serve as a coordinator of curriculum and staff development in a child care and development program.	105 hours of professional growth****
Site Supervisor	AA (or 60 units) including: • 24 ECE/CD units with core courses** • 16 GE units* <u>plus</u> 6 administration units <u>plus</u> 2 adult supervision units 12 units of the 24 must be in School-Age	350 days of 3+ hours per day within 4 years, including at least 100 days of supervising adults	Teaching or Administrative Credential with 12 units of ECE or SA plus 3 units of supervised field experience in either ECE or SA setting. Minimum of 6 units must be in School-Age	May supervise a child care and development program operating at a single site; provide service in the care, development and instruction of children in a child care and development program; and serve as coordinator of curriculum and staff development.	105 hours of professional growth****
Program Director	BA or higher including: • 24 ECE/CD units with core courses** <u>plus</u> 6 administration units <u>plus</u> 2 adult supervision units 12 units of the 24 must be in School-Age	Site supervisor status and one program year of site supervisor experience.	Teaching or Administrative Credential with 12 units of ECE or SA plus 3 units of supervised field experience in either ECE or SA setting. 6 units administration with teaching credential only. Minimum of 6 units must be in School-Age	May supervise a child care and development program operated in a single site or multiple-sites; provide service in the care, development and instruction of children in a child care and development program; and serve as coordinator of curriculum and staff development.	105 hours of professional growth****

NOTE: All unit requirements listed above are semester units. All course work must be completed with a grade of C or better from a regionally accredited college. Spanish translations are available.

*One course in each of four general education categories, which are degree applicable: English/Language Arts; Math or Science; Social Sciences; Humanities and/or Fine Arts.

**Core courses include child/human growth & development; child/family/community or child family relations; and programs/curriculum. You must have a minimum of three semester units or four quarter units in the core areas of child/human growth & development and child/family/community.

***AA or AS degree in School-Age only. Associates degree in Liberal Arts is not acceptable.

****Professional growth hours must be completed under the guidance of a qualified Professional Growth Advisor. Call (209) 341-1662 for assistance in locating an advisor.

9/08

This matrix was prepared by the Child Development Training Consortium. To obtain a permit application visit our website at www.childdevelopment.org or call (209) 572-6080.

School-Age Matrix 9-08 CL

Attachment E: Citrus College Child Development Matrix

Child Development Permit Matrix – Guide for Citrus College Students		
CLASSES TO COMPLETE AT CITRUS COLLEGE	+	EXPERIENCE REQUIREMENT = STATE PERMIT
CITRUS COLLEGE SKILL AWARD •CHLD 110* or PSY 206* •CHLD 112 •CHLD 114* •Plus 3 units of electives: CHLD 109, CHLD 116, CHLD 120, CHLD 121, CHLD 122, CHLD 123, CHLD 124, CHLD 144 or CHLD 150.	50 days of 3+ hours per day within 2 years	Associate Teacher 12 units Early Childhood Education (ECE) or Child Development (CD) including core courses*
CITRUS COLLEGE INFANT TODDLER SKILL AWARD •CHLD 110* or PSY 206* •CHLD 112 •CHLD 114* •CHLD 130	50 days of 3+ hours per day within 2 years. Experience must be directly with infants and toddlers	Associate Teacher 12 units Early Childhood Education (ECE) or Child Development (CD) including core courses*
CITRUS COLLEGE TEACHER CERTIFICATE •CHLD 110* or PSY 206* •CHLD 112 •CHLD 114* •CHLD 154 •CHLD 156 and CHLD 156L •Plus 9 units of electives: CHLD 109, CHLD 116, CHLD 120, CHLD 121, CHLD 122, CHLD 123, CHLD 124, CHLD 134, CHLD 144, CHLD 150, CHLD 160 or CHLD 164. •Plus 16 units of general education. One course in each of the 4 graduation level GE categories: English, Social Science, Math or Science, Humanities or Fine Arts. (No physical Education courses.)	175 days of 3+ hours per day within 4 years	Teacher 24 units ECE/CD including core courses* plus 16 General Education (GE) units**
MASTER TEACHER CERTIFICATE •Completion of the Child Development Teacher Certificate. •Adult Supervision Courses: CHLD 194 or CHLD 220 •Plus 6 units in an area of specialization, such as infant/toddler, anti-bias, bilingual/multi-culture, teacher/family relationships, music, literacy/language, special needs. Administration and core areas are not acceptable specializations.	350 days of 3+ hours per day within 4 years	Master Teacher 24 units ECE/CD including core courses* plus 16 GE units** plus 6 specialization units plus 2 adult supervision units
MASTER TEACHER - EARLY INTERVENTION CERTIFICATE •CHLD 110* or PSY 206* •CHLD 112 •CHLD 114* •CHLD 120 •CHLD 169 •CHLD 150 •CHLD 154 •CHLD 156 and CHLD 156L •CHLD 160 •CHLD 164 •CHLD 166 •CHLD 168 •CHLD 194 •Plus 16 units of general education. One course in each of the 4 graduation level GE categories: English, Social Science, Math or Science, Humanities or Fine Arts. (No physical Education courses.)	350 days of 3+ per day within 4 years including at least 100 days in a special education setting.	Master Teacher Early Intervention Specialization 24 units ECE/CD including core courses* plus 16 GE units** plus 6 specialization units plus 2 adult supervision units
*Core courses. Note: All course work must be completed with the grade C or better **One Course in each of the 4 general education categories, which are degree applicable: English/Language Arts; Math or Science; Social Science; Humanities and/or Fine Arts		

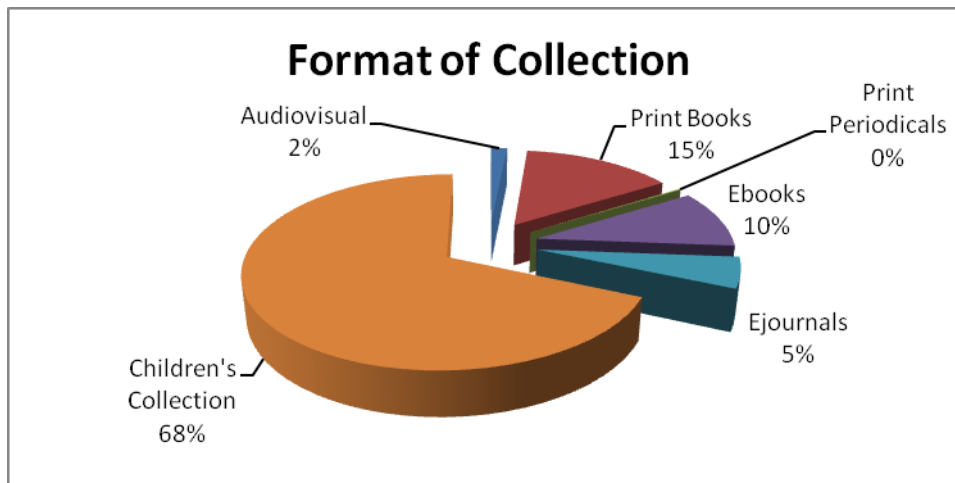
Attachment F: Library Resources Report

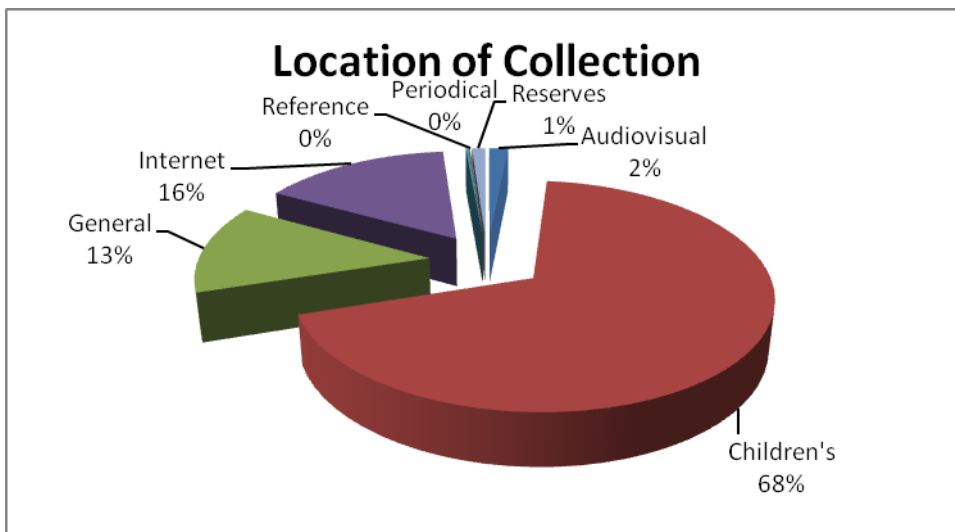
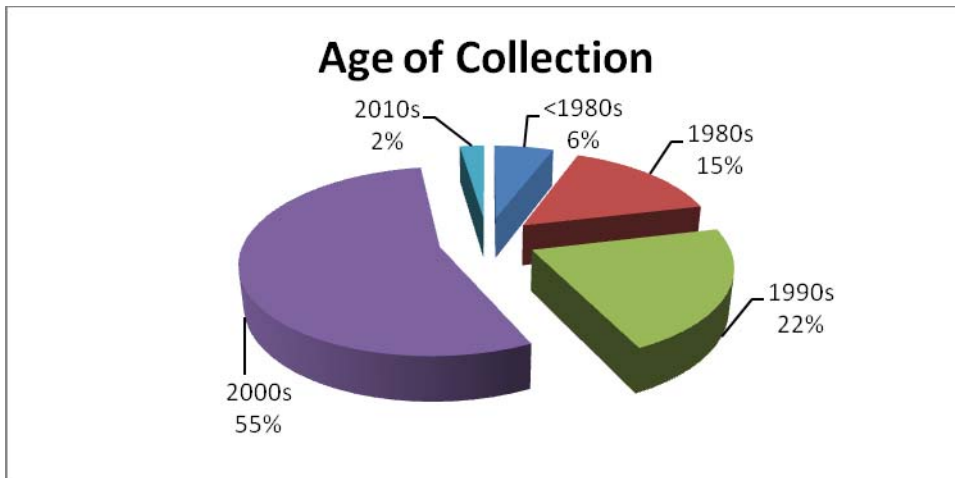
Activity:

Library Research Orientations (during prior year)	0
Circulation of materials in subject area	
% of total circulation in Dewey	1.3%
% of total circulation in children's collection	9.4%

Resources:

Dewey arranged materials 155.4-5, 305.231-234, 362.7-712, 372.21-22, 649-649.1	403
Children's collection	1,056
Ejournals	81





Databases:

EBSCO:	
Academic Search Premier (1975-) Multi-disciplinary database for academic publications including peer-reviewed journals, & images.	MAS Ultra – School Edition (1975-) Magazines, reference books, biographies, primary documents, & images.
Alt HealthWatch (1990-) Complementary, holistic & integrated approaches to health care & wellness journals.	Professional Development (1965-) education journals including peer-reviewed titles, & reports. Includes <i>Booklist</i> , <i>Curriculum Administrator</i> , <i>Education Digest</i> , <i>Educational Leadership</i> , <i>Journal of Education</i> , <i>Journal of Educational Research</i> & <i>Journal of Learning Disabilities</i> .
Health Source: Consumer ed. behavioral health, childcare, food sciences & nutrition, medical sciences, sports medicine & general health. Includes Merriam-	Psychology & Behavioral Sciences _(1965-) mostly peer-reviewed journals also covering anthropology, emotional characteristics, mental processes, & observational & experimental methods.

Webster's Medical Desk Dictionary	
MasterFILE Premier (1975-) Magazines, reference books, biographies, primary documents, & images. Updated daily.	Vocational & Career (1985-) Trade and industry-related journals including <i>Pediatric Nursing</i> , <i>Wireless Week</i> , <i>Restaurant Business</i> , and <i>Advertising Age</i> .

Ejournals:

81 journals found in Social Sciences: Social Welfare & Social Work: Child & Youth Development

Adolescence (0001-8449)

from 03/01/1990 to 12/31/2009 in [Academic Search Premier](#), [Health Source: Consumer Edition](#), [Health Source: Nursing/Academic Edition](#), [MasterFILE Premier](#), [Professional Development Collection](#) and [Psychology & Behavioral Sciences Collection](#)

Adolescent psychiatry (0065-2008)

from 01/01/2000 to present in [MEDLINE Select](#)
from 01/01/2000 to 01/31/2007 in [Academic Search Premier](#), [Psychology & Behavioral Sciences Collection](#) and [Vocational & Career Collection](#)

Adultspan journal (1524-6817)

from 03/01/1999 to 1 year ago in [Academic Search Premier](#) and [Psychology & Behavioral Sciences Collection](#)
Australasian journal of early childhood (1836-9391)

from 03/01/2009 to present in [Academic Search Premier](#)

Baby talk (2000) (1529-5389)

from 12/01/1997 to present in [Health Source: Consumer Edition](#) and [MasterFILE Premier](#)
Brown University child and adolescent behavior letter (1058-1073)

from 01/01/1994 to 6 months ago in [Academic Search Premier](#), [Health Source: Nursing/Academic Edition](#) and [Professional Development Collection](#)
Child & adolescent social work journal (0738-0151)

from 02/01/1996 to 1 year ago in [Academic Search Premier](#)
Child & family social work (1356-7500)

from 01/01/1998 to 1 year ago in [Academic Search Premier](#) and [Health Source: Nursing/Academic Edition](#)
Child & youth care forum (1053-1890)

from 08/01/1998 to 1 year ago in [Academic Search Premier](#)
Child : care, health & development (0305-1862)

from 01/01/1998 to 1 year ago in [Academic Search Premier](#), [Health Source: Nursing/Academic Edition](#), [Professional Development Collection](#) and [Psychology & Behavioral Sciences Collection](#)
Child care in practice : Northern Ireland journal of multi-disciplinary child care practice (1357-5279)

from 01/01/2002 to 1 year ago in [Academic Search Premier](#)
Child development (0009-3920)

from 03/01/1930 to 1 year ago in [Academic Search Premier](#), [Professional Development Collection](#) and [Psychology & Behavioral Sciences Collection](#)
from 02/01/1998 to 03/31/2012 in [EBSCOhost EJS](#)
from 1999;2001 to present in [Citrus College Print Holdings](#)
in [E-journals](#)
Child neuropsychology (0929-7049)

from 04/01/1997 to 1 year ago in [Academic Search Premier](#) and [Psychology & Behavioral Sciences Collection](#)
Child welfare (0009-4021)

from 01/01/1990 to present in [Academic Search Premier](#), [Health Source: Nursing/Academic Edition](#), [MasterFILE Premier](#), [MEDLINE Select](#), [Professional Development Collection](#), [Psychology & Behavioral Sciences Collection](#) and [Vocational & Career Collection](#)
Children & society (0951-0605)

from 03/01/1996 to 1 year ago in [Academic Search Premier](#) and [Psychology & Behavioral Sciences Collection](#)
Children's geographies (1473-3285)

from 02/01/2003 to 1 year ago in [Academic Search Premier](#)
Children's health care (0273-9615)

from 06/01/1981 to 1 year ago in [Academic Search Premier](#), [Health Source: Nursing/Academic Edition](#), [MEDLINE Select](#) and [Psychology & Behavioral Sciences Collection](#)
Children's literature in education (0045-6713)

from 09/01/1993 to 1 year ago in [Academic Search Premier](#) and [Professional Development Collection](#)
Communication disorders quarterly (1525-7401)

from 09/01/1999 to 02/29/2008 in [Communication & Mass Media Complete](#)
Early child development and care (0300-4430)

from 02/01/2002 to 1 year ago in [Academic Search Premier](#)
Early childhood education journal (1082-3301)

from 03/01/1997 to 1 year ago in [Academic Search Premier](#) and [Professional Development Collection](#)
Exceptional children (0014-4029)

from 01/01/2001 to present in [Academic Search Premier](#), [Professional Development Collection](#) and [Psychology & Behavioral Sciences Collection](#)
Focus on exceptional children (0015-511X)

from 01/01/1994 to present in [Academic Search Premier](#), [MasterFILE Premier](#) and [Professional Development Collection](#)
Gifted child today magazine (1076-2175)

from 07/01/1996 to 07/27/2009 in [MasterFILE Premier](#) and [Professional Development Collection](#)
from 01/01/2000 to present in [MasterFILE Premier](#) and [Professional Development Collection](#)
Girls' life (Baltimore, Md.) (1078-3326)

from 10/01/2001 to present in [MAS Ultra - School Edition](#), [MasterFILE Premier](#) and [Primary Search](#)

Horn book magazine (1945) (0018-5078)

from 07/01/1990 to present in [Academic Search Premier](#), [Library, Information Science & Technology Abstracts \(LISTA\) with Full Text](#), [MasterFILE Premier](#) and [Professional Development Collection](#)
from 01/01/1993 to present in [Literature Resource Center](#)
Infancy (1525-0008)

from 03/01/2000 to 1 year ago in [Academic Search Premier](#)
Infant and child development (1522-7227)

from 03/01/1999 to 1 year ago in [Academic Search Premier](#) and [Psychology & Behavioral Sciences Collection](#)
International journal of children's rights (0927-5568)

from 01/01/1997 to 1 year ago in [Academic Search Premier](#)
International journal of children's spirituality (1364-436X)

from 06/01/1999 to 1 year ago in [Academic Search Premier](#) and [Religion & Philosophy Collection](#)
Journal of adult development (1068-0667)

from 01/01/1998 to 1 year ago in [Academic Search Premier](#) and [Psychology & Behavioral Sciences Collection](#)
Journal of child and family studies (1062-1024)

from 03/01/1997 to present in [Academic Search Premier](#) and [Psychology & Behavioral Sciences Collection](#)
Journal of children & poverty (1079-6126)

from 09/01/1998 to 1 year ago in [Academic Search Premier](#)
Journal of clinical child and adolescent psychology (1537-4416)

from 02/01/2002 to 1 year ago in [Academic Search Premier](#) and [Psychology & Behavioral Sciences Collection](#)
Journal of research on adolescence (1050-8392)

from 01/01/1991 to 1 year ago in [Academic Search Premier](#) and [Professional Development Collection](#)
from 01/01/1991 to 10/31/2000 in [Psychology & Behavioral Sciences Collection](#)
from 01/01/1999 to 1 year ago in [Psychology & Behavioral Sciences Collection](#)
Journal of social work practice (0265-0533)

from 05/01/1999 to 1 year ago in [Academic Search Premier](#) and [Psychology & Behavioral Sciences Collection](#)
Journal of youth studies (1367-6261)

from 02/01/1998 to 1 year ago in [Academic Search Premier](#)
Learning disabilities research and practice (0938-8982)

from 01/01/1999 to 1 year ago in [Academic Search Premier](#), [Professional Development Collection](#) and [Psychology & Behavioral Sciences Collection](#)
Merrill-Palmer quarterly (1960) (0272-930X)

from 01/01/2001 to present in [Academic Search Premier](#)
Mothering (0733-3013)

from 03/01/1990 to 03/31/2011 in [Health Source: Consumer Edition](#) and [MasterFILE Premier](#)
New beginnings (Franklin Park, Ill.) (8756-9981)

from 01/01/1990 to present in [Alt-HealthWatch](#)
New directions for child and adolescent development (1520-3247)

from 12/01/1998 to 1 year ago in [Academic Search Premier](#) and [Professional Development Collection](#)
Parenting (San Francisco, Calif.) (0890-247X)

from 12/01/1997 to 01/31/2009 in [Health Source: Consumer Edition](#) and [MasterFILE Premier](#)
Parenting. Early years (1947-9883)

from 02/01/2009 to present in [Health Source: Consumer Edition](#) and [MasterFILE Premier](#)
Parenting. School years (1947-1149)

from 02/01/2009 to present in [Health Source: Consumer Edition](#) and [MasterFILE Premier](#)
from 10/01/2010 to present in [Access World News Research Collection](#)
Parenting, science and practice (1529-5192)

from 01/01/2001 to 1 year ago in [Academic Search Premier](#)

Parents (1993) (1083-6373)

from 3 years plus current year to present in [Citrus College Print Holdings](#)
Pediatrics for parents (0730-6725)

from 07/01/1993 to present in [Health Source: Consumer Edition](#) and [MasterFILE Premier](#)
Reclaiming children and youth (1089-5701)

from 02/01/2003 to present in [Academic Search Premier](#) and [Professional Development Collection](#)
Scholastic parent & child (1070-0552)

from 09/01/2000 to present in [Academic Search Premier](#), [MasterFILE Premier](#) and [Professional Development Collection](#)
Social development (Oxford, England) (0961-205X)

from 03/01/1998 to 1 year ago in [Academic Search Premier](#) and [Psychology & Behavioral Sciences Collection](#)
Topics in early childhood special education (0271-1214)

from 03/01/1990 to 03/31/2008 in [Academic Search Premier](#), [Health Source: Consumer Edition](#), [Health Source: Nursing/Academic Edition](#), [MasterFILE Premier](#), [Professional Development Collection](#), [Psychology & Behavioral Sciences Collection](#) and [Vocational & Career Collection](#)
Youth studies Australia (1038-2569)

from 03/01/1992 to present in [Academic Search Premier](#) and [MasterFILE Premier](#)

Subject Headings:

Dewey Numbers	Library of Congress Subject Headings
155.4	Success in children
	Worry in children
305.231	Child development
	Toddlers -- Development
362.712	Day care centers
372.21	Early childhood education
	Education, Preschool
	Readiness for school
	Kindergarten
649.1	Child rearing
	Gifted children
Children's collection	People with disabilities -- Juvenile fiction.
	Counting -- Juvenile literature.

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 166)
- b. Authorization is requested to approve facility rentals and usage. (Page 168)
- c. Authorization is requested to approve A & B Warrants for June 2012. (Page 170)
- d. Authorization is requested to approve purchase orders for June 2012. (Page 172)
- e. Authorization is requested to accept Project #04-1112, Pool Replaster Project as complete and authorize staff to file the required Notice of Completion with the County of Los Angeles. The final contract amount is \$245,700.00. (Page 181)

Personnel Recommendations

- f. Authorization is requested to approve the personnel actions with regard to the employment, change of status, and/or separation of academic employees. (Page 182)
- g. Authorization is requested to approve the personnel actions with regard to the employment, change of status, and/or separation of classified employees. (Page 189)

H. ACTION ITEMS – Consent Items (continue)

- h. Authorization is requested to approve the employment of short-term, non-academic employees and substitutes. (Page 192)

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	July 17,2012	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 – July 17, 2012

<u>CONTRACTOR CONSULTANT/ DEPARTMENT</u>	<u>RATE</u>	<u>FUNDING SOURCE</u>	<u>PERIOD</u>	<u>SERVICE</u>
<u>ADMINISTRATIVE SERVICES</u>				
R2A Architecture	\$20,157.00max	District	7/18/12- Project Completion	Architectural Services – Generator Project
<u>FINE AND PERFORMING ARTS</u>				
Abell, Roxanne	\$21.00 per hour	District	7/18/12-6/30/13	Figure Drawing Model
Bade, Ludmilla	\$21.00 per hour	District	7/18/12-6/30/13	Figure Drawing Model
Beck, Jonathan	\$21.00 per hour	District	7/18/12-6/30/13	Figure Drawing Model
Briscoe, Diana	\$21.00 per hour	District	7/18/12-6/30/13	Figure Drawing Model
Cole, John J. Steven	\$21.00 per hour	District	7/18/12-6/30/13	Figure Drawing Model
Devai, Trace	\$21.00 per hour	District	7/18/12-6/30/13	Figure Drawing Model
Fabos, Jennifer	\$21.00 per hour	District	7/18/12-6/30/13	Figure Drawing Model
Gatt, Joseph	\$21.00 per hour	District	7/18/12-6/30/13	Figure Drawing Model
Gochenouer, James	\$1,500.00max	District	7/1/12-6/30/13	Musician Services
Gomez, Marissa	\$21.00 per hour	District	7/18/12-6/30/13	Figure Drawing Model
Holmes, Richard	\$21.00 per hour	District	7/18/12-6/30/13	Figure Drawing Model
Levy, Leslie	\$21.00 per hour	District	7/18/12-6/30/13	Figure Drawing Model
McPhinney, Parker	\$21.00 per hour	District	7/18/12-6/30/13	Figure Drawing Model
O'Sullivan, Adrienne	\$21.00 per hour	District	7/18/12-6/30/13	Figure Drawing Model
Parks, Timothy	\$21.00 per hour	District	7/18/12-6/30/13	Figure Drawing Model
Roon, David	\$21.00 per hour	District	7/18/12-6/30/13	Figure Drawing Model
VanAken, Earl	\$21.00 per hour	District	7/18/12-6/30/13	Figure Drawing Model
Wilcox, Sarah R.	\$21.00 per hour	District	7/18/12-6/30/13	Figure Drawing Model
WorriLOW, Lynn	\$21.00 per hour	District	7/18/12-6/30/13	Figure Drawing Model
<u>FOSTER CARE EDUCATION</u>				
Code, Lucy Maria	\$924.00max	Grant	7/1/12-6/30/13 <i>Revision</i>	Trainer for Foster Parents
Dixon, Karen	\$5,280.00max	Grant	7/17/12-6/30/13	Training for Foster Parents
Hawes, Linda	\$3,600.00max	Grant	7/17/12-6/30/13	Training for Foster Parents
<u>STEM GRANT</u>				
Romero, Lisa	\$12,000.00max	Grant	7/18/12-12/30/13	External Grant Evaluator

Note: A standard District agreement for Independent Contractor/Consultant will be completed for each consultant

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	July 17, 2012	Resolution	_____
SUBJECT:	Facility Usage/Rentals	Information	_____
		Enclosure(s)	X

BACKGROUND

Facility usage agreements that have been prepared and are being submitted to the Board for their approval for the rental and/or use of various campus facilities.

This item was prepared by Judy Rojas, Administrative Assistant, Administrative Services.

RECOMMENDATION

Authorization is requested to approve facility rentals and usage.

Carol R. Horton _____
 Recommended by

_____/_____
 Moved Seconded

Aye __ Nay __ Abstained __

 Approved for Submittal

Item No. _____ H.1.b. _____

**Use of Facilities
July 17, 2012**

ORGANIZATION	FACILITY	ACTIVITY	DATE(S)	CHARGE
Los Angeles Musicians Collective	Recording Arts Studio	Basic Tracking	6/4/2012	\$1,000.00
CVIM Foundations	Recording Arts Studio	Basic Tracking	6/6/2012	\$300.00
Michael J. Barone	Recording Arts Studio	Basic Tracking	6/11/2012	\$300.00
KG Sports Foundation	Baseball Field	Baseball Game	6/17/2012	\$225.00 plus additional labor if required
Providence Christian College	Recording Arts Studio	Basic Tracking	6/18/2012	\$300.00
Azusa Pacific University	Stadium Field	Football Practice	8/15 & 8/20/12	\$406.25 plus additional labor if required
Glendora High School	Stadium and Locker Rooms	2012 Season Football Games	8/31, 9/20, 9/28, 10/5 & 10/18/12	\$13,000.00 plus additional labor if required
Cal Poly Pomona Barkada	Performing Arts Center	Filipino Cultural Night	5/1 & 5/3/13	\$4,150.00 plus additional labor if required

CITRUS COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

Action X

DATE July 17, 2012

Resolution _____

SUBJECT: A & B Warrants

Information _____

Enclosure(s) X

BACKGROUND

A & B Warrants for June 2012. "A" warrants provide payment for employees. "B" warrants provide payments to vendors.

