CITRUS COMMUNITY COLLEGE DISTRICT
STEERING COMMITTEE AGENDA

May 10, 2010
2:45 – 4:00 p.m.
Louis E. Zellers Center for Innovation

I. CALL TO ORDER, CHAIR
Geraldine M. Perri, Ph.D. – Chair

II. APPROVAL OF MINUTES
March 26, 2010

III. OLD BUSINESS

IV. NEW BUSINESS
ACTION
- **A. Board Policy BP 2720 Communications Among Board Members – Dr. Geraldine M. Perri**
- **B. Board Policy BP 7109 Health Examinations – Dr. Robert Sammis**

V. NEW BUSINESS
INFORMATION
- **A. Administrative Procedure AP 5070 Attendance – Dr. Jeanne Hamilton**
- **B. Student Learning Outcomes Assessment – 2012 Proficiency Plan Revisions – Mrs. Roberta Eisel**
- **C. Reading Instructional Program Review 2009-2010 – Dr. Irene Malmgren**

REPORTS/QUICK UPDATES
- **A. Educational Programs – Dr. Irene Malmgren**
- **B. Student Services – Dr. Jeanne Hamilton**
- **C. Physical/Financial Services – Mrs. Carol Horton**
- **D. Human Resources – Dr. Robert Sammis**
- **E. Information Technology – Ms. Linda Welz**
- **F. Institutional Research – Dr. Lan Hao**
- **G. External Relations – Ms. Paula Green**
- **H. Academic Senate President – Dr. Jack Call**
- **I. ASCC Representatives - Mr. Karlyn Bradley**
- **J. Classified – Ms. Cathy Napoli**
- **K. Supervisors/Confidential President – Mr. Leigh Buchwald**
- **L. Student Learning Outcomes Assessment Coordinator – Ms. Roberta Eisel**
- **M. Others**
- **N. Superintendent/President – Dr. Geraldine M. Perri, Ph.D.**

REMINDER
ALL COMMITTEE PURPOSE AND RESPONSIBILITY STATEMENTS FOR 2010-2011 ARE DUE SEPTEMBER 2010

MEETING DATE FOR 2009-2010

June 7, 2010

STEERING COMMITTEE MEMBERS

CHAIR – Dr. Geraldine M. Perri, Superintendent/President

STANDING COMMITTEE CHAIRS

1. Irene Malmgren, Educational Programs
2. Jeanne Hamilton, Student Services
3. Carol Horton, Physical/Financial Resources
4. Robert Sammis, Human Resources Services
5. Paula Green, External Relations
6. Linda Welz, Information Technology
7. Lan Hao, Institutional Research

CLASSIFIED REPRESENTATION

1. Pam McGuern
2. Cathy Napoli

SUPERVISORS/CONFIDENTIAL

1. Leigh Buchwald

FACULTY REPRESENTATION

1. Kathy Bakhit
2. Patrick Borja
3. Jack Call, Academic Senate
4. Timothy Durfield
5. Gunnar Eisel
6. Roberta Eisel
7. Mitch Hathaway
8. Michael Hillman
9. Dennis Korn
10. Bruce Langford
11. John Vaughan
12. Lisa Villa
13. Karen Praeger, Adjunct Faculty

STUDENT REPRESENTATION

1. Karlyn Bradley
2. Chrissy Concannon

RECORDING SECRETARY

Pam Sewell

CITRUS COMMUNITY COLLEGE DISTRICT

Steering Committee Minutes
April 26, 2010

PRESENT:

Kathy Bakhit, Faculty
Patrick Borja, Faculty
Karlyn Bradley, ASCC President
Leigh Buchwald, Supervisors/Confidential
Chrissy Concannon, ASCC, Vice President
Gunnar Eisel, Faculty
Roberta Eisel, Faculty
Paula Green, External Relations
Jeanne Hamilton, Student Services
Lan Hao, Director of Institutional Research
Mitch Hathaway, Faculty
Carol Horton, Financial/Physical Resources
Dennis Korn, Faculty
Bruce Langford, Faculty
Irene Malmgren, Educational Programs
Pam McGuern, Classified
Cathy Napoli, Classified
Geraldine M. Perri, Ph.D., Superintendent/President
Karen Praeger, Adjunct Faculty
Robert Sammis, Human Resources
John Vaughan, Faculty
Linda Welz, Information Technology
Lisa Villa, Faculty

ABSENT:

Jack Call, Academic Senate
Timothy Durfield, Faculty
Mike Hillman, Faculty

CALL TO ORDER

Dr. Perri called the meeting to order at 2:46 p.m. in the Louis E. Zellers Center for Innovation Conference Room. Dr. Perri announced that Ms. Irene Malmgren had successfully defended her dissertation and is now Dr. Irene Malmgren. Congratulations!

Minutes

Recommended by Dr. Robert Sammis and seconded by Mrs. Roberta Eisel to approve the March 22, 2010 Steering Committee meeting minutes as submitted.

I.

OLD BUSINESS

None.

NEW BUSINESS

ACTION

A. Board Policy BP 3500 Campus Safety

Dr. Hamilton stated these four policies are new policies recommended by CCLC and submitted to the Steering Committee for approval.

Dr. Hamilton stated that BP 3500 Campus Safety requires that the District have a safety plan in effect.

B. Board Policy BP 3515 Reporting of Crimes – Dr. Jeanne Hamilton

Dr. Hamilton stated this is a new policy but is one that the District currently complies with under the Student's Right To Know Act and Campus Safety Act.

C. Board Policy BP 3520 Local Law Enforcement – Dr. Jeanne Hamilton

Dr. Hamilton stated this policy requires that the District have a written agreement with the local law enforcement agency. Citrus College has a Memo of Understanding with the Glendora Police Department.

D. Board Policy BP 3530 Weapons on Campus

Dr. Hamilton stated this policy specifies that weapons are not allowed on campus.

Moved by Mr. Dennis Korn and seconded by Mrs. Carol Horton to approve the Board Policies as submitted. MSP

NEW BUSINESS

INFORMATION

A. Administrative Procedure AP 3500 Campus Safety – Dr. Jeanne Hamilton

B. Administrative Procedure AP 3515 Reporting of Crimes – Dr. Jeanne Hamilton

C. Administrative Procedure AP 3516 Registered Sex Offender Information – Dr. Jeanne Hamilton

D. Administrative Procedure AP 3520 Local Law Enforcement – Dr. Jeanne Hamilton

E. Administrative Procedure AP 3530 Weapons on Campus – Dr. Jeanne Hamilton

These administrative procedures correspond with the above board policies and include the detail description on the process.

F. School Relations and Outreach Program Review – Dr. Jeanne Hamilton

Dr. Hamilton stated this program is a brand new program that was established in 2006. Since 2006 this program has grown to include part-time recruiters and in fall 2008 added the student ambassador program. This program coordinates parades, community fairs, and other recruitment events. The purpose of this program is to coordinate outreach and improve activities with the area high schools, as well as, serve as a liaison in the local community. Dr. Hamilton added that an Outreach Committee was formed to involve all areas of the college that participate at the local high schools such as CARE/CalWORKs, Financial Aid, Career/Transfer, EOPS, etc. This committee coordinates programs through the Citrus College website along with an outreach calendar of events. Dr. Hamilton stated that the program has been so successful it would like to be able to add more staff. (A copy of this program review is available from Student Services)

G. Business Instructional Program Review 2009-2010– Dr. Irene Malmgren

Dr. Malmgren stated the Business Program Review shared information on updated instructional equipment, retention levels, and success rates. The Business program is working to revise the business major. Dr. Malmgren stated the Business program will eliminate the Business Management and Marketing certificate. This is no longer a viable certificate program. (A copy of this program review is available from the Academic Affairs Office)

H. Dance Instructional Program Review 2009-2010

Dr. Malmgren stated that the Dance program has one full-time faculty member and has been in effect for ten years. This program has had extreme growth along with consistent enrollment numbers. The goal for this program was to increase the number of male dancers. Dr. Malmgren added that through various production selections this has been accomplished. (A copy of this program review is available from the Academic Affairs Office)

I. Emergency Medical Technician (EMT) Instructional Program Review 2009-2010

Dr. Malmgren stated that this program is run by a single full-time faculty member. This program has been in existence for 35 years but since the hire of a full-time instructor this program has grown from 29 to 86 ftes. This program includes an advisory committee which includes members from the Department of Los Angeles Public Safety. Dr. Malmgren added that 95 percent of the students report finding gainful employment within 90 days of graduation. The other 5 percent are already employed and are enrolled for additional certification. The program has been selected by the FBI as their EOC training center and given the local interest there is a need for EMT's in this area. (A copy of this program review is available from the Academic Affairs Office)

J. English Instructional Program Review 2009-2010

Dr. Malmgren stated the English department did a great job on this program review. During this process they completed two certificates of achievement and a degree in English. The future plans for the English area is to staff a writing center. The program will also evaluate the Associate Degree. (A copy of this program review is available from the Academic Affairs Office)

K. Humanities Instructional Program Review 2009-2010

Dr. Malmgren stated that the strength of this program is the class offerings with one faculty member. The future plans for this program would be to have a multiple discipline associate degree. (A copy of this program review is available from the Academic Affairs Office)

L. Nurse Assistant Instructional Program Review 2009-2010

Dr. Malmgren stated that through the nurse assistant program students can get a job after 8 weeks of training and can work while they continue their education for the certificate program. It was stated that the skills lab provides assistance during and after course completion. Dr. Malmgren added that there is a need for curriculum for acute care and home health care. (A copy of this program review is available from the Academic Affairs Office)

Dr. Malmgren stated that the new Program Review Coordinator, Mr. Jim Woolum has made great progress on the success and completion of the program reviews.