This item was prepared by Lucia Blades, Accounting Supervisor.

RECOMMENDATION

Authorization is requested to approve A & B Warrants for June 2012.

Carol R. Horton _____
Recommended by

_____/_____
Moved Seconded

Aye __ Nay __ Abstained __

Approved for Submittal

Item No. _____ H.1.c. _____

CITRUS COMMUNITY COLLEGE DISTRICT		
APPROVAL OF A & B WARRANTS		
June, 2012		
B WARRANT AMOUNT PAID TO VENDORS		\$2,740,615.03
GRANT AMOUNT PAID TO STUDENTS		\$11,048.00
NUMBER OF A WARRANTS ISSUED TO EMPLOYEES	REGISTER NUMBER	AMOUNT
184	C1K-C	\$1,633,871.97
362	C3K-C	\$558,087.37
475	C3K-N	\$292,438.69
2	163-C	\$1,907.15
10	163-N	\$3,174.41
3	173-N	\$318.02
1	C2L-C	\$2,993.00
324	C2L-N	\$1,423,343.99
1,361		\$3,916,134.60
ske		
7/10/2012		

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	July 17, 2012	Resolution	_____
SUBJECT:	Purchase Orders	Information	_____
		Enclosure(s)	X

BACKGROUND

Purchase orders June 2012.

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

RECOMMENDATION

Authorization is requested to approve purchase orders for June 2012.

Carol R. Horton _____
Recommended by

_____/_____
Moved Seconded

Aye ___ Nay ___ Abstained ___

Approved for Submittal

Item No. _____ H.1.d. _____

Includes 06/01/2012 - 06/30/2012

PO Number	Vendor	Site	Description	Fund/Object	Amount
12-20055	Lion Express	0280	Transportation for Music	01-5610	1,000.00
				71-5800	1,014.00
12-20072	Glendora Chamber Directory	9220	Chamber Directory Ad	01-5790	1,040.00
12-20093	Albertsons/Super Value	9580	Blanket PO	01-5220	450.00
12-20096	Air-N-Water, Inc.	3370	CTE Supplies	01-4300	738.20
12-20098	Amazon.com Corporate Credit	3370	CTE Supplies	01-4300	160.46
12-20100	CSI Fullmer	9210	Chairs - President's Suite	01-6400	500.47
12-20101	Monrovia Reproduction	9370	Plan Prints - Generator	41-5800	35.54
12-20102	Performance Elevators	9040	Repairs to Math Elevator	01-5630	5,151.00
12-20103	ATM Concrete, Inc.	9040	Repairs	01-5630	2,200.00
12-20104	Airgas West	9370	Supplies	41-4300	654.71
12-20105	Department of General Services	9200	Administrative Hearing	01-5800	46.00
12-20106	Advanced Tree Care	9140	Services	01-5800	1,300.00
12-20107	DCL Construction	9040	LB Photo Swing Space	41-6200	14,800.00
12-20108	Notary Public Seminars, Inc	3340	Notary Services	39-4300	90.00
12-20109	Enterprise Rent-A- Car	9230	Car Rental	01-5600	95.69
12-20110	Owl Bookshop	9280	2012 Cap & Gown rentals	01-5800	2,889.50
12-20111	Owl Bookshop	9081	EOPS Lending Library	01-4300	279.37
12-20112	Owl Bookshop	9280	2012 Commencement Pins	01-4300	1,406.67
12-20113	OfficeMax	9250	Copier Paper - Warehouse	01-4300	23,613.49
12-20114	G & G Engineering, Inc.	9370	Generator Project - Topographic Survey	41-5800	950.00
12-20115	ParCode Symbology Inc.	9250	Inventory Tags	01-4300	430.00
12-20116	Nadar, Inc.	9370	Fees for Pool Replaster	41-5100	520.00
12-20117	Bearcom Wireless Worldwide	9030	Equipment	01-6400	4,531.61
12-20118	ProActive Consulting Group	9190	Service - Annual Report	01-5800	1,800.00
12-20119	California Industrial	0060	Pool Boiler Gas Line	01-5800	6,361.88
12-20120	Troxell Communications, Inc	9170	Replacement LCD	01-6400	16,301.63
12-20122	Office Depot BSD Div	9250	EOC Supplies	01-4300	142.25
12-20124	Shelf Master, Inc.	9344	Auto Shelving	01-4300	768.65
12-20125	Owl Bookshop	9081	Caps & gowns	01-7600	1,074.83
12-20126	Amazon.com Corporate Credit	9430	Supplies	01-4300	19.25
12-20127	Arrow Parking	9140	Repairs	01-5630	2,650.00
12-20128	Frasca Plumbing Co.	9140	Repairs	01-5630	3,045.90
12-20129	Costco Wholesale	9190	Blanket PO	01-4300	300.00
12-20130	Owl Bookshop	9350	Blanket PO	01-5800	300.00
12-20131	Owl Cafe	9081	Recognition Ceremony	01-5610	63.75
12-20132	Owl Bookshop	9081	Summer Bridge books	01-7600	4,982.93
12-20133	Owl Bookshop	9580	Student Supplies	01-7600	1,436.48
12-20134	PacWest Air Filter LLC	9040	HVAC Filters	01-4300	5,547.57
12-20135	Argo Contractor Service, Inc.	9060	Emergency Repair for	52-5630	695.13
12-20136	Owl Cafe	9290	Table Linen Rental	01-4300	63.75
12-20137	Source Direct Global HQ	9100	Installation for SD Tape	01-5810	489.38
12-20138	Dept of Toxic Substance Control	9430	EPA Number Verification &	01-5890	272.50
12-20142	Hillyard Inc.	9270	Supplies	01-4300	4,289.10

PO Number	Vendor	Site	Description	Fund/Object	Amount
12-20143	Clean Sweep Supply Co Inc	9270	Supplies	01-4300	2,020.30
12-20144	Vista Paint Corporation	9040	Paint	01-4300	2,906.89
12-20146	Inland Paper Company	9250	Record Storage Boxes	01-4300	3,153.75
12-20147	L-1 Identity Solutions Enrollment	0309	CNA Fingerprint	01-5810	1,376.00
12-20148	Education To Go	3340	Online Classes	39-5800	420.00
13-20236	Costco Wholesale	3120	Blanket PO	01-4300	87.50
				01-4700	262.50
13-20239	El Polo Loco	3120	Blanket PO	01-4700	450.00
13-20244	Albertsons/Super Value	3120	Blanket PO	01-4300	500.00
13-20274	Offic Depot BSD Div	3120	Blanket PO	01-4300	500.00
13-20334	Just Do it Fitness Equipment	9195	Maintenance Service	01-5600	16,000.00
13-20351	Dramatists Play Service Inc.	0080	Blanket PO	01-5880	600.00
13-20357	Owl Bookshop	0250	Blanket PO	01-4300	300.00
13-20358	Office Depot BSD Div	0240	Blanket PO	01-4300	500.00
13-20359	Multicard	9012	Service Agreement	01-5810	1,881.00
13-20360	Arrowhead Puritas	0280	Blanket PO	01-4300	550.00
13-20361	Gard's Music House	0280	Blanket PO	01-4300	600.00
13-20362	Owl Bookshop	0280	Blanket PO	01-4300	100.00
13-20363	Arrow Wire and Cable	9100	Blanket PO	01-4300	2,000.00
13-20364	Dell Computer Corp	9100	Blanket PO	01-4300	3,000.00
13-20365	Don Martin Company	9470	Blanket PO	59-4300	500.00
				59-9321	4,000.00
13-20366	Footjoy	9470	Blanket PO	59-9321	4,000.00
13-20367	Home Depot	9470	Blanket PO	59-4300	2,500.00
13-20368	IMS Commercial Ice System Inc	9470	Blanket PO	59-4300	400.00
				59-5630	400.00
13-20369	Monterey Club/A.M. Player	9470	Blanket PO	59-9321	1,500.00
13-20370	Callaway Golf	9470	Blanket PO	59-5630	200.00
				59-9321	3,800.00
13-20371	O'Reilly Auto Parts	9470	Blanket PO	59-4300	500.00
13-20372	Anaheim Band	0280	Blanket PO	01-5630	500.00
13-20373	Ping Inc.	9470	Blanket PO	59-5630	300.00
				59-9321	5,700.00
13-20374	Simplot	9470	Blanket PO	59-4300	3,000.00
13-20375	The Boneyard	0280	Blanket PO	01-5630	300.00
13-20376	Taylor Made/Addias	9470	Blanket PO	59-9321	5,000.00
13-20377	Home Depot	0280	Blanket PO	01-4300	600.00
13-20378	Rhino Records/Claremont	0280	Blanket PO	01-4300	1,000.00
13-20379	Global CTI Group Inc.	9100	Blanket PO	01-5630	4,000.00
13-20380	Western Audio Visual Corp	9100	Blanket PO	01-6400	4,000.00
13-20381	Zack Electronics	9100	Blanket PO	01-4300	500.00
13-20382	SEHI Computer Products Inc	9100	Blanket PO	01-4300	3,500.00
13-20383	Costco Wholesale	9470	Blanket PO	59-4300	2,800.00
				59-5800	500.00
				59-9329	4,200.00
13-20384	Easy Picker Golf Products Inc.	9470	Blanket PO	59-5800	3,500.00
13-20385	ComputerLand of Silicon Valley	9100	Blanket PO	01-4300	2,000.00

PO Number	Vendor	Site	Description	Fund/Object	Amount
13-20386	O.F. Wolfinbarger Inc.	9470	Blanket PO	59-4300	3,000.00
13-20387	W W Grainger Inc.	9470	Blanket PO	59-4300	500.00
13-20388	Hornungs Golf Products	9470	Blanket PO	59-5850	1,500.00
				59-9321	1,500.00
13-20389	Lewis Saw & Lawnmower	9470	Blanket PO	59-4300	500.00
				59-5630	500.00
13-20390	Wittek Golf Supply	9470	Blanket PO	59-4300	3,000.00
				59-9321	1,500.00
13-20391	Depenable Hawaiian Express	0280	Blanket PO	01-5800	6,000.00
13-20392	Giorgio's Tuxedo	0280	Blanket PO	01-5890	8,500.00
13-20393	Office Depot BSD Div	0280	Blanket PO	01-4300	2,000.00
13-20394	Pepper of Los Angeles	0280	Blanket PO	01-4300	3,000.00
13-20395	San Dimas Music, LLC	0280	Blanket PO	01-4300	3,000.00
13-20396	Carl Rowe	0280	Blanket PO	01-5630	4,000.00
13-20397	Shattinger Music	0280	Blanket PO	01-4300	2,000.00
13-20398	Theatre Company	0280	Blanket PO	01-5890	6,000.00
13-20399	Virtual Sounds Technology	0280	Blanket PO	01-5630	1,500.00
13-20400	Office Depot BSD Div	9470	Blanket PO	59-4300	1,200.00
13-20401	Pepsi-Cola Co	9470	Blanket PO	59-4300	800.00
				59-9329	3,000.00
13-20402	Precept/Bridgestone	9470	Blanket PO	59-9321	1,000.00
13-20403	Southeast Construction Products,	9470	Blanket PO	59-5850	500.00
13-20404	Titleist	9470	Blanket PO	59-4300	225.00
				59-5630	200.00
				59-9321	6,000.00
13-20405	Home Depot	9100	Blanket PO	01-4300	1,000.00
13-20406	Advanced Data Protection Services	9100	Blanket PO	01-5810	2,500.00
13-20408	Western Golf Inc	9470	Blanket PO	59-4300	500.00
13-20409	Zee Medical	9470	Blanket PO	59-4300	800.00
13-20410	Xerox Capital Services LLC	9110	Maintenance support	01-5610	2,479.50
13-20411	Xerox Capital Services LLC	9110	Service & Lease	01-5610	20,000.00
13-20412	Xerox Capital Services LLC	9110	Service & Lease	01-5610	70,000.00
13-20413	Xerox Capital Services LLC	9110	Service & Lease	01-5610	170,000.00
13-20414	Bryan Press	9110	Outside Printing & Bindery	01-5800	32,250.00
13-20416	Owl Bookshop	9280	Blanket PO	01-4300	1,200.00
13-20417	Acosta Growers	9140	Blanket PO	01-4300	1,000.00
13-20418	Allied Refrigerations Inc.	9040	Blanket PO	01-4300	3,000.00
13-20419	American Scientific Labs, LLC	9430	Blanket PO	01-5800	200.00
13-20420	Azusa Plumbing & Heating	9040	Blanket PO	01-4300	1,500.00
13-20421	Builders Fence Company	9140	Blanket PO	01-4300	2,500.00
13-20422	Clippinger Ford	9190	Blanket PO	01-4300	2,000.00
13-20423	Communications Center	9190	Blanket PO	01-5800	2,000.00
13-20424	Consolidated Electrical Dist	9040	Blanket PO	01-4300	1,500.00
13-20425	Department of Industrial Relations	9040	Blanket PO	01-5800	3,600.00
13-20426	Easykeys.Com	9040	Blanket PO	42-4300	1,000.00
13-20427	AA Equipment Rentals Co.	9190	Blanket PO	01-4300	1,000.00
13-20428	Airgas West	9190	Blanket PO	01-4300	1,000.00

PO Number	Vendor	Site	Description	Fund/Object	Amount
13-20429	Alldata, LLC	9190	Blanket PO	01-5800	1,060.31
13-20430	Empire Floor Machine Co	9270	Blanket PO	01-5630	7,000.00
13-20431	Frasca Plumbing Co	9040	Blanket PO	01-5600	12,000.00
13-20432	Glenn Dorning Inc	9190	Blanket PO	01-4360	1,300.00
13-20433	W W Grainger Inc	9040	Blanket PO	01-4300	50,000.00
				01-6400	10,000.00
13-20434	Andy Gump Inc	9460	Blanket PO	41-5800	1,000.00
13-20435	Big O Tires	9190	Blanket PO	01-4360	1,000.00
13-20436	Clean Sweep Supply Co Inc	9270	Blanket PO	01-4300	10,000.00
13-20437	Home Depot	9040	Blanket PO	01-4300	6,000.00
13-20438	Hydraulic Industrial Supply	9040	Blanket PO	01-4300	1,000.00
13-20439	Industrial Technical Service	9040	Blanket PO	01-5630	1,000.00
13-20440	Johnson Lift - Hyster	9190	Blanket PO	01-5630	2,000.00
13-20441	Lighting Oil Co.	9430	Blanket PO	01-5890	7,000.00
13-20442	Malcolite Corp	9040	Blanket PO	01-4300	1,000.00
13-20443	Commerical Landscape Supply	9140	Blanket PO	01-4300	2,000.00
13-20444	ComplianceSigns.com	9430	Blanket PO	01-4300	1,000.00
13-20445	Cyber Punch Embroidery	9190	Blanket PO	01-5550	1,500.00
13-20446	Dunn-Edwards Corp	9040	Blanket PO	01-4300	8,000.00
13-20447	Empire Floor Machine Co	9270	Blanket PO	01-4300	8,000.00
13-20448	Ernie's Auto Parts	9190	Blanket PO	01-4300	3,000.00
13-20449	MCMaster-Carr	9040	Blanket PO	01-4360	6,000.00
13-20450	Monrovia Reproduction	9370	Blanket PO	41-5800	700.00
13-20451	MSC Industrial Supply Co	9040	Blanket PO	01-4380	500.00
13-20452	Mister Printer	9110	Blanket PO	01-5800	10,000.00
13-20453	Kindred Corp	9110	Blanket PO	01-5800	30,000.00
13-20454	Glendora Glass & Mirror	9040	Blanket PO	01-4300	5,000.00
13-20455	National Stencil	9140	Blanket PO	01-4300	1,000.00
13-20456	Golf Ventures West	9190	Blanket PO	01-4300	500.00
13-20457	Office Depot BSD Div	9190	Blanket PO	01-4300	3,000.00
13-20458	Organic Compounds	9270	Blanket PO	01-4370	500.00
13-20459	Patton Sales Corp.	9040	Blanket PO	01-4300	2,000.00
13-20460	POM	9040	Blanket PO	01-5630	350.00
13-20461	R.Y. Rodriguez Garage Equipment	9190	Blanket PO	01-5800	1,000.00
13-20462	Red Wing Shoe Store	9190	Blanket PO	01-6400	6,000.00
13-20463	Saf-Com Supply Inc.	9040	Blanket PO	01-4300	1,500.00
13-20464	Sigler	9040	Blanket PO	01-4300	3,000.00
13-20465	State Chemical Co.	9190	Blanket PO	01-4300	2,000.00
13-20466	Target Specialty Products	9140	Blanket PO	01-4300	4,000.00
13-20467	Hawk Signs & Engraving	9040	Blanket PO	01-4300	500.00
13-20468	Tony's Upholstery & Canvas	9190	Blanket PO	01-5800	1,000.00
13-20469	M J Hellmuth Plumbing, Inc.	9040	Blanket PO	01-5600	5,000.00
13-20470	Two2Mango	9190	Blanket PO	01-5550	15,000.00
13-20471	VIP Center	9190	Blanket PO	01-4360	5,000.00
13-20472	Zee Medical Inc	9190	Blanket PO	01-4300	800.00
13-20473	IDN West, Inc.	9040	Blanket PO	01-4380	500.00

PO Number	Vendor	Site	Description	Fund/Object	Amount
13-20474	John Deere Landscapes, Inc.	9140	Blanket PO	01-4300	5,000.00
13-20475	Lewis Saw & Lawnmower	9140	Blanket PO	01-4300	4,000.00
13-20476	Maintex Inc.	9270	Blanket PO	01-4370	10,000.00
13-20477	Marx Bros Fire Extinguisher Co	9190	Blanket PO	01-5810	2,000.00
13-20478	Mission Ace Hardware	9040	Blanket PO	01-4300	14,000.00
13-20479	Montgomery Hardware	9040	Blanket PO	01-4300	9,000.00
13-20480	Napa auto Parts	9190	Blanket PO	01-4360	4,000.00
13-20481	North State Environmental	9430	Blanket PO	01-5890	8,000.00
13-20482	O'Reilly Auto Parts	9190	Blanket PO	01-4300	3,000.00
13-20483	Owl Bookshop	9190	Blanket PO	01-4300	100.00
13-20484	Plumbing Wholesale Outlet	9040	Blanket PO	01-4300	1,000.00
13-20485	R.E. Michel Company Inc.	9040	Blanket PO	01-4300	3,000.00
13-20486	Rainbird Services Corp.	9140	Blanket PO	01-5800	1,000.00
13-20487	Roto-Rooter Service & Plumbing	9040	Blanket PO	01-5800	5,000.00
13-20488	Saflok	9040	Blanket PO	01-5800	500.00
13-20489	Sprint	9190	Blanket PO	01-5800	6,000.00
13-20490	Stericycle Inc	9430	Blanket PO	01-5800	7,500.00
13-20491	The Hose-Man	9190	Blanket PO	01-4300	1,000.00
13-20492	Turf Star	9140	Blanket PO	01-4300	2,000.00
13-20493	Verizon California	9130	Blanket PO	01-5540	1,000.00
13-20494	West-Lite Supply Co., Inc.	9430	Blanket PO	01-4300	7,000.00
				01-5890	200.00
13-20495	Blackboard Connect Inc.	9430	Blackboard Connect	01-5800	35,650.00
13-20496	Graphics & Printer Supplies	9110	Supplies	01-4300	6,000.00
13-20497	Xerox Capital Services LLC	9110	Blanket PO	01-4300	25,000.00
13-20498	Range Repair Warehouse	9470	Blanket PO	59-4300	2,000.00
13-20499	Owl Cafe	9660	Blanket PO	01-4300	1,000.00
13-20500	Owl Cafe	9344	Blanket PO	01-5800	500.00
13-20501	Owl Cafe	3370	Blanket PO	01-5800	800.00
13-20502	Gabel's Cosmetics, Inc.	3040	Blanket PO	01-4300	800.00
13-20503	Jasco Analytical Instruments	0311	Replacement Parts	01-4300	134.88
13-20504	Owl Bookshop	3040	Blanket PO	01-4300	800.00
13-20505	Office Depot BSD Div	9660	Blanket PO	01-4300	5,000.00
13-20506	Owl Bookshop	9660	Blanket PO	01-4300	5,000.00
13-20507	Office Depot BSD Div	9344	Blanket PO	01-4300	2,000.00
13-20508	Office Depot BSD Div	3370	Blanket PO	01-4300	1,000.00
13-20509	Owl Bookshop	9344	Blanket PO	01-4300	2,000.00
13-20510	Owl Bookshop	3370	Blanket PO	01-4300	1,500.00
13-20511	Owl Cafe	3370	Blanket PO	01-5800	1,000.00
13-20512	College Board / Accuplacer	9149	Assessment Test Units	01-5800	38,750.00
13-20513	Office Depot BSD Div	3370	Blanket PO	01-4300	2,500.00
13-20514	TU-K Industris Inc.	3040	Blanket PO	01-4300	1,200.00
13-20515	Arrowhead Purrias	3040	Blanket PO	01-4300	400.00
13-20516	Salon Centric	3040	Blanket PO	01-4300	10,000.00
13-20517	BioElements	3040	Blanket PO	01-4300	3,200.00
13-20518	Burmax Co Inc.	3040	Blanket PO	01-4300	2,400.00

PO Number	Vendor	Site	Description	Fund/Object	Amount
13-20519	Cold Wax Co	3040	Blanket PO	01-4300	1,600.00
13-20520	Rio Hondo Community College	9344	Blanket PO	01-5800	95,000.00
13-20521	D̄ermalogica Inc.	3040	Blanket PO	01-4300	1,600.00
13-20522	Mount San Antonio College	9344	Blanket PO	01-5800	90,000.00
13-20523	McKesson Medical Surgical	3040	Blanket PO	01-4300	600.00
13-20524	Office Depot BSD Div	3040	Blanket PO	01-4300	600.00
13-20525	Owl Bookshop	3370	Blanket PO	01-4300	2,500.00
13-20526	Jazz-Z Nail Systems	3040	Blanket PO	01-4300	1,200.00
13-20527	Kosmet, Inc.	3040	Blanket PO	01-4300	1,200.00
13-20528	The Processor	3040	Blanket PO	01-4300	1,300.00
13-20529	Sally Beauty Supply	3040	Blanket PO	01-4300	6,400.00
13-20530	U.S. Food Service	3040	Blanket PO	01-4300	1,600.00
13-20531	Getinge/Castle Inc	0030	Preventive Maintenance	01-5800	13,527.00
13-20532	Siemens Industry Inc	0030	Blanket PO	01-5800	1,200.00
13-20533	KLM Bioscientific	0030	Blanket PO	01-4300	1,631.25
13-20534	Siemens Industry Inc.	0310	Blanket PO	01-5800	1,000.00
13-20535	American Red Cross	3120	Blanket PO	01-4300	4,000.00
13-20536	Office Depot BSD Div	9160	Blanket PO	01-4300	4,000.00
13-20537	Ford Printing & Mailing	9220	Blanket PO	01-5850	10,000.00
13-20538	Jimenez Communications	9220	Blanket PO	01-5800	800.00
13-20539	Michael's	9220	Blanket PO	01-4300	250.00
13-20540	Office Depot BSD Div	9220	Blanket PO	01-4300	4,000.00
13-20541	Owl Bookshop	9220	Blanket PO	01-4300	1,000.00
13-20542	San Gabriel Valley Tribune	9220	Blanket PO	01-5790	5,000.00
13-20543	Whalen Bindery & Mailings	9220	Blanket PO	01-5850	5,000.00
13-20544	Shutterstock Images LLC	9220	Blanket PO	01-5800	800.00
13-20545	System One Business Products Inc	9110	Blanket PO	01-4300	2,000.00
13-20547	Owl Bookshop	9680	Blanket PO	01-4300	3,000.00
13-20548	Office Depot BSD Div	9347	Blanket PO	01-4300	6,000.00
13-20549	Office Depot BSD Div	9676	Blanket PO	01-4300	5,000.00
13-20550	Office Depot BSD Div	9680	Blanket PO	01-4300	6,000.00
13-20551	Owl Bookshop	9347	Blanket PO	01-4300	4,000.00
13-20552	Owl Bookshop	9676	Blanket PO	01-4300	2,000.00
13-20553	Owl Bookshop	9673	Blanket PO	01-4300	4,000.00
13-20554	Ricoh Business Solutions	9673	Blanket PO	01-4300	3,000.00
13-20555	Aqua-Serv Engineers Inc.	9040	Service Agreement	01-5810	7,320.00
13-20556	Home Town Exterminators	9040	Service Agreement	01-5810	10,080.00
13-20557	R.F. MacDonald Co.	9040	Service Agreement	01-5810	13,210.00
13-20558	Won-Door Corporation	9040	Service Agreement	01-5810	708.00
13-20559	Office Depot BSD Div	9673	Blanket PO	01-4300	6,000.00
13-20560	Commerical A+ Commerical	9190	Service Agreement	01-5810	6,250.00
13-20561	Snowden Electric Compnay Inc.	9040	Service Agreement	01-5810	12,300.00
13-20562	Baker Commodities Inc.	9040	Service Agreement	01-5810	1,800.00
13-20563	Amazon.com Corporate Credit	9344	Instructional Supply	01-4300	430.58
13-20564	Arrowhead Puritas	9110	Blanket PO	01-4300	1,000.00
13-20565	Performance Elevators	9110	Blanket PO	01-5630	2,000.00