M. Research Project Approval Form – Dr. Lan Hao

Dr. Hao provided information on the development of a new approval process and form for individuals to conduct research at Citrus College. Dr. Hao added that from time-to-time members of Citrus College have received requests wishing to conduct research on campus involving our employees or students. In an effort to ensure that study participants are fully aware of the nature of the research, that their rights are protected, and that the research aligns with the mission, vision, values and strategic goals of Citrus College, this Research Project Approval Form is being established to protect class time, employee and student rights and College liability.

Reports and Quick Updates

Irene Malmgren – Academic Affairs

Dr. Malmgren announced that Educational Programs met on March 29th and worked on the submitted program reviews and reviewed several Board Policies and Administrative Procedures. The committee also evaluated the IRB process.

Jeanne Hamilton – Student Services

Dr. Hamilton stated the Student Services Committee was cancelled. Dr. Hamilton and Dr. Malmgren have been working on a report for the Board on activities in the Academic Affairs and Student Services areas. Dr. Hamilton added that an Accreditation Oversight Committee has been formed that will follow up on the progress on the seven recommendations through 2011-2012. There will be administrators serving as chairs for the seven recommendations with faculty members serving as co-chairs. The first meeting is May 13th.

Carol Horton – Financial and Physical Resources

Mrs. Horton stated Financial and Physical Resources met. The Financial Resources Committee discussed what the state is not doing on budget resolution. Mrs. Horton stated that the departmental budget sheets have been distributed to each area and are due on May 7th. Mrs. Horton added that there is a lot of budget work to be completed with the categorical programs being so drastically cut.

The Physical Resources Committee discussed all campus projects. Mrs. Horton announced that the glass has been installed in the Student Services Building. There has been concrete poured in the automotive area and the Voc Tech building should be completed by June. The Security Building is close to completion with work being completed on the hard scape and landscape. Mrs. Horton added that work continues on campus signage with assistance from ASCC and Security to include their recommendations for electronic signage. Mrs. Horton announced that the Fine Arts building is out of DSA and the Administration Building have been submitted to DSA. The Fine Arts building, the final big project will begin in approximately one year.

Robert Sammis – Human Resources
Dr. Sammis stated the Human Resources Advisory Committee met and gave final approval on the Board Policy and Administrative Procedure for the Recruitment and Selection Process for Full-Time Faculty. There was also approval on the Board Policy and Administrative Procedure for Public Records and Records Retention. These will be distributed to the constituent groups for approval. Dr. Sammis added that there was discussion with the faculty association on contract language or board policy/administrative procedure that has yet to be determined on the issues of evaluation and leaves. There will be conversations to either amend the collective bargaining agreement or to develop a Board Policy and Administrative Procedure.

Roberta Eisel – Academic Senate
Mrs. Eisel stated that the Senate meets this week and will discuss the Update on Mandatory Student Orientation, Priority Registration for DSPS and update on college success. There will be action taken on 13 board policies and administrative procedures. Mrs. Eisel announced that this year's Distinguished Faculty is Mr. John Vaughan. Mrs. Eisel stated that Dr. Jack Call and Ms. Sheryl Walz attended the Statewide Senate Plenary session and shared information and results from the resolutions voting.

Linda Welz – TeCS
Ms. Welz stated that the CITC met and is working on the updates for the Technology Plan and budget process. Ms. Welz stated that the conversion for Banner 8 was a bit of a rough process with the ODS scanning system needing an upgrade. Ms. Welz's thanked everyone for their patience with the Banner conversion. Ms. Welz's added that TeCS has received the diagram information for the new Student Services building but they will need to work with each of the Dean's and Director's for computer needs.

Paula Green – External Relations
Ms. Green stated at the last Steering meeting it was announced that External Relations had won four awards from CCC Pro. The District was notified that two awards were gold and two were bronze. One of the gold was received for Photography, which was a picture from graduation and the other gold was for a HSI Press Release. The bronze awards were for the science lab and the opening of the Veteran's Center. Ms. Green stated that External Relations is currently engaged in the end-of-the-year production of items such as the schedule, catalog, and flyers. Ms. Green stated that on Friday she received a call from a New York Times reporter who is writing an article on community colleges regarding the best of times and worst of times. The reporter would like to include feedback from Citrus. The article will reflect the best of times because of so many students, but worst of time because of the community college budget issues.

Karlyn Bradley – ASCC
Mr. Bradley announced that ten students will be attending this weekend's General Assembly Conference at the Los Angeles Westin Bonaventure Hotel. Mr. Bradley added it was announced today that Mrs. Jill Biden will be the keynote speaker at this weekend's General Assembly Conference. Mr. Bradley stated ASCC is scheduled to meet to discuss student council elections and the resolutions that will be voted on at general assembly. Mr. Bradley stated that applications are now available for ASCC elections which will be held on May 25th and 26th. Mr. Bradley announced that Spring Fest is scheduled for next week. The ASCC is also working on next year's budget which had to be cut by 7 percent. Mr. Bradley added that a General Election Student Representative meeting will be scheduled to focus on trying to get better voter turnout for campus elections. The General Election Committee has created a slogan and campaign information, also created flyers to be placed in classrooms, and will try to target the general student population.

Cathy Napoli – Classified
No report.

Leigh Buchwald – Supervisors/Confidential
Mr. Buchwald stated Supervisors/Confidential is moving forward on the evaluation process and goal setting training will begin next month for the classified supervisors.

Roberta Eisel – Student Learning Outcomes Assessment Committee
Mrs. Eisel stated that the annual report is here from ACCJC, which includes a section to report progress on learning outcomes and assessment. The questions on the report have also been changed. Mrs. Eisel stated that the Student Learning Outcomes Coordinator position will be flown with a flyer to be distributed soon, please apply. Mrs. Eisel stated that work is currently being done on the updates to meet the 2012 Proficiency Plan.

Lan Hao – Institutional Research
Dr. Hao stated the Institutional Research and Planning Committee met and reviewed the IRB form, one more time. The version for today's Steering reflects the revisions from IRPC, as well as, EPC and Senate. The IRPC Committee also spent some time looking at the data from the Transfer Velocity Project, which is made available through Data Mart on the Chancellor's Office website.

Dr. Hao attended the RP Group Conference last week. One of the sessions she attended included discussions on ARCC, which was intended more for internal improvement usage. Dr. Hao stated that the CSSE survey is still in process and thanked all faculty for their assistance. Dr. Hao added that the Faculty Survey has received a low response of approximately 15 percent. Dr. Hao would like to promote more participation by distributing a survey reminder. The next IRPC meeting is scheduled for May 4th.

Dr. Hao gave an update on the Strategic Planning Committee progress. Dr. Hao also announced that the college needs to begin working on the 2009-2010 Progress Report.

Geraldine M. Perri, Ph.D. – Superintendent/President
Dr. Perri provided the committee with an update from the Southern California CEO's conference on the topics of accreditation, the proposed transfer degree, proposed state 2010-2011 budget and a brief summary of the presentations by Chancellor Jack Scott, Mr. Scott Lay, and Dr. George Boggs.

Dr. Perri added that on the local level we received notice from Cal Poly Pomona that Citrus was no longer a Tier 1 institution. A letter was received from the President of Cal Poly Pomona informing Citrus of this change, which also affected Mt. Sac. Subsequent to that letter, a letter expressing Citrus' concerns was sent. After receiving this letter, Dr. Ortiz, President of Cal Poly called and reinstated Citrus College as a tier 1 college. The issue of the CSU's and local service areas is being evaluated at the statewide level. Chancellor Jack Scott states he has had a verbal agreement with Dr. Charlie Reed, Chancellor of the CSU system, that as of the fall all community college transfer students will be guaranteed enrollment to a CSU. But this does not mean specific to their CSU of choice and is not in writing yet.

OTHER
Dr. Perri announced that Ms. Cathy Napoli has won the CSEA award for the Unsung Hero for all of her years of service to CSEA.

Meeting adjourned at 3:50 p.m.

CITRUS COMMUNITY COLLEGE DISTRICT
Steering Committee

TO:	Steering Committee	Action	X
DATE	May 10, 2010	Resolution	
SUBJECT:	Amend Board Policy BP 2720 Communications Among Board Members	Information	
		Enclosure(s)	X

BACKGROUND

This Board policy was originally approved on April 7, 2009. In reviewing updates received from the California Community College League (CCLC) the Board Sub-Committee meet and approved amending this policy to include this statement on April 6, 2010.

This item was prepared by Pam Sewell, Administrative Assistant, Superintendent/President's Office

RECOMMENDATION

To approve the amended Board Policy BP 2720 Communications Among Board members that was Board approved on April 7, 2009.

Geraldine M. Perri, PhD.
Recommended by

_____/_____
Moved Seconded

Aye__Nay__Abstained___ Item No.____IV.A._____

CITRUS COMMUNITY COLLEGE DISTRICT
BOARD

BP 2720 **COMMUNICATIONS AMONG BOARD MEMBERS**

Reference: Government Code Section 54952.2

Members of the Board of Trustees shall not communicate among themselves by the use of any form of communication (e.g., personal intermediaries, e-mail, or other technological device) in order to reach a collective concurrence regarding any item that is within the subject matter jurisdiction of the Board of Trustees. In addition, no other person shall make serial communications to Board Members.

Board Approved 04-07-09

Amended

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	Steering Committee	Action	X
DATE	April 26, 2010	Resolution	
SUBJECT:	Human Resources Board Policies and Administrative Procedures: BP 7109 – Health Examinations	Information	
		Enclosure(s)	X

BACKGROUND

The District's current Board policies and procedures are in the process of updating to align with the recommend policies developed in conjunction with the Community College League of California (CCLC). The existing Board policies related to Human Resources are under review and revision to bring them up-to-date and to align them with the Human Resources chapter of the CCLC recommended Board policies. Revisions to the policies attached have been approved by the Human Resources Advisory/Staff Diversity Committee, all constituent groups (on various dates), and has been negotiated with and approved by the full-time faculty bargaining unit.

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

RECOMMENDATION

Authorization is requested to approve BP 7109 – Health Examinations.

Robert Sammis
Recommended by

_____/_____
Moved Seconded

_____
Approved for Submittal

Aye__Nay__Abstained___

Item No.____IV.B._____

Human Resources
DRAFT as of 04/26/10

BP 7109 Health Examinations

References: 42 U.S. Code Section 12112; 29 Code of Federal Regulations Part 1630; Government Code Section 12940

~~HEALTH EXAMINATIONS (P-4113)~~
~~No person shall be initially employed by the District unless the person has submitted to an examination within 30-days of the date of employment to determine that the person is free of active tuberculosis. Thereafter, all employees shall be required to undergo an examination at least once every four (4) years.~~
~~The District Board of Trustees may call for a health examination from any of its employees where doubt exists as to the ability of the employee to continue to meet reasonable physical and mental health standards. The District will pay for the necessary examination or provide the employee reasonable reimbursement.~~
~~The District may require a physical examination for certain positions prior to employment. The examination will be at District expense and by a physician with whom the District has made arrangements.~~
~~Adopted ..... 6/20/61~~
~~Revised..... 7/16/75~~
~~12/14/76~~
~~8/18/81~~
~~7/30/96~~
~~References~~
~~Education Code 87408, 87408.6~~
~~Citrus College Regulation 4113 - Health Examinations~~

~~HEALTH EXAMINATIONS (P-4213)~~
~~No person shall be initially employed by the Citrus Community College District unless the person has submitted to an examination within 30-days of the date of employment to determine that the person is free of active tuberculosis. Thereafter, all employees shall be required to undergo an examination at least once every four years.~~
~~The Citrus Community College District Board of Trustees may call for a health examination from any of its employees where doubt exists as to the ability of the employee to continue to meet reasonable physical and mental health standards. The District will pay for the necessary examination or provide the employee reasonable reimbursement.~~
~~The District may require a physical examination for certain positions prior to employment. The examination will be at District expense and by a physician with whom the District has made arrangements.~~
~~Adopted ..... 6/20/61~~
~~Revised..... 7/16/75~~
~~12/14/76~~
~~8/18/81~~
~~Citrus College Regulation 4213 - Health Examinations~~

General Provision

In compliance with all applicable state and federal laws and the provisions of any collective bargaining agreement, the District may request a health or physical examination of District personnel:

1. after an offer of permanent employment has been presented to an applicant;

2. when an employee returns to work following a medical leave of absence; or

3. to determine the employee will not pose a "direct threat" to the health and safety of self or others.

Any such medical examinations shall be at the District's expense and shall be conducted by a physician chosen by the District.

Office of Primary Responsibility: Human Resources

Date Adopted: .....
(Replaces current Citrus College policies P-4113 last revised July 30, 1996, and P-4213 last revised August 18, 1981)

Approved by HR Advisory/Staff Diversity Committee .....October 21, 2009
Academic Senate .....March 10, 2010
ASCC .....November 24, 2009
CSEA.....December 3, 2009
Management Team .....December 2, 2009
Supervisor/Confidential .....November 18, 2009
Steering .....

Notes:
New language indicated by underline, deleted language indicated by ~~strikethrough~~, and subsequent changes to language indicated by shading.

AP 7109 submitted to Steering Committee March 22, 2010.
Academic Senate/CCFA raised objection. Item tabled until April 26, 2010.
Item negotiated with and approved by CCFA on 4/23/10.

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	Steering Committee	Action	
DATE	May 10, 2010	Resolution	
SUBJECT:	Administrative Procedures - AP 5070 Attendance	Information	X
		Enclosure(s)	X

BACKGROUND

AP 5070 Attendance was included in the group of student services board policies and administrative procedures previously approved on July 21, 2009. Revisions were necessary to clarify when an instructor may drop a student for excessive absences and to give guidelines for adding students on waiting lists. The revisions were reviewed by all constituent groups and approved by the Student Services Committee on March 18, 2010.

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

RECOMMENDATION

Authorization is requested to approve revisions to AP 5070 Attendance.

Jeanne Hamilton
Recommended by

/
Moved Seconded

Approved for Submittal

Aye__Nay__Abstained___

Item No.____V.A.

CITRUS COMMUNITY COLLEGE DISTRICT
STUDENT SERVICES

DRAFT 3/19/10

AP 5070 ATTENDANCE

References: Title 5 Sections 58000 et seq.

Pursuant to Education Code Section 58000, the Department of Finance, the Auditor General, and the California Community Colleges Chancellor's Office, documentation requirements are maintained to promote standardized, accurate reporting of data used for calculating the state general fund apportionment and to facilitate annual audits required of the district. Appropriate support records include the following:

- Computation of units of full time equivalent student (FTES) based on the type of course, the way the course is scheduled, and the length of the course;
- Selection of a single primary term length for credit courses;
- Reporting of FTES during the "first period" (between July 1 and December 31) and "second period" (between July 1 and April 15);
- Compliance with census procedures prescribed by the state Chancellor's Office for all credit courses, including work experience, independent study, and credit courses being reported on an actual attendance basis;
- Preparation of census day procedure tabulations;
- Preparation of actual student contact hours of attendance procedure tabulations;
- Preparation (as applicable) of actual apprentice hours of teaching procedure tabulations;
- Preparation of support documentation regarding all course enrollment, attendance and disenrollment information;
- Computation of FTES that includes only the attendance of students while they are engaged in educational activities required of students and while they are under the immediate supervision and control of an academic employee of the District authorized to render service in the capacity and during the period in which he/she served;
- Verification of a minimum of 175 days of instruction during the fiscal year.

Attendance Requirements

Students are expected to attend all meetings of the courses in which they are enrolled. Meetings include regularly scheduled sessions of the course, and other required activities such as field trips, athletic meets, and performance. It is the responsibility of the instructor to notify the students of all such required activities early enough in the semester to enable students to attend all meetings.

Absences
After an absence it is the responsibility of the student to inform the instructor of the reason for the absence and arrange to make up the course work missed. Excused absences for which work may be made up with the instructor's approval include: (1) Absences due to illness, bereavement, personal emergency, or medical appointment; and (2) Absences due to required attendance at approved field trips, performances, or intercollegiate events.

Instructor Drop
~~An instructor may drop a student who has missed three class meetings.~~ An instructor may drop a student who has missed three class meetings in a regular semester class that meets two or more times a week or who has missed two class meetings in a class that meets once a week. Instructors teaching classes that meet less than a full semester (summer, winter, short term) may allow fewer absences.

If a student fails to attend the first class meeting of a term without prior permission from the instructor, the instructor may give that student's place to a waiting student who was unable to enroll during registration.

Readmission
To be readmitted to a course after being dropped by the instructor, a student must submit to the Admissions Office a Petition to Enter/Reenter Class late signed by the instructor. If a student is readmitted, any subsequent absence shall be considered sufficient reason for the instructor to drop the student.

Office of Primary Responsibility: Admissions and Records

Board Approved 07/21/09

Revised:	SSC	3/18/10
	ASCC	4/6/10
	CSEA	4/1/10
	Senate	4/28/10
	Sup/Conf	3/25/10
	Mgmt	3/25/10

CITRUS COMMUNITY COLLEGE DISTRICT
Steering Committee

TO:	Steering Committee	Action	
DATE:	May 3, 2010	Resolution	
SUBJECT:	Student Learning Outcomes and Assessment – 2012 Proficiency Plan Revisions	Information	X
		Enclosure(s)	X

BACKGROUND

In response to expectation by ACCJC that colleges will achieve the level of proficiency by 2012 as identified on their student learning outcomes and assessment rubric, and as part of our accreditation self study process, Citrus College developed a rubric-based plan in the spring of 2009. Given the outcome of our accreditation visit, the commission's recommendations, and continuing progress in learning outcomes and assessment, this plan is being revised.

The draft revisions are provided to the Steering Committee and to the Academic Senate by the college-wide Student Learning Outcomes and Assessment team known as the HotShots.

This is an information item at this time. Suggestions for changes or additions are welcomed.