PO Number	Vendor	Site	Description	Fund/Object	Amount
13-20566	Performance Elevators	9040	Service Agreement	01-5810	24,540.00
13-20567	State Chemical Co.	9040	Service Agreement	01-5810	2,200.00
13-20568	Carrier Corporation	9190	Service Agreement	01-5810	7,724.00
13-20569	Lincoln Commercial Pool Equipment	9195	Water Polo Course	01-6400	364.84
13-20570	Johson Lift-Hyster	9190	Service Agreement	01-5810	1,738.00
13-20571	Tomark Sports Inc.	9195	Softball Bases	01-6400	645.47
13-20572	Edmark	9110	Blanket PO	01-5800	3,000.00
13-20573	LA Grinding	9110	Blanket PO	01-5800	300.00
13-20574	Owl Bookshop	9110	Blanket PO	01-4300	4,000.00
13-20575	Clearwater Graphics, Inc.	9110	Blanket PO	01-5800	27,250.00
13-20576	Johnson's Numbering Service	9110	Blanket PO	01-5800	2,000.00
13-20578	Owl Bookshop	9070	Blanket PO	01-4300	3,500.00
13-20579	Communications Center	9070	Blanket PO	01-4300	3,000.00
13-20580	Owl Bookshop	9230	Blanket PO	01-4300	10,000.00
13-20581	Sprint	9070	Blanket PO	01-5540	6,500.00
13-20582	Claremont Chamber of Commerce	9230	Outreach Booth	01-5800	195.00
13-20583	Apogee Components	0310	Rocketry Software	01-4300	162.42
13-20584	AAA Flag & Banner Mfg.	9673	Table cloth	01-4300	229.34
13-20585	E.G. Brennan & Co.	9010	Maintenance Agreement	01-5800	425.00
13-20587	CI Solutions	9100	SW License Agreement- CI	01-5840	2,150.00
13-20588	Commercial Door Co. Inc.	9040	Blanket PO	01-5630	2,500.00
13-20589	Door Tech	9040	Blanket PO	01-5630	14,000.00
13-20590	Performance Elevators	9040	Blanket PO	01-5800	2,000.00
13-20591	Costco Wholesale	9190	Blanket PO	01-4300	1,200.00
13-20592	PacWest Air Filter LLC	9040	Blanket PO	01-4300	6,000.00
13-20593	Schwalm & Associates	9040	Blanket PO	01-5800	500.00
13-20594	SCP	9195	Thermal Cover for Pool	41-6400	46,497.04
13-20595	Fuller Engineering	9195	Blanket PO	01-4390	18,000.00
13-20596	Swiftly Sign	9110	Blanket PO - Sign Making	01-5800	3,000.00
13-20597	Spicers Paper Inc	9110	Blanket PO - Paper &	01-4300	10,000.00
13-20598	Kelly Paper	9110	Blanket PO - Paper &	01-4300	5,000.00
13-20599	XPEDX	9110	Blanket PO - Paper &	01-4300	12,000.00
13-20600	Aqua-Serv Engineers Inc.	9040	Blanket PO	01-5800	12,000.00
13-20601	California Industrial	9195	Blanket PO	01-5800	2,400.00
13-20605	Los Angeles Times	0072	Blanket PO	01-4300	300.00
13-20606	New York Times	0072	Blanket PO	01-4300	500.00
13-20607	Vromans Bookstore	0072	Blanket PO	01-4300	200.00
13-20608	Lynda.com	0072	Online Subscription -	01-5800	250.00
13-20609	Glendora Trophy	0072	Blanket PO	01-4300	500.00
13-20610	Cal Poly Pomona	9673	Science Research	01-4300	11,962.50
13-20611	Office Depot BSD Div	0281	Blanket PO	01-4300	500.00
13-20618	Athens Service	9130	Solid Waste Services	01-5560	22,000.00
13-20619	The Shredders	3200	Blanket PO	01-5810	300.00
13-20620	Radiation Detection Co	3050	Blanket PO	01-4300	600.00
13-20621	Patterson Denta	3050	Blanket PO	01-5600	750.00
13-20622	Office Depot BSD Div	3050	Blanket PO	01-4300	200.00
13-20623	Office Depot BSD Div	3200	Blanket PO	01-4300	285.00

PO Number	Vendor	Site	Description	Fund/Object	Amount
				Total	309
					<u>1,703,779.76</u>

Fund Summary

Description	PO Count	Amount
General Fund	273	1,564,378.34
Community Education	2	510.00
Capital Outlay Projects	8	65,157.29
Revenue Bond Construction	1	1,000.00
Cafeteria Fund	1	695.13
Golf Driving Range	25	71,025.00
Associated Student Trust	1	1,014.00
Total	309	1,703,779.76

PO Changes

	New PO Amount	Fund/ Object	Change Amount
12-18497	2,489.61	01-4300	143.45
12-18912	2,009.38	01-4300	.00
12-19051	91.27	01-5600	91.27
12-19051	91.27	01-5880	91.27-
		00
12-19748	8,035.62	01-5630	4,035.62
12-19895	536,903.77	41-6400	900.00
12-19955	364.42	01-4300	95.23
12-20064	1,002.33	01-4360	492.73
			<u>5,667.03</u>

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	July 17, 2012	Resolution	_____
SUBJECT:	Notice of Completion, Project #04-1112, Pool Replaster Project	Information	_____
		Enclosure(s)	_____

BACKGROUND

At its meeting of December 6, 2011, the Board of Trustees approved award of a contract for Project #04-1112, Pool Replaster Project, to replaster the pool. Quotes were solicited and a contract was awarded to Nadar, Inc. of Altadena, California in the amount of \$219,500.00. The project has now been completed with two change orders. The final contract amount is \$245,700.00.

California Civil Code Section 3117 requires the owner of a construction project to file a Notice of Completion in the county in which the project is located within ten days of the acceptance of the project.

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

RECOMMENDATION

Authorization is requested to accept Project #04-1112, Pool Replaster Project as complete and authorize staff to file the required Notice of Completion with the County of Los Angeles. The final contract amount is \$245,700.00.

Carol R. Horton _____
Recommended by

_____/_____
Moved Seconded

Aye ___ Nay ___ Abstained ___

Approved for Submittal

Item No. _____ H.1.e. _____

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	July 17, 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.f. _____

**ACADEMIC EMPLOYEES - FULL-TIME
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS
JULY 17, 2012**

NAME	CLASSIFICATION / DEPARTMENT	ASSIGNMENT	BEGIN	END	RATE
Allahbachayo, Salima	RN Assistant Director/Coordinator / NURSING	50% Reassigned Time	08/24/12	12/31/12	
Anderson, Brian	Faculty Inquiry Group / Race to STEM GRANT	Stipend	08/24/12	12/14/12	\$3,500.00/Ttl.
Anderson, Brian	Faculty Inquiry Group / Race to STEM GRANT	Stipend	02/19/13	06/14/13	\$3,500.00/Ttl.
Castillo, Claudia	BSI Learning Community Team / BSI GRANT	Stipend	08/24/12	12/14/12	\$1,000.00/Ttl.
Cross, Cynthia	BSI Learning Community Team / BSI GRANT	Stipend	08/24/12	12/14/12	\$1,000.00/Ttl.
Dau, Carsten	BSI Learning Community Team / BSI GRANT	Stipend	08/24/12	12/14/12	\$1,000.00/Ttl.
Dau, Carsten	HSI Bridges to Success Learning Community Team / H.S.I. II BRIDGES TO SUCCESS GRANT	Stipend	08/24/12	12/14/12	\$1,000.00/Ttl.
Eiland, Thomas	HSI Bridges to Success Learning Community Team / H.S.I. II BRIDGES TO SUCCESS GRANT	Stipend	08/24/12	12/14/12	\$1,000.00/Ttl.
Eisel, Roberta	College Success Faculty Lead / H.S.I. BRIDGES TO SUCCESS GRANT	Stipend	08/24/12	12/15/12	\$2,550.00/Ttl.
Everest, Robert	Faculty Inquiry Group - participant / Race to STEM GRANT	Stipend	08/24/12	12/14/12	\$400.00/Ttl.
Ghidella, Richard	HSI Bridges to Success Learning Community Team / H.S.I. II BRIDGES TO SUCCESS GRANT	Stipend	08/24/12	12/14/12	\$1,000.00/Ttl.
Ghidella, Richard	Learning Community Coordinator / BRIDGES TO SUCCESS GRANT AND Race to STEM GRANT	Stipend	08/24/12	12/15/12	\$3,963.00/Ttl.
Ghidella, Richard	Learning Community Coordinator / BRIDGES TO SUCCESS GRANT AND Race to STEM GRANT	Stipend	02/19/13	06/14/13	\$3,963.00/Ttl.
Goedhart, Christine	Faculty Inquiry Group - participant / Race to STEM GRANT	Stipend	08/24/12	12/14/12	\$400.00/Ttl.
Graciano, Albert	Cosmetology Program Coordinator / COSMETOLOGY	Stipend	07/01/12	06/30/13	\$1,600.00/Mo.

**ACADEMIC EMPLOYEES - FULL-TIME
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS
JULY 17, 2012**

NAME	CLASSIFICATION / DEPARTMENT	ASSIGNMENT	BEGIN	END	RATE
Graciano, Albert	Cosmetology Program Coordinator / COSMETOLOGY	20% Reassigned Time	08/24/12	12/15/12	
Graciano, Albert	Cosmetology Program Coordinator / COSMETOLOGY	20% Reassigned Time	02/19/13	06/14/13	
Granger, Lanette	Technology Academy / H.S.I. TITLE V COOPERATIVE GRANT	Stipend	07/18/12	08/24/12	\$50.00/hr.
Gunderson, Mark	BSI Learning Community Team / BSI GRANT	Stipend	08/24/12	12/14/12	\$1,000.00/Ttl.
Hogan, Gina	College Success Faculty Lead / BSI GRANT	Stipend	08/24/12	12/15/12	\$3,050.00/Ttl.
Juncosa, Barbara	Faculty Inquiry Group - participant / Race to STEM GRANT	Stipend	08/24/12	12/14/12	\$400.00/Ttl.
Kaisler, Denise	Faculty Inquiry Group - participant / Race to STEM GRANT	Stipend	08/24/12	12/14/12	\$400.00/Ttl.
Low, Joyce	Faculty Inquiry Group - participant / Race to STEM GRANT	Stipend	08/24/12	12/14/12	\$400.00/Ttl.
Odrich, Steve	Faculty Inquiry Group - facilitator / Race to STEM GRANT	Stipend	08/24/12	12/14/12	\$1,500.00/Ttl.
Odrich, Steve	Math Success Center Faculty Lead / Race to STEM GRANT	Stipend	08/24/12	12/14/12	\$3,500.00/Ttl.
Odrich, Steve	Math Success Center Faculty Lead / Race to STEM GRANT	Stipend	01/07/13	02/14/13	\$2,000.00/Ttl.
Odrich, Steve	Math Success Center Faculty Lead / Race to STEM GRANT	Stipend	02/19/13	06/14/13	\$3,500.00/Ttl.
Odrich, Steve	Math Success Center Faculty Lead / Race to STEM GRANT	Stipend	06/24/13	08/15/13	\$2,000.00/Ttl.
Odrich, Steve	College Success Faculty Lead / BSI GRANT	Stipend	08/24/12	12/15/12	\$2,550.00/Ttl.
Paek, Heddy	Faculty Inquiry Group - participant / Race to STEM GRANT	Stipend	08/24/12	12/14/12	\$400.00/Ttl.
Pohl, Claudia	Dental Coordinator / DENTAL	20% Reassigned Time	08/24/12	12/31/12	

**ACADEMIC EMPLOYEES - FULL-TIME
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS
JULY 17, 2012**

NAME	CLASSIFICATION / DEPARTMENT	ASSIGNMENT	BEGIN	END	RATE
Pohl, Claudia	Negotiating Team / DENTAL	20% Reassigned Time	08/24/12	12/31/12	
Ramos, Gloria	Faculty Inquiry Group - facilitator / Race to STEM GRANT	Stipend	08/24/12	12/14/12	\$750.00/Ttl.
Riderer, Lucia	SIGMA Peer Mentor Faculty Lead / Race to STEM GRANT	Stipend	08/24/12	12/14/12	\$3,500.00/Ttl.
Riderer, Lucia	SIGMA Peer Mentor Faculty Lead / Race to STEM GRANT	Stipend	02/19/13	06/14/13	\$3,500.00/Ttl.
Rudd, Rebecca	Race To STEM Learning Community Team / Race to STEM GRANT	Stipend	08/24/12	12/14/12	\$1,000/Ttl.
Scott, Chris	Faculty Inquiry Group - participant / Race to STEM GRANT	Stipend	08/24/12	12/14/12	\$400.00/Ttl.
Tippins, Ralph	Faculty Inquiry Group - participant / Race to STEM GRANT	Stipend	08/24/12	12/14/12	\$400.00/Ttl.
Trad, Mohammad	College Success Faculty Lead / H.S.I. BRIDGES TO SUCCESS GRANT	Stipend	08/24/12	12/15/12	\$2,550.00/Ttl.
Tucker, Gail	VN Assistant Director/Coordinator (District VN) / HEALTH SCIENCES	30% Reassigned Time	08/24/12	12/15/12	
Tussy, Alan	Faculty Inquiry Group - participant / Race to STEM GRANT	Stipend	08/24/12	12/14/12	\$400.00/Ttl.
Villa, Elizabeth	HSI Bridges to Success Learning Community Team / H.S.I. II BRIDGES TO SUCCESS GRANT	Stipend	08/24/12	12/14/12	\$1,000.00/Ttl.
Villeneuve, Ana	College Success Faculty Lead / H.S.I. BRIDGES TO SUCCESS GRANT	Stipend	08/24/12	12/15/12	\$2,550.00/Ttl.
Walz, Sheryl	HSI Bridges to Success Learning Community Team / H.S.I. II BRIDGES TO SUCCESS GRANT	Stipend	08/24/12	12/14/12	\$1,000.00/Ttl.

**ACADEMIC EMPLOYEES
FALL 2012 ADJUNCT
JULY 17, 2012**

Name	Department/Discipline	Placement	LHE Rate
Hullings, Ginger	Licensed Vocational Nursing	1-1	\$1,025.00

**ACADEMIC EMPLOYEES - ADJUNCT
EXTRA DUTY, HOURLY, STIPEND ASSIGNMENTS
JULY 17, 2012**

NAME	CLASSIFICATION / DEPARTMENT	ASSIGNMENT	BEGIN	END	RATE
Chai, Janet	Instructor / ESL	Hourly as needed	02/08/12	06/16/12	\$44.90/hr.
Chai, Janet	Instructor / ESL	Hourly as needed	08/24/12	12/31/12	\$44.90/hr.
Cheng, Tanshee	Instructor / MATHEMATICS	Hourly as needed	08/24/12	12/31/12	\$44.90/hr.
Entus, Robert	Faculty Inquiry Group / Race to STEM Grant	Stipend	08/24/12	12/14/12	\$400.00/Ttl.
Gerfen, Thomas	Technology Academy - three workshops / H.S.I. TITLE V COOPERATIVE GRANT	Stipend	06/20/12	08/24/12	\$50.00/hr.
Hinojosa, Joanne	BSI Learning Community Team / B.S.I. GRANT	Stipend	08/24/12	12/14/12	\$1,000.00/Ttl.
Hollenshead, Marci	Faculty Inquiry Group / Race to STEM Grant	Stipend	08/24/12	12/14/12	\$400.00/Ttl.
Hullings, Ginger	Instructor / LVN	Hourly as needed	08/25/12	12/31/12	\$44.90/hr.
Kapoor, Anil	Instructor - Science Summer Camp / Race to STEM Grant	Stipend	06/21/12	06/21/12	\$155.00/Ttl.
Killen, Monica	HSI Bridges to Success Learning Community Team / H.S.I. BRIDGES TO SUCCESS GRANT	Stipend	08/24/12	12/14/12	\$1,000.00/Ttl.
Phan-Yamada, Tuyetdong	STEM Learning Community Team / Race to STEM Grant	Stipend	08/24/12	12/14/12	\$1,000.00/Ttl.
Romo, Emily	BSI Learning Community Team / B.S.I. GRANT	Stipend	08/24/12	12/14/12	\$1,000.00/Ttl.
Villeneuve, Louisa	Faculty Inquiry Group / Race to STEM Grant	Stipend	08/24/12	12/14/12	\$400.00/Ttl.

**LAB SUPERVISORS
2012-2013 (07-01-12)
July 17, 2012**

Name	Department	Begin	End	Placement	Rate
Silva, Daniel	Music	08/25/12	12/31/12	1-3	\$30.90/hr.
Waddington, Alan	Music	08/25/12	12/31/12	1-3	\$30.90/hr.

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	July 17, 2012	Resolution	
SUBJECT:	Classified Employees	Information	
		Enclosure(s)	X

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.g.

**CLASSIFIED EMPLOYEES
EMPLOYMENT/CHANGE OF STATUS
JULY 17, 2012**

NAME	CLASS/DEPT/PRCT.	REASON/MOS.	BEGN/END	RANGE & STEP	MONTHLY RATE
McKinney, Kateri	Instructional Lab Tech III (100%) Physical Science	Temporary Upgrade	6/8/12 - 9/30/12	39-3	\$4,310.10

**CLASSIFIED EMPLOYEES
SEPARATIONS/LEAVES
JULY 17, 2012**

Name	Classification/Reason	Department/Date(s)
McGuern, Pamela	Administrative Assistant Retirement	Student Services 12/31/12
Poland, Gayle	Instructional Lab Assistant I Retirement	Cosmetology 7/27/12
Sewell, Pamela	Administrative Assistant Retirement	President's Office 12/31/12

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	July 17, 2012	Resolution	
SUBJECT:	Short-term, Substitutes, and Professional Experts	Information	
		Enclosure(s)	X

BACKGROUND

Enclosed are personnel actions with regard to the employment of short-term, hourly 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.h. _____

**SHORT-TERM, HOURLY,
SUBSTITUTES
JULY 17, 2012**

NAME	CLASSIFICATION	REASON/DEPT.	BEGIN/END	HOURLY RATE/TOTAL
Adams, Taylor	Volunteer	Football Youth Camp	7/18/12 - 8/7/12	
Alberto, Ricky	Instructional Support	Shipping and receiving of textbooks	8/6/12 - 10/9/12	\$12.00/hr.
Anderson, Alexis	Volunteer	Football Youth Camp	7/18/12 - 8/7/12	
Anguiano, German	Campus Services	Food preparation and cook	7/1/12 - 8/28/12	\$14.00/hr
Arredondo, Dora	Stipend	RDA Practical Exam Kits	8/24/12 - 8/26/12	\$600/tl.
Beatty, Denise	Substitute Account/Clerk Cashier	Assist as needed	7/18/12 - 12/31/12	\$17.62/hr
Bui, Ana	Volunteer	Football Youth Camp	7/18/12 - 8/7/12	
Cabrales-Hernandez, Cecilia	Administrative Support	Provide general and clerical support	7/18/12 - 9/30/12	\$13.00/hr.
Collins, Kimberly	Volunteer	Football Youth Camp	7/18/12 - 8/7/12	
Eddings, Kayla	Volunteer	Football Youth Camp	7/18/12 - 8/7/12	
Egbert, Ida	Substitute Account/Clerk Cashier	Assist as needed	7/18/12 - 12/31/12	\$17.62/hr
Greenberg, Cassidy	Volunteer	Football Youth Camp	7/18/12 - 8/7/12	
Gutierrez, Herman	Substitute Account/Clerk Cashier	Assist as needed	7/18/12 - 12/31/12	\$17.62/hr
Ibrahim, Yesenia	Volunteer	Football Youth Camp	7/18/12 - 8/7/12	
Koulos, Patricia	Substitute Account/Clerk Cashier	Assist as needed	7/18/12 - 12/31/12	\$17.62/hr
Lunney, Alexis	Volunteer	Football Youth Camp	7/18/12 - 8/7/12	

**SHORT-TERM, HOURLY,
SUBSTITUTES
JULY 17, 2012**

NAME	CLASSIFICATION	REASON/DEPT.	BEGIN/END	HOURLY RATE/TOTAL
Martinez, Chelsey	Volunteer	Football Youth Camp	7/18/12 - 8/7/12	
Martinez, Manny	Volunteer	Veterans Center	7/18/12 - 12/31/12	
Medley, Tara Christine	Fiscal Support	Registration processing and reconciliation	8/13/12 - 9/14/12	\$14.00/hr.
Mitchell, Chelsey	Volunteer	Football Youth Camp	7/18/12 - 8/7/12	
Nevarez, Kim	Volunteer	Football Youth Camp	7/18/12 - 8/7/12	
Pohl, Claudia	Stipend	RDA Practical Exam Kits	8/24/12 - 8/26/12	\$600/tl.
Rodriguez, Michelle	Performing Arts Support	Event support	7/18/12 - 9/30/12	\$9.00/hr.
Sierra, Brenda	Fiscal Support	Invoicing, billing and refunds support	8/6/12 - 10/9/12	\$14.00/hr.
Stone, Amanda	Volunteer	Football Youth Camp	7/18/12 - 8/7/12	
Stone, Breanna	Volunteer	Football Youth Camp	7/18/12 - 8/7/12	
Volonte, Dan	Stipend	Moving Light Design CSC "The Wiz"	7/23/12 - 7/28/12	\$1,000 single payment

**PROFESSIONAL EXPERT
July 17, 2012**

Name	Classification and Department	Begin	End	Rate
Bregel, Jeff	Football Program Assistant - Kinesiology	08/01/12	12/10/12	\$4,418.00/Ttl.
Brown, Stacey	High School/College Liaison (Early College - Duarte High School) - Contract Education	07/18/12	06/30/13	\$20.00/hr.
Cavalin, Michael	Lifeguard (Adapted Aquatics) - Kinesiology	07/18/12	08/16/12	\$11.00/hr.
Cavalin, Michael	Lifeguard (Athletic Team Practices) - Kinesiology	07/18/12	12/14/12	\$11.00/hr.
Cortez, Brittany	Writing Café Facilitator - Bridges to Success Grant	07/18/12	12/31/12	\$11.50/hr.
D'Emilio, Michael	Swim Instructor - Community Education	07/18/12	08/16/12	\$16.00/hr.
Dunlap, Kimberly	Swim Instructor - Community Education	07/18/12	08/16/12	\$16.00/hr.
Eden, Kyle	Swim Instructor - Community Education	07/18/12	08/16/12	\$16.00/hr.
Fernandez, Nathan	Lifeguard - Kinesiology	07/18/12	12/14/12	\$11.00/hr.
Neto, Marika	Supplemental Instruction Facilitator - Race to STEM Grant and CSUF- STEM2 Grant	07/18/12	12/31/12	\$15.00/hr.
Roth, Michelle	Curriculum & Data Assistant - Foster, Kinship and Adoption Program	07/01/12	10/30/12	\$13.00/hr.
Schroeder, Carl	Swim Instructor - Community Education	07/18/12	08/16/12	\$16.00/hr.
Torres, Bianca	Lifeguard - Kinesiology	07/18/12	12/14/12	\$11.00/hr.

H. ACTION ITEMS (continued)

Academic Affairs

2. Authorization is requested to approve the proposed program review cycle. (Page 198)
3. Authorization is requested to approve the Requisites Plan as submitted. (Page 200)

Personnel Recommendations

4. Authorization is requested to approve the hiring of Dr. Arvid Spor beginning August 13, 2012, as Vice President of Student Services at a salary placement of \$13,387.92 per month (plus 2.5% additional for doctorate for a total of \$13,722.62 per month), plus health and statutory benefits. (Page 203)

General

5. Authorization is requested to approve the second reading of the Citrus College midterm report to the Accrediting Commission for Community and Junior Colleges (ACCJC). (Page 204)
6. Authorization is requested to appoint the following individuals to the Measure G Oversight Committee for a two-year term (until September 2015):
 - John Lundstrom – Business member
 - Edmund Richardson – Taxpayer Association member
 - Bill Cook – Senior Group member
 - Helen Storland – At-Large member(Page 285)
7. Authorization is requested to appoint Arthur Corral as the student representative, to the Measure G Oversight Committee for a one-year term (expires September 2013). (Page 286)
8. Authorization is requested to modify the above components of Sections 1, 3, and 7 of the Employment Agreement between the Citrus Community College District and Dr. Geraldine Perri effective July 1, 2012. (Page 287)

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

I. ADJOURNMENT

Dates to Remember:

August 15, 2012 Last Day of Summer Session
August 21, 2012 Board of Trustees Meeting & Goal Setting Work Session
August 24, 2012 Convocation

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	July 17, 2012	Resolution	
SUBJECT:	Educational Programs Committee: Proposed Program Review Cycle	Information	
		Enclosure(s)	X

BACKGROUND

As part of the college continuous quality assessment, program review schedules and formats are annually reviewed. Over the course of this academic year, a new model has been proposed by the review committee and supported by the Program Review Coordinator, Jim Woolum, with the goal of increasing alignment of the Educational and Facilities Master Plan, the Strategic Plan, and Program Review. The first year of the cycle is proposed to be designated as a planning year, during which all planning process will be assessed.

The end product will be a comprehensive report from each division, including individual department plans and a division overview/summary. The Board of Trustees will receive these reports, as they do now, however the scope of each report will be greater because it will contain department plans from an entire division. In addition, a division summary will provide a more integrated plan for the next five years.

RECOMMENDATION

Authorization is requested to approve the proposed program review cycle.

Irene Malmgren
Recommended by

Moved / Seconded

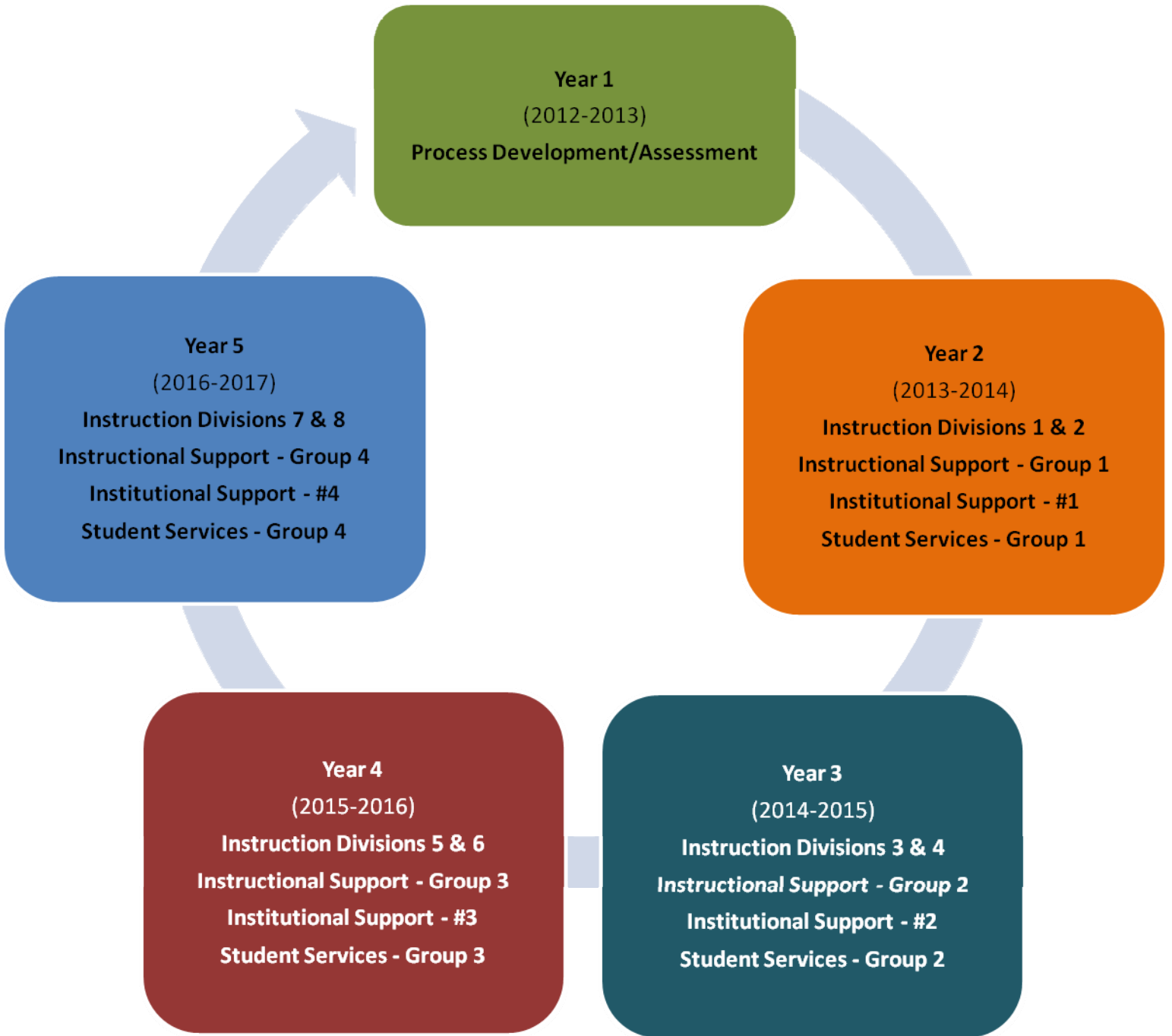
Aye ___ Nay ___ Abstained ___

Approved for Submittal

Item No. H.2.