RECOMMENDATION

_____
Recommended by

_____/_____
Moved Seconded

Aye__Nay__Abstained___ Item No.____V.B._____

Citrus College
Institutional Plan to Meet Proficiency Levels by 2012
ACCJC Rubric on Student Learning Outcomes ***Draft* Revisions, April 2010**

A. Student learning outcomes and authentic assessment are in place for courses, programs and degrees

2012 Plan (Self Study)	Responsible parties	Spring 2010 post-visit update	Timeframe
Courses – A.1. Complete revisions of course outlines of record for all credit courses.	Faculty (senate, curriculum committee) SLO HotShots	Currently 91 percent CORs w/SLOs. (Sp 10)	Fall 09
A.2. ~~Collect and assemble assessments and store in campus repository on the intranet~~.	SLO HotShots Individual faculty (Program Review)	Delete A.2 and replace with: A.2. Individual course level assessment is conducted and maintained by faculty. A.2.1 Use program review (six year and annual as the location where analysis of assessment occurs and indicates location where data are maintained) A.2.2 Share sample assessment reflection tool with groups of faculty and solicit and post additional samples from faculty.	Effective Fall 10 Beginning Spring 09 Spring 2009
A.3.Craft system for faculty to report schedules of assessment for courses	SLO HotShots Program review revision team	Add: A.3.1 Revise program review processes to address schedules of assessment for courses. A.3.2 In program review, provide guideline samples based on type of course and offering patterns (offered each semester, annually, fast track, other). A.2.3 In program review revise the course-program matrix/curriculum map to include cycle of assessment and completion information	Fall 2009 Summer 2010 Summer 2010
A.4. Monitor cycles of assessment and analysis in program review	SLO HotShots Program Review	Add A.4.1 Include assessment information in both six year and annual program review processes.	Effective Fall 2010
Instructional Programs -- A.5. design program level assessments with linkage to course SLOs, GE SLOs and resource allocation	Program Faculty Program Review revision team	Modify to begin: 4.5 In program review, design program level assessments with linkage to course SLOs, program level SLOs, and GE SLOs (Curriculum map).	Effective Fall 2010
Student services – A.6. Completed	Student services deans	Add: Status: Student Services areas engage in regular and continuous program review,	Spring 2010

		learning outcomes, and assessment. Continue process and provide annual outcome information with links to planning and resource needs.	
GE – A.6. Finalize design of GE assessment; conduct first cycle.	GE committee and dir. of institutional research		Fall 2010
		Add: A.6.2 Add assessment component to Instructional support program review	Fall 2010
B. Results of assessment are being used for improvement and further alignment of institution-wide practices.			
2012 Plan (Self Study)	Responsible parties	Spring 2010 post-visit update	Timeframe
B.1 Report assessment outcomes via annual program review. Use data and analysis to influence priorities for planning and resource allocation. (See program review annual summary sheets, budget priority processes, and planning cycle flow chart)	Instructional program faculty; deans; fiscal resources committee	Add: B.1.1 Revise program review processes (six year and annual) to require connections between assessment data and planning and budgeting needs (personnel, equipment, materials, facilities).	Spring 2010
B.2 Develop and adopt Institutional Outcomes (drafted spring 2009)	HotShots		
C. **There is widespread institutional dialogue about the results.**			
C.1 Conduct survey of faculty about development and assessment of SLOs and about their sense of the value of the process	HotShots and director of institutional research	Add C.1.1 Conduct survey of faculty participation in learning outcomes assessment, their support needs, and attitudes toward the topic and practice	
C.2 Include SLO related questions in All-Employee Survey. Conduct survey of faculty participation in learning outcomes		Revise given that the all-employee survey will be postponed.	
		C.1.2Engage Academic Senate in discussion of faculty responsibility and preferences for data analysis and links to program review, planning budgeting	Spring and Fall 2010
D. Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning.			
Institutional support services – D.1 Develop institutional support services program review process, including linkage to student learning (human resources; Office of Institutional Research, facilities and construction (done fall 2008); financial services; purchasing and warehouse; TeCS, external relations).	SLO Coordinator w/president's cabinet		
D.2. Complete program review for above	President's	Add	

	cabinet	D.2.1 Include assessment of learning outcomes in program review process	Effective Spring 2010
E. **Appropriate resources continue to be allocated and fine-tuned.**			
E.1 Continue SLO coordinator and evaluate changing needs.	SLOA Oversight Committee		
E.2 Create position for curriculum assistant/SLO technical support.	Faculty (senate)		
E.3 Evaluate impact on faculty and others to develop, assess, analyze SLOs and implement appropriate changes	HotShots		
E.4 Create method to identify and track within budget that appropriate resources continued to be allocated	Financial services		
~~E.5 Evaluate effectiveness of automated system (CurricUNET expansion) to collect and report~~	HotShots	Delete and Add E.5. Conduct survey of faculty to determine resource needs for assessment and analysis of SLOs data	Spring 2010
F. **Comprehensive assessment reports exist and are completed on a regular basis.**			
~~F.1 Evaluate effectiveness of automated system (CurricUNET expansion) to collect and report comprehensive assessment reports~~	HotShots	Delete and Add: F..1. Move toward establishing program review (six year and annual) as the vehicle for reporting assessment material and linking data-based recommendations to planning and budgeting	
F.2 Implement system to generate comprehensive assessment reports	HotShots	See F.1 above	
F.2 Monitor effectiveness of comprehensive assessment reports		Revise and clarify	Spring 2010
	Program Review revision team	Add F.2.1 Explore with academic senate to propose guidelines for frequency of assessment cycles and methods of reporting these through program review	Summer 2010
		Add F.2.2 Determine need for additional resources to analyze data (see section E)	Fall 2010
G. **Course student learning outcomes are aligned with degree student learning outcomes.**			
Status: Core competencies used at course, program, student services, and GE levels. Course SLOs mapped to program SLOs.			
Instructional program level - G.1 Link instructional program slos to GE SLO (program review).	GE Committee	Add G.1.1 Revise GE assessment plan: Revise GE outcomes; Develop format for programs to use a four point range for outcomes; pilot the assessment with selected GE courses.	
Instructional support program review -- G.2 Integrate core competencies into instructional support program review	Offices of Academic Affairs and Student	Add	

G.3 Link instructional support SLOs to GE SLOs when appropriate	Services	G.3.1 Develop outcomes for degrees and certificates G.3.2 Replace course-to-program matrix in six year program review with a 'curriculum map' that connects courses to programs, to general educations	Effective Fall 2010
H. **Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.**			
H.1 ASCC senators work within assigned areas to develop ways to increase student awareness of goals and purposes of courses and programs	ASCC and HotShots		Fall 2009
H.2 Develop methods to assess student awareness of goals and purposes of courses and programs	ASCC and HotShots		Fall 2010
H.2 Assess student awareness of goals and purposes of courses and programs	ASCC and HotShots		Spring 2011
		Add H.4 Develop college-wide information campaign to include posters announcing student learning outcomes and their importance.	Spring 2010
		H.5 Encourage use of learning outcomes language in syllabi by collecting and sharing ways faculty do so.	Spring 2010
		H.6 Work with academic senate to 'include SLOs in all course syllabi, including distance education' (recommendation #2)	Spring 2010
		H.7 Incorporate explanation of student learning outcomes in advising and orientation practices	Fall 2010

CITRUS COMMUNITY COLLEGE DISTRICT
Steering Committee

TO:	Steering Committee	Action	
DATE	May 10, 2010	Resolution	
SUBJECT:	Educational Programs Committee - Program Review: Reading	Information	x
		Enclosure(s)	x

BACKGROUND

The Reading program has undergone the prescribed program review process based on a 6-year cycle.

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

RECOMMENDATION
-none-

Irene Malmgren
Recommended by

/
Moved Seconded

Aye__Nay__Abstained___ Item No.____V.C.

Reading
Instructional Program Review 2009-2010

Spring 2010

Prepared by

Name	Title
Beverly Van Citters	Faculty
Mark Gunderson	Faculty
Joseph Harvey	Faculty

Reading Program Review Committee Members

Name	Title	Name	Title
Rebecca Rudd	Curriculum	Samuel Lee	Dean of Language Arts
Beverly Van Citters	Faculty	Mark Gunderson	Faculty
Joseph Harvey	Faculty Senate Representative	Jim Woolum	Program Review Advisor
		Cathy Day	Admin Secretary II

PROGRAM REVIEW – Reading

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

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

Samuel Lee, Dean of Language Arts	date
Michelle Plug, Articulation Officer	date
David Kary, Chair of Curriculum Committee	date
Irene Malmgren, Vice President of Academic Affairs	date
Jack Call, Academic Senate President	date
Geraldine M. Perri, Superintendent/President	date

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

Table of Contents

		page #
1.	Executive Summary	5
2.	Faculty *(full and part-time)*	5
3.	List of Program Courses	5
4.	List of Degrees	6
5.	List of Certificates and Awards	6
6.	List of Industry-Based Standard Certificates & Licenses	6
7.	Advisory Committee List	6
8.	Program Student Learning Outcomes	6
9.	Program Description / Mission	8
10.	Program Goals and Objectives	8
11.	Curriculum Review and Learning Outcomes Assessment	9
12.	Degree/Certificate Review	9
13.	Evaluation Criteria - Mission Commendations Previous Recommendations Completed Recommendations	9
14.	Evaluation Criteria - Need Commendations Previous Recommendations Completed Recommendations	12

15. Evaluation Criteria - Quality 14
Commendations
Previous Recommendations Completed
Recommendations

16. Evaluation Criteria - Feasibility 16
Commendations
Previous Recommendations Completed
Recommendations

17. Evaluation Criteria - Compliance 17
Commendations
Previous Recommendations Completed
Recommendations

18. Attachment A – Key Performance Indicators 20
19. Attachment B – Library Resources Report 26

1. Executive Summary

The Reading Department's program review has assisted the department faculty in acknowledging what we do well and what we can do better. We feel that we have focused on the developmental reading aspects in three courses [Read 019, Read 040 and Read 099]. We need to forge stronger communication ties with other disciplines especially in the sciences where success in Read 099 is of paramount importance for success in that area.