Comprehensive Program Review Cycle



CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	July 17, 2012	Resolution	_____
SUBJECT:	Educational Programs Committee – Requisites Plan	Information	_____
		Enclosure(s)	X

BACKGROUND

Recent revisions to Title V changed the way in which English and mathematics requisites (pre-requisites and co-requisites) are established when attached to courses in other disciplines. Faculty are now able to conduct a content validation study in lieu of the previously required statistical validation study.

The attached document establishes the procedures necessary to allow implementation at Citrus, which must be approved by the Board of Trustees.

The Academic Senate approved the plan on April 25, 2012; EPC and Steering followed with their approvals on June 4, 2012 and June 11, 2012, respectively.

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

RECOMMENDATION

Authorization is requested to approve the Requisites Plan as submitted.

Irene Malmgren
Recommended by

_____/_____
Moved Seconded

Aye ___ Nay ___ Abstained ___

Approved for Submittal

Item No. H.3.

Requisite Plan Establishment of Course Requisites: New Title V Revisions

Background:

In the summer of 2011 the California Community College Board of Governors approved a plan allowing colleges to begin adding Math and English requisites to courses in other disciplines using the “content review” process instead of the statistical validation process that had been in place. However, the Board of Governors imposed several important stipulations on colleges that wish to implement this. Colleges Boards of Trustees must adopt a plan that specifies:

- “the method used to determine which courses might be the most compelling candidates for new prerequisites or corequisites
- the provision of appropriate numbers of prerequisite or corequisite course sections
- the assurance that other degree applicable courses are available such that student progress toward their educational goals is not unnecessarily impeded
- training for the curriculum committee, and
- the use of research to evaluate the effect of new prerequisites on student success, with particular attention to disproportionate impact.” (From “Guidelines for Title 5 Regulations Section 55003 Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation”)

Requisite Plan:

1. Establish a Requisites Task Force. This will include faculty representatives from the English and Math programs, the Deans of Language Arts and Mathematics, a representative from the Counseling Department, a representative from the Enrollment Management Committee, and the Curriculum Chair (some people may fill more than one of these roles). This group will have two responsibilities:
 - a. Develop criteria for determining when a cross-discipline requisite is required and for prioritizing the implementation of these requisites.
 - b. Meet with any department (represented by the faculty and division dean, along with other department personnel as needed) wishing to add Math and/or English requisites to their classes. They will be equipped with the student success data (provided by the Office of Institutional Research) as well as course outlines when they meet so that the department can make informed decisions about which classes are most appropriate to add requisites and which requisite course best provide the needed skills. This discussion should also include the changes in enrollment patterns these requisites will have.
Once these decisions are made, the courses would still have to move through the regular curriculum review process to have the new requisites approved.

2. Train the Curriculum Committee in the new requirements, based on the recommendations in the “Guidelines for Title 5 Regulations Regulations Section 55003 Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation”.
3. Develop a plan through the Office of Institutional Research to monitor courses with these requisites to determine the effects on student success and to watch for signs of disproportionate impact. Details of the plan include
 - a. Students will be divided into groups according to their subgroup membership.
 - i. Ethnicity: African-American, American Indian/Alaskan Native, Asian, Filipino, Hispanic, Pacific Islander, and White Non-Hispanic
 - ii. Age: 19 or less, 20-24, 25-29, 30-34, 35-39, 40-49, 50 and above
 - iii. Gender: male and female
 - iv. Disability: with disability and without disability
 - b. 80% rule will be applied to all the above four areas. White, male, 18-19, and without disability group will be used as the reference group. If the ratio between the other groups and the reference group is less than 80%, there is evidence of disproportionate impact. When such disproportionate impact exists, further data collection and analysis such as historical data and satisfaction information for the impacted groups will be conducted.

CITRUS COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE July 17, 2012 Resolution _____
SUBJECT: ACCJC Midterm Report – Second Reading Information _____
Enclosure(s) X

BACKGROUND

The Accrediting Commission (ACCJC) requires that a midterm report be completed to show the progress the college has made on each of the six recommendations the visiting accreditation team made in 2009 and the college's five self identified improvement items. The Accreditation Oversight Committee has responded and is presenting a draft of the report for approval.

The deadline to submit this final report to the Accrediting Commission is October 15th.

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

RECOMMENDATION

Authorization is requested to approve the second reading of the Citrus College midterm report to the Accrediting Commission for Community and Junior Colleges (ACCJC).

Irene Malmgren
Recommended by

Moved / Seconded

Aye__Nay__Abstained__

Approved for Submittal

Item No. H.5.

DRAFT



Mid-Term Report

Submitted by

Citrus Community College District

1000 West Foothill Boulevard • Glendora, CA 91741-1899 • 626.963.0323

www.citruscollege.edu

to

**Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges**

October 1, 2012

Rev 7/5/12

DRAFT

Citrus College Mid-Term Report

Certification Page

Date: October 1, 2012

This Mid-Term Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community and believe that this report accurately reflects that nature and substance of this institution.

Signed

_____	Superintendent/President
Geraldine M. Perri, Ph.D.	
_____	President, Board of Trustees
Mrs. Joanne Montgomery	
_____	President, Academic Senate
James Woolum	
_____	President, Associated Students of Citrus College
Crescencio Calderon	
_____	President, Classified School Employees Association
Steve Siegel	
_____	President, Management Team
Lucinda Over, Ed.D.	
_____	President, Supervisors/Confidential
Tedd Goldstein	
_____	Accreditation Co-chair, faculty
Roberta Eisel	
_____	Accreditation Liaison Officer
Irene M. Malmgren, Ed.D.	

DRAFT

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Gridlines will be removed before submission

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III. Recommendations from the 2009 Accreditation Team Site Visit

1. Over the last two years, the college has collected a significant amount of data for review and planning. In order to fully meet this Standard, the team recommends that the college build upon its existing processes and better integrate the use of data in program review, planning, budgeting, and decision-making. (Standards I.B.3, I.B.5, I.B.6)
2. Recognizing the progress the college has made in developing SLOs at the course level, the team recommends that, in order to meet the standards by the Commission's 2012 deadline, the college complete the development and use of SLOs at the course and program levels and include SLOs in all course syllabi, including distance education. (Standard II.A.1.c, II.A.2, II.A.2.b, II.A.2.i, II.A.6)
3. In order to meet the standards, the team recommends that the college accelerate the program review timeline for student support services that have yet to undergo review and assess the effectiveness of recent program initiatives to Student Services and ensure that effective practices are maintained in the base budget. (Standard II.B.2.c, d, II.B.3.a, II.B.4)
4. The team recommends that the college update all policies with respect to recruitment and hiring documents, including the revisions of the equal opportunity and diversity clauses in the hiring documents, and formalize all job descriptions. Further, the team recommends that the college review all policies and procedures with respect to evaluation of personnel, including reference to the use of student learning outcomes. (Standard III.A.1.a,b, III.A.1.c, III.A.3.a)
5. In order to meet standards, the team recommends that the college complete its stated goal in its comprehensive planning agenda to "demonstrate its commitment to continuous quality improvement through the updating and review of the effectiveness of the college's five major planning documents and be deliberate in utilizing the content with them in budget development." (Standards III.A.6, III.B.2.b, III.C.2)
6. In order to improve, the team recommends that the published final budget would be more transparent and easier to understand if it includes a more detailed analysis of budget assumptions, descriptions of various funds and sources of revenue and an outline of parameters for decision-making. (Standards III.D.1.d, III.D.2.a, b, III.D.3)

Self-Improvement Plans (Formerly known as Planning Agendas) from the 2009 Self-Study Report

1. In order to fully achieve the proficiency level of the ACCJC rubric relative to student learning outcomes by the year 2012, the college will complete tasks identified in a comprehensive timeline for SLOs in the areas of courses, programs, degrees and certificates, as well as instructional support programs, student services programs, and institutional support services. The college's institutional support services will continue its work to identify SLOs where appropriate, establish assessments and use the results for improvement.

2. The director of human resources will work with classified employees and managers to review and revise classified job descriptions by July 1, 2010. The director will establish a process to ensure periodic updating of job descriptions.

3. The director of human resources will work with the board and the appropriate campus constituent groups to develop written procedures for the recruitment and selection of academic administrators, managers, supervisors and classified staff by July 1, 2010.

4. As part of the comprehensive review and update of board policies, scheduled for completion by July 1, 2010, the superintendent/president will establish procedures to ensure future systematic evaluation and updates are incorporated into the planning processes of the institution. In this way, the superintendent/president will ensure that board policies and administrative procedures are revised and updated in a systematic, periodic manner. Special attention will be given to:

- Completion of a new equal employment opportunity procedure.
- Implementation of a three-year cycle for the review of all policies.

The superintendent/president will establish procedures by July 1, 2010 to ensure that the periodic update of board policies is incorporated into the ongoing, systematic evaluation and planning processes of the institution.

5. The college will demonstrate its commitment to continuous quality improvement through updating and review of the effectiveness of the college's five major planning documents and being deliberate in utilizing the content within them in budget development.

- Mission Statement
- *Strategic Plan*
- *Educational Master Plan*
- *Technology Master Plan*
- Program Review

The superintendent/president will develop guidelines for the updating and review of major planning documents on a regularly scheduled cycle. Appropriate campus constituencies will participate in an ongoing evaluation of the effectiveness of the planning documents, processes and linkages to budget.

IV Recommendation Responses

This section contains updates to recommendation responses submitted in the Fall 2011 Follow-up Report. The Fall 2011 response is provided, followed by the Fall 2012 update.

A Updates to Fall 2011 Follow-Up Report

1.a. Follow-up: Fall 2011

b. Midterm Response: Fall 2012

3.a. Follow-up: Fall 2011

b. Midterm Response: Fall 2012

5.a. Follow-up: Fall 2011

b. Midterm Response: Fall 2012

Over the last two years, the college has collected a significant amount of data for review and planning. In order to fully meet this Standard, the team recommends that the college build upon its existing processes and better integrate the use of data in program review, planning, budgeting, and decision-making. (Standards I.B.3, I.B.5, I.B.6)

Resolution of the Recommendation:

Citrus College has developed an integrated planning process that assures better integration of data in program review, planning, budgeting and decision-making. This process brings together the most effective continuing practices of the college and establishes the connections between and among them.

Analysis of the Results:

In fall 2009 and spring 2011, the college conducted reviews of its planning processes. One goal of this review was to infuse the use of data into each component of the planning processes and thereby institutionalize data-driven decision-making. The product of this review dialogue is the *Citrus College Integrated Planning Manual* which was approved by the Steering Committee on May 23, 2011 and presented to the Board of Trustees on June 21, 2011. The following is a brief summary of how data are used in each component of the college's integrated planning process:

- Strategic Plan: Data on the college's successes and needs are reviewed in an all-college meeting prior to the brainstorming that leads to the Institutional Goals and Objectives. This process is deeply institutionalized. The 2009 self study report highlighted the process followed since 2007. In the development of the current strategic plan, even greater emphasis was placed on the consideration and incorporation of data in the strategic planning process. Following study and review of external data from the Accountability Reporting for Community Colleges, the Community Colleges Survey of Student Engagement, and the California Community College's System-Wide Strategic Plan, as well as external data and development of a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis, the Strategic Plan Committee identified six institutional focus areas. At convocation in 2010, nearly 1,000 comments and suggestions were generated by faculty, staff and students. These comments and suggestions were then presented in a survey to the entire college community. The results of the survey were considered and honed into the strategic goals and related objectives that are now part of the five year Strategic Plan that is referenced in the *Integrated Planning Manual*.

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- *Educational and Facilities Master Plan*: Comprehensive internal and external scans are the first step in developing this long-term plan in these ways:

Profile of the Community and the College. Chapter 2 of the *Educational and Facilities Master Plan* creates a context for planning by analyzing existing conditions. This analysis begins with external scans, which describe and analyze the trends and projections in population size and demographics, employment, and enrollment followed by a summary of the characteristics of the current student population. The profile concludes with a distillation of the key facts that are relevant to educational planning and which link directly to the institutional goals. The data also informs Chapters 5 and 7, the facilities portion of the plan, and the *Technology Master Plan*.

Analysis of Instructional Disciplines and Student Services. A model that combines efficiency and student demand measures with successful course completion was developed to analyze each instructional discipline and project whether that discipline is likely to grow faster than, the same as, or slower than the overall college growth. A similar projection was made for each student service, albeit without the benefit of a uniform model for the analysis since the data elements are unique across the student services.

The two quantitative benchmarks applied in this analysis are enrollment and student success.

Enrollment is the number of students who take advantage of the programs and services offered.

Student success is measured by the rates of student successful course completion and student retention. Student success rates reflect the percentage of students who complete a course with a passing grade at the end of the term. Student retention reflects the percentage of students who complete a course with either passing or non-passing grades at the end of the term. The analysis of instructional disciplines and student services includes a comparison of each instructional discipline's rate of successful course completion with the state-wide average of successful course completion for that discipline.

Further, data from various processes identified in the *Citrus College Integrated Planning Manual* are used in institutional planning. The planning processes addressed in the *Integrated Planning Manual* include:

- Mission, Vision, Values
- Strategic Plan
- Board Goals
- *Educational and Facilities Master Plan*

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- Institutional Advancement Plan*
- Human Resources Plan*
- Technology Master Plan*
- Program Review
 - Academic/Instruction
 - Instructional Support
 - Student Services
 - Institutional Support
- Resource Allocation

The manual outlines the interrelated nature of these efforts and identifies the purpose, process, timeline, initiation/completion cycles, and recommendations for each of these planning functions. Further, the manual articulates the implementation and assessment of the planning process which lead to program improvement. Each step in this integrated process makes use of a variety of data, assuring that the college better integrates the use of data in program review, planning, budgeting, and decision-making as recommended in the visiting team report.

Evidence of the Results:

- Internal and external data are connected throughout the institutional planning processes. Data in the *Educational and Facilities Master Plan* and in the Strategic Plan are cross-referenced into one plan from the other.
- The college regularly applies clearly defined metrics, including outside research data, Accountability Reporting for the Community Colleges (ARCC) data, performance data, and learning outcomes data in its planning and decision making.
- Data-based recommendations and requests are prioritized in program review at the program or discipline level and at the division level. These prioritized requests are presented to the Financial Resources Committee for consideration of allocation of discretionary funds (see the *Citrus College Integrated Planning Manual*). Requests may be referred to the Technology Committee or elsewhere if needs could possibly be met through avenues other than discretionary funds allocations.
- The President's Cabinet considers a variety of data in its decision making process. Data sources include the Strategic Plan, the budget, enrollment data, human resources reports, program review prioritization reports, and ARCC data. Considerations for positions other than faculty are reviewed by the President's Cabinet. Requests for

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staffing are supported by data developed in program review and learning outcomes assessment results.

- Faculty Needs Identification Committee (FNIC) requires that data from program review and learning outcomes assessment support all requests for new faculty (see FNIC process in AP 7201 Recruitment and Selection: Full-Time Faculty (formerly R-4107 Hiring Procedures for Full-time Faculty)).
- Program Review
 - Instruction. For many years, the Office of Institutional Research has provided a six-page data report to each instructional discipline for use in both the comprehensive (six year) and annual program review process. The program review templates prompt faculty to attend to indexed sections of the data report. Recommendations and budgeting requests in program review must be based on data and reflection on learning outcome assessment results. As such, data generated for the purpose of faculty analysis of program effectiveness and needs are carried forward into the planning and decision-making processes.
 - Unit-level plans for instructional support, student services, and institutional support areas carry forward recommendations supported by program review and learning outcomes data.
- Technology plans support all aspects of institutional planning.

In each of these areas, unit-level plans lead to resource requests based on needs similar to the prioritization of needs in the instructional program review process.

The visiting team report states that “the college would do well to empower faculty to become faculty researchers in the classroom and at the program level” (page 21). Citrus College has a four-pronged approach to facilitating use of data by faculty in the classroom and at the program level.

- Program Review Coordinator
- Student Learning Outcomes and Assessment Coordinator
These two faculty leaders serve as coaches to colleagues on the interpretation and use of data prepared for each instructional discipline by the Office of Institutional Research.
- College Success (Basic Skills)
The College Success Committee is chaired by a faculty member. This committee, composed primarily of faculty, generates questions for the Office of Institutional Research and then analyzes these data and other data from the broader field. Such activity has resulted in recommendations to re-vamp curriculum in the disciplines of

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reading and English with the goal of accelerating student progress toward and success in college-level courses. Outcome data related to these changes will be followed by these faculty researchers.

- Faculty engage in designing research questions related to existing and proposed grants.

Faculty are encouraged to conduct research through other means such as the sabbatical process and the mini-grants projects supported by the college foundation. Faculty share the results of their research. An example of such sharing is the recent Sabbaticals Forum sponsored by the Academic Senate and the Office of Academic Affairs to which the governing board, faculty, and other members of the college community were invited.

Additional Plans:

Program review processes are assessed annually. In its on-going commitment to institutional effectiveness, the college has set a schedule for regular review of existing policies and procedures and for development of additional policies and procedures as deemed needed. Additionally, the *Citrus College Integrated Planning Model* includes regular assessment of the effectiveness of the major planning processes.

As reflected in the manual, planning is grounded in careful consideration of data. This consideration results in dialogue regarding the improvement of institutional effectiveness which occurs in an ongoing and systematic cycle of evaluation which broadly includes the development of the strategic plan. The strategic plan leads to:

- institutional goals, which leads to
- development of plans to achieve the institutional goals and strategic objectives, which leads to
- resource allocation that directs college resources to the institutional goals and strategic objectives, which leads to
- implementation of the plans, which leads to
- assessment that leads to program improvement and the next cycle of planning.

List of Evidence

- (1.) *Citrus College Integrated Planning Manual*
<http://www.citruscollege.edu/admin/planning/Documents/IntegratedPlanningManual.pdf>
- (2.a.) Instructional Program Review Outline and Matrices
<http://www.citruscollege.edu/pr/academic/Documents/forms-handbook/ProgramReviewTemplate.pdf>
- (2.b.) Instructional Annual Program Review Outline and Matrices
<http://www.citruscollege.edu/pr/academic/Documents/forms-handbook/annual-worksheet-form.pdf>

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(3.) Faculty Needs Hiring Committee Process (within AP 7201 Recruitment and Selection:
Full-Time Faculty (formerly R-4107 Hiring Procedures for Full-time Faculty)

<http://www.>

(4.) Sample Data-Cube Report

<http://www.citruscollege.edu/accreditation/Documents/Follow-up%20Report%202011/Evidence4SampleDataCube-BusProgRev.pdf>

Over the last two years, the college has collected a significant amount of data for review and planning. In order to fully meet this Standard, the team recommends that the college build upon its existing processes and better integrate the use of data in program review, planning, budgeting, and decision-making. (Standards I.B.3, I.B.5, I.B.6)

1. Institutional Effectiveness Committee

Building on the tradition established some ten years ago for annual assessment of the program review process, the college established an Institutional Effectiveness Committee (IEC) in February 2012.

The Institutional Effectiveness Committee is a standing committee of the Citrus College Steering Committee. The purpose of the Committee is to review and make recommendations on matters regarding institutional effectiveness, i.e. the review and assessment of the integrated planning process and the means by which it is linked to the budget process.

The committee is charged with advancing the college mission by promoting an ongoing, collegial, self-reflective dialogue based on a culture of evidence and data-driven decision-making. The committee engages in the design and implementation of assessment tools that evaluate institutional effectiveness.

Findings will result in updating the *Integrated Planning Manual*.

2. Annual Instructional Program Review

The Office of Institutional Research (IR) provides data for all Instructional Program Reviews. Beginning fall 2011, performance indicator data were uploaded by IR into all instructional program review forms. This effort provides support for faculty while ensuring accurate and equivalent data for all review processes.

In addition, fields, such as program descriptions, were pre-populated to facilitate completion of the project. The college designated the afternoon of Convocation Day for departments to work together on the annual program review.

With this level of support, completion rates jumped from 50% in ___ to 99% in ___. Program review data are now available on the intranet, and are easily accessible to the campus community. This accountability has expanded awareness and use of IR data across campus. A shared server is now used to house all completed annual program reviews. In addition, the

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shared server provides access to program reviews being developed, facilitating and increasing dialog between and among faculty, deans, and IR.

3. Implementation of annual instructional support and institutional support program review processes

Both instructional support and institutional support programs have robust 6-year program review processes in place. In fall 2011, the college implemented an annual process for all departments in these areas. This step formalizes the linkage between annual budget and planning for the entire college. This replication of the process instituted in instruction increases understanding and implementation. In the first year, completion rate was 100%.

4. Budget planning linkage

All budget requests for discretionary funds are prioritized within the division (instruction, student services, instructional support, institutional support), and they are forwarded to the college-wide Financial Resources Committee, thus maintaining the link between planning and budget. Because the availability of discretionary funds has steadily decreased, the college has worked actively to find alternative funding sources to meet programmatic needs, including federal and state grants (Perkins/VTEA, Title V HSI, STEM, Wal-Mart) and a new college foundation mini-grant process.

5. Use of Educational & Facilities Master Plan (EFMP)

The college is deliberately linking the new Educational and Facilities Master Plan (EFMP) to planning processes. Program descriptions from the EFMP are pre-populated into all annual program reviews. This increases awareness of the EFMP and drives cyclical review and updating of program descriptions as part of the annual program review process. These program descriptions are repeated in the college catalog, class schedules, and program documents, standardizing the message provided to students.

6. Strategic Plan

A 5-year strategic plan was completed and adopted in spring 2011. Since adoption of this plan, the college developed and implemented an annual monitoring system, similar to the system used with the previous strategic plan. In the beginning of the academic year, an Annual Implementation Plan is developed, documenting responsible parties, specific activities, and expected measurable outcomes for each of the strategic objectives. At the end of the academic year, the annual Progress Report documents the achievements made in the year for each of the strategic objectives. All segments of the college report progress on identified objectives which are reported to the college community and the Board of Trustees.

7. Decision Making

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The college works to maintain increased levels of campus-wide communication regarding budget development and the links to planning. The Superintendent/President and Vice President of Finance and Fiscal Services hosted six budget forums in 2011-2012, an increase from the single forums in previous years. Evaluations were conducted at each event and posted on the college website.

As in previous years, recommendations from program reviews and financial information are integrated by Academic Affairs, yielding informed schedule development processes. Efforts focuses on enrollment management, balancing numbers of seats assigned with general education categories, and maximizing goal completion within an atmosphere of shrinking resources.

Evidence

Institutional Effectiveness Committee

- Purpose statement

- Steering Constitution

Program Review

- Template

- Completed Reports (webpage – internet and/or intranet – all 4 areas)

Convocation Agenda 2011/12

Strategic Plan

- Annual Implementation Plan

- Annual Progress Report

- BOT presentation date – link to agenda

Budget Forums

- Link to PowerPoints (?)

- Dates

- Evaluation Results

In order to meet the standards, the team recommends that the college accelerate the program review timeline for student support services that have yet to undergo review and assess the effectiveness of recent program initiatives to Student Services and ensure that effective practices are maintained in the base budget. (Standard II.B.2.c., d., II.B.3.a., II.B.4.)

Resolution of the Recommendation:

This recommendation addresses two separate concerns: first, the timing of the schedule for program review completion in instructional support and institutional support areas, and second, assessment of the effectiveness of new grant-funded programs that support students, keeping effective programs in the base budget. As stated in the visiting team report (page 26) the academic/instructional and student services program reviews have been in place for a long time. The student services programs have conducted comprehensive program reviews since 1996 and have completed their third six-year cycle. Instructional program reviews have also been in place for many years. The team report identifies two additional areas for attention – instructional support, including such areas as child development center, distance education, library services, etc., and institutional support, including such areas as human resources, fiscal services, maintenance and operations, research, and technology.

Analysis of the Results:

The instructional support program reviews were all completed between 2006/07 and 2010/11.

2006-07:	Distance Education
2007-08:	Athletics
2008-09:	Learning Center, College Success (basic skills), Continuing/Contract/Non-credit Education, Honors, Library Services, Study Abroad, Performing Arts Center
2009-10:	Child Development Center
2010-11:	Tech Prep

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The institutional support areas were completed as follows.

- 2008-09: Facilities and Construction
- 2009-10: Fiscal Services, Purchasing/Warehouse/Transportation
- 2010-11: Human Resources, Institutional Research, TeCS, Institutional Advancement

All of the completed program reviews, regardless of area, go through the college shared governance process including approval by the Steering Committee and presentation to the Board of Trustees.

The recommendation further requests that the college assess the effectiveness of recent program initiatives and maintain effective practices in the base budget. The recent initiatives include several grant funded programs, including: (1) the HSI Science, Technology, Engineering and Mathematics (STEM) grant; (2) the College Success program funded through the Basic Skills Initiative; (3) Bridges to Success, funded by HSI Title V; (4) the Center for Teacher Excellence, funded through HSI Title V; and (5) the Veterans Center, funded by a grant from Wal-Mart and a federal Centers of Excellence for Veteran Student Success grant.

STEM

The STEM program includes several components, including Power Math, supplemental instruction (SI), calculus readiness workshops, Math Success Center, and STEM Center. The Power Math program showed strong initial results, but tracking student progress over subsequent semesters indicated that the program was ineffective in making a lasting improvement in mathematics. As a result, this program component has been discontinued. The college has a great deal of data on the effectiveness of supplemental instruction, which is very positive. SI not only improves student success but also persistence. Staff presented this research at the Association for Institutional Research conference. The evaluation of the calculus workshops also shows good results. The data on the Math Success Center, which provides drop-in tutoring, shows strong usage and student satisfaction. Comparison of grades indicates that this is an effective service. The STEM Center houses supplemental instruction, study groups, computers, and science materials and serves as a hub for science students. Student reports and utilization indicate that this program is also very effective.

The college will maintain the Math Success Center and the STEM Center through the reallocation of existing funds, and alternate mechanisms are being explored to maintain support of supplemental instruction. The college has submitted, and been awarded another STEM grant to build on the success of the first grant.

College Success

The College Success program includes the Fast Track program and learning communities. Fast Track pairs two courses, each 8 weeks in duration, to be completed in one semester. The

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college has conducted longitudinal studies since fall 2009 comparing success rates of fast track courses to traditional semester length courses. The results are strong, and this program has already been institutionalized. The learning communities program has five years of data showing graduation rates, student satisfaction, persistence and success. This program also has good results, and the college has allocated basic skills initiative funding where appropriate and is seeking additional grant funding to maintain this program.

Bridges to Success

The Bridges to Success Program includes English supplemental instruction and the Writing Café, a drop-in writing resource center. Early data on grades, usage and student satisfaction indicate that both of these efforts are effective. The grant includes 3 more years of funding.

Center for Teacher Excellence

The first Center for Teacher Excellence was funded by a cooperative HSI grant with Citrus College and the University of La Verne whose purpose was to provide specialized counseling and advising services and transfer assistance for students who want to become K-12 teachers. The funding is completed, but many of the services of this program have been institutionalized. The college continues to provide specialized counseling for future teachers as well as workshops on teaching, a specialized curriculum for future teachers in general education disciplines, and a book loan service. The University of La Verne continues to visit the college each semester to meet with future teachers and assist them with transfer. The program currently has nearly 400 active students. A new HSI grant for teacher excellence, in partnership with the University of La Verne, was just awarded to Citrus College. This will enable continued development and expansion of services for future teachers.

Veterans Center

The Veterans Center is funded by the district, a Wal-Mart grant, and a Department of Education Centers of Excellence for Veteran Student Success grant. The program began as a series of services, but nearly two years ago a physical home was provided for the program. With the move to a larger space, the Veteran's Center has three staff offices, a lounge and a study room equipped with six computers. Student surveys and focus groups cite the effectiveness of a location to gather and provide support to one another as well as tutoring support. A financial aid staff member was relocated to the center to provide support and to assist student veterans with processing their applications for benefits. The college provides mental health services, math refresher workshops, and outreach to veterans in the community as well as training for faculty and staff on serving veterans. A special course, "Boots to Books" has been offered for several years. This program has resulted in state and national recognition for the college, including being named as a "Military Friendly School" by *G.I. Jobs Magazine* and being featured in the White House Summit video on community colleges. The services funded by the most recent grant are still in their first year and will be evaluated at the end of the year for effectiveness. The federal grant will continue for two more years and most of the services provided will be maintained with district funds.

Additional Plans:

Program review schedules have been established and implemented. The utilization of program review for strategic planning and for budget development is documented in the *Citrus College Integrated Planning Manual*. The college will continue to assess the effectiveness of program review processes annually and update as needed.

In light of the severe fiscal distress of the state, the college is reevaluating many of the services provided to students in an effort to maintain services that provide the most assistance in helping students reach their academic goals. However, the college has assessed the effectiveness of recent program initiatives and has institutionalized many of the most effective components of grant-funded services and plans to continue to seek additional outside funds as well as district funds to maintain these services.

List of Evidence

- (1.) *Citrus College Integrated Planning Manual*
<http://www.citruscollege.edu/admin/planning/Documents/IntegratedPlanningManual.pdf>
- (5.) Program Review schedules for :
 - Instruction -
<http://www.citruscollege.edu/pr/academic/Documents/forms-handbook/Program-review-cycle.pdf>
 - Student Services -
<http://www.citruscollege.edu/pr/student/Pages/default.aspx>
 - Instructional Support -
<http://www.citruscollege.edu/pr/academic/Pages/instructionalsupport.aspx>
 - Institutional Support -
<http://www.citruscollege.edu/pr/institutional/Pages/areasinreview.aspx>
- (6.a.) STEM Grant: Internal Evaluation Report, Page 2
<http://www.citruscollege.edu/admin/research/Documents/STEM/2011/STEM-Meeting-04-01-2011.pdf> (6.b.)
College Success: Tracking Students from Basic Skills to College Level Math and English
<http://www.citruscollege.edu/admin/research/Documents/IR%20Projects/TrackingStuFromBStoCollegeLevel.pdf>
- (6.c.) Bridges to Success: Writing Café Usage Report, Fall 2010
<http://www.citruscollege.edu/academics/bridges/research/Documents/Research%20Data/Writing%20Cafe/Data>
- (6.d.) Bridges to Success: Supplemental Instruction Report, Fall 2010
<http://www.citruscollege.edu/academics/bridges/research/Documents/Research%20Data/Supplemental%20Instruction/Data>

In order to meet the standards, the team recommends that the college accelerate the program review timeline for student support services that have yet to undergo review and assess the effectiveness of recent program initiatives to Student Services and ensure that effective practices are maintained in the base budget. (Standard II.B.2.c., d., II.B.3.a., II.B.4.)

Resolution of the Recommendation

The current table of Program Review Completion reflects that the college is current in all areas of program review throughout the institution. In specific response to the recommendation, all areas of student services have completed their program reviews and are current in their cycles.

As reported in the fall 2011 Follow-Up Report, the college has assessed the effectiveness of recent program initiatives in order to maintain effective practices in the base budget. Additionally, current research projects focus on the effectiveness of grant-funded initiatives in order to assess the efficacy of their outcomes.

Analysis of the Results

The Office of Institutional Research, in cooperation with grant project personnel, is engaged in analysis of grant initiatives' outcomes in an effort to determine which initiatives and strategies are most successful and effective and should be considered for continued funding.

- **STEM**

The STEM Program has maintained practices found to positively increase student outcomes and continues to build upon them. During the 2011-2012 academic year, supplemental instruction (SI) was provided for 54 course sections (46 science and 8 mathematics). As noted in the previous report, the district sought and received additional federal funding (Title V HSI) to expand and maintain SI over the next 5 years. Data continue to show a significant correlation between SI attendance and course success and the positive outcomes have encouraged additional mathematics faculty to request SI for the fall 2012 term. The Math Success Center, which provides drop-in tutoring, continues to be an important resource for Citrus students as evidenced by usage statistics and student satisfaction surveys. Current textbooks and supplementary materials have been stocked in the Center. The STEM Center where SI and the Math Success Center are housed, and which serves as a hub for STEM students, continues to be supervised by a district-supported full-time faculty member.

- **College Success**

Since the Follow-Up Report, the College Success Fast-Track and Learning Community programs have evolved into curriculum redesign for English, reading and math.

English and Reading: Citrus College faculty and administration have created new and innovative ENGL 098 and ENGL 099 courses. This action responds to several factors both internal and external to the college. These factors include the following: data collected by Institutional Research which indicate high persistence and success rates for Fast-track and Learning Community courses; new transfer degrees under AB 1440 which do not require reading courses; state CB 21 coding which combines reading and writing competencies into one English course; cuts in FTES; limits on unites to completion; limits on financial aid; and time to completion.

These new courses reduced 18 units of English and reading coursework into 6 units of College Success (Basic Skills) coursework. ENGL 098 and ENGL 099 were developed in spring 2011 and began in fall 2011; ENGL 098 (1 unit) combines Fast-Track ENG 030(3 units) and READ 019(3 units) and ENGL 099 (5 units) combines Fast-Track ENGL 040, ENGL 100, READ 040, and READ 099 (all 3 unit courses). ENGL 098 and ENGL 099 are institutionalized and ENGL 099 is predominately taught by full-time faculty. As an additional benefit to the curriculum redesign, during this time of budget cuts, ENGL 098 and ENGL 099 allowed us to offer 15 more courses than we would have offered had the change not happened. At the same time, we were able to open up more seats in the sequence for students

Math: Math also accelerated and redesigned College Success courses. MATH 017 (3 units) and MATH 020 (3 units) have been redesigned into the new 1 unit MATH 020 lab course. The new course was developed in spring 2011 and implemented in fall 2011. The new MATH 020 course reduced 6 units of math to 1 unit. In addition, the basic skills math sequence was decreased by one course, which shortens the time to completion for the students from five to four Math courses. Furthermore, similar to the English redesign, the unit and course reduction allowed us to offer more courses and open up more seats in the sequence for students. MATH 020 is institutionalized and taught by full-time faculty.

Learning Communities: College Success learning communities continue to be offered each semester; data from the learning community program continues to show positive results in student satisfaction, persistence and success. The program is funded by the Basic Skills Initiative, the Title V Bridges to Success grant, and Title V Race to STEM grant.

- **Bridges to Success**

The Bridges to Success Program focuses on improving student success from basic skills to college level, and college level to transfer level, and includes English Supplemental Instruction, Career Major Learning Communities and the Writing Café, a drop-in writing

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resource center. Early data on grades, usage and student satisfaction indicate that all of these efforts are effective. To work toward institutionalization of the Writing Café, Learning Center tutors (district funded) and Writing Café consultants (Bridges to Success grant funded) are being cross-trained; lab supervisors of both the Learning Center and Writing Café are also cross-trained, so that in both instances the resources are available to students under both district and grant funds. In Learning Communities, the amount of time needed for coordination has been reduced from 40% to 20%, and the coordinator position model has moved to stipend rather than release time, allowing more flexibility. In addition, Learning Community faculty are working toward a model in which there will be no extra pay to teach in Learning Communities so that by the end of the grant term, Learning Communities will be self-sufficient in funding, except for the coordinator stipend, which would remain district funded. In Supplemental Instruction offered in basic skills courses, many of the topics covered by SI—student motivation, goal-setting, effective time management, test-taking strategies—have been incorporated into the newly designed accelerated English 098 and 099 courses, thus reducing the need for SI in those courses. The grant includes 2 more years of funding.

- **Veterans Center**

The Veterans Center is funded by the district, a Wal-Mart grant, and a Department of Education Centers of Excellence for Veteran Student Success grant. The program began as a series of services, but nearly three years ago, a physical home was provided for the program. With the move to a larger space, the Veteran's Center has three staff offices, a lounge and a study room equipped with six computers. Student surveys and focus groups cite the effectiveness of a location to gather and provide support to one another as well as tutoring support, peer to peer mentoring, academic counseling and mental health therapy. A financial aid staff member was relocated to the center to provide support and to assist student veterans with processing their applications for benefits. The college provides mental health services, math refresher workshops, and outreach to veterans in the community as well as training for faculty and staff on serving veterans. A special course, "Counseling 160 – Strategies for College Success for Student Veterans" has been offered for several years. This program has resulted in state and national recognition for the college, including being named as a "Military Friendly School" by *G.I. Jobs Magazine* and being featured in the White House Summit video on community colleges. The services funded by the most recent grant are in their second year and were evaluated at the end of the first year for effectiveness. The external evaluator commented that "Overall, Citrus College's Operation VETS is one of the most effectively implemented year one programs... One significant outcome of their efforts is the dramatic increase in student persistence rates." The federal grant will continue for one more year, and most of the services provided will be maintained with district funds.

Additional Recent Initiatives since the Accreditation Visiting Team Report

- **Center for Teacher Excellence (new)** [date of implementation?]
The new Center for Teacher Excellence is funded by an HSI Cooperative Grant, *Preparing Tomorrow's Teachers Today Through Technology*, or PT5, including Citrus College and the University of La Verne. The purpose is to improve program completion and graduation rates of future teachers completing their lower-division coursework at Citrus College and University La Verne, and upper division work at University La Verne. The current program has approximately 500 active students. The program's objectives are: 1) increase the number of students in teacher education programs that will overcome technology literacy and integration deficiencies, 2) increase the number of teacher prep Citrus College students who complete the teacher education program, 3) provide the University of La Verne model of technology training for faculty at Citrus College, 4) increase teacher education-related major articulation agreements, and 5) improve and enhance instructional technology resources at the University of La Verne through a re-design of courses to include technology rich content-to-model best teaching practices. Length of grant? Where in cycle? Plans to institutionalize?
- **RACE to STEM: Rise Above Challenges Exponentially**
To increase the number of Hispanic and other low income students attaining degrees and/or transferring in the fields of science, technology, engineering, or mathematics, Citrus applied for and received a solo Title V HSI grant to implement three components in the RACE to STEM: **Get Ready!** – Strengthening pre-collegiate preparation in STEM and data-based decision making through effective student tracking; **Get Set!** – Enhanced academic services to improve quality of teaching and learning through Faculty Inquiry Groups, STEM Learning Communities and Supplemental Instruction, and enhanced student services through Peer-to-Peer mentoring and STEM Counseling; and **Go!** – Improving articulation with four-year universities, developing a new engineering degree, and student research opportunities in STEM.

Sample key outcomes include: a) increase the number of students declaring STEM; b) transition students from developmental to college-level math and science; c) increase students completing transfer-level math and science courses; d) increase the number of students completing associates degrees in STEM and transferring in STEM fields; and e) increase the number of articulation agreements to create a seamless transition to four-year universities.

Grant activities began in fall 2011 and included *Support and Inspire to Gain Motivation and Achievement* (SIGMA) peer-mentoring which supported 18 mentors interacting with 63 mentees, faculty inquiry groups in both mathematics and science, and summer math and science camps for local youth. The framework for the new STEM Academy, supported by the grant, was put into place in winter 2012. The Academy has enrolled 135 students to date. STEM Academy activities have been drafted for the 2012-2013 academic year and, in part, include application (e.g., transfer, internship) and career workshops as well as

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social and research activities. Additionally, the new STEM grant outlines opportunities for students to participate in summer research experiences. This summer, 10 students will work in research laboratories at California State Polytechnic University at Pomona and plans for a Year 2 expansion are under way. **Length of grant? Where in cycle? Plans to institutionalize?**

- **STEM²: Strengthening Transfer Education & Matriculation in STEM**

California State University, Fullerton (CSUF), a four-year comprehensive university and Hispanic-Serving Institution (HSI) in Orange County, CA, and three of its feeder community colleges, Citrus College, Cyprus College and Santiago Canyon College, also HSIs, have created *Strengthening Transfer Education & Matriculation in STEM (STEM)²*, a multifaceted project designed to encourage STEM degrees, retain students in STEM fields, produce more community college STEM transfers to four-year institutions and, ultimately, increase the number of Hispanic/Latino and low-income students attaining STEM baccalaureates.

(STEM)² services complement and expand current Citrus STEM and new RACE to STEM activities. For example, 8 Citrus students are participating in summer research experience on the California State University, Fullerton campus. **Length of grant? Where in cycle? Plans to institutionalize?**

Additional Plans

Program Review updates

Evidence

Faculty and Staff Time and Effort Reports
SI attendance records
End-of-term data analyses (pass rates, grade distributions) for SI students
Student surveys
CI Tracker data
Mentor Journals/Mentee sign-in
Calendar of events/activities
STEM Academy enrollment

Documents that support the evidence: (documents attached to 6/7/12 Martinez email)

- Longitudinal Data: Success Rates for Learning Community and Fast Track Classes
- English and Reading Curriculum Redesign Sections Saved

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- Learning Community Student Surveys

Program Review Completion Table

Institutional Research data – re: STEM

S.I., Tutoring (STEM & Math Centers), SIGMA peer mentoring

STEM Academy Website

In order to meet standards, the team recommends that the college complete its stated goal in its comprehensive planning agenda to “demonstrate its commitment to continuous quality improvement through the updating and review of the effectiveness of the college’s five major planning documents and be deliberate in utilizing the content with them in budget development.” (Standards III.A.6, III.B.2.b, III.C.2)

Resolution of the Recommendation:

In the fall of 2010, the college initiated a review of its planning processes. The first goal of this review was to institutionalize the use of data in decision-making; the second goal was to develop a model to articulate the flow between and among the planning processes and the link between planning and resource allocation. The product of this review is the *Citrus College Integrated Planning Manual* which was approved by the Steering Committee in May, 2011 and presented to the Board of Trustees in June, 2011.

Analysis of the Results:

Through the dialogue that resulted in the development of this manual, the college reaffirmed its existing planning assumptions and clarified the links between and among the components of planning. As described in the manual, the college is committed to an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation as a means of ensuring continuous quality improvement.

The manual outlines the overall planning model as well as the following information for each component of the planning process:

- Specific purpose
- Processes by which recommendations will be developed
- Timeline
- Individuals or groups responsible for initiating and completing the tasks
- Individuals or groups that will receive the recommendations and render final decisions

The five major planning documents of the college are:

- Citrus College Mission Statement
- Program Review

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- Strategic Plan
- Educational and Facilities Master Plan*
- Technology Master Plan*

Mission

The mission, vision and values of the college drive the remainder of college planning. The planning manual states that the mission will be reviewed every five years, to coincide with the strategic planning cycle.

Program Review

Program review in instructional programs and student services programs has been ongoing through several cycles, is systematic, and is used to assess and improve student learning. In the last two years, program reviews in both instructional support and institutional support areas have been completed. The chief instructional officer and representatives of the academic senate assess the program review process annually to increase utility and effectiveness. The college just completed the cycle of program review in the institutional support areas and can now review the model for effectiveness.

Annual program review in instruction and student services, along with the college strategic plan, drives goals and activities at the program level each year.

Strategic Plan

The strategic plan guides the direction of the college's energies and resources. It articulates the focus areas, institutional goals and strategic objectives that are the foundation for all other college plans. The strategic planning committee began with a review of internal and external data in a SWOT analysis. From this review, the committee developed six focus areas for college planning. On convocation day, all faculty and staff were asked to participate in a brainstorming session to identify possible college initiatives to accomplish these focus areas. Nearly 1,000 suggestions were refined into a survey that went out to all staff, and staff voted on the relative importance of each item. The committee then selected the highest ranked items in each focus area to become the five-year strategic plan. The product of this process is a five-year strategic plan with annual implementation plans and annual progress reports. At the end of year one, the strategic planning committee will review the effectiveness of the process.

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Master Plan

The college completed the new *Educational and Facilities Master Plan* in fall 2011. The previous master plan served the college very well from 2001 to 2010, providing support for our instructional and support programs, a successful facilities bond campaign, and college planning. The college's Steering Committee served as the advisory committee for the development of the comprehensive master plan, utilizing a consultant to assist in the process. This plan will be utilized to chart the college's long-term course.

The Steering Committee used the following process to complete the plan:

- Analysis of existing conditions
- Anticipation of changes in the community
- Anticipation of growth in the college as a whole
- Anticipation of changes in programs and services
- Inclusion of focus areas, institutional goals and strategic objectives assigned to instruction and student services
- Inclusion of opportunities for input from all college constituencies

Technology Plan

The technology plan guides the implementation of technology at the college for a five-year period in order to:

- Respond to the institutional goals and strategic objectives from the strategic plan
- Incorporate technology requirements defined in the *Educational and Facilities Master Plan*
- Encompass the evaluation and development of the infrastructure, administrative information systems, operations support and management of web resources

The college has developed annual planning objectives to implement the strategic plan, to annually review and update planning objectives, and to communicate the achievement of goals through the annual program review process.

Additional Plans:

The *Citrus College Integrated Planning Manual* documents how resource allocation and budget development are influenced by the college's five main planning documents.

The college will utilize the *Citrus College Integrated Planning Manual* to increase clarity of the planning processes, linkages between the various plans, and ways in which they relate to resource allocation.

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Evidence:

- (1.) *Citrus College Integrated Planning Manual*
<http://www.citruscollege.edu/admin/planning/Documents/IntegratedPlanningManual.pdf>
- (2.a.) Instructional Program Review Outline and Matrices
<http://www.citruscollege.edu/pr/academic/Documents/forms-handbook/ProgramReviewTemplate.pdf>
- (2.b.) Instructional Annual Program Review Outline and Matrices
<http://www.citruscollege.edu/pr/academic/Documents/forms-handbook/annual-worksheet-form.pdf>
- (7.) Mission Statement
<http://www.citruscollege.edu/admin/mission/Pages/default.aspx>
- (8.) Strategic Plan
<http://www.citruscollege.edu/admin/planning/Pages/default.aspx>
- (9.) *Educational and Facilities Master Plan*
<http://www.citruscollege.edu/info/reports/Documents/CitrusEdandFacilitiesMP2011-2020.pdf>
- (10.) *Technology Master Plan*
<http://www.citruscollege.edu/tecs/Documents/2010CITCTechPlan.pdf>

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Recommendation 5
Continuing Evidence of Results

Midterm Report
Fall 2012

Self-Improvement Plan #5

In order to meet standards, the team recommends that the college complete its stated goal in its comprehensive planning agenda to “demonstrate its commitment to continuous quality improvement through the updating and review of the effectiveness of the college’s five major planning documents and be deliberate in utilizing the content with them in budget development.” (Standards III.A.6, III.B.2.b, III.C.2)

Resolution of the Recommendation

Citrus College has maintained a robust commitment to ongoing quality improvement. All planning documents have been reviewed and updated, and a revised mission statement was approved by the Steering Committee on May 21, 2012. Budget development remains linked to planning and the *Citrus College Integrated Planning Manual* is reviewed and updated annually.

Analysis of the Results

I. Overall Assessment on Institutional Effectiveness

In fall 2011, the college established the Institutional Effectiveness Committee (IEC). Co-chaired by the Director of Institutional Research and the Program Review Coordinator, IEC is a standing committee of the Citrus College Steering Committee. The purpose of the Committee is to review and make recommendations on matters regarding institutional effectiveness, i.e. the review and assessment of the integrated planning process and the means by which it is linked to the budget process.

The committee is charged with advancing the college mission by promoting an ongoing, collegial, self-reflective dialogue based on a culture of evidence and data-driven decision-making. The committee engages in the design and implementation of assessment tools that evaluate institutional effectiveness.

With representatives from all college constituency groups, IEC began meeting in spring 2012. Discussions included review of the *Integrated Planning Manual*, accreditation rubrics, and components of planning processes on campus. The committee developed an institutional fact sheet on areas of program review, planning, and SLOs. In order to establish some baseline data for gauging institutional effectiveness, the committee conducted a brief survey among shared

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governance committee attendees. A total of 62 members, from 9 committees, took part in the survey. Major findings include:

- A total of 87% agree that the college is at the sustainable continuous quality improvement level regarding program review;
- A total of 79% agree that the college is at the sustainable continuous quality improvement level regarding planning; and
- A total of 67% agree that the college is at the proficiency level regarding SLO.

The Institutional Effectiveness Committee also conducted the initial annual review of the *Citrus College Integrated Planning Manual* and identified areas for update. The committee will review and update the *Citrus College Integrated Planning Manual* on an annual basis.

II. Review of the Five Major Planning Documents

1. Mission

In spring 2012, the mission statement was reviewed by the Steering Committee, the highest level of shared governance on campus. Through discussions, group members identified two versions of college mission statement, which included components that addressed:

- The broad educational purpose of the college,
- The intended student population, and
- The commitment to student learning.

The final drafts of the two mission statements were distributed campus-wide through a survey for review, comment, and selection of the final mission statement. A total of 190 faculty, staff and administrators cast their vote, and 60% of them selected the following version as the new mission statement of the college:

Citrus College delivers high quality instruction to students both within and beyond traditional geographic boundaries. We are dedicated to fostering a diverse educational community and learning environment by providing an open and welcoming culture that supports successful completion of transfer, career/technical education, and basic skills development. We demonstrate our commitment to academic excellence and student success by continuously assessing student learning and institutional effectiveness.

This final version was brought to the Steering Committee for review and approval on May 21, 2012, and the Board of Trustees approved the new mission on **June 19, 2012.**

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Although the college self-identified a five-year cycle for review of the mission statement, we feel that the cycle should be accelerated to a two-year cycle. The next formal review of the mission statement **will be initiated in 2014.**

2. Program Review

Starting in 2009, the instructional annual program review process underwent a comprehensive modification.

- During 2011-2012 there was a 98% annual program review completion rate among instructional programs.
- The institutional support and instructional support program review process has been modified to provide consistency in format and reporting deadlines college-wide.
- In May 2012, the Academic Senate approved a plan to revise the cycle and format of the comprehensive program review. During 2012-2013, the comprehensive program review format will be modified to reflect the strength of the annual program review data in the areas of budgeting, curriculum, and SLO assessment, and to build upon long-range planning, as reflected in the Educational and Facilities Master Plan.
- During discussion of program review at the Institutional Effectiveness Committee, a recommendation was made to overlay a review of the five planning documents with the five-year comprehensive program review cycle. This will be implemented starting with a review of the comprehensive program review process as mentioned above.

3. Strategic Plan

The current 5-year strategic plan was completed and adopted in spring 2011. Since adoption, the college developed and implemented an annual monitoring system. In the beginning of the academic year, an Annual Implementation Plan is developed, documenting responsible parties, specific activities, and expected measurable outcomes for each of the strategic objectives. At the end of the academic year, the annual Progress Report documents the achievements made in the year for each of the strategic objectives. All segments of the college report progress on identified objectives which are reported to the college community and the Board of Trustees.

In the annual program review, links are being established between individual program recommendation/objectives and strategic plan objectives on an annual basis. Beginning with the 2011-2012 annual program reviews, all recommendations and budget requests are linked to the college-wide strategic plan objectives.

4. Educational and Facilities Master Plan

- In 2011-2012 instructional annual program review, the long-term discipline projections, as indicated in the Educational Master Plan, were included in the program recommendations

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so that faculty will focus on long-term goals. In this sense, the annual program review provides documentation of growth towards completion of the long-term goals.

- In the future, we will continue to maintain a better integration between Master Plan and the comprehensive program reviews.

5. Technology Plan

The College Information Technology Committee (CITC) developed the first version of the college Technology Master Plan during the spring of 2009. CITC conducted a SWOT (Strength-Weakness-Opportunity-Threat) analysis and integrated the analysis with the technology needs defined in the Educational Master Plan, the Facilities Master Plan and the Strategic Plan. Five major focus areas, each with one to three goals, were developed for technology from this analysis. Based on these focus areas and goals, technology implementation objectives are created each year. These implementation objectives are taken into account during budget planning for technology for the following fiscal year.

The Technology Master Plan was designed as a five-year plan to be reviewed and updated on an annual basis. CITC reviews the plan in the spring. During this review, each implementation objective is evaluated and the work completed for the objective is documented. CITC then develops new implementation objectives for the following year. If an objective from the current year is not complete, it is added to the list for the following year. This planning provides guidance for technology budget planning each year.

The original 2009 Technology Master Plan is now in its fourth iteration, with updates being made in 2010, 2011 and most currently in 2012. Since the original plan was developed, the college has written a new 10-year Educational and Facilities Master Plan and a new five-year Strategic Plan. Both these plans took effect during the 2011- 2012 academic year. To respond to these plans and to position the Technology Master Plan to be in alignment with the Educational and Facilities Master Plan and Strategic Plan planning cycles, a new four-year Technology Master Plan will be developed during the 2012-2013 academic year to be implemented starting in starting in 2013-2014 and completed in 2016-2017. At that time, the next five-year Technology Master Plan will be developed responding to the next five-year Strategic Plan, which takes effect in the 2016, and to the existing Educational and Facilities Master Plan. From that point forward, the Technology Master Plan's development cycle will follow the Educational Master Plan and Strategic Plan development cycles by one year.