We intend to:

Create and monitor assessment strategies for Read 019, 040 and 099 including the development of a 'uniform' exam.

Train faculty using BlackBoard technology.

Continue to work with colleagues in learning communities that specialize in the introductory courses of science, sociology, criminal justice, and psychology to name a few.

2. Faculty

Full-Time Faculty
Mark Gunderson
Joseph Harvey
Patricia Lawrence
Beverly Van Citters

Adjunct Faculty
Linda Burns
Linda Hibbs
Donna Kelly
Helen LeMaire
Henry Alan Loya
Lori Nelson
Dianne Rowley
Elizabeth Serrao

3. List of Program Courses

Subject & Course No.	Title	Units
019	Literacy Skills	3.0
040	Basic Reading Skills	3.0
099	Reading Skills	3.0
120	Advanced College Reading	3.0

Classes not offered in the last two years:

Subject & Course No.	Title	Units

4. List of Degrees

None

5. List of Certificates and Awards

None

6. List of Industry-Based Standard Certificates and Licenses

None

7. Advisory Committee or Council

n/a

8. Program Student Learning Outcomes

The Reading 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 Reading Program will have acquired the following comptencies:

1) Communication (personal expression and information acquisition)
a) Students successfully completing courses in the Reading Program are informed readers who can extract information, summarize, critically analyze purpose, tone, and inferences by producing response writings to nonfiction readings..

2) Computation
a) Students successfully completing courses in the Reading Program are informed readers who can extract the meanings of graphs and pictorial representations in the content/nonfiction readings by responding to these graphic images by interpreting both literal and inferential meanings

3) Creative, Critical, and Analytical Thinking, and Information Competency
a) Students successfully completing courses in the Reading Program are informed readers who critically analyze, synthesize, and evaluate source materials by producing cohesive oral and written responses to the nonfiction reading materials

4) Community/Global Consciousness and Responsibility
a) Students successfully completing courses in the Reading Program are informed readers who are respectful and tolerant of diverse perspectives and demonstrate cultural awareness, personal responsibility, and ethical behaviors in discussion, ethical classroom behaviors, and ethical responses to readings and classroom views

5) Technology
a) Students successfully completing courses in the Reading Program are informed readers who use technology responsibly, can navigate the school platform environment, can use technology in classroom presentations, and can evaluate the credibility of online resources

6) Discipline / (Subject Area Specific Content Material)
a) Students successfully completing courses in the Reading Program are informed readers who use schema, metacognition, memory concepts, and skill building to develop their levels of learning in reading comprehension both literal and inferential

Matrix of Mapping Course-level SLOs with Program-level SLOs

	CC1 Communication	CC2 Computation	CC3 Creative, Critical, and Analytical Thinking	CC4 Community, Global Consciousness and	CC5 Technology	CC6 Discipline Specific

				Responsibility		
Reading Program-level SLOs						
Read 019 SLO #1	X					X
SLO #2	X					X
SLO #3	X					X
SLO #4	X	X	X			X
SLO #5	X					X
SLO #6	X	X	X			X
SLO #7				X		
SLO #8					X	
Read 040 SLO #1	X					
SLO #2	X					
SLO #3	X					
SLO #4	X					
SLO #5	X					
SLO #6	X					
SLO #7			X			
SLO #8			X			
SLO #9		X	X			
SLO #10			X			
SLO #11			X			
SLO #12				X		
SL0 #13				X		
SLO #14				X		
SLO #15					X	
SLO #16						X
Read 099 SLO #1				X		
SLO #2						X
SLO #3		X				X
SLO #4					X	
SLO #5	X					
SLO #6	X		X			
SLO #7	X					
SLO #8	X		X			
Read 120 SLO #1			X			X
SLO #2			X		X	X
SLO #3	X			X		
SLO #4	X		X		X	
SLO #5	X		X		X	
SLO #6	X				X	
SLO #7					X	
SLO #8	X		X			

9. Program Description / Mission

The Reading Program consists of a sequence of 4 courses [READ 019, 040, 099 and 120] which serve the diverse student population as needed to meet educational goals. Educational needs of students are met from basic literacy through advanced critical thinking and critical reading skills for college students.

The mission of the Reading Program supports students in college courses where a competent level of reading skill is required for student success.

10. Program Goals and Objectives

The goals and objectives of the Reading Program are:

a) Provide courses that upgrade knowledge, literal and inferential comprehension, study skills, vocabulary and content areas.
b) Provide skills in word recognition and processing of the written word.
c) Provide practice and reinforcement in textual patterns that enhance reading efficiency and meaning.

d) Provide instruction, practice, and preparation of effective responses as expressions of comprehension of higher learning.

11. Curriculum Review and Student Learning Outcomes Assessment

Course Number	Course Name	Last Reviewed by Curriculum Committee	*Date for next revision (six year cycle)	Date Last Offered	SLO's Written	**Most Recent SLO's Assessed
Read 019	Literacy Skills	2009	2015	2009	yes	Fall 09
Read 040	Basic Reading Skill	2009	2015	2010	yes	Fall 09
Read 099	Reading Skills	2009	2015	2010	yes	Fall 09
Read 120	College Reading	2004	2010	2005	pending	pending

*Courses to be reviewed on a six year cycle per Title 5.
**Results of assessment maintained by faculty with impact or needs recorded on annual program review report.

12. Degree/Certificate Review

Not applicable

13. Evaluation Criteria – Mission

The Reading Program curriculum offers courses from the pre-collegiate [developmental / basic skills] level through the college level to provide students to meet their educational goals where a competent level of reading skills is required for student success and advancement from basic skills to advanced critical thinking/reading skills. The Reading Program reflects the diversity found in the college population through nonfiction selections from a variety of disciplines reflecting contemporary issues in culture and society. The courses, Read 019, 040 and 099, are effective recommended prerequisites leading to college level required courses. The Read 120 course has been transferable to the CSU and is pending curriculum approval.

Commendations

a) The Reading Program adheres to the mission objectives of the college through the Reading Program's role as a support for other college level programs.
b) The Reading Program reflects the district's diversity in that assigned reading selections are diverse in content, author, and audience.
c) The institution's core competencies are included in the development of SLOs and are part of the instruction delivered in the Reading Program
d) There is no longitudinal data to support the question; however, Title V HSI grant did supply some stats that show that the program was successful.
e) Provides students with intensive training in reading that helps them become able to navigate the college reading maze.
f) Established both Read 099 and Read 040 as distance education offerings.
g) Reading faculty have consistently been involved in Learning Communities from the beginning of the program. Reading has paired with Biology, Math, English and Counseling.
h) Reading faculty continue to explore technology to assist in student learning such as the Second Life experiment in the Biology/Read 099 Learning Community including the culminating activities and movies made by students using YouTube to combine Biology and Reading objectives
i) Introduces students to nonfiction material that relates directly to content areas.
j) Works cooperatively with Disabled Students Programs and Services to accommodate students with various disabilities.

k) Offers reading courses in a variety of instructional methods including traditional 16 week, fast track-8 week, distance education, learning communities, and learning communities-fast track, with integration of biology, math, English and counseling courses.
l) Sensitive to economic needs of students at this time by providing for low cost textbooks including online, open source materials, and primary sources.

Previous Recommendations Completed

a) Reading faculty working with counseling faculty has been accomplished in Learning Communities and in interfacing with the Basic Skills Counselor.
b) Revamping of the importance of reading on the placement assessment has ensured that the minimal reading competency in EN 101 is achieved.
c) The SLOs have been updated for the lower 3 courses [Read 019, 040, 099].
d) Validation of placement cut scores has been accomplished.
e) Distance education formats are now available for Read 040 and Read 099.
f) Worked with Counseling and the Basic Skills Counselor to provide in-class workshops on various issues defined and created for each Reading course.
g) Participated in the Title V HSI Grant and College Success Program to continue to promote student success and persistence in basic skills courses by offering fast track classes that get students through the program in a timely and efficient manner.
h) Increased offerings in alternate methods of instruction including Learning Communities, Success Center, Faculty Leads and Fast Track courses.
i) Worked with the Veteran's Services on campus to continue to provide educational opportunities to returning veterans in basic skills classes.
j) Coordinated with Job Placement Coordinator, workshops to arm basic skills students so that they may successfully gain employment opportunities.
k) Reviewed course outlines and course content for rigor, consistency of continuity, and student outcomes.
l) Encouraged students to pursue a habit of lifelong reading through in-class discussions, supporting book readings and plays on campus, and through college reading strategies.
m) Had guest authors -- because of the HSI Grant, Jimmy Santiago Baca visited Citrus and students from local feeder high schools were invited. His book, A PLACE TO STAND is used in all Read 099 classes. The video, made of his visit with his permission, is housed in the library for all reading faculty to show in their classes.
n) Participated in identifying the appropriate College Success workshops for Read 019, Read 040 and Read 099.
o) Contributed to the BlackBoard repository of materials for all College Success faculty.
p) Most adjunct have portfolios on file in the Dean's office.