Table ___ illustrates the Institutional Planning Cycle developed for all major planning documents and processes

List of evidence

1. Updated planning manual with the revised planning model
2. IEC survey and IE fact sheet

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3. IEC survey results
4. Cycle of review for planning documents – a flow chart/graph
5. A sample annual program review from each of the 4 areas
6. AIP & APR: Strategic Plan
7. Five Year Planning Cycle
8. Annual Program Review Template
9. Technology Master Plan

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Table : Citrus College Institutional Planning Cycle

	Mission	Strategic Plan	Edu & Facilities Master Plan	Program Review	Tech Plan	Accreditation Visit
2011-2012	reviewed and updated	1st yr	yr1	old cycle, last yr	3rd yr	working on the midterm report
2012-2013		2nd yr	yr2	yr1	4th yr; planning for the new plan	midterm report due in fall
2013-2014	revisit and review	3rd yr	yr3	yr2	1st yr	start preparing for the self study report
2014-2015		4th yr; start planning for the new plan	yr4	yr3	2nd yr	self study report first draft due Dec 2014
2015-2016		5th yr; finalize the new plan	yr5; midterm review and status check	yr4	3rd yr	visit in fall
2016-2017	revisit and review	new plan yr1	yr6	yr5	4th yr; planning for the new plan	
2017-2018		yr2	yr7	yr1	1st yr	
2018-2019		yr3	yr8	yr2	2nd yr	midterm due in fall
2019-2020	revisit and review	yr4	yr9; start planning the new plan	yr3	3rd yr	
2020-2021		yr5	yr10; finish the new plan	yr4	4th yr; start planning for the new plan	
2021-2022		yr1	new plan yr1	yr5	5th yr; finalize the new plan	visit in fall

(June 2012)

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IV Recommendation Responses

This section contains responses to the remaining three recommendations made by the visiting team and designated for response in the fall 2012 Mid-Term Report. Self-improvement plans, which closely align to a recommendation, are also included in this section.

B Responses to Remaining Recommendations

2. Midterm Response: Fall 2012
Self-Improvement Plan 1

4. Midterm Response: Fall 2012
Self-Improvement Plan 2

6. Midterm Response: Fall 2012
Self-Improvement Plan 3

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Recommendation 2
Self-Improvement Plan 1

Midterm Report
Fall 2012

Recognizing the progress the college has made in developing SLOs at the course level, the team recommends that, in order to meet the standards by the Commission's 2012 deadline, the college complete the development and use of SLOs at the course and program levels and include SLOs in all course syllabi, including distance education. (Standard II.A.1.c, II.A.2, II.A.2.b, II.A.2.i, II.A.6)

Resolution of the Recommendation: Citrus College has developed and implemented SLOs and assessments for all courses offered by the college. The college utilizes course-level assessment data to inform the assessment conversation at the program, degree, certificate and general education levels. Course-level and program-level assessment data can be utilized during the program review process by linking resource requests to plans to improve achievement of outcomes. All syllabi for courses offered by the college, including distance education courses, include SLOs. Each division dean collects syllabi of courses offered each semester and checks for the inclusion of SLO language in addition to checking for inclusion of other syllabus best practice standards.

Analysis of the Results: Citrus College will continue to monitor the inclusion of SLOs and assessment in course outlines of record via CurricUNET. As a result of analyzing our process for SLO currency in the course outline of record, the Curriculum Committee developed and approved a fast-track approval process when only new and revised SLOs and assessment are submitted for approval. In order to accurately determine if syllabi included SLO language, the college decided to utilize division deans to check for compliance. They were already collecting syllabi and continue to identify SLOs in syllabi for courses offered each semester. Through the work of the college's campus-wide SLOA committee, "Hot Shots", the process for all levels of assessment are continuously evaluated. Further, the college continues to utilize the *Integrated Planning Manual* to assess the effective development and use of SLOs at all levels.

Evidence of the Results: Citrus College manages curriculum via CurricUNET. SLOs and assessments are recorded for each course on the official course outline of record. All syllabi are submitted to the appropriate dean and checked for inclusion of SLOs.

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Course-level SLOs are mapped to program-level SLOs using a template called the curriculum map. Course- and program-level outcome assessment is utilized during comprehensive and annual program reviews for the development of recommendations and resource requests.

Discipline-specific degrees and certificates are also discussed, analyzed, and assessed as a part of the program review process. This is documented in the annual program review.

The college formed a General Education Committee (GE) in 2009. The committee worked to identify outcomes for the GE pattern and also created a mapping grid (GE assessment map) from courses to core competency in each of five areas within the pattern. Based on this work, the college's GE pattern is assessed in a comprehensive group analysis which focuses on course assessment by core competency. Faculty who have taught and assessed courses within our locally defined GE pattern participated in cross-discipline dialogue by core competency. Each core competency group consisted of faculty from each area. Representatives from Student Services and Instructional Support also participated in this dialogue. This is documented via a summary narrative based on comprehensive notes taken from each dialogue. The summary is posted on the SLOA website.

Additional Plans: Citrus College plans to continue to make use of the assessment data generated from the GE, degree, certificate, and program levels to inform the development of the strategic plan. Because the current strategic plan had already been developed at the time that this assessment strategy was employed, the college has used these data to inform the action plans of the Strategic Plan and Educational and Facilities Master Plan.

List of Evidence:

Course outlines of record on CurricUNET;
Syllabi on the Oak server;
SLOA reflection templates (currently on Catalpa server);
SLOA Comprehensive Report on SLOA webpage;
Annual and comprehensive program reviews;
Integrated Planning Manual;
GE assessment narrative summary;
GE committee minutes; Hot Shots minutes;
Hot Shots Purpose Statement;
GE assessment map;
Curriculum map.

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[need to insert hyperlinks for all of the above-mentioned evidence.]

Self-Improvement Plan 1

**Midterm Report
Fall 2012**

Response

Change or reference to new term, Self-Improvement Plans?

Planning Agenda 1: *In order to fully achieve the proficiency level of the ACCJC rubric relative to student learning outcomes by the year 2012, the college will complete tasks identified in a comprehensive timeline for SLOs in the areas of courses, programs, degrees, and certificates, as well as instructional support programs, student services programs, and institutional support services. The college's institutional support services will continue its work to identify SLOs where appropriate, establish assessments and use the results for improvement.*

The college will continue its work to thoroughly incorporate student learning outcomes into the curriculum and program review processes, identify systematic measureable assessments, and use the results for the improvement of student learning and institutional effectiveness.

Each area will develop meaningful assessments that will enhance planning, evaluation and lead to program improvement and feed seamlessly into the program review process to support college decision-making.

Continued progress toward integrating results of assessment in college process will assure that planning and resource allocation contribute to student-centered institutional effectiveness.

Resolution of the Planning Agenda: Citrus College developed the "Plan to meet proficiency in 2012" when ACCJC released the SLO rubric. The "Plan to meet proficiency in 2012" included detailed action plans, responsible parties and a timeline for anticipated completion. The college

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has systematically implemented all action plans and is currently at the proficiency level of the rubric. All institutional support programs have finished at least one comprehensive program review, and each of the programs is required to do an annual review of the program. Program SLOs are identified and assessed in the program reviews for each area. The SLOA data are utilized in the program review to prioritize resource allocations in each area and have become a part of institutional effectiveness. The *Integrated Planning Manual* highlights the college's process.

Analysis of the Results: Through the work of the college's campus-wide SLOA committee, "Hot Shots", the processes for all levels of assessment are continuously evaluated. The college will continue to utilize the *Integrated Planning Manual* to assess the effective development and use of SLOs at all levels. The college has had important success in assessment at the institutional level. Working through the Curriculum Committee, Math and English faculty spearheaded a process to compress courses offered in the basic skills sequences within each department. This action was in response to institutional dialog conducted by the College Success Committee, including discussion of learning outcomes and achievement data in the existing sequences and review of literature in the field. Additionally, the Enrollment Management Committee analyzed student enrollment data in the local GE pattern and made the recommendation to realign the courses in each area. More students can now complete the GE coursework in a shorter timeframe.

Evidence of the Results: The Plan to Meet Proficiency has been updated annually, reflecting completion of each action item by proficiency bullet from the ACCJC SLO rubric. The Hot Shots committee updates the plan, and the plan is posted on the SLOA website.

All institutional support programs have finished at least one comprehensive program review, and each of the programs is required to complete an annual review of the program. Program SLOs are included/stored in the program review documents.

Program review recommendations/goals (for instruction and institutional support) are linked to strategic objectives from the Strategic Plan. Course-level SLOs are mapped to program-level SLOs using a template called the curriculum map. Course- and program-level outcome assessment is utilized during comprehensive and annual program reviews for the development of recommendations and resource requests.

Discipline-specific degrees and certificates are also discussed, analyzed, and assessed as part of the program review process. This is documented in the program reviews.

The college formed a General Education Committee (GE) in 2009. The committee worked to identify outcomes for the GE pattern and also created a mapping grid (GE assessment map) from courses to core competency in each of five areas within the pattern. Based on this work, the

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college's GE pattern is assessed in a comprehensive group analysis which focuses on course assessment by core competency. Faculty who have taught and assessed courses within our locally defined GE pattern participated in cross-discipline dialogue by core competency. Each core competency group consisted of faculty from each area. Representatives from Student Services and Instructional Support also participated in this dialogue. This is documented via a summary narrative based on comprehensive notes taken from each dialogue. The summary is posted on the SLOA website.

Further, all other areas of the college have developed and assessed SLOs; reflections on assessments and analysis are linked to resource requests in their program reviews. The college has an institutional prioritization process that is reflected in the *Integrated Planning Manual*.

Additional Plans: Citrus College plans to continue to make use of the assessment data generated from the GE, degree, certificate, and program levels to inform the development of the strategic plan. Because the current strategic plan had already been developed at the time that this assessment strategy was employed, the college has used these data to inform the action plans of the Strategic Plan and *Educational and Facilities Master Plan*.

List of Evidence:

Course outlines of record on CurricUNET;
Syllabi on the Oak server;
SLOA reflection templates (currently on Catalpa server);
SLOA Comprehensive Report on SLOA webpage;
Annual and six year program reviews;
Integrated Planning Manual;
the Plan to Meet Proficiency;
GE assessment summary narrative;
GE committee minutes;
Hot Shots minutes;
Hot Shots Purpose Statement;
GE assessment map;
Curriculum map;
Enrollment Management minutes;
Student Success Committee minutes;
Curriculum Committee minutes;
Educational Master Plan Transfer Study;
Citrus College Catalog.

Addressing the SLO Proficiency Rubric Bullets

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1. ***Student learning outcomes and authentic assessment are in place for courses, programs and degrees.***

- Development and use of SLOs at the course level
 - a. As of spring 2012, 100% of all courses have SLOs.
 - b. 100% have developed assessment in place

- Program-level SLOs
 - a. All programs have SLOs developed
 - b. About 80% of programs have curriculum maps complete (check for accuracy)

- Degrees and Certificates
 - a. Currently 100% have developed SLOs
 - b. The curriculum map for discipline-based degrees will provide assessment but the bigger degrees will need inter-disciplinary conversation. (May 17th – GE assessment conversation by local GE Area (A-E); discipline based degrees and certificates are handled by program review – umbrella degrees will be discussed in Curriculum) Dana will update.
 - c. For certificates and skill awards, the licensure exams represent assessment.

2. ***There is widespread institutional dialogue about the results of assessment and identification of gaps.***

- On Spring 2012 FLEX Day, there was a college-wide dialogue on SLO and assessment.
- On Convocation days, as part of program review, SLOA is discussed as well, and the data from both semesters are utilized to develop recommendations linked to resource requests and also to strategic plan objectives.
- The development of the Strategic Plan is based on a college-wide dialogue and analysis of institutional assessments, such as CCSSE, ARCC, fact book. The analysis and identification of gaps have led to the formation of the focus areas of the strategic plan.
- The college works to ensure that we offer courses to support the mission of the college. For example, Physical and Natural Sciences, as a group, discussed course offerings and which courses could be cut while maintaining our commitment to the core missions of degree and transfer.
- Division meetings during spring semester will help to continue the assessment dialogue that was initiated on FLEX day. Update to this?
- The college analyzed course offerings by transfer category from the institutional capacity perspective, and the Enrollment Management Committee utilized these data

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to realign course offerings to better support completion of the local GE pattern requirements.

- Working through the Curriculum Committee, Math and English faculty spearheaded a process to compress courses offered in the basic skills sequences within each department. This action was in response to institutional dialog conducted by the College Success Committee, including discussion of learning outcomes and achievement data in the existing sequences and review of literature in the field.

3. *Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.*

- Program review serves as the unit-level planning tool college-wide.
- Division meeting minutes from the prioritization process document linking the results of assessment to decision-making.
- After the spring GE conversation, we will have more evidence on this. [Knowledge gained from these assessment results in the future need to be considered in the creation of long-term college plans, such as the new strategic plan.] Updates to this?
- The TeCS department has utilized the student survey data from CCSSE in terms of technology needs and computer usage on campus. The survey data helped us better understand how students use technology to support learning. Also, these data helped the TeCS department make decisions to allocate resources for open labs and classrooms.
- The college analyzed course offerings by transfer category from the institutional capacity perspective, and the Enrollment Management Committee utilized these data to realign course offerings to better support completion of the local GE pattern requirements.
- Working through the Curriculum Committee, Math and English faculty spearheaded a process to compress courses offered in the basic skills sequences within each department. This action was in response to institutional dialog conducted by the College Success Committee, including discussion of learning outcomes and achievement data in the existing sequences and review of literature in the field.

4. *Appropriate resources continue to be allocated and fine-tuned.*

- We have continued to support the SLOA coordinator at 40% reassignment and Program Review Coordinator at 20%. Curriculum Chair is also at 40%.
- Minutes from the Financial Resources Committee document the prioritization of resource allocation.
- Informed by prioritization within each division, instructional deans create a prioritization document reflective of Academic Affairs as a whole.

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- An institutional survey is planned to be delivered in the spring...year?..., with questions on current use and future need of SLOs and program review resources.
- 5. Comprehensive assessment reports exist and are complete and updated on a regular basis.**
- The college's Comprehensive Assessment Report is posted online on the SLOA website and is updated annually.
 - The Strategic Plan Progress Report is completed annually and posted online.
 - The proposed budget is reflective of institutional dialog and analysis.
 - The college continually engages in discussions of ARCC data reports.
 - The CCSSE is completed every two years and results analysis and summaries are shared broadly.
- 6. Course student learning outcomes are aligned with degree student learning outcomes.**
- The curriculum map aligns courses to program SLOS. Curriculum map serves as a tool for program-level SLO assessment.
 - Discipline-based degrees and certificates are considered as equivalent to the program and the courses will then be mapped to the degree as well.
 - The interdisciplinary degrees will require a broader faculty dialogue to create the course-to-degree map. (similar to the GE conversation, this may require divisions getting together at the same time in the same place for the dialogue to happen)
- 7. Students demonstrate awareness of goals and purposes of courses and program in which they are enrolled.**
- The supplemental CCSSE questions on student awareness of SLOs provided data about students' levels of awareness. Students were shown to ...
 - Some of the student service areas program reviews have analyzed data on students' level of awareness, such as the satisfaction survey at the A&R, EOP&S, and the annual graduates' counseling survey.
 - Student generated content videos are produced as a part of the current awareness campaign.

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Table : Standards/Recommendations Crosswalk

Response	Standards					
	IB 1	II A 2 e	II A 2 f	II B 4	II C 2	III A 1 c
Recomm. 2	Analysis section (HotShots, GE assessment, <i>Integrated Planning Manual</i>)	Everything	Everything	N/A	N/A	N/A
Plan. Ag. 1	Analysis; Evidence (HotShots, GE assessment, <i>Integrated Planning Manual</i>)	Everything	Everything	Everything	Everything	N/A
Prof. Bullets	#1 #2 #3	#1 #2 #3 #4 #6	#1 #2 #3 #6	#2 #3 #5 (evidence) #7	#2 #3	N/A

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Recommendation 4
Self-Improvement Plan 2
Self-Improvement Plan 3

Midterm Report
Fall 2012

Recommendation 4

The team recommends that the college update all policies with respect to recruitment and hiring documents, including revisions of the equal opportunity and diversity clauses in the hiring documents, and formalize all job descriptions. Further, the team recommends that the college review all policies and procedures with respect to evaluation of personnel, including reference to the use of student learning outcomes.

Self-Improvement Plan 2

The director of human resources will work with classified employees and managers to review and revise classified job descriptions by July 2010. The director will establish a process to ensure periodic updating of job descriptions.

Self-Improvement Plan 3

The director of human resources will work with the board and appropriate campus constituent groups to develop written procedures for the recruitment and selection of academic administrators, managers, supervisors and classified staff by July 2010.

Resolution of the Recommendation:

Citrus College has adopted comprehensive board policies and administrative procedures relating to Human Resources. More specifically, the College has adopted board policies and administrative procedures on all of the subject matter areas set forth in this recommendation.

The board policy and administrative procedure concerning the evaluation of full-time faculty specifically requires a faculty member to assess student learning outcomes as part of the faculty member's self evaluation component of the required evaluation portfolio.

All classified position job descriptions have been reviewed and updated.

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Analysis of Results:

In the spring of 2009, the College's Office of Human Resources implemented a process for the development of a set of comprehensive board policies and procedures related to the College's human resources.

This process included review and input from the Human Resources Advisory Committee, input from all campus constituents groups as well as negotiations with the full-time faculty association and the classified association where applicable.

The process of development of Human Resources board policies and administrative procedures was divided into three segments and timelines. The first segment was designed to deal with policies and procedures relevant to all employees. In addition, this phase of the process included identifying which board policies and procedures would be subject to negotiations, and a timeline for such negotiations was developed. This first phase led to the development of board policies and administrative procedures on topics such as equal employment and non-discrimination. All hiring documents refer to equal opportunity board policy and administrative procedure. Also during this phase, the District and the faculty association developed a timeline for negotiations relating to new board policies and administrative procedures on evaluations and leaves of absence. (See Board Policies and Administrative Procedures 7100-7112).

The second phase of the project included the completion of all board policies and administrative procedures related to academic personnel. This included a revised board policy and administrative procedure on evaluation of full-time faculty and the process for recruitment and selection of full-time and adjunct faculty. (See Board Policy and Administrative Procedures 7200-7210). The administrative procedure on evaluation of full-time faculty specifically requires faculty to assess student learning outcomes as part of the self-evaluation component of the evaluation process.

The third and final phase of the project led to the development of board policies and procedures relating to classified staff, academic administrators and classified managers / supervisors / confidential employees. Specifically, revised procedures for the evaluation of classified staff, managers and supervisors/confidential employees were developed.

The table below sets forth the timeline for the development of each Human Resources Board Policy and Administrative Procedure. (See **Table _____**)

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In fall of 2010, a joint committee comprised of the management staff of the Office of Human Resources and two classified association representatives began the task of reviewing and revising all job descriptions for classified positions. The review process included receiving input from employees and managers concerning job functions currently performed, a thorough job analysis review, and an opportunity for review of all proposed new job descriptions. The committee was involved at each stage of the review and gave its approval to all job descriptions. The revision of all classified position job descriptions was completed in January 2012. All job descriptions are posted on college's web page.

Table : Human Resources Board Policies and Administrative Procedures

Board Policy / Administrative Procedure	Title	Date Distributed to Constituent Group Leaders	Date Approved by Steering	Date Approved by BOT
BP 3300	Public Records	10/07/10	12/13/10	02/01/11
AP 3300	Public Records	10/07/10	12/13/10	02/01/11
BP 3310	Records Retention and Destruction	10/07/10	04/11/11	05/17/11
AP 3310	Records Retention and Destruction	10/07/10	04/11/11	05/17/11
BP 3510	Workplace Violence Prevention	10/07/10	04/25/11	07/19/11
AP 3510	Workplace Violence Prevention	10/07/10	04/25/11	07/19/11
BP 7100	Equal Employment Opportunity	10/28/09	03/22/10	05/04/10
AP 7100	Equal Employment Opportunity	10/28/09	03/22/10	05/04/10
BP 7101	Discrimination Complaint Procedure: Students, Employees, and Job Applicants	10/28/09	03/22/10	05/04/10
AP 7101	Discrimination Complaint Procedure: Students, Employees, and Job Applicants	10/28/09	03/22/10	05/04/10
BP 7102	Prohibition of Harassment: Students and Employees	10/28/09	03/22/10	05/04/10
AP 7102	Prohibition of Harassment: Students and	10/28/09	03/22/10	05/04/10

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	Employees			
BP 7103	Drug and Alcohol-Free Environment and Drug and Alcohol Prevention Program	10/28/09	03/22/10	05/04/10
AP 7103	Drug and Alcohol-Free Environment and Drug and Alcohol Prevention Program	10/28/09	03/22/10	05/04/10
BP 7104	Whistleblower Protection	10/28/09	03/22/10	05/04/10
AP 7104	Whistleblower Protection	10/28/09	03/22/10	05/04/10
BP 7106	Political Activity	10/28/09	03/22/10	05/04/10
AP 7106	Political Activity	10/28/09	03/22/10	05/04/10
BP 7107	Nepotism	10/28/09	03/22/10	05/04/10
AP 7107	Nepotism	10/28/09	03/22/10	05/04/10
BP 7108	Communicable Disease	10/28/09	03/22/10	05/04/10
AP 7108	Communicable Disease	10/28/09	03/22/10	05/04/10
BP 7109	Health Examinations	10/28/09	05/10/10	07/19/11
BP 7110	Fingerprinting	10/28/09	10/11/10	05/04/10
AP 7110	Fingerprinting	10/28/09	10/11/10	05/04/10
BP 7111	Salary Deductions	10/28/09	03/22/10	05/04/10
BP 7112	Resignations and Retirements		11/21/11	02/07/12
BP 7200	Classifications of Academic Employees	05/25/11	11/21/11	02/07/12
AP 7200	Classifications of Academic Employees	05/25/11	11/21/11	02/07/12
BP 7201	Recruitment and Selection: Full-Time Faculty	11/18/10	11/21/11	02/07/12
AP 7201	Recruitment and Selection: Full-Time Faculty	11/18/10	11/21/11	02/07/12
BP 7202	Recruitment and Selection: Adjunct Faculty	08/16/11	11/21/11	02/07/12
AP 7202	Recruitment and Selection: Adjunct Faculty	08/16/11	11/21/11	02/07/12
BP 7203	Evaluation: Full-Time Faculty		05/23/11	07/19/11

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AP 7203	Evaluation: Full-Time Faculty		05/23/11	07/19/11
BP 7204	Evaluation: Adjunct Faculty	08/16/11	11/21/11	02/07/12
BP 7206	Faculty Exchange	08/16/11	11/21/11	02/07/12
AP 7206	Faculty Exchange	08/16/11	11/21/11	02/07/12
BP 7207	Minimum Qualifications and Equivalency	08/16/11	11/21/11	02/07/12
AP 7207	Minimum Qualifications and Equivalency	08/16/11	11/21/11	02/07/12
BP 7208	Tutoring	08/16/11	11/21/11	02/07/12
BP 7209	Leaves			08/16/11
AP 7209	Leaves			08/16/11
BP 7210	Sabbaticals	09/23/10	10/11/10	12/07/10
AP 7210	Sabbaticals	09/23/10	10/11/10	12/07/10
BP 7301	Recruitment and Selection: Classified Employees	08/16/11	11/21/11	02/07/12
AP 7301	Recruitment and Selection: Classified Employees	08/16/11	11/21/11	02/07/12
BP 7302	Short-Term Employees	05/25/11	11/21/11	02/07/12
AP 7302	Short-Term Employees	05/25/11	11/21/11	02/07/12
BP 7303	Professional Experts	05/25/11	11/21/11	02/07/12
AP 7303	Professional Experts	05/25/11	11/21/11	02/07/12
BP 7304	Student Employees	08/16/11	11/21/11	02/07/12
AP 7304	Student Employees	08/16/11	11/21/11	02/07/12
BP 7305	Discipline: Classified Employees		06/13/11	08/16/11
BP 7306	Lay-off			
AP 7306	Lay-off			
BP 7401	Recruitment and Selection: Academic Administrators	08/16/11	11/21/11	02/07/12
AP 7401	Recruitment and Selection: Academic	08/16/11	11/21/11	02/07/12

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	Administrators			
BP 7402	Evaluation: Academic Administrators	10/21/11	11/21/11	02/07/12
AP 7402	Evaluation: Academic Administrators	10/21/11	11/21/11	02/07/12
BP 7403	Leaves: Academic Administrators	08/16/11	11/21/11	02/07/12
AP 7403	Leaves: Academic Administrators	08/16/11	11/21/11	02/07/12
BP 7404	Vacation: Academic Administrators	08/16/11	11/21/11	02/07/12
AP 7404	Vacation: Academic Administrators	08/16/11	11/21/11	02/07/12
BP 7405	Holidays: Academic Administrators	08/16/11	11/21/11	02/07/12
BP 7406	Sabbatical Leave: Academic Administrators	08/16/11	11/21/11	02/07/12
AP 7406	Sabbatical Leave: Academic Administrators	08/16/11	11/21/11	02/07/12
BP 7407	Salary Guide: Academic Administrators	08/16/11	11/21/11	02/07/12
AP 7407	Salary Guide: Academic Administrators	08/16/11	11/21/11	02/07/12
BP 7408	Retreat Rights: Academic Administrators	08/16/11	11/21/11	02/07/12
AP 7408	Retreat Rights: Academic Administrators	08/16/11	11/21/11	02/07/12
BP 7501	Recruitment and Selection: Classified Managers and Supervisor/Confidential	08/16/11	10/24/11	02/07/12
AP 7501	Recruitment and Selection: Classified Managers and Supervisor/Confidential	08/16/11	10/24/11	02/07/12
BP 7502	Evaluation: Classified Managers and Supervisor/Confidential	10/21/11	11/21/11	02/07/12
AP 7502	Evaluation: Classified Managers and Supervisor/Confidential	10/21/11	11/21/11	02/07/12
BP 7503	Leaves: Classified Managers and Supervisor/Confidential	08/16/11	10/24/11	02/07/12
AP 7503	Leaves: Classified Managers and Supervisor/Confidential	08/16/11	10/24/11	02/07/12
BP 7504	Vacation: Classified Managers and Supervisor/Confidential	08/16/11	10/24/11	02/07/12

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AP 7504	Vacation: Classified Managers and Supervisor/Confidential	08/16/11	10/24/11	02/07/12
BP 7505	Holidays: Classified Managers and Supervisor/Confidential	08/16/11	11/21/11	02/07/12
AP 7505	Holidays: Classified Managers and Supervisor/Confidential	08/16/11		02/07/12
BP 7506	Sabbatical Leave: Classified Managers	08/16/11	10/24/11	02/07/12
AP 7506	Sabbatical Leave: Classified Managers	08/16/11	10/24/11	02/07/12
BP 7507	Salary Guide: Classified Managers and Supervisor/Confidential	08/16/11	10/24/11	02/07/12
AP 7507	Salary Guide: Classified Managers and Supervisor/Confidential	08/16/11	10/24/11	02/07/12
BP 7508	Lay-off			
AP 7505	Lay-off			
BP 7509	Discipline: Classified Managers and Supervisor/Confidential	06/01/11	11/21/11	02/07/12
AP 7509	Discipline: Classified Managers and Supervisor/Confidential	06/01/11	11/21/11	02/07/12
BP 7510	Evaluation: Classified Managers and Supervisor/Confidential		09/27/10	11/16/10
AP 7510	Evaluation: Classified Managers and Supervisor/Confidential		09/27/10	11/16/10

Additional Plans:

The Director of Human Resources, in conjunction with the Human Resources Advisory Committee, is responsible for ensuring that all human resources policies and procedures are reviewed and revised as needed on an annual basis. All classified job descriptions will be reviewed at the time of recruitment and also on an annualized basis in cooperation with the classified employees' association.

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Evidence of the Results:

BP/AP Chapter 7-Human Resources
BP/AP 7100 Equal Employment Opportunity
BP/AP 7101-Non Discrimination;
BP/AP 7102 Prohibition of Harassment: Students and Employees
BP/AP 7201 Recruitment: Full-Time Faculty
BP/AP 7202 Recruitment: Adjunct Faculty
BP/AP 7203 Evaluation: Full Time Faculty
BP/AP 7204 Evaluation: Adjunct Faculty
BP/AP Recruitment and Selection: Classified Staff
BP/AP 7401 Recruitment and Selection: Academic Administrators
BP/AP 7402 Evaluation: Academic Administrators
BP/AP 7501 Recruitment and Selection: Classified Administrator/Manager and
Supervisor/Confidential
BP/AP 7502 Evaluation: Classified Administrators/Managers
BP/AP 7510 Evaluation: Supervisor/Confidential Employees].

District Web page [need location description for bp/ap]

District web page [need link to job descriptions]

Steering Committee Agendas/Minutes

Board of Trustee Agenda/Minutes

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Recommendation 6

**Midterm Report
Fall 2012**

In order to improve, the team recommends that the published final budget would be more transparent and easier to understand if it includes a more detailed analysis of budget assumptions, descriptions of various funds and sources of revenue and an outline of parameters for decision-making. (Standards III.D.1.d, III.D.2.a,b, III.D.3)

Resolution of the Recommendation

This recommendation was addressed immediately upon receipt. The response to this recommendation is based on careful review of the recommendation, the context of the evaluation report, and related standards. The analysis of budget assumptions, descriptions of various funds and sources of revenue, and an outline of parameters for decision-making are now published in one location within the larger budget document, enhancing transparency. Detailed analysis of budget assumptions is included in the published final budget as well as in regular informational updates to the college community. Budget Forums assessment data reveal overwhelming appreciation for the quality and helpfulness of the information provided to the college community.

Analysis of the results

This midterm report reflects institutionalized practice of the recommended actions since the development of the 2010-2011 budget. As a result of recommendation 6, the District has developed a new format for the adopted budget that includes a special tab titled "Development." Beginning in the 2010-2011 fiscal year, all published budgets include this tabbed section. Behind the Development tab, the following documents are available to ensure fiscal transparency and to make the document easier to understand. The materials contained in this section include the following:

- Descriptions of all twelve funds
- The budget calendar
- The budget development assumptions
- The budget flowchart
- The power point budget presentation that is presented to the Board of Trustees prior to budget adoption

As of fall 2012, the college is in the third iteration of this practice.

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Additionally, detailed analysis of budget assumptions is articulated in the letter provided as part of the published final budget.

Further, eMemos from the college Superintendent/President explain budget assumptions within the broader context of California state budget concerns. In particular, these regular communications outline and discuss the parameters for decision-making given immediate and long-term concerns. EMemos are distributed to the entire college community and are posted on the college web site.

Concerning transparency, Citrus College has a history of conducting community-wide forums on the Citrus College budget and financial situation. Six of these forums have been held since February of 2009. Typically, the Budget Forum Presentations cover these topics for the given fiscal year:

- Citrus College current year actual revenues
- Citrus College current year actual expenditures
- Citrus College ending balance
- Overview of the California Community Colleges Budget issues
- Impact of statewide issues on Citrus College
- Proposed General Fund Budget
 - Revenue
 - Expenditures
 - Estimated ending balance
 - Estimated funded FTES
 - Deficit spending

Attendance at the six forums averaged 57 people from the categories of faculty, classified, management, confidential, students, and other. Attendees at these forums complete assessments that are processed by the Office of Institutional Research and shared with the Vice President of Finance and Administrative Services.

At each forum, participants were asked to provide feedback on their level of satisfaction with the event. There were five Likert scale items, which were rated on a 5-point scale that ranged from *Strongly Agree* (5) to *Strongly Disagree* (1).

1. The budget forum was well organized and informative
2. I have a better understanding of the state and college budget since attending the budget forum
3. I feel more knowledgeable talking about current budget issues
4. I would like to attend more forums in the future
5. I believe it is critical to have periodic college budget forums such as this one

Data from each of these forums are overwhelmingly positive with attendees indicating in both rankings of responses and written comments that the forums are helpful and informative.

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Data from these assessments are reported to the President/Superintendent and the Financial Resources Committee, one of the standing shared governance committees of Steering Committee, which is the penultimate planning body of the college.

Parameters for Decision-making and Integrated Planning: The principles that guide the resource allocation process are explained on page 17 of the *Citrus College Integrated Planning Manual*. Resource allocation processes link program reviews and strategic planning to the resources needed to accomplish the college's institutional goals. These processes apply only to the allocation of discretionary funds within the general fund. The *Integrated Planning Manual* demonstrates the relationships among program review, planning, and resource allocation.

Additional Plans

As a result of this process, members of the Financial Resources Committee plans revision of the Budget Calendar Flowchart to include informing the broader college community of the budget processes.

Additionally, the Committee plans to increase involvement in the budget forums. As part of the review and revision of the *Integrated Planning Manual*, the Financial Resources Committee will assess its processes and revise the explanation of them in the new Manual.

Evidence

Need Links to ...

Definitions of Budget Funds

Adopted budgets – (“Development” section; **letters.....**)

2010-11

2011-12

2012-13

Budget Forums power point presentations postings

Forum assessments postings

Steering reports

Board agendas and minutes (specific to budget reports and adoptions)

Financial Resources Committee purpose statement, membership, and minutes

Integrated Planning Manual (**year**)

Resource Allocation, p 17

President/ Superintendent eMemos to the Community

11/19/09

10/20/10

9/21/10

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8/27/10

5/20/10

5/6/10

1/08/10

12/16/11

6/30/11

4/01/11

3/21/11

5/17/12

1/13/12

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V Response to Self-Identified Issues

Self-Improvement Plan 1

Self-Improvement Plan 2

Self-Improvement Plan 3

Self-Improvement Plan 4

Self-Improvement Plan 5

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Self-Improvement Plan 1**Midterm Report
Fall 2012**

In order to fully achieve the proficiency level of the ACCJC rubric relative to student learning outcomes by the year 2012, the college will complete tasks identified in a comprehensive timeline for SLOs in the areas of courses, programs, degrees and certificates, as well as instructional support programs, student services programs, and institutional support services. The college's institutional support services will continue its work to identify SLOs where appropriate, establish assessments and use the results for improvement.

Aligns with Recommendation 2 (see Page _35_)

Self-Improvement Plan 2**Midterm Report
Fall 2012**

The director of Human Resources will work with classified employees and managers to review and revise classified job descriptions by July 1, 2010. The director will establish a process to ensure periodic updating of job descriptions.

Aligns with Recommendation 4 (see page _42_)

Self-Improvement Plan 3**Midterm Report
Fall 2012**

The director of Human Resources will work with the board and the appropriate campus constituent groups to develop written procedures for the recruitment and selection of academic administrators, managers, supervisors and classified staff by July 1, 2010.

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Aligns with Recommendation 4 (see page 42)

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As part of the comprehensive review and update of board policies, scheduled for completion by July 1, 2010, the superintendent/president will establish procedures to ensure future systematic evaluation and updates are incorporated into the planning processes of the institution. In this way, the superintendent/president will ensure that board policies and administrative procedures are revised and updated in a systematic, periodic manner. Special attention will be given to:

- Completion of a new equal employment opportunity procedure.*
- Implementation of a three-year cycle for the review of all policies. The superintendent/president will establish procedures by July 1, 2010 to ensure that the periodic update of board policies is incorporated into the ongoing, systematic evaluation and planning processes of the institution. Regular updating of board policies will foster institutional improvement through ensuring that changes in state law, regulations or local practice are reviewed through the appropriate governance channels, and are more widely understood on campus.*

Resolution of the Recommendation:

Citrus College has adopted board policies and administrative procedures establishing timelines and procedures for systematic update and review of all board policies and administrative procedures. As part of the new review process, a new equal employment opportunity procedure was created. All board policies and administrative procedures are evaluated and reviewed on a three-year cycle.

Analysis of Results:

As planned, Citrus College completed a comprehensive evaluation and review of all board policies and administrative procedures by July 1, 2012. The superintendent/president then worked with the Steering Committee, the governance committee for planning, to develop guidelines for an ongoing evaluation and review process resulting in a three-year completion cycle. Each standing committee of Steering – Fiscal, Facilities, Human Resources, Student Services, Technology, and Education Programs (Academic Affairs) – was designated as responsible for board policy and administrative procedure (BP/AP) review in their areas. The Board of Trustees took

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responsibility for their BP/APs, as well. A three-year timeline was established, ensuring completion.

The agreed-upon review process consists of two levels of review. First, the appropriate Cabinet member conducts a “desk audit” of all policies in their area. If no changes are needed, Steering is notified and has the opportunity to request additional review. If changes are required, the standing committee conducts a detailed review and drafts recommended new language, using templates provided by the Community College League of California as a resource. Drafts are circulated to all constituency groups for review and approval. Once all groups have completed their process, a final draft is approved by the standing committee and forwarded to Steering for action. All BP/APs are agendized for first and second readings prior to action, allowing time for additional consultation and dialog.

BP/APs are forwarded from the Steering Committee to the Board of Trustees. Board policies are agendized for first and second readings; administrative procedures are listed as information items on agendas.

The three-year review timeline is on schedule and has become a regular component of all constituent group meetings. Wider discussion and understanding of the relationship between BP/AP and the college planning processes has occurred.

LIST OF 2011-2012 DESK REVIEW BOARD POLICIES AND ADMINISTRATIVE PROCEDURES

BP 1100	Citrus Community College District
BP 1200	Mission
BP 2000	Board Policy and Administrative Procedure
BP 2010	Board Membership
BP 2015	Student Trustee
BP 2105	Election of Student Trustee
BP 2110	Vacancies on the Board
BP 2200	Board Duties and Responsibilities
BP 2305	Annual Organizational Meeting
BP 2310	Regular Meetings of the Board
BP 2320	Special and Emergency Meetings
BP 2330	Quorum and Voting
BP 2340	Agendas
BP 2345	Public Participation at Board Meetings

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BP 2350	Speakers Addressing the Board
BP 2360	Minutes
BP 2365	Recording
BP 3300	Public Records
AP 3560	Alcoholic Beverages
BP 5010	Admission and Concurrent Enrollment
AP 5010	Admission and Concurrent Enrollment
AP 6345	Bids and Contracts UPCCAA
BP 7107	Nepotism
BP 7110	Fingerprinting

The District maintains an equal opportunity Board Policy and Administrative Procedure (BP/AP 7100). These provisions set forth the District's diversity plan. The plan is in compliance with the model plan for diversity as formulated by the California Chancellor's Office. As part of the District's diversity plan, the Human Resources Committee is charged with overseeing College compliance. In cooperation with the Office of Human Resources, the Human Resources Committee examines the diversity of all applicant pools to ensure that no disparate barriers have limited the number of applicants from underrepresented groups.

Future Plans:

The superintendent/president is responsible for ensuring that all BP/APs are evaluated and reviewed on a three-year cycle, thus incorporating the ongoing, systematic evaluation into college planning processes. The Steering Committee will continue to review and approve the process used for updates, ensuring that all constituencies continue to be active participants.

EVIDENCE:

Desk audit procedure

Self-Improvement Plan #5

The college will demonstrate its commitment to continuous quality improvement through updating and review of the effectiveness of the college's five major planning documents and being deliberate in utilizing the content within them in budget development.

- *Mission Statement*
- *Strategic Plan*
- *Educational Master Plan*
- *Technology Master Plan*
- *Program Review*

The superintendent/president will develop guidelines for the updating and review of major planning documents on a regularly scheduled cycle. Appropriate campus constituencies will participate in an ongoing evaluation of the effectiveness of the planning documents, processes and linkages to budget. This planning agenda will improve student learning and foster institutional improvement through dialogue about how the various planning processes and documents work together to achieve the college mission and improve student learning. This dialogue will result in a more coordinated approach to campus priorities and better use of limited resources.

Aligns with Recommendation #5 (see page 27)

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ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

COLLEGE STATUS REPORT ON STUDENT LEARNING OUTCOMES IMPLEMENTATION

These data are as of Spring 2012

Proficiency Rubric Statement 1: Student learning outcomes and authentic assessment are in place for courses, programs and degrees.

The college meets this rubric. SLOs are in place for all courses, programs, and degrees. Program review is the major avenue for assessment dialogue and documentation. Comprehensive and annual program review processes exist in four major areas: Academic/Instructional Programs, Instructional Support, Student Services, and Institutional Support. In the last 6 years, the program review task force has been meeting regularly to continually refine the process. The major revision in the program review template was the integration of SLO assessment data and the addition of budget recommendations. In 2011-2012, institutional support programs completed annual program reviews and will continue to do so. Program review, including SLO and assessment as an important component, is the unit-level planning tool college-wide and it is directly linked to the planning and resource allocation.

Course-level assessment has been very strong, which drives higher level assessment at the program and institutional levels. Although all certificates and degrees have SLOs in place, our larger cross-discipline degrees are an area of focus for 2012-2013. We will utilize the Curriculum

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Committee as the assessment team for these degrees. All other degrees, certificates, and programs are in assessment cycles. All student learning and support activities are in assessment cycles. We currently have three institutional SLOs which originated from the college's mission statement. Recently, the college completed a mission revision, and the institutional outcomes will be revised accordingly in 2012-2013. Integration of SLO assessment results with program review and resource allocation can be demonstrated clearly at the program and/or institutional level.

(Word count: 250)

Evidence for Rubric Statement 1

- Course outline of record for SLOs (CurricUNET for courses, degrees and certificates; Program Reviews for Program SLOs; Catalogue for ILOs and GE SLOs – also SLOA website)
- Annual program review template and SLO worksheets
- Degree and certificate SLOs are listed in CurricUNET; program-level SLOs are in the program review document
- 2012 Flex Day SLO and Assessment Event (Reflection Templates – Instruct on Catalpa)
- GE Assessment Dialogue Report (SLOA website)
- English and Math basic skills course sequence was compressed as a result of analysis of outcome data. (Catalogue pages reflecting the change; Student Success Committee meeting minutes from early spring 2011).
- Examples of assessment include external evaluations of federal grants' objectives, such as Citrus Connect! STEM grant, the Bridges to Success grant, the Veterans' grant, and Race to STEM grant.
- Grant applications relied upon student outcome data to demonstrate competence and need.
- Matriculation Committee minutes and Academic Senate minutes regarding adoption of Mandatory Orientation Policy and the Mandatory Orientation Policy.

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- Student Success Committee reviews cut scores as they pertain to basic skill placement and this information is utilized for decision making for placement policy. (Matriculation Committee minutes and formal reports – Ron Gordon).
- Admissions and Records SLO assessment in fall 2011 which resulted in a change of practice for online transcript request. (2011 retreat document for Admissions and Records).
- *Citrus College Integrated Planning Manual* – describes the program review process
<http://www.citruscollege.edu/admin/planning/Documents/IntegratedPlanningManual.pdf>
- At Citrus College program review processes exist in four major areas:
 - a. Academic/Instructional Programs
 - b. Instructional Support
 - c. Student services
 - d. Institutional Support

For more details, see <http://www.citruscollege.edu/pr/Pages/default.aspx>

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Proficiency Rubric Statement 2: *There is widespread institutional dialogue about the results of assessment and identification of gaps.*

The college meets this rubric. The SLOA reflection document in the annual program review provides all campus units the opportunity to document the dialogue that leads to identification of gaps and potential plans for improvement when necessary. All campus units participate in program review and have the opportunity to discuss and reflect on SLO assessment data. The *Integrated Planning Manual* documents the flow of information in planning process.

The primary way that course- and program-level SLO assessment data are integrated with planning is through program review. However, at the institutional level, assessment data focus on broader outcomes, such as the GE assessment and the assessment of the institutional outcomes. Course level SLOs map up to the program- and institutional-level outcomes. Academic Affairs primarily reflects on assessments collected from the previous academic year (over fall and spring terms) by division; faculty groups meet on Convocation to discuss the data from both semesters which are utilized to develop recommendations linked to resource requests and also to strategic plan objectives. Further dialogue takes place during division meetings throughout the academic year.

Instructional Support, Student Services, and Institutional Support areas collect and reflect on assessments on an annual basis, but not necessarily by academic term. The college's five major planning documents reflect institutional-level identification of gaps. Each planning document is constructed from the cooperative efforts of large committees comprised of all constituent groups. Action plans are developed to address the identified gaps.

(Word count: 241)

Evidence for Rubric Statement 2

- All SLO assessment and reflection is documented in the comprehensive assessment report.
- Flex Day Assessment Dialogue (Assessment Templates – Instruct on Catalpa)

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- Sharing and discussing CCSSE data at the Academic Senate meetings and the Board of Trustees meeting. New data will be available in the fall semester and the college is planning on discussing and reflecting on the new results. CCSSE data will continue to be a prompt during the planning process.
- GE Assessment Dialogue Report – SLOA website. [Gaps identified include: the need of increased communication between instructional departments and student services (counseling and library); enhanced alignment between basic skills and transfer-level classes (establishment of prerequisites)]
- Program Reviews: All program reviews include reflection on assessment data. For more details, see <http://www.citruscollege.edu/pr/Pages/default.aspx>
- *Citrus College Integrated Planning Manual*
- CTE advisory board minutes
- The development of the Strategic Plan is based on a college-wide dialogue and analysis of institutional assessments, such as: CCSSE, ARCC, the Citrus College fact book. The analysis and identification of gaps have led to the formation of the focus areas of the strategic plan. (Strategic Plan Progress Report)
- The college analyzed course offerings by transfer category from the institutional capacity perspective, and the Enrollment Management Committee utilized this data to realign course offerings to better support completion of the local GE pattern requirements. (Enrollment Management Committee minutes)
- Faculty Survey results on SLOA – Fall 2010

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Proficiency Rubric Statement 3: Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.

The college meets this rubric. As discussed previously, the *Integrated Planning Manual* documents the flow of information in planning process. Course-level SLOs map up to the program- and institutional-level outcomes. SLO assessment reflections/analyses are linked directly to resource and planning during the annual program review process. Program review data (including SLOA) are utilized to develop recommendations linked to resource requests and also to strategic plan objectives. Requests for faculty and staff positions, along with facilities and equipment go through campus-wide prioritization processes, but in order to be considered, requests need to be identified through the program review process (documented in the annual reviews). All program reviews are published and shared with the campus and community.

At the institutional level, our shared governance committees have dialogue about broader outcome assessment data. For example, the Student Success Committee worked with the math and English departments to analyze assessment data from sequential courses and decided to collapse the basic skills course sequences. Another example is the college's budget cut decision-making process. In reaction to the current budget crisis, budget cut decision-making was based upon multiple factors including a critical examination of the college's mission and data from enrollment management. All college constituency groups were consulted in the process. A third example is the data generated from the GE Assessment Dialogue. The identified gaps have been linked to two strategic objectives and Academic Affairs, Student Services, and Instructional Support will work together to improve in these areas. (Word Count: 244)

Evidence for Rubric Statement 3

- Planned action items as a result of the GE forum discussion include: SLO coordinator will set up a meeting with the VP of SS to talk about the need of increased communication between instructional departments and student services (counseling and library); SLO

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coordinator will meet with Curriculum Chair, VP AA to discuss the need of enhanced alignment between basic skills and transfer-level classes (establishment of prerequisites) [documented in GE Assessment Dialogue Report – on SLOA website]

- Resource request examples: Chemistry requested fume hoods; Math requested faculty; Biology requested support staff for labs. (Program reviews)
- Faculty members are involved in departmental planning processes, such as the prioritization of the resource request in the division. [prioritized list of requests from divisions]
- FNIC memo and Academic Senate minutes
- Priority Registration Task Force: Minutes
- Supplemental Instruction (SI): based on student outcome data in math and science classes, SI was provided to students as an option to improve academic success. Program evaluations were conducted and the results show that SI had made a positive and significant impact on student success.
- Mandatory orientation for new students – Matriculation minutes and new policy
- Student Success Committee agendas and minutes for the curriculum reform of the basic skills classes (The college analyzed course offerings by transfer category from the institutional capacity perspective, and the Enrollment Management Committee utilized this data to realign course offerings to better support completion of the local GE pattern requirements.)
- Grant allocations for equipment, supplies, and personnel
- Perkins equipment requests
- The TeCS department has utilized the student survey data from CCSSE in terms of technology needs and computer usage on campus. The survey data helped us better understand how students use technology to support learning. It also helped the TeCS department make decisions to allocate resources for open labs and classrooms. (TeCS Program Review)

DRAFT

Proficiency Rubric Statement 4: *Appropriate resources continue to be allocated and fine-tuned.*

The college meets this rubric. The college's original interpretation of this bullet in the rubric was focused on appropriate resource allocation related to support of SLOA efforts. As a result the *Institutional Plan to Meet Proficiency Levels by 2012* reflects this interpretation. However, we have several examples that demonstrate proficiency based on our new understanding of the rubric statement.

The college relies on the mission, vision, and values, strategic plan and other major planning documents to inform resource allocation. This pathway is highlighted in the *Integrated Planning Manual*. All programs on campus participated in planning via program review. Our governance committees also include multiple constituencies and provide the opportunity for input.

The college has a prioritization process that is embedded in program review. In Academic Affairs, all requests generated through program review are prioritized at the division level, and then forwarded to the appropriate committee/office. In the other areas of the college, prioritization happens at the unit level. The Financial Resources Committee receives and evaluates all prioritized requests campus-wide. The Office of Human Resources provides a process for analyzing and making recommendations for staff requests, and the Faculty Needs Identification Committee (FNIC) analyzes and makes recommendations for faculty position requests. Recommendations are forwarded to the President's Cabinet for final decision-making. The college is committed to assessing the effectiveness of the process and has charged the Institutional Effectiveness Committee with this task. (Word Count: 232)

Evidence for Rubric Statement 4

- *Institutional Plan to Meet Proficiency Levels by 2012*
- Allocation of VTEA funds
- Foundation mini grants: application and granting criteria

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- VP prioritization list (classified staff, facilities, equipment, and software needs)
- FNIC – Faculty Needs Identification Committee criteria sheet and committee members
- IEC survey results
- Policy change on priority registration - Matriculation Committee minutes and policy
- Policy change on mandatory orientation- Matriculation Committee minutes and policy

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Proficiency Rubric Statement 5: Comprehensive assessment reports exist and are complete and updated on a regular basis.

The college meets this rubric. The college has finished two comprehensive annual assessment reports. These reports include examples of SLOs, assessments and cycles for all programs of the college. In April 2010, the college developed a detailed action plan to help the college meet SLOA proficiency. The campus-wide SLOA committee (Hot Shots) constructed the plan based upon the *ACCJC Evaluating Institutional Effectiveness Rubric*, and more than 50 action items were developed with responsible parties and projected completion dates. The plan has gone through five updates. As a result of completing all action items, the college is beyond proficiency. An annual report to ACCJC has been completed and submitted every year. All reports are shared with the campus.

(Word Count: 116)

Evidence for Rubric Statement 5

- Comprehensive assessment reports
- SLO levels and where they reside map
- *Integrated Planning Manual*, pages 12 through 15, documents use of assessment data as part of annual and comprehensive program reviews for all programs.
- Previous ACCJC Annual Reports
- CCSSE results (Institutional Research)
- Strategic Plan Progress Report (Institutional Research)

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Proficiency Rubric Statement 6: Course student learning outcomes are aligned with degree student learning outcomes.

The college meets this rubric. All degrees and certificates have outcomes in place. Hot Shots approved a mapping mechanism to link course-level outcomes to program/degree/certificate outcomes. This map is called the curriculum map. Course-level SLOs are mapped to higher-level SLOs in the following ways:

1. Via curriculum maps to program SLOs;
2. Via curriculum maps to discipline-specific degrees and certificates;
3. Via core competency to General Education (GE) pattern and broader degrees;
4. Via assignment to GE, and/or degree, and/or certificate (institutional-level outcomes) to college mission.

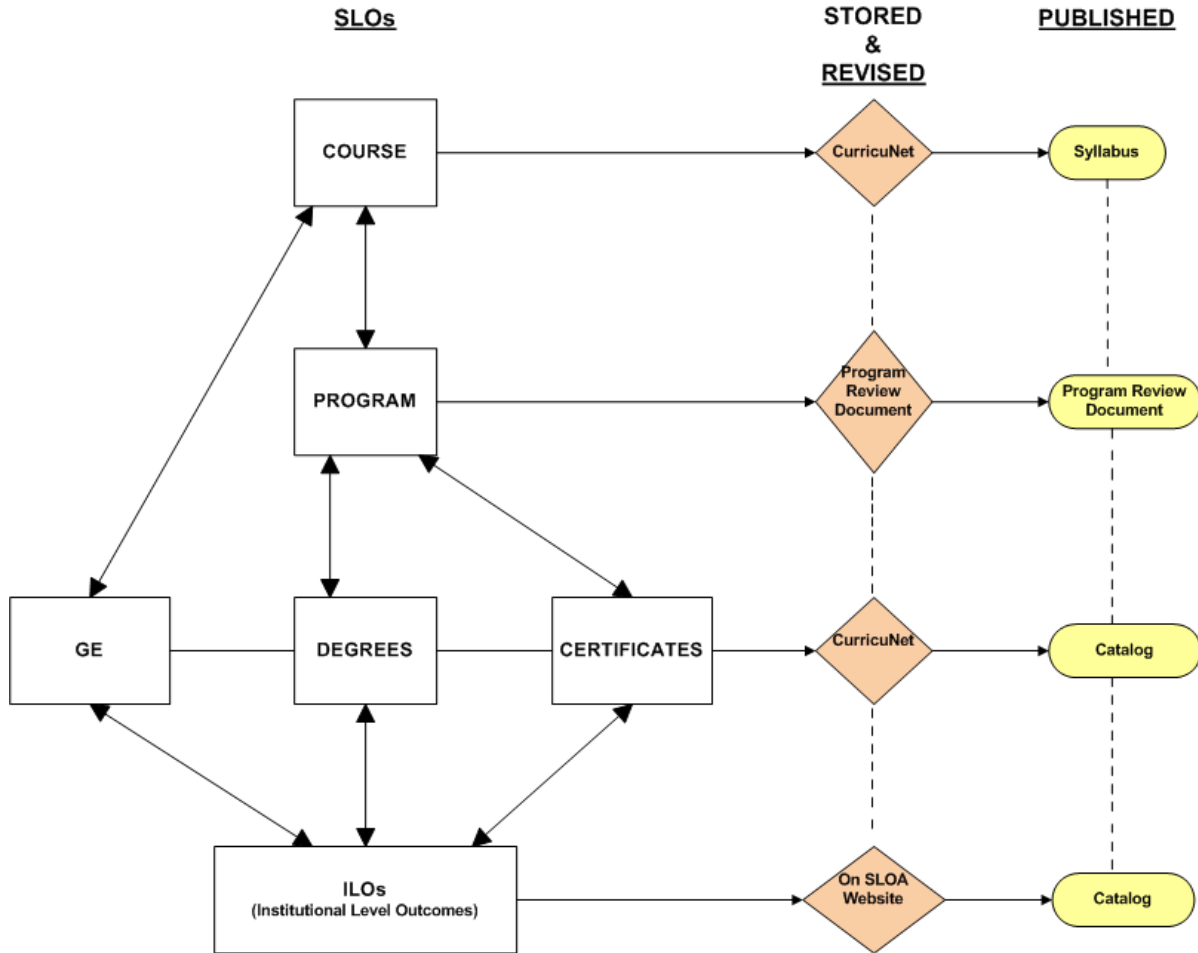
(Word Count: 87)

Evidence for Rubric Statement 6

- Curriculum maps (in program reviews)
- GE outcomes
- Institutional-level outcomes – SLOA website
- GE area course lists – SLOA website
- Degree course lists (CurricUNET and Catalogue)
- Certificate course lists (CurricUNET and Catalogue)
- The core competencies – SLOA website
- *Levels of SLOs and Where They Reside*: a flowchart

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Figure 1: Levels of SLOs and where they reside



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Proficiency Rubric Statement 7: Students demonstrate awareness of goals and purposes of courses and program in which they are enrolled.