Recommendations

Recommendation
Redesign Read 120 to fit a traditional, honors, and DE modes.

				Impact					
Action/Activities	**Target Date**	**Person Responsible**		**FNIC**	**Facilities**	**Software**	**Equipment**	**Personnel**	**Other**
Revise course; utilize critical think. component for GE requirement.	9/2014	B. Van Citters		☐	☐	☐	☐	☒	
				☐	☐	☐	☐	☐	

Recommendation
Monitor students who take these courses in sequence: Read 019, 040 and 099

				Impact					
Action/Activities	**Target Date**	**Person Responsible**		**FNIC**	**Facilities**	**Software**	**Equipment**	**Personnel**	**Other**
Evaluate students as they complete each of the 3 levels in basic skills sequence.	9/2014	Faculty Lead/Sam Lee/ Researcher		☐	☐	☒	☐	☒	
				☐	☐	☐	☐	☐	

Recommendation Develop a department-wide final exam for each basic skills level									
				Impact					
Action/Activities	**Target Date**	**Person Responsible**		**FNIC**	**Facilities**	**Software**	**Equipment**	**Personnel**	**Other**
Develop rubrics that assist faculty in evaluating students' work	9/2014	Faculty Leads		☐	☐	☐	☐	☒	
				☐	☐	☐	☐	☐	

Recommendation									
				Impact					
Action/Activities	**Target Date**	**Person Responsible**		**FNIC**	**Facilities**	**Software**	**Equipment**	**Personnel**	**Other**
				☐	☐	☐	☐	☐	
				☐	☐	☐	☐	☐	

14. Evaluation Criteria – Need

According to the 2009 CAHSEE (California High School Exit Exam) results for grade 10, there are immediate reading needs in some of our feeder schools in English/Language Arts (which includes reading). For example, Azusa District had a 70% pass rate whereas 30% of the 10th graders failed. The CAHSEE is written at an 8th grade level therefore the literacy issue becomes even more pronounced to think that 30% of the students would fail. Passing the CAHSEE is NOT a valid indicator for college entry because college textbooks are written much higher than the 8th grade.

http://www.cde.ca.gov/ta/tg/hs/documents/summaryresults09.pdf

A better indicator is the CAT-6 (from the STAR-Standardized Testing and Reporting) where in 2009 for grade 11, in the whole State of California, only 40% of the students tested were at the proficient level in reading/English. (Note that the majority of this exam is reading-based). Note this means that 60% of the students are at basic or below in reading/English skills.

In Los Angeles County for 2009, 37% in grade 11 were listed at proficient or above, meaning that 63% were at basic or below in Reading/English.

In examining our feeder districts on the 2009 CAT/6 the results are as follows from the website: http://star.cde.ca.gov/star2009

Key	% age at proficient or higher	% at basic or below
State	40%	60%
LA County	37%	63%
Azusa District	22%	78%
Claremont	57%	43%
Duarte	37%	63%
Glendora	60%	40%
Monrovia	42%	58%

Reviewing these percentages, the need for basic skills is high just in the feeder schools for Citrus College. However, many students come from outside of the district environs and those results should be monitored as well.

Data from the NAEP (National Assessment of Educational Progress) indicates the level of reading in California, particularly Los Angeles County, is around a 5th grade level.

http://www.cde.ca.gov/ta/tg/nr/documents/naep09full.pdf

The highest grade measured by the NAEP is 8th grade. This is important to note because if students' deficiencies are identified in 8th grade, it is highly unlikely that the skills will get better in high school because the reading gets harder. Here is a quote from the NAEP 2009 Reading Report for California:

"In 2009, the percentage of students in California who performed at or above proficient was 22 percent. This was smaller than that for the nation's public schools (30 percent)."

The report further uses 'basic' and above as a descriptor -- The NAEP only measures Basic, Proficient and Advanced.

"In 2009, the percentage of students in California who performed at or above Basic was 64 percent. This was smaller than that for the nation's public schools (74 percent)."

The California public school students performed lower than the students in the nation's public schools.

Commendations

a) The data from the National Assessment of Educational Progress over the past 6 years, indicates the level of reading in California, particularly in Los Angeles County, is around a 5th grade level. The exit exam in reading, given at the high schools, is set around an 8th grade level. The Reading Program faculty stay aware of recent educational trends that could impact the program
b) There are similar reading programs around the country. However, the Citrus program used the State of California's reading objectives to develop the Reading Program. These state objectives have already been qualified by the CAT-6.
c) The state and national data support the need for the program because without adequate reading and critical reading/thinking skills, the chance for student success is hampered, jobs/ employment limited, and further education stifled.

Previous Recommendations Completed

a) The use of the CAT-6 as part of the multiple measures still needs to be examined. If the reading section of this exam is feasible, [this exam is required for all high school juniors in California] and can give the college adequate information for placement purposes, then the use of staff power to administer the assessment tool for placement will be limited.

Recommendations

Recommendation
Using placement cut scores, determine if the cut scores are consistent with the NAEP and STAR results for LA County

				Impact					
Action/Activities	**Target Date**	**Person Responsible**		**FNIC**	**Facilities**	**Software**	**Equipment**	**Personnel**	**Other**
	9/2015	Researcher		☐	☐	☐	☐	☒	
				☐	☐	☐	☐	☐	

Recommendation
The office of institutional research should provide the Reading faculty with annual reports, available at the state department of education, that indicate the reading achievement levels of students in the Citrus College feeder schools and of Los Angeles County since many entry level students are from 'out of district'.

				Impact					
Action/Activities	**Target Date**	**Person Responsible**		**FNIC**	**Facilities**	**Software**	**Equipment**	**Personnel**	**Other**
	9/2015	Researcher		☐	☐	☐	☐	☒	
				☐	☐	☐	☐	☐	

15. Evaluation Criteria – Quality

Course outlines have been revised to include Student Learning Outcomes and assessment measurements. Validation of the Placement cut scores continues as the literacy levels increase based on the STAR testing in the State of California.

Commendations

a) The lecture units are appropriate.
b) The disciplines are appropriate.
c) Course pre-requisites are validated.
d) Fcaulty are well trained in the discipline and are tenured.
e) Updated student learning outcomes.
f) Established learning communities.
g) Established a learning communities lead with the help of the HSI Grant.
h) Established a fast track component.
i) Faculty present to state and national organization.
j) Faculty take leadership roles at state and national levels in their fields.

Previous Recommendations Completed

a) Hired Basic Skills Director
b) Developed College Success Advisory Committee
c) Updated classrooms to include newer technology
d) Developed Faculty Leads

Recommendations

Recommendation
Revise Read 120 to include SLOs and to meet CSU, UC, and IGETC standards for area.

				Impact					
Action/Activities	**Target Date**	**Person Responsible**		**FNIC**	**Facilities**	**Software**	**Equipment**	**Personnel**	**Other**
Add SLOs and critical thinking component	9/2011	B. Van Citters/Read Faculty		☐	☐	☐	☐	☐	
				☐	☐	☐	☐	☐	

Recommendation
Develop a 12-unit Reading Certificate of Achievement

				Impact					
Action/Activities	**Target Date**	**Person Responsible**		**FNIC**	**Facilities**	**Software**	**Equipment**	**Personnel**	**Other**
Review feasibility of a Reading Certificate of Achievement.	9/2015	J. Harvey		☐	☐	☐	☐	☐	
				☐	☐	☐	☐	☐	

Recommendation
Identify contemporary authors to infuse into the Reading program.

				Impact					
Action/Activities	**Target Date**	**Person Responsible**		**FNIC**	**Facilities**	**Software**	**Equipment**	**Personnel**	**Other**
	9/2014	Reading Faculty		☐	☐	☐	☐	☐	

				☐	☐	☐	☐	☐	

16. Evaluation Criteria – Feasibility

The Reading Department works diligently with managers and students to offer schedules that fit the diverse needs of students with day and evening, DE, learning communities, and fast track offerings. Library resources are adequate but with the economic downturn, some programs have been eliminated such as Lexis-Nexis. Courses are instructed by full time faculty and adjunct faculty members.

Commendations

a) Reading faculty have much support from Counseling faculty especially since the inception of Basic Skills workshops.
b) The use of 'fast track' enables students to complete the 3 levels of Reading [Read 019, 040, 099] in 2 semesters or one year.
c) Despite the fact it has been difficult to find qualified adjunct reading faculty. With the recent cuts in the number of courses offered, this has not become a problem but will be once courses are reinstated.
d) The program's resources are sufficient.
e) Courses are available at various times of the day. The Reading faculty are present in Learning Communities and Distance Education formats. Fast track is one element that has worked in Reading. The Basic Skills Coordinator has the data to support these various modes of delivery of instruction.

Previous Recommendations Completed

a) There are dedicated classrooms for Reading in LL [Lifelong Learning]. This ensures that materials and technology are available for students learning.
b) Reading and Counseling faculty have coordinated efforts to assure proper placement of students. This collaboration has been very effective.