The college meets this rubric. In order to better understand our students' level of awareness, the college will analyze quantitative data and narrative pending the receipt of CCSSE results in August, 2012. Several supplemental questions were added to the 2012 CCSSE that addressed students' perception of SLOs and assessment. This will enable the college to better identify gaps in student awareness of our SLOA process.

Citrus College makes students aware of program goals and purposes in several ways. The college publishes course-level outcomes in syllabi, program-level outcomes in program review documents; degree/certificate and GE outcomes in the catalogue; and the institutional-level outcomes in the catalogue and the college website. Some of the student services areas have utilized program review to analyze data on students' level of awareness, such as the satisfaction survey in the Admissions & Records, Extended Opportunity Programs & Services, and the annual graduates' counseling survey.

A student awareness campaign was launched in spring 2011. Posters and electronic flyers with information about institutional outcomes were displayed campus-wide. Also a Success Tips! link was created on the college website which directed students to support services for academic excellence (college success resources and study tips), job and vocational skills, and lifelong dreams. The college plans a future analysis of student usage of this page. Future plans also include highlighting institutional outcomes in the mandatory orientation for all new students coming in the fall. (Word Count: 235)

Evidence for Rubric Statement 7

- CCSSE data

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- Catalogue
- Program reviews
- *Institutional Plan to Meet Proficiency Levels by 2012*
- Mandatory orientation materials
- Report on syllabi including several examples – some from DE

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Self-Assessment on Level of Implementation

The college has met proficiency and is currently working at the “Sustainable Continuous Quality Improvement” level for Student Learning Outcomes. The college has a process for outcome assessment at all levels, and program review is the vehicle for linking assessment results to changes in practice and resource requests. Dialogue about student learning occurs at all levels of planning and resource allocation. The college evaluates SLOA processes via the Institutional Effectiveness Committee and through oversight provided by Hot Shots and the Program Review Task Force. The college continually evaluates and fine-tunes organizational structures to support student learning. This is demonstrated by the college’s recent mission revision, basic skills course compression, comprehensive program review revision, recent organizational structure realignment, GE Assessment Dialogue results. Also, the Vice President of Student Services was recently added to the SLOA oversight committee and to Hot Shots. Citrus College demonstrates that student learning improvement is a visible priority in all practices and structures across the college. Our recent mission revision states our commitment to improvement of student learning, and this commitment is also apparent in the strategic goals as well as all grant goals and objectives. Learning outcomes are specifically linked to program reviews. Course-level assessment and dialogue serve as the foundation to the higher-level outcomes. As a result, institutional-level assessment and dialogue are relatively new compared to course-level efforts. However, the college is committed to continue to excel in this area. (Word Count: 237)

Evidence for Self-Assessment on Level of Implementation

- Annual program reviews
- GE Assessment Dialogue Report
- Resource request prioritization – VP lists and FNIC list; Financial Resources Committee minutes
- Grant applications

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- Mission
- Student Success Committee minutes – math and English course compression
- IEC survey
- *Citrus College Integrated Planning Manual* – describes the planning and resource allocation process and program review
<http://www.citruscollege.edu/admin/planning/Documents/IntegratedPlanningManual.pdf>
- Hot Shots agendas and minutes
- SLOA oversight agendas and minutes

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X _____
DATE	July 17, 2012	Resolution	_____
SUBJECT:	Measure G Citizens' Oversight Committee	Information	_____
		Enclosure(s)	_____

BACKGROUND

As a result of the passage of Measure G, the Citrus College Facilities Bond, in March 2004, the Board of Trustees is required to establish a bond oversight committee that is charged with informing the public, at least annually, concerning the District's expenditure of Measure G bond proceeds.

Four of the members approved by the Board of Trustees, Joe Guarrera (Business member), Jon Hart (Taxpayer Association), and Nicki Hull (Senior Group member), were appointed for two-year terms which will expire this year. Helen Storland, the at-large member, will serve another term. Nominees from the Board were sent letters of solicitation. The Board's ad-hoc committee of Trustee Keith and Trustee Rasmussen reviewed applications and recommends the following appointments: John Lundstrom – Business member; Edmund Richardson – Taxpayer Association member; Bill Cook – Senior Group member; Helen Storland – At-large member.

This item was prepared by Christine Link, Executive Assistant, Superintendent/President's Office.

RECOMMENDATION

Authorization is requested to appoint the following individuals to the Measure G Oversight Committee for a two-year term (until September 2015):

- John Lundstrom – Business member
- Edmund Richardson – Taxpayer Association member
- Bill Cook – Senior Group member
- Helen Storland – At-Large member

Geraldine M. Perri, Ph.D.
Recommended by

_____/_____
Moved Seconded

Approved for Submittal

Aye__Nay__Abstained__

Item No. H.6.

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	August 16, 2011	Resolution	_____
SUBJECT:	Measure G Citizens' Oversight Committee	Information	_____
		Enclosure(s)	_____

BACKGROUND

As a result of the passage of Measure G, the Citrus College Facilities Bond, in March 2004, the Board of Trustees is required to establish a bond oversight committee that is charged with informing the public, at least annually, concerning the District's expenditure of Measure G bond proceeds and shall consist of a minimum of seven (7) members appointed by the Board of Trustees.

Mr. Arthur Corral was the student representative appointed for a one-year term which has expired. However, Mr. Corral is eligible and willing to serve another year.

This item was prepared by Christine Link, Executive Assistant, Superintendent/President's Office.

RECOMMENDATION

Authorization is requested to appoint Arthur Corral as the student representative, to the Measure G Oversight Committee for a one-year term (expires September 2013).

Geraldine M. Perri, Ph.D.
Recommended by

Moved / Seconded

Aye ___ Nay ___ Abstained ___

Approved for Submittal

Item No. H.7.

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE	July 19, 2012	Resolution	_____
SUBJECT:	Superintendent/President	Information	_____
		Enclosure(s)	_____

BACKGROUND

The Citrus Community College District Board of Trustees first entered into a contractual agreement with Dr. Geraldine M. Perri as Superintendent/President in 2008. Since the inception of the contract, salary and compensation provisions of the contract (Section 3) have not changed.

From 2008 – 2012, the Board of Trustees has approved step and column adjustments for all represented and unrepresented employee groups.

The following are the requested modifications to the contract:

1. POSITION AND TERM

The Board hereby employs Dr. Perri as Superintendent/President of the Citrus Community College District for the period beginning July 1, 2012 and ending June 30, 2016.

3. SALARY AND OTHER COMPENSATION

3f. Commencing July 1, 2012, Dr. Perri will receive an annual salary increase in accordance with the regular Citrus College District Management salary schedule for each year for the length of the Superintendent/President's contract based on a positive evaluation of a total ranking of 3 and above on the annual evaluation instrument.

7. VACATION AND SICK LEAVE

Dr. Perri shall be entitled to 2.83 vacation days per month annually, and such additional days of vacation as Board policy may provide with full pay during service under this contract. Vacation days may be accumulated up to a maximum of forty-four (44) days. Any Vacation days in excess of forty-four (44) shall be used or cashed out before the

end of the year. Vacation shall be taken at such time as is convenient to the Board and Dr. Perri.

The Superintendent/President shall be compensated for 13 vacation days earned for special assignments during the 2010-11 academic year.

During the term of this agreement, Dr. Perri shall earn one day of illness leave per month for each month of service rendered. Such illness leave may be accumulated.

This item was prepared by Christine Link, Executive Assistant, Superintendent/President's Office.

RECOMMENDATION

Authorization is requested to modify the above components of Sections 1, 3, and 7 of the Employment Agreement between the Citrus Community College District and Dr. Geraldine Perri effective July 1, 2012.

Geraldine M. Perri, Ph.D.
Recommended by

Moved / Seconded

Aye__Nay__Abstained__

Approved for Submittal

Item No. H.8.

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

June 19, 2012

The Board of Trustees of the Citrus Community College District met for the regular meeting on Tuesday, June 19, 2012, in the Center for Innovation Community Room.

Board President Montgomery called the meeting to order at 4:15 p.m. Student Trustee Calderon 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 Crescencio Calderon, 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; James Woolum, Academic Senate Vice President; Steve Siegel, CSEA President; and Christine Link, Recording Secretary.

ADMINISTRATORS AND EMPLOYEES SIGNING THE VOLUNTARY SIGN-IN SHEET:

Management Team: Paula Green, Lan Hao, Robert Iverson, James McClain, Sylvia Smythe, and Linda Welz

Faculty: Roberta Eisel, Gina Hogan, Becky Rudd, and Bev Van Citters

Supervisors/Confidential: Carol Cone, Marilyn Grinsdale, and Eric Magallon

Classified Employees: Clarence Cernal, Suzanne Martinez, and Marianne Smith

Adjunct Faculty: Cecil Brower

Students: Nayiri Baghdassarian

VISITORS: None

COMMENTS FROM MEMBERS OF THE AUDIENCE

Robert Lopez, Senior Buyer, thanked CSEA Chapter 101 for the scholarship that they awarded to his son for his college education. Mr. Lopez said his entire family is grateful.

Geraldine M. Perri, Ph.D., Superintendent/President, said this has been a year of accomplishment and progress by the college. Reporting on college events, Dr. Perri said Commencement was a wonderful success, with 1,332 degrees awarded to 1,066 students, and 480 students participating. These numbers represent new records in the college's history. Dr. Perri thanked Ms. Pam Mc Guern, Administrative Assistant, for her hard work and her dedication to Commencement.

Dr. Perri was pleased to announce that the national publication, *Community College Week*, has published its latest rankings of "top producers." Citrus College has ranked among the nation's top degree producers in the past few years, and this year the college was listed in five categories. The college also improved its standing from previous years in several categories. Out of the nation's top 100 community colleges, Citrus College ranked 33 in the number of associate degrees awarded to Hispanic students; 65 in the number of associate degrees awarded to minority students (all ethnicities); and 87 in the number of associate degrees awarded to Asian American students.

Dr. Perri commented on newspaper headlines from San Diego announcing that Mr. Jeff Baker, son of Dr. John Baker, Interim Vice President of Student Services, is following in his father's footsteps and has been selected to serve as Grossmont College's new Vice President of Student Services.

Irene Malmgren, Ed.D., Vice President of Academic Affairs, reported that the Curriculum Committee has done a great deal of work this year. In addition to other curricular work, they have approved: 8 new courses, 106 course modifications, 78 course deactivations, 7 new transfer degrees, 1 degree modification, 1 degree deactivation, 7 certificate modifications, and 5 certificate deactivations. Dr. Malmgren thanked them for a productive year.

Dr. Malmgren announced that Mr. Jim Lancaster, Dean of Career, Technical and Continuing Education, received a certificate of appreciation from the East San Gabriel Valley ROP/TC. She thanked Mr. Lancaster for serving as Citrus College's representative at the ROP meetings.

John Baker, Ed.D., Interim Vice President of Student Services, reported that Ms. Adrienne Thompson, Student Life and Leadership Development Supervisor, was invited by the Chancellor's Office to Sacramento to provide leadership training for the incoming members of the Student Senate for California Community Colleges (SSCCC).

Dr. Baker commented that the college will be losing two fine Financial Aid staff members with the retirements of Ms. Lilia Medina, Director of Financial Aid, and Ms. Wendy Coulter, Financial Aid Advisor.

Robert Sammis, J.D., Director of Human Resources and Chief Negotiator, said the hiring process for five new faculty members has been completed, and those selected are on the agenda for Board approval. This brings the total of new faculty members for

2012-2013 to eight. Dr. Sammis thanked all those who participated in the process, and he recognized the efforts of the Human Resources staff.

Carol R. Horton, Vice President of Finance and Administrative Services, commented on the 2012-2013 tentative budget included on the agenda for approval. She said that the budget is built on the assumption that the November 2012 tax initiative will not pass. Mrs. Horton said in-depth information on the college's tentative budget was presented at the Budget Forum on June 14, 2012, as well as the latest news on the state budget. At the state level, trailer bills for education are still being discussed. There was good news regarding the threatened loss of funding for community colleges from redevelopment money that may not materialize. The state has included language in the budget bill to backfill any losses.

James Woolum, Academic Senate President-Elect, read a report on the activities of the Academic Senate for 2011-2012 drafted by Ms. Nickawanna Shaw, Academic Senate President. Highlights include the adoption of the student learning outcomes process and form; numerous surveys of faculty members on a variety of important topics; the adoption of the new Program Review process; a waitlist procedure; the adoption of policies that ensure support of program viability and enrollment priorities; and the review, discussion, and adoption of a large number of Human Resources Administrative Procedures and Board Policies.

Crescencio Calderon, Student Trustee, said he was pleased to ride in the Monrovia Day Parade on May 19, 2012, with Dr. Baker. He was also pleased to announce that Citrus College ranked 15 out of 229 colleges and universities across the nation in the Cesar E. Chavez National Blood Drive Challenge. The effort also earned Citrus College first place among participating colleges and universities in Southern California.

Student Trustee Calderon announced the names of the new officers that will serve on the ASCC Executive Board for 2011-2012. He introduced the incoming ASCC Vice President, Ms. Nayiri Baghdassarian, who was present.

Patricia Rasmussen, Member, Board of Trustees, commented on the many recent college activities she has attended, including the Cosmetology graduation, the Annual Achievement Awards ceremony, the Alumni Reception, the Nursing students' pinning ceremony, and Commencement. She said Commencement was excellent and a wonderful affirmation of a job well done for our students.

Susan M. Keith, Vice President, Board of Trustees, said she was pleased to attend a recent community event in Claremont with Ms. Christina Garcia, Director of Development and Alumni Relations. She said Ms. Garcia was very well received.

Edward C. Ortell, Member, Board of Trustees, said the Gold Line Construction Authority will be hosting a community open house in Duarte on June 28, 2012, to provide an update on the overall construction schedule and the Duarte station. Trustee Ortell said a major construction hurdle will soon be completed with the tearing down of

the old bridge adjacent to the 210 Freeway and the construction of a new bridge that spans the 210 Freeway. He added that the new bridge required over 200 trucks of cement pouring continuously over an 18 hour period. Trustee Keith said the Gold Line Construction Authority has asked her to speak at several upcoming events in her area and carry the message that "Citrus College supports the completion of the Foothill Extension."

Board President Montgomery commented on recent college events, including the CalWORKs and CARE reception and Commencement. She congratulated all of the students who earned degrees and certificates and she thanked the college community for their part in helping these students achieve success. Board President Montgomery regretted that she was unable to attend the Achievement Awards, due to the passing of a friend, but she congratulated all those who were recognized. She added that it was a pleasure to present Bright Futures scholarships to outstanding high school graduates from Monrovia who will be attending Citrus College in the fall.

MINUTES

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

INFORMATION AND DISCUSSION

Accreditation Mid-Term Report – First Reading – Irene Malmgren, Ed.D., Vice President of Academic Affairs Accreditation Co-Chair, and Roberta Eisel, Accreditation Co-Chair

Accreditation co-chairs Dr. Malmgren and Ms. Roberta Eisel presented an overview on the progress of the college's accreditation mid-term report. The report is nearing completion and is due by the accrediting commission on October 15, 2012. The Accreditation Oversight Committee has met regularly to prepare the report, and Dr. Malmgren thanked the many people who have participated. The report will be on the Board agenda in July for a second reading. Trustee Keith said she enjoyed reading the report, which she said summarizes the greatness of Citrus College.

Accelerated English Program – Irene Malmgren, Ed.D., Vice President of Academic Affairs

Dr. Malmgren introduced Ms. Sylvia Smythe, Director of College Success, who along with Ms. Gina Hogan, English instructor; Dr. Beverly Van Citters, reading instructor; Ms. Rebecca Rudd, English instructor; and Ms. Suzanne Martinez, HSI Grant Project Coordinator, made a presentation on Citrus College's Accelerated English Program. The innovative curriculum is a consolidation of basic skills English and reading programs in an effort to remove redundancy, save time and increase student persistence. It has received positive reviews

statewide and propelled Citrus College into a leadership position in this area. It has also resulted in improved student success.

Grants Update – Irene Malmgren, Ed.D., Vice President of Academic Affairs

Ms. Smythe also provided an update on college grants that fund programs that promote student success. She introduced Dr. Marianne Smith, Project Director for RACE to STEM, who will be taking over much of Ms. Smythe's work upon her retirement. Dr. Malmgren thanked Ms. Smythe for launching the college in new directions with regard to college success, and she said the best way to honor her work is for these programs to continue being successful.

Administrative Procedure 5013 Students in the Military and Administrative Procedure 5075 Course Adds and Drops – John Baker, Ed.D., Interim Vice President of Student Services

Administrative Procedure 2105 – Election of Student Trustee, and Administrative Procedure 2340 – Agendas – Geraldine M. Perri, Ph.D., Superintendent/President

Program Review – Mathematics – Irene Malmgren, Ed.D., Vice President of Academic Affairs

Dr. Malmgren provided highlights of the Mathematics Program Review. She commended the Mathematics Department for their excellent work.

INDEPENDENT CONTRACTORS

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

FACILITIES USE

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

BUDGET – WARRANTS – FINANCIAL STATEMENT, ETC.

Item 4: Moved by Trustee Rasmussen and seconded by Trustee Woods to approve A & B Warrants for May 2012. 5 Yes.

Item 5: Moved by Trustee Rasmussen and seconded by Trustee Woods to approve purchase orders for May 2012. 5 Yes.

INSTITUTIONAL MEMBERSHIPS

Item 6: Moved by Trustee Rasmussen and seconded by Trustee Woods to approve the 2012-2013 institutional membership list. 5 Yes.

BIDS

- Item 7:** Moved by Trustee Rasmussen and seconded by Trustee Woods to approve the award of bid #09-1112, Golf Range Netting Project to Judge Netting, Inc. of Costa Mesa, California and authorize the Vice President of Finance & Administrative Services to execute the contract on behalf of the District. The bid price of \$127,500.00 is within budget and will be funded from Fund 41, Capital Projects. 5 Yes.

CONSTRUCTION – CAPITAL PROJECTS

- Item 8:** Moved by Trustee Rasmussen and seconded by Trustee Woods to approve Change Order Number One in the amount of \$18,728.00 and add zero days to the time for completion for project number 04-1112, Pool Replaster Project. 5 Yes.
- Item 9:** Moved by Trustee Rasmussen and seconded by Trustee Woods to approve Change Order Number Two in the amount of \$7,472.00 and add zero days to the time for completion for project number 04-1112, Pool Replaster Project. 5 Yes.

FIELD TRIPS

- Item 10:** Moved by Trustee Rasmussen and seconded by Trustee Woods to approve a field trip for three (3) students and one (1) faculty to attend the NASA Advanced Rocketry Workshop, Huntsville, Alabama, July 17-21, 2012. 5 Yes.

CURRICULUM

- Item 11:** Moved by Trustee Rasmussen and seconded by Trustee Woods to approve the new course, modified courses, inactivated courses, new programs, modified programs and inactivated programs. 5 Yes.

AGREEMENTS

- Item 12:** Moved by Trustee Rasmussen and seconded by Trustee Woods to approve contracts between Citrus College and Mt. San Antonio College in the amount of \$90,000 and between Citrus College and Rio Hondo College in the amount of \$95,000. Contracts will be in effect July 1, 2011 to November 30, 2013 for the San Gabriel Valley Career Technical Education Community Collaborative - Round Five. 5 Yes.

PERSONNEL RECOMMENDATIONS

- Item 13:** Moved by Trustee Rasmussen and seconded by Trustee Woods to approve the personnel actions with regard to the employment, change of status, and/or separation of academic employees as revised. 5 Yes.
- Item 14:** Moved by Trustee Rasmussen and seconded by Trustee Woods to approve the personnel actions with regard to the employment, change of status, and/or separation of classified employees. 5 Yes.

Item 15: Moved by Trustee Rasmussen and seconded by Trustee Woods to approve the employment of short-term, non-academic employees and substitutes as revised. 5 Yes.

BUDGET – WARRANTS – FINANCIAL STATEMENT, ETC.

Item 16: Moved by Trustee Rasmussen and seconded by Trustee Woods to approve the 2012-2013 tentative budget. 5 Yes.

Item 17: Moved by Trustee Keith and seconded by Trustee Woods to approve Resolution 2011-12-11 for the Vice President of Finance and Administrative Services or designee to make temporary cash loans during the 2012-2013 fiscal year, between District funds whenever such transfers are needed to cover cash flow problems and to permit payment of obligations. The amount of any individual transfer to any fund shall not exceed \$5,000,000. 5 Yes.

Item 18: Moved by Trustee Keith and seconded by Trustee Rasmussen to authorize the Los Angeles County Office of Education to make the necessary appropriation transfers at the close of the school year 2011-2012 in order to permit payment of obligations at the end of the school year in accordance with the provisions of Education Code Section 42601. 5 Yes.

Item 19: Moved by Trustee Rasmussen and seconded by Trustee Keith to approve Resolution 2011-12-12 for the Vice President of Finance and Administrative Services or designee to borrow funds from the Los Angeles County Treasurer during the 2012-2013 fiscal year, whenever such transfers are needed to cover cash flow problems and to permit payment of obligations. The amount of any individual transfer to any fund shall not exceed \$45,479,173. 5 Yes.

PARKING

Item 20: Moved by Trustee Woods and seconded by Trustee Keith to increase the parking fee for regular students to \$50.00 per semester and \$25.00 per intersession and to increase the parking citation amount to \$35.00 beginning in fall 2012. 5 Yes.

ACADEMIC CALENDAR

Item 21: Moved by Trustee Rasmussen and seconded by Trustee Woods to approve the proposed 2013-14 Academic Calendar. 5 Yes.

EMPLOYMENT – FACULTY

Item 22: Moved by Trustee Keith and seconded by Trustee Rasmussen to approve the employment of Ms. Victoria Dominguez effective August 24, 2012, in a full-time tenure track position (a first year contract of 175 days) in the discipline of Mathematics, 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. 5 Yes.

Item 23: Moved by Trustee Keith and seconded by Trustee Rasmussen to approve the employment of Ms. Ann Everett effective August 24, 2012, in a full-time tenure track position (a first year contract of 175 days) in the discipline of Cosmetology (Esthetician), at a salary placement of Class 1 Step 3, on the Full-Time Faculty Salary Schedule (pending verification of qualifications and experience) totaling \$51,732.00 annually plus \$25,730.80 in health and statutory benefits. 5 Yes.

Item 24: Moved by Trustee Keith and seconded by Trustee Rasmussen to approve the employment of Ms. Michelle Hernandez effective July 1, 2012, in a full-time tenure track position (a first year contract of 175 days over the twelve month period) in the discipline of Counseling DSPS/Learning Disabilities, at a salary placement of Class 3 Step 3, on the Full-Time Faculty Salary Schedule (pending verification of qualifications and experience) totaling \$57,665.00 annually plus \$26,514.55 in health and statutory benefits. 5 Yes.

Item 25: Moved by Trustee Keith and seconded by Trustee Rasmussen to approve the employment of Mr. Eric Odegaard effective August 24, 2012, in a full-time tenure track position (a first year contract of 175 days) in the discipline of English, at a salary placement of Class 3 Step 4, on the Full-Time Faculty Salary Schedule (pending verification of qualifications and experience) totaling \$60,354.00 annually plus \$26,869.76 in health and statutory benefits. 5 Yes.

Item 26: Moved by Trustee Keith and seconded by Trustee Rasmussen to approve the employment of Mr. Mariano Rubio effective August 24, 2012, in a full-time tenure track position (a first year contract of 175 days) in the discipline of Automotive, at a salary placement of Class 1 Step 4, on the Full-Time Faculty Salary Schedule (pending verification of qualifications and experience) totaling \$54,419.00 annually plus \$26,085.75 in health and statutory benefits. 5 Yes.

ACCREDITATION

Item 27: Moved by Trustee Keith and seconded by Trustee Woods to approve the first reading of the Citrus College midterm report to the Accrediting Commission for Community and Junior Colleges (ACCJC). 5 Yes.

BOARD OF TRUSTEES

- Item 28:** Moved by Trustee Woods and seconded by Trustee Rasmussen to select Susan M. Keith and Patricia Rasmussen as the Board of Trustees ad-hoc committee in support of Governor Brown's November 2012 Ballot Initiative. 5 Yes.
- Item 29:** Moved by Trustee Keith and seconded by Trustee Rasmussen to approve Resolution 2011-12-10 in support of Governor Brown's November 2012 Ballot Initiative, "Temporary Taxes to Fund Education, Guaranteed Local Public Safety Funding." 5 Yes.

BARD POLICIES

- Item 30:** Moved by Trustee Woods and seconded by Trustee Rasmussen to approve the first reading of Board Policy 3501 Campus Security and Access and Board Policy 5510 Off-Campus Student Organizations. 5 Yes.
- Item 31:** Moved by Trustee Rasmussen and seconded by Trustee Woods to approve the first reading of Board Policy 1200 Mission. 5 Yes.
- Item 32:** Moved by Trustee Woods and seconded by Trustee Keith to approve the first reading of the following Board Policies: BP 2100 Board Elections and BP 2745 Board Self-Evaluation. 5 Yes.

BOARD OF TRUSTEES SELF-EVALUATION WORK SESSION

The Board reviewed the results of the external survey conducted at the May 15, 2012, regular meeting of the Board of Trustees. They also reviewed and discussed their self-evaluation survey.

CLOSED SESSION: At 5:14 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, (CCAFF) 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

**Per Section 54957: PUBLIC EMPLOYEE PERFORMANCE EVALUATION:
Superintendent/President**

RECONVENE OPEN SESSION: At 7:30 p.m., Board President Montgomery reconvened the meeting to open session with no action taken.

ADJOURNMENT: At 7:31 p.m., it was moved by Trustee Woods and seconded by Trustee Keith to adjourn the meeting.

Date

Gary L. Woods
Clerk/Secretary
Board of Trustees