Recommendations

Recommendation									
				Impact					
Action/Activities	**Target Date**	**Person Responsible**		**FNIC**	**Facilities**	**Software**	**Equipment**	**Personnel**	**Other**
				☐	☐	☐	☐	☒	
				☐	☐	☐	☐	☐	

Recommendation Develop peer mentors to encourage students to improve retention, persistence and success rates									
				Impact					
Action/Activities	**Target Date**	**Person Responsible**		**FNIC**	**Facilities**	**Software**	**Equipment**	**Personnel**	**Other**
Use services of Counseling, DSPS, and Veteran's Services in integrated effort to develop peer network	6/2012	Reading Faculty		☐	☐	☐	☐	☒	
				☐	☐	☐	☐	☐	

Recommendation Award Will Ulrich Reading Scholarship Funds at Student Achievement Awards Banquet.									
				Impact					
Action/Activities	**Target Date**	**Person Responsible**		**FNIC**	**Facilities**	**Software**	**Equipment**	**Personnel**	**Other**

Provide informal to student on scholarship set up in memory of Will Ulrich and the Mark Gunderson Book Fund.	9/2010	J. Harvey		☐	☐	☐	☐	☐	Foundation
				☐	☐	☐	☐	☐	

Recommendation									
				Impact					
Action/Activities	**Target Date**	**Person Responsible**		**FNIC**	**Facilities**	**Software**	**Equipment**	**Personnel**	**Other**
				☐	☐	☐	☐	☐	
				☐	☐	☐	☐	☐	

17. Evaluation Criteria – Compliance

Sample syllabi from the full time professors indicate that they comply with the District policies, and, in connection with the program review, the course student learning outcomes have been brought up to current requirements. The Read 099 DE course has been evaluated for ADA (Americans with Disabilities Act) to ensure that the material includes multi-modalities that are inclusive in communication.

Commendations

a) The course requisites and course outlines meet the District and State requirements.
b) The BlackBoard sites for both traditional and online Reading classes have been evaluated for ADA compliance by the Distance Education staff.
c) Established student learning outcomes at the program level.

Previous Recommendations Completed

a) Established faculty lead from Read 019 to Read 099 levels and assisted in making the link between courses.
b) Supported adjunct faculty participation in professional development activities through Faculty Learning Institute stipends.
c) Worked with Admissions and Registration to ensure that only qualified students with the appropriate prerequisites can register for sequenced courses.
d) Conducted validation study for Accuplacer cut scores.

Recommendations

Recommendation Develop a course sequence chart (like Math) that shows the Reading courses and their connection with English courses (Eng 030/Read 019)									
				Impact					
Action/Activities	**Target Date**	**Person Responsible**		**FNIC**	**Facilities**	**Software**	**Equipment**	**Personnel**	**Other**
Develop reading map that outlines the courses in Reading	9/2010	M. Gunderson		☐	☐	☐	☐	☐	
				☐	☐	☐	☐	☐	

Recommendation Offer Reading 120 every Fall semester.				
				Impact

Action/Activities	Target Date	Person Responsible		FNIC	Facilities	Software	Equipment	Personnel	Other
Prepare Read 120 for curriculum then address honors and DE format	9/2011	B. Van Citters/Read Faculty/Sam Lee		☐	☐	☐	☐	☒	
				☐	☐	☐	☐	☐	

Recommendation
Create formal and informal reading assessments that are designed to achieve course and program outcomes

				Impact					
Action/Activities	**Target Date**	**Person Responsible**		**FNIC**	**Facilities**	**Software**	**Equipment**	**Personnel**	**Other**
Identify rubrics and other assessments that can be linked to student learning outcomes	9/2015	B. Van Citters		☐	☐	☐	☐	☒	
				☐	☐	☐	☐	☐	

Recommendation
Explore opportunities to host reading events with local high schools and/or guest authors

				Impact					
Action/Activities	**Target Date**	**Person Responsible**		**FNIC**	**Facilities**	**Software**	**Equipment**	**Personnel**	**Other**
Readers to Leaders		Read Faculty		☐	☐	☐	☐	☐	
Reading buddies/ mentoring				☐	☐	☐	☐	☐	

18. Attachment A: Key Performance Indicators

Key Performance Indicator	FA 02	FA 03	FA 04	FA 05	FA 06	FA 07
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access						
Majors (total)						
New Majors						
Courses Offered (total # of courses)	3	3	4	4	3	3
Classes Offered (total # of sections)	16	15	17	27	36	37
Morning (Prior to 11:59AM)	9	8	11	13	16	15
Afternoon (12:00 to 4:29PM)	4	4	2	7	11	10
Evening (4:30PM or Later)	3	3	4	7	9	12
Arranged Hour						
Weekend						
Short term	12	3	8	7	5	2
Distance Education (full term)						
Distance Education (short term)						
Enrollment	386	386	495	786	1034	1081
Weekly Student Contact Hours (WSCH)	1,042.5	1,133.7	1,674.5	2,727.4	3,087.1	3,984.5
Full-Time Equivalent Students (FTES)	35.2	38.9	57.4	92.6	105.8	100.5
Program Resources						
Full-Time Equivalent Faculty (FTEF)	3.11	2.92	3.82	6.03	7	6.35
Credit Reimbursement Rate	**$2,850.73**	**$2,790.53**	**$2,922.30**	**$3,259.71**	**$3,476.34**	**$4,367.00**
Program Operation						
WSCH/FTEF	335.2	388.3	438.3	452.3	441.0	627.5
FTES/FTEF	11.3	13.3	15.0	15.4	15.1	15.8
Fill rate at Census	81.9	95.9	103.1	102.9	105.0	93.2
Program Success						
Course Success (any course, C or better or "Pass")	47.0%	52.0%	70.0%	70.0%	67.0%	69.0%
Course Retention	89.0%	87.0%	93.0%	92.0%	93.0%	96.0%

Key Performance Indicator	SP 03	SP 04	SP 05	SP 06	SP 07	SP 08
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access						
Majors (total)						
New Majors						
Courses Offered (total # of courses)	3	3	4	3	3	3
Classes Offered (total # of sections)	13	16	21	32	33	33
Morning (Prior to 11:59AM)	8	9	13	15	15	15
Afternoon (12:00 to 4:29PM)	3	3	3	9	12	9
Evening (4:30PM or Later)	2	4	5	8	6	9
Arranged Hour						
Weekend						
Short term	4	10	5	3	5	1
Distance Education (full term)						
Distance Education (short term)						
Enrollment	320	406	612	848	929	868
Weekly Student Contact Hours (WSCH)	873.0	1,183.4	1,985.5	2,848.3	3,839.5	3,101.2
Full-Time Equivalent Students (FTES)	31.6	42.8	71.9	97.2	103.3	83.2
Program Resources						
Full-Time Equivalent Faculty (FTEF)	2.53	3.11	4.73	7.13	6.42	6.35
Credit Reimbursement Rate	**$2,850.73**	**$2,790.53**	**$2,922.30**	**$3,259.71**	**$3,476.34**	**$4,367.00**
Program Operation						
WSCH/FTEF	345.1	380.5	419.8	399.5	598.0	488.4
FTES/FTEF	12.5	13.8	15.2	13.6	16.1	13.1
Fill rate at Census	83.6	88.3	106.1	92.2	95.4	83.4
Program Success						
Course Success (any course, C or better or "Pass")	48.0%	56.0%	72.0%	67.0%	60.0%	71.0%
Course Retention	83.0%	88.0%	91.0%	90.0%	88.0%	95.0%

Key Performance Indicator	SU 02	SU 03	SU 04	SU 05	SU 06	SU 07
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access						
Majors (total)						
New Majors						
Courses Offered (total # of courses)			1		1	1
Classes Offered (total # of sections)	1	1	5	4	14	14
Morning (Prior to 11:59AM)	1		4	2	9	9
Afternoon (12:00 to 4:29PM)		1	1	1	4	3
Evening (4:30PM or Later)				1	1	2
Arranged Hour						
Weekend						
Short term			3		4	2
Distance Education (full term)						
Distance Education (short term)						
Enrollment	18	55	106	112	291	336
Weekly Student Contact Hours (WSCH)	194.3	594.3	762.0	1,168.6	3,401.0	3,547.8
Full-Time Equivalent Students (FTES)	1.9	5.7	10.2	12.4	32.4	33.8
Program Resources						
Full-Time Equivalent Faculty (FTEF)	0.19	0.19	0.97	0.91	3.11	2.75
Credit Reimbursement Rate	**$2,850.73**	**$2,790.53**	**$2,922.30**	**$3,259.71**	**$3,476.34**	**$4,367.00**
Program Operation						
WSCH/FTEF	1,022.4	3,127.9	785.6	1,284.2	1,093.6	1,290.1
FTES/FTEF	9.7	29.8	10.5	13.6	10.4	12.3
Fill rate at Census	64.3	91.7	82.0	99.8	70.8	79.7
Program Success						
Course Success (any course, C or better or "Pass")	61.0%	73.0%	59.0%	86.0%	87.0%	85.0%
Course Retention	89.0%	96.0%	93.0%	96.0%	97.0%	95.0%

Key Performance Indicator						WN 08
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access						
Majors (total)						
New Majors						
Courses Offered (total # of courses)						3
Classes Offered (total # of sections)						10
Morning						6
Afternoon						3
Evening						1
Arranged Hour						
Weekend						
Short term						1
Distance Education (full term)						
Distance Education (short term)						
Enrollment						291
Weekly Student Contact Hours (WSCH)						3,259.0
Full-Time Equivalent Students (FTES)						31.0
Program Resources						
Full-Time Equivalent Faculty (FTEF)						2.08
Credit Reimbursement Rate						**$4,367.00**
Program Operation						
WSCH/FTEF						1,566.8
FTES/FTEF						14.9
Fill rate at Census						96.2
Program Success						
Course Success (any course, C or better or "Pass")						84.0%
Course Retention						96.0%

Key Performance Indicator	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Student Demographic Data												
	#	%	#	%	#	%	#	%	#	%	#	%
Gender												
Female	407	60%	498	62%	644	59%	869	57%	1081	57%	1156	55%
Male	271	40%	299	38%	442	41%	667	43%	809	43%	921	44%
Missing											15	1%
Total	678	100%	797	100%	1086	100%	1536	100%	1890	100%	2092	100%
Age												
19 or younger	369	54%	422	53%	558	51%	800	52%	1107	59%	1184	57%
20-24	158	23%	211	26%	327	30%	485	32%	534	28%	627	30%
25-29	49	7%	68	9%	77	7%	120	8%	113	6%	122	6%
30-34	26	4%	27	3%	37	3%	36	2%	42	2%	54	3%
35-39	28	4%	29	4%	25	2%	37	2%	31	2%	40	2%
40-49	40	6%	34	4%	47	4%	46	3%	42	2%	50	2%
50 and above	8	1%	6	1%	15	1%	12	1%	21	1%	15	1%
Total	678	100%	797	100%	1086	100%	1536	100%	1890	100%	2092	100%
Ethnicity												
Asian	80	12%	121	15%	194	18%	223	15%	201	11%	230	11%
African American	49	7%	66	8%	72	7%	106	7%	135	7%	162	8%
Hispanic	366	54%	434	54%	542	50%	785	51%	1061	56%	1123	54%
Native American/Alaskan Native	6	1%	4	1%	6	1%	9	1%	14	1%	18	1%
Other	8	1%	19	2%	24	2%	36	2%	36	2%	31	1%
Caucasian	155	23%	128	16%	214	20%	324	21%	395	21%	382	18%
Decline to State	12	2%	19	2%	27	2%	39	3%	38	2%	42	2%
Missing	2	0%	6	1%	7	1%	14	1%	10	1%	104	5%
Total	678	100%	797	100%	1086	100%	1536	100%	1890	100%	2092	100%
Educational Goal												
Degree/Cert/Transfer	601	89%	727	91%	995	92%	1398	91%	1772	94%	757	36%
Career/Ed Development	22	3%	22	3%	36	3%	40	3%	27	1%	50	2%
Improve Basic Skills											12	1%
Undecided											121	6%
Unknown	55	8%	48	6%	55	5%	98	6%	91	5%	1152	55%
Total	678	100%	797	100%	1086	100%	1536	100%	1890	100%	2092	100%

Key Performance Indicator	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Resources						
Revenue: FTES* Reimbursement Rate	195,588.6	243,780.7	407,456.3	659,146.0	839,570.9	1,085,461.5
Total District Adopted Program Budget	n/a	229,603	319,932	366,213	468,223	444,648
Support Personnel (wage without benefit, 2200 and 2400 in budget)	n/a	0	0	0	0	0
Supplies (4300 in budget)	n/a	1,667	43	745	448	294
Cost	n/a	214,859	325,606	390,532	391,065	449,534
Total FTES for the year	68.6	87.4	139.4	202.2	241.5	248.6
Cost per FTES	n/a	2,459.47	2,335.27	1,931.32	1,619.25	1,808.55
Program Success						
Degrees Awarded						
Certificates Awarded						
Skill Awards						
Licenses (reported by department)						
Career Technical Education Programs						
VTEA Grant						
Industry Contributions to Program Resources						
Available Jobs						
Attach one copy of the three most recent College Core Indicator Information forms for each of the appropriate TOP codes						
Please include "Student Satisfaction" and "Employer Satisfaction" in the program review write-up.						

II. 19. Attachment E: Library Resources Report

LIBRARY ACTIVITY:

Library Research Orientations

41 (during the prior year)

Circulation of materials in subject area

Circulation as percent of total circulation:

420-429.99	1%
372	2% all 370s

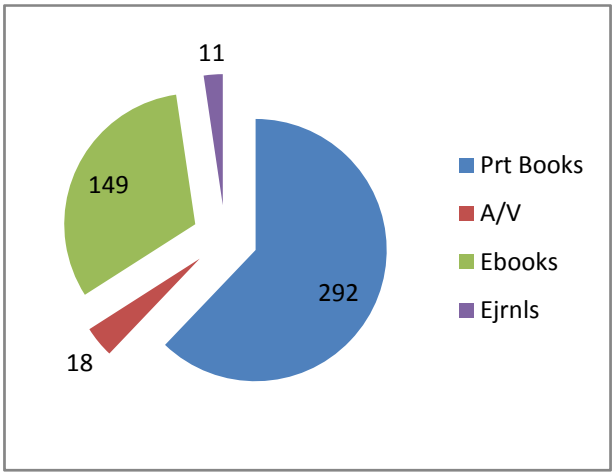
RESOURCES:

Dewey Call Number areas:

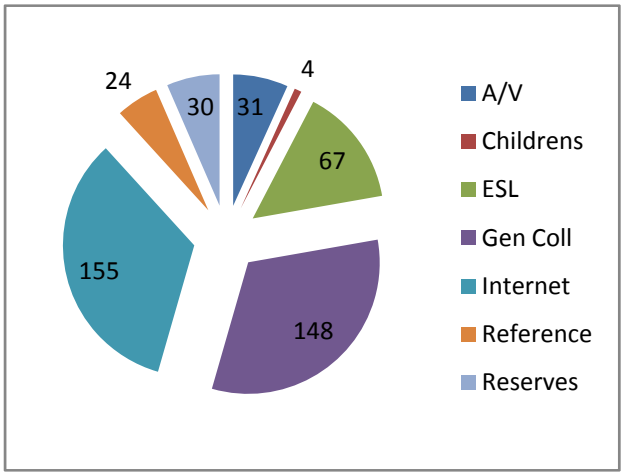
020-29.99	84
420.429.99	263
370.379.99	56
Other	56

Ejournals: 11

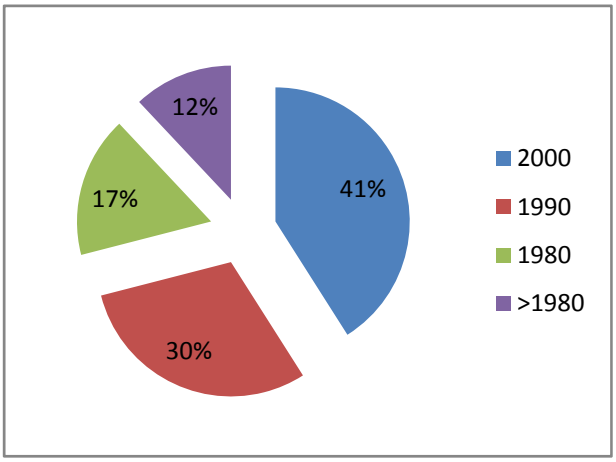
FORMATS



LOCATION OF COLLECTIONS



AGE OF COLLECTIONS:



EBSCO DATABASES:

Academic Search Premier
Alt HealthWatch
Business Source Premier
CINAHL Plus
Communication & Mass Media Complete
ERIC
Funk & Wagnalls New World Encyclopedia
GreenFILE
Health Source: Consumer ed.
Health Source: Nursing/Academic ed.

History Reference Center
Library, Information Science & Tehcnology Abs

Literary Reference Center
MAS Ultra School Edition
MasterFILE Premier
MEDLINE

Military & Government
Newspaper Source
Primary (K-6)
Professional Development
PsycARTICLES
Psychology & Behavioral Science
Regional Business News
Religion & Philosophy
Vocational & Career

OTHER:
Gale Literature Resource Center
Gale Virtual Reference Library
LEXIS-NEXIS Academic
netLibrary
CQ Researcher
Issues & Controversies
SIRS Researcher
Aleks
Alldata Online Automotive diagnostic and repair information. .
Annals of American History Online
Auto Repair Reference Center
Biography Resource
Center
Biology Journals
Books in Print with
Reviews
Chi Tester
CountryWatch
Encyclopaedia Britannica Online
Eureka Online Career & college
search
Issues & Controversies - American History
Learning Express Test Prep for ASE (Automotive), Cosmetology, & Nursing
Los Angeles Times Current: 1985-present Historical: 1881-1985
Oxford English Dictionary
Proquest Newspapers
Salem Health & Salem Cancer
MagillÆs Medical Guide online.
Salem History
Science (AAAS)
Twayne's Author Series
Vocational Biographies
Webster's 3rd New International Dictionary,
Unabr.

Call Numbers relevant to Reading
- 028 Reading and use of other information media
- 428 Standard English usage
- 428.4

Sample Subject Headings relevant to Reading
- English language--Textbooks for foreign speakers
- Reading (Higher education)
- Reading comprehension
- Study skills.